

In The Matter Of:
ARKANSAS STATE BOARD OF EDUCATION

December 15, 2023

Sharon Hill Court Reporting
501-680-0888

ARKANSAS
STATE BOARD OF EDUCATION

DECEMBER 15, 2023
9:00 a.m.

A P P E A R A N C E S

PANEL MEMBERS:

DR. SARAH MOORE, Chair
MS. KATHY ROLLINS, Vice Chair
MS. ADRIENNE WOODS
MR. STEVE SUTTON
MR. RANDY HENDERSON
MS. LISA HUNTER
MR. JEFF WOOD
MS. LEIGH KEENER
MR. KEN BRAGG

NON-VOTING PANEL MEMBERS:

JACOB OLIVA, Secretary of Education
MS. CAPRI BELL SALAAM, Arkansas Teacher of the Year

ADE LEGAL COUNSEL:

MR. ANDRES RHODES, Chief Legal Counsel
MR. STEPHEN REYNOLDS, Legal Counsel

LOCATION:

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

P R O C E E D I N G S

1) CONSIDERATION OF THE REQUEST FROM COSSATOT RIVER SCHOOL DISTRICT

CHAIRMAN MOORE: We will start with the Consideration of the Request from the Cossatot River School District. I believe we have Andres to come share the proceedings with us.

MR. RHODES: Good morning, Chair and Members of the Board. Before you is a petition by the Cossatot School District to close the Umpire campus, an isolated school within the district. An isolated school can be closed when their local school board either votes unanimously to close the campus or a majority of the school board votes to close the campus and the decision is affirmed by the State Board of Education when the school board's vote was not unanimous. In this matter, a majority of the Cossatot school board voted in favor of closing the Umpire school campus by a vote of four-to-two. However, since the vote was not unanimous it is now before you.

A school board seeking to file a petition must do so within 30 days prior to a State Board meeting where the petition will be heard. The Cossatot school board submitted this petition on November 13,

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ACTION AGENDA:

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2023.

The State Board may do one of the following in reviewing the petition:

a) It may grant the petition, leading to the closure of the isolated school;

b) It may deny the petition, leading to the isolated school remaining open as it currently exists; and

c) It may table a decision for a future meeting of the State Board.

The closure must be in the best interest of all students in the district as a whole and the closure cannot impact desegregation efforts in the district or otherwise violate a court order.

As for procedure, anyone seeking to testify must take an oath administered by the Chair. The petitioner will have 15 minutes to present a petition to the Board. That will be the school district. A spokesperson for the individuals opposing the petition will also get 15 minutes to present their position. Then, the petitioner of the school board will then get 5 minutes to provide closing remarks. The Board may ask questions at any time and the Board can take public comment up to 3 minutes from anyone it can choose. The State Board will then deliberate

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<p>1 and move to grant, deny, or table the petition.</p> <p>2 CHAIRMAN MOORE: Thank you.</p> <p>3 So at this point we'll start by swearing in --</p> <p>4 MR. RHODES: That's correct.</p> <p>5 CHAIRMAN MOORE: -- any of the school district</p> <p>6 officials?</p> <p>7 MR. RHODES: So, anyone that's going to be</p> <p>8 testifying. Generally, that's the Superintendent --</p> <p>9 or if they have counsel, the counsel will be</p> <p>10 providing that testimony.</p> <p>11 CHAIRMAN MOORE: Okay. So anyone, if you would</p> <p>12 stand please. Do you swear to tell the truth, the</p> <p>13 whole truth, and nothing but the truth?</p> <p>14 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)</p> <p>15 CHAIRMAN MOORE: Thank you.</p> <p>16 And we'll start with Dr. Broyles.</p> <p>17 SUPT. BROYLES: All right. Thank you.</p> <p>18 CHAIRMAN MOORE: Thank you.</p> <p>19 SUPT. BROYLES: Well, good morning. Thank you</p> <p>20 all for having us this morning.</p> <p>21 I'm sure everyone read the --</p> <p>22 Thank you, Mr. Rhodes.</p> <p>23 I'm sure everyone read the presentation that we</p> <p>24 submitted with our petition, so I will spare everyone</p> <p>25 going through all the details of that. I can hit</p>	<p>1 raised K-12 next door, very familiar with how strong</p> <p>2 that community is. Umpire is our home and our family</p> <p>3 and it's our community, just like all of our campuses</p> <p>4 are. So this is not a we versus them; this is us.</p> <p>5 But, unfortunately, I had to make a recommendation on</p> <p>6 the best interest of the whole district and my school</p> <p>7 board had to make a gut-wrenching decision. They are</p> <p>8 the constitutionally elected officials by the people</p> <p>9 in those counties and those areas to make these tough</p> <p>10 decisions. You know, as we heard in the opening by</p> <p>11 Ms. Fite, we're honoring those folks for that tough</p> <p>12 job -- and they had to make that tough decision. And</p> <p>13 I want to acknowledge that as we go into talking</p> <p>14 about -- this is also not just about finances. We're</p> <p>15 going to talk a little bit about finances today, but</p> <p>16 this is about finance, this is about educational</p> <p>17 opportunity, and what is in the best interest of our</p> <p>18 district as a whole.</p> <p>19 And as I go into that, I want to talk about</p> <p>20 academic integrity -- and let me acknowledge at the</p> <p>21 very outset we have great teachers at Umpire, we have</p> <p>22 great students at Umpire. That's not in question.</p> <p>23 What makes a school great is not the walls of an</p> <p>24 institution, of course. It's the individuals, it's</p> <p>25 the students, it's the teachers. And that will</p>
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<p>1 some high points, if the presentation is on the</p> <p>2 screen. If not, I can talk freely a little bit.</p> <p>3 I do have our finance consultant here, Mr.</p> <p>4 Norman Hill.</p> <p>5 I'm going to set my timer so I do not go over my</p> <p>6 time, if you'll give me one moment.</p> <p>7 I want to acknowledge a few things at the</p> <p>8 outset. I'm sure we all know this is not a pleasant</p> <p>9 matter to have to address. It's a very challenging</p> <p>10 matter. It's one that is very emotional, and I</p> <p>11 understand that. And my job as Superintendent is</p> <p>12 very tough sometimes. I'm blessed to do what I do,</p> <p>13 but in my role I have to look out for the best</p> <p>14 interest of all students in the school district as a</p> <p>15 whole. And that standard in the statute is a</p> <p>16 balancing test. And as we know, we have to consider</p> <p>17 a lot of different variables in that, and there will</p> <p>18 be people that are not happy and we just have to</p> <p>19 reach the best decision.</p> <p>20 And I also want to acknowledge that this has</p> <p>21 never been, for me, Cossatot River versus Umpire. It</p> <p>22 may seem that way. There may be some that perceive</p> <p>23 it that way. I can assure you, it's not. This is</p> <p>24 not a we versus them. We value our Umpire community</p> <p>25 and our school, very proud of it. I was born and</p>	<p>1 continue, no matter where these individuals end up.</p> <p>2 And it is my school board's position that these are</p> <p>3 Cossatot River students, and we respect where they</p> <p>4 choose to go. Dierks is 12 miles away. We know it's</p> <p>5 very likely they will choose that. But that's not</p> <p>6 our intention; we are not writing off our Umpire</p> <p>7 community. They -- we are welcome and we will do our</p> <p>8 very best to serve them and the teachers as well,</p> <p>9 because I'm not doing a reduction in force. We're in</p> <p>10 a position to where, by acting early, I'm able to</p> <p>11 offer those staff members contracts at Cossatot River</p> <p>12 School District next year, should they choose to be</p> <p>13 there.</p> <p>14 But if we look at our academic integrity -- if</p> <p>15 you're not familiar with Umpire, it's a very strong</p> <p>16 community. I will say it's not -- there's not a</p> <p>17 whole lot there; it's kind of a small but robust</p> <p>18 community. It's just a tightknit community. And all</p> <p>19 students, after this -- if this is finalized, if they</p> <p>20 come to Cossatot River School District they're going</p> <p>21 to have more opportunities for collaboration; they're</p> <p>22 going to have more opportunities for</p> <p>23 extracurriculars, more educational opportunity</p> <p>24 overall, and that's what I have to consider beyond</p> <p>25 finances. And I'm confident Cossatot River School</p>

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<p>1 District can serve that, if they choose to attend 2 here. And I -- again, I respect the right to choose. 3 I have two kids of my own and I value the right to 4 choose where they go to school. And we'll respect 5 that decision if they choose to go elsewhere, but 6 they are absolutely our students and we will serve 7 them at Cossatot River.</p> <p>8 If we focus a little more on the elementary -- 9 right now, our elementary does a great job. We're 10 very efficient there right now. We have tightened 11 the belt there a lot in the past three years and not 12 hired staff and gotten it more efficient. Right now, 13 our 1st and 2nd grade is in a classroom, 3rd and 4th 14 grade is in a classroom, and 5th and 6th are in a 15 classroom. And those teachers are champions for 16 doing that. I don't know, with all due respect, that 17 that's in the best interest of our elementary kids. 18 The whole model is based on accountability at the 19 grade level. Professional development is based on 20 the grade level. And as champions as they are, I 21 have to consider that and consider if that's in the 22 best interest of those kids, being in a combined 23 classroom like that. Without that, if they're in a 24 normal standard model, the teachers can channel their 25 professional development to a single grade level and</p>	<p>1 they would have access to, except for college algebra 2 and trig. We don't have that person on staff. But 3 the other hours are offered there in-person.</p> <p>4 We'll talk about fiscal integrity. Mr. Hill 5 will talk about that in my remaining time, as I check 6 my timer. But, briefly, we have about -- over the 7 past three years about a \$735,000 cost above revenue 8 balance there. ADM, that's at about -- ADM of about 9 90 last year, \$250,000. At 99 students, which is 10 what we estimated it, it was around a \$200,000 gap. 11 By acting now, the reason that we did it at this time 12 is Umpire will be offered positions at the other 13 campuses. Any staff overage will be addressed 14 through attrition. We lose about 14 staff members a 15 year, and my position was prolonging the action would 16 unfortunately probably result in me standing in front 17 of you here again. I can talk about opportunities 18 and other options that we've explored, if you have 19 that question. But cost is about \$18,000 per student 20 at Umpire, compared to about \$11,000 at our other 21 campuses.</p> <p>22 I put a picture here of ADM for you to show the 23 decline. That's in your packet, as well, as I go 24 through this. But since 2021, we've lost about 23 25 students to other districts, mainly Dierks and Kirby,</p>
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<p>1 kids can focus on a single grade level.</p> <p>2 Our elementary students, they do great there, 3 but they'll have more opportunity at our elementary 4 school or any elementary school they choose for other 5 extracurriculars. And the other campuses -- our 6 other campuses in the district will benefit from 7 those wonderful students and those wonderful teachers 8 if they choose to join the Cossatot River School 9 District.</p> <p>10 And as I stated earlier, the recommendation is 11 not based on poor academics at Umpire. The primary 12 consideration is the best interest of the students in 13 the district as a whole. And my board, when they 14 considered this, they were aware of everything. 15 They're aware of the emotion, they're aware of 16 isolated funding, buses. They're aware of 17 everything, but they made that decision of what they 18 felt was the best interest of the students, as gut- 19 wrenching as it was.</p> <p>20 I have a list of things you've probably seen, 21 some additional opportunities that would be available 22 if they choose to stay at Cossatot River School 23 District, which we hope they do. We have about 35 24 concurrent credit hours that are taught in-person at 25 Cossatot River High School by teachers there that</p>	<p>1 and we've lost about 28 to home-school.</p> <p>2 And I want to close here and talk a little bit 3 about promotion efforts. I can talk more about that 4 if you have questions. Bunyard Broadcasting, so 5 we've partnered with, advertise, radio ads, social 6 media, visits -- all sorts of things we've tried to 7 do to promote, and it did help a little bit. The 8 families are just choosing other schools is the 9 unfortunate truth.</p> <p>10 We've done things -- you'll see our former 11 principal there and one of our great teachers that 12 went to the radio station for a visit. We've done 13 video. We've recognized our students at the school 14 board with our Cossatot River PRIDE Award, much like 15 we did here this morning. We've done a lot of things 16 to try to promote the campus.</p> <p>17 Funding matrix is a concern. As you can see 18 there, the highest enrollment we have is 10 students 19 in one grade. And as you know, funding matrix 20 becomes a concern there. We have a capacity to serve 21 about 231 students there, but we have about 90 right 22 now.</p> <p>23 And forgive me as I go through -- I can talk 24 more about transportation. We have two buses right 25 now, consideration of adding a third one, if we need</p>

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<p>1 to; WiFi hotspots, iPads, whatever we can do to keep 2 those kids engaged on the bus.</p> <p>3 We have some challenges to overcome. But by 4 acting now we can implement some solutions -- invite 5 students to the campus, invite parents to the campus, 6 and try to make that transition much easier for them.</p> <p>7 I want to conclude by saying that it's a very 8 exciting time in Arkansas.</p> <p>9 I'm going to turn it over to Mr. Hill.</p> <p>10 We're doing what we can. I have a vision for my 11 district. I'm doing what I can to make my district 12 the best choice for the people in my area, and 13 sometimes that means tough decisions. And I put that 14 to my board -- and being aware of all the 15 circumstances, they made that decision, and it was a 16 very tough one.</p> <p>17 And with that, I will turn it over to Mr. Norman 18 Hill to talk about finances for you, unless you have 19 questions, of course.</p> <p>20 CHAIRMAN MOORE: We'll let him go, and then do 21 questions for both of you.</p> <p>22 SUPT. BROYLES: Okay. Thanks.</p> <p>23 CHAIRMAN MOORE: Thank you.</p> <p>24 MR. HILL: Thank y'all. I'm Norman Hill, a 25 financial consultant. For the past 18 years, I've</p>	<p>1 than they were district-wide in doing that, and 2 Umpire had got down to where there were 90-something 3 students in that.</p> <p>4 And I looked at the overall financials at the 5 current time. And the Cossatot River School District 6 is not in financial straits, but they are, if you 7 look at the past two years, heading that way because 8 they've constantly been spending money on a day-to- 9 day operation that's not coming back to them through 10 the state, local, federal funds and so-forth. And 11 you say, where is it coming from. They have started 12 reaching in and spending a big amount of their debt 13 service millage that the patrons voted for buildings, 14 bond issues -- and the main thing, buildings -- on 15 day-to-day operations. And there's nothing illegal 16 about that. The two major problems with that is -- 17 one is that's not a guaranteed source of funding that 18 will continue forever; it goes away when the bond 19 issue that it's attached to is paid off. Another is 20 that the district has needs to upgrade their 21 buildings or to build new campuses. If they've got 22 the money voted for that tied up in the day-to-day 23 operations, they cannot do that.</p> <p>24 When I looked at the overall district -- you'll 25 notice in the FY23 they had less money to operate</p>
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<p>1 owned a financial consulting business that works 2 primarily with Arkansas public schools, to work in 3 school finances. And all of those schools that I 4 work with have one thing primarily in common: they're 5 losing enrollment and having to make major 6 adjustments in their budgets and organizations, 7 staffing, transportation, to be able to continue to 8 exist financially. Prior to the 18 years, I spent 9 two years as a co-op director over 22 school 10 districts, Southeast Arkansas. Prior to that, I 11 spent 30 years as Superintendent of Schools in Drew 12 Central and Monticello School Districts. And I spent 13 eight years as a teacher/principal/coach in doing 14 that.</p> <p>15 Last spring, Dr. Broyles called me and wanted me 16 to come to Cossatot and look at their school district 17 and give him a financial analysis of where they would 18 be. He told me they were a consolidated school 19 district that were made up of three former schools -- 20 Wickes, Cove, and Umpire -- and that over the past 21 two years they have been losing students at a steady 22 decline in that. And when I came in and looked at 23 the district I noticed that they were constantly 24 declining in enrollment district-wide. And even -- 25 and on the Umpire campus they were declining quicker</p>	<p>1 than they did in '20. With the loss of students -- 2 they had lost somewhere in the neighborhood of \$1.2 3 million in the last five years in foundation funds, 4 which the biggest portion of those foundation funds 5 goes for salaries and fringe and do that. Then, 6 also, if we -- when looking at it, I noticed that 7 they had cut expenditures in that time, but the cut 8 of expenditures was just about a third of what they 9 had lost overall in those five years. And how did 10 they do that third cut? They did that by combining 11 the Wickes and Cove elementary schools that were 12 separate into a pre-K/2 school, a 3/6 school, putting 13 those students all together, which was within the 14 authority of the local school board and 15 administration to do that.</p> <p>16 In looking at Umpire, they had lost a tremendous 17 number of their student body, but it was not within 18 the power of the local board to do anything about 19 that, other than appeal to the State Board to give 20 them some relief on that.</p> <p>21 In looking at a three-year history of Umpire, it 22 looks like it's a district that in the three years 23 has spent somewhere in the neighborhood of 735,000 24 more dollars on Umpire, which is a quarter-of-a- 25 million per year, pretty well average, and that's</p>

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<p>1 more money than they get on a daily basis. And, 2 again, where did that extra money come from? It came 3 out of their debt service millage money that they use 4 to do that, and we know that the district can do that 5 legally. But also one of the things that the 6 district has wanted to do in the future is to build a 7 new school to house all pre-K through 6 students from 8 the three school districts, which was Wickes, Cove, 9 and Umpire, and bring them all in. Right now, the 10 Wickes/Cove 7-12 is in a fairly new building that was 11 built after consolidation in doing that. So what the 12 board is -- I recommended to the board was that they 13 oppose the Umpire School District and merge all your 14 students in, to be fair to the students throughout 15 the Cossatot River School District -- Wickes, Cove, 16 and Umpire. You don't need to take funds away from 17 one part of the district to supplement others, in my 18 opinion -- and that is my opinion that they close 19 that campus and do that. Also, I recommended if you 20 close that campus to keep all personnel; do not 21 dismiss any personnel. Because they lose quite a few 22 personnel each year, and through attrition you could 23 bring your staffing back in. Right now, if you look 24 at your staffing on your campuses for the Wickes/Cove 25 School District you'll see teachers maxed out.</p>	<p>1 experience, based upon what is better not for Umpire 2 campus or the Cossatot campus, but the Cossatot River 3 School District as a whole. Thank y'all. 4 CHAIRMAN MOORE: Thank you. 5 At this point in time we'll go ahead and do 6 board member questions. 7 SECRETARY OLIVA: Chair, before we do questions, 8 I want to make sure the Board is -- has some 9 background knowledge and context of what are the 10 steps that we've been taking that have led up to this 11 point, if that's okay. 12 So I want to just commend Dr. Broyles for the 13 generosity of time that he's been giving us, and his 14 staff. When we kind of first knew that they were 15 considering this item going to their board, which 16 didn't get a unanimous vote at the local level and 17 then it was going to come to us, we immediately began 18 working on going through all the data, all the facts, 19 and -- 20 MR. SUTTON: Can't hear you. 21 SECRETARY OLIVA: -- what does that process look 22 like, to make sure that when this action item comes 23 in front of the Board that it's an informed decision 24 and an informed recommendation. So we immediately 25 started having conversations, visited the campus a</p>
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<p>1 You'll see a lot of classes maxed out in doing that. 2 And by bringing in the Umpire, which is not maxed 3 out, you could relieve some of those teachers and do 4 a better job overall for all your students in doing 5 that. 6 So, in reality, Cossatot School District is 7 caught in a dilemma that they cannot solve on their 8 own. Number one is they're losing students; number 9 two is they have an isolated campus that is not 10 producing enough money to support itself, due to the 11 loss of students; number three is they're operating 12 under a financial formula that's based upon 500 13 students per campus -- Umpire has got 92; and number 14 four is they're operating under a standards procedure 15 for the State of Arkansas that demands you have so 16 many personnel. I'll just use one example: Umpire 17 has to have a .5 principal. Through the matrix 18 there's less than 20% of that salary funded, because 19 you have to have 500 students to fund a fulltime 20 principal in doing that. The other problem with a 21 halftime principal, it's hard to go out there and 22 find you a principal that will work half the time. 23 You know, normally you're going to have to hire them 24 fulltime. 25 So my recommendation was based upon my</p>	<p>1 couple of times. In fact, some of the board members 2 on this board here was able to participate in a 3 little bit of a roundtable discussion; the Governor 4 came. And we met with community members to hear some 5 of their concerns and hear what some of their 6 questions were that we want to make sure that we can 7 address. And I think one of the challenges that we 8 face when we're looking at this is, geographically, 9 when you look at the school as a K-12 site it's in an 10 isolated part of the state. And we're not talking 11 about a failing school; we're talking about a high- 12 performing school that has found a way to meet the 13 needs of the students and families in a small 14 community. And they've had to be innovative over the 15 last several years to be able to do that, because 16 they have been, as we've been hearing, facing 17 declining enrollment. And we all know that 18 enrollment is one of the foundations that are built 19 on the dollars that are generated for the school 20 district. 21 So when we met with the Superintendent and their 22 team, the first thing we wanted to do is make sure 23 that everybody agreed on the finances. And there was 24 some questions about how do you come up with some 25 accurate numbers when you're saying that the dollars</p>

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<p>1 are not being offset by the dollars that are being 2 generated -- first, the expenses. If this was easy 3 to figure out and calculate, we could all sit here 4 really closely and figure out how to calculate it. 5 But when you're looking at the complicated nuances of 6 school funding, weighted funding, general revenue, 7 millage rates, how does -- you know, how does each 8 student, depending on the programs they need, 9 generate the funding that that dollar would qualify. 10 It takes time. And one of the things that we 11 expressed when we were with the community is -- that 12 we heard pretty clearly from the community is that 13 they want some resonance of a solution for a school 14 in their community. And I don't want to speak on 15 their behalf, because I'm imaging some folks may have 16 signed up for public comment. But what we had said 17 at that is that we need time to go through the 18 finances to make sure that we can have a clear 19 number. 20 And one of the things that I think is just even 21 more special about this region of the state is the 22 neighboring districts have a vested interest and 23 value in seeing success in the students. They don't 24 look at it as our school district versus that school 25 district or this campus versus that campus; this is</p>	<p>1 dedicated staff, teachers, and leaders that go above 2 and beyond to meet the needs of the students in that 3 community. And it's not necessarily in a traditional 4 approach that you would typically see in most 5 schools, because they don't have the staffing to make 6 things happen. And those are some of the things that 7 we were looking at as we went through, that lens, and 8 had our team make that analysis. 9 So I want to make sure our board knew that we 10 immediately began having immediate dialogue to make 11 sure that when this comes before you we'd be able to 12 answer questions, not only with the district but also 13 through our folks as well. 14 CHAIRMAN MOORE: Thank you. 15 Should we move forward with questions for the 16 district, and then Dr. Saunders is going to present? 17 Okay. So let's do that. Let's go ahead and do 18 questions for the district right now, and then we'll 19 have another chance to go back. We'll start here. 20 Ms. McFetridge -- Ms. Rollins, questions? 21 MS. ROLLINS: When we're looking at 22 transportation, can you tell us -- talk to us about 23 how far away -- 24 SUPT. BROYLES: Sure. Sure. 25 MS. ROLLINS: -- the school is versus Cossatot?</p>
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<p>1 our community, this is our region of the state, and 2 we all take care of each other. 3 So one of the things -- as we're having these 4 conversations and you're asking questions, we had our 5 finance folks go through and kind of make their own 6 cost and revenue analysis of the state of Cossatot 7 schools and Umpire, which really kind of mirrors some 8 of the recommendations from the financial consultant, 9 but then talk about are there options. Because what 10 we had heard from the community is are there other 11 options to explore, and I think there are some other 12 options that -- we've had conversations with the 13 districts and neighboring districts to explore how we 14 move forward with seeing the feasibility. Because I 15 think when you go back to the initial question, are 16 we providing high -- access to high-quality education 17 for all the students in that district, and are we 18 able to do it in a financially responsible and 19 sustainable manner, as we go and look through those 20 options we have to look at it through those lenses 21 and then make sure that we can bring a finalized 22 decision to this board. 23 But I can tell you where one of the challenges 24 is. Some of you got to visit the school and you all 25 know firsthand from your experience you have</p>	<p>1 And what does that look like for students on the 2 school buses and transportation? 3 SUPT. BROYLES: Absolutely. Very good 4 consideration. Transportation is one of those 5 variables I talk about that we have to balance. I 6 have two kids of my own. We don't want our kids on a 7 bus any minute, if we can avoid it. That was one of 8 the first things I considered when I looked at this. 9 I called my neighboring superintendents, even some in 10 neighboring counties, and asked about what their bus 11 rides were. All of them told me they had several 12 routes that were two hours one-way; some of them had 13 longer, some of them had shorter. In the research 14 that we did, if all of our students at Umpire chose 15 to choose one of our other campuses, it's looking at 16 -- I think the farthest, in talking with my 17 Transportation Director and looking at the routes 18 myself, just under two hours, which is not ideal. I 19 don't want that either, but one of those variables 20 that we have to consider. What I did find was, as 21 unideal as that is, it's within the norm of what our 22 neighboring districts do. And it's not what they're 23 used to, of course, but it's within that norm and it 24 falls kind of within the norm of what we've seen 25 districts come before you in the past and research</p>

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<p>1 I've done. It looks like 40 miles being kind of the 2 cutoff. We're 18 miles from building to building, 3 from our Umpire campus to our elementary campus, and 4 24 miles from our Umpire campus to our high school 5 campus. Of course, there are families that are on 6 some side roads and so-forth. But our estimations 7 and talking with my folks was just under two hours, 8 somewhat within the norm of what our other districts 9 do. And we hope that of course they choose Cossatot 10 River School District. I've been told by the 11 community there that that won't happen, that they 12 want to be severed from Cossatot River and they will 13 choose another school, and I respect that. If they 14 do that, what makes this unique, Ms. Rollins, is that 15 Dierks is just right up the road, 12 miles. And 20 16 years ago, when they consolidated they chose Cossatot 17 River because they had three choices -- Kirby, 18 Cossatot, or Wickes -- at the time. Kirby was no -- 19 and this was in an article from the Arkansas Times; 20 Dierks was, We'll take you but we'll close the 21 building; and then Wickes said, We'll take you and 22 keep you open as long as you're financially feasible. 23 So actually the community had no choice; they chose 24 to keep their buildings open, like anybody would. 25 And they chose Wickes at the time, a whole different</p>	<p>1 legal. But if that an option? Has it been 2 discussed? 3 SUPT. BROYLES: It has been -- 4 MS. HUNTER: Is it legal? 5 SUPT. BROYLES: Yeah. 6 MS. HUNTER: Is it legal? 7 SUPT. BROYLES: It has been discussed some. Mr. 8 Oliva can testify to some of that. At our roundtable 9 meeting we brought -- they were very conscientious 10 and brought Dierks and Kirby superintendents to the 11 table. Obviously, I can't speak for what their 12 boards will do. In speaking with Mr. Hill, when I 13 talked to him about that, the premise is if it's 14 unsustainable for Cossatot River, a district twice 15 the size, about, of Kirby and Dierks each, then one 16 can reason that it's going to be unsustainable for 17 Dierks and Kirby as well. So if they were to take 18 Dierks and Kirby, one, Ms. Hunter, my understanding 19 is both districts have to agree to that. I have Ms. 20 Street here to testify to that. I will say I can't 21 speak to what my board would do. But in history I 22 don't know of a district that has agreed to that. 23 Right? Understandably. Because that's -- mills and 24 everything are tied up into that and part of the 25 choice of consolidating was to become part of</p>
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<p>1 county, in Polk County, versus Dierks which is right 2 next-door to Umpire where the families have been 3 choosing to send their kids for so many years, just 4 12 miles up the road. 5 So, Ms. Rollins, in truth, I hope this doesn't 6 happen. It likely will. They will most likely 7 choose Dierks and you're looking at bus rides of 15 8 minutes, an hour most, if they choose Dierks. But at 9 Cossatot River you're looking at, our estimation of a 10 bus ride, just under two hours. 11 MS. ROLLINS: Thank you. 12 CHAIRMAN MOORE: Ms. Hunter? 13 MS. HUNTER: I'm not sure how I want to pose 14 this question. But you went through a little history 15 with us there -- 16 SUPT. BROYLES: Correct. 17 MS. HUNTER: -- and explained the choice that 18 Umpire had several years ago. Has there been any 19 renewed conversations with Dierks, and is their 20 position the same? I mean, like has -- do we only 21 have two choices here: for Umpire to stay open or 22 closed and still part of the Cossatot River School 23 District or could Umpire, you know, kind of carve 24 themselves out of the school district and join 25 another school district? I'm not even sure if that's</p>	<p>1 Cossatot River. Will my board consider that? I'm 2 sure they would consider that. But there's not a lot 3 of precedent for that. 4 But, no, that is not the only option. And I can 5 go into more details, Ms. Hunter, and explain some of 6 the options. But my opinion, you know, Dierks or 7 Kirby taking them under the same model we have them, 8 if it's not sustainable for us, it won't be 9 sustainable for them. And we've heard comments from 10 those superintendents that it does depend on 11 financial sustainability; that was the comments they 12 made. But they also said, of course, it depends on 13 their board. So we'd have to speculate would their 14 board want to take it under the same model as we are 15 and end up possibly being before you on this same 16 matter. 17 But I'm happy to talk about other solutions that 18 don't involve Dierks or Kirby, if it's the will of 19 the board for me to ask -- to talk about that. 20 SECRETARY OLIVA: And I'll jump in. And I think 21 the question that you pose is a good question. The 22 short answer is yes. 23 SUPT. BROYLES: Yes. 24 SECRETARY OLIVA: Are they complicated options? 25 Yes. And so I think Superintendent did a pretty good</p>

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<p>1 job explaining that if they were to join a</p> <p>2 neighboring district, the neighboring district</p> <p>3 obviously has to want to receive them, how that looks</p> <p>4 for the board to -- is Cossatot really in a place to</p> <p>5 require them to come into a mutual agreement. We've</p> <p>6 had initial conversations around that, but we haven't</p> <p>7 gone into in-depth conversations yet with those</p> <p>8 superintendents and the districts to even consider</p> <p>9 that option for them to take to their board. Because</p> <p>10 we've been -- in the last couple of weeks, since the</p> <p>11 roundtable discussion, is kind of making sure we all</p> <p>12 agree on what does the projected revenue look like</p> <p>13 versus the expenses, so that if we were to pose that</p> <p>14 to a neighboring district they have a clear picture</p> <p>15 and understanding of what they would be taking on.</p> <p>16 SUPT. BROYLES: Correct.</p> <p>17 MS. HUNTER: Thank you.</p> <p>18 MR. SUTTON: Jacob, most of us online are having</p> <p>19 difficulty hearing you.</p> <p>20 SECRETARY OLIVA: Okay. I'll try to speak a</p> <p>21 little louder or maybe a different mic. Is this one</p> <p>22 better?</p> <p>23 MR. SUTTON: Yes, sir.</p> <p>24 SECRETARY OLIVA: Okay. I'll switch</p> <p>25 microphones.</p>	<p>1 Saunders was cost above the revenue, about \$735,000</p> <p>2 in three years. How that breaks down is about --</p> <p>3 around \$200,000 in fiscal year '23; around \$80,000,</p> <p>4 '22; and around 500-and-something thousand in fiscal</p> <p>5 year '21. Why the variance? Because each year we</p> <p>6 buy two buses with isolated transportation funding,</p> <p>7 because that's what we have to do, and how those</p> <p>8 invoices come in make a difference. Some of those</p> <p>9 isolated transportation and funding expenses can be</p> <p>10 spent on things like a part of the transportation</p> <p>11 director, maybe diesel fuel. But in the years that</p> <p>12 we've been open our fiscal agent with First Security</p> <p>13 has always told us no districts with isolated</p> <p>14 campuses buy buses. That's where the lion's share of</p> <p>15 the money has to go. We don't need that many, but we</p> <p>16 do that. And then our neighboring districts love us</p> <p>17 because they end up buying all of our buses when</p> <p>18 they're just a few years old. Those expenses are in</p> <p>19 there as well. But those numbers, Mr. Bragg, we were</p> <p>20 able to come to with Dr. Saunders, and he can speak</p> <p>21 to some of that. It is cost above revenue and</p> <p>22 there's some -- you know, there's some -- it's</p> <p>23 complex; there's some comments there. But I think</p> <p>24 that will help. I haven't seen that report you're</p> <p>25 seeing, but Mr. Hill can speak to it as well, and so</p>
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<p>1 CHAIRMAN MOORE: Okay. We'll continue with</p> <p>2 questions. Questions?</p> <p>3 MR. BRAGG: On -- well, I'm confused about some</p> <p>4 of the numbers too. I'm looking at a different set</p> <p>5 of numbers. On the annual statistical report it has</p> <p>6 a different set of income and expenses.</p> <p>7 MR. SUTTON: We can't hear any of that.</p> <p>8 MR. BRAGG: I'm looking at the annual</p> <p>9 statistical report for Cossatot River School District</p> <p>10 and I'm seeing different numbers for income and</p> <p>11 expenses.</p> <p>12 SUPT. BROYLES: Sure. I can speak to some of</p> <p>13 that. And I know one of the things we did, Mr.</p> <p>14 Bragg, in the past few weeks was try to get some</p> <p>15 finality on the numbers, because it is very</p> <p>16 complicated. You have -- it's not just a checkbook</p> <p>17 for Umpire and a checkbook for Cossatot River; there</p> <p>18 are certain lenses, some estimations. Mr. -- Dr.</p> <p>19 Saunders can talk about that too. What we were able</p> <p>20 to do, when I came up to Little Rock Wednesday and</p> <p>21 met with Deputy Commissioner Smith and Dr. Saunders,</p> <p>22 was get to some finality on the numbers that Dr.</p> <p>23 Saunders had run. And those numbers show, as Mr.</p> <p>24 Hill talked about -- I gave him an updated one --</p> <p>25 what we were able to agree to in working with Dr.</p>	<p>1 can Dr. Saunders.</p> <p>2 MR. BRAGG: Thank you.</p> <p>3 SECRETARY OLIVA: And this may be a good time --</p> <p>4 because one of the things that we also heard from the</p> <p>5 community, when we visited, is that they wanted us to</p> <p>6 confirm the dollar amounts as well. So I think it</p> <p>7 would be -- there would be value in having Dr.</p> <p>8 Saunders come up and kind of present a little</p> <p>9 overview on some of the dollars that we've come to</p> <p>10 consensus on this week, so that it's clear for</p> <p>11 neighboring districts, it's clear for the community,</p> <p>12 and it's clear that everybody -- I think we all have</p> <p>13 an agreeance that we're working off the same document</p> <p>14 now.</p> <p>15 CHAIRMAN MOORE: Dr. Saunders, do you want to</p> <p>16 come up now? And then we will hold, continue</p> <p>17 questions of the district after you share a little</p> <p>18 bit more.</p> <p>19 DR. SAUNDERS: All right. I can do that.</p> <p>20 Good morning, Board. Eric Saunders, Associate</p> <p>21 Deputy Commissioner with District Operations.</p> <p>22 So coming back, just a little bit of history</p> <p>23 that's been talked about, some of the first initial</p> <p>24 financial reports that we received, in trying to</p> <p>25 verify, we observed some discrepancies and worked</p>

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<p>1 with the contractor and had those corrected to come 2 back to some other numbers. So the numbers that I'm 3 going to share with you are numbers I've met with the 4 district on that we do agree on and have agreed with. 5 So I have that in this slideshow, if we could -- all 6 right, yeah. I will try not to get into all the 7 details, but I'll hopefully be able to answer any 8 questions that you have. So, because, as you know, 9 it can be very nuanced on school finance.</p> <p>10 But just to give you an idea, these are the 11 revenue numbers for the last three years for the 12 entire district. You can see the district numbers 13 and you can see the Umpire numbers, and that is just 14 revenue.</p> <p>15 And I'm going to move on to the next slide, and 16 then the next slide would be expenditures. You can 17 see some funds broken down. This is -- this does not 18 include everything, because you could have a whole 19 lot more other funds. But this is the bulk of 20 revenue and expenditures, so I think it's part of the 21 discussion. So those are similar expenditures, and 22 did break out some of the isolated transportation and 23 specialized fundings. The isolated transportation I 24 think is worthy of discussion and I will cover that 25 here in just a moment, so --</p>	<p>1 would view those buses as being a benefit to the 2 entire district, even though the expenditure is just 3 assigned to Umpire, it's an asset that the whole 4 district benefits from. So, you know, however you 5 would want to pro-rate those expenses, if you did it 6 on student enrollment or however you did it, there 7 are lots of ways to do it. I think just looking at 8 the 22-23 school year by itself, considering that 9 those districts -- or those buses are a benefit to 10 the district as a whole, that I would say it was cost 11 neutral. And so you can see the expenditures of 12 \$231,000 of that were simply the buses.</p> <p>13 So, next slide is showing just the isolated 14 transportation funds. And, you know, it's also very 15 difficult just looking at a single year, but you can 16 see how some of those expenditures have been. And 17 I'm sure you realize, for example, in 21-22, that the 18 expenditures -- so the buses and the transportation 19 expenditures that are paid for with these funds. The 20 low amount of expenditures I would assume in 21-22 is 21 probably supply chain issues. I know that school 22 buses had a very long lead time to get. And so 23 during 22-23, I believe it was two school bus 24 purchases. And 20-21, I believe there were three 25 school bus purchases. Also, you would see within --</p>
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<p>1 So going past this slide to the next one, this 2 is just using the same figures that you would've seen 3 in the previous graph. So this is looking at the 4 last three years, Umpire only on the campus. You can 5 see essentially what the revenue would have been and 6 what the expenditures would have been. This does not 7 factor in any of the debt service or anything like 8 that on the revenue side, as was discussed earlier. 9 So if you're looking say in 20-21, you could say a 10 \$517,000 deficit as far as there were more 11 expenditures than revenue. The next year, \$57,000. 12 And the last year, which we really focused on because 13 our initial numbers that we started focusing on was 14 22-23 all by itself. We did go back after talking 15 with the district and pulled additional years. 16 That's -- yeah, three years. So just focusing for a 17 moment here on the 22-23, you can see the deficit of 18 \$159,553 when you're looking at these revenues and 19 expenditures.</p> <p>20 The asterisk I think is the point of contention 21 with the isolated transportation funds, because with 22 those funds you do have to use those for 23 transportation. And so there were expenditures that 24 are shown there, in that 1.775 million number, for 25 school buses -- roughly, \$230,000. And because I</p>	<p>1 there are additional expenditures on top of that. 2 But just with that said I could estimate that's what 3 that would have been.</p> <p>4 So options, ideas, things shared with the 5 district -- as they mentioned, we did meet as recent 6 as this Wednesday. I had a long meeting, talked 7 about, you know, are there other options that would 8 be available; if finance is the hangup, what about 9 different grade configurations, such as K-6, K-8, 10 what would staffing configurations look like; would 11 you have efficiencies if you had a satellite campus 12 there as part of the entire district. We also talked 13 about student opportunity expansions, which I believe 14 they covered in their presentation about students at 15 one campus being able to participate in all the 16 activities that are offered at the other campus.</p> <p>17 Also, ideas shared with the district Secretary 18 Oliva referenced earlier, such as neighboring 19 districts and servicing their Umpire school or 20 exploring charter school network options.</p> <p>21 So that's kind of a summary, I think, of the 22 finances.</p> <p>23 CHAIRMAN MOORE: Thank you. 24 DR. SAUNDERS: Yes. 25 CHAIRMAN MOORE: We'll continue on. Mr. Bragg,</p>

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<p>1 questions?</p> <p>2 MR. BRAGG: Yeah. Thank you.</p> <p>3 Well, the difference in the 21-22</p> <p>4 transportation, the surplus there, does that carry</p> <p>5 over to the next year?</p> <p>6 DR. SAUNDERS: Yes, it does.</p> <p>7 MR. BRAGG: Okay.</p> <p>8 DR. SAUNDERS: Just -- I think to give you just</p> <p>9 a little bit of reference in regards to that is they</p> <p>10 closed out the 22-23 school year I believe with about</p> <p>11 \$380,000 in the isolated transportation fund, is</p> <p>12 where that's sitting.</p> <p>13 MR. BRAGG: Okay. Thank you.</p> <p>14 DR. SAUNDERS: Yes.</p> <p>15 CHAIRMAN MOORE: Mr. Wood, questions?</p> <p>16 MR. WOOD: Yeah. Thank you.</p> <p>17 So how are we supposed to view, you know, this</p> <p>18 isolated transportation slide that you showed us?</p> <p>19 DR. SAUNDERS: Yeah.</p> <p>20 MR. WOOD: You know, in the whole 190,000 one</p> <p>21 year, plus 220 in the next year, minus 26 --</p> <p>22 DR. SAUNDERS: Yeah.</p> <p>23 MR. WOOD: -- how are we supposed to process the</p> <p>24 drastic variance in those numbers? What is --</p> <p>25 DR. SAUNDERS: Yeah.</p>	<p>1 MR. WOOD: Yes.</p> <p>2 DR. SAUNDERS: -- it's a -- so it's kind of hard</p> <p>3 to just nail down, to quantify to say that. Yeah,</p> <p>4 you have to look at it.</p> <p>5 MR. WOOD: So they receive additional funding</p> <p>6 for the isolated campus that -- I don't know what the</p> <p>7 exact word is. But a significant portion of that</p> <p>8 funding must be spent on transportation, but it</p> <p>9 doesn't necessarily have to be the purchase of a</p> <p>10 school bus. Is that what I'm picking up on? They</p> <p>11 can -- fuel would, I suspect --</p> <p>12 DR. SAUNDERS: Yeah.</p> <p>13 MR. WOOD: -- qualify for that or --</p> <p>14 DR. SAUNDERS: It has to be used for</p> <p>15 transportation expenses. It's very restricted in</p> <p>16 that sense, so --</p> <p>17 MR. WOOD: Yeah. Not necessarily \$150,000</p> <p>18 school bus?</p> <p>19 DR. SAUNDERS: Right. Correct. That's my</p> <p>20 understanding.</p> <p>21 MR. WOOD: At some point Umpire is going to have</p> <p>22 enough school buses. I mean, you can only buy three</p> <p>23 a year and --</p> <p>24 DR. SAUNDERS: Yeah.</p> <p>25 MR. WOOD: -- at some point you don't need to</p>
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<p>1 MR. WOOD: What can we fairly assume is an</p> <p>2 annual --</p> <p>3 DR. SAUNDERS: Yeah. It's really tough when</p> <p>4 you're trying to look at that because you really have</p> <p>5 to go back and look at over so many years --</p> <p>6 MR. WOOD: Yeah.</p> <p>7 DR. SAUNDERS: -- and then to look --</p> <p>8 personally, I think that a better representation is</p> <p>9 the previous slide because it does include those</p> <p>10 numbers in that as well.</p> <p>11 MR. WOOD: But even that slide is difficult.</p> <p>12 DR. SAUNDERS: Yeah.</p> <p>13 MR. WOOD: I mean half-a-million in the hole, 57</p> <p>14 in the hole --</p> <p>15 DR. SAUNDERS: Yeah.</p> <p>16 MR. WOOD: -- and then 60 in the hole. That's</p> <p>17 -- those are drastic --</p> <p>18 DR. SAUNDERS: Yeah. And I -- but I think when</p> <p>19 you use that in combination with the information from</p> <p>20 the other slides you realize that the larger -- I</p> <p>21 guess you would say the larger deficits are during</p> <p>22 years that they're purchasing more buses. The buses</p> <p>23 are causing those expenditures because of -- the</p> <p>24 purchase of the bus is solely coded to the Umpire</p> <p>25 campus, but yet it's a --</p>	<p>1 keep buying three a year.</p> <p>2 DR. SAUNDERS: Yeah. And I think the choice on</p> <p>3 doing that would be because buses are a single one-</p> <p>4 time purchase that you're coding and you may not have</p> <p>5 enough expenses in the other areas to spend those</p> <p>6 funds that you're getting. So it's a way to spend</p> <p>7 those funds, whether you should or not.</p> <p>8 MR. WOOD: And then that goes to why the buses</p> <p>9 are an asset to the whole district, because they're</p> <p>10 using Umpire special funds to purchase buses that</p> <p>11 will bus kids from Wickes to Vandervoort to whatever</p> <p>12 or -- I apologize. So that's why they're an asset to</p> <p>13 the whole district?</p> <p>14 DR. SAUNDERS: Right.</p> <p>15 MR. WOOD: Okay.</p> <p>16 SECRETARY OLIVA: If I could add to that too --</p> <p>17 MS. HUNTER: And -- I'm sorry.</p> <p>18 SECRETARY OLIVA: Oh, no, go ahead.</p> <p>19 MS. HUNTER: And then, you know, after so many</p> <p>20 years, then they sell these relatively new school --</p> <p>21 so it's just a constant cycle and -- which they end</p> <p>22 up net positive because of the sale of the buses? Is</p> <p>23 that how that works or -- I don't know what the</p> <p>24 depreciation of a new bus is.</p> <p>25 SUPT. BROYLES: I have some data with me here</p>

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<p>1 today. And just to clarify, we -- you know, the 2 isolated transportation is a complicated thing. Each 3 year, with our fiscal agent, with our auditors, we're 4 spending it the way they tell us to spend it. And 5 Mr. Hill can speak to some of that as well. 6 Districts with isolated campuses usually buy buses 7 and it is a district benefit. It's a district 8 benefit we don't need. We will buy one bus every 9 three to five years. If the campus had not been 10 there, hypothetically, the last three years -- I 11 don't like to put it in just finances, because it's 12 not just about finances; I don't want to lose sight 13 of that -- we'd be \$735,000 in the green and we'd buy 14 one bus every three to five years. Some buy one bus 15 every 10 years, like some of the research I've done. 16 Even if we bought one a year we're still coming out 17 ahead after you consider the net loss in three years. 18 But to answer your question -- remind me 19 specifically of your question, Mr. Wood. 20 MR. WOOD: Well, I don't know. I think I was 21 just starting to figure out how the buses -- 22 SUPT. BROYLES: Oh. 23 MR. WOOD: -- were an asset to the whole 24 district and -- 25 SUPT. BROYLES: Right.</p>	<p>1 nuance of this categorical. To the Superintendent's 2 point where, this is where we're identifying 3 opportunity that I think we can work with the 4 Legislature. Because they receive funding due to the 5 nature of the school, the funding has restrictions 6 based on that categorical where it has to go towards 7 transportation. So most school buses you can expect 8 to get a million miles. If you maintain them well, 9 you may get two million miles out of a school bus. 10 They're put in a predicament as a school district -- 11 I think it's an unintended predicament -- that says 12 we give you this category of money; if you don't use 13 it to buy buses, whether you need them or not, you 14 basically forfeit the money. So the district is 15 taking advantage of that category. This is where I 16 think there would be opportunities when we look at -- 17 for options to explore is could you get a waiver, 18 could we request something to say that there's a 19 checklist. Like if the district is able to fulfill 20 all their transportation obligations, maintain a 21 fleet to a certain level of inspection 22 satisfactorily, then that category of dollars can be 23 for other isolated school expenses, which would make 24 sense. 25 And then we even heard from Mr. Norman,</p>
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<p>1 MR. WOOD: -- and why the drastic variance of 2 the numbers and -- 3 SUPT. BROYLES: It was Ms. Hunter that asked the 4 question. To answer your question, in three years 5 we've bought six buses. The way they're invoiced, it 6 comes in different years; that's why the drastic 7 difference. In three years, we've sold seven buses. 8 We've sold seven buses for a total of \$71,000, about 9 \$10,000 per bus, as old as 2008, as new as 2014. And 10 we would love a waiver to not have to spend isolated 11 transportation funding on this. But my talks with 12 Dr. Saunders and Deputy Commissioner Smith was that's 13 probably not possible because of the nature of that 14 expense. But you can see it as a benefit to the 15 district in terms of a shiny new bus fleet. But we 16 -- you know, with respect, we don't need that. We 17 have a better bus fleet than many 7A schools. It's 18 just we're handcuffed to do that. And we would 19 resort to one every three to five years and come out 20 way in the green. But, again, I can talk more about 21 this; it's not just about the money. That wasn't 22 just the basis of my recommendation, so I don't want 23 to get hung-up on that. 24 Does that answer you, Ms. Hunter? 25 SECRETARY OLIVA: I want to add to kind of the</p>	<p>1 consultant, talk about the things that are required 2 in accreditation as far as staffing; are there things 3 that are hindering the school district from making 4 decisions, where they're forced to spend dollars that 5 they may be able to use in a little bit more flexible 6 manner (but there may be some rules or there may be 7 some laws that prohibit them); how do we identify and 8 then see if there's a way to get some relief from 9 those categories that would offset some of the 10 revenue and expenses, I think that the team has 11 shared. 12 MS. KEENER: Well -- 13 SUPT. BROYLES: Mr. Wood, we do -- oh, go ahead. 14 MS. KEENER: But -- well, I was going to say 15 that I applaud your ingenuity in turning those 16 restricted funds into unrestricted through the sale 17 of buses. 18 SUPT. BROYLES: Yeah. 19 MS. KEENER: So tell us where that money goes. 20 Is that included in -- maybe the question for these 21 numbers -- but is that included in the new numbers 22 that we have that everybody has agreed upon? 23 SUPT. BROYLES: Those funds go back into the 24 district as a whole. There's not one -- it's not 25 like a checkbook or a pot of money for our Umpire</p>

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<p>1 campus, a pot of money for our elementary campus. 2 That's just not how it's set-up. If you look at the 3 last three years of \$71,000, even if you attribute 4 all of that back to you can knock off 71 off 735,000. 5 But that all goes back into a district pot. 6 And in my notes we do spend isolated funding 7 also, Mr. Wood, on bus repairs. A lot of that goes 8 to bus repairs at Umpire, throughout the district. 9 We put some of that money back into our buses there. 10 But, no, Ms. Keener, it just goes into a general 11 fund. But that money, it may be spent at primary 12 campus, elementary campus, or it may be spent at 13 Umpire campus. I look at it conservatively; just 14 give that 71,000 back and you're still 735,000 minus 15 71. And I just stress that these are things that my 16 board -- they're very experienced; they've dealt with 17 it for 20 years. They're aware of these things and 18 they're aware of the nuances, and they were fully 19 aware of that as a local board when they made their 20 decision, because they've dealt with it for many 21 years. 22 And Mr. Hill can explain, as well, the nature of 23 isolated funding in more detail because he's dealt 24 with it as -- some, if you'd like to hear from him. 25 He may do a better job than I do. But good question.</p>	<p>1 votes and things like that. 2 It was October 12th that the board voted to 3 close Umpire -- 4 SUPT. BROYLES: Correct. 5 MS. KEENER: -- in a four-to-two vote. Correct? 6 SUPT. BROYLES: Correct. Correct. 7 MS. KEENER: So which board member wasn't 8 present? 9 SUPT. BROYLES: We had Alex Wade; he is a board 10 member from Cove. The timing is -- it looks odd, 11 because he had just gotten a job in Texas. He still 12 lives in the community. His wife is a halftime 13 counselor for us. His kids still go there. But now 14 he has a remote job in Texas, a good opportunity for 15 him. So he -- that had come before. He resigned. 16 We consulted with ASBA, Arkansas School Boards 17 Association, on how to handle that. 18 (COURT REPORTER'S NOTE: UNRELATED COMMENTS WERE 19 MADE BY AN UNKNOWN PERSON ON ZOOM.) 20 CHAIRMAN MOORE: Someone on Zoom is not 21 silenced. If you could silence, please, everyone on 22 Zoom. 23 (COURT REPORTER'S NOTE: UNRELATED COMMENTS WERE 24 MADE BY UNKNOWN PERSONS ON ZOOM.) 25 CHAIRMAN MOORE: Excuse me. Someone on Zoom is</p>
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<p>1 MR. SUTTON: Can I ask a question? 2 CHAIRMAN MOORE: Yes, Mr. Sutton. 3 MR. SUTTON: And, Jacob, who has the authority? 4 What department has the authority to change the rules 5 for an isolated district on giving more options to 6 use funds that are supposed to be designated, like 7 transportation? 8 SECRETARY OLIVA: So that's where I go back to I 9 want to do some research. My understanding now, that 10 would be the Legislature; like we would have to 11 change the law to make that categorical, look at some 12 other options. That's not something that our board 13 could waive. Some of the standards for accreditation 14 that is in rule, as far as class size ratios or 15 required staffing ratios, those are things that we 16 may be able to consider into a waiver. But as we go 17 through this process, these are things that we're 18 identifying as future opportunities, because I think 19 there's some unintended consequence to such as this. 20 MS. KEENER: If I can -- 21 MR. SUTTON: Okay. 22 CHAIRMAN MOORE: Ms. Keener, question. 23 MR. SUTTON: Thank you. 24 MS. KEENER: If I can ask a few questions I have 25 about the timeline of your board meetings and the</p>	<p>1 not on silence. Okay. Thank you. There we go. 2 SUPT. BROYLES: Yeah. Ms. Keener, we consulted 3 with ASBA on how to approach that and their counsel 4 said, Proceed with it; you just need a majority, 5 under the statute, and you got four-to-two. Even if 6 the one had been there and voted no, you'd be four- 7 to-three. That's how she consulted us to do that. 8 We do have the new appointee now. And we had a 9 board meeting last night and I put to them, With all 10 the new information -- with the new appointee, With 11 all the information we have do you all want me to go 12 to the hearing or would you like me to pull it down 13 and consider other options and bring something else 14 back. And the consensus was, No, we'd like you to go 15 to the hearing with this new data. 16 MS. KEENER: So if I can keep going. So it 17 looks to me that October 12th was the vote to close, 18 and Alex Wade resigned following that, on October 19 23rd. And so -- 20 MS. STREET: No. 21 MS. KEENER: Well, according to the Cossatot 22 River website -- the agenda is in the minutes -- that 23 was the timeline. And you would agree to that? 24 SUPT. BROYLES: Repeat that for me, please. 25 MS. KEENER: Sure. So October 12th was the vote</p>

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<p>1 to close Umpire, with Alex Wade not present. And</p> <p>2 October 23rd was the vote to -- or, excuse me -- was</p> <p>3 when Alex Wade's resignation was presented to the</p> <p>4 board. Correct? After the vote?</p> <p>5 SUPT. BROYLES: Can my -- can our --</p> <p>6 MS. KEENER: Yeah.</p> <p>7 SUPT. BROYLES: -- attorney speak to that?</p> <p>8 MS. KEENER: Did you -- do we need to swear --</p> <p>9 SUPT. BROYLES: Do you swear --</p> <p>10 MS. KEENER: Make sure I'm --</p> <p>11 CHAIRMAN MOORE: With the attorney, I don't</p> <p>12 believe --</p> <p>13 MS. SALAS-FORD: You don't have to swear in an</p> <p>14 attorney.</p> <p>15 CHAIRMAN MOORE: Yeah.</p> <p>16 MS. KEENER: Oh, okay.</p> <p>17 CHAIRMAN MOORE: Yeah. Yes, Ms. Street. Okay.</p> <p>18 If you could come to the microphone and introduce</p> <p>19 yourself, that would be great. Thank you.</p> <p>20 MS. STREET: Sorry. I have a bum knee; it has</p> <p>21 to get started.</p> <p>22 Under the Arkansas law, a vacancy occurs on a</p> <p>23 school board when the school member resigns. There</p> <p>24 is no requirement that the board accept his</p> <p>25 resignation or do anything else about his</p>	<p>1 unfortunate for the school district because it raises</p> <p>2 that question, but I totally believe what they've</p> <p>3 done is legally like they should've done.</p> <p>4 MS. KEENER: Did you have documentation on when</p> <p>5 the resignation took place --</p> <p>6 MS. STREET: Yes.</p> <p>7 MS. KEENER: -- or -- was it an email or is it</p> <p>8 dated or --</p> <p>9 MS. STREET: What I have is a picture of the</p> <p>10 letter.</p> <p>11 MS. KEENER: Okay. Well, and then, you know,</p> <p>12 assuming -- assuming that that shows that he resigned</p> <p>13 prior to the October 12th meeting, we're still left</p> <p>14 with an empty seat, meaning you're not voting with a</p> <p>15 full board, which the statute requires.</p> <p>16 MS. STREET: Well, actually you are because the</p> <p>17 board has only six members after his resignation.</p> <p>18 MS. KEENER: But there was an empty seat.</p> <p>19 Correct?</p> <p>20 MS. STREET: Well, an empty chair where he used</p> <p>21 to sit, yes.</p> <p>22 MS. KEENER: Well, and it looks like then --</p> <p>23 MS. STREET: Do what?</p> <p>24 MS. KEENER: It looks like since then John</p> <p>25 McClain, I think, is the new board member?</p>
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<p>1 resignation. When he resigns, that board member is</p> <p>2 no longer on the board and, therefore, you have six</p> <p>3 board members as opposed to seven board members. And</p> <p>4 then the next meeting after his resignation was the</p> <p>5 one where they voted on the closure of the school.</p> <p>6 And then you have to go through a process to appoint</p> <p>7 a new board member, and that's what was presented on</p> <p>8 the 23rd.</p> <p>9 And a lot of school boards think they have to</p> <p>10 approve resignations, and they do some. If you have</p> <p>11 a contract, for example, with a teacher and she</p> <p>12 resigns, that contract has obligations, and so she's</p> <p>13 not truly gone until the school board accepts that</p> <p>14 resignation -- and sometimes they don't and they</p> <p>15 argue whether or not she has to fulfill her contract.</p> <p>16 But school districts don't have that kind of contract</p> <p>17 with superintendents -- I mean with board members.</p> <p>18 There's no contract to be with the board, so that's</p> <p>19 not required. So when a school board member resigns</p> <p>20 and he states a date of his resignation, that's when</p> <p>21 he's no longer on the board and the school district</p> <p>22 has to move forward from there.</p> <p>23 MS. KEENER: Okay.</p> <p>24 MS. STREET: So I looked at this. I have no</p> <p>25 problem with it. I think it -- I think it's</p>	<p>1 MS. STREET: He was appointed --</p> <p>2 SUPT. BROYLES: October 23rd, I believe.</p> <p>3 MS. KEENER: So at that point that was an empty</p> <p>4 seat and it, in my opinion, was not a full board.</p> <p>5 Correct?</p> <p>6 MS. STREET: It was a full board because there</p> <p>7 was no -- it's still a legal full board when someone</p> <p>8 resigns from it. It's just a six-member board</p> <p>9 instead of a seven-member board. It becomes a seven-</p> <p>10 member board when they appoint someone. So, yes,</p> <p>11 there's an empty slot.</p> <p>12 MS. KEENER: Can we --</p> <p>13 MS. STREET: But all the people that could vote</p> <p>14 after his resignation were the people that still</p> <p>15 remained on the board.</p> <p>16 MS. KEENER: So --</p> <p>17 MS. STREET: And we don't mind to brief that for</p> <p>18 you.</p> <p>19 MS. KEENER: Yeah. I'm just -- I'm struggling</p> <p>20 with that single word, full board. I have a lot of</p> <p>21 concerns that this was brought to us prematurely;</p> <p>22 that if this resignation was prior to this vote and</p> <p>23 there was an empty seat, then someone in your</p> <p>24 district was not represented in that vote -- some</p> <p>25 students, some families, some taxpayers. And if the</p>

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<p>1 resignation, regardless of this letter, if it was 2 accepted or not, if it wasn't presented and approved 3 for the board until the 23rd, again, we're looking at 4 not a full board. And so --</p> <p>5 MS. STREET: Well, I understand your argument 6 and I have a different legal position on that.</p> <p>7 MS. KEENER: Okay.</p> <p>8 CHAIRMAN MOORE: Ms. Keener, do you have more 9 questions --</p> <p>10 MS. KEENER: No, not -- as far as the timeline 11 --</p> <p>12 CHAIRMAN MOORE: -- for the Agency or for the 13 district?</p> <p>14 MS. KEENER: Well, that's what I was wondering. 15 I was wondering if I can hear from the Agency an 16 opinion on this.</p> <p>17 MR. RHODES: I'm going to try to make the best 18 use of this podium currently.</p> <p>19 So this is an issue that we flagged for the 20 district when we received the petition on November 21 13th. For what it's worth, the statute really hasn't 22 been interpreted, and so you do have that language 23 that says the full board. Generally speaking, when 24 you think about vacancies broadly in other bodies, if 25 there is a vacancy the full board is the remaining</p>	<p>1 hearing.</p> <p>2 So while vacancies generally exists when 3 somebody tenders a resignation, there is language 4 within the statute that speaks specifically as to 5 when the vacancy formally occurs and there's a 6 question as to whether it occurs when the school 7 board itself determines there's a vacancy.</p> <p>8 At the time when we received the application we 9 flagged the issue of, Hey, I'm looking at this; I see 10 a vote of four-to-two, which is six members. School 11 boards generally have more than six members, right, 12 whether it's -- it's that number regardless to have a 13 tie-breaker but you can have seven or, you know -- 14 and I asked, What is the nature of the six votes as 15 opposed to seven, and I was informed of this vacancy. 16 And I believe you got the letter from Counsel, and it 17 is dated October 7th, which is in advance of the 18 meeting. Again, if Counsel wants to speak to this 19 section that speaks specifically as to the board 20 itself recognizing the vacancy, then they can see 21 what occurs at the meeting itself. Right?</p> <p>22 MR. WOOD: Can I ask a follow-up though? What 23 is the effective of vacancy? I think that might be 24 the most fundamental question here is -- 25 MR. RHODES: Right.</p>
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<p>1 body because there is a legitimate vacancy. I will 2 say I have the statute for school board vacancies in 3 front of me. That's Arkansas Code Annotated 6-13-611 4 and it does set out in that, in which somebody can 5 resign from a school board, and one of them is just 6 simply resigning from the school board of directors. 7 So it's pretty broad. If you continue on the 8 statute, it does go into -- and I'm looking at (b)(3) 9 and (b)(4) of that statute. (b)(4) says, A vacancy 10 under the subdivisions of (a)(1)(3) -- (a)(1) to 11 (a)(3) of this section, which I'll read in just a 12 minute -- does not exist until an affirmative vote 13 has taken place under the subdivision (b)(3)(c) of 14 this section, which means it would be an affirmative 15 vote of the school board.</p> <p>16 If you go to (3) right above it, which is the 17 (b)(3)(c) that's been referenced, it says, At a 18 hearing held under the subdivision (b)(1)(c) -- 19 (b)(1)(b) of this section, a majority of the members 20 of the school district board of directors, excluding 21 the board member whose eligibility is challenged, 22 shall be presented with written or oral evidence act 23 as the finder of fact to determine whether or not the 24 vacancy exists and vote whether or not a vacancy 25 exists based on the evidence at the conclusion of the</p>	<p>1 MR. WOOD: If there is a vacancy, can six people 2 show up and be considered a full board?</p> <p>3 MR. RHODES: So, again, this specific statute 4 has not been interpreted to answer that question. I 5 want to say, generally speaking, when you have 6 vacancies -- even for this board, for example. 7 Right? Now, our statutes for the Board of Education 8 don't say "the full board." It generally goes to a 9 quorum of the members. Right? But, generally, if 10 you have a vacancy it's still a full board if it 11 doesn't have the full composition.</p> <p>12 Again, the question is somewhat when did the 13 vacancy occur. What we recommended to the district 14 is, You now have a member in that seat. Have you 15 considered re-taking a vote? I know I had some 16 questions about doing that -- and, obviously, it's 17 their decision to bring this item before you; I'm 18 here simply for process. But, yeah, that is a 19 question that we raised from the onset.</p> <p>20 MS. KEENER: This may be a question for the 21 district. But that seat that was filled by Alex Wade 22 and is now filled by John McClain, who does that 23 represent, which piece of the -- yeah.</p> <p>24 SUPT. BROYLES: That vote represents the Cove 25 School District. And if I may, Ms. Keener, just</p>

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<p>1 clarify, we -- as this came up, when we submitted the 2 petition, we were -- we were not told to re-vote; we 3 were told the statute says a majority of the full 4 board, which it's four because the full board is 5 seven. We need a majority. So we were advised a 6 majority means the majority of a full board. The 7 full board is seven, that being four. And we weren't 8 told to re-vote; we were put on the agenda, which 9 implied to us that we had met the statutory 10 procedure, because my attorney and Mr. Rhodes had 11 been conversing. He raised the issue; it was placed 12 on the agenda. So we -- it was our belief that we 13 had complied, based on the statute. But Ms. Street 14 can say something.</p> <p>15 MS. STREET: I want to respond to one thing --</p> <p>16 CHAIRMAN MOORE: If you don't mind coming to the 17 microphone. I'm sorry to make you do that. Come to 18 the microphone, please. We have to have it on the 19 record. Thank you.</p> <p>20 MS. STREET: And then I'll give you a copy of 21 the statute when I get through.</p> <p>22 MS. KEENER: Thank you.</p> <p>23 MS. STREET: The provisions of the vacancy law, 24 you only have a hearing on the vacancy -- or just -- 25 because some of the reasons for the vacancy are: if a</p>	<p>1 opportunity to do so now.</p> <p>2 Again, we had conversations from the onset 3 about, Hey, I have some questions about the fact that 4 there is a six-member board, the vote is four-to-two, 5 and tell me some background about that, why was there 6 a vacancy, a missing board member. Again, having 7 vacancies is pretty routine and the statute does give 8 them 30 days to fill them; I mean the statute does 9 not require that they fill them at the first meeting 10 of the school board. So they did fill that vacancy 11 within the 30 days, if you count the day of 12 resignation. And if you were to count a future date, 13 because the board had to make some determination, 14 they would have additional time to meet that 15 requirement.</p> <p>16 So, again, we don't -- we didn't discuss, you 17 know, the merits of their petition or whether they 18 met that statutory burden. The onus is on them to do 19 that before you and you get to make the determination 20 of whether they did so or not.</p> <p>21 MS. KEENER: So seeing -- understanding our 22 three options -- to grant, deny, or table -- 23 personally, I'm leaning towards tabling so that a re- 24 vote could happen where all of the families, the 25 students can all be represented in that vote of</p>
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<p>1 board member fails to attend so many meetings, that 2 may create a vacancy; if he's convicted of a felony; 3 illness. There are other reasons that you can -- a 4 vacancy can be declared. But there are fact-finding 5 -- there's fact-finding that goes behind that. 6 There's no fact-finding that goes behind a 7 resignation if you have a resignation letter.</p> <p>8 So all the provisions in that statute that deal 9 with the board having to make a decision about 10 whether or not a vacancy occurs relate to those other 11 decisions. But I'd be glad to give you my copy.</p> <p>12 MS. KEENER: That's okay. Well, so just -- did 13 you want to -- you had stood up; did you -- Mr. 14 Rhodes, did you want to --</p> <p>15 MS. STREET: That's what I -- that's just what I 16 -- oh.</p> <p>17 MS. KEENER: Sorry. Thank you.</p> <p>18 MR. RHODES: No. I was making myself available. 19 As the Superintendent mentioned us having some go- 20 ahead -- again, they've put forth a petition for your 21 consideration. The statute merely says that they've 22 put forth a petition. Because they're on the agenda 23 does not necessarily mean that they meet the 24 statutory. The burden is on them to prove that they 25 are properly before you. And so they're getting that</p>	<p>1 seven. That's just part of the discussion.</p> <p>2 CHAIRMAN MOORE: Questions? Let's go down here 3 and we'll come back to you all. Mr. Henderson? 4 Y'all have been patient. Thank you.</p> <p>5 MR. HENDERSON: Yeah. I have a question 6 directed to the Superintendent. First, I appreciate 7 your comments and you did a good job of explaining 8 the bus route projections as far as the under two 9 hours.</p> <p>10 SUPT. BROYLES: Right.</p> <p>11 MR. HENDERSON: One thing that I didn't hear is 12 -- you know, when you think about -- let's say 13 variables as far as cost and expenditures, have you 14 guys considered or do you have a breakdown on the 15 variables? Let's say the decision is made to 16 consolidate the Cossatot River schools, and let's say 17 -- explain to me a little bit about -- have you 18 factored in stuff like staffing? You know, obviously 19 with extra travel there's going to be maintenance, 20 fuel, and things like that. Do you mind speaking on 21 that some --</p> <p>22 SUPT. BROYLES: Sure.</p> <p>23 MR. HENDERSON: -- or do you have some 24 information?</p> <p>25 SUPT. BROYLES: Sure. I don't have an exact</p>

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<p>1 breakdown of fuel and maintenance and things like 2 that. It's hard to predict that. Obviously, there 3 will be some. But we run two buses in the Umpire 4 community now. They will be going a little farther. 5 We're 25 miles from there, so there will be some 6 expenses in the fuel and the maintenance. I think 7 based on what we spend now -- I don't know that exact 8 number. It's going to be miniscule when you're 9 looking at the total deficit balance over the last 10 three years. And, again, I stress this point: we 11 want all of our students at Umpire to come to 12 Cossatot River. The community has said they will not 13 come to Cossatot River. We have to accept that and 14 we respect that.</p> <p>15 So, Mr. Henderson, in theory, we want them all 16 and we're ready to serve them all. But, in 17 practicality, that they will probably choose 18 somewhere else and we probably will not be running 19 that much when you consider there's only 90 kids 20 there. Even if half of them choose, you're looking 21 at 50 kids on a bus. Most of them, sadly, may choose 22 to go to Dierks or Kirby. So, in theory, we probably 23 would not be running those lengthy routes.</p> <p>24 Staffing, to your question, one of the reasons 25 why I acted on this now is because we are in a</p>	<p>1 SUPT. BROYLES: Sure.</p> <p>2 MS. WOODS: -- and we talked a lot about buses.</p> <p>3 SUPT. BROYLES: Right.</p> <p>4 MS. WOODS: But considering it's actually -- I 5 mean, it's a great school.</p> <p>6 SUPT. BROYLES: Right. Correct.</p> <p>7 MS. WOODS: What all did you all have to 8 consider in that?</p> <p>9 SUPT. BROYLES: One of the things we considered 10 was looking at a K-6 option. And some districts 11 previously have looked -- have done that model; 12 they've closed a high school and then kept a K-6 -- 13 and that's what Dr. Saunders and Ms. Smith and I 14 talked about on Wednesday. I did not recommend that 15 to my board, after speaking to my consultant, because 16 of funding matrix concerns. We have 52 kids there, 17 K-6. I have a report that says of those 52 there are 18 11 families who would have a high school kid and an 19 elementary kid next year. Of that 11 families, there 20 are 32 kids that are affected. So you're looking at 21 if the families did not want to have a high school 22 kid at Dierks or Kirby and an elementary kid at 23 Umpire, potentially you could lose 15 to 20 kids 24 because they don't want to split their kids. Running 25 the campus down to 30 or 35 kids brings in funding</p>
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<p>1 position to where we can accept the staff from our 2 Umpire campus and offer them a job next year. It 3 will be -- we'll accept some financial -- a financial 4 bulge there. But attrition will take its course 5 based on history in my district within a year. And 6 we lose about 14 a year, the theory being we'll let 7 attrition take its course. That way, nobody has to 8 lose their job with a reduction-in-force, if they 9 choose to come over to Cossatot River.</p> <p>10 MR. HENDERSON: Thank you. Obviously, there's 11 no crystal ball to predict this. But, you know, just 12 thinking about, you know, it's not impractical to 13 obviously have a bus going two hours for -- to fill 14 one-third of a bus or a quarter of a bus?</p> <p>15 SUPT. BROYLES: Correct.</p> <p>16 MR. HENDERSON: Yeah.</p> <p>17 SUPT. BROYLES: Yeah. And we'll do what we have 18 to on that. I mean, it would not be practical. But 19 to serve those kids, if we have to we'll do that or 20 we'll have a van or something like that. We'll come 21 up with some solution if they are in that -- if they 22 are in that quantity. Thank you for that question.</p> <p>23 MS. WOODS: Can you talk just for a second about 24 what some of your other considerations were for 25 closing? We talked a lot about finances --</p>	<p>1 matrix concerns for feasibility for our elementary 2 for 15 -- or, you know, 30 kids or so. And it's hard 3 to project what that number will be for an elementary 4 -- Dr. Saunders, I think, is working on that for me 5 -- but it would still be infeasible there on the 6 finance side. But, again, it's more about finances 7 to me. Then we go to the best interest of the kids 8 and the combined classrooms.</p> <p>9 But to answer your question, we did consider a 10 K-6. We're one LEA right now, K-12. That's easy 11 enough to overcome. We're not an elementary and then 12 a high school, but we could overcome that. But 13 that's why I didn't recommend a K-6 over there, just 14 because, long story short, I believe it could be 15 kicking the can down the road and I fear we would be 16 standing here again because of an infeasible 17 elementary in the future. And, of course, the other 18 options, Ms. Woods, of Dierks and Kirby taking them 19 on.</p> <p>20 MS. WOODS: Uh-huh. Okay.</p> <p>21 CHAIRMAN MOORE: More questions, Ms. Salaam?</p> <p>22 MS. SALAAM: So I know we've talked about the 23 buses a lot. Do you have a number -- how many of the 24 students ride the bus? You say you have two buses.</p> <p>25 SUPT. BROYLES: Yeah, we have two buses. Yeah.</p>

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<p>1 About -- I would say about 50%, in talking with my 2 Transportation Director, ride buses, maybe a little 3 more. It varies sometimes from day to day, year to 4 year. Estimated around 50%. So we're looking at 50 5 kids on a bus right now in that community, but it's 6 hard to say exactly.</p> <p>7 MS. SALAAM: All right. Thank you.</p> <p>8 SUPT. BROYLES: You bet.</p> <p>9 CHAIRMAN MOORE: Mr. Sutton, do you have any 10 questions at this point?</p> <p>11 MR. SUTTON: No, not really any questions. My 12 comment would just be that I would hope that the 13 potential options could really be explored. You 14 know, I'm a big supporter of trying to keep these 15 schools in these smaller districts open. This is a 16 tough one, being that it's so isolated. But that's 17 my only comment right now.</p> <p>18 SUPT. BROYLES: Thank you.</p> <p>19 CHAIRMAN MOORE: Thank you. I know we have more 20 questions down here. Mr. Wood?</p> <p>21 MR. WOOD: What was the overall district fund 22 balance at the end of last year?</p> <p>23 SUPT. BROYLES: Fund balance was 1.65 million --</p> <p>24 MR. WOOD: Okay.</p> <p>25 SUPT. BROYLES: -- at the end of last year. I'd</p>	<p>1 is that there's no precedent for that. Once you're a 2 part of a district, you're part of a district, and 3 that's been I think maybe addressed in litigation in 4 the past. And most districts, naturally, aren't 5 going to agree to that because of the nature of the 6 mills being tied up in it. Now what my board would 7 do on that, I can't speak to that. But --</p> <p>8 MR. WOOD: Well, and I could be -- you know, I 9 could be speaking from just an ounce of ignorance, 10 but I also think that I'm speaking from an ounce of 11 experience with that. While there may not be a lot 12 of precedent to it, I'm not sure it's not -- there's 13 no authority for it --</p> <p>14 SUPT. BROYLES: Correct.</p> <p>15 MR. WOOD: -- in statute. So while people can 16 talk about precedent, we also have to consider what 17 are the rights of the community that feels like 18 they've been --</p> <p>19 SUPT. BROYLES: Right.</p> <p>20 MR. WOOD: -- you know, jerked around a bit.</p> <p>21 SUPT. BROYLES: Yeah.</p> <p>22 MR. WOOD: I'm curious, just in thinking about 23 the politics of the area, with Umpire consolidated 24 with Wickes and Cove roughly 12 years ago -- is that 25 right?</p>
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<p>1 have to consult my reports, but around 1.65 million.</p> <p>2 MR. WOOD: Okay. Has Cossatot River considered 3 the financial impact to the district if the Umpire 4 community were to detach from the district and join a 5 neighboring school district?</p> <p>6 SUPT. BROYLES: We've looked at that a little 7 bit. And I've talked to Ray Beardsley; he's with 8 First Security here in Little Rock. He's our fiscal 9 agent, and he is the fiscal agent for Dierks, Kirby, 10 and us; so that's convenient. He can speak to -- and 11 I didn't bring him here, but he could speak to that. 12 It's about \$300,000 a year in tax-base revenue if we 13 -- if my board were to agree to send that to Dierks 14 or Kirby. There's confusion. People disagree on 15 that because they look at the total assessment. But 16 the amount that comes to the district -- I think Dr. 17 Saunders -- I think he would agree with that -- it's 18 around \$300,000 a year. And when I talked to Mr. 19 Hill, it's around \$300,000 a year that comes to the 20 district in tax -- those -- that land tax base.</p> <p>21 MR. WOOD: Yeah. Well, that's pretty 22 significant.</p> <p>23 SUPT. BROYLES: Yeah. And I will say that's a 24 good question, Mr. Wood, there. But my board would 25 have to decide that. But the advice from our folks</p>	<p>1 SUPT. BROYLES: It was around 20 years ago.</p> <p>2 MR. WOOD: 20, okay.</p> <p>3 SUPT. BROYLES: July 1, 2004.</p> <p>4 MR. WOOD: And when was the high school built 5 and --</p> <p>6 SUPT. BROYLES: About -- oh, go ahead.</p> <p>7 MR. WOOD: -- well, in the school district?</p> <p>8 SUPT. BROYLES: Yeah. So, about 20 years ago 9 Umpire consolidated with Wickes School District. And 10 about 12 years ago Wickes School District 11 consolidated with Cove School District, to build 12 Cossatot River School District.</p> <p>13 MR. WOOD: Okay.</p> <p>14 SUPT. BROYLES: Cove High School was sold, 15 Wickes High School was torn down, and we built a 16 brand-new Cossatot River High School I believe around 17 12 years ago.</p> <p>18 MR. WOOD: 12 years ago. So --</p> <p>19 SUPT. BROYLES: Correct.</p> <p>20 MR. WOOD: -- I'm curious as to why you chose to 21 build it in Vandervoort, instead of in Wickes?</p> <p>22 SUPT. BROYLES: I really can't speak to that. 23 That was a long time before me. That was a plot of 24 land that my understanding wasn't zoned as a 25 municipality to Wickes or Cove. It's closer to Cove</p>

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<p>1 in Vandervoort, but it's in the middle. You have 2 Wickes here, that's seven miles from our high school. 3 And then you have the high school, that's a little 4 closer but about five miles to Cove. 5 MR. WOOD: Yeah. 6 SUPT. BROYLES: So I think the thinking back 7 then was split the difference for the two 8 communities. But it is closer to that Vandervoort/ 9 Cove area. 10 MR. WOOD: Yeah. 11 SUPT. BROYLES: But geographically it's kind of 12 halfway between where our district is. 13 MR. WOOD: Now I understand that and, you know, 14 looking on a map it looks to be roughly halfway 15 between those two communities. 16 SUPT. BROYLES: Yeah. 17 MR. WOOD: But it does seem to be a little more 18 burdensome on the Umpire community. 19 SUPT. BROYLES: Yes. 20 MR. WOOD: That if Wickes had been chosen it 21 would've been far more central for -- 22 SUPT. BROYLES: Right. 23 MR. WOOD: -- for everyone involved. And so 24 when we're talking about, you know, the distance 25 nature and the burden that that community has, Wickes</p>	<p>1 SUPT. BROYLES: Yes. 2 MR. WOOD: -- in their own right. And so while 3 I can appreciate the things you're talking about -- 4 academics and offerings, and extracurriculars even, 5 the Umpire community isn't asking for something new 6 from Wickes and Cove. Umpire is just asking for the 7 agreement that they had 20 years ago. 8 SUPT. BROYLES: Right. 9 MR. WOOD: And financially it's feasible. 10 Academically, they're strong. They don't want to be 11 kicked out or have to leave. It's hard for me to see 12 how it's no longer feasible to support Umpire. So I 13 think, as I sit here now -- and I reserve the right 14 to change my mind -- and I will say this, I did not 15 wear blue today on purpose. No. I apologize for the 16 bias that that might imply. I walked into the room 17 and realized I had made a poor, poor judgment; so I 18 apologize. 19 SUPT. BROYLES: Yes. 20 MR. WOOD: But I think that I would come down on 21 the side of denying the petition at this point, so -- 22 SUPT. BROYLES: And just to speak to the land 23 again, I don't know what they -- land availability is 24 an issue, all sorts of variables there. That was 25 long before I got there; I can't speak to it. I</p>
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<p>1 and Cove knew that Umpire was a partner community -- 2 SUPT. BROYLES: Yes. 3 MR. WOOD: -- in their school district when the 4 decisions were made to locate the high school where 5 they chose to build it. Now you're talking about, 6 you know, maybe in the near future, a new elementary 7 school for the district. You know, it seems -- I 8 hesitate to say self-serving, because I understand 9 the hard decisions that are made on local school 10 boards; I've been on one of them. Okay? 11 SUPT. BROYLES: Right. 12 MR. WOOD: I respect that. But nonetheless, it 13 seems to isolate Umpire even more when you continue, 14 you know, to favor Wickes and Cove. 15 SUPT. BROYLES: Right. 16 MR. WOOD: It's hard -- it's hard for me to 17 consider. It sounds like you said in your opening 18 statement that, you know, essentially promises were 19 made to Umpire when they joined Wickes 20 years ago, 20 that as long as it was feasible we would leave the 21 Umpire schools open. And it seems -- financially 22 speaking, based on the numbers we see today, it 23 doesn't seem that much of a burden on the district to 24 operate the Umpire buildings. And they're pretty 25 successful academically --</p>	<p>1 would just respectfully disagree, Mr. Wood. We're 2 \$735,000 the last three years. That's the advice of 3 our fiscal agent, that's the advice of our 4 consultant. We've heard Mr. Saunders present that. 5 There is some good points about the buses. We buy 6 those because we have to. My board was aware of all 7 of these things, and being aware of all of these 8 things they voted locally to make that decision -- 9 and I think that's a factual determination for them 10 and they considered that. But I do respect where 11 you're coming from on that, absolutely. But I wish I 12 could speak more about the land. I just don't know 13 the history of that; I'm speculating. 14 MR. WOOD: That's fine. I think, you know, the 15 map speaks for itself. 16 SUPT. BROYLES: Yes. 17 MR. WOOD: I did want to ask this: why -- what 18 consideration has been made to use transportation 19 funds to take teachers from the location closer to 20 Cove and Wickes to transport them to Umpire? 21 SUPT. BROYLES: To take teachers? 22 MR. WOOD: Yes. Like load a school bus up and 23 use transportation funds to spend on fuel to 24 transport teachers and coaches to Umpire? 25 SUPT. BROYLES: I don't know. We haven't -- we</p>

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<p>1 haven't looked at that. That's a unique question I</p> <p>2 hadn't considered. You mean sending teachers from</p> <p>3 Cossatot River main campuses to Umpire or --</p> <p>4 MR. WOOD: Yes.</p> <p>5 SUPT. BROYLES: Right now we send our dyslexia</p> <p>6 specialist, we send our GT specialist, we send our --</p> <p>7 we have a special education person with the co-op.</p> <p>8 We send several different district people over there.</p> <p>9 And, of course, our child nutrition director,</p> <p>10 maintenance director, and technology -- because they</p> <p>11 go there. We also have a halftime librarian at the</p> <p>12 primary school that's also a halftime librarian at</p> <p>13 Umpire, and she goes there from time to time. We</p> <p>14 have a halftime counselor at the elementary school</p> <p>15 that's also the halftime counselor at the high</p> <p>16 school. So we do send some of those staff members</p> <p>17 over there. How it's financed, I don't know how -- I</p> <p>18 think they drive their personal vehicles.</p> <p>19 MR. WOOD: Yeah.</p> <p>20 SUPT. BROYLES: Yeah.</p> <p>21 MR. WOOD: Well, they might appreciate the</p> <p>22 district --</p> <p>23 SUPT. BROYLES: Sure.</p> <p>24 MR. WOOD: -- spending some of those</p> <p>25 transportation funds transporting them. But I think</p>	<p>1 here three years ago, we had a board meeting and it</p> <p>2 was more informational. That was when I -- that was</p> <p>3 when the enrollment had started to drop. So we just</p> <p>4 had a meeting for the public. There was a Zoom</p> <p>5 meeting before that with staff and we just explained</p> <p>6 to them, you know, this is the status of the campus,</p> <p>7 this is where we are, we need y'all to go out, try to</p> <p>8 get some kids back. There's not a lot they can do,</p> <p>9 because if the kids are choosing home-school or other</p> <p>10 schools they can't go and harass them to come back.</p> <p>11 But we just communicated the urgency to them back in</p> <p>12 '21, of what it's looking like, what the numbers look</p> <p>13 like, what the enrollment looks like, and just</p> <p>14 empowered some solutions there.</p> <p>15 The next year we had a small discussion at a</p> <p>16 meeting about the numbers. And then this year at our</p> <p>17 board training with Mr. Beardsley we informed the</p> <p>18 board -- you know, Mr. Hill came. And then the next</p> <p>19 day, on October 12th -- the next few days, we --</p> <p>20 Norman Hill presented his report to my board and the</p> <p>21 community where that was my recommendation, on</p> <p>22 October 12th, I believe.</p> <p>23 MR. WOOD: Okay. Well, even if I vote against</p> <p>24 what you've asked today, I appreciate you being here</p> <p>25 --</p>
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<p>1 you should look at content, you know --</p> <p>2 SUPT. BROYLES: Right.</p> <p>3 MR. WOOD: -- core content teachers, providing</p> <p>4 transportation for them over to the Umpire campus.</p> <p>5 I'm not telling you you have to.</p> <p>6 SUPT. BROYLES: And I don't know how we would do</p> <p>7 that because our core content teachers there, they're</p> <p>8 maxed out in their classes. They don't have it in</p> <p>9 their master schedule to be able to go and teach</p> <p>10 Umpire classes. So I'm open to anything. But our</p> <p>11 content teachers -- like, for example, in high</p> <p>12 school, 7th grade, you know, maxed out at almost 29</p> <p>13 students. There's no -- there's no room in their</p> <p>14 schedule to go to Umpire and teach students over</p> <p>15 there. I don't know how we would facilitate that.</p> <p>16 They're maxed out in their own schedule. There's</p> <p>17 definitely some master schedule concerns in there.</p> <p>18 And then asking them to do that, I believe, you know,</p> <p>19 to go over there when they already have their</p> <p>20 schedules full, I'm going to lose good people.</p> <p>21 MR. WOOD: One last question. When -- we've</p> <p>22 talked about the timeline of October. When was this</p> <p>23 first in front of the board? When was the first</p> <p>24 consideration?</p> <p>25 SUPT. BROYLES: We -- for -- when I first came</p>	<p>1 SUPT. BROYLES: Of course.</p> <p>2 MR. WOOD: -- and your demeanor, your soft</p> <p>3 approach to it.</p> <p>4 SUPT. BROYLES: Absolutely.</p> <p>5 MR. WOOD: It's a hard issue.</p> <p>6 SUPT. BROYLES: It is. Thank you, Mr. Wood.</p> <p>7 CHAIRMAN MOORE: Board Members, questions?</p> <p>8 I do have a few, if you don't mind --</p> <p>9 SUPT. BROYLES: Sure.</p> <p>10 CHAIRMAN MOORE: -- to comment.</p> <p>11 When we're looking at academics-wise, can you</p> <p>12 speak a little bit further about what you're able to</p> <p>13 offer at Cossatot versus Umpire --</p> <p>14 SUPT. BROYLES: Sure.</p> <p>15 CHAIRMAN MOORE: -- particularly in college</p> <p>16 readiness and CTE for students?</p> <p>17 SUPT. BROYLES: Right. So I alluded to it just</p> <p>18 a little bit in my presentation -- and I can do it</p> <p>19 from memory, but it's in there as well. We have --</p> <p>20 we don't produce an Associate's degree. I think we</p> <p>21 have enough hours to almost do it. I'd like to</p> <p>22 pursue that. But we have 35 concurrent college</p> <p>23 credit hours at Cossatot River High School that</p> <p>24 students can earn -- and now that's in front of</p> <p>25 physical teachers, except for college Algebra and</p>

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<p>1 trig. So we do offer that. We have a partnership 2 with UA-Rich Mountain where we bus students over 3 there every day for trade areas. Now our Umpire 4 students, they have the virtual option for those same 5 35 credits. If they want to take what our Cossatot 6 River High School students are doing in-person, they 7 have access to those as well if they want to do it 8 virtually. And they also have a partnership with UA- 9 Cossatot to where they can go over there and take 10 part in some of their trades. But we bus them over 11 there to Rich Mountain and we offer those classes in- 12 person.</p> <p>13 CHAIRMAN MOORE: What about Career and Technical 14 Education courses?</p> <p>15 SUPT. BROYLES: Sure. We have the Facts, we 16 have Agri, we have all of those -- business. And 17 then the partnership with UA-Rich Mountain also 18 offers like welding and trades and things like that.</p> <p>19 CHAIRMAN MOORE: Okay. And those are offered at 20 both schools?</p> <p>21 SUPT. BROYLES: Yes. Yeah. The UA-Cossatot at 22 Umpire, they can go get some of those. And the other 23 ones they offer them online, all the college 24 concurrent credit hours. Yes.</p> <p>25 CHAIRMAN MOORE: Okay. When you're looking at</p>	<p>1 CHAIRMAN MOORE: -- if you don't mind. Dr. 2 Saunders.</p> <p>3 SUPT. BROYLES: Yes.</p> <p>4 CHAIRMAN MOORE: When you presented your list of 5 options, one of the options was a satellite campus. 6 Could you speak to what that is?</p> <p>7 DR. SAUNDERS: You know, the question about the 8 satellite campus -- so I think part of that 9 discussion was, you know, talking about it on 10 Wednesday. And it was a lot of, you know, if you did 11 this, if you did that -- just really brainstorming; 12 that if Umpire was a K-6 campus LEA in that regards, 13 but then had a satellite campus where they could be 14 students of Cossatot River, but yet take their 15 courses in Umpire, then that could help reduce some 16 of the, I guess you'd say, requirements with 17 Standards of Accreditation of trying to duplicate. 18 See, the requirements say a separate LEA, but the 19 students could still participate in that and they 20 could also participate in the activities at Cossatot 21 River.</p> <p>22 CHAIRMAN MOORE: Do we have any -- is that being 23 done anywhere that the district could look at and 24 talk to?</p> <p>25 MS. SMITH: Yeah. I'm not sure if it is or not.</p>
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<p>1 teaching-wise for Umpire in the 7-12 space, how many 2 teachers are students seeing face-to-face versus for 3 online instruction?</p> <p>4 SUPT. BROYLES: Right now, we have a face-to- 5 face teacher for most of the classes that they need 6 to graduate. That's just been the culture of the 7 community. We wanted to have a real traditional 8 school until we couldn't anymore. And that's part of 9 the reason why we're in the situation we are, is we 10 had pivoted to virtual a few years ago when we had 11 opportunities and we wouldn't be facing as big of a 12 deficit. We tried that some, not in mass quantity; 13 there's been some virtual opportunities we've tried. 14 And I don't blame them; there's been resistance from 15 the community when we tried to do virtual. So we 16 have a person in front of them for most every class 17 because we wanted to maintain a traditional school. 18 But that's why I'm standing before you today. If we 19 were a more virtual model there, that deficit would 20 be much less. But the thought has been we would be 21 in front of you again, like the school districts 22 before us that are having to offer mostly virtual.</p> <p>23 CHAIRMAN MOORE: Okay. I have a question for 24 the Agency now --</p> <p>25 SUPT. BROYLES: Sure.</p>	<p>1 Stacy Smith, Deputy Commissioner.</p> <p>2 So one of the things I just want to make sure 3 was clarified -- Eric did say it -- but because this 4 is a separate LEA with its own high school, they have 5 to meet all the standards of any other high school in 6 the state. They have to have their 38 offerings, 7 they have to have their ratios, all those pieces if 8 they determined -- if they changed their LEA 9 configuration to K-6, and with the concept of closing 10 the 7-12 high school campus under the Cossatot River, 11 and considered possibly a satellite campus for 12 Cossatot River, where kids could still stay at Umpire 13 but maybe not necessarily be held to offering all the 14 same 38.</p> <p>15 I will say they have tried to commit to having 16 face-to-face teachers at that school, having 17 activities at that school, but treating it like a 18 offsite arm for kids. That probably would then 19 increase some virtual options and opportunities like 20 that. But that was that concept of satellites, if 21 that makes sense. And it's my understanding that 22 even if they were to move to something like that, 23 because it would be the closure of an LEA campus in 24 an isolated district, it would still require their 25 board approval to do that. So that was that concept.</p>

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<p>1 SECRETARY OLIVA: And if I would add to that,</p> <p>2 whether or not that's happening in other campuses,</p> <p>3 this is I think one of the great things about</p> <p>4 Arkansas LEARNS and the vision of the Legislature and</p> <p>5 the Governor to empower local control. There's</p> <p>6 provisions in that legislation to provide for</p> <p>7 innovation, and this would be an example, if we were</p> <p>8 to explore these conversations, similar to this board</p> <p>9 has taken action to provide some innovative options</p> <p>10 for small and rural districts, like we did in</p> <p>11 Marvell-Elaine, like we're doing in Earle, like we --</p> <p>12 I think we're going to hear from Helena-West Helena,</p> <p>13 some other districts. These are -- there's</p> <p>14 flexibility that we have now that we may not have had</p> <p>15 before. We just want to make sure as the Board that</p> <p>16 their local decisions -- because I believe in those</p> <p>17 local decisions; they have a board that was elected</p> <p>18 by their community to make decisions that's best for</p> <p>19 that community, and I think we need to respect that</p> <p>20 process -- have they been able to explore all those</p> <p>21 options; have we been able to talk to the districts,</p> <p>22 neighboring districts, explore those options. And</p> <p>23 then be able to report to this board that these are</p> <p>24 the options we explored; this is why we may or may</p> <p>25 not be determine the feasibility of any of those</p>	<p>1 two of them, if you'd like.</p> <p>2 CHAIRMAN MOORE: Okay. Thank you.</p> <p>3 (BREAK: 11:03 A.M. - 11:15 A.M.)</p> <p>4 CHAIRMAN MOORE: Okay. We'll get started back,</p> <p>5 please. Thank you all. As outlined in procedure, we</p> <p>6 have received an opposition petition for close of</p> <p>7 Umpire School District. That person has 15 minutes</p> <p>8 to speak. If there are others in the audience -- I</p> <p>9 know many of you drove a long way to be here early</p> <p>10 this morning -- that would like to speak. We have a</p> <p>11 typical rule of 3 minutes per person for public</p> <p>12 comment. You may sign-up at the back of the room --</p> <p>13 or I should say out in the lobby -- either in the</p> <p>14 back of the room or out in the lobby here in a minute</p> <p>15 and you would get 3 minutes per person to speak. But</p> <p>16 we will start first with our procedures of the 15</p> <p>17 minutes for the opposition petition. Ms. Linda</p> <p>18 Kitchens, you may come up and we will start your time</p> <p>19 when you start. If you don't mind introducing</p> <p>20 yourself to begin with.</p> <p>21 MS. KITCHENS: Thank you. My name is Linda</p> <p>22 Kitchens. I have a long history with Umpire. I have</p> <p>23 been in that community for 50 years. I started there</p> <p>24 as a young married person. I began my teaching</p> <p>25 career there. I stayed there 25 years, then I went</p>
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<p>1 options.</p> <p>2 CHAIRMAN MOORE: Okay. Board Members, do you</p> <p>3 have any questions on that? Any comments?</p> <p>4 Okay. So before we move forward, we will do</p> <p>5 public comments.</p> <p>6 (COURT REPORTER'S NOTE: Secretary Oliva speaks</p> <p>7 quietly with Chairman Moore.)</p> <p>8 CHAIRMAN MOORE: Let's do that. It's 11:02.</p> <p>9 Let's take a break and start back at 11:10.</p> <p>10 At this point in time I have two people signed</p> <p>11 up to speak for public comment.</p> <p>12 MR. RHODES: So the way the process normally</p> <p>13 works is you have a spokesperson for the group of</p> <p>14 folks that are opposing it.</p> <p>15 CHAIRMAN MOORE: Okay.</p> <p>16 MR. RHODES: And they have 15 minutes. If you</p> <p>17 want to split up that time between those two</p> <p>18 individuals that have signed up to speak, that's</p> <p>19 certainly fine. And then after that if you want to</p> <p>20 take additional public comment, you can.</p> <p>21 CHAIRMAN MOORE: Okay. So let's do that. Let's</p> <p>22 start back here right at 11:10 and we'll have -- so</p> <p>23 it's the 15-minute period for the spokesperson?</p> <p>24 MR. RHODES: Yeah. And you could -- again, if</p> <p>25 there's two people, you could break it up between the</p>	<p>1 to the DeQueen School District as their special</p> <p>2 education supervisor. As part of that community, I</p> <p>3 just want to let you know that I have seen some</p> <p>4 remarkable things that take place in that school.</p> <p>5 But I'm going to start with a couple other things</p> <p>6 first.</p> <p>7 I know they say that closing this school is what</p> <p>8 is in the best interest of the students, and I don't</p> <p>9 think it is. First of all, I know you touched on the</p> <p>10 full board, and that was -- you know, that has been</p> <p>11 addressed. But then I got to thinking, what if we</p> <p>12 had had three members to resign before this vote was</p> <p>13 taken; what would've happened then to a full board</p> <p>14 and the votes wound up two-to-two. So, you know,</p> <p>15 sometimes my mind wanders.</p> <p>16 The other thing that's in the law is that</p> <p>17 Cossatot River, according to the law, must notify the</p> <p>18 contiguous school districts of the intent to close an</p> <p>19 isolated school at least one year in advance. Now in</p> <p>20 your packet you have two letters that show that two</p> <p>21 districts that join CRSD have not received any</p> <p>22 notification of their intent to close Umpire campus.</p> <p>23 And then the other thing that was said is -- we</p> <p>24 go back to the financial part of it. And when this</p> <p>25 was presented back in the summer it was initially</p>

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<p>1 presented as we have lost -- or Umpire had exceeded 2 its revenue by about \$400,000. Well, I kind -- you 3 know, that raises a red flag, especially if you are 4 involved in any part of the financial end of the 5 school. What in the world happened? Well, I 6 requested a lot of APSCN records and I began to go 7 through them. Now I have been told that it takes 8 lots of years to understand APSCN. I worked with 9 APSCN in the special education supervisor role. I 10 also took the ASBO classes. So I understand APSCN. 11 Now I may not understand all the things that are 12 involved in school finance, because I will agree it 13 is a very complicated matter. And I think I could 14 probably take lots of classes on it and still not 15 understand some of it. But this is what I found: 16 Okay. Mr. Hill, in his analysis back in July, 17 said that we have lost \$400,000 -- to be exact, 18 \$401,811. But when I began to analyze that I 19 discovered that he didn't even involve our local 20 property tax revenue. Now we are guaranteed our UR2 21 tax, and our UR2 tax for that year was \$352,000. It 22 is shown nowhere on that report. I think -- I think 23 that is on page 8 of my response. If you'll notice, 24 I did Mr. Hill's figures and then I did the figures 25 that I could come up with, and these come from APSCN</p>	<p>1 had some, you know -- well, the number from last year 2 of \$400,000 suddenly went down to something like 3 \$200,000 or maybe even less. So my question is this: 4 I think we need to do a more thorough research of the 5 figures. I'm not sure all the revenue has been 6 accounted for, and I'm not sure all the expenditures 7 have been accounted for. And when I say that, I've 8 got another attachment on there about costs at Umpire 9 and how they have escalated in some areas. And so my 10 question is, why suddenly do we have more cost? And 11 the example I gave was the lunchroom. The cost in 12 the lunchroom for food went up substantially last 13 year, and it even went down in some of the other 14 cafeterias. And that is just one example that I came 15 across. Because I tried to do a thorough search and 16 I want to be correct when I do it. So that's just 17 something I want to draw to your attention. 18 Okay. The law says that the only reason you can 19 close a campus, isolated campus, is -- and you -- I 20 know you know this -- is financial or academic 21 distress. We are not in academic distress; we are a 22 B rated school, and we do this with classes that are 23 combined. And I know some of that has been brought 24 up as a detriment. It is not. In the 30-something 25 years that I was in education I was privileged to be</p>
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<p>1 and from the State Aid Notice that is put out in July 2 of each year. So -- and I went to my district 3 treasurer, in Howard County, and I asked for her to 4 run that, and that is on page -- let me find it, I'm 5 sorry. That is in one of the attachments. 6 MS. STREET: Are there extra copies of whatever 7 you're -- is it something the Board has, that they're 8 looking at? 9 MS. KITCHENS: I think they have a copy of it. 10 Yes. Yeah. 11 MS. STREET: It's page 8? 12 CHAIRMAN MOORE: There's one. 13 MS. STREET: Are there any other copies? 14 CHAIRMAN MOORE: We have one copy, so I will 15 pass it down. 16 MS. STREET: I was just going to keep -- I was 17 just going to read the law, if there were extra 18 copies. My apologies. 19 MS. KITCHENS: Okay. 20 CHAIRMAN MOORE: Continue. 21 MS. KITCHENS: Huh? Okay. Let me go ahead. I 22 don't want to use up all my 15 minutes right now. 23 Okay. In the meeting last night, the board 24 meeting last night, it was told that we had lost over 25 \$735,000 in the last three years. And I think you</p>	<p>1 Principal at Umpire and every class in elementary was 2 combined, except kindergarten. Kindergarten was a 3 standalone. And then 1st and 2nd was combined, 3rd 4 and 4th was combined, and 5th and 6th was combined. 5 I believe if you took a poll right out here of the 6 students that attended Umpire they would tell you, 7 yes, I was in that class with 2nd graders; I was in 8 that class with some 5th graders. My daughter was in 9 all of those classes. She works in Little Rock now. 10 She started -- and we talked about college/careers. 11 I know there are students that have left Umpire that 12 have one year of college credit behind them. My son 13 and daughter was one of them -- or two of them. I 14 may get in trouble. But they have lots of academic 15 opportunities. They are a very closeknit family up 16 there. They include children that come in there. I 17 still sub up there. As a matter of fact, I've been 18 -- I won't say privileged, but I've been called on to 19 do long-term subs and I see those children and I see 20 how they react with each other. When one hurts, they 21 all hurt; one gets hurt out on the playground, I 22 guarantee you there's going to be 20 kids bringing 23 that kid -- he needs to go to the nurse. They are 24 that type of a family. 25 Okay. We've talked about declining enrollment.</p>

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<p>1 In '21 or -- '21, our enrollment -- well, let me get 2 here. In '22, the enrollment was 88.44. In '23, the 3 enrollment had come back up to 90.11. Currently, the 4 enrollment is at 93. We have not declined. Now, 5 maybe from 10 years ago or 15 years ago, yes, maybe 6 we have. And I know Covid took a toll on us. But we 7 are not still declining; we are stable.</p> <p>8 Okay. Another reason has been because we're 9 inefficient, that we cost -- we -- you know, it costs 10 too much to keep us open. I don't know how much more 11 efficient you can get when you have one teacher 12 that's teaching 1st and 2nd, one teacher that's doing 13 3rd and 4th, one teacher that's doing 5th and 6th, 14 and still our test scores are good. We're above the 15 state average in almost every area.</p> <p>16 Now they talked about the isolated 17 transportation and how much -- how they have to spend 18 that. And I understand that and I agree with that. 19 I wish there was something else that could be done 20 about how we have to spend that transportation money. 21 And I understand it's the law. I was there, I used 22 to help figure a budget on that. But then what I 23 don't understand is why Umpire has bought the entire 24 fleet since we were consolidated, and we don't get 25 any kind of credit for that. How many of you know --</p>	<p>1 is right -- 7:44. That is 71 minutes on a bus, and 2 that's just to Umpire. If you put that child on that 3 bus and send him over to Wickes, to Vandervoort, or 4 over to the high school, that could be anywhere from 5 an additional 32 minutes to 44 minutes -- and that's 6 with no stops. Now when you return that route, 7 you're going to have children on a bus for over -- 8 for 206 minutes a day. That's not two hours; that's 9 three-plus hours. How many of us want to put our 10 kindergarten child on a bus -- and I don't know if 11 you've ever been on those roads down there, but 12 they're not nice, to say the least. They're narrow 13 two-lane roads. Some of them are gravel. There's a 14 couple of high hills and bridges that they have to go 15 over.</p> <p>16 CHAIRMAN MOORE: That is time. If you want to 17 -- I'll give you another minute or two to wrap up.</p> <p>18 MS. KITCHENS: Thank you, Dr. Moore. I'll try 19 to hurry.</p> <p>20 Okay. The other thing -- one other thing I want 21 to talk about is -- is on page 8, those revenue and 22 expenditure columns, a lot of the figures you see 23 there are the same as Mr. Hill's, because that's all 24 the information I had at the time and I couldn't go 25 dig up anything else, is the way I guess to put it.</p>
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<p>1 and it's in my report there -- Umpire in the last 10 2 years has bought \$2,445,000 worth of buses. We get 3 to keep them on Umpire campus one year and then 4 they're gone. We never see them again unless the new 5 bus that we have there breaks down and they bring the 6 old bus back over there. Now the other thing that 7 was brought up was that when they sell these buses it 8 goes back into the general fund, and I understand 9 that. That's the law. But we're getting no 10 consideration for funding the entire bus fleet for 11 CRSD.</p> <p>12 Now I could go on about the academic awards that 13 this school has won, but I won't, because in the 14 interest of time I want to go ahead and tell you a 15 little more.</p> <p>16 CHAIRMAN MOORE: Okay. You have two minutes. 17 Thank you.</p> <p>18 MS. KITCHENS: How much?</p> <p>19 CHAIRMAN MOORE: Two. Sorry.</p> <p>20 MS. KITCHENS: It'll never happen. Okay. Let 21 me talk about bus routes for a little bit. He was 22 talking about -- I think Mr. Broyles or Dr. Broyles 23 talked about less than two hours. Well, we ran a bus 24 route one morning. The first child got on at 6:33. 25 He got to Umpire at seven -- I want to make sure this</p>	<p>1 So a lot of what was used there are his. But I saw 2 absolutely no tax revenue there. One of those things 3 is that URT and that was \$352,000 for that year. So 4 I don't think we got all the consideration that we 5 needed to get.</p> <p>6 Now I'm going to skip a couple of things and I'm 7 going to go right over here and I'm going to try to 8 sum this up.</p> <p>9 The general consensus in the community is that 10 CRSD no longer has the best interest of the students 11 at Umpire; that it is a financial drain, they want to 12 close it down, bulldoze the buildings, and build a 13 new plant at Wickes. Our elementary building is only 14 12 years old. It is not an old building. It is in 15 good shape. It is not one of these that you hear 16 that we have window unit air conditioners; it's 17 central air. Our high school is now central air, 18 it's central heat. The only building on campus that 19 is not air-conditioned is our gym. And I don't know, 20 you might have people chained to the walls if you 21 brought a bulldozer in there to try to get rid of 22 that gym.</p> <p>23 I think we've proven that Umpire is not a drain, 24 that it is a very good school, and that it is devoted 25 to its students, and that this community wants to</p>

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<p>1 keep this school -- not because we've raised -- you 2 know, we've won any sports championships, not 3 because, oh, I went there and I don't want it to 4 close. I don't think that's what it's about. I 5 think it is about the quality of education that these 6 students receive at Umpire School. I think we have 7 stood tall in keeping this community and this school 8 together over the years.</p> <p>9 One quick thing: at one time Umpire was paying 10 63.8 mills to keep their school alive. We had the 11 highest millage in the state. We made the news. 12 KARK came down and wanted to know why in the world 13 would you raise your millage to 63.8 mills, and 14 everybody told him the same thing: we want to keep 15 this school because we value the education, we value 16 what they do for my student. Now we lowered that 17 millage a few years later, by five mills, and we kept 18 it there until we were forced to annex. We had 300 19 -- the 350 came out, no academic distress, no 20 financial distress; the number got us.</p> <p>21 So I'm asking you as a board to consider what 22 this community has done for generations to protect 23 its school, to protect its community, to protect its 24 students. And please consider this when you vote. 25 Thank you.</p>	<p>1 MR. HENDERSON: No.</p> <p>2 CHAIRMAN MOORE: Ms. Woods?</p> <p>3 MS. WOODS: In talking about the finances, you 4 were talking about Mr. Hall's [sic] report. Did you 5 consider any of Dr. Saunders' financial report?</p> <p>6 MS. KITCHENS: I do not have any of Dr. 7 Saunders' report.</p> <p>8 MS. WOODS: Okay.</p> <p>9 MS. KITCHENS: I have absolutely none of those 10 figures.</p> <p>11 SECRETARY OLIVA: We --</p> <p>12 MS. KITCHENS: And I asked for them last night.</p> <p>13 SECRETARY OLIVA: Right. We just met as of 14 earlier this week to come up to the consensus on the 15 report that Dr. Saunders has. So we'll -- there is 16 now a public document that could be made available to 17 anybody that wants it. We'll add Dr. Saunders' cell 18 phone number on there so anybody can call him.</p> <p>19 [LAUGHTER]</p> <p>20 MS. WOODS: I just wondered because it was my 21 kind of understanding that that's what we were using 22 as the numbers for this whole situation.</p> <p>23 So also I just want to clarify -- you mentioned 24 that the two reasons for closing were financial and 25 for academic distress. But I believe that's for an</p>
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<p>1 CHAIRMAN MOORE: Thank you.</p> <p>2 Mr. Rhodes, procedural-wise, do we -- are we 3 able to ask questions of the opposition?</p> <p>4 MR. RHODES: Yes.</p> <p>5 CHAIRMAN MOORE: Okay. Okay. So we -- so just 6 to let the audience know, typically this is untypical 7 that we are able to ask questions. If someone signs 8 up to speak, we can't ask questions. But because 9 this is a petition hearing -- is that correct?</p> <p>10 MR. RHODES: Well, correct. So there is a 11 designated speaker for this group and this person --</p> <p>12 CHAIRMAN MOORE: Okay.</p> <p>13 MR. RHODES: -- is able to -- is available to 14 answer questions, just like the Superintendent of the 15 school district. The public comments are a little 16 different.</p> <p>17 CHAIRMAN MOORE: Okay.</p> <p>18 MR. RHODES: And then I just gave you the list. 19 Nobody signed up to speak.</p> <p>20 CHAIRMAN MOORE: Okay. Thank you.</p> <p>21 Fortunately, we don't have to do this very 22 often. But because of that --</p> <p>23 MS. KITCHENS: I understand.</p> <p>24 CHAIRMAN MOORE: -- it's difficult. So we'll go 25 down here for questions. Mr. Henderson?</p>	<p>1 entire district and not for individual schools. 2 Correct?</p> <p>3 MS. KITCHENS: I think it says isolated school.</p> <p>4 CHAIRMAN MOORE: Okay.</p> <p>5 MS. KITCHENS: I mean, I'm not --</p> <p>6 CHAIRMAN MOORE: Mr. Rhodes.</p> <p>7 MR. RHODES: Well, the procedure for closing an 8 isolated school is what you're hearing before you 9 today. And if there is a unanimous vote of this -- 10 of the school board, they can close the campus 11 without coming to the State Board. If the vote is 12 not unanimous by the school board, then it comes to 13 you for review. But that is to close a school. What 14 she described, to your point, is to close -- you 15 know, I mean to take over a school district. And 16 then from that point you have additional actions you 17 can take as a state board.</p> <p>18 MS. WOODS: Okay.</p> <p>19 CHAIRMAN MOORE: Questions, Ms. Rollins?</p> <p>20 MS. ROLLINS: No.</p> <p>21 CHAIRMAN MOORE: Mr. Bragg?</p> <p>22 MR. BRAGG: No.</p> <p>23 CHAIRMAN MOORE: Mr. Wood?</p> <p>24 MR. WOOD: Just briefly. Can the Department 25 confirm these claims in here with regard to the</p>

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<p>1 academic success of Umpire, that ELA growth was 2 number one in the southwest region; in K-12 that math 3 growth was number five in the southwest region; that 4 it was the number two most improved public elementary 5 school in Arkansas, in 2023; number three most 6 improved public high school in Arkansas, in 2023? 7 SECRETARY OLIVA: So this is new information to 8 us, Mr. Wood. We'd be happy -- 9 MR. WOOD: Okay. 10 SECRETARY OLIVA: -- to go through it. 11 MR. WOOD: I didn't categorize that. Is that a 12 -- is that a -- 13 MS. KITCHENS: Now I asked the Principal about 14 those and she has certificates from the U of A and -- 15 MR. WOOD: Okay. 16 MS. KITCHENS: Yes. 17 MR. WOOD: Fair enough. So a different 18 organization, but I'm familiar with what you're 19 talking about. 20 MS. KITCHENS: Yeah. 21 MR. WOOD: Okay. All right. 22 CHAIRMAN MOORE: Ms. Keener, questions? 23 MS. KEENER: No. 24 CHAIRMAN MOORE: Mr. Sutton, online, do you have 25 any questions?</p>	<p>1 Rhodes might can speak to it -- me or Ms. Street are 2 not aware that we have to notify any neighboring 3 district before we do that. And no other -- none of 4 my colleagues who -- that I've spoken to that have 5 closed campuses have done that. But I haven't seen 6 that statute. 7 I want to draw distinction on ADM and 8 enrollment. Those are two different things. When 9 you look at -- ADM is what funds the school; 10 enrollment is what's there at the time. So if you 11 look at ADM we're seeing a steady decline. Right now 12 we're at 92 students; last year we were at 99 in 13 enrollment. ADM is the three nine-week average. So 14 it's projected the ADM for next year will be in the 15 high 80s. So enrollment did pick up, thanks to the 16 promotion that we did, in part, and thanks to some of 17 the efforts of the Umpire campus. But the ADM is -- 18 could fall for next year. 19 I'd just point to the standard in the statute. 20 This is not an easy decision. I'm trying to do 21 what's best for my entire district. I can't just 22 look at our Umpire campus; I have to look at all of 23 my campuses. And we have a silent majority that 24 represents 90% of our district who is not speaking up 25 because no one wants to be that person. But we -- I</p>
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<p>1 MR. SUTTON: No, ma'am. 2 CHAIRMAN MOORE: Okay. Thank you. Thank you, 3 Ms. Kitchens. 4 MS. KITCHENS: Thank you. 5 CHAIRMAN MOORE: At this point we don't have 6 anyone else signed up for public comment. With that 7 now, Mr. Rhodes, can you -- 8 MR. RHODES: So the school district, the 9 petitioner, gets five minutes to close. And then at 10 that point you go into deliberation. 11 CHAIRMAN MOORE: Okay. So, five minutes, Dr. 12 Broyles. 13 SUPT. BROYLES: I will set my timer, but if 14 you'll obviously keep me on pace. 15 I want to thank Ms. Kitchens for her comments. 16 I have a tremendous respect for Ms. Kitchens. She 17 obviously has passion, and I respect this process to 18 hear her comments. 19 Just briefly to touch on one or two things -- in 20 the isolated statute of law you'll see there's no 21 requirement that I notify any other district that I 22 have to -- that we're closing an isolated campus. I 23 haven't seen that law. But what I've been told is 24 that's if we're going to ask them to take the 25 district on. But in the isolated statute -- Mr.</p>	<p>1 have 90% of my constituents to look out for in my 2 district. And when we're losing -- and I hate to put 3 it in numbers, but when we're losing that much money 4 in three years -- and I know there's a debate about 5 the buses; we don't have a choice there. When we're 6 losing that much money it's hard for me to go back to 7 my community and say that we're pulling that money 8 from opportunities there for 10% of our district, 9 when those students can get that on our campus or 10 another campus. So I'm just trying to look out for 11 the best interest of my district as a whole. 12 Tax revenue was not included because if the 13 campus closes, like every district before us, that 14 land stays with the district. And that would be up 15 to my board to decide if they wanted to concede that 16 over. But that's why tax revenue wasn't included. 17 It's not included in any financial analysis when 18 you're looking at the profitability or sustainability 19 of a campus. I don't like that word "profitability." 20 No plans to bulldoze anything. That's the first I've 21 heard that. No plans to build a plant. We don't 22 even have plans to build a new elementary at Cossatot 23 River. I don't know where that came from. It's been 24 talked about. Mr. Hill talked about it as in the 25 future, but we don't have any plans. I just did my</p>

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<p>1 master facilities plan a week ago. There's no --</p> <p>2 there's no immediate plans to build a new elementary,</p> <p>3 but we're looking at it. But partnership funding is</p> <p>4 an issue there. But no plans to bulldoze anything</p> <p>5 and no plans right now to build an elementary.</p> <p>6 Again, I'm just looking at the campus versus the</p> <p>7 district. And, you know, I have respect for Ms.</p> <p>8 Kitchens.</p> <p>9 At the meeting two weeks ago, the comment was</p> <p>10 Umpire wants a divorce from Cossatot River School</p> <p>11 District, and that was the comment that was made. I</p> <p>12 got an email today that the Umpire community no</p> <p>13 longer wants the food from Cossatot River School</p> <p>14 District for their backpack program. They said, We</p> <p>15 don't need your food anymore. They want free; they</p> <p>16 said they want a divorce. And I responded the other</p> <p>17 day that I filed the paperwork for that, just in</p> <p>18 comic relief.</p> <p>19 But we're doing all we can. I'm trying to</p> <p>20 represent my district as a whole, but it is a tough</p> <p>21 decision. My local board heard all of these issues,</p> <p>22 they heard all about the buses, they heard about the</p> <p>23 emotion, they know the trouble that's facing them.</p> <p>24 But those elected board members heard that and made a</p> <p>25 vote, they made a decision. But we are happy to go</p>	<p>1 SUPT. BROYLES: Right. Correct. Thank you, Ms.</p> <p>2 Rollins.</p> <p>3 MS. ROLLINS: -- it's only 12 years old.</p> <p>4 SUPT. BROYLES: Right. We do want to be clear,</p> <p>5 but I don't want to get off in that because my</p> <p>6 district doesn't have any immediate plans to build a</p> <p>7 new elementary school in Cossatot River. I just</p> <p>8 restructured those. We had a K-6 in Vandervoort, K-6</p> <p>9 Wickes. I made Vandervoort Cossatot River primary,</p> <p>10 K-2. I made Wickes Cossatot River elementary, 3-6.</p> <p>11 That's a working model right now. We aligned our</p> <p>12 curriculum; we saved a little money. We're promoting</p> <p>13 unit, because my vision is unity and growth.</p> <p>14 So, yeah, we've looked at a new elementary to be</p> <p>15 on the same campus as our high school or nearby. But</p> <p>16 no plans there.</p> <p>17 But to your question, Ms. Rollins, we have</p> <p>18 talked about keeping a K-6 at Umpire and that's</p> <p>19 something that we'd be more than happy to look at.</p> <p>20 It would be a restructuring. We'd have to bring it</p> <p>21 back before this board. But I want what's best for</p> <p>22 all students, including our Umpire. And if K-6 is</p> <p>23 worth a try, then we can go back and we can look at</p> <p>24 that and then see if that's something we can bring to</p> <p>25 you. I'll put it before my board, if they want to</p>
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<p>1 back and look at other opportunities with Dierks,</p> <p>2 look at opportunities with Kirby, and look at</p> <p>3 opportunities for a charter, a private that really</p> <p>4 doesn't involve us. I have talked to one individual</p> <p>5 there who has a private. The industry there just</p> <p>6 doesn't lend itself to much charter or private,</p> <p>7 because it's very expensive. They have to wait a</p> <p>8 year before they have educational freedom accounts.</p> <p>9 So we can look at those options, and we're happy</p> <p>10 to. We're happy to look at our K-6. But I have to</p> <p>11 do something for my district to advance the best</p> <p>12 interests of all of my students. I can't keep</p> <p>13 representing the whole district and letting it be</p> <p>14 this way, when I have 90% of my people who are</p> <p>15 emailing me as we speak making their voices heard and</p> <p>16 wanting that to be heard for the best interest of</p> <p>17 them.</p> <p>18 But I'll reserve a few minutes, if you have any</p> <p>19 questions for me. That's all I have, if you want to</p> <p>20 ask me anything else.</p> <p>21 CHAIRMAN MOORE: Thank you, Dr. Broyles.</p> <p>22 Questions? Ms. Rollins?</p> <p>23 MS. ROLLINS: Have you thought about keeping the</p> <p>24 elementary school -- you just said something about</p> <p>25 building an elementary school. But --</p>	<p>1 consider it, and we can bring that before this board.</p> <p>2 But absolutely it's worth looking at a K-6 there.</p> <p>3 MS. ROLLINS: It's just so difficult to think</p> <p>4 about a young child on a school bus that long.</p> <p>5 SUPT. BROYLES: It is.</p> <p>6 MS. ROLLINS: I mean it just -- I'm sure it</p> <p>7 wears you out.</p> <p>8 SUPT. BROYLES: Yes, ma'am, it is. Yeah.</p> <p>9 That's something I acknowledge and understand. Yeah.</p> <p>10 MS. ROLLINS: Okay.</p> <p>11 SUPT. BROYLES: Yeah. You're correct. I mean</p> <p>12 it's something that weighed into the decision, for</p> <p>13 sure. And, you know, we want those students, but I</p> <p>14 can't discount the likelihood that if it closes they</p> <p>15 are going to go to the Dierks school that's just</p> <p>16 about 12 miles up the road. If they stay with us,</p> <p>17 it's a long bus ride. I'm not going to -- not going</p> <p>18 to say that it's not. It's not outside the norm of</p> <p>19 what my colleagues in our area do, as unideal as it</p> <p>20 is. I did some research on that. It's not ideal.</p> <p>21 But it's being done right now in this county and</p> <p>22 counties I've been in before, although it's not</p> <p>23 ideal. But more than likely, they would choose the</p> <p>24 district right up the road where their bus rides</p> <p>25 would be much less. But I don't dispute that we</p>

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<p>1 don't want -- we don't want kids on buses that long. 2 That's one of the variables that went into this 3 decision, and a very tough variable for sure. 4 MS. ROLLINS: One of the things that I really 5 haven't heard much of today is what is the benefit of 6 the students being transferred into Cossatot? What 7 truly are some of the benefits? 8 SUPT. BROYLES: That's a good question. One 9 thing that would help is if you could see both 10 campuses. I think some people here might have 11 visited Umpire and visited Cossatot River High. We 12 have a nice elementary school at Umpire. It's a -- 13 we built it about -- I forget how many years ago, but 14 when Wickes consolidated with -- Umpire with Wickes. 15 The elementary school there is good. Facilities- 16 wise, overall, we have a much better high school 17 facility at Cossatot River. We have many more 18 extracurriculars I put in my presentation, many more 19 athletic activities, the concurrent credit classes 20 with physical teachers in front of them. 21 So to sum that up, a lot more extracurriculars, 22 a lot more athletics, and better facilities. 23 MS. ROLLINS: Can you name some of those? Can 24 you -- 25 SUPT. BROYLES: Sure. I mean --</p>	<p>1 they'll benefit from. But they're respectfully 2 saying, We'd like to just stay right here. 3 SUPT. BROYLES: Correct. Yeah. And I'd love 4 for them to, if we could get -- if we could get 5 funding to offset. Because I'm pulling money away 6 from 90% of the rest of my district. I'd love for 7 them to stay there if we could find a solution. 8 Absolutely. 9 MR. WOOD: Well, I think I alluded to it just 10 briefly -- 11 SUPT. BROYLES: Sure. 12 MR. WOOD: -- a minute ago, that I don't think 13 that I believe that a, quote/unquote, unsustainable 14 burden exists. All schools cost money. 15 SUPT. BROYLES: Right. 16 MR. WOOD: And then, in the Little Rock School 17 District one school may not have -- be in the black 18 and another school may have to support that school. 19 You know, that's normal across districts all over 20 Arkansas. I just -- I feel like, given the academic 21 success of the schools in Umpire, given the 22 challenges that they face, given the small size, 23 given the combined classrooms in the elementary 24 school -- I mean, it's really remarkable. 25 SUPT. BROYLES: It is.</p>
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<p>1 MS. ROLLINS: -- be a little more specific? 2 SUPT. BROYLES: Yeah. It's in my presentation, 3 if I can pull it back up so I don't have to recite it 4 from memory. But football -- we just started 5 football, volleyball, band, we have a 100-member 6 choir that just performed at Arkansas Children's 7 Hospital, award-winning FFA program, softball, 8 baseball, soccer. Our baseball and soccer teams 9 frequent the state tournament every year -- or just 10 about every year. A lot -- that's just to name a 11 few. BETA, those types of things. And like I said, 12 I can point to it in there, if it's pulled up, but I 13 just named most of them. Elementary, things like 14 chess in 3rd through 12th. A lot of different 15 things. 16 CHAIRMAN MOORE: Mr. Bragg, questions? 17 MR. BRAGG: No. 18 CHAIRMAN MOORE: Mr. Wood? 19 MR. WOOD: But I do believe that you have to 20 acknowledge this is an odd situation -- 21 SUPT. BROYLES: Yes. 22 MR. WOOD: -- that you're dragging them to a 23 better situation. You know what I mean? 24 SUPT. BROYLES: Sure. 25 MR. WOOD: And you give a list of things that</p>	<p>1 MR. WOOD: So I really kind of think that it 2 would be a travesty if this community lost its 3 schools. I think that they should more appropriately 4 be a model to small communities all across Arkansas, 5 as to how to efficiently deliver high-quality 6 education in rural communities. 7 And so I -- while I generally -- I have a 8 general rule in these types of things to defer to 9 local decision-making. Elected people in that 10 community have a little more skin in the game than an 11 unelected State Board of Education, and I respect 12 that tremendously. But in a situation where the 13 Legislature creates a mechanism that we're to decide 14 and be the final decision-maker, but doesn't leave us 15 a tremendous amount of direction into considerations, 16 I just can't envision that this is the type of 17 situation that the Legislature is thinking about 18 closing small schools. This is a model school. And 19 I hope that you'll go back -- and you've got some 20 fences to mend. I've complimented you. I have great 21 respect for you. You're doing a good job. Okay? 22 SUPT. BROYLES: Okay. 23 MR. WOOD: And you're in a very tough position, 24 and you do have 90% versus 10%, and I respect all 25 that. But the 10% are yours also. And I hope you'll</p>

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<p>1 go and foster a warmer embrace between Umpire and</p> <p>2 Wickes and Cove and Vandervoort and all of those</p> <p>3 communities, because something special is happening</p> <p>4 at Umpire.</p> <p>5 SUPT. BROYLES: Sure.</p> <p>6 MR. WOOD: Even if it costs a little more money</p> <p>7 than their neighbors wish it did, it's really good,</p> <p>8 and I think it should be celebrated. And I reserve</p> <p>9 the right to change my mind in the future if you come</p> <p>10 back and it truly is obviously unsustainable -- and</p> <p>11 that situation does occur. And this board has</p> <p>12 granted the closing of isolated campuses in other</p> <p>13 situations, but this one just doesn't have that feel</p> <p>14 of obviously unsustainable or an obvious over-burden</p> <p>15 to the rest of the district. So I'll vote to deny</p> <p>16 the petition.</p> <p>17 SUPT. BROYLES: Thank you for your comments. I</p> <p>18 appreciate the candidness on that. Thank you.</p> <p>19 CHAIRMAN MOORE: Questions, Ms. Keener?</p> <p>20 MS. KEENER: No.</p> <p>21 CHAIRMAN MOORE: Mr. Henderson?</p> <p>22 MR. HENDERSON: Yes. Initially I didn't have a</p> <p>23 question, but you made a couple of comments that I</p> <p>24 just want to get clarification on.</p> <p>25 SUPT. BROYLES: Uh-huh.</p>	<p>1 for the other matter later today, so I'll be here.</p> <p>2 CHAIRMAN MOORE: Yes. Thank you.</p> <p>3 SUPT. BROYLES: You bet. Thank you.</p> <p>4 CHAIRMAN MOORE: Before we vote, I do want to</p> <p>5 make a comment. I do -- I have to wish that we could</p> <p>6 pull up data sort of in the middle of a meeting. But</p> <p>7 I do think it is important to put things in context</p> <p>8 and pull up which -- you know, the assessment is one</p> <p>9 mark in time measure. And what we're looking at last</p> <p>10 year was that Umpire School District, 33% of students</p> <p>11 met readiness in math and 46 in ELA. The average ACT</p> <p>12 for the district is 17.5; the state average is 18.</p> <p>13 And so we all still have growth to be done, no matter</p> <p>14 what school we're at. All students, no matter where</p> <p>15 they live, deserve the opportunities to succeed, get</p> <p>16 college scholarships, and you need above a 17 for</p> <p>17 that. So I think there's still work to be done, as</p> <p>18 we take this into consideration. And I want the</p> <p>19 community -- for all communities to work towards</p> <p>20 continued academic success for students, and a big</p> <p>21 part of that is on success for teachers as well and</p> <p>22 putting them in the best supportive environment.</p> <p>23 Those were my comments. I just took the Chair's</p> <p>24 prerogative.</p> <p>25 I will open the floor now for any more</p>
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<p>1 MR. HENDERSON: You said 90% is in favor of the</p> <p>2 school closure and 0% is in here representing?</p> <p>3 SUPT. BROYLES: Right. Well, I don't know 90%.</p> <p>4 I can't say everybody is in favor of it closing. My</p> <p>5 point is I have 90% of a district to think about. I</p> <p>6 don't know their opinions. But I don't -- my point</p> <p>7 is I have 90% of my district over there, I call it</p> <p>8 across the river, and then 10% are at Umpire, which,</p> <p>9 as I said in the beginning, we value just as much.</p> <p>10 But I'm trying to adhere to the standard and the</p> <p>11 statute and do what's in the best interest of all my</p> <p>12 students as a whole. And what I mean by that is I</p> <p>13 have to consider the vast majority, as well as the</p> <p>14 10% in Umpire. But I didn't poll everybody in that</p> <p>15 90%. No, sir.</p> <p>16 MR. HENDERSON: Okay. Thank you.</p> <p>17 SUPT. BROYLES: Does that help?</p> <p>18 MR. HENDERSON: Yes.</p> <p>19 CHAIRMAN MOORE: Ms. Woods, questions?</p> <p>20 MS. WOODS: No.</p> <p>21 CHAIRMAN MOORE: Mr. Sutton, online, do you have</p> <p>22 any questions for the district?</p> <p>23 MR. SUTTON: No, ma'am, I don't believe so.</p> <p>24 CHAIRMAN MOORE: Okay. Thank you, Dr. Broyles.</p> <p>25 SUPT. BROYLES: Thank you. I'll have to stay</p>	<p>1 discussion, considerations.</p> <p>2 MR. BRAGG: Madam Chair?</p> <p>3 CHAIRMAN MOORE: Mr. Bragg.</p> <p>4 MR. BRAGG: Is there no public comment?</p> <p>5 CHAIRMAN MOORE: No.</p> <p>6 MR. BRAGG: Okay.</p> <p>7 CHAIRMAN MOORE: There's no more --</p> <p>8 MR. BRAGG: Just a question on procedure, I</p> <p>9 guess. And, you know, there's obviously a difference</p> <p>10 in looking at some of the financials and, you know, I</p> <p>11 think there's room for --</p> <p>12 MR. SUTTON: Can't hear him.</p> <p>13 CHAIRMAN MOORE: Yeah. I think we're having a</p> <p>14 hard time with board members. So, Board Members, if</p> <p>15 you could get as close to the mic as possible that</p> <p>16 would be great.</p> <p>17 MR. BRAGG: Well, there seems to be -- you know,</p> <p>18 there's a difference in interpretation of some of the</p> <p>19 financials, and I don't think we've really had time</p> <p>20 to look at all the options. And instead of a yes or</p> <p>21 no vote, is it an option just to table this and do</p> <p>22 further analysis of it?</p> <p>23 MR. RHODES: Yes, sir. So at the beginning of</p> <p>24 the presentation, you have three options. So you can</p> <p>25 either grant the petition and close the school, deny</p>

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<p>1 the petition and keep the school open as it sits, in 2 a counter-petition, or you can table the decision for 3 a future State Board meeting. Now you would 4 ultimately have to make a decision in public, in a 5 public meeting, but you can table it for future 6 consideration. Yes.</p> <p>7 MR. BRAGG: Well, at the proper time I would 8 like to make a motion that we table it so we can 9 further discuss, get more information.</p> <p>10 MS. WOODS: Can I make a comment? What are we 11 waiting for in the tabling time? For them to go back 12 to explore further options?</p> <p>13 MR. BRAGG: I think mainly further options and 14 to clarify some of the financial.</p> <p>15 MS. WOODS: Because here's my consideration: I 16 agree with Mr. Wood; I don't know that they're met 17 the burden from the district that it's an unstable 18 environment. But I'm also thinking we could just 19 deny the petition and they still can go back and have 20 work to do at this point that doesn't negate them 21 coming back in the future. Right?</p> <p>22 MR. BRAGG: That's true.</p> <p>23 MS. WOODS: I mean, these people have taken off 24 all day to come here. I hate to leave them with a 25 maybe and send them on their way, to only make them</p>	<p>1 deny the petition today, they can still petition in 2 the future. So, I mean, I think to your point you 3 can probably address some questions with a separate 4 motion, but --</p> <p>5 MS. KEENER: So my concern moving forward is 6 that if we -- you know, rather than set that 7 precedent that we accept that as a full board, with a 8 portion of the community unrepresented, I think I'd 9 like to set the precedent these matters are not 10 brought to us unless, without an absolute shadow of a 11 doubt, every T has been crossed and every I has been 12 dotted. And so I would vote -- I would later suggest 13 that we table it, give them an opportunity to do 14 that. In that time period I think some other options 15 can be investigated. We can look at financials 16 further. But, you know, I want to be very careful 17 that things are not brought to us until we are a 18 hundred-percent sure that the statute has been met.</p> <p>19 CHAIRMAN MOORE: Okay. Any more discussion?</p> <p>20 MR. WOOD: Could I speak to that smaller point, 21 just about the board make-up just briefly? I 22 actually think that it is a very good point as far as 23 precedent goes. Until a court interprets that 24 statute we get to interpret that statute. And I 25 think that there is wisdom in the fact that if the</p>
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<p>1 come back in two or three months. That's just my 2 opinion on it.</p> <p>3 CHAIRMAN MOORE: Okay. So there's a motion on 4 the floor. Discussion of the motion? You'd like to 5 make a motion? Yeah, did you make the motion or 6 would like to?</p> <p>7 MR. BRAGG: Yeah. I mean, as long as we're 8 going to follow-up, is what I was concerned about. I 9 don't necessarily need to table it. We can vote to 10 deny it, as long as we have follow-up.</p> <p>11 MS. KEENER: Well, and if we're still in 12 discussion, my understanding from Mr. Rhodes is that 13 the piece about the full board has not been 14 interpreted; so, therefore, any decision we make sort 15 of sets the precedent that whether -- what a full 16 board looks like in terms of our decision. Is that 17 correct?</p> <p>18 MR. RHODES: I mean, if you take an affirmative 19 or -- you know, a vote on either denying or granting 20 the petition you're effectively agreeing that it was 21 a proper petition before you.</p> <p>22 MS. KEENER: Okay.</p> <p>23 MR. RHODES: If you table it, I mean, it's still 24 leaving the question open. But, ultimately, you'd be 25 taking a final vote. To your point, I mean, if you</p>	<p>1 Legislature had -- I think the fact that the 2 Legislature used the language "full board" indicates 3 the heaviness of the topic of full representation of 4 the entire community in the decision-making process. 5 And when you accept a vote of less than the full 6 seven membership, you devalue that a little bit. The 7 Legislature could have said a majority vote of the 8 board; but instead said a vote of the full board. 9 And so, a small distinction, but it is important to 10 make it, that everyone in the community be 11 represented in those -- in the meeting when it is 12 voted upon to close a school. And so I think it is a 13 fair standard that we would adopt that that be the 14 standard until a court tells us otherwise, that we 15 are wrong.</p> <p>16 SUPT. BROYLES: Ms. Moore, may I ask one 17 question before you take -- can I ask one question?</p> <p>18 CHAIRMAN MOORE: Yeah. If you could come up to 19 the mic.</p> <p>20 SUPT. BROYLES: And this isn't to be 21 argumentative; I just would like some clarity. If my 22 -- you know, my interpretation of the statute with 23 our attorney and the ASBA was it's a majority of the 24 full board. So my question is, in the future for our 25 district and any district, if we set that, if there</p>

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<p>1 is a board member for any other school in the state 2 who wants to defeat coming before this board, if they 3 just intentionally do not show up for that meeting to 4 defeat that, what's the implication of that? If I 5 don't come to the meeting, they won't have a full 6 board, and I prevent it from coming to State Board. 7 When I read that I saw "full board," and, like Mr. 8 Wood, I -- you know, they chose that wording; that's 9 why I went to ASBA and our attorney. But I did 10 wonder, well, what if a board member wanted to defeat 11 that by not coming to the meeting and prevent it from 12 coming to the Board. So as we're considering 13 precedent, I'm just curious how that might -- how 14 that might weigh in, if it's worthy of any thought. 15 MS. KEENER: My opinion on that would be that if 16 you were to run into a situation like that you need 17 to take pause and really reconsider what you're 18 doing; that if you would end up in a situation where 19 an elected official would step down solely to stop 20 something, you might be on the wrong path, is my 21 interpretation. 22 CHAIRMAN MOORE: Okay. So at this point in time 23 -- Mr. Bragg, I'm sorry, did you say that you made 24 the motion or you would like to make the motion? 25 What do you --</p>	<p>1 election for this seat to be filled, how far out does 2 that put this entire decision? Because I know that 3 we discussed at Umpire this -- when we were meeting 4 there that this needs to happen sooner rather than 5 later. If I remember correctly, I thought that there 6 was like a timeline when we were trying to hit. And 7 so I worry if you don't go ahead and make some 8 decision that this is going to push it even further 9 down into the spring, which is not what we need. So 10 just keep that in mind. And I don't know if the 11 Secretary can answer that question for me about the 12 special election and everything. 13 MS. KEENER: So -- 14 REPRESENTATIVE VAUGHT: But that's just my two 15 cents. 16 MS. KEENER: I agree wholeheartedly that sooner 17 rather than later. My understanding is that another 18 board member has been appointed -- 19 REPRESENTATIVE VAUGHT: Oh, okay. 20 MS. KEENER: -- and the board is now full. So 21 it could happen in a regular meeting, in January. 22 REPRESENTATIVE VAUGHT: In January. 23 MS. KEENER: The second Thursday would fall 24 before our -- similar to this month -- 25 REPRESENTATIVE VAUGHT: In February.</p>
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<p>1 MR. BRAGG: Well, I would like to make a motion. 2 I just want to -- maybe a question for staff. I just 3 want to be sure that if we vote to deny -- 4 MR. SUTTON: Can't hear him. 5 MR. BRAGG: If we vote to deny it, is there a 6 process to continue looking at alternatives? 7 CHAIRMAN MOORE: Okay. Okay. So, question for 8 staff. Representative Vaught would like to make some 9 comments. 10 REPRESENTATIVE VAUGHT: I would just like to ask 11 a question -- 12 CHAIRMAN MOORE: You will need to come up. 13 REPRESENTATIVE VAUGHT: -- since I am the 14 Legislator in the room. And I'm being petite. 15 My question is if you -- if we have somebody who 16 resigns from the Legislature, and they're in our 17 committee room, we continue to still have committees. 18 So I don't know -- and I do agree, you could have 19 somebody just not show up; they do it in the 20 Legislature all the time, they don't want to make a 21 vote; they go to the bathroom, they leave the room, 22 they do whatever. I don't know who the person is who 23 resigned. I came in late. We've been in ALC this 24 morning. But my question is, if you do this and you 25 set a special session for this -- I mean a special</p>	<p>1 MS. KEENER: -- it would fall the night before 2 our second Friday meeting. Correct? Okay. And at 3 that point I would also hope that, despite the short 4 timeline and the holidays and all the things in 5 between, that every consideration has been -- you 6 know, things that were brought here today that hadn't 7 been considered would be looked at. 8 REPRESENTATIVE VAUGHT: And I don't have a 9 problem with that. I just didn't know about how that 10 would take place. Thank y'all for your time. Thank 11 you. 12 CHAIRMAN MOORE: Thank you, Representative 13 Vaught. 14 We're back open to discussion and questions. 15 MR. BRAGG: I'll withdraw the motion to table. 16 CHAIRMAN MOORE: Okay. 17 MR. WOOD: And I'll move to deny the petition. 18 CHAIRMAN MOORE: Okay. Discussion on the motion 19 to deny the petition? 20 MR. BRAGG: I second. 21 CHAIRMAN MOORE: There is a second. There's a 22 motion by Mr. Wood to deny the petition, a second by 23 Mr. Bragg. Any questions? 24 Okay. All in favor say "aye." 25 (UNANIMOUS CHORUS OF AYES)</p>

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<p>1 CHAIRMAN MOORE: Any opposed?</p> <p>2 Okay. The motion passes.</p> <p>3 SUPT. BROYLES: Thank you, guys.</p> <p>4 CHAIRMAN MOORE: Thank you.</p> <p>5 At this point in time --</p> <p>6 [AUDIENCE APPLAUSE]</p> <p>7 2) ONE-YEAR STANDARDS FOR ACCREDITATION WAIVER REQUESTS</p> <p>8 CHAIRMAN MOORE: Okay. Our Board, we're going</p> <p>9 to continue on so that -- Cossatot River is still</p> <p>10 here for the waivers. Okay. So our Board -- our</p> <p>11 Board, we're going to continue on because we do have</p> <p>12 school districts here, and we'll get that done before</p> <p>13 lunch. So we're going to continue on to Action Item</p> <p>14 2, the Standards for Accreditation Waiver Requests.</p> <p>15 And I believe we have Ms. Worsham to present those,</p> <p>16 as the crowd dwindles out. But we do have Augusta,</p> <p>17 Cossatot River, and Earle School Districts.</p> <p>18 Do we want to do Cossatot's first, just so that</p> <p>19 he can leave, or --</p> <p>20 MS. WOODS: Give them a break first.</p> <p>21 CHAIRMAN MOORE: Okay. However you want to do</p> <p>22 it.</p> <p>23 a) AUGUSTA PUBLIC SCHOOL DISTRICT</p> <p>24 MS. WORSHAM: Good morning. Hope Worsham,</p> <p>25 Assistant Commissioner for Public School</p>	<p>1 Augusta, so we could send them to them, or do we feel</p> <p>2 comfortable with the request?</p> <p>3 Ms. Rollins, any questions?</p> <p>4 MS. ROLLINS: I'm fine with that they're</p> <p>5 providing a paraprofessional --</p> <p>6 MS. WORSHAM: Yes, ma'am.</p> <p>7 MS. ROLLINS: -- in that room as well, so --</p> <p>8 CHAIRMAN MOORE: Mr. Bragg, any questions?</p> <p>9 MR. BRAGG: No.</p> <p>10 CHAIRMAN MOORE: Mr. Wood?</p> <p>11 MR. WOOD: No.</p> <p>12 CHAIRMAN MOORE: Ms. Keener?</p> <p>13 MS. KEENER: No.</p> <p>14 CHAIRMAN MOORE: Questions, Mr. Henderson?</p> <p>15 MR. HENDERSON: No.</p> <p>16 CHAIRMAN MOORE: Ms. Woods?</p> <p>17 MS. WOODS: No.</p> <p>18 MS. ROLLINS: I'll make the motion to approve</p> <p>19 the request for Augusta.</p> <p>20 CHAIRMAN MOORE: Okay. Let me check real quick</p> <p>21 with Mr. Sutton.</p> <p>22 Mr. Sutton, did you have any questions?</p> <p>23 MR. SUTTON: No, ma'am.</p> <p>24 CHAIRMAN MOORE: Okay. Thank you.</p> <p>25 So we have a motion to approve the -- approve</p>
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<p>1 Accountability. We do have three requests for</p> <p>2 Standards for Accreditation waivers. The first one</p> <p>3 is Augusta School District.</p> <p>4 MS. WOODS: I'm sorry; I can't hear.</p> <p>5 SECRETARY OLIVA: They need to move that</p> <p>6 conversation outside.</p> <p>7 CHAIRMAN MOORE: One second. Speak outside,</p> <p>8 please.</p> <p>9 SECRETARY OLIVA: We're still in a business</p> <p>10 meeting.</p> <p>11 MS. WORSHAM: So the first request is from</p> <p>12 Augusta School District. They have 23 students in</p> <p>13 their kindergarten class. They do have a</p> <p>14 paraprofessional in that class. They are requesting</p> <p>15 a waiver of Class Size to not have to hire an</p> <p>16 additional teacher this year. The Department does</p> <p>17 not have any concerns about this waiver. And I</p> <p>18 believe the district is online if you have any</p> <p>19 questions.</p> <p>20 CHAIRMAN MOORE: Okay. Do we have --</p> <p>21 MS. WORSHAM: Superintendent Tanner.</p> <p>22 CHAIRMAN MOORE: -- Superintendent Tanner or</p> <p>23 someone from Augusta on Zoom? Anyone from Augusta on</p> <p>24 Zoom?</p> <p>25 Okay. Board Members, do we have questions for</p>	<p>1 the waiver by Ms. Rollins. Is there any discussion?</p> <p>2 Is there a second?</p> <p>3 MR. HENDERSON: Second.</p> <p>4 CHAIRMAN MOORE: A second by Mr. Henderson.</p> <p>5 All in favor say "aye."</p> <p>6 (UNANIMOUS CHORUS OF AYES)</p> <p>7 CHAIRMAN MOORE: Any opposed?</p> <p>8 Motion passes. Thank you.</p> <p>9 b) COSSATOT RIVER PUBLIC SCHOOL DISTRICT</p> <p>10 MS. WORSHAM: All right. The second</p> <p>11 consideration is from the Cossatot School District.</p> <p>12 They have 25 in their 3rd grade classroom, and they</p> <p>13 enrolled one more student. And by requesting the</p> <p>14 waiver of Class Size would allow them to not have to</p> <p>15 hire an additional teacher in that spot for this</p> <p>16 year. It's a one-year waiver. The district does --</p> <p>17 or the State does not have any concerns about the</p> <p>18 waiver. And Superintendent Broyles is here if you</p> <p>19 have questions.</p> <p>20 MR. WOOD: I'd like to move to approve the</p> <p>21 waiver request.</p> <p>22 CHAIRMAN MOORE: There's a motion to approve.</p> <p>23 Are there any questions for Dr. Broyles on this</p> <p>24 request? Mr. Sutton -- oh, yes, Ms. Rollins, go</p> <p>25 ahead.</p>

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<p>1 MS. ROLLINS: How are you supporting this</p> <p>2 teacher --</p> <p>3 CHAIRMAN MOORE: If you don't mind coming up to</p> <p>4 the microphone to speak.</p> <p>5 SUPT. BROYLES: Yes.</p> <p>6 MS. ROLLINS: -- in the 3rd grade?</p> <p>7 SUPT. BROYLES: We only have one student over.</p> <p>8 MS. ROLLINS: Okay.</p> <p>9 SUPT. BROYLES: It's just 26. So we're not</p> <p>10 providing a para or anything. She's just managing</p> <p>11 well. The Principal has been communicating with her</p> <p>12 and then helping her where she can. But we don't</p> <p>13 have an extra staff member in there to spare. She</p> <p>14 just has 26. That's why we're seeking the waiver.</p> <p>15 You know, the schedule has been made already. It's</p> <p>16 not in the budget to hire another teacher just for</p> <p>17 one over. But we're not providing any additional</p> <p>18 support other than just, you know, the Principal</p> <p>19 assisting. And that's the reason why we're seeking</p> <p>20 the waiver.</p> <p>21 MS. ROLLINS: Okay. Thank you.</p> <p>22 SUPT. BROYLES: Now next year will be different.</p> <p>23 We'll have to look at hiring a teacher.</p> <p>24 MS. WOODS: I'll second --</p> <p>25 CHAIRMAN MOORE: Questions, Board Members?</p>	<p>1 clear -- if they wanted to -- and they have in the</p> <p>2 past.</p> <p>3 CHAIRMAN MOORE: So you have the option open</p> <p>4 that if they --</p> <p>5 SUPT. BROYLES: Oh, absolutely.</p> <p>6 CHAIRMAN MOORE: -- they would not go to the</p> <p>7 zoned school and attend Umpire to relieve that?</p> <p>8 SUPT. BROYLES: Oh, sure. They can -- they can</p> <p>9 go. We even had Umpire people play basketball for us</p> <p>10 and some of our kids change campuses.</p> <p>11 CHAIRMAN MOORE: Okay.</p> <p>12 SUPT. BROYLES: So, yes, ma'am. It can happen.</p> <p>13 CHAIRMAN MOORE: Okay. Thank you.</p> <p>14 Any more questions?</p> <p>15 MR. WOOD: I have a question. I mean knowing</p> <p>16 the geography between Umpire and Wickes, is it</p> <p>17 possible that one of your students lives close to the</p> <p>18 boundary between the school zones? And, you know, it</p> <p>19 might not be as big of a burden as it may --</p> <p>20 SUPT. BROYLES: Dr. Moore?</p> <p>21 MR. WOOD: Dr. Moore. Sorry.</p> <p>22 CHAIRMAN MOORE: Yeah.</p> <p>23 MR. WOOD: Dr. Moore's original question --</p> <p>24 SUPT. BROYLES: Right.</p> <p>25 MR. WOOD: -- you know. I don't know.</p>
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<p>1 MS. WOODS: I was just going to say I'll second</p> <p>2 his motion.</p> <p>3 CHAIRMAN MOORE: I did have a question though.</p> <p>4 Do you -- is there -- I mean do you offer the option</p> <p>5 for students to go to the Umpire campus to relieve</p> <p>6 over-crowding in that instance?</p> <p>7 SUPT. BROYLES: We never have. It's just -- if</p> <p>8 you -- if you visited and you -- all the campuses,</p> <p>9 you just -- and I don't mean to patronize, Dr. Moore.</p> <p>10 It's just --</p> <p>11 CHAIRMAN MOORE: Right.</p> <p>12 SUPT. BROYLES: -- not set-up for that.</p> <p>13 CHAIRMAN MOORE: Right.</p> <p>14 SUPT. BROYLES: And no parents would do that. I</p> <p>15 want to go back and touch on that. But no parents</p> <p>16 are going to choose to do that.</p> <p>17 CHAIRMAN MOORE: If there's room as far as high</p> <p>18 school?</p> <p>19 SUPT. BROYLES: Right. Right.</p> <p>20 CHAIRMAN MOORE: Okay.</p> <p>21 SUPT. BROYLES: They ultimately might choose,</p> <p>22 but they're happy where they are. I've never seen it</p> <p>23 happen in my district. But if they wanted to --</p> <p>24 yeah, I mean there are times when students go back</p> <p>25 and forth. To your point, I want to make sure that's</p>	<p>1 SUPT. BROYLES: It's possible. If you travel</p> <p>2 from Wickes to Umpire, there's -- I think there's one</p> <p>3 house between Wickes and Umpire. There's just not</p> <p>4 very many. But theoretically, yes, it's possible.</p> <p>5 It's weird how the counties are drawn up. But, yes,</p> <p>6 it is possible.</p> <p>7 MR. WOOD: Yeah.</p> <p>8 CHAIRMAN MOORE: Okay. Any more questions,</p> <p>9 Board Members?</p> <p>10 SUPT. BROYLES: There might be more than one</p> <p>11 house. Don't quote me on that.</p> <p>12 CHAIRMAN MOORE: So there's a motion on the</p> <p>13 floor, Ms. Rollins, to approve the waiver. Is there</p> <p>14 a second?</p> <p>15 MS. KEENER: Second.</p> <p>16 CHAIRMAN MOORE: So second by Ms. Keener. All</p> <p>17 in favor say "aye."</p> <p>18 (UNANIMOUS CHORUS OF AYES)</p> <p>19 CHAIRMAN MOORE: Any opposed?</p> <p>20 MS. ROLLINS: We need to correct that. It was</p> <p>21 Jeff that made that motion.</p> <p>22 CHAIRMAN MOORE: Oh, I'm sorry. Okay.</p> <p>23 Correction. A motion by -- you made the first one.</p> <p>24 A motion by Mr. Wood. And motion passes, just for</p> <p>25 the record.</p>

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<p>1 MR. WOOD: I just wanted to throw Mr. Broyles a 2 bone there. 3 CHAIRMAN MOORE: Yes. 4 SUPT. BROYLES: Hey, I'm one-in-one on the day. 5 I'll take it. 6 MS. WOODS: I do want to comment. You did a 7 very good job earlier. 8 SUPT. BROYLES: Thank you. Thank you. 9 MS. WOODS: And I do hope that the 10% also 10 extend an olive branch to you as well. 11 SUPT. BROYLES: Well, I appreciate that. 12 Tremendous respect for what you do. It's a hard job. 13 I hope you're compensated well for it. I try to 14 avoid that all the time in my pay. Thank you, guys. 15 CHAIRMAN MOORE: Thank you. 16 MR. WOOD: Good job. 17 MR. SUTTON: Good job. 18 c) EARLE PUBLIC SCHOOL DISTRICT 19 MS. WORSHAM: The final waiver request comes 20 from the Earle School District -- again, a one-year 21 waiver request, requesting a waiver of Standard 22 related to the hiring of a Library Media Specialist. 23 The request comes because of the burden to hire in 24 that area and unable to find licensed personnel to 25 fill the position. Superintendent does indicate that</p>	<p>1 any questions? 2 MR. SUTTON: No questions. 3 CHAIRMAN MOORE: I did want to ask, Mr. Burgess 4 -- I recall visiting a school and seeing the library 5 and that you have a new elementary campus. Students 6 are able to check-out books from there weekly and get 7 access to those materials. Is that correct? 8 SUPT. BURGESS: Yes, ma'am, that -- excuse me -- 9 yes, ma'am, that is correct. 10 CHAIRMAN MOORE: Okay. And classroom teachers 11 are then picking up the Standards that would be 12 taught by a Library Media Specialist for those 13 students? 14 SUPT. BURGESS: Well, what I know is that when 15 the teachers have -- what the teachers do, they have 16 access to the media center. They are allowing 17 students access on a rotation basis and students do 18 have access to go into the library for their personal 19 needs as it relates to their classroom and interest. 20 CHAIRMAN MOORE: Okay. Thank you. I know my 21 2nd grader looks forward to getting a new book every 22 week. So I hope yours do too. 23 Any more questions of our board members? 24 Okay. The floor is open for a motion then. 25 MR. SUTTON: Motion to approve.</p>
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<p>1 they are going to continue to search and will -- and 2 do plan to hire a Library Media Specialist next year, 3 if they could. And they do have a paraprofessional 4 in the high school library, so students still have 5 access to the high school library as needed. And at 6 the elementary school they have a rotation to the 7 library where students have access to the elementary 8 school library as well. The Department does not have 9 any concerns about this waiver. And I believe 10 someone from the Earle School District is online, if 11 needed. 12 CHAIRMAN MOORE: I see Superintendent Burgess, 13 you're here. 14 SUPT. BURGESS: I am. 15 CHAIRMAN MOORE: Thank you for joining us today. 16 SUPT. BURGESS: Yes, ma'am. 17 CHAIRMAN MOORE: I'm going to see if any of our 18 board members have questions for you. 19 Ms. Rollins? 20 MS. ROLLINS: No. 21 CHAIRMAN MOORE: Mr. Bragg? 22 MR. BRAGG: No. 23 CHAIRMAN MOORE: Ms. Keener? 24 MS. KEENER: No. 25 CHAIRMAN MOORE: Mr. Sutton, online, do you have</p>	<p>1 CHAIRMAN MOORE: A motion by Mr. Sutton to 2 approve. Is there a second? 3 MS. ROLLINS: Second. 4 CHAIRMAN MOORE: And second by Ms. Rollins. All 5 in favor say "aye." 6 (UNANIMOUS CHORUS OF AYES) 7 CHAIRMAN MOORE: Any opposed? 8 Motion passes. Thank you. 9 SUPT. BURGESS: Thank you very much. 10 3) CONSIDERATION OF SCHOOL DISTRICT WAIVERS 11 a) MARVELL-ELAINE SCHOOL DISTRICT 12 CHAIRMAN MOORE: We'll go ahead and we will 13 continue on to get the school districts finished 14 here. We have the Consideration for School District 15 Waivers from Marvell-Elaine School District. 16 MR. REYNOLDS: Good morning. Stephen Reynolds, 17 Staff Attorney for the Department. 18 I'll just go over the procedures real quick. 19 This is an Act 1240 waiver request from the Marvell- 20 Elaine School District. The district will have up to 21 20 minutes to present its waiver application. The 22 Chair may extend that time at their discretion. Any 23 party opposing the waiver will also have 20 minutes 24 to speak in opposition. To my knowledge, the 25 Department hasn't received notice of any opposition</p>

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<p>1 of this waiver application. Anyone speaking on 2 behalf of the district or speaking in opposition 3 during the hearing must be sworn in by the Chair. 4 Any board member may ask questions of any party at 5 any time. And the State Board may grant in whole or 6 in part or deny in whole or in part the proposed 7 waivers or may take the matter under advisement until 8 a future scheduled board meeting. 9 With that, I think the district is online. 10 CHAIRMAN MOORE: Dr. Tran, are you online? 11 DR. TRAN: Yes, ma'am. 12 CHAIRMAN MOORE: Okay. 13 MS. SMITH: Yeah. Dr. Tran is online. And I do 14 want to remind the Board that we went into a contract 15 with Friendship earlier this year, right before 16 school started, to help us manage Marvell-Elaine 17 School District. Within that contract we did outline 18 that the district could come back and ask for waivers 19 at a later date. Most of the waivers that you're 20 seeing that they're asking for today are the standard 21 waivers that they have with Friendship charter. But 22 the reason why we didn't get them -- we didn't come 23 that very first month is we wanted Friendship to get 24 in there and actually see what their needs were, so 25 that we weren't just saying, Here's every waiver that</p>	<p>1 much standard waivers that, again, we have at 2 Friendship. 3 And also just to provide some information to you 4 all, ever since we have taken over the management of 5 Marvell-Elaine -- so we just completed our NWEA 6 assessment which was just completed on -- I think it 7 was on Tuesday. And I can tell you we saw a lot of 8 growth in our students. For example, our 3rd grade 9 mathematics, 93% of our students had growth. Right? 10 So we're talking about both -- because what we found 11 out in -- when we looked into the school and 12 everything model that there was so many things that 13 the students were missing. It was kind of like a 14 we'll let them move on to the next grade level, let 15 them move on without actually looking at, you know, 16 what was the problem. So we've been working very 17 hard to get the kids to a place where -- I'm not 18 saying where they can function, but we try and get to 19 a place. And so with the results that we've got now, 20 a lot of hope and a lot of joy to see that our kids 21 can learn if given the right opportunity and right 22 environment to learn. 23 CHAIRMAN MOORE: Thank you. We will go to 24 questions of board members. 25 Ms. Rollins?</p>
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<p>1 you think you might need. We wanted them to be able 2 to come and ask for what they specifically needed. 3 And so Dr. Tran is online today to answer questions, 4 if you have any. 5 CHAIRMAN MOORE: Okay. And I do believe I do 6 need to swear in Dr. Tran and anyone else -- is there 7 anyone from the charter -- 8 DR. TRAN: Yes, we have -- 9 CHAIRMAN MOORE: -- that will be speaking? 10 DR. TRAN: Yeah, we have our high school 11 principal, Mr. Collins, and our elementary principal, 12 Ms. McNutt. 13 CHAIRMAN MOORE: Great. I will swear the three 14 of you in. Do you swear to tell the whole truth and 15 nothing but the truth? 16 (ALL SPEAKERS ANSWERED AFFIRMATIVELY) 17 CHAIRMAN MOORE: Thank you. You may proceed. 18 DR. TRAN: Hi. Good afternoon. Like Deputy 19 Commissioner Stacy -- we're just here to ask for some 20 waivers which we have at the charter school. They're 21 standard waivers, apart from one which we have 22 rescinded -- the Gifted and Talented. We actually 23 have -- we hired a Gifted and Talented -- we're in 24 contract with a teacher to provide those services. 25 And so the waivers that I'm asking for are pretty</p>	<p>1 MS. ROLLINS: Well, thank you for joining us 2 today. I have a question about employing a social 3 worker instead of a school counselor. I have some 4 concerns about there not being a school counselor on 5 campus. Can you talk to us about that? 6 DR. TRAN: So at this point in time it's trying 7 to define human capital to -- for Marvell-Elaine. 8 We've been -- and that's why we've asked for some 9 teacher licensure waivers where it's been difficult 10 because of the school's past history. So that's what 11 we're trying to do. I mean our principals, they act 12 as a counselor, right, to provide that service to our 13 kids. But, again, that's why we're asking -- we have 14 a social worker on staff that does a lot of the 15 socio-emotional component with our kids. But, again, 16 it's trying to find people in there. And I'm not 17 saying we don't, you know, counsel our kids. But our 18 principals are acting in that capacity at this moment 19 in time. 20 MS. SMITH: Yeah. And I would just piggyback on 21 that too. In our neighboring district, in Helena- 22 West Helena, they were having a very difficult time 23 finding counselors, even mental health workers, to be 24 able to push in. And so in this model here at 25 Friendship you have the high school principal who is</p>

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<p>1 assisting with like the career planning and helping 2 determine courses to be offered and what courses 3 students are taking. He's very active in the 4 classrooms and throughout the building when you visit 5 the school. And so then addressing the social work 6 from the aspect of mental health needs actually in 7 the school. So they've kind of split those 8 responsibilities up.</p> <p>9 MR. ROLLINS: Do they have really a counselor to 10 help also with directing their future studies and --</p> <p>11 MS. SMITH: That's where the high school 12 principal is pushing in. So when you look at their 13 total enrollment for their school, it's two hundred 14 and -- about 250 kids K-12. And they have both an 15 elementary principal and a high school principal. So 16 that high school principal is stepping in, kind of 17 filling in some of those roles in that counseling 18 piece, and courses -- and what students should take. 19 Their principal, Mr. Collins, is actually from 20 central Arkansas, and has a lot of experience working 21 in high schools and classes and what's offered at the 22 high school.</p> <p>23 MS. ROLLINS: Are they continuing to look for a 24 school counselor?</p> <p>25 MS. SMITH: I'll let them speak to that. Are</p>	<p>1 years, which could then put you into state takeover, 2 which this district is in state takeover because they 3 were having trouble with Standards for Accreditation 4 in just their enrollment numbers. And so most of you 5 have been to Marvell-Elaine and visited the district 6 in their region. This school was on the brink of 7 closing -- in fact, we'd actually already voted to 8 close the school -- and that they were finding a 9 partner, when we came back in with the opportunity 10 for more like a transformation contract for it to 11 have an outside entity come in and try to provide 12 assistance. This is the first in the state that 13 we've done, where we've had a management organization 14 come in. The Friendship model is a national model 15 that is in several states. They actually have some 16 schools in our state that have been very successful. 17 We knew that when Friendship went into Marvell that 18 they had an uphill battle. They took over in August, 19 and even at that point the district -- most of their 20 teachers were unlicensed. They brought in new 21 administration in the high school. Ms. McNutt was 22 there prior. But they have been working with the 23 current staff they had to kind of improve that.</p> <p>24 So if you didn't grant the waiver, they would 25 have an accreditation violation. And you can only</p>
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<p>1 y'all continuing to post for a school counselor?</p> <p>2 DR. TRAN: We continue to look. But, again, 3 it's difficult trying to find people to come down to 4 Marvell-Elaine.</p> <p>5 MS. SARACINI: And it's on and off the list. 6 But, again, they're in the geographical shortage 7 area.</p> <p>8 MS. SMITH: So counseling statewide is on and 9 off the shortage list for the entire state. And of 10 course in this area of the state it most definitely 11 would be considered a shortage area.</p> <p>12 MS. ROLLINS: Okay.</p> <p>13 MS. SARACINI: And Dr. Tran has been calling and 14 we work with him.</p> <p>15 MS. ROLLINS: Okay. Thank you.</p> <p>16 MS. KEENER: Can you tell us -- if we weren't to 17 -- if we were to deny the waiver for the school 18 counselor, that would be a hit on accreditation. 19 Correct?</p> <p>20 MS. SMITH: Yes.</p> <p>21 MS. KEENER: And what would that look like? I 22 guess talk more about that.</p> <p>23 MS. SMITH: So it would be a violation for 24 Standards for Accreditation, which you can only have 25 a violation for Standards for Accreditation up to two</p>	<p>1 have that for two years.</p> <p>2 MS. KEENER: A single violation for two years 3 would put them where?</p> <p>4 MS. SMITH: It puts this -- it goes back to this 5 board for you guys to make a decision on do you close 6 them, do you annex them, do you consolidate them.</p> <p>7 MS. KEENER: Okay.</p> <p>8 MS. SMITH: It puts it back to that decision.</p> <p>9 Counselor waiver throughout the state is a 10 pretty standard waiver, if you can show that you have 11 a plan, which I think they're doing with the social 12 worker aspect.</p> <p>13 And, Dr. Tran, correct me, do y'all have the 14 social worker employed or is it a contract staff 15 member?</p> <p>16 DR. TRAN: No, she's employed.</p> <p>17 MS. SMITH: So she's --</p> <p>18 DR. TRAN: Ms. Johnson.</p> <p>19 MS. SMITH: -- employed fulltime?</p> <p>20 DR. TRAN: Yes.</p> <p>21 MS. SMITH: Okay.</p> <p>22 DR. TRAN: Yes.</p> <p>23 MS. KEENER: Thank you. Dr. Tran, I had another 24 question about the first waiver. But, first of all, 25 I am so excited to sort of see this come to fruition</p>

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<p>1 with the transformational contract and you guys 2 coming in, and I'm going to be watching this very 3 closely. I'm super excited. 4 Tell me about where you are in the process of 5 getting licensed to be a superintendent. Tell me 6 what you're lacking, how you're moving towards that. 7 And I want to be sure that the Department has done 8 everything we can to get you there so that this isn't 9 a year-to-year renewal that we're giving. So if 10 you'll talk a little bit more about that? 11 DR. TRAN: Gotcha. I mean I've been in 12 education for the last 17 years. I started as a 13 paraprofessional and worked my way up, but it wasn't 14 a traditional pathway. I taught a lot of computer 15 and engineering subjects; and then so I was brought 16 in after that as more data, student services, IT; and 17 then, again, a principal and superintendent. So I 18 did complete the mentoring, the first-year mentoring, 19 which was done six years ago; so I did that when I 20 first joined Friendship. Looking at pathways, I 21 spoke to Ms. Sheila the other way -- the other day; 22 so we're looking at that and at this moment in time, 23 like I said, it's -- we're looking into what we can 24 do. 25 MS. KEENER: Uh-huh. So --</p>	<p>1 dive into charter schools. That might be a better 2 question to ask. 3 MS. KEENER: Thank you for that. 4 MS. SMITH: Yeah. And I would ask the 5 consideration for the Board to approve that waiver 6 today, for the fact that he is an employee of 7 Friendship, and so acting in the superintendent role 8 for the district. So the waiver is coming -- 9 covering the district because the district doesn't 10 have a licensed superintendent. Okay? But he is 11 still an employee, per our contract, with Friendship, 12 that they hired the superintendent. But encouraging 13 him to look into what he could do to up his 14 credentials I think is acceptable. 15 MS. KEENER: And then I also have another 16 question about the -- first of all, the Daily 17 Planning Period. I was just in the classroom not 18 that long ago, and I remember how -- you know, how 19 those time periods are so valuable, especially for 20 planning and just to take a breather, you know, 21 whatever is necessary. Going shorter than the 40 22 minutes is a concern to me, especially when we're in 23 -- you're in the area that you're in and we're in 24 such a time period of teacher burnout and people 25 leaving. You know, I think one of the ways you</p>
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<p>1 DR. TRAN: Also, one thing, I also have the 2 Praxis, the Leader -- Praxis Leadership. I'm just 3 not, you know, state certified. 4 MS. KEENER: That's great. Okay, good. So it 5 doesn't sound like there's a lot for you to take on; 6 maybe a few courses, I think, is my understanding. 7 So I would be inclined to, you know, I think deny 8 that waiver request, assuming that that can get done 9 within the year. And, you know, or grant it and 10 accept that next year we won't -- you won't need 11 another one, that that can be completed within the 12 year. 13 DR. TRAN: Yeah. If you could grant that, that 14 -- because that's also a Standards of Accreditation 15 as well. And, again, I will do what I need to do to 16 go ahead and get that process moving along. 17 MS. KEENER: And get with Ms. Saracini. I think 18 she can certainly help you with that one. So -- 19 DR. TRAN: Sure. 20 MS. KEENER: Great. 21 CHAIRMAN MOORE: Most of our charter schools 22 have that waiver. So that is something you want to 23 look into -- 24 MS. KEENER: Yeah. 25 CHAIRMAN MOORE: -- when we had to do a deep-</p>	<p>1 support teachers and encourage them to come back is 2 by honoring the planning periods, the 40-minute 3 blocks that are expected. Can you talk more about 4 the current schedule that you're looking at and how 5 you're going to support your teachers without meeting 6 that requirement? 7 DR. TRAN: At this point in time we actually 8 give more than 45 minutes. So our elementary 9 schools, they get about a 55-minute planning period. 10 And now so does I think our high school. So we have 11 exceeded the minimum of the 45 minutes that's 12 required by that waiver. We're just asking it just 13 in case we need it to do -- and, sorry; let me 14 rephrase that. It's not just in case; looking at 15 everything that is happening within the school. Like 16 I said, our kids were lacking so much instruction, so 17 much foundational skills, that we had to put in a lot 18 of work and a lot of double time to get the kids -- 19 to get our kids to where they need to get. Just as 20 an example, when we first got in we took NWEA and we 21 saw those results. Right? And so we sat back and we 22 said, Okay, so what happened, what's wrong here. We 23 actually gave our students a basic fundamental test 24 and a lot of them could not complete that. I'm 25 talking about basic math -- basic addition,</p>

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<p>1 subtraction, division, and multiplication. And I can 2 tell you many of them could not complete that. And 3 my Principals, they can talk about that more, if you 4 want to. But, so we stopped and we concentrated on 5 the fundamentals before we went back onto the 6 Standards again, because, you know, we have the test 7 to take at the end of the year. But, again, you 8 know, it allows us the flexibility to plan and to do 9 what we need to do to get our kids to a certain 10 level. And, again, this school has been an F for the 11 last nine years and so we're trying to do something 12 that is different; we're trying to catch our kids up; 13 we're trying to get -- put the school in a place 14 where they can be proud of the -- you know, the 15 community can be proud of the school again. And 16 that's why we are asking for that.</p> <p>17 MS. KEENER: Thank you.</p> <p>18 CHAIRMAN MOORE: Questions, Mr. Bragg?</p> <p>19 MR. BRAGG: No.</p> <p>20 CHAIRMAN MOORE: Mr. Wood?</p> <p>21 MR. WOOD: No.</p> <p>22 CHAIRMAN MOORE: Mr. Henderson?</p> <p>23 MR. HENDERSON: I don't have any questions. I 24 just -- if there are none, I'd like to make a motion 25 to grant the waiver.</p>	<p>1 CHAIRMAN MOORE: It sounds like part of it -- 2 part of the reason for the waiver was -- are you -- 3 do you use teachers to plug-in if you -- instead of a 4 substitute?</p> <p>5 DR. TRAN: So we do have subs, but we also -- 6 the waiver for Licensure is some of our teachers, 7 they have a four-year degree, but they're not 8 licensed.</p> <p>9 CHAIRMAN MOORE: Okay.</p> <p>10 DR. TRAN: So that's where that Teacher 11 Licensure waiver is coming in.</p> <p>12 CHAIRMAN MOORE: Okay. Okay. Thank you. Those 13 are my questions specifically.</p> <p>14 Okay. So any more questions?</p> <p>15 So the floor is open, and I believe Ms. Woods 16 made a motion.</p> <p>17 MS. WOODS: Randy made a motion --</p> <p>18 CHAIRMAN MOORE: Randy.</p> <p>19 MS. WOODS: -- and I seconded.</p> <p>20 CHAIRMAN MOORE: I need more sleep apparently. 21 So, Randy, do you mind to restate your motion?</p> <p>22 MR. HENDERSON: Yeah. I'd like to make the 23 motion to grant the waiver.</p> <p>24 CHAIRMAN MOORE: Okay. We have a motion by Mr. 25 Henderson. And there's a second --</p>
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<p>1 CHAIRMAN MOORE: Okay. Ms. Woods?</p> <p>2 MS. WOODS: I have no questions. And I'll 3 second.</p> <p>4 CHAIRMAN MOORE: Let's check with Mr. Sutton. 5 Questions?</p> <p>6 MR. SUTTON: No, ma'am.</p> <p>7 CHAIRMAN MOORE: Okay. Before that motion 8 though, any more questions?</p> <p>9 Okay. I do have a few questions, if that's 10 okay.</p> <p>11 What's the enrollment for the school right now?</p> <p>12 DR. TRAN: The last we looked was about 230.</p> <p>13 CHAIRMAN MOORE: Okay. And are you fully 14 staffed as far as at the elementary school? And then 15 it sounds like --</p> <p>16 DR. TRAN: Yes.</p> <p>17 CHAIRMAN MOORE: -- at the high school there's 18 some virtual instruction going on. Is that correct?</p> <p>19 DR. TRAN: Correct. Correct. So we've been -- 20 slowly been able to add human capital to our team to 21 get the necessary instruction to our kids. We still 22 might be missing one or two teachers. But I think we 23 -- the school is (inaudible) enough and our team is 24 committed enough to take on extra responsibilities to 25 do what we need to do.</p>	<p>1 MS. WOODS: I will second.</p> <p>2 CHAIRMAN MOORE: -- by Ms. Woods. Any 3 questions?</p> <p>4 All in favor say "aye."</p> <p>5 (MAJORITY CHORUS OF AYES)</p> <p>6 CHAIRMAN MOORE: Any opposed?</p> <p>7 MR. BRAGG: Nay.</p> <p>8 CHAIRMAN MOORE: One opposed. Motion passes. 9 Thank you.</p> <p>10 At this point in time it's 12:30. We have the 11 rules left on the action item. So let's do that and 12 then take a break for lunch. Does that sound okay 13 with you?</p> <p>14 Okay.</p> <p>15 4) CONSIDERATION OF REQUEST TO RELEASE FOR PUBLIC COMMENT DESE 16 RULES GOVERNING LITERACY AND HIGH-IMPACT TUTORING</p> <p>17 CHAIRMAN MOORE: So action item 4, Consideration 18 of Request to Release for Public Comment the Rules 19 Governing Literacy and High-Impact Tutoring. Mr. 20 Rhodes, thank you.</p> <p>21 MR. RHODES: Thank you, Chair. So Stacy and I 22 are going to tag-team these.</p> <p>23 Good afternoon, Chair, Members of the Board, at 24 this point.</p> <p>25 Before you is the permanent rule governing</p>

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<p>1 Literacy Tutoring Grants and High-Impact Tutoring 2 Grants. This rule provides families an opportunity 3 to invoice up to \$500 per school year to pay for 4 tutoring services for children reading below grade 5 level, from K to 3. These services will be paid from 6 an account of money deposited by the Department, and 7 payments will go directly to providers. Priority 8 will be given to students already retained from the 9 previous year. Obviously, that wouldn't apply for 10 this year, but it would be moving forward. Students 11 in the lowest 15% of the K to 3 reporting category, 12 then to the lowest remaining quartile in the 3rd 13 grade, then the 2nd grade, then the 1st grade, then 14 kindergarten.</p> <p>15 As to High-Impact Tutoring, the Department will 16 pay for tutoring services by approved providers. The 17 Department will maintain a list of approved providers 18 that have demonstrated experience in providing 19 tutoring services, showing evidence of student 20 outcomes, among other criteria. These High-Impact 21 Tutoring services can occur either in a personal 22 setting or in a group setting, for a minimum of three 23 times per week for 30 minutes at a time. This 24 tutoring is to occur during the school day. 25 Like I said, Stacy Smith and I are available for</p>	<p>1 then it's up to the family to determine the tutor? 2 MS. SMITH: Yeah. So, yeah. 3 MR. BRAGG: Okay. 4 MS. SMITH: There is an actual approved list 5 though. 6 MR. BRAGG: Okay. Thank you. 7 CHAIRMAN MOORE: Questions? 8 MR. WOOD: So did I understand that there are 9 two separate tutoring programs? 10 MS. SMITH: Yeah. You have two separate 11 tutoring programs. The first one is the Literacy 12 Tutoring Grants, and that's \$500 for families that 13 have a student in kindergarten through 3rd grade 14 that's been identified as a struggling reader. 15 MR. WOOD: Well, why are we limiting it to 3rd 16 grade? 17 MS. SMITH: That is based on the legislation. 18 Legislation -- I mean, it was very specific -- 19 MR. WOOD: I understand. 20 MS. SMITH: -- that the focus was K-3. 21 MR. WOOD: Yeah. Well, I'm disappointed that 22 the legislation wasn't broader than that. We have a 23 lot of high school students that could probably 24 benefit from that as well. 25 MS. SMITH: Well, that's where --</p>
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<p>1 questions. 2 CHAIRMAN MOORE: Questions? We'll start this 3 way this time. Mr. Henderson? 4 MR. HENDERSON: No. 5 CHAIRMAN MOORE: Ms. Woods? 6 MS. WOODS: Huh-uh. 7 CHAIRMAN MOORE: Ms. Rollins? 8 MS. ROLLINS: No. 9 CHAIRMAN MOORE: Mr. Bragg? 10 MR. BRAGG: Are these -- are the tutors current 11 -- could they be current teachers? 12 MS. SMITH: Yeah. There's a process to get on 13 the list to be considered a tutoring -- a tutor. The 14 High Impact Tutoring is really talking about tutoring 15 happening during the school day. And so we have put 16 out a list for qualified tutors to be on that list, 17 and that could be people who are licensed educators 18 who have applied to be on the list. But there is a 19 process that's outlined to be able to do that. 20 You also have on the \$500 literacy tutoring 21 grant that goes to families. That is also a process 22 that you have to apply to get on the list. And then 23 that is vetted and it's vetted by people who are at 24 the Department. 25 MR. BRAGG: So the grant is to the family, and</p>	<p>1 MR. WOOD: But that's neither -- 2 MS. SMITH: Yeah. 3 MR. WOOD: -- here nor there. 4 MS. SMITH: Right. And so that then is where 5 the High-Impact Tutoring -- 6 MR. WOOD: Sure. 7 MS. SMITH: -- then, opportunity for school 8 districts to apply, which is also a competitive grant 9 for additional funds. 10 MR. WOOD: And that's K-12? 11 MS. SMITH: That's K-12. 12 MR. WOOD: I guess one concern I have about it 13 being -- why is it required that they -- that that 14 occur during the school day? Because that's -- 15 MS. SMITH: So that's a national definition of 16 what high-dosage tutoring is, and it's based on 17 evidence-based research about practices -- best 18 practices around tutoring. And so it's about making 19 sure that you have small group instruction by a 20 highly-qualified individual, following standards that 21 are set forth in the class and then with the program 22 that they're using. And so it's the ratio part; it 23 has to do with the qualifications. 24 MR. WOOD: It sounds like another pull-out 25 though; you know, another time of a student having to</p>

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<p>1 miss core content occurring in the classroom to</p> <p>2 accomplish that. Could it -- could it not -- could</p> <p>3 it not occur immediately after school, like --</p> <p>4 MS. SMITH: So I think you're looking at --</p> <p>5 MR. WOOD: -- something that students stay late</p> <p>6 for or come early for?</p> <p>7 MS. SMITH: So we've allowed for some</p> <p>8 opportunities in the High-Impact Grant for schools to</p> <p>9 explain additional opportunities like that. But</p> <p>10 high-dosage tutoring during the school day for point-</p> <p>11 in-time remediation is what's the intent of this.</p> <p>12 MR. WOOD: I don't understand that. What is --</p> <p>13 what's the significance of what you just said?</p> <p>14 MS. SMITH: That it's happening at point-in-time</p> <p>15 during the day, as you need it. So let's say that</p> <p>16 you're in your current math class.</p> <p>17 MR. WOOD: Yeah.</p> <p>18 MS. SMITH: Okay. And you're struggling with</p> <p>19 the math concept that you're getting right then. But</p> <p>20 maybe you're not necessarily being pulled out to an</p> <p>21 additional class for help. There is a qualified</p> <p>22 tutor there at the school; they are -- so maybe</p> <p>23 you're going to get pulled the last 15 minutes of</p> <p>24 class to get you some specific time, a couple of</p> <p>25 times that week, to get you caught back up. But it's</p>	<p>1 about the flexibility of the schedule of the school</p> <p>2 day. We actually have some sites here in central</p> <p>3 Arkansas, who started tutoring programs at their</p> <p>4 elementary school. And, again, they have specific</p> <p>5 built-in times where they're pulling in and grabbing</p> <p>6 those kids. So in some places -- classes, especially</p> <p>7 for literacy in an elementary school, you see a lot</p> <p>8 of small group reading instruction going on. And a</p> <p>9 lot of times it also has a center time feel to it.</p> <p>10 So in place of a center time you might have a group</p> <p>11 of kids that are actually getting their tutoring</p> <p>12 right then.</p> <p>13 MR. WOOD: Uh-huh.</p> <p>14 MS. KEENER: If I can respond to what -- the</p> <p>15 model that I've seen and practiced is, you know, if</p> <p>16 the class as a whole is working on diagraphs or</p> <p>17 blends or more complicated phony, but a child is</p> <p>18 missing those initial, you know, CBC sounds, then the</p> <p>19 blends of a diagraph can actually be counter-</p> <p>20 productive because it's confusing them. So you might</p> <p>21 pull them out during that blend or diagraph time,</p> <p>22 during that phonemic awareness time, and catch them</p> <p>23 up. And that individual, one-on-one tutoring can --</p> <p>24 where it might take the class four weeks to go</p> <p>25 through four different diagraphs, they might be able</p>
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<p>1 consistent. Okay. So they're identifying that Jeff</p> <p>2 is needing assistance during this period of time and</p> <p>3 that you're going to get that consistent tutoring</p> <p>4 with that individual.</p> <p>5 MR. WOOD: Okay.</p> <p>6 MS. SMITH: And it's not necessarily saying</p> <p>7 we're pulling you out for the whole period.</p> <p>8 MR. WOOD: Yeah.</p> <p>9 MS. SMITH: It's not a replacement for core</p> <p>10 instruction; it's supplemental to it. And districts</p> <p>11 are going to have to be creative with their schedules</p> <p>12 and what this looks like. And you see districts</p> <p>13 creating that response-to-intervention time built-in</p> <p>14 during the day so that specific students would then</p> <p>15 get assigned to specific tutors to work through</p> <p>16 specific skills.</p> <p>17 MR. WOOD: Give me an example of how it would</p> <p>18 work in an elementary setting though. What you just</p> <p>19 described makes -- makes -- I would have to think</p> <p>20 about it some more, but it made sense as you said it</p> <p>21 in a high school setting or in a, you know, class</p> <p>22 change setting, periods 1 through 8; we're just going</p> <p>23 to take you out the last 15 minutes of your math</p> <p>24 period. But what about in the elementary setting?</p> <p>25 MS. SMITH: So, I mean, I think -- again, it's</p>	<p>1 to do it in four to five days. And so they can</p> <p>2 eventually be caught up with the high intent, the</p> <p>3 dosage, and re-join the class. Similarly, Speech and</p> <p>4 Language Pathologists will pull out students that are</p> <p>5 dyslexic and work with them on Norton Gillingham or</p> <p>6 more dyslexic specific strategy, rather than the more</p> <p>7 traditional, because it's, you know, counter-</p> <p>8 intuitive to that training. So, that's what it looks</p> <p>9 like, at least in my --</p> <p>10 MS. SMITH: Yeah. And that was a great</p> <p>11 explanation. It's not intended to be --</p> <p>12 MR. WOOD: It is. But what if you pull them out</p> <p>13 during math?</p> <p>14 MS. SMITH: It's not -- you're not -- okay. So</p> <p>15 in -- the rules say -- talk -- it talks about</p> <p>16 supplemental; it doesn't replace core. It shouldn't</p> <p>17 be happening during the core math instruction.</p> <p>18 MR. WOOD: I understand. I just also know that</p> <p>19 it's a challenge for Principals already to schedule</p> <p>20 their day, and now we're adding another --</p> <p>21 MS. SMITH: We didn't say it was going to be</p> <p>22 easy.</p> <p>23 MS. WOODS: I think this is in the statute; like</p> <p>24 we don't have --</p> <p>25 MS. SMITH: Yeah.</p>

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<p>1 MS. WOODS: We don't get the ability to say no, 2 it can't be -- it can be after school. 3 MS. SMITH: Yeah. 4 MS. WOODS: It's written in the statute. 5 MR. WOOD: The statute requires that it be -- 6 MS. SMITH: Yes. 7 MS. WOODS: Yeah. 8 MR. WOOD: -- during the -- 9 MS. SMITH: Yes. 10 MS. WOODS: School day. 11 MR. WOOD: Well, then, never-mind. I wish you'd 12 said that at the beginning. 13 MS. WOODS: I know you've been asking this, but 14 I'm pretty sure that's what they said. 15 MR. WOOD: I'll just shut-up. 16 MS. WOODS: I do have a question that is not 17 really related to the rules. Where did the 500 come 18 from? Because having put my own daughter this past 19 year in reading tutoring, I mean I spent -- 20 MS. SMITH: It's legislation law. 21 MS. WOODS: But I'm like just curious -- 22 MS. SMITH: The amount? I don't know. 23 MS. WOODS: -- because I spent \$340 a month on 24 getting tutoring. 25 MS. SMITH: And that's been -- there has been</p>	<p>1 before, where we get a sticker slapped on a book that 2 says Aligned for Science of Reading or Common Core 3 Standards, as Jacob says. It's easy to do that. 4 Right? And so the vetting process really at this 5 first tier has been that they've had a third-party 6 review or they can provide evidence to us that they 7 are. 8 CHAIRMAN MOORE: Mr. Sutton, online, do you have 9 questions? 10 MR. SUTTON: No, ma'am. 11 CHAIRMAN MOORE: I do have a few questions, if 12 you don't mind. 13 So just to clarify with this, the High-Impact 14 Tutoring required in legislation, are there 15 additional funds available for this? 16 MS. SMITH: There have been additional funds set 17 aside. 18 CHAIRMAN MOORE: Okay. And what -- because this 19 is in-day programming what do we expect those costs 20 to cover? Additional staff? 21 MS. SMITH: So those will be applied through a 22 competitive grant. And so, yes, it could possibly be 23 additional staff, it -- where they're actually paying 24 their tutors who's coming in; it could be curriculum 25 programs, materials; it could be technology</p>
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<p>1 conversation about what is the cost for tutoring and 2 how far will \$500 get you. But that was the amount 3 that was in the legislation. 4 MS. WOODS: I just thought maybe you would know 5 where that \$500 -- 6 MS. SMITH: I don't. 7 MS. WOODS: -- other than it was in statute -- 8 came from. 9 MS. KEENER: I just have one question and how it 10 was included. These tutors must be -- are 11 contractors that are trained in the Science of 12 Reading. But I was curious of what satisfies that. 13 Is a one-hour PD course going to satisfy that or 14 what's -- how do you check that? 15 MS. SMITH: So as we were looking for vendors we 16 asked that they submit evidence-based research that 17 they have been reviewed and that they are aligned to 18 the Science of Reading. And then our folks, when 19 they were going through and looking, they were 20 looking for evidence of that. Of course, as we move 21 forward we'll be looking for evidence that these 22 products or programs or tutors -- that it works and 23 they have to provide evidence of that. So they could 24 get removed from the list if they're not completely 25 aligned. You know, we've all experienced that</p>	<p>1 equipment; whatever services they would need to be 2 able to provide that. 3 CHAIRMAN MOORE: Okay. And then did statute 4 limit it so it can't be after school or summer? 5 MS. SMITH: I want to say that it specifically 6 said during the school day -- 7 CHAIRMAN MOORE: During the school day. 8 MS. SMITH: -- in statute. 9 CHAIRMAN MOORE: Okay. 10 MS. WOODS: Because I had that question very 11 early on, not that I -- but, yeah. And so I talked 12 to a couple of the legislators and she said, Well, 13 it's the in-time piece. 14 MS. SMITH: Yeah. It's during the school day in 15 the competitive grant application. We have put in 16 another slot that says -- especially for timing right 17 now. So, yes, you have to offer it during the school 18 day. But is there an opportunity that your district 19 wanted to do something, extended day or through the 20 summer, trying to fill -- like giving districts the 21 opportunity to say, You know what, we've got a four- 22 hour set-up or a zero hour that's not during the 23 traditional time. That would also work. But one of 24 the requirements is that they have built something 25 during the school day.</p>

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<p>1 CHAIRMAN MOORE: We didn't even discuss that</p> <p>2 Cossatot River is a four-day school week. Could they</p> <p>3 use that on a Monday to --</p> <p>4 MS. SMITH: Sure, they could.</p> <p>5 CHAIRMAN MOORE: Could they apply for a High-</p> <p>6 Impact Tutoring Grant on a Monday? Would that count,</p> <p>7 or does it have to be --</p> <p>8 MS. SMITH: Well, that's not a day that students</p> <p>9 are attending school.</p> <p>10 CHAIRMAN MOORE: Okay. So it has to be that.</p> <p>11 MS. SMITH: But -- but that's another option</p> <p>12 though that they could do an extension.</p> <p>13 CHAIRMAN MOORE: So talk to me a little bit more</p> <p>14 about the rules for students in 3rd grade retention.</p> <p>15 MS. SMITH: Those are -- we don't have those</p> <p>16 done yet.</p> <p>17 CHAIRMAN MOORE: Those aren't done yet?</p> <p>18 MS. SMITH: No.</p> <p>19 CHAIRMAN MOORE: Okay. But those do include</p> <p>20 that you have to have High-Impact Tutoring?</p> <p>21 MS. SMITH: That has to be offered to you. And</p> <p>22 then in these rules what you'll see is that's a</p> <p>23 priority group of students who's been retained.</p> <p>24 CHAIRMAN MOORE: Okay. And then for the family</p> <p>25 grants, the Literacy Tutoring Grants that are going</p>	<p>1 that you're helping your families get on and making</p> <p>2 sure that they can get registered.</p> <p>3 CHAIRMAN MOORE: And do those have to be after</p> <p>4 school hours?</p> <p>5 MS. SMITH: So the \$500 Literacy Tutoring Grant?</p> <p>6 CHAIRMAN MOORE: Yeah.</p> <p>7 MS. SMITH: Yeah, that is -- they can work with</p> <p>8 the school district on that.</p> <p>9 CHAIRMAN MOORE: Okay.</p> <p>10 MS. SMITH: But, again, to other points, we're</p> <p>11 not -- the -- we're not going to -- trying to replace</p> <p>12 their literacy instruction during the school day.</p> <p>13 CHAIRMAN MOORE: Right.</p> <p>14 MS. SMITH: They would have to work with the</p> <p>15 school if there was going to be tutoring provided</p> <p>16 during the school day by an outside --</p> <p>17 CHAIRMAN MOORE: Okay.</p> <p>18 MS. SMITH: -- purchase service from the parent.</p> <p>19 CHAIRMAN MOORE: Okay.</p> <p>20 MS. WOODS: And something I would offer, because</p> <p>21 we talked about this in my board briefing call was</p> <p>22 that LEARNS dollars for private school and home-</p> <p>23 school eventually will come into play and they can</p> <p>24 use money for that tutor. Right?</p> <p>25 MS. SMITH: Right. So you had asked the private</p>
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<p>1 out to families, is that going to be something that's</p> <p>2 advertised --</p> <p>3 MS. SMITH: So we --</p> <p>4 CHAIRMAN MOORE: -- prior, to be offered to all</p> <p>5 students?</p> <p>6 MS. SMITH: So what we've done is we've</p> <p>7 identified, based on our test data -- okay -- so what</p> <p>8 we went through first is we identified who were the</p> <p>9 ones, based on test data, determined to be at need.</p> <p>10 And so the State then has written a letter basically</p> <p>11 that will be sent to families. It will go through</p> <p>12 their district to send that letter to them, saying</p> <p>13 that their child has been identified, that the</p> <p>14 student is eligible.</p> <p>15 CHAIRMAN MOORE: And so then they'll get online</p> <p>16 --</p> <p>17 MS. SMITH: Yeah. They'll get online and</p> <p>18 register.</p> <p>19 CHAIRMAN MOORE: Online. Will there be an app?</p> <p>20 MS. SMITH: Yes. And we have been working with</p> <p>21 the literacy coaches throughout the state, making</p> <p>22 sure that they're trained in the process, so that the</p> <p>23 schools that they're working in, they're helping</p> <p>24 families be able to register. We also talked about</p> <p>25 providing opportunities for a family night, and so</p>	<p>1 schools.</p> <p>2 MS. WOODS: Yeah.</p> <p>3 MS. SMITH: So this was for public school</p> <p>4 students, that as a qualifying expense on an EFA</p> <p>5 account tutoring services might be a qualifying</p> <p>6 expense, future.</p> <p>7 MS. WOODS: In the future?</p> <p>8 MS. SMITH: Yeah.</p> <p>9 CHAIRMAN MOORE: Okay.</p> <p>10 MR. WOOD: I have one last question --</p> <p>11 CHAIRMAN MOORE: Yes.</p> <p>12 MR. WOOD: -- if that's okay.</p> <p>13 MS. SMITH: You must not ever get hungry.</p> <p>14 MR. WOOD: Well, I'm hungry --</p> <p>15 MS. SMITH: I'm starving.</p> <p>16 CHAIRMAN MOORE: Sorry.</p> <p>17 MR. WOOD: I'm hangry.</p> <p>18 Is it permissible in the school day tutoring</p> <p>19 program that we've talked about for a student to be</p> <p>20 pulled out of art, music, or P.E. to go to that</p> <p>21 tutoring?</p> <p>22 MS. SMITH: I think we're going to see different</p> <p>23 schedules made. We don't want -- I mean, everybody</p> <p>24 is going to miss something to get tutored. Right?</p> <p>25 There's always going to be something you're going to</p>

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<p>1 miss. But you don't want a kid missing a daily class</p> <p>2 of art or every week of P.E. However, they're going</p> <p>3 to have to look at their schedules and identify time</p> <p>4 that that would be appropriate for the kids. It is</p> <p>5 very common right now that schools are building in</p> <p>6 intervention times during their school day to address</p> <p>7 additional needs of students. And so I would hope</p> <p>8 that they're taking that into consideration as</p> <p>9 they're building it.</p> <p>10 So, how was that answer?</p> <p>11 MR. WOOD: That was clever. Well done.</p> <p>12 MS. WOODS: I'll move to approve the rules.</p> <p>13 MS. KEENER: Second.</p> <p>14 CHAIRMAN MOORE: Okay. There's a motion to</p> <p>15 approve by Ms. Woods, a second by Ms. Keener. Is</p> <p>16 there any discussion or further questions?</p> <p>17 Mr. Sutton, do you have any further questions?</p> <p>18 Any questions?</p> <p>19 MR. SUTTON: No. No, ma'am.</p> <p>20 CHAIRMAN MOORE: Okay. All in favor say "aye."</p> <p>21 (UNANIMOUS CHORUS OF AYES)</p> <p>22 CHAIRMAN MOORE: Any opposed?</p> <p>23 Okay. The motion passes. And this was for the</p> <p>24 draft -- release for public comment?</p> <p>25 MR. RHODES: This is the permanent rules going</p>	<p>1 CHAIRMAN MOORE: A motion by Ms. Keener to</p> <p>2 accept the emergency rules. Is there a second?</p> <p>3 MS. ROLLINS: Second.</p> <p>4 CHAIRMAN MOORE: A second by Ms. Rollins.</p> <p>5 All in favor say "aye."</p> <p>6 (UNANIMOUS CHORUS OF AYES)</p> <p>7 CHAIRMAN MOORE: Any opposed?</p> <p>8 The motion passes.</p> <p>9 6) CONSIDERATION OF REQUEST TO RELEASE FOR PUBLIC COMMENT:</p> <p>10 DESE RULES GOVERNING PROFESSIONAL DEVELOPMENT</p> <p>11 CHAIRMAN MOORE: Last, we have the rules</p> <p>12 governing Professional Development. And this is a</p> <p>13 consideration for release to public comment.</p> <p>14 MR. RHODES: That's correct. Thank you, Chair.</p> <p>15 So this is a permanent rule. It is the</p> <p>16 permanent rule governing Professional Development.</p> <p>17 The permanent rule moves our Professional Development</p> <p>18 requirements away from just strict completion and</p> <p>19 shifts them into a competency and mastery of learning</p> <p>20 model. The educational requirements will be research</p> <p>21 and standard based. The rule specifically provides</p> <p>22 educators will need to complete training in autism,</p> <p>23 dyslexia, Arkansas history, human trafficking</p> <p>24 prevention, bullying, teen suicide prevention, teen</p> <p>25 mental health awareness. The goal of these changes</p>
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<p>1 to public comment. Correct.</p> <p>2 CHAIRMAN MOORE: Okay.</p> <p>3 5) CONSIDERATION OF REQUEST TO APPROVE EMERGENCY RULES</p> <p>4 GOVERNING LITERACY AND HIGH-IMPACT TUTORING</p> <p>5 CHAIRMAN MOORE: So next on our agenda are the</p> <p>6 same rules as an emergency.</p> <p>7 MR. RHODES: That's correct. So, and which is</p> <p>8 the same. The only difference is that there's an</p> <p>9 emergency clause. But the actual body of the rules</p> <p>10 themselves are the same.</p> <p>11 CHAIRMAN MOORE: And the emergency clause puts</p> <p>12 it into effect when?</p> <p>13 MR. RHODES: So this would be approved after ALC</p> <p>14 approves it. So there's a subcommittee that would</p> <p>15 meet next month; they will try to get it on that</p> <p>16 agenda. And then it would be effective once we got</p> <p>17 something in writing from ALC saying, Hey, this</p> <p>18 emergency rule has been approved. And it would be in</p> <p>19 place for 120 days, reasonably about -- like</p> <p>20 hopefully we would have gotten the permanent rules</p> <p>21 promulgated and they would have gone through public</p> <p>22 comment and reviewed by ALC.</p> <p>23 CHAIRMAN MOORE: Thank you.</p> <p>24 Questions, Board Members, on that? Questions?</p> <p>25 MS. KEENER: I move we accept.</p>	<p>1 is to promote a mastery of learning for teachers and</p> <p>2 improve the outcomes for students. Again, we're</p> <p>3 available for questions, if you have any.</p> <p>4 CHAIRMAN MOORE: Questions, Board Members? Ms.</p> <p>5 Rollins?</p> <p>6 MS. ROLLINS: No.</p> <p>7 CHAIRMAN MOORE: Mr. Bragg?</p> <p>8 MR. BRAGG: No.</p> <p>9 CHAIRMAN MOORE: Mr. Wood?</p> <p>10 MR. WOOD: No.</p> <p>11 CHAIRMAN MOORE: Ms. Keener?</p> <p>12 MS. KEENER: No.</p> <p>13 CHAIRMAN MOORE: Mr. Sutton, do you have any</p> <p>14 questions?</p> <p>15 MR. SUTTON: No questions.</p> <p>16 CHAIRMAN MOORE: Okay. At that point then the</p> <p>17 floor is open for a motion or any further discussion.</p> <p>18 MS. KEENER: I move we accept.</p> <p>19 CHAIRMAN MOORE: A motion by Ms. Keener. Is</p> <p>20 there a second?</p> <p>21 MR. HENDERSON: Second.</p> <p>22 CHAIRMAN MOORE: A second by Mr. Henderson.</p> <p>23 All in favor say "aye."</p> <p>24 (UNANIMOUS CHORUS OF AYES)</p> <p>25 CHAIRMAN MOORE: Any opposed?</p>

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1 The motion passes.
 2 So I believe we are at the end of our action
 3 agenda items.
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 6 (The action agenda was concluded at 12:40 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 December 15, 2023; that the said proceedings was reduced to typewritten form by me or under my direction and supervision; and that the foregoing pages constitute a true and correct transcription of all proceedings had in said matter.

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

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

WITNESS, MY HAND AND SEAL, THIS DATE: December 27, 2023.



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



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