

ARKANSAS DIVISION OF
ELEMENTARY AND SECONDARY EDUCATION
CHARTER AUTHORIZING PANEL

AUGUST 16, 2022

9:00 a.m.

A P P E A R A N C E S

PANEL MEMBERS:

MS. DEBORAH COFFMAN	Chairperson/ADE Asst. Commissioner - Public School Accountability
DR. ERIC FLOWERS	ADE Asst. to Director
MR. PHIL BALDWIN	Retired Bank Executive
MS. KARLI SARACINI	ADE Asst. Commissioner - Educator Effectiveness & Licensure
DR. SONJA WRIGHT-McMURRAY	Division of CTE Associate Director
MS. TOYCE NEWTON	Former State Board of Education Member
MR. KIM DAVIS	Former State Board of Education Member
MR. MARK ZELLNER	Lead Cyber Security Analyst, Southwest Power Pool

ADE LEGAL COUNSEL:

MS. WHITNEY JAMES DESE Attorney

ALSO APPEARING:

MS. DORIE SUMMONS DESE Charter Schools Director

LOCATION:

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

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P R O C E E D I N G S

1
2 CHAIRMAN COFFMAN: Good morning. The August 16,
3 2022 meeting of the Charter Authorizing Panel is
4 called to order. I'd like to welcome everyone to the
5 Department of Ed. auditorium and ask that you please
6 silence all electronic devices.

7 My goal is to facilitate a fair and responsible
8 hearing. I'll request that each person speaking
9 please state your name clearly into the microphone,
10 including your title, for our record. I'll ask that
11 you continue to speak clearly into the microphone for
12 the benefit of the Panel, the audience, and the
13 viewing audience. This meeting is being live-
14 streamed and recorded, and a transcript of the
15 meeting will be posted on the DESE website.

16 So, good morning, everyone. And with that, we
17 will begin with our Consent Agenda.

CONSENT AGENDA

18
19 CHAIRMAN COFFMAN: Panel Members, we have the
20 minutes from July 19, 2022, if you'd take a look at
21 those please.

22 MR. ZELLNER: Move to approve.

23 MS. NEWTON: Second.

24 CHAIRMAN COFFMAN: I have a motion by Mr.
25 Zellner and a second by --

1 Ms. Newton, was that you?

2 MS. NEWTON: Yes.

3 CHAIRMAN COFFMAN: Okay. All those in favor?

4 (UNANIMOUS CHORUS OF AYES)

5 CHAIRMAN COFFMAN: Any opposed?

6 Consent agenda passes. Thank you.

7 ACTION AGENDA

8 1) HEARING FOR OMNI CLASSICAL PREP OF CABOT

9 CHAIRMAN COFFMAN: All right. As we begin our
10 Action Agenda, Ms. James, if you will come up and go
11 over the process for us please.

12 MS. JAMES: My name is Whitney James; I'm a
13 Staff Attorney with the Department.

14 First, the Chair will swear in all parties
15 speaking on behalf of the charter -- and that is
16 people speaking on behalf, not public comments -- and
17 then also parties speaking in opposition; we can do
18 all that at the same time. I believe we only have
19 Mr. Holowell. Then, the charter applicant will have
20 20 minutes to present, the opposition will have 20
21 minutes to present following that, and then the
22 applicant will have 5 minutes to respond to the
23 opposition. And then we will hear public comments,
24 but those are before discussion and questions from
25 the Panel; those are not part of the discussion. So

1 we'll just have 3 minutes for each public comment. I
2 believe we only have one person signed up right now.
3 And then following public comments we'll go over the
4 legal review and then we'll be open for discussion
5 and questions from the Panel.

6 CHAIRMAN COFFMAN: Thank you.

7 Ms. Summons, if you will introduce our first
8 action item.

9 MS. SUMMONS: Good morning. Dorie Summons, DESE
10 Charter Office.

11 We have representing Omni Charter -- Omni
12 Classical Prep of Cabot, we have Monica Ramirez, who
13 is the Omni board president, and Missy Bosch, who is
14 the founder/director of Omni Classical Prep of Cabot.

15 CHAIRMAN COFFMAN: Thank you.

16 All right. All those that will be speaking on
17 behalf of Omni Classical Prep of Cabot, if you'll
18 please stand and raise your right hand -- and all
19 those speaking in opposition.

20 Where is our -- there he is.

21 Mr. Holowell, if you will raise your right hand.

22 MR. HOLOWELL: Yes, ma'am. Yeah, it's blurred
23 but --

24 CHAIRMAN COFFMAN: I see you now. Thank you.

25 All right. Let me get to my sheet. Do you

1 swear or affirm that the testimony you're about to
2 give shall be the truth, the whole truth, and nothing
3 but the truth?

4 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

5 CHAIRMAN COFFMAN: Thank you.

6 All right. Ms. Bosch, will you be presenting
7 first?

8 MS. BOSCH: No. Monica is going to present
9 first.

10 CHAIRMAN COFFMAN: Ms. Ramirez, you'll be
11 presenting first. All right. If you'd like to come
12 to the microphone and we'll get your presentation up.
13 You may want to kind of turn those microphones in to
14 you a little bit so we can hear you.

15 MS. RAMIREZ: (inaudible) very loud.

16 CHAIRMAN COFFMAN: Yeah, that's good. We'll see
17 how that works.

18 MS. RAMIREZ: Good morning, Distinguished Panel
19 and Members of the Arkansas Department of Education.
20 My name is Monica Ramirez and I'm the president of
21 the Omni academic board. It is an honor and
22 privilege to stand before you today. We want to
23 thank you for your time and for allowing us to
24 present our vision of Omni Classical Prep of Cabot.
25 I also want to thank our team for all of their hard

1 work over the last year and for their commitment to
2 seeing this charter come to fruition, despite the
3 resistance that we have faced. Finally, I want to
4 thank the community members for joining us this
5 morning, those here to speak in opposition and in
6 favor of the charter, as it shows that our democracy
7 still works.

8 Momentarily, Melissa Bosch, the future director
9 of Omni Classical Prep of Cabot, will walk you
10 through our vision and answer any questions that you
11 may have. Melissa has a great love in education and
12 believes that children from all socioeconomic
13 backgrounds deserve an outstanding education; hence,
14 the determination to pursue a public charter.

15 As a mother of four, including a special needs
16 daughter that requires fulltime care and a son that
17 is headed to the University of Arkansas School of
18 Engineering on the Governor's scholarship, Melissa
19 has a full plate. I am beyond thankful that she
20 loves the kids of our community to the extent that
21 she does, because despite her busy schedule she has
22 worked tirelessly on this charter, curriculum
23 development, and this slideshow. All of Melissa's
24 efforts flow from her love of education, her
25 expectation of excellence and transparency, and a

1 desire to change our community for the better, not
2 just today but for generations to come.

3 It is my distinct pleasure to introduce you now
4 to Melissa Bosch, whose knowledge, expertise and
5 determination will be vital as we move forward with
6 this charter.

7 MS. BOSCH: All right. Let me make sure I've
8 got this.

9 Hello. I am Melissa Bosch, I go by Missy, and
10 I'll be presenting our vision today. Thank you all
11 for joining us today, and I want to thank the
12 Department of Education for -- they have worked
13 tirelessly with me to try to get this perfect for
14 you. And I want to thank our board because while --
15 I'll introduce them later so you can kind of see our
16 breadth of knowledge. We are very diverse in our
17 knowledge of special needs kids.

18 And so with that, there we go. So this is going
19 to be our overview today. I'll talk about who we
20 are, our mission and beliefs; I'll go over the
21 governance, the waivers, all of the educational
22 outline of what we're going to use with our K through
23 12; I'll talk about our budget, and then how we've
24 received a license from Hillsdale College.

25 So my name is Melissa Bosch, as you all know,

1 and I am a mother of four children. I have spent my
2 entire life either working to get a good education or
3 helping my children get a good education. My
4 children are ages 21 through 12. And I was the
5 original founder of Omni Academics. When we realized
6 that I would need to remove myself from the board,
7 which I reluctantly did because I really do have a
8 very special needs child, we went ahead and appointed
9 different members that would give us that expertise
10 that I was taking away from the board.

11 When you -- what you all don't know is that I
12 really don't have to direct this, and I know a lot of
13 people have come in opposition to that. We could put
14 out -- you know, there's a lot of classical directors
15 that have seen our web page and asked to actually run
16 the school, and I think they were looking for more of
17 a private education, and not a lot of people want to
18 dive into the academic side of the public charter
19 education.

20 And so when I was about 20 years old I had
21 joined the Air Force, because I had spent my entire
22 teenage years working fulltime. My parents could not
23 afford school, like the lunches, the sports, and
24 anything that came along with it. So at 20, I joined
25 the Air Force. And for my nine year Air Force degree

1 -- or my tenure I was selected to be part of the
2 Airborne Communications program. And so I was
3 trained and I flew aboard the AWAFS aircraft for four
4 years, and within two years of being at Tinker Air
5 Force Base/Oklahoma, they had promoted me to
6 instructor, where they had me teach students in air.
7 So, we covered all of the safety protocols and then
8 also to make sure that cryptographic material was
9 handled properly and all of that. I held a top
10 secret SCI clearance for my entire career. But we
11 had -- I had married my husband there and had our
12 first daughter, and we kind of realized, after we
13 were mentored by a Commander, that there's a whole
14 other side to the Air Force that actually pays better
15 than enlisted. So we quickly gained our associates,
16 bachelors, and master's degrees while we were
17 enlisted. And our goal was to go into the Medical
18 Service Corps and he applied first, since we had two
19 children at that time. That was where our careers
20 changed. He got elected -- or commissioned and he
21 went to North Dakota, but I had just been chosen to
22 fly special air missions out of D.C., to fly with
23 Senators, the Vice President, even the President for
24 the rest of my career. So they told me I needed
25 temporary custody of our two children, so I turned

1 down the assignment and that's where I was thrust
2 into public education for my kids. After North
3 Dakota, we went to Hawaii, and the year that we went
4 there the academics were fiftieth in the nation. And
5 so we had a hard decision to make because our
6 assignment was so late going there that we ended up
7 having to live off base. And the off-base schools
8 were so expensive if you used a private school, so we
9 decided to home-school. That is where I was
10 introduced to classical education. Within one year I
11 was able to educate three of our children, all
12 different academic needs, all different levels, and
13 their annual testing scores were through the roof.
14 And I was like -- I didn't know what I was really
15 doing; I just was following this model. And so I
16 gained some friendships with locals and we started
17 the first classical conversations in Hawaii, which
18 has now blossomed over all of the islands.

19 So our -- after we left Hawaii, we had -- and
20 I'll talk a little bit about why -- but after we left
21 Hawaii, we went to Virginia, and that's where our
22 daughter became sick. And I'll kind of discuss why
23 classical model is so relevant within the education
24 system.

25 So I would like to introduce you to our board.

1 We were founded -- it was actually January of
2 2022 -- that's a misspell -- and it was founded by
3 local business owners, teachers, parents, and you
4 will see many of us are veterans. We partnered to
5 create the first open-enrollment charter school in
6 Lonoke County. Our initial goal was to increase
7 literacy and math scores, but to be one-hundred [sic]
8 inclusive for our special needs kids. The classical
9 model is the only option that we realized we could
10 use to envision this. And we are a nonprofit
11 501(c)(3).

12 And so as you have heard, Monica is our
13 president. She is a mother of four. Her son -- her
14 oldest son attended ASMSA in Hot Springs and
15 currently attends University of Arkansas, with my
16 son, at the Engineering College. She has a firsthand
17 knowledge of the lacking intervention for dyslexia
18 students. Her second son was late diagnosed in
19 school; and so as I believe he's going to be a
20 sophomore or junior, he is well behind his peers.

21 Maegen Haynes, who is also here, she was born
22 and raised in Cabot and is married to a Purple Heart
23 veteran. They have three children as well, and she
24 was one of the first parents that recognized that we
25 had no other options in Cabot, when out of the blue,

1 the last day before school, our school decided -- it
2 was in last year's school system -- that we -- they
3 just chose to mask our kids, even though the Governor
4 had repealed the emergency action order. She holds a
5 Bachelor's degree from Harding University, and she
6 and her husband are the owners of Zella's Trash
7 Service in Lonoke, which was disclosed on our
8 paperwork.

9 April Farrior is our secretary, and she is
10 currently traveling with her military husband and two
11 kids in the northeast. She is also a highly
12 decorated combat veteran and earned her bachelor's
13 degree in Business and English, which is why she is
14 also our communications director.

15 And Jeannie Hollingshead is our treasurer, and
16 she is the wisdom of our group. She is a longtime
17 Cabotian, I believe they're called, and has
18 grandchildren attending the local public school.
19 She's at home today; she had knee surgery. But she
20 has spent decades as a financial analyst and recently
21 retired from Cabot Public School District as -- from
22 their financial department.

23 And, lastly, is Jennifer Rogers. She's our
24 community outreach board member. She is married to a
25 highly decorated veteran, as well, who is attending

1 college to become a doctor. They have four children,
2 and we met when our oldest -- my daughter Annie and
3 her oldest son were placed in a self-contained
4 classroom together at Cabot. She is finishing up her
5 teaching degree and has spent over five years as a
6 college and career mentor, and has traveled the
7 entire -- really to third-world countries as a
8 missions pastor.

9 So as you can see, our board is not like normal
10 boards, but we are very diverse and a lot of us have
11 special needs children and we understand the needs of
12 military members when we move every three years and
13 need to get a good education for our kids.

14 So this is my Y right here, this is Annie. We
15 truly believe that whether a child is born with some
16 kind of disability or acquires it later in life, like
17 my daughter did, that all children deserve a better
18 education -- really, a rich education. Because even
19 though someone may be behind, you can still give them
20 the same amount of information that the regular gen-
21 ed class does. [clearing throat] Excuse me. So our
22 goal is to make all classrooms inclusive and as least
23 restrictive as possible. Annie has complained for
24 the past year that she just isn't learning what she
25 -- what the rest of the classrooms were, and I would

1 talk to her teacher; she said, "You know, we just --
2 we weren't given an actual curriculum; we have to
3 create it." And that was kind of where my red flag
4 went up because they should be learning the same
5 amount of information and the same type of
6 information as their peers, but they really -- the
7 special ed. teachers are at a loss because they are
8 not given an actual curriculum.

9 Our school will be Language Arts focus --
10 focused, excuse me -- because when our children can
11 read they can learn anything. Our children also --
12 we want them to learn appropriate behaviors through
13 modeling and reading, and the way that you do that
14 with special needs is you don't, you know, put them
15 in a secluded classroom; you teach the students that
16 are with those neuro-diverse students how to
17 appropriate react to them. We'll be using the Great
18 Books and Great Classics to teach positive life
19 skills, without saying a thing. And we do believe
20 American history should be taught, because it has
21 been completed lost in our education system.

22 So let me get into why we wrote this mission.
23 Our mission is to provide a rigorous classical
24 liberal arts education while promoting truth,
25 goodness, and beauty in every subject and for every

1 type of learner.

2 We truly believe that in education -- and I'm
3 going to let C.S. Lewis explain it: truth, goodness
4 and beauty should be introduced because "it is so
5 likely that children will meet cruel enemies; let
6 them at least have heard of brave knights and heroic
7 courage. Otherwise, you are making their destiny not
8 brighter but darker." He was a huge advocate, along
9 with Dorothy Sayers, in classical education. The
10 first thing that I learned about classical education
11 was reading Dorothy Sayers' Lost Tools of Learning.
12 He realized and he was -- he had traveled around,
13 trying to teach schools that -- if you go back to the
14 model where we are all-inclusive, meaning all
15 classrooms stay together and they're intertwined in
16 subjects, children learn a lot more.

17 Are we good?

18 Okay. So the key features of Omni Classical are
19 presented here, the programmatic features. We want
20 to create an equitable learning field for all
21 students, no matter their learning style, and the way
22 that we do that is a classical curriculum. We also
23 believe in group-style learning -- and I'll go into
24 that later -- and multisensory learning for neuro-
25 diverse students. And so when you have a classical

1 education you can bring in four to five different
2 teaching methods at the same time, to all different
3 levels of students -- and I'll kind of explain that
4 later when we get to the curriculum. Our goal is to
5 have every single lesson and every single day
6 character focused. And so we have a rampant bullying
7 problem right now in our schools, and I think the
8 majority of it is because schools separate kids so
9 grossly into special needs or, you know, CBI
10 classrooms, and when those kids roam the halls they
11 are instantly pinpointed as different. And so if we
12 can take the time to teach our students how to react
13 appropriately, how to like -- my daughter would come
14 home every day and say she had a kid throwing his
15 head on the floor, and the teacher -- of course, you
16 cannot touch a student, and so she would get down
17 there with him and speak positively while the other
18 kids just went around about -- around their day. And
19 I said, "Well, what would you do, Emmy?" And she
20 said, "Well, I would get down there and tell him,
21 'Come sit with me and I'll show you what to do.'"
22 And I thought, that's what we should be doing is
23 having our kids involved with all of these children
24 and -- the children's behavior, whether it's
25 emotional or behavioral. We also believe dyslexia

1 should be the focused curriculum for all students.
2 I've always taught my children this, but I didn't
3 know there was a difference -- but when you use an
4 actual dyslexia program, like Orton Gillingham or the
5 Barton-based, they will use multisensory tools, like
6 Play-Doh, to learn their letters. They use cursive.
7 They'll use things that are abstract.

8 Fine Arts is also a huge, huge factor in the
9 curriculum with classical. It's integral to the
10 mastery of concepts that link one subject to another.
11 And I'd like to use this example: if you've ever
12 heard of the Fibonacci series, we spent like six
13 months learning the Fibonacci series. And that
14 actual mathematical formula creates a conk shell, you
15 know, like the swirl, and it's a mathematical
16 formula. But when we learned it, we learned it as a
17 mathematical concept and as art, because every single
18 plant, every seashell, everything that you see has
19 the same mathematical formula. So then we also
20 learned science, because then we go into the science
21 portion, and then finally social studies, because we
22 learned about the life of the man who was the one who
23 invested the Fibonacci series.

24 I'm going to get caught up here on my words here
25 so I don't talk too much.

1 And so right here is our Why. I had about five
2 slides for the information, why we need a different
3 academic option. The red is last year's 10th graders
4 that did not pass or were in need of support in math
5 and language arts. This is not okay for any of us,
6 and that is why we are here today.

7 So classical education, I've already explained
8 it to you, but really it's broken down into learning
9 styles by the brain development of children. Birth
10 to 10 is your poet parrot stage, is what Dorothy
11 Sayers -- it's memorizing, it's the way that you all
12 still remember the ABCs and nursery rhymes your mom
13 said to you; it is constant repetition. Logic stage
14 is the natural progression into the questioning of
15 why. And teachers will show students, "Hey, you want
16 to question this? Well, let's go to the original
17 source documents." The rhetoric stage is also a
18 natural progression. When students figure out how to
19 find answers, they will then present the answers as a
20 class. And most classrooms are student-taught and
21 teacher-led and that is what makes it so good for
22 students who are not possibly at that academic level,
23 because they will learn from other students as well
24 as the teacher.

25 Group style learning I've already covered. It

1 creates a team mentality. It's perfect for every
2 type of learner, because we will be using auditory,
3 visual and kinesthetic, either, you know, peripherals
4 or songs or whatever we're going to be adding in
5 there. And students are allowed to help each other
6 learn. I learn by song, but someone might learn by
7 pneumonics. And so students will use all those
8 different options to help one another.

9 We'll also be using the spiral method. What's
10 great about the Hillsdale classical curriculum is
11 that the developers knew where the students are
12 starting and where they're going to end up; and so
13 everything that they're taught from K-12 is revisited
14 over and over and over, all the way through
15 graduation.

16 So the inspiration for Omni was -- the Latin
17 word for Omni is "all," or the word "all" is English
18 for the Latin word "omni." And that means that we
19 want to have our classrooms a hundred-percent
20 inclusive for all special needs students. Any type
21 of learner, we want them to get all of the subjects.
22 We don't want them to just focus on engineering and
23 be math heavy, and language arts, you know, soft. We
24 want them to have such a broad depth of education
25 that they don't have to choose a path per se in high

1 school, but they'll have such a good sampling of all
2 the lessons that when they get to college they'll
3 know exactly what they want to do and save a lot of
4 parents a lot of money.

5 And so our curriculum overview, you have before
6 you, along with all of the Hillsdale, we'll be adding
7 in HMH into reading; we'll be using a lot of great
8 classics, and foreign language is started in 1st
9 grade, along with cursive.

10 Our high school, we are requesting a waiver for
11 the 38 required until we add in all four high school
12 years. Our daily schedule is set up, most likely,
13 like all the other classes. We do have a lot of
14 brain breaks and we alternate right side brain
15 classes with left side brain classes, and we do a lot
16 of tools for learning. We'll be using the
17 Feuerstein's method to teach our teachers how to
18 understand learning styles of each student.

19 The 7th and 8th is set up the same way.

20 And so for student services and waivers, if you
21 want to look at that real quick, we will provide a
22 fulltime RN and a fulltime certified counselor.
23 Because of our special needs group that we are
24 targeting, we want to make sure that we have those
25 on-hand at all time. We will provide a special

1 education teacher that is fully licensed, along with
2 a dyslexia specialist. We will always target our
3 English Language Learners with a home-based survey at
4 the beginning of the year.

5 With the Media Center, we're requesting waivers
6 until we can have the full amount of books per
7 student and enough students that we need a
8 specialist. The teachers, of course, will have the
9 outline of the standards and everything that they
10 need for the library studies.

11 Their transportation, the first year we will not
12 be providing transportation unless a student has it
13 on the IEP. Like my daughter would need
14 transportation because she's in a wheelchair.

15 And, as always, it's a college preparatory
16 curriculum, and so we are waiting the Gifted and Arts
17 -- I mean, Gifted and Talented program.

18 Real quick, we'll be outreaching the local
19 community, specifically our military. We'll work
20 with the Airmen Family Readiness Center. A lot of
21 Jacksonville community centers we are targeting.

22 And our teachers -- we already have an entire
23 nine applications to fill the first year, and so I
24 don't think we'll have any problems filling our
25 staff. We will always -- if we have the cap max of

1 200, we will be starting our teachers at \$50,000,
2 because they will be the cornerstone of our
3 education.

4 For our family and community engagements, we
5 have this a lot in our charter -- this is the number
6 one reason why we're here: we try to involve
7 ourselves in the local school. We were not allowed
8 to. We tried to ask questions, and they said, "You
9 don't get answers." And so our family and community
10 engagement is very extensive. We will be having
11 workshops at night, first of all, to teach the
12 parents why their kids are singing and dancing when
13 they come home all the time; "Where's their
14 homework?" Well, it's all through memorization when
15 they're little. And so then the workshops will be
16 for the parents at night. We're going to have nights
17 and weekends for the parents and the community
18 members that work. We'll be doing a lot of -- or
19 having a lot of volunteer options for our parents
20 and, you know, help -- ask them to be paras and to
21 actually be part of our school. And we'll always
22 have the open lines of communication with the
23 teachers, with the staff.

24 And then the Governance of this -- we do not
25 have a sponsoring entity. We felt that if -- we have

1 heard nightmare stories, actually, with sponsoring
2 entities stepping in and saying, "I think you should
3 be teaching this. You should add this into your
4 academic schedule." And so we felt to preserve the
5 mission and the core -- the classical model that the
6 board will oversee everything. We will have a
7 fulltime principal and they will be responsible for
8 all the staff and students. And then, of course, the
9 principal reports to me or I will, you know, work
10 with whatever the principal can't solve. And then,
11 of course, if something needs to go all the way up to
12 the board it will.

13 We do have a Community Action Committee that
14 will be with parents, teachers, students, and
15 community members. The principal will oversee that,
16 and that will be monthly. And that will be where
17 parents are allowed to bring their questions, their
18 discussions; community members can ask anything of
19 that panel. And also that is -- when we incorporate
20 children -- we've realized when we go to school board
21 meetings there are so many issues that students have
22 that their parents are raising questions about -- but
23 yet, the parent or the students are not allowed to
24 ask the questions right now. And so we want to
25 involve students because I think they would have

1 firsthand knowledge of solving the majority of the
2 issues that students face in school.

3 All right. So you all have, hopefully, the
4 estimated budget. We figured we could start with 150
5 and still provide K through 8, just reducing the
6 salaries down to \$45,000. We did not include any
7 federal revenue because at this point we do not -- we
8 don't even know how to guesstimate what kind of
9 students you would have from the special needs
10 community or if we pulled from Jackson [sic] how to
11 estimate the amount of -- that we would get for the
12 impoverished community. So we went with state
13 revenue only to make sure that we will be fiscally
14 responsible. While year one we don't have much left
15 over, we do feel with the amount of contacts that we
16 have right now, well over 200, that we will not have
17 an issue starting with the cap max of 200.

18 So at this point I would like to open it for
19 questions. And do you have anything right now?

20 CHAIRMAN COFFMAN: No. At this moment we'll
21 move to our opposition.

22 MS. BOSCH: Perfect. Thank you so much.

23 CHAIRMAN COFFMAN: Mr. Holowell.

24 MR. HOLOWELL: Yes, I'm here.

25 CHAIRMAN COFFMAN: You'll have 20 -- if you're

1 -- you'll have 20 minutes.

2 (OFF THE RECORD FOR PUBLIC COMMENT)

3 (BACK ON THE RECORD)

4 CHAIRMAN COFFMAN: Ms. Bosch, you have 5
5 minutes' rebuttal, if you'll give me a second to get
6 my alarm set.

7 MS. BOSCH: All right. So let me -- as you all
8 know --

9 CHAIRMAN COFFMAN: You'll have to come to the
10 microphone, please.

11 MS. BOSCH: As you all know, we have been
12 struggling this entire year during this. And I
13 brought you everything -- every email, every board
14 meeting, everything that's ever happened in the
15 public school district in our area, for transparency.
16 This includes the email that you received out of
17 context that looked like I was demanding answers from
18 a librarian; it was part of a FOIA. I have all of my
19 background. I have the police investigation when my
20 audio was taken out of context and I was completely
21 cleared, even my history was cleared and my social
22 media. I have the ethics violations from Cabot
23 superintendent and board of education that we clearly
24 were done with around January or February, and that's
25 why we decided to possibly start a private or a

1 charter school. We had gone and done our due
2 diligence. We attended meetings, we -- like I asked,
3 according to the Arkansas Code, to have a meeting
4 with the board of education to look at the Wit and
5 Wisdom book that my son brought home with dead bodies
6 in it. As a 10-year old, he was flabbergasted. And
7 it's the Voice of Civil War, and I love Jim Murphy;
8 he is a great historian. But my son had never seen a
9 picture of a dead body before and he was like, "Mom,
10 there's five pages." And so I requested meetings and
11 they pushed me off and they said they didn't have to
12 answer my question.

13 And so in replying Brian Holowell, Arkansas code
14 6-10-1006 specifically says that gender dysphoria is
15 still recognized in Arkansas. And my whole point was
16 that we will use uniforms; we will -- right now,
17 parents -- when we were at the Cabot Strawberry Fest,
18 their number one issue was bullying in Cabot schools
19 and many of them started home-schooling. The number
20 two issue was academics. And the third issue was the
21 over-sexualization of our kids -- and one grandmother
22 was like, "My son" -- or "My grandson came home one
23 day and said, 'I think I'm a girl.'" And she was
24 just mortified. And so if we follow the Arkansas
25 code strictly, you are not supposed to talk about

1 sexuality until health class -- and even then, the
2 parents have to opt in, according to Arkansas code.
3 So while that was completely taken out of context,
4 making me look anti anything, we want to provide a
5 school completely inclusive for all types of
6 learners. Why would we reach out to these kids if we
7 did not want them to be involved? Because, actually,
8 if a child feels different, this is the place that
9 they would go to feel safe because we don't have to
10 talk about sexuality; we don't have to do any of the
11 things that Arkansas code says we aren't supposed to
12 do. And so that is what our entire mission has been.
13 I am not part of Moms for Liberty, I am not the
14 director of it, and they have never been a hate
15 organization. And even the investigator who looked
16 over my case said, "Man, I didn't even know you guys
17 existed. I've never seen parents get involved
18 locally in their school board or even the local
19 elections." And so, you know, things can be taken
20 out of context or possibly skewed in a way to make
21 another side look better. But all I know, from the
22 very beginning, is that my children need a better
23 education and I knew that we could give it to them,
24 especially our special needs kids. And so that has
25 been our mission all along. So I don't know what's

1 been added in or maybe I have missed something in our
2 charter, but the Hillsdale curriculum is what we're
3 using and not the 1776. That's actually a free
4 download on the Hillsdale website for home-schoolers.
5 American History, when taught from K through 12, is
6 memorizing the constitution, it's memorizing the
7 amendments, it's memorizing the Bill of Rights -- all
8 the way up until 8th grade. And so they'll learn
9 about, you know, the Pilgrims, just like any other
10 public education will. And then in high school the
11 curriculum is broken down by like periods of time --
12 and so, you know, the first settlers, the Declaration
13 of Independence, modern world. And that is not part
14 of the 1776 curriculum, so I don't know where that is
15 coming from, because I do have the full curriculum
16 and that's not part of it. You can find their entire
17 licensure on line for K through 12. And I think
18 really we've been pretty transparent in our charter
19 that Arkansas law has to be followed.

20 I just don't -- I guess I don't have anything
21 else to say to any of that, except I have it all
22 right here for you and I also made a copy for the
23 Department of Education, if they would like it as
24 well -- and I can give you other copies. But this is
25 everything for just the past year.

1 [TIMER BELL RINGS]

2 CHAIRMAN COFFMAN: Okay. Thank you. And the
3 code you quoted -- Ms. Bosch?

4 MS. BOSCH: Yes.

5 CHAIRMAN COFFMAN: The code you quoted --

6 MS. BOSCH: 16 -- the Arkansas code --

7 CHAIRMAN COFFMAN: Come back to the microphone,
8 please.

9 MS. BOSCH: Yes.

10 CHAIRMAN COFFMAN: The code you quoted was?

11 MS. BOSCH: I think it's 16-1006, Title 6. It
12 might be 10; I can't read my writing. But, yes, it
13 is the beginning of health curriculum and when health
14 curriculum is taught in the schools.

15 Another question?

16 CHAIRMAN COFFMAN: No. Thank you.

17 Ms. James, we have public comment?

18 MS. JAMES: I believe we have one individual
19 here for public comment.

20 (OFF THE RECORD FOR PUBLIC COMMENT)

21 (BACK ON THE RECORD)

22 CHAIRMAN COFFMAN: Ms. James.

23 LEGAL REVIEW

24 MS. JAMES: I'm Whitney James with the
25 Department, Staff Attorney.

1 So next we're going to go over the remaining
2 issues from the legal review. I think we talked
3 about this most recently in the work session, but the
4 purpose of the legal review is generally focused on
5 the waivers. And just to remind you if I say I don't
6 have any legal concerns, that does not mean that the
7 Panel cannot ask questions and ultimately, of course,
8 make the decision whether or not to grant the waiver.
9 I encourage the Panel to ask questions about the
10 waivers. And, again, just a reminder for our
11 process, once an applicant looks at the final legal
12 review I'll either talk with them on the phone or
13 they will send me something in response -- and Ms.
14 Bosch did send me responses to our final legal
15 review. So I'm going to go over some of the changes
16 that they made that resolved some of my concerns and
17 my remaining concerns at this time.

18 And I may need you to come up here for a couple
19 of things whenever it's time.

20 SEPARATION OF DUTIES

21 MS. JAMES: Okay. So on the final legal review
22 I noted that I had some concerns regarding Separation
23 of Duties, which mean if they're not -- if it's not
24 the sponsoring entity, the governing entity and the
25 charter. And really just to kind of explain to you

1 where and why that's a problem: if we have a director
2 that has spending power and the director is also part
3 of the sponsoring entity or governing entity, that
4 opens the door to misuse of funds. We've had at
5 least one charter that I can think of in the past
6 that had a director that was the registered agent and
7 also -- the director -- yes, the registered agent of
8 the sponsoring entity and the director, and that
9 opened the door to a lot of problems and that charter
10 was ultimately revoked. So we don't want to go into
11 a new charter with potential issues that could result
12 in probation or revocation. And I believe that Ms.
13 Bosch has removed herself from the sponsoring entity
14 as an organizer or director.

15 But, are you still the registered agent?

16 MS. BOSCH: Because I started, yes. But I have
17 no power on the board, is what the secretary has
18 stated, because I was the original one that named it
19 on the academics. So I'm still the sponsor -- not
20 the sponsoring -- the registered initial agent, yes.

21 MS. JAMES: Okay. And the issue with that is if
22 we have a director with spending power that -- part
23 of the governing entity --

24 MS. BOSCH: Yeah, and I don't have any. I mean,
25 I'm not -- so the way that we set up our finances is

1 that the board is the one who creates and approves
2 the budget. And if any money is spent outside of the
3 approved, it has to go through the board and get --
4 everything has to have two signatures. And so I
5 would not be approving finances and then turning
6 around and writing the check for it as well. So,
7 that's not an issue.

8 CHAIRMAN COFFMAN: Who are the two signatures?

9 MS. BOSCH: The board members or a -- if they've
10 approved the budget, it is either me or the secretary
11 or the administrative assistant. So she'll always be
12 overseeing everything and she's not even staff. That
13 will be in her guidelines to make sure --

14 CHAIRMAN COFFMAN: Who is she?

15 MS. BOSCH: We don't have anyone yet.

16 CHAIRMAN COFFMAN: Who's the "she?" Who is the
17 "she" we're speaking to? The business manager?

18 MS. BOSCH: Yes. Well, we've waived the
19 business manager, but she will be essentially running
20 the business section. Yes.

21 CHAIRMAN COFFMAN: That's the "she" I'm trying
22 to figure out who that "she" is.

23 MS. BOSCH: Or "he." She or he. We haven't
24 hired anyone yet.

25 CHAIRMAN COFFMAN: What's the position? What's

1 the position?

2 MS. BOSCH: It's administrative assistant.

3 CHAIRMAN COFFMAN: Okay.

4 MS. BOSCH: Yes. I'm sorry. I was like I
5 haven't hired anyone for that yet.

6 DR. WRIGHT-McMURRAY: Madam Chair, I have a
7 question.

8 CHAIRMAN COFFMAN: Yes, go right ahead.

9 DR. WRIGHT-McMURRAY: So just for my
10 clarification, you will still be one of the
11 individuals that can sign off on --

12 MS. BOSCH: Just one signature, yes.

13 DR. WRIGHT-McMURRAY: You and someone else. But
14 you would still be one of the individuals?

15 MS. BOSCH: Yes, for checks-and-balances. Yes.

16 CHAIRMAN COFFMAN: But it would be someone that
17 you've employed and have the right to fire as the
18 second signature?

19 MS. BOSCH: It could be. Yeah.

20 CHAIRMAN COFFMAN: It is --

21 MS. BOSCH: It is.

22 CHAIRMAN COFFMAN: -- or isn't?

23 MS. BOSCH: It is right now. And they can put a
24 checks-and-balance in there.

25 MS. SARACINI: Chair, I have a clarifying

1 question just -- this person would be supervised by
2 you?

3 MS. BOSCH: Uh-huh.

4 MS. SARACINI: Yes?

5 MS. BOSCH: Yes, just like the public education
6 system is set up right now. Yes. And so I guess the
7 only way to remedy that was -- would be remove the
8 Omni Academics name as the 501(c)(3). I mean,
9 because the secretary states that I am not part of
10 the board; I just initially created the name.

11 CHAIRMAN COFFMAN: We're just trying to figure
12 out who's going to be --

13 MS. BOSCH: Yeah, I am too.

14 CHAIRMAN COFFMAN: We're trying to figure out
15 who is making financial decisions and who is signing
16 checks.

17 MS. BOSCH: Okay. So the board makes all
18 financial decisions and everything, like salary and
19 normal financial issues that are monthly, the bills,
20 that gets done by the board. Let's say a vendor
21 comes in and we have to pay them on-the-spot, it
22 would be me and either the principal or the
23 administrative assistant that would have to write the
24 check and there would be two signatures on that.

25 CHAIRMAN COFFMAN: That's the part that's

1 confusing to us. So either -- if the board is making
2 all financial decisions --

3 MS. BOSCH: Well, not just -- I'm sorry -- the
4 budget, the overall budget. So if we have a budget
5 of vendors, right, that's \$500 for the month, we're
6 allowed to write checks for that. If it goes above
7 that budget, it has to go back to the board.

8 MS. SARACINI: So what's the threshold, \$500 or
9 --

10 MS. BOSCH: No, it's \$1,000 in the charter.

11 MS. SARACINI: \$1,000?

12 MS. BOSCH: Uh-huh.

13 MS. SARACINI: Okay.

14 MS. BOSCH: And that's for something that's
15 completely like not prepared for. It has to go to
16 the budget to be written.

17 MR. BALDWIN: Madam Chair, can I ask a question?

18 CHAIRMAN COFFMAN: Yes, sir.

19 MR. BALDWIN: Yes. I'm going to put my CPA hat
20 on for a second and maybe walk through this process.
21 Because I think this is a good point of discussion
22 and it's good to get this resolved in a way that's
23 smooth on the front-end. So my experience as a
24 banker is that the registered agent is generally more
25 or less an inactive position that was created during

1 the process of incorporating. And so what I have
2 usually seen is that a registered agent gets legal
3 notices and doesn't do much else; it's not an active
4 member of management or of any -- you know, it
5 definitely doesn't write checks or do any of that.
6 So, you know, if your board is going to be overseeing
7 the finances through approving the budget and you
8 have a financial person, I think -- I think you said
9 when you were introducing folks that you have a
10 financial person as a board member?

11 MS. BOSCH: A treasurer.

12 MR. BALDWIN: Maybe that person can also be what
13 I would maybe call a Chief Financial Officer or Chief
14 Financial person -- maybe the financial expertise
15 designated from the actual person on the board, and
16 then you have someone on staff that's a controller or
17 someone that is kind of in a more traditional chain
18 of command. Because I get the separation of duties
19 and I've seen that when that's not done on the front-
20 end that it creates awkward discussions; it also can
21 create problems if people do things they shouldn't do
22 -- and we don't want that. You don't want to create
23 a structure that creates that opportunity. I can
24 tell that you guys want to shoot straight on this, so
25 I would look at that and possibly consider how you

1 fix that, if you could.

2 MS. BOSCH: (Nodding head up and down.)

3 CHAIRMAN COFFMAN: Do you have a reply?

4 MS. BOSCH: Yeah. So Jeannie is our financial
5 analyst, like she has done this for 30 years. And so
6 I think the board would definitely put her as the CFO
7 and have her oversee all finances, and I think she
8 would gladly do that because she is a person who
9 thinks in numbers. And I even said I don't want to
10 be part of the budget. But I understand that when we
11 look at all the rest of the charters it is a duty/
12 responsibility, and so hopefully the principal can
13 deal with that more. But it's in both of our job
14 titles. So, yes.

15 CHAIRMAN COFFMAN: It's the words you're
16 selecting, like "hopefully" --

17 MS. BOSCH: Well, no. They will have --

18 CHAIRMAN COFFMAN: -- that make me nervous.

19 MS. BOSCH: They would have to be written into
20 the charter. So, I mean, I'm -- I can have Monica
21 assure you that it will be written into the charter.
22 Yes.

23 CHAIRMAN COFFMAN: So that's --

24 MS. BOSCH: Yeah.

25 CHAIRMAN COFFMAN: That's -- you're causing us

1 anxiousness when you --

2 MS. BOSCH: Oh, don't get anxious. I'm sorry.

3 But I just don't want to --

4 CHAIRMAN COFFMAN: So --

5 MS. BOSCH: -- say that it's positive right now,
6 until it is signed by the board.

7 CHAIRMAN COFFMAN: Then just say that.

8 MS. BOSCH: Yes. It will be signed by the
9 board.

10 CHAIRMAN COFFMAN: Okay. So it's --

11 MS. BOSCH: -- the separation.

12 CHAIRMAN COFFMAN: -- tentative words that make
13 us tentative too.

14 MS. BOSCH: That is --

15 CHAIRMAN COFFMAN: So --

16 MS. BOSCH: I'm sorry.

17 CHAIRMAN COFFMAN: Well, no, don't be sorry.

18 I'm just saying that's what causes us to keep
19 digging, when it's tentative. We're looking for a
20 commitment, either yes or no, or --

21 MS. BOSCH: Yes, definitely.

22 CHAIRMAN COFFMAN: -- the board is going to have
23 to decide and come back to us or something like that.

24 MS. SARACINI: Just to clarify, it would be like
25 a resolution in board minutes?

1 MS. BOSCH: Yes. Yes.

2 CHAIRMAN COFFMAN: Okay. Next?

3 DR. WRIGHT-McMURRAY: I'm sorry --

4 CHAIRMAN COFFMAN: You have -- oh, go ahead.

5 DR. WRIGHT-McMURRAY: And the individual that
6 you're thinking about that would serve in that CFO
7 position, she's currently a board member?

8 MS. BOSCH: She is the treasurer. Then that
9 would be a conflict of interest, wouldn't it? Well,
10 no, it's not, because they are already responsible
11 for the finances.

12 MS. JAMES: I mean, I wonder if anyone from
13 Finance could contribute to our discussion?

14 MS. BOSCH: So if it -- if I call the -- the
15 huge issue is that I just was the sponsoring entity,
16 which Mr. Baldwin said; I have no role. And when the
17 secretary of the state office talked to me, they
18 said, "You just created it and filled out the
19 paperwork." But I am not part of the board, so there
20 is a complete separation there. I still don't find
21 that --

22 CHAIRMAN COFFMAN: We're just -- we're trying to
23 make sure that we know who is going to have the right
24 to withdraw funds and what the consequences of that
25 are. So is there oversight into the finances, you

1 know, and what is that oversight? And that's what
2 we're trying to understand, the segregation of
3 duties, you know --

4 MS. BOSCH: Well, and so that is already in the
5 charter, the segregation of duties. So not realizing
6 that you still see that as a problem as the person
7 who filled out for the Omni Academics, even though
8 I'm removed and I sent you that paperwork that -- the
9 legal document from the Secretary of State's office
10 -- she received that. They're the ones that create
11 the budget and then through that we pay the bills
12 that are either not automatically drafted and set up
13 by the board -- but we have to have two signatures,
14 and so there is that separation.

15 CHAIRMAN COFFMAN: That's where it got fuzzy --

16 MS. BOSCH: Yeah.

17 CHAIRMAN COFFMAN: -- on the who was going to
18 sign the checks.

19 MS. BOSCH: Yeah. And so they're saying --

20 MR. BALDWIN: I think --

21 MS. BOSCH: -- the admin office does it now.

22 MR. BALDWIN: I'm sorry; I'm jumping back in
23 here. I think if you could define for us who the
24 check signers are, I mean that would be a board
25 resolution. And if one of those check signers is

1 your treasurer and the other check signer is a school
2 principal or some other person in operations -- I
3 think that would be helpful. And then to let us know
4 that every check would be signed by two people -- you
5 know, some type of wording like that.

6 MS. BOSCH: Okay. That gives us kind of a more
7 clear guidance. We will put Jeannie as one of the
8 check signers on all checks.

9 CHAIRMAN COFFMAN: And the other?

10 DR. WRIGHT-McMURRAY: And I appreciate that
11 because I was getting a little confused. You are
12 going back to a board member --

13 MS. BOSCH: Yes.

14 DR. WRIGHT-McMURRAY: -- serving in two roles,
15 that was getting confusing.

16 MS. BOSCH: But it's not a paid position. She's
17 just the treasurer of the board, essentially the CFO.

18 CHAIRMAN COFFMAN: Dr. Saunders, if you'll give
19 us some clarification, please?

20 DR. SAUNDERS: Sure. Anything specific that I
21 can answer on that? I think just my overall concern
22 is exactly what you brought up, and it's really like
23 the segregation of duties within the daily operations
24 as far as who does what. You have one superior, the
25 director, and then one administrator -- I believe the

1 principal -- who was first listed as those with
2 financial duties, and those were the only two. I did
3 not have the duties listed as the administrative
4 assistant; correct?

5 MS. BOSCH: Administrative assistant.

6 DR. SAUNDERS: Yeah, I did not have that. And
7 so, you know, I think there definitely would need to
8 be some language put in over exactly what all the
9 operations would look like, what the flow of that
10 would be, who all would be involved with that and how
11 that process would go to insure that.

12 CHAIRMAN COFFMAN: Any additional questions?

13 Thank you, Dr. Saunders.

14 DR. SAUNDERS: Yes.

15 CHAIRMAN COFFMAN: Ms. James.

16 BUDGET

17 MS. JAMES: Okay. The next remaining concern --
18 and this was in my final legal review. Ms. Bosch did
19 submit some additional budget information. I recall
20 a revised budget showing what her outlay looks like
21 with 150 students and 175. The remaining issue I see
22 is that with 150 students there's only a net revenue
23 of \$698 at the end of the year. And one of the big
24 issues is that I believe this school plans to have
25 quite a few special education children and children

1 with IEPs. And I don't have a finance background,
2 but I'm not sure that there's enough built into the
3 budget for special education. And there's nothing
4 built into the budget for transportation. So I am
5 concerned about the \$698 being all that's left with
6 the 150 students. And that does tie into a legal
7 concern -- because, again, if a charter doesn't meet
8 its financial obligations, then --

9 MS. BOSCH: Yes.

10 MS. JAMES: -- it could be --

11 MS. BOSCH: Yeah.

12 MS. JAMES: -- revoked or the charter could be
13 placed on probation. I'll let Ms. Bosch respond to
14 that concern.

15 MS. BOSCH: And so because our students will not
16 be in an alternate learning environment and they will
17 be with a specific teacher, we don't have to provide
18 more than one pullout resource teacher, which would
19 be our licensed and certified special education who
20 would oversee their IEPs, the 504s and whatnot.
21 Because our teachers will be trained to educate in
22 such a broad -- but like my daughter, she needs a
23 one-on-one para and that's something that's required
24 in our IEP. So we have built in at least one to two
25 paras, if we have 150 students. And then like we

1 just were approved for the Medicaid community-based
2 program because the Governor just increased 3,000
3 waivers. She actually will have someone that goes
4 with her to school all the time; we don't have to
5 provide that. But other kids may not have that, and
6 so we did put the paras in there. And there are so
7 many parents that have students that you wouldn't
8 consider special needs but possibly they have a 504
9 or they just need a little bit slower time on tests.
10 Those parents have already offered to be volunteers
11 during those times, just to oversee test-taking or
12 whatever; they wouldn't be actively paid. But we
13 have -- let's see -- for the first year we have one
14 SPED -- fulltime SPED teacher and one fulltime
15 paraprofessional. And so that para, depending on
16 what the courses -- because K through 8 is so
17 different -- and I really wanted to give you an
18 example, but there's so much learning that takes
19 place for certain things. Like let's say K through 3
20 is going to all memorize the constitution; so we'll
21 have a lot of group activities, you know, and they
22 get together and they sing and dance. And a lot of
23 times the teachers all join together; there's not
24 more than, you know, the 10 to 12 students per
25 teacher. And having it split up between K through 8

1 and only having 158 -- or 150 kids, they're extremely
2 small classrooms. And so I don't see a problem, when
3 we talked about like what we see right now at Cabot,
4 needing more than one para and one fulltime special
5 education teacher for 150 kids, because there's just
6 not -- it's just not being provided. And the way
7 that our education is is they don't need to be
8 writing. I don't know if you guys have ever seen a
9 classical classroom but all of it is auditory, and if
10 a student can't write -- like my daughter, she
11 memorizes everything. And if a student only writes,
12 then they would write it down and all classes for
13 them would be recorded and sent home. You know, I
14 just -- we didn't see an issue with it at all.

15 And according to the transportation, you know,
16 we have applied for the charter grants, and if that
17 is needed we can pull out from other parts in the
18 budget, as needed. But we really did not want to add
19 any federal funding, which we will be getting a lot
20 of with the amount of special needs students -- if we
21 have the amount that we guesstimate. We didn't put
22 down for any federal refunds for a lunch program; we
23 didn't put any of that. We added that into our
24 initial state funding only. We tried to use Cabot
25 and Jacksonville -- sorry -- as our initial, and it

1 just -- we could not get a firm number. We just
2 don't know who's going to be part of the charter.

3 CHAIRMAN COFFMAN: Ms. Saracini.

4 MS. SARACINI: Just to clarify, one special ed.
5 teacher and this person would satisfy both resource
6 and self-contained or --

7 MS. BOSCH: No, we don't have any self-
8 contained.

9 MS. SARACINI: Well, that's what --

10 MS. BOSCH: Yes.

11 MS. SARACINI: -- I'm asking you.

12 MS. BOSCH: Yes. So we will have no self-
13 contained classrooms. All students will be included
14 into the general ed. classroom, because that is what
15 we've been fighting right now with Cabot. All of our
16 kids are not mentally disabled but they were labeled
17 as so and they have been self-contained. And that's
18 actually what -- I don't know if you guys are
19 following the Every Student Succeeds Act, but Cabot
20 was found by the federal government to be in
21 violation of that for the past 10 years. And so the
22 self-contained students -- let's say we do get a CBI
23 student; that -- they would still be in class with
24 the other students, with a para, and they would still
25 be read to. We are not providing the alternate

1 learning environment or self-contained.

2 MS. SARACINI: So it's inclusive practices,
3 100%?

4 MS. BOSCH: Total, uh-huh.

5 CHAIRMAN COFFMAN: Ms. Newton.

6 MS. NEWTON: First off -- first of all, this is
7 a disclaimer that I'm not an educator and not from a
8 family of educators. But my concern is about the
9 special needs students. I remember -- I'm old enough
10 to remember when special ed. was started, and it
11 evolved into many different things, and initially all
12 kids were in a classroom together. Then there became
13 a need or I guess data -- it was data-driven that
14 some children, because of their disabilities, are
15 better served in a self-contained classroom. And
16 also that's the same for the children that are in the
17 classroom that don't have any special needs. So I'm
18 wondering what justification, based on data, that
19 shows that this won't inhibit learning as opposed to
20 contributing to young people learning better. Like I
21 say, I've seen it evolve, and I've seen it evolve in
22 a child being disruptive or just being -- pulling
23 attention away from the class and needing to learn by
24 themselves. So I'm concerned about that. Certainly,
25 I don't want to see kids indiscriminately put into

1 self-contained classrooms, but there are, to my
2 knowledge, definitely a need for separation in some
3 cases.

4 MS. BOSCH: So this is the whole reason why we
5 created our mission is to not allow the separation
6 and to make sure that -- so we will have a fulltime
7 counselor on staff and we have a set of guidelines
8 that we want to introduce. And that was the big
9 thing. So Arkansas has not been following the
10 guidelines of IDEA and the Every Student Succeeds Act
11 -- and many of the schools have, but the majority
12 have not. And so while we have a disruptive student
13 -- we actually have a parent that is very interested
14 in the charter; they just never worked with him, so
15 they just shoved him in an ALE, and at that point
16 then they were put on computers. So there was no
17 interaction; they just used the Edmentum curriculum.
18 And she said, "I just -- everyone treats him
19 differently now." And, you know, as I sat down and
20 talked with him, all he needed was just someone to
21 work with him. And we want to make sure that there
22 is every avenue possible to include these students
23 and then train our children how to interact verbally
24 and to talk them down or to bring them part of the
25 group. Because, you know, for the 10 years that I

1 was in home-school co-ops -- and you have a lot of
2 special needs kids in co-ops -- they were never
3 separated, they were never isolated; they were right
4 there with their classmates and the students treated
5 them like normal human-beings, just with different
6 behaviors. And so that was -- that has been our
7 complete goal this entire time. And so I can
8 understand, you know, like in -- you know, we looked
9 at the history of like self-contained and CBI
10 classrooms. And, sadly, you know, my daughter went
11 through a CBI classroom and they were eating popcorn
12 and watching movies, and she was like, "Well, I want
13 to be part of that classroom." And her teacher
14 actually said, "Would you like to put your daughter
15 in CBI?" And I was so appalled that I couldn't even
16 talk to her, because my daughter is intelligent, and
17 why would you just do that to her. And so we don't
18 want to provide CBI, we don't want to provide self-
19 contained, but we do want to have the counselors, we
20 do want to have the training to be able to teach
21 those students. And let's say someone is, you know,
22 physically -- they have emotional outbursts; that is
23 the time that I think is the great -- the great
24 period of time for our children to have character
25 development.

1 MS. NEWTON: Okay. And I think the mention you
2 made of the teacher who made the comment, that's
3 horrific and I certainly would be concerned about
4 that. But on the other hand, I think that just the
5 all-inclusive part of that is really bothersome
6 because it may not be a student that is having an
7 episode based on something that's just a stimulus
8 that's not present all the time, but ongoing. I've
9 certainly seen children, students, that it's obvious
10 to me -- and I'm not an educator -- that isolating --
11 not isolating in the sense of punishment, but having
12 a closed environment certainly is more likely to be
13 able to have them educated than having them in
14 another environment. Because I think you're going to
15 have a range of children; you're going to have some
16 children in the classroom that are not special needs
17 but they are easily distracted. So that's a problem.
18 So you're getting them into the (sound distortion),
19 and then the student they're distracting, it's
20 preventing that (sound distortion). And certainly
21 I'm just referring to special needs at this time,
22 because I've seen what I thought to be -- I have
23 colleagues that are special needs and self-contained
24 doing a very good job, and I still think that is
25 something to be considered. Because you don't know

1 what or who is going to come and what needs they'll
2 have. That's my concern.

3 MS. BOSCH: Thank you. Yes.

4 CHAIRMAN COFFMAN: Dr. Wright-McMurray.

5 DR. WRIGHT-McMURRAY: Okay. I actually have two
6 questions. First question, going a little bit back
7 to what your balance will be if you have 150
8 students, if you could speak to -- a little bit about
9 what happens if you don't have 150 how do you plan to
10 still make your budget.

11 And then my second question is that we -- we
12 understand that the power of special education for
13 our students is that students learn differently. And
14 we have educators that are very passionate about what
15 they do, but there is need of additional training for
16 them to understand how to support students that learn
17 different. And you have the one special education
18 teacher that that's their trained area; you have
19 other teachers that looks like that are educators but
20 they may not be special education teachers. So can
21 you speak a little bit about how are they going to be
22 trained, how are they going to fully understand how
23 to provide those services?

24 MS. BOSCH: Yes.

25 DR. WRIGHT-McMURRAY: Because even though I'm a

1 passionate educator, I may not fully understand --

2 MS. BOSCH: Right, special -- yes.

3 DR. WRIGHT-McMURRAY: -- how to effectively
4 educate individuals that have special needs.

5 MS. BOSCH: Correct. So -- so a few -- like our
6 special needs teacher will be trained in the
7 Feuerstein method, and that is the method -- she was
8 from Israel -- and you can look it up. And that is
9 --

10 CHAIRMAN COFFMAN: Would you say it again?

11 MS. BOSCH: Feuerstein -- F-e-u-e-r-s-t-i-n
12 [sic]. And that is specified training where each
13 child is individually looked at and, I guess, you
14 know, like an entire synopsis of their learning
15 styles is written down. So I have four children. I
16 have one that needs flashcards, that's my oldest; she
17 can't sing a thing, she can't -- you know, she can't
18 sit and memorize with someone else; she has to have
19 flashcards. And my second one would have to run in
20 circles and chant it; it was the weirdest thing ever,
21 but that's what we let him do. Emmy was complete
22 auditory; she only has to hear it once. And then I
23 have a YouTube of her at three years old stating all
24 of her states and capitals, and we just thought she
25 was like the next prodigy. And now I have my

1 youngest -- I haven't figured him out yet. But I do
2 know that he is three senses; he's got to hear
3 something three times, he's got to write it down
4 once, and then he has to repeat it back to me. And
5 so that essentially is what this method does, is it
6 takes each child during that alternative learning --
7 the tools for learning, I think we called it -- and
8 they will analyze each child. So that's just the way
9 that they learn.

10 We would like to send all of our teachers to
11 NILD training, which Arkansas does not have, and that
12 is the specialized special needs training. And the
13 closest one, I think, is in Oklahoma -- Tulsa,
14 Oklahoma. And when we just went to our classical
15 conference we met with the largest classical school
16 in California. Their tuition is \$20,000 a child.
17 And they have built their entire program around
18 special needs, and that's where we got the majority
19 of our ideas. After they grew to have about 350
20 students, they were able to add in a self-contained
21 classroom for those students that could not be part
22 of it. But she said all students were included, up
23 to the point where they had more than enough funding
24 to bring in an additional specialized teacher. And
25 she was like, "It's always worked because the

1 students have learned how to work with their
2 environment and their students." But we will be
3 training them at the NILD training which is in Tulsa,
4 Oklahoma, and that is built-in. And I think even the
5 counselor and everybody --

6 MS. NEWTON: So is this decision based on the
7 lack of funding? Because you said when they were
8 able to, they had a self-contained classroom. So is
9 your decision to have all the students together based
10 on funding or --

11 MS. BOSCH: No. We would really like to see the
12 mission to fruition, like to make sure that, you
13 know, what we've seen work -- not work for the past
14 five years, we want to give it a few years to try to
15 incorporate all students and be completely inclusive.
16 And we did write in the charter if an ALE is
17 obviously needed we will provide one and we will come
18 back and ask for that to be, you know, included and
19 we'll get an amendment. But as parents and the board
20 in groups, when we discussed this, we really wanted
21 to have a completely inclusive classroom.

22 DR. WRIGHT-McMURRAY: And then I have another
23 question.

24 CHAIRMAN COFFMAN: Go right ahead.

25 DR. WRIGHT-McMURRAY: I'll come back to that

1 one. But my other question, if you don't have the
2 150 what is your plan --

3 MS. BOSCH: Right.

4 DR. WRIGHT-McMURRAY: -- to still be able to
5 make the budget?

6 MS. BOSCH: So depending on the age -- the ages
7 of children, we will most likely just have fewer
8 grades. But they -- we can't break it up, so it will
9 be either, you know, K through 4 or K through 5 or 6.
10 But we would not provide a K and an 8, and we would
11 have to come back and discuss it with the Panel. At
12 this point we have more than enough that's on the
13 waitlist, that have requested to be part of it, but
14 if we don't have at least 150 we will just probably
15 reduce the amount of grades that we have.

16 CHAIRMAN COFFMAN: Mr. Baldwin.

17 MR. BALDWIN: Yes. Thank you, Madam Chair.

18 So following up on Dr. Wright-McMurray's
19 question about the number of students, so walk us
20 through -- I guess my question, as I've heard you
21 talk, would be how many kids are on your waitlist
22 right now; so how many do you realistically expect
23 that you would have when you open up? You know, will
24 it be the 150? If you have 200 on the waitlist, 150
25 sounds probably reasonable. But if you have, you

1 know, 75 on your waitlist, it may not be. And I
2 think some type of a plan that has numbers in it,
3 financial numbers to show maybe a best case, likely
4 case, and a worst case --

5 MS. BOSCH: The worst case scenario --

6 MR. BALDWIN: -- on students. And that way, you
7 know, depending on what happens you're not
8 scrambling, you know, at that point in time to figure
9 out what do you do. So having some type of a
10 structure based on that -- but, you know, if you have
11 200 waitlist -- on your list, maybe -- you know,
12 maybe you don't worry about that. So talk us through
13 how many you have -- how many students you have on
14 the list and what alternative plan you might have?

15 MS. BOSCH: So we had already written that -- so
16 we have the 200 and they are K through 8 already, and
17 that's without outreach. That was just meeting at
18 the Cabot Strawberry Festival and letting them know
19 our vision, and they said, "Oh, my gosh, sign me up."
20 And then the other one is on the Omni Academics
21 website; we have Send for More Info and just sign up
22 for it, and we have received over 100 signs for that
23 as well. So with outreach I do not think we'll have
24 a hard time matching that. But let's say that we are
25 stuck with 75 kids; we have already planned, in

1 January, the timeline -- we'll be reaching out
2 starting from the approval of the charter, all the
3 way up through January and we will reassess January
4 15th to see where we're at. Most likely it will be
5 March where we make that final decision, and at that
6 time we will create the alternate budget.

7 We already have, you know, multiple things
8 estimated already, but we'll create the final budget
9 in March to make sure that we have enough finances to
10 cover the teaching of special ed. and -- and most
11 likely we'll remove the principal; we would not need
12 the extra administrator.

13 CHAIRMAN COFFMAN: Ms. Green -- Yvonne Green has
14 joined us online. And Ms. Green works in our special
15 ed. unit --

16 MS. BOSCH: Oh, good.

17 CHAIRMAN COFFMAN: -- so we reached out to her.

18 So my question, you said there would be no self-
19 contained --

20 MS. BOSCH: Huh-uh.

21 CHAIRMAN COFFMAN: -- and that self-contained
22 would not be allowed. Those were your words.

23 MS. BOSCH: Not "not allowed;" that we just --
24 our first few years we do not want self-contained
25 classrooms.

1 CHAIRMAN COFFMAN: Okay.

2 MS. BOSCH: We want to be a hundred-percent
3 inclusive.

4 CHAIRMAN COFFMAN: So, but students that -- I
5 mean, we don't know who's coming.

6 MS. BOSCH: Right.

7 CHAIRMAN COFFMAN: So a student could come in
8 with an IEP that has --

9 MS. BOSCH: Previously --

10 CHAIRMAN COFFMAN: -- previously been in a self-
11 contained classroom.

12 So, Ms. Green, would you kind of talk us through
13 the process of a student that might sign-up for this
14 charter that has an IEP?

15 MS. GREEN: Sure. So the IEP for a student
16 would have to be implemented as it's written until
17 the district has data to support changes in that
18 student's IEP. And that could mean, as Ms. Coffman
19 said, that student comes in and needs those self-
20 contained services; so those services would have to
21 be provided. Now as you are looking at overall
22 student needs, as any district looks at overall
23 student needs, they can also look at what supports
24 and services, what assistive technology is going to
25 be put in place to help that student be successful in

1 whatever environment they're in. But every decision
2 for a student with an IEP is based on the data for
3 that particular child and for the -- based on their
4 IEP and how their evaluation is outlined and what
5 other services there may need to be. So that
6 continuum needs to be available for any student who
7 may need it.

8 CHAIRMAN COFFMAN: And, Ms. Green, then if you
9 are going to change the IEP you would have to go
10 through a process?

11 MS. GREEN: Yes, ma'am. So that individualized
12 IEP is developed through the IEP committee, which has
13 required committee members. And that is federally
14 mandated, that process, as far as who's on that
15 committee, including special educators,
16 administrators, parents, and general education
17 teachers, and an evaluation representative, so that
18 that committee together can create a plan for that
19 child that is based on all of the child's needs, a
20 holistic environment, and educational plan for the
21 child.

22 CHAIRMAN COFFMAN: And, Ms. Green, what is the
23 ratio -- in this school we don't know who the
24 students will be yet, so we don't know the number of
25 students that will be on an IEP. But typically if

1 students are being served in an inclusion model
2 what's the typical ratio of students per SPED
3 teacher?

4 MS. GREEN: So our regulations outline a variety
5 of scenarios based on student needs and the type of
6 services a teacher is providing.

7 If a child is getting a resource service, which
8 is typically a combination of general education with
9 some pull-out supports, that teacher can hold the
10 folder and be the case manager for up to 25 students.
11 The guidance -- it's not in rules, but the guidance
12 for the number of students with IEPs in the general
13 education setting is typically no more than a third
14 and we also try to emphasize that it match the
15 natural proportions of the district. So if the
16 district has 10% of their students with disabilities,
17 then we would hope to see no more than 10% of the
18 students in a general education classroom being
19 served in that environment at a time.

20 If there is a teacher who is providing self-
21 contained services based on the students' needs, we
22 have different models within our regulations. We
23 have a one-to-six, which requires a paraprofessional.
24 Typically the students in a 1-to-6 ratio classroom
25 would be students with more significant physical

1 needs and maybe more significant cognitive needs,
2 really complex students who require a lot of support
3 and need that smaller ratio. We also have a 1-to-10
4 ratio and a 1-to-15 ratio. So, again, based on the
5 needs of the students and how well they are able to
6 be independent would depend on how -- which ratio
7 would be selected for that student to be in. And for
8 the 1-to-15, 1-to-10, 1-to-6, those teachers can only
9 have up to 15, 10, or 6 students in their class. So
10 the number of students is the same as the number of
11 students that they would be the case manager for.

12 CHAIRMAN COFFMAN: And my final question, what
13 are the guidelines for transporting a student, an IEP
14 student?

15 MS. GREEN: So if a student has transportation
16 written in their IEP, then the district is obligated
17 to provide transportation. That can be via a bus, it
18 could be a school van, it could be through
19 reimbursing the parent for the mileage. So there are
20 different ways to provide the transportation. But if
21 it is in a student's IEP, then it's part of that
22 child's individual plan and that's part of that
23 child's free and appropriate public education, or
24 FAPE; therefore, it must be provided.

25 CHAIRMAN COFFMAN: Thank you.

1 Any other questions for Ms. Green?

2 Mr. Zellner.

3 MR. ZELLNER: So going back to the projected
4 \$698 revenue balance the first year with 150 cap,
5 that stood out to me in looking through the packet.
6 And then in looking at the salary schedule that was
7 presented with a minimum cap of 150, I noticed for
8 the director, the principal, and the counselor, the
9 three salaries on the salary schedule were
10 consistently \$5,000 less than --

11 MS. BOSCH: The teachers.

12 MR. ZELLNER: -- than the salaries that were in
13 the packet, the low end of the range for each one of
14 those. So would you explain to me the difference in
15 those two documents?

16 MS. BOSCH: So in the range there -- so if
17 that's our lowest amount is 150, we would just reduce
18 the incoming new teachers and the starting rate for
19 the directors at that amount. We don't want to go
20 less; so we would pull from -- let's say we need, you
21 know, brand new desks or chairs; we would probably
22 have to get them used, depending on the way that it
23 goes. But the way that we set up our budget -- and
24 it was one of our core issues when creating it -- is
25 that the teachers need to be paid according to the

1 amount of work that they do and we did not want to go
2 less than \$45,000, depending on starting salary. And
3 we didn't want to overpay the administration.

4 MR. ZELLNER: Okay. So just to confirm --

5 MS. BOSCH: Yes.

6 MR. ZELLNER: -- the salaries listed in the
7 salary schedule --

8 MS. BOSCH: Isn't there a range?

9 MR. ZELLNER: -- for director, principal, and
10 counselor for the 150 cap, that was not a mistake on
11 your part; that was a conscious --

12 MS. BOSCH: Yes.

13 MR. ZELLNER: -- decision you made?

14 MS. BOSCH: Yes.

15 MR. ZELLNER: Okay.

16 MS. BOSCH: And we will reduce that range by
17 \$5,000 if we have to. Uh-huh.

18 CHAIRMAN COFFMAN: Ms. Bosch, what is the -- you
19 said you would use Allied Therapy Services --

20 MS. BOSCH: Yes.

21 CHAIRMAN COFFMAN: -- for OT/PT and speech.
22 Yeah, what's the general cost of that?

23 MS. BOSCH: So we'll use Medicaid. The majority
24 of our kids will be -- we'll go through Medicaid for
25 the reimbursement. And then like, you know, we have

1 both private and Medicaid -- but the school doesn't
2 have to use our private, but they can. We choose to
3 use a lot of our services outside of school, because
4 school -- when therapy is done in school it has to
5 relate to the schooling that they get. So like
6 they're not going to come in and teach my daughter to
7 walk, while that would make it easier for her to get
8 from class to class; they're going to do a lot of OT
9 to help her use her pen, her pencil. You know, right
10 now PT at school will stretch out her muscles and try
11 to get her from a sit to stand, to help move her from
12 let's say the wheelchair to the toilet. So we use a
13 lot of outside but it is Medicaid reimbursed and they
14 are going to take care of all of that. We've already
15 used Allied.

16 CHAIRMAN COFFMAN: Ms. Green, are there other
17 guidelines that we need to know about?

18 MS. GREEN: Yes, ma'am. When a student has
19 related services in their IEP, those related services
20 are there to support their special education and are
21 an educational requirement, whether they're Medicaid
22 reimbursable or not. And we know that there are
23 students who are able to qualify for Medicaid, and
24 then three months later they may not, and then six
25 months later they may. So that's kind of a moving

1 thing. Regardless of how a student -- what a
2 student's Medicaid status is, the school is obligated
3 to provide any related services in the IEP because
4 those related services are required in order for that
5 child to advance educationally.

6 DR. WRIGHT-McMURRAY: Madam Chair, I do have
7 one.

8 CHAIRMAN COFFMAN: Yes.

9 DR. WRIGHT-McMURRAY: I do have another just
10 clarifying question, and maybe Ms. Green can help
11 with that. So the ratios that you mentioned that are
12 recommended for the special education to have
13 students on their -- that they're working with -- so
14 the model that we're currently being presented where
15 they -- where there's one special education teacher,
16 but there's nine teachers that will be provided
17 professional development to be able to support
18 students with disabilities, does that meet the
19 expectations of your recommended ratios that you
20 shared earlier?

21 MS. GREEN: So the ratios are in place regarding
22 how many students a teacher is serving as case
23 manager for. So she's basically the lead teacher and
24 insuring the paperwork and the meetings and the
25 services are in place for those groups of children;

1 the IEPs still must be followed. And as far as
2 training goes and looking at general education
3 teachers being provided training, however that
4 happens, I think that's a really good thing because
5 we want our general ed. teachers to be able to work
6 with all students. That includes our students with
7 disabilities. One of the things we frequently say is
8 students with disabilities are gen. ed. students
9 first, so they should be getting that core or plus
10 one, so they're getting core curriculum. They need
11 to be included with core curriculum as much as
12 possible. So having that training between gen. ed.
13 and special ed. -- because the special educator can
14 be the one -- expert to come in and help make
15 accommodations and specialize the instruction for
16 that child; whereas the curriculum, the core teacher
17 is going to be an expert in content for that area.
18 So there should be a pairing between the staff in
19 order to effectively meet student needs. And that
20 also helps provide the full continuum of gen. ed.
21 through self-contained supports for students.

22 DR. WRIGHT-McMURRAY: Thank you.

23 MS. BOSCH: And we don't expect to have more
24 than 25 students per classroom. I know that, you
25 know, there's a max. But the way that the classrooms

1 are laid out and the number of students that we
2 receive, I don't see us having more than what she
3 said would -- if you had a quarter or a third of your
4 students special needs, you should have no more than
5 25. And according to the statistics in Cabot,
6 there's 10% special needs or that are on an IEP. And
7 Jacksonville is around the same. So I can't see that
8 our school would like just only take special needs;
9 it would just be part of our classroom environment.

10 CHAIRMAN COFFMAN: So, Ms. Bosch, you said that
11 your child would need transportation. I'm assuming
12 you would transport your own child to school?

13 MS. BOSCH: Right.

14 CHAIRMAN COFFMAN: And that your child had a
15 one-to-one parapro?

16 MS. BOSCH: (Nodding head up and down.)

17 CHAIRMAN COFFMAN: So if you only have one
18 parapro, and your child is receiving the service,
19 then that doesn't --

20 MS. BOSCH: Right. We would -- and that's where
21 we have to reassess once it comes, because I -- we
22 could not guess like how many kids. And there's only
23 one student in all of -- all of Cabot, except one in
24 high school that they have a one-on-one para. And so
25 we looked at the statistics of what Cabot currently

1 has and what we would need.

2 CHAIRMAN COFFMAN: Okay. All right. Let's move
3 on.

4 Mr. Baldwin.

5 MR. BALDWIN: Yes. Thank you.

6 Ms. Green, I have -- I do have a question. And
7 I have to start my question by saying that I'm really
8 out of my league in all of this, and I know you know
9 all this very well. So when we're talking about the
10 in-classroom separation of the students with special
11 needs, you know, that's a different model than what
12 these folks are wanting to do. And I guess my
13 question is, is the separate classroom a state
14 statute requirement or is it a DESE policy? So is
15 there flexibility or is there no flexibility in this?
16 Because it gets kind of down to the model that this
17 school wants to go with. And if there is no
18 flexibility, then I don't know what we do. So that's
19 my question.

20 MS. GREEN: So, again, that's based on each
21 child's individualized education plan and what's
22 written into that plan based on that child's needs.
23 So if a child would enroll and their IEP says that
24 they need to have all of their instruction in a very
25 small setting, and all of that instruction is

1 provided primarily by the special education teacher,
2 which is what we would call a self-contained type of
3 classroom, then they're obligated -- the district is
4 obligated to provide that, because that's what that
5 child's IEP team determined was the most effective
6 learning environment for that student based on their
7 overall needs.

8 So there's not a specific rule that says a
9 district must have a self-contained classroom. There
10 is, both in Arkansas regulation and in federal law,
11 the idea of providing a free and appropriate public
12 education in the least restrictive environment. And
13 those are all words that are within the law. But we
14 have to provide what's appropriate for a child
15 without charge in the least restrictive environment
16 that is appropriate for that child to be able to make
17 progress on the goals and curriculum that's outlined
18 in their IEP. So, yes, it's there, because we have
19 to do what's in the IEP for that child. But it's not
20 I can give you a specific number that says you will
21 have a self-contained classroom.

22 MR. BALDWIN: And maybe my question would be --
23 and thank you for that response. Who is it that --
24 so I don't know really what an IEP is. And who comes
25 up with that? Is that the school that will come up

1 with it, is it the teachers, is it the staff? Who
2 develops that for each student?

3 MS. GREEN: That is a great question. It is a
4 committee that is composed of the special educator,
5 the general educator, the parent, a person who is
6 representing the LEA (which means they are able to
7 understand curriculum, they're able to supervise
8 people, and they can make fiscal decisions about
9 needs that might come up in that conversation; so a
10 person who can approve whatever fiscal implications
11 occur from the decisions in that meeting), and a
12 person who is knowledgeable about evaluations. So
13 that, together, the parent is going to have the
14 perspective of what the child's strengths and needs
15 are outside the school setting; the special educator
16 is the person who can help develop a specially
17 designed instruction and really say here's what we
18 can do to help this child be successful; the general
19 educator is the one who can say here's the
20 curriculum, here's the content, and here's how we can
21 work together to help that child achieve the grade
22 level content; and then the evaluator is the person
23 who can look at all of the evaluation data and say
24 this is where this child currently is based on all of
25 the different assessments given. You can also have

1 other people in that meeting based on that particular
2 student's needs, but those are the core requirements.

3 And so that's the group of people that are
4 making individual decisions for that child. And then
5 kind of evolving from that you don't want to have
6 across-the-board decisions such as in this school
7 district we only provide inclusion or in this school
8 district we only do pull-out. So, again, that
9 continuum comes into play; it's written into each
10 child's IEP, and we don't want to see cookie-cutter
11 IEPs because then that's not an individualized
12 decision for a child; it's each child has the exact
13 same individualized plan.

14 CHAIRMAN COFFMAN: All right. Are we ready to
15 move on to the next topic, Ms. James?

16 MS. JAMES: I will add that my colleague Cristy
17 Park, in Legal, who works with special education, she
18 reminded me that the continuum is required by federal
19 law.

20 FOOD SERVICES

21 MS. JAMES: And the next waiver topic I'd like
22 to cover is Food Services. Ms. Bosch did let me know
23 that the charter does plan to participate in the
24 National School Lunch Program and Breakfast Program,
25 so just to clarify that.

1 And I would ask for her to please confirm that
2 if the -- since the school is not requesting any food
3 services waivers that they will meet all of the
4 requirements of the law and child nutrition rules.

5 MS. BOSCH: Yes, we will. Uh-huh.

6 CHAIRMAN COFFMAN: And Ms. Dill, Nancy Dill is
7 online. Ms. Dill, did you have any additional
8 comments or questions?

9 MS. DILL: All right. I do have a few things.
10 First of all, can you all hear me?

11 CHAIRMAN COFFMAN: Yes. We can't see you --

12 MS. DILL: Okay.

13 CHAIRMAN COFFMAN: -- but we can hear you.

14 MS. DILL: Okay. Okay. Excellent.

15 I do have a few comments on it just -- and this
16 -- some of this is kind of a use of words, but there
17 are some things that I want to make sure that Ms.
18 Bosch is aware of just so -- because I don't like
19 surprises myself, so I want to kind of clear some
20 things up.

21 She did make the statement in her charter
22 application that they would apply for the program.
23 And it's really not an application per say, but
24 anyone that intends to have the program in their
25 school they need to fill out the policy statement in

1 agreement. And you get that through this office,
2 this Child Nutrition office. I did put a link in the
3 Google document, and I'll be happy to provide that
4 for you, if you need that. But -- and that has to be
5 done -- it's just a statement saying you will provide
6 reimbursement for meals and that you will conform to
7 and abide by all the federal regulations. And there
8 are a few state regulations that are a little bit
9 different from the feds. But mostly, it's a federal
10 program.

11 She did mention special groups, civil rights
12 group. And the ones that she did mention in her
13 application, she did cover all of the protected
14 individual classes in that. No child is ever denied
15 a meal. We feed based on free and reduced status.
16 And she did mention meal applications. Those come
17 from our website. Eligibility is based on household
18 size and household income, unless you have a child
19 that's a SNAP child or a member of another
20 (inaudible) group.

21 I didn't -- I have to confess, I did not look
22 through the entire document that you presented. I
23 don't know where your program will be housed. But if
24 you plan to serve meals, and I hope that you do, you
25 will need to check with the Health Department -- and

1 in this case, this would be Lonoke County. It would
2 be -- and the county seat was in Lonoke, so it would
3 come from there. It would be the sanitarian that
4 does all the health inspections for food service
5 establishments, because you would need a permit.
6 They will inspect your facility and provide the
7 permit and tell you what you do and don't -- what you
8 do in order to operate a meal service in there. So
9 that would be really important, and it would be
10 required before you could serve food or store food in
11 that location. So check with them and they will tell
12 you what you need to do to have the operation.

13 And you did make mention of Preferred Meals.
14 Preferred Meals used to provide vendor meals for some
15 of our charter schools. They didn't survive the
16 Covid. So Preferred Meals is no longer in business,
17 but they are part of another food service management
18 company called Elior. Elior has taken over that
19 function; they are a registered company in the state.
20 And on our child nutrition website, under the food
21 management tab, we do have a list of all of the food
22 service management companies that are registered in
23 the state -- which they have to register each year.
24 So you might want to explore another option, if you
25 are still trying to -- considering providing that

1 type of meal service.

2 No meals are claimed. That's how you get your
3 reimbursement is to have the monthly claim and you'll
4 pay for the meals that you serve based on meal
5 status.

6 And one other thing that I did want to bring up,
7 you apparently will have a fairly large population of
8 children with special needs. You would need to be
9 able to accommodate any of those children that might
10 have a special dietary need. We do have -- you know,
11 we have dysphasia diets, we have diabetic diets, we
12 have altered textures for, you know, children that
13 don't chew well. That's just a few of them and
14 there's a lot of different types of special diets.
15 But those diets are typically part of their IEP plan
16 -- and someone can speak better to that than I can --
17 but that would be something that would certainly need
18 to be addressed.

19 In the Google doc, I did include our link to our
20 child nutrition website. If you have questions, feel
21 free to get in touch with one of us. We have -- in
22 the office we have about eight area specialists that
23 are assigned to the schools, the public schools, as
24 well as the public charters. So we always have a
25 person that you'll be able to contact if you have

1 questions or that would need to -- be available to
2 help you get a program set up.

3 And I will say, you know, there's a lot of
4 pieces to this program. Sometimes our charters might
5 struggle a little more than others just simply
6 because of it's a personnel issue; you wear a lot --
7 everybody wears a lot of hats there. You would need
8 to have a designated director that would be in touch
9 with this office. We would need somebody that would
10 be like our contact person for your claims and for a
11 review and we'd have to get your menus certified so
12 you could get your maximum reimbursement rates. But
13 those are things we would cover with you. And if
14 your plan does come to fruition, and you were going
15 to serve a program, you would need to have that
16 policy statement and agreement completed with this
17 office.

18 CHAIRMAN COFFMAN: Thank you, Ms. Dill.

19 MS. BOSCH: Thank you.

20 CHAIRMAN COFFMAN: Ms. Bosch --

21 MS. DILL: You're welcome.

22 CHAIRMAN COFFMAN: -- do you have a designated
23 director that will be identified for child nutrition?

24 MS. BOSCH: Yes. I'll be doing the food
25 service.

1 MS. DILL: A lot of times it's -- it may be a
2 principal, it may be the Chief Financial Officer.
3 It's a -- like I said, they wear a lot of hats in the
4 charter schools.

5 CHAIRMAN COFFMAN: Thank you, Ms. Dill.

6 MS. DILL: You're welcome.

7 CHAIRMAN COFFMAN: Any additional questions
8 regarding Child Nutrition?

9 Ms. James, our next topic.

10 WAIVERS

11 MS. JAMES: Now we're to the waivers, and a lot
12 of this is clean-up. And there are some that I would
13 ask Ms. Bosch to provide some additional rationale
14 on.

15 SUPERINTENDENT AND PRINCIPAL

16 MS. JAMES: On the first two waivers for
17 Superintendent and Principal, I don't have any legal
18 concerns with the citation that she's listed. But we
19 might need some additional rationale regarding how
20 the school will insure that their administrators are
21 properly trained.

22 MS. BOSCH: So we'll abide by the same training
23 as regular teachers. We will make sure all of our
24 teachers are qualified in RISE; everyone will be an
25 AQT.

1 CHAIRMAN COFFMAN: So let's stick with Principal
2 and Superintendent.

3 MS. BOSCH: Okay. Sorry. They will also --
4 because it was -- we're also requesting to not have
5 them licensed in case we have to pull someone that's
6 been directing the classical school as a principal
7 and they're not -- they don't have a teaching license
8 in Arkansas. But I have them all together so that
9 the Superintendent, Principal, one or the other,
10 depending on how large our school is, will be going
11 through the LEADS training and they will also have
12 the same amount of hours that public -- the regular
13 public school administrators have. We will also be
14 doing a lot of additional training outside of the
15 public education realm into the classical realm to
16 make sure that the mission is adhered. Because if
17 you bring someone in that's never seen a classical
18 classroom it's very difficult to continue with it.

19 CHAIRMAN COFFMAN: Ms. Saracini.

20 MS. SARACINI: If they are a new principal or
21 superintendent --

22 CHAIRMAN COFFMAN: You're not on.

23 MS. SARACINI: Can you hear me now? Yes, it's
24 on.

25 I just want to clarify if you have a new

1 superintendent or principal they'll go through the
2 Beginning Administrator training just like --

3 MS. BOSCH: Yes.

4 MS. SARACINI: Okay. I just wanted to clarify
5 that.

6 MS. BOSCH: We're just requesting the waiver for
7 -- I think it's the administrator --

8 MS. SARACINI: The license?

9 MS. BOSCH: Yes.

10 MS. SARACINI: Okay.

11 CHAIRMAN COFFMAN: Say that again. What are you
12 requesting a waiver for?

13 MS. BOSCH: So they won't have a license;
14 they'll still go through the -- and I think it was
15 the three-year --

16 MS. SARACINI: Beginning Administrator.

17 MS. BOSCH: The Beginning Administrator.
18 They'll do the same training.

19 CHAIRMAN COFFMAN: Okay. So I think in your
20 plan you said they might not.

21 MS. BOSCH: No. They will go through the
22 training; they're just not going to do the mentorship
23 program completely followed.

24 CHAIRMAN COFFMAN: So it's not.

25 MS. BOSCH: So it's not. But we will do the

1 training. We're asking for a waiver for it, but
2 we're going to go through it.

3 CHAIRMAN COFFMAN: No. We need to know what we
4 are doing. So are you -- are the -- is the
5 director/principal going to participate in the mentor
6 training, or they're not?

7 MS. BOSCH: Okay. So, yes, they are then.
8 Because when we read it, that it was a requirement
9 that they do alternate things outside of the
10 classical charter sphere. And if it's not -- if it's
11 just the sign-up for the LEADS training and the
12 mentorship training, then our -- we will do that. Is
13 that what you're talking about?

14 CHAIRMAN COFFMAN: I'm not sure.

15 MS. BOSCH: So what are you -- let's clarify
16 this.

17 CHAIRMAN COFFMAN: I'm trying to understand what
18 you are committing to.

19 MS. BOSCH: So the director, myself, I will be
20 trained. But the principal, we definitely are
21 putting the principal or the administrator through
22 the LEADS training. Now the way that we -- the
23 mentorship program, because we want a principal that
24 is licensed and qualified. But we are requesting a
25 waiver on it because our model is not for the

1 training. They will all go through the training.
2 The licensure is what we are requesting a waiver on
3 because we may have to pull someone from outside of
4 the state.

5 CHAIRMAN COFFMAN: So we're separating those two
6 things?

7 MS. BOSCH: Yes.

8 CHAIRMAN COFFMAN: Licensure is one?

9 MS. BOSCH: Yes.

10 CHAIRMAN COFFMAN: They will or will not be
11 licensed. We're asking -- Ms. Saracini is asking you
12 about training.

13 MS. BOSCH: Yes.

14 CHAIRMAN COFFMAN: That's where you're being
15 very vague and that's what we --

16 MS. BOSCH: We will be doing the mentorship
17 program. But, see --

18 CHAIRMAN COFFMAN: That's where --

19 MS. SARACINI: In the Beginning Administrator
20 training is where you will get your LEADS.

21 MS. BOSCH: Yes.

22 MS. SARACINI: So that's all wrapped up into
23 one.

24 MS. BOSCH: It's all wrapped up together. Yes,
25 that is correct.

1 MS. SARACINI: Because that comes out of my
2 office. That's why I'm just clarifying.

3 MS. BOSCH: And the way that I did our waiver,
4 and that's probably why it's confusing, is it's all
5 listed together.

6 CHAIRMAN COFFMAN: So you haven't committed that
7 you as the director would go through the mentoring
8 training?

9 MS. BOSCH: I will go through the mentoring
10 training.

11 CHAIRMAN COFFMAN: Okay. So --

12 MS. BOSCH: I should've broke this out, like Ms.
13 James broke it out to me when she sent it back, to be
14 more clear. We are only requesting the waiver on
15 licensure.

16 MS. SARACINI: I'm clear on it.

17 MS. BOSCH: Yes. I'm sorry.

18 CHAIRMAN COFFMAN: Any other questions, Panel
19 Members, regarding the director and the principal?

20 And at what number of students would you decide
21 that you don't need a principal?

22 MS. BOSCH: If we are at below 150, we will not
23 have a principal. And I believe that the max is 300.
24 So if we had to do something -- but in my opinion --
25 and they can refer back to the budget -- we have more

1 than enough to afford a principal to oversee the
2 school after 150 students.

3 CHAIRMAN COFFMAN: What are you committing to?

4 MS. BOSCH: 150 and above --

5 CHAIRMAN COFFMAN: You will have a principal.

6 MS. BOSCH: The only time that we won't look at
7 a principal is under 150.

8 CHAIRMAN COFFMAN: Okay. Ms. James, are we
9 ready to move to Teachers?

10 MS. JAMES: I need to clarify a couple of
11 things.

12 So just to clarify, Ms. Bosch, are we removing
13 the Superintendent Mentoring Program waiver?

14 MS. BOSCH: Is that 6-17 --

15 MS. JAMES: These are the rules governing
16 Superintendent Mentoring Program.

17 MS. BOSCH: So I don't have -- didn't we break
18 that down just to Section 7 or is that the second
19 one?

20 MS. JAMES: You're on Teacher Licensure.

21 MS. BOSCH: Yes. No. So you broke down your
22 waivers separate than mine, and they're all together.

23 MS. JAMES: Okay.

24 MS. BOSCH: So, yes, we are removing that
25 because we only included Arkansas Department of

1 Education rules governing Education Licensure.

2 MS. JAMES: Okay. And you want to remove the
3 licensure requirement on principal, which is
4 Subsection A?

5 MS. BOSCH: Yes.

6 MS. JAMES: Okay.

7 CHAIRMAN COFFMAN: Remove or add? Which -- what
8 are we --

9 MS. JAMES: I'm sorry. I'm sorry. Add
10 licensure requirement for the waiver that you're not
11 asking to waive the remainder of the code section; is
12 that correct?

13 MS. BOSCH: Correct.

14 MS. JAMES: Okay.

15 CHAIRMAN COFFMAN: Any other changes?

16 MS. BOSCH: No. And then, so mine was joined
17 together, so that is deleted.

18 CHAIRMAN COFFMAN: Okay.

19 MS. BOSCH: Yes.

20 CHAIRMAN COFFMAN: So, Ms. James, we are -- she
21 is requesting to waive licensure for the
22 superintendent/director and for the principal?

23 MS. JAMES: Yes. However, she also wants to
24 remove the waiver for Superintendent Mentoring
25 Program rules --

1 MS. BOSCH: Mentoring.

2 MS. JAMES: -- because she's saying --

3 CHAIRMAN COFFMAN: She's rescinding that
4 request?

5 MS. JAMES: Correct.

6 MS. BOSCH: Yes.

7 MS. JAMES: Okay. Okay, I'm clear.

8 CHAIRMAN COFFMAN: Okay.

9 MS. BOSCH: And I'll highlight that.

10 TEACHER LICENSURE

11 MS. JAMES: And the next waiver is Teacher
12 Licensure. I do not have any legal issues with the
13 citation. But the Panel, of course, is welcome to
14 ask questions.

15 CHAIRMAN COFFMAN: Ms. Saracini.

16 MS. SARACINI: She answered how you are going to
17 have AQT --

18 MS. BOSCH: Uh-huh. Yes.

19 MS. SARACINI: -- and so that was one of my
20 questions.

21 The only other thing is you're going to have a
22 licensed counselor?

23 MS. BOSCH: Yes.

24 MS. SARACINI: But you're going to have
25 different pay for a teacher and a counselor?

1 MS. BOSCH: Yes, it's completely separate.
2 Because their duties are going to be quite extensive,
3 if we end up having the amount of special needs kids
4 that we have. Yes. And so the licensure -- the
5 qualifications that we're requiring are much higher
6 than what the schools are asking for, but we will
7 have them licensed, if that makes sense.

8 CHAIRMAN COFFMAN: No. Spell it out.

9 MS. BOSCH: So like my son's counselor had a
10 bachelor's degree, went back and got his license to
11 be a counselor. We actually want someone completely
12 trained as a therapist/counselor to be in that
13 position. Does that make sense?

14 CHAIRMAN COFFMAN: Uh-huh.

15 MS. BOSCH: Thank you.

16 CHAIRMAN COFFMAN: Uh-huh. That's all we're
17 asking for --

18 MS. BOSCH: Okay.

19 CHAIRMAN COFFMAN: -- is a little clarity.

20 Any -- Panel Members, any other questions
21 regarding teachers?

22 Ms. Bosch, as I read through the teachers that
23 you'll be hiring, you said they would be trained in
24 RISE?

25 MS. BOSCH: Uh-huh.

1 CHAIRMAN COFFMAN: And that they would follow
2 the PD rules --

3 MS. BOSCH: Uh-huh.

4 CHAIRMAN COFFMAN: -- the professional
5 development --

6 MS. BOSCH: Development.

7 CHAIRMAN COFFMAN: -- rules for the state?

8 MS. BOSCH: Uh-huh.

9 CHAIRMAN COFFMAN: And that they would also be
10 receiving professional development to implement the
11 Library Media standards and they would receive
12 dyslexia training?

13 MS. BOSCH: Uh-huh. And that's just basic with
14 the curriculum, because all of our basic --

15 CHAIRMAN COFFMAN: So let's -- my question is,
16 kind of talk me through what the timeline for
17 professional development -- if school were to start
18 --

19 MS. BOSCH: Right.

20 CHAIRMAN COFFMAN: -- in August -- July or
21 August of 2023, when will you -- when do you plan to
22 hire teachers, get all this training done, and be
23 ready to start school?

24 MS. BOSCH: So, we kind of --

25 CHAIRMAN COFFMAN: I'm interested in the

1 training cycle.

2 MS. BOSCH: Yes. So the training will come with
3 the curriculum. We'll have a week of just curriculum
4 development, and with that is the dyslexia training.
5 Because it's not as difficult -- they're not going to
6 be the ones that are the assessors; they're just the
7 one to implement the curriculum. And so with the
8 dyslexia training that we're -- or the curriculum
9 that we're using there are multiple methods to teach
10 children with dyslexia, and they're just going to
11 implement it across the board. That's just kind of
12 how I trained my kids. And when we went to the last
13 -- the charter meeting, all of the schools implement
14 dyslexia intervention.

15 MS. NEWTON: Ms. Coffman, I'm not able to hear
16 her -- Ms. Bosch -- I'm not able to hear her.

17 MS. BOSCH: I'm sorry. Am I not on anymore?
18 Can you hear me now?

19 CHAIRMAN COFFMAN: Dan, come check her
20 batteries.

21 MS. BOSCH: Does this one work?

22 CHAIRMAN COFFMAN: Yeah.

23 MS. BOSCH: I'll use this one.

24 Okay. So our teachers will meet to do their
25 curriculum development and they'll go over the

1 curriculum that they'll be using. And at that time
2 we will have -- and we have quite an extensive list
3 from Hillsdale and the curriculum that we use that
4 teach them how to incorporate the different teaching
5 styles that dyslexia teachers would use. You know,
6 isolating your phonemes and all the different things,
7 using different colors, using clay -- different modes
8 like that is what we're talking about when there will
9 be dyslexia trainings for the curriculum.

10 What was your other question for -- oh, the
11 training, the timeline. And so --

12 CHAIRMAN COFFMAN: I was talking -- my question
13 was about the professional development --

14 MS. BOSCH: Development.

15 CHAIRMAN COFFMAN: -- schedule to get in RISE,
16 library media, and dyslexia.

17 MS. BOSCH: So RISE will be started but most
18 likely will not be finished by the time the school
19 starts, depending on -- we already have nine teachers
20 that are already actually qualified in RISE, they
21 have all of their qualifications. One is a
22 teacher/media specialist -- and that's what was in
23 our original charter. She said that she would help
24 do like a day training on the media standards and all
25 that. But our teachers are going to handle that.

1 And then so the professional development, if
2 they are not qualified in RISE, would be started;
3 because most likely we cannot pay our teachers -- you
4 know, for free -- we can't ask them to come in for
5 months for free to do this. So starting the middle
6 of July, most likely a month before school starts we
7 will bring them in to start the professional
8 development.

9 CHAIRMAN COFFMAN: And did you factor in to pay
10 them or to make that part of their contract?

11 MS. BOSCH: Yes.

12 CHAIRMAN COFFMAN: And then did you also factor
13 in to pay for the professional development?

14 MS. BOSCH: Yes.

15 CHAIRMAN COFFMAN: Where is that in your budget?

16 MS. BOSCH: That's in -- that's part of the
17 increase in the budget, the professional development.
18 And down in -- let me see if I can find it. The
19 first year -- I have the wrong one. I'm sorry. I
20 have the original one. I need to find the edited one
21 that I just sent to Ms. James. Okay. So on the
22 expenditures, year one, I thought we had in a line
23 item for professional development. I need my
24 glasses.

25 So we have under -- for the -- like the training

1 and stuff for special education we have that in
2 there. But I'm not seeing a line item for -- unless
3 that's coming out of the -- well, we have \$5,000 for
4 professional and then \$5,000 for purchased services
5 for them to come in just for the day or two of
6 training. But their pay itself I believe starts --
7 it will go from July 15th -- and depending on how
8 much training we need, and then we'll just end it up
9 at the very end of school. Where most classes go two
10 to four weeks after school ends for their 12-month
11 contract, it will be different, just the timing -- if
12 they want to be paid 12 months or 9 months, depending
13 on how they do it. Yes. But they'll be coming in
14 for their development. That will be part of their
15 pay. Is that what you're asking? We're not sending
16 them anywhere; they're just going to come in and do
17 their course review and their professional
18 development in-house.

19 CHAIRMAN COFFMAN: My question was did you
20 budget for the cost of professional development,
21 bringing in a trainer --

22 MS. BOSCH: Oh. We will have -- no, because our
23 special needs will be the one that's overseeing the
24 dyslexia. So they're all in-house trainers. And if
25 we have to bring in someone outside of our

1 curriculum, that would be later on in the year.
2 Because all of our teachers are already RISE
3 qualified, so we would only need for professional
4 development for the teachers to be hands-on in their
5 dyslexia services.

6 DR. WRIGHT-McMURRAY: I have a question.

7 CHAIRMAN COFFMAN: Yes.

8 MS. BOSCH: Is that what you're discussing or am
9 I missing something?

10 DR. WRIGHT-McMURRAY: No. Just for
11 clarification, if you wouldn't mind to start back and
12 then just kind of -- just for my understanding --

13 MS. BOSCH: Uh-huh. For the timeline?

14 DR. WRIGHT-McMURRAY: As in who's going to do
15 what. Because I'm looking at your budget and I see
16 that you have it broken down in different sections.
17 I'm just trying to get a sense of --

18 MS. BOSCH: So --

19 DR. WRIGHT-McMURRAY: -- exactly -- because you
20 --

21 MS. BOSCH: We have a lot of in-house training
22 --

23 DR. WRIGHT-McMURRAY: Okay.

24 MS. BOSCH: -- and free services that we have
25 already started getting through Hillsdale and the

1 charter -- my brain just flopped. We buy a lot of
2 our curriculum through them, and it's the secular
3 version that's in most of the classical Christian
4 schools. They actually provide free training. So
5 starting in July, our teachers will come in and get
6 their professional development on the curriculum. At
7 that time, the special needs teacher will be
8 overseeing like how do we incorporate dyslexia. Now
9 if we have to bring someone or send someone to RISE
10 training or give that extra training, we will do that
11 later on and add that into their budget. Yes.

12 DR. WRIGHT-McMURRAY: So your special needs
13 teacher is going to provide training to your teachers
14 in-house?

15 MS. BOSCH: Uh-huh.

16 DR. WRIGHT-McMURRAY: So stepping back to
17 previous conversation about -- it was NID?

18 MS. BOSCH: NILD.

19 DR. WRIGHT-McMURRAY: NILD training.

20 MS. BOSCH: Uh-huh.

21 DR. WRIGHT-McMURRAY: So is that included in the
22 amount that you have set aside --

23 MS. BOSCH: Not --

24 DR. WRIGHT-McMURRAY: -- in your budget or is
25 that a separate --

1 MS. BOSCH: Yes, so the purchased services. So
2 hopefully -- and that's not -- that's travel and
3 everything. We are not purchasing specialized
4 special needs. Like let's say this year we did
5 Lexia; that's a purchased service that they gave our
6 special needs to do at home. We are going to send
7 our special needs teacher to Oklahoma to get the NILD
8 training, just three days. And then she'll bring
9 back what she has learned, only to incorporate the
10 dyslexia services for the Language Arts program.

11 CHAIRMAN COFFMAN: So I just looked that program
12 up online and it's quite expensive.

13 MS. BOSCH: It's expensive, yes.

14 CHAIRMAN COFFMAN: So that's where --

15 MS. BOSCH: And we --

16 CHAIRMAN COFFMAN: -- I was looking into the
17 budget going, okay, where's that money coming from.

18 MS. BOSCH: So they have -- right. They have a
19 full course curriculum. And if you already have a
20 specialized teacher that's already been through
21 special ed., they actually have a more condensed
22 program.

23 DR. WRIGHT-McMURRAY: Because that was part of
24 my question.

25 CHAIRMAN COFFMAN: That's what we're trying to

1 figure out.

2 DR. WRIGHT-McMURRAY: Because I was looking at
3 your budget and then listening to what you were
4 sharing that you're going to provide in training;
5 just getting a little concerned that the amounts that
6 you have budgeted will not cover --

7 MS. BOSCH: Will not afford the training.

8 DR. WRIGHT-McMURRAY: And then thinking back to
9 your previous statement that you shared that -- and I
10 guess it may have been my misunderstanding; I thought
11 that all of your teachers --

12 MS. BOSCH: No.

13 DR. WRIGHT-McMURRAY: -- were going to
14 participate in the training that was offered through
15 NILD.

16 MS. BOSCH: So NILD and Feuerstein do not have
17 to be in-house, but we want to send just our special
18 needs training to the NILD.

19 CHAIRMAN COFFMAN: Right.

20 MS. BOSCH: Feuerstein --

21 CHAIRMAN COFFMAN: You're going to do a
22 training-the-trainer so they can come back --

23 MS. BOSCH: Yes.

24 CHAIRMAN COFFMAN: -- and train onsite.

25 MS. BOSCH: Yes.

1 CHAIRMAN COFFMAN: We got that part.

2 MS. BOSCH: Yes.

3 CHAIRMAN COFFMAN: The part we don't have --

4 MS. BOSCH: Is to pay for the NILD?

5 CHAIRMAN COFFMAN: For that person to attend the
6 training --

7 MS. BOSCH: Yes.

8 CHAIRMAN COFFMAN: -- we don't see that in the
9 budget.

10 MS. BOSCH: Yeah. That was --

11 CHAIRMAN COFFMAN: And so --

12 MS. BOSCH: That will come out of the special
13 needs that we had budgeted for the purchased
14 services.

15 CHAIRMAN COFFMAN: For special education?

16 MS. BOSCH: The \$5,000 -- unless we're all
17 looking at a different budget, because I sent -- no,
18 this is the estimated year-one. Is that -- do you
19 have the one that was the 200 cap --

20 CHAIRMAN COFFMAN: Yes.

21 MS. BOSCH: -- or the 150?

22 CHAIRMAN COFFMAN: I have 150.

23 MS. BOSCH: Yes.

24 CHAIRMAN COFFMAN: But, I mean, it's neither
25 here nor there.

1 MS. BOSCH: Yes.

2 CHAIRMAN COFFMAN: The point is --

3 MS. BOSCH: It will be paid for out of our
4 budget, one way or another.

5 CHAIRMAN COFFMAN: The point is you said that
6 you would provide training for your general ed.
7 teachers.

8 MS. BOSCH: Yes. That's professional
9 development.

10 CHAIRMAN COFFMAN: Right. And you said you're
11 going to send this SPED teacher to this training to
12 come back and train your general ed. teachers.

13 MS. BOSCH: Uh-huh.

14 CHAIRMAN COFFMAN: And we're trying to get an
15 idea of how you're going to pay for it and what the
16 timeline of that is, because it doesn't sound like
17 it's going to happen in a very timely manner, that
18 your teachers --

19 MS. BOSCH: Right.

20 CHAIRMAN COFFMAN: -- would be prepared. And so
21 that's what we're trying to figure out.

22 MS. BOSCH: So professional development will
23 start in July. I mean, we can't -- I don't want to
24 start anything too soon in case we do have the max or
25 not the max. So the timeline starts in July, and

1 that's when the contracts start. The training, we
2 are going to send her -- because we already have a
3 certified and licensed special ed. and we'll send her
4 to the condensed version of NILD. Now the Feuerstein
5 method does not have to be during that time and that
6 can be via Zoom or I'll go to Israel and get it one-
7 on-one. But either way, those are just methods that
8 we're going to teach our teachers during Language
9 Arts and dyslexia training.

10 I mean, it's just -- classical conversation --
11 classical conversation -- classical education in
12 itself already does so many methods that special
13 needs teachers do that they don't need like years of
14 training to teach the curriculum. I guess I -- it's
15 so hard without me being able to like show you. The
16 teachers are exhausted but they have to use every
17 single sense all day long. And so that's why we
18 chose this, because you don't have to do extensive
19 training to teach these students with special needs
20 because you're already hitting all five senses. If
21 they're visual, auditory, kinetic, whatever they are,
22 they will be taught at the same time with the same
23 information as all the other students. It's just
24 hard to get other people to visualize what a
25 classroom looks like.

1 CHAIRMAN COFFMAN: I don't think it's that hard
2 to get us to visualize. But if you're hiring
3 teachers that are not trained, you're hiring
4 unlicensed teachers --

5 MS. BOSCH: Oh, we waived it. But right now, we
6 are hiring licensed teachers that are already --
7 we're waiving it in case we do not get the full --
8 but we already have a staff of licensed teachers. We
9 have to waive it in case we have to bring someone
10 else that is more qualified in teaching Latin or the
11 Language Arts. Does that make sense? I mean, we
12 cannot say that we're not going to have all fully
13 licensed teachers because it's so specialized. But
14 as of now, when we put out our initial feelers we
15 already have 10 resumes that are --

16 CHAIRMAN COFFMAN: Ms. Bosch --

17 MS. BOSCH: -- from the local area.

18 CHAIRMAN COFFMAN: -- this is -- this hearing is
19 to get an idea of what you are doing --

20 MS. BOSCH: We are doing that right now. But
21 what I'm saying is starting in July is our
22 professional training. That's when --

23 CHAIRMAN COFFMAN: I get that part.

24 MS. BOSCH: -- the charter is. And we requested
25 the licensure waiver because what if we go through

1 the application process and these teachers aren't
2 qualified and we have to pull someone that does not
3 have a license.

4 CHAIRMAN COFFMAN: That makes --

5 MS. BOSCH: And if they need --

6 CHAIRMAN COFFMAN: That made sense to us, until
7 you just came back and made a statement of "no, we're
8 hiring licensed teachers." That's why we're --

9 MS. BOSCH: No.

10 CHAIRMAN COFFMAN: -- we're all struggling.

11 MS. BOSCH: No. That's why the waiver is there,
12 in case one of these people who have applied are not
13 qualified. So we will send them to RISE training,
14 which is time consuming. And so they may not be
15 fully up on RISE, but they will all be AQT.

16 MR. ZELLNER: Can I ask something?

17 CHAIRMAN COFFMAN: Yes, please.

18 MR. ZELLNER: So it sounds like you're asking
19 for the teacher licensure waiver as, you know --

20 MS. BOSCH: It's as a back-up.

21 MR. ZELLNER: -- as a back-up. So the question
22 is when you made your budget, as far as training,
23 what assumption did you make with regard to the
24 teachers you're going to hire?

25 MS. BOSCH: For their professional development?

1 MR. ZELLNER: They're going to be licensed or
2 that they are not?

3 MS. BOSCH: No, that half of them most likely --
4 but that's in-house training. We are not sending our
5 first teachers anywhere. So that will be part of
6 their curriculum development the month before school
7 starts. That's just part of their pay. So are you
8 saying -- do you want me to -- you wanted us --
9 because the teachers that we have discussed with,
10 that there will be extensive training but we're not
11 sending them anywhere the first month-and-a-half
12 before school.

13 MR. ZELLNER: So I just think there was the --

14 MS. BOSCH: Confusion?

15 MR. ZELLNER: The impression I got was there was
16 some incongruence that was noticed between asking for
17 the waiver of licensure, but then when we talk about
18 budget talking about the teachers you have identified
19 right now are licensed. And so I think we're trying
20 to understand are we using consistent assumptions so
21 that when we look at the budget we can be as
22 confident as possible that the assumptions were in
23 alignment? I mean --

24 MS. BOSCH: No, I understand.

25 MR. ZELLNER: Correct me if I'm wrong.

1 MS. BOSCH: I understand. So when we created
2 the budget our initial -- our initial for the
3 licensure is that we would not get any qualified
4 teachers; they would all be AQT but they wouldn't be
5 licensed, until we put out our initial feelers and we
6 realized there were a lot of teachers that wanted to
7 be licensed. But we also discussed if there is
8 someone that will not fit the classical model and
9 alter their teaching style for the mission, we may
10 have to go out and reach teachers that are not
11 licensed. They then will be trained and sent to RISE
12 training or whatever the professional development.
13 But all teachers will already know how to teach by
14 the time school starts, like that's not something
15 we're going to -- we're not going to hire someone
16 just off the street that has never taught a class
17 before. We're only asking for the licensure waiver.

18 MS. SARACINI: May I --

19 CHAIRMAN COFFMAN: Please.

20 MS. SARACINI: I don't think it's the licensure
21 waiver; I think it's the discrepancy between the cost
22 of -- if you're bringing in teachers that aren't
23 certified who do not have experience, what does that
24 professional development look like. And maybe the
25 cost that you put in your budget may not be enough to

1 satisfy that need. I think that's the question.

2 MS. BOSCH: It's -- okay.

3 MS. SARACINI: It has really nothing to do with
4 the licensure. We understand that.

5 MS. BOSCH: Okay. Okay. So --

6 MS. SARACINI: It's just that we were --

7 MS. BOSCH: -- the timeline then -- yes,
8 timeline then, within the course of a year our
9 teachers will have to be all fully up on RISE. So we
10 can expect a teacher to be hired July 15th and be up
11 by August 15th. And so over the course of the year
12 they will get that, and that -- because we had to be
13 liberal with some things in our budget and not -- it
14 will be able to be moved around for that.

15 MS. SARACINI: Are you going to utilize APSRC
16 for that training for RISE?

17 MS. BOSCH: Yes. It will be --

18 MS. SARACINI: So that wouldn't be any cost to
19 you; correct?

20 MS. BOSCH: Right. Correct. And that's through
21 the website and we've already discussed that, and
22 same with the other training. Yes. But now NILD is
23 costly, so that will have to be done.

24 MR. BALDWIN: Madam Chair?

25 CHAIRMAN COFFMAN: You're recognized, Mr.

1 Baldwin.

2 MR. BALDWIN: Thank you.

3 One of the questions I've had, I guess, is the
4 -- is whether y'all have used APSRC as you've
5 developed your application. I'm trying to look at
6 the room there and I don't see them there, even
7 though they could be in the back row and I just don't
8 see them. Have they been involved in this with you,
9 or have you done this -- oh, okay, there -- yeah.
10 Okay.

11 CHAIRMAN COFFMAN: Mr. Walter.

12 MR. BALDWIN: So they have been involved?

13 MR. WALTER: Tripp Walter, Staff Attorney,
14 Arkansas Public School Resource Center.

15 I believe we had an initial meeting with Ms.
16 Bosch's group back in January, just as we do --
17 because apparently they reached out and had some
18 general questions about the process. We had that
19 discussion. But we have not been involved in the
20 application and do not support the application.

21 CHAIRMAN COFFMAN: And do you -- and do they
22 have a membership with -- isn't APSRC a membership
23 organization?

24 MR. WALTER: Yes.

25 CHAIRMAN COFFMAN: And they haven't paid a

1 membership or --

2 MR. WALTER: That is correct.

3 MS. BOSCH: Yeah. Huh-uh.

4 CHAIRMAN COFFMAN: Ms. Saracini.

5 MS. SARACINI: So to clarify then, if you're not
6 a member you would not receive those services.

7 MS. BOSCH: We will become a member. So we had,
8 on the initial formation of the charter, a special
9 needs teacher from Searcy and a counselor and media
10 specialist that actually helped draft everything.
11 And so from that -- once we get this approved, all of
12 that will come in. So we will join the ASP -- APRSC
13 [sic] and then all of the other organizations that we
14 have to.

15 CHAIRMAN COFFMAN: There were no -- there was no
16 budget for membership dues.

17 MS. BOSCH: I thought we had --

18 CHAIRMAN COFFMAN: It was in there at one time,
19 but it's been removed.

20 MS. BOSCH: Oh, it was, wasn't it, for the
21 second one. No, it will be paid. And we'll discuss
22 that and change the budget. But I think when she
23 came at the very last minute and said, "What is the
24 minimum," we were scrambling to make sure all the
25 teachers were paid and all of the initial things

1 would be covered. Yes. No, we will be part of that
2 organization. Our teachers will get the training.

3 CHAIRMAN COFFMAN: Mr. Walter.

4 MR. WALTER: Thank you. Tripp Walter, APSRC
5 again.

6 I just wanted to mention this in general. I
7 mean, that's an organizational decision that would
8 have to be made if and when the request is made.

9 CHAIRMAN COFFMAN: Okay. And, Mr. Walter,
10 before you walk away, I think originally -- was it
11 \$1,000 in dues that was in the -- one of the original
12 budgets?

13 MR. WALTER: (Nodding head up and down.)

14 CHAIRMAN COFFMAN: And membership is more or
15 less than that?

16 MR. WALTER: More.

17 CHAIRMAN COFFMAN: Thank you.

18 All right. Ms. James, we're ready to move on to
19 the next topic.

20 LIBRARY MEDIA

21 MS. JAMES: Whitney James, with the Department.

22 The next waiver on my list is Library Media;
23 that's waivers number 4 and 5. I didn't have any
24 issues with the citations. However, I would ask that
25 Ms. Bosch provide some additional rationale to the

1 Panel.

2 MS. BOSCH: And I think we already discussed how
3 we would do that in the slide show. We're requesting
4 a waiver for that until we can have the full -- at
5 least eight books per student and a larger amount of
6 population to employ the Library Media Specialist.
7 But we will have a computer lab with computers and
8 library books as we start purchasing and building up
9 our library system. We will also be covering the
10 standards that we have for the librarians, and one of
11 our teachers is already a fully licensed Media
12 Specialist -- that possibly will be employed by us.
13 And she's been in the guidance in sending us all of
14 the information on that.

15 CHAIRMAN COFFMAN: Okay. So a potential
16 candidate is licensed in Library Media?

17 MS. BOSCH: Uh-huh. And K through 8 -- or K
18 through 6. Yes.

19 CHAIRMAN COFFMAN: Okay. And -- but you're
20 requesting the waiver just in case that's not the
21 person you hire?

22 MS. BOSCH: No. We want her to be a teacher.
23 She wants to be a teacher. But to have input -- what
24 I had talked to Ms. James -- we are requesting a
25 waiver because we don't want to employ a fulltime

1 Library Media Specialist until we have a larger
2 population.

3 CHAIRMAN COFFMAN: Okay. That's --

4 MS. BOSCH: Yeah.

5 CHAIRMAN COFFMAN: So actually the request is
6 for a fulltime --

7 MS. BOSCH: Media Specialist.

8 CHAIRMAN COFFMAN: -- librarian --

9 MS. BOSCH: Media Specialist.

10 CHAIRMAN COFFMAN: -- not -- not the --

11 Is the licensure waiver included in that, Ms.
12 James?

13 MS. JAMES: I believe so. I believe they've
14 asked for -- I'm sorry. I believe they've asked for
15 all of the standard Library Media waivers. And that
16 may have been before they had a potential candidate
17 in mind. I'm not sure.

18 MS. BOSCH: But not to imply -- she wants to be
19 a teacher. That's why we requested the waiver for
20 that.

21 CHAIRMAN COFFMAN: Okay. Yeah. Yeah, talk to
22 us a little bit about the Library Media Services. So
23 how are you going to make selection of materials,
24 removal of materials?

25 MS. BOSCH: So we'll follow the guidance for

1 challenging materials, as listed in the Arkansas
2 code. But the initial books that we use will all be
3 part of a large cannon of about 5,000 books that are
4 recommended for classical schools and they will be
5 purchased annually. The first purchase will be the
6 books that our kids will be reading, and then we will
7 grow from there. And if you want that large list, I
8 can send you the link of that.

9 CHAIRMAN COFFMAN: So will there -- and then you
10 said there's a computer lab. So will there be
11 electronic access to books?

12 MS. BOSCH: Yes. And we'll use Destiny. Uh-
13 huh.

14 CHAIRMAN COFFMAN: You'll use what?

15 MS. BOSCH: Follow Destiny. So we will use that
16 program once we get our library media set up. But we
17 have already talked to Cabot Library and we will be
18 using services with them and they said that we could
19 rent books and go pick them up, if we needed to, for
20 hand-held books. And then if we need to purchase
21 online services for books -- which we have the link
22 to all of the free classics already, so there won't
23 be much of a cost for us to get our students books.

24 CHAIRMAN COFFMAN: Any other questions about
25 Library Media?

1 MR. ZELLNER: So I don't know what the cost
2 would be, but did you build in the cost for the Cabot
3 Library reading books to the school --

4 MS. BOSCH: No.

5 MR. ZELLNER: -- into the budget?

6 MS. BOSCH: No. It's free. All of our students
7 will have their own library cards and they will be
8 able to rent it on their name.

9 MR. ZELLNER: Okay.

10 MS. BOSCH: Yeah.

11 CHAIRMAN COFFMAN: Ms. James.

12 GIFTED AND TALENTED

13 MS. JAMES: The next waiver on the list is
14 Gifted and Talented. I don't have any issues with
15 the citations. However, we might need a little bit
16 additional rationale on that one.

17 MS. BOSCH: Do you have specific questions?

18 CHAIRMAN COFFMAN: So you're requesting to waive
19 the GT program. And is it in your notes that you
20 would have a curriculum that accelerated students?
21 Kind of talk to us a little bit about that.

22 MS. BOSCH: So I tried to -- I mean, I went
23 through the curriculum. I have already used a couple
24 of years of it with my children. But, so the way
25 that the curriculum is set up -- and you know that

1 you have accelerated students -- like my son is
2 accelerated in math. He goes through all of his
3 work; he's got 100%, and the teacher sees that he has
4 already caught on because we do verbal testing
5 weekly. There's a lot of interaction -- you know,
6 your multiplication tables. So he's accelerated, so
7 she would introduce the next level, because all of
8 our teachers will have the entire K-12 curriculum.
9 So not only do they know where our students started,
10 they know the end result and the different AP classes
11 that they could take or possibly -- you know, like we
12 might have incorporated for our special needs Algebra
13 I-A, Algebra II-B, whatever. They know how to
14 accelerate them with the curriculum. And Hillsdale
15 has it written in already for accelerated students
16 they do this -- they would read a different book.
17 And so it's already built into the core information;
18 they would just either move on in that study --
19 instead of just writing a one paragraph, you know,
20 they would -- it tells them exactly what to do with
21 their accelerated students. We just won't pull them
22 out and give them something different; they'll use
23 the curriculum they have.

24 CHAIRMAN COFFMAN: Is the curriculum an online
25 curriculum? Are students accessing their learning

1 online?

2 MS. BOSCH: No, not at all. But we will provide
3 that. So we will give them access if we have, let's
4 say, a Covid shutdown or something like that, yes.
5 But Hillsdale is not online; it's all books. They
6 will take their books home with them all the time.
7 It's all tangible.

8 CHAIRMAN COFFMAN: And the teacher resources are
9 online or you're purchasing those?

10 MS. BOSCH: No. We already have them.

11 CHAIRMAN COFFMAN: For K-8?

12 MS. BOSCH: K through 12. We have -- no, we
13 have the teachers' manuals. The books themselves
14 will be purchased and that is in our budget.

15 CHAIRMAN COFFMAN: Are the teachers' manuals
16 online?

17 MS. BOSCH: No.

18 CHAIRMAN COFFMAN: They're books?

19 MS. BOSCH: They're books. They're actual
20 books.

21 CHAIRMAN COFFMAN: And you've already purchased
22 -- you already have those?

23 MS. BOSCH: We already have the licensure. So
24 they give us the teachers' manuals for the overview
25 for K-12 and all of the books that are used. And

1 then we'll purchase the individual subject books, if
2 that makes sense. It's quite -- like the most ease
3 I've ever seen of any curriculum, if that makes
4 sense. So each teacher will actually have the entire
5 K-12 guidance that they know where the students were
6 and what they'll be learning the next year. So they
7 always know how to adjust.

8 CHAIRMAN COFFMAN: And then the -- I think the
9 wording of "verbal testing" was interesting.

10 MS. BOSCH: Uh-huh.

11 CHAIRMAN COFFMAN: So I'm assuming that you're
12 doing some formative assessment, but it's all verbal?

13 MS. BOSCH: The majority of weekly assessments
14 are all verbal, especially for little kids --
15 especially for little kids. They just -- they're not
16 taught how to test, and so a lot of it is -- like our
17 lesson is the letter A, what are the three sounds of
18 the letter A; they'll be doing that verbally and the
19 teacher just makes notes. And so we will still be
20 doing annual testing that's required by the state and
21 quarterly and semester training -- testing, I'm
22 sorry. But for the teachers to identify the students
23 that are not grasping the information, verbal testing
24 is the way to do that.

25 MS. NEWTON: I have a question about the verbal

1 testing, Madam Chair.

2 CHAIRMAN COFFMAN: Yes, Ms. Newton.

3 MS. NEWTON: Assuming that some children or some
4 families might decide to transition their children
5 back into the Cabot Public School District, how will
6 that translate into the curriculum? So does that
7 help them or hurt in terms of the way public schools
8 are traditionally teaching students?

9 MS. BOSCH: Well, it actually helps because we
10 would already know that they're not falling behind.
11 But when they do their annual testing they will be
12 doing it on a computer, so they'll know how to take
13 those tests.

14 CHAIRMAN COFFMAN: Ms. Newton, they're still
15 required to take all state summative assessments.

16 MS. NEWTON: That's what I thought; that's the
17 reason I was thinking it might be a detriment to some
18 students, because that's what is required at the end
19 of the year. And public school settings it may be
20 done certainly throughout the year. So that's why I
21 was wondering if it would help or hinder or -- I
22 could see where a combination would be good, but
23 exclusively I could see that it would be a problem
24 for some young people that -- I don't know if
25 children write anymore. I don't know if they

1 actually get a pen and pencil and write answers to
2 questions or whatever. So, you know, being able to
3 transition, I think it's a responsibility of one
4 school to another to make sure that students can
5 transition their learning from one school to the
6 other without it just destructing completely. That
7 is my concern.

8 MS. BOSCH: So we're not just verbal testing,
9 but that's our weekly testing. And so when we do our
10 assessments they will be done on computers; they will
11 not sit on computers all day long like they currently
12 are. But they will be trained in computers just to
13 make sure that they can do by 2nd grade their
14 testing.

15 MS. NEWTON: I have to be very honest at this
16 point, Madam Chair, and to you Mrs. Bosch. This
17 application seems to be not complete in terms of
18 being able to answer -- I don't know how the
19 Department feels, the staff from the Department
20 feels. But there seems to be clarifications made as
21 we're going through the process; so "we're not," "no,
22 we're not, but we will." So that's my concern about
23 presenting the application to the Charter Advisory
24 Panel that it's anything but complete in terms of
25 this is definitely what we'll be able to do. And so

1 it borders on the side of whether or not it's legal
2 or whether it's not according to statute or whether
3 it's not, you know, just the best practice. And so
4 those type of things are really -- because I hear the
5 shifting; I see the shifting; I hear the shifting
6 between "no, but we're going to," "no, but we, you
7 know, hadn't thought about that, but we will." So
8 that's my -- usually at this stage applicants for
9 charters come with "we will do this;" and even with
10 the waivers to say -- yeah, we had a question about
11 the waiver, but that's one of the things I had noted
12 in the waivers. And so not counting the clear
13 answers -- and I may be the only one. But I'm
14 really, really just a little -- you know, the
15 ambiguity of it all. You know, and it might not be
16 that for somebody else, but for me it's not as clear
17 as I'm comfortable with. So, you know, frankly, I
18 don't know how I'll go forward with my, you know, my
19 decision or whatever. Because it just seems so many
20 questions --

21 MS. BOSCH: And it --

22 MS. NEWTON: -- on that part and --

23 MS. BOSCH: And I struggled making the slideshow
24 to try to answer those, because, you know, we looked
25 at the curriculum and it really is based on the

1 teacher. So we have set standards for our teachers
2 and they will be doing verbal testing or they'll be
3 doing, you know, the testing by semester and annual
4 testing, what is required. But when I try to explain
5 -- like it's just probably -- I mean, I was blown
6 away the first time I was introduced to classical
7 education; and yet, when I gave my children
8 standardized testing in 4th grade my daughter was PHS
9 and I didn't even know what that meant, and it was
10 post high school, because she aced it. But yet, all
11 I did was a strong language arts program with the
12 math, and then I read everything else -- and that's
13 how classical is. And so when we try to describe how
14 the day is going to look or what is this group's
15 style of learning or will the teachers be trained,
16 it's so involved with this open communication and
17 community style that it's hard to say like my
18 teachers will do this because it's -- like a
19 kindergarten teacher is completely different from a
20 6th grade teacher, but it still looks very different
21 from a traditional classroom. Yeah.

22 MS. NEWTON: With this disclaimer -- the
23 disclaimer that I issued earlier when I spoke, I
24 think this Panel -- and by the looks of the Panel,
25 the makeup of the Panel, we do a lot of different

1 things; you know, Mr. Baldwin is a CPA, I'm into the
2 social work aspect of summer education. But I think
3 it's the responsibility -- the applicant's
4 responsibility to make sure everyone understands.
5 And, you know, the issues of -- I've written a couple
6 of them down that I'm still concerned about, the
7 segregation of duties, chain of command, the comments
8 Ms. Green made about the issues around special ed.
9 and what the regulations are met, and food service --
10 you know, just a variety -- financial -- I can't even
11 read my own notes. But those financial issues and
12 those academic issues, I look to this meeting to be
13 the place where all of it is laid out here, very
14 clear on how it's going to be. Or if it's not clear,
15 then, you know, then we'll respond to how we feel.
16 But I'm not convinced -- I'm not persuaded that all
17 of this answers my questions. And that may be
18 totally different from the other panel members, but
19 I'm more confused now. I made a lot of notes going
20 into this and they -- most of them have been
21 addressed. But I'm not clear anyway, and it may be
22 just me having a problem understanding. But I'm not
23 clear how this charter will operate as it relates to
24 finances, as it relates to education, as it relates
25 to special education, as it relates to IEPs and

1 following IEPS, and the whole gamut. So that's my
2 angst at this point, so I just wanted to let you
3 know. And it may not be -- maybe -- like I say, I'm
4 not an educator, so it may be just my problem. But
5 this is the first time I've been this -- I'm not
6 going to say confused, but something else -- I'm not
7 -- you know, I just don't understand. I can't follow
8 -- I can't follow the continuum and that's the word;
9 I can't follow the continuum.

10 MS. BOSCH: No. I totally understand. And as
11 we presented, having a completely inclusive classroom
12 and not have contained classrooms, that was
13 completely branched out of our own local school not
14 following ESSA and violating the law in IDEA.

15 MS. NEWTON: Oh, no.

16 MS. BOSCH: You know, and so it's hard --

17 MS. NEWTON: At this point, so I am not -- I'm
18 not -- I'm not going to say I'm not concerned about
19 whether Cabot is doing what they're supposed to do.
20 But if we have the responsibility of approving a
21 charter application, we have to look at what you're
22 presenting now, not as it compares to someone else.
23 And then, I don't see the continuum of, you know,
24 going from one phase -- going from, you know, how
25 many students you're going to have, where they're

1 going to be, how they're going to be transported, how
2 they're going to be fed, how are they going to be
3 developing IEPs, how the class size is going to look.
4 So I think the -- even though there may be some
5 deficits or some questions still remaining about some
6 things, the continuum to me is jagged and not
7 connected.

8 MS. BOSCH: Well, even those --

9 MS. NEWTON: The puzzle --

10 MS. BOSCH: Yes.

11 MS. NEWTON: The puzzle pieces -- there's some
12 puzzle pieces missing, and it may be the face, it may
13 be the brain of the person that's on there, it may be
14 a curriculum. But key to me -- and I don't know if
15 you agree or not, I don't know whether the Department
16 staff agrees; but to me as a panel member, I'm
17 confused about what fits together and what doesn't
18 and at the end of the conversation actually whether
19 or not the questions have been answered. And like I
20 say, it may be me. But I'm just -- that's my
21 concern.

22 MS. BOSCH: No, and I totally understand it.
23 Thank you.

24 CHAIRMAN COFFMAN: Mr. Baldwin.

25 MR. BALDWIN: Yes. I want to follow-up on Ms.

1 Newton's comment. And, you know, on the things I've
2 always valued about the Charter Panel is I see us as
3 those that are trying to be helpful. You all put a
4 lot of work into this. It's clear that you have a
5 heart for the children and that you're trying to do
6 something unique and different, and that's always --
7 you know, when you're doing something unique and
8 different, there's always more questions than when
9 it's something that we're -- you know, that we're
10 used to seeing. You know, when I read the
11 application I liked the focus on literacy and math; I
12 thought that was good. And so I think there are -- I
13 think you all have made a strong effort. But I think
14 I do agree with Ms. Newton that I am -- and I'll just
15 say I am confused on exactly what we would vote on
16 right now. There are -- I think there's some more
17 work to do with the application.

18 And one of the things that I was thinking
19 throughout this whole meeting was the value of APSRC
20 in helping you walk through the application and maybe
21 fill in some of these blanks that we have, and then
22 -- and that might be an option to go back with them
23 and do a little bit more work and come back to us.
24 This is just my first thought. That might be helpful
25 as you proceed. I don't know if you want to do that

1 or not, but they are very experienced at this and
2 they can help applicants, you know, present a
3 completed product, I think.

4 CHAIRMAN COFFMAN: Thank you, Mr. Baldwin.

5 Mr. Davis? Let's see if he's still on.

6 MR. DAVIS: I am here. I am here. Yes, I would
7 agree. I've been very quiet this meeting. As some
8 of you know, I'm kind of in transit. And I do want
9 to say that I agree wholeheartedly with my colleagues
10 on the Panel. One, I appreciate, as Mr. Baldwin just
11 talked about, the sincere interest and attempt to
12 getting students what they need. I know that is not
13 an easy task and, you know, the requirements of the
14 Charter Panel and ADE are quite a lift -- but, of
15 course, it's a necessary lift. It is one that is
16 focused on getting the best for all students in the
17 state of Arkansas. And, therefore, it is important
18 that we have a certain amount of clarity in regards
19 to the application and the procedures for all
20 students. And so I would agree with my colleagues --
21 Mr. Baldwin and Ms. Newton -- in regards to this
22 application. There has clearly been a tremendous
23 amount of time, but there are still a couple of
24 missing components to the application process that I
25 think would be very important to get answers to and

1 get some clarity on. And I'll stop there. Thank
2 you, Madam Chair.

3 MS. BOSCH: I thank you for that.

4 CHAIRMAN COFFMAN: Mr. Zellner.

5 MR. ZELLNER: So I'll just say I can agree with
6 Ms. Newton, you know, her verbalization that it
7 seemed like there was a lack of a continuum. The way
8 I felt when I read the application and as we've gone
9 through this is -- and I could be wrong, but this
10 feels like a lot of work was put in it -- into it,
11 but it was rushed. So, yeah, there's a lot of
12 connecting-the-dots that still haven't happened. And
13 just quite frankly, I'll go back -- I would need more
14 from a budgeting standpoint before I can become
15 comfortable with this.

16 CHAIRMAN COFFMAN: Ms. Wright-McMurray.

17 DR. WRIGHT-McMURRAY: So to reflect back on some
18 comments that Mr. Baldwin made, that part of our role
19 definitely is to, you know, determine the best
20 applications to move forward to the Board for them to
21 be able to review. But also we -- because of the
22 knowledge that we have, we can share that and provide
23 opportunities for you to have a better understanding
24 of how to implement the models. And so hopefully the
25 conversations today will help with that process going

1 forward. And like Ms. Newton, I did have a list of
2 questions; quite a few of them have been answered,
3 but there's still some that are still out there, one
4 being looking at you offering on a graduated model
5 the 38 required courses. And I may have missed it; I
6 didn't see where career education was included --

7 MS. BOSCH: Yes, ma'am.

8 DR. WRIGHT-McMURRAY: -- in that. And so, to
9 me, that's a bit of a challenge, especially when
10 we're looking at you're utilizing the college prep
11 model and part of preparing students to go to the
12 next level is helping them to understand those career
13 pathways that can help them go to the next level.
14 And that's one of the reasons why career education is
15 a part of that process.

16 And so whatever is decided here today and
17 whatever path you decide to go forward, I would
18 strongly encourage you to reach out to respective
19 departments that are within ADE, on the Division of
20 Elementary and Secondary Education side and the
21 Career Technical Education side. So if you do have
22 an opportunity to come back, we'll look at how you
23 restructured -- you utilized those resources to help
24 you to better understand what is needed to be
25 implemented in, so then that could help you to have a

1 lot of your questions already resolved before you
2 come back for further conversation.

3 MS. BOSCH: So, and that's why they want to
4 include it in the application, like the career -- we
5 asked a waiver for that. Because the way that
6 liberal arts -- what liberal arts is, you don't have
7 the career focused because they get a sampling of all
8 of that. And that's a very huge issue in classical
9 education.

10 DR. WRIGHT-McMURRAY: And I do understand that.

11 MS. BOSCH: Yeah.

12 DR. WRIGHT-McMURRAY: But that -- unless I'm
13 misunderstanding, what you indicated is that your
14 goal is to offer the required 38.

15 MS. BOSCH: Well, the 38 do not include for
16 engineering, for like the career that is listed.
17 That's a whole 'nother four extra classes. So the 38
18 is required with the AP courses, but there was a
19 whole 'nother class -- like you have to take three
20 classes in conjunction to be career focused.
21 Correct?

22 CHAIRMAN COFFMAN: You have to offer Career and
23 Technical Education. It's a requirement of public
24 schools.

25 MS. BOSCH: Right. So the 38 are part of that,

1 but we would not be like -- okay, so like Cabot,
2 they're huge innovation -- the school of innovation,
3 they're like, "You want to be a nurse, this is the
4 pathway that you have to take once you start your
5 first" -- we are offering, as a liberal arts
6 education, the broad band where it's not you have to
7 say you're taking this career focus.

8 DR. WRIGHT-McMURRAY: So, again, I understand
9 that. But when you state that you're going to offer
10 the required 38 --

11 MS. BOSCH: The 38, uh-huh.

12 DR. WRIGHT-McMURRAY: -- a part of the required
13 38 is Career Education. And you don't have to offer
14 all programs of study.

15 MS. BOSCH: Right. Right.

16 DR. WRIGHT-McMURRAY: You select --

17 MS. BOSCH: Right. So they're offered. But we
18 don't highlight certain career paths, because they're
19 all going to take the set course. Yes.

20 CHAIRMAN COFFMAN: Ms. Saracini.

21 MS. SARACINI: I just want to say that I agree
22 with all of my board members. This -- there are
23 questions, there are concerns, but I think that after
24 today you can come back with a more in-depth
25 explanation in the future and -- because there are

1 some gaps that -- I take my position on this board
2 serious, because it is -- we're educating children
3 and that's why we're here. And so I just want to say
4 that even though I can tell you've took time, effort
5 and you're very passionate about this classical
6 curriculum, and I understand that, I still -- there's
7 just some questions. So, thank you for presenting
8 today.

9 CHAIRMAN COFFMAN: Panel Members, I'll accept a
10 motion.

11 MS. NEWTON: Madam Chair --

12 MR. BALDWIN: I would move --

13 MS. NEWTON: Go ahead, Phil. I'm sorry.

14 MR. BALDWIN: Thank you, Toyce.

15 I would move that we table the application and
16 turn it back over to the Omni Classical Prep of Cabot
17 group to do some more work. And I would encourage
18 you all to do that work and to get -- I guess this is
19 -- I guess this is more than a motion. But I would
20 encourage y'all to do that work and to return to us
21 with a revised application.

22 MS. NEWTON: I second that motion.

23 CHAIRMAN COFFMAN: Okay. There has been a
24 motion by Mr. Baldwin to table.

25 Okay. Ms. James.

1 MS. JAMES: So the Panel has three options as
2 far as voting: approve or deny, which is the
3 decision; take the matter under advisement until a
4 future scheduled meeting, which that is essentially
5 what tabling this would be -- if there were one
6 little thing we were waiting on, that's an example of
7 when the Panel might want to table; but the third
8 option is defer the vote to approve or disapprove a
9 charter application renewal or request in order to
10 allow the public charter school applicant to make
11 modifications or receive technical assistance to
12 correct deficiencies in the application renewal or
13 request. And I think that's what the motion would
14 be, but I would advise the Panel when -- on that just
15 to consider how much work is going to be involved in
16 this and kind of the timeline.

17 MR. BALDWIN: It sounds to me like my tabling
18 would be your option 3. Do you -- would you agree
19 that probably is what we're looking at here?

20 MS. JAMES: Are you saying that you would like
21 to amend your motion to defer the vote until the
22 applicant has some additional time to work on the
23 application?

24 MR. BALDWIN: I think that's what I'm saying --

25 MS. JAMES: Okay.

1 MR. BALDWIN: -- if that makes sense. Yes.

2 MS. JAMES: Okay.

3 MR. DAVIS: Point of clarification.

4 CHAIRMAN COFFMAN: Mr. Davis.

5 MR. DAVIS: If we were to deny the application,
6 does that prevent someone from coming back again with
7 the application after it has been amended? Or, help
8 me understand the difference between what I think --
9 what Mr. Baldwin would like to do and a full denial.

10 MS. JAMES: If the Panel votes to deny the
11 application, then the applicant could come back at a
12 later time, but at this point it would have to be
13 next cycle. So I think you would need to consider
14 how much work and how much additional is going to be
15 needed. But I believe we have a motion on the table
16 --

17 CHAIRMAN COFFMAN: Right.

18 MS. JAMES: -- right now.

19 CHAIRMAN COFFMAN: Okay. We have a motion from
20 Mr. Baldwin and a second by Ms. Newton to table the
21 action on Omni Classical Prep of Cabot.

22 All those --

23 MS. NEWTON: Madam Chair, could I withdraw my
24 second?

25 CHAIRMAN COFFMAN: Yes, ma'am. Can she withdraw

1 her second, Attorney?

2 MS. JAMES: Yes.

3 CHAIRMAN COFFMAN: All right. I have a motion
4 by Mr. Baldwin to table the action on Omni Classical
5 Prep.

6 Is there a second?

7 MR. ZELLNER: I'll second.

8 CHAIRMAN COFFMAN: I have a motion by Mr.
9 Baldwin and a second by Mr. Zellner to table the
10 action on Omni Classical Prep of Cabot.

11 All those in favor?

12 MR. ZELLNER: Aye.

13 MR. BALDWIN: Aye.

14 Okay. I have two.

15 Those opposed?

16 MS. NEWTON: Aye.

17 MR. DAVIS: Aye.

18 DR. WRIGHT-McMURRAY: Aye.

19 CHAIRMAN COFFMAN: Ms. Saracini?

20 MS. SARACINI: Aye.

21 CHAIRMAN COFFMAN: Motion fails.

22 MR. DAVIS: Madam Chair, I'd like to make a
23 motion.

24 CHAIRMAN COFFMAN: Mr. Davis.

25 MR. DAVIS: I'd like to make a motion that we

1 deny the application and require the presenter to
2 come back next cycle once all work has been
3 completed.

4 CHAIRMAN COFFMAN: Well, we can't require them
5 to come back.

6 MR. DAVIS: Okay. Well, I'd like to make a
7 motion that we deny the application.

8 CHAIRMAN COFFMAN: Okay. A motion by Mr. Davis.
9 A second?

10 MS. SARACINI: Second.

11 CHAIRMAN COFFMAN: By Ms. Saracini to deny the
12 application.

13 All those in favor?

14 DR. WRIGHT-McMURRAY: Aye.

15 MS. NEWTON: Aye.

16 MR. DAVIS: Aye.

17 MS. SARACINI: Aye.

18 CHAIRMAN COFFMAN: Opposed?

19 MR. ZELLNER: Aye.

20 MR. BALDWIN: Aye.

21 CHAIRMAN COFFMAN: Okay. Two opposed.

22 And, Mr. Davis, were you on the approved -- you
23 were on the denial?

24 MR. DAVIS: That's correct.

25 CHAIRMAN COFFMAN: Okay. So Mr. Davis,

1 Saracini, Wright-McMurray -- make sure I got my list
2 right -- and Ms. Newton voted for the motion to deny.
3 And Mr. Zellner and Mr. Baldwin voted in opposition.

4 Motion passes. So Omni Classical Prep of Cabot
5 has been denied, the application.

6 And panel members will need to write into their
7 voting sheets and we'll go around and give reasons
8 for that.

9 Ms. Bosch, I want to thank you for your
10 presentation. And just know that we need quality
11 schools --

12 MS. BOSCH: Yes.

13 CHAIRMAN COFFMAN: -- and you've got a lot of
14 great qualities that you've identified. But I think,
15 as Mr. Zellner said, the connections are not all
16 hooked together. And so it gives you time and gives
17 you feedback on the plan to see how you might want to
18 move forward.

19 MS. BOSCH: And so the cycles are still annual;
20 right?

21 CHAIRMAN COFFMAN: Yes, ma'am.

22 MS. BOSCH: Okay. And so the same timing for
23 next year?

24 CHAIRMAN COFFMAN: Yes.

25 MS. BOSCH: Okay.

1 CHAIRMAN COFFMAN: But you could start now --

2 MS. BOSCH: Right.

3 CHAIRMAN COFFMAN: -- getting all of your stuff
4 put together.

5 MS. BOSCH: Right. Thank you so much for your
6 input.

7 CHAIRMAN COFFMAN: Thank you.

8 Panel Members, when you're ready.

9 MS. NEWTON: I'm ready. I have a problem
10 accessing my voting sheet. I'll do that later in the
11 course -- but I voted in favor of the motion because
12 I think there are many questions that impact
13 education and fiscal matters that don't -- that were
14 not answered, and the continuity of the application
15 is the reason -- the lack of continuity of the
16 application is the reason I'm voting for the
17 amendment -- for the motion. Sorry.

18 CHAIRMAN COFFMAN: Thank you, Ms. Newton.

19 Mr. Davis.

20 MR. DAVIS: Yes. I am going to vote for the
21 motion and based on the lack of clarity regarding
22 administrative roles, fiscal guardrails, and
23 responsibility, and concerns regarding special ed.
24 student services.

25 CHAIRMAN COFFMAN: Thank you, sir.

1 Mr. Baldwin.

2 MR. BALDWIN: Yes. So I'm saying that I voted
3 to table the application because I consider this an
4 appropriate incremental action in developing a
5 complete application. I voted against the motion
6 since I did not see that as an incremental action.
7 But I do agree that the application needs more
8 clarity.

9 CHAIRMAN COFFMAN: Thank you, sir.

10 Mr. Zellner.

11 MR. ZELLNER: I did not support the denial, as I
12 felt the amount of work already done on the
13 application was significant and warranted allowance
14 of the applicant to cure the issues prior to the next
15 cycle.

16 CHAIRMAN COFFMAN: Ms. Saracini.

17 MS. SARACINI: I support the denial based on the
18 fact that they need to bring back a more detailed
19 plan to fully address all concerns.

20 CHAIRMAN COFFMAN: Ms. Wright-McMurray.

21 DR. WRIGHT-McMURRAY: Although I agree with the
22 need to insure students with special needs have
23 access to high quality and equitable education, the
24 application submitted on behalf of Omni school needs
25 substantial work to provide clarification of

1 financial, administrative and educational structure.
2 I encourage the applicants to follow-up with ADE and
3 APSRC to have additional assistance.

4 CHAIRMAN COFFMAN: Thank you.

5 ADJOURNMENT

6 CHAIRMAN COFFMAN: All right. Panel Members,
7 that's the end of our agenda. May I have a motion to
8 adjourn?

9 MS. SARACINI: Motion to adjourn.

10 DR. WRIGHT-McMURRAY: Second.

11 CHAIRMAN COFFMAN: I have a motion and a second
12 to adjourn.

13 All those in favor?

14 (UNANIMOUS CHORUS OF AYES)

15 CHAIRMAN COFFMAN: Thank you, everyone. Have a
16 wonderful day.

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18
19 (The meeting was concluded at 11:52 a.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, Charter Authorizing Panel, in Little Rock, Arkansas, on August 16, 2022; that the said proceedings was reduced to typewritten form by me or under my direction and supervision; and that the foregoing pages constitute a true and correct transcription of all proceedings had in said matter.

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

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

WITNESS, MY HAND AND SEAL, THIS DATE: August 26, 2022.

SHARON K. HILL, CCR
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