

In The Matter Of:
CHARTER AUTHORIZING PANEL

September 19, 2023

Sharon Hill Court Reporting
501-680-0888

Original File CAP ascii.prn

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ARKANSAS DIVISION OF
ELEMENTARY AND SECONDARY EDUCATION

CHARTER AUTHORIZING PANEL

September 19, 2023
9:00 a.m.

A P P E A R A N C E S

PANEL MEMBERS:

DR. MATTHEW SUTHERLIN, CHAIR	- ADE Coordinator of Standards Systems Support
MS. KARLI SARACINI	ADE Asst. Commissioner - Educator Effectiveness & Licensure
DR. SONJA WRIGHT-McMURRAY	Division of CTE Associate Director
DR. TINA MOORE	Director, Workforce Development
MR. KIM DAVIS	Sr. Advisor/Walton Family Foundation

ADE LEGAL COUNSEL:

MR. STEPHEN REYNOLDS
MS. KALEE HAYWOOD
MR. ANDRES RHODES

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 SUTHERLIN: So, good morning. The
3 September 19, 2023, meeting of the Charter
4 Authorizing Panel is called to order. I'd like to
5 welcome everyone to the Department of Education, and
6 ask that you please silence all your electronic
7 devices. The goal is to facilitate a fair and
8 responsible hearing; so, therefore, I ask that each
9 person speaking please state your name and title for
10 the record. I ask that you continue to speak clearly
11 into the microphone throughout your presentation for
12 the benefit of the Panel, this 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 All right. Good morning. Good morning to our
17 Panel. And I believe Mr. Davis is online.

18 CONSENT AGENDA

19 CHAIRMAN SUTHERLIN: We have a consent agenda
20 before us today. If there are no questions, then
21 I'll accept a motion to pass the consent agenda.

22 DR. WRIGHT-McMURRAY: So moved.

23 MS. SARACINI: Second.

24 CHAIRMAN SUTHERLIN: It's been moved and
25 seconded. All those in favor?

1 DR. WRIGHT-McMURRAY: Aye.

2 MS. SARACINI: Aye.

3 CHAIRMAN SUTHERLIN: Mr. Davis, I'm not sure if
4 we can hear you.

5 Oh, here we go. So we'll try that one more
6 time.

7 All those in favor?

8 DR. WRIGHT-McMURRAY: Aye.

9 MS. SARACINI: Aye.

10 CHAIRMAN SUTHERLIN: Any opposed? Any
11 abstentions?

12 Did anybody see Mr. Davis's vote? I don't think
13 we could hear him.

14 Can you hear us, Mr. Davis? We're not able to
15 hear you just yet.

16 I know he's saying something.

17 MS. SARACINI: I know. He was saying something.

18 CHAIRMAN SUTHERLIN: Could we -- if we could put
19 him back up on the screen, what I can do is ask him
20 to give me a thumbs-up, if that's a --

21 Mr. Davis --

22 (COURT REPORTER'S NOTE: Mr. Davis gave a
23 thumbs-up.)

24 CHAIRMAN SUTHERLIN: Ah, there we go. There we
25 go. All right. Thank you very much. The motion

1 passes.

2 HEARING PROCEDURES

3 CHAIRMAN SUTHERLIN: All right. So, Ms.
4 Haywood, if you'd like to come forward.

5 MS. HAYWOOD: Good morning. My name is Kalee
6 Haywood and I am a representative from Legal Services
7 with DESE. And today I'm just going to review our
8 general operating procedures for the action agenda.

9 As I'm sure you all already know, the applicant
10 charter school will get 20 minutes to present their
11 side. And if there are any opposing sides, they will
12 get 20 minutes to present their opposition. And then
13 if there is any opposition, the applicant charter
14 will then get five minutes to respond to that
15 opposition.

16 And so I think if you want to just swear in
17 anyone who plans to present today, then we are good
18 to begin.

19 1) CONSIDERATION OF RESPONSIVE ED ARKANSAS PREMIER HIGH SCHOOL
20 NORTH LITTLE ROCK AND PREMIER HIGH SCHOOL SPRINGDALE PUBLIC
21 CHARTER SCHOOL

22 MS. HAYWOOD: And first on our action agenda
23 today we have the consideration of Responsive Ed
24 Arkansas Premier High School North Little Rock and
25 Premier High School Springdale Charter Schools. They

1 are specifically requesting to waive Arkansas code
2 annotated 6-17-2403(f)(2)(A)(i), concerning utilizing
3 an amount of state funds equal to 80% or more of the
4 amount allocated for school-level personnel salaries,
5 in order to qualify for additional teacher
6 compensation funds under the LEARNS Act.

7 And so that is what's first on our agenda, if
8 you want to get everyone sworn in, Chair.

9 CHAIRMAN SUTHERLIN: Thank you very much.

10 MS. HAYWOOD: Thank you.

11 CHAIRMAN SUTHERLIN: All those who are planning
12 on speaking on behalf of the charter, if you'd please
13 stand and raise your right hand. All right. Do you
14 swear that the testimony you're about to give is the
15 truth, the whole truth, and nothing but the truth?

16 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

17 CHAIRMAN SUTHERLIN: All right. Thank you very
18 much.

19 MR. FELTON: Good morning. My name is Dennis
20 Felton, Junior. I serve as the State Director of
21 Premier High Schools of Arkansas.

22 So this presentation that I have up is actually
23 for the next agenda item. And so if it's okay with
24 the Panel, I just wanted to kind of talk through I
25 guess our rationale. If you remember, House Bill 17-

1 [reverb] -- House Bill 1795, which required schools
2 to spend 80% of -- allocate 80% to schools of our
3 personnel salaries. And in that legislation, it also
4 gives the charter the ability to be able to waive it,
5 if it would negatively impact the students' safety,
6 the fiscal stability, or education programs offered
7 by the school. And so if you've had a chance to look
8 in your packet, we submitted a couple of scenarios
9 within our budget. And one showed you what does it
10 look like with the LEARNS funding, and then what the
11 scenario looks like without the LEARNS funding. And
12 so we think that's evident that it would impact our
13 fiscal stability, as well as the offer of education
14 programs that we're trying to do at Premier High
15 School.

16 Other than that, I'll entertain any questions or

17 --

18 CHAIRMAN SUTHERLIN: Any questions, Dr. Wright-
19 McMurray?

20 DR. WRIGHT-McMURRAY: (Shaking head from side to
21 side.)

22 CHAIRMAN SUTHERLIN: Ms. Saracini?

23 MS. SARACINI: No.

24 CHAIRMAN SUTHERLIN: Mr. Davis? Mr. Kim Davis?

25 MS. SARACINI: It looks like he's muted.

1 CHAIRMAN SUTHERLIN: Oh, we think you're muted
2 on your end.

3 So he can't hear us either? Maybe put it in
4 chat.

5 DR. WRIGHT-McMURRAY: He just said he can't hear
6 the sound.

7 CHAIRMAN SUTHERLIN: Oh, can't hear the Panel.

8 DR. WRIGHT-McMURRAY: Or moves in and out,
9 that's what the comments were.

10 CHAIRMAN SUTHERLIN: Yeah. It's stating they're
11 getting audio in and out on the Zoom.

12 DR. WRIGHT-McMURRAY: They're not saying
13 anything, but --

14 CHAIRMAN SUTHERLIN: Yeah.

15 MS. MUNDELL: Try it now.

16 CHAIRMAN SUTHERLIN: Mr. Davis, can you say
17 something?

18 DR. WRIGHT-McMURRAY: He says that they're -- he
19 can't hear us.

20 CHAIRMAN SUTHERLIN: Mr. Davis says he can't
21 hear us. Test, test. Testing. Test, test.
22 Testing, one, two, three. Testing, one, two, three.

23 MR. DAVIS: Can you all hear me?

24 CHAIRMAN SUTHERLIN: Yes. Yes.

25 MR. DAVIS: Okay. I can hear you now.

1 CHAIRMAN SUTHERLIN: Great.

2 MR. DAVIS: Are you saying anything right now?

3 DR. WRIGHT-McMURRAY: No, we're not.

4 MR. DAVIS: Okay. Okay. It's going in and out.

5 It's a bit muddled, but it appears to be better.

6 CHAIRMAN SUTHERLIN: So did you have any
7 questions for Mr. Felton?

8 MR. DAVIS: I do not.

9 CHAIRMAN SUTHERLIN: Okay. Thank you very much.
10 If there are no other questions, I'll entertain
11 a motion.

12 DR. WRIGHT-McMURRAY: I move approval of the
13 amendment request.

14 MS. SARACINI: I second.

15 CHAIRMAN SUTHERLIN: So it's been moved and
16 seconded. All those in favor?

17 (UNANIMOUS CHORUS OF AYES)

18 CHAIRMAN SUTHERLIN: All right. Motion passes.

19 2) CONSIDERATION OF RESPONSIVE ED ARKANSAS DISTRICTS: PREMIER
20 HIGH SCHOOL OF ARKANSAS AMENDMENT REQUEST

21 CHAIRMAN SUTHERLIN: All right. Next item.

22 MR. FELTON: All right. Once again, I'm Dennis
23 Felton. I serve as the State Director of Premier
24 High Schools. We appreciate you all hearing us this
25 morning. As always --

1 CHAIRMAN SUTHERLIN: Is it on, on the side? It
2 doesn't look like -- oh, there you go. Let's try it
3 again and see what happens. No?

4 MR. FELTON: We're having trouble with
5 technology.

6 CHAIRMAN SUTHERLIN: Yeah.

7 MR. FELTON: All right. As always, I'm blessed
8 to have my team here, Responsive Ed Arkansas, and be
9 able to support our schools and our day-to-day
10 operations.

11 Just to cover the two things that we're talking
12 about today, our amendment request is to add
13 additional Premier High School campuses in
14 Russellville, Arkansas, and Fayetteville, Arkansas.
15 And then as a result of that expansion, being able to
16 increase our enrollment cap from 975 to 1225, to
17 reflect that expansion.

18 At Premier High School, we continue to have the
19 mission to provide hope to a group of students
20 through a caring, mastery-based learning environment,
21 that promotes a free society and cultivates moral and
22 academic excellence.

23 Just reminding those that are familiar with
24 Premier High Schools or are new to Premier High
25 Schools who we serve, it is students that's seeking,

1 you know, a personalized learning environment;
2 students who have already either become disengaged at
3 their current high school or who are -- who dropped
4 out of high school or are at-risk of dropping out of
5 high school. We also see a trend of students who are
6 working fulltime or part-time to support their home,
7 as well as students who are already parents and have
8 children of their own and need the flexibility.

9 And so as we continue to think about it, you may
10 wonder why do we continue to expand and exist? And
11 one of the things that we want to continue to do as a
12 recognized best practice of personalized learning in
13 Arkansas, is to continue to increase our impact
14 across the state. As a result, we like to think that
15 this decreases the dropout rate in communities, as
16 well as increase the graduation rate in the
17 communities that we serve. Ultimately, as Responsive
18 Ed., we like to think that we're being responsive to
19 our parents and students and the needs of those
20 communities and just trying to replicate some of
21 these best practices in Premier High School that we
22 see in the communities that we already exist. And,
23 most of all, Premier High School serves all.

24 So if you think about it right now, we're
25 currently operating in Little Rock, North Little

1 Rock, Springdale, Fort Smith, Texarkana, and Premier
2 High School Online. We're seeking to expand in
3 Premier High School Russellville, as well as Premier
4 High School Fayetteville.

5 So when you look at the district structure of
6 Premier High Schools of Arkansas, currently there are
7 four schools under that district. With the addition
8 of Premier High School Russellville and Fayetteville,
9 that will add two additional campuses to that
10 district, which will total six campuses.

11 If you look at the enrollment cap breakdown --
12 if you remember, I was with you all a few months ago
13 and we kind of -- we cut those caps down to make it a
14 little bit more realistic to the school size. And so
15 we've continued to increase our enrollment; so I made
16 this slide, in particular -- because if you look at
17 your enrollment packet, when I submitted this
18 amendment just over 35 days ago, there were 422
19 students served in this district -- and just note, it
20 doesn't include the two other Premier High Schools.
21 And then, within 35 days we've already seen almost
22 100 more students enroll in our schools. And so I
23 thought that was pretty cool to show you all that
24 even though I submitted this 35 days ago, we still
25 continue to see interest in Premier High School in

1 the communities across Arkansas.

2 So if you're looking at the proposed breakdown,
3 we've just added Fayetteville, with 175, and added
4 Russellville, with 75 to our enrollment cap. It
5 gives us a total of 1225.

6 That just kind of shows you a timeline on the
7 expansions. We're excited. We're celebrating 10
8 years here in Arkansas, and being able to make an
9 impact of students. And you see over the years how
10 we've been able to continue to expand and -- expand
11 our mission and vision by making an impact in more
12 and more communities in Arkansas. And so, if you
13 remember, I came to you all a couple of years ago; we
14 started this five-year plan that we wrote in our
15 federal CSP application to be able to add these
16 campuses and opportunities in Arkansas. And so when
17 we're sitting here, talking about Russellville and
18 Fayetteville, that is just the continuation of that
19 plan to expand in Arkansas. And so the cool thing
20 about it, we like to think that we'll continue to
21 spread our impact and our mission and vision to touch
22 different communities in Arkansas, as we grow and
23 expand.

24 One small note, we're currently serving over 700
25 students across the state of Arkansas. And with this

1 expansion -- maybe I'm being optimistic, but I like
2 to think that we'll be impacting 1,000 students
3 within the next year.

4 So we look -- just going back to our 22-23
5 school year, we were blessed to be able to award 129
6 high school diplomas to students who otherwise may
7 not even have that opportunity. We continue to be
8 able to serve students who have previously dropped
9 out of high school. We're excited about the CTE
10 partnerships we have in which students are earning
11 industry-based certifications. We implemented JAG in
12 a couple of our schools last year, piloted. And
13 then, excited about seeing the results that we're
14 seeing from JAG, as well as work-based learning. And
15 then those of you who are familiar with our charter
16 know that community service learning hours is a
17 requirement of our charter, and so we continue to see
18 students serve their community and give back in the
19 communities that they live in. And one of the
20 highlights for me, this past May, was being able to
21 attend six Premier High School graduations. And when
22 I did my guesstimate of how many families were there,
23 it was over 1800 families within those six
24 graduations, which I think speaks volumes to the work
25 that we do in the communities.

1 Looking at the schools in review, Little Rock
2 graduated 14 students. We also implemented not only
3 JAG, but a drone program there, as well as partner
4 with a cosmetology school. That school was also --
5 participated in the PEER Grant Student Growth program
6 that's authorized and governed by the State of
7 Arkansas, in which basically the schools have NWEA
8 MAP reading and math goals. And the school had to
9 meet those goals in order to receive the PEER grant
10 funding. So we're excited that North Little Rock and
11 Little Rock were able to participate in that program
12 and demonstrate those gains.

13 Fort Smith, first operation last year, graduated
14 20 students. And we're excited about our partnership
15 with the PEAK Center in Fort Smith Public Schools, as
16 well as University of Arkansas Fort Smith.

17 Texarkana, in this first year of operation, last
18 year graduated six students. And we're excited about
19 our partnership there with the University of Arkansas
20 Hope/Texarkana and our JAG implementation.

21 Premier High School Online, which last year we
22 graduated 37 students.

23 Our Springdale campus, we graduated 21 and we
24 implemented the work-based implementation there. And
25 then we're excited about the 23-24 school year

1 because we've just partnered with the EAST Initiative
2 and we're offering the EAST program in our Springdale
3 campus.

4 And then our North Little Rock campus, we
5 graduated 31 students and we implemented JAG. And I
6 spoke to what we did with the PEER Grant and the NWEA
7 MAP scores.

8 And so one of the things that -- to kind of sum
9 it up, our success, we're excited we're seeing
10 improvements in student engagement and attendance.
11 Because we know students -- the more they're at
12 school, the better their attendance, the better we
13 see improvement outcomes. We've talked about the
14 NWEA MAP growth, which we seen last year, as well as
15 we're proud of our state assessment participation.
16 You guys remember, I guess this time last year we
17 were here -- Dr. Sutherlin, you were a person that
18 was leading that team -- and there was concern about
19 our participation in the state assessment. And we're
20 excited about seeing those results come out; we have
21 schools that hit 100% this year, and the rest of the
22 schools were in the 90th percentile. So we like to
23 think that -- I would thank this team, as well as the
24 principals in the building, the staff that -- they
25 worked hard to meet those goals.

1 And then we continue to brag about our community
2 partners, our CTE partnerships, and higher ed.
3 partnerships we'll continue to explore.

4 And so thinking about these satellite campuses
5 that we are opening, just kind of letting you know
6 that we continue to offer our CTE opportunities and
7 we continue to serve breakfast and lunch daily.
8 We're finding out students in these communities like
9 the smaller high school; they like the personalized
10 learning approach. We complimented that with even
11 going to the next level -- okay, how do we do
12 innovative, what about the students who have jobs,
13 what about the students who are looking for more
14 flexibility. And so we've challenged ourselves on
15 school start times; and so some students that need to
16 come in to school later in the day, who are older,
17 we've opened that opportunity. We noticed there's a
18 trend of students who are working after-hours, and so
19 we've got teachers and engagement specialists that
20 are working after-hours to be able to support
21 students who are no longer at the school, are at home
22 learning.

23 To just remind you again, I talked to you a
24 couple of years ago about Premier 2.0. And
25 continuing this plan, in adding a school in

1 Russellville and Fayetteville, is continuing that
2 vision of Premier 2.0. We're trying to continue to
3 improve and sustain a high-quality school model; we
4 want to continue to improve student outcomes by
5 improving the student's experience; we want to
6 continue to offer personalized learning with live
7 instruction; that post-secondary support -- talking
8 about what they're going to do after high school,
9 start making those plans about after high school;
10 offer concurrent credit opportunities through our
11 partnership with Arkansas Tech; as well as the
12 Minimester which is essential summer school, giving
13 the students opportunity to earn those credits that
14 they hadn't earned or to get caught back up to
15 graduate on time.

16 I talked about, kind of, the EAST Program, the
17 JAG program we've implemented. We're still committed
18 to provide -- providing our staff with high-quality
19 professional development, building leadership
20 capacity, as well as growing and building our
21 teachers as well. And so I didn't mention, but a
22 part of that PEER Grant also gives us the opportunity
23 to be able to have the resources to recruit teachers.
24 At the same time, we have resources to be able to
25 empower them to put teachers in leadership roles and

1 give them leadership opportunities.

2 So, why Fayetteville, why Russellville?

3 Parent interest is still high in Premier High
4 School. As you know, we have a campus in Springdale,
5 so the word gets out about what's going on in
6 Springdale, as well as the other communities that we
7 serve. And so we want to continue to find our niche
8 and reach this forgotten population of students who
9 have given up on public education, who have given up
10 on the idea of earning a high school diploma, and
11 provide them with something that's small, something
12 that's personalized, something that's geared towards
13 their strengths and weaknesses, and that's providing
14 the services and the support that those students need
15 in order to be successful.

16 We anticipate -- we've had conversations with
17 Arkansas Tech, University of Arkansas, NWAC, as well
18 as we're seeking to be able to partner with
19 Fayetteville Public Schools, as well as Russellville
20 School District. And so you're kind of seeing the
21 comparison. When students are kind of making some of
22 these choices, and you're looking at a school that
23 has 80 or 100 students, and comparing it to the
24 bigger high school, you know, ultimately, these
25 students and parents are seeking something that's

1 more innovative, something that's personalized and
2 small. And so the parents do enjoy the staff knows
3 the student's name; the students know all the staff's
4 name; the parent knows who to contact as far as the
5 campus principal goes and has that direct connection
6 and correlation.

7 And so, once again, these communities have been
8 identified by the federal government as opportunity
9 zones. And so we want to be able to not only
10 stimulate the economy in these areas by providing
11 educational opportunities and employment
12 opportunities, but be able to kind of bridge those
13 gaps in some of these students that are falling
14 through the cracks.

15 We touched on partners in Russellville. We're
16 excited about Arkansas Tech and visiting with their
17 Career Center, and offering some CTE courses and
18 pathways through them. We work hand-in-hand in
19 Russellville and Fayetteville; we're already having
20 conversations with the individuals in the juvenile
21 justice system. For those, we work hand-in-hand with
22 your judges, your probation officers, as well as your
23 truancy officers, to be able to identify this
24 population of students that we serve.

25 Similar in Fayetteville. If you're familiar

1 with our Springdale campus, we already partner with
2 Northwest Technical Institute to be able to provide
3 CTE courses and industry-based certifications, and so
4 we continue to want to grow that. We continue to
5 want to be a part of the Chamber of Commerce, and
6 that way we're a part of that business community as
7 well as, as a nonprofit, being able to spread our
8 mission and vision amongst the community as well.

9 So we've been excited about the meetings we've
10 had with those individuals in the community. And as
11 they learn about us -- some of them were a little bit
12 familiar about us already, but they've learned more
13 about our plans. It's very encouraging when you go
14 and have these conversations with these individuals
15 to find out their needs in their community and then
16 how do they see a Premier High School benefitting.

17 And so long-term, you know, I'll see you guys
18 here in about four months for our renewal for North
19 Little Rock. We will -- we do plan on adding North
20 Little Rock to Premier High Schools of Arkansas
21 district. And then we're here today talking about
22 adding the two campuses for next year. And then we
23 do still have the outstanding campus, which is
24 Springdale, which will eventually merge in this
25 district as well. And so you kind of see here I have

1 a vision to be operating 10 Premier High Schools by
2 2028, and having an impact between 1500 to 1600
3 students.

4 And so long-term goals, we just want to continue
5 to partner -- partner with the community, partner
6 with school districts, partner with the state, as
7 well as continue to strive to meet all of our charter
8 goals, as outlined in the charter application. We
9 want to provide quality assurance and adequate
10 support for all of our schools located in Arkansas.

11 I want to let you know that whereas we did not
12 build this in our budget -- these two schools are
13 supported by a plan we submitted to the Federal
14 government, and we've been awarded \$1.4 million to
15 open up both of these schools that have been
16 identified in these opportunity zones.

17 And so as you'll kind of see in your packet, we
18 are actively engaged right now with kind of working
19 out some leases and potential sites for the school
20 campus. And so I just kind of give you the timeline
21 on what we plan to do. Just for the record, just
22 know whatever site we do choose, we will come back
23 before you and you will approve that site when we
24 have that lease fully executed. And so we plan to
25 spend the next 10 months preparing the school

1 facility and getting things ready for the first day
2 of school.

3 Ultimately, this benefits parents, students, and
4 the community. It's not about us; it's about being
5 responsive to families in the state of Arkansas, that
6 want this model. It's about being responsive to
7 students in the state of Arkansas, who need this
8 model.

9 And so I'll wrap this all up and say, Y'all,
10 it's been 10 years. It's been a fun ride and we
11 continue to be able to grow across this state; we
12 continue to be able to see the impact that we're
13 having across this state. And so, whereas, I
14 remember just 10 years ago we graduated our first 10
15 kids here in Arkansas, and I spoke to you all about
16 graduating over 130 kids this past spring, and
17 anticipate graduating over 300 students this upcoming
18 May. At Premier High School, we want to continue to
19 spread our mission and vision and continue to make
20 our impact.

21 And so, to sum it up, I'll back-up, we're
22 seeking to add a campus in Russellville, a campus in
23 Fayetteville, and increase the enrollment cap to
24 support that expansion.

25 At Premier High School, we continue to keep

1 students at the front of our mind and everything we
2 do is geared around the success of students and
3 aiming to be responsive to the needs of the Arkansas
4 communities.

5 CHAIRMAN SUTHERLIN: Thank you very much.

6 Any questions, Dr. Wright-McMurray?

7 DR. WRIGHT-McMURRAY: Thank you for your
8 presentation and the additional information. A
9 couple of mine were answered as you went through.

10 First question I kind of wanted to go back to,
11 the anticipated enrollment increase that you're
12 having, and then you showed the slide of the numbers
13 that are in Fayetteville and the number of students
14 that are in Russellville, and then where you'd like
15 to carve out your group of students. What's guiding
16 you to those numbers?

17 MR. FELTON: Typically, so we've been doing this
18 10 years in Arkansas. And so when I look at my
19 historical data, when I look at my high school and I
20 look at the 9 through 12 high school enrollment
21 within the community, typically it looks like
22 Premiers represent about 3 to 3.2 percent. And so
23 there are also communities that's a little bit --
24 it's a little higher. So when I think about like a
25 Texarkana community, Texarkana has about 1100 kids,

1 and so we're higher up towards your 4% in that
2 community. And so when you look at Russellville,
3 kind of running those numbers, you hang around 50 to
4 60; when you're in Fayetteville, you run those
5 numbers, you hang around 90. But I'll tell you this,
6 you know, we opened up those schools last year and
7 those schools are already almost exceed -- getting
8 closer to 100. And so I think a lot of it too is
9 people are being recognizing the work that we're
10 doing, and so they're -- you know, word of mouth.
11 We're seeing more traction. So that's kind of how we
12 -- I guess a guesstimate, not having a school open,
13 going off historical data and the interest that we
14 see in the other communities.

15 DR. WRIGHT-McMURRAY: Okay. Thank you.

16 And then next question that kind of came up --
17 and this is just a clarifying question, something you
18 mentioned. And so you are up for renewal in four
19 months on your -- which campus?

20 MR. FELTON: This is Premier High School of
21 North Little Rock.

22 DR. WRIGHT-McMURRAY: Okay. And you said you're
23 going to fold that into your Little Rock --

24 MR. FELTON: I'm going to add this to Premier --
25 I'm going to add that campus to Premier High Schools

1 Arkansas charter. Basically, I'm trying to
2 consolidate them all. So I've got -- I'll get North
3 Little Rock in, and then next year I'm going to try
4 to get Springdale in. And so in a year-and-a-half,
5 all the Premier High Schools will be under one
6 district -- which I know these guys are not going to
7 complain about. We operate three separate school
8 districts right now, so you can imagine the work that
9 involves.

10 DR. WRIGHT-McMURRAY: So if this application is
11 approved, these two additional schools, will they be
12 a part of this district?

13 MR. FELTON: Premier High Schools of Arkansas.
14 That is correct.

15 DR. WRIGHT-McMURRAY: Okay. So you're not going
16 to have to come back and then ask for those to be
17 folded in at a later time?

18 MR. FELTON: I will not.

19 DR. WRIGHT-McMURRAY: Okay.

20 MR. FELTON: I'm trying to save y'all some
21 votes.

22 DR. WRIGHT-McMURRAY: Okay. Okay. And then,
23 last question, so on one of your slides you mentioned
24 that you have JAG programs on the Hope and Fort Smith
25 campuses. Is that something that you're anticipating

1 doing or are you guys already operating those
2 programs?

3 MR. FELTON: So last year we piloted Little Rock
4 and North Little Rock.

5 DR. WRIGHT-McMURRAY: Uh-huh.

6 MR. FELTON: This year we're piloting Fort Smith
7 and Texarkana. And so, yes, the plan would be we
8 would try to implement JAG in Russellville and
9 Fayetteville as well.

10 DR. WRIGHT-McMURRAY: Okay. But you say as of
11 right now you are operating your Hope and Fort Smith
12 --

13 MR. FELTON: We are. We're currently offering
14 it right now.

15 DR. WRIGHT-McMURRAY: Okay.

16 CHAIRMAN SUTHERLIN: Ms. Saracini?

17 MS. SARACINI: Thank you for your presentation.
18 I may have missed it, but I could not find it. I
19 know that we don't look at your student test scores,
20 but we look at your graduation rates. So could you
21 kind of talk to us about your graduation rates, and
22 what are they?

23 MR. FELTON: I don't have that in front of me,
24 but I'm familiar with our graduation rates enough to
25 know that there's areas of improvement. As I talked

1 a little about who we are, the graduation rate is
2 based on a four-year cohort, which means that it
3 follows the student from 9th grade and it follows the
4 student to 12th grade. Operating schools in Arkansas
5 that attract students who have already been retained
6 or dropped out of high school, similar, to a certain
7 degree, it's going to work against you when
8 evaluating yourself on a graduation rate. And so,
9 Ms. Saracini, how we kind of like to look at it, it's
10 our completers. Because a lot of our students that
11 we are graduating, they're out of their cohort which
12 works against us. If you think about the
13 intervention of it, we may have a student that comes
14 over in 9th or 10th grade to get caught back up.
15 Well, unfortunately, the way the graduation rate is
16 set-up, we're not going to get credit for students
17 that we're helping to get back on-track, that goes
18 back to the high school to graduate with their
19 friends. And so we'll -- go ahead.

20 MS. SARACINI: So since you don't know that --
21 then, as I'm over Ed Prep Programs I'm very aware of
22 enrollment and completers for Title 2. So what's
23 your completer rate? Do you have that information?

24 MR. FELTON: I do not have that in front of me,
25 but I can get that information to you all.

1 MS. SARACINI: I'd like that. Because this is
2 so important to these kids; this is their second
3 chance, and we need to make sure that we get them
4 where they need to be in the workforce. And so I
5 just want to look at some kind of data. Thank you.

6 MR. FELTON: No problem.

7 CHAIRMAN SUTHERLIN: Thank you.

8 Mr. Davis?

9 MR. DAVIS: Yes. First of all, I would agree
10 100% with Ms. Saracini. It would be great if we can
11 get that data as part of the presentation.

12 You mentioned, you know, in a short period of
13 time you have seen significant interest and I think
14 you talked about over 100 students that were
15 interested, and I'm assuming across multiple
16 campuses. Can you dig into a little bit on why you
17 think that is the case? It appears to be that
18 interest has grown more than it's ever grown and I'm
19 interested in trying to dig into why families -- or
20 what is resonating with families that have expressed
21 this amount of interest in your model.

22 MR. FELTON: Often, when I talk about what we
23 are doing I always go back to the flexibility that we
24 have. We are trying to be flexible with our families
25 and students that we know they have different

1 challenges outside of school. Mr. Davis, when I
2 think about the marketing aspect -- you guys know I
3 do a lot of marketing and outreach and communication.
4 But to me, that's kind of -- that's the bigger
5 picture of it. I always -- I joke with my people and
6 say it's one thing that we can offer -- or we can run
7 an ad or we can put a flyer out, but nobody controls
8 how people feel that you serve. And so, I'm going to
9 say word-of-mouth. I look at this data often and
10 I'll have people say, Hey, I heard it on the radio or
11 I saw this ad. But nothing supersedes the word-of-
12 mouth. And I like to think that when you take care
13 of families, when you take care of students, they're
14 going to talk about it; they're going to spread the
15 word; they're going to spread the good. And so in
16 some of these communities, when you look at it, they
17 don't really have a lot of options either. And so
18 when you start thinking about hope and what does that
19 mean to some of these families that I've been told
20 that, you know, I'm not being successful or this high
21 school is not working out, then some -- to a certain
22 degree, you can kind of lose hope. And then when you
23 have another option or another choice in these
24 communities, then, to me, what happens is it
25 reignites that hope; it reignites that family feeling

1 like, okay, this is not the end of the world, we have
2 this opportunity. And so we're blessed we have great
3 leaders that run our schools. We have good people
4 that care about kids, that care about kids being
5 successful. And to me, that's what drives the
6 interest, as well as the outcomes. Because you guys
7 think about what I'm sitting here saying; I'm talking
8 about kids that are not in high school and we're
9 trying to get them back in high school. And then,
10 let alone, not just back in high school but believing
11 again they can earn a high school diploma. And,
12 unfortunately, y'all, these kids sometimes are on
13 nobody's radar because they're not in school; they
14 don't fall in the accountability; nobody cares,
15 because they were supposed to have graduated two
16 years ago.

17 And so, to answer your question, Mr. Davis, I
18 think the word-of-mouth and the experience that
19 students and families are having within our schools.
20 Because I like to think the people -- they vote with
21 their feet. We're an open enrollment charter, and so
22 people are applying, they're showing interest; they
23 want to be a part of this.

24 MR. DAVIS: Well, thank you for that.

25 There are a couple of things that I'd like to

1 say. I think Ms. Saracini's point in regard to the
2 data and having that data available is even more
3 important because you do provide such a flexible
4 model. And it's important that we really work to
5 insure that that model is delivering for families.
6 This is just me; I firmly believe that you should
7 have data that's supported by stories, and you should
8 have stories that's supported by data. The stories
9 alone just doesn't get us what we need, nor does the
10 data alone get us what we need. So it would be
11 helpful in this presentation if we had some data, or
12 even in your answer that you just gave if we had some
13 data, to go ahead to support the story you just
14 talked about. Hope and all those things are
15 critically important, and we should always try to
16 think about the role that that plays in helping
17 families move forward. But at the same time, the
18 accountability and the measures that need to be put
19 in place is also very critical. So I just wanted to
20 -- you know, you sort of mentioned that you'll be
21 coming before us next time; I hope to get those
22 fantastic stories, but I hope that they're supported
23 by data. And I hope that sometimes you lead with
24 data and then you layer those stories on as well.

25 MR. FELTON: Thanks for that feedback, Mr.

1 Davis. I will have data, because I'm working on five
2 tables.

3 CHAIRMAN SUTHERLIN: Any other questions, Mr.
4 Davis?

5 MR. DAVIS: No other questions from me.

6 CHAIRMAN SUTHERLIN: Okay. Thank you.

7 MS. SARACINI: Can I ask -- may I ask one other?

8 CHAIRMAN SUTHERLIN: Yes.

9 MS. SARACINI: I think you may need to tell your
10 story, too. What may help us and kind of give us
11 some insight is maybe, when you're talking about
12 career and technical, maybe the number of
13 certifications your students are leaving with. I
14 mean that helps tell the story as well. That might
15 be helpful, another piece of data.

16 CHAIRMAN SUTHERLIN: Any other questions?

17 If there are no other questions, I'll entertain
18 a motion.

19 DR. WRIGHT-McMURRAY: Can we have discussion?

20 CHAIRMAN SUTHERLIN: Sure.

21 DR. WRIGHT-McMURRAY: Okay. I'm sensing that
22 there are some members of the Panel that would like
23 to have a little bit more hard data to be able to
24 review prior to making a decision. So I would like
25 to gauge to see if that's the direction that we're

1 going in or --

2 CHAIRMAN SUTHERLIN: I would agree --

3 MS. SARACINI: I agree.

4 CHAIRMAN SUTHERLIN: -- as far as the data is
5 concerned, because I think it's important to have
6 that piece to back-up the story.

7 MS. SARACINI: I would concur.

8 MR. DAVIS: So is it possible to make a motion
9 that we invite Premier to come back at a subsequent
10 meeting within the next 60 days and receive the
11 information necessary for us to make an informed
12 decision?

13 CHAIRMAN SUTHERLIN: Yes.

14 MR. DAVIS: So I'd like to make that motion that
15 we invite Premier Academy to come back within the
16 next 60 days, at a subsequent meeting, and provide us
17 with some additional information in order for us to
18 make an informed decision.

19 CHAIRMAN SUTHERLIN: All right. I have a motion
20 by Mr. Davis. Do I have a second?

21 MS. SARACINI: Second.

22 CHAIRMAN SUTHERLIN: A second by Ms. Saracini.
23 All those in favor?

24 (UNANIMOUS CHORUS OF AYES)

25 CHAIRMAN SUTHERLIN: All those opposed?

1 All right. The motion passes. Thank you very
2 much.

3 All right. We're going to actually -- in full
4 transparency, we're going to fill out both of our
5 voting sheets, one for the first --

6 DR. WRIGHT-McMURRAY: Do we have to do one for
7 the second one?

8 CHAIRMAN SUTHERLIN: We should.

9 DR. WRIGHT-McMURRAY: Okay.

10 CHAIRMAN SUTHERLIN: Yeah.

11 DR. WRIGHT-McMURRAY: Okay.

12 CHAIRMAN SUTHERLIN: Yeah. So we'll take a few
13 minutes just to fill out both of those voting sheets
14 and we'll --

15 MR. FELTON: I just want to -- since I'm taking
16 some notes, as far as the data requested, I got
17 graduation rate, I got state assessment scores,
18 completion rate. Is there any other data that the
19 Panel is requesting to review at this next hearing?

20 CHAIRMAN SUTHERLIN: What I'd like to know is as
21 far as -- I'm looking at Premier High School of
22 Little Rock, Premier High School of North Little
23 Rock, and Premier High School of Springdale. There
24 are classifications -- federal classifications of CSI
25 and MRI, and I'd just like to know what are the plans

1 that the charter has for getting out of those
2 classifications.

3 MR. FELTON: So we're -- we've been working with
4 the State. We've also partnered with APSRC, and so
5 we've been blessed to be able to provide a literacy
6 -- a literacy specialist, as well as literacy coaches
7 that's helping, you know, review curriculum, make
8 sure curriculum was aligned with the standards.
9 We've also -- we're partnering with consultants to do
10 leadership coaching, as well as kind of drive some of
11 these data-driven conversations. So we're looking at
12 our state assessment score, as well as our NWEA MAP
13 as well, and then be able to kind of work with
14 teachers on driving lessons that's geared towards
15 those deficiencies.

16 CHAIRMAN SUTHERLIN: And I think by the time you
17 come back you'll have this year's data from the last
18 testing cycle, so that should be able to help. The
19 one thing that we didn't do in our motion was to
20 determine is it the -- are we wanting to have that in
21 the next Charter Authorizing Panel meeting? Was that
22 the intent, Mr. Davis?

23 MR. DAVIS: That was my intent, or the next two
24 panel meetings, whichever it fits on an agenda
25 standpoint.

1 CHAIRMAN SUTHERLIN: Okay.

2 MR. DAVIS: The next one would be -- if that's
3 possible, that would be great.

4 CHAIRMAN SUTHERLIN: Okay. All right. Thank
5 you very much.

6 All right. We'll take just a few minutes to
7 fill out those voting sheets.

8 (A FEW MINUTES OF SILENCE)

9 CHAIRMAN SUTHERLIN: Is everyone ready?

10 Dr. Wright-McMurray. And this is on the first
11 vote that we took.

12 DR. WRIGHT-McMURRAY: Okay. On the first vote
13 for Premier North Little Rock and Springdale, I voted
14 for. I support the amendment request to allow
15 implementation of the LEARNS Act.

16 CHAIRMAN SUTHERLIN: Okay. Ms. Saracini.

17 MS. SARACINI: I voted for to -- I vote to
18 approve the waiver to insure implementation of the
19 LEARNS Act.

20 CHAIRMAN SUTHERLIN: Okay. Mr. Davis.

21 MR. DAVIS: Yes. I vote in favor of the waiver
22 to insure the implementation of the LEARNS Act
23 funding.

24 CHAIRMAN SUTHERLIN: And then I voted for, to
25 approve the waiver, to insure implementation of the

1 LEARNS Act funding and retain teachers in the charter
2 without creating a negative impact.

3 All right. And then our second vote. Mr.
4 Davis, I'll start with you.

5 MR. DAVIS: So I support the motion to invite
6 Premier to return to the Charter Authorizing Panel in
7 the next 60 days to provide additional information,
8 in order to make a more informed decision.

9 CHAIRMAN SUTHERLIN: Thank you.

10 Ms. Saracini.

11 MS. SARACINI: I support the motion to invite
12 Premier High School of Arkansas to return to the
13 board with data to support the expansion.

14 CHAIRMAN SUTHERLIN: And Dr. Wright-McMurray.

15 DR. WRIGHT-McMURRAY: Okay. I voted for. I
16 support the motion to invite Premier High School to
17 return with additional data to support the expansion
18 request.

19 CHAIRMAN SUTHERLIN: And then I voted for the
20 motion to invite Premier High School of Arkansas to
21 return with data to aid in telling the story of the
22 charter and its contribution to the students of the
23 state of Arkansas.

24 Thank you very much.

25 MR. FELTON: Thank y'all.

1 3) CONSIDERATION OF THE PINECREST PREPARATORY ACADEMY
2 FAYETTEVILLE NEW OPEN ENROLLMENT CHARTER SCHOOL APPLICATION
3 REQUEST

4 CHAIRMAN SUTHERLIN: All right. Mr. Reynolds.

5 MR. REYNOLDS: Good morning. Stephen Reynolds.
6 I'm a staff attorney with the Department.

7 So next up on the agenda we have the Panel's
8 consideration of the Pinecrest Preparatory Academy
9 Fayetteville, a new open enrollment charter school
10 application request. They submitted an application
11 to establish a new open enrollment charter school
12 beginning in the 2024-2025 academic year. This
13 charter will follow the college prep education model.

14 Do we want to do the legal review after their
15 presentation, or before?

16 CHAIRMAN SUTHERLIN: We can do it after the
17 presentation.

18 MR. REYNOLDS: Okay. All right.

19 CHAIRMAN SUTHERLIN: All right. Will all those
20 who plan on speaking on behalf of the charter please
21 stand and raise your right hand?

22 MR. GERMAN: We have people online, so --

23 CHAIRMAN SUTHERLIN: Oh, okay. So let's see.

24 MR. GERMAN: They're standing up.

25 CHAIRMAN SUTHERLIN: Okay, there we go.

1 MR. GERMAN: Do you need to see the people?
2 Like Richard Moreno is one of ours, and Alexandra
3 Prieto is one of ours.

4 CHAIRMAN SUTHERLIN: Yes. If we could just get
5 them on camera for just a moment.

6 MR. GERMAN: Okay. They're across the hallway.

7 CHAIRMAN SUTHERLIN: Yeah.

8 MR. GERMAN: Alex?

9 MS. SALAZAR: They have to find that little
10 button.

11 CHAIRMAN SUTHERLIN: Yeah.

12 MS. SALAZAR: We all struggle with that.

13 CHAIRMAN SUTHERLIN: Oh, yeah.

14 MS. SALAZAR: It's hard to find that little
15 button.

16 CHAIRMAN SUTHERLIN: Yeah. We can always swear
17 her in at that time. Okay. If you'll raise your
18 right hand -- all right. Do you swear that the
19 testimony you're about to give on behalf of the
20 charter is the truth, the whole truth, and nothing
21 but the truth?

22 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

23 CHAIRMAN SUTHERLIN: All right. Thank you very
24 much. And you may begin your presentation.

25 MR. GERMAN: Pinecrest?

1 CHAIRMAN SUTHERLIN: Pinecrest. Yes.

2 MR. GERMAN: Technology is always the challenge,
3 so --

4 My name is Todd German. I am the founding board
5 chair of Pinecrest. I'm also the chairman of
6 Summerset Academy, which is a sister organization.
7 I've been doing that for a number of years. I want
8 to thank you guys. And it was pointed out to me the
9 application process for this charter was quite
10 straightforward. I mean it's massive, but we've done
11 this in a lot of states and your processes was quite
12 good, okay, in our humble opinion. And we can't
13 thank the charter school resource center enough; they
14 helped prep us with this and their stuff was very
15 helpful, we hope. So I'm personally excited because
16 for years I worked for Centennial Bank, so I have an
17 Arkansas connection, from Florida. And then I have a
18 physician daughter in Bentonville, and a little
19 granddaughter. So this hopefully will allow me to
20 see them even more.

21 We have a very diverse team here today. Just
22 about everybody on the founding board is either a
23 principal or a board member of another charter; so we
24 have that. Our intention would be to gradually
25 replace that with a more local board, but we've just

1 found you need experts to get things going.

2 I'm going to turn it over to Carlos Alvarez and
3 Elaine Clemente to kind of give you an idea of
4 Pinecrest and the model. I'll let Carlos explain who
5 -- I'll let them explain who they are, when they do
6 it. And hopefully we'll have a couple of minutes at
7 the end and I kind of want to give you a feel for how
8 we're different than most other charter schools in
9 the country and sort of our scale and size. And I
10 guess I'm going to -- I was asked to be the traffic
11 director here, so let's see if our -- here's our
12 thing.

13 Carlos, why don't you come on and -- you guys,
14 you and Elaine introduce yourselves and start your
15 presentation, and we'll try to flick the slides when
16 necessary. And we had some travel things; they were
17 all going to be here, so we apologize to the board.

18 MR. ALVAREZ: Thank you, Todd.

19 Can you hear me all right?

20 CHAIRMAN SUTHERLIN: Yes, we can hear you.

21 MR. ALVAREZ: Carlos Alvarez, board chair and
22 president of Pinecrest Academy, Inc. And I'm joined
23 also by --

24 MS. CLEMENTE: Hi, everybody. My name is Elaine
25 Clemente. I am the principal of Pinecrest Academy

1 South, down in Miami. And I'm also the associate
2 director of Pinecrest Academy, Inc. network.

3 MS. CARBAJOSA: Good morning, everyone. My name
4 is Graciela Carbajosa and I'm the principal at
5 Hialeah, here in Florida. And I'm also going to be
6 part of this board for the school in Arkansas.

7 MR. ALVAREZ: So, you know, the vision -- the
8 vision and kind of -- I'd like to start with the
9 vision and the mission of our network. Right? So --
10 so our vision is we look at every student's ability
11 to accelerate and move forward at their own
12 individual pace. And part of our vision that
13 encompasses and supports that is by setting high
14 standards. And really, the big part of that is
15 supporting our students through the process and the
16 goal is for them to not only have academic growth,
17 but also to reach a level of achievement. Right?
18 And we know that if we need -- if we reach that level
19 of achievement, it will foster an environment of
20 success. And (inaudible) I will say is that our
21 mission, right, is the acronym for what Pinecrest
22 stands for, which is Providing Individual
23 instruction, in a Nurturing environment, Ensuring
24 College and career readiness, using the three R's --
25 Rigor, relevance, and relationships to Empower

1 Students to become Tomorrow's global leaders.

2 Pinecrest Academy, Inc. has a track record.

3 It's one of the third largest networks within our ESP

4 and we've been in operation for 20 years. I

5 remember, you know, 20 years ago, we opened our first

6 campus in 2000, and we had 200 students and only

7 eight classrooms. And from there, we've grown to 26

8 schools, spread out throughout three states and

9 service -- serving over 18,000 students. Those

10 states where students are being served are currently

11 in the great state of Florida, Nevada, and Idaho. In

12 your presentation -- and I won't go through them all,

13 but you will see the list of all the schools -- all

14 the Pinecrest Academy, Inc. schools throughout the

15 three states that we serve.

16 We are elated about the opportunity to come into

17 the great state of Arkansas, and do some of the

18 amazing things that we're seeing being done in these

19 three current states where we serve children.

20 I also want it to be known that Pinecrest

21 Academy, Inc. is recognized as a high-performing

22 system in the Florida Department of Education. With

23 that being said, we have two Blue Ribbon Schools of

24 Excellence, and I love the diversity of that because

25 these two national Blue Ribbon schools are in both

1 the state of Florida, and the state of Nevada -- and
2 one being Pinecrest Academy North Campus and the
3 other being Pinecrest Academy Inspirada.

4 We aim to progressively start with a K-3 -- I'm
5 sorry -- yes, a K-3, a 6, and a 9, and in the next
6 three years ramp up a grade level, with a goal of, by
7 2028-2029, being a fully operating K-12, as is listed
8 in our charter application. And I just serve in the
9 capacity of the board chair. One of the things that
10 I love, in working with the team here in Florida,
11 working with the team in Nevada, is the structure
12 that Pinecrest Academy has. We have the ability --
13 and not only do we have the ability, but we actually
14 -- we make it happen, to plan at a national level.
15 And why am I saying this? Right? Like, you know, I
16 can see, you know, as a new applicant coming in and
17 we're in different states, you know, will Arkansas
18 get the same support as Florida. And it's a very
19 valid question. Will they get the same support as
20 Nevada. So we have annual national Pinecrest
21 Leadership Coalition meetings. We plan professional
22 development at a national scale. We meet quarterly
23 to talk about educational trends, familiarize
24 ourselves with what's happening in our different
25 states, and really have like collegial conversations

1 between our principals and our leadership teams about
2 education in our states. We're very forward-
3 thinkers. We like and we enjoy sharing best
4 practices. What we love about that most is we get to
5 learn from one another. We feel that no state is
6 better than the other. But we feel as a network and
7 as an organization, when we work together, at the end
8 of the day the why is for the best interest of kids.
9 Right? This is what our calling is. And sometimes
10 people lose touch of why is it that we do what we're
11 doing. And then we get all our colleagues involved
12 and have conversations multiple times through the
13 year, via Zoom, in person, about best practices, what
14 are going to be the outcomes. Right? The outcomes
15 are going to be -- it's going to be better for kids,
16 and that's why we're here. Right? That's why we do
17 what we do, because our greatest goal is to serve
18 students at the best capacity that we can and provide
19 every single student that we serve the quality
20 education that they merit, both at the elementary, at
21 the middle, and the high school level.

22 I've had the honor to work with Ms. Clemente as
23 an assistant principal, years ago. And now life
24 brought us back together, years ago, when I started
25 serving as the board chair and the president. And I

1 can't think of anyone better than our Associate Lead
2 Principal to tell you a little bit more about what
3 our model is about, what distinguishes us from the
4 rest, and really some of the accolades that support
5 the model, the curriculum, the initiatives, and
6 (inaudible). So with that being said, I'll pass it
7 to Ms. Elaine Clemente, our Associate Lead Principal
8 for Pinecrest Academy, Inc.

9 MS. CLEMENTE: Thank you, Mr. Alvarez.

10 I'm thrilled to be talking to you, all of you
11 about Pinecrest Academy. Very near and dear to my
12 heart. I've been working for Pinecrest for nine
13 years and I -- as a principal, and I've also been
14 through the Pinecrest network as a parent. So that
15 makes me very proud that my child was educated in
16 this wonderful system.

17 Pinecrest prides itself in the belief that all
18 students can learn with appropriate support.
19 Pinecrest believes in the push-and-pull philosophy.
20 We push our high achievers, and we pull those
21 struggling students with intervention support and our
22 high achievers through enrichment. We have an
23 established record of exceptional outcomes,
24 implementing best practices that have yielded
25 fantastic results, and we have proven success with

1 all types of students -- the minority students and
2 non-minority students. And I'm here to talk a little
3 bit about how wonderful our system is.

4 I know Mr. Alvarez mentioned that Pinecrest is a
5 high-performing system in the Florida Department of
6 Education. But also the Pinecrest schools in Nevada
7 are rated as a five -- they have the 5-star rating;
8 they have the STAR rating system and it is five-star
9 rating in the network of schools in Nevada, as well.

10 We do have two schools that are Blue Ribbon.
11 One of them is in Las Vegas, Pinecrest Inspirada, and
12 we have one in Miami, Pinecrest North. And most
13 recently, four schools -- four schools in Nevada in
14 the top 10 -- in the top 10 in the state of Nevada.
15 There's Pinecrest Horizon, which took number seven in
16 the top elementary schools in Nevada. And there's
17 Pinecrest Inspirada; it took number nine, as a top
18 nine school in the state of Nevada, and that was the
19 elementary one. And then we have two additional
20 schools -- St. Rose, which was the number three in
21 the state of Nevada, and also Pinecrest Inspirada
22 middle school took number four -- number four in the
23 state of Nevada.

24 So we're very excited that we have all these
25 wonderful accolades. We also are very, very proud to

1 say that we have 100% -- most recently, 100%
2 graduation rate in -- across our campus network. We
3 are part of an accredited system through Cognia, and
4 we're working towards a schoolwide, nationwide
5 separate accreditation as well through that
6 organization. Pinecrest Academy middle/high was
7 named one of America's Best by U.S. News and World
8 Report.

9 And, moreover, I want to talk to you a little
10 bit about our assessment -- annual assessment data as
11 a network. We are really proud to say that 75% of
12 our students in grades 3 to 5 in our elementary
13 school are reading at a 75% proficiency. In math, we
14 have our students in the elementary setting doing
15 math at 79% proficiency. Our middle school data, our
16 students are reading at 70% proficiency, and high
17 school, at 68% proficient.

18 A little bit more about our additional programs
19 -- we are really big in STEM. And if you visit any
20 one of our campuses, you're going to see how
21 intentional STEM is across our network. STEM is a
22 really big part, as we head deeper into our 21st
23 century. We do offer project -- one of our
24 curricular pieces is Project Lead the Way. We offer
25 it across the board in all of our network schools, K-

1 12. This provides students with project-based
2 curriculum across elementary, across middle, and
3 high. And this curriculum exposes and connects
4 students with the STEM curriculum and career years in
5 the future. You can walk into any Pinecrest and you
6 will see STEM infused throughout the school, whether
7 it's Project Lead the Way, whether it's robotics --
8 which some of our schools have participated in the
9 VEX IQ Work Robotics Championship, multiple years.
10 Just this past year, we were able to send four
11 schools to Dallas, Texas, to compete with students
12 from all over the world. It's an amazing experience
13 for all of our students and it gives Pinecrest
14 notoriety in the STEM world. We also provide coding
15 classes and some of our schools are even into the
16 flight simulation program and [audio cuts out].

17 Not only do we provide rigorous curriculum -- a
18 core curriculum and supplemental, we are STEM
19 focused, but we also believe in the whole child. And
20 one of our programs that we use across our system is
21 Project -- I'm sorry -- Positive Behavioral
22 Intervention Support, PBIS. We believe in promoting
23 a culture of support through a tiered framework. We
24 want our students to be well-rounded and we want to
25 develop the whole child, behaviorally, academically,

1 socially, emotionally, and for their mental health.
2 When we use this program with fidelity, we know that
3 we can improve social/emotional competence, academic
4 success, and even your school [Zoom audio cuts out].
5 It's the expectation that all of our students across
6 the Pinecrest network are safe, respectful, and
7 responsible.

8 MR. ALVAREZ: Thank you so much, Ms. Clemente.

9 If we can move on, I just want to also elaborate
10 a little bit more on the support for the Pinecrest
11 network, if you'll go to that last slide.

12 So like I began earlier in the presentation,
13 this is just a point that Pinecrest network provides
14 to all the schools that we serve in all the states.
15 Right? And I think the big word to share here is
16 really the collaboration where no school and no state
17 is on its own island, where there is a structure of
18 promoting collaboration at all instructional levels,
19 with mentors, instructional coaches, and really
20 experienced leaders. So we have the Pinecrest
21 Leadership Coalition, which is made up here in the
22 state of Florida, and we also have it in the state of
23 Nevada, that works with Idaho and northern Nevada as
24 well. The Pinecrest Leadership Coalition meets after
25 all our board meetings as well. Both agendas are

1 drafted by our leaders, by our principals,
2 administration staff. And those colloquial
3 discussions take place there. And, again, like I
4 mentioned earlier, we were critical thinkers during
5 those meetings, we're problem-solvers, and any one of
6 our principals or any one of our school leaders may
7 have a best practice to share to support their other
8 colleagues.

9 We do a network-wide professional development,
10 so I did want to talk about that a little bit. You
11 know, we rotate all the different regions that we
12 serve students; so Pinecrest/Florida, and just
13 recently, really, on multiple campuses. And I'm
14 talking about all our school leaders in Florida.
15 There's multiple campuses in Nevada, and that's part
16 of -- that's the national piece. Right? Network-
17 wide agendas were put together by all the principals
18 and the discussions take -- took place to really
19 continue not to have even a deeper understanding, but
20 continue to understand and stay up with what's
21 happening in Florida, what's happening in Nevada. To
22 me, it's very important in my capacity that I
23 understand what's happening in education in Nevada,
24 and the folks in Nevada understand what's happening
25 with education in the state of Florida. Right? And

1 vice-versa. And that goes for Idaho, as well. We've
2 done the opposite, too, where Nevada has come to
3 central Florida. And that's why we're here in
4 Arkansas. Right? We want to extend that olive
5 branch and reassure you that that network support
6 will continue within its rotations and incorporating
7 Arkansas, as well.

8 The professional learning communities throughout
9 our networks, as well, we will provide that in
10 Arkansas, as well. It's structured within our
11 feeders. Topics for professional development are
12 spoken about at the state level, and professional
13 development opportunities are also discussed and
14 implemented at the national level. And just most
15 recently we did a national STEM training, as a lot of
16 our schools already have been deemed STEM certified
17 by Cognia. And some of our schools are looking to
18 pursue that distinction. And here are some of the
19 things that -- from the network level, we coordinate
20 at the national scale to make sure that there is
21 professional development pieces in place for all our
22 schools within the references, within the initiatives
23 that they're pursuing.

24 MR. GERMAN: Carlos, I'm going to have to ask
25 you to wrap it up. I think we're right at time.

1 MR. ALVAREZ: I'm going to pass it to Todd.

2 Todd, it's all yours. Thank you for your time.

3 MR. GERMAN: Yeah. Thank you, guys, for being
4 so generous.

5 And if I could wrap-up simply by saying and to
6 add to where -- what Carlos was saying is that while
7 this is an application for Pinecrest, it is
8 absolutely focused on Pinecrest. One of our greatest
9 strengths as an organization and what makes us unique
10 is kind of our hybridization; you know, we're not
11 for-profit, we're not -- there is a for-profit
12 component that is our education service provider, the
13 academic group, and then there's the charter school
14 management organization, which would be Pinecrest or
15 Summerset or Doral, Mater, SLAM; we have CIVICA. It
16 is not unusual at all for a principal from one to go
17 to another, back and forth. They usually eat it
18 within their own school budgets, and it's amazing,
19 the collaboration. They do it -- as Carlos said,
20 they -- each network has an annual thing. But we
21 have a national leadership team-building thing, which
22 is one of the most productive things you've ever
23 seen. And that's where when we were going through
24 some of our practice things and talking to the
25 administration here in Florida, I know we have some

1 pretty big asks on the table, and they see what
2 happens when something goes wrong. And that is
3 really where our strength comes. We've never had a
4 school fail. We have not hit it out of the park
5 every time, but we keep at it. We had one in Nevada
6 -- I mean Arizona that has been a struggle, but it is
7 finally working. We have schools from 100 kids into
8 the thousands. We have schools with thousands of
9 kids on the waiting list. We will not fail you; we
10 will make you very proud.

11 So we're ready for any questions you all may
12 have, and we look forward to an approval. So --

13 CHAIRMAN SUTHERLIN: Thank you.

14 Would we like to do the legal review now?

15 So, Mr. Reynolds.

16 LEGAL REVIEW

17 MR. REYNOLDS: Again, this is Stephen Reynolds,
18 attorney with the Department.

19 So this part is going to be a little tedious, so
20 bear with me. All right. So this is the final legal
21 review for the charter application. I'm going to
22 take these in chunks.

23 CHAIRMAN SUTHERLIN: Okay.

24 MR. REYNOLDS: So the first topic requirement is
25 related to ALE. The charter is seeking to waive

1 Arkansas Code Annotated 6-15-1005(b)(5), 6-18-
2 503(a)(1)(c)(i), 6-48-102, 6-48-103, Standard for
3 Accreditation 2-1.1 -- 2-I-1, and the rules governing
4 Student Special Needs Funding, just Section 4. The
5 Department doesn't have any legal concerns with that
6 waiver.

7 So topic number two is the Board of Directors.
8 The charter is seeking to waive Arkansas Code
9 Annotated 6-13-608, 6-13-611, 6-13-612(c), 6-13-613,
10 6-13-615, 6-13-616(a), 6-13-617, 6-13-618, 6-13-
11 619(a),(c),(d)(2)(a)[sic],(d)(4), 6-13-620(5), 6-13-
12 622(b), 6-13-630, 6-13-634, 6-13-635, 6-13-1303, 6-
13 14-101 et seq., which just the whole subchapter. The
14 Department doesn't have any legal concerns with any
15 of these waivers.

16 I would make one note, 6-13-635 was repealed by
17 Act 3 -- or 418 of 2023, so that law doesn't exist.
18 So if the charter is okay with it, we'll strike that.

19 MR. GERMAN: That's fine. Yes.

20 MR. REYNOLDS: Okay. So we'll just amend that
21 from the final application.

22 CHAIRMAN SUTHERLIN: And the topic for those
23 waivers -- I'm sorry, I must've --

24 MR. REYNOLDS: It's Board of Directors.

25 CHAIRMAN SUTHERLIN: Board of Directors. Okay.

1 MR. REYNOLDS: Yeah. So topic number three is
2 the Class Size and -- excuse me -- Class Size and
3 Teaching Load. It's Arkansas Code Annotated 6-17-
4 812, Standard for Accreditation 1-A.5 and 1-A.6, and
5 the rules governing Class Size and Teaching Load.
6 The Department doesn't have any concerns with those
7 -- legal concerns with those.

8 Number four is the Flag Display and it's -- the
9 charter is seeking to waive Arkansas Code Annotated
10 6-16-105 and 6-16-106. And the Department doesn't
11 have any legal concerns with those.

12 Number five is the Leased Academic Facilities.
13 And the charter is seeking to waive Arkansas Code
14 Annotated 6-21-117(2) through (5). And the
15 Department doesn't have any legal concerns with
16 those.

17 Number six is Library Media Service and
18 Specialist. And so the charter is seeking to waive
19 Arkansas Code Annotated 6-25-103(3)(d) and 6-25-104,
20 and as well as the Standards for Accreditation 2-D.1
21 and 4-F.2. And the Department doesn't have any legal
22 concerns with those.

23 Number seven is the Personnel Policies - Duty
24 Free Lunch Period. The charter is seeking to waive
25 Arkansas Code Annotated 6-17-111. The Department

1 doesn't have any legal concerns with those.

2 Number eight is the Personnel Policies - Daily
3 Planning Period. The charter is seeking to waive
4 Arkansas Code Annotated 6-17-114. The Department
5 doesn't have any legal concerns with those.

6 Number nine is the Personnel Policies - Non-
7 Instructional Duties. The charter is seeking to
8 waive Arkansas Code Annotated 6-17-117. The
9 Department doesn't have any legal concerns with
10 those.

11 Number ten is the Personnel Policies -
12 Requirements. The charter is seeking to waive
13 Arkansas Code Annotated 6-17-201(c). And the
14 Department doesn't have any legal concerns with
15 those.

16 Number eleven, the Personnel Policies -
17 Committee on Personnel Policies, the charter is
18 seeking to waive Arkansas Code Annotated 6-17-203, 6-
19 17-205, and 6-17-209. The Department doesn't have
20 any legal concerns with those.

21 Number twelve, Personnel Policies - Grievance
22 Procedure, the charter is seeking to waive Arkansas
23 Code Annotated 6-17-208, 6-17-210. The Department
24 doesn't have any legal concerns with those.

25 Number thirteen is Personnel Policies -

1 Employment of Licensed Personnel. The charter is
2 seeking to waive Arkansas Code Annotated 6-17-301(a)
3 and (b). The Department doesn't have any legal
4 concerns with those.

5 Number fourteen, Personnel Policies for
6 Classified Employees, the charter is seeking to waive
7 Arkansas Code Annotated 6-17-2301(c)(1) and (d)(2),
8 6-17-2032 [sic], 6-17-20 -- 2303, 6-17-2304, 6-17-
9 2405. The Department doesn't have any concerns with
10 those.

11 Number fifteen, the Personnel Policies - Website
12 Posting requirements, the charter is seeking to waive
13 Arkansas Code Annotated 6-11-129(a)(1)(B); Standard
14 for Accreditation 3-A.2, only to the extent that the
15 classified salary schedule must be published on the
16 school's website; and the rules governing Documents
17 Posted to School District and Education Cooperative
18 Websites, sections 5-01.4, 5.01.5, 6.01, and 6.02.
19 And the Department doesn't have any legal concerns
20 with those.

21 Number sixteen, the Principal, the charter is
22 seeking to waive Arkansas Code Annotated 6-17-302,
23 and Standard for Accreditation 4-C.1 and 4-C.2. And
24 the Department doesn't have any legal concerns with
25 those.

1 Number seventeen, Report Cards, the charter is
2 seeking to waive Arkansas Code Annotated 6-15-
3 903(a)(2). The Department doesn't have any legal
4 concerns with those.

5 Number eighteen, Required Instruction, the
6 charter is seeking to waive Standard for
7 Accreditation 1-A.1.3. The Department doesn't have
8 any legal concerns with that one.

9 Number nineteen, Superintendent requirements,
10 the charter is seeking to waive Arkansas Code
11 Annotated 6-13-109, 6-13-427, and Standard for
12 Accreditation 4-B.2, and the rules governing the
13 Superintendent Mentoring Program. And the Department
14 doesn't have any legal concerns with those.

15 Number twenty, School Counselor, the charter is
16 seeking to waive Arkansas Code Annotated 6-18-
17 2003(a)(2)(A) and the Standard for Accreditation 4-
18 E.1. The Department doesn't have any legal concerns
19 with those.

20 Number twenty-one, Teacher Licensure, the
21 charter is seeking to waive Arkansas Code Annotated
22 6-15-1004, 6-17-309, 6-17-401, 6-17, 418, 6-17-902,
23 6-17-908, 6-17-919, Standard for Accreditation 4-D.1,
24 and the rules governing Educator Licensure, just
25 Section 7. And the Department doesn't have any legal

1 concerns with those. I will point out, the statute
2 6-15-1004 is the AQT statute. So the AQT licensure
3 requirements can be waived, but the rules governing
4 Arkansas Qualified Teacher can't be waived; it's one
5 of the prohibited waivers. So I just wanted to make
6 a point of that.

7 Twenty-two, Gifted and Talented, the charter is
8 seeking to waive Arkansas Code Annotated 6-20-
9 2208(c)(6), 6-42-109, Standard for Accreditation 2-
10 G.1, and the rules governing Gifted and Talented
11 Program Approval Standards. And the Department
12 doesn't have any legal concerns with those.

13 And with that, I am done with the legal review.

14 CHAIRMAN SUTHERLIN: Thank you very much.

15 All right. Dr. Wright-McMurray, do you have any
16 questions?

17 DR. WRIGHT-McMURRAY: Yes. So just a clarifying
18 question on one of the waivers, so for School
19 Counselor, in your statement -- and I'm hoping I have
20 the correct copy -- that you're wanting the waiver so
21 that you'll be able to hire someone that is in the
22 process of trying to become a school counselor; they
23 may not directly be already certified to do so. So
24 is that limited to just those individuals or will
25 this waiver allow hiring someone who is not? And so

1 is that language going to tie them to that or could
2 they potentially get someone who is not even in
3 process? Just trying to make sure I'm clear on that.

4 CHAIRMAN SUTHERLIN: Mr. Reynolds. So the
5 question is would the language that's here in the
6 rationale tie them to hiring someone that is in
7 process --

8 MR. REYNOLDS: Uh-huh.

9 CHAIRMAN SUTHERLIN: -- of obtaining their
10 counselor license or could they hire anyone based on
11 this waiver?

12 MR. REYNOLDS: I'm not sure. I'll have to --
13 I'll have to look at the law and see.

14 CHAIRMAN SUTHERLIN: Okay.

15 MR. GERMAN: I guess we're saying if --
16 obviously, we would -- it was explained to me, the
17 intention, of course, is someone that's already on
18 the path. If -- we're saying if someone was to take
19 that job, we're, of course, going to make sure they
20 complete the path to get certified for it. We're not
21 going to put the janitor in the position. So --

22 DR. WRIGHT-McMURRAY: So I guess my -- just for
23 my clarification --

24 MR. GERMAN: Sure.

25 DR. WRIGHT-McMURRAY: -- as you're seeking out a

1 school counselor for your school -- and of the
2 applicants say there's someone that you really like
3 and want to be in that role, however, they're not on
4 the path to being a school counselor, would this
5 waiver still be used to hire that person that maybe
6 has the skills that you're looking for but not on the
7 path --

8 MR. GERMAN: I think it's more of --

9 DR. WRIGHT-McMURRAY: -- to the credentials?

10 MR. GERMAN: It sounds like a yes, but --

11 MS. SALAZAR: (Speaking to Mr. German, not at
12 the mic)

13 MR. GERMAN: Okay. We're only going to hire
14 someone on the path.

15 DR. WRIGHT-McMURRAY: Okay.

16 MR. GERMAN: Okay.

17 MS. SALAZAR: They have to be on the path.

18 MR. GERMAN: All right. Thank you, Lili.

19 DR. WRIGHT-McMURRAY: All right. Thank you.

20 CHAIRMAN SUTHERLIN: Any other questions?

21 DR. WRIGHT-McMURRAY: On the waivers or --

22 CHAIRMAN SUTHERLIN: On the waivers.

23 DR. WRIGHT-McMURRAY: Okay.

24 CHAIRMAN SUTHERLIN: Yeah. Ms. Saracini, do you
25 have any questions on the waivers?

1 MS. SARACINI: No. I looked on the feedback,
2 because of the AQT, but it was explained there. So,
3 thank you.

4 CHAIRMAN SUTHERLIN: Okay. Mr. Davis?

5 MR. DAVIS: No questions from me regarding the
6 waivers.

7 CHAIRMAN SUTHERLIN: Okay. Thank you.

8 I do have a couple of questions on the waivers,
9 just for clarification. On the GT program, you're
10 requesting a waiver of the GT program. And can you
11 sort of elaborate on how your program will provide
12 those services? I know that in the rationale it
13 states that there will be a more rigorous curriculum
14 at your charter. So --

15 MR. GERMAN: Let's find that.

16 CHAIRMAN SUTHERLIN: -- what does that
17 programmatically look like?

18 MR. GERMAN: I'm going to put this on Lili.
19 She's our expert on that. Come on up, Lili.

20 MS. SALAZAR: Okay. Do I have to come up to the
21 podium?

22 MR. GERMAN: Someone has got to come up.

23 MS. SALAZAR: Okay.

24 MR. GERMAN: Lili Salazar.

25 MS. SALAZAR: Hi. Hi, everyone. How are you?

1 Okay. Yes, we did request a waiver. And my
2 understanding is that we are going to be doing an
3 integrated model that focuses on the differentiated
4 instruction, where we're working with children that
5 have been found eligible for the Gifted program. So
6 within our instruction we will insure that they are
7 getting the enrichment; because that is what's
8 happening when we're working with children that are
9 gifted, we want to make sure that we are enriching.
10 And that could be done a variety of ways, but we want
11 to make sure that, you know, the teachers had the
12 Gifted strategies so that they can enrich the
13 students.

14 CHAIRMAN SUTHERLIN: Thank you.

15 MS. SALAZAR: Thank you.

16 CHAIRMAN SUTHERLIN: And then, the next question
17 regarding waivers is, you know, are you planning on
18 having an RN to supervise your school nurse?

19 MS. SALAZAR: Yes.

20 CHAIRMAN SUTHERLIN: And I think that's all I
21 have on the waivers.

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

24 CHAIRMAN SUTHERLIN: Oh, you did. Okay.

25 DR. WRIGHT-McMURRAY: I'm sorry. I had another

1 note down here and I forgot to clean it up.

2 So my other question in regards to waivers is on
3 the ALE. So it looks like that you're seeking a
4 waiver that you have intention of having some, you
5 know, more directed intense services to support those
6 students. And then it states that your counselor is
7 going to oversee this component. So can you explain
8 --

9 MR. GERMAN: Sounds like Lili here.

10 DR. WRIGHT-McMURRAY: -- that just a little bit
11 more? And then, also, just I'm wanting to get a
12 sense of with all the other responsibilities that
13 your counselor will have in the school -- and then
14 taking into consideration how we have the expectation
15 that there's a 90/10 --

16 MS. SALAZAR: Correct.

17 DR. WRIGHT-McMURRAY: -- allocation, how is that
18 going to be taken care of?

19 MS. SALAZAR: Sure. So when we're looking at
20 our ALE program, we're looking through the lens of
21 the RTI and of our tiers. And so, yes, our counselor
22 would be responsible, but at the same time our
23 administrators are always very much looking and
24 working with all of our students that are in the
25 tiered process to insure that they're making

1 progress. So it is more of a team effort. I want to
2 be clear. So I am absolutely in agreement with you;
3 I know that Arkansas has a very strict rule on the
4 90% of the counselor doing their counseling duties,
5 and then the 10% of doing the additional. And
6 because we are aware of that, it would be an
7 administrative team effort when we're working with
8 students that are in need.

9 Do you want a little more information about how
10 we're going to be doing our tiers process? I don't
11 want to over-talk.

12 DR. WRIGHT-McMURRAY: Well, I have some other
13 questions about other structural pieces.

14 MS. SALAZAR: Okay.

15 DR. WRIGHT-McMURRAY: So we maybe can discuss
16 that when we get to the other place. Yeah.

17 MS. SALAZAR: Does that answer your question
18 though?

19 DR. WRIGHT-McMURRAY: It does.

20 MS. SALAZAR: Thank you.

21 CHAIRMAN SUTHERLIN: Thank you.

22 If there are no other questions on waivers, we
23 can open it up to other questions. Dr. Wright-
24 McMurray.

25 DR. WRIGHT-McMURRAY: Okay. Again, thank you

1 for your presentation and for those that are joining
2 us virtually for sharing. I guess, initially, if I
3 could get a little bit more clarification on, first,
4 how the grades are going to work. I'm just trying to
5 get a sense of how that's -- you're starting off with
6 a -- is it K through 3rd?

7 MR. GERMAN: True. Yes.

8 DR. WRIGHT-McMURRAY: And then, a 6 and a 9?

9 MR. GERMAN: Who wants to speak on that?

10 DR. WRIGHT-McMURRAY: So can you just walk us
11 through how -- what that's going to look like?

12 MR. GERMAN: Yeah. Who wants to handle that?
13 Anybody? Or anybody online? Richard? Richard
14 Moreno, you out there?

15 MR. MORENO: Hello.

16 MR. GERMAN: Richard, explain -- to reiterate
17 her question, we're doing K-3, and then we do 6 and
18 9. Explain the philosophy behind that or the theory.

19 MR. MORENO: All right. So for the schools --
20 the experience that Pinecrest has had over the years
21 is you have to have certain entry points in the grade
22 configuration. So usually those entry points are at
23 kindergarten, 6th grade, 9th grade. So when the
24 school opens up, the idea is to get them into the
25 system. So you open up (inaudible) kindergarten, 1,

1 2 and 3, and then also into 6th grade. And as those
2 then roll out, you're basically just filling into the
3 enrollment of those lower grades. And then the kids
4 all come into the program and basically grow with the
5 program over time. So that's the philosophy behind
6 that growth.

7 MR. GERMAN: Does that answer your question?

8 And it builds year-after-year to develop a cadre
9 of the kids.

10 DR. WRIGHT-McMURRAY: Okay. All right. Then --

11 MR. ALVAREZ: And I just wanted to add that --

12 MR. GERMAN: Go ahead, Carlos.

13 MR. ALVAREZ: Yeah. I just wanted to add that
14 even for the middle school component, like Ms.
15 Clemente explained about the STEM initiatives, it
16 allows us during the incubation year, in year-one, to
17 establish those solid community partnerships in
18 Arkansas, and really identify those folks and those
19 corporate businesses that we can align to when we
20 start operating the STEM programming at the middle
21 and high school level.

22 MR. GERMAN: All right. Thanks.

23 DR. WRIGHT-McMURRAY: Okay. And then, my next
24 question -- one of the presenters spoke to there is
25 100% graduation rate. Is that correct?

1 MR. GERMAN: Yes.

2 DR. WRIGHT-McMURRAY: Okay. So that's extremely
3 impressive, because typically you don't see 100% of,
4 you know, students doing that. So could you share
5 your processes of how we're getting to that 100%
6 graduation rate?

7 MR. GERMAN: Sure.

8 DR. WRIGHT-McMURRAY: And then, also, as you're
9 speaking to that, can you also share a little bit
10 about your student demographics that are being
11 served, that are a part of that outcome?

12 MR. GERMAN: Okay. Two totally different
13 questions, so --

14 MS. SALAZAR: Elaine or Carlos.

15 MR. GERMAN: Okay. Elaine, why don't we do the
16 graduation rate first? Who wants to speak to that?

17 MS. SALAZAR: Carlos.

18 MS. CLEMENTE: Hi, everybody. So, yes, we do
19 have 100% graduation rate in our Pinecrest High
20 Schools. We do that through our programming, through
21 our -- very early on, we identify students that are
22 essentially at risk for non-graduation. So that is
23 when we take them and we provide them with
24 interventions and support, as well as counseling, to
25 be able to get them to that 100% graduation rate. In

1 our states, we have a requirement to pass a certain
2 assessment to be able to get all of the credits to be
3 able to graduate from the state of Florida or from
4 the state of Nevada. So we work very closely with
5 our counselors to be able to identify all of the
6 credits that are needed for graduation. And if
7 students that are struggling, they're not passing the
8 required assessments needed for graduation, that is
9 when the schools provide interventions, they provide
10 support to make sure that the student passes those
11 required assessments.

12 MR. ALVAREZ: Yeah. And I think to the point
13 that Elaine just mentioned, there's something to be
14 said about not only the tier one and the tier two
15 support given at the Pinecrest Academy school. But
16 to her point, the tier three, right, when we -- we
17 progress monitor all our students with baseline,
18 midyear, and post assessments. And what we do is we
19 provide -- and she mentioned, right, the pull-push
20 method. We make sure early on, at the elementary
21 level, through the middle school and the high school
22 that we're providing that tier three instruction and
23 support to make sure that we help and assist all our
24 students. And I just said it, right -- I said that
25 in our vision, we look at each student as an

1 individual, but to make -- to assure that we're
2 giving that tier three support to get them at grade
3 level or to work towards grade level. And when we
4 start that at an early age, at the elementary level,
5 and they continue to progress through the middle and
6 high school, I think it's one of the contributing
7 factors that put us in position -- in addition,
8 really, to program as well with what we bring with
9 engineering, robotics. I think students are very
10 motivated with those type of programs. But I think
11 the combination of both, by the time you get to the
12 high school piece, puts students in position to
13 passing statewide assessments and earning the credits
14 necessary to graduate, to reach that 100% graduation
15 mark.

16 MS. CLEMENTE: And I would also add the
17 partnerships that we establish with our families,
18 with our parents, making sure that the parents are
19 aware of what those standards are and what those
20 requirements are, so that we form a partnership for
21 that ultimate need [audio is distorted] and graduate.
22 That's what's happening inside the walls of the
23 classroom in our schools, but it's also the extension
24 at home or the support at home.

25 MR. GERMAN: Okay. Does that answer your

1 question?

2 DR. WRIGHT-McMURRAY: Uh-huh.

3 MR. GERMAN: So we don't -- we're not just
4 juggling them, just around. We're very proud of it,
5 and it builds on itself once -- the kids challenge
6 themselves, as well.

7 So, on demographics, who wants to speak on
8 demographics of Pinecrest and maybe look at the broad
9 picture and then some of our schools? Because
10 they're very different, as well. I think it's maybe
11 somebody in Miami, who can -- who wants to start?
12 And then, someone else can take over.

13 MR. MORENO: If somebody -- if I'm able to share
14 a screen [Zoom audio distortion] that shows you all
15 the Pinecrest schools, at least in Florida, and then
16 the other ones around the country. But just, again,
17 they're representative of the community that the
18 schools are in; so some are 100% minority, other ones
19 are less, but they're based on the overall community.
20 So it's hard to give an average, because you do have
21 it basically showing what the community is.

22 MR. GERMAN: And I'll say, Richard, I have a
23 follow-up that might help. Because that's why it's
24 tough, because we do have -- some are 100% minority
25 and others --

1 DR. WRIGHT-McMURRAY: I guess my --

2 CHAIRMAN SUTHERLIN: I'm trying to figure out --
3 did I hear you say you would like to share your
4 screen?

5 MR. MORENO: No.

6 CHAIRMAN SUTHERLIN: Okay.

7 MR. MORENO: [Zoom audio distortion] showing you
8 quickly what it looks like.

9 CHAIRMAN SUTHERLIN: Yes. I think that she's
10 getting that taken care of --

11 MR. MORENO: Oh, there we go.

12 CHAIRMAN SUTHERLIN: -- to be able to --

13 MR. MORENO: I've got it here.

14 CHAIRMAN SUTHERLIN: Okay.

15 DR. WRIGHT-McMURRAY: So I guess more so my
16 question is students that are choosing to attend your
17 charters are those students -- and it sounds like
18 when you described how you're reaching your
19 graduation rates was some of your students that are
20 coming to you that may have some barriers to
21 graduating on time with their peers. But is that
22 representative of the typical student that would come
23 to a Pinecrest school or are we seeing students that
24 are pursuing education at your schools that would
25 normally be high-achievers or have higher outcomes

1 than their peers in another school setting? So I
2 guess I'm trying to get a better sense of what type
3 of students are pursuing education at your schools.

4 MR. GERMAN: Who wants to -- Adriana, go ahead,
5 try.

6 MS. LIMA: And I can go a little bit -- and I
7 have the demographics of each high school, but these
8 are open enrollment schools that have a lottery
9 process. If you'd like, I can go into the network in
10 Florida is predominantly Hispanic. The high schools
11 range between, you know, 65% free-and-reduced lunch
12 -- that's pretty much the norm. Here's another one;
13 that's 65 for the high.

14 MR. GERMAN: I think, Adriana, you hit on the
15 point. We use a lottery system.

16 MS. LIMA: Right.

17 MR. GERMAN: So I mean there is some -- the way
18 to entry is they have to apply. After that, it's
19 random. Some have huge waiting lists, other ones
20 don't as much -- not as much. But we don't test, we
21 don't cherry-pick.

22 MS. SALAZAR: But the outreach is to all. But
23 the outreach, I think, is to all the community.

24 MR. GERMAN: Absolutely.

25 MS. SALAZAR: And that is what you're looking

1 for. Because I do hear and understand where your
2 question is coming from. But, however, the outreach
3 is to all of our students in all of the communities
4 that we are in. And we're very aggressive about our
5 outreach. We want to make sure that there is an
6 equal representation of all types of students in our
7 schools, because that's just what makes the school
8 even better, right, when you have so many different
9 types of children there. And it makes the education
10 process so much better.

11 So I think to answer your question, the outreach
12 is there, but it is a lottery system and, therefore,
13 you know, it's who does apply.

14 DR. WRIGHT-McMURRAY: Okay. And then, last
15 question, related to your CTE, can you give a little
16 bit more detail on what that looks like? I noted
17 that you guys included in your application and you
18 referenced PLTW. But are some other opportunities
19 students would have to engage in our career and
20 technical education?

21 MR. GERMAN: Again, it's Carlos, CTE.

22 MS. SALAZAR: And Carmen.

23 MR. GERMAN: Or Carmen.

24 MR. ALVAREZ: Yeah. Yeah, I'm here.

25 MR. GERMAN: Okay.

1 MR. ALVAREZ: Again, Carmen and I can attest to
2 that.

3 MR. GERMAN: All right. Go for it.

4 MR. ALVAREZ: Again, in reference to CTE, it's
5 not in the interest of the network to come in and
6 dictate or decide what are the pathways that will be
7 offered. We feel that there's a combination of
8 different factors that go into that. One is
9 stakeholder feedback; two is reviewing the Owen
10 report that shares information on what will be the
11 biggest job openings in years to come, particularly
12 state by state; so, understanding and taking a deeper
13 dive into that. I think where we come into it is we
14 share the current pathways that we offer at our
15 campuses -- you know, and to name a few, we have an
16 engineering pathway that positions itself to earning
17 an industry certification in that area; we have
18 digital multimedia, as well, where, you know, it
19 encompasses Adobe Bundle and industry certifications.
20 We have law academies where you participate through
21 mock trials and there is an associated legal
22 professionals industry certification aligned to that.
23 So really, you know, on some of our campuses, you
24 know, very -- I think what I'm seeing -- what I see
25 from my perspective, my lens, is that all of our

1 pathways are aligned to sciences, and really critical
2 thinking and problem-solving skills is what you see.
3 But we'd be happy to share what -- like, and, you
4 know, this is just to name a few. But all our
5 pathways that we offer throughout Pinecrest -- you
6 know, there's one that we have in Nevada, that is in
7 preparation for being a pilot and going in that
8 pathway. So they vary by state. But, again, I think
9 the final determining factor is looking at surveys,
10 stakeholder input, reviewing the Owen report, and
11 like an advisory board along with the team at
12 Pinecrest Arkansas, making a conscientious decision
13 of what will fit best there for that community and
14 for the students that we're serving there.

15 DR. WRIGHT-McMURRAY: Okay.

16 MR. GERMAN: Does that help?

17 DR. WRIGHT-McMURRAY: Thank you.

18 MR. GERMAN: Okay. Thanks.

19 CHAIRMAN SUTHERLIN: Ms. Saracini?

20 MS. SARACINI: Thank you for the presentation.
21 I just want just a little bit more information. As
22 we focus on literacy in Arkansas, the Science of
23 Reading, I see that one of your interventions is
24 using the Wilson system.

25 MR. GERMAN: Clint, come on up.

1 MS. SARACINI: So, would you kind of just speak
2 to that a little for those people that --

3 MR. GERMAN: We have an expert here.

4 MS. SARACINI: -- are struggling with your
5 literacy?

6 MR. GERMAN: It's like we asked that question --
7 just this whole reason he came.

8 MR. DUVO: So, good morning. My name is Clint
9 Duvo.

10 You know, when we look at literacy, especially
11 at the younger ages, we do our diagnostic testing
12 using our basic battery inventories to insure.
13 Wilson is one of the programs that we use to insure
14 phonemic awareness, that phonics instruction is being
15 met for students who need support and the -- you
16 know, either the orthographic or the phonological
17 component to get to the next section. So the Science
18 of Reading, you know, we really, you know, want to
19 make sure that we're not teaching it in context, but
20 really by skill-based, so kids get targeted skills.
21 They go through the scope and sequence, you know, to
22 make sure they're mastering those skills, that
23 they're building the foundation; so that they're, you
24 know, stretching out sounds and words and putting the
25 relationship together between final ending sounds,

1 they get to the medial sounds, and then there's a lot
2 there that goes on.

3 So that's kind of -- a little bit how we would
4 support the school districts here and the schools
5 here in Arkansas.

6 MS. SALAZAR: And we are -- and we are open to,
7 you know, recommendations regarding to our systems.
8 So these are systems that we have used, the
9 curriculums that we have used, but we are definitely
10 open to other recommendations. I do know that
11 Arkansas provides a list when it comes to dyslexia as
12 well, which is very important. But when we're
13 thinking of the Science of Reading, we're thinking of
14 just that, making sure the phonics, phonemic
15 awareness, the decoding, the fluency, you know, the
16 comprehension, the vocabulary -- making sure that
17 those skills are actually, you know, very --

18 MR. GERMAN: Systematic and explicit.

19 MS. SALAZAR: -- specifically taught --

20 MR. GERMAN: Yes.

21 MS. SALAZAR: -- so that, you know --

22 MR. GERMAN: And tracked and progress monitored

23 --

24 MS. SALAZAR: Right. Absolutely.

25 MR. GERMAN: -- yes, through a tiered process.

1 MS. SALAZAR: Yes.

2 MS. SARACINI: I'm a Wilson fan, so --

3 MS. SALAZAR: Yes.

4 MR. GERMAN: Yes.

5 MS. SARACINI: -- I'm very excited.

6 MS. SALAZAR: Good.

7 MR. GERMAN: And there's, you know, Orton
8 Gillingham and other programs.

9 MS. SALAZAR: Yes. Yes.

10 MR. GERMAN: But, yes.

11 MS. SALAZAR: Absolutely.

12 MR. GERMAN: Wilson is one I use in my own
13 school right now, Foundations, and my interventionists
14 use it, you know. And we see a lot of success in our
15 students in our K-3 so that, you know, the learning
16 gaps are -- if they can be closed, if they're -- you
17 know, we're identifying students that may possibly
18 need additional support through a tiered process that
19 may qualify for special ed. or they may not. They
20 might just need --

21 MS. SALAZAR: They might need --

22 MR. GERMAN: -- skills that they --

23 MS. SALAZAR: -- possibly intervention.

24 MR. GERMAN: Right. So, in our schools we use,
25 you know, a strict method to implementing the Science

1 of Reading.

2 MS. SALAZAR: Yeah. It's all about that
3 systematic explicit instruction.

4 MR. GERMAN: Yeah.

5 MS. SARACINI: That is so true.

6 MS. SALAZAR: Right.

7 MR. GERMAN: Yeah.

8 MS. SARACINI: Thank you.

9 MR. GERMAN: Okay.

10 CHAIRMAN SUTHERLIN: Any other questions, Ms.
11 Saracini?

12 MS. SARACINI: (Shaking head from side to side.)

13 CHAIRMAN SUTHERLIN: Mr. Davis?

14 MR. DAVIS: Yes. Just a couple of questions
15 from me. One, can you -- you have done this a few
16 times now in regards to moving into other states.
17 Can you talk to me about what that process looks like
18 and how you go about engaging community, as you move
19 into other areas -- what you may not have, sort of
20 some of the history of participation?

21 MR. GERMAN: I guess we can answer it in a
22 couple of parts. When you say like how are we
23 choosing where to go?

24 MR. DAVIS: No, but that is one other question
25 --

1 MR. GERMAN: Okay.

2 MR. DAVIS: -- that I do have, which is why
3 Arkansas, why now. But my first question really
4 focuses on -- you know, every community is different.
5 And, obviously, as you begin to think about moving
6 into a community and engaging into a community to
7 build an understanding around what you plan to offer
8 to students, there are -- there may be particular
9 ways in which you go about doing that. And so I
10 guess I'm asking what that might look like. So, for
11 example, you may say, We really focus on hiring local
12 talent and local leadership that has been connected
13 to the community for a while. All right. You may
14 say, We spend a lot of time with our business
15 community and, you know, we insure that they are
16 aware and their employees are aware what's happening.
17 You may say, Because we have a very strong, you know,
18 Hispanic background in our schools in Miami, we've
19 really found engaging, you know, you know, the Latino
20 culture is something that we like to do. So I'm just
21 trying to figure out what are the one, two, three
22 steps you take as you think about moving into a
23 community and what that might look like.

24 MR. GERMAN: Okay. Let me do some of the nuts
25 and bolts. Richard, can you give us some of the -- I

1 guess the research we do in looking at a state and
2 where to best place a school? And then, some of the
3 real-wise is somewhat personal and there were people
4 that were interested in us coming here. And,
5 honestly, for me, because my daughter said, When are
6 you guys going to bring a school here. So we started
7 talking about it and then the more research we did,
8 it seemed to be a good fit.

9 But, Richard, how do we -- tell us more about
10 that process.

11 MR. MORENO: Yeah. And so the first -- it
12 starts when somebody from that area reaching out to
13 the organization, and that's what happened in this
14 case. So they go in and say, Hey, it would be great
15 -- we visited one of your schools; it would be great
16 to have one come to our state. From there, we try to
17 look at what is the areas of most need in that state,
18 and it's a combination of both the growth and
19 demographic needs in looking at that. So we have a
20 pretty robust software that basically allows us to
21 look at demographics, we look at traffic towns, we
22 look at the school crowding. And we get the ideas
23 where that growth and where we can meet a need and
24 that's where the needs are of the local schools and
25 to try and to do that. So that's kind of how we go

1 through the process. And then from there we kind of
2 just highlight a general area and where we think will
3 be the most ideal. And then we partner with local
4 partners to find the locations.

5 MR. GERMAN: One thing I can add, and it's more
6 of a global thing; it's not directly to the question.
7 But we met a few months ago with some administrative
8 people in education here, and there was a real -- to
9 be blunt, they said, Everybody wants in northwest
10 Arkansas, but we need help in the southern part of
11 the state. And we learned a lot about the southern
12 part of the state. And I guess my answer then, and
13 it's -- we've worked on it more, is that I think we
14 absolutely can be a great partner in growing
15 throughout the state and helping some of those areas.
16 But we have to achieve some scale first. You know,
17 it's -- we would face the exact same challenge that
18 you guys do in serving some of those underserved
19 communities. And we've done it many times, but we've
20 -- you've got to get a base first and then we can
21 sort of go out from there. But once we're here our
22 goal is to be a great partner with this.

23 And, Mr. Davis, does that answer your question?

24 MR. DAVIS: Sure. Sure. That's sufficient.

25 My next question --

1 MR. GERMAN: I think, if I -- I don't want to
2 interrupt you, Mr. Davis, but Adriana stood up; she's
3 got something to say. Yes.

4 MS. LIMA: I hope it's --

5 MR. DAVIS: Oh, sure.

6 MS. LIMA: Just to talk more locally about when
7 we do work with the networks and to open a school, we
8 try to do -- is get, you know, boots on the ground,
9 reach out to churches, daycare centers, pre-K's,
10 business partners. We look into community events
11 that Pinecrest may sponsor or have a table at.
12 There's still a lot of grassroots marketing going on
13 with these schools. There is a big, you know,
14 digital and online presence, and Pinecrest really has
15 done a beautiful job of ramping up their brand. But
16 we know that it's a challenge, coming into a new
17 community. So we would make all efforts really to
18 get that -- to make that brand a name in the homes.
19 And we do so, like I said, by reaching out to the
20 community through, you know, Halloween events,
21 holiday events, and going to churches and community
22 centers. And then, specifically, in Fayetteville,
23 we'd look into just different community business
24 partners, whether it's in the healthcare industry.
25 We do reach out to HR departments of different

1 businesses to let their employees know a school is
2 coming to you. So there are quite a few different
3 ways we reach out to the local community.

4 MR. ALVAREZ: And an extension of that
5 grassroots campaign, like Adriana mentioned, is one
6 of the things we always focus on at the beginning is
7 connecting with our local municipality. Right? So I
8 think that's key, with meeting with our elected
9 officials, with mayors, with council members or
10 commissioners, how that may be done there. And kind
11 of, one, is get their foot in the door and get them
12 to understand Pinecrest in Arkansas and what our
13 model is and what our programs are offering. Right?
14 And then, how can we be a humble servant of that
15 community and give back to Fayetteville. Right? And
16 we know the municipalities have multiple events
17 throughout the year, and one common thing that we see
18 really with incubation and start of schools is how
19 the school is present at local municipality events,
20 really supporting the municipality, but also
21 connecting with the community that attends the
22 municipal events, whether it be a Trunk-or-Treat or
23 some sort of holiday initiative, whatever it may be
24 -- whatever it may be -- a back-to-school drive.
25 Right? So a lot of those common municipality events

1 that you see within the communities that we serve,
2 Pinecrest Academy in Arkansas will be very visible
3 and an active participant in those community events.

4 MR. GERMAN: Okay. Thanks, Carlos.

5 And, Mr. Davis, I know we got a little off your
6 question. I apologize.

7 MR. DAVIS: No, no, that was fine. And, you
8 know, I don't think I stated it, but my question then
9 comes from really a place of understanding, not
10 whether you are or aren't doing it. But when you
11 have someone who's done it and appears to do it well,
12 they have a track record in multiple areas -- we know
13 that there will be others who may be coming to the
14 state, so it gives us an opportunity to learn. So
15 this -- my questions are actually coming from a very
16 learning place, and I want you to know that.

17 With that being the case, here's another
18 opportunity, I think, for us on the committee to
19 learn. Talk about talent. Right? A critical,
20 critical aspect of the work obviously is classroom,
21 as well as educational leadership talent. How do you
22 go about identifying that talent? How do you go
23 about -- I know that there's a strong professional
24 development component. But the original sort of
25 identification of talent, what are you looking for

1 for those individuals, particularly those classroom
2 teachers that are interested in helping you serve
3 your mission? And how do you find that?

4 MR. GERMAN: Who wants to take that?

5 And also, Alex, if you want to jump in, we have
6 a number of principals on here. But Alex has to
7 swear in before she speaks, but --

8 MR. DUVO: I guess I ought to turn it up so I
9 don't have to squat down.

10 MS. SALAZAR: Yeah, you're pretty tall.

11 MR. DUVO: You know, when teachers join our
12 schools the first thing, you know, is really getting
13 into the classrooms. You're going to see the leaders
14 in the classrooms; you're going to see a structure of
15 administrators, coaches, walking through classrooms
16 on a daily basis to look for the vision and the
17 mission that Pinecrest is looking in every classroom.
18 There's an ongoing, constant feedback through
19 formative assessment that also has more formal
20 assessments throughout the year. And as we see
21 strengths, we like to showcase that across the
22 school. So we have peer observation going on,
23 professional learning communities going on. There's
24 just a rich plethora of transparency and openness for
25 growth. Nobody is coming into our schools --

1 leaders, all the way down the whole system --
2 thinking that they know all of it. They know what
3 the vision and the mission is. And to support that
4 vision and mission we have to support each other. We
5 have to look for everyone who's highlighting best
6 practices, that the schools are held -- are holding
7 the teachers to, and getting that throughout the
8 entire school. So it's a team effort.

9 MS. SALAZAR: And I want to add a little.

10 MR. GERMAN: Do you want to add? Yeah.

11 MS. SALAZAR: Because he was specifically asking
12 about how we identify.

13 MR. GERMAN: So, through the observation. Yes.

14 MS. SALAZAR: Yeah. Yeah, but even before that,
15 even before they come into our schools, they've got
16 to love children. And that is a question --

17 MR. GERMAN: Of course.

18 MS. SALAZAR: -- we ask, Do you love children.

19 MR. GERMAN: Let me --

20 MS. SALAZAR: Do you like to --

21 MR. GERMAN: Let me also get to that part of it.

22 MS. SALAZAR: Yeah.

23 MR. GERMAN: Are we planning on -- will we find
24 local talent?

25 MS. SALAZAR: 150%.

1 MR. DUVO: Yeah.

2 MS. SALAZAR: We always -- and especially that's
3 the beauty behind the community events, as well, and
4 the outreach and the marketing. We're not only
5 looking for students; we are looking for local
6 teachers, because they -- you know, pedagogy is
7 pedagogy, education is education. But understanding
8 and knowing your community, especially if you've
9 grown up in this community -- when you bring that
10 into a classroom, that is a game-changer. And so,
11 definitely, we will certainly be highly recruiting
12 local teachers, as much as we can, working with the
13 colleges, because we really want them in.

14 MR. DUVO: Yeah.

15 MR. GERMAN: Mr. Davis, does that answer that
16 part?

17 MR. DUVO: I mean, yeah.

18 MR. DAVIS: Thank you for that.

19 MR. GERMAN: All right.

20 MR. DAVIS: No further questions from me.

21 MR. GERMAN: One -- since that gives me a little
22 opportunity, one of our other affiliates, Dural
23 College -- something we've done over the years is we
24 have our own dual enrollment program with an
25 accredited college. And I think the last couple of

1 years not only do we graduate hundreds of kids with
2 AA's for free, we've now done the biggest need we
3 have and we're teaching -- we have four-year degrees
4 for teaching. So we now have -- some of our students
5 have been with us kindergarten --

6 MS. SALAZAR: Correct.

7 MR. GERMAN: -- kindergarten through college,
8 and they're now teaching in our schools. So we're
9 growing our own. And we're a little ways, obviously,
10 from doing that here, but they'll be able to do it
11 here and we'll absolutely have that program.

12 So, next question, please. You see the passion.
13 I'm sorry. We have to manage everybody here.

14 MS. SALAZAR: We're all Type A personalities.

15 CHAIRMAN SUTHERLIN: I believe that Cassandra
16 Barnett is online and she had a question for you.

17 MR. GERMAN: Okay.

18 MS. BARNETT: Yes. Thank you. I am the Program
19 Advisor for School Library.

20 So I'm just curious since you've been asking for
21 waivers for most of Library Services, but you have
22 said you're going to hire a school librarian -- I'm
23 just wondering how you're planning on using that
24 school librarian?

25 MR. GERMAN: Who wants to answer?

1 MS. SALAZAR: Can you ask that question one more
2 time?

3 MR. GERMAN: We've asked for a number of waivers
4 without libraries.

5 MS. SALAZAR: Uh-huh.

6 MR. GERMAN: But we are -- said we're going to
7 have the librarian.

8 MS. SALAZAR: Absolutely.

9 MR. GERMAN: What is that person going to do?

10 MS. SALAZAR: Okay. Absolutely. Yes. So we're
11 going based on the library standards. Just give me
12 one moment so I can get to my notes. Here it is.

13 So we're going based on what the job description
14 and the explanation is when it comes to the Media
15 Specialist in the state of Arkansas. And therefore,
16 obviously, they will be running the library itself,
17 looking for -- working with our teachers in order to
18 insure that we have a sufficient plethora of books
19 that cover different areas. They will also be
20 helping our teachers understand the library standards
21 and make sure that the standards are being taught in
22 the classroom, because I know that Arkansas has very
23 specific library standards that we must be following.
24 But, basically it's all about just moving the love of
25 reading philosophy and movement, making sure that

1 there's books for our children to do so. Librarians
2 -- some of our librarians that work with us also are
3 very much involved in the accelerated reader program,
4 and that's where children are able to read -- they
5 read and they earn points and prizes. So those are
6 the types of things. But we would be adhering to
7 exactly what that role is here in the state of
8 Arkansas.

9 MS. BARNETT: Okay. So why did you ask for
10 waivers then, if you're planning on following --

11 MS. SALAZAR: Right. We may not have a media
12 center per se, but we will have a librarian. And so
13 she will be able to provide her services, even if we
14 have in the classroom, you know, books, because we
15 plan on having books in the classroom.

16 MS. BARNETT: Okay. Thank you.

17 MS. SALAZAR: The standards, I mentioned that's
18 really important -- the library standards here, and
19 the studying and stuff like that is very important.

20 MS. BARNETT: In Arkansas, that school librarian
21 is expected to be a co-teacher in the teaching of
22 those standards. So I hope that's the approach your
23 librarian will take. Thank you.

24 MR. GERMAN: I remember in discussions we were
25 going --

1 MS. SALAZAR: Absolutely.

2 MR. GERMAN: -- to embed those standards --

3 MS. SALAZAR: Uh-huh.

4 MR. GERMAN: -- in that curriculum.

5 MS. SALAZAR: Yeah. That's why I said -- I had
6 said earlier to really -- we understand that the
7 standards are extremely important and that she must
8 be working with the classroom teachers on it. Thank
9 you for clarifying for that, Ms. Barnett.

10 MS. BARNETT: Thank you.

11 CHAIRMAN SUTHERLIN: Any further questions?

12 DR. WRIGHT-McMURRAY: There's a question in the
13 chat.

14 CHAIRMAN SUTHERLIN: Oh, there is? Okay. Let
15 me take a look.

16 MR. GERMAN: Is that like someone from the
17 public?

18 DR. WRIGHT-McMURRAY: No. It's from --

19 CHAIRMAN SUTHERLIN: So, Jerri Clark from Child
20 Nutrition.

21 MR. GERMAN: Nutrition?

22 CHAIRMAN SUTHERLIN: Actually, not Nutrition.
23 Health. Sorry.

24 MS. CLARK: I'm with School Health. I'm with
25 the School Health Unit here at the Department of Ed.

1 So when you guys addressed the waiver number
2 five in your plan, you mentioned that you are going
3 to hire a medical assistant to be present on campus
4 to follow through with medical tasks that students
5 might need. And I did hear someone earlier in the
6 conversation ask -- I don't remember who it was -- if
7 there was going to be supervising RN. But I wanted
8 to just make a point that the plan to have a medical
9 assistant on campus -- a medical assistant is really
10 the equivalent of just a layperson, someone who does
11 not have a medical license, to follow through with
12 certain medical tasks. Some of the nursing services
13 can be waived by the Department of Ed., but many of
14 them cannot be. The Nurse Practice Act regulates the
15 administration of certain controlled substances and
16 certain medical tasks that cannot be delegated. So
17 my question is if you have a student that enrolls on
18 your campus that needs a non-delegatable medical task
19 or medication, what's your plan to address that, if
20 you only have a medical assistant present on campus?

21 MS. SALAZAR: I apologize. The hiring is going
22 to be of an LPN. So I apologize that that was not
23 clear. And then we would have an RN supervising, Ms.
24 Clark. I apologize for that.

25 MS. CLARK: Okay.

1 MS. SALAZAR: But we will have an LPN.

2 MS. CLARK: Thank you.

3 DR. WRIGHT-McMURRAY: So I guess just for my
4 clarification, in the application it doesn't state
5 that clearly, so -- or was that -- is that an update
6 to another application or --

7 MR. GERMAN: Do we need to amend?

8 DR. WRIGHT-McMURRAY: -- or was that part of an
9 updated version?

10 MR. GERMAN: We're going to look. We'll look up
11 and see the --

12 CHAIRMAN SUTHERLIN: Not LPN. So I'm going to
13 look back at it real quick.

14 MR. GERMAN: And we will too, if I can find it
15 quick.

16 DR. WRIGHT-McMURRAY: I think it was a medical
17 assistant or maybe I'm --

18 MR. GERMAN: It was page 630.

19 DR. WRIGHT-McMURRAY: I think it may have been
20 --

21 MR. GERMAN: A lot of pages.

22 DR. WRIGHT-McMURRAY: The language may have led
23 to maybe a CNA or it wasn't like an LPN.

24 MR. CAMPBELL: Possibly, I think originally we
25 may have had CNA, but then it was changed to an LPN.

1 But I'm trying to look it up now.

2 CHAIRMAN SUTHERLIN: It's under waiver number
3 five.

4 MR. GERMAN: We're certainly amenable to it, if
5 it's not written that way.

6 CHAIRMAN SUTHERLIN: Uh-huh.

7 MS. CLARK: I think an LPN would be appropriate.
8 We just didn't see -- I didn't see that in the
9 application that we reviewed, the initial application
10 with that waiver perhaps.

11 CHAIRMAN SUTHERLIN: Okay. Okay.

12 MR. GERMAN: Yeah. He's saying -- she probably
13 couldn't hear it. We believe this subsequent
14 application, that was amended to the LPN.

15 CHAIRMAN SUTHERLIN: And it's on the record that
16 --

17 MR. GERMAN: Yes. Yes.

18 CHAIRMAN SUTHERLIN: -- it will be an LPN, so --

19 MS. SALAZAR: Yeah.

20 MR. GERMAN: So, we've got it?

21 MS. SALAZAR: I think we had put Certified
22 Nursing Assistant.

23 MR. CAMPBELL: The waiver -- yeah, the waiver,
24 probably we updated the initial application and --

25 MR. GERMAN: Okay. We're on the record, and if

1 it's -- if we need to --

2 CHAIRMAN SUTHERLIN: Thank you.

3 MR. GERMAN: Sure.

4 DR. WRIGHT-McMURRAY: Thank you.

5 MR. GERMAN: That's why we're here. I mean,
6 these are helpful.

7 CHAIRMAN SUTHERLIN: Ms. Saracini, do you have
8 any other questions?

9 MS. SARACINI: No.

10 CHAIRMAN SUTHERLIN: Mr. Davis?

11 MR. DAVIS: (Shaking head from side to side.)

12 CHAIRMAN SUTHERLIN: Any discussion?

13 MR. DAVIS: No additional questions from me.

14 CHAIRMAN SUTHERLIN: Any discussion?

15 MS. SARACINI: Did Dr. Moore send any questions
16 about this particular one?

17 CHAIRMAN SUTHERLIN: She did. I've been --

18 MS. SARACINI: Okay.

19 CHAIRMAN SUTHERLIN: I've been asking those --

20 MS. SARACINI: Okay.

21 CHAIRMAN SUTHERLIN: -- as we go along.

22 MS. SARACINI: She's on her way.

23 CHAIRMAN SUTHERLIN: Okay. Good. Let me make
24 sure I've covered everything that she had on here.

25 She does reference that the application

1 references ELA performance for 11th graders taking
2 the ACT, but does not reference math performance. So
3 she's just wondering why.

4 MR. GERMAN: What was the question? I'm sorry.

5 CHAIRMAN SUTHERLIN: So it was -- it references
6 -- so the application references ELA performance for
7 11th graders taking the ACT, but does not reference
8 math performance. So she's just wondering why.

9 MR. GERMAN: For 11th grade.

10 MS. LIMA: I do remember that being a comment in
11 the full review and we added ELA and math. But I'm
12 trying to find the redline document so I can tell you
13 what page it's on.

14 CHAIRMAN SUTHERLIN: Okay.

15 MR. GERMAN: We're working on it. This goes
16 back to that -- what I mentioned, we like to process
17 -- often, we get one shot and there's always going to
18 be typos in such a gigantic thing. And then by being
19 able to amend it, it makes this at least a little bit
20 easier. We'll work on it. We'll find it. But they
21 seem to remember adding that. That would be an
22 obvious oversight anyway. We wouldn't do one without
23 the other.

24 CHAIRMAN SUTHERLIN: Right. Right.

25 MS. SALAZAR: We can have Carbie to talk a

1 little bit or maybe Carlos talk a little bit about
2 how we use the ACT. Because I do know that they use
3 it for --

4 MR. GERMAN: Well, before we get into --

5 MS. SALAZAR: Yeah.

6 MR. GERMAN: I think they just want to know that
7 it is going to be addressed.

8 CHAIRMAN SUTHERLIN: Yes.

9 MS. SALAZAR: Yes.

10 MR. GERMAN: Correct?

11 MS. SALAZAR: Yes.

12 MR. GERMAN: Yeah. We don't have to --

13 MS. SALAZAR: Oh. Oh, okay.

14 MR. GERMAN: Right. I'm not trying to keep
15 everybody from talking, but --

16 MS. LIMA: It would be in ELA and math, yes.

17 MR. GERMAN: Yeah.

18 MS. SALAZAR: Yes.

19 MR. GERMAN: Okay.

20 MS. SALAZAR: Right.

21 CHAIRMAN SUTHERLIN: All right. I think that's
22 all of her questions.

23 So, any further discussion?

24 MS. SARACINI: I have none.

25 CHAIRMAN SUTHERLIN: Mr. Davis?

1 MR. ALVAREZ: And we couldn't hear you over
2 here. Can you please clarify the question again?

3 MR. GERMAN: Oh, Carlos, we're good. They --
4 the word Math had been left off of -- maybe it wasn't
5 in the initial application and it looks like we
6 amended it. So, we're good.

7 MS. SALAZAR: We're good.

8 MR. GERMAN: Yeah.

9 MR. ALVAREZ: Okay. Thank you.

10 MR. GERMAN: Sure.

11 CHAIRMAN SUTHERLIN: So if there's no further
12 discussion, I'll entertain a motion.

13 MS. SARACINI: I make a motion that we approve
14 the application of Pinecrest Academy for a charter in
15 the state of Arkansas.

16 CHAIRMAN SUTHERLIN: And, Mr. Reynolds, do we
17 need a time- --

18 MR. DAVIS: I second.

19 CHAIRMAN SUTHERLIN: -- -frame on that motion?

20 MR. REYNOLDS: No.

21 CHAIRMAN SUTHERLIN: No. Okay.

22 All right. So, Ms. Saracini has made the motion
23 and Mr. Davis has seconded. All those in favor?

24 (UNANIMOUS CHORUS OF AYES)

25 CHAIRMAN SUTHERLIN: No opposed.

1 So we'll go to our voting sheets and we'll fill
2 those out and we'll come right back to you.

3 (A FEW MOMENTS OF SILENCE)

4 CHAIRMAN SUTHERLIN: All right. We'll start out
5 with Mr. Davis.

6 MR. DAVIS: Yes. I support the motion to
7 approve the application in order to provide families
8 in the state of Arkansas an additional high-quality
9 school option.

10 CHAIRMAN SUTHERLIN: Dr. Wright-McMurray.

11 DR. WRIGHT-McMURRAY: I voted for. I support
12 Pinecrest Preparatory Academy/Fayetteville
13 application. I look forward to seeing similar
14 results and outcomes demonstrated in other states
15 replicated in Arkansas.

16 CHAIRMAN SUTHERLIN: And Ms. Saracini.

17 MS. SARACINI: I voted for. I support the
18 approval of the Pinecrest Preparatory Academy in
19 Fayetteville, beginning in the 24-25 school year. I
20 look forward to seeing the impact on students in
21 Arkansas, as demonstrated in other states.

22 CHAIRMAN SUTHERLIN: And then I voted for. I
23 voted for the approval of the Pinecrest Preparatory
24 Academy of Fayetteville. I believe their model will
25 make a great addition to the charter landscape in the

1 state of Arkansas.

2 So, congratulations.

3 All right. Mr. Reynolds.

4 Mr. Reynolds, we're going to take just a short
5 break.

6 MR. REYNOLDS: Okay.

7 CHAIRMAN SUTHERLIN: So we're going to take
8 about a 5-minute break.

9 (BREAK: 11:16 a.m. - 11:25 a.m.)

10 4) CONSIDERATION OF THE CIVICA CAREER AND COLLEGIATE ACADEMY
11 BENTONVILLE NEW OPEN ENROLLMENT CHARTER SCHOOL APPLICATION
12 REQUEST

13 CHAIRMAN SUTHERLIN: So we'll go ahead and swear
14 everybody in that's going to speak on behalf of the
15 charter.

16 MS. SALAZAR: Are they back on?

17 MR. GERMAN: Yeah. Zoom, hey guys. We've got
18 to swear-in.

19 CHAIRMAN SUTHERLIN: All right. If you'll --

20 MR. GERMAN: First, we've got to swear in again,
21 everyone. Alexandria, if you're there this time --
22 just in case.

23 CHAIRMAN SUTHERLIN: So stand, raise your right
24 hand. Is Alexandria on?

25 MR. GERMAN: Alex, Richard, are you guys out

1 there? Yeah. Raise your right hand.

2 CHAIRMAN SUTHERLIN: Okay. Here we are. All
3 right. Here we go. Okay. So do you -- those that
4 are going to speak on behalf of the charter, do you
5 swear that what you're about to say is the truth, the
6 whole truth, and nothing but the truth?

7 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

8 CHAIRMAN SUTHERLIN: All right. Thank you very
9 much. You may begin your presentation.

10 MR. GERMAN: Hello, again. I'm helping
11 facilitate this application for CIVICA. As we say,
12 we're very excited to be with you today. We -- to
13 reiterate, we enjoy the process and I think, as we
14 saw in the last, the back and forth with the State
15 made it so much easier. And then, we're really
16 looking forward to being in Arkansas, and working
17 with you.

18 I'm going to turn it over to Carlos again, and
19 he has a different role in this. And he's the
20 Principal of a CIVICA high school, which is -- and I
21 will -- from personal standpoint, an amazing thing.
22 And I think I mentioned my daughter before -- and not
23 to overdo that, but she's a physician. And when they
24 asked her to be on the founding board in Benton- --
25 you know, for Bentonville, for CIVICA, we -- she came

1 down and took a tour with Carlos at his school. And
2 it's absolutely amazing what he's done there. And I
3 look forward to him explaining to you what they're
4 going to recreate here in Florida. So with that, I'm
5 just going to -- oh, in Arkansas. I say it the right
6 way, too. No. Oh, she's not even here.

7 So, Carlos, tell us about CIVICA and what you're
8 going to do here in Arkansas.

9 MR. ALVAREZ: Thank you, Todd, for the
10 introduction. Carlos Alvarez, Principal at Premier
11 Career and Collegiate Academy and the founder of the
12 CIVICA network, and I also serve as president in that
13 capacity for that network.

14 You know, one of the things that I -- that we
15 had spoken about earlier is we've found that in
16 education, to a certain capacity, in high school, we
17 were failing kids. Right? And that's where my
18 passion came for CIVICA. You know, we saw advanced
19 programming. Right? We've had -- we saw AP courses
20 or Cambridge or IB. We saw partnerships with
21 colleges and universities and offering dual
22 enrollment programs. Right? But then what happened
23 to the student that -- what happened with a student
24 that didn't qualify for AP, that didn't qualify for
25 dual enrollment. Right? They just kind of passed

1 the buck and went through school and just earned a
2 high school diploma, and then we sent them out into
3 the real world and they had to figure it out. Right?
4 So we changed that. Right? We felt that students
5 were being underserved at the 6-12 level, and even in
6 the K-5 level, but really leading to the high school
7 piece. We had to offer programming for all students
8 and to serve all needs. Right? And that's where
9 CIVICA -- the birth of CIVICA came, where, through
10 our CTE, through our robust CTE pathways, we have
11 programs and academies for all students that we
12 serve. Right?

13 So now we're looking at -- our goal is for
14 students to graduate from high school with a skillset
15 and also continue to offer the collegiate piece
16 through the AP programming and the dual enrollment
17 partnerships. And I want to elaborate a little bit
18 about that. Right?

19 Our mission is really to strive for an
20 environment for academic achievement, character
21 formation, and college, and again -- and a big
22 emphasis on career readiness. Right?

23 Our model is driven to identify pathways
24 specific to the communities that we serve, specific
25 to stakeholder feedback, specific to jobs and career

1 opportunities in those communities.

2 (COURT REPORTER'S NOTE: Panel Member Dr. Tina
3 Moore arrived at 11:30 a.m.)

4 MR. ALVAREZ: And like I mentioned earlier, the
5 CTE pathways, the Career and Technical Education --
6 our goal is to offer programming aligned to industry
7 certification so when those students graduate from
8 high school they're in a position to graduate with an
9 industry certification, should they choose to apply
10 to the real world, for job placement immediately
11 after high school graduation. And to give you an
12 example, right, some of the academy -- we call them
13 academy CTE pathways.

14 We have Criminal Justice Academy that is piloted
15 at some of our newer schools. And we offer it where
16 we've aligned public service certifications, and also
17 9-1-1 communication where students are certified as
18 9-1-1 dispatchers. And when I said robust earlier is
19 because it's not you take a course and a one-off and
20 then you, you know, you sign up for industry
21 certification. No, this is -- it is a true pathway
22 where students declare a pathway and academy in the
23 commencement of high school and take a progression of
24 courses through 9th, 10th, 11th, and 12th grades,
25 leading to a position for them to be certified in the

1 industry aligned to that academy.

2 And let me go back a little bit. In middle
3 school, I think the key component is giving students
4 the opportunity to explore the career wheels, like we
5 like to call them. Right? How can I tell a student
6 to declare an academy or to select an academy with no
7 foundational information? So like you see some of
8 the exploratory wheels in middle school that have
9 music and dance and art, and we offer that. But we
10 also offer the exploratory wheels that are aligned to
11 the pathways that we offer. So students in 7th and
12 8th grade get to take those courses and electives to
13 start kind of exploring, you know, this may be more
14 something that I want to do. Is it something that is
15 aligned? Is it something that I like? Is it
16 something that I love? Is it something I want to
17 learn about? Right? So kids going into high school
18 have had the opportunity to take the exploratory
19 career wheels where they develop a foundation about
20 what these pathways entail and it's something that
21 they want to declare among commencement of high
22 school.

23 We have Fire Fighting Academy as well, right,
24 and we line that up -- again, progression courses.
25 Emergency Medical Responder certification -- now

1 with that certification, you are certified and
2 licensed to provide basic life support in any type of
3 ambulance company that is provided in your community.
4 We also align it to Emergency Medical Technician.
5 The EMT program is one of the three certificates that
6 you need to be a Fire Fighter, is EMT, Fire Academy,
7 and Paramedic school.

8 We have Law and Legal Academy as well, whereas
9 the aligned professional legal certification aligns
10 to where you can get an entry-level job at a legal
11 office. A lot of those skills in that industry
12 certification is becoming very familiarized with
13 Microsoft Office and all its programs.

14 We offer Mass Communications Academy where
15 students get firsthand experience in the digital
16 world. They manage the school's You Tube channel.
17 They do the morning announcements. They edit -- on
18 video, they edit and photoshop. They provide content
19 for the school. And then with those certifications
20 in the Adobe Bundle, like I mentioned, the Premier,
21 and specific for our school, the photoshop, students
22 have gotten positions and jobs in local networks,
23 right, in our community.

24 And then we have the Medical Academy. Right?
25 And that has an emphasis on -- there is a demand and

1 there is a need in some of these entry-level jobs in
2 Health Science where there's no applicants. Or if
3 there are applicants, there's not a large enough pool
4 to select from. So we offer a Phlebotomy industry
5 certification, again, through a group of four
6 courses. We offer an EKG Technician. Right? And
7 our goal is, right, to be in these academies and
8 these pathways. Students are more motivated, right.
9 Students that are not in AP, not in dual enrollment
10 are more motivated to be in school, more motivated to
11 identify a pathway or possible career and it really
12 attributes to the success of our program.

13 Our model is Honor, Respect and Loyalty -- and
14 Ms. Carbajosa will talk a little bit about that. We
15 are really -- have identified the Leader in Me
16 program, I think, in education too. We've lost the
17 fillers of character formation and values that
18 students need in this country. And also our STEM
19 program as well, that we've now changed into STEAM.
20 That also provides that supplemental piece in
21 building the whole child. Right?

22 We have two campuses currently open. Aside from
23 Cohea, our home-base, and that's CIVICA Colorado,
24 located in a very rural area, in Milliken, Colorado.
25 That's currently a 6-11. They are in year-three of

1 operations. And kind of I want to share this
2 because, if approved, this will be a brand-new
3 school. The school is in its third year of
4 operation. Its second-year data is already
5 outperforming the school districts and its
6 neighboring schools as well.

7 And some of the pathways that they offer are a
8 Health Services Academy, Medical Terminology,
9 Business and Information Systems, and Industries and
10 Manufacturers. So they're focusing, too, on
11 agriculture as well.

12 CIVICA Nevada, Las Vegas, does the Criminal
13 Justice program as well and the Community Health as
14 well; so those two pathways. Their high school just
15 got off the ground.

16 We currently just got -- not currently, but
17 about a year ago we were approved to open in Ohio.
18 And just recently, this past summer, we got approved
19 to open in South Carolina.

20 So I'll pass it to Ms. Carbajosa to tell you a
21 little bit also about the collegiate piece. Right?
22 Some samples of the advanced placement. Right? We
23 want to make sure we service all kids. And she can
24 talk a little bit to that.

25 MS. CARBAJOSA: Good morning, everyone.

1 So one of the -- I've been at COHEA for 15 years
2 now. And one of the biggest joys that I have is
3 being able to see our students -- my former students
4 who come back and they serve our school and they stay
5 in their community. And one of the -- that's very
6 important. Because a lot of times, you know, young
7 -- when you're young you want to achieve career goals
8 but you feel that you cannot do it in your town or
9 college, or they move to other places. So one of the
10 biggest goals that we have is making sure those
11 students do stay within our own community. And we
12 desperately wanted -- we want to be able to replicate
13 that, that sense of keeping our youngsters, keeping
14 the family within our community, if that's
15 (inaudible).

16 So in addition to the career pathways through
17 CTE certifications, we also focus on post-secondary
18 education in the form of us providing credits through
19 advanced placement programs, through the College
20 Board. We follow all the criteria for that. And in
21 the different schools we offer the courses based on
22 the interest of the students and also what is going
23 to better prepare them for the different fields that
24 they're going into.

25 For dual enrollment, we have partnerships with

1 local colleges, such as Doral College and Miami Dade
2 College here in Florida, and AIMS College in
3 Colorado.

4 We -- in the past graduation I believe 25 --
5 sorry -- 20%, 45 students, 20% of our graduates
6 graduated with an associates degree. That means that
7 students re receiving an associates degree, a college
8 degree before they even get their high school degree
9 in June. And when we open up the school, once again,
10 we're looking to meet the needs of the kids so that
11 they don't feel that they need to go somewhere else
12 to better their talents and can best blossom in their
13 careers here in our -- your -- their hometown.

14 And just the school initiatives, schoolwide
15 initiatives, that only is about developing the work
16 skills, the normal work skills everybody knows, the
17 required certification. But also soft skills are
18 very important. We work in a world where we have to
19 be able to collaborate with others. And it's not so
20 much about how it used to be in the past, where you
21 could work, you know, isolated. No. Now, the market
22 requires for collaboration to take place. And so,
23 with initiatives, such as the STEAM program and
24 Leader in Me, we hope to build those strong soft
25 skills, such as problem solving through the

1 application of the engineering process and chose the
2 Leader in Me. We're talking about The Seven Habits
3 of Highly Effective People through the parent
4 company, Stephen Covey, which is -- in the corporate
5 world it's very -- you know, it's very -- it's very
6 well-known. So it's the application of the teaching
7 of the seven habits of the five paradigms at the
8 school level. We're very proud to be one of the
9 first high schools in Florida to be offered this
10 program, and this program is also being offered
11 network-wide. So all these schools in the network
12 work with a coach to make sure that we are not only
13 providing them with, you know, the regular curriculum
14 skills, but also the soft skills.

15 MR. ALVAREZ: So, and I want to -- Adriana, you
16 can go back to the -- I want to talk a little bit
17 from our recent visit with Ms. German and Ms.
18 Carbajosa. You can go back to the CIVICA Bentonville
19 slide.

20 So a little bit more --

21 MS. LIMA: Here?

22 MR. ALVAREZ: Thank you so much.

23 So after our recent visit at Bentonville -- and
24 I know we got to tour the community -- and thank you
25 to Ms. German for really kind of taking us around and

1 helping us get a further understanding for that
2 community. Some of the proposed academies for the
3 growth and development that we see there is academies
4 in Health Sciences, Business and Marketing, Economics
5 and International Studies, Academy of Advanced
6 Academics, and Computer Sciences. And it's not
7 listed here but with one of my board members, that's
8 to my right, you know, she was having a conversation
9 with me this week and she wanted to talk a little bit
10 about also another opportunity for a pathway that
11 could be proposed and thought through. And I'll let
12 her talk a little bit about that.

13 Ms. Morales.

14 MS. MORALES: Seeing as how Arkansas is big on
15 the education, especially with literacy, I'm
16 proposing a pathway for students to be able to learn
17 how to be early childhood educators. That would
18 definitely be something that would help with that
19 initiative, seeing as how 35% of the Arkansas
20 students are at their grade are reading at level. We
21 definitely want to target that and help the students
22 at our sister schools be able to get to where they
23 need to be at an earlier age.

24 MR. ALVAREZ: And we provided in our
25 presentation also some data, not only in our school

1 but some of our sister schools as well. So in year-
2 one, we want it to be known that CIVICA Colorado,
3 after its year-one of operation, outperformed every
4 school and the school district in their Cymath
5 scores. The only school that did not outperform was
6 KQA, which is Knowledge Quest Academy, which has been
7 around for longer. And I do want to say after year-
8 two of operations -- and if you look at year-one,
9 according to the Cymath's performance framework, we
10 were at 68.5 and Knowledge Quest Academy was at 72.7.
11 And, again, this is like a new school. Right?
12 (inaudible) year-three of operations.

13 Year-two, we're proud to say that we did
14 outperform the other charter school and are the top-
15 performing charter school in our district in
16 Milliken, Colorado. In addition to that, also
17 surpassing the school district and all the
18 neighboring schools.

19 So one thing that I want to -- and I know -- I
20 overheard the other conversation earlier, was, you
21 know, you have to tie longitudinal data -- you can
22 move that up -- longitudinal data to programming,
23 right, and vice-versa. So one thing that we're very
24 proud about -- and that's why we know this is
25 working, and I want to explain this to the team in

1 Arkansas. So our state -- part of our school grade,
2 how we're assessed, there's a component called
3 College and Career Readiness. And that percentage,
4 that score that we get is based on your cohort --
5 your cohort of seniors. And it's based on any
6 student that has passed a dual enrollment course with
7 a C or higher, passed an AP exam and a placement exam
8 with a 3 or higher or have earned an industry
9 certification. And we're proud to say that, since
10 2019, our scores in that College and Career Readiness
11 component -- that's why we know that we're not
12 failing kids. That's why we know that there's no
13 child left behind. 99% college and career readiness
14 in '19; 99% -- because we had pandemic and no school
15 grade in 2020; 99% college and career readiness in
16 '99 [sic]. In '22, 94% graduation -- college and
17 career readiness. And in 2023, very proud to say
18 that every single student passed an either industry
19 certification, dual enrollment course, or AP exam
20 100%. But you need to connect that; right? How does
21 that tie longitudinal to graduation rates? How does
22 CTE pathways drive students to graduate from high
23 school, aside from advanced programming?

24 Look at our data, and it doesn't -- you know, it
25 speaks for itself. In 2017, 96% graduation rate;

1 2018, 97% graduation rate; 2019, 99% graduation rate;
2 2021, 98% graduation rate; 2022 -- 2022, 100%
3 graduation rate; 2023, right, 97% graduation rate.

4 So we've never been, you know, 95%. And I truly
5 feel that in our hearts it's a testament of offering
6 programs and educational opportunities for all the
7 students that we serve.

8 I do want to say that across-the-board and, you
9 know, comparing our sister schools, we're assessed in
10 14 exams of proficiency. In those 14 exams, COHEA
11 outperformed the school district and the state in 13
12 of the 14 exams. So not -- it's not only the CTE
13 pathways, it's not only the college -- the collegiate
14 piece with the partnerships, it's about the quality
15 and the content areas. We're getting ready for
16 Hispanic Heritage Month and our department chairs are
17 all meeting together to do cross-curricular
18 instruction -- how does ELA, how does math, how does
19 science, how does social studies work together.

20 So, in closing, I want to thank you for the
21 opportunity to present this application to you. We
22 are excited and elated to come into Bentonville and
23 really partner up. And I do think we have a video in
24 closing, if we have time. If not, we can just go to
25 the next steps.

1 MR. GERMAN: How long? How long is it?

2 MS. LIMA: About a minute-and-a-half.

3 MR. GERMAN: A minute-and-a-half. I don't know.

4 CHAIRMAN SUTHERLIN: Yeah, we can --

5 MR. GERMAN: Technology. It's not looking good.

6 CHAIRMAN SUTHERLIN: They may have to start it
7 from over there.

8 MR. GERMAN: Well, we don't want to hold
9 everything -- we had a nice video. I'm not sure --
10 Carlos, I'm not sure if technically we can do it
11 here.

12 MR. ALVAREZ: No worries.

13 MR. GERMAN: Okay. Yeah. And you see Carlos's
14 -- his passion. You see the school -- these schools.
15 You know, there are colleges right there. There's a
16 courtroom in the school. It's just -- it's amazing
17 how -- we were talking about career development
18 earlier. This is a great thing. And knowing
19 Bentonville very well, it is -- some schools are
20 focused on -- in America, always, we talk about just
21 college, college, college, but this gives other
22 opportunities as well. And with it growing so much
23 -- and I think that he'd mentioned the Farsi angle,
24 and that's something we're really going to explore as
25 well. Because it's -- there's a huge population

1 there that I think is very underserved by pretty much
2 any school in America, because it's relatively new as
3 an ethnic group, but it's very large. And they're
4 very insular, so it helps bring them into the
5 community.

6 So I guess our closing -- everybody was here for
7 the last -- you know, we are a cohort; we all work
8 together. CIVICA is a bit smaller, but they have no
9 less power than any of the others, because we're all
10 here to help them and make sure they succeed.

11 So I guess it's time for the legal part, and
12 then we'll take questions.

13 CHAIRMAN SUTHERLIN: All right. Thank you very
14 much.

15 MR. GERMAN: Sure.

16 CHAIRMAN SUTHERLIN: Mr. Reynolds.

17 LEGAL REVIEW

18 MR. REYNOLDS: The very exciting legal part.

19 All right. So this is the same process. It's
20 going to take a minute. I'm just going to go in
21 bunches.

22 So waiver topic number one, it's ALE. The
23 charter is requesting the waiver of Arkansas code
24 annotated 6-15-1005(b)(5), 6-18-503(a)(1)(c)(1) --
25 (c)(i), 6-48-102, 6-48-103, Standard for

1 Accreditation 2-I.1, and the rules governing Student
2 Special Needs Funding, just Section 4. And we don't
3 have any legal concerns with that.

4 Waiver topic number two, Board of Directors, the
5 charter is seeking to waive Arkansas Code Annotated
6 6-13-608, 6-13-611, 6-13-612(c), 6-13-613, 6-13-615,
7 6-13-616(a), 6-13-617, 6-13-618, 6-13-
8 619(a),(c),(d)(2)(A),(d)(4), 6-13-620(5), 6-13-
9 622(b), 6-13-630, 6-13-634, 6-13-635, 6-13-1303, 6-
10 14-101 et seq. And we don't have any legal concerns
11 with that. I'll make the same note as I made on the
12 other application, 6-13-635 was repealed.

13 MR. GERMAN: And we're fine with the law doesn't
14 exist anymore.

15 MR. REYNOLDS: All right. So waiver topic
16 number three, Class Size and Teaching Load, Arkansas
17 Code Annotated -- the charter is seeking to waive
18 Arkansas Code Annotated 6-17-812, Standard for
19 Accreditation 1-A.5 and 1-A.6, and the rules
20 governing Class Size and Teaching Load. And the
21 Department doesn't have any legal concerns with that.

22 Waiver topic number four is Flag Display. The
23 charter is seeking to waive Arkansas Code Annotated
24 6-16-105 and 6-16-106. And we don't have any legal
25 concerns with that.

1 Waiver topic number five, Leased Academy --
2 Leased Academic Facilities. The charter is seeking
3 to waive Arkansas Code Annotated 6-21-117(2)-(5).
4 And we don't have any legal concerns with that.

5 Waiver topic number six, the Library Media
6 Service and Specialist -- the charter is seeking to
7 waive Arkansas Code Annotated 6-25-103(3)(D), 6-25-
8 104, and Standards for Accreditation 2-D.1, 4-F.1,
9 and 4-F.2. And we don't have any legal concerns with
10 that.

11 Waiver topic number seven, Personnel Policies -
12 Duty-Free Lunch Period. The charter is seeking to
13 waive Arkansas Code Annotated 6-17-111. And we don't
14 have any legal concerns with that.

15 Waiver topic number eight, Personnel Policies -
16 Daily Planning Period. The charter is seeking to
17 waive Arkansas Code Annotated 6-17-114, and we don't
18 have any legal concerns with that.

19 Waiver topic number nine is Personnel Policies -
20 Non-Instructional Duties. The charter is seeking to
21 waive Arkansas Code Annotated 6-17-117, and we don't
22 have any legal concerns with that.

23 Waiver topic number ten, the Personnel Policies
24 - Requirements. The charter is seeking to waive
25 Arkansas Code Annotated 6-17-201(c), and we don't

1 have any legal concerns with that.

2 Waiver topic number eleven is Personnel Policies
3 - Committee on Personnel Policies. The charter is
4 seeking to waive Arkansas Code Annotated 6-17-203, 6-
5 17-205, and 6-17-209. We don't have any legal
6 concerns with that.

7 Waiver topic number twelve, Personnel Policies -
8 Grievance Procedure. The charter is seeking to waive
9 Arkansas Code Annotated 6-17-208, 6-17-210, and we
10 don't have any legal concerns with that.

11 Waiver topic number thirteen is the Employment
12 of Licensed Personnel. The charter is seeking to
13 waive Arkansas Code Annotated 6-17-301(a) and (b),
14 and we don't have any legal concerns with that.

15 Waiver topic number fourteen is Personnel
16 Policies - Classified Employees. The charter is
17 seeking to waive Arkansas Code Annotated 6-17-
18 2301(c)(1) and (d)(2). And we don't have any legal
19 -- oh, and 6-17-2302, 6-17-2303, 6-17-2304, and 6-17-
20 2405. And we don't have any legal concerns with that
21 waiver.

22 Waiver topic number fifteen, it's the Website
23 Posting Requirements. The charter is seeking to
24 waive 6-11-129(a)(1)(B), the Standard for
25 Accreditation 3-A.2 (only to the extent that the

1 classified salary schedule must be published on the
2 school's website), and the rules governing Documents
3 Posted to School District and Education Cooperatives
4 Websites, Section 5.01.4, 5.01.5, 6.01, and 6.02.
5 And we don't have any legal concerns with that.

6 Waiver topic number sixteen, the Principal
7 requirements. The charter is seeking to waive
8 Arkansas Code Annotated 6-17-302, Standard for
9 Accreditation 4-C.1 and 4-C.2. We don't have any
10 legal concerns with that.

11 Waiver topic number seventeen, Report Cards --
12 the charter is seeking to waive Arkansas Code
13 Annotated 6-15-903(a)(2). We don't have any legal
14 concerns with that.

15 Waiver topic number eighteen, Required
16 Instruction -- the charter is seeking to waive
17 Standard for Accreditation 1-A.1.3. We don't have
18 any legal concerns with that.

19 Number nineteen, Superintendent requirements --
20 the charter is seeking to waive Arkansas Code
21 Annotated 6-13-109, 6-13-427, Standard for
22 Accreditation 4-B.2, and the rules governing the
23 Superintendent Mentoring Program. We don't have any
24 legal concerns with that.

25 Waiver topic number twenty, School Counselor --

1 the charter is seeking to waive Arkansas Code
2 Annotated 6-18-2003(a)(2)(A) and Standard for
3 Accreditation 4-E.1. And we don't have any legal
4 concerns with that.

5 Waiver topic number twenty-one, Teacher
6 Licensure -- the charter is seeking to waive Arkansas
7 Code Annotated 6-15-1004, 6-17-309, 6-17-401, 6-17-
8 418, 6-17-902, 6-17-908, 6-17-919, Standard for
9 Accreditation 4-D.1, and the rules governing Educator
10 Licensure, Section 7. I'll make the same note on
11 this application as made on the last one: we can
12 waive the licensure requirements for AQT, but we
13 can't waive the standards.

14 MR. CAMPBELL: Waive that one, right.

15 MR. REYNOLDS: So we don't have any legal
16 concerns with that.

17 Waiver topic number twenty-two, Gifted and
18 Talented -- the charter is seeking to waive Arkansas
19 Code Annotated 6-20-2208(c)(6), 6-42-109, Standard
20 for Accreditation 2-G.1, and the rules governing
21 Gifted and Talented Program Approval Standards. And
22 we don't have any legal concerns with that waiver.

23 CHAIRMAN SUTHERLIN: All right. Thank you very
24 much.

25 MR. REYNOLDS: And that concludes the exciting

1 legal part.

2 CHAIRMAN SUTHERLIN: Thank you.

3 All right. We'll start on this end with Dr.
4 Moore. Do you have any questions concerning the
5 waivers?

6 DR. MOORE: Yes. So, and I apologize if I'm
7 redundant on anything that was asked on a previous --

8 CHAIRMAN SUTHERLIN: Okay.

9 DR. MOORE: -- because they're similar. I had a
10 commitment that I could not join until now. So some
11 of this may have been addressed with the Pinecrest
12 application, which was similar. But I did have
13 concerns, wanting to know about the --

14 CHAIRMAN SUTHERLIN: Dr. Moore, if you'll pull
15 your mic down.

16 DR. MOORE: Oh, sure.

17 CHAIRMAN SUTHERLIN: Sorry; it's lifted.

18 DR. MOORE: All right. About the waiver
19 discussion about GT programs, I'd like to know how
20 that will be implemented in a regular classroom for a
21 teacher who's having to teach everyone will be able
22 to have such differentiated instruction for those
23 learners.

24 MS. SALAZAR: Yeah, absolutely. Thank you for
25 asking that.

1 I'm sorry -- oh, and I think I need to be sworn
2 in because I wasn't in here when we were sworn in.

3 CHAIRMAN SUTHERLIN: Yes. So if you'll raise
4 your right hand --

5 MS. SALAZAR: So, my right hand. Yes.

6 CHAIRMAN SUTHERLIN: Okay. Do you swear that
7 the testimony you're about to give is the truth, the
8 whole truth, and nothing but the truth?

9 MS. SALAZAR: Yes, I do.

10 CHAIRMAN SUTHERLIN: Thank you.

11 MS. SALAZAR: Thank you.

12 Okay. So, basically, when we're doing Gifted,
13 we're looking at it in regards to enrichment. And
14 so, therefore, we're looking at different activities
15 that the teacher will do when she's working with
16 students and with groups of students to insure that
17 the students that are identified as Gifted are
18 getting enriched. A perfect example could be if
19 there's going to be some type of project, maybe the
20 children that -- or the students that are identified
21 as Gifted might have a different little bit of a
22 component of it; you know, for example, maybe do it
23 more like a project-based learning activity. So,
24 based on what the content is, what we do is we look
25 at the group of children. Obviously, we identify who

1 the children are that have been -- that are eligible
2 for Gifted and Talented, and then we think of ways
3 that we can enrich what those activities are. In
4 addition, we can also, during any type of
5 differentiation of instruction time, if there's any
6 type of groups coming in, you know, to the teacher,
7 that's also an opportunity where we can always
8 enrich. It's not about giving extra work; it's about
9 just finding different activities to push that
10 giftedness and the higher-order thinking of skills,
11 you know, for them.

12 DR. MOORE: Okay. Thank you.

13 And then also on the waiver regarding the School
14 Nurse I was concerned with the limited scope of
15 practice of a CNA or Medical Assistant, and it says
16 it will be under the supervision of an RN. And you
17 may have addressed this with the previous --

18 MS. SALAZAR: No, but let's address it again.
19 I'm okay with it.

20 DR. MOORE: I'll be voting this time; I want --

21 MS. SALAZAR: Yes, absolutely. Ask all the
22 questions. Yes, we -- that was a point of
23 clarification. And we will be hiring an LPN.

24 DR. MOORE: Okay. Perfect.

25 MS. SALAZAR: Yes.

1 DR. MOORE: Perfect. All right.

2 MS. SALAZAR: I'm sorry. Oh, yeah, yeah. The
3 RN -- the RN has to be there, because the LPN is an
4 LPN and an RN is an RN. Yeah.

5 DR. MOORE: Okay. Thank you.

6 MS. SALAZAR: Okay.

7 CHAIRMAN SUTHERLIN: Ms. Saracini?

8 MS. SARACINI: I don't think I have any at this
9 time.

10 CHAIRMAN SUTHERLIN: Okay. Dr. Wright-McMurray?

11 DR. WRIGHT-McMURRAY: No, I don't have any at
12 this time.

13 CHAIRMAN SUTHERLIN: Okay. Mr. Davis?

14 MR. DAVIS: Not at this time.

15 CHAIRMAN SUTHERLIN: Okay. Any questions not
16 concerning waivers? Dr. Wright-McMurray?

17 DR. WRIGHT-McMURRAY: Not so much a question,
18 but a comment, I guess. I greatly appreciate in this
19 presentation the clear explanation of how CTE
20 instruction was going to be delivered and
21 identification of the academies that will be offered,
22 as well. And I also appreciated the additional
23 information in regards to outcomes for students,
24 because that clearly explained to me where you're
25 starting, where you got to in the process.

1 MR. GERMAN: Took advantage of having one
2 presentation right after the other.

3 DR. WRIGHT-McMURRAY: Yes. So, no, but that was
4 helpful. So I just wanted to say that I appreciate
5 you reiterating that and kind of clearing that up on
6 the other end. And for those online as well, thank
7 you.

8 MR. GERMAN: Okay. You're welcome.

9 CHAIRMAN SUTHERLIN: Ms. Saracini?

10 MS. SARACINI: I really don't have any --

11 CHAIRMAN SUTHERLIN: Okay.

12 MS. SARACINI: -- comments, other than thank
13 you. And I appreciate his -- I understood more in
14 the second presentation than the first. But it was
15 very thorough, and thank you.

16 CHAIRMAN SUTHERLIN: Dr. Moore?

17 DR. MOORE: So, once again, these may be things
18 you've clarified previously, but if you could provide
19 a little more information. It mentioned that ELA
20 performance would be one of your goals for 11th grade
21 on the ACT, but it didn't reference math.

22 MS. SALAZAR: It would be ELA and math.

23 MR. GERMAN: It was a clerical error.

24 DR. MOORE: Okay.

25 MR. GERMAN: We've added it, and we made sure it

1 was on the record. And it is now on this one, as
2 well.

3 DR. MOORE: Okay. Great.

4 And then, similarly, in the goals it mentions
5 student engagement but not a quantifiable measure for
6 student engagement. It gives the measure, but not a
7 specific metric. It says it will be --

8 MR. GERMAN: I don't think we addressed that one
9 specifically.

10 MS. SALAZAR: No, we didn't on student
11 engagement.

12 DR. MOORE: Okay. So it says student engagement
13 and it mentions it will be by monitoring attendance,
14 but it doesn't give any goal of whether -- you know,
15 that could be 10% attendance or 99. So, some
16 quantifiable --

17 MR. GERMAN: Well, now is our opportunity to
18 quantify that. What should -- where would the
19 solution be? Go ahead. Someone online?

20 MR. ALVAREZ: We couldn't hear the question at
21 all on this end. It just came out very low.

22 DR. MOORE: Sure. So I was asking -- on your
23 goals for student engagement, it says that it will be
24 measured by student attendance. But it doesn't list
25 a specific number, like a percentage for that goal.

1 So what is a reasonable goal there that you're
2 seeking?

3 MR. GERMAN: Did you guys hear that one?

4 MR. ALVAREZ: Yeah, what's our goal.

5 MR. GERMAN: We're saying now -- let's just put
6 it to bed right now. Give us a reasonable goal and
7 --

8 MR. ALVAREZ: And one of the things that we do
9 pride ourselves -- you know, students can be engaged;
10 but before that, students have to be in school. So I
11 would say a threshold would be, you know, 90%
12 attendance or above.

13 MR. GERMAN: Okay. That's pretty strong.

14 CHAIRMAN SUTHERLIN: And does that track with
15 the current data you have for your other schools?

16 MR. ALVAREZ: Yes, sir.

17 CHAIRMAN SUTHERLIN: Okay. Thank you.

18 MR. ALVAREZ: You're welcome.

19 MR. GERMAN: Okay.

20 DR. MOORE: Thank you.

21 CHAIRMAN SUTHERLIN: I thought that you had one
22 question about the meetings, the public meetings.

23 DR. MOORE: Yes. Yes. So I did have a
24 question. So I noticed that for both the meetings,
25 in Fayetteville and Bentonville, it said due to

1 inclement weather no one attended either meeting. So
2 I didn't know if the meetings were at the same time,
3 different times. The time of the Bentonville meeting
4 was stated as 4 p.m., and according to the weather in
5 Bentonville that day it didn't rain until after 6
6 p.m. So it was just odd that at neither place no one
7 attended. So share more information on that.

8 MS. LIMA: Yeah. We did outreach digitally and
9 we did, of course, the public notices in the
10 newspaper. It was raining later on in the day, and
11 so -- but, you know, I don't know if that's
12 necessarily exactly why, but we did not have anybody
13 appear. But the intent of the applicants is to hold
14 -- of course, upon and hopefully receiving approval
15 -- to immediately strike up having more community
16 meetings and having people on the ground to host
17 events and attend events.

18 DR. MOORE: Okay. And it mentions social media.
19 How was it publicized on social media?

20 MS. LIMA: We do Google Ads. So, Google
21 responsive ads.

22 DR. MOORE: Okay. And does it appear to have a
23 reach or are you seeing a reach with that?

24 MS. LIMA: They were not on for long enough. I
25 think typically what we see is -- you know, at least

1 three weeks is what you really need for these things
2 to get traction; so we didn't really see much of a
3 reach. And so I think that kind of proves that -- to
4 us, at least -- that what we really need to be doing
5 is more grassroots on-the-ground.

6 DR. MOORE: Thank you.

7 CHAIRMAN SUTHERLIN: Any other questions, Dr.
8 Moore?

9 DR. MOORE: No. Because my other question is
10 about what do you mean by highly successful. But I
11 think the presentation --

12 CHAIRMAN SUTHERLIN: Yes.

13 DR. MOORE: -- spoke to that. So that answered
14 those questions. Thank you.

15 CHAIRMAN SUTHERLIN: Mr. Davis?

16 MR. DAVIS: Yes. First of all, thank you for --
17 the folks may not know, I kind of started -- I
18 started my education journey at the point in which I
19 got involved with doing some of this work in
20 northwest Arkansas, with the Northwest Arkansas
21 Council, and trying to help business and schools come
22 together to create career pathways for students. So
23 this is something that I'm really interested in.

24 We are -- remind me again -- we are looking at a
25 K-12 institution. Is that right?

1 MR. GERMAN: Yes.

2 MR. DAVIS: Yes. Yes. So I do have some
3 questions, I guess, and I'd love to dive a little bit
4 into kind of what I'm looking at in regards to the
5 report cards in Nevada. And it appeared to me -- and
6 folks -- you know, folks who know me know I'm really
7 interested in growth, I'm really interested in
8 closing the gap, so-forth and so-on. But it appeared
9 that in the school in Nevada -- talk to me a little
10 bit about -- it appears that there have been some
11 challenges around growth, particularly on the
12 elementary side, when I look at the growth indicator,
13 and then, once again, when I look at the closing the
14 gap indicator. Can we talk just a little bit about
15 what's happening there, based upon the information
16 that's provided? I think it's the 2021-2022 sort of
17 report card, around accountability. Can someone
18 speak to that for me, please?

19 MR. ALVAREZ: Yeah, yeah. Yeah. And I think
20 Alex Prieto and I will take this. A little bit -- a
21 little bit about that, we did have a change in
22 leadership. Alex Prieto is the Vice Chair of CIVICA
23 Nevada, and I'll let her talk to you a little bit
24 about what the support that we have been providing --
25 been providing this past year -- this last school

1 year and this year at CIVICA Nevada. They are a two-
2 star school, but that doesn't mean you're going to be
3 a two-star school forever. A two-star is better than
4 one-star, and obviously our goal is to be a five-star
5 school there. But really the level that Ms. Prieto
6 and I have been involved with CIVICA Nevada, I think
7 has put us in the proper posture for student growth
8 and student achievement based on the (inaudible) this
9 school year.

10 Alex, can you talk a little bit to that?

11 MS. PRIETO: Yes. Thank you.

12 With CIVICA Nevada, we have been assisting at
13 the school now for I believe three years. Right,
14 Carlos?

15 MR. ALVAREZ: Yes.

16 MS. PRIETO: Three years. We have, like most
17 schools, have gone through having some difficulties
18 finding teachers to be able to come in and stay. So,
19 in Nevada, there's the ability to hire teachers with
20 some certificates and different things like that.
21 And what they're going through with their teachers
22 and their teacher shortage has been something that
23 we've been trying to assist with and be able to
24 provide as much help that we can and support. But I
25 believe that that would be -- to your question, Mr.

1 Davis, what I think would be the biggest struggle
2 with Nevada -- and in that area where CIVICA Nevada
3 is located we do have -- this year, we took a
4 different proactive approach in teacher hiring, and
5 mostly in the timeline of when we started looking for
6 teachers, seeing what was coming -- what was to come
7 as they grow. Because now they are opening their 9th
8 grade; we do have a 9th grade that we opened up this
9 school year. So making sure that we did do some
10 teacher shuffling within the teachers that are with
11 us, and then making sure that we were hiring
12 proactively for those positions that became
13 available.

14 MR. ALVAREZ: And just to mention, Mr. Davis, so
15 CIVICA does have an advisory board that -- we meet
16 once a month, and it's a group of leaders that are
17 educators. So it's a board member, it's an educator,
18 which is Ms. Prieto; it's myself in the capacity of
19 the president, as well. It's another local board
20 member that's an educator, that's a Principal at
21 Summerset; and then it's the Principal and their
22 administrative team. You know, last year, we did not
23 have any Assistant Principals or school support; it
24 was pretty much the Principal running the show. He
25 was a first-year Principal. Although we did provide

1 as much support and guidance as possible, he was
2 understaffed. I think this year Alex and I, in the
3 capacity of the advisory board, supported him with
4 the interview process to identify Assistant
5 Principals. And we are happy to say that we
6 identified three Assistant Principals, along with the
7 current Principal, to provide support to CIVICA
8 Nevada. And there are ongoing currently monthly
9 advisory board meetings, not to mention CIVICA
10 network quarterly Principal meetings as well. We do
11 -- Alex has a visit coming up now, in September, so
12 --

13 MS. PRIETO: Actually, this month I will be
14 there.

15 MR. ALVAREZ: That's great. You're ready to go
16 this Monday, and for a board meeting. So the
17 conversation there, it's a not-yet circle, but we are
18 working diligently to make sure that we can turn the
19 course for the better and for student growth and
20 achievement.

21 MR. GERMAN: Yeah. And if I can add, Mr. Davis,
22 this is -- your question brings to mind a real-world
23 example of when one of our schools that may not be
24 next-door has a challenge, we're on it and we stay
25 with it until -- I mean, they're not doing this on

1 the phone; Alex is going there. And they -- we -- it
2 is one of our -- it's one of the secrets to our --
3 our secret sauce; we're always trying to figure out
4 what exactly it is. I think it is our support. So I
5 hope that answered your question at least.

6 MR. DAVIS: Okay. And you're not finding --
7 yeah, it does. It does, and thank you for that.

8 You're not finding the same issue in the
9 Colorado location, are you?

10 MR. ALVAREZ: No. That is -- it's a different
11 -- it's a different -- definitely a different
12 demographic.

13 MS. PRIETO: Exactly.

14 MR. ALVAREZ: We're talking about 100% free-and-
15 reduced lunch. We're talking about 12 of the
16 elementary neighboring schools are F and D schools.
17 We're talking about a very at-risk population and a
18 very high-poverty area. So we weren't afraid to go
19 there because we wanted to -- we did want to be that
20 beacon of light. We just knew that going into there
21 we had to roll up our sleeves and have all our
22 soldiers lined up to make sure that we are that
23 beacon of light for that community, because the
24 traditional public schools were pretty much failing
25 the kids. So it's a work-in-progress, but I trust in

1 the leaders that I work with and the support team
2 that we're going to get that school where it needs to
3 be.

4 MR. DAVIS: And I appreciate that. And I
5 appreciate you making the commitment to those
6 students and families.

7 All right. No other further -- no other
8 questions from me.

9 CHAIRMAN SUTHERLIN: Thank you.

10 All right. I believe Cassandra Barnett has a
11 question.

12 MS. BARNETT: Hi. Cassandra Barnett, DESE
13 Program Advisor for School Libraries. I have a
14 similar question to what I asked in the previous
15 application, which was you have a plan to hire a
16 school librarian but you've waived all of the
17 requirements for Library Services, pretty much. So I
18 would just like to know how you're planning on using
19 your school librarian at this particular charter
20 school.

21 MS. SALAZAR: Sure. The main job of the
22 librarian will be to insure that they are -- that she
23 is, or he is, implementing the library standards for
24 Arkansas, as -- when we were reading about them,
25 they're very important, as you had mentioned earlier

1 in the Pinecrest evaluation. A wonderful way that we
2 would be able to use her is for her to be co-teaching
3 those standards, as well. But also the librarian is
4 going to be working with all of the classrooms, also
5 to foster a love for reading; so whatever type of
6 that program is going to look like. Many of our
7 schools use the Accelerated Reader. We're also going
8 to be doing that. So definitely meeting -- most
9 definitely meeting the Arkansas library standards,
10 implementing those, assisting our teachers to be able
11 to implement those, and then also fostering the love
12 for reading.

13 MS. BARNETT: Thank you.

14 MS. SALAZAR: Thank you.

15 CHAIRMAN SUTHERLIN: Any further questions from
16 the Panel?

17 DR. WRIGHT-McMURRAY: No.

18 CHAIRMAN SUTHERLIN: Ms. Saracini?

19 MS. SARACINI: No.

20 CHAIRMAN SUTHERLIN: Dr. Moore?

21 DR. MOORE: No.

22 CHAIRMAN SUTHERLIN: Mr. Davis? Any further
23 questions, Mr. Davis?

24 MR. DAVIS: No further questions.

25 CHAIRMAN SUTHERLIN: Okay. Any discussion?

1 All right. I'll entertain a motion.

2 DR. WRIGHT-McMURRAY: I move approval of the
3 application.

4 MS. SARACINI: I second.

5 CHAIRMAN SUTHERLIN: All right. I've got a
6 motion by Dr. Wright-McMurray for approval, and I've
7 got a second by Ms. Saracini. All those in favor?

8 (UNANIMOUS CHORUS OF AYES)

9 CHAIRMAN SUTHERLIN: All right. All those
10 opposed?

11 We don't have anybody. So, the motion passes.

12 So we're going to fill out our voting sheets and
13 we'll get back to you in just a second.

14 (A FEW MOMENTS OF SILENCE)

15 CHAIRMAN SUTHERLIN: All right. We'll start
16 with Mr. Davis.

17 MR. DAVIS: Yes. I support the motion to
18 approve the application in order to provide families
19 in Arkansas an additional school model with career
20 pathways and to local community (Zoom audio cuts
21 out).

22 CHAIRMAN SUTHERLIN: Dr. Moore.

23 DR. MOORE: I support the application for this
24 school to open in the 24-25 school year. These
25 program offerings, including robust CTE pathways,

1 will add to the existing rich learning opportunities
2 in the region to prepare students for both college
3 and career.

4 CHAIRMAN SUTHERLIN: Ms. Saracini.

5 MS. SARACINI: I support the approval of this
6 academy in Bentonville, the application to open in
7 the 24-25 school year. I'm looking forward to seeing
8 the opportunities afforded to the students in
9 Arkansas.

10 CHAIRMAN SUTHERLIN: Dr. Wright-McMurray.

11 DR. WRIGHT-McMURRAY: I voted for. I support
12 the Bentonville application to open academic year
13 2025. I'm excited to see their strong focus on
14 college and career readiness. I look forward to the
15 opportunities Arkansas students will receive from
16 this new charter school option.

17 CHAIRMAN SUTHERLIN: All right.

18 Congratulations.

19 ADJOURNMENT

20 CHAIRMAN SUTHERLIN: Is there any new business?

21 MS. SARACINI: I make a motion to adjourn.

22 DR. MOORE: I second.

23 CHAIRMAN SUTHERLIN: All right. All those in
24 favor?

25 DR. MOORE: I've been here so long.

1 CHAIRMAN SUTHERLIN: All those in favor?

2 (UNANIMOUS CHORUS OF AYES)

3 CHAIRMAN SUTHERLIN: All right. The motion
4 passes.

5 MS. SALAZAR: Thank you so much.

6 CHAIRMAN SUTHERLIN: Thank you.

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8 (The meeting was adjourned at 12:20 p.m.)

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C E R T I F I C A T E

STATE OF ARKANSAS)
) ss.
COUNTY OF SALINE)

I, SHARON K. HILL, CCR, a Certified Stenomask Reporter and Notary Public before whom the foregoing proceedings was taken, do hereby certify that the same is a true and correct transcription before the Arkansas Division of Elementary and Secondary Education, Charter Authorizing Panel, in Little Rock, Arkansas, on September 19, 2023; that the said proceedings was reduced to typewritten form by me or under my direction and supervision; and that the foregoing pages constitute a true and correct transcription of all proceedings had in said matter.

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

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

WITNESS, MY HAND AND SEAL, THIS DATE: September 30, 2023.

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

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