In The Matter Of:

Division of Elementary and Secondary Education CHARTER AUTHORIZING PANEL

February 23, 2021

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ARKANSAS DIVISION OF ELEMENTARY AND SECONDARY EDUCATION

CHARTER AUTHORIZING PANEL

FEBRUARY 23, 2021 9:00 a.m.

APPEARANCES

PANEL MEMBERS:

MS. DEBORAH COFFMAN Chairperson/ADE Asst. Commissioner Public School Accountability

DR. NACCAMAN WILLIAMS Former State Board of Ed. Member

MR. PHIL BALDWIN CEO, Citizens Bank

MS. SONJA WRIGHT-McMURRAY Division of CTE - Assoc. Director for Career Readiness

MS. KARLI SARACINI ADE Asst. Commissioner - Educator Effectiveness & Licensure

DR. ERIC FLOWERS ADE Asst. to Director

ADE LEGAL COUNSEL:

MS. MARY CLAIRE HYATT DESE Attorney

ALSO APPEARING:

MS. TRACY WEBB DESE Coordinator of Monitoring and Systems Support

LOCATION:

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

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PROCEEDINGS

CHAIRMAN COFFMAN: Good morning. The February 23, 2021 meeting of the Charter Authorizing Panel is called to order. I'd like to welcome everyone to the Department of Ed. auditorium and ask that you please silence all electronic devices.

The Charter Authorizing Panel oversees the authorization, renewal, revision, and revocation of charters.

I'm Deborah Coffman, Assistant Commissioner for Public School Accountability. On our Zoom today is Phillip Baldwin, CEO at Citizens Bank.

Good morning, Mr. Baldwin.

Sonja Wright-McMurray, our Director of Career Readiness Work-Based Learning for the Division of Career and Technical Education, another DESE member.

Good morning.

And then we have two new members to welcome this morning: Karli Saracini, Assistant Commissioner for Educator Effectiveness here at DESE.

Good morning, Ms. Saracini.

And Dr. Eric Flowers, Assistant to the Director here at DESE and working with ADE as well.

So good morning, Dr. Flowers.

And we may kind of keep a lookout to see if we

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1	have any more board members that join us. Our other
2	two members are Dr. Naccaman Williams and Toyce
3	Newton.
4	So good morning, everyone. And with that, let's
5	look at our agenda today.
6	CONSENT AGENDA
7	CHAIRMAN COFFMAN: We're going to start with our
8	Consent Agenda, approval of the minutes from the
9	January Charter Authorizing Panel meeting. Any
10	conversation
11	MR. BALDWIN: I move
12	CHAIRMAN COFFMAN: or changes?
13	MR. BALDWIN: I move approval.
14	MS. WRIGHT-McMURRAY: Second.
15	CHAIRMAN COFFMAN: So I have a motion by Mr.
16	Baldwin, a second by Ms. Wright-McMurray to approve
17	the minutes as presented.
18	Any discussion?
19	All those in favor?
20	(UNANIMOUS CHORUS OF AYES)
21	CHAIRMAN COFFMAN: Motion passed.
22	ACTION AGENDA
23	1. CONSIDERATION OF CHARTER AMENDMENT REQUEST - LISA ACADEMY
24	CHAIRMAN COFFMAN: All right. Ms. Webb, you are
25	recognized for Action Agenda Item Number 1.

1	MS. WEBB: Good morning. This morning we have
2	LISA Academy who has submitted an amendment request
3	to add a new campus, increase the enrollment cap, and
4	add additional waivers. LISA's charter was approved
5	in 2004 and the school serves students in grades K-
6	12. The 20-21 enrollment cap is 3,432 students with
7	approval to increase annually to 4,382 by 33-34
8	school year.
9	Today we have Dr. Bogrek, superintendent, and
10	Dr or Ms. Luanne Baroni, the assistant
11	superintendent, that I think will be presenting along
12	with a couple other members of their team to answer
13	any questions you may have.
14	CHAIRMAN COFFMAN: Thank you.
15	Ms. Mary Claire Hyatt, would you like to go over
16	our process today, because we do have new panel
17	members.
18	MS. HYATT: Sure.
19	Good morning. Let me know if you can't hear me.
20	I'm having to do a phone computer situation.
21	So you'll want to swear everyone in, except for
22	their attorney, before they begin to present.
23	They'll have 20 minutes to give their presentation on
24	their amendment request.
25	And, Tracy, correct me if I'm wrong, but I don't

believe anyone has signed up to speak in opposition. 1 So you'll just go into the additional 5 minutes, 2 if it's necessary. Following that, you'll have the 3 opportunity to ask questions of the Division, to ask 4 questions of LISA, and then vote. And at the time 5 that you guys vote, if you've got questions about 6 7 what types of actions you can take I'll be here to 8 answer those questions. 9 CHAIRMAN COFFMAN: If all persons speaking on behalf of LISA Academy will stand and raise your 10 right hand. Do you swear or affirm that the 11 12 testimony you're about to give shall be the truth, 13 the whole truth, and nothing but the truth? (ALL SPEAKERS ANSWERED AFFIRMATIVELY) 14 15 CHAIRMAN COFFMAN: Thank you. All right. You're recognized, if you will be 16 17 sure to state your name and title for the record. 18 SUPT. BOGREK: Morning, with respect to Charter Panel Members. I would like to thank you for the 19 20 opportunity to present our amendment request. 21 Luanne Baroni is going to present our amendment. 22 DR. WILLIAMS: Good morning. Can you hear me? 23 CHAIRMAN COFFMAN: Yes. Good morning, Mr. 24 Williams. 25 DR. WILLIAMS: Well, I can't hear Ms. Coffman.

- February 23, 2021

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1	MR. DAN DAVIS: (inaudible, not at the
2	microphone).
3	CHAIRMAN COFFMAN: Yes.
4	Good morning, Dr. Williams.
5	MR. DAN DAVIS: (inaudible)
6	DR. WILLIAMS: It looks like your individual
7	mute button is on, from my end.
8	CHAIRMAN COFFMAN: Yes, but we're we should
9	be live from the auditorium.
10	MR. DAN DAVIS: (inaudible)
11	DR. WILLIAMS: Phil, can you hear okay?
12	MR. BALDWIN: Yes, I can hear her fine, Nac.
13	Can you hear me?
14	CHAIRMAN COFFMAN: Tracy, do you want to text
15	him and ask him to reboot?
16	Let's give him a minute.
17	DR. WILLIAMS: I'm going to log off and log back
18	in.
19	[A FEW MOMENTS OF SILENCE]
20	MR. DAN DAVIS: (inaudible)
21	MS. BARONI: Oh, okay. Where is it, on the
22	side, top?
23	MR. DAN DAVIS: (inaudible)
24	MS. BARONI: Oh, I gotcha.
25	CHAIRMAN COFFMAN: And, Luanne, you need to

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1	bring that microphone closer to you.
2	MS. BARONI: Okay. Which one, both?
3	MR. DAN DAVIS: (inaudible)
4	MS. BARONI: The one on the right?
5	MR. DAN DAVIS: (inaudible)
6	MS. BARONI: Okay.
7	CHAIRMAN COFFMAN: One is green.
8	MS. BARONI: Okay. How is that? Is that good?
9	Yeah, I'll speak louder. So cue me when you're ready
10	and I'll
11	CHAIRMAN COFFMAN: Yeah, I'm just waiting for
12	Dr. Williams to be able to log in.
13	Tracy, let me know if you see him pop on.
14	MS. WEBB: (inaudible, not at mic)
15	CHAIRMAN COFFMAN: He is?
16	Dr. Williams, are you able to hear us now? Good
17	morning, Dr. Williams.
18	DR. WILLIAMS: Morning. I'm good to go now.
19	Thank you.
20	CHAIRMAN COFFMAN: All right. Dr. Williams,
21	before we get started I just want to introduce you to
22	two of our new Charter Panel members: Karli Saracini
23	and Dr. Eric Flowers.
24	DR. WILLIAMS: Pleasure. Thank you.
25	CHAIRMAN COFFMAN: Ms. Baroni, thank you for

MS. BARONI: Okay.

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MR. DAN DAVIS: (inaudible)

MS. BARONI: There we go.

A little background information on LISA Academy to begin with. LISA Academy is a tuition-free public charter school with a comprehensive college preparatory program focusing on science, technology, engineering, and mathematics. All of LISA Academy's schools have been accredited by the Arkansas Department of Elementary and Secondary Education since our opening in 2004. As you can see, we have multiple schools in both Little Rock, North Little Rock/Sherwood, and in Springdale.

To go over what our growth plan is, I'll talk about the hubs that we have and our plans for the future. We have our central Arkansas hub which consists of two different K-12 systems, one in Little Rock, which is -- consists of three buildings: a K-5 building, a 6-8 building, and a 9-12 building. And then in North Little Rock/Sherwood we have a K-5 building and a 6-12 building on the same campus but bordering the two cities, North Little Rock and Sherwood. In northwest Arkansas, we currently have a Springdale campus that houses a K-8 building. We have been approved to open a new facility in Rogers to serve the Rogers/Bentonville area. That planned

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start is in the fall of 2022. We'll start with the lower grades building and then eventually we'll have all grades K-12.

What we're here to talk to you about today is our plan for a statewide learning center program with a hybrid school.

LISA Academy has had demonstrated success. One of those things is that we have had significant All of our campuses had significant growth growth. on the most recent state testing. These are our current letter grades which are now I think two years old, because we've all kind of been in pause. We were hopeful to bump a couple of those up because several of those grades are sitting right on the border of the next letter grade up. We are doing everything we can to make sure next time there are letter grades that those that can move up will move That's our goal is to make sure our students are up. succeeding. We have had consistent performance over the years with a 95% or better graduation rate each year, with a 95% or better college acceptance rate. A hundred percent of our schools showed growth on the last ACT Aspire. We have a 13-to-1 student-toteacher ratio and our average class size is around 17.

Our growth and success are evident. And one thing to point out is you can see the growth here with our enrollment over the years. This has been a steady and deliberate growth that we've experienced. We have been careful to manage that as we've gone through the years, as we're growing, to make sure that we're upholding our quality as we're growing. We've tried to respond to the demand in the community but also be sure that we can service the students. And as you can see from the accolades listed here, we have continued to uphold that quality in what we're doing in all of our schools.

Another key part of who LISA Academy is involves diversity. We have been named the most diverse school district in the state of Arkansas. We have over 35 languages spoken by our LISA families, we have an 80% minority enrollment, and we have over 60% free-and-reduced lunch participation. This diversity has shown a steady increase over the years, and particularly in low-income and minority student populations. And as you can see from our most recent demographics, currently our largest student population is Black or African American, followed by Hispanic/Latino, and then by White, and then followed by other races. We're very proud of this and we've

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made a deliberate effort to make sure that we're serving the populations within the communities that we serve.

An important thing to think about is why we're doing STEM education, why is STEM so important. A couple of things to point out is that's where the market is going. As you can see from this slide, 91% of software jobs are outside of Silicon Valley; they are not just in a narrow place like they used to be. And 67% of computing jobs are outside of the tech sector, so they're in other industry and in other businesses. And as you can see from this data, low digital skill jobs are in the decline while medium and high digital skill jobs are rapidly increasing in demand. We can only imagine what this graph will look like by the time our -- today's kindergarten students graduate from high school and college. and technology is very important in industry for our students to be prepared for.

Why we're asking you for a hybrid school is an important question, and to give you some of the rationale on that I'd like to review a few things about that:

We believe that a hybrid model is the future of schooling. We've seen how important being flexible

and allowing different models is in the past year. We believe that there's a demand for innovative and flexible school options for families in the state of Arkansas. A hybrid model will allow for technology-integrated education and we'll be able to teach 21st century skills to students, even in those rural areas that maybe are not getting that currently.

We believe also the hybrid model will allow us to provide academic and social/emotional support that may be not available in an all-virtual model.

A couple of important pieces of our rationale is that it offers a unique model for the state that's different from just a purely virtual option. In a recent Credo study of completely virtual schools, it showed that students who are enrolled in exclusively virtual perform significantly below those in traditional brick-and-mortar schools. We believe that a hybrid option will give students the opportunity to have a combination of both traditional school combined with the home instruction to allow that flexibility but to give the support that an onsite opportunity gives.

The model that we're developing right now and coming before you to talk about today would involve multiple features. All of our students would be

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required to attend onsite a minimum number of days to receive academic enrichment and intervention. would recommend strongly weekly attendance. Students will be required to attend onsite for all mandatory testing. All of the core digital curriculum will be taught by LISA Academy teachers and all of our students will be provided with the required technology, computers, devices, Wi-Fi, anything that they need to be able to participate in the program. Participation in onsite extracurricular activities is strongly recommended but not mandatory. What we're looking at offering for our students will include some of the programs, as many as possible, of what we're doing currently with our onsite. That would include a rich enrichment program, tutoring program, offering onsite high school courses, hands-on activities, clubs, extracurricular activities, sports, and other programs that are offered in our onsite schools. This will vary some obviously based on the campus or satellite learning centers offering and the level of enrollment at each of those. We also will offer online homework help and IT support based on the faculty that are available. Our student services will be an important part of what we're going to provide. We'll provide that either

virtually or through contracted services. Students will need to come onsite to a satellite or campus learning center for special services that require that face-to-face delivery. We'll have broad course offerings supported by our onsite campuses. We'll have educational resources available through nationally recognized curriculum and portals, such as the LMS that we're currently using, Schoology.

Training will be provided for parents and students on the use of online learning resources. We will provide counseling services for our students, both in the hybrid as we do on our regular campuses. And we're going to require mandatory onsite face-to-face with parent-teacher and student-teacher conferences.

The hybrid learning centers are going to be in two different forms. The first would be campus learning centers that we'll locate in Little Rock and in northwest Arkansas. The second form of learning centers would be our satellite learning centers that we'll base across the state -- open across the state and that will be based on the regional demand. The hybrid learning centers -- the campus learning centers will first be opened where we already have facilities on our LISA campuses in central Arkansas and northwest Arkansas, and then the satellite

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learning centers will be open throughout the state in all of the regions where there's a demand. centers will be located in churches, libraries, community centers, or other safe locations -- and we say "safe locations" because we want to make sure that what we're doing for our students can provide them with a safe educational environment. plans to work with whoever the property owners are where we're leasing or borrowing space to do this so that we can make sure we can have help and safety requirements at the forefront of that to provide for a safe environment for our students. We'll have administrative offices for the hybrid school at our West Middle School campus at 21 Corporate Hill and this will also serve as one of our campus learning centers. We have some space available there because we're using two buildings for a middle school there now on that campus. The second campus learning center will initially be housed at LISA Springdale on Holcomb Street in Springdale.

We'll provide breakfast and lunch programs
through learning centers, weekly shelf staple meal
packages. We've learned a good bit about that
through the pandemic and we've been able to provide
that for our students and make sure that those

students who need those meals can get those meals.

This is just an idea, just to use a little imagination of what a learning center might look like and some of the things that we might have our students involved in. As you can see, we plan to have small group interactions with students and teachers at our satellite and campus learning centers. We plan to have hands-on activities with things like robotics and manipulatives to make sure students are learning and growing and get that personal attention that they need.

The campus learning centers will provide onsite high school courses, special services as needed, meal services, enrichment and tutoring in ELA math and science which has been a strength of LISA Academy over the years. We'll have faculty office hours for one-on-one meetings. We'll have STEM experiments, hands-on activities, Makerspace projects like we have on our onsite campuses. We'll offer competition and non-competition clubs, sports, fieldtrips, things like our fall festival and graduation and other onsite activities. We'll provide family support events, like curriculum and technology training, college and FAFSA application nights, virtual and onsite home visits which has been something that's

been at the core of LISA Academy to offer those home visits to our families, and onsite counseling services as well as the virtual counseling services. Our satellite learning centers will offer similar programs to our onsite campus learning centers with our enrichment and tutoring, special services, meals, STEM competition clubs. Just some of the examples are like Science Olympiad, coding, MathCounts, and then things like drama, creative writing, chess, esports. And we'll have faculty office hours for that one-on-one instruction and support. All of this, of course, will be developed based on what the demand is and how many staff we have on campus at our satellite learning centers. All this will be supported by our LISA school hybrid teachers and tutors.

These are the regions that we're envisioning reaching through our satellite learning centers. As I mentioned before, we already had plans for the central and northwest as a beginning point and then as we have demand we will begin to reach out into those other areas and develop those satellite learning centers to reach those populations that are further from central and northwest Arkansas.

This is a sample 6th grade schedule that we've developed just to give you an idea of what a day

might look like in the life of a LISA Academy hybrid student. Students will receive their main instruction online through the learning platform every weekday, as well as supplemental support onsite a minimum number of days per week. The clubs, sports and extracurricular activities will be offered on multiple days. And as you can see in this, the yellow highlighted is the time the student would spend on campus, both with onsite interaction with a LISA Academy teacher, as well as afterschool kinds of activities with robotics and sports and other extracurricular activities.

This is a projection of what we envision our enrollment over the next several years. It's not carved in stone at this point because of course we don't know what the full demand is until we offer the school. But right now, we're looking at beginning relatively small, rolling out in the beginning with K-9 and then adding grades and adding enrollment as demand dictates. So as I said, this is not carved in scone -- stone right now, but it is something that we think is a reasonal project -- reasonable projection of where we might go with our enrollment.

A second piece of what we're presenting to you today is a request to ask for an enrollment increase

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of our Springdale campus. The Springdale campus was originally approved for 300 students. There have been extensive renovations to the building and that's increased the number of classrooms which will allow for the additional growth that we foresee on that In addition, the surrounding property has campus. been upgraded, a new parking area added, and that has helped with traffic flow and with access to the building. So in addition to asking for our hybrid school today we're asking for an increase of 200 which would be the maximum capacity on this campus in Springdale. We're already kind of pushing that right now with what we're projecting for next year, so we'd like to be able to offer up to 500 seats on that campus.

So, in summary, our amendment request consists of asking for an enrollment increase of 1,050 for grades K-12 in our hybrid school and that would be grown over the next several years. We'd like the flexibility to open that school in the fall of 2021 with limited grades, then offer grades as the demand and learning centers dictate. Our grade offerings will be annually re-evaluated and revised, if necessary. We would like to maintain all the waivers currently held by LISA Academy and add additional

1	waivers that would be just for the hybrid school.
2	We'd like the flexibility to house our current LISA
3	Academy West 6th graders in either of our middle
4	school buildings which are side-by-side at 21 and 23
5	Corporate Hill Drive. And, as I just mentioned,
6	we're asking for an enrollment increase of 200 for
7	LISA Academy Springdale campus.
8	That concludes the presentation. Thank you for
9	your time and attention. And we'll be happy to
10	address any questions at the appropriate time.
11	CHAIRMAN COFFMAN: Thank you.
12	Typically we go to hear legal review. I wonder
13	if there are any questions right off the bat that we
14	need to address before we get into all of the
15	waivers. Any clarifying questions?
16	Mr. Baldwin, any clarifying questions?
17	MR. BALDWIN: No, I'm good. Thank you.
18	CHAIRMAN COFFMAN: Dr. Williams?
19	DR. WILLIAMS: No clarifying questions.
20	CHAIRMAN COFFMAN: All right. Thank you.
21	Ms. Hyatt, if you'll begin the review of
22	waivers.
23	MS. HYATT: Sure. Thank you, Ms. Coffman.
24	First of all, I would just like to commend LISA
25	for all of their work on the amendment request. When

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I did the initial legal review there were lots of outstanding issues, and we met yesterday and worked through a lot of things. So they really did put in a lot of work into the amendment request, so I would be remiss if I didn't say thank-you for that because it makes my job a lot easier.

LEGAL REVIEW OF WAIVERS

MS. HYATT: There are kind of three things I'd like to talk about. First, in the waivers requested it includes a waiver of 2(d)(1) in the Standards, which says schools must maintain an appropriate balance of print, non-print, and electronic media for their students. I don't believe that that's necessary. I think every school has the ability to provide whatever is appropriate for their model in terms of a mix of print, non-print, and electronic media. Based on what is included in their application and my conversations with them I believe they will be meeting that standard, so I don't think that the waiver is necessary. And they might have a response to that or additional information they'd like to present.

MS. BARONI: Yes. Thank you, Ms. Hyatt.

The waiver of 2(d)(1) actually is a part of a waiver that we already hold, so it's not a new

request for a waiver. And I believe that that was part of a package of waivers that rolled over for charter schools who had previous waivers under other standards.

Tripp Walter, if you can help -- our legal counsel.

But I believe that was just part of a package that was rolled over, so it's not a new request we're asking for for this hybrid school.

We need legal clarification on that.

MR. WALTER: Madam Chair, Members of the Panel, Staff -- Tripp Walter, Staff Attorney, APSRC.

I have discussed this issue with LISA, and Ms.

Baroni or Dr. Bogrek can jump in if I go astray here.

But after discussions with Ms. Hyatt and reviewing

the model with LISA administration I believe that

they no longer wish to go forward with the waiver of

2(d)(1) as it applies to this amendment request only.

MS. HYATT: Okay. So I'll move on.

The next is not really a remaining legal concern, but I did want to give LISA the opportunity to explain to the Panel. They have requested some pretty extensive waivers of safety and facilities standards and laws as it will relate to their hybrid model. Specific to the hybrid school, initially I

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had some concerns about that, but yesterday during our meeting they really gave a good explanation about how they plan to insure student and staff safety. So I think that would be helpful if they would provide you with a little bit of that information so everyone can be assured that students and staff will be safe.

MS. BARONI: Yes, that's something that we did have a long discussion about. And the reason we've asked for those waivers are really because we don't have all of the satellite places nailed down yet. We want to make sure that you as a panel, and any parent, of course, is assured that we will have safety requirements in place. We plan to train any staff that are going to be in a satellite location in first-aid so that we make sure that they're trained to provide that first-aid. We will provide appropriate drills and trainings for students based on whatever the facility is. As you can imagine, you know, we're picturing in our minds they're in a rented room in the back of a library. We don't know what that facility is going to be structured like. So that's why we're asking for those waivers, just so that we're not held to the strict requirements that would be required if we owned the entire building or leased the entire building. We lease some of our

facilities now and we adhere to all of those in those leased facilities, so this is not the situation that we would ask for a waiver on our campus facilities. We're going to do those just like we do in our owned buildings, the same as in our fully leased buildings. We're just asking for those waivers because of the satellite locations and the nature of those that it might simply be a room in a church, a room in a library, a room in a community center, and we don't know right now what exactly that's going to look like. But we do want to assure everyone that we will put in place whatever safety measures are necessary to be sure that our students are safe, that our staff is trained, that our students are trained to be able to operate their safely.

So if there are specific questions about that I'd be happy to answer those.

CHAIRMAN COFFMAN: Ms. Wright-McMurray.

MS. WRIGHT-McMURRAY: Just for my knowledge, what is the follow-up process? It just sounds like that we're -- we would be giving the okay in advance of knowing what the facilities are going to be. So what would be the follow-up process to insure that whatever is selected is appropriate and in line with what needs to happen? That's just for my knowledge.

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CHAIRMAN COFFMAN: Ms. Hyatt, do you want to address that?

MS. HYATT: Sure. So in terms of what's automatic, nothing really. So once we give -- once the Panel -- if the Panel approves, they will have the ability to open these satellite sites. would have waivers from some of these school building requirements. So essentially they would be able to use whatever kind of satellite sites that they They would be required to meet whatever their -- is in their application, whatever they're presenting to you today in terms of safety and in terms of location of those sites. But it's common that we have schools that want to expand and they don't have a building already, but instead have an idea of what type of building and an idea of where the building is going to be. Of course, you can, in whatever kind of approval you do, build something in, like they need to report to the Division what sites they select or that the Division needs to do a onsite visit whenever they lease those spaces. But that's not going to be automatically built-in; it would be something that the Authorizing Panel would need to build into their approval.

DR. WILLIAMS: A question, please.

CHAIRMAN COFFMAN: Yes, Dr. Williams.

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DR. WILLIAMS: Isn't there a -- is there a process in place that when a school comes up with a new building that the ADE reviews that building in some form, or they can just come up with any building as a charter school? Or any school could just come up with any building and call it a school?

MS. HYATT: So in a traditional sense there are all types of facility rules that apply to traditional public school buildings. When it comes -- in the charter context, typically they have waivers of having to abide by the facilities manual that says you have to have this many square feet, and typically they have also waivers of requirements to do drills and safety procedures in the same way that a traditional school would have to do. Typically, in an initial application the school does not have a building; they just have a general idea of where they want the building to be -- and there's not a lot of requirements there, especially once the waivers start to come in. Sometimes you'll have a school -- like when LISA has done expansions in the past, it came with a building, so we had a better idea of what that would look like. But sometimes it's a little bit more vague. Of course, they always have to make sure

that students are going to be warm, safe, and dry, and they have to make sure that students and staff are going to be safe.

DR. WILLIAMS: Sorry, I couldn't find my mute button here.

So given -- I like the point about the warm, safe, and dry piece. Is that verified in some form by ADE?

MS. WEBB: So, it is not. They are not required to have the same facilities inspections that normal school districts do. However, in order to receive facilities funding they have to have those inspections completed and submitted to ADE to receive that funding. So, not required unless they want the funding.

DR. WILLIAMS: Okay. My follow-up question would then be to LISA Academy, is whether they're going to apply for facilities funding. I'm just trying to track and see if there's going to be a process, following up on Dr. Wright-McMurray's question. If they're going to apply for facilities funding -- I'm also concerned that, you know, you can just put the schools anywhere. And the short answer might be just we just need to require the -- for them to come back to ADE; for ADE to take a look at the

building or the facility might be the short answer.

CHAIRMAN COFFMAN: Ms. Baroni, I think the questions that's been asked are do you plan to apply for facilities funding in the future, and then I think they're looking for a better description of what type of satellite facilities you might be considering or not considering.

SUPT. BOGREK: Yeah, we might not be eligible for facilities funding -- he can correct me -- because of not having five days instruction. I'm sorry. Yeah, I think we aren't eligible for facilities funding, my understanding, because we don't have -- our main instruction is not, you know, in-person. So this is why I think a hybrid school is not eligible for facilities funding.

CHAIRMAN COFFMAN: Talk a little bit about how you might select a satellite site.

MR. WALTER: The satellite site, in our initial counties we are going to use our campus buildings, our LISA North and LISA -- I'm sorry -- LISA West building and LISA Springdale initially. And after that, you know, the other regions we might have satellite learning centers based on the demand. Again, we we're going to use like educational facilities like churches or libraries or community

centers, which means, you know, they have you
know, they have some education. Just we are going to
be interested in those locations. Again, we aren't
going to have contract or I'm not going to select,
you know, (inaudible). We want to make sure they
will have the same standards like our campuses. So
we want to make sure it's safe and, you know
again, those places are going to be used
periodically, not every time. And, again, our
requirement is students are going to come in-person
every other week at minimum but every week, as
commanded. So we will keep the same, you know,
quality, you know, facilities, like, you know, that
we are going to have for sort of like learning
centers. But we can cooperate with the Department of
Education; whenever we will rent something or
whenever we lease something we send, you know, the
contract to DESE for approval. Again, there's an
approved process so DESE can, you know, still command
and maybe deny, you know, if you don't feel
comfortable. So there is an approval process for the
leasing, you know, we are going to send to you.
MR. WALTER: Thank you, Madam Chair and Members
of the Panel.
Dr. Bogrek stated a lot that I was going to.

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We've had those discussions about making sure that LISA administration is going to be talking with the potential -- the owners of potential buildings to make sure that that all coordinates with the standards that would apply in a LISA brick-and-mortar facility.

I wanted to just take a minute of your time, if I may, to explain the parameters we're asking for. What we're asking for -- what's on the table now soto-speak or live in the application is just a waiver from that part of the standards that talks about school safety policies. That's the only thing that's being requested here. You may note that in the remaining section of the waivers there were issues that Ms. Hyatt brought up concerning defibrillators, drills, et cetera. We have discussed those with her and those are not things that are being requested So that -- the standards waiver -- and Ms. now. Hyatt can correct me if my understanding is wrong --I believe that's the only thing on the table now. just to make sure that -- this waiver may not be as widespread and pervasive as you think.

MS. HYATT: So it appears to me that it would be having emergency plans, using the panic button, following the facilities manual, and the safety

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policies, having the school safety policies in place
-- and I think that's the extent. But I do think
it's a little bit more expansive.

And just while I have a second, I do -- and this would come up, of course, as LISA pointed out, that there is a multi-year lease. It has to be approved by Secretary Key in order for a school to enter into a multi-year lease. If it was a single-year lease, of course it would not fall under that same provision and rules that requires that approval. I haven't had time to research this particular point enough, but there may be additional legal concerns about having satellite official school sites in church buildings. That's something that might not necessarily be allowed. That same concern is not there for other types of community buildings. But, of course, in religious buildings having an official school site could present additional problems, and that's something that, you know, we'll need to look into and LISA will need to look into the legality of that.

CHAIRMAN COFFMAN: Ms. Hyatt, I think we've -have we not had a charter in a church building
before? We just had to make sure that the area was
free of any secular signage or literature.

MS. HYATT: That's right. If you will I'm sure

remember the school Covenant Keepers, they did lease space from a church. I believe that the space that they leased was, yeah, a more or less religious building that was part of the church but was not in the actual church space. So, of course it would depend; it's not necessarily prohibited. But if you had a small church building in a rural place in Arkansas where you have a conference room right next to the worship area that might be different than having a space in Little Rock where you have a whole separate building on a church campus. So it would just kind of depend -- and, again, I would need to look into it more and LISA would need to look into it more, but that could present some additional issues.

CHAIRMAN COFFMAN: Other questions?

Ms. Hyatt, any other waiver concerns?

MS. HYATT: There's just one last legal concern. It doesn't have to do with waivers but more the requested flexibility on grade expansion. To my knowledge, we've never granted that type of flexibility to a charter school before where they have the flexibility to determine when they will be adding additional grades without the approval of the Panel. Of course, we have approved expansion schedules -- like in Friendship will be K-2 this

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year, next year will be K-3, next year K-4 -- where they have outlined those things in their amendment request or in their license request. But to my knowledge, we've never approved a school to just decide which grades they're going to add on their own and when they will be adding them. There's nothing in law that specifically prohibits that. My concern really comes from the monitoring and transparency perspective; you know, we'll need to know which grades are being offered when in order to make sure that we have that information for monitoring. in terms of transparency to the Division and to other stakeholders and parents, I think it's important that people know which grades are going to be offered at a school. And there's not, to my knowledge, any information in the presentation or in the application that lays out the criteria of how they'll determine which grades they're adding when. And so that is a little bit concerning to me.

CHAIRMAN COFFMAN: Yes. I would add to the accountability issues that go with that just scream red flags for me.

Would you like to address that?

MS. BARONI: Well, I think one of the concerns we have about being held to the projected yearly

enrollment in the grade bands is the current situation we're in with the pandemic and with the whole virtual/onsite piece. One of the ideas that we are not sure of how it's going to play out is how many of our current students would prefer to roll into the hybrid model. And if there are students we have right now who are 10th, 11th or 12th grade who wanted to go into our hybrid model in the fall, if we were to restrict it to only having that K-9 that first year we would not be able to allow them to do that. So I think that's where we were kind of looking at having some flexibility on how we roll that out, particularly as it would impact our current students who might prefer to go to the hybrid model.

And, yes, you know, we can't predict who's going to want to join our hybrid model down the road in other parts of the state. But on the front-end of that, I think that was one of our concerns that if we had 300 current students who wanted to, you know, change over to the hybrid model then that leaves us with 89 spots for anyone else. So that's where we felt like it could be pretty restrictive to our parents being able to choose that and we wanted to at least allow some flexibility to be able to tweak that if there's a demand with our current students, in

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1	particular.
2	PANEL QUESTIONS
3	CHAIRMAN COFFMAN: So, Panel Members, I have a
4	ton of questions, but I want to start with you.
5	MS. WRIGHT-McMURRAY: No, go ahead.
6	CHAIRMAN COFFMAN: No. No, go ahead. I'll mark
7	mine off as we go.
8	Ms. Wright-McMurray.
9	MS. WRIGHT-McMURRAY: So currently are you guys
10	utilizing a hybrid model with your students at the
11	moment?
12	MS. BARONI: Are we utilizing what? I'm sorry.
13	MS. WRIGHT-McMURRAY: Are you currently
14	utilizing you have a hybrid model in your schools
15	right now? Because, you know, you know, the nature
16	of how it is right now some students are virtual,
17	some are hybrid. Are you guys currently utilizing
18	that model?
19	MS. BARONI: I wouldn't call it a hybrid as we
20	perceive as hybrid model. Of course we're offering
21	virtual, you know, for parents who want the virtual
22	right now and we're allowing them to come back on
23	campus. We had a big influx back the second
24	semester, after the winter break, but we're not
25	really doing that as a hybrid piece as we're

1	proposing. So they're either virtual or they're
2	onsite now.
3	MS. WRIGHT-McMURRAY: So you don't have any
4	students right now that are like 80 days and things
5	like that?
6	MS. BARONI: No, we do not. We either have all
7	virtual
8	MS. WRIGHT-McMURRAY: Is there any way you can
9	gauge or estimate from the students that you
10	currently have that are utilizing some of the virtual
11	that are coming back on campus to be able to
12	determine what your numbers could potentially look
13	like to give you an opportunity to at least have
14	MS. BARONI: Right, have some ideas.
15	MS. WRIGHT-McMURRAY: something more concrete
16	to be able to share what that's going to look like?
17	MS. BARONI: I think Mr. Sahin has done some
18	study on that and may be able to better answer that
19	question.
20	MR. SAHIN: Hello. My name is Sahin, I'm the
21	assistant superintendent.
22	So right now we have 1570 digital learning
23	students, virtual students out of 3300. So next
24	year, you know, it may be we cannot know, we
25	cannot it may be from 300 to 1,000, we don't know

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1	right now.
2	MS. WRIGHT-McMURRAY: And so just to I'm
3	sorry.
4	CHAIRMAN COFFMAN: Was it a third? Did you say
5	a third of your students are digitally learning right
6	now?
7	MR. SAHIN: 1570.
8	CHAIRMAN COFFMAN: 1570.
9	MS. WRIGHT-McMURRAY: And that makes up what
10	percent of your overall student enrollment?
11	SUPT. BOGREK: It's around 45%.
12	MR. SAHIN: 45%.
13	MS. WRIGHT-McMURRAY: Okay.
14	I'll let you go on. I'll wait with mine.
15	DR. FLOWERS: (inaudible, mic not on)
16	CHAIRMAN COFFMAN: Dr. Flowers, they can't hear
17	you.
18	DR. FLOWERS: Okay. You talk about can y'all
19	hear me now? Can you hear me now?
20	MR. SAHIN: Yes.
21	MR. DAN DAVIS: You have to speak into the
22	microphone there.
23	DR. FLOWERS: How about now?
24	MR. DAN DAVIS: There you go.
25	CHAIRMAN COFFMAN: Yeah.

DR. FLOWERS: Okay. Okay.

So you talk about the satellite learning centers and placing them in the regions based upon demand. So, talk to me about the criteria, how you're going to define demand. So, for example, let's say if I have -- I find a location let's say in maybe the Texarkana area. I may have a student within that region that's actually 40 miles away one-way. So talk to me about how you will say "based upon demand" in regards to that criteria and location to support your students.

MR. SAHIN: So we are not going to open the satellite learning centers right away. What we're going to do, we're going to look at the applications

DR. FLOWERS: Okay.

MR. SAHIN: -- and we're going to have like preapplications so that -- to be able to determine the interest from that area. If we know that there's enough demand -- let's say 50, but of course it may change -- then we are going to assess and then we are going to say, hey, we can have an office for them here for our students and then we may open a satellite learning center there.

DR. FLOWERS: Okay. And this could take place

1 simultaneously amongst multiple regions, is what 2 you're saying? 3 MR. SAHIN: Yes. Yes. But the regions are -we are in right now in our mind is southeast -- our 4 southwest, other than, you know, northwest and --5 DR. FLOWERS: 6 Sure. 7 MR. SAHIN: -- central Arkansas. Yeah. DR. FLOWERS: Okay. Thank you. 8 9 The purpose of, you know, this, SUPT. BOGREK: 10 you know, a hybrid school is -- you know, we are contacted by different part of the state; that's come 11 12 up, you know, often at LISA here. This is a K-12 13 system, so we cannot go to every area; you know, we cannot have enough enrollment or we don't want to 14 15 hurt any like rural districts. So (inaudible) all 16 the state they can take LISA Academy; you know, if we can make the small satellite learning centers, we can 17 18 serve for the whole state. So this is maybe another, you know, purpose of, you know, my ratifying for 19 this.

CHAIRMAN COFFMAN: Ms. Saracini.

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MS. SARACINI: So when you talk about these satellites and the applications, do you kind of have a number of the demand? Like is it going to be 25 before you open a site? I think that's kind of what

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I was waiting for. I mean do you have those process or procedures in place of if it's 25 applications from an area then we open? I think that's the one thing that we're probably struggling with that we wanted to know.

SUPT. BOGREK: We have not decided, you know, on a number yet. Again, we would like to see also -again, we would like to see the grades -- what grades, you know, we have for the 25. If all of them are like kindergarten/1st grade, it can be easy. But if they are distributed in each grade level, one or two students -- so we need to see -- we have not decided that criteria. But after this we are going to go out and look at our policies, criteria, minimum requirements to put in contracts. So we will work more on what will be, you know, the rubric. are going to work on that but we don't have a number as of now, today. Our total enrollment is 1,050 so based on our total -- you know, our cap, we will come up with a reasonable number, you know. But we are hopeful in each region, like, you know, southeast, northeast, you know, at least open one satellite learning center. So this is our, you know, intention, but we would like to see first of all the demand.

CHAIRMAN COFFMAN: So let me follow-up on that question, because in the presentation it said that you wanted the students to come onsite --

SUPT. BOGREK: Yes.

CHAIRMAN COFFMAN: -- at least every-other-week.

And so I would assume they would come to the satellite site, and so that might be quite some drive if the satellite sites are not determined. And there was also a statement in there that onsite special services would require -- that required face-to-face would be offered in those sites.

And so I understand what you're doing with your two sites that you have currently, so I'm assuming that most of your enrollment is going to center there. Because I would be hard-pressed as a parent from Texarkana to think that I'm going to have to drive to Little Rock to the nearest site because I don't know how many other parents are going to select this option.

And so that's what we're trying to kind of wrap around in our mind. How would you logistically meet the expectation that you have for the students? And at the same time, if that student really wanted to be involved in those other activities that you've got listed -- if they're going to take full effect of the

offerings that would be quite a journey -- a daily journey or any journey.

SUPT. BOGREK: You know, right now we have, you know, open enrollment where anyone can apply at LISA from any part of the state (inaudible). You know, we recruit students from England, from Cabot, so we have, you know, a broad area. But our, you know, expectation is then we have a satellite learning center or a campus learning center so the people around there they can enroll. And then if we have a huge demand from another area we can open another satellite learning center and then they can enroll.

So I think it's going to be step-by-step. I don't think, you know, the first year they can apply from all parts of the state, but we will add most. Like our current satellite learning center up here, we want to make sure if you are going to enroll you need to come, you know, every-other-week, you know, in person. So parents, they will love that. There will be our like learning centers and then if they, you know, can come in they can, you know, enroll. But again our goal is hopefully in each region. But it can be very difficult to open a satellite learning center in any part of the state. In rural areas, it is not possible because of the cap or because of, you

know, affordable -- because of, you know, our program. So I can -- we are hoping then we have, you know, like learning centers -- parents, they will see -- if they feel comfortable to drive there, they can, you know, apply and enroll. But hopefully in a few years we will start to open more satellite learning centers.

CHAIRMAN COFFMAN: Mr. Baldwin, questions?

MR. BALDWIN: Yes, thank you. I appreciate the discussion. And obviously LISA Academy is very successful; you guys have good grades, good scores.

I'm proud of what you do with the students.

I think that -- and I don't know if this is a question or just a comment. But my hope is that we can work through the waivers so that the Panel feels like there's sufficient oversight over the class progression, a question that was raised earlier, and then also over the building selection and safety. And maybe there's -- maybe we do that through the approval motion that we provide. But I think that to me is -- are the two questions in my mind.

And, Madam Chair, I've got to sign-off at 10:00 for a banking matter. I'm sorry about that conflict. So I appreciate the chance to raise my questions right now.

1 CHAIRMAN COFFMAN: Dr. Williams, questions? DR. WILLIAMS: No additional questions. I had a 2 couple listed and they have already been asked. 3 And I think Mr. Baldwin summed up my comments. 4 CHAIRMAN COFFMAN: I have a few questions. 5 going to start with the Springdale campus. You have 6 7 currently 300 cap for the Springdale campus and you 8 want to add 200 more. Have you had -- do you have 9 students on a wait-list there? SUPT. BOGREK: Yes. We have also an enrollment 10 projection, you know. We are hoping to get more next 11 12 year and the following years. Again, the initial 13 application was 600, but we were approved 300 at that It's close to, you know, our cap. And then, 14 time. 15 again, as Ms. Baroni said, we, you know, required 16 additional facilities; so we increased, you know, to parking lot and then playground -- and also we added 17 18 more classrooms inside the building. So another building kept us, you know, around 500, and we have a 19 demand for the school. 20 21 Mr. Sazci is on the line, I think, if --22 Mr. Sazci, can you tell them exactly how many 23 students are on the wait-list and also your current 24 enrollment? 25 (A FEW MOMENTS OF SILENCE)

SUPT. BOGREK: Maybe he's disconnected.

Again, we have a wait-list and we are, you know, confident that, you know -- confident that, you know, I think in a few years we can, you know, grow the cap.

CHAIRMAN COFFMAN: Okay. One of the things that you didn't go in -- you got your data?

SUPT. BOGREK: Currently, right now we have 133 new applications for the school. We're going to have a lottery tomorrow. We have 133 applications for next school year.

CHAIRMAN COFFMAN: Okay. One of the things that you talked about was that LISA teachers would teach the core classes. So what I wanted to know is will you have a dedicated staff for the hybrid school or are you asking teachers from your other facilities to also be the hybrid teachers?

MR. SAHIN: Yes, we are going to have dedicated staff for the hybrid school. But, of course, we are going to share our LISA experience and LISA -- some of our LISA teachers. So what we're going to do, we're going to select some best teachers who are actually -- who are teaching best virtually, by looking at the -- you know, the performance or by getting references from the principals. So we are

going to have some of our teachers from LISA Academy. Of course, we are not going to hurt LISA Academy, you know, traditional buildings. But who are teaching good virtually, we are going to offer them to the hybrid school and we are going to have -- recruit some from outside as well.

CHAIRMAN COFFMAN: Ms. Baroni, I'd like for you to give us a little more detail on onsite special services. So where I want to have more understanding is around dyslexia, special ed., interventions that are needed for our students. Talk to us about what's in your mind around onsite special services.

MS. BARONI: Mr. Sahin might be the perfect person --

CHAIRMAN COFFMAN: Okay.

MS. BARONI: -- to address that.

MR. SAHIN: So, yeah, I had a meeting with our special education coordinator last week. So most of the special education services can be given virtually, online, but some need to be one-on-one and with the teacher -- let's say, for example, occupational therapy. So those students would need to come to the satellite office or campus so that they can meet with our, you know, occupational therapy teacher or other teachers.

1	CHAIRMAN COFFMAN: Okay. And what about
2	dyslexia?
3	MR. SAHIN: Districts here right now,
4	dyslexia is I had also a meeting with our dyslexia
5	coordinator. Most of the dyslexia services can be
6	taught, can be given virtually. So it's going to be
7	given mostly virtually.
8	CHAIRMAN COFFMAN: And services to your English
9	for speakers of other languages?
10	MR. SAHIN: Yes. Right now, it's also given
11	virtually. We use a system, Elevation Elevation.
12	So it is mostly our English learning English
13	language arts teachers who work with Elevation and
14	our ELL students, but also the other teachers.
15	They're due to meet with our EL coordinator and
16	they're due to get the accommodations, which is also
17	included in Elevation. So they're also giving the
18	other teachers are also going to give the
19	accommodations.
20	CHAIRMAN COFFMAN: So one of the things that you
21	mentioned in your presentation was that you would
22	have mental health services, I believe behavioral
23	mental health. Would you like to expand on that?
24	MS. BARONI: Well, we
25	CHAIRMAN COFFMAN: Social/emotional support

MS. BARONI: Yeah.

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CHAIRMAN COFFMAN: -- is what it says.

MS. BARONI: We currently have counselors on all of our campuses who serve in -- serve the role of the traditional school counselor kinds of things. have ramped that up a bit to offer more intensive mental health kinds of counseling services on our campuses. I believe next year on our elementary campuses we'll have at least two counselors on our campuses serving our students because we've seen a need for more of that, more therapy kinds of services for students. So our plan is to offer that as well for the hybrid students. Those who are served by our learning centers on campus could, of course, access those counselors who are on campus. We will also -as Mr. Sahin said, we'll have a dedicated staff for the hybrid school, and included in that will be the counseling services.

MR. SAHIN: Can I answer?

MS. BARONI: Sure.

He's been working on this, so I'll let him address it.

MR. SAHIN: I'm also a parent of 6th grade and 9th graders at LISA Academy. Of course I also ask them, you know, how do you like our advisory and

counseling services. So my 6th grade student, she said she's in a weekly meeting with our advisory teacher and our 9th grade student is meeting weekly with the counselor. And I said to my kids, "What would you do if you have a problem?" And she said, and he said, that the counselors almost every weekday say, "If you have a problem, you can have a one-to-one meeting with me." And also, you know, if the problem is more serious they can also refer to the other services.

CHAIRMAN COFFMAN: So I think that answers most of the questions I have. I'm assuming that your students, the virtual students, hybrid students would have cameras and things so that they can have interaction with teachers and --

MS. BARONI: We would provide all the technology they need. We're currently one-to-one with Chromebooks already, so we've had a good bit of experience with that. We also during the pandemic made a huge effort and we're very successful in getting internet access to students, as we mentioned earlier. A lot of our kids are not right in the -- you know, the central Arkansas, but are outlying areas, some of them couldn't afford internet service; some of them have bad connections. So we provided

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1	hotspots to those and would do the same for those who
2	need it in our hybrid model.
3	CHAIRMAN COFFMAN: So in the class schedule it
4	was obvious for me that there would be synchronous
5	and asynchronous learning?
6	MS. BARONI: Yes.
7	CHAIRMAN COFFMAN: Yes. And you did allude to a
8	learning management system or an LMS or a
9	MS. BARONI: Uh-huh.
10	CHAIRMAN COFFMAN: CMS. Would you expand on
11	that?
12	MR. SAHIN: So our plan is to get
13	internationally recognized curriculum, so we are in
14	touch with some of the providers, like Edgenuity,
15	EDconnect for the virtual school K-12. So we are
16	determining the best for our students.
17	CHAIRMAN COFFMAN: Are you using one currently?
18	MR. SAHIN: We are using Schoology for our
19	digital learning students right now.
20	CHAIRMAN COFFMAN: So I think my last concerns
21	and they're not really as concerning as I would
22	feel more comfortable knowing that we're just going
23	to say, okay, we're going to be K-12, that we need
24	some grade configuration, whether the students you
25	have students in each grade level or not. And I

would -- I guess I'm concerned about the equity for students at -- that's not easily accessible to the current sites. And so I wonder if it's a great long-term goal to have multiple satellite sites, that maybe right now you're announcing the two that you have with future plans to announce other satellite sites opening, if that makes more sense to our panel members, if that -- I don't know. It's up to y'all to discuss that.

Yes, please.

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Thank you for your MS. WRIGHT-McMURRAY: additional explanation that did frame some more of an understanding. And I guess as I'm just thinking about it, and especially when I think about our students that will require special services, from what you described -- and I'm just trying to think through this -- it just seemed like that there would be an additional burden on some of those students to have to attend more than students that didn't require special services. And I'm just trying to get a sense of what that would look like again geographically. If I'm needing to transport my student more often than a student who maybe didn't require special education, what's that going to look like for that family and those students? And I'm just trying to

get a better understanding of that.

MS. BARONI: Yeah. You know, and I -- we can't say that we know exactly how that's going to look, but what we do know is that we would certainly work on developing IEP that's appropriate for that student who needs those special services and to provide them in the least -- or in the best way; not to put an extra burden on the families, but to reach out in whatever ways we can to provide those services. I agree, you know, there might be a case where someone might feel like they need to come to campus more, but we would try to deal with that on the front-end and make sure we're very thorough in our IEP preparation so that we can come up with a plan that's manageable and makes it accessible for those students who might be in a more remote area.

SUPT. BOGREK: Ms. Coffman, I would like to add just so you know to your question about enrollment projections. Again, since we are right now having a pandemic it's changing our, you know, plans and, you know, making last-minute, you know, changes. In this hybrid model, if, you know, it's going to be approved, we would like to support other schools -- for example, providing all kinds of, you know, instruction like virtual, hybrid, and traditional

from every school, and, you know, that includes administration. So maybe just asking for flexibility maybe kind of for next year in case some schools they will just focus on traditional methods and they will just be moved to, you know, our hybrid school. So our hybrid school can focus on, you know, other methods, like, you know, virtual or hybrid next year only, and then the other schools they can focus on traditional methods, you know. So this is something we are asking kind of flexibility if we need to move our regional high school virtual students to hybrid school just for next year. This is why, you know, we ask for that flexibility.

But on -- you know, otherwise, you know, our plan is starting K-9 and then adding one more grade level. And we don't want to fill all the cap, you know, the first year because we want to (inaudible) for the whole state, so this is why we want to go gradually, you know -- next seven years. So this is why, you know, we haven't added on the projection. But for next year, again, we would like to have flexibility to move some of our current students to this school and then other schools can just focus on, you know, traditional methods.

CHAIRMAN COFFMAN: I understand that.

Accountability is not that flexible, and that's the problem is until we know and till you're turning in your LEA request for an LEA number for this school and knowing what the grade-span will be determines if in accountability you'll be in the elementary, the middle, or the high school cohort. And so at some point it has to be decided before -- by the end of the LEA cycle for applying for a number.

SUPT. BOGREK: We are -- you know, our application is K-9 for the first year, and on the projection for K-9 is like in the high school category, I guess, you know, in terms of LEA. So we are going to have, you know, K-9 for sure for new students. But for, you know, again, (inaudible), we would like to ask for flexibility if we are going to have some maybe 10th, 11th, and 12th graders for next year, only, you know, in case, you know, (inaudible).

But, again, you are experts --

CHAIRMAN COFFMAN: Yeah. So if you're having even one 10th, 11th, or 12th grader, for accountability purposes it has to be set. And so that's the place where it kind of gets hung-up. It's not that -- I mean it's not that we don't want to give you flexibility; it's just that you have to fit into one of those categories and you have to declare

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1	which grade levels that we're pulling data from.
2	MS. HYATT: Ms. Coffman, could I add something
3	onto that? This is Mary Claire.
4	CHAIRMAN COFFMAN: Sure.
5	MS. HYATT: That just made me think of an
6	additional kind of concern, is if you're going to
7	have current students that are 10th graders enroll
8	you would also have to let non-current 10th grade
9	students enroll if there were spots available in your
10	enrollment cap. You couldn't just say we're only
11	going to allow currently set 10-12 10 through 12
12	students to enroll in the hybrid model. If you're
13	going to have one student in any of those grades,
14	then any student who applied, if there was still
15	space in the enrollment cap based on the lottery, you
16	would have to allow those students to enroll also.
17	CHAIRMAN COFFMAN: Additional questions?
18	Ms. Saracini, any additional questions?
19	MS. SARACINI: (shaking head from side to side)
20	CHAIRMAN COFFMAN: Dr. Flowers?
21	DR. FLOWERS: (shaking head from side to side)
22	CHAIRMAN COFFMAN: Dr. Williams?
23	DR. WILLIAMS: (shaking head from side to side)
24	CHAIRMAN COFFMAN: Mr. Baldwin?
25	(MOMENT OF SILENCE)

1	CHAIRMAN COFFMAN: I guess the only place I'm
2	hung is I just I need to know a grade
3	configuration. And is your grade configuration and
4	your so you have 1,050 as your recommended cap. I
5	think we just I'm just hung right there at grade
6	configuration. I mean I wouldn't be doing my due-
7	diligence if I just said we had to make a decision.
8	SUPT. BOGREK: I think we can, you know, change
9	our enrollment projection to K-12 for students. So
10	we can have K-12, you know, if you feel comfortable
11	that way. So it means we can enroll, you know, any
12	grade level, you know, the first year.
13	CHAIRMAN COFFMAN: What grade, K what?
14	SUPT. BOGREK: K-12. You know, the first year
15	we can go with K-12 you know, any grade level we
16	can continue.
17	CHAIRMAN COFFMAN: Right. I mean you can
18	SUPT. BOGREK: Yeah.
19	CHAIRMAN COFFMAN: you can say for this next
20	school year I'm going to be a K-12 school.
21	SUPT. BOGREK: Yeah. Yeah, we can do that.
22	CHAIRMAN COFFMAN: And then if you determine
23	that you're not filling all your grades the next year
24	we can come back and revise your LEA number with
25	SUPT. BOGREK: Yeah, sure.

1	CHAIRMAN COFFMAN: the appropriate grade
2	configuration.
3	SUPT. BOGREK: Sure.
4	CHAIRMAN COFFMAN: I'm fine with that.
5	SUPT. BOGREK: Okay.
6	CHAIRMAN COFFMAN: It's
7	MS. BARONI: That would give us the flexibility
8	
9	CHAIRMAN COFFMAN: Yeah.
10	MS. BARONI: for the current students that
11	you were talking about.
12	CHAIRMAN COFFMAN: Yeah. Okay.
13	SUPT. BOGREK: Yeah. My understanding was we
14	were applying for K-12 too, but the first year we're
15	not going to have maybe enough 10th, 11th, 12th
16	graders for that. The first year we cannot aim to
17	have, you know, all grade levels. The school is a K-
18	12 school, you know, initially that we applied for.
19	CHAIRMAN COFFMAN: I think what Mary Claire is
20	saying though, if you say you're going to be a K-12
21	then you have to open up all of your grades for the
22	lottery.
23	MS. HYATT: (Nodding head up and down)
24	SUPT. BOGREK: Okay. Yeah.
25	MS. BARONI: So we would have to have sections

60 1 available at every grade level. CHAIRMAN COFFMAN: Right. And then if you don't 2 fill them, you know, there will be just zeros in 3 those grades and then you could make adjustments the 4 following year. 5 6 Panel Members, any other conversations around 7 satellite sites? 8 You're good? 9 All right. If there's no further discussion, 10 I'm ready for a motion. MS. HYATT: Just a reminder, based on what Mr. 11 12 Baldwin and Dr. Williams said, you are free to put 13 some parameters on the approval motion, if that's the will of the Panel, such as having Division approval 14 15 of satellite sites or having them report those sites 16 to the Panel, whatever you want. You have 17 flexibility. I just wanted to make sure you guys 18 knew that before you made your motions. DR. WILLIAMS: I'd like to make a motion but I'm 19 20 trying to make sure I've caught up with all the 21 changes from the original waiver request, is kind of 22 what I'm trying to do. So is the -- for the hybrid 23 model, is the grade configuration now K-12? Is that 24 what was decided?

MS. HYATT: (Nodding head up and down)

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1	DR. WILLIAMS: Okay.
2	Okay, Ms. Hyatt, I'm going to trust you to clean
3	this up.
4	Okay. I move that we approve the waiver for the
5	hybrid model for K-12 for the satellite sites, for
6	there to be a review by ADE of those sites for
7	compliance. And also let me know if I need to
8	make this a second motion but to approve the
9	increase in enrollment for the LISA Academy/
10	Springdale site.
11	MS. HYATT: It's fine to do it all in one
12	motion. That's fine with me.
13	DR. WILLIAMS: Okay. That concludes my motion,
14	if it's I am open for any friendly amendments, if
15	needed here.
16	CHAIRMAN COFFMAN: Second?
17	MS. WRIGHT-McMURRAY: I believe I can second
18	that. I feel like everything was included in here.
19	CHAIRMAN COFFMAN: So I have a motion by Dr.
20	Williams, a second by Ms. Wright-McMurray to approve
21	LISA Academy's request for a hybrid K-12, including
22	enrollment cap and a review of satellite sites by
23	ADE.
24	How did I do, Mary Claire?
25	MS. HYATT: (Gave a thumbs-up)

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1	CHAIRMAN COFFMAN: Okay. Any discussion?
2	DR. WILLIAMS: Just to note on that motion also
3	was the increase in the did you do the increase in
4	enrollment?
5	CHAIRMAN COFFMAN: Yes.
6	DR. WILLIAMS: Okay, you did. Okay.
7	CHAIRMAN COFFMAN: Yes.
8	DR. WILLIAMS: Thank you.
9	CHAIRMAN COFFMAN: The enrollment cap increase.
10	All those in favor?
11	(UNANIMOUS CHORUS OF AYES)
12	CHAIRMAN COFFMAN: Motion passes.
13	So if you'll give us a second, we'll write our
14	notes into our voting sheet and then I'll ask each
15	member to read those notes to you.
16	SUPT. BOGREK: Thank you so much. Thank you.
17	MR. SAHIN: Thank you.
18	(A FEW MOMENTS OF SILENCE)
19	CHAIRMAN COFFMAN: So, Ms. Baroni, the two sites
20	that are mentioned in your application are already
21	school sites.
22	So I think and Ms Dr. Williams, correct
23	me if I'm wrong your intent is if they add
24	additional satellite sites that the Department be
25	notified so that we can review those?

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1	DR. WILLIAMS: That is correct. It'll be
2	additional sites.
3	CHAIRMAN COFFMAN: Yes.
4	DR. WILLIAMS: Thank you for clarification.
5	(A FEW MOMENTS OF SILENCE)
6	CHAIRMAN COFFMAN: Dr. Williams, when you're
7	ready.
8	DR. WILLIAMS: Okay, here we go. I recommend
9	no, hold on, that's not me. It was good though, but
10	it wasn't me.
11	I support the motion. The hybrid school model
12	creates an opportunity for students to engage in the
13	educational system during Covid and this model could
14	possibly lead to a new way of reaching and engaging
15	students.
16	CHAIRMAN COFFMAN: Ms. Wright-McMurray.
17	MS. WRIGHT-McMURRAY: I tried to make sure I put
18	everything in here.
19	I recommended approval of LISA Academy's request
20	for inclusion of the modification of grade levels for
21	K-12, allowance of ADE to review and approve
22	satellite locations prior to operations, and increase
23	the enrollment of the Springdale location. I believe
24	this will provide more opportunities for students to
25	receive the quality education LISA has demonstrated

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1	at their existing locations and expand it to more
2	locations across the state.
3	CHAIRMAN COFFMAN: Dr. Flowers.
4	DR. FLOWERS: I approved the request for the
5	modifications (inaudible, mic not on)
6	CHAIRMAN COFFMAN: Thank you.
7	Ms. Saracini.
8	MS. SARACINI: I recommend approval on the
9	further from further explanation from the LISA
10	Academy's administration, as well the allowance of
11	DESE to review the satellite learning centers.
12	CHAIRMAN COFFMAN: All right. Thank you and
13	congratulations.
14	Ms. Webb, do you have any other business before
15	the Panel today?
16	MS. WEBB: On March 16th we do have one item on
17	the agenda.
18	CHAIRMAN COFFMAN: March 16th, one item already
19	on the agenda.
20	Any other business, Ms. Hyatt?
21	MS. HYATT: Not on my end. Sorry, no, not on my
22	end.
23	CHAIRMAN COFFMAN: All right. Then I'll accept
24	a motion to adjourn.
25	MS. WRIGHT-McMURRAY: I move to adjourn.

- February 23, 2021

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1	DR. WILLIAMS: Second.	
2	CHAIRMAN COFFMAN: All right. Motion by Ms.	
3	McMurray, second by Dr. Williams.	
4	All those in favor?	
5	(UNANIMOUS CHORUS OF AYES)	
6	CHAIRMAN COFFMAN: The meeting is adjourned.	
7		
	Thank you, everyone.	
8	DR. WILLIAMS: Thank you. Great discussion	
9	today.	
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12	(The meeting was concluded at 10:27 a.m.)	
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CERTIFICATE

STATE	OF	Α	RKANSAS	3)	
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COUNTY	OE	7	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 February 23, 2021; that the said proceedings was reduced to typewritten form by me or under my direction and supervision; and that the foregoing pages constitute a true and correct transcription of all proceedings had in said matter.

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