



AGENDA

STATE BOARD OF EDUCATION

June 9, 2016

Arkansas Department of Education

ADE Auditorium

10:00 AM

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Work Session

W-1 Act 1240 Overview Work Session

Act 1240 of 2015 allows school districts to be granted the same waivers that are granted to open-enrollment charter schools that draws students from the district. This work session will discuss the application process, procedures, and other matters regarding Act 1240.

The work session is scheduled for Thursday upon adjournment of the State Board Meeting (if time permits).

The Board may decide to move the work session to Friday, June 10.

Presenter: Mary Perry and Jennifer Davis

W-2 9:00 a.m. Reception and Congratulatory Remarks

Terms on the State Board of Education are expiring for Ms. Toyce Newton, Chair of the State Board; Ms. Vicki Saviers, State Board Member and Chair of the Special Committee on Academic Distress; and Ms. Ouida Newton, 2015 Arkansas Teacher of the Year. Please join us in celebrating these remarkable ladies during the 9:00 a.m. reception in the ADE lobby and 9:20 a.m. congratulatory remarks in the ADE Auditorium.

Presenter: State Board of Education

Reports

Report-1 Recognition: Mrs. Jimmie Roark

Jimmy Cunningham, Hampton School District Superintendent, will recognize Mrs. Jimmie Roark for 60 years of teaching service.

Presenter: Jimmy Cunningham, Hampton School District Superintendent

Consent Agenda

C-1 Minutes - May 12, 2016

Presenter: Deborah Coffman

C-2 Minutes - May 13, 2016

Presenter: Deborah Coffman

C-3 Newly Employed, Promotions and Separations

The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating process. The information is needed to measure the effectiveness of the agency's recruitment, hiring and promotion efforts and is in conformity with federal government guidelines, which require the agency to compile statistical information about applicants for employment.

Presenter: Greg Rogers and Clemetta Hood

C-4 Consideration of Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. § 6-17-309

Arkansas Code Annotated § 6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than thirty (30) days. Requests were received from three (3) school districts covering a total of eight (8) waivers. There were also requests for long-term substitutes from seven (7) school districts requesting a total of nine (9) waivers for long-term substitutes. These requests have been reviewed, were either approved or denied by Department staff, and are consistent with program guidelines.

Presenter: Cheryl Reinhart and Melissa Jacks

C-5 Review of Loan and Bond Applications

The members of the Arkansas State Board of Education are requested to review the following: Revolving Loan – 1 School Bus; Commercial Bond Applications – 4 Second Lien Bonds and 2 Voted Bonds - With the recommendation to approve from the Loan Committee and additional information provided by the school district in its application package: Pursuant to Arkansas Code Annotated § 6-20-805 concerning the Revolving Loan Program, the State Board of Education, in its discretion and after considering the merits of each application with the loan committee recommendation, may approve a school district revolving loan application for the full amount of the proposed loan, approve the application for a loan of a lesser amount than requested, or disapprove the application. Pursuant to Arkansas Code Annotated § 6-20-1205 concerning school district bonds, a school district shall not sell bonds until the issue is approved by the State Board of Education. Therefore, the State Board of Education, in its discretion and after considering the merits of each application with the loan committee recommendation, may approve a school district bond application for the full amount of the proposed bond issue, approve the application for a lesser amount than requested, or disapprove the application.

Presenter: Cindy Hollowell and Amy Woody

C-6 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-022-Kelly Ann Evans

Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order probation of two (2) years; assess a \$75.00 fine; require Educator Evans to

complete six (6) hours of classroom management training on ArkansasIDEAS; require the submission of quarterly progress reports from her therapist; require the submission of a written reflection addressing how her therapy and the training will impact her future conduct in the classroom. All requirements are to be completed prior to the end of the probation period and all costs to be paid by the educator. Ms. Evans accepted the recommendation on May 13, 2016.

Presenter: Jennifer Liwo

C-7 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-043- Jessica Lee Lindstrand

Violation of Standard 8. An educator refrains from using, possessing and/or being under the influence of alcohol or unauthorized drugs/substances and/or possessing items prohibited by law, or possessing or using tobacco or tobacco-related products while on school premises or at school-sponsored activities involving students. The Professional Licensure Standards Board (PLSB) Ethics Subcommittee recommends that the State Board order a three (3) year license suspension; assess a \$100.00 fine; require substance abuse counseling from a licensed substance abuse medical professional for the entire suspension period; require quarterly progress reports to the PLSB office; and require written verification from a licensed counselor stating that she is fit to return to the classroom, which must be submitted to the PLSB office no earlier than thirty (30) days prior to the end of the suspension period. All requirements are to be completed prior to the end of the suspension period and all costs to be paid by the educator. Neither Ms. Lindstrand, nor her attorney, responded within the required thirty (30) day time period.

Presenter: Jennifer Liwo

C-8 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-059 - Kristofer George Zajkowski

Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom. Violation of Standard 2. An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a written reprimand; assess a \$50.00 fine; require that he complete a total of 2.5 hours of professional development training on ArkansasIDEAS, specifically Classroom Management: Managing Challenging Behavior (IAD14491) and The Learning Classroom: Feelings Count (IAE1407); require that he submit a written reflection to the PLSB office addressing how the training will impact his conduct in the classroom; and require that the training be in addition to any district and licensure professional development requirements. Training should be completed within sixty (60) days of the State Board's final order and all costs to be paid by the educator. Mr. Zajkowski accepted the recommendations on April 27, 2016.

Presenter: Jennifer Liwo

C-9 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-066 - Amy Lee Buth

Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom. Violation of Standard 2. An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a three (3) year license probation, assess a \$75.00 fine, require her to read Positive Discipline

for Children with Special Needs: Raising and Teaching All Children to Become Resilient, Responsible, and Respectful by Jane Nelsen and Steve Foster, ISBN: 978-0-307-58983-5 (0-307-58983-8); require her to review of the Arkansas law on corporal punishment; and submit a written reflection to the PLSB office that addresses how her review of Arkansas law on corporal punishment and the book will affect her professional practice. All requirements to be completed within six (6) months from the date of the State Board's final order and all costs to be paid by the educator. Ms. Buth accepted the recommendation on April 22, 2016.

Presenter: Jennifer Liwo

C-10 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-077 - Tami Ann Honea

Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a three (3) year license suspension; assess a \$100.00 fine; require completion of 11.5 hours of training on ArkansasIDEAS, specifically Building Effective Relationships (IAD14492) and The Learning Classroom: Feelings Count (IAD14017); and require a written reflection to the PLSB office addressing how the training will impact her professional practice. All requirements to be completed prior to the end of the suspension period and all costs to be paid by the educator. Ms. Honea did not respond within the required thirty (30) day period.

Presenter: Jennifer Liwo

C-11 Community Service Learning Application

Pursuant to Act 648 of 1993 Community Service Learning, community-based organizations may apply to the Department of Human Services (DHS), Division of Community Service and Nonprofit Support for approval as a community service site provider to work with school districts. Site applications are brought to the State Board of Education for approval twice a year in June and December. After State Board of Education approval, it is up to the local school board to approve potential sites for the district. Berryville Community Center submitted an application to DHS Division of Volunteerism and Nonprofit Support for State Board of Education approval to serve as a community service learning site and partner with high schools and school districts in Carroll County, particularly the Berryville School District.

Presenter: Stacy Smith and Margaret Herrick

C-12 Consideration for Public Comment: ADE Rules Governing Home Schools

Act 832 of 2015 amended Ark. Code Ann. § 6-15-504 regarding required testing for home school students. Changes to these rules are necessary to implement the changes in the law. ADE staff respectfully requests the State Board release this rule for public comment.

Presenter: Jennifer Davis

Action Agenda

A-1 Consideration of AR Better Chance Enhancement Grants for Summer Services 2

As a result of the final reconciliation for the end-of-year expenditures for the 2015-2016 school year, a recommendation to use the AR Better Chance Program (ABC) remaining funds is requested to support a second round of summer services to support services for additional ABC programs.

Presenter: Mary K. McKinney

A-2 Consideration of the AR Better Chance 2016-2017 Renewal Grants Revision

A recommendation to allow the O.U.R. Education Service Cooperative to release forty (40) AR Better Chance (ABC) funded slots and to transfer to the Harrison School District ABC Program. As per the letter submitted to the Division of Child Care and Early Childhood Education , the O.U.R. Board of Directors approved this transfer on Wednesday, May 18, and the Harrison Board of Directors approved the acceptance of the ABC slots on Tuesday, May 17, 2016. If approved, the new 2016-2017 grant award for the O.U.R. Cooperative center based services would reflect \$1,521,180.00 and the Harrison School District grant award would be increased by the \$194,400 for a total grant award of \$291,600.00.

Presenter: Mary K. McKinney

A-3 Consideration of AR Better Chance 2016-2017 Reallocation Grant Awards

Pursuant to the authority granted to the State Board of Education, the Division of Child Care and Early Childhood Education respectfully requests approval for the reallocation of the AR Better Chance funding for the purpose of expanding existing programs or the development of new programs. The funding for these grants resulted from programs either relinquishing their slots or being placed in re-competition.

Presenter: Mary K. McKinney

A-4 Consideration of the Little Rock School District (LRSD) Report of Progress

The LRSD will provide a monthly progress report to the State Board. The State Board will follow the report with discussion of the process for appointing a community advisory board.

Presenter: Baker Kurrus, Superintendent

A-5 Consideration of Appeal from Denial of School Choice Application - Bopp

Pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015, the Bopp family appeals the decision of the Cabot School District to deny its children's school choice applications for the 2016-2017 school year. The family resides in the Jacksonville North Pulaski School District.

Presenter: Jennifer Davis

A-6 Consideration of Appeal from Denial of School Choice Application - Ruple

Pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015, the Ruple family appeals the decision of the Cabot School District to deny its children's school choice applications for the 2016-2017 school year. The family resides in the Jacksonville North Pulaski School District.

Presenter: Jennifer Davis

A-7 Consideration of Waiver Request for Teaching License - Christie Lyn Proffitt

Christie Lyn Proffitt is seeking a teaching license. On January 11, 2016, the Department notified Ms. Proffitt that she was ineligible for licensure and employment in an Arkansas public school based on a disqualifying offense enumerated in Ark. Code Ann. § 6-17-410. Ms. Proffitt requested a waiver of the disqualifying offense. Ms. Proffitt represents herself.

Presenter: Jennifer Liwo

A-8 Consideration of Waiver Request for Teaching License - Nicole Annette Francis

The Department received information that Ms. Francis' name appears on the Child Maltreatment Central Registry. On May 24, 2013, the Department notified Ms. Francis of her disqualification from holding a teaching license under Ark. Code Ann. § 6-17-410. Ms. Francis requested a waiver of the disqualifying offense. Ms. Francis is represented by attorney, Richard Mays, Sr.

Presenter: Jennifer Liwo

A-9 Consideration of Revocation of Teaching License - Breonna Nicole Eddings

Breonna Nicole Eddings is a licensed educator. The Department received information that Ms. Eddings' name appears on the Child Maltreatment Central Registry. On February 17, 2016, the Department notified Ms. Eddings of her disqualification from holding a teaching license under Ark. Code Ann. § 6-17-410. Ms. Eddings did not respond or request a waiver of the disqualification from the State Board.

Presenter: Jennifer Liwo

A-10 District Request for Waivers Granted to Open-Enrollment Charters: Clarendon School District

Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. Representatives of the Clarendon School District are appearing before the Board with a petition for waivers.

Presenter: Mary Perry

A-11 District Request for Waivers Granted to Open-Enrollment Charters: Malvern School District

Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. Representatives of the Malvern School District are appearing before the Board with a petition for waivers.

Presenter: Mary Perry

A-12 District Request for Waivers Granted to Open-Enrollment Charters: Poyen School District

Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. Representatives of the Poyen School District are appearing before the Board with a petition for waivers.

Presenter: Mary Perry

A-13 Charter Authorizing Panel Action on Open-Enrollment Amendment Request: Haas Hall Academy, Fayetteville and Bentonville Charters

On May 18, 2016, representatives of Haas Hall appeared before the Charter Authorizing Panel requesting amendments to their charter. By a 6-to-1 vote, the Panel denied an increase in the enrollment cap for Haas Hall Academy, Fayetteville. By a 5-to-2 vote, the Panel approved a sibling enrollment preference for both the Fayetteville and Bentonville charters. By a unanimous vote, the Panel denied the Haas Hall Academy, Fayetteville license request. Haas Hall has submitted a request for the State Board of Education to review the denial decisions made by the Panel. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.

Presenter: Alexandra Boyd

A-14 Charter Authorizing Panel Action on Open-Enrollment Amendment request: Arkansas Connections Academy

On May 18, 2016, representatives of Arkansas Connections Academy appeared before the Charter Authorizing Panel requesting an amendment to their charter. By a unanimous vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.

Presenter: Alexandra Boyd

A-15 Charter Authorizing Panel Action on Open-Enrollment Amendment Request: Little Rock Preparatory Academy

On May 18, 2016, representatives of Little Rock Preparatory Academy appeared before the Charter Authorizing Panel requesting an amendment to their charter. By a 5-to-2 vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.

Presenter: Alexandra Boyd

A-16 Charter Authorizing Panel Action on District Conversion Amendment Request: Mountain Home High School Career Academies

On May 18, 2016, representatives of Mountain Home High School Career Academies appeared before the Charter Authorizing Panel requesting an amendment to their charter. By a unanimous vote, the Panel approved the request with the provision of including a written summary report describing the impact the waivers have on ninth grade students to be submitted by June 1, 2017. No request for the State Board of Education to review the decision made by the Panel was submitted. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.

Presenter: Alexandra Boyd

A-17 Charter Authorizing Panel Action on District Conversion Amendment Request: Springdale School of Innovation

On May 18, 2016, representatives of Springdale School of Innovation appeared before the Charter Authorizing Panel requesting an amendment to their charter. By a unanimous vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was

submitted. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.

Presenter: Alexandra Boyd

A-18 Consideration of Final Accreditation Report Fiscal Year 2015-2016 - Summary of Accreditation for Arkansas Public Schools and School Districts

Presenter: Willie Morris

A-19 Consideration for Final Approval: ADE Rules Governing How to Meet the Needs of Children with Dyslexia

The ADE proposes revisions to these rules to bring them into compliance with Act 1268 of 2015 (codified at Ark. Code Ann. §§ 6-40-601 through 610). The proposed rules set forth a process for school district screening students for characteristics of dyslexia and providing services as appropriate. The State Board released these rules for public comment on January 14, 2016. A public hearing was held on February 2, 2016. Many comments were received during the public comment period, resulting in non-substantive changes to the rules. Department staff respectfully requests the State Board give final approval to these rules pending Legislative Council review.

Presenter: Lori Freno

A-20 Consideration of Request for Approval of Nominated Members for the Professional Licensure Standards Board to Replace Members Whose Terms are Vacant or Expiring June 30, 2016

Under Ark. Code Ann. § 6-17-422 members of the PLSB serve rotating terms, and are appointed by the State Board from nominations made by professional education associations. The following persons have been re-nominated for new terms:

Ms. Lisa Baker, Director of Personnel at Cabot School District has been nominated by the Arkansas Association of Educational Administrators and the Arkansas Association of School Personnel Administrators for a term to begin on July 1, 2016 and end on June 30, 2019;

Ms. Kathy Howell, Library/Media Specialist in the Clarksville School District, was nominated by the Arkansas Education Association to represent teachers in grades K-6 for a term to begin July 1, 2016 and end on June 30, 2019;

Ms. Cindy Romeo, 8th Grade English teacher in the Conway School District was nominated by the Arkansas Education Association to represent teachers in grades 7-12 for a term to begin July 1, 2016 and end on June 30, 2019.

Presenter: Jennifer Liwo

A-21 Election of Officers for State Board of Education for 2016-2017

In accordance with the Board Operating Guidelines, Chair Newton selected a nominating committee.

Members included Ms. Saviers, Mr. Black, and Ms. Zook. The Nominating Committee reported their recommended slate of officers on May 13, 2016. Nominations included: Chair: Mireya Reith ; Vice-

Chairman: Dr. Jay Barth. The election shall take place by voice vote at the June meeting. The outgoing

Chair shall serve through the conclusion of the meeting, at which time the newly elected Chair shall take office.

Presenter: *Nominating Committee - Ms. Saviers, Mr. Black, and Ms. Zook*

State of Arkansas *As Engrossed: H3/12/15 S3/18/15 S3/30/15 S3/31/15*

90th General Assembly

A Bill

Regular Session, 2015

HOUSE BILL 1377

By: Representatives Murdock, C. Armstrong, Blake, Broadaway, C. Douglas, K. Ferguson, M.J. Gray, K. Hendren, Leding, G. McGill, Nicks, Richey, Sullivan, Walker, D. Whitaker, Wright

For An Act To Be Entitled

AN ACT TO ALLOW A SCHOOL DISTRICT TO BE GRANTED THE
SAME WAIVERS THAT ARE GRANTED TO AN OPEN-ENROLLMENT
PUBLIC CHARTER SCHOOL THAT DRAWS STUDENTS FROM THE
SCHOOL DISTRICT; AND FOR OTHER PURPOSES.

Subtitle

TO ALLOW A SCHOOL DISTRICT TO BE GRANTED
THE SAME WAIVERS THAT ARE GRANTED TO AN
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
THAT DRAWS STUDENTS FROM THE SCHOOL
DISTRICT.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

*SECTION 1. Arkansas Code Title 6, Chapter 15, Subchapter 1, is amended
to add an additional section to read as follows:*

6-15-103. School district waivers.

*(a) A school district may petition the State Board of Education for
all or some of the waivers granted to an open-enrollment public charter
school that draws students from the school district.*

*(b) The petition for all or some of the waivers granted to an open-
enrollment public charter school that is submitted by a school district shall
include:*

*(1) The name of the open-enrollment public charter school that
draws students from the school district;*

(2) A copy of the waivers granted to the open-enrollment public



1 charter school; and

2 (3) A list of the waivers that the school district seeks to have
3 granted.

4 (c)(1) The state board shall grant, in whole or in part, or deny, in
5 whole or in part, a petition for a waiver submitted by a school district
6 within ninety (90) days of receiving the petition.

7 (2) The state board shall notify the superintendent of the
8 school district in writing of the decision of the state board.

9 (3) A waiver that is granted, in whole or in part, shall be
10 valid for the duration that the waivers are valid for the open-enrollment
11 charter school.

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13 /s/Murdock
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16 **APPROVED: 04/08/2015**
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Possible Considerations When Determining School District Waiver Requests

- **How does the waiver support or complement the district's vision and/or strategic plan?**
- **What are the specific benefits to students if these waivers are granted? What are the expected academic gains to the students if these waivers are granted?**
- **What are the specific plans to implement the waiver (e.g., if the district is asking for larger class sizes, what is the largest class size that will be allowed)?**
- **Is the waiver consistent with district policy? It is important to recognize that the State Board may allow a waiver for flexibility, but whether the district can exercise it depends upon district policy. In the end, it is up to the district to effectuate the waiver.**
- **What is the fiscal impact of the waiver? Will there be additional costs associated with this waiver, and if so, what is the source of funding? If funds are saved, what are the planned uses for the savings?**
- **What effects will the waiver have on current academic, fiscal, or facilities distress status? How will the waiver help the district to alleviate the distress issues? Will implementation of the waiver cause any distress issues?**
- **Will the use of the requested waivers assist the district in resolving any accreditation issues? Will the use of the requested waivers cause the district any difficulty in complying with the Standards for Accreditation?**
- **How has the charter school effectively applied this waiver? How will the district ensure effectiveness?**
- **Does the district's school board support the waiver requests? Did the board sign a resolution?**
- **Have school employees been notified that the district intends to request and implement these waivers? If so, what methods of notification were used, and how often were notifications sent or published? If not, when and how will employees be notified?**
- **Have parents and other members of the community been notified that the district intends to request and implement these waivers? If so, what methods of notification were used, and how often were notifications sent or published? If not, when and how will parents and other members of the community be notified?**

1.0 State Board Hearing Procedures Related to District Waivers

- 1.01 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by the Board Chairperson.
- 1.02 The District shall have twenty (20) minutes to present its case to the State Board for approval of the proposed waivers. The Chair of the State Board may grant additional time, if necessary.
- 1.03 Parties opposed to the proposed waivers, if any, shall have twenty (20) minutes to present their case to the State Board for disapproval of the proposed waivers. The Chair of the State Board may grant additional time, if necessary.
- 1.04 The District shall have five (5) minutes to respond to any arguments in opposition to the proposed waivers. The Chair of the State Board may grant additional time, if necessary.
- 1.05 The State Board will follow the presentation with discussion of the proposed waivers and questions to any of the parties. The State Board may also ask questions at any time during the presentation by the District or the opposing parties.
- 1.06 The State Board shall grant, in whole or in part, or deny, in whole or in part, the proposed waivers and issue a final decision at the hearing or take the matter under advisement until a future scheduled board meeting. However, the State Board must make a decision within 90 days of receiving the petition.

Minutes
State Board of Education Meeting
Thursday, May 12, 2016

The State Board of Education met Thursday, May 12, 2016, in the Arkansas Department of Education Auditorium. Chair Toyce Newton called the meeting to order at 10:02 a.m.

Present: Toyce Newton, Chair; Mireya Reith, Vice-Chair; Joe Black; Diane Zook; Dr. Jay Barth; Susan Chambers; Brett Williamson; Charisse Dean; Ouida Newton, Teacher of the Year; and Johnny Key, Commissioner.

Present via phone: Vicki Saviers.

Absent: none.

Reports

Report-1 Recognition of National Youth Science Camp

Commissioner Key honored the 2016 National Youth Science Camp Delegates, Ms. Elena Milstead (Scranton High School) and Ms. Katherine Doderer (Episcopal Collegiate School), who were selected as the two most promising young scientific leaders in Arkansas's 2016 high school graduating class. Commissioner Key also honored Ms. Alexandra Perkins (Camden Fairview High School) and Mr. Nicholas Langston (Subiaco Academy), who were selected as alternates.

Public School Program Advisor Ms. Michele Snyder said Ms. Elena Milstead received academic honors for two consecutive years at the Science Day Biology Competition at the University of the Ozarks and the 2016 Scranton High School Academic Excellence Award. She is a member in the National Society of High School Scholars and is active in the Science Club, Beta Club, and the Envirothon team. In addition, Ms. Milstead is a volunteer for the Red Cross and a local nursing home.

Ms. Snyder said Ms. Katherine Doderer has received academic awards from the National Honor Society, Spanish National Honor Society, and Mu Alpha Theta. She is active in the Arkansas Symphony Youth Orchestra, National Forensics League, and the Youth Advisory Council at Arkansas Children's Hospital. In addition, Ms. Doderer is an accomplished harpist.

Ms. Snyder said Ms. Alexandra Perkins (Camden Fairview High School), selected as second alternate, has received academic awards from Arkansas Girls State, National Honors Society, and Lockheed Martin Engineering Team Presentations and Lockheed Martin Family Science Night competitions. She is active in Student Council, National Beta Club, French Club, and Art Club at Camden Fairview High School. In addition, Ms. Perkins has attended summer engineering camps at Louisiana State University and the University of Arkansas, volunteers at the local Key Club, and plans to attend a local university and major in engineering.

Ms. Snyder said Mr. Nicholas Langston (Subiaco Academy), selected as first alternate, has received academic awards from the Martin Schriver Award, Award for Excellence-Subiaco Academy, and the President's Award of Educational Excellence. While actively volunteering at Subiaco, he assumed various leadership roles in the Arkansas Hugh O'Brian Youth Leadership, and served as the American Legion Arkansas Boys State 2015 delegate. In addition, Mr. Langston is interested in interactive programing in Python, computer applications, and juggling. Mr. Langston was unable to attend the meeting.

Consent Agenda

Mr. Black moved, seconded by Ms. Chambers, to approve the consent agenda. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes - April 14, 2016
- Newly Employed, Promotions, and Separations
- Consideration of Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann.§ 6-17-309
- Progress Report on the Status of Districts Classified in Fiscal Distress
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-190 - Roy Lesley Lamb
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-019 - Brittney Ann Breedlove
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-053 - Terri Elaine Wallmark
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-055 - Becky Ann Watkins
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-058 - Gina Lea White
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-070 - Cathy Lynette Holmes
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-073 - Randall Darrell Standridge
- Consideration of the Voluntary Surrender and Revocation of License in PLSB Case #16-072 - Evan Wylie Ballowe
- Consideration of Suspension of Teaching License for Nonpayment of Fines - PLSB Case #13-141 - Michelle Dawn Harper
- Consideration of Suspension of Teaching License for Nonpayment of Fines - PLSB Case #13-169 - Sara Kristine Kemp
- Consideration for Public Comment: Proposed ADE Rules Governing Arkansas Qualified Teacher Requirements
- Notification of Charter Authorizing Panel Adoption of 2016 Adult Education Charter School Application and Timeline

Action Agenda

A-1 Consideration of the 2016-2017 AR Better Chance Renewal of Professional Development and Research Grants

Ms. Mary Kaye McKinney, representing the Division of Child Care and Early Childhood Education, said pursuant to the authority granted to the State Board of Education, the Division of Child Care and Early Childhood Education requested approval for the renewal of AR Better Chance professional development grants to provide training for ABC Programs and to conduct research of the ABC services for the 2016-2017 school year.

Dr. Barth moved, seconded by Ms. Zook, to approve the 2016-2017 Arkansas Better Chance Renewal of Professional Development and Research Grants for total of \$7,249,394.00. The motion carried unanimously.

A-2 Consideration of AR Better Chance Enhancement Grants 2016

Ms. Mary Kaye McKinney, representing the Division of Child Care and Early Childhood Education, said the recommendation for use of the Arkansas Better Chance funding remaining at the end of the 2015-2016 school year was requested to assist with the following programs: ABC Summer Services, ABC Infant/Toddler Programs, and AmeriCorps. She said although the ABC Summer Services were approved at the April State Board meeting, the actual list of ABC Programs and the requested funding amount are now available for review.

Ms. McKinney said the ABC Infant/Toddler Programs received the same funding rate as the ABC Preschool Programs even though the cost of infant-toddler care is more costly due to the low teacher-child ratio. She said the ABC Enhancement Grant allowed for these programs to offset the higher cost rate, therefore a request to fund these infant/toddler programs was being provided for consideration. She said the AmeriCorps program operates out of the Southeast Arkansas Education Service Cooperative and targets several of the schools that are designated by the ADE as Elementary and Secondary Education Act (ESEA) priority/focus public schools. Ms. McKinney said a recommendation was being requested to fund this program to continue services to the ABC Programs in southeast Arkansas.

Ms. Zook moved, seconded by Mr. Black, to approve Arkansas Better Chance Grants for ABC Summer Services, ABC Infant/Toddler Programs, and AmeriCorps for a total amount of \$595,140.00. The motion carried unanimously.

Dr. Barth moved, seconded by Ms. Zook, to approve 2015-2016 Arkansas Better Chance Enhancement Grants for Infant/Toddler Programs for a total amount of \$1,534,048.00. The motion carried unanimously.

A-3 Consideration of the Little Rock School District (LRSD) Progress Report

Little Rock School District Civic Advisory Committee Co-Chair Mr. Greg Adams said the LRSD Civic Advisory Committee would be finalizing reports to the district. He said the committee submitted a resolution in April. He addressed concerns from the public. He said a written report to the public would be made available to the State Board.

Little Rock School District Superintendent Mr. Baker Kurrus thanked the LRSD employees and the community for the support to the district. He said the district completed online testing.

Mr. Kurrus presented a PowerPoint highlighting the LRSD Points of Pride. He highlighted students that received scholarships and awards. He also highlighted schools with high performance and growth and educators that received state and national recognition. Mr. Kurrus read poems written by LRSD students.

Mr. Kurrus said some buildings are old but well maintained. He said the district needed to continue to grow and build. He said after the Civic Advisory Committee reports are submitted, he would provide comments by August 15.

Ms. Chambers moved, seconded by Ms. Reith, to approve Little Rock School District Report of Progress. The motion carried unanimously.

Commissioner Key said he distributed a document to Board Members that recapped the April 14, 2016, motion to select a committee of stakeholders to conduct research data regarding charter schools and traditional public schools. He said he and Chair Newton met and selected seven members: Mr. Tommy Branch, Ms. Tamika Edwards, Ms. Ann Brown Marshall, Mr. Jim McKenzie, Mr. Antwan Phillips, Ms. Leticia Reta, and Ms. Dianna Varady. Commissioner Key said the meetings would be open to the public.

Commissioner Key said the Little Rock School District Community Advisory Board is a significant step toward return of local governance. Commissioner Key outlined the qualifications, nomination, application, and selection process for seating the Community Advisory Board. He also outlined a timeline for the process. Commissioner Key suggested the Board consider a special Board meeting to allow the public to hear from potential candidates.

Board members requested a summer work session to discuss guidelines for returning districts to local control. They also requested feedback from the Community Advisory Board regarding how the State Board could be more involved in communication with the communities.

Commissioner Key said testing data would be received by July 1, 2016 (tentative). He said there would be a corrections period, calculation for identification, and analysis time period. He said he expected to certify academic distress identifications to the State Board by Fall 2016. Commissioner Key discussed possible scenarios regarding the future of LRSD returning to local control.

Ms. Reith moved, seconded by Dr. Barth, to allow public comment and to hear all patrons that are signed up to speak. The motion carried unanimously.

Public Comment from Elected Official Senator Joyce Elliott demanded the LRSD be returned to local control. She highlighted recent changes in the district and expressed concerns about the process.

Public Comment from Elected Official Senator Linda Chesterfield requested the LRSD be returned to local control.

Public Comment Ms. Leticia Reta said there was a lack of communication with the Hispanic and Latino communities in their native language. She said the families needed to know what is happening in the district.

Public Comment Mr. Jeff Grimmert said he was a graduate of LRSD and is a current employee. He requested the district be returned to local control.

Public Comment Ms. Ruth Bell, speaking on behalf of the Pulaski League of Women Voters, said she recommended the Community Advisory Board be citizens that are known for their positive leadership in the community.

Public Comment Ms. Julie Johnson Holt said as a former ADE employee she witnessed the work of the agency during state take over and return to local control for several districts.

Public Comment Mr. Antwan Phillips requested the Board enact a pause regarding the expansion of charter schools until the committee has made recommendations.

Public Comment Ms. Henri Smothers said the Arkansas PTA supported quality education and opposed any measures to weaken the local school board.

Public Comment Ms. Kendal Delph, LRSD student, said charter schools and Mr. Kurrus' contract expiration were detrimental to students.

Public Comment Mr. Tony Orr asked the Board to be transparent.

Public Comment Rabbi Gene Levy said he was a member of the Civic Advisory Committee and the final reports would be submitted next week.

Public Comment Mr. Brant Collins requested the Board return the LRSD to local control.

Public Comment Ms. Nell Matthews said the League of Women Voters have been involved in education for many years. She said the LRSD lacks a strategic plan to return the district to local control.

Public Comment Ms. Valerie Bailey requested the LRSD be returned to local control.

Public Comment Mr. Jon Tribell said he was disappointed in the current issues regarding LRSD.

Public Comment Mr. Charles Zook said a corporation was behind the changes in LRSD.

Public Comment Ms. Annie Bryant said parents depended on the state for quality education for all students. She thanked the Board for school choice.

Public Comment Ms. Anika Whitfield said she was a member of the Civic Advisory Committee. She said the patrons of Little Rock needed to come together to support the district.

Chair Newton said the Board takes their responsibility very seriously. Vice Chair Reith recapped the concerns addressed during public comment.

Commissioner Key said the schools must meet the 49.5% proficient or advanced requirement to be removed from academic distress. He said the Little Rock schools were showing success but need to continue to develop school specific plans through the school improvement process.

Dr. Barth moved, seconded by Ms. Chambers, to confirm the creation of the Community Advisory Board with the powers described in the legislation and a special public meeting to interview the nominees. The motion carried unanimously.

Dr. Barth moved, seconded by Ms. Reith, to resolve to consider an action item regarding the status of LRSD when the accountability data are available. The motion carried unanimously.

A-4 Consideration of Appeal from Denial of School Choice Application - Warren

Staff Attorney Ms. Courtney Salas-Ford said pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015; the Warren family appealed the decision of the Cabot School District to deny a school choice application for the 2016-2017 school year. She said the family resides in the Jacksonville North Pulaski School District (JNPSD).

Cabot School District Superintendent Dr. Tony Thurman said the Cabot School District denied the school choice application because the Jacksonville North Pulaski School District was a party in an active desegregation lawsuit.

Jacksonville North Pulaski School District Attorney Scott Richardson said the JNPSD was under a current desegregation lawsuit.

Jacksonville North Pulaski School District Superintendent Mr. Tony Wood said some students that live outside the district would be able to attend the district because their parents are employed in the district. He said that opportunity was addressed in another statute.

Parent Ms. Marilee Warren said her children currently attend Cabot School District. She requested that her children remain in the Cabot District.

Dr. Barth moved, seconded by Ms. Reith, to deny the appeal from denial of School Choice Application for the Warren family. Ms. Zook and Mr. Williamson voted no. The final vote was 6-2. The motion carried.

A-5 Consideration of Appeal from Denial of School Choice Application - Springer

Staff Attorney Ms. Courtney Salas-Ford said pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015; the Springer family appealed the decision of the Cabot School District to deny a school choice application for the 2016-2017 school year. She said the family resides in the Jacksonville North Pulaski School District.

Cabot School District Superintendent Dr. Tony Thurman said the Cabot School District denied the school choice application because the Jacksonville North Pulaski School District was a party in an active desegregation lawsuit.

Jacksonville North Pulaski School District Attorney Scott Richardson said the JNPSD was under a current desegregation lawsuit.

Parent Ms. Misty Springer said she wanted both of her children to attend the same district.

Ms. Reith moved, seconded by Ms. Chambers, to deny the appeal from denial of School Choice Application for the Warren family. Ms. Zook and Mr. Williamson voted no. The final vote was 6-2. The motion carried.

A-6 Consideration for Changing the Name of Lincoln Academy of Excellence to Lincoln Academy for Purposes of Academic Distress

Assistant Commissioner for Public School Accountability Ms. Annette Barnes said in accordance with the district's Local Education Agency change request, effective for the 2015-2016 school year, the ADE requested that the academic distress designation applied to Lincoln Academy of Excellence be applied to Lincoln Academy in the Forrest City School District.

Forrest City School District Superintendent Dr. Tiffany Hardrick said the sixth grade students had previously scored above the 49.5 percent proficiency. She requested the school be considered a new school and have a restart.

Ms. Chambers moved, seconded by Ms. Reith, to approve changing the name of Lincoln Academy of Excellence to Lincoln Academy for Purposes of Academic Distress. The motion carried unanimously.

A-7 District Request for Waivers Granted to Open-Enrollment Charters: Forrest City School District

Division of Learning Services Coordinator Ms. Mary Perry said Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that draw students from the school district. She said representatives of the Forrest City School District would petition for waivers.

Forrest City School District Superintendent Dr. Tiffany Hardrick said she was requesting additional waivers regarding gifted and talented in addition to the waivers requested in writing. She said the waivers are needed to fill vacant teaching positions with the best educators. She said the district has been aggressive with teacher recruitment. She requested the waivers for five years.

Arkansas for Gifted and Talented Education (AGATE) Legislative Advocate Mr. Davis Hendricks said the AGATE had concerns with the requested waivers. He said AGATE would provide training and support to the district.

Mr. Williamson moved, seconded by Ms. Saviers, to deny the requested waivers granted to Open-Enrollment Charters for the Forrest City School District. The motion carried unanimously.

A-8 District Request for Waivers Granted to Open-Enrollment Charters: Harrison School District

Division of Learning Services Coordinator Ms. Mary Perry said Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that draw students from the school district. She said representatives of the Harrison School District would petition for waivers.

Harrison School District Superintendent Ms. Melinda Moss requested additional waivers. She requested the waivers for five years.

Harrison High School Principal Mr. Bill Keaster explained the Harrison AdvancEd Learning Opportunities (HALO). He said that HALO would offer more personalized learning.

Mr. Williamson moved, seconded by Mr. Black, to grant the requested waivers granted to Open-Enrollment Charters for the Harrison School District for Flexible Schedule. The motion carried unanimously.

Ms. Chambers moved, seconded by Ms. Dean, to grant the requested waivers granted to Open-Enrollment Charters for the Harrison School District for Teacher Licensure – Non-Core Instructors for Industry Certification Related Courses. The motion carried unanimously.

Ms. Zook moved, seconded by Mr. Williamson, to deny the requested waivers granted to Open-Enrollment Charters for the Harrison School District for Grading within the Personalized Learning Program. The motion carried unanimously.

Ms. Chambers moved, seconded by Ms. Zook, to grant the requested waivers granted to Open-Enrollment Charters for the Harrison School District for Digital Learning Day. The motion carried unanimously.

Dr. Denise Airola said that grades are assigned to Carnegie units. She said the Harrison School District had requested a higher expectation of grading within a personalized learning program by setting a 70% of proficiency standard for grading.

Dr. Barth moved, seconded by Ms. Zook, to reconsider the requested waivers granted to Open-Enrollment Charters for the Harrison School District for Grading within the Personalized Learning Program. The motion carried unanimously.

Ms. Zook moved, seconded by Ms. Chambers, to approve the requested waivers granted to Open-Enrollment Charters for the Harrison School District for Grading within the Personalized Learning Program. The motion carried unanimously.

A-9 District Request for Waivers Granted to Open-Enrollment Charters: Pea Ridge School District

Action Item 9 was pulled from the agenda.

A-10 District Request for Waivers Granted to Open-Enrollment Charters: Pine Bluff School District

Action Item 10 was pulled from the agenda.

A-11 Consideration of Amendment to JNPSD/PCSSD Detachment Agreement

Jacksonville North Pulaski School District (JNPSD) Superintendent Mr. Tony Wood and Pulaski County Special School District (PCSSD) Superintendent Dr. Jerry Guess presented an amendment to the JNPSD/PCSSD Detachment Agreement. Dr. Guess said the amendment was an agreement between JNPSD and PCSSD resolving issues that have surfaced regarding distribution of funds from multiple sources.

Dr. Barth moved, seconded by Mr. Williamson, to approve the amendment to the JNPSD/PCSSD Detachment Agreement. The motion carried unanimously.

A-12 Charter Panel Action on District Conversion Public Charter School Amendment Request: Badger Academy

Public School Program Coordinator Alexandra Boyd said on April 20, 2016, representatives of Badger Academy appeared before the Charter Authorizing Panel requesting an amendment to their charter. By a unanimous vote, the Panel approved the request. She said no request for the State Board of Education to review the decision made by the Panel was submitted.

Dr. Barth moved, seconded by Mr. Williamson, to not review the Charter Authorizing Panel action on District Conversion Public Charter School Amendment Request for the Badger Academy. The motion carried unanimously.

A-13 Consideration of Request for Approval of Nominated Members for the Professional Licensure Standards Board to Replace Members Whose Terms are Vacant or Expiring June 30, 2016

Chair of the Professional Licensure Standards Board Ms. Kathy Howell said under Ark. Code Ann. § 6-17-422 members of the PLSB serve rotating terms, and are appointed by the State Board from nominations made by professional education associations. She said the following persons were nominated by the Arkansas Association of Colleges for Teacher Education to fill one vacancy and two members' terms expiring on June 30, 2016:

Dr. Raymond "Donny" Lee, Dean at Harding University, to represent private institutions of higher education, whose term will begin immediately to fill the vacancy of Dr. Brad Baine, and for a regular term to begin on July 1, 2016, and end on June 30, 2019;

Dr. Victoria Groves-Scott, Dean of the College of Education, University of Central Arkansas, to represent deans with knowledge of licensure issues, and for a term that will begin on July 1, 2016, and end on June 30, 2019; and

Dr. Zaidy Mohdzain, Dean of the College of Education, Southern Arkansas University, re-nominated for another term to represent public institutions of higher education, and for a term that will begin on July 1, 2016, and end on June 30, 2019.

Ms. Reith moved, seconded by Ms. Dean, to approve the nominated members for the Professional Licensure Standards Board. The motion carried unanimously.

A-14 Request for Approval to use PSAT as an Optional College and Career Readiness Assessment

Director of Student Assessment Ms. Hope Allen said pursuant to Act 989, the Arkansas Department of Education requested approval to continue providing districts the option to also administer PSAT/NMSQT at grade 10 using at-risk funding, as allowed by Act 989. She said PSAT/NMSQT is the only test that qualifies grade 10 students to enter the competition for scholarships from the National Merit Scholarship Corporation and is used as an identifier of students who have the potential to succeed in Advanced Placement (AP) courses. She said districts that elect to administer PSAT/NMSQT under this approval would agree to administer the test at no cost to all students able to test in grade 10.

Ms. Dean moved, seconded by Mr. Williamson, to approve use of the PSAT/NMSQT as an optional College and Career Readiness Assessment. The motion carried unanimously.

A-15 Request for Approval: High School Math Courses

Public School Program Coordinator Mr. Thomas Coy said when charged with the task of revising the previous mathematics standards, a group of qualified individuals from across the state came together to craft standards that were specific for the schools and

students of Arkansas. He said the result of this work was the Arkansas Mathematics Standards. He said as an extension of this work, the committee assembled to revise the high school standards helped to create high school courses for use in the State of Arkansas. He said these courses are based on the Arkansas Mathematics Standards, which were approved at the April meeting, and help to satisfy a school's requirement to teach six different math courses.

Ms. Dean moved, seconded by Ms. Zook, to approve the High School Math Courses. The motion carried unanimously.

A-16 Consideration for Final Approval: ADE and ASBN Rules Governing the Administration of Insulin and Glucagon

Staff Attorney Mr. Cory Biggs said Act 833 of 2015 amended the laws regarding the administration of medications for diabetes to Arkansas public school students. He said the State Board approved these rules for public comment on March 10, 2016. A public comment hearing was held on March 22, 2016, and the public comment period ended on April 12, 2016. He said public comments were received, but no substantive changes were made. He said the Governor's approval was received on March 22, 2016.

Dr. Barth moved, seconded by Ms. Reith, to approve ADE and ASBN Rules Governing the Administration of Insulin and Glucagon. The motion carried unanimously.

A-17 Consideration for Emergency Approval - ADE Rules Governing Arkansas Qualified Teacher Requirements

Director of Educator Licensure Ms. Cheryl Reinhart said as a result of changes in federal law that eliminated highly qualified teacher status for all except special education, the ADE was recommending rules to ensure that during the state transition to implementation of requirements of the Every Student Succeeds Act all students have qualified teachers for core content areas when licensure is waived for charter schools or school districts, and for special education and alternative learning environment teachers.

Ms. Zook moved, seconded by Mr. Black, to approve the ADE Rules Governing Arkansas Qualified Teacher Requirements for emergency approval. The motion carried unanimously.

Adjournment

Mr. Black moved, seconded by Dr. Barth, to adjourn. The motion carried unanimously.

The meeting adjourned at 4:17 p.m.

Minutes recorded by Deborah Coffman.

Work Session

W-1 Education Service Cooperatives

The State Board requested a review of the evaluation process for regional education service cooperatives. Dr. Charles Cudney, Director of the Northwest Education Service Cooperative, and Dr. Denise Airola, Director of the Office of Innovation in Education presented a comprehensive review of the work of the regional service cooperatives. The presentation is available at <http://virtualarkansas.org/esc/esctd.pdf>.

Minutes
State Board of Education Meeting
Friday, May 13, 2016

The State Board of Education met Friday, May 13, 2016 in the Arkansas Department of Education Auditorium. Chair Toyce Newton called the meeting to order at 9:01 a.m.

Present: Toyce Newton, Chair; Mireya Reith, Vice-Chair; Joe Black; Diane Zook; Dr. Jay Barth; Charisse Dean; Brett Williamson; Ouida Newton, Teacher of the Year; and Johnny Key, Commissioner.

Absent: Vicki Saviers and Susan Chambers.

Reports

Report-1 Chair's Report

Chair Newton, said the Girls of Promise recently hosted a group of high-achieving girls for a two-day conference. She said 250 girls were involved in activities involving women in Science, Technology, Engineering, and Mathematics (STEM) fields. She said Ms. Alice Mahony is the contact person.

Chair Newton said she recently attended a meeting in Detroit and showcased the work in Arkansas. She thanked Ms. Annette Barnes and the ADE staff for their professional work. She said the information and materials provided by the ADE helped her to be prepared for the presentation and interactions during the meeting.

Ms. Zook congratulated all of the high school graduates of 2016.

Dr. Barth said the NASBE regional meeting would be held in Little Rock on June 24-25, 2016. He said Commissioner Key would kick off the regional meeting at 4:00 pm on Friday, with a reception afterwards. He said sessions would continue the following day from 9:00 am – 2:30 pm. He said a pre-meeting on disparities in discipline would also be held in conjunction with the NASBE meeting.

Report-2 Commissioner's Report

Deputy Commissioner Dr. Mark Gotcher shared the Innovation in Arkansas Education video of the Pea Ridge Manufacturing and Business Academy. The video is available on the ADE website at <https://www.youtube.com/watch?v=XJLiK7FBLH4>.

Dr. Gotcher also shared the Innovation in Arkansas Education video of Cross County High School. The video is available on the ADE website at <https://www.youtube.com/watch?v=oYTfYu7aK4Y>.

Report-3 Recognition of National Title I Distinguished Schools

Public School Program Coordinator Ms. Otistene Smith said the National Title I Distinguished School Program is an important element in the National Title I Association's efforts to share positive examples of Title I schools making a difference in the educational lives of their students. She said the schools were chosen by the State Department of Education based on outstanding performance in one of these two categories:

Category 1: Schools with exceptional student performance or alternative accountability criteria for those state with USDOE-Approved Elementary and Secondary Education Act (ESEA) Flexibility Requests - for two or more years. Ms. Smith said Mount Pleasant Elementary in the Melbourne School District serves 121 students in Grades PreK - 6 and was selected in 2015 as meeting category 1. Board Member Ms. Diane Zook accepted the award on behalf of Mount Pleasant Elementary Principal Mr. Steven Chaney and Melbourne School District Superintendent Mr. Dennis Sublett. The school leaders were unable to attend the meeting due to school events.

Ms. Zook said the school has a long history of exceptional success with students. She said the elementary school would be moving to a new building in the Melbourne School District.

Category 2: Schools that significantly closed the achievement gap between subgroups of students. Ms. Smith said Euper Lane Elementary in the Fort Smith School District serves 470 students in Grades K - 6 and was selected in 2015 as meeting category 2. Ms. Smith and Dr. Gotcher presented a plaque to Ms. Sherri Penix, Euper Lane Elementary Principal, and Dr. Barry Owen, Assistant Superintendent for Instructional Services.

Ms. Penix thanked the Board for the recognition. She said the Euper Lane Elementary represented all of the schools in Arkansas that meet the needs of students. She said relationships and community support were key to the success of the school. She said the right personnel and a focus on meeting the individual needs of students moved their school forward.

Report-4 Report of Visits to World Class Career Centers

Bentonville School District Superintendent Mr. Michael Poore said representatives from the Northwest Education Service Cooperative visited four "world-class" Career and Tech centers across the United States. Mr. Poore said the effort was funded by the Walton Family Foundation, the Northwest Arkansas Council, and by local school districts in the Northwest Education Service Cooperative. He said the goal of the work was to engage, empower and enable learners. He said the Act 1240 waivers, Schools of Innovation waivers, and District Conversion Charter waivers have been invaluable opportunities for the districts.

Pea Ridge School District Superintendent Mr. Rick Neal said innovation has opened the doors to creative learning opportunities and career choices. He said the school teams are conversing with employers regarding retention and expansion needs to guide the career centers.

Mr. Poore said district superintendents and other partners visited world-class exemplary programs in Oklahoma City, OK; Clovis, CA; Grand Rapids, MI; and Long Island NY to guide the design of the work in Northwest Arkansas.

Mr. Neal said over 100 schools have toured the Pea Ridge Manufacturing and Business Academy. He said schools are searching for ways to impact students. He said it is important to continue to learn how jobs are changing in order to prepare students for careers. He said the path forward involves all partners.

Mr. Poore said a waiver to allow non-licensed professionals with expertise to teach courses permitted the district to provide a classroom excitement about real-world learning. He said a waiver for instructional space permitted the school to think differently about the learning environment. He said a waiver of instructional time also allowed the students to engage in learning that is meaningful.

Mr. Neal said the time waiver expanded opportunities for junior high students to engage in learning where needed. He said students are excited about learning therefore attendance is up and discipline referrals are down.

Report from Mr. Michael Poore

Mr. Poore outlined his Listen and Learn Entry Plan for the Little Rock School District (LRSD). The plan addressed three focus areas: listen to the community; listen to school leaders; and support to gain back local control. He said the passion in the community is an opportunity to move the district forward. He challenged the media to present the positive things that are occurring in LRSD.

Report-5 Arkansas Equitable Access Strategy for Teacher and Principal Leadership

Director of Educator Effectiveness Ms. Sandra Hurst said the Equitable Access Plan has provided the opportunity to partner with the Arkansas Leadership Academy.

Curriculum Coordinator/Lead Institute Facilitator for the Arkansas Leadership Academy (ALA) Ms. Amanda Linn said the ALA is celebrating 25 years. She said the ALA believed in building capacity for a systems approach. She said there should be multiple entry points into leadership including teacher leadership. The Teacher Leadership Institute is a one-year learning opportunity that supports teachers into leadership roles. She said the Arkansas Department of Education and the Arkansas Leadership Academy have partnered together to implement a combination of strategies, which are part of the Arkansas Equitable Access Plan to address Teacher and Principal Leadership. She said the intended results are to improve instructional practice by

utilizing proven tools, which foster collaboration and reflection for both students and adults.

Sylvan Hills Elementary Principal Mr. Jason Young said he was engaged in the Master Principal Program at ALA. He said his teacher leadership team from Sylvan Hills Elementary in the Pulaski County Special School District was chosen because they were National Board Certified Teachers or in the process of becoming certified and were dripping with awesomeness.

Sylvan Hills Elementary Curriculum Coordinator/Lead Facilitator Ms. Kelly Moss said the guided approach to problem solving has been invaluable. The learning opportunity provided the tools to make these changes. She said the team approach provided support and reflection.

Sylvan Hills Elementary Multi-age Teacher Ms. Mayshana Limon said it has been supportive to have colleagues involved in the work. She said by working together these educators piloted a new program for reteaching and enriching.

Sylvan Hills Elementary Third Grade Teacher Ms. Stephanie Belin said the team created pre-assessments, reviewed the work, and grouped the students for appropriate intervention.

Mr. Young said they had great ideas but were unsure of how to put the ideas into action. He said the action research has been the needed tool to move the ideas into action.

Sylvan Hills Elementary Teacher Leaders Ms. Courtney Pigg and Ms. Amy Gray also attended.

Report-6 2015 Arkansas Teacher of the Year Report

2015 Arkansas Teacher of the Year Ms. Ouida Newton encouraged Arkansas teachers to participate in the Arkansas Leadership Academy Teacher Leader Institute.

Ms. Newton said her blog this month focused on the Arkansas Science Standards. Ms. Newton's blog is available on the ADE website at <http://arkansased.edublogs.org>. She said the Science Standards are aligned to the Arkansas Mathematics and Literacy Standards. She said Arkansas teachers did an amazing job in designing the standards. She said teachers would need additional professional learning opportunities and support to teach the new Arkansas Science Standards. She said the standards would prepare students for the ACT Aspire assessment.

Ms. Newton said she visited several education service cooperatives to promote the Arkansas Teacher of the Year application. She said the deadline for submitting applications is July 1, 2016. The application is available on the ADE website at <http://adecm.arkansas.gov/ViewApprovedMemo.aspx?Id=1877>.

Ms. Newton visited Ms. Cynthia Murphy's third grade classroom at Clinton Elementary in the Hope School District. She said as a high school mathematics teacher she learned so much from the visit with Ms. Murphy and her intern, Ms. Patience Walker, an education major from Henderson State University. She said Ms. Walker had also

posted a Teacher Impact post about Ms. Murphy. The video is posted on the ADE Facebook page. Ms. Newton encouraged the State Board members to thank a teacher that has impacted them. More information about the Teacher Impact Celebration is posted on the ADE website at <http://www.arkansased.gov/divisions/communications/teacher-impact-celebration>.

Report-7 Learning Services Report

Assistant Commissioner of Learning Services Ms. Stacy Smith submitted the Learning Services Report. She said that this information was provided to keep the State Board of Education apprised of the Department's work activities associated with college and career readiness.

Report-8 Priority School Third Quarter Progress Reports

School Improvement Director Dr. Richard Wilde presented the third quarterly progress reports related to Schools in Priority Status. He said the structure of the reports separated the school improvement data reports and the principal's reports. He asked the schools to reflect on the movement of students within the school. He said the enrollment numbers are steady but students are coming and going from the school. He said the conversations in the school and with the district should focus on the needs of the students, why the issues are occurring, and the best solutions. He said the schools are showing progress.

Dr. Wilde said future opportunities to focus assistance in priority schools and academic distress schools will be discussed at a later time.

Report-9 Discussion of Committee Membership and 2016-2017 School Improvement and Academic Distress Reporting

Chair Newton said on March 28, 2014, State Board Chair Brenda Gullett appointed a special committee to study chronically underperforming school districts. She requested Ms. Saviers, Ms. Newton, and Mr. Ledbetter serve on the special committee, with Ms. Saviers serving as chair of the committee. Dr. Kimbrell requested the committee initially focus on the academic distress districts. Ms. Zook joined the committee at a later date in 2014. Mr. Ledbetter's term on the Board ended June 2015. Ms. Saviers' and Ms. Newton's terms end June 2016.

Ms. Newton appointed Ms. Zook, Mr. Williamson, Ms. Dean and the 2016 ATOY to the Special Committee on Academic Distress. Ms. Newton asked Ms. Zook to serve as chair of the special committee for the meeting later in the day (due to Ms. Saviers absence).

Dr. Wilde said he would like to schedule a year in advance for the special committee review of schools. The Board supported the recommendation.

Report-10 Nominating Committee Report

Ms. Zook said the nominating committee, consisting of Ms. Saviers, Mr. Black and herself, met to discuss nominations for Chair and Vice-Chair for 2016-2017. Ms. Zook presented nominations of Ms. Mireya Reith as chair and Dr. Jay Barth as vice-chair.

Public Comment Mr. Ryan Gore presented information regarding issues related to a Pine Bluff School Board member. He requested an investigation.

Adjournment

Ms. Dean moved, seconded by Mr. Williamson, to adjourn. The motion carried unanimously.

The meeting adjourned at 12:33 p.m.

Minutes recorded by Deborah Coffman.



NEWLY EMPLOYED FOR THE PERIOD OF April 22, 2016 – May 20, 2016

Tiffany Donovan – Administrative Specialist III, Grade C112, Central Administration, Communications Office, effective 04/25/16.

Pazia Kennedy – Accountant I, Grade C116, Division of Research and Technology, APSCN, effective 05/09/16.

*Laci Richards – Administrative Specialist II, Grade C109, Division of Educator Effectiveness and Licensure, Child Nutrition, effective 05/02/16.

Debra Ward – Public School Program Coordinator, Grade C123, Division of Educator Effectiveness and Licensure, Child Nutrition, effective 05/09/16.

PROMOTIONS/DEMOTIONS/LATERAL TRANSFERS FOR THE PERIOD OF April 22, 2016 – May 20, 2016

Michael Gates from a Database Specialist, Grade C127, Division of Research and Technology, Data Reporting and Systems, to a Software Engineer Lead, Grade C128, Division of Research and Technology, Data Reporting and Systems, effective 05/02/16. Promotion

Cheryl Reinhart from a Managing Attorney, Grade C129, Division of Educator Effectiveness and Licensure, PLSB, to an ADE Special Advisor, Grade N908, Division of Educator Effectiveness and Licensure, Educator Licensure, effective 04/25/16. Promotion

SEPARATIONS FOR THE PERIOD OF April 22, 2016 – May 20, 2016

Stan Leek – ADE Area Project Manager, Grade C123, Division of Public School Academic Facilities and Transportation (DPSAFT), effective 04/22/16. 0 Years, 4 months, 0 days. 01

*Tashunda Williams – Software Support Analyst, Grade C121, Division of Research and Technology, Data Reporting and Systems, effective 04/14/16. 6 Years, 2 months, 18 days. 01

*Minority

AASIS Codes:

01 – Voluntary

**Additional Licensure Waiver Requests
2015 - 2016 School Year
June State Board Meeting**

Total number of waivers requested this month – 8

Total number of waivers granted – 2

Total number of waivers denied – 6

Total number of School Districts requesting waivers – 3

Waiver requests for schools classified in 2014 as ESEA Needs Improvement Priority.

N/A

Waiver requests for schools classified Academic Distressed on February 12, 2015.

N/A

Additional Licensure Waiver Requests
2015 - 2016 School Year
June State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
	ARKANSAS CONSOLIDATED SCHOOL SYSTEM - DYS	6	BOOKER, AMY	056-Middle School English 5-8, 159-Middle School Social Studies 5-8, 184-Elementary 1-6	412	412-Career Preparation Endorsement 7-12	14-15 15-16	Denied
			HICKS, ANNE	184-Elementary 1-6, 229-Adult Educ PK-PS	052	052-English 7-12	15-16	Denied
			HUNT, MISTILA	159-Middle School Social Studies 5-8, 230-Special Ed Inst Specialist 4-12, 308-FSL 7-12, 231-Special Ed	208, 207	208-Drama/Speech 7-12, 207-Drama/Speech PK-8	15-16 15-16	Denied Denied
			MOTON, ERMA	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	167	167-Social Studies 7-12	15-16	Denied
			WALLS, JAMIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	114	114-Speech 7-12	15-16	Denied
7202000	FARMINGTON SCHOOL DISTRICT	1	CHAPMAN, HEIDI	139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 184-Elementary 1-6, 230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	255	255-Middle School English 4-8	15-16	Granted
4003000	STAR CITY SCHOOL DISTRICT	1	HARRISON, SANDRA	200-Mathematics 7-12, 269-Physical Science 7-12	268	268-Life Science 7-12	15-16	Granted
3	Total # Districts Requesting Waivers	8	Total # Waivers Requested this month					
						Total # of Waivers Granted		2
						Total # of Waivers Denied		6
						Total # of Waivers this month		8

Month on Board	LEA	District	Substitute Name	Substitute Credentials	Teacher of Record	Subject Teaching	Granted/Denied	Semester Granted	Comment	Posted
Jun-16	6201	Forrest City School Dist	Terrysa Roy	MA- Delta State	Laura Oliver	5th Grade	Granted	2nd	Teacher Resigned	4/28/16
Jun-16	5804	Pottsville School Dist	John Needham	BA -ATU	Matt Lee	Drivers Edu	Granted	2nd	Medical Leave	4/28/16
May-16	1803	West Memphis SD	Cheryl Cifton	BSE ASU	Heather Hale	2nd Grade	Granted	2nd	Administrative Leave	4/28/16
Jun-16	0401	Bentonville School Dist	Karon Smith	MS- Pittsburg	Elise Wood	2nd Grade	Granted	2nd	Maternity Leave	5/13/16
Jun-16	0901	Dermott School Dist	Jeffery Trotter	BA UAM	Wilmer Rose	SPED	Granted	2nd	Teacher Deceased	5/13/16
Jun-16	0602	Warren School Dist	Derik Williamson	BA UAM	Katherine Kuhn	Music Educ	Granted	2nd	Maternity Leave	5/13/16
Jun-16	0401	Bentonville School Dist	Laura Freeman	BA - Fayetteville	Amy Davis	Soc Studies	Granted	2nd	Maternity Leave	5/13/16
Jun-16	0401	Bentonville School Dist	Jennifer Smith	BS Stetson	Margaret Anglin	2nd Grade	Granted	2nd	Maternity Leave	5/13/16
Jun-16	3405	Jackson County SD	Hannah Kagen	BA-ASU Jonesboro	Angela Garland	6th Grade Math	Granted	2nd	Maternity Leave	5/18/16

Section 1

Revolving Loans to School Districts

Pursuant to Arkansas Code Annotated (A. C. A.) § 6-20-802, school districts may borrow from the Revolving Loan Program for any of the following purposes:

- (1) Funding of its legally issued and outstanding postdated warrants;
- (2) Purchase of new or used school buses or refurbishing school buses;
- (3) Payment of premiums on insurance policies covering its school buildings, facilities, and equipment in instances where the insurance coverage extends three (3) years or longer;
- (4) Replacement of or payment of the district's pro rata part of the expense of employing professional appraisers as authorized by §§ 26-26-601 et seq. [repealed] or other laws providing for the appraisal or reappraisal and assessment of property for ad valorem tax purposes;
- (5) Making major repairs and constructing additions to existing school buildings and facilities;
- (6) Purchase of surplus buildings and equipment;
- (7) Purchase of school sites for and the cost of construction thereon of school buildings and facilities and the purchase of equipment for the buildings;
- (8) Purchase of its legally issued and outstanding commercial bonds at a discount provided that a substantial savings in gross interest charges can thus be effected;
- (9) Refunding of all or any part of its legally issued and outstanding debt, both funded and unfunded;
- (10) Purchase of equipment;
- (11) Payment of loans secured for settlement resulting from litigation against a school district;
- (12) Purchase of energy conservation measures as defined in § 6-20-401; and
- (13) (A)(i) Maintenance and operation of the school district in an amount equal to delinquent property taxes resulting from bankruptcies or receiverships of taxpayers.
(ii) Loans to school districts in an amount equal to insured facility loss or damage when the insurance claim is being litigated or arbitrated.
(B) For purposes of this subdivision (13), the loans become payable and due when the final settlement is made, and the loan limits prescribed by § 6-20-803 shall not apply.

The maximum amount a school district may borrow is \$500,000 (A. C. A. § 6-20-803). Revolving loans are limited to a term of ten (10) years (A. C. A. § 6-20-806).

**STATE BOARD OF EDUCATION MEETING
FEBRUARY 12, 2016
APPLICATIONS FOR REVOLVING LOANS**

REVOLVING LOAN APPLICATIONS:

1	School Bus	\$	87,960.00
—			<hr/>
1		\$	87,960.00

**SCHOOL DISTRICT FINANCIAL TRANSACTIONS
REVOLVING LOANS
SCHOOL BUS
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Horatio	Sevier	852.18	\$87,960	15.56%	\$5,404,497	Purchasing a 2017 77 passenger school bus

Section 2

Second Lien Bonds

Arkansas Code Annotated (A. C. A.) § 6-20-1229 (b) states the following:

(b) All second-lien bonds issued by school districts shall have semi-annual interest payments with the first interest payment due within eight (8) months of the issuance of the second-lien bond. All second lien bonds shall be repaid on payment schedules that are either:

- (1) Equalized payments in which the annual payments are substantially equal in amount; or
- (2) Decelerated payments in which the annual payments decrease over the life of the schedule.

**STATE BOARD OF EDUCATION MEETING
JUNE 9, 2016
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

4 2nd Lien	\$	11,450,000.00
<hr/>		<hr/>
4	\$	11,450,000.00

SCHOOL DISTRICT FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
2ND LIEN
RECOMMEND APPROVAL

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/ THIS APPLICATION	PURPOSE
Batesville	Independence	2,994.69	\$1,150,000	9.51%	\$26,072,412	Constructing, refurbishing, remodeling and equipping school facilities (\$1,104,400), cost of issuance and underwriter's discount allowance (\$45,600).
Glen Rose	Hot Spring	1,004.81	\$530,000	10.40%	\$5,855,000	Funding the District's portion of the following partnership projects, which include making upgrades to the middle school's HVAC system and other capital improvements (project #1516-3002-001) (\$500,000) and cost of issuance and underwriter's discount allowance (\$30,0000). Any remaining funds will be used for other renovations and/or equipment purchases.
Lakeside	Garland	3,295.50	\$3,095,000	7.40%	\$32,610,000	Constructing a restroom complex, expansion of the concession stand, constructing a new entrance, ticket booth and plaza area at Lakeside Stadium; parking lot, driveway and infrastructure improvements at the District; constructing a pavilion and installing a canopy at Ram Field House and purchasing a house and land next to the central office (\$3,000,000); cost of issuance and underwriter's discount allowance (\$95,000). Any remaining funds will be used for other construction, renovations and equipment purchases.
Texarkana	Miller	4,249.79	\$6,675,000	8.11%	\$31,745,000	Making capital improvements to the district's football stadium and other district facilities (\$6,500,000); cost of issuance and underwriter's discount allowance (\$175,000). Any remaining funds will be used for other capital improvements, renovations, and equipment purchases.

Section 3

Voted Bonds

Arkansas Code Annotated (A. C. A.) § 6-20-1201 states the following:

A school district may borrow money and issue negotiable bonds to repay borrowed moneys from school funds for:

- (1) Building and equipping school buildings;
- (2) Making additions and repairs to school buildings;
- (3) Purchasing sites for school buildings;
- (4) Purchasing new or used school buses;
- (5) Refurbishing school buses;
- (6) Providing professional development and training of teachers or other programs authorized under the federally recognized qualified zone academy bond program, 26 U.S.C. § 1397E;
- (7) Paying off outstanding postdated warrants, installment contracts, revolving loans, and lease-purchase agreements, as provided by law.

**STATE BOARD OF EDUCATION MEETING
JUNE 9, 2016
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

2 Voted	\$	11,230,000.00
—		
2	\$	11,230,000.00

**SCHOOL DISTRICT FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
VOTED
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Maynard	Randolph	435.97	\$1,255,000	9.75%	\$2,923,594	Constructing, equipping, and renovating the elementary school (\$1,100,000); equipping and renovating the high school (\$100,000); cost of issuance and underwriter's discount allowance (\$55,000). Any remaining funds will be used for other capital projects and equipment purchases.
Osceola	Mississippi	1,290.88	\$9,975,000	21.34%	\$22,985,000	Refunding the outstanding bond issues dated April 1, 2010 and October 1, 2010 (\$3,600,619); constructing and equipping a new basketball arena; renovating and upgrading the football/track facilities (\$6,128,931); cost of issuance and underwriter's discount allowance (\$245,450). Any remaining funds will be used for constructing, refurbishing, remodeling, and equipping school facilities.

NON-PROFIT / COMMUNITY ORGANIZATION

SITE APPLICATION

Community Service Learning

(Act 648 of 1993)

1. Name of the school district and school initiating this application.

(School district) **Berryville School District**

(School) **Berryville High School**

2. Name of the Community Service Learning faculty supervisor with whom this non-profit / community organization will be working : **Mrs. Tiffaney Atkinson, High School Counselor**

3. Non-profit / Community Organization Information:

County: **Carroll County** School: **Berryville**

Name of Non-profit / Community Organization: **Autumn Hill of Berryville**

Address: **500 Hammond Ave., Berryville** **AR** **72616**
(Street) (State) (Zip Code)

Phone Number: **870-423-6966** Fax Number: **870-423-6105**

E-mail Address: **mharrison@autumnhill.info**

Name of Director/Contact Person: **Michael Harrison**

Hours of Operation: **24/7/365** Staffing – Number of Employees: **65**

Number of Volunteers **10**

4. What service(s) does your non-profit / community organization provide? **Our organization works to meet the healthcare needs of elderly individuals through long and short-term care. Autumn Hill offers a wide variety of activities including a resident garden, religious services, lotion therapy, pretty nails, library time in conjunction with the local library, multiple games, the local drama club performs, and pie socials, just to name a few.**

5. Would your non-profit / community organization be interested in collaborating with school(s)/school district(s) to identify community service opportunities for student in grades 9 through 12 to help implement Act 648 of 1993? Yes **X** No

6. Does your non-profit / community organization currently provide volunteer opportunities for youth?

Yes X No (If the response is Yes, please provide details; describe the service

provided at no cost to the community and the role of the student volunteer). **Students can have the opportunity to complete community service at our location through a plethora of opportunities. These opportunities would include helping seniors maintain and plant new items in our resident garden, reading to the elderly who have difficulties reading or holding a book/paper, helping the elderly to play board games if they have difficulties picking up small pieces, working with the Resident Council to plan and organize events and activities, and helping the elderly decorate and wrap presents for holidays and special occasions.**

7. Identify the non-profit / community organization personnel who will be supervising student

volunteers: Michael Harrison, Administrator or a respective Department Manager (Activities, Nursing, Environmental)

8. Are the non-profit / community organization student volunteer supervisors available to receive training and technical assistance in developing a new, or expanding an existing, youth volunteer program? Yes X No

9. When would be the best time to schedule training?

Month(s) May, July, or August Day(s) of Week Mon - Fri

It is highly recommended that sites and school(s)/school district(s) receive training and technical assistance prior to implementing Act 648 of 1993.

PLEASE RETURN THIS SITE APPLICATION BY FAX OR MAIL:

Arkansas Division of Community Service and Nonprofit Support

Attention: Vicki Shadell

Donaghey Plaza South

P.O. Box 1437, Slot S 230

Little Rock, AR 72203-1437

Phone: 501-682-7540

Fax: 501-682-6752

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING HOME SCHOOLS**

~~August 2007~~ _____

1.00 REGULATORY AUTHORITY

- 1.01 These regulations shall be known as Arkansas Department of Education Rules Governing Home Schools.
- 1.02 These regulations are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-15-501 et seq., 25-15-201 et seq., and Act 824 ~~of 2007~~ 832 of 2015.

2.00 PURPOSE

It is the purpose of these regulations to set reasonable guidelines for the operation of Home Schools.

3.00 DEFINITIONS

For the purpose of these rules and regulations:

- 3.01 A "home school" is a school provided by a parent or legal guardian for his or her own child.
- ~~3.02 A "testing window" is an established testing calendar as determined by the Arkansas Department of Education.~~
- ~~3.03 "Alternate testing procedures" refers to any testing date(s) and/or location(s) within the testing window and approved by the education service cooperatives and Pulaski County school districts for home school students.~~
- ~~3.04 "A norm-referenced test (NRT)" is any testing instrument required by state law, rule or regulation to measure the performance/achievement of Arkansas students relative to the performance of the achievement of students who comprise the norming or standardization group for a particular commercial instrument.~~
- 3.025 An "individualized education program (IEP)" is a written record of decisions reached between parent/guardian and school personnel jointly describing the educational program for a child with a disability.
- 3.036 "Current school year" is the official period of time for pupil/teacher interaction within the school district policy which follows the requirements in Ark. Code Ann. § 6-10-106 (Repl. 1993) (Uniform dates for beginning and ending a school year).

4.00 GENERAL

- 4.01 Under Arkansas law children between the ages of five (5) and seventeen (17) on or before September 15 of that year, in accordance with Ark. Code Ann. § 6-18-201 (Supp. 1997), as amended by Act 570 of 1999 must attend school.
- 4.02 A parent/guardian who intends to home school a child in accordance with Ark. Code Ann. § 6-18-201 [as amended] must enroll the child in a home school at the beginning of each school year but no later than August 15 for the fall semester, or by December 15 for the spring semester, or, subject to the provisions of Sections 4.03 and 4.04, fourteen (14) calendar days prior to withdrawing. The superintendent or local school board may waive the fourteen (14) day waiting period.
- 4.03 No public school student shall be eligible for enrollment in a home school if the student is currently under disciplinary action for violation of any written school policy including, but not limited to, excessive unexcused absences. Exceptions to this requirement are outlined in Section 4.04.
- 4.04 Public school students who are under disciplinary action by the local school district shall be eligible for enrollment in a home school if:
 - 4.04.1 The superintendent or local school board chooses to allow the child to enroll in a home school;
 - 4.04.2 The disciplinary action against the student has been completed or at the end of a school semester, whichever occurs first; or
 - 4.04.3 The student has been expelled.
- 4.05 Parent/guardian may elect for a child, who will not be kindergarten age in accordance with Ark. Code Ann. § 6-18-201, [as amended], not to attend kindergarten by filing a Kindergarten Waiver form with the local school district office.
- 4.06 Home school students who enroll in a public, private or parochial school during the time they are home schooling cannot re-enter home schooling until new Notice of Intent and Waiver forms are completed and returned to the local school district.
- ~~4.07 Home school students who are in the required grade levels for which the state mandates norm-referenced testing and who are no more than two (2) years beyond the normal age for the required grade levels must take a standardized norm-referenced test as identified by the Arkansas Department of Education, and the results will be used for reporting purposes only.~~

~~4.08~~ Any student who refuses to participate in the required testing program shall be subject to the applicable Arkansas laws regarding truancy. This Section shall not be applicable to any parent that can present written acknowledgement that their child has been enrolled in a public, private or parochial school within thirty (30) days of the administration of the state mandated tests.

~~4.09~~ Books, curricula or materials are not required to be furnished by the Arkansas Department of Education, local school district or education service cooperative. It is the responsibility of the parent/guardian to purchase all books, curricula or materials that they use in home schooling.

5.00 NOTICE OF INTENT

5.01 Parents or Guardians who plan to home school must file a written Notice of Intent and Waiver form in person to the superintendent of their local school district the first time such notice is given. For subsequent years, written notice may be given by completing and submitting the current year online Notice of Intent and Waiver form which can be located on the Arkansas Department of Education Home School webpage or can be submitted on the current year paper form. ~~written notice by completing and returning the printed current year Notice of Intent and Waiver form(s) by August 15 for the beginning of each school year, or by December 15 for the spring semester, or, subject to the provisions of Sections 4.03 and 4.04, fourteen (14) calendar days prior to withdrawing the child from the local school district during the school year. Parents or guardians must sign a waiver acknowledging that the State of Arkansas is not liable for the education of their child(ren) during the time that parent chooses to home school. The Notice of Intent and Waiver forms are valid for the entire school year if filed at the beginning of the school year or for the remainder of the school year if filed during the school year. There are no exceptions to these filing requirements except as outlined in 5.02.~~

5.02 All Notice of Intent and Waiver form(s) must be submitted by August 15 for the beginning of each year school year, or by December 15 for the spring semester, or, subject to the provisions of Sections 4.03 and 4.04, fourteen (14) calendar days prior to withdrawing the child from the local school district during the school year. Parents must sign (either electronically or on paper) a waiver acknowledging that the State of Arkansas is not liable for the education of their child(ren) during the time the parent chooses to home school. The Notice of Waiver and Intent forms are valid for the entire school year if filed at the beginning of the school year, or for the remainder of the school year if filed during the school year. There are no exceptions to these requirements except as outlined in Section 5.03.

5.023 Parents or guardians moving into a school district during the school year must file a copy of the current year printed Notice of Intent and Waiver forms with their local public school superintendent's office within thirty (30) calendar days of establishing residency within the district.

5.04 ~~The required Notice of Intent and Waiver forms~~ If submitting a paper Notice of Intent and Waiver form, the form must be the ~~printed~~ current year forms obtained from ~~your~~ the local superintendent's office, ~~and~~ must include the following information for reporting ~~and test administration~~ purposes only:

5.034.1 The name, date of birth and grade level of each child and the name and address of the public, private, home school or parochial school last attended, if any, for each student-;

5. 034.2The location of the home school (~~mailing address~~)-;

5. 034.3A ~~list of brief description of the basic core curriculum to be used and the subjects to be taught.~~

5. 034.4The ~~S~~schedule of instruction to be followed (hours per day; days per week; number of weeks)-; and

5. 034.5The education qualifications of the parent/guardian/teacher(s).

5.03.6—~~Parents or guardians shall deliver written notice in person to the superintendent of their local school district the first time such notice is given.~~

~~6.00 TESTING REQUIRED ACHIEVEMENT TESTS~~

6.01—~~Test administration of home school students shall be under the direction of the education service cooperatives and the Pulaski County school districts. Achievement testing will be held during the testing window identified by the Arkansas Department of Education.~~

6.02—~~The education service cooperatives and Pulaski County school districts will ensure that all test materials are secure before testing, between and following test administration and provide the Arkansas Department of Education, for approval by the Director, with a common set of procedures for test administration of home school students in the required grade levels. These common set of procedures must include security measures to ensure that appropriate testing conditions and protocol have been followed as specified in the test administration materials.~~

6.03—~~Each student enrolled in home school who is considered to be in the required grades or no more than two (2) years beyond the age appropriate grade will be tested by using the State identified norm referenced achievement test.~~

6.04—~~Parents/guardians or groups of home school parents/guardians requesting alternate testing procedures, protocols, locations and/or timeframe must be submitted in writing three (3) weeks prior to the testing window to the education service~~

~~cooperatives or the Pulaski County school districts and testing must remain within the State identified testing dates. If approved, alternate testing procedure costs, other than the testing materials, shall be the responsibility of the parent/guardian.~~

~~6.05 Alternate testing procedures and protocol will be arranged by the education service cooperatives and Pulaski County school districts.~~

~~6.06 Requests from parent/guardian whose child(ren) cannot test on Saturdays due to religious reasons will be accommodated. Parent/guardians must indicate in the appropriate section at the time they file their Notice of Intent that their child(ren) cannot test on Saturdays due to religious reasons.~~

~~7.00 TEST RESULTS~~

~~Test results for home school students will be used for reporting purposes only. The parent/guardian will receive the individual student profile. The Arkansas Department of Education will receive the administrative summaries. The administrative summaries will not contain personally identifiable information.~~

86.00 TRANSFER OF STUDENTSENROLLMENT OR RE-ENROLLMENT IN LOCAL SCHOOLS

~~8.01 Students transferring from a home school to a school which is accredited by the Arkansas Department of Education shall be evaluated by the staff of the accredited school to determine proper placement. As part of the ongoing assessment process, a State identified norm referenced achievement test shall be one of the instruments utilized.~~

~~8.02 Home Schools are not accredited by the Arkansas Department of Education. There are no grades, credits, transcripts or diploma provided by the Arkansas Department of Education, education service cooperative or by the local school district for students enrolled in home school.~~

6.01 Each local school district may assess any home-schooled student who enrolls or reenrolls in the school district in order to determine proper education placement.

6.02 A local school district that chooses to assess a home-school student who enrolls or reenrolls in the school district may use the same assessment that the school district uses when a student who has attended another public school or private school enrolls or reenrolls.

86.03 Any home school student who re-enters a local school district ~~must~~ shall attend classes for at least nine (9) months immediately prior to graduation before the student can become eligible to receive a high school diploma from the local school district.

97.00 STUDENTS WITH DISABILITIES

97.01 By way of these regulations, it shall be the policy of the State Board of Education that school districts provide a genuine opportunity (see 34 C.F.R. Sec. 76.651(a)) to students who are home-schooled with disabilities, as defined in state regulations, to access special education and related services from the district where they reside. This policy is not to be construed as conferring the procedural protections and rights under Part B of the Individuals with Disabilities Education Act (IDEA) to such students and their parent/guardians.

9.02 Each student with disabilities in the required grades who participates in the norm-referenced testing program shall, upon notification in the application for testing, be eligible for any or all modifications allowed by the test procedures. The use of such modifications will be approved by the educational services cooperative director or his designee.

108.00 DRIVER'S PERMIT/LICENSE

A student enrolled in a home school shall present proof of home schooling in the form of a ~~notarized~~ copy of the Notice of Intent along with an application for an instructional permit or driver's license. ~~The parent/guardian has the responsibility of providing the notarized copy.~~ Signature of the parent/guardian is required in-person at a State Revenue Office.

SUMMARY OF PROPOSED CHANGES TO THE ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING HOME SCHOOLS

Renumbering where insertions/deletions made.

- | | |
|--------------|---|
| Section 1.02 | Regulatory authority updated to include Act 832 of 2015. |
| Section 3.02 | Obsolete definition deleted. |
| Section 3.03 | Obsolete definition deleted. |
| Section 3.04 | Obsolete definition deleted. |
| Section 4.07 | Obsolete reference to testing deleted. |
| Section 4.08 | Obsolete reference to testing deleted. |
| Section 5.00 | This section was updated to include the online Notice of Intent and Waiver form as an option for parents. This section was also rearranged and cleaned up to make the overall process more clear, but also to clarify that a paper form needs to be submitted directly to the district the first time a parent notifies the school of the intent to homeschool, but the online form may be submitted in subsequent years. |
| Section 6.00 | Entire section is deleted as a result of Act 832. |
| Section 7.00 | Entire section is deleted as a result of Act 832. |
| Section 8.01 | Obsolete reference to testing deleted. |
| Section 8.02 | Deleted statement regarding home schools lack of accreditation. |
| Section 6.01 | Insertion allowing a local district to assess a home school student to determine proper education placement. <i>**Section number 6.01 due to renumbering after deletion of Sections 6.00 and 7.00</i> |
| Section 6.02 | Insertion allowing a local district to use the same assessment tool for home school students that it does for students attending another public or private school. <i>**Section number 6.02 due to renumbering after deletion of Sections 6.00 and 7.00</i> |
| Section 8.00 | Clarified that in order for a home school student to obtain a permit or drivers license, the signature of the parent/guardian is required to be given in person at the State Revenue Office and that notarizing of the form is not necessary. <i>**Section number 8.00 due to renumbering after deletion of Sections 6.00 and 7.00</i> |

Consideration of Additional AR Better Chance Enhancement Grants 2016

ABC Summer Services 2016 Name of School District, Coop, Charter School or other grantee	Vendor #	Payment Amount	# of Funded Slots
ABC Childrens Academy	100049543	\$ 24,570.00	30
Arkadelphia School District	3100200001	\$ 32,760.00	40
Batesville School District	3320100001	\$ 16,380.00	20
Booneville School District	3420100001	\$ 8,190.00	10
Bright Beginnings (D Mays)	100093288	\$ 8,190.00	10
Early Horizons Child Development Center	600001190	\$ 16,380.00	20
Flippin School District	3450100001	\$ 16,380.00	20
Head of the Class Childcare Learning Center	100136029	\$ 16,380.00	20
Magazine School District	3420200001	\$ 8,190.00	10
Gram's House	100055667	\$ 13,923.00	17
Helping Hand Childcare, Inc.	600001572	\$ 8,190.00	10
Miss Beth's	100180643	\$ 6,552.00	8
Mother's Touch	100053989	\$ 8,190.00	10
Ms. Melissa's Preschool	100043000	\$ 6,552.00	8
Mrs. Sha's Preschool	100046012	\$ 5,733.00	7
Ms Kim's	100055013	\$ 5,733.00	7
Open Arms Learning Center, INC.	600002482	\$ 16,380.00	20
Quality Child Care, Inc. LR/ Ft. Smith	100051447	\$ 32,760.00	40
Southside School District	3320900001	\$ 32,760.00	40
The Hunny Tree	100083748	\$ 8,190.00	10
Vilonia School District	3230700001	\$ 16,380.00	20
Total		\$ 308,763.00	377

Type of Program

Center-based

Center-based

Center-based

Center-based

Center-based

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Arkansas Better Chance (ABC) Reallocation Grant Awards 2015-2016

AGENCY	Awarded # Slots 2015-16	Award Amount	Current 2016-17 Renewal Grant Funding	Total Grant Funding 2016-17	One time start up funding
Our House, Inc. (NEW) - Pulaski	20	\$ 97,200.00	\$ -	\$ 97,200.00	\$ 5,000.00
First Baptist Church Early Childhood Center (NEW) - Pulaski	40	\$ 194,400.00	\$ -	\$ 194,400.00	\$ 5,000.00
Ozark Opportunities (NEW) - Baxter	28	\$ 136,080.00	\$ -	\$ 136,080.00	\$ 5,000.00
Lee County SD	40	\$ 194,400.00	\$ -	\$ 194,400.00	\$ -
Dawson Education Cooperative- Garland, Pike	140	\$ 680,400.00	\$ 2,434,900.00	\$ 3,115,300.00	\$ -
TOTAL	268	\$ 1,302,480.00		\$ 3,737,380.00	\$ 15,000.00

LRSD Civic Advisory Committee Final Report



**Release Date: May 18, 2016
Compiled by: Acadia Roher**

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2015-2016 LRSD CAC Members

Executive Summary

The Little Rock School District Civic Advisory Committee (LRSD CAC), established by the State Board of Education after the takeover of the Little Rock School District, was commissioned to represent the concerns and ideas of the students, parents, teachers, and community members of the district in the absence of an elected school board. Community forums, surveys, and other activities were undertaken by the LRSD CAC during the spring of 2016.

About 250 stakeholders participated in a total of 33 small group discussions over the course of five forums. Participants discussed a variety of topics ranging from broad concerns about the lack of information and transparency in the school district to specific details of wraparound service needs such as health care and meals. Many of these issues remain relevant in the face of rapid changes in the district, many of which have been concerns for decades. The findings are grouped into five sections. Many themes fit into multiple categories and all topics are interconnected.

The first section explores the barriers and keys to providing a quality education for all children.

Key findings:

- The ongoing challenge of neighborhood schools is that the student bodies become homogenous based on the racial and socioeconomic divisions of Little Rock's neighborhoods.
- The lack of clarity, transparency, and stability in the district is causing families to move their children to other educational institutions.
- Several participants stated that they would support a millage increase, and that if passed it should be allocated to schools with the highest needs.
- Participants pointed out that charter schools perform no better than traditional schools by the numbers, but the perception that charters are superior persists.

The second section focuses on student realities and life in the schools, including literacy, extracurriculars, discipline, class sizes, and ESOL. Key findings:

- A little over one third of groups discussed testing and not one recorded comment was in favor of the current testing regime.
- Participants unanimously agreed that smaller class sizes were needed in the LRSD.
- There was consensus among groups that recess and physical activity need to be increased.
- Participants expressed that the test used to determine the need for services lumps all Latino students together rather than focusing on new immigrants and their language access needs, and that some children with sufficient English skills are being tracked into ESOL programs.

The third section covers infrastructure challenges and needs. Key findings:

- Many comments centered on outrage over stark disparities between newer and older school buildings.
- Putting money into new schools is upsetting to families whose children attend school in older buildings that are not being adequately or safely maintained. Participants felt that all schools should be held to a high standard of health and safety.

- The majority of forum participants were opposed to any school closings, describing the potential impact of closed schools on their neighborhoods, as they have seen previous school closings create a hole in communities nearby.

The fourth section discusses teachers and quality instruction. Key findings:

- There is a clear sentiment that the LRSD needs teachers who are motivated, open minded, inspiring, and content. However, groups discussed at length the reasons that so many teachers are feeling stressed, drained, and hopeless.
- Most teachers at the forums expressed a noted decrease in support.
- Perspectives on Teach For America were negative across the board.

The final section covers community engagement in education. Key findings:

- Participants asked, “Are our voices heard? Do the powers that be pay any attention to us?” Many expressed feeling unheard after putting in the time and effort to give their input.
- Participants suggested that students are the experts on their schools and they should be consulted directly about changes that are needed.
- Administrators described a range of needs that community volunteers could fill, from bringing umbrellas to cover students entering the school on rainy days to providing literacy help to students reading below grade level.
- There was a sense that the business community was responsible for the state takeover and thus should be sponsoring schools in more tangible ways at all levels, not just supporting elementary schools.

Recommendations based on issues with agreement among forum participants include: increased resources for partnership development, wraparound services, extracurriculars, literacy programs, facilities, special education, and distressed schools. The LRSD CAC calls for an end to teacher cuts, continued vocal opposition to charter school expansion from administrators, a reduction in standardized testing, an increase in recess, and regular forums and hearings for public involvement and transparency.

We request that all stakeholders be given access to budget committee findings, written plans for distressed schools, criteria to be used in determining school closures, and information about the roles the state has played in the district since the takeover.

The LRSD should create space for further community discussion around topics that had disagreement, including discipline policies, trades and technology career training, neighborhood schools, technology in the classroom, and attendance zones.

There is more urgency than ever about the need to take stock of the LRSD’s challenges and opportunities, and chart a path forward that allows every child the chance to thrive.

Acknowledgements

The work of the Little Rock School District Civic Advisory Committee (LRSD CAC) has been a collaborative process among dozens of students, school staff, community stakeholders, and various organizations. The members of the 2015-2016 LRSD CAC are listed on the following page.

A major portion of the LRSD CAC's work consisted of planning and implementing community forums that were spearheaded by the Community Engagement Subcommittee of the LRSD CAC: Anika Whitfield-Chair, Gene Levy-Co-chair, Nanette Patino, Dionne Jackson, Alexis Williams, Seketa Ross, and three student representatives. Additionally, the series of community forums would not have been possible without the hundreds of people who came together on a short timeline to provide their time and talent, including Acadia Roher and Jennifer Henderson, who supported the management of this process through the generosity of the Winthrop Rockefeller Foundation and the Arkansas Public Policy Panel.

We are so very grateful to the host sites for the forums: Wakefield Elementary, Centro Cristiano Hispano, Gibbs Magnet Elementary, Saint Mark Baptist Church, and Roberts Elementary. We also appreciate the schools that hosted LRSD CAC meetings over the course of the year. The staff and administrators were a pleasure to work with.

Many thanks to our volunteers: Ashley Bachelder, Diane Vibhakar, Horace Smith, Connie Whitfield, Jenna Greer, Regan Moffitt, Bill Kopsky, Greg Adams, Liz Lucker, Janie Stultz, Meredith Morrison, Jennifer Guzman, Hersch Rothmel, Mary Wolf, Marion Humphrey, Leticia Reta, Merrill Schmidt, Ruth Shepherd, Akaylah Jones, Kymara Seals, Carol Young, Amber Jackson, Hilary Trudell, Helen Grace King, Tamika Edwards, Jerri Derlikowski, Nell Matthews, Alex Handfinger, David Monteith, Amy Johnson, Arjola Limani, Debbie Milam, Ana Phakhin, Connie Whitfield, Cathy Koehler, Sharon Jackson, Sandra Ledbetter, Ti Davis, Kyle Leyenberger, John Wilkerson, Debra Bowers, Beverly Broadnax-Thrasher, Glory Pearsall, Gwendolyn Jones, Amanda Maher, James Szenher, Ashley Moore, Claire Smyth, and Janecia Collins, and several others who pitched in as needed.

Each forum included performances by highly talented LRSD students. Over 150 students performed or served in other volunteer roles. They include:

- McClellan choir
- McClellan DECA, Unitown, and FBLA volunteers
- Baseline cheer and choir
- Hall AVID volunteers
- McDermott Student Council volunteers
- Henderson Diamond Divas volunteers
- Booker Arts orchestra, choir, and drama
- Williams choir and flag line
- Roberts choir and flag line
- Roberts PTSA volunteers

List of LRSD CAC Members

The zone members and philanthropic organizations appointed in 2015 were:

Zone 1

Joy Springer

Zone 2

Anika Whitfield

Zone 3

Peter Gess

Zone 4 and Co-chair

Dionne B. Jackson

Zone 5

John L. Wilkerson

Zone 6

Marq Golden

Zone 7

Brenda "BJ" Wyrick

Co-Chair

Greg Adams

Philanthropic Organizations

Little Rock Public Education Foundation -
Eugene Levy
Arkansas Hunger Relief Alliance - Kathy
Webb

Latino Community Member Representative

Terry Trevino-Richard

Teachers include:

Baseline Elementary School

Deborah Cavener
Latonya Jackson

Updated Teacher Representation at
Baseline as of September 7, 2015

Tamika Jordan
Nanette Patino

Cloverdale Middle School

Brooke Sanders
Yasmine Butte

Updated Teacher Representative at Cloverdale
Ritchie Holliman

Henderson Middle School

Sandra Ledbetter
Tiffani Jones

Fair High School

Sharon Jackson
Fred Dickins

Hall High School

Liz Lucker
Tracy Mason

Updated Teacher Representative at Hall
Amanda Warren

McClellan High School

Seketa Ross
Deborah Hansberry

Student Representation

Two students from each of the six
academically distressed schools listed
above

Introduction

The Civic Advisory Committee, established by the State Board of Education after the takeover of the Little Rock School District, was commissioned to represent the concerns and ideas of the students, parents, teachers, and community members of the district in the absence of an elected school board. The forums, surveys, and other activities undertaken by the LRSD CAC during the spring of 2016 were a key part of their work to reach out to constituents and provide space for discussion, questions, and data gathering. Much has happened in the LRSD since the takeover. The results described in this report represent a snapshot of attitudes before several major changes ensued, including the approval of a major expansion of charter schools in Pulaski County and the appointment of a new Superintendent. Reports on the work of LRSD CAC subcommittees are included in the appendix.

The information gathered at the forums covered a wide array of issues, all of which remain relevant in the face of rapid changes in the district, and many of which have been concerns for decades. Against a backdrop of a shrinking budget, distressed schools, pressure on teachers, the increase of high stakes testing, and a persistent achievement gap, residents of Little Rock came together to hash out their vision for ideal schools, discuss issues, and propose solutions.

There are many incredible success stories and pockets of excellence in the LRSD, but there are also inequities that exist that fall along clear race and class lines. Many forum participants called for a solid plan forward to ensure the success of every school and every child. The larger political environment has made this goal increasingly difficult. There is more urgency than ever about the need to take stock of the LRSD's challenges and opportunities, and chart a path forward that allows every child the chance to thrive.



Image: LRSD CAC Co-chair Dionne Jackson opens the first forum at Wakefield Elementary.

Methodology

The LRSD CAC utilized community forums and surveys to gather data from LRSD stakeholders.

The Community Engagement Subcommittee (“Subcommittee”) held a series of five forums at different locations around Little Rock during February and March of 2016. Each forum lasted two hours and started with a welcome and video on the current state of the LRSD, then moved into small group discussions led by a trained facilitator using a facilitation plan (see Appendix A). The questions guided each focus group, but also allowed for a free-flowing dialogue between the facilitator and participants. Facilitators and/or designated notetakers captured handwritten notes from each table discussion. Participants also co-created images on large sheets of paper to describe their vision for excellent schools in Little Rock. Finally, participants were asked to submit questions on Post-It notes, turn in a commitment card noting their willingness to contribute to improving the schools, and fill out an evaluation of the forum experience. Notes were transcribed for each small group discussion, then used to identify themes. Each set of notes was coded using the major themes to determine the frequency with which different topics were discussed across all forums.

Subcommittee members created the first drafts of the surveys for elementary students, middle and high school students, parents, and school staff, which were then shared with other LRSD CAC members and LRSD staff to gather further input. Survey questions covered school information, experiences at school, perceptions of parent and community involvement, and needs for improvement. Participants were also asked if they would be willing to get involved in efforts to improve their schools. A Spanish language version of each survey was also created for monolingual Spanish speakers. The surveys were administered on paper and online in April 2016. LRSD staff sent surveys to each school to complete. Survey results are not included in this report but will be forthcoming.

The flurry of activity around community input inspired several additional engagement activities, including one teacher who copied the forum’s structure and gathered input from her students at Hall High School.

Findings

Nearly 600 people signed in at the five forums. Of those, about 250 stayed the entire two hours and engaged fully in the small group discussions. The discrepancy can be attributed to the fact that many of those who signed in were family members of students performing or volunteering and were either not aware that the forums were seeking their input or had other family responsibilities. Some participants also left after realizing that the format did not allow for district officials and administrators to answer questions and concerns directly.

The 250 full participants included several repeat attendees. One particularly involved parent attended all five forums. An administrator from McClellan High School was present at almost all of the forums and several Civic Advisory Committee members attended most, if not all of the sessions. These folks went above and beyond; the majority of participants attended only one of the forums. Attendance varied by location:

Location	Attendance	VIPS Hours
Wakefield Elementary	112	125.5
Centro Cristiano Hispano	58	101.5
Gibbs Magnet Elementary	108	178.5
Saint Mark Baptist Church	180	270.5
Don R. Roberts Elementary	140	202.5
TOTAL	598	878.5

Facilitators led a total of 33 small group discussions over the course of the five forums. Participants discussed a variety of topics ranging from broad concerns about the lack of information and transparency throughout the school district to specific details of wraparound service needs such as health care and meals. The table below displays the number of groups that discussed each theme, which shows the frequency and can be used to demonstrate the priority of that topic in the minds of the participants. Many of these themes can be seen as subcategories of bigger themes. For example, dental services and nurses commonly came up when groups were discussing the variety of wraparound services needed in each school.

Topic	Number of groups discussed	Percent of groups discussed	Page Number
Facilities	27	81.82%	25
Parent involvement	25	75.76%	34
Equity	25	75.76%	10
Community involvement	24	72.73%	35
District transparency	22	66.67%	33
Budget	22	66.67%	13

Extracurriculars and experiences	22	66.67%	20
Diversity	21	63.64%	12
Closings and consolidations	20	60.61%	26
Forums/input	20	60.61%	33
Teacher morale	19	57.58%	29
School atmosphere	19	57.58%	18
Plan for distressed schools	18	54.55%	15
Busing	17	51.52%	27
Teacher support	16	48.48%	30
Literacy	16	48.48%	19
Wraparound services	14	42.42%	16
Discipline	14	42.42%	21
Technology	14	42.42%	28
Curriculum	14	42.42%	31
Charter schools	13	39.39%	17
Security and safety	13	39.39%	22
Testing	13	39.39%	
Individualized education	12	36.36%	22
Class sizes	11	33.33%	23
Recess/physical activity	11	33.33%	23
Nutrition and meals	11	33.33%	16
Counselors	11	33.33%	16
Teacher pay, benefits, rights	11	33.33%	30
Trades and technology training	9	27.27%	23
Mental health	9	27.27%	16
Qualified teachers	9	27.27%	31
Aftercare	8	24.24%	16
Token engagement	7	21.21%	32
Professional Development	6	18.18%	32
ESOL	6	18.18%	24
Teacher autonomy	5	15.15%	30
Math	5	15.15%	20
Tutoring	5	15.15%	16
Small schools	4	12.12%	18
Life skills	4	12.12%	24
Nurse	4	12.12%	16

Adult education	4	12.12%	36
Special education	4	12.12%	24
Peer learning	3	9.09%	18
Dental	3	9.09%	16
Pre-K	3	9.09%	25

For the remainder of the results section, the above themes have been grouped into categories:

<i>An excellent education for all children.....</i>	Page 10
<i>Student realities and life in the schools.....</i>	Page 18
<i>Infrastructure challenges and needs.....</i>	Page 25
<i>Teachers and quality instruction.....</i>	Page 29
<i>Community engagement in education.....</i>	Page 32

Many themes fit into multiple categories and all topics are interconnected. Improving education means thinking and acting holistically.

An excellent education for all children

Though our public schools are tasked with providing an excellent education for all children, participants agreed that many students are not served like they should be and that these disparities typically fall along race and class lines. Participants discussed at great length the barriers they see, including inadequate funding, neighborhood segregation, conditions at “distressed” schools, the proliferation of charter schools, and the lack of wraparound services needed to create better conditions for children to learn.

Equity

Twenty-five out of 33 small groups discussed the issues around equity in the Little Rock School District. Inequity was defined by several people as a situation in which students want to learn, but are not afforded equal opportunities, especially if they attend schools without enough books, effective teachers, functional technology, extracurricular activities, or solid facilities. Another participant defined equity as “fairness of treatment” rather than same treatment. Regardless of definition, the overwhelming sentiment was that the district needs to do a better job of helping all children to thrive. Many asked, “Why are there more resources in some schools than others?” There was discussion about tension and inequities that still exist due to unresolved issues dating back to the 1950s and 1960s.

The call to focus more resources on children with greater needs came from many different small group discussions. Participants suggested that support should be extended to the families, not just the individual student in need. Too many students are passed through the system without receiving the necessary resources and attention to ensure their achievement. One participant described the situation as a two-tiered system geared toward the more affluent, White students while failing the majority of Black and Latino students. Don R. Roberts Elementary was suggested several times as having the amenities that every school should provide. Parents from

other elementary schools in the district were surprised to find out about the opportunities provided to Roberts students, such as robotics.

One small group discussed at length their concern that people making decisions for the district do not understand structural oppression and how their decisions affect populations facing systemic injustice. By structural oppression, we mean the sum of all the past and present laws, policies, behaviors, and attitudes which maintain divisions between racial groups and create disadvantaged economic, political, and social living situations for Black and Latino families. An example of how this plays out in policy is the school-to-prison pipeline, which came up as a topic of conversation in several groups. One participant said they have witnessed security personnel targeting students of color for more harsh discipline. Data shows that LRSD decisions like those around discipline do not reflect the realities of the Black majority of the district.

A parent described their experience at one LRSD neighborhood school where they witnessed teachers “teaching toward” White students. Their concern was that their child and many other Black students don’t have the same foundation and are often forgotten. Other participants described a lack of teachers that represent the racial makeup of the student body and a lack of cultural competency among teachers more generally.

There was concern that, in many cases, students cannot afford to participate in extracurriculars even if they are offered. Also, because art, music, and sports are often not standard components of the school experience, many students miss out.

Technology is not equitably distributed among schools and students. Some schools offer take-home laptops to students, but one parent said the \$25 insurance fee is “not acceptable” because it limits which families can access the resource.

One participant articulated a concern that the highest ranked schools attract the best students, rather than having them distributed among the various schools. A student participant from Hall High School suggested that the rankings are skewed due to testing inconsistencies. The student described how test scores at Hall include the scores of students who have recently arrived from Latin America without a firm grasp of the English language in which the tests are given. Additionally, several questions were recorded regarding efforts of the LRSD to address the language and economic barriers faced by Latino students.

The Little Rock School District has a high concentration of students with disabilities and several participants felt that the district is penalized and increasingly burdened because charter schools can avoid enrolling these students.

Students from Hall High School discussed how Hall, McClellan, and Fair (all schools deemed “academically distressed” and with the highest concentrations of students of color) were recently moved from a block schedule with 8 classes to 7 period days. They said this jeopardizes many students’ opportunity to graduate with honors because they do not have time in their schedules to take the extra classes. The new schedule also puts students from these schools at a disadvantage to students at Parkview and Central, which are still on a block schedule and able to take an additional class each year. The change has affected both students and teachers, as before the teachers had more planning time and students had more time to complete homework. The students said that the daily increase in homework as a result of the schedule

change is a challenge for students who have jobs and other responsibilities. “They’re trying to improve our school but they’re making it worse. They’re taking away opportunities instead of giving us opportunities.”

Suggestions and solutions from participants about how to move toward a more equitable school system:

- Ensure that all schools are a similar size with equal distribution of students from a diversity of socioeconomic, racial, ethnic, and religious backgrounds
- Require uniforms at every school so that all students have the same standard of clothing
- Differentiated support for students who are performing below grade level
- Combine four schools into one so that educators can concentrate effort into one school to help struggling children improve
- Create conditions for a better sense of belonging among Latino students, especially new immigrants
- Return block scheduling to all high schools
- Build or expand new schools downtown and in east Little Rock
- White stakeholders should be more vocal about disparities
- Stop social promotion (the practice of promoting a child to the next grade level regardless of skill mastery in the belief that it will promote self-esteem)
- Focus volunteer efforts on students that need it the most
- Focus resources on building up schools in distress rather than building a new school in west Little Rock
- Make sure excellent teachers are evenly distributed throughout the district
- Take more risks in moving non-proficient students up
- Initiate a millage increase to be funneled directly to struggling schools
- Start a program for students who miss greater than a certain number of days

Diversity

The majority of participants described diversity as a desirable trait to have in a school. As one parent put it, “We need to diversify our schools so that kids are prepared for the world.” There is a perception that segregation has worsened since the 1980s.

Participants demonstrated widespread awareness that neighborhood segregation is a major driver of the lack of diversity within the schools. The ongoing challenge of neighborhood schools, or having certain schools follow a community schools model, is that the student bodies are fairly homogenous based on the race and socioeconomic divisions of Little Rock’s neighborhoods. Returning to a system of neighborhood schools essentially locks in segregation. Some feel that we are repeating the same mistakes that caused the state to pay desegregation funds in the first place.

People expressed that because so many White students have left the LRSD for private schools, other school districts, or charter schools, the goal of integration has become more difficult. The focus only on White students as somehow bringing diversity to the schools ignores the fact that our community and the nation are multiethnic. However, the withdrawal of White and affluent students comes with a unique set of challenges. Several White parents expressed concern that if students were spread among the LRSD to increase diversity, their child would end up being one of only a few White students at the school, which they felt would be intimidating. One parent described stark conditions after what they called a “mass exodus of the middle class”

from McDermott Elementary. Race and class often track together because of systemic oppression and students living in poverty have more needs than those whose families can supplement their educations, afford extracurriculars, and regularly volunteer their time.

There was recognition that some tools to promote racial integration such as busing and magnet schools have been more readily available under the desegregation plan, but that these may be in jeopardy once the state desegregation funds stop in the next year. Participants disagreed about whether busing was needed to integrate the schools. Since one of the forums was held at Gibbs Magnet Elementary, the voices of many Gibbs parents were represented. One parent said that the number one reason their family chose Gibbs was because the magnet component helps increase diversity. They suggested that schools with a specific niche, such as the focus on foreign language at Gibbs, are valuable environments that attract students from many different backgrounds. Several parents expressed concern that the combination of school consolidations and lack of desegregation funds would result in a loss of diversity at Gibbs.

Not everyone agreed that integration or diversity was necessary for a good education. As one participant put it: "I'm for neighborhood schools if they are equal." Another pointed out some of the challenges for low income students going to schools where the majority of the student body has a higher standard of living, such as a student from southwest Little Rock attending a school in west Little Rock. "The environment makes a difference in students. The atmosphere, how people talk- it's different. Students are exposed to a different life. When you see what other people have, you realize you've lived poor."

Several Hall High School students described divisions between Black and Latino students at their school, which often came to a head at the bus stop and often erupted in fights. They pointed out that there were problems before the increase in Latino students at the school, but now the district has some buses that are all Latino and the demographic shift may be elevating tensions.

Suggestions and solutions from participants about how to improve diversity:

- Educate high school students about tolerance and diversity
- Expand the school district boundaries or merge with Pulaski County Special School District
- Distribute students in west Little Rock among schools in other areas so that school populations are reflective of the population of the larger city
- Promote community understanding of issues of poverty

Budget

Twenty-two out of 33 small groups discussed issues relating to the LRSD budget or funding. Some people were surprised about the depth of the financial concerns, but most participants were well aware that the district does not have the funds it needs to fully resource its schools. There was added concern because of the current superintendent's laser focus on paring down the budget in the face of possible fiscal distress. Administrators and public officials have talked so much about the money that several small groups expressed concern that there may be a greater interest in the finances than in the students. Participants had more questions than suggestions, which is in part related to the lack of transparency discussed in more detail later in this report. Many small groups expressed an interest in seeing the details of the district's budget and understanding its revenue streams.

One major concern with the budget that came up several times was the fact that as more students leave the LRSD it becomes harder to pass a millage increase. Little Rock voters whose children will not benefit from the millage because they go to private or charter schools are much less likely to vote for the increase, which could lead to budget shortfalls in years to come as costs rise and existing funds cover less and less ground. Several participants stated that they would support a millage increase, and that if passed it should be allocated to schools with the highest needs. One suggested that the LRSD should be returned to local control before requesting a millage increase from voters.

There was concern that in the current climate of budget issues, the district has misplaced priorities. For example, one participant questioned why the LRSD is investing more in personnel to monitor classes than in actual teachers. Another participant expressed concern that only lip service would be paid to the oft-repeated phrase that “cuts will be made away from the classroom.”

Participants in several small groups described what they saw as inefficiencies in the budget, such as paying contractors to provide services rather than doing them in house and renting school buildings such as Booker. One parent described how the school her children attend is wasting money on providing them with ESOL services she felt they didn’t need. She said her children are now stuck in the classes and she feels the money could be better spent on students who need the services. Another example is the news that the new STEM school will not have adequate funds for the technology necessary to run its programs.

Participants had questions about:

- The work of the LRSD’s budget committee and how information could be obtained about their recommendations
- Efficiencies in busing that might save the district money
- Projected savings from closing school facilities
- Cost effectiveness of renovating existing facilities versus building new
- Whether LRSD administrators or the state Department of Education have the final say on budget cuts
- How much magnet school funding is tied to desegregation funds
- Whether the magnet program will continue after budget cuts
- How much it takes to run an individual school
- Whether busing cuts will impact where students are allowed to go to school
- Which entity pays for testing and how much it costs
- If the teachers are consulted about purchases made for curriculum resources and if they think those funds are well spent
- The reasoning behind cutbacks in security
- How the loss of \$37 million will be handled
- Other sources of funding that can be sought to replace the funds that will soon be lost

Participants’ suggestions regarding budgeting included:

- Budget cuts should happen at the top administrative levels rather than through school closings
- Stop wasting money on textbooks for elementary students, use computer instruction instead

- Cut the budget in places that don't directly affect student success
- Manage bus system within the LRSD rather than contracting with a third party company
- Raise taxes to send students to well-funded neighborhood schools
- Ask the City of Little Rock to provide resources to assist in school improvement
- Ask more local businesses to get involved in resourcing schools
- No additional cuts to teachers
- Sell some of the district real estate
- Make sustainable investments
- Provide seed money for PTAs

Plan for distressed schools

About half of the small groups discussed the schools in academic distress, for which the LRSD was taken over by the state in 2015. The majority of comments centered around the demand that the state Board of Education come forward with a plan for student performance in the distressed schools. The public has not seen any evidence that there is a clear path forward for the six schools. Because this was the stated reason for the state takeover and there has been no transparency about a plan, several participants called for the state to return the district to local control. One wrote: "What will be the purpose of 'take over' if the testing/performance doesn't show improvement?" One teacher working at a school on the academically distressed list shared his concern that his school is failing students in the same way that it was before the takeover. Another participant questioned whether local control would solve anything, stating that if the state would step up into their responsibility then perhaps they would have more resources to bring to the table.

Some have expressed confusion that the focus seems to be on the financial situation of the district when the schools in academic distress were the stated reason for the takeover. Others expressed anger and frustration under the circumstances. People want to be involved and provide feedback, but as one participant put it, "It's hard to comment on a plan that you don't know."

Baseline Academy, one of the original distressed schools that has since been removed from the list, was lifted up by several participants as a model for others. Baseline was given freedom and resources to meet the needs of students in nontraditional ways.

In addition to the schools on the distressed list, there are 22 schools with D or F ratings. Some participants wanted to know more about how the schools got to this point, what triggers a classification on the list

The lack of clarity, transparency, and stability in the district is causing families to move their children to other educational institutions. Several participants also mentioned the stigma that comes with being given a label like "academically distressed." The official labels often spark non-official labels that discourage prospective students and give current students a bad name. Discussion occurred in several small groups about the perceptions of McClellan and Fair. Teachers are leaving both schools and substitutes are loath to accept work at these schools.

A major challenge to moving schools off of the distressed list is the fact that testing has changed every year for the past three years. If there is no baseline to which the district can compare scores from previous years, the designation remains.

Potential solutions suggested by participants included:

- Move stronger teachers and staff to distressed schools
- Create special programs at distressed schools to get more students interested in attending
- LRSD should make a plan to address student achievement in the distressed schools rather than continuing to wait for the State Board of Education or the Department of Education

Wraparound services

Many LRSD students, especially those in the distressed schools, have concerns outside of the classroom that must be addressed so they can thrive. Fourteen out of 33 groups discussed the need for wraparound services and specific examples of the kinds of services that should be provided. One participant stated their belief that it is the school's responsibility to reach out into the community to gather resources and assistance for the various necessary programs. Others suggested the LRSD administration should put comprehensive programs in place across all schools.

Wraparound services include:

- Food and nutrition
- Clothing and personal supplies
- Dental and vision
- Mental health and counseling
- Nurse or other health care provider
- Connection with outside services and resources such as SNAP benefits (food stamps) and the public library
- Aftercare

Nutrition and meals can make a huge difference for students coming to school hungry or malnourished. Several participants shared the success some schools have had offering breakfast in the classroom. Many called for more fresh food options in school meals. Others discussed the larger issues of food insecurity, including the lack of food availability once students go home at the end of the day, on the weekend, and over the summer. Some also advocated for extending the time allotted for lunch and improving the connections between school gardens and meals.

Mental health is an often overlooked but essential service that was suggested by several participants. Determining the root problems of a student that acts out can help them get treatment, cope, or heal rather than being labeled with behavior issues and facing disciplinary action. Many students need a place to discuss their issues, and some would benefit from the attention of a social worker or psychologist. Teachers at the forums described the difficulties of children who are grieving, caring for siblings, facing bullying, or dealing with troubling situations at home. One teacher said, "PTSD seems to be a rule and not an exception for a lot of children in the LRSD and there are no resources in place to help teachers." Another participant suggested that every school needed a social worker or parent resource staff member trained in trauma informed care. Baseline Academy has a youth specialist that serves in some of these capacities.

Additional counseling is needed in high schools to ensure that students understand career and college options. Counselors are currently stretched too thin and many students do not get the benefit of their assistance.

Physical health can sometimes be an overriding concern both for students and their families. One participant mentioned a successful dental clinic at Wakefield Elementary that could be replicated elsewhere. Another used the example of a charter school in Houston that has an urgent care facility on campus. Others suggested that every school should have a full time nurse.

Affordable, active aftercare is an unmet need for many families with working parents. The care provided after school hours currently is not free. And as one participant said, not all schools offer care. Some Meadowcliff students go home to an empty house each afternoon. Participants suggested that free aftercare programs could provide tutoring and counseling.

Tutoring is a larger need across the district than the schools currently have the capacity to provide. Participant suggestions for increased tutoring services included having “duty” teachers work with students who need help with gap skills, offering tutoring during lunch, and after school tutoring.

Charter schools

One third of the small groups discussed the issue of charter schools in Little Rock. Participants pointed out that the charter schools perform no better than traditional schools by the numbers, but the perception that charters are superior persists. One participant expressed concern about the apparent increase in the rate of business involvement and privatization of the schools since the state takeover.

One parent wanted to know what strategies the charter schools claim to use to influence achievement that are different from LRSD schools.

The forums took place prior to a 3,000 seat charter school expansion approval by the State Board of Education. At the time, Superintendent Kurrus had already gone on record opposing the expansion because of the strain it would place on the LRSD. Several participants encouraged the Superintendent’s defense of the district and were glad to see him stepping up. In their discussions, forum participants pointed out some of the problems with charters that have an impact on the district:

- Charters can avoid enrolling students with disabilities, thus concentrating those students with higher support needs within the LRSD
- Charters are less restricted on multiple levels than the LRSD thanks to waivers
- Parents who might send their children to certain schools within the district see charter schools as the next best option if they are not accepted to their top choices
- Charter school accountability is unclear
- LISA Academy and eStem attract and retain mostly high performing, well-resourced students and thus have a disproportionate number of White and Asian students when compared to LRSD demographics, leaving low income students of color and students with special needs and disabilities concentrated in the LRSD

Some participants viewed the expansion of charter schools as inevitable and instead asked questions such as, “how are we partnering with charter schools to make sure southwest Little Rock students are served even if schools are closed?” Other participants wanted to know what the school district could do to attract families back to the traditional public schools. Still others were skeptical that the LRSD can improve with the threat from charter expansion. One participant said that people they know view the LRSD as a lost cause due to the charter schools and the constant attacks from the legislature and other public officials. They pointed out that even our local public university, UALR, is teaming up with a charter school rather than the LRSD.

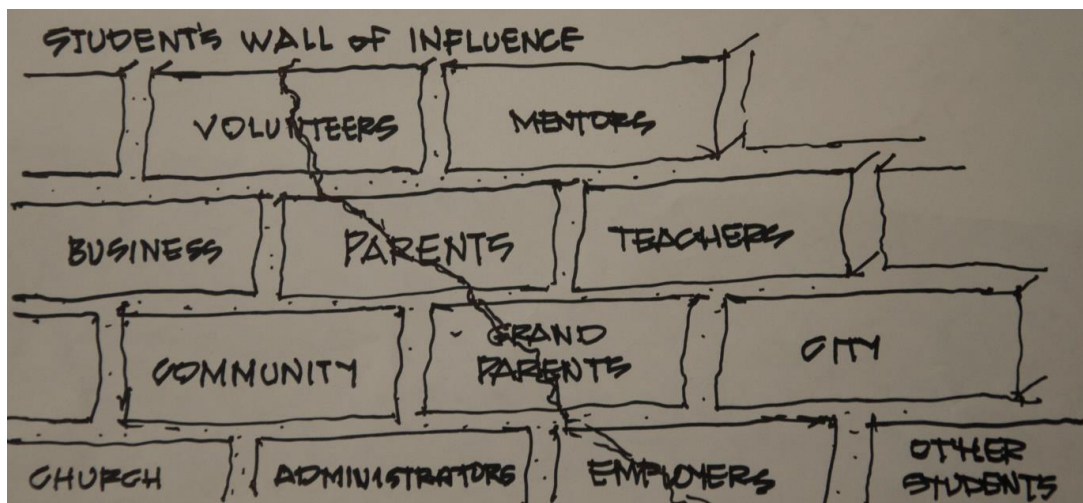


Image: Participant artwork from the small group visioning activity.

Student realities and life in the schools

During the forums, participants were asked to envision the ideal school setting, since schools are often the heart of a neighborhood. Many groups visualized this by drawing or writing on large sheets of paper. Clear similarities emerged between drawings and among the notes from each group's discussion.

Stakeholders want schools with:

- Small, caring communities and classrooms that connect and embrace every child
- Compassionate communication between students and teachers
- Rapid response to bullying, ensuring that bullied children are safe
- One-on-one attention for all students
- “Second home” feel
- More creativity, less stress
- Activities that spark curiosity and joy
- Strong work ethic at all levels, from students up to administrators
- Peer support and learning
- No labels on children
- Welcoming environments that facilitate inclusion for children with many different needs
- Stability and safety
- Unique, not cookie cutter, programs and specialized schools

- Friendly faces
- Technology infused
- School pride
- Cooperation among teachers
- Solid infrastructure, such as internet
- Celebration of progress and achievement
- Better understanding of student differences
- No favoritism or preferential treatment
- Qualified, accountable administration
- Welcoming atmosphere for parents, families, and community members
- Older children mentoring younger children

One participant suggested a system they witnessed elsewhere, in which every adult in the school works with 4 to 10 students grouped by ability level each day for one hour to address gaps. This system has made a difference in student confidence and in needs met.

Several groups discussed the need for better publicity about success stories in the schools. Some believe this would help to change false perceptions about the schools. One participant noted that the higher performing schools like Horace Mann and Pulaski Heights do not seem to have any trouble getting their stories out, but schools like Henderson have excellent stories as well that should be shared.

Disagreement was noted among several groups when discussing the possibility of extending the school day or year. Several participants made the case for more instruction and intervention time, as well as the need for more recess and exposure to subjects and experiences outside of the core curriculum. Others disagreed and felt that the school day was too long for their children.

Literacy

Reading and literacy were discussed among small groups as the foundation of all learning and school success. There is awareness that many children are being passed through the system without reading on grade level. One participant stated that the average middle schooler in the LRSD reads on a 3rd grade level. There is a general concern that the LRSD does not take literacy seriously. Several participants asked some version of the question, "Does the district have a reading program?"

One group discussed the importance of literacy in the ability to structure sentences and write a sound paper later in life. Many college students cannot compose a paper, which one participant believes is due to laziness made possible by tools such as auto-correct on the computer.

Participants in at least seven small groups called specifically for the intervention program Reading Recovery to return to the district. One participant suggested that the program be implemented in more than just elementary schools.

Suggestions from participants included:

- Core curriculum should go from 4 to 5 courses, with reading as the 5th to improve scores all around
- Avoid race to the bottom of progressing all students at a lower reading level

- Schools should model Booker, which hosts evening meetings for families with food where literacy packets are distributed
- Host honors night in conjunction with literacy night
- Teach more grammar and spelling phonics
- Reinstate parent nights for literacy and math at all elementary, middle, and high schools
- LRSD should allow time for programs to work before they buy another program
- Emphasize comprehension, reading, and writing throughout the curriculum
- Return cursive to the curriculum
- Give kids more books to take home and keep

Math

To a lesser extent, forum participants described the need for a focus on math in addition to literacy. One participant shared that scores have gone down since the new math curriculum was put in place because the program did not fit the students. STEM (Science, Technology, Engineering, and Mathematics) education was a central focus for several who noted its growing importance in the global economy. Some suggested that schools should have math specialists (similar to the reading specialists) and host more math nights.

Extracurriculars and experiences

Education is not confined to the classroom. Children also learn through outside experiences they may not have at home. Many participants believe extracurriculars should be front and center for all LRSD students starting in pre-K. Suggested extracurricular activities included clubs of all kinds, field trips, shadowing, arts, foreign language, theme weeks like Dr. Seuss Week, music, hands-on science experiments, EAST lab, the Love Your School gardens and cooking classes, and culture fairs.

One participant suggested that these activities should be expanded and codified directly into all levels of the curriculum to achieve more holistic learning rather than viewing them as extracurriculars. The benefits of experiential and hands-on learning at all levels was discussed by multiple groups.

Many groups discussed the cuts to art and music programs and said they need to be reinstated, especially at the elementary level. One participant shared the concern that these subjects are often viewed as enrichment, but not as realistic future careers and livelihoods.

Gibbs Magnet Elementary was used as an example several times to show that more elementary students should have access to opportunities such as plays, Model UN, and foreign languages.

Another example of a successful program shared by a participant was the Aviators summer program, which brought diverse children together to engage in creative, inspiring, hands-on application and reinforcement of classroom concepts. A student from Hall High School shared that she chose Hall over Parkview because of the AVID program and all that it has helped her to accomplish.

Sports are a major part of many students' school experiences, but a few participants shared that not all sports are invested in equally. One student described how the soccer team at her school, which is popular among Latino students, is not as well funded as basketball and football.

The soccer team wears old uniforms, does not get pep rallies, and does not always have their wins announced at school.

Several groups discussed religious education, with some participants arguing for more study of the Bible and religion in school and others pointing out that the law does not allow this to be a required part of the public school curriculum. There was discussion about the need for student-driven clubs around religious identities.

Discipline

Discipline was one of few topics that had real disagreement among forum participants. Some parents and teachers felt that lack of discipline was holding schools back and should be more strict, while others expressed their concern that discipline was too harsh.

Those who wanted stricter discipline said that teachers do not always take action when needed. They also said schools should better enforce student handbook rules like those around sagging and that consequences for bullying should be high because it puts victims in dangerous situations. Several participants said it is the school's responsibility to step up because many children do not face consequences for their behavior at home. One participant drew a causal relationship between distressed schools and lack of discipline. At Henderson, for example, teachers reportedly spent 20 minutes of a 45 minute class dealing with behavior issues. Teachers may be loath to respond to violations out of fear of facing backlash for the perception that they responded too harshly.

Others felt that discipline should be less strict or should be reformed in other ways. One participant described witnessing smart but disruptive children being diverted from the classroom because there were no effective programs to serve them in the schools they attended. Several small groups discussed the concern that many children are labeled as having behavior problems when unmet needs under the surface may be causing the behavior. Those problems may need to be addressed with counseling, meals, or other services rather than detention and suspension. Another participant said that if the student handbook was truly enforced, it would put 40% of students on the street. One suggestion focused on the conscious discipline and loving guidance method promoted by Dr. Becky Bailey. Another participant suggested that schools implement conflict management strategies.

As discussed in the equity section above, discipline practices and policies can have disparate effects on children with different race and class identities. Several participants noted that schools sometimes feel like prisons and that security personnel are abusive and should be retrained. The school-to-prison pipeline disproportionately affects students of color.

An issue raised in several groups was the fact that charter schools do not have to follow the same rules about accepting or rehabilitating disruptive students. They can expel and punish students in ways that send them back to the traditional public schools where they are under obligation to keep the students in the system. One participant also said that charters have been known to push students out to lower dropout rates, which is something that the LRSD cannot do and thus puts them at a disadvantage when looking at the numbers.

One group discussed at length the possibility that compulsory schooling is to blame for classroom disruptions. They noted that students who do not want to be in school are required

to be there and that there's nothing individual teachers can do to overcome the struggles these students face in the larger system. They concluded that retaining students against their will can cause behavior problems.

Security and safety

Some groups discussed security and safety in connection to discipline issues. There are concerns for student and staff safety within the schools, as well as concerns about protection from harm coming from outside the school.

The majority of discussions around security and safety led to calls for increased security in the schools. Participants cited assaults and fights at school, issues on buses, tensions that may arise between groups of students if schools are consolidated. Some were concerned about cuts to the security force in the face of new security threats nationally, such as gun violence. Several parents shared that they feel more confident with the added security measures in recent years, including the requirement that visitors show an ID and that individuals must be on a special list in order to check a student out of school.

A few participants argued the opposite, that the LRSD should have more "open space" campuses to create a more welcoming environment for community volunteers and parents. One parent said that it worries them to see so much security at their child's school. For those who believe security is overemphasized, they pointed to the mesh backpacks and locked doors as examples of how schools have gone overboard.

Testing

A little over one third of groups discussed testing and not one recorded comment was in favor of the current testing regime. Many participants agreed that there should be some form of assessment for students, but that it needed to be more holistic and strategic than the standardized testing that is currently in place.

Participants described the testing as restrictive and stressful for teachers as well as students. Teachers need more freedom to teach and students lose valuable instruction time by being pulled out of the classroom for multiple tests each year. The results are rarely received in time to reassess what's needed for particular groups of students. Stressed teachers leave the profession under the unique pressure that testing has added in the past decade.

Other testing concerns brought up by participants included testing costs and the state's constant decision to change the type of testing given each year, which complicates the ability to accurately gauge student progress. One parent suggested that testing costs could be cut rather than teacher benefits.

Individualized education

Because each child learns differently, about a third of the groups discussed the need for individualized attention and diverse teaching tools and styles. Opinions were split about whether it is better to have many different proficiency levels in one classroom or if students are better served by grouping students into classes based on achievement. One participant said that instruction should be influenced by the students so that a teacher can teach toward their interests rather than presenting content in a top-down way. Parents with high performing and low performing students both expressed concern that their students on either end of the

spectrum were not getting the attention they needed. One parent was concerned that high performers are being held back because more focus is going toward students with more academic needs. They suggested that schools embrace a GT (Gifted and Talented) strategy for all students that would allow for more differentiated instruction.

Class sizes

One way to get more individualized attention for students is to decrease class sizes. One third of small groups discussed this topic and unanimously agreed that smaller class sizes were needed in the LRSD. Because classes are too large, teachers don't have time to work with students who are below grade level and classroom management is more of a challenge. The two suggested strategies were to either decrease the number of students in each classroom or move toward co-teaching models with more than one instructor in each class. One parent said that 20 students per class should be the limit.

Recess and physical activity

There was consensus among groups that recess and physical activity needs to be increased. Participants described a shift toward less and less recess, which means that children are sitting and writing for the vast majority of their day. Increased physical activity has been linked to better focus in children. Some children simply need to get energy out so they can be better engaged in the classroom. One participant described the troubling trend of limiting recess as a disciplinary action, which often leads to increased disruptions and behavior issues. Unstructured lunch and recess time was described by several participants as essential time for students to socialize, learn teamwork, and settle disagreements.

Suggestions from participants about how to increase recess and physical activity included:

- Incorporate movement into learning
- Have students do work while standing at desks or walking
- Extend the school day in order to increase lunch and recess time
- Experiment with adding more recess to the day in the distressed schools to see if it impacts academic assessments
- Have recess before lunch

Trades and technology training

Not all students want to or can attend college. Nine out of 33 groups discussed other alternatives for students who want to work in trades or the tech industry in jobs that do not require degrees. Participants discussed the fact that many schools no longer offer classes like shop, carpentry, small engine, automotive, and plumbing. LRSD students who want to go into these careers can attend Metropolitan, but participants were unsure how many spots are available there and how an interested student can gain entry. Several small groups wondered whether work study is still allowed in the schools. One small group discussed how powerful it could be to have professional mentors involved with a class, such as licensed plumbers working with student apprentices.

Several small groups discussed the challenge that "tracking" is now illegal. It is important to provide options for a variety of possible futures, but locking students into certain paths is not something participants wanted to see happen.

One concern was that non-college-bound students face stigmas about their choices and/or realities. In the face of the current economy in which a college degree no longer guarantees solid work, the focus on college prep is potentially dangerous. One small group called for the need to destigmatize the option of going into trades or the tech industry.

In today's world, technology is a growing sector and several small groups discussed the need for classes in coding, web design, and robotics.

One participant also discussed the possibility of offering courses that could lead to an associate's degree or allow a student to gain college credit, especially for students who do not plan to attend a 4-year college.

ESOL (English for Speakers of Other Languages)

Six groups, including the majority of groups at the Spanish-language forum, discussed the need for changes in the district's ESOL program.

Several participants told stories about children being tracked into ESOL programs who do not need the program and would do better by staying in the classroom. Others said that the test used to determine the need for services is unfair and often lumps all Latinos in together rather than focusing on new immigrants and their language access needs.

Two parents at different forums described having their children placed in ESOL classes that they did not need, then getting stuck in the program. Other parents and students described the need for all teachers to receive training in working with ESOL students. The goal, they said, is to help students progress and then integrate into the regular curriculum, not keep them segregated indefinitely.

Some schools seem to be doing a better job than others. A Hall High School student said that the programs offered at her school through the Newcomer Center are well utilized and very helpful for Latino students she knows who do not speak much English. She also pointed out that the students needing ESOL at Hall are not just Latinos, but include new immigrants from many places including the Philippines and India.

Life skills

A missing link discussed in four groups was the lack of life skills instruction. Some participants felt that programs about money management should start as early as pre-K. Others felt that high school was the most necessary. They advocated for classes in personal finance, wellness, and general life preparedness similar to what Louisiana schools have implemented.

Special education

Serious concerns were brought to light about special education in the LRSD. Participants were troubled by the lack of organizing and planning for special education, as well as the ongoing poor treatment of special needs students despite the district's awareness of the issues. Several groups wanted to know how much funding is allotted to special education and whether the LRSD has a comprehensive plan for serving special needs children. One parent in particular expressed concern that their autistic child will not be college ready, but has no opportunity to explore other options for the future at their current school.

Solutions offered by participants included:

- Develop inclusive communities by ensuring that school buildings, lighting, and the general environment are conducive for students with special needs
- Promote early diagnosis of learning disabilities so that children get the assistance they need as soon as possible
- Improve the assessment used to diagnose dyslexia, which does not currently assess children adequately

Pre-K

Kindergarten readiness was viewed by a few participants as key to future academic success. Ideas included making preschool mandatory, opening more early childhood centers, and offering home visits in addition to quality pre-K programs.

Infrastructure challenges and needs

Issues relating to physical infrastructure of buildings and equipment were some of the most frequently discussed across the forums. Participants shared concerns that LRSD administrators discuss buildings more often than students, but most also recognized that infrastructure affects student learning and behavior, as well as student retention in the LRSD. A report from the Facilities Subcommittee of the LRSD CAC can be viewed in Appendix B.

Facilities

Facilities was the most discussed theme of all the forums with over 80% of groups touching on the topic from a variety of angles. Many comments centered on outrage over stark disparities between newer and older school buildings.

Putting money into new schools is upsetting to families whose children attend school in older buildings that are not being adequately or safely maintained. Staff from several schools said that their requests for maintenance are routinely ignored. One teacher shared, “we used to have pride in the building, but it’s hard when it’s raining.” Students in some older schools attend class in portable trailers that are a direct result of the lack of investment in the facilities, overcrowding, and underutilization of schools not filled to capacity. Participants felt that all schools should be held to a high standard of health and safety.

Maintenance issues described by participants from their experiences in older school buildings included:

- Caving ceilings
- Leaking roofs
- Uncomfortable and outdated furniture
- Graffiti
- Mold

Some participants expressed concerns that money is not being spent wisely in school facilities. At one school, a parent was happy with new water fountains but felt that ceiling issues should have been the first priority.

Amenities that participants felt should be available at every school included:

- Gym and indoor recess space
- Multipurpose space
- Library
- Pre-K library in elementary schools
- Functional temperature controls in each classroom
- Classrooms large enough for the number of students and curriculum activities
- Art studio
- Adequate restroom facilities for the number and needs of students
- Science labs
- EAST lab
- Music room well stocked with instruments
- Vegetable garden

Ideally, every school should have facilities with inviting colors, sounds, smells, and nooks and crannies to suit different personalities. One participant noted that having a nice facility is an attraction to parents, who will feel more confident dropping their children off in front of a well maintained building. Facilities can also make a difference in how kids learn and are motivated, though new schools alone do not create better students. It can also be difficult to attract quality teachers and administrators to work in substandard facilities.

Closings and consolidations

Local media has reported extensively about plans to build new schools and close or consolidate others. There was a great deal of anxiety among participants about the uncertainty of which schools will close, where new schools will be opened, and whose children will be most heavily affected by the changes. Participants were concerned that public input has not been sought by administrators making these decisions. The fear and anxiety around not knowing who will be affected is compounded by the rapid change in superintendents over the past year. One example shared at the forums was Dr. Suggs' promise that magnet programs would be continued, but it remains unclear whether the new leadership will honor that commitment.

The majority of forum participants were opposed to any school closings. "When you close schools, you send a message that students there are not important," one person said. Others described the potential impact of closed schools on their neighborhoods, as they have seen previous school closings create a hole in communities nearby. A few participants seemed resigned to school closings as a reality, with one participant suggesting that larger school facilities are possible if the campus is designed to create a manageable learning community. One participant speculated that consolidations could be positive if they result in better use of funds and more targeted focus on students with low academic success. At the very least, said one participant, "be aware that school closures will cause sadness. Don't discount that sadness, but actively address it by wisely providing clear evidence-based services quickly to displaced students (such as modern facilities)."

Several groups called for clarity around the criteria being used to determine which schools could be closed or consolidated. The assumption was that the LRSD was taking a business approach and looking strictly at the numbers, rather than considering the myriad ways to measure the value of schools. Closing certain schools, especially magnets, could exacerbate racial segregation in the city, some participants warned, as more middle class families would likely

seek other options or choose to move to other neighborhoods to benefit from favorable attendance zones. Other factors that participants believe should be taken into account include the impact on busing, health concerns such as stress and depression that can result from upheaval, the emotional connection of residents to their neighborhood schools, impacts on students who thrive in smaller school environments, and relative investment in various schools over the decades. One participant foresaw family time being compromised by the consolidation of schools and expected longer bus routes. Another participant called for a credible person to explain the consequences of closing schools with a focus on the impacts to low income and working class communities.

Parents from east Little Rock schools are skeptical of what building a new school in west Little Rock would accomplish. "I'd rather have \$37.4 million in more teachers than more buildings," one parent stated. Several people called for better joint use of existing buildings, such as opening schools at night for adult education programs. A related issue was questions about what would be done with facilities no longer in use. Would neighborhoods be able to use them? Would they be torn down?

Several Gibbs parents and staff said they knew that the older building has its challenges, but hoped that the structural issues would not spell the end of the excellent school. There was general consensus that older facilities should be replaced with modern schools or heavily renovated, but not at the cost of closing neighborhood or magnet schools. "Before we build new schools out west, we need to take care of the facilities we have" was a common refrain. Others suggested that schools downtown should expand rather than contribute to the city's westward expansion. Stakeholders from the eastern part of the city expressed the belief that the LRSD should be investing more in schools that have not received needed attention, rather than spending extra funds to build schools in areas of town with more affluent, White students that typically have more supports available due to their race and class privilege. West Little Rock parents felt differently. Several expressed the feeling of having no good public school options for middle and high school, which would force them to look outside of the LRSD.

One participant suggested redrawing attendance zones to even enrollment among the schools and ensure that surrounding communities are a part of each school, rather than moving forward with closings, consolidations, and new campuses. Another alternative idea was to shutter the myriad offsite buildings owned and operated by the LRSD rather than shutting schools.

Busing

Transportation was discussed by a little over half of the 33 small groups. Many participants responded to comments made in the video shown prior to the small group discussions, which described challenges with busing and its burden on the budget.

Some participants argued for a cut to busing costs and hassle by returning to a system of neighborhood schools, with the well-known caveat that this would likely lead to segregated student bodies. They pointed out that attendance zone boundaries have changed a great deal over the years and students are now bussed all over the city but the success has been minimal. Some disagreed with the current trend of busing students to different schools based on behavioral problems or academic challenges.

Others disagreed, citing the need for integrated, diverse schools that will likely only be achieved through busing due to the current context of neighborhood segregation and White flight from the LRSD. Situations such as the location of the new southwest Little Rock high school will likely require busing since the site is not nestled within an existing neighborhood. Transportation is something that several participants did not want to see on the chopping block, as it is essential for the accessibility of free public education to families that cannot transport their children to school.

Some small groups discussed the intersection of this issue with school closings and consolidations, which will inevitably lead to longer bus rides for some children. Black children on the east side of the city would be disproportionately affected, which led to suggestions that White students be bussed to eastern schools rather than busing Black students to western schools. One participant was concerned that longer bus rides would drive more truancy, which could snowball out of control.

Other concerns included pickup times that were too early, children arriving at school much earlier than necessary, unresponsiveness of the bus company, the long distances immigrant students must travel to attend a school with adequate ESOL programs, and lack of adequate safety for students during bus rides.

Those who advocated no changes in attendance zones or the amount of busing still had changes to suggest, which included:

- Add more routes and smaller buses so that students have shorter ride times
- Create more efficient and reliable routes
- Improve driver training
- Drop children off at school closer to the time that school begins
- Have the LRSD manage its own buses rather than contracting out
- Utilize the existing public transit infrastructure to transport children to school

Technology

Education in the 21st century is facilitated via smart boards, tablets, and even drones and robots in some places. Fourteen out of 33 groups discussed technology in the schools.

Participants described challenges in the older schools, where technology has not been adequately upgraded and internet service is slow.

Participants shared their reflections on the breadth of technology that is now used in the schools. Technical devices such as laptops, tablets, and computers in each classroom are utilized daily. Media equipment such as video cameras and digital cameras are more readily available. Technology for robotics programs includes electronic moveable parts and chips to write code whereby students are aided, assisted, and entertained. Some LRSD schools have access to more and better equipment than others. Several participants called for more integration of technology in the schools in general. Chromebooks have also been helpful for students to complete assignments and access instruction at home.

Not all were sold on the value of technology in the classroom. One participant expressed the concern that these devices would replace real teachers. Another said that electronics can get in the way of human-to-human connection and should be put down more. One participant

expressed a perception that students learn less in front of computers. Additionally, all technology requires skilled upkeep and ongoing repair, which sometimes comes with a high price tag.

Teachers and quality instruction

LRSD teachers are under a great deal of pressure, from high stakes testing to salary cuts to the recent announcement that Teach For America would begin placements in Little Rock schools. Forum participants discussed the rights and responsibilities of teachers on many levels.

Teacher morale

The uncertainty of school closures, budget cuts, and changing leadership, among other things, have a profound effect on the morale of those on the front lines of educating our children on a daily basis: teachers. Nineteen out of 33 groups discussed teacher morale. There is a clear sentiment that the LRSD needs teachers who are motivated, open minded, inspiring, and content. However, groups mostly discussed the reasons that so many teachers are feeling stressed, drained, and hopeless.

Some of the reasons that participants, many of whom were teachers themselves, shared about the reasons for low morale were:

- Pay and benefits were cut without input from teachers
- Testing stress
- Teaching in schools labeled “academically distressed”
- State takeover
- Constant negative news about new district challenges reported in the media
- Higher expectations with less support
- Perception in some schools that the administrators do not trust the teachers
- Punished for giving students grades that are earned rather than inflating grades and producing disciplinary actions
- Planning and training hours cut, which means teachers will have to do those necessary activities on their own time

These blows often lead to teachers leaving the district or wanting to leave. In one case, a teacher reported that a M.Ed. student said she had been told to stay away from the LRSD for employment.

Suggested solutions included:

- Better rewards and recognition for teachers who go above and beyond
- Reduce testing and allow teachers more freedom in the classroom
- An open, energetic administration at each school that incentivizes teachers’ creativity
- Avoid labeling schools
- Require administrators and policymakers to spend time in the classroom
- Allow for greater collaboration between teachers who can support each other
- Remove personal and political agendas that determine hiring and firing decisions

Teacher support

A little under half of the small groups discussed the need for more support mechanisms for teachers, especially in the face of growing demands and increasing cutbacks. One teacher said there is much discussion from administrators about improvements underway in support and collaboration with teachers, but many people on the ground are not seeing the changes. She gave an example of having students in her class who do not speak English, yet the request she made for Rosetta Stone six weeks prior had not been answered. She shared other stories of teachers who waited upwards of 8 weeks for functional smartboards and others who needed computers in their classrooms but were still waiting. In addition to teachers lacking necessary equipment, there is sometimes inadequate training on equipment that is provided. One parents shared the story of science kits that went unused because the teacher was not prepared to utilize the resource.

In fact, what most teachers at the forums expressed was a noted decrease in support. A major blow was having planning time in distressed schools cut by 180 minutes, which has negative effects on academics because teachers are essentially forced to prep without compensation. Teachers need adequate planning time, especially for teachers who teach multiple levels and classes. Another example of the decrease in support is cutbacks of paraprofessionals, specialists, coaches, and other support staff.

Teacher support varies across the district. One teacher from Dunbar described their anger when watching students on television designing their ideal school and their own classroom lacks windows and supplies. Teachers often purchase their own supplies, including food and other student needs. Lack of teacher storage was an issue raised in one small group discussion.

A potential solution would be for administrators to encourage cross-curriculum team building and collaboration. Team teaching can reduce the burden on individual teachers.

Teacher autonomy

Teacher autonomy was often discussed in direct opposition to high stakes testing, which restricts the choices that teachers have in their classrooms. Multiple small groups called for more autonomy and flexibility for teachers. One participant called for the end to the Common Core to allow for more freedom. Flexibility and creativity in the classroom ensures that teachers stay energized and the varied learning styles of different children are addressed.

Teacher pay, benefits, and rights

One contributor to low morale is the cuts to teacher insurance and pay. In the video shown at each forum, the Superintendent extended his gratitude to teachers for making the sacrifice of a pay cut. Several teachers at the forums bristled at this idea and pushed back on the notion that they willingly accepted the cuts. The changes will have consequences for drawing new teaching talent to the LRSD, which now faces competition from charter schools and expanding school districts in areas like Benton.

Several parents were also clear that they wanted their children's teachers to be paid well. One participant said, "The sacrifices seem unfair when educators already aren't paid enough." Another said they wanted teachers to feel secure, which means fair pay, full insurance, and all the trainings and support they might need.

One dissenter suggested that teachers are really driven by the paycheck and that benefits such as paid leave should be cut.

Curriculum

Fourteen of the 33 groups discussed curriculum concerns and ideas. Several participants wondered if teachers are consulted about curriculum resources the district purchases. Do teachers think they are effective?

Ideas offered by participants:

- Create transitional classrooms that utilize retired teachers and parents to work with newcomers and children who are behind in their studies
- Integrate curriculum that teaches principles, morals, and connection to spirituality.
- Build collaborations between different schools to expand students' horizons and social interactions
- Ensure developmentally appropriate instruction and practice
- Stop wasting money on textbooks for elementary students and use online resources instead
- Implement aligned curriculum and integrated instruction that connects silos and makes schooling more relevant
- Ensure that pedagogy matches the realities that students face in their daily lives
- Add reading to the core curriculum in all grades
- Take the time to gather reliable data to determine if curriculum and programs are working (5-10 years)
- Support for "flipping the classroom" (a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions)
- Creativity with parent centers
- Research-based curriculum
- More scaffolding in grades

Qualified teachers

Nine groups discussed the need for qualified teachers, an issue that has gained momentum since the LRSD's announcement that Teach For America (TFA) teachers would be placed in the schools. Several participants said that National Board Certified teachers should be valued because every student deserves it. Participants argued that the highest qualified teachers should be incentivized to teach in struggling schools, and that teachers should specialize in the areas they have the greatest proficiency.

Perspectives on Teach For America were negative across the board. One teacher shared their frustration about being told there was a hiring freeze and then reading in the newspaper that the district would be hiring 60 TFA teachers. Participants discussed problems including the fact that TFA teachers are usually thrown into distressed schools without knowing pedagogy or how to teach children with special needs, crumble under stress and leave their placements prematurely, and have a "change the world" mentality that is short term.

Further concern was raised about the fact that the TFA placements would be in academically distressed schools, the very environments that need the most experienced, committed, and

highly qualified teachers. Forum participants wanted to know how parents would be informed if their children would be taught by an uncertified teacher.

Professional development

Six small groups discussed the need for quality professional development. One teacher said that professional development is typically focused on how to complete paperwork, rather than imparting teaching tools. Another teacher said that quality professional development is shut out and that it “takes an act of Congress” for teachers to get worthwhile training. Several teachers expressed concern about the fact that professional development hours were cut for the upcoming school year.

Community engagement in education

Parent and community involvement were two of the top most discussed topics at the forums, with district transparency coming in close behind. The phrase “it takes a village” was repeated throughout the forums. Many people know that everyone in our community has a stake in ensuring our public schools are excellent, but barriers to this involvement persist.

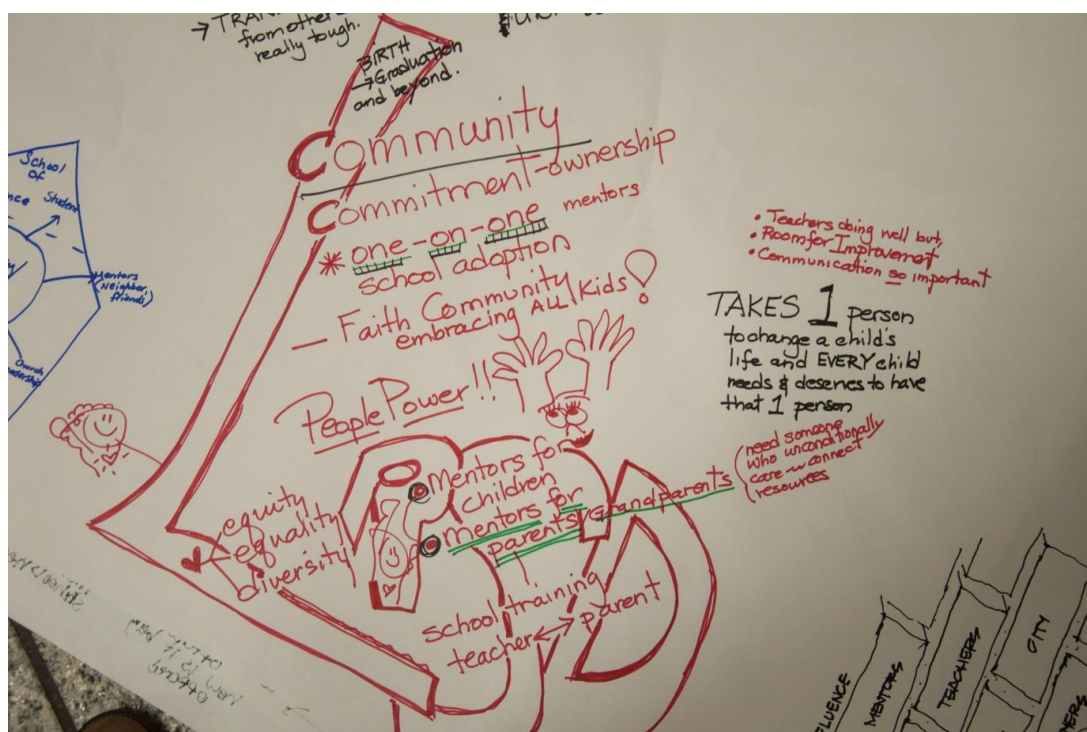


Image: Participant artwork from the small group visioning activity.

Token engagement

“Are our voices heard? Do the powers that be pay any attention to us?” Versions of this question were posed in multiple small group discussions. Many participants were skeptical that the time they were spending providing input would amount to much, yet they remained engaged. One participant felt sure that others would get involved if they thought they could

have a real influence in the decision making process. Yet so much trust has been lost among the LRSD's stakeholders that events like the Community Forums are viewed as a form of pacification rather than an opportunity to provide feedback that will amount to anything. "Suggestions have been made for years but nobody listens," one participant said. Participants have had the experience of spending their time listening and responding, only to have their input enter a black hole with no response.

Forums and input

While some participants felt that the forums were too polite and would never lead to true community involvement in decision making, others found value in the forums. Some participants shared that they gained new information and appreciated the opportunity to hear from other people who also had concerns. One person said the forums should be continued because they were "somewhat therapeutic."

Several participants were motivated to find out more about how the district was operating in the absence of a school board and tease out the different ways to influence the district. One suggestion was that forums be continued in a different format, as a monthly event led by the Superintendent to openly discuss and field questions about the budget, status of school construction and closings, among other issues. Another suggestion centered on student input: "We should ask students what they are proud of in their schools and promote that, and what they are frustrated with and fix that. They know what's going on." Yet another suggestion was that the district host regular forums where parents from very different schools could build relationships and discuss specific topics.

Most people agree that community input should be a central part of major decisions like new school construction or closures. Many participants genuinely wanted to know the avenues available to them to pressure decision makers, especially in the context of confusion about how stakeholders can communicate with the district in the absence of a school board. The real test, some said, will be whether administrators actually follow through on community suggestions and demands.

District transparency

Lack of transparency drives much of the confusion and distrust expressed in the forums. Twenty-two out of 33 groups discussed transparency.

The variety of comments made on this topic suggest that participants would define transparency as a two-way street that involves administrators being open and forthcoming, while also listening to the public and being accountable to community interests and demands. Transparency starts with sharing thorough information and communicating regularly with stakeholders before decisions are made. One participant shared their concern that "administrators are using the takeover as an excuse to hide from people." The lack of representation and direct control has led to a situation in which even district employees have to read the paper to find out what's going on. Several questions were posed asking who is really running the show in the LRSD since lines of responsibility and power are murky.

Participant suggestions on how to improve transparency:

- Return the district to local control

- Require the Superintendent to be present at community forums and engage with participants
- Establish a clear point of contact within the district for parents to approach with concerns
- Revamp the LRSD website to help stakeholders access information quickly
- LRSD administration should release regular reports to the public
- Start a blog and/or listserv to keep interested parties updated

Parent involvement

Parent involvement was the second most popular topic, with 25 groups weighing in.

Several barriers to parental involvement were discussed, including the lack of accountability to parent concerns and suggestions, which discourages those who would otherwise be very involved. Multiple groups mentioned more tangible barriers, such as demanding work schedules, multiple jobs, lack of transportation, and bad experiences the parents have had, either in their own schooling or at their children's school. When it comes to children needing mental health care or other wraparound services, family involvement becomes more of an immediate need, but is not always an option due to economic pressure, shame, etc. A teacher described dealing with parents who did not seem to care that their children were skipping classes or getting into trouble at school and had other priorities like partying. One participant noted that the most involved parents are often those of the high achieving kids, some of which is linked to the economic ability to be present and volunteer one's time. Another commonly described problem was that parents do not always understand the homework their children are bringing home and so cannot assist them with it. In some cases this is due to a language barrier or low education level of the parent.

Many parents are reluctant to sign up for volunteering in the schools because their lives are already hectic and over-committed. One participant noted that parents tend to back off from involvement in the schools at the secondary level, but that they should be encouraged to sustain their engagement through their child's graduation.

The LRSD has some successful avenues for parent involvement, such as Dads of Great Students at Horace Mann and Booker and Watch Dog Dads at Gibbs and Watson. Another example was how Mabelvale returned student test scores to parents at an open house event and then provided specific materials to parents to help their children. They learned that more parents will come to a parent-teacher conference or school event if that's where test scores will be distributed. One school found that events held before school often had the best parent attendance. Another strategy is advocating for parents to come to school for positive reasons to watch their child perform, receive an award, or participate in a fun program. One administrator said that sometimes getting people in the building is half the battle and the burden is on school staff to "show we are not judging."

Participants' ideas around improving parent involvement include:

- Having parents in classrooms to act as caregivers so the teacher can focus on teaching
- Have active parents personally invite other parents to come out and volunteer or attend events
- Provide food at all parent meetings
- Make parents feel welcome so they are not intimidated by coming to school

- Define what parent involvement truly is and make sure there is a menu of things to participate in
- Provide parent mentors for support and enrichment
- Provide clear instruction to parents about how to help their students by checking to make sure homework is done, attending parent-teacher conferences, etc.
- Re-install parents' nights at community schools
- Recruit parent volunteers at school registration days
- Engage parents in programs with incentives such as prizes and gift cards
- Require parents to volunteer a certain number of hours each year
- Provide community support for working parents and single parents
- Help parents earn their GED and learn languages so they can better help their students and improve the family's economic situation
- Offer parenting classes through partners such as the Center for Youth and Families
- Offer wraparound services for students and parents
- Meet parents where they are at their churches and other gatherings
- Train parents in financial literacy

Community involvement

In addition to the need for parent involvement, an overwhelming number of forum participants described the need for engagement from the larger community, whether that be the neighborhoods around schools, businesses that call Little Rock home, or tutors who do not have children in the school district. Engagement from more than school staff and parents will demonstrate to students that they matter and that the larger society cares about their success.

One participant pointed out the importance of having volunteers in the school that students can relate to, for example in age and race. Several small groups discussed the need for more volunteers to be directed to schools with lower parent involvement and resources.

Reaching out to neighborhoods should be the responsibility of individual schools as well as district staff. Many neighborhoods have seniors and others with extra time who could help out if asked. Administrators described a range of needs that community volunteers could fill, from bringing umbrellas to cover students entering the school on rainy days to providing literacy help to students reading below grade level. Schools should keep communities updated through email listservs, newsletters, and brochures.

For neighborhoods in which schools may be closed, several participants brought up the idea of neighborhood residents or associations managing the former school buildings as community centers. Others lamented the loss in families, pride, and neighborhood identity that could result from school closures since neighborhood schools are often the heart of a neighborhood. Regardless of school closures, participants agreed that neighborhood involvement was an essential component of a thriving school. One participant suggested that neighborhoods should have a direct hand in governing schools within their boundaries, not just increasing volunteer capacity.

Participants mentioned several barriers to community involvement such as background checks and lack of follow up from the district with potential volunteers. While most people agreed that potential volunteers should be screened, there was also a sense that too much bureaucracy and red tape stood in the way.

Community institutions like libraries are sometimes where children on suspension or out of school for other reasons end up in the middle of the day. The LRSD could partner with the public libraries to catch those students and ensure they remain engaged. Another participant suggested bringing back neighborhood homework centers, perhaps utilizing the space at Neighborhood Resource Centers.

The LRSD has a Partners in Education program to facilitate relationships with businesses, non-profits, and other community institutions. Several people were aware of this program, but suggested that it should be expanded. Three different small groups expressed disappointment that UALR was partnering with eStem rather than the LRSD. Other ideas for formalized collaborations included community gardens, nearby colleges, and businesses located near schools.

Business support was discussed many times by groups that dealt with the topic of community involvement. Participants noted that businesses tend to support certain elementary schools, but that there is not consistent support across the board or in secondary schools. There was a sense that the business community was responsible for the state takeover and thus should be sponsoring schools in more tangible ways if they want to see them change.

Many groups also discussed the incredible capacity that churches, as the center of many residents' lives, could bring to serving students in their areas. Some churches are already involved, such as a downtown church that adopted Booker and brings lunches and flowers to teachers, displays student art at their church, among other things. Participants mentioned a Presbyterian church that adopted Bale Elementary

Several participants directed comments at their fellow forum attendees, imploring them to stay informed and be active in the schools as volunteers, mentors, tutors, and advocates.

Adult education

A tangible way to get parents and community members into the schools is to have joint use agreements so that parents and neighborhood residents can benefit from school amenities and space for classes and trainings. After hours and in the summer, most schools are closed to the public, but several groups discussed possibilities for enhancing opportunities for adults through fitness programs, GED training, and continuing education. This kind of exchange could be a win-win for students, parents, and the community as a whole. One participant mentioned that there was previously funding for these ideas under a 21st Century grant, but the funding was not renewed despite community petitions.



Images: Small group discussions at the fourth community forum.

Recommendations

The community feedback provided in this report includes dozens of detailed suggestions and proposals from a diverse range of stakeholders. We ask that decision makers give the findings section a thorough reading. The views expressed here are not exhaustive of the views of all LRSD stakeholders, and many of the ideas and suggestions put forth are contradictory though some consensus emerged among forum participants on certain topics. Our recommendations are broken into three categories based on the wide variety of responses collected through this community engagement process.

First, several themes garnered unanimous agreement. Recommendations based on those agreements are:

- Initiate a millage increase to be funneled directly to struggling schools. Provide these schools with dedicated volunteers, teacher incentives, and wraparound services extended to families and students.
- Allocate more staff resources to improving LRSD partnerships with businesses, city departments, non-profits to ensure schools have adequate funding, capacity, and community investment.
- No additional cuts to teachers' salaries, benefits, or rights.
- Extend comprehensive wraparound services to all schools, including free breakfast and lunch, a full time nurse, dental and vision clinics, mental health services, free aftercare, and referrals to outside services such as SNAP and ARKids.
- Continue to vocally oppose the expansion of charter schools in Pulaski County.
- Publicize written plans for each distressed school and seek public comment.
- Increase publicity and communications about LRSD success stories and points of pride.
- Reinstate Reading Recovery in elementary and middle schools.
- Reinstate extracurriculars such as music, art, and foreign languages.
- Reduce standardized testing at all levels.
- Decrease class sizes by hiring more teachers or moving toward co-teaching models.
- Increase recess time by at least 15 minutes across the district.
- Reform the screening process for ESOL students and the process by which students are reintegrated into regular classrooms.
- Advocate for more state funding for special education, pre-K, and mental health services.
- Ensure commensurate facilities and amenities at all schools, including a gym and indoor recess space, library, art studio, adequate restrooms, music room, and school garden.
- Hold public hearings about school closings and consolidations before decisions are made.
- Reform maintenance request and response process to ensure facilities are well maintained and issues are remedied in a timely manner.
- Create a stakeholder committee to study and spread the best practices in LRSD schools noted throughout the findings section of this report.
- Hold monthly community forums led by LRSD administrators to discuss and field questions about the budget, student achievement, school closings, facilities improvements, and other concerns.

Second, several themes had more questions than suggestions. In the interest of transparency and data-driven decisions, we request that all LRSD stakeholders be given access to:

- All packets, meeting minutes, and recommendations of the budget committee
- Comprehensive written plans for each academically distressed school
- Criteria that will be used to determine which schools will be closed or consolidated
- List of the roles Commissioner Key, the Department of Education, and the State Board of Education have played in the LRSD subsequent to the takeover

Finally, disagreement around several topics suggest that the LRSD should create spaces for further community discussion to understand the varying viewpoints and make more informed decisions. Those topics include:

- Extending the school day and/or year
- Discipline techniques, safety, and security
- Training for trades and technology careers in the schools
- Neighborhood schools
- Technology in the classroom
- Attendance zones



Image: Forum participants view a video update from Superintendent Kurrus.

Appendix A: Forum facilitation guide

Welcome, Background and Overview of Forums

Video

Guidelines for Discussion

Introductions

- Facilitators BRIEFLY introduce themselves
 - Ask if participants have questions about the guidelines for discussion
- Ask participants to introduce themselves with their name and whether they are a parent, student, teacher, community member, etc.

Response to video

- What stood out to you? Surprised you?
- What's missing?
- What questions do you still have?
 - Have participants write their remaining questions on Post-It notes and turn into facilitator to put in "parking lot." We are collecting these questions to get answered later.

Visioning

- Think back. What was school like for you? What did you like or dislike?
 - How is school different now from when you went to school?
- Have your group draw or write together on a large sheet of paper.
 - Picture a school where everyone is focused on making sure that every child receives an excellent education. What are the things you would want for your child, the children you teach, the school you and your peers attend (depending who is at the table)?
 - Physically draw or describe it. Possible probes:
 - What do you see? What are people doing? What images, colors, feelings, sounds are there? What does it look like in the classrooms, in the cafeteria, in the hallways? What does it feel like to go to school here? How do the teachers interact with the students? How are the students learning? What are the students learning?
 - What are the talents, gifts, and experiences that people are bringing?
 - Who else is involved in the school? Who needs to be involved? What are all the different things that go into ensuring a student's success in school?

Discussion

"Now we are going to move into specifics about your experiences and ideas for the schools."

- What did we draw or write earlier that is already being done in our schools?
- What should be different -- what needs a change? What's already going on but needs to be expanded or altered to better fit your needs?
 - Facilitator can reference vision drawing and pull out discussion on specific points.
- What are other ways we can we make the schools great?

- What would you like to see happening at your school? What would help you to be more involved in building schools of excellence?
- We all have very busy lives. How can we support each other to make sure we can stay involved in these efforts?

Commitment

- Based on the discussion today what will you do in your school/community?
 - If people are stuck: this can be as simple as a parent saying they commit to staying informed about progress in their kid's school, but if people want to make bigger commitments that's great too!
 - Have participants fill out the commitment card.
- What do you need to successfully carry out that commitment? (Resources? Information? Assistance?)
- Collect commitment cards.
- Pass out the evaluation sheets at your table.

Report Backs

Appendix B: Facilities Subcommittee Report

Commissioned in October 2015, the Facilities Subcommittee was formed to review criteria for sustaining facilities in the Little Rock School District. This report provides initial criteria for review of facilities and the committee's position to better accommodate the population within the Little Rock School System. The information provided supports the notion that the Little Rock School District cannot support 48 facilities; therefore, it must adjust to its projected population.

The committee recommends a careful examination by the District to properly plan for the adjustment of school facilities and alignment. This examination (table 1) should include facility usage, facility conditions, school radius within one mile, economic and racial diversity, along with school performance. This may also require rezoning and transportation realignments. This process should be planned immediately with time to phase in aspects for parental concerns.

The committee is also supportive of development for new school facilities, which shall improve the quality of educational resources. This effort will require consolidation and new alignment of zones. Kathy Webb, co-chair of the facilities sub-committee, and Cathy Koehler, Little Rock Education Association President, served on the LRSD committee as non-employees to review architects for the middle school project in West Little Rock and the high school project in Southwest Little Rock.

The committee met for six hours on each of two consecutive days. Each architecture firm made a presentation, followed by questions from the committee. Each firm was scored on questions provided to us for consistency. Two firms were awarded the bids for the projects.

In April, the committee reconvened to select construction management firms for the two projects. The committee met for 5 hours, and followed the same format and scoring procedures. The construction management firms will be announced in early May.

In review of facilities, the committee reviewed several reports, which were consolidated into a single document. This document provided a snapshot of school capacity, conditions, locations, and school performance. The committee found a number of schools do not meet capacity and a number are within a one-mile radius. However, we recognize that most of the Little Rock Schools are not in a failing status and many facilities are in fair condition. Therefore, we recommend addressing the most immediate concerns first. This should involve facilities in the worst condition and those within the one-mile radius.

Below we have identified schools for review:

- Hamilton (poor use of capacity; should be reconstituted; students moved to Metropolitan)
- McClellan
- Cloverdale
- Booker
- Dodd
- Woodruff (move pre-k)
- Fair
- Geyer Springs

Wilson
Watson

The committee recognizes a critical need to make adjustments, which will improve and sustain the Little Rock School District. The committee also reflects the feelings of the community the decisions must be fair to all citizens and in the best interest of students and parents. The recommendations of the committee and the community input should be considered in the final decisions of the Little Rock School District.

Critical
Poor
Fair
Good

SCHOOL	School Population			Zoning and Building Utilization			Full-time Staff			Operating Cost			Early Learning Summary			ADE School Scores and Grades			atRisk Students at or Below 1	
	TOTAL Enroll ID	%FREE AND REDUCE LTL	411	Students in Attendance Zone	Blg Per Zone	Actual % of School Zone	Admin Teachers	MAs		Operating Cost Per Enroll	Full Operating Cost 2015-16	Facility Costs (0- 100000 Percent)	Education Adequacy Score (0- 100000 Percent)	Security Score (0- 100000 Percent)	Graduation Rate (2014-15)	School Grade A-F	School Grade A-F	Scores		
HIGH SCHOOLS																				
CENTRAL	2483	5.4%	5.2%	208	109.2%	69.6%	7	16.83	4.4	\$ 6,86.95	\$ 16,998,829	0.25	2.00	2.00	Fair	Good	252 B	173 F	Deceased	
FAIR	910	15.4%	71.5%	5.6%	1491	75.8%	74.0%	4	60.13	1	\$ 8,46.97	\$ 6,099,739	0.13	2.00	3.00	Fair	Good	173 F	Deceased	
HALL	1158	15.1%	79.5%	5.6%	130	66.0%	57.8%	5	106	10	\$ 10,56.38	\$ 11,992,689	0.22	3.00	3.00	Fair	Fair	194 F	Deceased	
MCCELLAN	819	15.4%	92.3%	5.4%	126	56.9%	82.0%	4	69.55	7	\$ 10,46.30	\$ 8,712,967	0.40	2.00	2.00	Poor	Fair	210 C	Deceased	
PARKVIEW	1066	4.8%	47.4%	13.5%	90.5%		5	83	0	\$ 8,64.99	\$ 9,084,376	0.16	2.00	3.00	Fair	Fair	246 B			
ACE**	99	0.0%	0.0%	13.1%			1	153	16			0.25				Fair				
HAMILTON--	138	0.0%	0.0%	2.2%			4	33.43	2			0.24				Fair				
ALT AGENCIES--	10	0.0%	0.0%	0.0%	691	79.7%	70.9%	30	54.24	46.4	\$ 8,440.11	\$ 54,590,600	0.24	2.20	2.60			214 C		
SUB TOTAL	6488	0.0%	0.0%																	
MIDDLE SCHOOLS																				
CLEVELAND	592	11.5%	103.5%	22.3%	81	66.9%	83.3%	5	52.9	2	\$ 11,230.40	\$ 6,642,477	0.71	2.00	1.00	Good	157 F	Deceased		
DUNBAR	698	11.9%	82.7%	9.4%	565	77.5%	57.4%	4	60.13	1	\$ 9,588.67	\$ 6,597,006	0.13	2.00	3.00	Good	181 D	Deceased		
FOUSS HEIGHTS*	710	7.5%	69.6%	6.8%	91.0%		3	57	9	\$ 8,614.51	\$ 6,116,318	0.23	5.00	5.00	Fair	Fair	153 F			
HEIDENSON	772	15.3%	84.1%	10.8%	130	80.4%	93.8%	3	67.07	4	\$ 9,915.27	\$ 7,206,587	0.50	2.00	2.00	Poor	Fair	158 F	Deceased	
MOBILEVALE	638	12.9%	82.2%	13.9%	823	93.7%	88.9%	4	56.97	4	\$ 10,088.38	\$ 6,438,628	0.19	2.00	1.00	Fair	Fair	178 F	Deceased	
MAKIN	815	9.5%	59.8%	15.5%	90.6%		4	63	8	\$ 8,656.36	\$ 6,939,298	0.14	3.00	3.00	Good	197 D				
PLASKI HEIGHTS	807	11.5%	46.3%	1.9%	868	94.1%	88.0%	5	61.6	3	\$ 8,520.21	\$ 6,736,622	0.43	3.00	2.00	Poor		206 D	Deceased	
HAMILTON--		0.0%	0.0%	0.0%																
ALT AGENCIES--	15	0.0%	0.0%	0.0%	4437	84.9%	82.7%	30	416.6	31	\$ 9,287.06	\$ 46,778,932	0.30	2.71	2.43			176 F		
SUB TOTAL	5057	11.5%	82.0%	13.1%																
FLAMMERY		0.0%	0.0%	0.0%																
HALE	376	15.3%	79.8%	13.0%	621	77.0%	74.2%	1	26.8	9	\$ 8,047.34	\$ 3,025,950	0.35	2.00	2.00	Poor		229 C	Deceased	
BASELINE	302	14.6%	100.0%	48.7%	437	83.9%	91.1%	2	32.9	1	\$ 14,522.18	\$ 4,386,697	0.39	2.00	2.00	Poor		197 D	Deceased	
ROCKRIVER	475	14.3%	87.6%	15.8%	73.6%		2	39	6.84		\$ 8,599.09	\$ 4,008,570	0.14	2.00	1.00	Good		191 D		
BROADY	447	8.9%	80.1%	9.4%	743	84.7%	81.9%	1	32	9	\$ 7,384.90	\$ 3,300,871	0.66	2.00	2.00	Good		240 B	Deceased	
CAVIER	322	15.3%	83.8%	8.1%	57.9%		1	29.9	7	\$ 9,710.70	\$ 1,148,709	0.26	3.00	1.00	Poor		227 A			
CHICOI	764	8.3%	100.8%	24.5%	561	104.7%	32.5%	3	51.3	9	\$ 6,800.44	\$ 5,641,306	0.69	2.00	3.00	Good		188 D	Deceased	
DOBO	359	7.5%	88.3%	20.6%	433	123.5%	77.4%	1	26.73	5	\$ 7,022.56	\$ 2,703,809	0.34	1.00	2.00	Poor		231 C		
FARBER PARK	178	0.0%	36.5%	0.0%	38.6%		1	9	15		\$ 8,357.27	\$ 1,848,034	0.68	2.00	3.00	Poor		300 A		
FOUSS PARK	440	5.0%	18.6%	4.5%	460	100.0%	95.0%	1	30.8	4	\$ 7,021.09	\$ 3,069,239	0.24	3.00	4.00	Poor		210 C		
FRANKLIN	350	15.7%	94.9%	3.7%	443	65.8%	71.4%	1	26.24	8	\$ 9,986.09	\$ 3,469,009	0.13	2.00	2.00	Poor		231 C	Deceased	
FLU BRIGIT	618	12.5%	35.0%	6.5%	610	109.4%	74.9%	2	40.9	16.87	\$ 7,162.25	\$ 4,438,630	0.45	2.00	3.00	Fair		212 F		
GEYER SPRINGS	223	4.9%	111.2%	10.8%	2	62.5%		2	20.67	2	\$ 9,239.81	\$ 2,847,794	0.25	2.00	2.00	Poor		173 F		
GIBBS	302	6.0%	46.4%	3.3%	359	80.9%	78.7%	1	26.03	3	\$ 8,955.97	\$ 3,817,604	0.34	2.00	2.00	Poor		235 B		
JEFFERSON	381	9.2%	31.5%	1.8%	423	64.6%	62.3%	1	29.7	7.87	\$ 9,054.18	\$ 3,412,185	0.12	4.00	2.00	Poor		181 D	Deceased	
KING	462	15.4%	97.6%	0.2%	618	123.5%	80.3%	2	34.4	8	\$ 7,101.66	\$ 3,884,609	0.60	2.00	2.00	Poor		236 C		
MOBILEVALE	547	11.9%	90.9%	20.1%	501	87.5%	80.9%	1	29.1	5	\$ 8,811.18	\$ 3,523,816	0.19	2.00	2.00	Fair		197 D		
MCDEMOTT	377	14.1%	94.2%	9.5%	454	97.5%	81.1%	1	25.6	5	\$ 7,615.02	\$ 2,656,965	0.25	2.00	2.00	Poor		197 D		
MCDOUGLIT	349	10.6%	96.0%	14.0%	679	101.1%	90.6%	2	33.4	9	\$ 6,606.70	\$ 3,696,038	0.14	2.00	4.00	Fair		228 C		
OTTIE CREEK	543	11.0%	82.4%	22.2%	407	91.4%	89.1%	1	22.5	3.75	\$ 8,093.38	\$ 2,589,830	0.14	2.00	1.00	Poor		211 C	Deceased	
PLASKI HEIGHTS	320	11.3%	39.4%	3.1%	397	99.7%	95.4%	3	36.9	15	\$ 6,688.07	\$ 6,144,156	0.17	5.00	5.00	Good		208 A		
ROCKRIVER	892	9.9%	36.1%	12.4%	87.7%		2	34.2	8	\$ 9,402.25	\$ 3,984,628	0.14	1.00	2.00	Good		186 D			
ROCKRIVER	422	10.0%	100.8%	14.2%	384	62.3%	72.5%	1	22.5	8.8	\$ 9,979.46	\$ 3,134,548	0.38	3.00	4.00	Fair		177 F		
STEPHENS	365	13.4%	101.9%	12.2%	429	56.5%	78.6%	1	29.5	7.1	\$ 9,152.08	\$ 3,580,728	0.18	4.00	4.00	Fair		200 D		
TEERY	466	11.6%	75.8%	11.8%	571	81.0%	75.5%	1.5	31	14.1	\$ 8,173.06	\$ 3,086,696	0.27	2.00	2.00	Poor		220 C		
WASHINGTON	590	6.1%	92.3%	2.1%	339	97.2%	80.0%	2	37	13.3	\$ 6,637.43	\$ 3,796,093	0.24	4.00	4.00	Fair		228 C		
WASHINGTON	487	19.9%	90.3%	1.8%	598	58.5%	77.0%	2	41	13	\$ 9,904.53	\$ 4,823,504	0.27	4.00	1.00	Poor		201 D	Deceased	
WESTERN HILLS	415	11.6%	88.7%	31.0%	914	70.2%	55.6%	1.5	30	7	\$ 7,191.38	\$ 3,253,504	0.47	3.00	3.00	Poor		192 D	Deceased	
WILLIAMS	270	15.9%	80.7%	11.1%	235	84.4%	55.6%	1	21.96	5	\$ 9,068.21	\$ 2,448,416	0.47	3.00	3.00	Poor		192 D	Deceased	
WILSON	438	7.5%	40.9%	11.2%	74.9%		1	30.93	5.67	\$ 7,356.32	\$ 3,222,069	0.18	4.00	5.00	Fair		266 B			
WOODRUFF	345	19.3%	77.1%	16.5%	449	101.5%	71.0%	1	24.9	13	\$ 8,788.11	\$ 3,031,898	0.38	3.00	3.00	Poor		217 C	Deceased	
ALT AGENCIES	7	0.0%	0.0%	0.0%	156	97.5%	1.3%	1	9	13	\$ 7,442.74	\$ 1,161,067	0.35	3.00	1.00	Poor				
SUB TOTAL	13324	0.0%	0.0%	0.0%	13116	84.3%	73.1%	47	979.93	250.33	\$ 8,464.31	\$ 109,419,067	0.27	2.59	2.50			223 C		
Student w/out Attendance Zone		0.0%	0.0%	0.0%	943															
GRAND TOTAL	24839	11.5%	75.4%	13.9%	24597	83.0%	75.5%	77	1372.53	1153.7	\$ 21076.575		0.27	2.67	2.45	Fair				

May 12, 2016

From: Joy Springer

Re: Facilities Report

Here are my comments regarding the report:

- 1) I have not seen sufficient evidence to show that the LRSD cannot support 48 facilities;
- 2) Agree that the District should carefully examine and properly plan for its facilities and utilize objective, nondiscriminatory criteria in doing so;
- 3) Agree that the District should include the community, in particular parents, whose children attend the schools being targeted, in making these type of decisions;
- 4) Agree that there is a need for new facilities in the district, especially those schools located southwest of the district, particularly, Cloverdale and McClellan;
- 5) Not aware of the findings of the facilities subcommittee and their charge; how does it become a part of this report? What about the budget committee findings as well?;
- 6) Do not agree that 1) facility capacity and 2) one mile radius should be guiding criteria utilized by the District or any one for determining closure and/or consolidation of schools¹;
- 7) The District failed to look at the big picture or it has not shared, at least during the meetings where I have been in attendance and I have only missed one (April 2016), other cost savings measures that don't effect students and neighborhoods. Several examples: why would the District continue to spend millions of dollars on programs that have not been effective in addressing student achievement and millions of dollars on reports stating that programs are not being implemented with fidelity. This has been communicated to the District years ago, yet the District continues to spend millions on these efforts with no new findings –millions of dollars not being used wisely. Continued waste of millions of dollars that could be used to keep a school open that has 300 students or less where the school has shown growth in literacy and math skills. Another example, administrative costs need to be addressed. Why would the District spend over \$100,000 a year for another superintendent position (assistant to the superintendent) when it already has a deputy superintendent, superintendent for accountability, chief academic officer (another name for superintendent) superintendent for secondary schools, superintendent for elementary schools, and the list goes on... The costs associated one of the positions could keep one of those achieving, one mile radius elementary school open and running;

¹ . There have been no **benefit cost analysis** shared with this committee to demonstrate that schools with smaller populations and within one mile radius of each are not cost justified. Data show just the opposite. Those schools have more than 50% of its students who are proficient in reading and math. In addition, those schools help to make the community where they are located more viable. The District cannot and should not be allowed to continue discriminating against the students and patrons of Zone 1 by closing its schools.

- 8) Feedback from patrons during the community forums regarding facilities has not been shared and are not a part of their report;
- 9) Need feedback from the LRSD budget committee that was convened to address cost savings measures for the district that don't directly impact students and communities; and
- 10) It appears that the committee is being rushed to come up with a report when it is obvious that additional data needs to be discussed and reviewed. **An example would be the manpower reports for every school in the district.**

I emphasize that 1) facility capacity and 2) one mile radius should not be guiding criteria utilized by the District or any one for determining closure and/or consolidation of schools.

I believe that these criteria are discriminatory.

HEARING PROCEDURES

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

9.00 STATE BOARD HEARING PROCEDURES

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

9.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.

9.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

9.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.

- 9.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- 9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

NOTICE LETTER



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

April 28, 2016

State Board
of Education

Chris Bonn
[REDACTED]
Jacksonville, AR 72076

Dr. Tony Thurman, Superintendent
Cabot School District
602 North Lincoln
Cabot, AR 72023

Toyce Newton
Crossett
Chair

Tony Wood, Superintendent
Jacksonville North Pulaski School District
1414 W. Main
Jacksonville, AR 72076

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

**Re: Appeal Under the Public School Choice Act
VIA CERTIFIED AND REGULAR MAIL**

Joe Black
Newport

Everyone:

Susan Chambers
Bella Vista

This letter is to notify you that the Arkansas State Board of Education is scheduled to hear the above-referenced appeal(s) on **Thursday, June 9, 2016**. The meeting will begin at **10:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas**. Any additional materials any party chooses to submit should be provided to my office no later than **12:00 noon on Friday, May 20, 2016**.

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

The Arkansas State Board of Education has requested the parent, the non-resident district, and the resident district attend this meeting and be available for questions.

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

The above-referenced appeal(s) will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by the Public School Choice Act and the Arkansas Department of Education Rules Governing the Public School Choice Act. You may find copies of these references on the Arkansas Department of Education School Choice Website:

<http://www.arkansased.gov/divisions/public-school-accountability/equity-assistance/school-choice>

Thank you in advance for your cooperation in this matter. Please do not hesitate to contact the Arkansas Department of Education's Legal Services Division at (501) 682-4227 should you require additional information.

Sincerely,

Jennifer Davis
Staff Attorney
Arkansas Department of Education
Four Capitol Mall, Room 301-A
Little Rock, AR 72201
(501) 682-1958
(501) 682-4249 (fax)
jennifer.davis@arkansas.gov

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov

An Equal Opportunity
Employer

APPEAL

Page 1.

I, Christopher Bopp, parent of A [REDACTED], B [REDACTED], and N [REDACTED] Bopp, am appealing JNPSD's denial for my children to attend the Cabot School District for the following reasons:

1. My children will be on the same schedule, getting out and starting school at the same time.
2. They will attend schools less than a mile apart.
3. Cabot schools are ranked in the 10% of schools
4. My children have attended the Cabot School District for over 7 years.
5. Cabot teachers work extra hard to help their students excel.

A. B. [REDACTED] math teacher personally called me regarding his low math grade and advised ways I could help him learn and understand.

6. Cabot has an excellent sports program. = B. [REDACTED] would have no choice in sports until he reached the 9th grade.
7. My children have attended Jacksonville in their early education and I had to leave work every day due to my children being bullied.

Next Page

A [REDACTED] Bollp

4-19-16

The reason why I want to stay in Cabot is so I won't lose my friends and have to make new friends and I don't know a single person there. If I don't go to Stage Coach next year I am going to be really sad cause I am going to lose my friends and not be able to talk to them. I am not familiar with Jacksonville I have not gone to school there but my brothers have and I do not want to be lonely in Jacksonville. I don't know what could happen any ways. I don't want to be alone at home cause the school gets out at 2:30pm and starts at 7:30am. And my other brother gets out at 4:30pm and starts at 8:30am. I like the convenient time in Cabot. So that is why I want to stay in Cabot. And I love the teachers and the school and every thing in Cabot.

Sincerely, [REDACTED] Bollp

M ■■■ Bohr

4-19-16

The reason why is because all of my friends are at Cabot School's. And Cabot is my home town. I've been in Cabot since 1st grade and now in 10th Well going to be. I've been in Cabot for 5 years. And I don't want to be alone.



Apr 11, 2016

Chris Bopp

Jacksonville, AR 72076

RE: 2016-17 School Choice Transfer Request for A [REDACTED] B [REDACTED] and N [REDACTED] Bopp

Dear Mr. Bopp,

The Cabot School District has received your School Choice application and submitted it to the Jacksonville North Pulaski School District. Unfortunately, JNPSD has denied your application. JNPSD has informed us that your application was denied because they are party to a desegregation lawsuit.

Because JNPSD has denied your application, your child is not eligible to attend the Cabot School District for the 2016-17 school year. However, you may appeal JNPSD's decision by requesting a hearing before the State Board of Education. This request must be made in writing to the Commissioner of Education no later than ten days after receiving this letter.

Johnny Key, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304-A
Little Rock, AR 72201
Phone: 501-682-4203
Email: Johnny.Key@arkansas.gov

Sincerely,

Michael Byrd
Director of Student Services
Cabot Public Schools

RESPONSE



CABOT PUBLIC SCHOOLS
602 NORTH LINCOLN STREET • CABOT, ARKANSAS 72023 • (501) 843-3363

April 21, 2016

Office of the Commissioner
ATTN: School Choice Appeal
Four Capitol Mall
Little Rock, AR 72201

To Whom It May Concern:

Please accept this letter from the Cabot School District as a response to the School Choice Act appeal filed by the Bopp family.

The Cabot School District is willing to accept the school choice application. The district was notified by the Jacksonville North Pulaski School District that the application was denied based on JNPSD being party to a desegregation lawsuit.

Sincerely,

A handwritten signature in black ink, appearing to read "Dr. T. Thurman", with a long horizontal flourish extending to the right.

Dr. Tony Thurman
Superintendent

Brian Evans
President

Ricky Hill
Vice President

Dean Martin
Secretary

Mark Russell

Corey Williams

Donna Nash

Sarah Owen

ASSOCIATED DOCUMENTS

SCHOOL CHOICE STATUTES AND ACTS

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1901

§ 6-18-1901. Title--Legislative findings

Effective: March 20, 2015

[Currentness](#)

(a) This subchapter shall be known and may be cited as the “Public School Choice Act of 2015”.

(b) The General Assembly finds that:

(1) The students in Arkansas's public schools and their parents will become more informed about and involved in the public educational system if students and their parents are provided greater freedom to determine the most effective school for meeting their individual educational needs. There is no right school for every student, and permitting students to choose from among different schools with differing assets will increase the likelihood that some at-risk students will stay in school and that other, more motivated students will find their full academic potential;

(2) Giving more options to parents and students with respect to where the students attend public school will increase the responsiveness and effectiveness of the state's schools because teachers, administrators, and school district board members will have added incentive to satisfy the educational needs of the students who reside in the district; and

(3) These benefits of enhanced quality and effectiveness in our public schools justify permitting a student to apply for admission to a school in any school district beyond the school district in which the student resides, provided that the transfer by the student does not conflict with an enforceable judicial decree or court order remedying the effects of past racial segregation in the school district.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 2, eff. March 20, 2015.](#)

[Notes of Decisions \(1\)](#)

A.C.A. § 6-18-1901, AR ST § 6-18-1901

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1902

§ 6-18-1902. Definitions

Effective: March 20, 2015

[Currentness](#)

As used in this subchapter:

- (1) “Nonresident district” means a school district other than a student’s resident district;
- (2) “Parent” means a student’s parent, guardian, or other person having custody or care of the student;
- (3) “Resident district” means the school district in which the student resides as determined under [§ 6-18-202](#); and
- (4) “Transfer student” means a public school student in kindergarten through grade twelve (K-12) who transfers to a nonresident district through a public school choice option under this subchapter.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013](#); [Acts of 2015, Act 560, § 3, eff. March 20, 2015](#).

A.C.A. § 6-18-1902, AR ST § 6-18-1902

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Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1903

§ 6-18-1903. Public school choice program established

Effective: March 20, 2015

[Currentness](#)

(a) A public school choice program is established to enable a student in kindergarten through grade twelve (K-12) to attend a school in a nonresident district, subject to the limitations under [§ 6-18-1906](#).

(b) Each school district shall participate in a public school choice program consistent with this subchapter.

(c) This subchapter does not require a school district to add teachers, staff, or classrooms or in any way to exceed the requirements and standards established by existing law.

(d)(1) The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under this subchapter.

(2) The standards:

(A) May include without limitation the capacity of a program, class, grade level, or school building;

(B) May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building;

(C) Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:

(i) Resides in the same household; and

(ii) Is already enrolled in the nonresident district by choice; and

(D) Shall not include an applicant's:

(i) Academic achievement;

(ii) Athletic or other extracurricular ability;

(iii) English proficiency level; or

(iv) Previous disciplinary proceedings, except that an expulsion from another district may be included under [§ 6-18-510](#).

(3) A school district receiving transfers under this subchapter shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.

(e) A nonresident district shall:

(1) Accept credits toward graduation that were awarded by another district; and

(2) Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.

(f) The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:

(1) Availability of the program;

(2) Application deadline; and

(3) Requirements and procedure for nonresident students to participate in the program.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 4, eff. March 20, 2015.](#)

A.C.A. § 6-18-1903, AR ST § 6-18-1903

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1904

§ 6-18-1904. General provisions

Effective: March 20, 2015

[Currentness](#)

(a) The transfer of a student under the Arkansas Public School Choice Act of 1989, [§ 6-18-206](#) [repealed], or the Public School Choice Act of 2013, is not voided by this subchapter and shall be treated as a transfer under this subchapter.

(b)(1) A student may accept only one (1) school choice transfer per school year.

(2)(A) A student who accepts a public school choice transfer may return to his or her resident district during the school year.

(B) If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.

(c)(1) A transfer student attending a nonresident school under this subchapter may complete all remaining school years at the nonresident district.

(2) A present or future sibling of a student who continues enrollment in the nonresident district under this subsection and applies for a school choice transfer under [§ 6-18-1905](#) may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.

(3) A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under subdivision (c)(2) of this section may complete all remaining school years at the nonresident district.

(d)(1) The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

(2) The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

(3) The State Board of Education may resolve disputes concerning transportation arising under this subsection.

(e) For purposes of determining a school district's state aid, a transfer student is counted as a part of the average daily membership of the nonresident district where the transfer student is enrolled.

Credits

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 5, eff. March 20, 2015.

Notes of Decisions (3)

A.C.A. § 6-18-1904, AR ST § 6-18-1904

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West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1905

§ 6-18-1905. Application for a transfer

Effective: March 20, 2015

[Currentness](#)

- (a) If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:
- (1) To the nonresident district ,which shall notify the resident district of the filing of the application;
 - (2) On a form approved by the Department of Education; and
 - (3) Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.
- (b) A nonresident district that receives an application under subsection (a) of this section shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.
- (c) A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.
- (d) Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under [§ 6-18-1906](#) applies to the application.
- (e)(1) By July 1 of the school year in which the student seeks to enroll in a nonresident district under this subchapter, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.
- (2) If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for rejection.
 - (3) If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

Credits

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 6, eff. March 20, 2015.

A.C.A. § 6-18-1905, AR ST § 6-18-1905

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West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1906

§ 6-18-1906. Limitations

Effective: March 20, 2015

[Currentness](#)

(a)(1) If the provisions of this subchapter conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.

(2) If a school district claims a conflict under subdivision (a)(1) of this section, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.

(b)(1)(A) There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district, under this section of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.

(B) For the purpose of determining the percentage of school choice transfers under this subsection, siblings who are counted in the numerator as transfer students shall count as one (1) student.

(C) A student eligible to transfer to a nonresident district under [§ 6-15-430\(c\)\(1\)](#), the Arkansas Opportunity Public School Choice Act of 2004, [§ 6-18-227](#), or [§ 6-21-812](#) shall not count against the cap of three percent (3%) of the resident or nonresident district.

(2) Annually by December 15, the department shall report to each school district the net maximum number of school choice transfers for the next school year.

(3) If a student is unable to transfer due to the limits under this subsection, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to subdivision (b)(1) of this section in the order that the resident district receives notices of applications under [§ 6-18-1905](#), as evidenced by a notation made by the district on the applications indicating date and time of receipt.

Credits

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 6, eff. March 20, 2015.

[Notes of Decisions \(30\)](#)

A.C.A. § 6-18-1906, AR ST § 6-18-1906

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

End of Document

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West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1907

§ 6-18-1907. Rules--Appeal--Data collection and reporting

Effective: April 16, 2013

[Currentness](#)

- (a) The State Board of Education may promulgate rules to implement this subchapter.
- (b)(1) A student whose application for a transfer under [§ 6-18-1905](#) is rejected by the nonresident district may request a hearing before the state board to reconsider the transfer.
- (2)(A) A request for a hearing before the state board shall be in writing and shall be postmarked no later than ten (10) days after the student or the student's parent receives a notice of rejection of the application under [§ 6-18-1905](#).
- (B) As part of the review process, the parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.
- (3) If the state board overturns the determination of the nonresident district on appeal, the state board shall notify the parent, the nonresident district, and the resident district of the basis for the state board's decision.
- (c)(1) The department shall collect data from school districts on the number of applications for student transfers under this section and study the effects of school choice transfers under this subchapter, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.
- (2) Annually by October 1, the department shall report its findings from the study of the data under this subsection to the Senate Committee on Education and the House Committee on Education.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013.](#)

A.C.A. § 6-18-1907, AR ST § 6-18-1907

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1908

§ 6-18-1908. Effective date

Effective: March 20, 2015

[Currentness](#)

The provisions of this subchapter are effective immediately.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 7, eff. March 20, 2015.](#)

A.C.A. § 6-18-1908, AR ST § 6-18-1908

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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SCHOOL CHOICE RULES

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
THE PUBLIC SCHOOL CHOICE ACT OF 2015
August 2015**

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015.
- 1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Public School Choice Act of 2015.

2.00 AUTHORITY

- 2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Ark. Code Ann. § 6-18-1901 et seq., as amended by Act 560 of 2015, and Ark. Code Ann. §§ 6-11-105 and 25-15-201 et seq.

3.00 DEFINITIONS

As used in these rules:

- 3.01 “Nonresident District” means a school district other than a student’s resident district;
- 3.02 “Parent” means a student’s parent, guardian, or other person having custody or care of the student;
- 3.03 “Resident district” means the school district in which the student resides as determined under Ark. Code Ann. § 6-18-202;
- 3.04 “Sibling” means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster care; and
- 3.05 “Transfer student” means a public school student in kindergarten through grade twelve (12) who transfers to a nonresident district through a public school choice option under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

4.00 ESTABLISHMENT OF PUBLIC SCHOOL CHOICE PROGRAM

- 4.01 A public school choice program is established to enable a student in kindergarten through grade twelve (12) to attend a school in a nonresident district, subject to the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules.
- 4.02 Each school district shall participate in a public school choice program consistent with Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

- 4.03 These rules do not require a school district to add teachers, staff, or classrooms, or in any way to exceed the requirements and standards established by existing law.
- 4.04 The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules. The standards:
 - 4.04.1 May include without limitation the capacity of a program, class, grade level, or school building;
 - 4.04.2 May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building under federal law, state law, the rules for standards of accreditation, or other applicable regulations;
 - 4.04.3 Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:
 - 4.04.3.1 Resides in the same household; and
 - 4.04.3.2 Is already enrolled in the nonresident district by choice.
 - 4.04.4 Shall not include an applicant's:
 - 4.04.4.1 Academic achievement;
 - 4.04.4.2 Athletic or other extracurricular ability;
 - 4.04.4.3 English proficiency level; or
 - 4.04.4.4 Previous disciplinary proceedings, except that an expulsion from another district may be included under Ark. Code Ann. § 6-18-510.
 - 4.04.5 A school district receiving transfers under the Public School Choice Act of 2013 and these rules shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.
- 4.05 A nonresident district shall:
 - 4.05.1 Accept credits toward graduation that were awarded by another district; and

- 4.05.2 Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.
- 4.06 The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:
 - 4.06.1 Availability of the program;
 - 4.06.2 Application deadline; and
 - 4.06.3 Requirements and procedure for nonresident students to participate in the program.

5.00 GENERAL PROVISIONS

- 5.01 The transfer of a student under the Arkansas Public School Choice Act of 1989 (Ark. Code Ann. § 6-18-206 [repealed]) or the Public School Choice Act of 2013, is not voided by Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules and shall be treated as a transfer under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.
- 5.02 A student may accept only one (1) school choice transfer per school year.
 - 5.02.1 A student who accepts a public school choice transfer may return to his or her resident district during the school year.
 - 5.02.2 If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.
- 5.03 A transfer student attending a nonresident school under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules may complete all remaining school years at the nonresident district.
 - 5.03.1 A present or future sibling of a student who continues enrollment in the nonresident district under Section 5.03 of these rules and applies for a school choice transfer under Ark. Code Ann. § 6-18-1905 may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.
 - 5.03.2 A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under Section 5.03 of these rules may complete all remaining years at the nonresident district.

5.04 The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

5.04.1 The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

5.04.2 The State Board of Education may resolve disputes concerning transportation arising under Section 5.04 of these rules.

5.05 For purposes of determining a school district's state aid, a transfer student is counted as part of the average daily membership of the nonresident district where the transfer student is enrolled.

6.00 APPLICATION FOR TRANSFER

6.01 If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:

6.01.1 To the nonresident district which shall notify the resident district of the filing of the application;

6.01.2 On the form that is attached to these rules as Attachment 1; and

6.01.3 Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.

6.02 A nonresident district that receives an application under Section 6.01 of these rules shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.

6.03 A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.

6.04 Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules applies to the application.

6.05 By July 1 of the school year in which the student seeks to enroll in a nonresident district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.

- 6.05.1 If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for the rejection.
- 6.05.2 If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

7.00 LIMITATIONS

- 7.01 If the provisions of Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.
 - 7.01.1 If a school district claims a conflict under Section 7.01 of these rules, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.
 - 7.01.2 A school district shall provide the information required under Section 7.01.1 of these rules to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act
Four Capitol Mall
Little Rock, AR 72201
- 7.02 There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.
 - 7.02.1 For the purpose of determining the percentage of school choice transfers under Section 7.02 of these rules, siblings who are counted in the numerator as transfer students shall count as one (1) student.
 - 7.02.2 A student eligible to transfer to a nonresident district under Ark. Code Ann. §§ 6-15-430(c)(1), 6-18-227, or 6-21-812 shall not count against the cap of three percent (3%) of the resident or nonresident district.

- 7.02.3 Annually by December 15, the Department of Education shall report to each school district the net maximum number of school choice transfers for the next school year.
- 7.02.4 If a student is unable to transfer due to the limits under Section 7.02 of these rules, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to Ark. Code Ann. § 6-18-1906(b)(1) and Section 7.02 of these rules in the order that the resident district receives notices of applications under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules, as evidenced by a notation made by the district on the applications indicating date and time of receipt.

8.00 APPEAL, DATA COLLECTION AND REPORTING

- 8.01 A student whose application for a transfer under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer.
- 8.01.1 A request for a hearing before the State Board of Education shall be in writing and shall be postmarked no later than ten (10) calendar days, excluding weekends and legal holidays, after the student or the student's parent receives a notice of rejection of the application under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules and shall be mailed to:
- Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201
- 8.01.2 Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the student or student's parent must also mail a copy of the written appeal to the superintendent of the nonresident school district.
- 8.01.3 In its written appeal, the student or student's parent shall state his or her basis for appealing the decision of the nonresident district.
- 8.01.4 The student or student's parent shall submit, along with its written appeal, a copy of the notice of rejection from the nonresident school district.
- 8.01.5 As part of the review process, the student or student's parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.
- 8.01.6 The nonresident district may submit, in writing, any additional information, evidence, or arguments supporting its rejection of the

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

9.00 STATE BOARD HEARING PROCEDURES

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

9.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.

9.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

9.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.

- 9.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- 9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

ATTACHMENT 1

***APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT
 “ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 2013 2015”
 (Must Be Submitted to Non-Resident ~~and Resident~~ Districts)***

APPLICANT INFORMATION

Student Name:

Student Date of Birth:

Gender

Male ☐Female ☐

Grade:

Does the applicant require special needs or programs? Yes ☐ No ☐Is applicant currently under expulsion? Yes ☐ No ☐**ETHNIC ORIGIN (CHECK ONE)**

(For data reporting purposes only)

2 or More Races ☐Asian ☐African-American ☐Hispanic ☐Native American/
Native Alaskan ☐Native Hawaiian/
Pacific Islander ☐White ☐**RESIDENT SCHOOL DISTRICT OF APPLICANT**

District Name:

County Name:

Address:

Phone:

NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND

District Name:

County Name:

Address:

Phone:

Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015? If so, please list:

PARENT OR GUARDIAN INFORMATION			
Name:		Home Phone:	
Address:		Work Phone:	
Parent/Guardian Signature		Date:	
<p>Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district or postmarked no later than May 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015 for specific procedures on how to file such an appeal).</p>			
DISTRICT USE ONLY			
Date and Time Received by Resident District:		Date and Time Received by Nonresident District:	
Resident District LEA #:		Nonresident District LEA#:	
Student's State Identification #:			
Application	Accepted	Rejected	
Reason for Rejection (If Applicable):			
Date Notification Sent to Parent/Guardian of Applicant:			
Date Notification Sent to Resident District :			

HEARING PROCEDURES

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

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- 9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
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- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

NOTICE LETTER



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

April 28, 2016

State Board
of Education

Brad & Sheri Runle

Jacksonville, AR 72076

Toyce Newton
Crossett
Chair

Tony Wood, Superintendent
Jacksonville North Pulaski School District

Mireya Reith
Fayetteville
Vice Chair

1414 W. Main
Jacksonville, AR 72076

Dr. Jay Barth
Little Rock

**Re: Appeal Under the Public School Choice Act
VIA CERTIFIED AND REGULAR MAIL**

Joe Black
Newport

Everyone:

Susan Chambers
Bella Vista

This letter is to notify you that the Arkansas State Board of Education is scheduled to hear the above-referenced appeal(s) on **Thursday, June 9, 2016**. The meeting will begin at **10:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas**. Any additional materials any party chooses to submit should be provided to my office **no later than 12:00 noon on Friday, May 20, 2016**.

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

The Arkansas State Board of Education has requested the parent, the non-resident district, and the resident district attend this meeting and be available for questions.

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

The above-referenced appeal(s) will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by the Public School Choice Act and the Arkansas Department of Education Rules Governing the Public School Choice Act. You may find copies of these references on the Arkansas Department of Education School Choice Website:

<http://www.arkansased.gov/divisions/public-school-accountability/equity-assistance/school-choice>

Thank you in advance for your cooperation in this matter. Please do not hesitate to contact the Arkansas Department of Education's Legal Services Division at (501) 682-4227 should you require additional information.

Sincerely,

Jennifer Davis
Staff Attorney

Arkansas Department of Education
Four Capitol Mall, Room 301-A
Little Rock, AR 72201
(501) 682-1958
(501) 682-4249 (fax)
jennifer.davis@arkansas.gov

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov

An Equal Opportunity
Employer

APPEAL

April 14, 2016

Johnny Key, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304-A
Little Rock, AR 72201

RECEIVED
COMMISSIONER'S OFFICE
APR 14 2016
DEPARTMENT OF EDUCATION

Re: K [REDACTED] Ruple, 9th Grade 2016-2107 School Year
M [REDACTED] Ruple, 8th Grade 2016-2017 School Year
C [REDACTED] Ruple, 3rd Grade 2016-2017 School Year

Dear Mr. Key,

My husband and I wish to respectfully appeal this letter of denial stating that our children listed above are unable to attend Cabot Public Schools as we have requested.

Our daughters started elementary school in the Cabot School District and would never have been transferred had it not been for a family illness. We, as parents, want our children to have the very best opportunities and education possible and we feel very strongly that the Cabot school district will give our children the foundation that will allow them to be successful for their entire lives. We can assure you that they would not only be an asset to the schools, but to the Cabot community as well.

Our past and current experiences with the Pulaski County Special School district and Lighthouse Academy Charter School have been far from acceptable in regards to our children's education and well-being. It has been our experience that the teachers do not take our children's academic progress seriously. The teachers have been non-motivational and simply do not seem to care about their responsibilities as teachers, much less care about our children's social or academic problems. My husband and I, as well as their grandparents take a very active role in our children's lives, both emotionally and academically. There have been so many problems that just seem to be escalating on a regular basis even after many meetings with teachers as well as school administration. We could go into many experiences, but feel strongly that you should know a few things that we have been dealing with. One teacher shared one of our daughter's grades with the other students and they laughed at our child's expense, which of course was very embarrassing and humiliating and completely unacceptable. Both of our daughters have experienced harassment from their teachers without any repercussions after many meetings with the school principal to address these specific issues. We feel that the current environment and lack of resources are very limiting in our children's academic progress preparing them for their future.

RECEIVED
ATTORNEY'S OFFICE

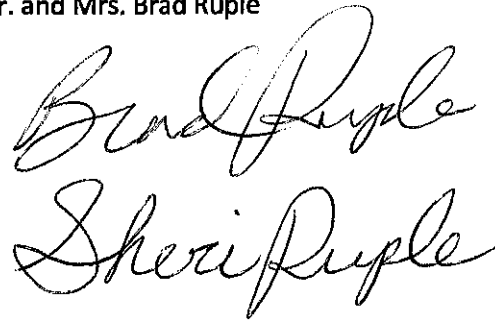
APR 14 2016

DEPARTMENT OF EDUCATION
GENERAL DIVISION

We are using this opportunity to teach our children a very important lesson on not giving up on the things that are most important to them. We sincerely ask that this denial letter be revoked and that our children be allowed to attend Cabot Public Schools beginning the next school year 2016-2017.

Respectfully,

Mr. and Mrs. Brad Ruple

The image shows two handwritten signatures in cursive. The top signature is "Brad Ruple" and the bottom signature is "Sheri Ruple". Both are written in black ink.



Apr 4, 2016

Brad & Sheri Ruple

Jacksonville, AR 72076

RE: 2016-17 School Choice Transfer Request for C [REDACTED] K [REDACTED] and M [REDACTED] Ruple

Dear Mr. & Mrs. Ruple,

The Cabot School District has received your School Choice application and submitted it to the Jacksonville North Pulaski School District. Unfortunately, JNPSD has denied your application. JNPSD has informed us that your application was denied because they are party to a desegregation lawsuit.

Because JNPSD has denied your application, your child is not eligible to attend the Cabot School District for the 2016-17 school year. However, you may appeal JNPSD's decision by requesting a hearing before the State Board of Education. This request must be made in writing to the Commissioner of Education no later than ten days after receiving this letter.

Johnny Key, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304-A
Little Rock, AR 72201
Phone: 501-682-4203
Email: Johnny.Key@arkansas.gov

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Byrd", with a large, stylized loop at the end.

Michael Byrd
Director of Student Services
Cabot Public Schools

RESPONSE



CABOT PUBLIC SCHOOLS
602 NORTH LINCOLN STREET • CABOT, ARKANSAS 72023 • (501) 843-3363

April 21, 2016

Office of the Commissioner
ATTN: School Choice Appeal
Four Capitol Mall
Little Rock, AR 72201

To Whom It May Concern:

Please accept this letter from the Cabot School District as a response to the School Choice Act appeal filed by the Ruple family.

The Cabot School District is willing to accept the school choice application. The district was notified by the Jacksonville North Pulaski School District that the application was denied based on JNPSD being party to a desegregation lawsuit.

Sincerely,

A handwritten signature in black ink, appearing to read "Dr. T. Thurman", with a horizontal line extending to the right.

Dr. Tony Thurman
Superintendent

Brian Evans
President

Ricky Hill
Vice President

Dean Martin
Secretary

Mark Russell

Corey Williams

Donna Nash

Sarah Owen

ASSOCIATED DOCUMENTS

SCHOOL CHOICE STATUTES AND ACTS

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1901

§ 6-18-1901. Title--Legislative findings

Effective: March 20, 2015

[Currentness](#)

(a) This subchapter shall be known and may be cited as the “Public School Choice Act of 2015”.

(b) The General Assembly finds that:

(1) The students in Arkansas's public schools and their parents will become more informed about and involved in the public educational system if students and their parents are provided greater freedom to determine the most effective school for meeting their individual educational needs. There is no right school for every student, and permitting students to choose from among different schools with differing assets will increase the likelihood that some at-risk students will stay in school and that other, more motivated students will find their full academic potential;

(2) Giving more options to parents and students with respect to where the students attend public school will increase the responsiveness and effectiveness of the state's schools because teachers, administrators, and school district board members will have added incentive to satisfy the educational needs of the students who reside in the district; and

(3) These benefits of enhanced quality and effectiveness in our public schools justify permitting a student to apply for admission to a school in any school district beyond the school district in which the student resides, provided that the transfer by the student does not conflict with an enforceable judicial decree or court order remedying the effects of past racial segregation in the school district.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 2, eff. March 20, 2015.](#)

[Notes of Decisions \(1\)](#)

A.C.A. § 6-18-1901, AR ST § 6-18-1901

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1902

§ 6-18-1902. Definitions

Effective: March 20, 2015

[Currentness](#)

As used in this subchapter:

- (1) “Nonresident district” means a school district other than a student's resident district;
- (2) “Parent” means a student's parent, guardian, or other person having custody or care of the student;
- (3) “Resident district” means the school district in which the student resides as determined under [§ 6-18-202](#); and
- (4) “Transfer student” means a public school student in kindergarten through grade twelve (K-12) who transfers to a nonresident district through a public school choice option under this subchapter.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 3, eff. March 20, 2015.](#)

A.C.A. § 6-18-1902, AR ST § 6-18-1902

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1903

§ 6-18-1903. Public school choice program established

Effective: March 20, 2015

[Currentness](#)

(a) A public school choice program is established to enable a student in kindergarten through grade twelve (K-12) to attend a school in a nonresident district, subject to the limitations under [§ 6-18-1906](#).

(b) Each school district shall participate in a public school choice program consistent with this subchapter.

(c) This subchapter does not require a school district to add teachers, staff, or classrooms or in any way to exceed the requirements and standards established by existing law.

(d)(1) The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under this subchapter.

(2) The standards:

(A) May include without limitation the capacity of a program, class, grade level, or school building;

(B) May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building;

(C) Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:

(i) Resides in the same household; and

(ii) Is already enrolled in the nonresident district by choice; and

(D) Shall not include an applicant's:

(i) Academic achievement;

(ii) Athletic or other extracurricular ability;

(iii) English proficiency level; or

(iv) Previous disciplinary proceedings, except that an expulsion from another district may be included under [§ 6-18-510](#).

(3) A school district receiving transfers under this subchapter shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.

(e) A nonresident district shall:

(1) Accept credits toward graduation that were awarded by another district; and

(2) Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.

(f) The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:

(1) Availability of the program;

(2) Application deadline; and

(3) Requirements and procedure for nonresident students to participate in the program.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 4, eff. March 20, 2015.](#)

A.C.A. § 6-18-1903, AR ST § 6-18-1903

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1904

§ 6-18-1904. General provisions

Effective: March 20, 2015

[Currentness](#)

(a) The transfer of a student under the Arkansas Public School Choice Act of 1989, [§ 6-18-206](#) [repealed], or the Public School Choice Act of 2013, is not voided by this subchapter and shall be treated as a transfer under this subchapter.

(b)(1) A student may accept only one (1) school choice transfer per school year.

(2)(A) A student who accepts a public school choice transfer may return to his or her resident district during the school year.

(B) If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.

(c)(1) A transfer student attending a nonresident school under this subchapter may complete all remaining school years at the nonresident district.

(2) A present or future sibling of a student who continues enrollment in the nonresident district under this subsection and applies for a school choice transfer under [§ 6-18-1905](#) may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.

(3) A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under subdivision (c)(2) of this section may complete all remaining school years at the nonresident district.

(d)(1) The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

(2) The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

(3) The State Board of Education may resolve disputes concerning transportation arising under this subsection.

(e) For purposes of determining a school district's state aid, a transfer student is counted as a part of the average daily membership of the nonresident district where the transfer student is enrolled.

Credits

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 5, eff. March 20, 2015.

Notes of Decisions (3)

A.C.A. § 6-18-1904, AR ST § 6-18-1904

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1905

§ 6-18-1905. Application for a transfer

Effective: March 20, 2015

[Currentness](#)

- (a) If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:
- (1) To the nonresident district ,which shall notify the resident district of the filing of the application;
 - (2) On a form approved by the Department of Education; and
 - (3) Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.
- (b) A nonresident district that receives an application under subsection (a) of this section shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.
- (c) A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.
- (d) Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under [§ 6-18-1906](#) applies to the application.
- (e)(1) By July 1 of the school year in which the student seeks to enroll in a nonresident district under this subchapter, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.
- (2) If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for rejection.
 - (3) If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

Credits

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 6, eff. March 20, 2015.

A.C.A. § 6-18-1905, AR ST § 6-18-1905

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1906

§ 6-18-1906. Limitations

Effective: March 20, 2015

[Currentness](#)

(a)(1) If the provisions of this subchapter conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.

(2) If a school district claims a conflict under subdivision (a)(1) of this section, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.

(b)(1)(A) There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district, under this section of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.

(B) For the purpose of determining the percentage of school choice transfers under this subsection, siblings who are counted in the numerator as transfer students shall count as one (1) student.

(C) A student eligible to transfer to a nonresident district under [§ 6-15-430\(c\)\(1\)](#), the Arkansas Opportunity Public School Choice Act of 2004, [§ 6-18-227](#), or [§ 6-21-812](#) shall not count against the cap of three percent (3%) of the resident or nonresident district.

(2) Annually by December 15, the department shall report to each school district the net maximum number of school choice transfers for the next school year.

(3) If a student is unable to transfer due to the limits under this subsection, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to subdivision (b)(1) of this section in the order that the resident district receives notices of applications under [§ 6-18-1905](#), as evidenced by a notation made by the district on the applications indicating date and time of receipt.

Credits

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 6, eff. March 20, 2015.

[Notes of Decisions \(30\)](#)

A.C.A. § 6-18-1906, AR ST § 6-18-1906

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1907

§ 6-18-1907. Rules--Appeal--Data collection and reporting

Effective: April 16, 2013

[Currentness](#)

(a) The State Board of Education may promulgate rules to implement this subchapter.

(b)(1) A student whose application for a transfer under [§ 6-18-1905](#) is rejected by the nonresident district may request a hearing before the state board to reconsider the transfer.

(2)(A) A request for a hearing before the state board shall be in writing and shall be postmarked no later than ten (10) days after the student or the student's parent receives a notice of rejection of the application under [§ 6-18-1905](#).

(B) As part of the review process, the parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.

(3) If the state board overturns the determination of the nonresident district on appeal, the state board shall notify the parent, the nonresident district, and the resident district of the basis for the state board's decision.

(c)(1) The department shall collect data from school districts on the number of applications for student transfers under this section and study the effects of school choice transfers under this subchapter, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

(2) Annually by October 1, the department shall report its findings from the study of the data under this subsection to the Senate Committee on Education and the House Committee on Education.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013.](#)

A.C.A. § 6-18-1907, AR ST § 6-18-1907

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1908

§ 6-18-1908. Effective date

Effective: March 20, 2015

[Currentness](#)

The provisions of this subchapter are effective immediately.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 7, eff. March 20, 2015.](#)

A.C.A. § 6-18-1908, AR ST § 6-18-1908

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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SCHOOL CHOICE RULES

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
THE PUBLIC SCHOOL CHOICE ACT OF 2015
August 2015**

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015.
- 1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Public School Choice Act of 2015.

2.00 AUTHORITY

- 2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Ark. Code Ann. § 6-18-1901 et seq., as amended by Act 560 of 2015, and Ark. Code Ann. §§ 6-11-105 and 25-15-201 et seq.

3.00 DEFINITIONS

As used in these rules:

- 3.01 “Nonresident District” means a school district other than a student’s resident district;
- 3.02 “Parent” means a student’s parent, guardian, or other person having custody or care of the student;
- 3.03 “Resident district” means the school district in which the student resides as determined under Ark. Code Ann. § 6-18-202;
- 3.04 “Sibling” means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster care; and
- 3.05 “Transfer student” means a public school student in kindergarten through grade twelve (12) who transfers to a nonresident district through a public school choice option under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

4.00 ESTABLISHMENT OF PUBLIC SCHOOL CHOICE PROGRAM

- 4.01 A public school choice program is established to enable a student in kindergarten through grade twelve (12) to attend a school in a nonresident district, subject to the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules.
- 4.02 Each school district shall participate in a public school choice program consistent with Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

- 4.03 These rules do not require a school district to add teachers, staff, or classrooms, or in any way to exceed the requirements and standards established by existing law.
- 4.04 The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules. The standards:
 - 4.04.1 May include without limitation the capacity of a program, class, grade level, or school building;
 - 4.04.2 May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building under federal law, state law, the rules for standards of accreditation, or other applicable regulations;
 - 4.04.3 Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:
 - 4.04.3.1 Resides in the same household; and
 - 4.04.3.2 Is already enrolled in the nonresident district by choice.
 - 4.04.4 Shall not include an applicant's:
 - 4.04.4.1 Academic achievement;
 - 4.04.4.2 Athletic or other extracurricular ability;
 - 4.04.4.3 English proficiency level; or
 - 4.04.4.4 Previous disciplinary proceedings, except that an expulsion from another district may be included under Ark. Code Ann. § 6-18-510.
 - 4.04.5 A school district receiving transfers under the Public School Choice Act of 2013 and these rules shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.
- 4.05 A nonresident district shall:
 - 4.05.1 Accept credits toward graduation that were awarded by another district; and

- 4.05.2 Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.
- 4.06 The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:
 - 4.06.1 Availability of the program;
 - 4.06.2 Application deadline; and
 - 4.06.3 Requirements and procedure for nonresident students to participate in the program.

5.00 GENERAL PROVISIONS

- 5.01 The transfer of a student under the Arkansas Public School Choice Act of 1989 (Ark. Code Ann. § 6-18-206 [repealed]) or the Public School Choice Act of 2013, is not voided by Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules and shall be treated as a transfer under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.
- 5.02 A student may accept only one (1) school choice transfer per school year.
 - 5.02.1 A student who accepts a public school choice transfer may return to his or her resident district during the school year.
 - 5.02.2 If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.
- 5.03 A transfer student attending a nonresident school under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules may complete all remaining school years at the nonresident district.
 - 5.03.1 A present or future sibling of a student who continues enrollment in the nonresident district under Section 5.03 of these rules and applies for a school choice transfer under Ark. Code Ann. § 6-18-1905 may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.
 - 5.03.2 A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under Section 5.03 of these rules may complete all remaining years at the nonresident district.

5.04 The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

5.04.1 The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

5.04.2 The State Board of Education may resolve disputes concerning transportation arising under Section 5.04 of these rules.

5.05 For purposes of determining a school district's state aid, a transfer student is counted as part of the average daily membership of the nonresident district where the transfer student is enrolled.

6.00 APPLICATION FOR TRANSFER

6.01 If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:

6.01.1 To the nonresident district which shall notify the resident district of the filing of the application;

6.01.2 On the form that is attached to these rules as Attachment 1; and

6.01.3 Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.

6.02 A nonresident district that receives an application under Section 6.01 of these rules shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.

6.03 A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.

6.04 Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules applies to the application.

6.05 By July 1 of the school year in which the student seeks to enroll in a nonresident district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.

- 6.05.1 If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for the rejection.
- 6.05.2 If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

7.00 LIMITATIONS

- 7.01 If the provisions of Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.
 - 7.01.1 If a school district claims a conflict under Section 7.01 of these rules, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.
 - 7.01.2 A school district shall provide the information required under Section 7.01.1 of these rules to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act
Four Capitol Mall
Little Rock, AR 72201
- 7.02 There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.
 - 7.02.1 For the purpose of determining the percentage of school choice transfers under Section 7.02 of these rules, siblings who are counted in the numerator as transfer students shall count as one (1) student.
 - 7.02.2 A student eligible to transfer to a nonresident district under Ark. Code Ann. §§ 6-15-430(c)(1), 6-18-227, or 6-21-812 shall not count against the cap of three percent (3%) of the resident or nonresident district.

- 7.02.3 Annually by December 15, the Department of Education shall report to each school district the net maximum number of school choice transfers for the next school year.
- 7.02.4 If a student is unable to transfer due to the limits under Section 7.02 of these rules, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to Ark. Code Ann. § 6-18-1906(b)(1) and Section 7.02 of these rules in the order that the resident district receives notices of applications under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules, as evidenced by a notation made by the district on the applications indicating date and time of receipt.

8.00 APPEAL, DATA COLLECTION AND REPORTING

- 8.01 A student whose application for a transfer under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer.
- 8.01.1 A request for a hearing before the State Board of Education shall be in writing and shall be postmarked no later than ten (10) calendar days, excluding weekends and legal holidays, after the student or the student's parent receives a notice of rejection of the application under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules and shall be mailed to:
- Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201
- 8.01.2 Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the student or student's parent must also mail a copy of the written appeal to the superintendent of the nonresident school district.
- 8.01.3 In its written appeal, the student or student's parent shall state his or her basis for appealing the decision of the nonresident district.
- 8.01.4 The student or student's parent shall submit, along with its written appeal, a copy of the notice of rejection from the nonresident school district.
- 8.01.5 As part of the review process, the student or student's parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.
- 8.01.6 The nonresident district may submit, in writing, any additional information, evidence, or arguments supporting its rejection of the

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

9.00 STATE BOARD HEARING PROCEDURES

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

9.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.

9.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

9.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.

- 9.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- 9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

ATTACHMENT 1

***APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT
 “ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 2013 2015”
 (Must Be Submitted to Non-Resident ~~and Resident~~ Districts)***

APPLICANT INFORMATION

Student Name:

Student Date of Birth:

Gender

Male ☐Female ☐

Grade:

Does the applicant require special needs or programs? Yes ☐ No ☐Is applicant currently under expulsion? Yes ☐ No ☐**ETHNIC ORIGIN (CHECK ONE)**

(For data reporting purposes only)

2 or More Races ☐Asian ☐African-American ☐Hispanic ☐Native American/
Native Alaskan ☐Native Hawaiian/
Pacific Islander ☐White ☐**RESIDENT SCHOOL DISTRICT OF APPLICANT**

District Name:

County Name:

Address:

Phone:

NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND

District Name:

County Name:

Address:

Phone:

Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015? If so, please list:

PARENT OR GUARDIAN INFORMATION			
Name:		Home Phone:	
Address:		Work Phone:	
Parent/Guardian Signature		Date:	
<p>Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district or postmarked no later than May 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015 for specific procedures on how to file such an appeal).</p>			
DISTRICT USE ONLY			
Date and Time Received by Resident District:		Date and Time Received by Nonresident District:	
Resident District LEA #:		Nonresident District LEA#:	
Student's State Identification #:			
Application	Accepted	Rejected	
Reason for Rejection (If Applicable):			
Date Notification Sent to Parent/Guardian of Applicant:			
Date Notification Sent to Resident District :			



ARKANSAS DEPARTMENT OF EDUCATION

DISTRICT WAIVER REQUEST FORM

District Name: Clarendon School District

Superintendent: Lee Vent

Email Address: ventl@lions.grsc.k12.ar.us

Phone Number: 870-747-3351 **Submission Date:** 5/4/2016

Name of Charter School(s) Attended by District Students

Arkansas Virtual Academy

Waiver Topic: Teacher Licensure

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-15-1004, Qualified Teachers in Every Public School Classroom
- 6-17-309, Certification to Teach Grade or Subject Matter
- 6-17-401, Teacher Licensure Requirement
- 6-17-902, Definition of a Teacher as Licensed
- 6-17-908, Teachers' Salary fund-Authorized Disbursements
- 6-17-919, Warrants Void Without Valid Certification and Contract

Standards for Accreditation

- 15.03

ADE Rules

- ADE Rules Governing Educator Licensure

Rationale for Waiver

The 5 Year Enrollment Projection of Clarendon High School of the Clarendon School District is as follows:

2015-2016	231
2016-2017	202 (-29)
2017-2018	191 (-40)
2018-2019	172 (-59)
2019-2020	170 (-61)

Projected enrollment data shows enrollment at Clarendon High School to drop steadily until the year 2020. With enrollment projections such as this and to meet the requirements of the ADE Rules Governing the Standards for Accreditation, the Clarendon School District has to become innovative to prepare students for entry into the workforce or postsecondary education. During the 2016-2017 school year, Clarendon High School will apply to be a School of Innovation and use the waivers granted as the foundation for the application. Requests for these waivers is until 2021 or until such time we would be granted the School of Innovation. Beginning with the 2016-2017 school year, Clarendon High School of the Clarendon School District will be a 1:1 PBL high school. Currently Clarendon High School

offers three (3) approved career clusters through the ADE Career and Technical Education program. Clarendon High School has a Mentor Program in place to assist students at the beginning of their ninth (9th) grade year to set personal goals and develop a plan to achieve those goals. Clarendon High School is planning to add four (4) additional career focus paths through virtual classes. The virtual career focus paths were selected due to the availability of employment in Monroe County and surrounding counties. These four career focus paths are Health Sciences; Law, Public Safety and Security; Teaching; and Sales & Service Industry. Clarendon High School has local, county, and state businesses and organizations partnering with each of the new and existing career focus path areas to enhance instruction and possible employment for our students. Some of the participating partners are Mid-Delta Health Systems, Clarendon City Police, Monroe County Sheriff's Department, Arkansas State Police, Arkansas Wildlife Management, Mad Butcher, Arkansas Farm Bureau, Helena Chemical Company, Bow-K Florist, Simon Says Crop Consultants, First National Bank of Eastern Arkansas, Riceland, and Lennox. The Clarendon School District resides in Monroe County. This area has more unfilled teaching positions in public schools than in other areas of the state. In an effort to prepare students to be both college and career ready, the district requests the ability to employ four year degreed instructors in non-core areas who do not possess teaching licensure as teachers and blended learning facilitators. The educator will meet requirements such as completion of criminal background check, Child Maltreatment registry, and required professional development required by the Clarendon School District. This request is driven by the difficulty of obtaining licensed teachers in certain trade, vocational career, and non-core course offerings. Granting this waiver will allow the district to pay knowledgeable four year degreed individuals with specific skills and abilities but without a teaching license on the district's certified salary schedule. This waiver will allow CHS to offer technical courses that would not otherwise be available for low-income/poverty students in a traditional public school setting. Not only will the number of students increase in job shadowing, industry tours, and/or internship/apprenticeship programs but will also increase the number of graduating seniors that will attend college or technical school or will enter the workforce at entry-level or higher positions paying more than minimum wage.

To meet all requirements of the ADE Rules Governing the Standards for Accreditation, the Clarendon School District must find teachers who have more than one area of licensure. To provide students a quality education and to prepare students to be both college and career ready, the applicant requests this waiver to allow the applicant the ability to employ knowledgeable, certified teachers to teach and facilitate learning in a core area in which they are not certified. This request is driven by the difficulty of obtaining licensed teachers in the area of foreign languages. Currently on staff, the Clarendon School District has a teacher who is certified at the elementary and middle school level, the ESL coordinator, and fluent in Spanish (family background) but lacks certification in the area of Spanish.

The Clarendon School District also requests a waiver to allow non-licensed individuals to teach keyboarding, which will allow an additional Informational Technology Career Focus Path class to be added in grades 9-12 and taught by a certified teacher.

Waiver Topic: Planned Instructional Time

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-16-102, School Day Hours
- 6-18-210, Definition of Planned Instructional Time
- 6-18-213, Attendance Reports and Reports Generally

Standards for Accreditation

- 10.01.4

ADE Rules

- ADE Rules Governing Mandatory Attendance Requirements for Students in Grades 9-12

Rationale for Waiver

Clarendon High School will be using online courses to create space in junior and senior student schedules for technical or college pathway courses and to allow for the integration of graduation credit courses with other courses as necessary. The applicant is not asking for a waiver of graduation requirements but only the waiver of the 30 hour week requirement. The applicant is asking for this waiver due to students enrolled in one or more Career Focus Paths, while meeting all curriculum requirements, who are capable of being provided instruction in less than 30 hours per week. A student possessing the ability to complete required coursework in less than 30 hours a week could have the option to enroll in a specialized educational program outside the school district, participate in an apprenticeship program designed to aid in career readiness, peer tutoring, or seek employment to assist in future educational expenses. Granting of this waiver will allow a portion of students to participate in the career focus path courses while also recovering lost credit.

At the beginning of the 2015-2016 school year, the Clarendon School District approved for the Jobs for America's Graduates (JAG) Program curriculum to be added to list of available courses at Clarendon High School. JAG was added at Clarendon High School as a means to introduce students to the workforce and to decrease the number of high school drop-outs who have to quit school to enter the workforce due to financial hardships. Granting of this waiver will allow students who cannot enroll in the JAG program due to enrollment in required graduation courses the same opportunity. JAG students are monitored by the JAG teachers to ensure students are working, in an apprenticeship program, peer tutoring, or seeking employment. Students who are not in JAG and allowed to participate in activities similar to JAG students will be monitored by the administration, counselor, and/or Career Coach and will be required to provide documentation from work sites, internship sites, job shadowing sites, or from areas visited seeking employment.

Waiver Topic: Career and Technical Education

Statute/Standard/Rule to be Waived

Standards for Accreditation

- 9.03.3.9

Rationale for Waiver

The Clarendon School District is required to teach keyboarding to its seventh (7th) and/or eighth (8th) grade students. Keyboarding is integrated in each content area and is also taught in upper elementary. The applicant is requesting a waiver from 9.03.3.9 of the ADE Standards Rules to allow non-licensed individuals to teach keyboarding which will allow an additional Informational Technology Career Focus Path class to be added in grades 9-12 and taught by a certified teacher.

Waiver Topic: Gifted and Talented Education

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-42-101 et seq., Gifted and Talented
- 6-20-2208(c)(6), Gifted and Talented Expenditures

Standards for Accreditation

- 18.0

ADE Rules

- ADE Rules for Gifted and Talented Program Approval Standards

Rationale for Waiver

The applicant requests this waiver to permit assigned students who meet the requirements for placement in the GT programs in grades (9-12) to be placed into appropriate pre-advanced placement and advanced placement courses. All roles and responsibilities will be addressed by the AP Coordinator to ensure the needs of all GT students are covered thru AP courses and their Personalized Success Plan.

When the form is complete, email it with the waiver lists for the charter school(s) that serve district students to Mary Perry at mary.perry@arkansas.gov. Waiver lists can be accessed from the Arkansas Department of Education website at <http://www.arkansased.gov/divisions/learning-services/charterschools/open-enrollment-charter-school-waivers>.

Questions should be directed to Mary Perry by email at mary.perry@arkansas.gov or by phone at (501) 683-4800.

ARKANSAS VIRTUAL ACADEMY

APPROVED WAIVERS

District LEA:	60-43-700	Elementary School LEA:	60-43-701
City:	Little Rock	Middle School LEA:	60-43-702
Opening Date:	Fall 2007	High School LEA:	60-43-703
Grades Approved:	K-12	Expiration Date:	6/30/2020
CAP:	2000	Grades Served 2015-16:	K-11

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election—Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors—Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale—Exemptions—Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-208	Written grievance procedure
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements

6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy—Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School Library and Media Technology Act
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

Waivers from ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.1.2	The Smart Core curriculum contained within 38 units that must be taught each year
9.03.2.7	Grades K-4 Practical Living Skills/Career Exploration
9.03.3.9	Grades 5-8 Career and Technical Education (not approved to the extent that it affects accountability)
9.03.4	Grades 9-12 (courses to be taught, requiring the 38 units of credit)
10.01.4	Planned instructional time
10.02	Class Size and Teaching Load
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction
10.05	Extracurricular Activities
10.06	Requirements for Participation in Extracurricular Activities
10.07	Homework and Independent Study Skills

12.02	Grading
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16.01	Guidance and Counseling
16.02	Media Services
16.03	Health and Safety Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments

Waivers from Other Rules:

ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve

ADE Rules Governing the Superintendent Mentoring Program

ADE Rules Governing Educator Licensure

Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

ADE Rules Governing Public School Student Services

ADE Rules for Gifted and Talented Program Approval Standards

ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools

Section 1-7 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (not a waiver of website posting requirements)

Alternative Learning

Certified staff salary scale

Defibrillator devices

Discipline and school safety policies

Distance learning

Expenditure requirements

Junior Fire Marshal Program

Purchasing of instructional materials

Regardless of any waivers granted, every charter school must always abide by the following requirements:

- All standardized assessments required by the state must be administered solely by licensed required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability personnel, as Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6.23.105.
- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the NO CHILD LEFT BEHIND ACT of 2001. Core academic subject are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

Resolution Of The Clarendon School District
Board of Directors

WHEREAS, 21% of seniors who will attend the Clarendon School District in the 2016-2017 school year will need only English 12 to graduate; and

WHEREAS, 37% of seniors who will attend the Clarendon School District in the 2016-2017 school year will need only English 12 and senior level math credit to graduate; and

WHEREAS, 82% of seniors who will attend the Clarendon School District in the 2016-2017 school year will need four or less required credits to graduate; and

WHEREAS, many seniors who attend Clarendon School District take elective credits that are not of interest to them to fill the school day and seat time; and

WHEREAS, many seniors who attend Clarendon School District need the opportunity to work to afford costs associated with the senior year and to contribute to family income; and

WHEREAS, the Clarendon School District seeks the opportunity to personalize learning for each student and provide real life opportunities to help students determine career paths; and

WHEREAS, students who can complete coursework in less than the six (6) hours per day would enable these students to enroll in postsecondary coursework, perform community service, peer tutor, participate in job shadowing opportunities or internships, or work; and

WHEREAS, the Clarendon School District seeks the opportunity to employ knowledgeable four year degreed individuals with specific skills and abilities but without a teaching license as teachers in non-core areas and to pay these teachers on the district's certified salary schedule; and

WHEREAS, the Clarendon School District seeks the opportunity to employ knowledgeable certified teachers with specific skills and abilities but lack certification in the area of foreign language; and

WHEREAS, the students who attend Clarendon School District and are knowledgeable in keyboarding skills due to being taught keyboarding in upper elementary grades, had the opportunity to have keyboarding (required to be taught in the 7th /8th grade) taught by a paraprofessional, additional Informational Technology electives could be offered to students in grades 8-12; and

WHEREAS, the students who attend Clarendon School District and meet the requirements for placement in the GT programs by placement in pre-advanced and advanced placement courses will be monitored by the AP Coordinator to ensure the needs of all GT students are met; and

WHEREAS, Act 1240 of 2015, codified at Ark. Code Ann. 6-15-103, allows the Clarendon School District to petition the State Board of Education for all or some of the waivers granted to an open-enrollment public charter school that draws students from the Clarendon School District; and


WHEREAS, Arkansas Virtual Academy is an open-enrollment public charter school that draws students from the Clarendon School District; and

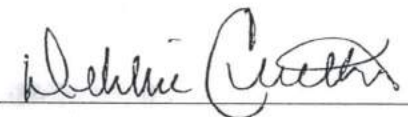
WHEREAS, the Arkansas State Board of Education granted Arkansas Virtual Academy a series of waivers, including waivers from: (1) Title 6 of the Arkansas Code Annotated 6-15-1004, 6-16-102, 6-17-309, 6-17-401, 6-17-902, 6-17-908, 6-17-919, 6-18-210, 6-18-213, 6-42-101 et seq., 6-20-2208(c)(6); and (2) Sections 15.03, 10.01.4, 9.03.3.9, and 18.0 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts; and (3) the Arkansas Department of Education Rules Governing Educator Licensure and for Gifted and Talented Program Approval Standards.

NOW, THEREFORE, BE IT RESOLVED BY THE CLARENDON SCHOOL DISTRICT BOARD OF DIRECTORS, THAT:

1. Pursuant to Act 1240 of 2015, codified at Ark. Code Ann 6-15-103, the Clarendon School District administration is hereby authorized to request the following waivers from the Arkansas State Board of Education:
 - a. Ark. Code Ann. 6-15-1004
 - b. Ark. Code Ann. 6-16-102
 - c. Ark. Code Ann. 6-17-309
 - d. Ark. Code Ann. 6-17-401
 - e. Ark. Code Ann. 6-17-902
 - f. Ark. Code Ann. 6-17-908
 - g. Ark. Code Ann. 6-17-919
 - h. Ark. Code Ann. 6-18-210
 - i. Ark. Code Ann. 6-18-213
 - j. Ark. Code Ann. 6-42-101 et seq., 6-20-2208(c)(6)
 - k. Section 15.03 of the Arkansas Department of Education Rules Governing Standards of Accreditation of Arkansas Public Schools and School Districts; and
 - l. Section 10.01.4 of the Arkansas Department of Education Rules Governing Standards of Accreditation of Arkansas Public Schools and School Districts; and
 - m. Section 9.03.3.9 of the Arkansas Department of Education Rules Governing Standards of Accreditation of Arkansas Public Schools and School Districts; and

- n. Section 18.0 of the Arkansas Department of Education Rules Governing Standards of Accreditation of Arkansas Public Schools and School Districts; and
 - o. The Arkansas Department of Education Rules Governing Educator Licensure; and
 - p. The Arkansas Department of Education Rules Governing Mandatory Attendance Requirements for Students in Grades 9-12; and
 - q. The Arkansas Department of Education Rules Governing Gifted and Talented Program Approval Status.
 - r. Any such other waivers as may legally be required and granted by the Arkansas State Board of Education to give effect to the personalized learning opportunities listed herein.
2. The Clarendon School District administration may seek these waivers to take effect beginning in the 2016-2017 school year.
3. The Clarendon School District Board of Directors agreed upon this resolution by vote on May 10, 2016.

By: 
Ms. Bertha Bones, Board President

By: 

**Clarendon High School
Waiver Requests
Arkansas State Board of Education
May 9, 2016**

Name of Charter School Attended by District Students:

Arkansas Virtual Academy

Each Law, Rule and/or Standard, with Corresponding Number(s), that the District Wants to Waive:

Pursuant to Act 1240 of 2015, codified at Ark. Code Ann. § 6-15-103, the Clarendon School District administration is hereby authorized to request the following waivers from the Arkansas State Board of Education:

- a. Ark. Code Ann. § 6-15-1004;
- b. Ark. Code Ann. § 6-16-102;
- c. Ark. Code Ann. § 6-17-309;
- d. Ark. Code Ann. § 6-17-401;
- e. Ark. Code Ann. § 6-17-902;
- f. Ark. Code Ann. § 6-17-908;
- g. Ark. Code Ann. § 6-17-919;
- h. Ark. Code Ann. § 6-18-210;
- i. Ark. Code Ann. § 6-18-213;
- j. Ark. Code Ann. § 6-42-101 et seq.,
- k. 6-20-2208(c)(6);
- l. The Arkansas Department of Education Rules Governing Educator Licensure;
- m. The Arkansas Department of Education Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve;
- n. The Arkansas Department of Education Rules Governing Gifted and Talented Program Approval Status;
- o. Section 15.03 of the Arkansas Department of Education Rules Governing Standards of Accreditation of Arkansas Public Schools and School Districts;
- p. Section 10.01.4 of the Arkansas Department of Education Rules Governing Standards of Accreditation of Arkansas Public Schools and School Districts;
- q. Section 9.03.3.9 of the Arkansas Department of Education Rules Governing Standards of Accreditation of Arkansas Public Schools and School Districts; and
- r. Section 18.0 of the Arkansas Department of Education Rules Governing Standards of Accreditation of Arkansas Public Schools and School Districts.

The above waivers are requested for a five year period, through the 2020-2021 school year.

Brief Explanation for Requesting Each Waiver:

With projected enrollment data showing enrollment at the Clarendon School District to decline over the next several years and to meet ADE Rules Governing the Standards for Accreditation, the Clarendon School District must seek innovative ways to prepare students for entry into the workforce or postsecondary education. This area has more unfilled teaching positions in public schools than in any other area of the state. In an effort to prepare students to be both college and career ready, the district requests the ability to employ four year degreed instructors who do not possess teaching licensure as teachers in non-core areas. This request is driven by the difficulty of obtaining licensed teachers in certain trade, vocational, and non-core areas.

With projected enrollment data showing enrollment at the Clarendon School District to decline over the next several years and to meet ADE Rules Governing the Standards for Accreditation, the Clarendon School District must hire teachers who have more than one area of certification. Most teachers at Clarendon High School have no less than 3 and as many as 5 different class preparations each day. The Clarendon School District requests this waiver to allow the employment of knowledgeable, certified teachers with specific skills and abilities but lack certification in the area of foreign language. Currently the Clarendon School District has an ESL Coordinator who is certified at elementary and middle levels and who is fluent in Spanish (family background) but lacks certification in the area of Spanish.

Eighty-two (82) percent of seniors at Clarendon High School need less than 4 credits to graduate at the end of the 2017 school year. To prevent these seniors from being enrolled in classes that are filled with underclassmen or uninteresting to them, the Clarendon School District requests a waiver for Section 10.01.4 of ADE Rules Governing Standards for Accreditation and ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve. The Clarendon School District is not asking for a waiver of graduation requirements but asking that students who meet all curriculum requirements in less than the 30 hour week requirement to have the option to enroll in postsecondary institutions, participate in an apprenticeship program, seek employment to assist in future educational expenses, peer tutor on campus, and/or become involved in community involvement. The Clarendon School District is currently 92% free/reduced meal status, 90% of our students live in high poverty, and over 70% of students are from single parent homes. Introducing students to the workforce while in high school could decrease the number of high school drop-outs who have to quit school to enter the workforce due to financial hardships.

The Clarendon School District provides keyboarding in elementary and in the 7th and/or 8th grades. Beginning with the 2016-2017 School Year, Clarendon School District will be a 1:1 school. All students will have access to technology daily. Due to student familiarity of keyboarding and the increase in the amount of technology to take place and to allow for an additional elective course in the Informational Technology Career Focus Path to be taught by a

certified teacher, the Clarendon School District requests a waiver allowing keyboarding to be taught by a non-licensed individual.

The Clarendon School District requests a waiver to permit assigned students who meet the requirements for placement in the GT programs (9-12) to be placed in appropriate pre-advanced placement and advanced placement courses. All roles and responsibilities will be addressed by the AP Coordinator to ensure the needs of all GT students are covered through AP courses and their Personalized Success Plan.

District: CLARENDON SCHOOL DISTRICT
 School: CLARENDON HIGH SCHOOL
 LEA: 4802010
 Address: 320 N. SEVENTH ST.
 CLARENDON, AR 72029
 Phone: 870-747-3326

Superintendent: LEE VENT
 Principal: DOUGLAS CALDWELL
 Grades: 07-12
 Enrollment: 258
 Attendance (3 QTR AVG): 97.27
 Poverty Rate: 82.56

OVERALL SCHOOL STATUS: FOCUS

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	129	130	99.23	174	176	98.86
Targeted Achievement Gap Group	110	111	99.10	158	160	98.75
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	66	66	100.00	99	100	99.00
Hispanic						
White	48	49	97.96	56	57	98.25
Economically Disadvantaged	110	111	99.10	158	160	98.75
English Language Learners						
Students with Disabilities	14	14	100.00	19	19	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	ACHIEVING									
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	81	123	65.85	60.63	91.00	53	79	67.09	65.87	93.00
Targeted Achievement Gap Group	63	104	60.58	58.70	91.00	41	66	62.12	64.28	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	218	372	58.60	60.63	91.00	155	240	64.58	65.87	93.00
Targeted Achievement Gap Group	181	329	55.02	58.70	91.00	132	215	61.40	64.28	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	34	62	54.84	55.76		26	40	65.00	60.61	
Hispanic				37.50					52.38	
White	37	47	78.72	76.85		20	29	68.97	86.84	
Economically Disadvantaged	63	104	60.58	59.46		41	66	62.12	65.56	
English Language Learners				16.67					37.50	
Students with Disabilities	2	13	15.38	20.00					16.67	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	94	165	56.97	58.58	92.00	36	79	45.57	58.83	81.00
Targeted Achievement Gap Group	82	149	55.03	55.88	92.00	27	66	40.91	56.71	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	259	493	52.54	58.58	92.00	97	241	40.25	58.83	81.00
Targeted Achievement Gap Group	225	451	49.89	55.88	92.00	79	216	36.57	56.71	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	48	93	51.61	47.71		17	40	42.50	51.52	
Hispanic				62.13					52.38	
White	37	54	68.52	78.76		17	29	58.62	78.07	
Economically Disadvantaged	82	149	55.03	56.40		27	66	40.91	57.78	
English Language Learners				33.33					37.50	
Students with Disabilities	6	18	33.33	29.01					16.67	

2012 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	ACHIEVING				
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	40	45	88.89	86.11	94.00
Targeted Achievement Gap Group	34	37	91.89	87.50	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	128	152	84.21	86.11	94.00
Targeted Achievement Gap Group	105	121	86.78	87.50	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	24	27	88.89	88.09	
Hispanic					
White	16	18	88.89	83.98	
Economically Disadvantaged	34	37	91.89	89.32	
English Language Learners					
Students with Disabilities	9	10	90.00	58.33	

District: CLARENDON SCHOOL DISTRICT
 School: CLARENDON HIGH SCHOOL
 LEA: 4802010
 Address: 320 N. SEVENTH ST.
 Address: CLARENDON, AR 72029
 Phone: 870-747-3326

Superintendent: LEE VENT
 Principal: DOUGLAS CALDWELL
 Grade: 7 - 12
 Enrollment: 291
 Attendance: 95.81
 Poverty Rate: 90.38

Report created on: 10/29/2014

% Prof/Adv.
 2014 Math + Literacy 56.8
 2013 Math + Literacy 60.8
 2012 Math + Literacy 53.4

OVERALL SCHOOL STATUS: NEEDS IMPROVEMENT FOCUS

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	128	128	100.00	178	179	99.44
Targeted Achievement Gap Group	118	118	100.00	158	159	99.37
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	75	75	100.00	93	94	98.94
Hispanic	n < 10	n < 10	n < 10	13	13	100.00
White	39	39	100.00	62	62	100.00
Economically Disadvantaged	118	118	100.00	158	159	99.37
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	16	16	100.00	19	19	100.00

STUDENT PERFORMANCE - LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	73	124	58.87	64.57	91.00	52	80	65.00	69.28	93.00
Targeted Achievement Gap Group	65	114	57.02	62.83	91.00	46	73	63.01	67.86	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	224	369	60.70	64.57	91.00	158	237	66.67	69.28	93.00
Targeted Achievement Gap Group	189	330	57.27	62.83	91.00	134	211	63.51	67.86	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	43	72	59.72	60.18		31	43	72.09	64.55	
Hispanic	n < 10	n < 10	n < 10	43.75		n < 10	n < 10	n < 10	57.15	
White	24	38	63.16	79.17		16	27	59.26	88.16	
Economically Disadvantaged	65	114	57.02	63.51		46	73	63.01	69.00	
English Language Learners	n < 10	n < 10	n < 10	25.00		n < 10	n < 10	n < 10	43.75	
Students with Disabilities	1	15	6.67	28.00		n < 10	n < 10	n < 10	25.00	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	95	172	55.23	62.73	92.00	43	83	51.81	62.95	81.00
Targeted Achievement Gap Group	79	152	51.97	60.30	92.00	38	76	50.00	61.04	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	270	498	54.22	62.73	92.00	98	241	40.66	62.95	81.00
Targeted Achievement Gap Group	232	450	51.56	60.30	92.00	80	215	37.21	61.04	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	48	90	53.33	52.94		20	44	45.45	56.37	
Hispanic	6	12	50.00	65.91		n < 10	n < 10	n < 10	57.15	
White	35	60	58.33	80.88		16	27	59.26	80.26	
Economically Disadvantaged	79	152	51.97	60.76		38	76	50.00	62.00	
English Language Learners	n < 10	n < 10	n < 10	40.00		n < 10	n < 10	n < 10	43.75	
Students with Disabilities	3	19	15.79	28.00		n < 10	n < 10	n < 10	25.00	

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	NEEDS IMPROVEMENT				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	40	48	83.33	87.50	94.00
Targeted Achievement Gap Group	36	43	83.72	88.75	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	123	146	84.25	87.50	94.00
Targeted Achievement Gap Group	107	124	86.29	88.75	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	25	31	80.65	89.28	
Hispanic	n < 10	n < 10	n < 10		
White	13	15	86.67	85.58	
Economically Disadvantaged	36	43	83.72	90.39	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	62.50	

2015 ESEA SCHOOL REPORT

District: CLARENDON SCHOOL DISTRICT
School: CLARENDON HIGH SCHOOL
Grade: 7 - 12
Enrollment: 263

Superintendent: LEE VENT
Principal: CATHY TANNER
Attendance: 97.72
Poverty Rate: 89.35

LEA: 4802010
Address: 320 N. SEVENTH ST.
Address: CLARENDON, AR 72029
Phone: (870) 747-3326

OVERALL SCHOOL STATUS: 2015 NEEDS IMPROVEMENT FOCUS

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ELA						
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	161	163	98.77	159	161	98.76
Targeted Achievement Gap Group	146	148	98.65	144	146	98.63
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	84	85	98.82	83	84	98.81
Hispanic	15	16	93.75	15	16	93.75
White	55	55	100.00	54	54	100.00
Economically Disadvantaged	145	147	98.64	144	146	98.63
English Language Learners	10	11	90.91	10	11	90.91
Students with Disabilities	20	21	95.24	15	16	93.75

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	34	148	22.97	21.47
Targeted Achievement Gap Group	26	134	19.40	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	11	77	14.29	10.44
Hispanic	4	15	26.67	15.49
White	18	50	36.00	26.68
Economically Disadvantaged	25	133	18.80	16.35
English Language Learners	1	10	10.00	8.19
Students with Disabilities	2	20	10.00	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	20	146	13.70	12.09
Targeted Achievement Gap Group	15	132	11.36	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	6	75	8.00	4.17
Hispanic	1	15	6.67	10.85
White	10	50	20.00	16.34
Economically Disadvantaged	15	132	11.36	8.85
English Language Learners	0	10	0.00	5.08
Students with Disabilities	0	15	0.00	3.23

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	40	47	85.11	88.89	94.00
Targeted Achievement Gap Group	35	42	83.33	90.00	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	120	140	85.71	88.89	94.00
Targeted Achievement Gap Group	105	122	86.07	90.00	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	22	27	81.48	90.47	
Hispanic	n < 10	n < 10	n < 10		
White	15	17	88.24	87.18	
Economically Disadvantaged	35	42	83.33	91.45	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	66.67	

2015 ESEA SCHOOL REPORT

District: CLARENDON SCHOOL DISTRICT
School: CLARENDON HIGH SCHOOL
Grade: 7 - 12
Enrollment: 263

Superintendent: LEE VENT
Principal: CATHY TANNER
Attendance: 97.72
Poverty Rate: 89.35

LEA: 4802010
Address: 320 N. SEVENTH ST.
Address: CLARENDON, AR 72029
Phone: (870) 747-3326

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	0
Number of enrolled students with completed EOY only:	6

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

CLARENDON SCHOOL DISTRICT

Date of Waiver Request Submission
90-Day Deadline for State Board of Education Action

May 9, 2016
August 7, 2016

2015-2016 Enrollment	
2 or More Races	25
Asian	2
Black	266
Hispanic	40
Native American/ Native Alaskan	0
Native Hawaiian/ Pacific Islander	0
White	180
TOTAL	513

2015 ESEA DISTRICT REPORT

District: CLARENDON SCHOOL DISTRICT
LEA: 4802000
Enrollment: 550

Superintendent: LEE VENT
Attendance 97.65
Poverty Rate: 90.91

Address: 316 N. SIXTH ST.
Address: CLARENDON, AR 72029
Phone: (870) 747-3351

OVERALL SCHOOL STATUS:	2014 NEEDS IMPROVEMENT
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PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	299	301	99.34	299	301	99.34
Targeted Achievement Gap Group	273	275	99.27	273	275	99.27
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	148	149	99.33	148	149	99.33
Hispanic	25	26	96.15	26	27	96.30
White	112	112	100.00	111	111	100.00
Economically Disadvantaged	269	271	99.26	270	272	99.26
English Language Learners	19	20	95.00	19	20	95.00
Students with Disabilities	43	44	97.73	38	39	97.44

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	53	279	19.00	22.73
Targeted Achievement Gap Group	41	255	16.08	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	18	136	13.24	10.77
Hispanic	5	25	20.00	18.35
White	28	105	26.67	26.04
Economically Disadvantaged	40	251	15.94	17.63
English Language Learners	1	19	5.26	7.64
Students with Disabilities	3	43	6.98	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	40	278	14.39	13.95
Targeted Achievement Gap Group	30	254	11.81	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	14	135	10.37	5.87
Hispanic	4	25	16.00	12.10
White	19	105	18.10	17.14
Economically Disadvantaged	30	251	11.95	11.02
English Language Learners	2	19	10.53	6.23
Students with Disabilities	1	38	2.63	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	40	47	85.11	88.89	94.00
Targeted Achievement Gap Group	35	42	83.33	90.00	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	120	140	85.71	88.89	94.00
Targeted Achievement Gap Group	105	122	86.07	90.00	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	22	27	81.48	90.47	
Hispanic	n < 10	n < 10	n < 10		
White	15	17	88.24	87.18	
Economically Disadvantaged	35	42	83.33	91.45	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	66.67	

2015 ESEA DISTRICT REPORT

District: CLARENDON SCHOOL DISTRICT
LEA: 4802000
Enrollment: 550

Superintendent: LEE VENT
Attendance 97.65
Poverty Rate: 90.91

Address: 316 N. SIXTH ST.
Address: CLARENDON, AR 72029
Phone: (870) 747-3351

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	0
Number of enrolled students with completed EOY only:	8

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016



MALVERN SCHOOL DISTRICT

Home of the Leopards

"Where PASSION, PRIDE, & EXCELLENCE are expected."

Brian Golden
Superintendent of Schools

1620 SOUTH MAIN STREET
MALVERN, ARKANSAS 72104
501-332-7500, FAX: 501-332-7501

Janet Blair
Deputy Superintendent

May 9, 2016

Arkansas Department of Education
Johnny Key, Commissioner of Education
Four Capitol Mall
Little Rock, AR 72201

RE: ACT 1240 Waiver Requests

Dear Commissioner Key,

The Malvern School District is requesting to appear before the State Board of Education on either June 9th or 10th, 2016, for waiver requests for a five year period through 2020-2021 pursuant to ACT 1240 of 2015. The school district currently has students enrolled in the Arkansas Virtual Academy Charter.

Included in this packet is a brief explanation for requesting each waiver, the implementation plan, data used to support the need for the waivers, and a brief power point presentation. The district would like to use the power point during the presentation.

The Malvern School District thanks you for your consideration regarding this request.

Sincerely,

A handwritten signature in blue ink that reads "Brian Golden".

Brian Golden, Superintendent

**Malvern School District
Waiver Request
Arkansas State Board of Education
June 9-10, 2016**

Name of Charter School (s) Attended by District Students:

Arkansas Virtual Academy

Each Law, Rule and/or Standard, with Corresponding Number(s), that the District Wants to Waive:

Pursuant to ACT 1240 of 2015, codified at Ark. Code § 6-15-103, the Malvern School district administration is hereby authorized to request the following waivers from the Arkansas State Board of Education:

- a. Ark. Code § 6-16-102;
- b. Ark. Code § 6-18-213;
- c. The Arkansas Department of Education Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine through Twelve;
- d. Section 10.01.4 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts; and

The above waivers are requested for a five year period, through 2020-2021 school year.

Brief Explanation for Requesting Each Waiver (to enable the State Board of Education to make an informed decision)

The specific plan is to offer a flexible school day for juniors and seniors who are on track to graduate and have a 2.50 GPA or higher. This flex schedule would give our students an option to enroll in postsecondary training (college or technical classes), internships and job shadowing, community projects, or employment in lieu of additional elective courses at Malvern High School. The district seeks these waivers to create more personalized learning, increase attendance, increase or at least maintain graduation rate, provide/plan for opportunity to be college and career ready, focus on soft skills, and reduce achievement gaps.

Many students are enrolled in elective credits only to fulfill the requirements of seat time for a planned instructional day. Many students have failing grades in these elective courses because they are not putting forth effort and/or they are not attending the class since they do not need the credit to graduate.

Collective data shows:

Of 127 students in the class of 2017

33% need two or fewer credits to graduate

51% need between two and four credits to graduate

16% need more than four credits to graduate

Approximately 90 students in the junior class currently have a 2.50 GPA or higher. This data does not include seven self-contained special education students, two exchange students, and one recently enrolled student. The self-contained students are given an opportunity to work at Abilities Unlimited and take career center classes as determined by their IEP placement team which is reviewed each year.

Observational evidence of the last several years indicates that students who drop out before graduation do so because they see little or no value, in the courses that do not interest them. By reducing the required seat time with the flex schedule, students will be less likely to drop out of school knowing that the classes they are taking are relevant to their individual career plans and goals, while exposing them to focused learning that supports their future goals.

In April we surveyed the students in grades 9 – 11 through the English classes to gather data on whether they supported the initiative to offer students these opportunities. 96% of the students were in support.

In an additional survey, students were asked more detailed questions to obtain more detailed information. These voluntary surveys were provided through math classes to juniors and seniors. The questions and results are as follows:

- Do you have a job? 25.9% of the students responding have a job
- Of those working: 61.1% work up to 20 hours per week
38.9% work over 20 hours per week
- Do you feel that you are learning real-life skills at work that you cannot learn at school?
Yes - 84.2%; No - 15.8 %
- Do you ever miss school because of work? (being tired, staying home to finish an assignment you didn't have done because of working, etc)
Yes – 36.8%; No – 63.2%
- Do you ever put off or not finish assignments because of work?
Yes – 61.1%; No 38.9%
- Why do you work?
To earn extra money – 33.3%; Help with family expenses or my own living expenses – 66.7%
- If you were able to get release time from school, which of the following would you be interested in pursuing (check all that apply):
Employment – 68.6%
Internship – 52.9%
Job Shadowing – 43.1%

College Courses – 37.3%

Homework because I work after school/at night – 39.2%

Other 9.8%

Students will be afforded more opportunities to obtain career and technical certifications during the school day which would make them more marketable. Internships and/or shadowing in a career field of their choice will enable them to make informed decisions about their career path. The students will have flexibility of these options which will permit students to participate in academic classes, school activities, and get real-world experiences. The high school campus will place a focus on, and embed essential soft skills and digital learning.

Student responses to the waiver opportunity for self, friends, and school:

“It is a really good idea because it will give students many opportunities to explore possible careers and post-secondary options. I would love to be able to go to my job during the school day, or do volunteer work. I feel like it will be very beneficial to the school as well – to improve attendance and prepare us to be ‘college and career ready’.”

“This would be a great opportunity for kids to adjust to real life activities while continuing their studies. I know a lot of people that have trouble getting jobs after high school due to lack of experience. This would eliminate this problem and allow kids better opportunities to plan their career pathway.”

“I think that I should explore early so I know for sure what I want to do. I don’t even think we should have to have electives that we don’t need. This will also give me the opportunity to get to my job earlier, which will help me make more money so I can pay my bills. This will make school better. MHS will have more successful students.”

“If MHS is granted this waiver, so many students will get good opportunities. I have no idea what I want to do after high school. This waiver would allow me to explore different areas and find what I enjoy. It would help me decide what career I want. It might show me what I’m good at. Because of sports and homework, most evenings I have very little free time. This waiver would give me time to explore and see what I’m good at. Most of my friends don’t have a plan for their future. This could help them make a plan or at least get a general idea of what interests them.”

“If students were to receive a seat time [flexible schedule] waiver, it would be better because we would get more experience in what we want to do, or think we want to do. It would save a lot of money for people who get to college and don’t know what they want to do. It would also help people come to school more often. It would show that MHS students are responsible and may get students to pay attention more and make better grades.”

**Malvern School District
Waiver Request
Arkansas State Board of Education
June 9-10, 2016**

Name of Charter School (s) Attended by District Students:

Arkansas Virtual Academy

Each Law, Rule and/or Standard, with Corresponding Number(s), that the District Wants to Waive:

Pursuant to ACT 1240 of 2015, codified at Ark. Code § 6-15-103, the Malvern School district administration is hereby authorized to request the following waivers from the Arkansas State Board of Education:

- a. Ark. Code § 6-16-102;
- b. Ark. Code § 6-18-213;
- c. The Arkansas Department of Education Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine through Twelve;
- d. Section 10.01.4 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts; and

The above waivers are requested for a five year period, through 2020-2021 school year.

1. How does the waiver support or complement the district's and school's vision and mission?

District Vision: The Malvern School District provides a learning environment that is inspirational for students and staff, ignites a passion for teaching and learning, sets goals for the district, evaluates our successes, redirects us when necessary toward our goals, builds partnerships with the community, industry, and parents, and creates a desire to continually improve the district.

Malvern High School Mission: The mission of Malvern High School is to create opportunities that prepare our students to meet the challenges of the future by focusing on the skills required for them to be college/career ready.

Malvern High School Vision: The Malvern High School Vision is to create and maintain an environment that inspires students and staff to be lifelong learners. This vision is positively reinforced through district and community support programs that foster parent and student involvement, promote maximum student achievement, and graduate students who will be productive in society.

The district and school mission encompasses the building of partnerships in community and industry while focusing on skills required to be college and career ready with an emphasis on lifelong

learning. The waiver request addresses each of these allowing the education plan to be individualized and customized to meet the academic and personal needs of each student. In addition, the high school campus will focus on and embed essential soft skills and more opportunities for digital learning. During a business panel discussion provided by Dawson Educational Cooperative and the Henderson State University Renewal Zone in March of 2016, businesses urged schools to embed essential soft in coursework. Soft skills that Malvern High School will focus on are communication skills, confidence, professionalism, positive work ethic, and teamwork (collaboration/cooperative learning). In addition, during preregistration conferences, students are guided toward becoming a completer. Students are provided time, counseling, and articles to assist in their educational decisions. During the school year at parent-teacher-student conferences the faculty at the College of the Ouachitas is on campus to provide additional support for students and parents in making informed decisions, choices, and future plans.

2a. What are the specific benefits to students if these waivers are granted?

The district requests the opportunity to provide each student the prospect of personalizing their own graduation plan to create a unique learning experience for all. Students would benefit by completing required coursework in less than six hours a day, which would give them the option to job shadow, begin an internship, accept paid employment, volunteer, and/or develop a project of positive change within the community. In addition, these real world experiences will be relevant to their educational and/or career goals and facilitate relationships rooted in this community. These same experiences, through networking, will positively impact or solidify their future plans. A student could choose to be off campus during the morning periods, or the afternoon periods of the day depending on their plans, classes, and activities they have elected to take.

Students at-risk for dropping out are more likely to stay in school if they are engaged in meaningful and relevant classes related to their individual career plans and goals.

This waiver could benefit students with a variety of situations and/or hardships. Below are true instances from students:

Kelsey – A student interested in cancer research, or becoming an oncologist, is shadowing at CARTI. If her observation hours were not limited due to required seat time, she may be able to spend more time there to get a better idea of the job. Time spent on site would allow her to see the pros and cons in this line of work and develop a network of people to assist her in making informed decisions about a possible career.

Multiple students – Students have produced commercials for local businesses free of charge to be used during the broadcast of MHS sporting events. Time is always limited due to the current seat time requirement. Businesses would like to have a variety of commercials and this would provide students with real world experiences of sales, advertising, film production, graphic design, etc. A student could intern in any one of these areas in the community, or within the district's various departments/programs such as technology or AVTF. The waiver would allow more time for students and staff to oversee this process.

Tyler – This student works because he is on his own. When he turned 18 his family considered him an adult and responsible for himself. He pays his rent/utilities, provides his own transportation, and buys groceries. He currently needs more time off campus to work the hours necessary to support his needs. He aspires to complete the welding classes at the career center and complete only the courses required to graduate.

Alaysia – This student, after taking a criminal justice class has begun interning with the police department in non-confidential areas. She would like to continue interning in this field and with an attorney, a juvenile officer, and a judge. She knows the area of study she wants to pursue, but has not determined the specific path on which to focus her studies. Allowing more time for this internship/shadow experience would benefit her in this process.

Matt – This student volunteers at the Boys and Girls club after school and evenings. He serves as a tutor, assists in youth activities and works in the concession stand. The time spent at this organization will be included on a college resume, an application for paid employment, and college scholarship applications. He is in several clubs and organizations and is an active MHS choir member, which limits the time he can volunteer. This organization needs volunteers prior to the end of his school day. An internship/volunteer opportunity would benefit the student and the organization.

A survey provided to students in grades 10 – 11, revealed 52.9% showed interest in an internship program.

2b. What are the expected academic gains to the students if these waivers are granted?

Many students are currently taking elective credits just to fill the school day hours for required planned instructional time. Over the past three years, the percentage of students who have failed or lost credit in elective courses they did not need for graduation has held steady at about 20%. Students are often truant for the classes causing them to lose credit for the class.

The district Director of School Improvement monitors our attendance, failing grades, and credit denial due to non-attendance weekly. She holds weekly conferences with students, and attends truancy court to identify students who may benefit from a flexible schedule. She has identified up to 140 high school students who may be in this group.

The flexible schedule will increase attendance as upperclassmen will only attend required classes and classes relevant to their individual career plans and goals, while exposing them to focused learning that supports their goals.

This waiver will assist in reducing the achievement gap of juniors and seniors that have earned below a 2.5 GPA by creating a lower student-teacher ratio and increase one-on-one time in the classroom to support these students. This component will also motivate the students to improve their GPA and improve chances to graduate students through repeating classes with more focused help through differentiation and interventions. While on the campus students will also be

introduced to and focus on soft skills needed to be successful in the real world making he/she more employable.

3. What are the specific plans to implement the waiver (e.g., if the district is asking for larger class sizes, how are you going to do this; what is the largest you want to allow)?

The junior/senior counselor has identified students that are eligible to participate in the program. Junior and senior students that are on track to graduate with a 2.5 GPA would come to school only for their required courses or classes they want to take. They would be involved in job shadowing, internships (for high school credit only if they meet the additional time requirements), college coursework, community projects, volunteering, or paid employment in lieu of additional courses at Malvern High School.

During the scheduling process, the junior/senior counselor will work with the identified students and parents to ensure they have the required coursework and schedule needed to allow for other opportunities within the school day as listed above. For this year, beginning in July, the junior/senior counselor will send a letter and application to identified students by mail. A follow up call will be disseminated by an automated system alerting families of the mailed application. Students will be scheduled for an individual career/academic conference to develop schedules changes for eligible students.

Contracts, monitoring documentation, and an evidence portfolio (daily logs, photographic evidence, supervisor notes/signature, and a reflection) will be required. A required component of the evidence portfolio will be a reflection piece detailing the soft skills acquired, or improved during this process. An internship coordinator will maintain the documentation and follow up with the student, as well as the contact person for the business/organization throughout the year. Not only will the students maintain this accountability, evidence, and reflection portfolio, the school will maintain all required documentation as confirmation of student achievement.

The counselor's office will have a College/Career center. This center will include a list of businesses that are potential employers and include volunteer/internship opportunities that will have been contacted for participation. A list of these businesses/agencies will be provided to the students and parents to assist in planning. The list will be updated as needed.

The district will offer some intern opportunities that will not require transportation. The opportunities include working side by side with teachers as a part of the orientation to teaching class. In this process, we hope to guide students toward teaching and begin growing our own teachers, particularly minority teachers for the district. Limited transportation will be provided for students who do not have their own vehicles or means of transportation. We are centrally located to dozens of businesses, and schools within our district.

Students will be required to complete a detailed portfolio at the end of nine weeks. This will include a reflection piece that demonstrates the learning that took place during the experience and how it will benefit them in the future.

- 4. Is the waiver consistent with district policy? It is important to recognize that the State Board may allow a waiver for flexibility, but whether the district can exercise it depends upon district policy. In the end, it is up to the district to effectuate the waiver.**

The waiver request was presented to the Malvern School Board of Directors on April 19, 2016 and on May 4, 2016. On May 4, 2016, the MSD Board of Directors approved and signed a resolution in support of the waiver request and is prepared to take any actions needed to effectuate the waivers.

- 5. What is the fiscal impact of the waiver? Will there be any additional costs associated with this waiver, and if so, what is the source of funding? If funds are saved, what are the planned uses for the saving?**

Existing staff members will monitor students participating in the internship. No additional staff will be hired and no funds will be saved.

- 6. What effects will the waiver have on current academic, fiscal or facilities distress status? Will the waiver help the district to alleviate the distress issues, or hinder the district's progress? Will the waiver cause any distress issues?**

The Malvern School District is not in academic distress, fiscal distress, or facilities distress. The waiver will not cause any distress issues.

- 7. Will the use of the requested waiver cause any issues with the district's compliance with the Standards of Accreditation? Will the use of the requested waivers assist the district in resolving and accreditation issues?**

The Malvern School District does not have any accreditation issues. If the waiver is approved, it will not cause any issues in complying with the Standards of Accreditation.

- 8. How has the charter school effectively applied this waiver, and how do you expect to implement that effectiveness into your district?**

Arkansas Virtual Academy is an online charter school. Students in the charter are not required to log on daily, but allowed a self-paced, flexible schedule to achieve their 30 hours per week. Arkansas Virtual Academy uses its waivers, in part, to allow students an atypical schedule with the required 30 hours.

Malvern High School has a traditional campus setting in which students attend class on campus for six hours and 24 minutes of planned instructional time. The waiver would allow our students some

flexibility of time spent on campus. The students would be required to attend class on campus to obtain credits required for graduation.

9. Has your school board approved the use of the requested waivers? Do you have a board resolution?

Yes, the waiver request was first presented during the Malvern School Board of Directors on April 19, 2016. The Malvern School Board of Directors approved the resolution for all waivers at the meeting on May 4, 2016. The signed resolution is attached.

10. Have you notified the staff that you intend to request and implement these waivers? If so, what methods of notification did you use and how often were the notifications sent out/published, etc? If you have not notified the staff, how and when do you plan on notifying them?

Yes, the entire staff of Malvern High School was first introduced to a waiver request at an after school professional development meeting on March 15, 2016. The Campus Academic Team further discussed the possibility of the implementation of waivers on March 24, 2016. During weekly PLC (departmental professional learning community meetings) the principal attended in the following weeks to respond to any questions concerning the waivers. All of the verbal feedback from these meetings indicated support for the request of the waivers. An electronic survey was issued on April 22, 2016 to allow teachers to respond in support, or not, of the waiver. The final count was 100% in support of the waiver. On May 5, 2016, the MSD certified personnel policies committee met in a regularly scheduled meeting to discuss the possibility of receiving a waiver for students to pursue the opportunities previously listed. The committee voted unanimously (7-0) to support this proposal. In addition, teachers are aware of the resolution signed by the Malvern School Board of Directors.

11. Have you notified the parents and the community that you intend to request and implement these waivers? If so, what methods of notification did you use, and how often were the notifications sent out/published, etc? If you have not notified the parents/community, how and when do you plan on notifying them?

Yes, the parents and community have been notified through the Malvern School District website (both on the District Home page, and on the High School Home page). Parents (that have signed up for eNotes) were also notified electronically. In addition, parents received an automated phone call on April 28, 2016. The detailed report revealed that 88% of the parents received the call. An additional effort was sent on April 29, 2016 resulting in another two percent receiving a live call. The Career Center Director at the College of the Ouachitas has written a letter of support for the waivers. It is anticipated that the flexible schedule will allow students more time to receive instruction followed by certifications, or licensure in areas through the career center making them

marketable. During individual career/academic conferences with the counselor, students and parents will be able to discuss the opportunities for their student(s).

In addition, the principal conferenced with the executive director of the Malvern/Hot Spring County Chamber of Commerce, resulting in a letter demonstrating support of the waiver request. In the letter he states that "the proposal is consistent with the goals of the chamber of commerce in producing a new generation of young people who will become productive citizens and a prepared workforce."

**ARKANSAS VIRTUAL ACADEMY
APPROVED WAIVERS**

District LEA:	60-43-700	Elementary School LEA:	60-43-701
City:	Little Rock	Middle School LEA:	60-43-702
Opening Date:	Fall 2007	High School LEA:	60-43-703
Grades Approved:	K-12	Expiration Date:	6/30/2020
CAP:	2000	Grades Served 2015-16:	K-11

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-808	Length of directors' terms
6-13-811	Vacancies generally
6-13-815	Election—Single member zones
6-13-816	Director eligibility
6-13-819	Monthly meetings
6-13-819(a)(1)	Monthly board meetings
6-13-819(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-820	Powers and duties
6-13-830	Election by zone and at large
6-13-831	Effect of minority population on election
6-13-834	School district board of directors—Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale—Exemptions—Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-208	Written grievance procedure
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements

6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy—Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School Library and Media Technology Act
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

Waivers from ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.1.2	The Smart Core curriculum contained within 38 units that must be taught each year
9.03.2.7	Grades K-4 Practical Living Skills/Career Exploration
9.03.3.9	Grades 5-8 Career and Technical Education (not approved to the extent that it affects accountability)
9.03.4	Grades 9-12 (courses to be taught, requiring the 38 units of credit)
10.01.4	Planned instructional time
10.02	Class Size and Teaching Load
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction
10.05	Extracurricular Activities
10.06	Requirements for Participation in Extracurricular Activities
10.07	Homework and Independent Study Skills

12.02	Grading
15.01	School District Superintendent
16.02	Principals
15.03	Licensure and Renewal
16.01	Guidance and Counseling
16.02	Media Services
16.03	Health and Safety Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments

Waivers from Other Rules:

ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve

ADE Rules Governing the Superintendent Mentoring Program

ADE Rules Governing Educator Licensure

Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

ADE Rules Governing Public School Student Services

ADE Rules for Gifted and Talented Program Approval Standards

ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools

Section 1-7 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (not a waiver of website posting requirements)

Alternative Learning

Certified staff salary scale

Defibrillator devices

Discipline and school safety policies

Distance learning

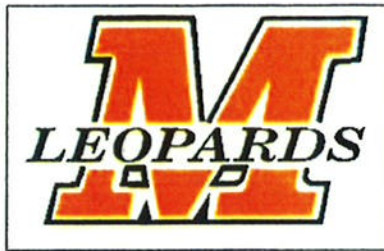
Expenditure requirements

Junior Fire Marshal Program

Purchasing of instructional materials

Regardless of any waivers granted, every charter school must always abide by the following requirements:

- All standardized assessments required by the state must be administered solely by licensed personnel, as required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability personnel, as Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6-23-105.
- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the NO CHILD LEFT BEHIND ACT of 2001. Core academic subject areas are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.



Malvern High School
525 E. Highland Ave.
Malvern, AR 72104

501.332.6905 Fax: 501.332.7523

Home of the Leopards: Where Passion, Pride, and Excellence are Expected

Jennifer Shnaekel, Principal

* Manuel Bulhoes, Assistant Principal

* Ben Dial, Assistant Principal

May 3, 2016

Malvern School District Board of Directors Resolution:

The Malvern School Board of Directors are in support of Malvern School District to seek a waiver for Code Section 6-16-102 School day hours and 6-18-213 Attendance record and reports generally. We also support a waiver from Arkansas Department of Education rules governing mandatory attendance.

A handwritten signature in blue ink, reading 'Deborah L. Smith', written over a horizontal line.

MSD Board of Directors - President

A handwritten signature in blue ink, reading 'Connie Bane', written over a horizontal line.

MSD Board of Directors - Secretary

A handwritten signature in black ink, reading 'Brian Alden', written over a horizontal line.

SUPERINTENDENT

MALVERN SCHOOL DISTRICT
Special School Board Meeting
MAY 3, 2016

MEMBERS PRESENT: Deborah Smith, Jesse Clark, Connie Bane, Vonda Cranford and Don Rash
MEMBERS ABSENT: Kevin Carr and Brian Coston

The Malvern School District Board of Education met in special session Tuesday, May 3, 2016, at 5:30 p.m., in the administration office. Those present other than the board members included Brian Golden, Janet Blair, Jace Roberts, Jennifer Shnaekel, and others.

President Deborah Smith called the meeting to order at 5:31.

APPROVE RESOLUTION OF BOARD SUPPORT TO SEEK WAIVER FROM TITLE 6 ACA 6-16-102 & 6-18-213
Jennifer Shnaekel, MHS Principal, and Jonathan Williams, MHS Counselor, presented a resolution of board support to seek a waiver from Title 6 ACA 6-16-102 and 6-18-213. Mrs. Shnaekel stated a change is needed to the student handbook on graduation plans, reducing the district graduation requirement from 26 credits to 24 credits. After discussion, Jesse Clark made a motion, seconded by Vonda Cranford, to approve the resolution and change the graduation requirements. Vote 5-0

There being no further business, Jesse Clark made a motion, seconded by Don Rash, to adjourn at 6:06. Vote 5-0

Date



MALVERN SCHOOL DISTRICT

Home of the Leopards

"Where PASSION, PRIDE, & EXCELLENCE are expected."

Brian Golden
Superintendent of Schools

1620 SOUTH MAIN STREET
MALVERN, ARKANSAS 72104
501-332-7500, FAX: 501-332-7501

Janet Blair
Deputy Superintendent

May 9, 2016

Malvern School District board of Directors Resolution:

The Malvern School Board of Directors is in support of Malvern School District to seek a waiver for Section 10.01.4 and Section 14.03 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.


MSD Board of Directors – President


MSD Board of Directors – Secretary


Superintendent

PPC Minutes (05/04/2016)

Members Present:

MES	WIS	MMS	MHS	ADM
tephane Sawyer	Crystal Tanner	• Tai Nishiuchi	• Jonathan Williams	• Janet Blair
Lyshonda Blaschke		• Barbara Hall	• Candice Gilbert	• Tina Hobbs
anna McAfee				• Jennifer Shnaekel

Meeting called to order by: Jonathan Williams

Old Business: none

New Business: Malvern High School is investigating the possibility of obtaining a waiver to shorten the length of the school day for juniors and seniors who are on track to graduate and have a 2.50 GPA or higher. If approved, students would come to school only for their required courses. These students would be involved in job shadowing, internships, college coursework, or employment in lieu of additional elective courses at Malvern High School. Our goal for this proposal is to increase attendance, graduation rate, and reduce achievement gaps. The PPC vote was unanimous in support of this effort.

Building Concerns:

MES

Concern/Question	none
Answer	

WIS

Concern/Question	none
Answer	none

MMS

Concern/Question	none
Answer	

MHS

Concern/Question	none
Answer	

Administration Notes

Notes	
Subject:	



Malvern High School Guidance Office
525 E Highland Ave
Malvern, AR 72104

Phone: 501.332.7513 Fax: 501.332.3370

Home of the Leopards: Where Passion, Pride, and Excellence are Expected

Dawn Russell, 9-10 Counselor • Jonathan Williams, 11-12 Counselor • Janet Rhea, Registrar

May 6, 2016

On May 5, 2016, the Malvern School District certified personnel policies committee met in a regularly scheduled meeting to discuss the potential of Malvern High School receiving a waiver to allow students who have gone above and beyond what is required for them at Malvern High School to be awarded with an opportunity for a shortened school day so that can pursue employment, internships, job shadowing, college enrollment, or community projects. The committee voted unanimously (7-0) to support this proposal.

The Malvern School District PPC believes it is in the best interest of our students and the community to allow students opportunities to be successful outside of the traditional classroom, as they have already proven successful in the classroom by maintaining a cumulative GPA of a 2.50 and amassing most of their required credits prior to their junior and senior years.

Members present at the meeting were:

Jonathan Williams, President – representing Malvern High School
Crystal Tanner, Secretary – representing Wilson Intermediate School
Stephanie Sawyer – representing Malvern Elementary School
Lyshonda Blaschke – representing Malvern Elementary School
Tai Nishiuchi – representing Malvern Middle School
Barbara Hall – representing Malvern Middle School
Candice Gilbert – representing Malvern High School

Member absent at the meeting was:

Janna McAfee – representing Malvern Elementary School

The Malvern School District PPC humbly requests that the Arkansas State Board of Education grant the waiver proposal set forth for Malvern High School students as it is what is best for our students.

Sincerely,

A handwritten signature in blue ink that reads 'Jonathan Williams'.

Jonathan Williams
President



Home of the Leopards: Where Passion, Pride and Excellence are Expected!

**Faculty Meeting – Professional Development
March 15, 2016**

MHS Mission

The mission of Malvern High School is to create opportunities that prepare our students to meet the challenges of the future by focusing on the skills required for them to be college and career ready.

MHS Vision

The Malvern High School Vision is to create and maintain an environment that inspires students and staff to be lifelong learners. This vision is positively reinforced through district and community support programs that foster parent and student involvement, promote maximum student achievement, and graduate students who will be productive in society.

- I. Celebrations**
- II. ACT Aspire Testing and Security**
 - a. April 18 & 19 Grade 10**
 - b. April 25 & 26 Grade 9**
- III. Professional Growth Plan**
 - a. Observations**
 - b. Colleague Visits/Teacher Video/Self Reflection**
- IV. Professional Development Plan**
 - a. Guided by PGP**
 - b. Agenda*, Minutes, Finished Product (*in advance of approval)**
- V. Waiver Request for Seat Time -- Feedback and Suggestions**
- VI. Monitoring Students**
- VII. Questions and Concerns**

1 of 1

Malvern High School

Meeting Date: 04/28/2016 - 7:20

Title: MHS CAT

Location: Room 20

I. Team/guest attendance

Team Members In Attendance:

Fran Bailey, Manuel Bulhoes, Genia Campbell, Kathy Clayton, Belinda Hendley, Mary LaVergne, Marvin Chip Reeves, Jennifer Shnaekel

Guests In Attendance:

none

II. Celebrate recent successes - Reviewed

III. Review and respond to Coaching Comments - Reviewed

IV. Approval of last meeting's minutes - Approved

V. Old business - Not discussed

VI. Indicators to Assess-Plan-Monitor - Discussed

Indicators to Assess

Indicators to Create Improvement Plans

VII. Other Business:

MHS - Final Waiver Plan to State Board on May 9 for June 9 or 10th board meeting

Any last comments, questions or concerns about the waiver

Questions or concerns about PD, PGP

Supplies List: Books, Room needs, Chromebooks, etc

Waiver Concerns

NWEA testing

Action Taken:

The final ACSIP plan was submitted by the deadline on March 30, 2016. Everyone on the Campus Academic Team received a complete copy. It was agreed by all to update some deadlines for the plan.

Each department head/PLC leader received information about teacher PGP and PDP plans. Information about requests for professional development outside the district or educational cooperative was shared.

Additional discussion about the waiver request included details of implementation, letters of support that had been received, student comments, parent support, etc. Teachers were interested in the opportunities for our student and

community and brought up several ideas. The ideas included the volunteer work at the local museum, outdoor learning center, and working in classrooms as a para. One expounded on the opportunities to become a CNA. All faculty were in support of this waiver request.

With no further items to discuss, the meeting was adjourned.

VIII. Next Meeting

Next Meeting Date: 05/26/2016

Next Meeting Time: 7:20am

Next Meet Title: CAT MEETING

Next Meeting Location: Room 20

IX. Adjourned Time 8:00am

05/09/2016 10:01



One College Circle
Malvern, AR 72104
501.337.5000
www.coto.edu

04/26/2016

To whom it may concern,

The Ouachita Career Center located on the campus of The College of the Ouachitas in Malvern Arkansas, provides high school students from Malvern High School training in career and technical education areas each school year. Our high school programs of study consist of Automotive Service Repair, Cosmetology, Criminal Justice, Careers in Medical Professions, Pre-Engineering, and Welding. Our instructors are former employees in the industry they teach in and have been granted a special teaching licensure to teach in these fields from the State of Arkansas. In working with Malvern yearly with training their students, we assist them in developing needed skills to be marketable to business and industries in Arkansas upon graduation.

Our desire with writing this letter is to show support for the Malvern School District in their decision to give their students any advantage to be successful in workforce education. Any consideration they can be given with apprenticeships, college credit classes, paid job shadowing opportunities, etc. would be appreciated.

Sincerely,

Mike Dinger
Career Center Director
Ouachita Career Center
501-332-0276
mdinger@coto.edu



**MALVERN/HOT SPRING
COUNTY** CHAMBER OF
COMMERCE

213 W. 3rd St. - Malvern, AR 72104
501-332-2721

May 3, 2016

Malvern School Board
1620 S. Main St.
Malvern, Arkansas 72104

Dear School Board Members:

I have been made aware of the waiver Malvern High School is seeking regarding the mandatory school day length. Please consider this letter in support of the waiver and the reduction of required graduation credits from 26 to 24.

After reviewing the plan, it seems productive to allow students who qualify and are on track to graduate to begin to focus on being ready for their next step – be it college or career – through internships, college classes, technical courses, or employment. At the same time, students who fall below the required GPA have the benefit of a lower student-teacher ratio affording them more classroom support.

The proposal is consistent with the goals and vision of the Malvern School District and MHS in terms of being innovative in education, partnering with the community and industry, and focusing on helping students become college/career ready. There is also consistency with the goals of our local chamber of commerce in producing a new generation of young people who will become productive citizens and a prepared workforce. And, the notion of having more opportunity to prepare for the next phase in life must be encouraging to high school students and their parents.

For these reasons, I add my support to that of MHS administration, teachers, and parents and ask that you give due consideration to the request.

Respectfully,

Lance Howell
Executive Director



MALVERN SCHOOL DISTRICT

Home of the Leopards

"Where PASSION, PRIDE, & EXCELLENCE are expected."

Brian Golden
Superintendent of Schools

1620 SOUTH MAIN STREET
MALVERN, ARKANSAS 72104
501-332-7500, FAX: 501-332-7501

Janet Blair
Deputy Superintendent

May 6, 2016

The Malvern School District fully supports the opportunity to provide internship positions for students of the Malvern School District. Internship positions may include tutoring younger students, secretarial positions, and teacher helpers. This would provide students an opportunity to be college and career ready in the field of education. Students could graduate with the skills needed to perform duties as a paraprofessional (provided they have passed the required exam) or school secretary. The district would love the opportunity to provide our students experience in the field of education to help them with future career choices.

Sincerely,

A handwritten signature in blue ink that reads 'Janet Blair'.

Janet Blair, Deputy Superintendent

●●●● Verizon LTE


11:06 AM

↑ 80% 

Post

**Malvern School District**

Posted by Steve LaFergne

April 27 at 2:50 PM · 

Malvern High School is investigating the possibility of obtaining a waiver to shorten the length of the school day for juniors and seniors who are on track to graduate and have a 2.50 GPA or higher. If approved, students would come to school only for their required courses. These students would be involved in job shadowing, internships, college coursework, or employment in lieu of additional elective courses at Malvern High School. Our goal for this proposal is to increase attendance, graduation rate, and reduce achievement gaps. For questions or comments, please call Jennifer Shnaekel at 501.332.6905



Like



Comment



Share

5,126 people reached

Boost Post

Comment as Malvern...



Post



●●●●○ Verizon LTE


11:06 AM

↑ * 80% 

Post


**Sheila Spicer**

That's what I did in Texas. I started it in the tenth grade went to my morning classes and worked the rest of the day. They also had cosmetology you went to from the tenth grade to the 12th and when you graduated you could take your state for cosmetology and be through with it

April 27 at 5:18 PM · Unlike ·  5 · Reply · Message

**Kristy Suddath English**

Love this idea! I didn't even attend my high school campus my senior year. I was taking all college courses at a local jr college because I had taken all my required high school classes prior to my senior year.

April 27 at 7:58 PM · Like ·  3 · Reply · Message

**Brandi Nolen**

Comment as Malvern...



●●●● Verizon LTE

11:06 AM

↑ 80% 

Post

**Brandi Nolen**

I love it


April 27 at 8:14 PM · Like · Reply · Message

**Sherry Burks****Brandon Stephanie Hoff Jones**


April 27 at 10:13 PM · Like · Reply · Message

**Kelly Bailey**

When I attended, Seniors could apply for GCE and if accepted into the class you had a shortened day. You had to remain in good standing with your employer as part of the class requirements.

April 27 at 11:14 PM · Like ·  1 · Reply · Message**Tabitha Hughes**

I was in GCE also. I worked at the employment office when it was by food center!

April 28 at 1:30 AM · Like ·  2 · Reply · Message

Comment as Malvern...




●●●●○ Verizon LTE

11:07 AM

↑ 80% 


Post

employer as part of the class requirements.

April 27 at 1:14 PM · Like ·  1 · Reply · Message


**Tabitha Hughes**

I was in GCE also. I worked at the employment office when it was by food center!

April 28 at 1:56 AM · Like ·  2 · Reply · Message


**Beth Uekman Ruspoli**

We did this in 2002 at Jacksonville High School while I was a senior! I loved that program!

Friday at 8:18 PM · Unlike ·  1 · Reply · Message

**Terri Bryant**

Would help reduce absenteeism. Love the idea!

Saturday at 10:02 AM · Unlike ·  1 · Reply · Message



Comment as Malvern...



Post





Malvern High School Guidance Office
525 E Highland Ave
Malvern, AR 72104

Phone: 501.332.7513 Fax: 501.332.3370

Home of the Leopards: Where Passion, Pride, and Excellence are Expected

Dawn Russell, 9-10 Counselor • Jonathan Williams, 11-12 Counselor • Janet Rhea, Registrar

Dear Student:

Malvern High School is excited to offer flex day scheduling to junior and seniors who have earned a 2.50 GPA or higher and are on track to graduate. An application for this program is enclosed.

Students who choose to participate in flex day scheduling must be involved in one of the following activities: employment, job shadowing, internship, college coursework, or a community project. The College and Career Information Center located in the MHS Guidance Office will assist students in securing these opportunities. A goal of this program is to aid students with gaining soft skills (such as communication, confidence, professionalism, positive work ethic, and teamwork) necessary for students to be college and career ready and become more marketable the workforce. If you wish to take advantage of flex day scheduling, please complete the enclosed application and return it to the Malvern High School guidance office by Friday, August 26. The earlier you submit your application, the better your chances are of getting enrolled in the program.

For more information about participating in this program, please contact me at 501-332-7513.

Sincerely,

A handwritten signature in purple ink that reads 'Jonathan Williams'.

Jonathan Williams
Junior/Senior Counselor



Student Application for Flex Day Scheduling

Application is due to MHS Guidance Office by the second Friday of the semester.

Student Name

Student ID Number

Grade

Parent or Guardian Name

Primary Phone Number

Select the primary reason for requesting a flexible schedule:

_____ Employment

_____ Job Shadowing

_____ Internship

_____ College Coursework

_____ Community Project

Contact information for verification of the above request:

Location of Activity / Place of Employment

Supervisor

Phone Number

If approved for flex day scheduling, I will be responsible for supplying documentation of the selected activity to Malvern High School. Examples of documentation include, but are not limited to: time sheets, daily logs, college transcripts, photographic evidence, project portfolio.

Student Signature

Parent Signature

Date

Administrator Use Only:

_____ Approved _____ Not Approved (Reason: _____)



MALVERN SCHOOL DISTRICT
FLEXIBLE SCHEDULE WAIVER
EDUCATIONAL OPPORTUNITIES OUTSIDE
OF THE SCHOOL

PRESENTED TO THE STATE BOARD OF EDUCATION
JUNE 9-10, 2016

ADE VISION

The Arkansas Department of Education is transforming Arkansas to lead the nation in student-focused education.

The Malvern School District seeks this opportunity to join forces in support of giving students choices that are relevant to their educational needs.

BACKGROUND

Employers: “Students Aren’t Ready--Don’t Have Needed Soft Skills”

College & Career Gap

Diverse Student Needs

Attendance & Graduation

8 periods = 32 credits

GOALS

Implement a flexible schedule for juniors and seniors who are on track to graduate and have at least a 2.5 GPA.

GOALS:

Increase attendance

Maintain or increase graduation rate (above state average for the past 3 years)

Reduce achievement gaps

College and career readiness, including soft skills

Exposure to employer expectations and job requirements

Meet the changing needs of a diverse student population

SOFT SKILLS

Communication

Confidence

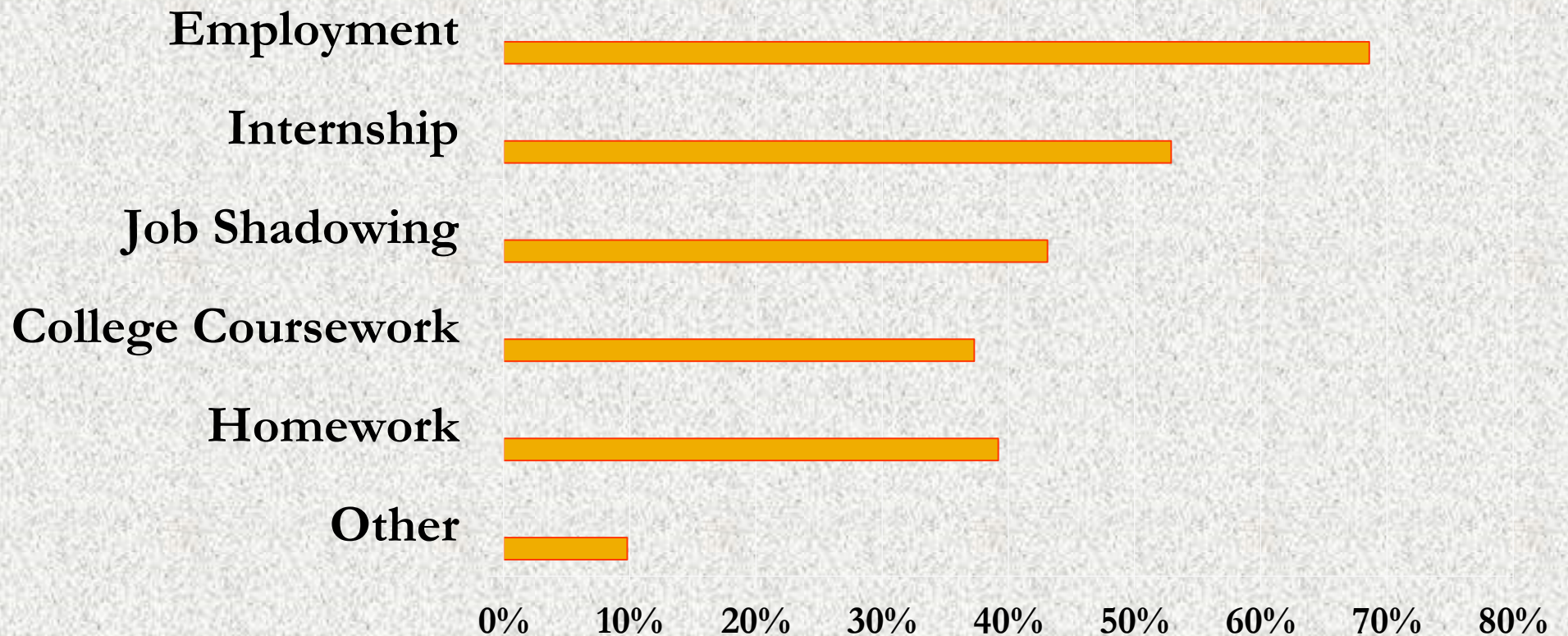
Professionalism

Positive Work Ethic

Teamwork

STUDENT INPUT

**IF YOU WERE ELIGIBLE FOR FLEX SCHEDULING,
WHICH OF THE FOLLOWING WOULD YOU BE INTERESTED IN DOING?
SELECT ALL THAT APPLY.**



OPPORTUNITIES AND BENEFITS

STUDENTS

Internship
Job Shadowing
College Coursework
Paid Employment
Community Project
Volunteerism

TEACHERS

Smaller Class Sizes
More Individualized Instruction
Student attentiveness and
attendance
Less student apathy

PROGRAM IMPLEMENTATION

Identify and notify eligible students prior to 2016-17 school year.

Students will complete an application and submit documentation of activities (proof of employment, internship, job shadowing, etc.) that will be completed in lieu of unnecessary electives.

Students will have access to College and Career Information Center in guidance office to provide information about local opportunities.

PROGRAM IMPLEMENTATION

Students must provide documentation (contracts, evidence portfolios, etc.) throughout the first semester to continue participating in a flex schedule during the following semester.

If additional students become eligible during the first semester, they will be targeted for participation during the second semester.

COMMUNITY AND DISTRICT FEEDBACK

Student and teacher surveys

Parents contacted by social media, automated phone system, district parental involvement meeting, and handbook committee meeting

Teachers notified at faculty meeting, campus academic team meeting, and professional learning communities

Local School Board and Certified Personnel Policies Committee voted unanimously to support the waiver

STUDENT FEEDBACK

“[The waiver] would actually prepare us for college and a career. This waiver provides the students and the school with a great opportunity. It would help so many people.”

- Leslie

“I know a lot of people that have trouble getting jobs after high school due to lack of experience. This would eliminate this problem and allow kids better opportunities to plan their career pathway.”

- Austin

MHS VISION

The Malvern High School Vision is to create and maintain an environment that inspires students and staff to be lifelong learners. This vision is positively reinforced through district and community support programs that foster parent and student involvement, promote maximum student achievement, and graduate students who will be productive in society.

REFERENCES

Arkansas School Performance Report Cards (Rep. No. Malvern School District). (2016, April 14). Retrieved

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Business panel discussions. (2016, March 17). Address presented at Dawson ESC & HSU Education Renewal Zone CTE Regional Advisory Meeting in Henderson State University, Arkadelphia.

Gewertz, C. (2016, April 12). Career-Tech linked to graduation boost-But not tracking. Retrieved from

<http://www.edweek.org/ew/articles/2016/04/13/career-tech-linked-to-graduation-boost--but-not-tracking.html?qs=cte>

Malvern School District

Date of Waiver Request Submission
90-Day Deadline for State Board of Education Action

May 9, 2016
August 7, 2016

2015-2016 Enrollment	
2 or More Races	113
Asian	6
Black	598
Hispanic	170
Native American/ Native Alaskan	9
Native Hawaiian/ Pacific Islander	4
White	1,125
TOTAL	2,025

2015 ESEA DISTRICT REPORT

District: MALVERN SCHOOL DISTRICT
LEA: 3004000
Enrollment: 2065

Superintendent: BRIAN GOLDEN
Attendance 97.15
Poverty Rate: 76.17

Address: 1517 S. MAIN ST
Address: MALVERN, AR 72104
Phone: (501) 332-7500

OVERALL SCHOOL STATUS:	2014 NEEDS IMPROVEMENT
-------------------------------	-------------------------------

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1161	1166	99.57	1147	1154	99.39
Targeted Achievement Gap Group	914	919	99.46	912	919	99.24
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	338	339	99.71	334	335	99.70
Hispanic	87	87	100.00	88	89	98.88
White	676	679	99.56	666	670	99.40
Economically Disadvantaged	892	896	99.55	889	895	99.33
English Language Learners	31	31	100.00	33	33	100.00
Students with Disabilities	167	169	98.82	171	174	98.28

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	263	1088	24.17	22.73
Targeted Achievement Gap Group	156	846	18.44	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	32	320	10.00	10.77
Hispanic	17	82	20.73	18.35
White	198	632	31.33	26.04
Economically Disadvantaged	154	828	18.60	17.63
English Language Learners	3	28	10.71	7.64
Students with Disabilities	7	152	4.61	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	177	1074	16.48	13.95
Targeted Achievement Gap Group	105	845	12.43	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	19	317	5.99	5.87
Hispanic	12	82	14.63	12.10
White	134	622	21.54	17.14
Economically Disadvantaged	102	825	12.36	11.02
English Language Learners	4	29	13.79	6.23
Students with Disabilities	7	158	4.43	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	152	172	88.37	86.29	94.00
Targeted Achievement Gap Group	89	105	84.76	82.55	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	372	431	86.31	86.29	94.00
Targeted Achievement Gap Group	205	248	82.66	82.55	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	58	66	87.88	90.34	
Hispanic	n < 10	n < 10	n < 10	90.47	
White	88	98	89.80	83.17	
Economically Disadvantaged	85	100	85.00	83.16	
English Language Learners	n < 10	n < 10	n < 10	100.00	
Students with Disabilities	13	14	92.86	78.43	

2015 ESEA DISTRICT REPORT

District: MALVERN SCHOOL DISTRICT
LEA: 3004000
Enrollment: 2065

Superintendent: BRIAN GOLDEN
Attendance 97.15
Poverty Rate: 76.17

Address: 1517 S. MAIN ST
Address: MALVERN, AR 72104
Phone: (501) 332-7500

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	17
Number of enrolled students with completed EOY only:	15

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016

**Poyen School District
Waiver Requests
Arkansas State Board of Education
June 9, 2016**

Name of Charter School(s) Attended by District Students:

Arkansas Virtual Academy

Each Law, Rule and/or Standard, with Corresponding Number(s), that the District Wants to Waive:

Pursuant to Act 1240 of 2015, codified at Ark. Code Ann. § 6-15-103, the Poyen School District administration is hereby authorized to request the following waivers from the Arkansas State Board of Education:

- a. Ark. Code Ann. § 6-15-1004; Qualified teachers in every public school classroom
- b. Ark. Code Ann. § 6-16-102; School day hours
- c. Ark. Code Ann. § 6-17-309; Certification to teach grade or subject matter-exceptions-waivers
- d. Ark. Code Ann. § 6-17-401; Teacher licensure requirement
- e. Ark. Code Ann. § 6-17-902; Definition (definition of a teacher as licensed)
- f. Ark. Code Ann. § 6-17-919; Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
- g. Ark. Code Ann. § 6-18-210; Definition of planned instructional time
- h. Ark. Code Ann. § 6-18-1001 et seq. Public School Student Services Act
- i. Ark. Code Ann. § 6-18-1004(a)(2) School district plan (2) Only those trained and certified in the appropriate specialty or following a Department of Education's deficiency removal plan will be assigned to carry out the duties of each service.
- j. Ark. Code Ann. § 6-25-103 Library media services program defined
- k. Ark. Code Ann. § 6-25-104; Library media services specialist - Qualifications
- l. The Arkansas Department of Education Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine through Twelve;

- m. Section 10.01.4 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts;
- n. Section 15.03 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts;
- o. Section 16.01 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts;
- p. Section 16.02 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts;

The above waivers are requested for a five-year period, through the 2020-2021 school year.

Brief Explanation for Requesting Each Waiver (to enable the State Board of Education to make an informed decision)

The district seeks the opportunity to create more personalized learning for all students. A student's ability to complete required coursework in less than six hours a day could give the option for the student to enroll in postsecondary training (college or technical classes), participate in community projects (for college admissions or scholarship purposes), participate in job shadowing, complete an internship, or attain paid employment. The district seeks all of the requested waivers in order to provide these personalized learning opportunities for its students.

Many seniors are currently taking elective credits just to fill the school day seat time requirements. We have experienced an increased number of failing grades in some upper level electives due to the students not putting forth an effort to do well since they do not need the credit to graduate. To quantify what the high school staff observed, the following data was gathered:

23% of seniors in 2016-17 will need only English 12 course credit to graduate.

70% of seniors in 2016-17 will need only two required credits to graduate.

82% of seniors in 2016-17 will need one to three required credits to graduate.

Anecdotal evidence indicates that students who drop out before graduation do so because they see very little value in the elective courses that do not interest them. By eliminating some of the required seat time, students will be less likely to drop out of school knowing that the classes they are taking are relevant to their future goals. They can attend fewer classes and be involved in other opportunities they value.

In April, we surveyed students to gather data on whether they felt they would benefit from internship opportunities. 95% of the current 10th and 11th grade students indicated that they would value the opportunity to gain real-world experiences in the career paths in which they are interested through an internship. Students will have more opportunities to obtain career and technical certifications during the school day, which will increase their employability. The students expressed that an internship would allow them the flexibility to pursue career interests, work to earn money, participate in student organizations, and complete their studies simultaneously.

Currently, Poyen School District has a cooperative agreement with College of the Ouachitas (COTO) to have a Career Coaching Program on our campus. The program provides a staff member who is housed in the Poyen High School building. This person assists our students in applying for college, scholarships, financial aid, and exploring career opportunities. She works hand-in-hand with the counselor in providing job shadowing and internship opportunities for students, as well as instruction in workplace soft skills. The Career Coach received training, provided by COTO, about career coaching and continues to participate in training provided by Dawson Education Service Cooperative and the Arkansas Department of Education. By doing these things, the Career Coach is doing many of the same jobs a counselor might do. The Poyen School District would maintain a full-time counselor for the district. However, the Career Coach would assist with the career guidance component in grades 11-12 to allow the certified counselor more time for other counseling duties.

Integrating technology into the curriculum is vital in preparing students for the future. To help our students acquire the technological skills they will require to be successful, we would like to hire experts in the technology field who may not hold a teaching certificate to assist the Library Media Specialist. The Poyen School District would maintain a K-12 Library Media Specialist for the district, but any additional staff that would be needed would be current in new technological advances to aid the Library Media Specialist in her duties. This staff member would be able to assist both students and teachers in being able to use technology to research, solve problems and communicate solutions. This person would also support students as they create their culminating project.

Student Responses to the Survey:

"I believe if we were able to do an internship or go to work that we would be much better prepared for the real world. We could be working or interning for the job we someday hope to have."

"I would like to be able to go to my job earlier in the day so that maybe I could get off work at a more reasonable time. I could possibly get even more hours in the week because right now I am not making the required amount of money per month that I need to make my vehicle payment. A paid internship might also aid me in reaching the amount of money I need. I believe this program could benefit our school in many ways. I am for this program one hundred percent."

"I would love to work during school hours my senior year. I will soon be going to college, and I will have to help pay for that myself. I also want to prepare myself for what the real world will be like. I think it's an amazing idea."

"I need to have more hours at work. My dad lost his job a few months ago and I have to be very self motivated with paying bills and saving money. The more hours I have, the more money I'm able to make which can go to my little sister's needs such as her phone bill, clothes, school supplies, etc. so my parents do not have to worry about it."

"Having a chance to get hands on experience in a working environment would greatly benefit me to find out what career I would be interested in. It would also give me a chance to make some money and help my family with paying bills. To have a paid or unpaid internship would give me knowledge of something I

would be interested in. It would help me better myself in the career I would like to choose, and give me a chance to get ahead of other competitors competing for the same career that I am."

"I only have to take two classes next year so if I didn't have to take meaningless classes then I could leave and go to my job just up the road. It would help me to help my parents pay our bills and help me to make my truck payment so my dad doesn't have to. I am also participating in an unpaid electrician internship."

"I'm wanting to go through an internship at COTO to become an electrician, and would like to get most or some of my hours completed during high school. But I can't do that if I'm having to take classes that I shouldn't take in the first place, and I'm just taking them because I have to. I just turned in my application to get a job and would like to be able to work during school hours. If there was any possible way this could work, I would greatly appreciate it."

"I believe that if I was able to do an internship during school hours instead of taking more classes that are unnecessary for me to graduate, it will better me (and other students) for the future. I would love to intern at a pharmacy to see if that is truly the career that I would like to pursue. I would also enjoy taking up more community hours to give back to my community. I believe that it would do us, as students, good to be able to have this opportunity."

"This program would help me and my fellow classmates in many different ways. It would prepare us for the working world, allow us to get college credits, and we would be able to learn more about a job that we are wishing to pursue."

"I believe this program would be good for Poyen because most of next year's seniors do not have to have over three credits to graduate. There are not many options here for electives. It would give us a chance to experience the real world and possibly get an early start in college."

"This would be helpful for work and college."

"I would love to pick up more hours at my work to help pay for school trips."

"If this was available I would do it because I need money."

"If this option was available to my school, I would use it to take extra college courses on another campus or to go to the job that I have. This would be a great thing to have available at our school."

**ARKANSAS VIRTUAL ACADEMY
APPROVED WAIVERS**

District LEA:	60-43-700	Elementary School LEA:	60-43-701
City:	Little Rock	Middle School LEA:	60-43-702
Opening Date:	Fall 2007	High School LEA:	60-43-703
Grades Approved:	K-12	Expiration Date:	6/30/2020
CAP:	2000	Grades Served 2015-16:	K-11

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election—Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors—Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale—Exemptions—Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-208	Written grievance procedure
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements

6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy—Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School Library and Media Technology Act
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

Waivers from ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.1.2	The Smart Core curriculum contained within 38 units that must be taught each year
9.03.2.7	Grades K-4 Practical Living Skills/Career Exploration
9.03.3.9	Grades 5-8 Career and Technical Education (not approved to the extent that it affects accountability)
9.03.4	Grades 9-12 (courses to be taught, requiring the 38 units of credit)
10.01.4	Planned instructional time
10.02	Class Size and Teaching Load
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction
10.05	Extracurricular Activities
10.06	Requirements for Participation in Extracurricular Activities
10.07	Homework and Independent Study Skills

12.02	Grading
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16.01	Guidance and Counseling
16.02	Media Services
16.03	Health and Safety Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments

Waivers from Other Rules:

ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve

ADE Rules Governing the Superintendent Mentoring Program

ADE Rules Governing Educator Licensure

Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

ADE Rules Governing Public School Student Services

ADE Rules for Gifted and Talented Program Approval Standards

ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools

Section 1-7 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (not a waiver of website posting requirements)

Alternative Learning

Certified staff salary scale

Defibrillator devices

Discipline and school safety policies

Distance learning

Expenditure requirements

Junior Fire Marshal Program

Purchasing of instructional materials

Regardless of any waivers granted, every charter school must always abide by the following requirements:

- All standardized assessments required by the state must be administered solely by licensed required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability personnel, as Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6.23.105.
- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the NO CHILD LEFT BEHIND ACT of 2001. Core academic subject are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

RESOLUTION OF THE POYEN SCHOOL DISTRICT BOARD OF DIRECTORS

WHEREAS, 23 percent (23%) of seniors who will attend Poyen School District in the 2016-2017 school year will need only English 12 credit to graduate; and

WHEREAS, 70 percent (70%) of seniors who will attend Poyen School District in the 2016-2017 school year will need only two required credits to graduate; and

WHEREAS, 82 percent (82%) of seniors who will attend Poyen School District in the 2016-2017 school year will need only three required credits to graduate; and

WHEREAS, many seniors who attend Poyen School District take elective credits that are not always of interest to them to fill the school day and seat time; and

WHEREAS, the Poyen School District seeks the opportunity to individualize educational settings to create more personalized learning for all students and provide real life opportunities to help students determine career paths; and

WHEREAS, a student's ability to complete required coursework in less than six (6) hours per day would allow the student to enroll in postsecondary training (college or technical classes), participate in community service projects (for college admissions or scholarship purposes); and participate in paid/unpaid internships; and

WHEREAS, waivers of certain state laws and administrative rules would allow Poyen School District to provide the aforementioned personalized learning opportunities for its students; and

WHEREAS, Act 1240 of 2015, codified at Ark. Code Ann. § 6-15-103, allows Poyen School District to petition the State Board of Education for all or some of the waivers granted to an open-enrollment public charter school that draws students from Poyen School District; and

WHEREAS, Arkansas Virtual Academy is an open-enrollment public charter school that draws students from Poyen School District; and

WHEREAS, the Arkansas State Board of Education granted Arkansas Virtual Academy a series of waivers, including waivers from: (1) the Arkansas Department of Education Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine through Twelve; and (2) Section 10.01.4 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts; and

NOW, THEREFORE, BE IT RESOLVED BY THE POYEN SCHOOL DISTRICT BOARD OF DIRECTORS, THAT:

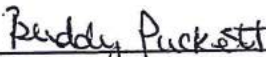
1. Pursuant to Act 1240 of 2015, codified at Ark. Code Ann. § 6-15-103, the Poyen School District administration is hereby authorized to request the following waivers from the Arkansas State Board of Education:
 - a. Ark. Code Ann. § 6-16-102;
 - b. Ark. Code Ann. § 6-18-210;
 - c. The Arkansas Department of Education Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine through Twelve;
 - d. Section 10.01.4 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts;
 - e. Section 16.01 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts;
 - f. Section 16.02 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts;
 - g. Any such other waivers as may legally be required and granted by the Arkansas State Board of Education to give effect to the personalized learning opportunities listed herein.
2. The Poyen School District administration may seek these waivers to take effect beginning in the 2016-2017 school year.
3. The Poyen School District Board of Directors agreed upon this resolution by vote on April 4, 2016, during an open, regularly scheduled meeting.

By:



Mr. Nathan Goodman, Board President

By:



Mr. Buddy Puckett, Board Secretary

**Poyen School District
Waiver Requests
Arkansas State Board of Education
June 9, 2016**

Waivers Requested

Pursuant to Act 1240 of 2015, codified at Ark. Code Ann. § 6-15-103, the Poyen School District administration is hereby authorized to request the following waivers from the Arkansas State Board of Education:

- a. Ark. Code Ann. § 6-15-1004; Qualified teachers in every public school classroom
- b. Ark. Code Ann. § 6-16-102; School day hours
- c. Ark. Code Ann. § 6-17-309; Certification to teach grade or subject matter-exceptions-waivers
- d. Ark. Code Ann. § 6-17-401; Teacher licensure requirement
- e. Ark. Code Ann. § 6-17-902; Definition (definition of a teacher as licensed)
- f. Ark. Code Ann. § 6-17-919; Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
- g. Ark. Code Ann. § 6-18-210; Definition of planned instructional time
- h. Ark. Code Ann. § 6-18-1001 et seq. Public School Student Services Act
- i. Ark. Code Ann. § 6-18-1004(a)(2) School district plan (2) Only those trained and certified in the appropriate specialty or following a Department of Education's deficiency removal plan will be assigned to carry out the duties of each service.
- j. Ark. Code Ann. § 6-25-103 Library media services program defined
- k. Ark. Code Ann. § 6-25-104; Library media services specialist - Qualifications
- l. The Arkansas Department of Education Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine through Twelve;
- m. Section 10.01.4 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts;

- n. Section 15.03 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts;
- o. Section 16.01 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts;
- p. Section 16.02 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts;

The above waivers are requested for a five-year period, through the 2020-2021 school year.

1. How does the waiver support or complement the district's vision/strategic plan?

Vision: As the world moves into the 21st century, we too must advance to make sure our students become effective and productive members of society. Literacy means much more than the ability to read and communicate. Integrating technology into the curriculum is imperative for our students to become "technology" literate in this ever-changing world. Hands-on resources and active learning play a major role in this process. Opportunities for excellence must be available for all, through a cooperative effort from every stakeholder in each child's education.

Mission: The mission of Poyen High School is to provide students with opportunities to become responsible, productive, contributing members of society.

The waiver will address the vision and mission by personalizing students' education to meet their academic and personal needs.

2/a. What are the specific benefits to students if these waivers are granted?

The district seeks the opportunity to individualize educational settings to create more personalized learning for all students. A student's ability to complete required coursework in less than six hours a day could give the option for the student to enroll in postsecondary training (college or technical classes), participate in community projects (for college admissions or scholarship purposes), participate in job shadowing, complete an internship, or secure paid employment. The student would take core classes on campus.

Students at-risk for dropping out are more likely to stay in school if they are engaged in meaningful and relevant educational opportunities that are related to their established goals for their future.

The opportunities to work as an intern or a volunteer would allow the Poyen School District to build and strengthen relationships with community members to facilitate understanding of the program and the benefits for students.

These waivers could benefit students in many different situations. Listed below are a few real examples we have collected from actual students:

Student A: This student currently works part-time to help support his family. He must work in order to buy gas for his vehicle to come to school. He is not able to obtain enough hours at work that he needs in order to support his family financially. The waiver would allow him to work more hours in the day instead of filling his schedule with electives that he does not need. An internship/apprenticeship opportunity would also allow him to learn and strengthen soft skills like workplace communication and professional behavior.

Student B: This student is currently shadowing for a community health clinic. If her observation hours were not limited, she would be able to gain a better sense of the profession to decide if this is the appropriate career path for her.

Student C: This student needs to obtain college credits while in high school. Her family is under a financial strain. She has to work part-time in order to help her family financially, and by taking college courses now, she would be ahead of the game. She would greatly benefit from being able to take college courses off campus rather than filling her schedule with unnecessary electives.

Student D: This student would like to intern at a pharmacy. With this waiver, the student would be able to have a paid or unpaid internship to see if this is truly the career path he would like to pursue. Being able to participate in this opportunity would allow him to go to school in the morning for core classes then go to the pharmacy in the afternoons without being pushed for time since the pharmacy closes at 6:00 pm.

In our vision, each participating student would have a personalized learning plan developed by the student, parent, principal and career coach. The student's school day would be guided by the plan. Students would attend Poyen High School campus for core classes and then spend the rest of the day at COTO (working toward a technical certification or taking college courses to go along with their high school diploma), participating in an apprenticeship, internship, job-shadowing, community service or gaining paid employment with businesses that have developed a relationship with Poyen School District.

2/b. What are the expected academic gains to the students if these waivers are granted?

Many students are currently taking elective credits just to fill the school day seat time. We have experienced an increase in failing grades in some upper level electives due to the students not putting forth an effort to do well since they do not need the credit to graduate. Because the students did not need these classes to graduate they became apathetic and allowed themselves to fail.

The high school principal, counselor and career coach are examining attendance, failing grades and credit denial data to identify students who may benefit from a flexible schedule and more personalized learning.

By eliminating some of the required seat time, students will be less likely to drop out of school knowing they are participating in a program that is relevant to their future goals. They can attend classes needed to graduate, along with some electives, and also be involved in other opportunities they value. This will improve students' attendance leading to higher grade point averages.

3. What are the specific plans to implement the waiver (e.g., if the district is asking for larger class sizes, how are you going to do this; what is the largest you want to allow)?

Beginning in the spring of a student's sophomore year, the high school principal and career coach will begin to identify eligible students who are interested in participating in off campus opportunities. They will meet and discuss individually with each student and their parent to review graduation requirements and opportunities for apprenticeships, internships, community service, employment, or post-secondary courses. In order to participate in the off campus opportunities a student must be in grades 11 or 12 and be on target to graduate.

During the spring scheduling process, the counselor and teachers will work with the identified students and their parents to ensure they have the required coursework and schedule they need to allow for other opportunities within the school day as previously listed. Our target is for students to clock approximately ten hours per week for the off-campus activities.

Contracts, monitoring documentation, and a culminating project will be required. The career coach will serve as an internship coordinator, and will maintain the documentation and follow up with the student, as well as the contact person for the business/organization throughout the year.

Potential employers and community volunteer agencies will be contacted for participation. A list of these businesses/agencies will be provided to the students and parents to assist in planning. However, the district will continue to add new businesses and agencies to the program. Also, we plan to offer some intern opportunities within the district that would not require transportation.

Students will be required to complete a culminating project, such as a video presentation, at the end of the school year. This will give students the opportunity for reflection that is necessary to understand what they learned from the experience and how it will help them in the future. In addition, many colleges are accepting student video portfolios as part of the application for admission. The technology specialist assisting the Library Media Specialist will support students as they create their culminating project.

By having a career coach on campus, we would not increase the workload for our school counselor, but shift some of the duties to the career coach. The Poyen School District would continue to maintain a certified counselor, however, any additional counseling staff that would be needed could be a staff member working in the capacity of the career-coaching model.

4. Is the waiver consistent with district policy? It is important to recognize that the State Board may allow a waiver for flexibility, but whether the district can exercise it depends upon district policy. In the end, it is up to the district to effectuate the waiver.

Yes, the waiver request was presented to the Poyen School Board on April 4, 2016. The Board approved the resolution in support of the waiver request and is prepared to take any actions needed to effectuate the waivers.

5. What is the fiscal impact of the waiver? Will there be additional costs associated with this waiver, and if so, what is the source of funding? If funds are saved, what are the planned uses for the saving?

One to two staff members will monitor students participating in the internship; however, we believe these positions can be covered by existing staff members and will not require hiring additional staff.

6. What effects will the waiver have on current academic, fiscal or facilities distress status? Will the waiver help the district to alleviate the distress issues, or hinder the district's progress? Will the waiver cause any distress issues?

The district is not under academic distress, fiscal distress, or facilities distress.

7. Will the use of the requested waiver cause any issues with the district's compliance with the Standards of Accreditation? Will the use of the requested waivers assist the district in resolving any accreditation issues?

If the waiver is approved, it will not cause any issues in complying with the Standards of Accreditation. The Poyen School District does not have any accreditation issues.

8. How has the charter school effectively applied this waiver, and how do you expect to implement that effectiveness into your district?

Arkansas Virtual Academy is an online (virtual) charter school. Students are required to log 30 hours per week. Arkansas Virtual Academy uses its waivers, in part, to allow students an atypical schedule within the required 30 hours.

Poyen High School has a traditional campus setting in which students attend classes on campus for six hours per day. The waiver would allow our students some flexibility of time spent on campus. The students would be required to attend class on campus to obtain credits required for graduation.

9. Has your school board approved the use of the requested waivers? Do you have a board resolution?

Yes, the waiver request was presented to the Poyen School Board on April 4, 2016. The Poyen School Board approved a resolution for all waivers at the regular meeting on April 4, 2016. The resolution is attached.

10. Have you notified the staff that you intend to request and implement these waivers? If so, what methods of notification did you use, and how often were the notifications sent out/published, etc.? If you have not notified the staff, how and when do you plan on notifying them?

Yes, the Poyen School District leadership team discussed the waiver request on several occasions. It was presented to lead teachers, and it was discussed with various other teachers to gain their input.

11. Have you notified the parents and the community that you intend to request and implement these waivers? If so, what methods of notification did you use, and how often were the notifications sent out/published, etc.? If you have not notified the parents/community, how and when do you plan on notifying them?

Yes, the parents and community were notified through the Poyen School District website, social media and the "School Bulletin" that is distributed daily via email. In addition, the program facilitator will meet with the identified students participating in the program. Parents will be given the option of whether to grant permission for their children to participate in the program. A survey was also given to students for input.

POYEN SCHOOL DISTRICT

Date of Waiver Request Submission

June 9, 2016

90-Day Deadline for State Board of Education Action

September 7, 2016

2015-2016 Enrollment

Two or More Races	9
Asian	3
Black	1
Hispanic or Latino	16
Native American	1
Hawaiian/Pacific Islander	2
White	554
Total	586

2015 ESEA DISTRICT REPORT

District: POYEN SCHOOL DISTRICT
LEA: 2703000
Enrollment: 582

Superintendent: JERRY NEWTON
Attendance 94.78
Poverty Rate: 59.11

Address: P.O. BOX 209
Address: POYEN, AR 72128
Phone: (501) 332-8884

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	350	355	98.59	347	356	97.47
Targeted Achievement Gap Group	227	230	98.70	225	231	97.40
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	10	10	100.00	10	10	100.00
White	332	337	98.52	329	338	97.34
Economically Disadvantaged	214	217	98.62	213	219	97.26
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	48	48	100.00	44	44	100.00

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	69	336	20.54	22.73
Targeted Achievement Gap Group	30	219	13.70	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	10.77
Hispanic	n < 10	n < 10	n < 10	18.35
White	67	322	20.81	26.04
Economically Disadvantaged	29	206	14.08	17.63
English Language Learners	n < 10	n < 10	n < 10	7.64
Students with Disabilities	3	48	6.25	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	101	334	30.24	13.95
Targeted Achievement Gap Group	52	217	23.96	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	5.87
Hispanic	n < 10	n < 10	n < 10	12.10
White	96	320	30.00	17.14
Economically Disadvantaged	51	205	24.88	11.02
English Language Learners	n < 10	n < 10	n < 10	6.23
Students with Disabilities	3	44	6.82	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	46	47	97.87	77.05	94.00
Targeted Achievement Gap Group	20	20	100.00	76.00	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	126	136	92.65	77.05	94.00
Targeted Achievement Gap Group	60	67	89.55	76.00	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10		
Hispanic	n < 10	n < 10	n < 10	33.33	
White	45	45	100.00	78.16	
Economically Disadvantaged	18	18	100.00	75.76	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	77.78	

2015 ESEA DISTRICT REPORT

District: POYEN SCHOOL DISTRICT
LEA: 2703000
Enrollment: 582

Superintendent: JERRY NEWTON
Attendance 94.78
Poverty Rate: 59.11

Address: P.O. BOX 209
Address: POYEN, AR 72128
Phone: (501) 332-8884

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	0
Number of enrolled students with completed EOY only:	2

Percent Tested: Source and Use of Enrollment

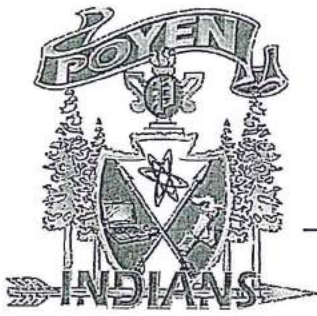
For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016



Poyen High School
111 North School Street
Poyen, Arkansas 72128

April 27, 2016

To Arkansas State Board of Education:

I would like to voice my support for the flexibility of the students to be able to pursue an internship or employment through the program that Poyen School is attempting to have approved for the 2016-2017 school year. As an English teacher at Poyen High School, I am quite familiar with the problem that seniors, who have no plans to attend college, have their last year of high school. They have generally taken the majority of their electives and required courses. Many times, they only need one or two classes to graduate. With the apprenticeship program, they would have the opportunity to work and learn a valuable work skill which could benefit them in the future. The apprenticeship program could benefit them immediately by teaching those skills and by providing a paycheck which would help them and their family.

On campus, I teach Freshman Composition and World Literature for college credit from College of the Ouachitas, and I have been associated with the college since 1991. College of the Ouachitas is the perfect college for Poyen to partner with for the apprenticeship program because we have worked hand in hand with that college for many years.

I feel that this program would greatly benefit our students by giving them job skills for the future along with a paycheck for the present. Please approve this program for our students, so they can add to their life skills and better prepare for their future.

Sincerely,

Carol Walker

English Instructor

Poyen High School



Poyen High School
111 North School Street
Poyen, Arkansas 72128

April 27, 2016

To whom it may concern:

As a career and technical teacher at Poyen High School I have experienced several students who have met the high school requirements or are lacking one or two courses in their final year of school. Many of these students are at a level that they are just passing time throughout the day taking unnecessary classes when they could benefit from going ahead and entering the workforce, apprenticeship program, or technical program of study at a higher education institute. It would be a great opportunity to allow those students to leave school, after attending the required courses they need for the day, to continue their education in the workforce or at a secondary institution.

Many students are planning on entering careers that require apprenticeships or on the job training but cannot start that part of their desired career due to taking unnecessary classes at school. If they have the opportunity to leave after the required courses and go to that job it would benefit the student, our school, and the workforce. Some students need to work to help support their families and need that extra income. If they could leave for work after they attend the needed classes for graduation requirements that will also help graduation rates.

I believe that giving students this opportunity would help meet the needs of individual students and help them reach their goals.

Tricia Dykes
Poyen High School
Business Teacher

"Serving the Schools, Serving the Children"

Ron Wright
Director



www.dawsonesc.com

711 Clinton
Arkadelphia, AR 71923
870-246-3077

TO: Arkansas Department of Education

FROM: April Shepherd, Career and Technical Coordinator for Dawson Education Cooperative

DATE: April 28, 2016

RE: Support for Poyen School District Waiver Request

Please accept this letter in support of Poyen School District seeking permission to obtain waiver status in the 2016-17 school year.

In my role as Career and Technical Coordinator for Dawson Education Cooperative, I have worked with administrators, counselors, and career and technical teachers within the district to assist in the development of career and technical education programs. Poyen School District currently offers two programs on site, Digital Communications and Family and Consumer Science. Students are bussed to College of the Ouachitas in Malvern for seven additional programs of study; Automotive Service Technology, Cosmetology, Criminal Justice, Medical Profession, Pre-Engineering, and Welding Technology.

By obtaining waiver status, junior and senior students would receive career and technical opportunities to help further their education and training. Junior students, interested in certain careers, would be given the opportunity to job shadow a professional and groom for future employment. Senior students, who have completed the required curriculum, will participate in apprenticeships and/or internships where they will work with professionals to receive useful employability skills allowing them to become a wage earner while in high school. This opportunity will assist those families in need of financial assistance.

Thank you for your consideration in allowing Poyen School District the opportunity to better serve their community and prepare students for successful transition into post-secondary or the world of work. If I can be of further service please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "April Shepherd".

April Shepherd
Career and Technical Coordinator
Dawson Education Cooperative
711 Clinton
Arkadelphia, AR 71923
aprils@dawsonesc.com
Office: 870.246.2115

April 19, 2016

Poyen School
PO Box 209
Poyen, Arkansas 72128

Dear Mr. Newton,

As a retired public school educator and citizen of Poyen, I understand the value of giving students real work experiences before graduating from high school. Many students would greatly benefit from early daily school dismissal to go to work. For those students not choosing the college track, the work place experience would allow them to find their strengths and weaknesses in employability. Being in the work place would give them opportunities to grow in knowledge, maturity, and self confidence. This real world experience would help students develop networking skills for future employment.

With a combined effort between students, employers, and teachers, a strong program for preparing students for the work place could be implemented by the school.

I believe a school to work program of this nature would greatly benefit many students in the Poyen School system. It would be beneficial to our students, our school, and our community.

Sincerely,

A handwritten signature in cursive script that reads "Brenda Cotten".

Brenda Cotten
PO Box 77
Poyen, Arkansas



One College Circle
Malvern, Arkansas 72104
501.337.5000 or 800.337.0266
COTO.edu

April 20th, 2016

To Whom It May Concern:

I am writing to support the Poyen School District in obtaining career and technical accreditation for their students through career and technical training. My role as Pre-Apprenticeship Coordinator at College of the Ouachitas is to recruit high school students for an electrical and plumbing apprenticeship program while still in high school. The Poyen School District has been valuable in allowing me to connect with students at career fairs, reality fairs, and through classroom presentations.

College of the Ouachitas, Poyen School District, and our community see the need to provide training and employment opportunities to our students and community now and in the future. There is a critical shortage of skilled tradespeople in our area. I support Poyens' effort to get more young people interested in plumbing, electrical, and other career fields outside of the high school classroom. The current partnerships between College of the Ouachitas, K-12 schools, and local industry and business are invaluable and provide opportunities to students that would otherwise be unavailable.

Thank you,

A handwritten signature in black ink, appearing to read 'Matthew Cummings'. The signature is fluid and cursive, with a large, stylized 'M' and 'C'.

Matthew Cummings

Pre-Apprenticeship Coordinator/Recruiter

College of the Ouachitas

501-332-0253



David & Cathy Hull
Sonic Franchisees
1279 Grant 31
Poyen, AR 72128

April 21, 2016

To Arkansas State Board of Education

I am a local Sonic Drive In Franchisee in Arkansas and wanted to voice my support for the apprenticeship program being sought through Poyen Schools. As a business owner of 36 years it is my belief that there are students that could use a program as this. Not all youth are interested in a college education and this program would be beneficial to them and also employers that are looking for this kind of workforce help. Young men and women in danger of dropping out of school or needing to help their family economically would benefit from this program also.

I also have the opinion that College of the Ouachitas is an excellent school for this program to be associated with. I see the work they are doing in the local community and throughout Arkansas.

Please give much consideration as this program is presented to you and know that it would definitely benefit some students.

Thank you,

A handwritten signature in black ink that reads "David Hull".

David Hull



Grant County Chamber of Commerce

202 North Oak, Suite B | Sheridan, Arkansas 72150
(870) 942-3021 | Fax (870) 942-3378

April 21, 2016

Arkansas State Board of Education:

The Grant County Chamber of Commerce supports Poyen School District in its efforts to offer the apprenticeship program for their students. We know many of our local business owners could benefit from young, dedicated employees in the workforce. This will be especially beneficial for the students who require very few credits for graduation to be able to have opportunities for postsecondary training, internships, or even paid employment.

As a Chamber of Commerce we especially look forward to being able to provide the resources to effectively partner the students with employers who offer apprenticeship, or employment in the fields they desire.

We hope you will consider Poyen School District for this program, and look forward to all of the benefits it will bring to not only their students, but also our community.

Brian McElroy
Grant County Chamber of Commerce, President

A handwritten signature in black ink, appearing to read "Brian McElroy". The signature is fluid and cursive, with a large, stylized "B" and "M".



One College Circle
Malvern, AR 72104
501.337.5000
www.coto.edu

04/21/2016

To Whom It May Concern,

The Ouachita Career Center, located on the campus of College of the Ouachitas in Malvern, Arkansas, provides training in the career and technical education areas each school year for Poyen High School students. Our high school programs of study includes Automotive Service Repair, Cosmetology, Criminal Justice, Careers in Medical Professions, Pre-Engineering, and Welding. Instructors are former industry employees who have been granted a special teaching license in their respective fields from the State of Arkansas. Poyen students receive annual training to develop required skills to become marketable to Arkansas businesses and industries upon graduation.

Our desire in writing this letter is to show support for the Poyen School District's decision to give their students the opportunity to be successful in workforce education. Any consideration they can be given with apprenticeships, college credit classes, paid job shadowing opportunities, etc. would be greatly appreciated.

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Dingler", written in a cursive style.

Mike Dingler
Career Center Director
Ouachita Career Center
501-332-0276
mdingler@coto.edu



POYEN PUBLIC SCHOOL
PERSONNEL POLICY COMMITTEE
14296 HWY 270
POYEN, AR 72128
501-332-2939 ext. 100
FAX 501-332-7809

March 28, 2016

Arkansas State Board of Education:

The Poyen School District is seeking to provide a more personalized learning environment for the students of our district. Quite often, our students only require one to three credits during their senior year in order to meet the requirements for graduation. Seniors currently taking electives to meet the seat time requirements are missing out on valuable opportunities such as postsecondary training, community projects, job shadowing, internships, or paid employment.

Student's ability to complete the required coursework in less than six hours per day could give the options mentioned above to our students on a daily basis. The district agrees that these waivers, if granted, would help our students to excel in areas outside the classroom as well.

The faculty and staff of Poyen High School look forward to the opportunity to help students seek out these relationships with future employers, technical institutes, colleges, and apprenticeship programs. We are actively seeking relationships with area Chambers of Commerce and business leaders to provide the best possible opportunities for not only our students, but also our community as a whole.

As the President of the Personnel Policy Committee for Poyen School and representing the voice of our faculty and staff, we whole heartedly support the request for these waivers to help better prepare our students for the future before them.

Sincerely,

Tim Turner
PPC Chair
Poyen High School
501-332-2939 ext. 100

POYEN PTO
P.O. BOX 209
POYEN, AR. 72128

April 15, 2016

Arkansas State Board of Education:

The Poyen Parent Teacher Organization would like to fully support the Poyen School District's request for waivers, to support a more personal learning plan for our students. We have a large number of students who need only three or four credits their senior year to meet graduation requirements. They must currently take some electives they may not want in order to meet seat time requirements.

Those students who are on track to graduate would be allowed opportunities to do job shadowing, internships, community service projects, postsecondary training, or possible employment. The Poyen PTO understands the real need in our area for many of our children to have these opportunities. Our school has partnered with College of the Ouachitas for many years to offer concurrent credit and vocational opportunities for our students. We currently have a career coach who will work directly with our students and our business partners to support this endeavor. If the requested waivers are approved, we will be able to expand and offer even more opportunities.

As President of our local PTO and speaking for our members, I ask for your support to help provide these additional opportunities for our children.

Sincerely,

A handwritten signature in black ink, appearing to read "Amy McGarrah". The signature is fluid and cursive, with the first name "Amy" being more prominent.

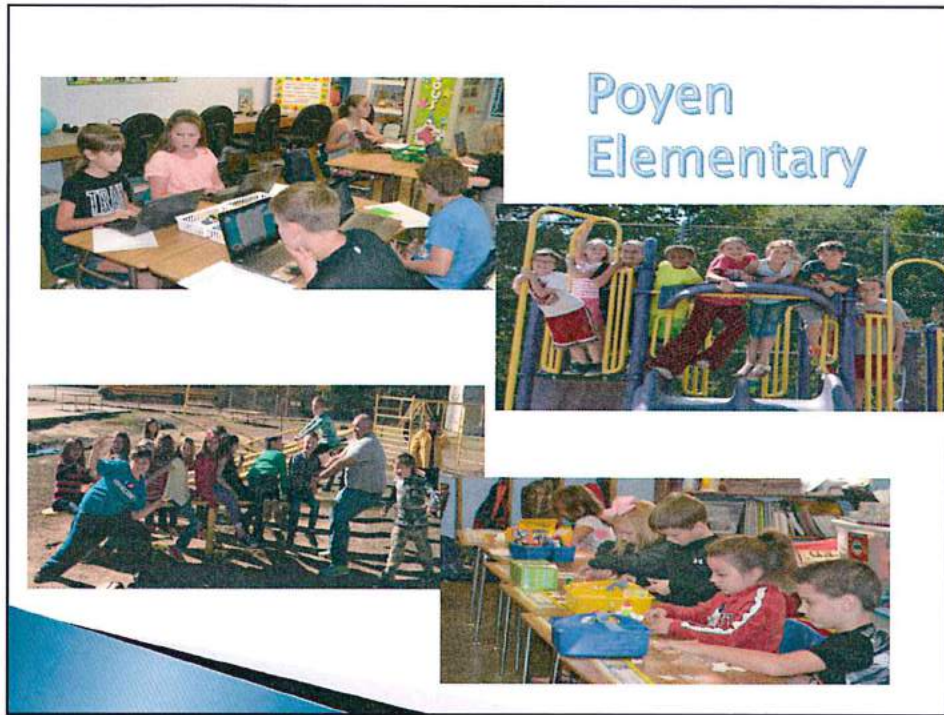
Amy McGarrah

Poyen School District

Waiver Requests
Arkansas State Board of Education
June 9, 2016

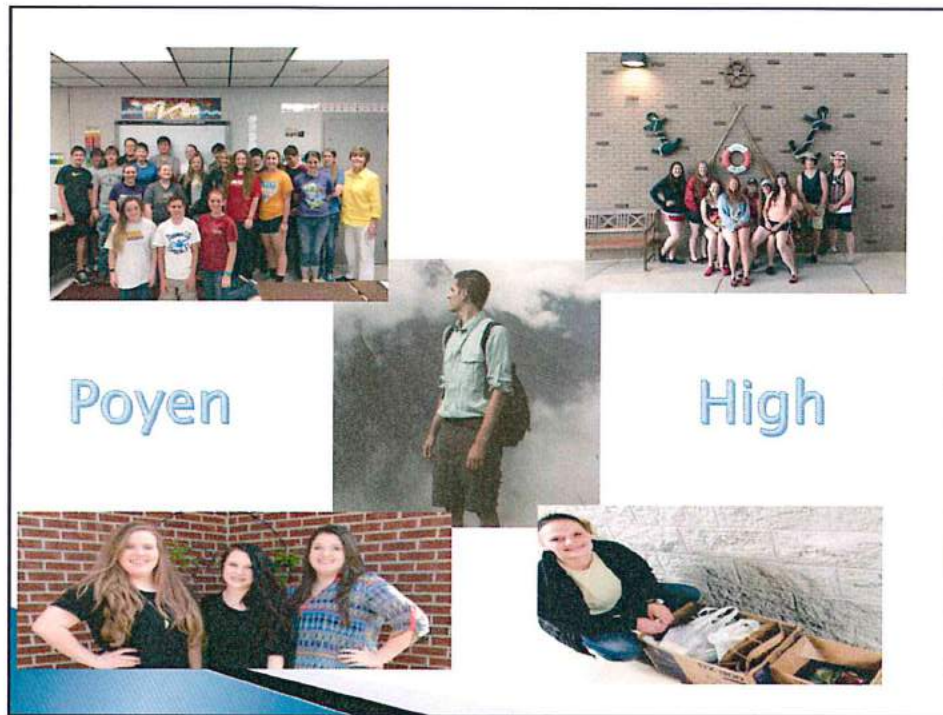


Poyen School District is a rural public school located in Poyen, Arkansas. It is located in western Grant County and eastern Hot Spring County. For the 2015-16 school year, the school provides education for about 600 students in grades Pre-K through 12 and employs more than 65 educators. The millage rate is 46.7 mills which as of December 2015 was the 6th highest in the state. Each mill brings the district about \$12, 550. The Poyen School District has the lowest property value assessment in the state. Our district goes 21.7 mills above the required 25 mills, but the extra mills net our district only about \$256,000 per year. In spite of limited finances, the Poyen School District and community are committed to providing a quality education for our students. In order to do that, we believe that learning will need to become personalized for each student.

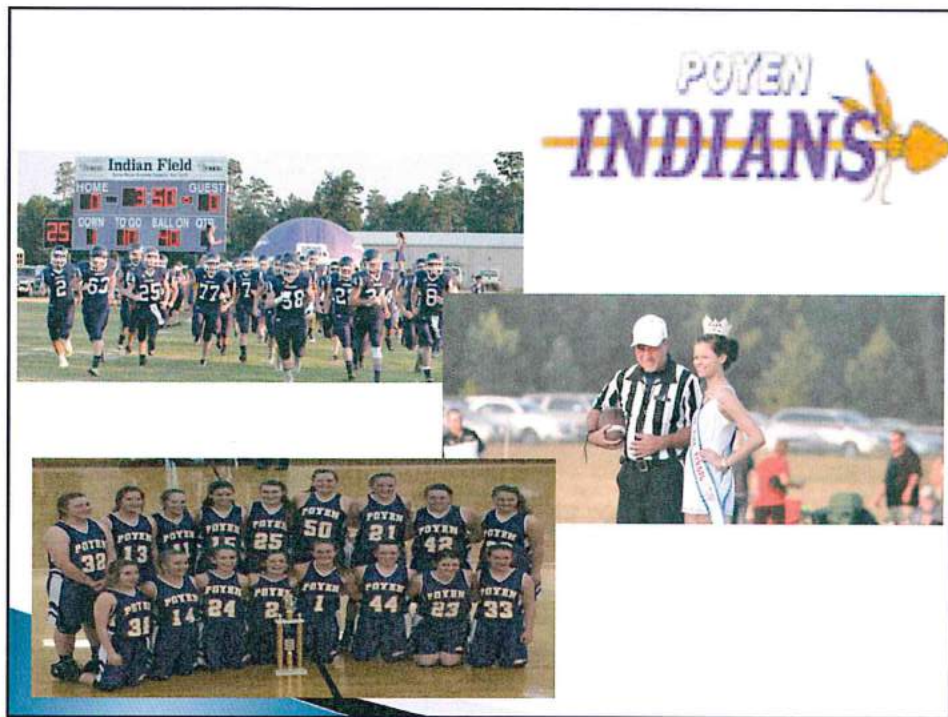


Poyen Elementary

Poyen Elementary School serves about 285 students with 60% economically disadvantaged students. Our school has tremendous support from the community and parents. We are committed to working together to provide the best opportunities available for our students.



Poyen High School serves about 290 students in grades 7 – 12 with 52% economically disadvantaged. Our students consistently shine on the state, national and even global level. We have had students recognized by the National Beta Club for scholarship and service. This year our high school received a reward for high student academic growth through the Arkansas School Recognition Program. Students in our district participate in a Science program sponsored by Vanderbilt University and several will travel to Vanderbilt this summer to participate in an internship program. Our AP Biology students travel to the Institute of Marine Mammal Studies in Gulfport, Mississippi to conduct research projects. Several of our economics class members recently won awards in the Arkansas Stock Market Game. In the past few years, many of our math classes have been recognized for their outstanding performance on state exams. One of our students has completed his masters in Renewable Energy at the University of Oldenburg in Oldenburg, Germany, served as a research assistant at the United Nations in Switzerland, and has traveled the world implementing and studying the latest in renewable energy. As you can see, just because our students are from rural Arkansas, their belief in themselves and their abilities to succeed is not diminished.



Not only do we do our best to provide the academic opportunities students need to be successful, but we also provide students the extracurricular activities they need to stay engaged and grow in character.



It is not just our students who have been recognized for their outstanding qualities. In the past two years, we have had two of our faculty recognized for their dedication to students and learning. Ms. Amanda Jones was named a Presidential Award Winner for Science and Ms. Ouida Newton was chosen as Arkansas Teacher of the Year.

Waivers Requested

- ▶ Seat Time
- ▶ Teacher Licensure
- ▶ School Day Hours
- ▶ Library Media Services
- ▶ Counseling Services

As you can see from our past history, we feel like we have done a good job serving the college-bound student. Our mission is to prepare ALL students to become responsible, productive, contributing members of society. In order to do that we would like to provide a more personalized learning environment for our students. We would like to begin a program that would allow our juniors and seniors to complete required coursework in less than 6 hours per day on the Poyen School Campus. This would give them the opportunity to enroll in postsecondary training, participate in community service projects, job shadowing, internships or secure paid employment. The students would continue to take core classes on our high school campus. In the 2016-17 school year, 82% of our seniors will need only 1 to 3 required credits to graduate. These waivers would give us the flexibility we need to provide our students with relevant learning opportunities.



Currently, the Poyen School District has a cooperative agreement with the College of the Ouachitas to provide a Career Coaching Program on our campus. We would like to expand this program to provide more opportunities for our students. During the spring of a student's sophomore year, the high school principal and the career coach will begin to identify eligible students who are interested in participating in off-campus opportunities. In order to participate, students must be in grades 11 or 12 and on track to graduate. Once students are enrolled in the program, our target is for students to clock approximately 10 hours per week in the off-campus part of the program. Students will be required to complete a contract, monitoring documentation and a culminating project. The Career coach will oversee enrolled students, maintain all documentation, provide ongoing student contact and mentoring, and be the contact person for the business or organization throughout the year.

Our current cooperative agreement with COTO through the Career Coaching Program provides a staff member who is housed at Poyen High School. She received training provided by COTO about career coaching and continues to participate in training related to career coaching and students. The career coach is doing many of the same jobs a counselor might do. If given the waiver, the Poyen School District would continue to maintain a full-time certified counselor for the district, but any additional counseling staff that would be needed could be a staff member working in the capacity of the career-coaching model.



Technology is constantly changing. We want our students, not to just be technologically literate, but also prepared to utilize technology in real-world situations. The College of the Ouachitas has an innovation center to teach students how to design and produce their own products, while providing training opportunities for businesses. The participating students will need a chance to practice using technology and reflecting on the skills they have gained by participating in the off-campus career learning opportunities. That is why we are requiring students to submit a culminating project. To assist our students, we would like to have a staff member who is an expert in the technology field, but may not hold a teaching license. Not only would this person support students as they create their culminating project, but they would also assist the Library Media specialist, classroom teachers and students in grades K – 12 with being able to use technology to research, solve problems and communicate solutions. We would continue to maintain a K-12 Library Media Specialist for the district, but any additional staff needed would be current in new technological advances.

Mission



The mission of Poyen High School is to provide students with opportunities to become responsible, productive members of society. By allowing our students to pursue educational avenues that may not be located on our campus, we will be helping students develop the soft skills that employers value. We strongly believe that providing these additional off-campus opportunities for our students will develop real-world, life-long skills our students need to become productive citizens.

Student Benefits

- Real-World Experience
- Personalized Learning
- Opportunities for Community Service
- Increased Student Engagement
- Concurrent Credit
- Apprenticeships/Internships
- Job Shadowing
- Career Exploration
- Opportunity to Impact “At Risk” Students

Expected Academic Gains

- Impact failing grades
- Reduced drop-outs
- Increased attendance
- Increased Student Engagement in Core Courses
- Fewer discipline referrals

Implementation Plans

- Begin Fall 2016
- Students Work with Career Coach
- Students Enroll in Personal Learning Path
- Continuous Monitoring by Career Coach
- Final Culminating Projects Due Spring 2017

District Impact

- ▶ Board
- ▶ Community
- ▶ Staff
- ▶ Students

The discussions about waivers began last summer with the district school board. On April 4, 2016 the board approved a resolution of the waiver request and is prepared to take any actions needed to implement the waivers. The Poyen School District leadership team discussed the waiver request on several occasions. It was presented to lead teachers and various other teachers to gain their input. The staff supported the waiver request. The parents and community were notified through the district website and social media. Many community members and business leaders from the community have expressed support for the waivers. A student survey was conducted with an overwhelmingly positive response. The documentation you received shows some of the comments we received from the students.

One to two staff members will monitor students participating in the internship. We believe these positions can be covered by existing staff members and will not require hiring additional staff. The Poyen School District is not under academic distress, fiscal distress, or facilities distress.



The waivers we are requesting are ones given to the Arkansas Virtual Academy. The Arkansas Virtual Academy uses its waivers, in part, to allow students to have a personalized schedule that fits the needs of the individual students. Poyen High School is a traditional campus setting in which students attend classes on campus for 6 hours per day. The waiver would allow our students some flexibility of time spent on campus. Students would take core classes on campus.



We, at the Poyen School District, want to do what is best for students. Not just the few, but all students. As the world moves into the 21st century, we too have to change. Opportunities for excellence must be available for all through a cooperative effort from every stake holder in each child's education. We believe that these waivers will move our district closer to being able to provide students with these opportunities.

POYEN SCHOOL DISTRICT

Date of Waiver Request Submission
90-Day Deadline for State Board of Education Action

May 5, 2016
August 3, 2016

2015-2016 Enrollment	
2 or More Races	9
Asian	2
Black	1
Hispanic	16
Native American/ Native Alaskan	1
Native Hawaiian/ Pacific Islander	2
White	537
TOTAL	568

2015 ESEA DISTRICT REPORT

District: POYEN SCHOOL DISTRICT
LEA: 2703000
Enrollment: 582

Superintendent: JERRY NEWTON
Attendance 94.78
Poverty Rate: 59.11

Address: P.O. BOX 209
Address: POYEN, AR 72128
Phone: (501) 332-8884

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	350	355	98.59	347	356	97.47
Targeted Achievement Gap Group	227	230	98.70	225	231	97.40
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	10	10	100.00	10	10	100.00
White	332	337	98.52	329	338	97.34
Economically Disadvantaged	214	217	98.62	213	219	97.26
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	48	48	100.00	44	44	100.00

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	69	336	20.54	22.73
Targeted Achievement Gap Group	30	219	13.70	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	10.77
Hispanic	n < 10	n < 10	n < 10	18.35
White	67	322	20.81	26.04
Economically Disadvantaged	29	206	14.08	17.63
English Language Learners	n < 10	n < 10	n < 10	7.64
Students with Disabilities	3	48	6.25	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	101	334	30.24	13.95
Targeted Achievement Gap Group	52	217	23.96	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	5.87
Hispanic	n < 10	n < 10	n < 10	12.10
White	96	320	30.00	17.14
Economically Disadvantaged	51	205	24.88	11.02
English Language Learners	n < 10	n < 10	n < 10	6.23
Students with Disabilities	3	44	6.82	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	46	47	97.87	77.05	94.00
Targeted Achievement Gap Group	20	20	100.00	76.00	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	126	136	92.65	77.05	94.00
Targeted Achievement Gap Group	60	67	89.55	76.00	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10		
Hispanic	n < 10	n < 10	n < 10	33.33	
White	45	45	100.00	78.16	
Economically Disadvantaged	18	18	100.00	75.76	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	77.78	

2015 ESEA DISTRICT REPORT

District: POYEN SCHOOL DISTRICT
LEA: 2703000
Enrollment: 582

Superintendent: JERRY NEWTON
Attendance 94.78
Poverty Rate: 59.11

Address: P.O. BOX 209
Address: POYEN, AR 72128
Phone: (501) 332-8884

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	0
Number of enrolled students with completed EOY only:	2

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016

Notification of Charter Authorizing Panel Decision



ARKANSAS DEPARTMENT OF EDUCATION

May 18, 2016

Johnny Key
Commissioner

State Board
of Education

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Dr. Martin Schoppmeyer
Haas Hall Academy
3880 Front Street
Fayetteville, AR 72703

**RE: Notice of Charter Authorizing Panel Decision
Haas Hall Academy Amendment Request**

Dear Dr. Schoppmeyer:

On **May 18, 2016**, the Charter Authorizing Panel met and approved the amendment request to allow enrollment preference for siblings of enrolled students at the Haas Hall Fayetteville and Bentonville campuses. The Panel denied the amendment request to increase the Fayetteville campus enrollment cap to 500, and also denied the request to license a new campus in Springdale. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review final decisions of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decisions.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **noon on Wednesday, May 25, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on June 9, 2016. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on June 9, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Please let me know if you have any questions. I can be reached by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov.

Sincerely,

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov

Alexandra Boyd, Director
Public Charter Schools

CC: Superintendent Hewitt, Fayetteville School District
Superintendent Jones, Bentonville School District
Superintendent Rollins, Springdale School District

Haas Hall Academy Summary

HAAS HALL ACADEMY - FAYETTEVILLE

SPONSORING ENTITY: THE ACADEMY, INC.

CURRENT DATA

Maximum Enrollment	400
Approved Grade Levels	7-12
Grades Served 2015-2016	7-12

2015-2016 Enrollment by Race

Two or More Races	12
Asian	27
Black	6
Hispanic	26
Native American/Native Alaskan	4
Native Hawaiian/Pacific Islander	2
White	275
Total	352

2015-2016 Enrollment by Grade

7th Grade	48
8th Grade	54
9th Grade	61
10th Grade	65
11th Grade	59
12th Grade	65

2015-2016 Student Status Counts

Migrant	0
LEP	0
Gifted & Talented	0
Special Education	0
Title I	0
Source: District Cycle 4 Report	

2014-2015 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	319.63	274.57	274.78	274.07
ADM	319.63	274.57	274.78	274.07
%	100.00%	100.00%	100.00%	100.00%

BACKGROUND

Authorized January 12, 2004
Contract Expiration June 30, 2022

Amendment Request Considered and APPROVED

February 18, 2015

Add Grade 7
Increase enrollment from 320 to 400

Amendment Request Considered and APPROVED

August 9, 2004

Change Facility

Amendment Request Considered and DENIED

August 11, 2008

Add Grade 8
Increase enrollment from 120 to 220
Relocate to Fayetteville from Farmington

Amendment Request Considered and APPROVED

November 3, 2008

Add Grade 8
Increase enrollment from 120 to 320
Relocate to Fayetteville from Farmington

Renewal Request

June 11, 2007

Charter renewed for five years
Amendment approved to add grade 9
Amendment approved to waive the following:
6-17-302 Public School Principals - Qualifications and Responsibilities
6-17-309 - Certification Waiver
6-17-902 - Definition of a Teacher
6-17-908 -Teacher's Salary Fund
Standards for Accreditation 9.03.4.11 AP Courses
Standards for Accreditation 15.03 Licensure and Renewal
Standards for Accreditation 18.0 Gifted and Talented Education
Standards for Accreditation 21.0 Auxiliary Services

Renewal Request

April 9, 2012

Charter renewed for ten years
Amendment denied: waiver allowing recruitment of out-of-state board members.
Amendment approved to waive the following:
6-13-616 - Qualifications of Directors
6-15-1004 - Qualified Teachers in Every Public Classroom
6-17-908 - District Boundaries
6-17-203- Committee for Each School District
6-18-223 - Credit for College Courses
Standards for Accreditation 9.03.3.12 Foreign Language/Algebra I/HS Credit
Standards for Accreditation 16.02 Media Services
Standards for Accreditation 16.03 Health and Safety Services
Standards for Accreditation 19.03 Alternative Learning Environment

Special Board/Panel Appearances IF ANY

August 14, 2006

Status Report

Special Board/Panel Appearances IF ANY

September 11, 2006

Budget Report

Special Board/Panel Appearances IF ANY

August 13, 2007

Report on balance owed to ATRS

Special Board/Panel Appearances IF ANY

September 10, 2007

Report on balance owed to ATRS

Special Board/Panel Appearances IF ANY
Report on balance owed to ATRS

September 24, 2007

HAAS HALL ACADEMY BENTONVILLE

SPONSORING ENTITY: THE ACADEMY, INC.

CURRENT DATA

Maximum Enrollment	500
Approved Grade Levels	7-12
Grades Served 2015-2016	7-12

2015-2016 Enrollment by Race

Two or More Races	7
Asian	40
Black	4
Hispanic	25
Native American/Native Alaskan	7
Native Hawaiian/Pacific Islander	0
White	212
Total	295

2015-2016 Enrollment by Grade

7th Grade	70
8th Grade	68
9th Grade	73
10th Grade	45
11th Grade	31
12th Grade	8

2015-2016 Student Status Counts

Migrant	0
LEP	0
Gifted & Talented	0
Special Education	0
Title I	0
Source: District Cycle 4 Report	

BACKGROUND

Authorized	October 15, 2014
Contract Expiration	June 30, 2020

Amendment Request



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

April 29, 2016

State Board
of Education

Toyce Newton
Crosscut
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Dr. Martin Schoppmeyer
Haas Hall Academy
3155 North College Ave, Ste. 108
Fayetteville, Arkansas 72703

Re: Charter Authorizing Panel-Amendment Request

Dear Dr. Schoppmeyer:

I received your letter, via attorney Mark Murphey Henry dated April 27, 2016, requesting a waiver of Section 4.02.3 of the ADE Rules Governing Public Charter Schools that states requests for amendments will be heard at the February and October authorizer meetings, and Section 4.02.6 of the rules that requires amendment requests to be submitted thirty-five (35) days before the authorizer meeting where the amendment request will be heard.

Haas Hall Academy is requesting an amendment to add a license to open a Springdale campus and to add a sibling admission policy applicable to all its campuses. As you stated, Haas Hall Academy is asking for a waiver in order to have its amendment request considered by the Charter Authorizing Panel at the May hearing.

Pursuant to Section 4.02.7 of the ADE Rules Governing Public Charter Schools, I will grant a waiver of the February/October amendment hearing dates and the 35-day requirement in order to allow this amendment request to appear on the May agenda of the Charter Authorizing Panel.

Sincerely,

Johnny Key
Commissioner

cc: Mark Murphey Henry – Attorney for Haas Hall Academy
Paul Hewitt - Fayetteville School District Superintendent
Mike Poore - Bentonville School District Superintendent
Dr. Jim Rollins - Springdale School District Superintendent

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov



HAAS HALL ACADEMY

STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703-5130

(479) 966.4930 | (479) 966.4932 - FAX | HAASHALL.ORG

EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

Thursday, April 14, 2016

Alexandra Boyd, Charter School Program Advisor
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

RE: Amendment Requests

Dear Ms. Boyd:

Please allow this communication to serve as Haas Hall Academy's request for amendment changes to our existing Fayetteville charter. As part of this request, we set forth four specific requests.

1. **Expand existing Fayetteville campus enrollment to 500 scholars.** Our current charter caps at 400 scholars, and we enjoy both demand and space to accommodate 500 scholars. Our Bentonville Haas Hall Academy charter was recently approved for 500 scholars.
2. **Replicate our Fayetteville campus into the Jones Center for Families in Springdale.** The Jones Center for Families has invited us to replicate our existing Fayetteville campus to Springdale. Our most recent lottery admitted less than 12% of the applicants, so we believe there is substantial demand in the community to expand. We believe this is an excellent opportunity for our community to work in conjunction with the goals surrounding the Jones Center for Families. This opportunity to begin in the fall of 2016.

As part of this request, we are providing you with materials demonstrating our past success and record as well as our expanded policies governing admission and details of our recently implemented computerized admission processes. We are following all recommendations of the Arkansas Department of Education.

We also provide you with our upcoming calendar that outlines the timing and details of the application lottery process for the Springdale location in the event it is approved.

3. **Sibling Admission Preference for Fayetteville/Springdale.** As part of our current request we also seek to affirmatively invoke Arkansas Code Annotated §6-23-306(14)(C) allowing enrollment preferences for siblings of enrolled scholars at our Fayetteville and proposed Springdale locations.
4. **Sibling Admission Preference for Bentonville.** As part of our current request we also seek to affirmatively invoke Arkansas Code Annotated §6-23-306(14)(C) allowing enrollment preferences for siblings of enrolled scholars at our Bentonville location in order to have clarity for all.

Haas Hall Academy fulfills the requirements of Ark. Code Ann. §6-23-304(d)(1) and (d)(2) to be granted a license by the Authorizer. Haas Hall Academy has demonstrated academic success as defined by the State Board for all public schools; and has never been subject to any disciplinary actions by the Authorizer; been classified as in academic or fiscal distress; nor has it had its open-enrollment public charter school placed on charter school probation or suspended or revoked under Ark. Code Ann. §6-23-105.

I thank you in advance for your assistance with this matter.

Sincerely,



Dr. Martin W. Schoppmeyer, Jr.
Founder and Superintendent of Schools
MWS/hpt

Attachment



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Haas Hall Academy

LEA Number 7240700

Type of Amendment Requested:

☒ Add a new campus

Address Jones Center for Families

922 W. Emma Avenue

Springdale, AR 72764

School district in which the campus will be located Springdale



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Haas Hall Academy

LEA Number 7240700

Type of Amendment Requested:

☒ Increase enrollment cap

Current cap 400

Proposed cap 500



HAAS HALL ACADEMY STARR SCHOLAR CENTER

3880 NORTH FRONT STREET
FAYETTEVILLE, AR 72703-5130

(479) 966.4930 | (479) 966.4932 – FAX | HAASHALL.ORG
EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND

Educational Need

Haas Hall Academy is a multiple national award-winning model of how a charter school can strengthen communities, inspire innovation, and be a catalyst for the renewal of expectations for public education. Haas Hall Academy is ranked the #1 public high school in Arkansas for the fourth consecutive year by *U.S. News & World Report* and ranked #19 in the nation by *Newsweek* magazine.

Haas Hall Academy is the accelerated, college-preparatory open-enrollment public charter school focusing on STEAM (Science, Technology, Engineering, Arts, and Mathematics). Demand for our rigorous academic and distinctive social programs well surpasses our current ability to educate more scholars in Northwest Arkansas seeking a rigorous college-preparatory program.

Educational Program

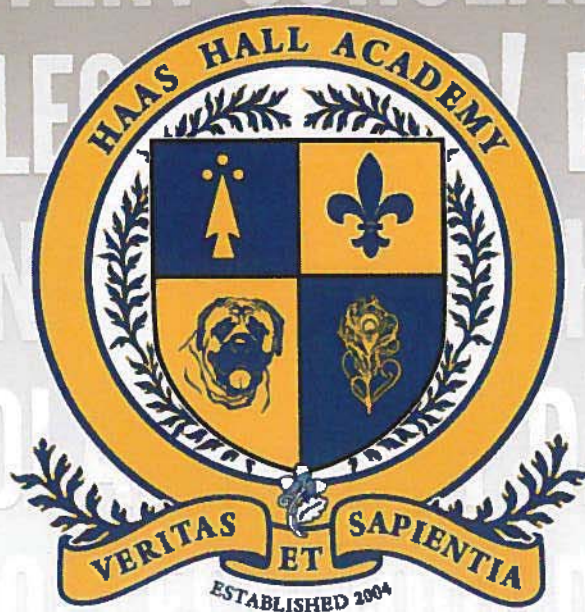
Haas Hall Academy is an accelerated, college-preparatory STEAM school, and as such, we prepare our scholars for their intended college major while they are in high school. As a microcosm of a university, we infuse higher education pedagogical techniques into our courses. Our scholars complete courses by the semester, not by the calendar year, promoting a seamless transition between the secondary- and higher-educational environments.

At Haas Hall Academy, all scholars are exposed to an accelerated, college-preparatory education. Our courses provide the opportunity for greater depth and breadth of instructional material.

The courses our scholars take are determined by academic ability, not by grade level. English is the only exception. Scholars take two years of English in one calendar year. Scholars study one year (semester) of language and composition and one year (semester) of literature and composition.

Benefits of New Facilities

Haas Hall Academy has a unique opportunity to partner with the Jones Center for Families in their state-of-the-art facility. Expanding into the Jones Center for Families will allow us an opportunity to educate more scholars while maintaining our small, proactive familial environment.



HAAS HALL ACADEMY

EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND!



MartinSchoppmeyer@haashall.org

3880 N Front Street
Fayetteville, Arkansas 72703
haashall.org

Dr. Martin W. Schoppmeyer, Jr. Founder and Superintendent, Haas Hall Academy

Founded the first open-enrollment, public charter high school in the state of Arkansas. Haas Hall Academy, in 2004. Today the school boasts two campuses in Northwest Arkansas with over 700 scholars currently enrolled and further expansion plans scheduled for Summer 2016.



Background

Haas Hall Academy is a small, comprehensive institution promoting an accelerated college preparatory curriculum with over 700 scholars in grades 7 through 12. Haas Hall Academy is the state's only open-enrollment charter high school focusing on rigor and high academic standards.

Mission

To provide an aggressive alternative to the traditional learning environment for scholars with high intensity of purpose, enabling them to succeed at the nation's prestigious universities and to become pillars of their communities.

Vision

Haas Hall Academy produces truly educated graduates ready for the academic challenges that await them in their higher education pursuits.

**Every Scholar, Every Day –
College Bound!**

Ranked top 1% in America's Most Challenging Schools 2013

Ranked as one of America's Most Challenging high schools. In the top 1% for the third year in a row, by the Washington Post. — 2013, 2014, 2015

Recognized as an Exemplary School 2011

Recognized as an exemplary school by the Arkansas Department of Education — 2011, 2012, 2013

Dairy Barn Days 2004

Haas Hall Academy opened its doors with 17 scholars. The original campus was located in a converted dairy barn in Farmington.

2012 Named #1 High School in Arkansas

Ranked #1 public high school in Arkansas for the fourth consecutive year by US News & World Report.

Haas Hall Academy is the only gold medal school in the state and ranked 711 spots above the second-ranked public school district in Arkansas (Bentonville). — 2012, 2013, 2014, 2015

2009 New Fayetteville Campus

In August 2009 Haas Hall Academy relocated to a new campus in Fayetteville.

Newspaper receives Accolades 2013

Haas Hall Herald school newspaper recipient of the state's top award at the Arkansas Scholastic Press Association Conference — 2013, 2014, 2015.

2015 Perfect score on ADE Annual Report Card

Earned the letter grade of "A" from the Arkansas Department of Education with a perfect score of 300/300. This grade was based on academic performance and growth of our scholars.

Ranked 19th Best High School 2015

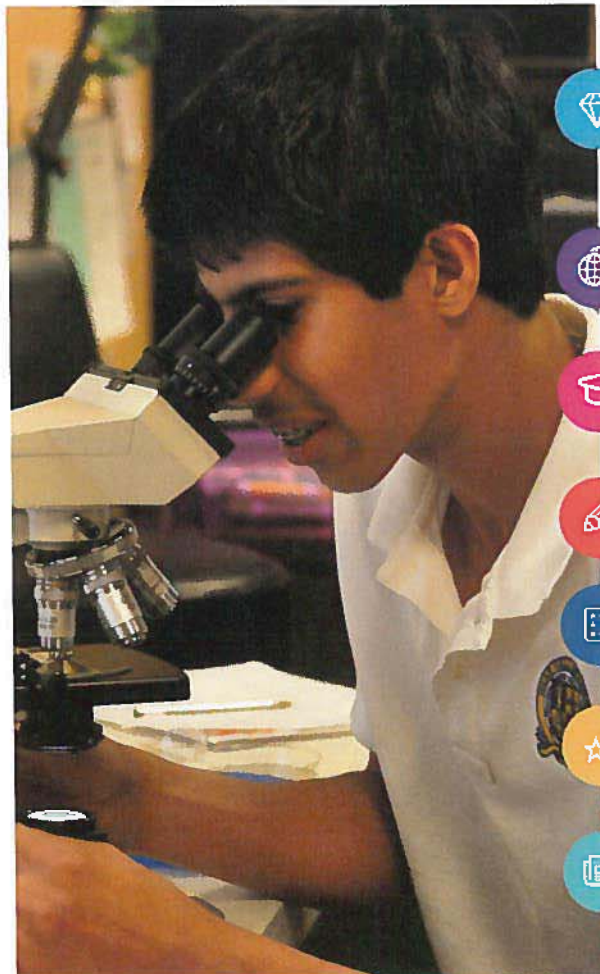
Ranked #19 public high school in the Nation by Newsweek. Up 67 slots from 2013.

2015 Benton County Expansion

The Bentonville campus opened its doors in August 2015. Serving over 300 scholars grades 7-12 in Benton County. The Washington County campus relocated to a new facility in Fayetteville, serving over 350 7th - 12th grade scholars.

2016 Three Campuses, One Community

Haas Hall Academy plans to open its third campus this August in the Jones Center for Families, located in Downtown Springdale.



#1 Ranked Public High School in Arkansas

US News & World Report — 2012, 2013, 2014, 2015
Haas Hall Academy is the **only** gold medal school in the state, ranked 711 spots above the second-ranked public school district in Arkansas (Bentonville).

Ranked one of America's Most Challenging Schools

Washington Post — 2013, 2014, 2015
In the top 1% for the third year in a row.

Recipient of the College Readiness Award

ACT Council — 2011, 2012, 2013, 2014

Ranked #1 in Augmented Benchmark test scores

8th Grade — 2011, 2012, 2013, 2014

Ranked #1 in End-of-Course Exams

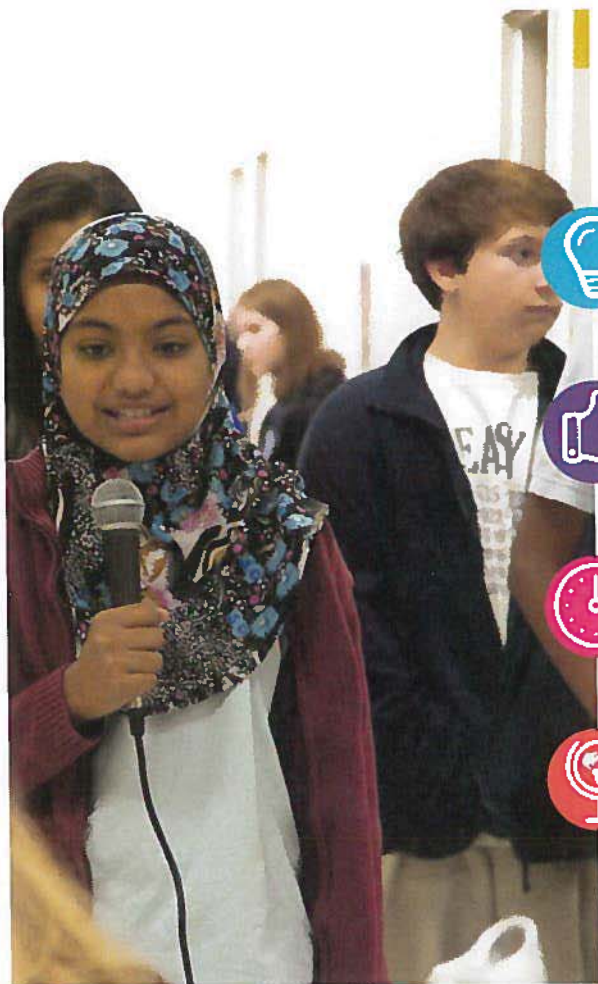
Algebra I, Geometry, Biology & Literacy
— 2011, 2012, 2013, 2014

Named a Higher Performing School

National Center for Educational Advancement,
NCEA — 2011, 2012, 2013, 2014

School Newspaper received state's top award

Scholastic Press Association Conference
— 2013, 2014, 2015



Curriculum

Accelerated, college-preparatory curriculum focused on STEAM (Science, Technology, Engineering, Arts and Mathematics)



Accreditation

Accredited by AdvancED and the Arkansas Department of Education.



Schedule

Scholars attend four 90 minute blocks per day, five days a week. Scholars are able to take two years of English, Science, Mathematics, etc. in one calendar year. Scholars are placed in classes based on achievement, not by grade level.

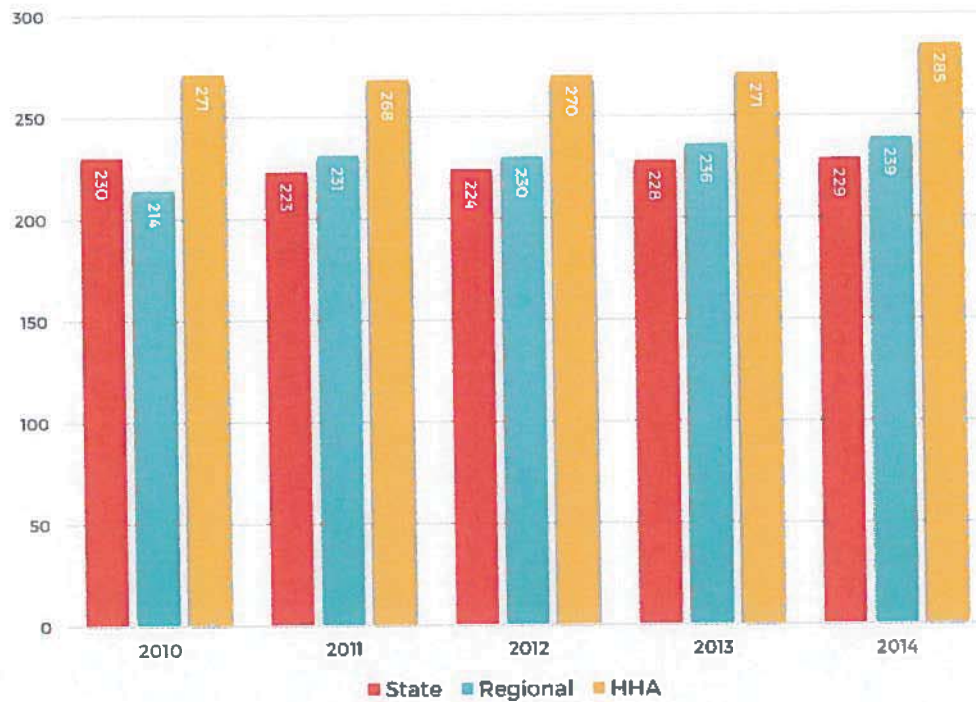


Truly Educated Scholars

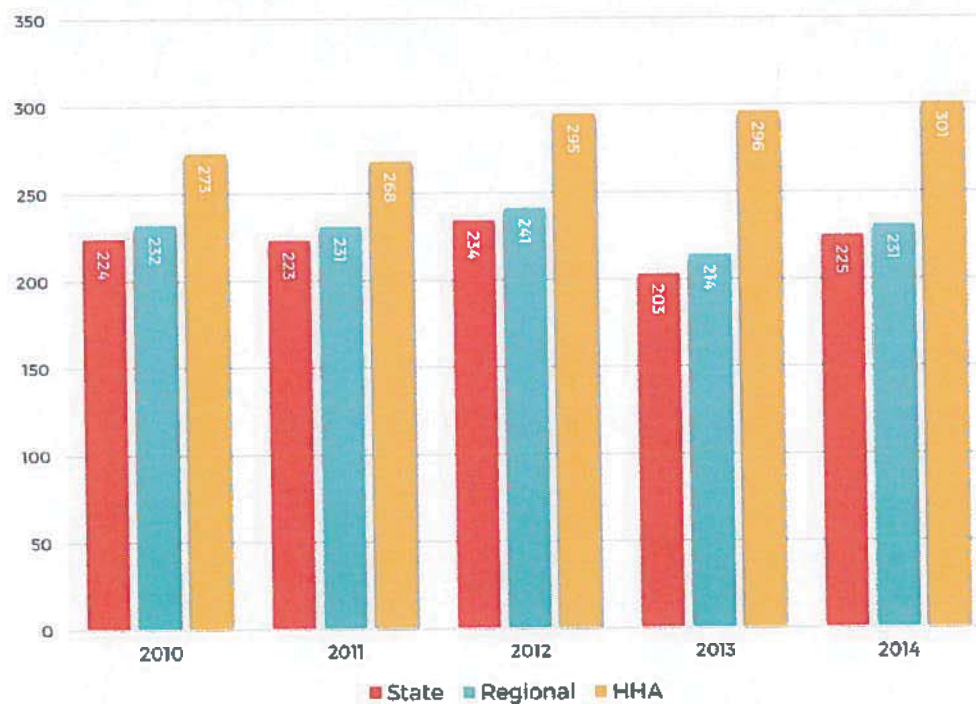
100% Graduation rate and 100% College Acceptance rate.



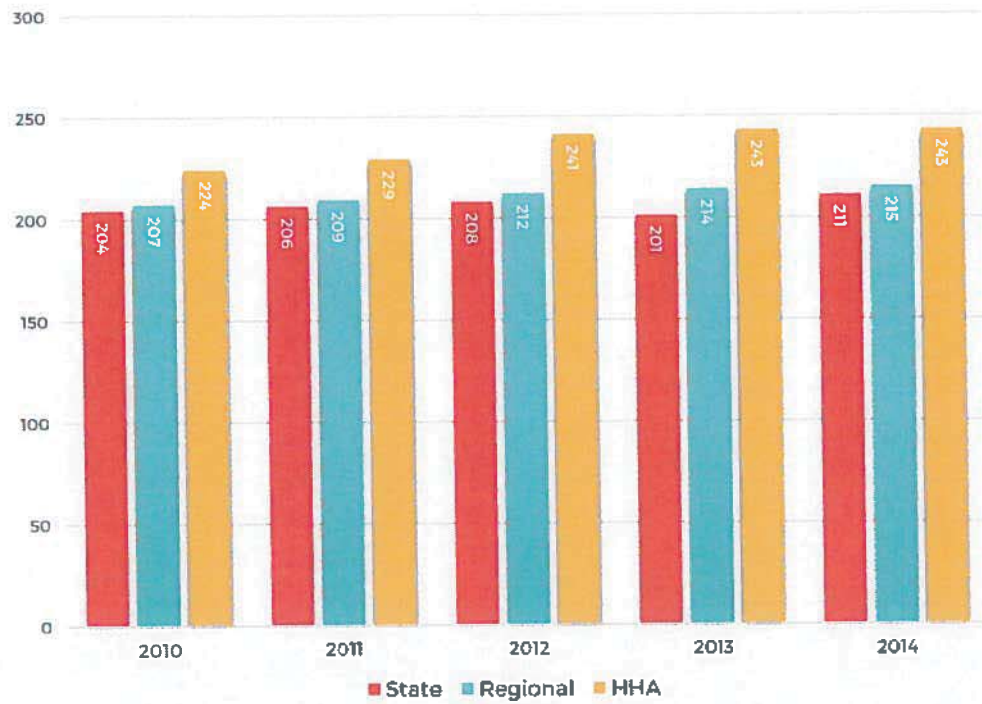
Geometry Scale Score Averages



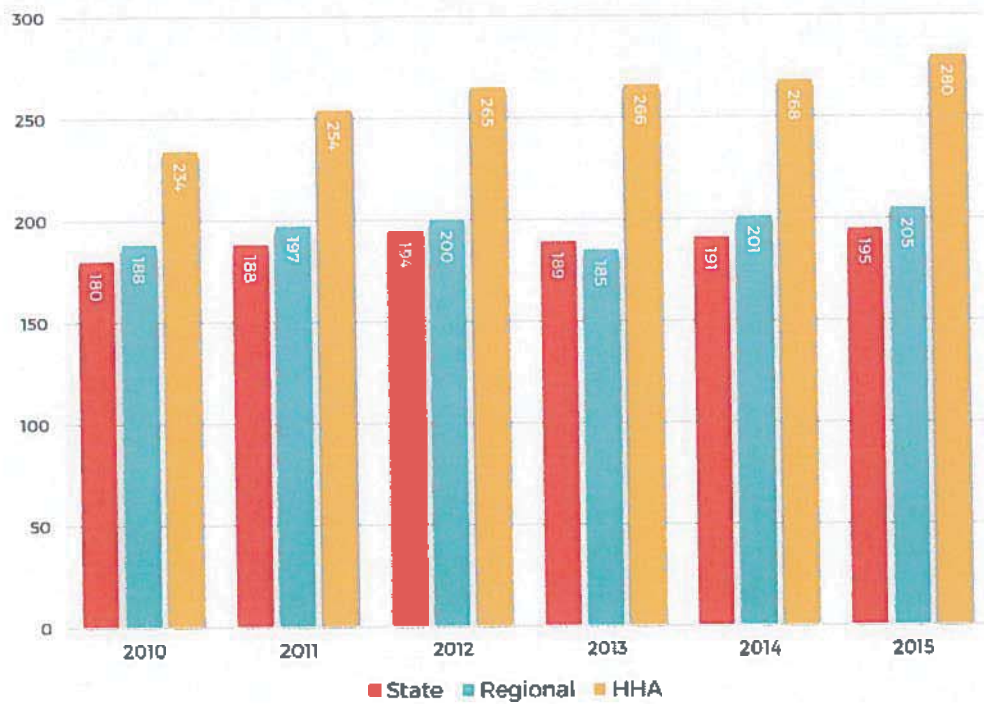
Algebra I Scale Score Averages



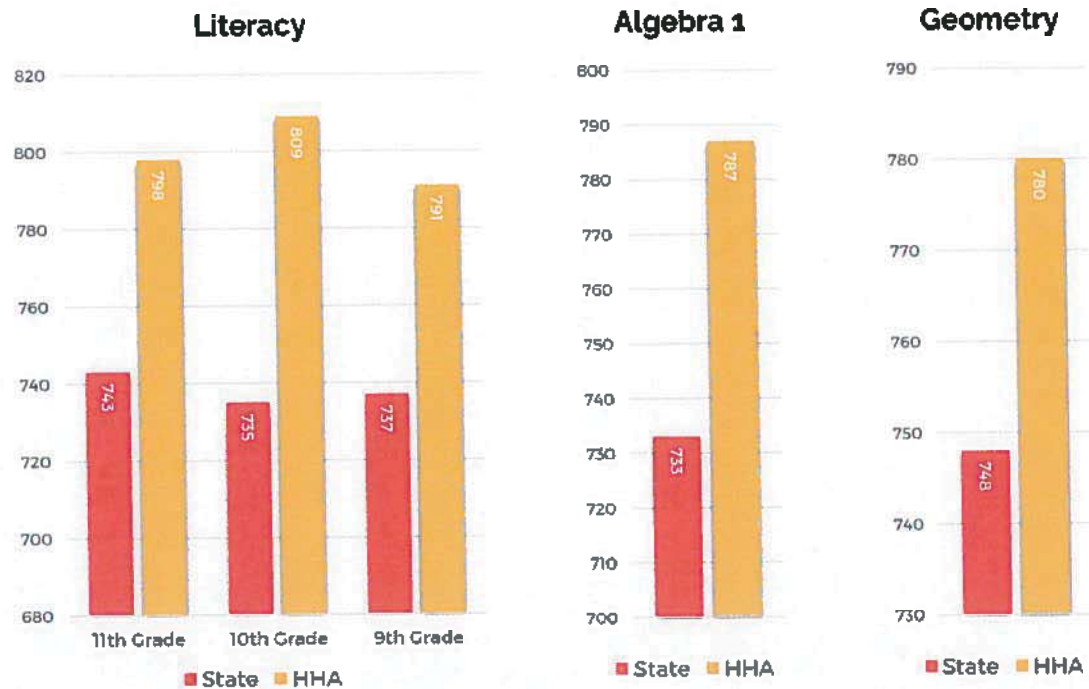
Literacy Scale Score Averages



Biology Scale Score Averages



2015 PARCC Score Averages



Community Service

- UA Move-In Day
- Health Club: 4 Yearly Blood Drives
- Holocaust Conference Ambassadors
- Tomorrow's Leaders Conference
- School Reading Programs
- Boys and Girls State
- Green Team
- Scholar Council
- National Honor Society
- National Junior Honor Society
- Sociology Club — Feed the Children
- Select Choir Concerts



Athletics

Haas Hall Academy does not use state funds to support athletics programs. Athletics are supported by private donations only.

Cross Country
Basketball
Track
Soccer
Cheer
Golf
Tennis
Bowling
Swimming



Scholars have been accepted to over 180 Colleges and Universities in the past two years.

Partial list of Colleges accepting Haas Hall Academy Graduates

American University
Amherst College
Auburn University
Benedictine University
Bowdoin College
Brandeis University
Bucknell University
Carnegie Mellon University
Case Western Reserve
Colby College
College of William & Mary
Colorado College
Colorado School of Mines
Davidson College
Emerson College
Emory University
Fordham University
Georgetown University
George Washington
Georgia Inst. of Technology
Gonzaga University
Grinnell College
Hendrix College
Harvey Mudd College

Johns Hopkins University
McGill University
Middlebury College
New York University
Purdue University
Rensselaer Polytechnic Inst.
Rhodes College
Rice University
Rochester Inst. of Technology
Sewanee: University of the South
Southern Methodist University
Smith College
Stanford University
Swarthmore College
Texas A & M
Texas Christian University
The New School-Eugene Lang
Trinity University
Ohio State University
University of Arkansas
UC, Berkeley
UC, Los Angeles
UC, Santa Barbara
University of Chicago

University of CO, Boulder
University of Connecticut
University of Georgia
University of Glasgow
University of Illinois
University of Iowa
University of Leeds
University of MA, Amherst
University of Michigan
University of Missouri
University of NC, Chapel Hill
University of Notre Dame
University of Oregon
University of Rochester
University of South Florida
University of Texas, Austin
UT, Dallas - McDermott
University of Tulsa
University of Vermont
University of WI, Madison
Washington & Lee University
Washington University, St. Louis
Vanderbilt University
Vassar College



THE Jones CENTER

The Jones Center for Families boasts a year-round ice arena, junior-olympic size lap pool, activity pool with a slide, basketball court, indoor track, conference center, and chapel.

The 200,000 square foot campus houses a dozen other nonprofit organizations.



Ozark Regional Transit provides ADA compliant transportation with over 70 stops each day at The Jones Center.

Springdale, Arkansas

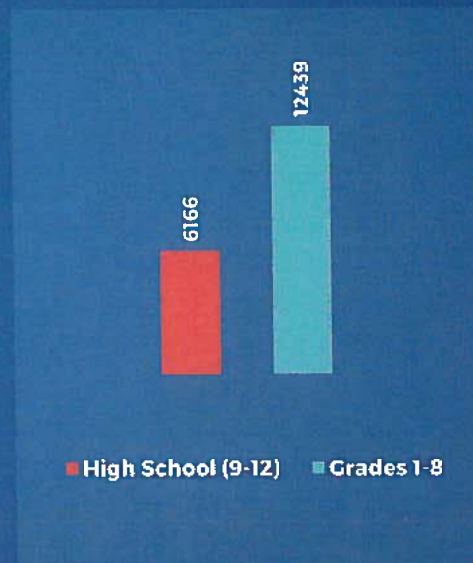
Population by Age

Total Population
Ages 5-19: 32,338

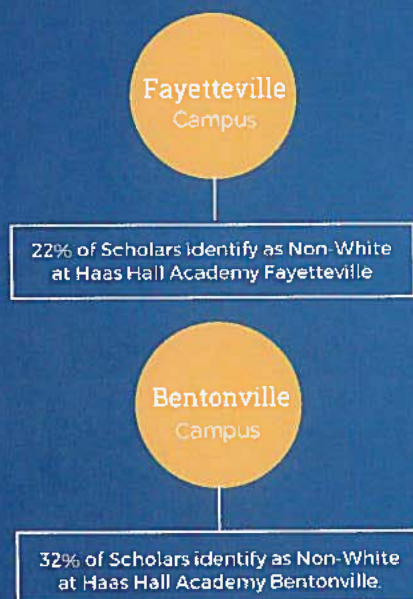


School Enrollment

Population Grades 1-12,
Enrolled in School: 18,605

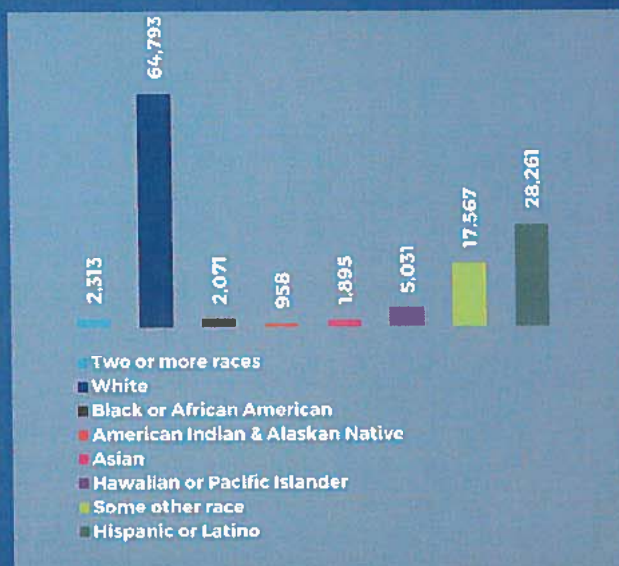


Haas Hall Academy's racially and culturally diverse student body enhances the school experience for scholars and faculty alike. We endeavor to further encourage racial and cultural sensitivity in our school community as to foster a sense of responsibility for respect, dignity, and inclusion beyond our walls. Clear focus to increasing diversity in student population has guided Springdale, Arkansas expansion plans.



Race in Springdale Arkansas

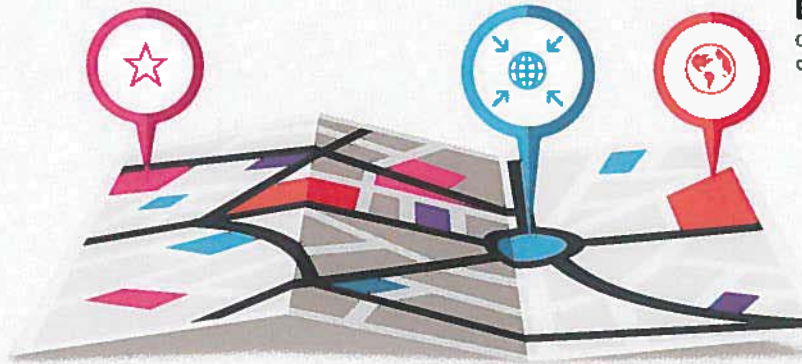
Total Population: 94,628



Fayetteville
New Campus opened
August 2015 on N Front Street

NEW!
Springdale
Newest Campus
proposed to open
August 2016 in
The Jones Center for Families

Bentonville
Opened August 2015
on SE J Street





HAAS HALL ACADEMY

STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703.5130

(479) 966.4930 | (479) 966.4932 – FAX | HAASHALL.ORG

EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND

Scholar Demographics 2015.2016 Enrollment Race/Grade

Fayetteville Campus

Enrollment Count	07	08	09	10	11	12	Race Totals
Asian	5	5	4	6	3	4	27
Black	1	1	2	1		1	6
Hawaiian/Pacific Islander		2					2
Hispanic	2	5	5	5	8	1	26
Native American	1	1		2			4
Two or More	2	7	3				12
White	37	33	45	51	47	57	270
Grade Totals	48	54	59	65	68	63	347

Bentonville Campus

Enrollment Count	07	08	09	10	11	12	Race Totals
Asian	8	15	9	6	3	1	42
Black	2	1			1		4
Hawaiian/Pacific Islander							
Hispanic	10	5	3	2	6		26
Native American	1	1	2	2		1	7
Two or More	1	2	2	1	1		7
White	45	44	52	35	20	7	203
Grade Totals	67	68	68	46	31	9	289

Percentage Free and Reduced Lunch

Fayetteville Campus

Grade Level	07	08	09	10	11	12	Total
FRL	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Bentonville Campus

Grade Level	07	08	09	10	11	12	Total
FRL	N/A	N/A	N/A	N/A	N/A	N/A	N/A



HAAS HALL ACADEMY

STARR SCHOLAR CENTER

3880 NORTH FRONT STREET
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 (479) 966.4930 | (479) 966.4932 – FAX | HAASHALL.ORG
 EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND

Haas Hall Academy Springdale, Jones Center for Families 2016.2017 Budget Proposal

2016.2017 Revenue Summary

Revenue	Amount	Total
State Foundation Aid	\$6,646 x (360)	\$2,392,560.00
Grants	\$0.00	\$0.00
Total Operational Funds		\$2,392,560.00

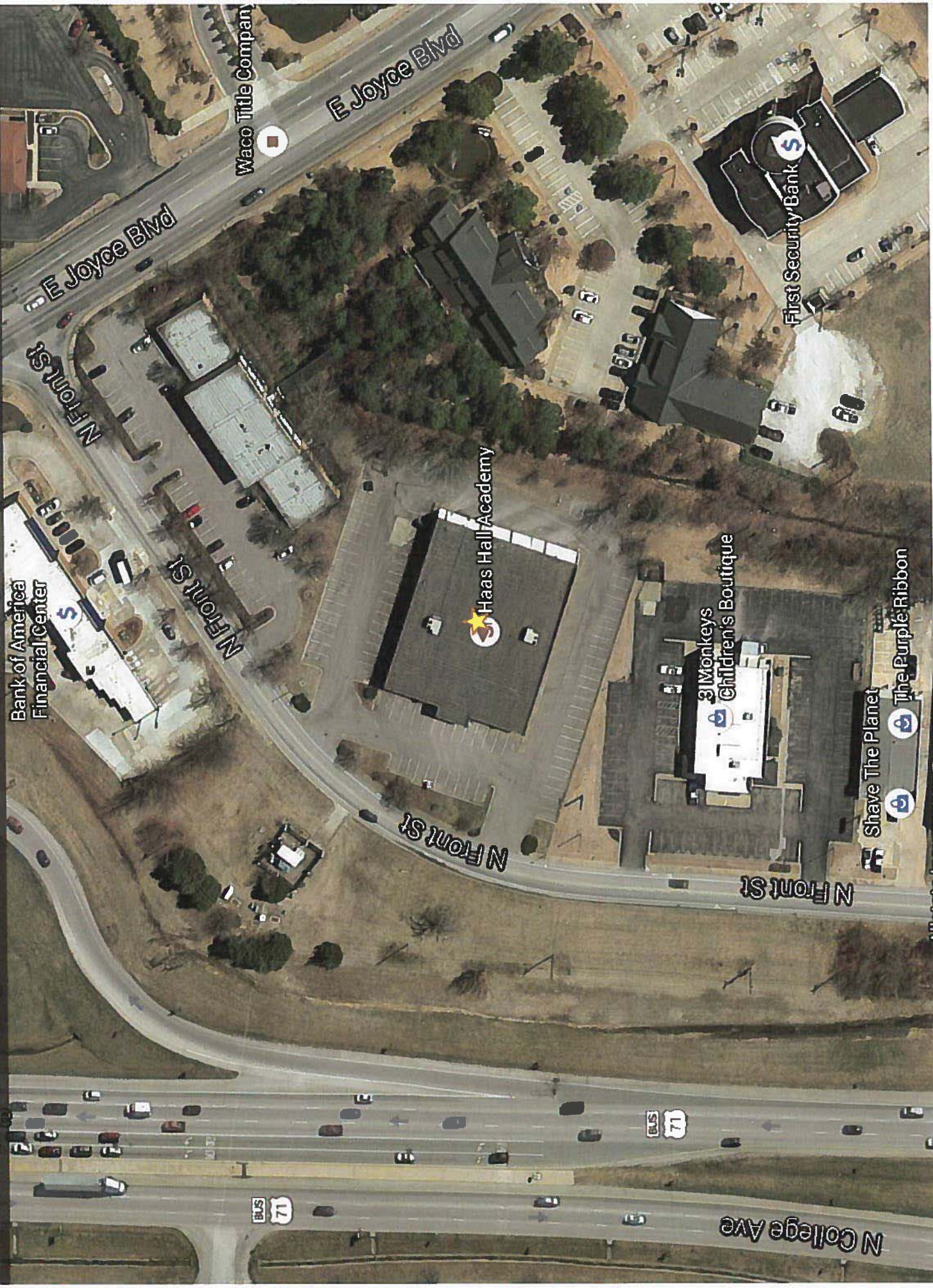
2016.2017 Expenditure Summary

Salaries and Benefits	Amount	Total
Salaries	\$1,202,500.00	
Benefits	\$300,625.00	
Total Salaries and Benefits		\$1,503,125.00

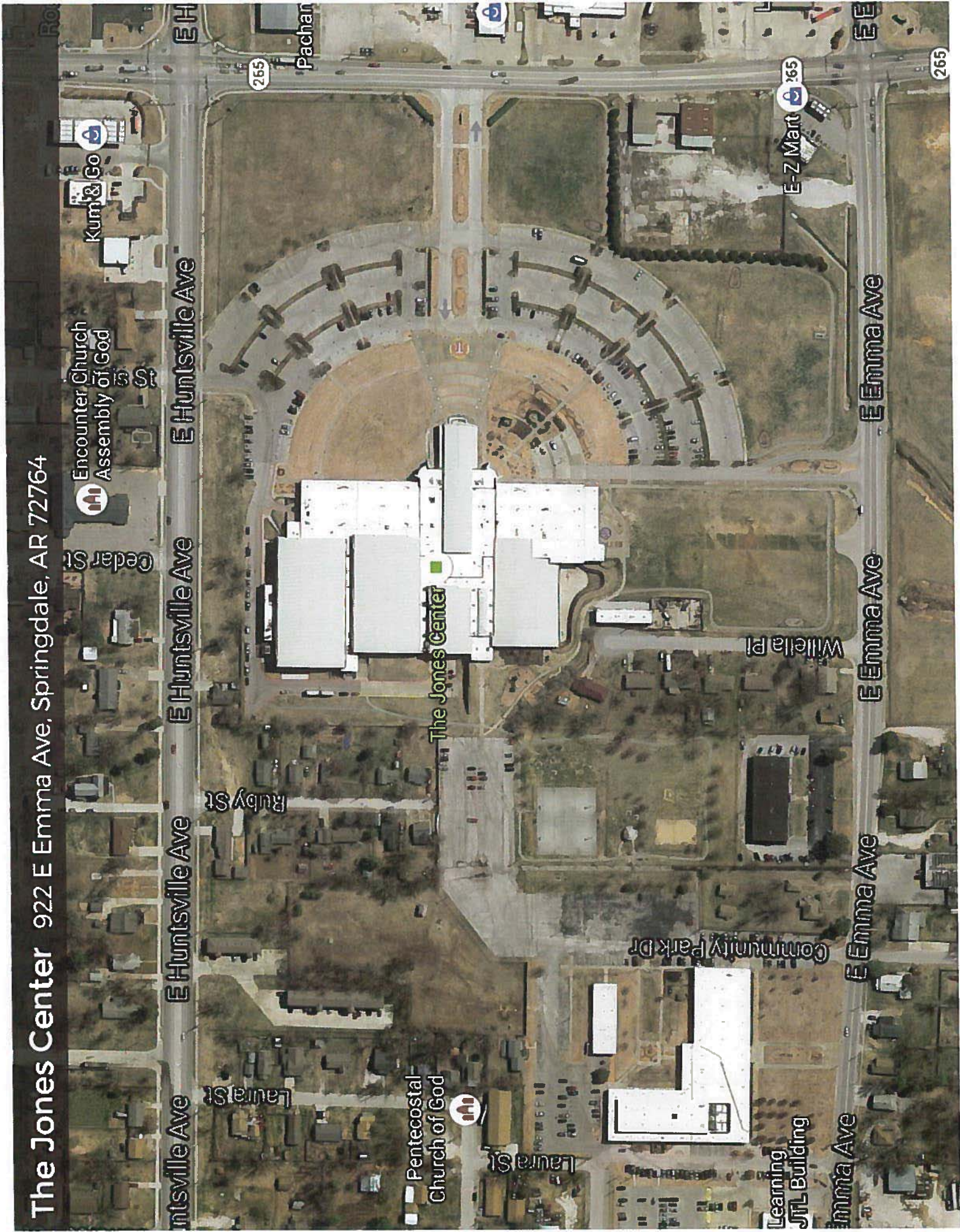
Operations	Amount	Total
Equipment & Vehicles	\$23,460.30	
Technology	\$118,185.52	
General Supplies	\$86,003.00	
Textbooks	\$82,968.20	
Classroom Equipment	\$110,620.00	
Dues and Fees	\$18,700.00	
Bookkeeping	\$26,500.00	
Legal	\$25,500.00	
Purchased Services	\$34,500.00	
Office Equipment	\$27,500.00	
Liability Insurance	\$19,000.00	
Lease	\$281,814.48	
Total Operating Expenditures		\$854,751.50
Total Expenditures		\$2,357,876.50
Revenues minus Expenditures		(+\$34,683.50)

*All utilities are included in the lease.

Haas Hall Academy 3380 N Front Street, Fayetteville Arkansas 72703



The Jones Center 922 E Emma Ave, Springdale, AR 72764



The Jones Center 922 E Emma Ave, Springdale, AR 72764

Emma Ave

Emma Ave

Ruby St

265

The Jones Center

N Old Missouri Rd

Eastport

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Jones Center for Families

Lessee(Tenant): Haas Hall Academy, Springdale

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

The Springdale School of Innovation at the Jones Center

Address of Premises: 922 E Emma Ave, Springdale, AR 72764

Square Footage: 31,140

Terms of Lease: Five years

Rental Amount: \$23,484.54/mo, 2% yearly increase

Contingency: The terms of this agreement are contingent upon

The Academy, Inc.

Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2016

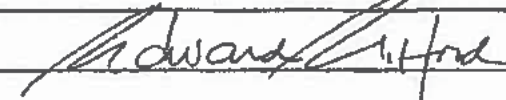
Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Haas Hall Academy, Springdale

By:  Date 12.15.15

Lessor: Jones Center for Families

By:  Date 12/15/15



HAAS HALL ACADEMY

STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703-5130

479-966-4930 479-966-4132 FAX HAASHALL.ORG

EVERY SCHOLAR, EVERY DAY COLLEGE BOUND

Desegregation Analysis

Haas Hall Academy is requesting an amendment to open an additional campus in Springdale within the boundaries of the Springdale School District. As an open-enrollment public charter school unconfined by district boundaries, Haas Hall Academy expects to obtain the majority of its students from within the boundaries of the Springdale, Fayetteville, Bentonville, and Rogers School Districts. Besides the Springdale, Fayetteville, Bentonville, and Rogers School District, the Springdale School District is also contiguous or in close proximity to the Siloam Springs, Gentry, Greenland, Huntsville and Pea Ridge School Districts. Haas Hall Academy may also receive some students from these districts as well.

In carefully reviewing the potential impact that Haas Hall Academy would have upon the efforts of the surrounding school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools, the applicant finds that neither the Springdale School District nor any of its contiguous or neighboring school districts are currently subject to, or have ever been subject to, any court orders or judicial decrees concerning the desegregation of its schools. As an open-enrollment public charter school, Haas Hall Academy must be race-neutral and non-discriminatory in its student selection and admission processes, and the granting of this amendment request to open an additional campus in Springdale will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state.

District: HAAS HALL ACADEMY
LEA: 7240700
Address: 3155 NORTH COLLEGE
Address: FAYETTEVILLE, AR 72703
Phone: 479-966-4930

Superintendent: MARTIN SCHOPPMAYER
Enrollment: 320
Attendance: 100.00
Poverty Rate: 0.63

Report created on: 10/29/2014

% Prof/Adv.

2014 Math + Literacy 99.6
2013 Math + Literacy 99.3
2012 Math + Literacy 99.4

OVERALL DISTRICT STATUS:

ACHIEVING

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	113	117	96.58	158	165	95.76
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10	14	14	100.00
White	94	98	95.92	128	135	94.81
Economically Disadvantaged	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	ACHIEVING									
	PERFORMANCE - LITERACY					GROWTH - LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	113	113	100.00	98.50	91.00	45	45	100.00	100.00	93.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		91.00	n < 10	n < 10	n < 10		93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	346	346	100.00	98.50	91.00	96	96	100.00	100.00	93.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		91.00	n < 10	n < 10	n < 10		93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	100.00	
Hispanic	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	100.00	
White	94	94	100.00	98.25		36	36	100.00	100.00	
Economically Disadvantaged	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	ACHIEVING									
	PERFORMANCE - MATHEMATICS					GROWTH - MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	157	158	99.37	95.49	92.00	44	45	97.78	95.94	81.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		92.00	n < 10	n < 10	n < 10		81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	512	517	99.03	95.49	92.00	95	96	98.96	95.94	81.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		92.00	n < 10	n < 10	n < 10		81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	87.50		n < 10	n < 10	n < 10	100.00	
Hispanic	14	14	100.00	90.63		n < 10	n < 10	n < 10	75.00	
White	127	128	99.22	95.86		35	36	97.22	97.66	
Economically Disadvantaged	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		

2013 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	58	58	100.00	95.59	94.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	152	155	98.06	95.59	94.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10		94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	n < 10	n < 10	n < 10	100.00	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	47	47	100.00	95.00	
Economically Disadvantaged	n < 10	n < 10	n < 10		
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10		



Haas Hall Academy

Lottery Policies and Procedures 2015.2016

Every Scholar, Every Day—College Bound!

LEA 72-40-700

Starr Scholar Center
3880 North Front Street
Fayetteville, AR 72703.5130
(479) 966.4930
(479) 966.4932 - fax
<http://haashall.org>

LEA 04-43-700

Bentonville Campus
2600 SE J Street
Bentonville, AR 72712
(479) 268.3424
(479) 250.9292 - fax
<http://haashall.org>



HAAS HALL ACADEMY'S ADMISSIONS LOTTERY PROCESS



HAAS HALL ACADEMY
 EVERY SCHOLAR, EVERY DAY — COLLEGE BOUND!

Purpose of this guide

The purpose of this guide is to provide all stakeholders with policies and procedures as they pertain to Haas Hall Academy's random, anonymous lottery for each campus.

Step one: Apply

Parents are encouraged to apply online. If a parent needs assistance, staff will gladly assist with the online application. The URL is: <http://www.haashall.org/admissions/application>. Upon completion of the application form, all application data is entered into an online database. Applicant contact information is exported from the database so that parents/guardians can receive important updates throughout the year. They can easily update their contact information and view their scholar's application and waitlist status online at haashall.org.

Parents of potential scholars may apply to any Haas Hall Academy campus. Upon completion of the online application, an email response is generated confirming their application data.

Step two: Shadow-a-scholar

The purpose of a shadow is to allow potential scholars the opportunity to experience our unique academic and social environments. Potential scholars attend a full day of classes alongside a current scholar.

Shadows are taken by appointment only. The applicant is directed to schedule an appointment to shadow a scholar. Potential scholars select their preferred date and campus and the Director of Academy Affairs for that campus matches them with a current scholar ambassador. On the day of a potential scholar's shadow, parents are encouraged to take a brief tour of campus.

Step three: Lottery notification

All applicants will be emailed two weeks prior to the Monday of the week of the lottery drawing. The email contains lottery dates and procedures and a reminder to parents to update their potential scholar's application data if needed.

Step four: Lottery preparation

The applicant data will be exported from the website to CSV. Applicant data is displayed in the order the application was received, then sorted according to preferred campus, then grade. Lottery ID numbers are assigned and published to haashall.org. An applicant may access their Lottery ID number online, by calling the school, or in person at the Admissions Lottery drawing.

Step five: Lottery

Upon notification to the Arkansas Department of Education, Haas Hall Academy will conduct a random, anonymous lottery for each campus by grade. Representatives from the Arkansas Department of Education and the public are invited to attend. In order to protect the privacy of all applicants, the applicant's Lottery ID number will be used to identify scholars during the lottery drawing instead of names.

Haas Hall Academy will provide the ADE with a copy of each scholar application and a list of all scholars participating in the lottery by campus and grade level. The applicants are numbered starting with the number one and continue using successive whole numbers until the end of the list is reached.

Haas Hall Academy utilizes a system which features a random number generator formula that assigns random selection for each applicant. The number list produced by the random number generator is then

sorted in ascending order. The list is then printed and provided to the Arkansas Department of Education and posted at both campuses and online at haashall.org.

Step six: Email notification of acceptance/status

Parents of potential scholars will be notified by email two days following the lottery to indicate acceptance or waiting list position. For those accepted under the random lottery process, Haas Hall Academy will send an email link to an electronic form where they can accept or deny their scholar's seat. Once the form is electronically signed, the signature is assigned a tracking number. Those tracking numbers are provided to the Arkansas Department of Education.

For those not accepted under the random lottery process, Haas Hall Academy will send an email with the scholar's waitlist status. The parent will be encouraged to re-apply for the following school year's lottery and will receive periodic reminders of important lottery dates throughout the year.

Step seven: New scholar/parent orientation

Haas Hall Academy will hold a new scholar/parent orientation after the lottery has been drawn and new scholars have accepted admittance. The purpose of this orientation is to inform, connect and create a stress-free transfer to our academic community.

Parents and scholars interact with current scholars, faculty and parents. We provide many opportunities for new scholars to connect to the school. Enrollment paperwork packets are distributed to all parents and must be completed and returned to the school within 48 hours.

Sibling policy

Haas Hall Academy has submitted its request to invoke the sibling preference as authorized by Arkansas law. The goal of this policy is to ensure family uniformity and consistency and not to divide children who have a preference to attend the same institution. Siblings are defined as children who share at least one common biological or legal parent whether through natural or adoptive means. This definition includes:

- a) Biological Siblings that share parents;
- b) "Half" siblings that share a single parent;
- c) "Step" siblings that share a parent or parents through marriage; and
- d) Children who share a parent or parents through adoption or guardianship.

There are two considerations to this sibling preference policy. A first consideration is the scenario where an existing scholar has a sibling who would like to attend. Under this first scenario, Haas Hall Academy will offer preferential placement of scholars whose family siblings are currently enrolled at Haas Hall Academy. Applicants must apply and verify a clear sibling relationship with a current scholar.

A second scenario is where two applicant siblings apply for admission and undergo the lottery process. If one of the siblings gains admission, then the other sibling automatically is also admitted. Under this second scenario, each student is randomized using the standardized application process, but the number is then linked to the other sibling, creating an automatic preference selection – regardless of grade. In the event that Sibling B is drawn after all available spots in Sibling A's grade have been filled, Sibling B will receive his/her seat and Sibling A will be moved to the top of the wait list in his/her respective grade.

Siblings will only receive preferential placement at the campus at which their sibling is accepted or enrolled.

Transfer policy

In anticipation of opening the Springdale campus in the fall of 2016, and because the Springdale campus is a division of the Fayetteville charter, Haas Hall Academy sets forth the following application and transfer policy. Each campus will hold its own lottery. New applicants must apply to both the Fayetteville and the Springdale campuses to be eligible for consideration in both lotteries because the Fayetteville lottery is conducted separately and independently from the Springdale lottery. For example, an applicant may apply to both campuses and be admitted to one, both, or none – depending upon the outcome of the lottery drawing.

In order to promote uniformity across campuses in student enrollment and to accommodate families who live in closer proximity to either the Fayetteville or Springdale campus, Haas Hall Academy will allow existing scholars who are already enrolled in the Fayetteville campus to elect to make a one-time permanent transfer to the Springdale campus prior to the 2016-2017 Springdale admissions lottery drawing. If a scholar does not choose to transfer from the Fayetteville campus to the Springdale campus during the 2016-2017 lottery cycle, no transfers will be accepted and no placement preference will be allowed at a later date. Scholars who are accepted to the Springdale campus in the fall of 2016 for enrollment may not transfer to Fayetteville. No transfers will be accepted between the Fayetteville and Bentonville campuses and no placement preference will be allowed for current scholars during the lottery drawing.



HAAS HALL ACADEMY

STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703.5130

(479) 966.4930 | (479) 966.4932 - FAX | HAASHALL.ORG

EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

Lottery Process

Haas Hall Academy will host a public lottery process for the upcoming enrollment for the 2016-2017 school year. Families who have applied for the lottery are welcome **but are not required to attend** the Haas Hall Academy admissions lottery drawing that will take place for both campuses on March 30, 2016 beginning at 6PM at the Haas Hall Academy Starr Scholar Center located at 3380 N Front Street, Fayetteville, Arkansas 72703.

Admission to attend Haas Hall Academy is open to all children grades 7-12 without regard to residency, academic performance, or entrance exams. When the public demand for open seats at the charter school exceeds the number of seats available, Haas Hall Academy follows state law in conducting a random admissions lottery process that is open to the public and Representatives of the Arkansas Department of Education.

The public lottery process steps are explained below.

Haas Hall Academy utilizes an automated computerized system whereby the following steps are taken in order to preserve transparency and accountability in the lottery process:

1. Prior to the deadline to apply, Scholar Applicants complete an online computer form available at www.haashall.org, signaling a clear desire to attend the upcoming school year and participate in the application lottery process. Additional information is available at www.haashall.org/admissions. As part of this process, Haas Hall Academy obtains minimal information about a Scholar Applicant, which is consistent with the recommendations by the Arkansas Department of Education (ADE).
2. A Computer Program assigns to each Scholar Applicant a Unique Identifying Number, and a notification is sent to the Scholar Applicant prior to the public lottery. This Unique Identifying Number is important because it is how Haas Hall Academy publicly posts the results of a lottery without compromising the identity of a Scholar Applicant. Prior to the deadline to apply, a Scholar Applicant may log into a portal found at www.haashall.org and change or correct data, such as an address.
3. After the deadline to apply, the sum total of Scholar Applicants for each Grade Level is reviewed, de-duplicated, and then exported from the database into a Grade Specific Excel Spreadsheet. The Grade Specific Excel Spreadsheet used by Haas Hall was based on the Arkansas Department of Education for use in Charter School Lotteries.
4. On the day of the lottery process, an ADE Representative first confirms the Grade Specific Lottery Spreadsheet is ready for use. The ADE Representative next actuates the Random Number Generator function programmed into the Grade Specific Lottery Spreadsheet thereby producing the Lottery Results. Such Lottery Results are then immediately posted on a screen at the live lottery draw using the Applicant's Unique Identifying Number. The Lottery Results are then listed using the Applicant's Unique Identifying Number online at haashall.org. Haas Hall also sends an email informing the Scholar Applicant of the specific lottery draw results so that each Scholar Applicant will understand whether their application falls within the allocated number of available slots.

5. Scholars who do not gain immediate admission during the live lottery process are placed on a Wait List in accordance with the ranking as assigned by the Grade Specific Excel Spreadsheet Random Number Generator. Applicants on the Wait List are encouraged to apply for admission for the 2017-2018 school year. The application window opens on June 1, 2016.
6. Wait-Listed Applicants will be notified of any next-in-line positions that are possibly created by Scholars who were selected by the random lottery process but later decline to attend. This may happen at any time.
7. Applicants who did not fully complete an application for the current school year may still apply after the deadline and will be added to the bottom of the wait list on a first-come first-served basis.
8. Applications do not carry forward to the following lottery process. Each year a new list is created and new lottery conducted in this fashion. If you are on the Wait List, we urge you to reapply for the following year when the Applications Period reopens. Haas Hall Academy will send a courtesy reminder to each Wait-Listed Applicant of the opportunity to reapply for the following year. For this reason, we recommend that you keep your information current with Haas Hall Academy.

No preference is given to siblings of current scholars, but seats are reserved for children of faculty members. The information on the number of applications is set forth below alongside the estimated likelihood any specific Scholar Applicant will gain a seat for each particular Grade Level.

Fayetteville Campus				
79 OPEN SEATS 667 APPLICATIONS				
Grade Level	Open Seats	Reserved Seats	Total # of Applicants	Chance of winning a Seat
7	40	1	226	17%
8	27		262	10%
9	10		95	11%
10	1		39	2.5%
11	1		36	2.7%
12	0		9	--

Bentonville Campus				
66 OPEN SEATS 616 APPLICATIONS				
Grade Level	Open Seats	Reserved Seats	Total # of Applicants	Chance of winning a Seat
7	45	2	295	15%
8	0		128	--
9	0		114	--
10	10		45	22%
11	11		28	39%
12	0		6	--

Printed copies of the lists will be posted on the school doors of the Haas Hall Academy Starr Scholar Center in Fayetteville and at our Bentonville campus. Digital copies will also be available on haashall.org.

Lottery Identification Number

The Lottery Identification number will identify your scholar during the lottery drawing. In order to protect your family's privacy, each applicant is identified with a unique number. **This number does not indicate your scholar's position on the lottery list.**

Here is a handy guide of what you should see when you enter your scholar's information.

NAME OF APPLICANT

Scholar's Date of Birth
08/04/1984

TERM → Fall 2016

CAMPUS → Fayetteville

GRADE → 7th Grade

GUARDIAN CONTACT →

LOTTERY ID NUMBER

1234

Please take note of your scholar's Lottery ID number. This number will be used to identify your scholar during the lottery drawing.

← **LOTTERY ID NUMBER**

3360 N. Front Street
Fayetteville, Arkansas 72703
United States
(479) 966-4930

Name of Guardian
emailaddress@email.com

Campus - This is the campus lottery for which your scholar has applied.

Term - This is the admittance term for the current lottery cycle.

Grade - This is the grade your scholar is entering as of August, 2016.

Lottery ID Number - Your Lottery ID number was assigned to your scholar's application to protect your family's privacy during the lottery drawing.

Lottery Results

Printed copies of the lists will be posted on the school doors of both the Fayetteville and Bentonville campuses. The results of the lottery will be posted online at haashall.org.

The applicant's Lottery ID can be used to determine Admission Status.

	Admission Status	Random Number	Faculty Priority	Lottery ID
1	Admitted	4868	YES	6314
2	Admitted	3778		324
3	Admitted	5042		2407
4	Admitted	4401		2834
5	Admitted	5852		7803
6	Admitted	142		1000
7	Admitted	2880		7888
8	Admitted	8093		858
9	Admitted	6593		7743
10	Wait List 1	2707		7883
11	Wait List 2	3984		8819
12	Wait List 3	1586		420
13	Wait List 4	330		8748
14	Wait List 5	7781		832
15	Wait List 6	2172		8892
16	Wait List 7	418		330

Sample Grade Haas Hall Academy	
Seats Available:	9
Total Enrollment:	...
Total Applicants:	16
1 children of Faculty (Priority)	
15 Regular Applicants	
Random Number Generator	
#	

Seat Acceptance

If your scholar is admitted, you must accept their seat using the official seat acceptance form. You may accept their seat online at haashall.org or in person at the Haas Hall Academy Starr Scholar Center (Fayetteville campus).

Seats must be accepted by 12PM on Monday, April 4, 2016.

Document ID: 857dba62fa1cdad0341e218bcbf115034bd917ad

Signed On: <http://www.haashall.org>

Seat Acceptance | 2016-2017 - Test Parent



HAAS HALL ACADEMY
EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND!

Lottery ID #: 3456

Scholar Name: Test Student

Scholar Email: info@haashall.org

Parent/Guardian: Test Parent

Contact Information: info@haashall.org | (479) 966-4930

Admission Status: Yes! I accept my scholar's seat for the 2016-2017 school year.

Test Parent

Signed By Test Parent Signed On: March 30, 2016

 WP

Haas Hall Academy

Page 1 of 2

Audit Signature ID# fd704cc657448b0bc225cea67aab53055

Thank you for your interest in Haas Hall Academy and Good Luck!



APPLICATION FOR ADMISSION

Parents/guardians of potential scholars apply at haashall.org or at any Haas Hall campus.

Upon completion of the online application, the parent/guardian will receive an email as a receipt of application. The email addresses they submit at the time of application is entered into an email database so that they can stay informed about Haas Hall Academy and receive updates throughout the lottery process.



SHADOW A SCHOLAR CAMPUS TOUR

Potential scholars may attend a full day of classes alongside a current scholar.

The purpose of "Shadowing" a current scholar is to allow potential scholars the opportunity to experience our unique academic and social environments. Shadowing does not enter your scholar for consideration the Admissions Lottery. A regular application for admission must be received within the application window. Shadows are by appointment only and may be scheduled online or by calling the scholar's preferred campus. On the day of the potential scholar's shadow, parents/guardians are encouraged to take a brief tour of campus.



LOTTERY NOTIFICATION

All parents/guardians of applicants will receive an email prior to the lottery drawing.

The lottery notification email contains important lottery dates and procedures and a reminder to parents/guardians to update their potential scholar's application data if needed.

All applications are assigned an application ID number. One week prior to the lottery drawing, applicants will be informed of their Applicant ID number. The Applicant ID number serves to provide parents/guardians the opportunity to track their child's progress during the lottery drawing while protecting the family's privacy. Applicant ID numbers will also be available at the lottery drawing, held on March 30, 2016.



ADMISSIONS LOTTERY

Haas Hall Academy conducts an anonymous lottery for each campus by grade.

Representatives from the Arkansas Department of Education are invited to attend the 2016-2017 admissions lottery drawing, held at 6PM on March 30, 2016 at the Haas Hall Academy Starr Scholar Center (3380 N. Front Street, Fayetteville, AR 72703). Haas Hall Academy utilizes an electronic system which features a random number generator formula that assigns random selection for each applicant. Seats in each grade level are filled according to availability. The lottery is open to the public but you do not have to be present to accept your scholar's seat.



ACCEPTANCE STATUS NOTIFICATION

All parents/guardians will receive an email notification of acceptance status.

Parents/guardians of potential scholars will be notified by email the day following the lottery to indicate acceptance or wait list position. For those accepted under the random lottery process, Haas Hall Academy will send an email containing a link to an electronic form where they can accept or deny their scholar's seat. Digital signatures and tracking numbers are used in this process for audit purposes.

ACCEPTED

The scholar is enrolled!
The scholar will attend a New Scholar Orientation.



NOT ACCEPTED

The scholar is placed on the waitlist and encouraged to re-apply for the following year.

Those not accepted under the random lottery process will receive an email with the scholar's waitlist status. The parent/guardian will be encouraged to re-apply for the 2017-2018 admissions lottery on August 31, 2016. They will receive periodic reminders of important lottery dates throughout the year.

2016-2017 ADMISSIONS LOTTERY

March 11, 2016

Application Deadline for the 2016-2017 Admissions Lottery

March 14, 2016

Application Revision Deadline

March 30, 2016

2016-2017 Lottery Drawing

August 31, 2016

Application Window Opens for 2017-2018

HAAS HALL ACADEMY'S ADMISSIONS LOTTERY PROCESS



HAAS HALL ACADEMY
EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND!

ADE Desegregation Analysis



MEMO

DATE: May 4, 2016
TO: Charter Authorizer
FROM: ADE Legal Services Staff
SUBJECT: Desegregation Analysis of Amendment Request for Haas Hall Academy

I. INTRODUCTION

The Academy, Inc. submitted an application for a license to operate an open-enrollment public charter school, Haas Hall Academy, in Springdale, Arkansas, to increase the Fayetteville charter enrollment cap from 400 to 500 students, and to add an enrollment preference for siblings of the Bentonville, Fayetteville, and proposed Springdale Location.

The proposed charter school would be located within the boundaries of the Springdale School District. The proposed charter school would be a license of the Fayetteville charter and would replicate the instruction and share in the enrollment cap. According to its application, the proposed charter school expects to draw students from the Bentonville, Fayetteville, Gentry, Greenland, Huntsville, Rogers, Gravette, Decatur, Pea Ridge, Siloam Springs, and Springdale school districts.

II. STATUTORY REQUIREMENTS

Although Ark. Code Ann. § 6-23-106 requires the authorizer to carefully analyze the impact of any new proposed charter school on the efforts of public school districts to achieve and maintain unitary systems, it does not require the authorizer to conduct an analysis of proposed amendments to an existing charter. However, Ark. Code Ann. § 6-23-106(c) states that the State Board "shall not approve any ... act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state."

III. INFORMATION SUBMITTED BY THE APPLICANT AND THE AFFECTED SCHOOL DISTRICT

A desegregation analysis submitted by the charter school is attached as Exhibit A. To date, no desegregation-related opposition to the charter amendment has been received.

IV. DATA FROM THE DEPARTMENT

The October 1, 2015, enrollment for the school districts and open-enrollment charter schools operating in Benton and Washington Counties are as follows:

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
Affected School Districts							
Bentonville School District	612 3.81%	975 6.07%	499 3.11%	1,722 10.72%	261 1.63%	11,991 74.66%	16,060 --
Decatur School District	2 0.34%	34 5.81%	15 2.56%	193 32.99%	23 3.93%	318 54.36%	585 --
Elkins School District	9 0.80%	3 0.27%	7 0.62%	74 6.54%	18 1.59%	1,020 90.19%	1,131 --
Farmington School District	88 3.72%	17 0.72%	60 2.54%	192 8.11%	20 0.85%	1,989 84.07%	2,366 --
Fayetteville School District	496 5.14%	363 3.76%	924 9.57%	1,164 12.06%	128 1.33%	6,577 68.14%	9,652 --
Gentry School District	87 6.02%	120 8.30%	7 0.48%	216 14.94%	78 5.39%	938 64.87%	1,446 --
Greenland School District	28 3.30%	2 0.24%	10 1.18%	50 5.89%	4 0.47%	755 88.93%	849 --
Gravette School District	41 2.27%	17 0.94%	8 0.44%	102 5.64%	60 3.32%	1,581 87.40%	1,809 --
Huntsville School District	61 2.67%	12 0.52%	5 0.22%	228 9.97%	62 2.71%	1,918 83.90%	2,286 --
Lincoln School District	30 2.49%	54 4.49%	9 0.75%	96 7.98%	38 3.16%	976 81.13%	1,203 --
Pea Ridge School District	25 1.30%	5 0.26%	19 0.98%	120 6.22%	15 0.78%	1,746 90.47%	1,930 --
Prairie Grove School District	3 0.16%	21 1.12%	26 1.38%	92 4.89%	33 1.75%	1,706 90.70%	1,881 --
Rogers School District	244 1.62%	290 1.92%	258 1.71%	6,775 44.94%	267 1.77%	7,243 48.04%	15,077 --
Siloam Springs School District	161 3.89%	117 2.83%	40 0.97%	1,175 28.39%	259 6.26%	2,387 57.67%	4,139 --
Springdale School District	301 1.42%	330 1.55%	517 2.43%	9,756 45.89%	2,608 12.27%	7,748 36.44%	21,260 --
West Fork School District	45 4.14%	11 1.01%	12 1.10%	44 4.04%	19 1.75%	957 87.96%	1,088 --
DISTRICTS TOTAL	2,233 2.70%	2,371 2.86%	2,416 2.92%	21,999 26.58%	3,893 4.70%	49,850 60.23%	82,762 --

Open-Enrollment Public Charter Schools in Washington and Benton Counties							
Arkansas Arts Academy	39	12	15	108	16	584	774
	5.0%	1.6%	1.9%	14.0%	2.1%	75.5%	--
Haas Hall Academy	12	27	6	26	6	275	352
	3.4%	7.7%	1.7%	7.4%	1.7%	78.1%	--
Haas Hall Bentonville	7	40	4	25	7	212	295
	2.4%	13.6%	1.4%	8.5%	2.4%	71.9%	--
Ozark Montessori	1	2	4	46	5	78	136
	0.7%	1.5%	2.9%	33.8%	3.7%	57.4%	--
NWA Classical Academy	12	112	9	67	6	345	551
	2.2%	20.3%	1.6%	12.2%	1.1%	62.6%	--
CHARTER TOTAL	71	193	38	272	40	1,494	2,108
	3.4%	9.2%	1.8%	12.9%	1.9%	70.9%	--

Source: ADE Data Center, Oct. 1, 2015 Enrollment

IV. ANALYSIS FROM THE DEPARTMENT

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination. The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)).

The ADE is unaware of any desegregation orders applicable to the Bentonville, Fayetteville, Gentry, Greenland, Huntsville, Rogers, Gravette, Decatur, Pea Ridge, Siloam Springs, and Springdale school districts, and no desegregation-related opposition was received from any of the affected school districts.

V. CONCLUSION

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs “prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools.” *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). “[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate.” *Id.*, at 208 (emphasis in original).

It is difficult to conclude, from data currently available, that the proposal of the charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect the desegregation efforts of the affected school districts.



HAAS HALL ACADEMY

STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703.5130

(479) 966.4930 | (479) 966.4932 – FAX | HAASHALL.ORG

EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND

Desegregation Analysis

Haas Hall Academy is requesting an amendment to open an additional campus in Springdale within the boundaries of the Springdale School District. As an open-enrollment public charter school unconfined by district boundaries, Haas Hall Academy expects to obtain the majority of its students from within the boundaries of the Springdale, Fayetteville, Bentonville, and Rogers School Districts. Besides the Springdale, Fayetteville, Bentonville, and Rogers School District, the Springdale School District is also contiguous or in close proximity to the Siloam Springs, Gentry, Greenland, Huntsville and Pea Ridge School Districts. Haas Hall Academy may also receive some students from these districts as well.

In carefully reviewing the potential impact that Haas Hall Academy would have upon the efforts of the surrounding school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools, the applicant finds that neither the Springdale School District nor any of its contiguous or neighboring school districts are currently subject to, or have ever been subject to, any court orders or judicial decrees concerning the desegregation of its schools. As an open-enrollment public charter school, Haas Hall Academy must be race-neutral and non-discriminatory in its student selection and admission processes, and the granting of this amendment request to open an additional campus in Springdale will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state.

ESEA Information

2015 ESEA DISTRICT REPORT

District: HAAS HALL ACADEMY
LEA: 7240700
Enrollment: 320

Superintendent: MARTIN SCHOPPMeyer **Address:** 3155 NORTH COLLEGE AVENUE
Attendance: 100.00 **Address:** FAYETTEVILLE, AR 72703
Poverty Rate: 0.00 **Phone:** (479) 966-4930

OVERALL SCHOOL STATUS:	2014 ACHIEVING
-------------------------------	-----------------------

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	183	183	100.00	126	126	100.00
Targeted Achievement Gap Group						
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	3	3	100.00	3	3	100.00
Hispanic	8	8	100.00	5	5	100.00
White	152	152	100.00	103	103	100.00
Economically Disadvantaged						
English Language Learners						
Students with Disabilities						

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	177	182	97.25	22.73
Targeted Achievement Gap Group	0	0		17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	3	3	100.00	10.77
Hispanic	8	8	100.00	18.35
White	147	151	97.35	26.04
Economically Disadvantaged	0	0		17.63
English Language Learners	0	0		7.64
Students with Disabilities	0	0		4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	119	125	95.20	13.95
Targeted Achievement Gap Group	0	0		10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	3	3	100.00	5.87
Hispanic	4	5	80.00	12.10
White	97	102	95.10	17.14
Economically Disadvantaged	0	0		11.02
English Language Learners	0	0		6.23
Students with Disabilities	0	0		4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	69	70	98.57	96.08	94.00
Targeted Achievement Gap Group	1	1	100.00		94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	176	177	99.44	96.08	94.00
Targeted Achievement Gap Group	4	4	100.00		94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	0	0		100.00	
Hispanic	5	5	100.00	100.00	
White	60	61	98.36	95.55	
Economically Disadvantaged	1	1	100.00		
English Language Learners	0	0	0.00		
Students with Disabilities	0	0			

2015 ESEA DISTRICT REPORT

District: HAAS HALL ACADEMY
LEA: 7240700
Enrollment: 320

Superintendent: MARTIN SCHOPPMER
Attendance: 100.00
Poverty Rate: 0.00

Address: 3155 NORTH COLLEGE AVENUE
Address: FAYETTEVILLE, AR 72703
Phone: (479) 966-4930

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	0
Number of enrolled students with completed EOY only:	0

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016

Materials
Distributed by the
Charter at the
Hearing



HAAS HALL ACADEMY

STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703-5130

(479) 966-4930 | (479) 966-4932 - FAX | HAASHALL.ORG

EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

Thursday, May 12, 2016

Alexandra Boyd, Charter School Program Advisor
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

RE: Additional information requested

Dear Ms. Boyd:

Haas Hall Academy received your email dated May 10, 2016 requesting additional information to address budget concerns. Included in this packet are three budgets.

1. Haas Hall Academy Fayetteville budget
2. Haas Hall Academy Springdale budget
3. Haas Hall Academy LEA budget

Sincerely,

Dr. Martin W. Schoppmeyer, Jr.
Founder and Superintendent of Schools
MWS/hpt



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EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

Haas Hall Academy Fayetteville 2016.2017 Budget Proposal

2016.2017 Revenue Summary

Revenue	Amount	Total
State Foundation Aid	\$6,646 x (343)	\$2,279,578.00
Student Growth Funding	\$6,646 x (117)	\$777,582.00
Facilities Funding	\$553.69 x (343)	\$189,915.67
Grants	\$0.00	\$0.00
Total Operational Funds		\$3,247,075.67

2016.2017 Expenditure Summary

Salaries and Benefits	Amount	Total
Salaries	\$1,630,127.60	
Benefits	\$407,531.00	
Total Salaries and Benefits		\$2,037,658.60

Operations	Amount	Total
Equipment & Vehicles	\$23,460.30	
Technology	\$218,185.52	
General Supplies	\$86,003.00	
Textbooks	\$82,968.20	
Classroom Equipment	\$180,620.00	
Dues and Fees	\$18,700.00	
Bookkeeping	\$26,500.00	
Legal	\$25,500.00	
Purchased Services	\$34,500.00	
Office Equipment	\$27,500.00	
Water/Sewer	\$9,200.00	
Disposal Sanitation	\$8,725.50	
Liability Insurance	\$19,000.00	
Electricity/Gas	\$65,190.00	
Lease	\$360,000.00	
Total Operating Expenditures		\$1,186,052.52
Total Expenditures		\$3,223,711.12
Revenues minus Expenditures		(+\$23,364.55)



HAAS HALL ACADEMY

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EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

Haas Hall Academy Springdale, Jones Center for Families 2016.2017 Budget Proposal

2016.2017 Revenue Summary

Revenue	Amount	Total
Student Growth Funding	\$6,646 x (360)	\$2,392,560.00
Grants	\$0.00	\$0.00
Total Operational Funds		\$2,392,560.00

2016.2017 Expenditure Summary

Salaries and Benefits	Amount	Total
Salaries	\$1,202,500.00	
Benefits	\$300,625.00	
Total Salaries and Benefits		\$1,503,125.00

Operations	Amount	Total
Equipment & Vehicles	\$23,460.30	
Technology	\$118,185.52	
General Supplies	\$86,003.00	
Textbooks	\$82,968.20	
Classroom Equipment	\$110,620.00	
Dues and Fees	\$18,700.00	
Bookkeeping	\$26,500.00	
Legal	\$25,500.00	
Purchased Services	\$34,500.00	
Office Equipment	\$27,500.00	
Liability Insurance	\$19,000.00	
*Lease	\$281,814.48	
Total Operating Expenditures		\$854,751.50
Total Expenditures		\$2,357,876.50
Revenues minus Expenditures		(+\$34,683.50)

*All utilities are included in the lease.



HAAS HALL ACADEMY

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EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

Haas Hall Academy LEA 2016.2017 Budget Summary

2016.2017 Revenue Summary

Revenue	Amount	Total
State Foundation Aid	\$6,646 x (343)	\$2,279,578.00
Student Growth Funding	\$6,646 x (477)	\$3,170,142.00
Facilities Funding	\$553.69 x (343)	\$189,915.67
Grants	\$0.00	\$0.00
Total Operational Funds		\$5,639,635.67

2016.2017 Expenditure Summary

Salaries and Benefits	Amount	Total
Salaries	\$2,832,627.60	
Benefits	\$708,156.00	
Total Salaries and Benefits		\$3,540,783.60

Operations	Amount	Total
Equipment & Vehicles	\$46,920.60	
Technology	\$336,371.04	
General Supplies	\$172,006.00	
Textbooks	\$165,936.40	
Classroom Equipment	\$291,240.00	
Dues and Fees	\$37,400.00	
Bookkeeping	\$53,000.00	
Legal	\$51,000.00	
Purchased Services	\$69,000.00	
Office Equipment	\$55,000.00	
Water/Sewer	\$9,200.00	
Disposal/Sanitation	\$8,725.50	
Liability Insurance	\$38,000.00	
Electricity/Gas	\$65,190.00	
Lease	\$641,814.48	
Total Operating Expenditures		\$2,040,804.02
Total Expenditures		\$5,581,587.00
Revenues minus Expenditures		(+\$58,048.05)



HAAS HALL ACADEMY

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EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

Thursday, May 12, 2016

Alexandra Boyd, Charter School Program Advisor
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

RE: Additional information requested

Dear Ms. Boyd:

Haas Hall Academy received your email dated May 9, 2016 requesting additional information. Below are our responses.

The number of students currently enrolled that would qualify for Free and/or Reduced Lunch at your Fayetteville Campus and at your Bentonville Campus if your schools participated in the FRL program. Haas Hall Academy does not participate in the FRL program. However, Haas Hall Academy provides free uniforms and meals to scholars in financial need. No one is turned away for any reason, and no proof of financial need is required.

Specific efforts made to recruit students from diverse racial and socio-economic backgrounds. Haas Hall Academy employs a full-time Executive Director of Community Outreach and Engagement who in collaboration with Haas Hall Academy administration developed a comprehensive, five-year outreach plan that encourages low-income families to participate in the lottery system. The plan's three main objectives are as follows:

1. To increase the number of students, particularly the percentage of ethnically and socioeconomically diverse students, making application and entering the lottery pool for new scholars.
2. To increase the number of students, particularly the percentage of ethnically and socioeconomically diverse students who, selected through the lottery process, subsequently enroll.
3. To increase the number of scholars, particularly the percentage of ethnically and socioeconomically diverse scholars who complete the Haas Hall Academy course of study through graduation.

Haas Hall Academy is the creator of the Northwest Arkansas School Choice Fair, a region-wide school choice and family fair. We are inviting each traditional public school, chartered public school, independent school and the regional homeschooling association to participate.

We are building a collaborative partnership with the Cisneros Center for New Americans to focus on exciting community enrichment projects: NWA School Choice Fair, a GED program and naturalization classes/examinations for Cisneros Center participants. We are also discussing

providing on-site information sessions regarding school choice, college, scholarships and financial aid, GED programs, and naturalization opportunities.

The demographics (race, FRL status, SPED status) of students who have recently enrolled for the 2016-2017 school year, following your most recent lottery.

2016-2017 New Scholar Demographic Data

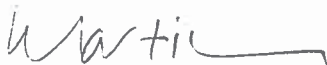
Of the enrollment paperwork processed to date for new scholars admitted as a result of the 2016-2017 admissions lottery, race totals are listed by campus and grade.

Fayetteville	7 th 40 seats	8 th 27 seats	9 th 10 seats	10 th 1 seat	11 th 1 seat	12 th 0 seats	Total
Asian	3	6	1				10
Black							
Hawaiian/Pacific Islander							
Hispanic					1		1
Native American							
Two or More	5	1					6
White	29	18	6	1			51

Bentonville	7 th 45 seats	8 th 0 seats	9 th 0 seats	10 th 10 seats	11 th 11 seats	12 th 0 seats	Total
Asian	9			1			10
Black	1						1
Hawaiian/Pacific Islander							
Hispanic	3				2		1
Native American							
Two or More	5			2			7
White	23			4	5		3

Haas Hall Academy does not ask for SPED/504 information before or during the lottery process.

Sincerely,



Dr. Martin W. Schoppmeyer, Jr.
Founder and Superintendent of Schools
MWS/hpt

HAAS HALL ACADEMY SPRINGDALE CAMPUS 2016-2017

MAY 18, 2016

CHARTER AUTHORIZING PANEL

Haas Hall Academy will ask the Charter Authorizing Panel for approval for a Springdale, Arkansas campus, initially serving grades 7-10 at the Jones Center for Families.

MAY 19, 2016

APPLICATION WINDOW OPENS

Window for receiving applications for admissions opens for the Springdale campus lottery. Applicants will be advised that the Springdale campus admissions lottery is contingent on final approval by the Arkansas Board of Education scheduled for June 9, 2016.

MAY 19, 2016 - JUNE 16, 2016

AD CAMPAIGNS

MAY 20, 2016 - Facebook & Instagram Ad Campaign

MAY 29 & JUNE 12, 2016 - Newspaper Ad (Arkansas Democrat-Gazette)

MAY 26 & JUNE 16, 2016 - Newspaper Ad (LaPrensa Libre)

JUNE 10, 2016 - Facebook & Instagram Ad Campaign

MAY 19, 2016 - JULY 8, 2016

EMAIL CAMPAIGNS

MAY 20, 2016

Springdale campus Announcement & Lottery Process email blast to all people on list known to have interest in attending

JUNE 10, 2016

Email to all applicants re: Springdale State Board approval

JUNE 21, 2016

Email to all applicants, current parents/guardians, and general News recipients re: Application deadline

JULY 1, 2016

Lottery Deadline reminder email blast

JULY 8, 2016

Lottery Overview email blast

HAAS HALL ACADEMY SPRINGDALE CAMPUS 2016-2017

JULY 5, 2016

APPLICATION DEADLINE

Application window will close for the Springdale campus admissions lottery.

JULY 12, 2016

LOTTERY DRAWING

The 2016-2017 Haas Hall Academy Admissions Lottery drawing for the Springdale campus will be held on July 12, 2016 at 6PM at the Jones Center for Families. The event will be open to the public and all applicants will be invited to attend.

JULY 17, 2016

NEW SCHOLAR ORIENTATION

New Scholar Orientation will cover the basics of scheduling, academic life, clubs and extracurricular activities at Haas Hall Academy. All families of Springdale campus applicants will be asked to attend.

JULY 17, 2016 - New Scholar Orientation (Springdale campus)

AUGUST 11, 2016

FIRST DAY OF SCHOOL

First day of school at the Springdale campus.



HAAS HALL ACADEMY

EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND!



Haas Hall Academy es reconocida nacionalmente por múltiples premios demostrando como una escuela puede fortalecer las comunidades. Inspira innovación y es un catalizador para la renovación de las expectativas para la educación pública. **Nuestro enfoque es en lo académico para asegurarnos de que tengamos 100% de aceptación en las universidades.**

El noroeste de Arkansas se ha convertido en una de las zonas de mayor crecimiento del país. Por desgracia, hay pocas opciones en la educación pública para los padres y los estudiantes que buscan un ambiente pequeño personalizado con un plan de estudios acelerados para la preparación universitaria. Con dos campus en el noroeste de Arkansas y con un plan ambicioso de expansión, Haas Hall Academy está construyendo una comunidad innovadora de jóvenes comprometidos a la educación.

#1 escuela preparatoria pública en Arkansas

- US News & World Report
Cinco años consecutivos: 2012, 2013, 2014, 2015, 2016
- Niche Best Schools (K-12), 2016
- Business Insider, 2015

#19 escuela pública en Los Estados Unidos

- Newsweek's America's Top High Schools, 2015

La única escuela preparatoria pública con "Gold Medal" en Arkansas

- U.S. News & World Report
Tres años consecutivos: 2014, 2015, 2016

Clasificada como número uno de las escuelas preparatorias más difíciles de Estados Unidos

- Washington Post
Cuatro años consecutivos: 2013, 2014, 2015, 2016

Ha conseguido el grado de la letra de "A" con una puntuación perfecta de 300/300

- Departamento de Educación de Arkansas
Dos años consecutivos: 2015, 2016

FAYETTEVILLE

Nuevo campus de agosto del año 2015



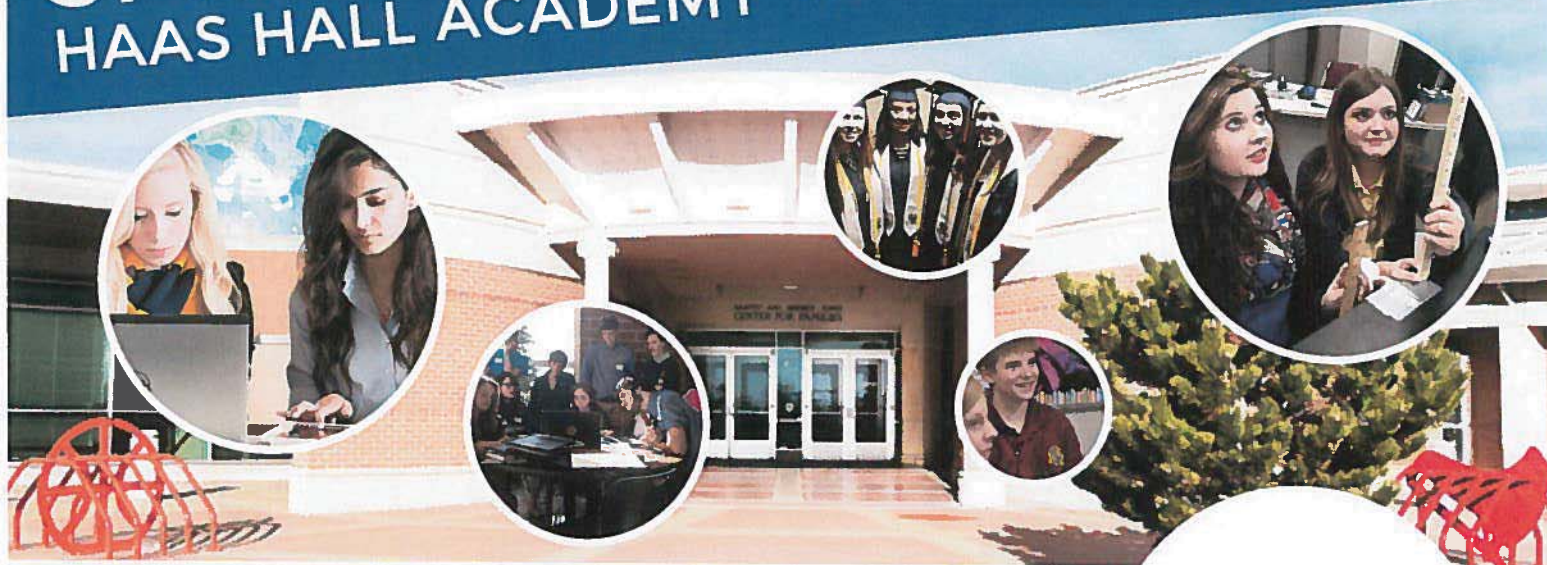
BENTONVILLE

El año 2015 se inauguró en agosto



SPRINGDALE HAAS HALL ACADEMY

INICIO DE CLASE EN AGOSTO, EL AÑO 2016
AHORA PUEDEN INSCRIBIRSE DEL GRADO 7 AL 10
Visítenos en la línea en haashall.org



Springdale: Grados 7-10

Acelerada S.T.E.A.M plan de estudios
(Ciencia, Tecnología, Ingeniería, Artes y Matemáticas)

Inscripción abierta "Public Charter" = No hay costo

Admisión es por sorteo. ¡Aplique hoy!

THE
Jones
CENTER

Para más información visite utilizará haashall.org/springdale



HAAS HALL ACADEMY

EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND!



Haas Hall Academy is a multiple national award-winning model of how a charter school can strengthen communities, inspire innovation and be a catalyst for the renewal of expectations for public education. Our focus is academics to ensure that we have 100% placement in colleges and universities.

Northwest Arkansas has become one of the fastest-growing parts of the country. Unfortunately, there is little choice in public education for parents and scholars seeking a small, personalized academic environment with an accelerated, college-prep curriculum. With two locations in Northwest Arkansas and an ambitious expansion plan, Haas Hall Academy is building an innovative community of educated, engaged youth.

#1 Public High School in Arkansas

-U.S. News & World Report

Five consecutive years: 2012, 2013, 2014, 2015, 2016

#1 Public High School in Arkansas

-Niche Best Schools (K-12), 2016

#1 Public High School in Arkansas

-Business Insider, 2015

#19 Public High School in the United States

-Newsweek's America's Top High Schools, 2015

The only Gold Medal Public High School in Arkansas

-U.S. News & World Report

Three consecutive years: 2014, 2015, 2016

Ranked in the Top 1% of America's Most Challenging High Schools

-Washington Post | Four consecutive years: 2013, 2014, 2015, 2016

Earned the letter grade of 'A' with a perfect score of 300/300

Arkansas Department of Education | Two consecutive years: 2015, 2016

FAYETTEVILLE New Campus August 2015



BENTONVILLE Opened August 2015

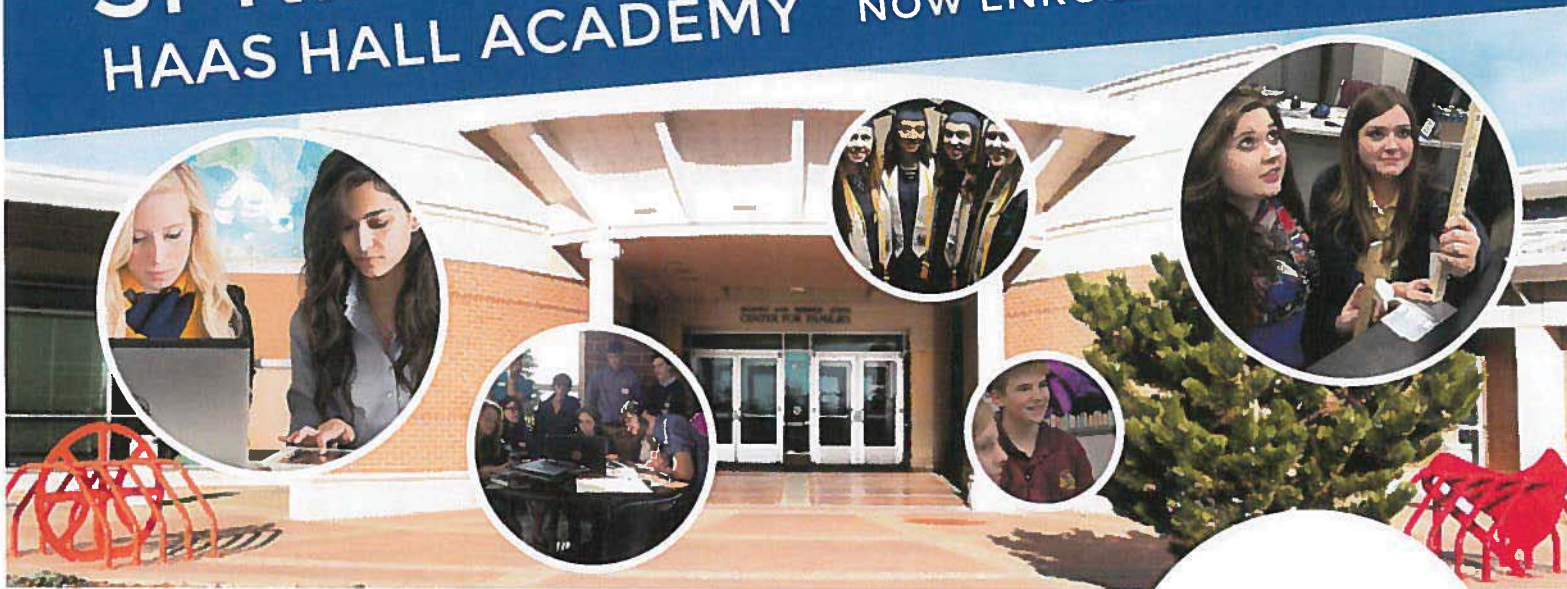


Visit us online at
haashall.org



SPRINGDALE HAAS HALL ACADEMY

JONES CENTER CAMPUS
OPENING AUGUST 2016
NOW ENROLLING 7-10 GRADES



Springdale: Grades 7-10

Accelerated S.T.E.A.M. curriculum
(Science, Technology, Engineering, Arts, and Math)

Open-Enrollment Public Charter = No Tuition

Admission by random lottery drawing, **apply today!**

THE
Jones
CENTER

For more information visit haashall.org/springdale

Public Comments

Haas Hall Public Comments

Jennifer Garner

5/13/2016 5:13:13 PM

I'm all for making sure students have opportunity. However, Springdale already has a charter school-- The School of Innovation. To my knowledge HAAS Hall will NOT be offering anything different than the SOI. So my question is what is the basis for why they feel their school is needed in Springdale? Do you actually have tax payers from Springdale in support of this or is it just an attempt by HAAS Hall to expand throughout Northwest Arkansas? I think HAAS Hall should have to go before the Springdale School Board with their petition first. If the school board feels they are filling a niche, then so be it.

Kim Gibson

5/16/2016 5:21:53 PM

Springdale School District is nationally recognised for both it's teacher's and student's achievements. Here are a few of these achievements: National AP Scholars, 1,373 students took one or more AP exams, 2,440 total AP exams and National Board Certified teachers.

Students in our district have many opportunities to succeed. Students who are ELL get English Language Development as well as effective explicit instruction in phonological awareness and guided reading. Students in upper grades have chances to travel to the northeast with the Colonial Experience, opportunities to take advanced art and AP classes, theater and choir camps, summer school courses, zero hour classes, top notch regular courses, and preparatory classes that get them ready for college and life. The IB programme, and multiple academies offer high school students chances to succeed in a global economy that has far reaching positive impacts to our community. Springdale Schools recruits the best teachers who are highly qualified and motivated to make a difference in their student's lives. The district provides a continuous range of professional development to support teachers as they help students achieve amazing educational opportunities. Teachers also collaborate together in PLC's to achieve these high standards for both teachers and students.

Documentation of Charter Authorizing Panel Action

Enrollment Cap Increase

Request for Open-enrollment Charter School Amendments: Haas Hall Academy, Fayetteville and Bentonville Charters

Motion

To deny the enrollment cap increase

Barnes- M	Liwo	Saunders
Gotcher- 2	Pfeffer	Smith
Lester	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			I do not believe the increase serves the best interest of students at this time. The school could benefit by implementing current practice over time.
Gotcher	X			While there appears to be an increased accountability and oversight in the lottery process, I feel strongly that a longer period of time to ensure that this process is transparent is required to allow for an increase in trust. Secondly, the timeline for expansion is a challenge for me, considering all of the elements required for a successful start of the new year.
Lester	X			Concerns about the recruitment for diversity, the lottery process, and the timing for opening the new location exist.
Liwo	X			Haas Hall's lack of diversity is concerning. There are previous issues with transparency in their lottery process. Recruitment and enrollment selection procedures have been questionable. Although the charter has indicated changes in the process, seeing a

				long-term consistency in transparency would be beneficial. I would like to see a 5 year recruitment plan implemented on current campuses and an increase in the enrollment of low-income and minority students. The short timeframe between now and the proposed lottery date does not appear conducive to recruiting a diverse student population and may have a negative impact on the local school district's funding. Sibling admission preference may further stunt the Haas Hall campuses from increasing or demonstrating diversity. Haas Hall does not have a mechanism in place for identifying students in need of financial assistance.
Pfeffer	X			I would like to have concrete data on the status of economically disadvantaged students and data regarding the most recent lottery conducted under the new, transparent process.
Rogers		X		I felt like giving Haas Hall the additional slots would allow them to prove they are working to recruit a more diverse population.
Saunders	X			Concern over the lack of diversity in association with lottery procedures exists.
Smith				absent
Coffman				chair

Submitted by: Alexandra Boyd

Date: 05/18/2016

Sibling Preference for Fayetteville and Bentonville

Request for Open-enrollment Charter School Amendments: Haas Hall Academy,
Fayetteville and Bentonville Charters

Motion

To approve the addition of sibling preference to both charters

Barnes- M	Liwo	Saunders- 2
Gotcher	Pfeffer	Smith
Lester	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			I believe it serves the best interest of students and parents, because it allows for more equitable education practice in the home.
Gotcher	X			While there remains a concern for diversity in current two campuses, I do feel it is in the best interest of families to allow for siblings to be together.
Lester	X			For the best interest of families, I approve.
Liwo		X		Haas Hall's lack of diversity is concerning. There are previous issues with transparency in their lottery process. Recruitment and enrollment selection procedures have been questionable. Although the charter has indicated changes in the process, seeing a long-term consistency in transparency would be beneficial. I would like to see a 5 year recruitment plan implemented on current campuses and an increase in the enrollment of low-income and minority students. The short timeframe between now and the proposed lottery date does not appear conducive to recruiting a diverse student population and

				may have a negative impact on the local school district's funding. Sibling admission preference may further stunt the Haas Hall campuses from increasing or demonstrating diversity. Haas Hall does not have a mechanism in place for identifying students in need of financial assistance.
Pfeffer		X		I feel that sibling preference at this point will further prevent a diverse student population given that over 70% of the population at both schools is currently white and no data regarding economically disadvantaged students exists.
Rogers	X			This waiver exists with most other charters and could decrease unneeded strain on parents who have children in different school districts.
Saunders	X			I feel it is important for families with multiple students to be able to have those students attend the same school when possible.
Smith				absent
Coffman				chair

Submitted by: Alexandra Boyd

Date: 05/18/2016

License Springdale Campus

Request for Open-enrollment Charter School Amendments: Haas Hall Academy, Fayetteville and Bentonville Charters

Motion

To deny the license request

Barnes	Liwo-2	Saunders
Gotcher-M	Pfeffer	Smith
Lester	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			This expansion lends itself to many unknown/unintended consequences. While I appreciate the opportunities as expressed, they do not outweigh the concerns that a delay could potentially resolve.
Gotcher	X			Legislative intent of charter schools allows for "expanded choices" that are available in the public school system. I currently feel that the Springdale School District offers multiple and innovative opportunities for the current region and do not see the need for an expansion at this time.
Lester	X			Concerns about the recruitment for diversity, the lottery process, and the timing for opening the new location exist.
Liwo	X			Haas Hall's lack of diversity is concerning. There are previous issues with transparency in their lottery process. Recruitment and enrollment selection procedures have been questionable. Although the charter has indicated changes in the process, seeing a long-term consistency in transparency would

				be beneficial. I would like to see a 5 year recruitment plan implemented on current campuses and an increase in the enrollment of low-income and minority students. The short timeframe between now and the proposed lottery date does not appear conducive to recruiting a diverse student population and may have a negative impact on the local school district's funding. Sibling admission preference may further stunt the Haas Hall campuses from increasing or demonstrating diversity. Haas Hall does not have a mechanism in place for identifying students in need of financial assistance.
Pfeffer	X			The timeline is too rushed for a thorough lottery process and could potentially negatively impact the neighboring districts either through staffing or student attendance at a late date.
Rogers	X			I feel like the timeline is too rushed and specifically have concerns about the lottery process and staffing to start this fall.
Saunders	X			I have concern over the lack of diversity in association with lottery procedures.
Smith				absent
Coffman				chair

Submitted by: Alexandra Boyd

Date: 05/18/2016

Request for the
State Board of Education
to Review the
Decision Made by the
Charter Authorizing Panel



HAAS HALL ACADEMY

STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703-5130

(479) 966.4930 | (479) 966.4932 - FAX | HAASHALL.ORG

EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

Wednesday, May 25, 2016
Alexandra Boyd, Charter School Program Advisor
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

RE: Charter Advisory Appeal Request

Dear Ms. Boyd:

Haas Hall Academy received your e-mail dated May 18, 2016, containing a Notice of Charter Authorizing Panel Decision Haas Hall Academy Amendment Request. Haas Hall Academy would like to take this opportunity to thank you and the members of the Arkansas Department of Education for their time in this continuing process.

Haas Hall Academy respectfully requests an immediate hearing with the Arkansas State Board of Education to appeal the Charter Authorizing Panel's decision. Haas Hall Academy hereby provides timely formal notice of appeal of the Charter Authorizing Panel's decision.

Haas Hall Academy Appeal

I. Amendment Requests and Actions

On May 18, 2016, Haas Hall Academy (Haas Hall) appeared before the Charter Authorizing Panel (Panel) for a hearing on three (3) amendments. The amendments were to 1.) increase the enrollment cap at its Fayetteville campus by one hundred (100) students; 2.) request a license (based off the Fayetteville charter) to open a new campus in Springdale at the Jones Center; and 3.) adopt a sibling admission preference policy at all campuses. After receiving testimony and written documentation from Haas Hall, and testimony in opposition from representatives of the Springdale School District (District) and representatives of the District's teachers, the Panel voted to deny Haas Hall Academy's requests for the enrollment cap increase and a license to operate a Springdale campus. The Panel voted to approve the amendment request for the sibling admission preference policy.

II. Basis for Appeal

In making its presentation for the license request, Haas Hall Academy, in both oral and written form, set out the statutory requirements for the granting of a license under Ark. Code Ann. §6-23-304(d)(1) and (2), which are as follows:

- (1) The approved open-enrollment public charter school applicant has demonstrated academic success as defined by the state board for all public schools;
- (2) The approved open-enrollment public charter school has not:
 - (A) Been subject to any disciplinary action by the authorizer;
 - (B) Been classified as in academic or fiscal distress; and
 - (C) Had its open-enrollment public charter placed on charter school probation or suspended or revoked under §6-23-105.

Through its written documentation and oral testimony, Haas Hall Academy presented proof that it satisfied the §6-23-304 requirements.

The Panel's decision criteria are set forth in Ark. Code Ann. §6-23-304(d)(3), below:

(3) The authorizer determines in writing by majority of a quorum present that the open-enrollment public charter applicant has generally established the educational program results and criteria set forth in this subsection.

The Panel's stated reasons for its decision to deny the license amendment request were not grounded in a finding that Haas Hall Academy failed to meet the Ark. Code Ann. §6-23-304(d) criteria, but rather concerns over Haas Hall Academy's student diversity; lottery process; the proposed location of the Springdale campus; timelines of the expansion; and recruitment.

In a similar vein, Haas Hall Academy's amendment request for the enrollment cap increase for its Fayetteville campus was denied by the Panel due to the same reasons. Haas Hall Academy's fact-based reasons presented in support of the request, such as educational need as reflected by its waiting list numbers; expansion of its quality academic offerings; and operational efficiency did not appear to be seriously considered by the Panel in making its decision.

III. Relief

Haas Hall Academy meets the requirements set forth in the law for a license. We respectfully request an immediate hearing to obtain that license in a legal manner so that school may begin at the Jones Center for Families on Thursday, August 11, 2016.

Sincerely,



Dr. Martin W. Schoppmeyer, Jr.
Founder and Superintendent
MWS/hpt

Enclosure

THE JONES TRUST

May 24, 2016

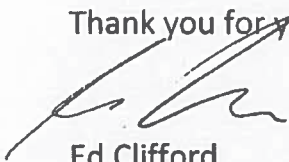
Arkansas State Board of Education

Members of the Board;

Haas Hall Academy is ranked as the top public high school in Arkansas, and the 19th best high school in America. With facilities in Fayetteville and Bentonville, Ar., they serve nearly 900 college bound students in Northwest Arkansas, with many more applying for acceptance. The Jones Center for Families in Springdale, AR has hosted the Springdale School Districts School of Innovation charter school for the last 2 years, and with them leaving for their own building in June, we are in a position to host a Springdale campus of Haas Hall Academy, expanding their already significant contribution to the Northwest Arkansas educational community.

On May 18, 2016, the State Charter School Panel refused to approve the expansion of Haas Hall to Springdale and the Jones Center for Families, ignoring the fact that Haas Hall fulfills every single requirement under Ark. Code Ann 6-23-304(d)(2) for that expansion. The Jones Trust disagrees with that decision, believes strongly that this charter expansion should be approved, and questions the State of Arkansas's commitment to public school academic excellence if this application is again denied. As we in Northwest Arkansas compete for global talent to fuel our economic development growth, which also benefits the entire state, this expansion is one more step in bringing that talent to Arkansas.

Thank you for your consideration,



Ed Clifford

President/CEO

Notification of Charter Authorizing Panel Decision



ARKANSAS DEPARTMENT OF EDUCATION

May 18, 2016

Johnny Key
Commissioner

State Board
of Education

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Dr. Edwin Strickland
Arkansas Connections Academy
609 SW 8th Street
Bentonville, AR 72712

**RE: Notice of Charter Authorizing Panel Decision
Arkansas Connections Academy Amendment Request**

Dear Dr. Strickland:

On **May 18, 2016**, the Charter Authorizing Panel met and approved the amendment request for a location change of Arkansas Connections Academy. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **noon on Wednesday, May 25, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on June 9, 2016. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on June 9, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Please let me know if you have any questions. I can be reached by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Alex Boyd".

Alexandra Boyd, Director
Public Charter Schools

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov

CC: Superintendent Jones, Bentonville School District

Arkansas Connections Academy Summary

ARKANSAS CONNECTIONS ACADEMY

SPONSORING ENTITY: ARKANSAS CONNECTIONS ACADEMY, INC.

CURRENT DATA

Maximum Enrollment	3,000
Approved Grade Levels	K-12
Grades Served 2015-2016	n/a

BACKGROUND

Authorized	November 17, 2015
Contract Expiration	June 30, 2021

Amendment Request



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

April 13, 2016

**State Board
of Education**

Edwin Strickland
Arkansas Connections Academy
609 SW 8th Street
Bentonville, Arkansas 72712

Toyce Newton
*Crossett
Chair*

Mireya Relth
*Fayetteville
Vice Chair*

Re: Charter Authorizing Panel-Amendment Request

Dr. Jay Barth
Little Rock

Dear Mr. Strickland:

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

I received your e-mail dated April 12, 2016, requesting a waiver of Section 4.02.3 of the ADE Rules Governing Public Charter Schools which limits the amendment hearing dates to the February and October authorizer meetings and Section 4.02.5 which requires amendment requests to be submitted thirty-five (35) days before the Charter Authorizing Panel meeting where the amendment request will be heard.

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

As you stated in your letter, your amendment request is to relocate the Arkansas Connections Academy to a new facility that will provide more space and offer a lower per square foot rate. You are requesting a waiver of the rules in order for the Charter Authorizing Panel to hear this amendment request at its May meeting.

Pursuant to Section 4.02.7 of the ADE Rules Governing Public Charter Schools, I will grant a waiver of the amendment hearing dates and the 35-day requirement in order to allow this amendment request to appear on the May agenda of the Charter Authorizing Panel.

Sincerely,

A handwritten signature in black ink, appearing to read "Johnny Key".

Johnny Key
Commissioner

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov

May 3, 2016

Arkansas Department of Education
Charter Authorizing Panel
Four Capitol Mall
Little Rock, AR 72201

Dear Members of the Charter Authorizing Panel:

Arkansas Connections Academy has seen strong interest in enrollment and looks forward to serving students in the coming school year. In order to best meet students' needs, the Board has identified a proposed facility for relocation.

We believe this proposed facility will bring two key benefits to the school and its families:

- With more office space, teachers will be able to work together in person, enhancing collaboration on student services, opportunities for professional development and support, and the school's Professional Learning Communities.
- At a lower Per Square Foot (PSF) rate, the Board can allocate resources to drivers of student success rather than facility overhead.

To make the case that the proposed facility relocation and charter amendment are in the best interest of the school, we have included the following information which meets the requirements of the Charter Amendment Request Form. There is no current year-to-date enrollment to report.

- Facility comparison chart showing the top-line differences in space and rate;
- Full landlord proposal;
- Proposed budget from our charter application, demonstrating leasing the proposed facility and purchasing related furniture/equipment are within the school's means;
- Map of the present and proposed locations;
- Signed Facilities Utilization Agreement;
- Desegregation Analysis showing no adverse potential impacts;
- Test Fit with the planned office layout; and
- Quote for office furniture demonstrating level of possible cost.

Our Board believes this facility will help us provide all Arkansas families with a high-quality and innovative public school option. We look forward to presenting to the Charter Authorizing Panel on this important topic.

The Governing Board of Arkansas Connections Academy

Dr. Dennis Beck

Virginia Walden-Ford

Carla Hartwell



ARKANSAS DEPARTMENT OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name: Arkansas Connections Academy

LEA Number: 0444700 **Phone Number:** _____ **Submission Date:** 04/06/2016

Charter Leader: Edwin Strickland

Email Address: arkansasconnectionsacademy@gmail.com

Type of Amendment Requested:

☒ **Relocate existing campus**

Current campus address 609 SW 8th Street
 Bentonville, AR 72712

Proposed campus address 1009 Beau Terre Drive, Building O
 Bentonville, AR 72712

School district in which the campus will be located Bentonville

BENTONVILLE FACILITY OPTIONS MATRIX

	609 SW 8th Street, Bentonville, AR 72712*	1009 Beau Terre Drive, Bentonville, AR 72712 Building O**
Total Square Footage	297 SF	5,736 SF
Office Spaces	2 offices	Entire Facility - 11 Offices, 2 BA, Kitchen, Conference, Storage
Year 1	\$ 31,656.00	\$ 100,380.00
Cost Per SF	\$106.58 PSF	\$17.50 PSF

*Rent is for 2 offices only. These rates do not take into consideration daily or per use rates for a conference room, testing facility, one-off day office rentals, storage space, etc.

**Rent is for entire space, estimated utilities and janitorial

	Landlord Proposal
Building	1009 Beau Terre Drive, Bentonville, AR 72712 (Building O)
Rentable Square Footage	5,736 RSF
Lease Rate Structure	MG
Lease Term	60 Months through 7/31/2021
Lease Commencement	8/1/2016
Landlord TI Allowance	\$20 PSF
Tenant-funded TI	N/A
Renewal Option(s)	Two (2) Three (3) year options at FMV with six (6) months prior written notice
Right of First Refusal	N/A (single tenant building)
Cancellation Option	Tenant shall have an ongoing right to terminate this Lease if and only if, absent a default by Landlord, if the School District (and all other applicable governmental bodies having jurisdiction over Tenant or the School) in the State of AR, including their respective assigns or successors, the authorizer of the Tenant's (including its successors and assigns) or School's right to operate a school (collectively, the "Authorizer"), suspends, revokes, limits, conditions, fails to renew, or takes any other action so that Tenant's (including its successors and assigns) or Schools' right to operate a school is suspended, revoked, non-renewed, substantially limited or conditioned as to make Tenant's or School's business unviable, voided or terminated. Tenant may invoke the right to an early termination of the Lease upon 180 days' written notice to Landlord and shall pay to Landlord a termination fee equal to the then unamortized amount of the any initial Tenant Improvements and real estate commissions (amortized over a 60 month period at the rate of 8% per annum) pursuant to an amortization schedule which will be attached as an exhibit to the Lease.
Rental Rate:	Months 1 – 12: \$14.50 PSF
	Months 13 – 24: \$14.72 PSF
	Months 25 – 36: \$14.94 PSF
	Months 37 – 48: \$15.16 PSF
	Months 49 – 60: \$15.39 PSF
CAM/OpEx/Taxes:	N/A
Rental Abatement:	None
Utilities:	Est. \$2 PSF
Other Expenses:	Janitorial (Est. \$1 PSF)
Total Rent Over Term (including rental escalations)	\$516,905
Average Cost Per Annum	\$103,381
Average Cost Per RSF	\$18.02

REVISED BUDGET
SEE LINE 221: FACILITIES

2016-2017
Public Charter School Application
Personnel Salary Schedule

Line#	Administrative Positions:				
	List Positions	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
1	Principal	1	\$92,000.00	1	\$92,000.00
2	Assistant Principal	0	\$68,250.00	1	\$68,250.00
3	Administrative Assistant	1.5	\$31,500.00	3	\$31,500.00
4	Manager of Special Education	1	\$66,000.00	1	\$66,000.00
5					
6					
7	Subtotal:		\$205,250.00		\$320,750.00
8	Fringe Benefits (rate used 29%)		\$59,522.50		\$93,017.50
9	Total Administration:		\$264,772.50		\$413,767.50

Regular Classroom Instruction:		2016-2017 No. FTEs		2017-2018 No. FTEs	
10	Teachers	15.3	\$47,250.00	30.1	\$47,250.00
11	Aides				
12	Subtotal:		\$722,925.00		\$1,422,225.00
13	Teacher Fringe Benefits (rate used 29%)		\$209,648.25		\$412,445.25
14	Aide Fringe Benefits (rate used)				
15	Total Regular Classroom Instruction:		\$932,573.25		\$1,834,670.25

Special Education:		2016-2017 No. FTEs		2017-2018 No. FTEs	
16	Teachers	2.2	\$47,250.00	5	\$47,250.00
17	Aides				
18	Subtotal:		\$103,950.00		\$236,250.00
19	Teacher Fringe Benefits (rate used 29%)		\$30,145.50		\$68,512.50
20	Aide Fringe Benefits (rate used)				
21	Total Special Education:		\$134,095.50		\$304,762.50

Gifted and Talented Program:		2016-2017 No. FTEs	2017-2018 No. FTEs
22	Teachers		
23	Aides		
24	Subtotal:		
25	Teacher Fringe Benefits (rate used _____)		
26	Aide Fringe Benefits (rate used _____)		
27	Total Gifted and Talented Program:		

**Alternative Education Program/
Alternative Learning Environments:**

		2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
28	Teachers				
29	Aides				
30	Subtotal:				
31	Teacher Fringe Benefits (rate used _____)				
32	Aide Fringe Benefits (rate used _____)				
33	Total Alternative Education Program/ Alternative Learning Environments:				

English Language Learner Program:

	List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
34			
35			
36			
37			
38			
39	Subtotal:		
40	Fringe Benefits (rate used _____)		
41	Total English Language Learner Program:		

Guidance Services:

	List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
42	Manager of Counseling	1	1
43			
44			
45			
46			
47	Subtotal:		
48	Fringe Benefits (rate used 29%)		
49	Total Guidance Services:		

Health Services:

	List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
50			
51			
52			
53			
54			
55	Subtotal:		
56	Fringe Benefits (rate used _____)		
57	Total Health Services:		

Media Services:

List Positions

2016-2017
No. FTEs2016-2017
Salary2017-2018
No. FTEs2017-2018
Salary

58

59

60

61

62

63

Subtotal:

64

Fringe Benefits (rate used _____)

65

Total Media Services:**Fiscal Services:**

List Positions

2016-2017
No. FTEs2017-2018
No. FTEs

66

67

68

69

70

71

Subtotal:

72

Fringe Benefits (rate used _____)

73

Total Fiscal Services:**Maintenance and Operation:**

List Positions

2016-2017
No. FTEs2017-2018
No. FTEs

74

75

76

77

78

79

Subtotal:

80

Fringe Benefits (rate used _____)

81

Total Maintenance and Operation:**Pupil Transportation:**

List Positions

2016-2017
No. FTEs2017-2018
No. FTEs

82

83

84

85

86

87

Subtotal:

88

Fringe Benefits (rate used _____)

89

Total Pupil Transportation:

Food Services:

List Positions

2016-2017
No. FTEs2016-2017
Salary2017-2018
No. FTEs2017-2018
Salary

90

91

92

93

94

95

Subtotal:

96

Fringe Benefits (rate used _____)

97

Total Food Services:**Data Processing:**

List Positions

2016-2017
No. FTEs2017-2018
No. FTEs

98

99

100

101

102

103

Subtotal:

104

Fringe Benefits (rate used _____)

105

Total Data Processing:**Substitute Personnel:**2016-2017
No. FTEs2017-2018
No. FTEs

106

Number of **Certified** Substitutes _____

107

Number of **Classified** Substitutes _____

108

Subtotal:

109

Certified Fringe Benefits (rate used _____)

110

Classified Fringe Benefits (rate used _____)

111

Total Substitute Personnel:

112

TOTAL EXPENDITURES FOR SALARIES:\$1,409,486.25\$2,631,245.25

**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:

Line#				<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	2016-2017				
1	No. of Students	600	x \$6,646.00 State Foundation Funding	\$3,987,600.00	
2	No. of Students	600	x \$26.00 Professional Development	\$15,600.00	
3	No. of Students		x _____ eligible rate* NSL Funding		
4	No. of Students		x _____ Other: <i>Explain Below</i>		
5					
	2017-2018				
6	No. of Students	1200	x \$6,646.00 State Foundation Funding		\$7,975,200.00
7	No. of Students	1200	x \$26.00 Professional Development		\$31,200.00
8	No. of Students		x _____ eligible rate* NSL Funding		
9	No. of Students		x _____ Other: <i>Explain Below</i>		
10					
11	Total State Charter School Aid:			<u>\$4,003,200.00</u>	<u>\$8,006,400.00</u>
	Other Sources of Revenues:				
	<i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i>				
12	Private Donations or Gifts				
13	Federal Grants (List the amount)				
14	Special Grants (List the amount)				
	Other (<i>Specifically Describe</i>)				
15					
16	Total Other Sources of Revenues:				
17	TOTAL REVENUES:			<u>\$4,003,200.00</u>	<u>\$8,006,400.00</u>

EXPENDITURES

			<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	Administration:			
18	Salaries and Benefits		\$264,772.50	\$413,767.50
	Purchased Services - List Vendors Below			
19	V - AD 1	Connections Academy of Arkansas, LLC	\$435,740.00	\$869,105.00
20	V - AD 2			
21	V - AD 3			
22	V - AD 4			
23	V - AD 5			
24	Supplies and Materials		\$27,000.00	\$54,000.00
25	Equipment			
	Other (List Below)			
26	Community Outreach			\$200,000.00
27	Staff Recruiting		\$5,000.00	\$5,000.00
28	Board Related Expenses		\$5,000.00	\$5,000.00
29	Dues		\$2,000.00	\$2,500.00
30				
31	Total Administration:		<u>\$739,512.50</u>	<u>\$1,549,372.50</u>

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
32	Regular Classroom Instruction:		
	Salaries and Benefits	<u>\$932,573.25</u>	<u>\$1,834,670.25</u>
	Purchased Services - List Vendors Below		
33	V - CI 1 <u>Connections Academy of Arkansas, LLC</u>	<u>\$1,313,375.75</u>	<u>\$2,640,853.05</u>
34	V - CI 2 _____	_____	_____
35	V - CI 3 _____	_____	_____
36	V - CI 4 _____	_____	_____
37	V - CI 5 _____	_____	_____
38	Supplies and Materials	_____	_____
39	Equipment	_____	_____
	Other (List Below)	_____	_____
40	<u>Student Testing & Assessment</u>	<u>\$80,000.00</u>	<u>\$150,000.00</u>
41	_____	_____	_____
42	_____	_____	_____
43	_____	_____	_____
44	_____	_____	_____
45	Total Regular Classroom Instruction:	<u><u>\$2,325,949.00</u></u>	<u><u>\$4,625,523.30</u></u>
	Special Education:		
46	Salaries and Benefits	<u>\$134,095.50</u>	<u>\$304,762.50</u>
	Purchased Services - List Vendors Below		
47	V - SE1 <u>Connections Academy of Arkansas, LLC</u>	<u>\$52,422.86</u>	<u>\$104,845.71</u>
48	V - SE 2 _____	_____	_____
49	V - SE 3 _____	_____	_____
50	V - SE 4 _____	_____	_____
51	V - SE 5 _____	_____	_____
52	Supplies and Materials	_____	_____
53	Equipment	_____	_____
	Other (List Below)	_____	_____
54	_____	_____	_____
55	_____	_____	_____
56	_____	_____	_____
57	_____	_____	_____
58	_____	_____	_____
59	Total Special Education:	<u><u>\$186,518.36</u></u>	<u><u>\$409,608.21</u></u>
	Gifted and Talented Program:		
60	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
61	V - GT1 <u>Connections Academy of Arkansas, LLC</u>	<u>\$88,075.50</u>	<u>\$177,294.45</u>
62	V - GT2 _____	_____	_____
63	V - GT3 _____	_____	_____
64	V - GT4 _____	_____	_____
65	V - GT5 _____	_____	_____
66	Supplies and Materials	_____	_____
67	Equipment	_____	_____
	Other (List Below)	_____	_____
68	<u>ARCA is applying for a waiver from</u>	_____	_____
69	<u>6-20-2208(c)(6) and 6-42-109</u>	_____	_____
70	_____	_____	_____
71	_____	_____	_____
72	_____	_____	_____
73	Total Gifted and Talented Program:	<u><u>\$88,075.50</u></u>	<u><u>\$177,294.45</u></u>

	Alternative Education Program/ Alternative Learning Environments:	<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
74	Salaries and Benefits		
	Purchased Services - List Vendors Below		
75	V - ALE1		
76	V - ALE2		
77	V - ALE3		
78	V - ALE4		
79	V - ALE5		
80	Supplies and Materials		
81	Equipment		
	Other (List Below)		
82	ARCA is applying for a waiver from		
83	6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and		
84	6-48-101 et seq.		
85			
86			
87	Total Alternative Education Program/ Alternative Learning Environments:		
English Language Learner Program:			
88	Salaries and Benefits		
	Purchased Services - List Vendors Below		
89	V - ELL1 Connections Academy of Arkansas, LLC	\$14,297.14	\$28,594.29
90	V - ELL2		
91	V - ELL3		
92	V - ELL4		
93	V - ELL5		
94	Supplies and Materials		
95	Equipment		
	Other (List Below)		
96			
97			
98			
99			
100			
101	Total English Language Learner Program:	\$14,297.14	\$28,594.29
Guidance Services:			
102	Salaries and Benefits	\$78,045.00	\$78,045.00
	Purchased Services - List Vendors Below		
103	v - GS1 Connections Academy of Arkansas, LLC		
104	v - GS2 Support is included in Line 47 above		
105	V - GS3		
106	V - GS4		
107	V - GS5		
108	Supplies and Materials		
109	Equipment		
	Other (List Below)		
110			
111			
112			
113			
114			
115	Total Guidance Services:	\$78,045.00	\$78,045.00

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	Health Services:		
116	Salaries and Benefits		
	Purchased Services - List Vendors Below		
117	V - HS1		
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials		
123	Equipment		
	Other (List Below)		
124	ARCA is applying for a waiver from		
125	6-18-706		
126			
127			
128			
129	Total Health Services:		
	Media Services:		
130	Salaries and Benefits		
	Purchased Services - List Vendors Below		
131	V - MS1		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138	ARCA is applying for a waiver from		
139	6-25-103 and 6-25-104		
140			
141			
142			
143	Total Media Services:		
	Fiscal Services:		
144	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1 <u>Connections Academy of Arkansas, LLC</u>	<u>\$97,776.75</u>	<u>\$195,553.50</u>
146	V - FS2 <u>Rasco Winter Abston Moore & Associates, LLP</u>	<u>\$12,000.00</u>	<u>\$12,000.00</u>
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152	Banking fees	<u>\$1,000.00</u>	<u>\$1,000.00</u>
153			
154			
155			
156			
157	Total Fiscal Services:	<u><u>\$110,776.75</u></u>	<u><u>\$208,553.50</u></u>

		2016-2017 Amount:	2017-2018 Amount:
	Maintenance and Operation:		
158	Salaries and Benefits		
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1 <u>Connections Academy of Arkansas, LLC</u>	\$105,000.00	\$195,000.00
160	V - MO2		
161	V - MO3		
162	V - MO4		
163	V - MO5		
164	Supplies and Materials		
165	Equipment	\$43,000.00	\$43,000.00
	Other (List Below)		
166	Phone	\$20,000.00	\$35,000.00
167	High Speed Internet	\$25,000.00	\$40,000.00
168			
169			
170			
171	Total Maintenance and Operation:	\$193,000.00	\$313,000.00
	Pupil Transportation:		
172	Salaries and Benefits		
	Purchased Services - List Vendors Below		
173	V - PT1		
174	V - PT2		
175	V - PT3		
176	V - PT4		
177	V - PT5		
178	Supplies and Materials		
179	Equipment		
	Other (List Below)		
180	ARCA will not provide pupil transportation		
181			
182			
183			
184			
185	Total Pupil Transportation:		
	Food Services:		
186	Salaries and Benefits		
	Purchased Services - List Vendors Below		
187	V - FD1		
188	V - FD2		
189	V - FD3		
190	V - FD4		
191	V - FD5		
192	Supplies and Materials		
193	Equipment		
	Other (List Below)		
194	ARCA is applying for a waiver from		
195	6-18-705 and 6-20-701 et seq.		
196			
197			
198			
199	Total Food Services:		

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	Data Processing:		
200	Salaries and Benefits		
	Purchased Services - List Vendors Below		
201	V - DP1 <u>Connections Academy of Arkansas, LLC</u>		
202	V - DP2 <u>Support is included in Line 145 above</u>		
203	V - DP3 _____		
204	V - DP4 _____		
205	V - DP5 _____		
206	Supplies and Materials		
207	Equipment		
	Other (List Below)		
208	_____		
209	_____		
210	_____		
211	_____		
212	_____		
213	Total Data Processing:		
	Substitute Personnel:		
214	Salaries and Benefits		
	Purchased Services - List Vendors Below		
215	V - SB1 <u>Usually not required in an online environment</u>		
216	V - SB2 <u>as school staff can typically cover when a</u>		
217	V - SB3 <u>colleague is absent</u>		
218	V - SB4 _____		
219	V - SB5 _____		
220	Total Substitute Personnel:		
	Facilities:		
221	Lease/Purchase Contract for One Full Year	<u>\$128,000.00</u>	<u>\$128,000.00</u>
	Facility Upgrades - List Upgrades Below		
222	_____		
223	_____		
224	_____		
225	_____		
226	_____		
227	_____		
228	_____		
229	Property Insurance for One Full Year		
230	Content Insurance for One Full Year		
231	Total Facilities:	<u>\$128,000.00</u>	<u>\$128,000.00</u>

Debt Expenditures:

List Debts Below

2016-2017 Amount:2017-2018 Amount:

232			
233			
234			
	Total Debts:		

Other Expenditures:

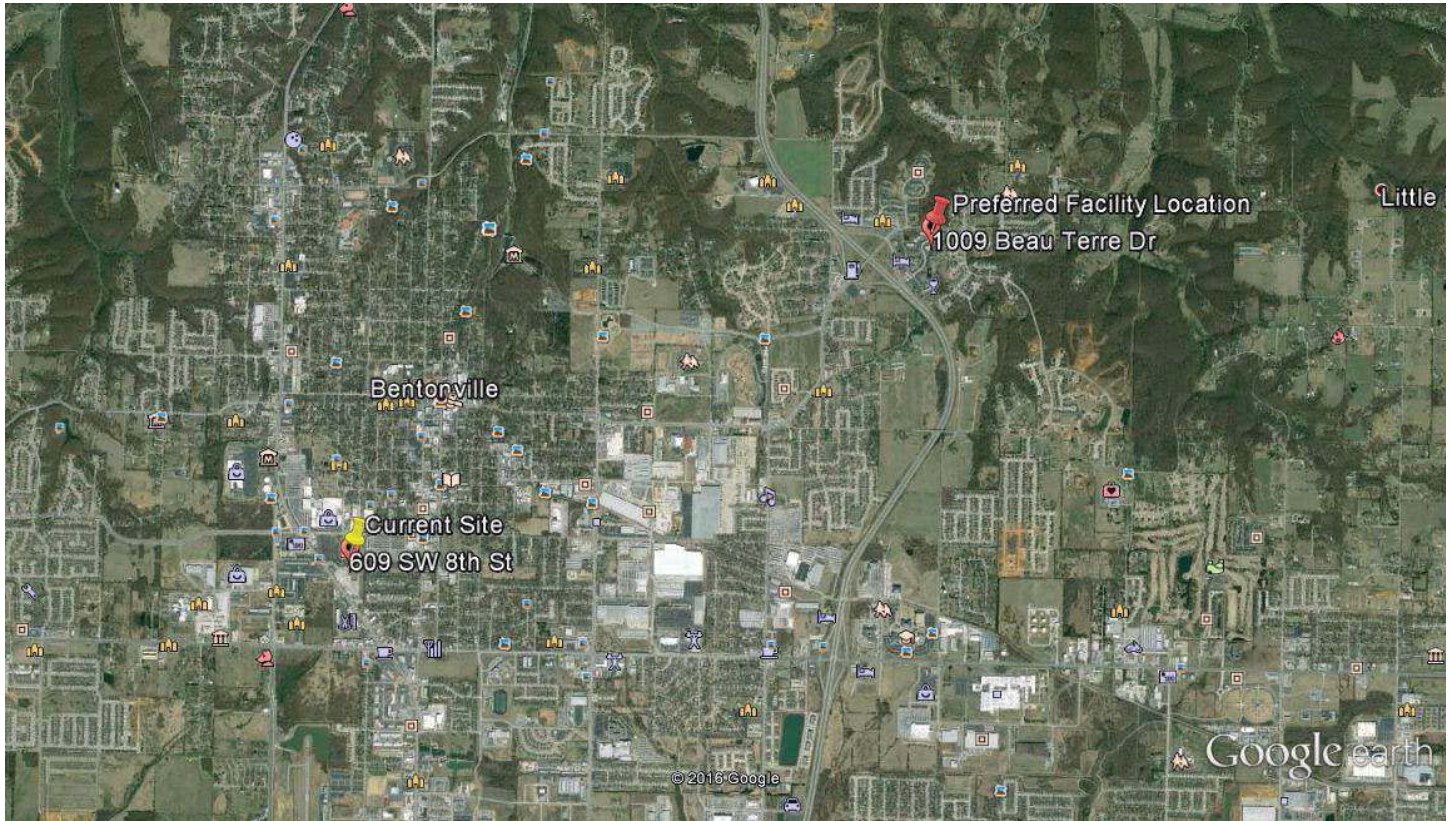
List Other Expenditures Below

235	Staff Training / Professional Development	\$20,000.00	\$40,000.00
236	Travel and Conferences	\$19,800.00	\$37,890.00
237	Internet Subsidy	\$69,571.69	\$139,143.38
238	Insurance - Directors & Officers	\$12,500.00	\$10,000.00
239	Legal	\$1,500.00	\$1,500.00
240	Student Activities Subsidy	\$11,129.40	\$22,258.80
241	TOTAL EXPENDITURES:	\$3,998,675.34	\$7,768,783.43

Net Revenue over Expenditures:\$4,524.66\$237,616.57

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

MAP OF PRESENT & PROPOSED LOCATIONS

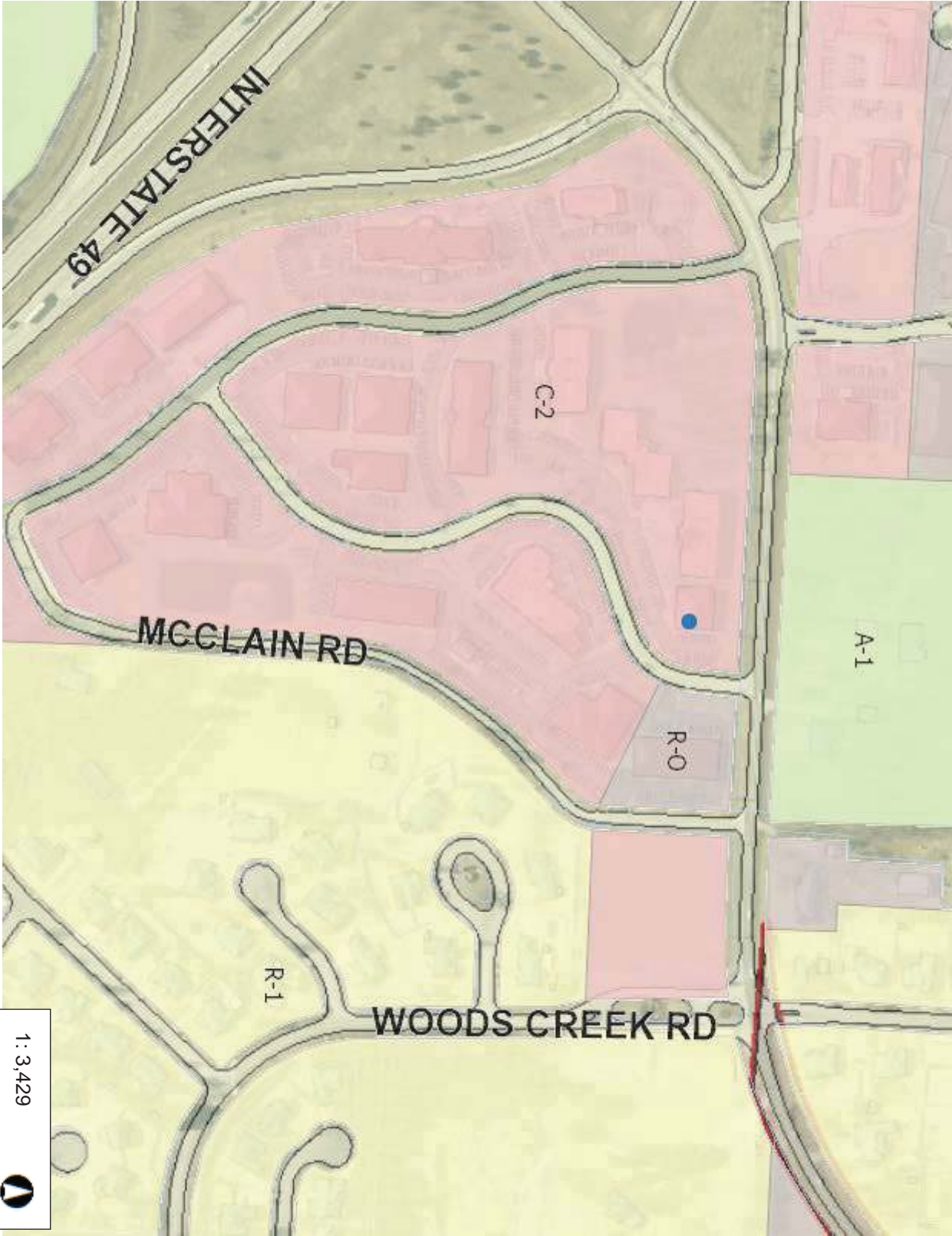


Google earth

miles
km



City of Bentonville GIS



1 : 3,429



571.6
0
285.78
571.6 Feet

NAD_1983_StatePlane_Arkansas_North_FIPS_0301_Feet
City of Bentonville

This map is a representation of ground features and is not a legal document of their locations and is for reference only. Data layers that appear on this map may or may not be accurate, current, or otherwise reliable.
THIS MAP IS NOT TO BE USED FOR NAVIGATION OR AS A LEGAL OR OFFICIAL REPRESENTATION OF BOUNDARIES.



Legend

Street Names

Zoning

- A-1 Agricultural District
- C-1 Neighborhood Commercial
- C-2 General Commercial
- C-3 Central Commercial
- D-C Downtown Core
- D-E Downtown Edge
- I-1 Light Industrial
- I-2 Heavy Industrial
- PRD
- PUD
- R-1 Single Family Residential
- R-2 Duplex & Patio Home
- R-3 Medium Density Residential
- R-4 High Density Residential
- R-E Residential Estate
- R-MHP Manufactured Home Resid
- R-O Residential Office
- R-ZL Zero Lot Line Residential
- RC-2 Central Residential - Moderat
- RC-3 Central Residential - High De

Benton County Tax Parcels



**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Granite Beau Terre Holdings, LLC

Lessee(Tenant): Arkansas Connections Academy (ARCA)

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

The facility is currently vacant and is listed for lease for office use.

Address of Premises: 1009 Beau Terre Drive, Bentonville, AR 72712 -
Building O

Square Footage: 5,736

Terms of Lease: 60 Months

Rental Amount: \$14.50 PSF with 1.5% annual esca

Contingency: The terms of this agreement are contingent upon

Arkansas Connections Academy
Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2016

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Arkansas Connections Academy (ARCA)

By: Dennis E. Burk Date 4/6/2016
DocuSigned by:
CB70BB8C5890403...

Lessor: Granite Beau Terre Holdings, LLC

By: [Signature] Operating Officer Date 4/5/16

Arkansas Connections Academy Relocation - Desegregation Analysis

Arkansas Connections Academy (ARCA) is proposing facility relocation from 609 SW 8th Street to 1009 Beau Terre Drive. Both addresses are in Bentonville, Zip Code 72712, with 5 miles between them.

Charter amendments for facility relocation require a review of the potential impact of the charter school on the efforts of affected public school districts to comply with court orders or statutory obligations to create and maintain a unitary system of desegregated public schools. The following desegregation analysis explains that ARCA's facility relocation will not negatively impact the desegregation efforts of any public school district in the state.

ARCA will operate as an online school; since all learning and assignments are delivered to students online, ARCA may attract and enroll students across the entire state. ARCA cannot fully predict the demographics of its student body, but it will not discriminate in its admissions on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility. If applications for enrollment exceed the set enrollment cap, ARCA will use a random, anonymous lottery for admissions.

Since ARCA will draw students statewide, enrollment is not expected to be concentrated in any particular district, meaning that no particular school district will be severely or adversely affected. It is reasonable to expect that at least some of the students that choose to enroll in ARCA may previously have been enrolled in private, parochial, or home schools. These students would have no impact on the desegregation efforts of any public school district. Even if all students that enroll in ARCA do come from public school districts, this is a small fraction of the approximately 460,000 Arkansas public school students.

All school districts, of course, are continuously bound by the U.S. Supreme Court's decision in *Brown v. Board of Education* which requires the operation of a unitary and desegregated system of public schools. It is extremely unlikely, however, that the enrollment of a mere 3,000 students or less from numerous school districts across the state will hamper any active efforts to maintain a unitary school system for any particular school district or districts.

With either facility, ARCA will operate a teaching/learning center in Bentonville within the boundaries of the Bentonville School District. Even assuming that the majority of the 3,000 students who may enroll in ARCA come from the Bentonville School District and its six contiguous districts, which again is not likely, it's hard to imagine that 3,000 students could affect the racial makeup of the over 57,000 students enrolled in the seven school districts in question. The Bentonville, Pea Ridge, Gentry, and Gravette School Districts all currently have a student body of over 65% white students with Hispanic students being the highest minority concentration. The Rogers and Decatur School Districts both have a student body of approximately 50% white students, again with Hispanic students making up the highest minority concentration at 44% and 33% respectively. The only school district with less than a 50% white student body is Springdale. The Springdale School District has a student body of just under 40% white students. These seven districts, as a whole, enjoy a fairly diverse student body. (Student body information is based on that published by the ADE Data Center for the 2014-2015 school year.) It's unlikely that any of these districts are struggling to maintain desegregated schools. It's even more unlikely that ARCA could negatively impact any desegregation efforts currently in place.

Based on the analysis presented, ARCA's facility relocation will not negatively impact the desegregation efforts of the Bentonville School District (where administrative offices will be housed) the six contiguous districts to the Bentonville School District, or any other school district throughout the state. ARCA will operate in full compliance with all state and federal statutory and regulatory requirements for the creation and maintenance of desegregated public schools.



1001 Fleet Street | 5th Floor | Baltimore, MD 21202
T : 800.382.6010 | F : 443.529.1200
www.connectionseducation.com

FACILITY INFORMATION:

ARKANSAS
CONNECTIONS
ACADEMY

1009 BEAUTERRE DR. BUILDING O
BENTONVILLE, AR 72712

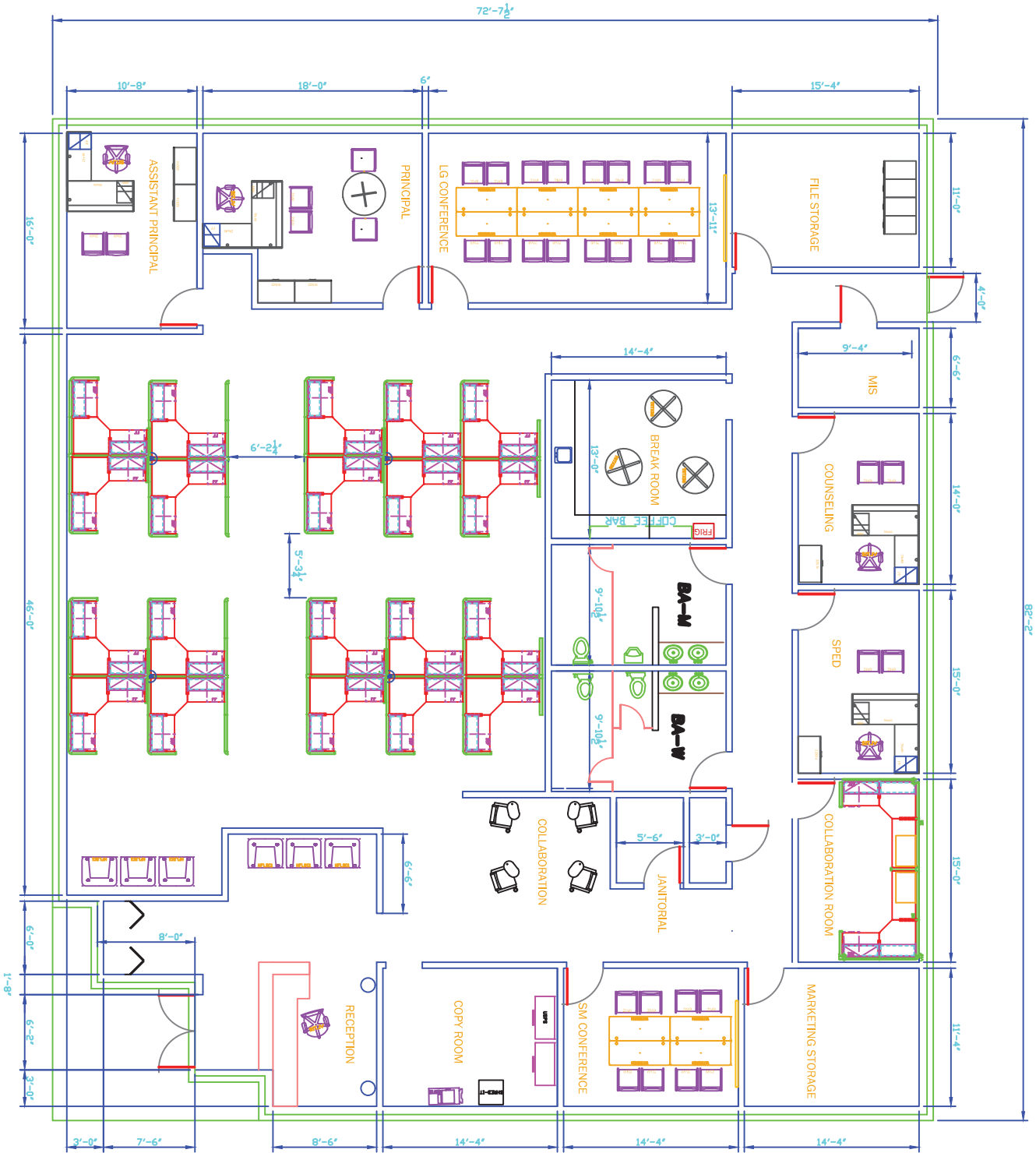
DRAFTS	
NO.	DATE DESCRIPTION
1	13 APRIL 2016 ORIGINAL
2	14 APRIL 2016 LABEL CORRECTION
3	15 APRIL 2016 C/D LAB SPACE & FLAC
4	
5	
6	
7	
8	
9	

DRAWN BY: A. de Pontbriand

SHEET TITLE: OPTION 1 TEST FTI

NOTES:	
NOTES:	
SIZE: 8.5 x 11	SCALE: 1/16" = 1'-0"
DRAWING NUMBER:	

TF3



Vision Business Products
8540 Cinderbed Road
Suite 100
Newington, VA 22122
P 703-550-2303 F 703-550-0113
www.visionbp.com

QUOTATION



Sales: Chris Teesdale
chris@visionbp.com
703-625-7048

Design: Kelly Hagerty
khagerty@visionbp.com

Ship To: 600708-AR
Connections Academy-Arkansas
1009 Beau Terre Drive
Bentonville, AR 72712

Quoted To: 600708-AP
Aimee de Pontbriand
Real Estate & Facilities Specialist II
Connections Education
1001 Fleet Street
5th Floor
Baltimore, MD 21202
C 443-243-5428
443-529-1933
443-529-1200

Note:
**Need to select laminate finish for the Duet collaboration seating.*

**Need to select leather color laminate and leg finish for the Citi reception furniture.*

OPS2 Workstations, OTG Caseworks, Alera Tables and Global Seating





Qty	Part Number	Department	Sell	Ext Sell
4 WORKSTATIONS				
8	F6736P		\$264.04	\$2,112.32
	67 X 36 FABRIC PANEL - POWERED			
8	F6724		\$145.88	\$1,167.04
	67 X 24 FABRIC PANEL - W/BASE			
20	F6736		\$189.28	\$3,785.60
	67 X 36 FABRIC PANEL - W/BASE			
8	2WY67A2		\$43.12	\$344.96
	67" - 2 WAY CONNECTOR			
4	3WY67A2		\$72.52	\$290.08
	67" - 3 WAY CONNECTOR			
2	4WY67A2		\$93.24	\$186.48
	67" - 4 WAY CONNECTOR			
12	EC67A2		\$18.20	\$218.40
	67" END CAP			
12	PTP62		\$7.28	\$87.36
	62" PANEL TO PANEL CONNECTOR			
8	CWS363624		\$134.68	\$1,077.44
	36 X 36 X 24 CORNER WORK SURFACE			
16	WS2436		\$86.24	\$1,379.84
	24 X 36 WORK SURFACE			

Qty	Part Number	Department	Sell	Ext Sell
8	BBF-FP BOX/BOX/FILE PEDESTAL FULL PULL 23"D W/O TOP		\$191.80	\$1,534.40
8	FF-FP FILE/FILE PEDESTAL FULL PULL 23"D W/OUT TOP		\$191.80	\$1,534.40
8	FDU3612B 36 X 12 FLIPPER DOOR UNIT- B STYLE		\$135.24	\$1,081.92
8	SH3612B 36 X 12 SHELF - B STYLE		\$51.52	\$412.16
16	TLN36 36" TASK LIGHT NEW (BU ONLY)		\$83.72	\$1,339.52
8	REC/A A CIRCUIT DUPLEX RECEPTACLES		\$10.92	\$87.36
8	REC/B B CIRCUIT DUPLEX RECEPTACLES		\$10.92	\$87.36
8	REC/C C CIRCUIT DUPLEX RECEPTACLE		\$10.92	\$87.36
2	PEK4 (L OR R) 4 CIR. BASE POWER ENTRY KIT		\$126.00	\$252.00
8	1961-6 ALERO, Mesh Back, Medium Back, Task, Std Adj. Height T-arms w/ Sliding Armcaps, Std Molded Black Base, Std 2" Dual Wheel Carpet Casters , GLOBAL SEATING USA		\$331.78	\$2,654.24
Department Sub-total:			\$ 19,720.24	

6 WORKSTATIONS

12	F6736P 67 X 36 FABRIC PANEL - POWERED		\$264.04	\$3,168.48
12	F6724 67 X 24 FABRIC PANEL - W/BASE		\$145.88	\$1,750.56
28	F6736 67 X 36 FABRIC PANEL - W/BASE		\$189.28	\$5,299.84
12	2WY67A2 67" - 2 WAY CONNECTOR		\$43.12	\$517.44

Qty	Part Number	Department	Sell	Ext Sell
4	3WY67A2 67" - 3 WAY CONNECTOR		\$72.52	\$290.08
4	4WY67A2 67" - 4 WAY CONNECTOR		\$93.24	\$372.96
16	EC67A2 67" END CAP		\$18.20	\$291.20
18	PTP62 62" PANEL TO PANEL CONNECTOR		\$7.28	\$131.04
12	CWS363624 36 X 36 X 24 CORNER WORK SURFACE		\$134.68	\$1,616.16
24	WS2436 24 X 36 WORK SURFACE		\$86.24	\$2,069.76
12	BBF-FP BOX/BOX/FILE PEDESTAL FULL PULL 23"D W/O TOP		\$191.80	\$2,301.60
12	FF-FP FILE/FILE PEDESTAL FULL PULL 23"D W/OUT TOP		\$191.80	\$2,301.60
12	FDU3612B 36 X 12 FLIPPER DOOR UNIT- B STYLE		\$135.24	\$1,622.88
12	SH3612B 36 X 12 SHELF - B STYLE		\$51.52	\$618.24
24	TLN36 36" TASK LIGHT NEW (BU ONLY)		\$83.72	\$2,009.28
12	REC/A A CIRCUIT DUPLEX RECEPTACLES		\$10.92	\$131.04
12	REC/B B CIRCUIT DUPLEX RECEPTACLES		\$10.92	\$131.04
12	REC/C C CIRCUIT DUPLEX RECEPTACLE		\$10.92	\$131.04
2	PEK4 (L OR R) 4 CIR. BASE POWER ENTRY KIT		\$126.00	\$252.00

Qty	Part Number	Department		Sell	Ext Sell
12	1961-6			\$331.78	\$3,981.36
	ALERO, Mesh Back, Medium Back, Task, Std Adj Height T-arms w/ Sliding Armcaps, Std Molded Black Base, Std 2" Dual Wheel Carpet Casters , GLOBAL SEATING USA				
	Department Sub-total:			\$ 28,987.60	
<u>ASSISTANT PRINCIPAL</u>					
1	SL6630DS			\$169.65	\$169.65
	Rectangular Desk Shell - 66W x 30D x 29-1/2H, OTG LAMINATE SUPERIOR				
1	SL4824R-R			\$112.95	\$112.95
	SL4824R-R is SL4824R (Model On PO) - Return Shell, OTG LAMINATE SUPERIOR				
1	SL228BF			\$184.05	\$184.05
	Box/Box/File Pedestal W/Lock (Fully Assembled) - 22D x 15W x 27H, OTG LAMINATE SUPERIOR				
1	SL22FF			\$184.05	\$184.05
	File/File Pedestal W/Lock (Fully Assembled) - 22D x 15W x 27H, OTG LAMINATE SUPERIOR				
2	SL3622LF			\$293.85	\$587.70
	2 Drawer Lateral File W/Lock (Fully Assembled) - 36W x 22D x 29-1/2H, OTG LAMINATE SUPERIOR				
4	LC406			\$12.15	\$48.60
	Lock core # 406, OTG ACCESSORIES				
1	SL71BC			\$203.40	\$203.40
	4 Shelf Bookcase - One Fixed Shelf, Three Adjustable Shelves - 32W x 14D x 71H, OTG LAMINATE SUPERIOR				
2	2141			\$149.99	\$299.98
	FINCH, Stacking Armchair, Molded Plastic Seat & Outer Back Shell, Std 4 Legged Black Base, Stacks 4 High on Floor or Dolly, GLOBAL SEATING USA				
1	1961-6			\$331.78	\$331.78
	ALERO, Mesh Back, Medium Back, Task, Std Adj Height T-arms w/ Sliding Armcaps, Std Molded Black Base, Std 2" Dual Wheel Carpet Casters , GLOBAL SEATING USA				
	Department Sub-total:			\$ 2,122.16	
<u>BREAK ROOM</u>					
3	GRBTP36			\$135.15	\$405.45
	36" Dia x 1"H, Round, Top Only, 1 Base Required, Use w/ Either GRB22, GRB22H35, GRB22H41 or GSB19, GSB19H35, GSB19H41 Base, SWAP, TABLES				
3	GRB22			\$348.74	\$1,046.22
	22" Dia x 28"H, Round Base, Seating Height, Plate Base w/ 3" Dia x 27.5"h Column, Fully Assembled, 1/2" Adj. Glides, Use w/ Either GxBTP24,30,36, GRxxNTP or GRxxTP				
3	6621			\$87.98	\$263.94
	DUET, Armless, Wall Saver, Plastic Seat & Back, Std Sled Base, Chrome Frame, Std Non-Marking Glides, Stacks 12 High on Floor, 40 High on Dolly, GLOBAL SEATING				

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Qty	Part Number	Department	Sell	Ext Sell
6	6621		\$87.98	\$527.88
	DUET, Armless, Wall Saver, Plastic Seat & Back, Std Sled Base, Chrome Frame, Std Non-Marking Glides, Stacks 12 High on Floor, 40 High on Dolly, GLOBAL SEATING			
	Department Sub-total:		\$ 2,243.49	
<u>COLLABORATION</u>				
2	6621TR		\$221.01	\$442.02
	DUET T, Right Tablet, Armless, Plastic Seat & Back, Std Sled Base, Chrome Frame, Std Non-Marking Glides, Does not Stack, GLOBAL SEATING USA			
2	6621TR		\$221.01	\$442.02
	DUET T, Right Tablet, Armless, Plastic Seat & Back, Std Sled Base, Chrome Frame, Std Non-Marking Glides, Does not Stack, GLOBAL SEATING USA			
	Department Sub-total:		\$ 884.04	
<u>COLLABORATION ROOM</u>				
4	F6736P		\$264.04	\$1,056.16
	67 X 36 FABRIC PANEL - POWERED			
3	F3924		\$116.20	\$348.60
	39 X 24 FABRIC PANEL - W/BASE			
2	F3936		\$143.92	\$287.84
	39 X 36 FABRIC PANEL - W/BASE			
2	F3948		\$158.76	\$317.52
	39 X 48 FABRIC PANEL - W/BASE			
4	2WY67A2		\$43.12	\$172.48
	67" - 2 WAY CONNECTOR			
1	3WY39A2		\$58.80	\$58.80
	39" - 3 WAY CONNECTOR			
3	EC39A2		\$15.96	\$47.88
	39" END CAP			
4	VHF		\$8.12	\$32.48
	VARIABLE HEIGHT FILLER - PANEL TO CONNECTOR			
2	PTP34		\$7.00	\$14.00
	34" PANEL TO PANEL CONNECTOR			
2	PTP62		\$7.28	\$14.56
	62" PANEL TO PANEL CONNECTOR			

Qty	Part Number	Department	Sell	Ext Sell
2	CWS363624		\$134.68	\$269.36
	36 X 36 X 24 CORNER WORK SURFACE			
2	WS2436		\$86.24	\$172.48
	24 X 36 WORK SURFACE			
2	WS2448		\$97.16	\$194.32
	24 X 48 WORK SURFACE			
2	BBF-FP		\$191.80	\$383.60
	BOX/BOX/FILE PEDESTAL FULL PULL 23"D W/O TOP			
2	LF2-30-FP		\$350.00	\$700.00
	30"W Lateral File, Full Pull, 2 Drawer			
2	FDU3612B		\$135.24	\$270.48
	36 X 12 FLIPPER DOOR UNIT- B STYLE			
2	SH3612B		\$51.52	\$103.04
	36 X 12 SHELF - B STYLE			
4	TLN36		\$83.72	\$334.88
	36" TASK LIGHT NEW (BU ONLY)			
2	REC/A		\$10.92	\$21.84
	A CIRCUIT DUPLEX RECEPTACLES			
2	REC/B		\$10.92	\$21.84
	B CIRCUIT DUPLEX RECEPTACLES			
2	REC/C		\$10.92	\$21.84
	C CIRCUIT DUPLEX RECEPTACLE			
2	PEK4 (L OR R)		\$126.00	\$252.00
	4 CIR. BASE POWER ENTRY KIT			
2	1961-6		\$331.78	\$663.56
	ALERO, Mesh Back, Medium Back, Task, Std Adj. Height T-arms w/ Sliding Armcaps, Std Molded Black Base, Std 2" Dual Wheel Carpet Casters , GLOBAL SEATING USA			
	Department Sub-total:		\$ 5,759.56	
<u>COPY ROOM</u>				
2	VA72RE6024		\$94.23	\$188.46
	VALENCIA SERIES, TABLE, TRAINING-TOP 60x24			






Qty	Part Number	Department		Sell	Ext Sell
2	VA737260			\$139.30	\$278.60
	VALENCIA SERIES, BASE, TRAINING TABLE - 72 OR 60 TOP				
2	9342-2F1H			\$361.46	\$722.92
	18"d x 42"w x 27.12"h, 2 Fixed Front Drawers, 9300 SERIES, UNIVERSAL FILING				
Department Sub-total:				\$ 1,189.98	
<u>COUNSELING</u>					
1	SL6630DS			\$169.65	\$169.65
	Rectangular Desk Shell - 66W x 30D x 29-1/2H, OTG LAMINATE SUPERIOR				
1	SL4824R-R			\$112.95	\$112.95
	SL4824R-R is SL4824R (Model On PO) - Return Shell, OTG LAMINATE SUPERIOR				
1	SL228BF			\$184.05	\$184.05
	Box/Box/File Pedestal W/Lock (Fully Assembled) - 22D x 15W x 27H, OTG LAMINATE SUPERIOR				
1	SL22FF			\$184.05	\$184.05
	File/File Pedestal W/Lock (Fully Assembled) - 22D x 15W x 27H, OTG LAMINATE SUPERIOR				
1	SL3622LF			\$293.85	\$293.85
	2 Drawer Lateral File W/Lock (Fully Assembled) - 36W x 22D x 29-1/2H, OTG LAMINATE SUPERIOR				
3	LC403			\$12.15	\$36.45
	Lock core # 403, OTG ACCESSORIES				
1	SL71BC			\$203.40	\$203.40
	4 Shelf Bookcase - One Fixed Shelf, Three Adjustable Shelves - 32W x 14D x 7 IH, OTG LAMINATE SUPERIOR				
2	2141			\$149.99	\$299.98
	FINCH, Stacking Armchair, Molded Plastic Seat & Outer Back Shell, Std 4 Legged Black Base, Stacks 4 High on Floor or Dolly, GLOBAL SEATING USA				
1	1961-6			\$331.78	\$331.78
	ALERO, Mesh Back, Medium Back, Task, Std Adj. Height T-arms w/ Sliding Armcaps, Std Molded Black Base, Std 2" Dual Wheel Carpet Casters , GLOBAL SEATING USA				
Department Sub-total:				\$ 1,816.16	
<u>FILE STORAGE</u>					
3	SW504824			\$209.50	\$628.50
	WIRE SHELVING, INDUSTRIAL STARTER KIT, 48"W x24"D x72"H				
4	26-402			\$242.74	\$970.96
	26.56"d x 15.15"w x 52"h, 4 Drawer - Letter Size, Lock, 2600 SERIES, UNIVERSAL FILING				



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Qty	Part Number	Department	Sell	Ext Sell
1	4-1831-C	4 Drawer Letter File 31-1/2"D	\$2,661.75	\$2,661.75
		Department Sub-total:	\$ 4,261.21	
<u>LG CONFERENCE</u>				
8	VA72RE6024	VALENCIA SERIES, TABLE, TRAINING-TOP 60x24	\$94.23	\$753.84
8	VA737260	VALENCIA SERIES, BASE, TRAINING TABLE - 72 OR 60 TOP	\$139.30	\$1,114.40
16	S2239-6	ACADEMIC, GOAL, Low Back, Task, Armless, Std Molded Black Base, Std 2" Dual Wheel Carpet Casters, GLOBAL SEATING USA	\$179.67	\$2,874.72
		Department Sub-total:	\$ 4,742.96	
<u>PRINCIPAL</u>				
1	SL6630DS	Rectangular Desk Shell - 66W x 30D x 29-1/2H, OTG LAMINATE SUPERIOR	\$169.65	\$169.65
1	SL4824R-R	SL4824R-R is SL4824R (Model On PO) - Return Shell, OTG LAMINATE SUPERIOR	\$112.95	\$112.95
1	SL228BF	Box/Box/File Pedestal W/Lock (Fully Assembled) - 22D x 15W x 27H, OTG LAMINATE SUPERIOR	\$184.05	\$184.05
1	SL22FF	File/File Pedestal W/Lock (Fully Assembled) - 22D x 15W x 27H, OTG LAMINATE SUPERIOR	\$184.05	\$184.05
2	SL3622LF	2 Drawer Lateral File W/Lock (Fully Assembled) - 36W x 22D x 29-1/2H, OTG LAMINATE SUPERIOR	\$293.85	\$587.70
4	LC405	Lock core # 405, OTG ACCESSORIES	\$12.15	\$48.60
1	SL71BC	4 Shelf Bookcase - One Fixed Shelf, Three Adjustable Shelves - 32W x 14D x 71H, OTG LAMINATE SUPERIOR	\$203.40	\$203.40
1	SL42R	Tables-Round Table/Cross Base - 42W x 29-1/2H, OTG LAMINATE SUPERIOR	\$157.95	\$157.95
4	2141	FINCH, Stacking Armchair, Molded Plastic Seat & Outer Back Shell, Std 4 Legged Black Base, Stacks 4 High on Floor or Dolly, GLOBAL SEATING USA	\$149.99	\$599.96

Qty	Part Number	Department		Sell	Ext Sell
1	1961-6			\$331.78	\$331.78
	ALERO, Mesh Back, Medium Back, Task, Std Adj. Height T-arms w/ Sliding Armcaps, Std Molded Black Base, Std 2" Dual Wheel Carpet Casters , GLOBAL SEATING USA				
	Department Sub-total:			\$ 2,580.09	
<u>RECEPTION</u>					
1	1961-6			\$331.78	\$331.78
	ALERO, Mesh Back, Medium Back, Task, Std Adj. Height T-arms w/ Sliding Armcaps, Std Molded Black Base, Std 2" Dual Wheel Carpet Casters , GLOBAL SEATING USA				
6	7875			\$516.22	\$3,097.32
	CITI, Leather, 31"d x 30"w x 30"h, Lounge Chair, Std 2 Arms, Std with Round Metal Legs, GLOBAL SEATING USA				
1	7885			\$281.43	\$281.43
	CITI, 20"d x 24"w x 20"h, Laminate Top/ Laminate Base, End Table, Std with Round Metal Legs, GLOBAL SEATING USA				
1	7887			\$293.09	\$293.09
	CITI, 20"d x 40"w x 15"h, Laminate Top/ Laminate Base, Rectangular Coffee Table, Std with Round Metal Legs, GLOBAL SEATING USA				
	Department Sub-total:			\$ 4,003.62	
<u>SM CONFERENCE</u>					
4	VA72RE6024			\$94.23	\$376.92
	VALENCIA SERIES, TABLE, TRAINING-TOP 60x24				
4	VA737260			\$139.30	\$557.20
	VALENCIA SERIES, BASE, TRAINING TABLE - 72 OR 60 TOP				
8	S2239-6			\$179.67	\$1,437.36
	ACADEMIC, GOAL, Low Back, Task, Armless, Std Molded Black Base, Std 2" Dual Wheel Carpet Casters, GLOBAL SEATING USA				
	Department Sub-total:			\$ 2,371.48	
<u>SPED</u>					
1	SL6630DS			\$169.65	\$169.65
	Rectangular Desk Shell - 66W x 30D x 29-1/2H, OTG LAMINATE SUPERIOR				
1	SL4824R-R			\$112.95	\$112.95
	SL4824R-R is SL4824R (Model On PO) - Return Shell, OTG LAMINATE SUPERIOR				
1	SL22BBF			\$184.05	\$184.05
	Box/Box/File Pedestal W/Lock (Fully Assembled) - 22D x 15W x 27H, OTG LAMINATE SUPERIOR				
1	SL22FF			\$184.05	\$184.05
	File/File Pedestal W/Lock (Fully Assembled) - 22D x 15W x 27H, OTG LAMINATE SUPERIOR				

Qty	Part Number	Department		Sell	Ext Sell
1	SL3622LF			\$293.85	\$293.85
	2 Drawer Lateral File W/Lock (Fully Assembled) - 36W x 22D x 29-1/2H, OTG LAMINATE SUPERIOR				
3	LC404			\$12.15	\$36.45
	Lock core # 404, OTG ACCESSORIES				
1	SL71BC			\$203.40	\$203.40
	4 Shelf Bookcase - One Fixed Shelf, Three Adjustable Shelves - 32W x 14D x 7 IH, OTG LAMINATE SUPERIOR				
2	2141			\$149.99	\$299.98
	FINCH, Stacking Armchair, Molded Plastic Seat & Outer Back Shell, Std 4 Legged Black Base, Stacks 4 High on Floor or Dolly, GLOBAL SEATING USA				
1	1961-6			\$331.78	\$331.78
	ALERO, Mesh Back, Medium Back, Task, Std Adj Height T-arms w/ Sliding Armcaps, Std Molded Black Base, Std 2" Dual Wheel Carpet Casters , GLOBAL SEATING USA				
Department Sub-total:				\$ 1,816.16	
<u>Y) OTG CORE KEY</u>					
1	OTGCKEY			\$12.15	\$12.15
	Core key, OTG ACCESSORIES				
Department Sub-total:				\$ 12.15	
<u>Z) OPS2 CORE LOCKS</u>					
60	LOCK2.R.KA			\$9.80	\$588.00
	LOCK ONLY - FULL PULL/ B STYLE				
1	NOTE			\$0.00	\$0.00
	KEY ALIKE EACH OF THE 20 STATIONS TO INCLUDE (QTY 1 FLIPPER DOOR) (QTY 1 B/B/F PEDESTAL) (QTY 1 F/F PEDESTAL) EACH STATION TO HAVE THEIR OWN LOCK				
Department Sub-total:				\$ 588.00	
Sub-total:					\$83,098.90
	D/I			\$15,500.00	\$15,500.00
	Delivery/Installation				
				Total:	\$98,598.90

Approved By: _____ Date: _____
Name

Title
_____ PO: _____

"Vision Requires a 30% Deposit on all Furniture Orders"

Remit To: Vision Business Products, P.O. Box 643897, Pittsburgh, PA 15264-3897

City of Bentonville GIS



1 : 3,429



571.6
0
285.78
571.6 Feet

NAD_1983_StatePlane_Arkansas_North_FIPS_0301_Feet
City of Bentonville

This map is a representation of ground features and is not a legal document of their locations and is for reference only. Data layers that appear on this map may or may not be accurate, current, or otherwise reliable.
THIS MAP IS NOT TO BE USED FOR NAVIGATION OR AS A LEGAL OR OFFICIAL REPRESENTATION OF BOUNDARIES.



Legend

Street Names

Zoning

- A-1 Agricultural District
- C-1 Neighborhood Commercial
- C-2 General Commercial
- C-3 Central Commercial
- D-C Downtown Core
- D-E Downtown Edge
- I-1 Light Industrial
- I-2 Heavy Industrial
- PRD
- PUD
- R-1 Single Family Residential
- R-2 Duplex & Patio Home
- R-3 Medium Density Residential
- R-4 High Density Residential
- R-E Residential Estate
- R-MHP Manufactured Home Resid
- R-O Residential Office
- R-ZL Zero Lot Line Residential
- RC-2 Central Residential - Moderat
- RC-3 Central Residential - High De

Benton County Tax Parcels





1001 Fleet Street | 5th Floor | Baltimore, MD 21202
T : 800.382.6010 | F : 443.529.1200
www.connectionseducation.com

FACILITY INFORMATION:

ARKANSAS
CONNECTIONS
ACADEMY

1009 BEAUTERRE DR. BUILDING O
BENTONVILLE, AR 72712

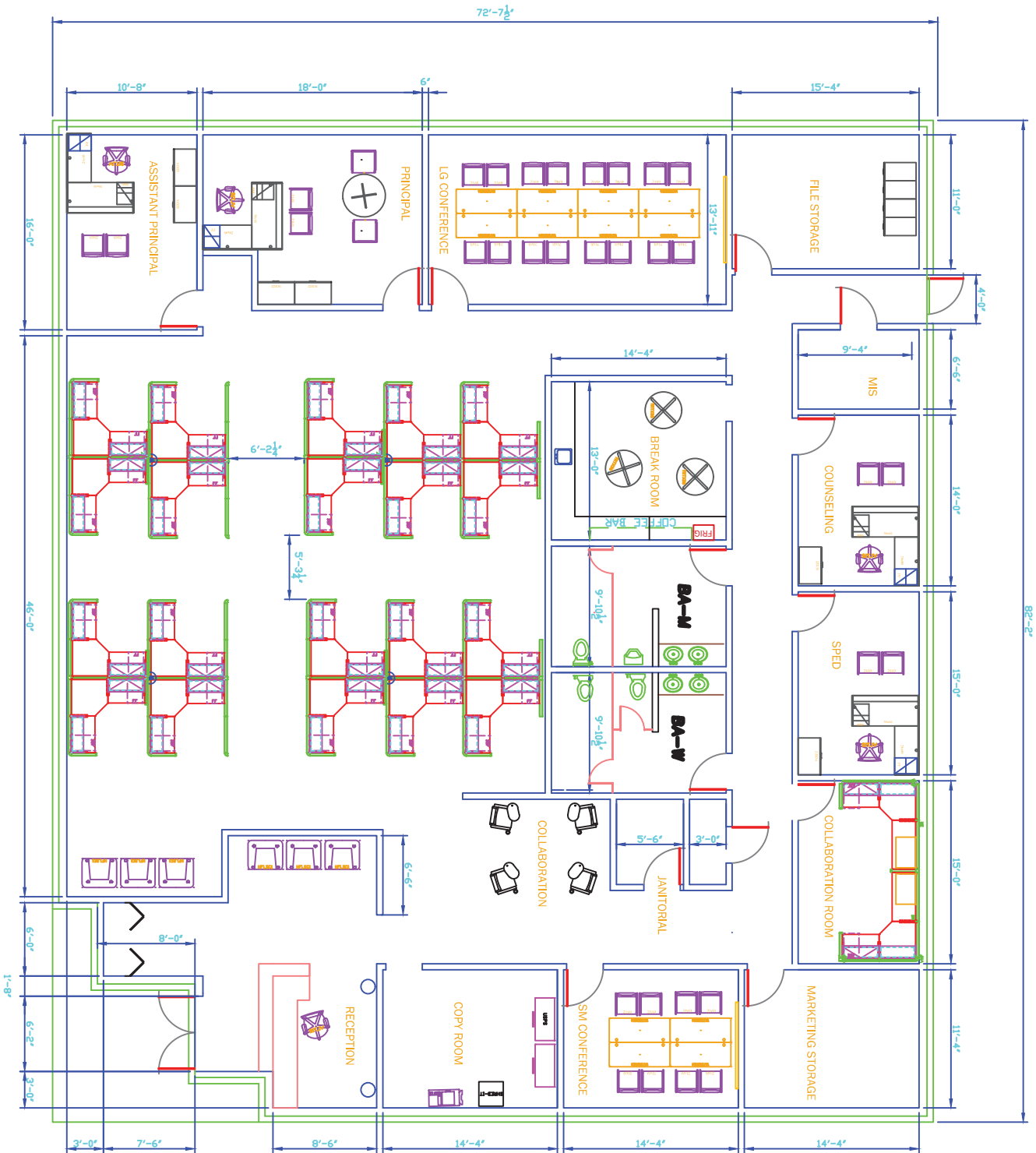
DRAFTS	
NO.	DATE DESCRIPTION
1	13 APRIL 2016 ORIGINAL
2	14 APRIL 2016 LABEL CORRECTION
3	15 APRIL 2016 C/D LAB SPACE & FLAC
4	
5	
6	
7	
8	
9	

DRAWN BY: A. de Pontbriand

SHEET TITLE: OPTION 1 TEST FTI

NOTES:	
NOTES:	
SIZE: 8.5 x 11	
SCALE: 1/16" = 1'-0"	
DRAWING NUMBER:	

TF3



Vision Business Products
8540 Cinderbed Road
Suite 100
Newington, VA 22122
P 703-550-2303 F 703-550-0113
www.visionbp.com

QUOTATION



Sales: Chris Teesdale
chris@visionbp.com
703-625-7048

Design: Kelly Hagerty
khagerty@visionbp.com

Ship To: 600708-AR
Connections Academy-Arkansas
1009 Beau Terre Drive
Bentonville, AR 72712

Quoted To: 600708-AP
Aimee de Pontbriand
Real Estate & Facilities Specialist II
Connections Education
1001 Fleet Street
5th Floor
Baltimore, MD 21202
C 443-243-5428
443-529-1933
443-529-1200

Note:
**Need to select laminate finish for the Duet collaboration seating.*

**Need to select leather color laminate and leg finish for the Citi reception furniture.*

OPS2 Workstations, OTG Caseworks, Alera Tables and Global Seating





Qty	Part Number	Department	Sell	Ext Sell
4 WORKSTATIONS				
8	F6736P		\$264.04	\$2,112.32
	67 X 36 FABRIC PANEL - POWERED			
8	F6724		\$145.88	\$1,167.04
	67 X 24 FABRIC PANEL - W/BASE			
20	F6736		\$189.28	\$3,785.60
	67 X 36 FABRIC PANEL - W/BASE			
8	2WY67A2		\$43.12	\$344.96
	67" - 2 WAY CONNECTOR			
4	3WY67A2		\$72.52	\$290.08
	67" - 3 WAY CONNECTOR			
2	4WY67A2		\$93.24	\$186.48
	67" - 4 WAY CONNECTOR			
12	EC67A2		\$18.20	\$218.40
	67" END CAP			
12	PTP62		\$7.28	\$87.36
	62" PANEL TO PANEL CONNECTOR			
8	CWS363624		\$134.68	\$1,077.44
	36 X 36 X 24 CORNER WORK SURFACE			
16	WS2436		\$86.24	\$1,379.84
	24 X 36 WORK SURFACE			

Qty	Part Number	Department	Sell	Ext Sell
8	BBF-FP BOX/BOX/FILE PEDESTAL FULL PULL 23"D W/O TOP		\$191.80	\$1,534.40
8	FF-FP FILE/FILE PEDESTAL FULL PULL 23"D W/OUT TOP		\$191.80	\$1,534.40
8	FDU3612B 36 X 12 FLIPPER DOOR UNIT- B STYLE		\$135.24	\$1,081.92
8	SH3612B 36 X 12 SHELF - B STYLE		\$51.52	\$412.16
16	TLN36 36" TASK LIGHT NEW (BU ONLY)		\$83.72	\$1,339.52
8	REC/A A CIRCUIT DUPLEX RECEPTACLES		\$10.92	\$87.36
8	REC/B B CIRCUIT DUPLEX RECEPTACLES		\$10.92	\$87.36
8	REC/C C CIRCUIT DUPLEX RECEPTACLE		\$10.92	\$87.36
2	PEK4 (L OR R) 4 CIR. BASE POWER ENTRY KIT		\$126.00	\$252.00
8	1961-6 ALERO, Mesh Back, Medium Back, Task, Std Adj. Height T-arms w/ Sliding Armcaps, Std Molded Black Base, Std 2" Dual Wheel Carpet Casters , GLOBAL SEATING USA		\$331.78	\$2,654.24
Department Sub-total:			\$ 19,720.24	

6 WORKSTATIONS

12	F6736P 67 X 36 FABRIC PANEL - POWERED		\$264.04	\$3,168.48
12	F6724 67 X 24 FABRIC PANEL - W/BASE		\$145.88	\$1,750.56
28	F6736 67 X 36 FABRIC PANEL - W/BASE		\$189.28	\$5,299.84
12	2WY67A2 67" - 2 WAY CONNECTOR		\$43.12	\$517.44

Qty	Part Number	Department	Sell	Ext Sell
4	3WY67A2 67" - 3 WAY CONNECTOR		\$72.52	\$290.08
4	4WY67A2 67" - 4 WAY CONNECTOR		\$93.24	\$372.96
16	EC67A2 67" END CAP		\$18.20	\$291.20
18	PTP62 62" PANEL TO PANEL CONNECTOR		\$7.28	\$131.04
12	CWS363624 36 X 36 X 24 CORNER WORK SURFACE		\$134.68	\$1,616.16
24	WS2436 24 X 36 WORK SURFACE		\$86.24	\$2,069.76
12	BBF-FP BOX/BOX/FILE PEDESTAL FULL PULL 23"D W/O TOP		\$191.80	\$2,301.60
12	FF-FP FILE/FILE PEDESTAL FULL PULL 23"D W/OUT TOP		\$191.80	\$2,301.60
12	FDU3612B 36 X 12 FLIPPER DOOR UNIT- B STYLE		\$135.24	\$1,622.88
12	SH3612B 36 X 12 SHELF - B STYLE		\$51.52	\$618.24
24	TLN36 36" TASK LIGHT NEW (BU ONLY)		\$83.72	\$2,009.28
12	REC/A A CIRCUIT DUPLEX RECEPTACLES		\$10.92	\$131.04
12	REC/B B CIRCUIT DUPLEX RECEPTACLES		\$10.92	\$131.04
12	REC/C C CIRCUIT DUPLEX RECEPTACLE		\$10.92	\$131.04
2	PEK4 (L OR R) 4 CIR. BASE POWER ENTRY KIT		\$126.00	\$252.00

Qty	Part Number	Department		Sell	Ext Sell
12	1961-6			\$331.78	\$3,981.36
	ALERO, Mesh Back, Medium Back, Task, Std Adj Height T-arms w/ Sliding Armcaps, Std Molded Black Base, Std 2" Dual Wheel Carpet Casters , GLOBAL SEATING USA				
	Department Sub-total:			\$ 28,987.60	
<u>ASSISTANT PRINCIPAL</u>					
1	SL6630DS			\$169.65	\$169.65
	Rectangular Desk Shell - 66W x 30D x 29-1/2H, OTG LAMINATE SUPERIOR				
1	SL4824R-R			\$112.95	\$112.95
	SL4824R-R is SL4824R (Model On PO) - Return Shell, OTG LAMINATE SUPERIOR				
1	SL228BF			\$184.05	\$184.05
	Box/Box/File Pedestal W/Lock (Fully Assembled) - 22D x 15W x 27H, OTG LAMINATE SUPERIOR				
1	SL22FF			\$184.05	\$184.05
	File/File Pedestal W/Lock (Fully Assembled) - 22D x 15W x 27H, OTG LAMINATE SUPERIOR				
2	SL3622LF			\$293.85	\$587.70
	2 Drawer Lateral File W/Lock (Fully Assembled) - 36W x 22D x 29-1/2H, OTG LAMINATE SUPERIOR				
4	LC406			\$12.15	\$48.60
	Lock core # 406, OTG ACCESSORIES				
1	SL71BC			\$203.40	\$203.40
	4 Shelf Bookcase - One Fixed Shelf, Three Adjustable Shelves - 32W x 14D x 71H, OTG LAMINATE SUPERIOR				
2	2141			\$149.99	\$299.98
	FINCH, Stacking Armchair, Molded Plastic Seat & Outer Back Shell, Std 4 Legged Black Base, Stacks 4 High on Floor or Dolly, GLOBAL SEATING USA				
1	1961-6			\$331.78	\$331.78
	ALERO, Mesh Back, Medium Back, Task, Std Adj Height T-arms w/ Sliding Armcaps, Std Molded Black Base, Std 2" Dual Wheel Carpet Casters , GLOBAL SEATING USA				
	Department Sub-total:			\$ 2,122.16	
<u>BREAK ROOM</u>					
3	GRBTP36			\$135.15	\$405.45
	36" Dia x 1"H, Round, Top Only, 1 Base Required, Use w/ Either GRB22, GRB22H35, GRB22H41 or GSB19, GSB19H35, GSB19H41 Base, SWAP, TABLES				
3	GRB22			\$348.74	\$1,046.22
	22" Dia x 28"H, Round Base, Seating Height, Plate Base w/ 3" Dia x 27.5"h Column, Fully Assembled, 1/2" Adj. Glides, Use w/ Either GxBTP24,30,36, GRxxNTP or GRxxTP				
3	6621			\$87.98	\$263.94
	DUET, Armless, Wall Saver, Plastic Seat & Back, Std Sled Base, Chrome Frame, Std Non-Marking Glides, Stacks 12 High on Floor, 40 High on Dolly, GLOBAL SEATING				

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4/29/2016



Qty	Part Number	Department	Sell	Ext Sell
6	6621		\$87.98	\$527.88
	DUET, Armless, Wall Saver, Plastic Seat & Back, Std Sled Base, Chrome Frame, Std Non-Marking Glides, Stacks 12 High on Floor, 40 High on Dolly, GLOBAL SEATING			
	Department Sub-total:		\$ 2,243.49	
<u>COLLABORATION</u>				
2	6621TR		\$221.01	\$442.02
	DUET T, Right Tablet, Armless, Plastic Seat & Back, Std Sled Base, Chrome Frame, Std Non-Marking Glides, Does not Stack, GLOBAL SEATING USA			
2	6621TR		\$221.01	\$442.02
	DUET T, Right Tablet, Armless, Plastic Seat & Back, Std Sled Base, Chrome Frame, Std Non-Marking Glides, Does not Stack, GLOBAL SEATING USA			
	Department Sub-total:		\$ 884.04	
<u>COLLABORATION ROOM</u>				
4	F6736P		\$264.04	\$1,056.16
	67 X 36 FABRIC PANEL - POWERED			
3	F3924		\$116.20	\$348.60
	39 X 24 FABRIC PANEL - W/BASE			
2	F3936		\$143.92	\$287.84
	39 X 36 FABRIC PANEL - W/BASE			
2	F3948		\$158.76	\$317.52
	39 X 48 FABRIC PANEL - W/BASE			
4	2WY67A2		\$43.12	\$172.48
	67" - 2 WAY CONNECTOR			
1	3WY39A2		\$58.80	\$58.80
	39" - 3 WAY CONNECTOR			
3	EC39A2		\$15.96	\$47.88
	39" END CAP			
4	VHF		\$8.12	\$32.48
	VARIABLE HEIGHT FILLER - PANEL TO CONNECTOR			
2	PTP34		\$7.00	\$14.00
	34" PANEL TO PANEL CONNECTOR			
2	PTP62		\$7.28	\$14.56
	62" PANEL TO PANEL CONNECTOR			

Qty	Part Number	Department	Sell	Ext Sell
2	CWS363624 36 X 36 X 24 CORNER WORK SURFACE		\$134.68	\$269.36
2	WS2436 24 X 36 WORK SURFACE		\$86.24	\$172.48
2	WS2448 24 X 48 WORK SURFACE		\$97.16	\$194.32
2	BBF-FP BOX/BOX/FILE PEDESTAL FULL PULL 23"D W/O TOP		\$191.80	\$383.60
2	LF2-30-FP 30"W Lateral File, Full Pull, 2 Drawer		\$350.00	\$700.00
2	FDU3612B 36 X 12 FLIPPER DOOR UNIT- B STYLE		\$135.24	\$270.48
2	SH3612B 36 X 12 SHELF - B STYLE		\$51.52	\$103.04
4	TLN36 36" TASK LIGHT NEW (BU ONLY)		\$83.72	\$334.88
2	REC/A A CIRCUIT DUPLEX RECEPTACLES		\$10.92	\$21.84
2	REC/B B CIRCUIT DUPLEX RECEPTACLES		\$10.92	\$21.84
2	REC/C C CIRCUIT DUPLEX RECEPTACLE		\$10.92	\$21.84
2	PEK4 (L OR R) 4 CIR. BASE POWER ENTRY KIT		\$126.00	\$252.00
2	1961-6 ALERO, Mesh Back, Medium Back, Task, Std Adj Height T-arms w/ Sliding Armcaps, Std Molded Black Base, Std 2" Dual Wheel Carpet Casters , GLOBAL SEATING USA		\$331.78	\$663.56
Department Sub-total:			\$ 5,759.56	
<hr/> <u>COPY ROOM</u>				
2	VA72RE6024 VALENCIA SERIES, TABLE, TRAINING-TOP 60x24		\$94.23	\$188.46

Qty	Part Number	Department		Sell	Ext Sell
2	VA737260			\$139.30	\$278.60
	VALENCIA SERIES, BASE, TRAINING TABLE - 72 OR 60 TOP				
2	9342-2F1H			\$361.46	\$722.92
	18"d x 42"w x 27.12"h, 2 Fixed Front Drawers, 9300 SERIES, UNIVERSAL FILING				
Department Sub-total:				\$ 1,189.98	
<u>COUNSELING</u>					
1	SL6630DS			\$169.65	\$169.65
	Rectangular Desk Shell - 66W x 30D x 29-1/2H, OTG LAMINATE SUPERIOR				
1	SL4824R-R			\$112.95	\$112.95
	SL4824R-R is SL4824R (Model On PO) - Return Shell, OTG LAMINATE SUPERIOR				
1	SL22BBF			\$184.05	\$184.05
	Box/Box/File Pedestal W/Lock (Fully Assembled) - 22D x 15W x 27H, OTG LAMINATE SUPERIOR				
1	SL22FF			\$184.05	\$184.05
	File/File Pedestal W/Lock (Fully Assembled) - 22D x 15W x 27H, OTG LAMINATE SUPERIOR				
1	SL3622LF			\$293.85	\$293.85
	2 Drawer Lateral File W/Lock (Fully Assembled) - 36W x 22D x 29-1/2H, OTG LAMINATE SUPERIOR				
3	LC403			\$12.15	\$36.45
	Lock core # 403, OTG ACCESSORIES				
1	SL71BC			\$203.40	\$203.40
	4 Shelf Bookcase - One Fixed Shelf, Three Adjustable Shelves - 32W x 14D x 71H, OTG LAMINATE SUPERIOR				
2	2141			\$149.99	\$299.98
	FINCH, Stacking Armchair, Molded Plastic Seat & Outer Back Shell, Std 4 Legged Black Base, Stacks 4 High on Floor or Dolly, GLOBAL SEATING USA				
1	1961-6			\$331.78	\$331.78
	ALERO, Mesh Back, Medium Back, Task, Std Adj. Height T-arms w/ Sliding Armcaps, Std Molded Black Base, Std 2" Dual Wheel Carpet Casters , GLOBAL SEATING USA				
Department Sub-total:				\$ 1,816.16	
<u>FILE STORAGE</u>					
3	SW504824			\$209.50	\$628.50
	WIRE SHELVING, INDUSTRIAL STARTER KIT, 48"W x24"D x72"H				
4	26-402			\$242.74	\$970.96
	26.56"d x 15.15"w x 52"h, 4 Drawer - Letter Size, Lock, 2600 SERIES, UNIVERSAL FILING				

Qty	Part Number	Department	Sell	Ext Sell
1	4-1831-C		\$2,661.75	\$2,661.75
	4 Drawer Letter File 31-1/2"D			
		Department Sub-total:	\$ 4,261.21	
<u>LG CONFERENCE</u>				
8	VA72RE6024		\$94.23	\$753.84
	VALENCIA SERIES, TABLE, TRAINING-TOP 60x24			
8	VA737260		\$139.30	\$1,114.40
	VALENCIA SERIES, BASE, TRAINING TABLE - 72 OR 60 TOP			
16	S2239-6		\$179.67	\$2,874.72
	ACADEMIC, GOAL, Low Back, Task, Armless, Std Molded Black Base, Std 2" Dual Wheel Carpet Casters, GLOBAL SEATING USA			
		Department Sub-total:	\$ 4,742.96	
<u>PRINCIPAL</u>				
1	SL6630DS		\$169.65	\$169.65
	Rectangular Desk Shell - 66W x 30D x 29-1/2H, OTG LAMINATE SUPERIOR			
1	SL4824R-R		\$112.95	\$112.95
	SL4824R-R is SL4824R (Model On PO) - Return Shell, OTG LAMINATE SUPERIOR			
1	SL22BBF		\$184.05	\$184.05
	Box/Box/File Pedestal W/Lock (Fully Assembled) - 22D x 15W x 27H, OTG LAMINATE SUPERIOR			
1	SL22FF		\$184.05	\$184.05
	File/File Pedestal W/Lock (Fully Assembled) - 22D x 15W x 27H, OTG LAMINATE SUPERIOR			
2	SL3622LF		\$293.85	\$587.70
	2 Drawer Lateral File W/Lock (Fully Assembled) - 36W x 22D x 29-1/2H, OTG LAMINATE SUPERIOR			
4	LC405		\$12.15	\$48.60
	Lock core # 405, OTG ACCESSORIES			
1	SL71BC		\$203.40	\$203.40
	4 Shelf Bookcase - One Fixed Shelf, Three Adjustable Shelves - 32W x 14D x 71H, OTG LAMINATE SUPERIOR			
1	SL42R		\$157.95	\$157.95
	Tables-Round Table/Cross Base - 42W x 29-1/2H, OTG LAMINATE SUPERIOR			
4	2141		\$149.99	\$599.96
	FINCH, Stacking Armchair, Molded Plastic Seat & Outer Back Shell, Std 4 Legged Black Base, Stacks 4 High on Floor or Dolly, GLOBAL SEATING USA			

Qty	Part Number	Department		Sell	Ext Sell
1	1961-6			\$331.78	\$331.78
	ALERO, Mesh Back, Medium Back, Task, Std Adj. Height T-arms w/ Sliding Armcaps, Std Molded Black Base, Std 2" Dual Wheel Carpet Casters , GLOBAL SEATING USA				
	Department Sub-total:			\$ 2,580.09	
<u>RECEPTION</u>					
1	1961-6			\$331.78	\$331.78
	ALERO, Mesh Back, Medium Back, Task, Std Adj. Height T-arms w/ Sliding Armcaps, Std Molded Black Base, Std 2" Dual Wheel Carpet Casters , GLOBAL SEATING USA				
6	7875			\$516.22	\$3,097.32
	CITI, Leather, 31"d x 30"w x 30"h, Lounge Chair, Std 2 Arms, Std with Round Metal Legs, GLOBAL SEATING USA				
1	7885			\$281.43	\$281.43
	CITI, 20"d x 24"w x 20"h, Laminate Top/ Laminate Base, End Table, Std with Round Metal Legs, GLOBAL SEATING USA				
1	7887			\$293.09	\$293.09
	CITI, 20"d x 40"w x 15"h, Laminate Top/ Laminate Base, Rectangular Coffee Table, Std with Round Metal Legs, GLOBAL SEATING USA				
	Department Sub-total:			\$ 4,003.62	
<u>SM CONFERENCE</u>					
4	VA72RE6024			\$94.23	\$376.92
	VALENCIA SERIES, TABLE, TRAINING-TOP 60x24				
4	VA737260			\$139.30	\$557.20
	VALENCIA SERIES, BASE, TRAINING TABLE - 72 OR 60 TOP				
8	S2239-6			\$179.67	\$1,437.36
	ACADEMIC, GOAL, Low Back, Task, Armless, Std Molded Black Base, Std 2" Dual Wheel Carpet Casters, GLOBAL SEATING USA				
	Department Sub-total:			\$ 2,371.48	
<u>SPED</u>					
1	SL6630DS			\$169.65	\$169.65
	Rectangular Desk Shell - 66W x 30D x 29-1/2H, OTG LAMINATE SUPERIOR				
1	SL4824R-R			\$112.95	\$112.95
	SL4824R-R is SL4824R (Model On PO) - Return Shell, OTG LAMINATE SUPERIOR				
1	SL22BBF			\$184.05	\$184.05
	Box/Box/File Pedestal W/Lock (Fully Assembled) - 22D x 15W x 27H, OTG LAMINATE SUPERIOR				
1	SL22FF			\$184.05	\$184.05
	File/File Pedestal W/Lock (Fully Assembled) - 22D x 15W x 27H, OTG LAMINATE SUPERIOR				

Qty	Part Number	Department		Sell	Ext Sell
1	SL3622LF			\$293.85	\$293.85
	2 Drawer Lateral File W/Lock (Fully Assembled) - 36W x 22D x 29-1/2H, OTG LAMINATE SUPERIOR				
3	LC404			\$12.15	\$36.45
	Lock core # 404, OTG ACCESSORIES				
1	SL71BC			\$203.40	\$203.40
	4 Shelf Bookcase - One Fixed Shelf, Three Adjustable Shelves - 32W x 14D x 7 IH, OTG LAMINATE SUPERIOR				
2	2141			\$149.99	\$299.98
	FINCH, Stacking Armchair, Molded Plastic Seat & Outer Back Shell, Std 4 Legged Black Base, Stacks 4 High on Floor or Dolly, GLOBAL SEATING USA				
1	1961-6			\$331.78	\$331.78
	ALERO, Mesh Back, Medium Back, Task, Std Adj Height T-arms w/ Sliding Armcaps, Std Molded Black Base, Std 2" Dual Wheel Carpet Casters , GLOBAL SEATING USA				
	Department Sub-total:			\$ 1,816.16	
<u>Y) OTG CORE KEY</u>					
1	OTGCKEY			\$12.15	\$12.15
	Core key, OTG ACCESSORIES				
	Department Sub-total:			\$ 12.15	
<u>Z) OPS2 CORE LOCKS</u>					
60	LOCK2.R.KA			\$9.80	\$588.00
	LOCK ONLY - FULL PULL/ B STYLE				
1	NOTE			\$0.00	\$0.00
	KEY ALIKE EACH OF THE 20 STATIONS TO INCLUDE (QTY 1 FLIPPER DOOR) (QTY 1 B/B/F PEDESTAL) (QTY 1 F/F PEDESTAL) EACH STATION TO HAVE THEIR OWN LOCK				
	Department Sub-total:			\$ 588.00	
Sub-total:					\$83,098.90
	D/I			\$15,500.00	\$15,500.00
	Delivery/Installation				
				Total:	\$98,598.90

Approved By: _____ Date: _____
Name

Title PO: _____

"Vision Requires a 30% Deposit on all Furniture Orders"

Remit To: Vision Business Products, P.O. Box 643897, Pittsburgh, PA 15264-3897

ADE Desegregation Analysis



MEMO

DATE: May 4, 2016
TO: Charter Authorizer
FROM: ADE Legal Services Staff
SUBJECT: Desegregation Analysis of Amendment Request for Arkansas Connections Academy

I. INTRODUCTION

The Arkansas Connections Academy submitted an amendment request to relocate their campus to a new facility.

II. STATUTORY REQUIREMENTS

Although Ark. Code Ann. § 6-23-106 requires the authorizer to carefully analyze the impact of any new proposed charter school on the efforts of public school districts to achieve and maintain unitary systems, it does not require the authorizer to conduct an analysis of proposed amendments to an existing charter. However, Ark. Code Ann. § 6-23-106(c) states that the State Board "shall not approve any ... act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state."

III. INFORMATION SUBMITTED BY THE APPLICANT AND THE AFFECTED SCHOOL DISTRICT

Arkansas Connections Academy is a virtual school with its offices located within the boundaries of the Bentonville School District. Because of its virtual nature, it could draw students from throughout the state. The school will not have students until the 2016-2017 school year.

A desegregation analysis submitted by the charter school is attached as Exhibit "A". To date, Bentonville and no other potentially affected districts have not submitted desegregation-related objections to requested amendment.

IV. DATA FROM THE DEPARTMENT

The October 1, 2015, enrollment for the Bentonville School Districts is as follows:

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
School Districts in Pulaski County							
Bentonville School District	570	878	468	1,663	253	11,665	15,497
	3.68%	5.67%	3.02%	10.73%	1.63%	75.27%	--

Source: ADE Data Center, Oct. 1, 2015 Enrollment

IV. ANALYSIS FROM THE DEPARTMENT

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination. The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)). ADE is aware of various desegregation orders affecting districts throughout the state.

V. CONCLUSION

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs “prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools.” *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). “[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate.” *Id.*, at 208 (emphasis in original).

It is difficult to conclude, from data currently available, that the proposal of the charter school is motivated by an impermissible intent to segregate schools. Although ADE is aware of various desegregation orders affecting districts throughout the state, we have no reason to believe that the number of students who will attend ARCA will be significant enough to impact any district’s desegregation obligations. However, the authorizer should carefully examine the proposed charter school application in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter school’s existence.

Arkansas Connections Academy Relocation - Desegregation Analysis

Arkansas Connections Academy (ARCA) is proposing facility relocation from 609 SW 8th Street to 1009 Beau Terre Drive. Both addresses are in Bentonville, Zip Code 72712, with 5 miles between them.

Charter amendments for facility relocation require a review of the potential impact of the charter school on the efforts of affected public school districts to comply with court orders or statutory obligations to create and maintain a unitary system of desegregated public schools. The following desegregation analysis explains that ARCA's facility relocation will not negatively impact the desegregation efforts of any public school district in the state.

ARCA will operate as an online school; since all learning and assignments are delivered to students online, ARCA may attract and enroll students across the entire state. ARCA cannot fully predict the demographics of its student body, but it will not discriminate in its admissions on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility. If applications for enrollment exceed the set enrollment cap, ARCA will use a random, anonymous lottery for admissions.

Since ARCA will draw students statewide, enrollment is not expected to be concentrated in any particular district, meaning that no particular school district will be severely or adversely affected. It is reasonable to expect that at least some of the students that choose to enroll in ARCA may previously have been enrolled in private, parochial, or home schools. These students would have no impact on the desegregation efforts of any public school district. Even if all students that enroll in ARCA do come from public school districts, this is a small fraction of the approximately 460,000 Arkansas public school students.

All school districts, of course, are continuously bound by the U.S. Supreme Court's decision in *Brown v. Board of Education* which requires the operation of a unitary and desegregated system of public schools. It is extremely unlikely, however, that the enrollment of a mere 3,000 students or less from numerous school districts across the state will hamper any active efforts to maintain a unitary school system for any particular school district or districts.

With either facility, ARCA will operate a teaching/learning center in Bentonville within the boundaries of the Bentonville School District. Even assuming that the majority of the 3,000 students who may enroll in ARCA come from the Bentonville School District and its six contiguous districts, which again is not likely, it's hard to imagine that 3,000 students could affect the racial makeup of the over 57,000 students enrolled in the seven school districts in question. The Bentonville, Pea Ridge, Gentry, and Gravette School Districts all currently have a student body of over 65% white students with Hispanic students being the highest minority concentration. The Rogers and Decatur School Districts both have a student body of approximately 50% white students, again with Hispanic students making up the highest minority concentration at 44% and 33% respectively. The only school district with less than a 50% white student body is Springdale. The Springdale School District has a student body of just under 40% white students. These seven districts, as a whole, enjoy a fairly diverse student body. (Student body information is based on that published by the ADE Data Center for the 2014-2015 school year.) It's unlikely that any of these districts are struggling to maintain desegregated schools. It's even more unlikely that ARCA could negatively impact any desegregation efforts currently in place.

Based on the analysis presented, ARCA's facility relocation will not negatively impact the desegregation efforts of the Bentonville School District (where administrative offices will be housed) the six contiguous districts to the Bentonville School District, or any other school district throughout the state. ARCA will operate in full compliance with all state and federal statutory and regulatory requirements for the creation and maintenance of desegregated public schools.

Materials
Distributed by the
Charter at the
Hearing

Connections Academy Amendment Request Comments:

1) Rent Amount:

The Landlord Proposal is provided (page 4 of 31). Based on this information, the first year would cost \$100,380 and the second year cost would be \$101,642. Per the Budget, line 159, (page 14 of 31) \$105,000 is budgeted for the first year and \$195,000 for the second year. I am questioning that there appears more in the budgeted amounts than just rent, utilities, and janitorial and I do not understand the cause for the significant increase in the budgeted amount from year 1 to year 2. The charter should list all the costs included in the budgeted \$105,000 for the first year and \$195,000 for the second year to explain what expected costs in year 2 necessitate the increased budget amount.

Response: Arkansas Connections Academy (ARCA) misidentified the proper budget line item for lease expenses.

Rather than Maintenance & Operation (Line 159), we should have highlighted Facilities (Line 221). ARCA has budgeted \$128,000 for the Lease/Purchase Contract in both Years 1 & 2, which will more than cover the projected cost of the new location.

2) Equipment:

Per the Budget, line 165, (page 14 of 31) \$43,000 is budgeted for the first year and \$43,000 for the second year. This totals \$86,000 over the 2 years. However, the quote from Vision Business Products, which is in the Request Addendum, totals \$98,598. When comparing the two, the amount budgeted for Equipment is not enough to cover the quote from Vision Business Products. The charter should clarify which line items in the budget will cover the \$98,598 in goods/services from Vision Business Products. If it is the Equipment line item, then the charter needs to address how the -\$12,598 balance will be funded.

Response: Connections Education, the education service provider for ARCA, will serve as the purchasing agent for ARCA's furniture, at an anticipated cost of \$98,598.

Connections Education will invoice the school for these purchases at cost (no mark-up or interest charge will be assessed on these purchases). Requests for reimbursement of these costs will be paid for by ARCA as funds become available to the school. This will ensure ARCA can acquire the furniture it needs for the start of school, while limiting any cash flow concerns that may normally arise from these purchases. The furniture being purchased will be owned by ARCA.

Additionally, Connections Education is currently requesting quotes from other national and local furniture companies as well to ensure ARCA can access the best price and quality. ARCA's Board will approve the final order before Connections Education makes the purchase.

Documentation of Charter Authorizing Panel Action

Location Change

Request for Open-enrollment Charter School Amendments: Arkansas Connections Academy

Motion

To approve the amendment request

Barnes	Liwo	Saunders-M
Gotcher-2	Pfeffer	Smith
Lester	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			I have no concerns regarding adverse impacts with the requested amendment. The new facility will serve the purposes of the already approved charter.
Gotcher	X			This change does not affect students directly but increases their opportunity to provide quality service to students.
Lester	X			The new facility will provide additional space at a lower cost. I have no concerns.
Liwo	X			The new facility has additional space at a lower cost. Teachers will be able to work together in the same location. The new location will allow for more students to visit the facility for learning services such as tutoring.
Pfeffer	X			The facility will provide a better space for teachers to work collaboratively and to receive support from administration, which will be critical in meeting student needs statewide.
Rogers	X			No concerns with the change in location exist. The move allows teachers to be at the same location.

Saunders	X			I have no concerns with the change of the facility location with the understanding that it is a virtual school.
Smith				absent
Coffman				chair

Submitted by: Alexandra Boyd

Date: 05/18/2016

Notification of Charter Authorizing Panel Decision



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

May 18, 2016

State Board
of Education

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Christina Long, Superintendent
Little Rock Preparatory Academy
Exalt Education
PMB#353
1818 N. Taylor Street #353
Little Rock, Arkansas 72207

**RE: Notice of Charter Authorizing Panel Decision
Little Rock Preparatory Academy Amendment Request**

Dear Mrs. Long:

On **May 18, 2016**, the Charter Authorizing Panel met and approved the amendment request for a location change of Little Rock Preparatory Academy. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **noon on Wednesday, May 25, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on June 9, 2016. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on June 9, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Please let me know if you have any questions. I can be reached by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov.

Sincerely,

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov

Alexandra Boyd, Director
Public Charter Schools

CC: Superintendent Kurrus, Little Rock School District

Little Rock Preparatory Academy Summary

Little Rock Preparatory Academy
SPONSORING ENTITY: COLLEGIATE CHOICES, INC.

CURRENT DATA

Maximum Enrollment	432
Approved Grade Levels	K-8
Grades Served 2015-2016	K-8

2015-2016 Enrollment by Race

Two or More Races	0
Asian	0
Black	381
Hispanic	46
Native American/Native Alaskan	0
Native Hawaiian/Pacific Islander	0
White	3
Total	430

2015-2016 Enrollment by Grade

Kindergarten	51
1st Grade	62
2nd Grade	50
3rd Grade	54
4th Grade	43
5th Grade	52
6th Grade	43
7th Grade	42
8th Grade	33

2015-2016 Student Status Counts

Migrant	0
LEP	5
Gifted & Talented	0
Special Education	21
Title I	194
Source: District Cycle 4 Report	

2014-2015 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	345.3	333.56	318.4	260.45
ADM	357.31	351.93	339.81	280.28
%	96.64%	94.78%	93.70%	92.92%

BACKGROUND

Authorized November 3, 2008
Contract Expiration June 30, 2017

Amendment Request Considered and APPROVED

May 16, 2011

Add grades K-4
Waiver of Standards for Accreditation 10.02

Amendment Request Considered and DENIED

May 16, 2011

Add Exalt Education as the charter management organization

Amendment Request Considered and APPROVED

June 11, 2012

Relocation of middle school

Waivers of:

- 6-13-601 et seq. District Boards
- 6-14-101 et seq. School Elections
- 6-17-201 et seq. Personnel policies
- 6-17-301 Certified personnel
- 6-17-1501 et seq. Teacher Fair Dismissal
- 6-17-1701 et seq. Public School Employee Fair Hearing Act

Amendment Request Considered and APPROVED

May 13, 2013

Relocation

Renewal Request

February 19, 2014

Charter renewed for three years

Waivers of:

- 6-13-109 School Superintendent
- 6-17-17 Noninstructional duties
- 6-17-427 Superintendent license and mentoring
- 6-17-2201 et seq. Classified School Employee Minimum Salary Act
- 6-18-1001 et seq. Public School Student Services Act
- 6-20-2208(c)(6) Monitoring of expenditures (gifted and talented)
- 6-42-102 Rules and regulations (gifted and talented)
- 18.01 and 18.02 Standards for Accreditation
- ADE Rules for Gifted and Talented Program Approval
- ADE Rules Governing Educator Licensure
- Sections 1-7 of Arkansas Department of Education Rules Governing School
- District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

Designated a Priority School (5-8 campus)

August 31, 2015

Priority Status Hearing

February 18, 2016

Panel voted to take no action

Amendment Request



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

April 12, 2016

State Board
of Education

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Benjamin Lindquist
Little Rock Preparatory Academy
Exalt Education
PMB# 353
1818 N. Taylor St. #353
Little Rock, Arkansas 72207

Re: Charter Authorizing Panel-Amendment Request

Dear Mr. Lindquist:

I received your letter dated April 7, 2016, requesting a waiver of Section 4.02.3 of the ADE Rules Governing Public Charter Schools which sets the amendment hearing dates to the February and October authorizer meetings and Section 4.02.5 which requires amendment requests to be submitted thirty-five (35) days before the Charter Authorizing Panel meeting where the amendment request will be heard.

As you stated in your letter, your amendment request is to relocate the LRPA Middle School to a new facility and to increase the enrollment cap. You are requesting a waiver of the rules in order for the Charter Authorizing Panel to hear this amendment request at its May meeting.

Pursuant to Section 4.02.7 of the ADE Rules Governing Public Charter Schools, I will grant a waiver of the amendment hearing dates and the 35-day requirement in order to allow this amendment request to appear on the May agenda of the Charter Authorizing Panel.

Sincerely,

A handwritten signature in cursive script that reads "Johnny Key".

Johnny Key
Commissioner

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Little Rock Preparatory Academy

LEA Number 6049700

Type of Amendment Requested:

☒ Relocate existing campus

Current campus address

4520 S. University Ave.

Little Rock, AR 72204

Proposed campus address

6711 W. Markham

Little Rock, AR 72205

School district in which

the campus will be located Little Rock School District

☒ Increase enrollment cap

Current cap 432

Proposed cap 552

Charter Leader Tina Long

Email address tina.long@lrprep.org

Phone number 501-683-0085

Little Rock Preparatory Academy: 2016-2017 Operating Budget		
	Incoming Year	NOTES
ASSUMPTIONS	2016-2017	
Students		
Kindergarten	50	
1st Grade	50	
2nd Grade	50	
3rd Grade	50	250 Primary
4th Grade	50	
5th Grade	77	
6th Grade	75	
7th Grade	75	
8th Grade	75	302 Middle
Total Students	552	
Staffing		
Student-to-Teacher Ratio	18.4	Ratio should fall with expansion.
Number of FTEs	41.0	Excludes Exalt on-site team.
Part Time Employees	6.0	May vary with substitute needs.
Number of teachers	30.0	Full-time teachers.
Average teacher salary/benefits	47,616	The average teacher salary/benefits is higher than in any previous year.
REVENUES		
Opening Balance		
State Revenues		
Foundation Funding - Total Revenue @	3,634,368	Based on 100% enrollment
NSLA Funds @ 1,042	575,184	Based on 100% enrollment
Student Growth Funding @ 1,646.00/student	197,520	Based on 120 Students
Professional Development	14,380	Based on 100% enrollment
Total State Revenues	4,421,452	
Federal Revenues		
Child Nutrition Reimbursement	419,294	New Community Eligibility Provision & projected increase of meals
Food Sales	-	All meals will be free of charge with the Community Eligibility Provision
Medicaid Reimbursements	160,000	Reimbursement should rise due to hearing/vision
Title I Estimated Funds	188,417	Based on Previous Year Amounts
Title II-A Professional Development	24,821	Based on Previous Year Amounts
Title VI-B Special Education	83,164	Based on Previous Year Amounts
Total Federal Revenues	875,697	
Other Revenues		
Grants/Donations	30,000.00	Wingate Grant
Erate Reimbursements	-	
Miscellaneous	-	
Total Other Revenues	-	
Total Revenues	5,297,149	
EXPENDITURES		
Salaries		
Administrative Support Team	476,231	Based on Proposed Increase in HR Plan
Teachers	1,169,200	Based on Proposed Increase in HR Plan
Benefits for Salaried Employees	544,980	
Other Compensation Expenses	37,000	
Support Salary Workers	170,115	
Total Salaries	2,397,526	
<i>As Percent of Total Revenue</i>	<i>45%</i>	

Instruction		
Principal Incentives Program	2,000	Each Principal has \$1,000 in discretionary funds.
Instructional Materials	76,662	\$138.88 per student
Classroom Supplies	1,800	\$100 per classroom
Library	-	
Substitute Teachers	20,400	Estimate
Student Assessment	8,280	\$15 per student
Field Trips	-	Funds to be raised through parent support organizations.
Learning Pass Initiative	4,000	Partner Fees/Supplies (Wingate Grant)
8th Grade College & Career Advancement	3,000	Partner Fees/Supplies (Wingate Grant)
Activities/Electives (Arts & Athletics)	27,000	Wingate Grant
Total Instruction	143,142	
<i>As Percent of Total Revenue</i>	3%	
Service & Supplies		
School Support Services		Excludes charges for office of executive director.
Academic leadership positions	253,472	35% covers salaries of 2 full-time principals.
Management of finance & compliance	108,631	15% covers on-site finance director, part-time salary CAO
Academic tools, systems & supports	86,905	12% covers Illuminate & Teacher Resource Site
Human resources administration	79,663	11% covers part-time of CAO, Taleo human resources system
Facilities & growth management	57,937	8% covers part-time of DRD
Advancement, Marketing	57,937	8% advancement, public relations, crisis management, communications
Performance management	50,694	7% covers 1/2 cost of Governance Liaison
Legal counsel	28,968	4% covers portion of retainer for general counsel.
Repayment of Outstanding Amount	128,933	Actual Amount due at 6/30/16
Subtotal Exalt Staffing & Services	724,207	Fee equal to 15% of primary state & federal revenue categories
Total Exalt Staffing & Services	853,140	
Student Uniforms	15,000	Vendor gives 25% discount. LRPA contributes other 25% discount.
Parent Outreach & Programming	510	Most funds to be raised through parent support organizations.
Office Supplies	12,000	Estimated \$1,000 per month
Printing Copying Services	28,560	Estimated
Postage & Shipping	2,591	Includes leasing of postage machine and \$5 per student
Private Audits & 990 Reports	23,000	Increased due to unexpected expenses this year
Staff Professional Development	14,328	Based on State Aid Notice
Special Education Services	243,164	Expenses cannot exceed revenues.
Health Supplies	2,000	Includes purchase of defibrillator, BMI instrument, vision charts
Arkansas Public School Resource Center	4,000	Current year membership fee.
Transportation	40,000	Lease payments, gas, traffic control
Fees & Dues	3,060	We need to manage tightly so as to avoid unnecessary fees & fines.
Governance	1,500	Covers annual retreat space and food.
Miscellaneous	3,000	
Total Services and Supplies	392,713	
<i>As Percent of Total Revenue</i>	7%	

Facility		
Buildings & Grounds - Maintenance	9,011	Plumber, electrician, HVAC maintenance agrmt
Classroom Furniture	50,000	Limited furniture purchases needed.
Student Recruitment	10,000	
Technology Setup & Support	55,840	Wired! monthly fee \$2,834 + Web filter
Liability/Property/Content Insurances	40,000	Estimated
Loan Repayment	108,731	Includes cash flow loans for Primary School facilities.
Construction Buildout	15,000	
Student Technology	21,000	
Teacher Technology	7,000	Includes walkie talkies and laptop replacements
Facility Lease Fee (Middle School)	218,720	Based on 11% of Operating Revenue
Facility Lease Fee (Primary School)	181,060	Continuation of 10-year lease rate.
Phone/Internet service	12,362	Based on FY 2014 expenditures
Food Service	419,294	Cost cannot exceed revenues.
Pest Control	1,102	\$90 per month
Janitorial Contract/Supplies	50,000	Reflects contract & supplies.
Security	39,790	Increased for new equipment needed
Water & Sewer	9,371	Based on FY 2014 expenditures
Utilities (Electricity & Gas)	22,440	Based on FY 2014 expenditures
Total Facility	1,270,721	
<i>As Percent of Total Revenue</i>	24%	
Target Contingency Balance		
<i>As Percent of Total Revenue</i>	3.0%	
Carryover from 2015-2016 Year	79,902	Assuming we don't go into our 3% contingency in the current year.
Target Current Year Setaside	79,012	
Target Contingency Balance	158,914	Assumes target surplus of 3% of current-year revenues
Total Expenditures	5,136,255	
Projected Year-end Surplus	160,894	Surplus (Deficit)
Total Fund Equity + Contingency Balance	319,808	

**Little Rock Preparatory Academy
Elementary Campus**

Primary Race Percentages

307 Total Active Students On 05/03/2016

		Race		Excludes PK Students	
Grade					
01		Black	50	16.29%	
		Hispanic or Latino	5	1.63%	
01 - Total			55		17.92%
02		Black	46	14.98%	
		Hispanic or Latino	4	1.30%	
02 - Total			50		16.29%
03		Black	55	17.92%	
		Hispanic or Latino	5	1.63%	
03 - Total			60		19.54%
04		Black	34	11.07%	
		Hispanic or Latino	7	2.28%	
		White	1	0.33%	
04 - Total			42		13.68%
05		Black	47	15.31%	
		Hispanic or Latino	2	0.65%	
05 - Total			49		15.96%
KF		Black	46	14.98%	
		Hispanic or Latino	5	1.63%	
KF - Total			51		16.61%
Overall - Total			307		100.00%

Little Rock Preparatory Academy
Middle School Campus

Primary Race Percentages

114 Total Active Students On 05/03/2016

	G	Race	Race Count	Race Percentage
06		Black	34	29.82%
		Hispanic or Latino	8	7.02%
		White	1	0.88%
06 - Total			43	37.72%
07		Black	29	25.44%
		Hispanic or Latino	6	5.26%
		White	1	0.88%
07 - Total			36	31.58%
08		Black	31	27.19%
		Hispanic or Latino	4	3.51%
08 - Total			35	30.70%
Overall - Total			114	100.00%

Little Rock Preparatory Academy Elementary Campus

Building Meal Status Percentages

	G	Meal Status Code	Meal Status Count	Meal Status Percentage
01		01	21	6.84%
		04	34	11.07%
01 - Total			55	17.92%
02		01	18	5.86%
		04	32	10.42%
02 - Total			50	16.29%
03		01	26	8.47%
		04	34	11.07%
03 - Total			60	19.54%
04		01	24	7.82%
		04	18	5.86%
04 - Total			42	13.68%
05		01	22	7.17%
		04	27	8.79%
05 - Total			49	15.96%
KF		01	20	6.51%
		04	31	10.10%
KF - Total			51	16.61%
Overall - Total			307	100.00%

**Little Rock Preparatory Academy
Middle School Campus**

Building Meal Status Percentages

	G	Meal Status Code	Meal Status Count	Meal Status Percentage
06		01	24	21.05%
		04	19	16.67%
06 - Total			43	37.72%
07		01	16	14.04%
		04	20	17.54%
07 - Total			36	31.58%
08		01	17	14.91%
		04	18	15.79%
08 - Total			35	30.70%
Overall - Total			114	100.00%

2015 ESEA SCHOOL REPORT

District: LITTLE ROCK PREPARATORY ACADEM **Superintendent:** BEN LINDQUIST **LEA:** 6049702
School: LITTLE ROCK PREP ACADEMY **Principal:** JENNIFER MCMAHA **Address:** 4520 S. UNIVERSITY
Grade: 5 - 8 **Attendance:** 96.05 **Address:** LITTLE ROCK, AR 72204
Enrollment: 147 **Poverty Rate:** 100.00 **Phone:** (501) 683-3855

OVERALL SCHOOL STATUS: 2015 NEEDS IMPROVEMENT PRIORITY - MET 1Y

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	128	128	100.00	127	127	100.00
Targeted Achievement Gap Group	126	126	100.00	125	125	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	115	115	100.00	114	114	100.00
Hispanic	10	10	100.00	10	10	100.00
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	126	126	100.00	125	125	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	10	10	100.00	10	10	100.00

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	27	121	22.31	21.47
Targeted Achievement Gap Group	26	120	21.67	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	24	108	22.22	10.44
Hispanic	2	10	20.00	15.49
White	n < 10	n < 10	n < 10	26.68
Economically Disadvantaged	26	120	21.67	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	1	10	10.00	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	17	120	14.17	12.09
Targeted Achievement Gap Group	17	119	14.29	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	15	107	14.02	4.17
Hispanic	2	10	20.00	10.85
White	n < 10	n < 10	n < 10	16.34
Economically Disadvantaged	17	119	14.29	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	0	10	0.00	3.23

2015 ESEA SCHOOL REPORT

District: LITTLE ROCK PREPARATORY ACADEM	Superintendent: BEN LINDQUIST	LEA: 6049702
School: LITTLE ROCK PREP ACADEMY	Principal: JENNIFER MCMAHA	Address: 4520 S. UNIVERSITY
Grade: 5 - 8	Attendance: 96.05	Address: LITTLE ROCK, AR 72204
Enrollment: 147	Poverty Rate: 100.00	Phone: (501) 683-3855

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	0
Number of enrolled students with completed EOY only:	0

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

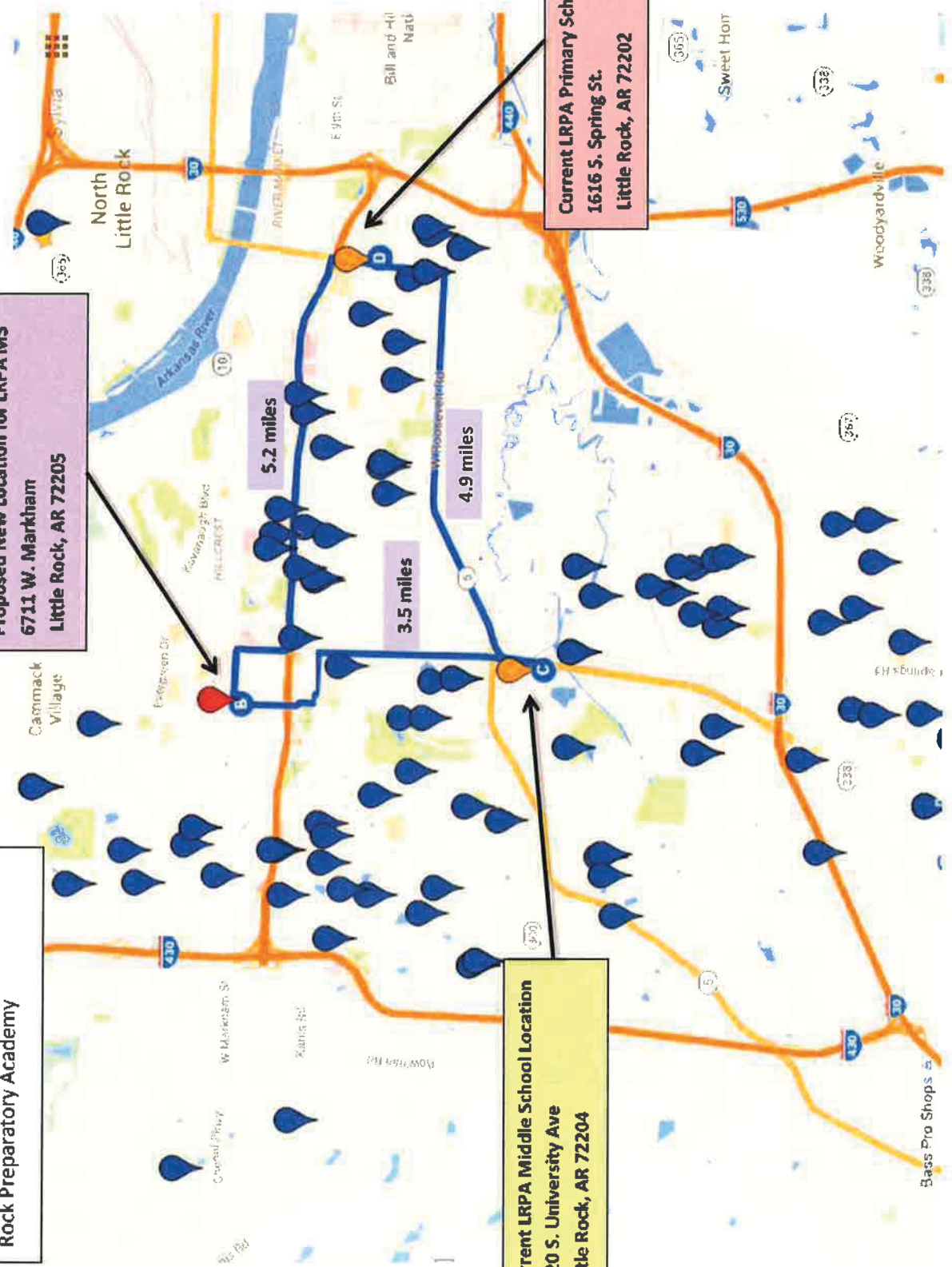
When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

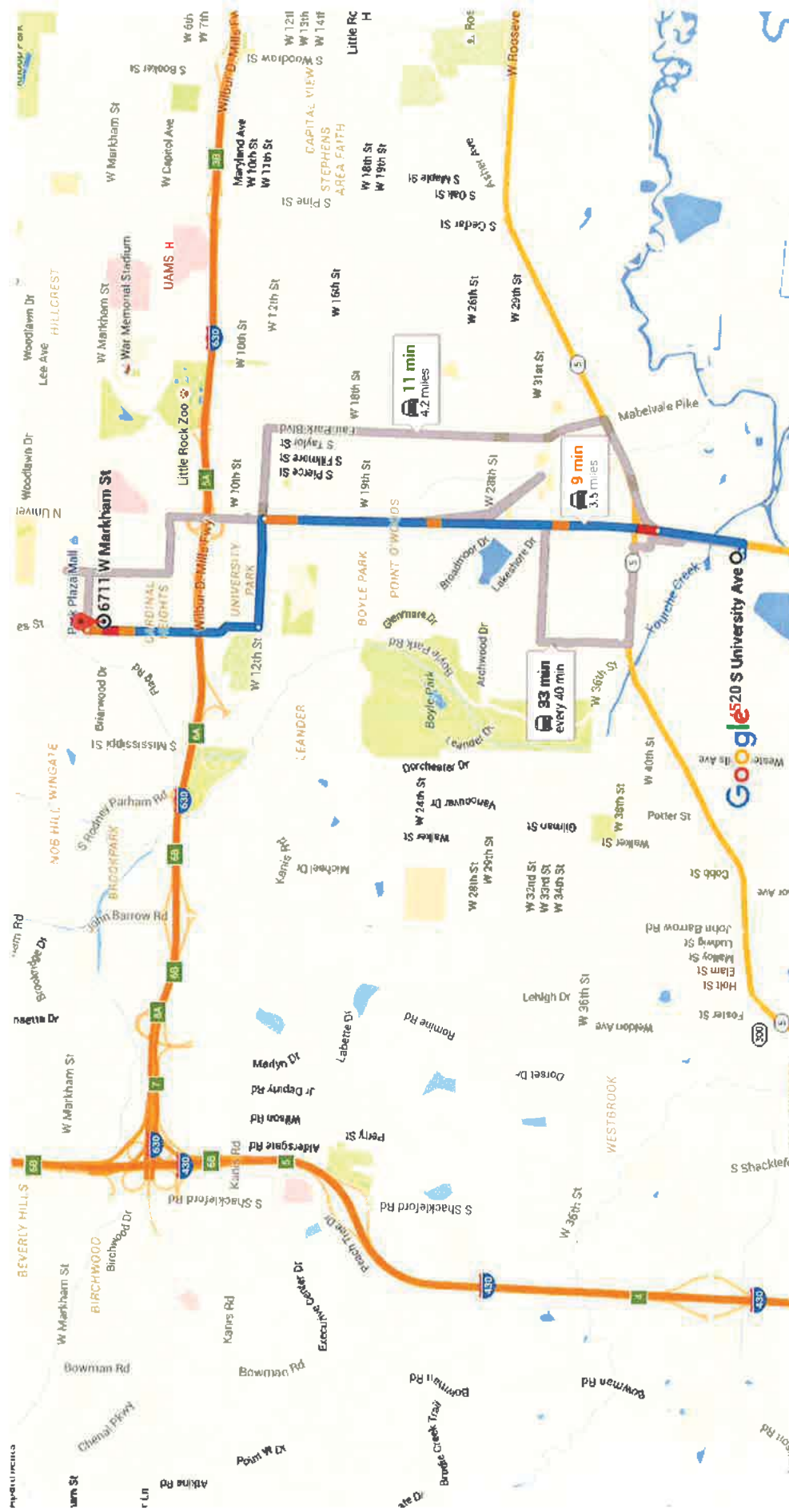
 Current Middle School Students at Little Rock Preparatory Academy

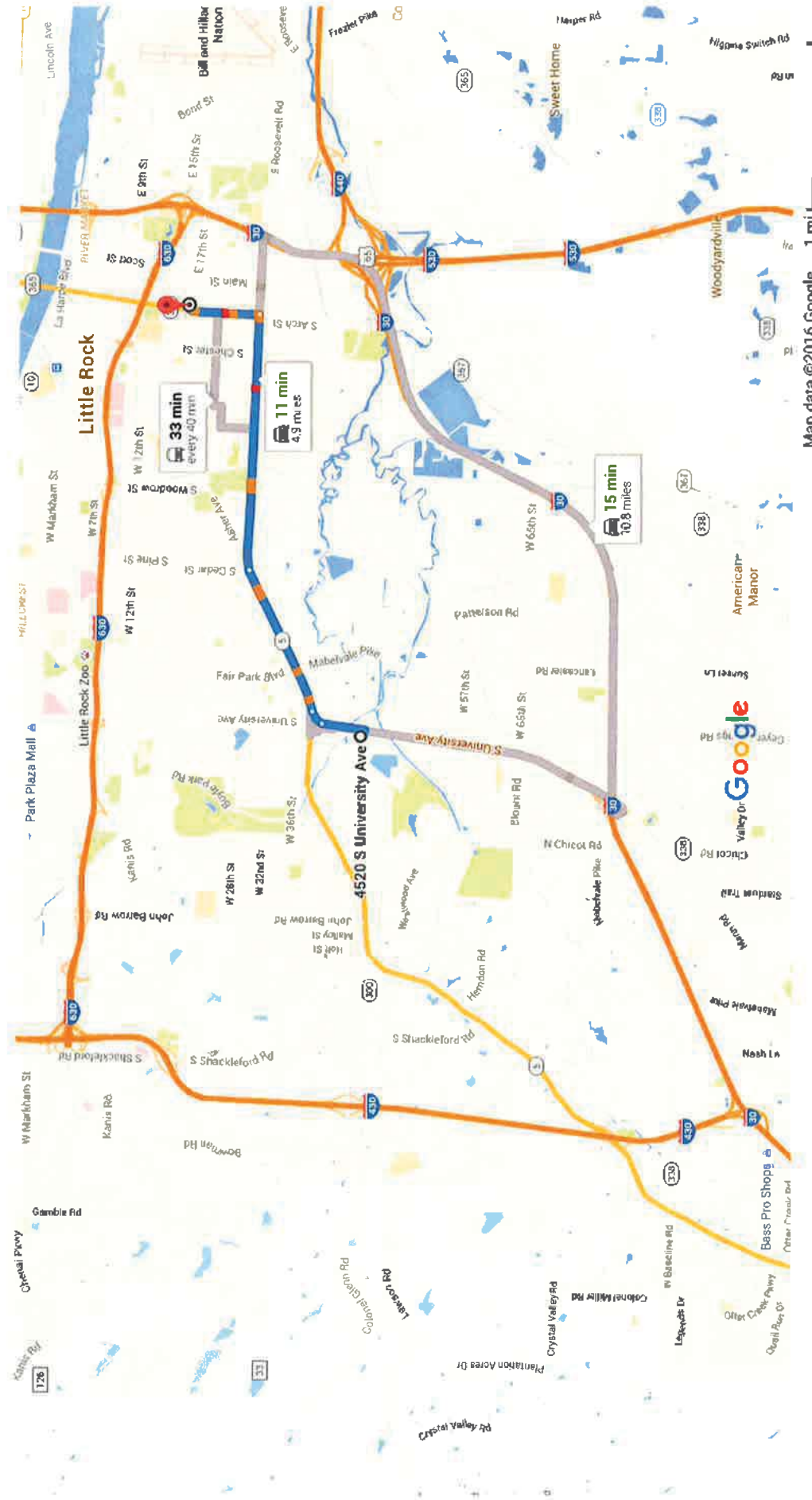
Proposed New Location for LRPA MS
6711 W. Markham
Little Rock, AR 72205

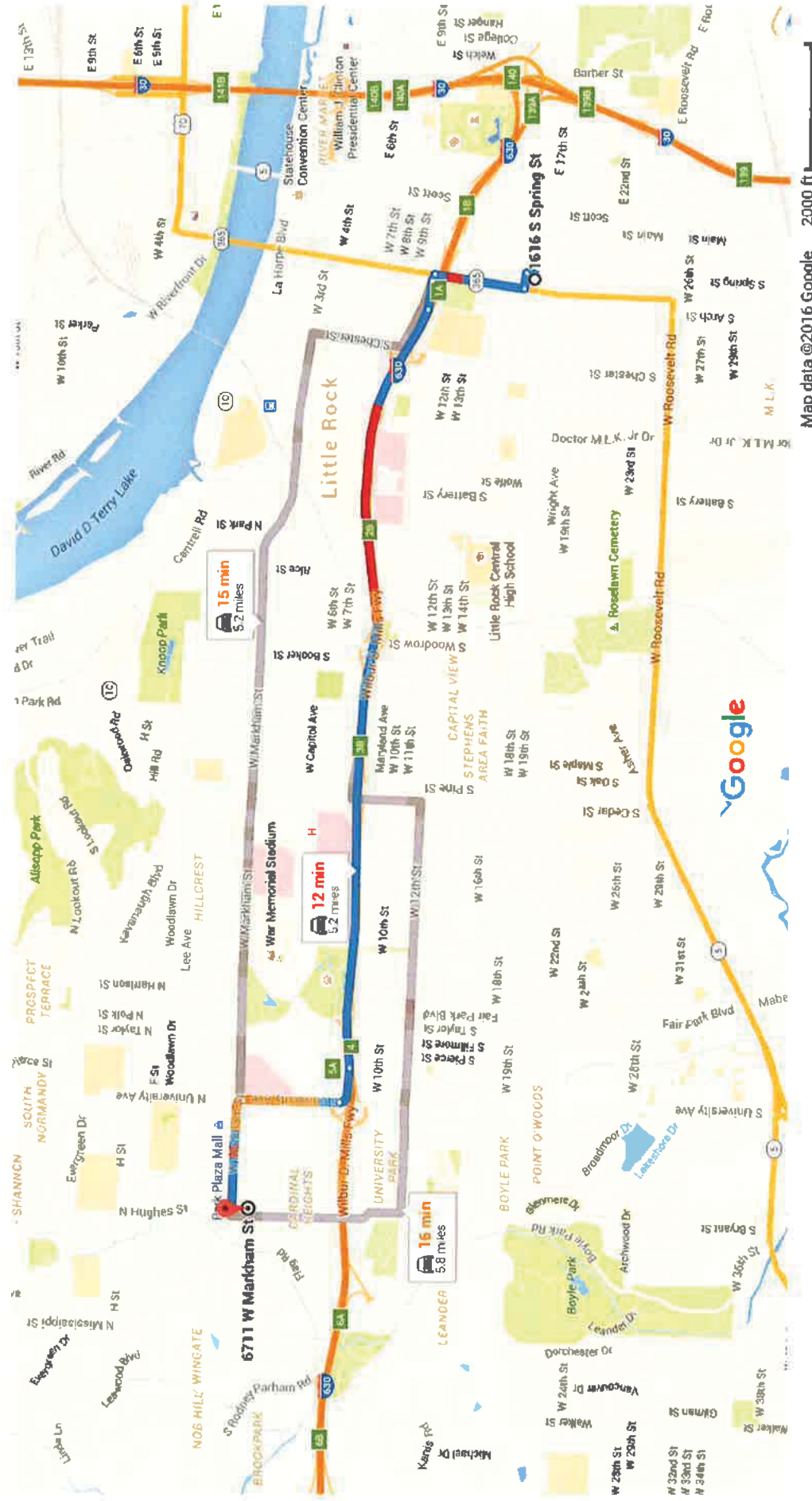
Current LRPA Middle School Location
4520 S. University Ave
Little Rock, AR 72204

Current LRPA Primary School Location
1616 S. Spring St.
Little Rock, AR 72202









FACILITIES UTILIZATION AGREEMENT

To be completed and submitted with an amendment request
to add a new campus or relocate an existing campus

Lessor(Owner): Arkansas Charter Partners (Sublessor)

Lessee(Tenant): Little Rock Preparatory Academy

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

Vacant - facility used to be a private school serving grades 6 -12

Address of Premises: 6711 W. Markham
Little Rock, AR 72205

Square Footage: 55,000

Terms of Lease: 1 year w/option for LRPA to renew (proposed)

Rental Amount: 11% of public operating revenue (proposed)

Contingency: The terms of this agreement are contingent upon
Little Rock Preparatory Academy

Charter School

receiving approval by the Authorizer to operate an open-enrollment public charter school at the premises identified.

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

We affirm that the facility is, or will be prior to charter occupancy, compliant with ADA/IDEA accessibility regulations, and will remain so while the charter occupies the location.

Lessee: Little Rock Preparatory Academy
By: [Signature] Date 5-4-16
Signature

Lessor: Arkansas Charter Partners
By: [Signature] Date 5-4-16
Signature

The building is owned By KLS Leasing, a Delaware limited liability company. The Lessee is Arkansas Charter Partners, an Arkansas nonprofit organization applying for exemption under section 501(c)(3) of the Internal Revenue Code and a subsidiary of Exalt Education, Inc., an Arkansas nonprofit organization exempt under section 501(c)(3) of the Internal Revenue Code. The sub-lessee is Collegiate Choices, d/b/a/ Little Rock Preparatory Academy, an Arkansas nonprofit corporation exempt under section 501(c)(3) of the Internal Revenue Code. There is no affiliation between any of these three entities.

Desegregation Analysis

Little Rock Preparatory Academy

In accordance with Section 4.02.3.3 of the Arkansas Department of Education's Rule Governing Public Charter Schools, Little Rock Preparatory Academy ("LRPA") submits the following desegregation analysis in conjunction with its application to relocate its Middle School (grades 5-8) to a new location and to grant additional waivers.

LRPA currently serves 260 students at its existing facility at 12th and Schiller in Central Little Rock. Under the LRPA's charter, it may serve up to 432 students. In order to accommodate the number of students approved under its current charter, the School requests permission to relocate its Middle School (170 students in Grades 5-8) to a different facility near Asher and University. If the requested relocation is approved, the Middle School will be located within the same geographic area as the existing school – the Central Little Rock region bounded by Interstate 630 on the North, Boyle Park on the West, Fourche Creek on the South and Main Street on the East. Approximately ninety seven percent of the students currently attending LRPA are African American and approximately eighty percent qualify for federal free and reduced lunch.

Relocation of LRPA's middle school to another location within the Little Rock School District will not affect any public school district in Arkansas with respect to compliance with any court order or statutory desegregation obligations, or efforts to desegregate or to maintain unitary status. Although it is an open-enrolment public charter school, LRPA does not expect the relocation to affect the racial composition of the student body in a material way. LRPA anticipates that the Middle School will be populated primarily with students who come through the LRPA Elementary School at 12th and Schiller. Since LRPA students are almost all African American, their attendance at LRPA improves the racial balance in the Little Rock School District. Conversely, the return of these students to the Little Rock School District would contribute to the district's current racial imbalance.

Like the addition of a second facility, the requested waivers will not negatively affect the racial balance in the surrounding school districts. The waivers address issues unrelated to the racial composition of LRPA or any

school district. Moreover, since the initial grant of the charter to LRPA, the Little Rock School District (LRSD) and the North Little Rock School District (NLRSD) have been determined by the federal courts to be unitary in all respects and the Pulaski County Special School District (PCCSD) has been determined by the federal courts to be unitary in all respects concerning student assignment. LRPA does not draw students from any other public school district in Arkansas that has operated under a desegregation plan or has been involved in desegregation litigation during the existence of LRPA. Because the public school districts in Arkansas from which LRPA is likely to draw students are unitary in student assignment or are otherwise not under any court orders to desegregate, the relocation of the LRPA Middle School and the requested waivers can have no negative affect on the desegregation efforts of any public school district in this state.

Over the long term, growth and expansion of LRPA will contribute to the desegregation of Little Rock and surrounding areas. Segregation in Little Rock can only end when families of limited income, who are disproportionately minority, have gained widespread access to high quality schools that equip their children with the knowledge, skills and attributes to learn, achieve at high levels, and access college and career opportunities in equal measure with their more affluent peers. LRPA exists to try to realize that goal for the families of Central Little Rock, many of whom are confined in chronically low performing public schools.

ADE Desegregation Analysis



MEMO

DATE: May 4, 2016
TO: Charter Authorizer
FROM: ADE Legal Services Staff
SUBJECT: Desegregation Analysis of Amendment Request for Little Rock Preparatory Academy

I. INTRODUCTION

The Little Rock Preparatory Academy submitted an amendment request to relocate their existing campus and to increase their enrollment cap from 432 to 552.

II. STATUTORY REQUIREMENTS

Although Ark. Code Ann. § 6-23-106 requires the authorizer to carefully analyze the impact of any new proposed charter school on the efforts of public school districts to achieve and maintain unitary systems, it does not require the authorizer to conduct an analysis of proposed amendments to an existing charter. However, Ark. Code Ann. § 6-23-106(c) states that the State Board "shall not approve any ... act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state."

III. INFORMATION SUBMITTED BY THE APPLICANT AND THE AFFECTED SCHOOL DISTRICT

The Little Rock Preparatory Academy is located within the boundaries of the Little Rock School District (LRSD). As of October 1, 2015, the school's enrollment was 430.

A desegregation analysis submitted by the charter school is attached as Exhibit "A". To date, LRSD has not submitted desegregation-related objections to requested amendment.

IV. DATA FROM THE DEPARTMENT

The October 1, 2015, enrollment for the school districts and open-enrollment charter schools operating in Pulaski County are as follows:

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
School Districts in Pulaski County							
Little Rock School District	272	567	15,070	3,124	66	4,065	23,164
	1.17%	2.45%	65.06%	13.49%	0.28%	17.55%	--
N. Little Rock School District	57	88	4,974	680	31	2,583	8,413
	0.68%	1.05%	59.12%	8.08%	0.37%	30.70%	--
Pulaski Co. Spec. School District	557	341	7,220	1,248	87	7,109	16,562
	3.36%	2.06%	43.59%	7.54%	0.53%	42.92%	--
DISTRICT TOTAL	886	996	27,264	5,052	184	13,757	48,139
	1.84%	2.07%	56.64%	10.49%	0.38%	28.58%	--
Open-Enrollment Public Charter Schools in Pulaski County							
Academics Plus (PCSSD)	0	27	123	60	10	663	853
	0.0%	3.2%	14.4%	7.0%	1.2%	77.7%	--
Capitol City Lighthouse (NLRSD)	2	0	273	15	2	5	297
	0.7%	0.0%	91.9%	5.1%	0.7%	1.7%	--
Covenant Keepers (LRSD)	0	0	98	72	0	1	171
	0.0%	0.0%	57.3%	42.1%	0.0%	0.6%	--
E-Stem (LRSD)	46	45	658	84	3	626	1,462
	3.1%	3.1%	45.0%	5.7%	0.2%	42.8%	--
Exalt Academy (LRSD)	0	0	128	102	0	3	233
	0.0%	0.0%	54.9%	43.8%	0.0%	1.3%	--
Jacksonville Lighthouse (PCSSD)	1	16	555	94	8	330	1,004
	0.1%	1.6%	55.3%	9.4%	0.8%	32.9%	--
Lisa Academy (LRSD/NLRSD)	22	186	562	247	19	489	1,525
	1.4%	12.2%	36.9%	16.2%	1.2%	32.1%	--
LR Prep Academy (LRSD)	0	0	381	46	0	3	430
	0.0%	0.0%	88.6%	10.7%	0.0%	0.7%	--
Premier High School (LRSD)	0	0	98	4	0	14	116
	0.0%	0.0%	84.5%	3.4%	0.0%	12.1%	--
Quest LR Middle School (LRSD)	0	20	45	16	4	146	231
	0.0%	8.7%	19.5%	6.9%	1.7%	63.2%	--
Rockbridge Montessori (LRSD)	5	0	56	2	0	48	111
	4.5%	0.0%	50.5%	1.8%	0.0%	43.2%	--
SIATech Little Rock (LRSD)	0	1	150	2	0	11	166
	0.0%	0.6%	90.4%	1.2%	0.0%	6.6%	--
CHARTER TOTAL	76	295	3,127	744	46	2,339	6,599
	1.2%	4.5%	47.4%	11.3%	0.7%	35.4%	--
COUNTYWIDE TOTAL	962	1,291	30,391	5,796	230	16,096	54,738
	1.8%	2.4%	55.5%	10.6%	0.4%	29.4%	

Source: ADE Data Center, Oct. 1, 2015 Enrollment

IV. ANALYSIS FROM THE DEPARTMENT

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination. The ADE is aware of desegregation orders affecting LRSD, PCSSD, and the North Little Rock School District (NLRSD). *Little Rock School District, et al. v. Pulaski County Special School District, et al.*, Case No. 4:82-cv-00866-DPM (E.D. Ark.). The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)).

In 2002, the Little Rock School District was declared unitary with respect to the majority of its desegregation plan obligations and released from court supervision in those areas. *Little Rock School District v. Pulaski County Special School District*, 237 F. Supp. 2d 988, 999 (E.D. Ark. 2002). In 2007, LRSD successfully completed its desegregation efforts and was declared fully unitary by the federal court. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed February 23, 2007. This order was affirmed by the Eighth Circuit Court of Appeals on April 2, 2009. *Little Rock School District v. Pulaski County Special School District*, 561 F.3d 746 (8th Cir. 2009). In February and March 2010, the federal court held hearings on the motions of NLRSD and PCSSD to be declared unitary. On May 19, 2011, the federal court held that neither district was fully unitary. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed May 19, 2011. However, on December 28, 2011, the Eighth Circuit Court of Appeals ruled that NLRSD is fully unitary but that PCSSD is not. *Little Rock School District v. State of Arkansas*, 664 F.3d 738 (8th Cir. 2011).

On January 13, 2014, the presiding federal judge in the Pulaski County Desegregation Case gave final approval to a settlement agreement between the Joshua Intervenors, Knight Intervenors, Little Rock School District, North Little Rock School District, PCSSD and the State of Arkansas. Pursuant to the settlement agreement, the only remaining obligation of the State of Arkansas is to continue the distribution of desegregation payments to the three Pulaski County school districts through the 2017-2018 school year. On January 30, 2014, the Court also approved a stipulation among the parties that PCSSD is unitary in the areas of Assignment of Students and Advanced Placement, Gifted and Talented and Honors Programs. Based on the stipulation, the Court released PCSSD from supervision and monitoring in these areas. Thus, as of January 30, 2014, all three school districts in Pulaski County are unitary in the area of student assignments. On April 4, 2014, the court found that PCSSD is unitary in the areas of special education and scholarships. PCSSD remains non-unitary in the following five areas of its desegregation plan: (1) Discipline; (2) School Facilities; (3) Staff; (4) Student Achievement; and (5) Monitoring.

Because Little Rock Preparatory Academy draws students from Pulaski County, Arkansas, the authorizer must ensure that any act it approves does not hamper, delay, or in

any manner negatively affect the desegregation efforts of PCSSD. As the Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or intent to segregate." *Id.*, at 208 (emphasis in original).

As noted above, PCSSD remains under federal court supervision with regard to five areas of the district's desegregation plan. Therefore, the authorizer should consider whether granting the amendment will negatively affect PCSSD's efforts to achieve full unitary status.

However, it is difficult to conclude, from data currently available, that the proposal of the charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect the desegregation efforts of the affected school districts.

V. CONCLUSION

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that "hampers, delays, or in any manner negatively affects the desegregation efforts" of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or intent to segregate." *Id.*, at 208 (emphasis in original).

It is difficult to conclude, from data currently available, that the proposal of the charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect the desegregation efforts of the affected school districts.

Desegregation Analysis

Little Rock Preparatory Academy

In accordance with Section 4.02.3.3 of the Arkansas Department of Education's Rule Governing Public Charter Schools, Little Rock Preparatory Academy ("LRPA") submits the following desegregation analysis in conjunction with its application to relocate its Middle School (grades 5-8) to a new location and to grant additional waivers.

LRPA currently serves 260 students at its existing facility at 12th and Schiller in Central Little Rock. Under the LRPA's charter, it may serve up to 432 students. In order to accommodate the number of students approved under its current charter, the School requests permission to relocate its Middle School (170 students in Grades 5-8) to a different facility near Asher and University. If the requested relocation is approved, the Middle School will be located within the same geographic area as the existing school – the Central Little Rock region bounded by Interstate 630 on the North, Boyle Park on the West, Fourche Creek on the South and Main Street on the East. Approximately ninety seven percent of the students currently attending LRPA are African American and approximately eighty percent qualify for federal free and reduced lunch.

Relocation of LRPA's middle school to another location within the Little Rock School District will not affect any public school district in Arkansas with respect to compliance with any court order or statutory desegregation obligations, or efforts to desegregate or to maintain unitary status. Although it is an open-enrolment public charter school, LRPA does not expect the relocation to affect the racial composition of the student body in a material way. LRPA anticipates that the Middle School will be populated primarily with students who come through the LRPA Elementary School at 12th and Schiller. Since LRPA students are almost all African American, their attendance at LRPA improves the racial balance in the Little Rock School District. Conversely, the return of these students to the Little Rock School District would contribute to the district's current racial imbalance.

Like the addition of a second facility, the requested waivers will not negatively affect the racial balance in the surrounding school districts. The waivers address issues unrelated to the racial composition of LRPA or any

school district. Moreover, since the initial grant of the charter to LRPA, the Little Rock School District (LRSD) and the North Little Rock School District (NLRSD) have been determined by the federal courts to be unitary in all respects and the Pulaski County Special School District (PCCSD) has been determined by the federal courts to be unitary in all respects concerning student assignment. LRPA does not draw students from any other public school district in Arkansas that has operated under a desegregation plan or has been involved in desegregation litigation during the existence of LRPA. Because the public school districts in Arkansas from which LRPA is likely to draw students are unitary in student assignment or are otherwise not under any court orders to desegregate, the relocation of the LRPA Middle School and the requested waivers can have no negative affect on the desegregation efforts of any public school district in this state.

Over the long term, growth and expansion of LRPA will contribute to the desegregation of Little Rock and surrounding areas. Segregation in Little Rock can only end when families of limited income, who are disproportionately minority, have gained widespread access to high quality schools that equip their children with the knowledge, skills and attributes to learn, achieve at high levels, and access college and career opportunities in equal measure with their more affluent peers. LRPA exists to try to realize that goal for the families of Central Little Rock, many of whom are confined in chronically low performing public schools.

ESEA Information

2015 ESEA SCHOOL REPORT

District: LITTLE ROCK PREPARATORY ACADEM **Superintendent:** BEN LINDQUIST **LEA:** 6049702
School: LITTLE ROCK PREP ACADEMY **Principal:** JENNIFER MCMAHA **Address:** 4520 S. UNIVERSITY
Grade: 5 - 8 **Attendance:** 96.05 **Address:** LITTLE ROCK, AR 72204
Enrollment: 147 **Poverty Rate:** 100.00 **Phone:** (501) 683-3855

OVERALL SCHOOL STATUS: 2015 NEEDS IMPROVEMENT PRIORITY - MET 1Y

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	128	128	100.00	127	127	100.00
Targeted Achievement Gap Group	126	126	100.00	125	125	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	115	115	100.00	114	114	100.00
Hispanic	10	10	100.00	10	10	100.00
White	1	1	100.00	1	1	100.00
Economically Disadvantaged	126	126	100.00	125	125	100.00
English Language Learners						
Students with Disabilities	10	10	100.00	10	10	100.00

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	27	121	22.31	21.47
Targeted Achievement Gap Group	26	120	21.67	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	24	108	22.22	10.44
Hispanic	2	10	20.00	15.49
White	1	1	100.00	26.68
Economically Disadvantaged	26	120	21.67	16.35
English Language Learners	0	0		8.19
Students with Disabilities	1	10	10.00	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	17	120	14.17	12.09
Targeted Achievement Gap Group	17	119	14.29	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	15	107	14.02	4.17
Hispanic	2	10	20.00	10.85
White	0	1	0.00	16.34
Economically Disadvantaged	17	119	14.29	8.85
English Language Learners	0	0		5.08
Students with Disabilities	0	10	0.00	3.23

2015 ESEA SCHOOL REPORT

District: LITTLE ROCK PREPARATORY ACADEMY **Superintendent:** BEN LINDQUIST **LEA:** 6049702
School: LITTLE ROCK PREP ACADEMY **Principal:** JENNIFER MCMAHA **Address:** 4520 S. UNIVERSITY
Grade: 5 - 8 **Attendance:** 96.05 **Address:** LITTLE ROCK, AR 72204
Enrollment: 147 **Poverty Rate:** 100.00 **Phone:** (501) 683-3855

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	0
Number of enrolled students with completed EOY only:	0

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016

Revised Amendment Request



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name: Little Rock Preparatory Academy

LEA Number: 6049700 **Phone Number:** 501-683-0085 **Submission Date:** 05/11/2016

Charter Leader: Tina Long

Email Address: tina.long@lrprep.org

Type of Amendment Requested:

☒ **Relocate existing campus**

Current campus address 4520 S. University Ave.
 Little Rock, AR
 72204

Proposed campus address 6711 W. Markham
 Little Rock, AR
 72205

School district in which the campus will be located Little Rock School District

Little Rock Preparatory Academy: 2016-2017 Operating Budget		
	Incoming Year	NOTES
ASSUMPTIONS	2016-2017	
Students		
Kindergarten	50	
1st Grade	50	
2nd Grade	50	
3rd Grade	50	250 Primary
4th Grade	50	
5th Grade	50	
6th Grade	40	
7th Grade	40	
8th Grade	32	162 Middle
Total Students	412	Based on FY 16 third quarter ADM 412.27
Staffing		
Student-to-Teacher Ratio	13.7	
Number of FTEs	41.0	Excludes Exalt on-site team.
Part Time Employees	6.0	May vary with substitute needs.
Number of teachers	30.0	Full-time teachers.
Average teacher salary/benefits	36,563	The average teacher salary/benefits is higher than in any previous year.
REVENUES		
Opening Balance		
State Revenues		
Foundation Funding - Total Revenue @	2,739,946	Based on 100% enrollment
NSLA Funds @ 1,051	433,296	Based on 100% enrollment
Student Growth Funding @6,646.00/student		
Professional Development	13,358	Based on 100% enrollment
ELL Funding	4,303	\$331 per student
Total State Revenues	3,190,903	
Federal Revenues		
Child Nutrition Reimbursement	419,294	New Community Eligibility Provision & projected increase of meals
Food Sales	-	All meals will be free of charge with the Community Eligibility Provision
Medicaid Reimbursements	160,000	Reimbursement should rise due to hearing/vision
Title I Estimated Funds	188,417	Based on Previous Year Amounts
Title II-A Professional Development	24,821	Based on Previous Year Amounts
Title VI-B Special Education	83,164	Based on Previous Year Amounts
Total Federal Revenues	875,697	
Other Revenues		
Grants/Donations	27,000.00	Windgate Grant
Erate Reimbursements	25,000.00	
Miscellaneous	-	
Total Other Revenues	52,000.00	
Total Revenues	4,118,600	
EXPENDITURES		
Salaries		
Administrative Support Team	441,991	Based on Proposed Increase in HR Plan
Teachers	910,700	Based on Proposed Increase in HR Plan
Benefits for Salaried Employees	405,569	
Other Compensation Expenses	0	
Support Salary Workers	132,796	
Total Salaries	1,891,056	
<i>As Percent of Total Revenue</i>	46%	
Instruction		
Principal Incentives Program	2,000	Each Principal has \$1,000 in discretionary funds.
Instructional Materials	31,906	\$78.01 per student
Classroom Supplies	1,800	\$100 per classroom
Library	-	
Substitute Teachers	15,000	Estimate
Student Assessment	6,480	\$15 per student
Field Trips	-	Funds to be raised through parent support organizations.
Learning Pass Initiative	4,000	Partner Fees
8th Grade College & Career Advancement	3,000	Partner Fees/Supplies

Activities/Electives (Arts & Athletics)	27,000	Windgate Grant
Total Instruction	91,186	
<i>As Percent of Total Revenue</i>	2%	
Service & Supplies		
School Support Services		Excludes charges for office of executive director.
Academic leadership positions	199,013	35% covers salaries of 2 full-time principals.
Management of finance & compliance	85,291	15% covers on-site finance director, part-time salary COO
Academic tools, systems & supports	68,233	12% covers Illuminate & Teacher Resource Site
Human resources administration	62,547	11% covers part-time of COO, Taleo human resources system
Facilities & growth management	45,489	8% covers part-time of DRD
Advancement, Marketing	45,489	8% advancement, public relations, crisis management, communications
Performance management	39,803	7% covers 1/2 cost of Governance Liaison
Legal counsel	22,744	4% covers portion of retainer for general counsel.
Repayment of Outstanding Amount	0	Postponed repayment to the 2017-2018 SY (128,966)
Subtotal Exalt Staffing & Services	568,607	Fee equal to 15% of primary state & federal revenue categories
Total Exalt Staffing & Services	568,607	
Student Uniforms	15,000	Vendor gives 25% discount. LRPA contributes other 25% discount.
Parent Outreach & Programming	510	Most funds to be raised through parent support organizations.
Office Supplies	12,000	Estimated \$1,000 per month
Printing Copying Services	24,000	Estimated
Postage & Shipping	2,200	Includes leasing of postage machine and \$5 per student
Private Audits & 990 Reports	23,000	Increased due to additional audit expenses.
Staff Professional Development	14,328	Based on State Aid Notice
Special Education Services	243,164	Expenses cannot exceed revenues.
Health Supplies	2,000	Includes purchase of defibrillator, BMI instrument, vision charts
Arkansas Public School Resource Center	4,000	Current year membership fee.
Transportation	40,000	Lease payments, gas, traffic control
Fees & Dues	3,060	
Governance	1,500	Covers annual retreat space and food.
Miscellaneous	1,000	
Total Services and Supplies	385,762	
<i>As Percent of Total Revenue</i>	9%	
Facility		
Buildings & Grounds - Maintenance	6,500	Plumber, electrician, HVAC maintenance agrmt
Classroom Furniture	25,000	Limited furniture purchases needed.
Student Recruitment	5,000	
Technology Setup & Support	50,000	Wired! monthly fee
Liability/Property/Content Insurances	15,000	Estimated
Loan Repayment	108,731	Includes cash flow loans for Primary School facilities.
Construction Buildout	5,000	
Student Technology	5,000	
Teacher Technology	5,000	Includes walkie talkies and laptop replacements
Facility Lease Fee (Middle School)	117,327	Based on 11% of Operating Revenue
Facility Lease Fee (Primary School)	181,060	Continuation of 10-year lease rate.
Phone/Internet service	12,362	Based on FY 2015 expenditures
Food Service	419,294	Cost cannot exceed revenues.
Pest Control	1,102	\$90 per month
Janitorial Contract/Supplies	50,000	Reflects contract & supplies.
Security	12,000	Increased for new equipment needed
Water & Sewer	9,371	Based on FY 2015 expenditures
Utilities (Electricity & Gas)	22,440	Based on FY 2015 expenditures
Total Facility	1,050,187	
<i>As Percent of Total Revenue</i>	25%	
Target Contingency Balance		
<i>As Percent of Total Revenue</i>	4.9%	
Carryover from 2015-2016 Year	79,902	Assuming we don't go into our 3% contingency in the current year.
Target Current Year Setaside	123,558	
Target Contingency Balance	203,460	Assumes target surplus of 3% of current-year revenues
Total Expenditures	3,986,799	
Projected Year-end Surplus	131,801	Surplus (Deficit)
Total Fund Equity + Contingency Balance	335,261	

Materials
Distributed by the
Charter at the
Hearing

Little Rock Preparatory Academy Desegregation Analysis

Little Rock Preparatory Academy (LRPA) seeks to amend its charter to relocate its Middle School (Grades 6-8) campus from 4520 S. University Avenue in Little Rock to 6711 W. Markham St. in Little Rock;. The current and proposed Middle School locations are both located within the boundaries of the Little Rock School District (LRSD). LRPA expects to obtain most of its students from within the boundaries of the LRSD. It may also enroll some students who formerly attended private schools and home schools. This analysis is provided to inform the decision making of the charter authorizer with regard to the effect, if any, that the proposed amendment would have on the efforts of LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

I. The Status of Pulaski County Desegregation Litigation

LRPA is providing this desegregation analysis in accordance with Ark. Code Ann. §6-23-106 to review the potential impact that its amendments would have upon the efforts of LRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, LRPA has substantiated that LRSD has been declared unitary in all respects of its school operations. The Pulaski County desegregation litigation was first filed in 1982. *Little Rock School District, et al v. Pulaski County Special School District, et al.*, Case No. 4:82:cv-00866-DPM. In 1989, the parties entered into a settlement agreement (the “1989 Settlement Agreement”) under which the Arkansas Department of Education, the three Pulaski County school districts, and the intervenors agreed to the terms of state funding for desegregation obligations.

LRSD successfully completed its desegregation efforts in 2007 and was declared fully unitary by the federal court in 2007. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed February 23, 2007. In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement. The motion contended that operation of open-enrollment public charter schools within Pulaski County interfered with the “M-M Stipulation” and the “Magnet Stipulation.” On January 17, 2013, Judge D.P. Marshall Jr. denied LRSD’s motion, stating:

“The cumulative effect of open enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation.”

Little Rock School District v. Pulaski County Special School District, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed January 17, 2013. LRSD appealed to the Eighth Circuit Court of Appeals.

One year later, on January 13, 2014, Judge Marshall approved a Settlement Agreement that included a provision stipulating to the voluntary dismissal with prejudice of LRSD's pending appeal concerning the charter school issues. In light of LRSD's unitary status and the parties' 2014 Settlement Agreement, LRPA's proposed amendments cannot interfere with the purposes of the Pulaski County desegregation litigation, which has been fully concluded as to LRSD. After the dismissal and the settlement agreement, the case was completely concluded for all purposes as to LRSD, and the federal court terminated all jurisdiction in the matter. Because of that, there is no possibility that LRPA's proposed amendment could impact LRSD's unitary status. To be clear, LRPA's proposed amendment cannot impact LRSD's unitary status because 1) there is no case in which LRSD's unitary status could be an issue; 2) LRSD made a claim regarding operation of open-enrollment charter schools in federal court in 2010 and lost it; and 3) LRSD settled the charter school claim in 2014, and as a consequence released or waived any such claim.

II. The Requested Amendments

According to the 2015-16 school year enrollment figures as maintained by the ADE Data Center, LRSD had a student population of 23,164 students. Under Ark. Code Ann. §6-23-306(6)(A), LRPA must be race-neutral and non-discriminatory in its student selection and admission process. While it is impossible to project its future racial composition accurately, LRPA will continue to implement admissions policies that are consistent with state and federal laws, regulations, and/or guidelines applicable to charter schools.

In addition, Ark. Code Ann. §6-23-106 requires that LRPA's operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. As explained in more detail above, LRPA's careful review of the relevant statutes and court orders affecting LRSD and its student population shows that such negative impact is not present here. LRSD is completely unitary and no longer has any ongoing desegregation obligations.

III. Conclusion

Little Rock Preparatory Academy submits that upon the basis of its review, neither any existing federal desegregation order affecting LRSD nor the 1989 Settlement Agreement prohibit the State's charter school authorizer from granting the requested amendment for open-enrollment public charter schools in Pulaski County.

Documentation of Charter Authorizing Panel Action

Location Change

Request for Open-enrollment Charter School Amendments: Little Rock Preparatory Academy

Motion

To approve the amendment

Barnes	Liwo	Saunders-M
Gotcher-2	Pfeffer	Smith
Lester	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes		X		The same academic and fiscal issues remain from the February 18 review that resulted in taking no action to allow for sustainability over time. That time has not occurred but is necessary for longevity.
Gotcher	X			Many concerns with fiscal integrity exist, but the relocation is good for students and will provide a solid academic environment conducive towards student learning.
Lester	X			This move allows for a single, permanent, and better equipped facility. Concerns are there for fiscal stability.
Liwo	X			Strong showing of support from LRPA school community. Families do not see the current facility as a long term home for students. The new location will provide a more traditional setting and provide students with improved and safer recreational space, gymnasium, and other amenities. Change in location will not significantly impact students' ability to attend. Convenient location of bus stops to help provide students with easy access to new

				<p>facility have been planned. Current location is a shared space. Although other lessees may move into the new building, LRPA will have dedicated class space in the new location. This will allow teachers to take ownership of their classrooms and allow students to display their work. New lease payment is based on 11% of LRPA enrollment revenues, as such, rent will be cheaper for a larger space. Projected relocation expense is less than \$10,000. Costs of location change should not impact any larger financial concerns as LRPA would be saving money. Location change will be in the best interest of LRPA's students.</p>
Pfeffer	X			<p>The relocation will provide an opportunity for a better learning space for students and teachers. I would encourage the school to focus on fiscal issues and academic progress in preparation for the renewal application process.</p>
Rogers		X		<p>Concerns regarding fiscal issues are still there. Before taking on additional challenges that will accompany this move, I would like to see Little Rock Prep in better fiscal and academic standing. With a full review coming up, I would rather have held this issue than move forward.</p>
Saunders	X			<p>The information provided showed a positive academic benefit and financial impact for the relocation.</p>
Smith				absent
Coffman				chair

Submitted by: Alexandra Boyd

Date: 05/18/2016

**Mountain Home High School Career Academies
Amendment Request**

**Notification of
Charter Authorizing
Panel Decision**



ARKANSAS DEPARTMENT OF EDUCATION

May 18, 2016

Johnny Key
Commissioner

State Board
of Education

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Dr. Jacob Long, Superintendent
Mountain Home Public Schools
2465 Rodeo Drive
Mountain Home, Arkansas 72653

**RE: Notice of Charter Authorizing Panel Decision
Mountain Home High School Career Academies Amendment Request**

Dear Dr. Long:

On **May 18, 2016**, the Charter Authorizing Panel met and approved the amendment request for waivers that will allow a flexible school day (seat time/school day) for Mountain Home High School Career Academies. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **noon on Wednesday, May 25, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on June 9, 2016. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on June 9, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Please let me know if you have any questions. I can be reached by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov.

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov

Mountain Home High School Career Academies Summary

MOUNTAIN HOME HIGH SCHOOL CAREER ACADEMIES

CURRENT DATA

Maximum Enrollment	1,600
Approved Grade Levels	9-12
Grades Served 2015-2016	9-12

2015-2016 Enrollment by Race

Two or More Races	34
Asian	6
Black	3
Hispanic	34
Native American/Native Alaskan	2
Native Hawaiian/Pacific Islander	0
White	1120
Total	1199

2015-2016 Enrollment by Grade

9th Grade	304
10th Grade	328
11th Grade	281
12th Grade	284

2015-2016 Student Status Counts

Migrant	2
LEP	6
Gifted & Talented	68
Special Education	91
Title I	1199
Source: School Cycle 4 Report	

2014-2015 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	1,151.61	1,123.56	1,073.56	1,021.57
ADM	1,220.77	1,212.04	1,183.07	1,161.36
%	94.33%	92.70%	90.74%	87.96%

BACKGROUND

Authorized February 10, 2003
 Contract Expiration June 30, 2020

Renewal Request

February 13, 2006

Charter renewed for four years
 Amendment approved to add 9th grade

Renewal Request

March 8, 2010

Charter renewed for five years
 Amendment approved to increase enrollment to 1,600

Renewal Request

February 18, 2015

Charter renewed for five years

Amendment Request



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

April 18, 2016

**State Board
of Education**

Toyce Newton
*Crossett
Chair*

Mireya Reith
*Fayetteville
Vice Chair*

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Jacob Long, Superintendent
Mountain Home Public Schools
2465 Rodeo Drive
Mountain Home, Arkansas 72653

Re: Charter Authorizing Panel-Amendment Request

Dear Dr. Long:

I received your letter dated April 14, 2016, requesting a waiver of Section 4.02.3 of the ADE Rules Governing Public Charter Schools which sets the amendment hearing dates to the February and October authorizer meetings and Section 4.02.5 which requires amendment requests to be submitted thirty-five (35) days before the Charter Authorizing Panel meeting where the amendment request will be heard.

As you stated in your letter, your amendment is to request additional waivers that you believe will provide a more flexible learning environment for your students. You are requesting a waiver of the rules in order for the Charter Authorizing Panel to hear this amendment request at its May meeting.

Pursuant to Section 4.02.7 of the ADE Rules Governing Public Charter Schools, I will grant a waiver of the amendment hearing dates and the 35-day requirement in order to allow this amendment request to appear on the May agenda of the Charter Authorizing Panel.

Sincerely,

Johnny Key
Commissioner

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov



ARKANSAS DEPARTMENT OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name: Mountain Home High School Career Academies
LEA Number: 0303703 **Phone Number:** 870-425-1215 **Submission Date:** 04/19/2016
Charter Leader: Dr. Jake Long, Superintendent Dr. Dana Brown, Principal
Email Address: jlong@mtnhome.k12.ar.us dbrown@mtnhome.k12.ar.us

Type of Amendment Requested:

☒ **Waiver**

Waiver Topic: Flexible School Day - Request to Waive Seat Time

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-16-102
- 6-18-210(2)
- 6-18-211

Standards for Accreditation

- Section 10.01.4 pertaining to planned instructional time
- Rules Governing Mandatory Attendance Requirements student grades 9-12
- Standards 14.03 completing a course in less than 120 clock hours

Rationale for Waiver

MHSCA would like to provide a flexible learning environment to meet the needs of all students. We are requesting a waiver for seat time. By waiving seat time, students would be able to work at their own pace through content. If it takes a student just 10 weeks to complete a semester course, the student would proceed to the second semester content. If it takes a student longer to complete the semester content, the content will continue through second semester. The goal is to increase graduation rate and allow students to complete courses at their own pace. The flexible seat time is a critical part of the district's strategic plan. One of the district's priorities is to provide a level of Academic Focus second to none. The seat time waiver will allow us to introduce learning based learning, which enables more options for internships with our local industries, partnerships with businesses and a greater accumulation of graduate credit for college bound students. Also, this option could assist struggling students the opportunity to catch up on credits in order to graduate. We feel this waiver will help us continue to work toward our mission of Every Student- Every Time.

Mountain Home Public Schools

Jake Long, Ed.D.
Superintendent



Leigh Ann Gigliotti, Ed.D.
Assistant Superintendent

2465 Rodeo Drive
Mountain Home, AR 72653
870-425-1201(phone) 870-425-1316 (fax)

April 25, 2016

ADE Charter Authorization Panel
Four Capitol Mall
Little Rock, AR 72201

To Whom It May Concern:

It is our pleasure as the Mountain Home School Board to write a letter in support of the seat time waiver that Mountain Home High School Career Academies has submitted for review by the Charter Authorization Panel.

The request to amend the current waiver will allow for a more flexible learning environment for our students. The flexible seat time is a critical part of the district's strategic plan. One of the district's priorities is to provide a level of Academic Focus second to none. The seat time waiver will allow us to introduce learning based learning, which enables more options for internships with our local industries, partnerships with businesses and a greater accumulation of graduate credit for college bound students. Also, to assist struggling students by providing the opportunity to catch up on credits in order to graduate. We feel this waiver will help us continue to work toward our mission of Every Student- Every Time.

In conclusion, the Mountain Home School Board fully supports the efforts of Mountain Home High School Career Academies as they seek support in offering programs designed to create a learning environment that will reach more students' needs.

Sincerely,

Jason Schmeski
Mountain Home School Board, President

Committed to Excellence in Education
Every Student - Every Time

20-Mountain Home 9th Grade Student Demographic Percentages

303 Total Active Students on April 22, 2016

District Gender Percentages

	Gender Count	Percentage
F	134	44%
M	169	56%
Total(Gender)	303	100%

Primary Race Percentages

	Primary Race Count	Primary Race Percentages
Asian	2	1%
Black	5	2%
Native American/Alaskan Native	2	1%
White	294	97%
Total(Ethnic Name)	303	100%

Meal Status

	Meal Status Count	Meal Status Percentage
01	35	12%
02	25	8%
03	141	47%
04	102	34%
Total(Meal Status Name)	303	100%

[illegible]

15-Mountain Home High School Student Demographic Percentages

Grades 10-12

843 Total Active Students on April 22, 2016

District Gender Percentages

	Gender Count	Percentage
F	420	50%
M	423	50%
Total(Gender)	843	100%

Primary Race Percentages

	Primary Race Count	Primary Race Percentages
Asian	7	1%
Black	5	1%
Native American/Alaskan Native	6	1%
White	825	98%
Total(Ethnic Name)	843	100%

Meal Status

	Meal Status Count	Meal Status Percentage
01	115	14%
02	61	7%
03	464	55%
04	203	24%
Total(Meal Status Name)	843	100%

[illegible]

Attachment 4

Budget for 2016-2017 Seat Time Waiver

To begin the program, MHHSCA will be utilizing the services of Virtual Arkansas for curriculum within the Flex Paced courses that students will take if classified under the Seat Time Waiver.

Membership Fee for Virtual Arkansas	\$2500.00
Courses for Students per Semester (Total below includes the cost for 2 semesters)	\$1250.00
Textbooks for Student Use (if online text are not an option)	\$2000.00
Total for 2016-2017	\$7000.00
Growth Goals will be established for 2017-2018 to utilize Virtual Arkansas as well as create courses with Mountain Home High School Career Academies Faculty and Administration	

MOUNTAIN HOME SCHOOL DISTRICT Meal Status Counts**Apr 26, 2016 at 10:22:52 AM**

Grade / Meal Status	01	02	03	04	Summary
01	36	20	111	117	284
02	39	21	130	130	320
03	32	28	123	107	290
04	32	30	130	108	300
05	40	33	152	93	318
06	37	23	131	96	287
07	37	39	147	84	307
08	36	27	166	85	314
09	34	25	142	102	303
10	42	25	158	87	312
11	37	22	140	57	256
12	36	14	165	59	274
EE			2	3	5
KF	39	25	106	105	275
PK	7	8	8	8	31
SS	1		2		3
Summary	485	340	1,813	1,241	3,879

4/26/2016

Enrollment Statistics Report

Page 1 of 4

Building List: 15, 20
Date Range: 04/26/2016 - 04/26/2016

Totals		AW,C,D,HS,P,R,RC,S,T		Other Entry Codes		010,011,012,013,014,015,016,		Other Withdrawal Codes	
	Male	Female	Total	Male	Female	Total	Male	Female	Total
15 - Mountain Home High School									
Grade 09									
White 03	1	0	1	0	0	0	0	0	0
White Totals	1	0	1	0	0	0	0	0	0
Grade 09 Totals	1	0	1	0	0	0	0	0	0
Grade 10									
Asian 03	1	3	4	0	0	0	0	0	0
Asian Totals	1	3	4	0	0	0	0	0	0
Black 03	1	0	1	0	0	0	0	0	0
Black Totals	1	0	1	0	0	0	0	0	0
Native American/Alaskan Native 04	0	1	1	0	0	0	0	0	0
Native American/Alaskan Native Totals	0	1	1	0	0	0	0	0	0
White 01	20	22	42	0	0	0	0	0	0
White 02	12	13	25	0	0	0	0	0	0
White 03	82	71	153	0	0	0	0	0	0
White 04	44	42	86	0	0	0	0	0	0
White Totals	158	148	306	0	0	0	0	0	0
Grade 10 Totals	160	152	312	0	0	0	0	0	0
Grade 11									
Asian 03	0	1	1	0	0	0	0	0	0
Asian Totals	0	1	1	0	0	0	0	0	0
Black 03	0	1	1	0	0	0	0	0	0
Black 04	0	1	1	0	0	0	0	0	0
Black Totals	0	2	2	0	0	0	0	0	0

Enrollment Statistics Report

Building List: 15, 20

Date Range: 04/26/2016 - 04/26/2016

Totals	AW,C,D,HS,P,R,RC,S,T			Other Entry Codes			010,011,012,013,014,015,016,			Other Withdrawal Codes		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Native American/Alaskan	0	1	1	0	0	0	0	0	0	0	0	0
Native 03												
Native American/Alaskan	0	1	1	0	0	0	0	0	0	0	0	0
Native Totals												
White 01	20	17	37	0	0	0	0	0	0	0	0	0
White 02	14	8	22	0	0	0	0	0	0	0	0	0
White 03	73	64	137	0	0	0	0	0	0	0	0	0
White 04	23	33	56	0	0	0	0	0	0	0	0	0
White Totals	130	122	252	0	0	0	0	0	0	0	0	0
Grade 11 Totals	130	126	256	0	0	0	0	0	0	0	0	0
Grade 12												
Asian 03	1	1	2	0	0	0	0	0	0	0	0	0
Asian Totals	1	1	2	0	0	0	0	0	0	0	0	0
Black 02	0	1	1	0	0	0	0	0	0	0	0	0
Black 04	0	1	1	0	0	0	0	0	0	0	0	0
Black Totals	0	2	2	0	0	0	0	0	0	0	0	0
Native American/Alaskan	0	1	1	0	0	0	0	0	0	0	0	0
Native 01												
Native American/Alaskan	1	0	1	0	0	0	0	0	0	0	0	0
Native 02												
Native American/Alaskan	1	1	2	0	0	0	0	0	0	0	0	0
Native 04												
Native American/Alaskan	2	2	4	0	0	0	0	0	0	0	0	0
Native Totals												
White 01	17	18	35	0	0	0	0	0	0	0	0	0
White 02	5	7	12	0	0	0	0	0	0	0	0	0
White 03	76	87	163	0	0	0	0	0	0	0	0	0
White 04	31	25	56	0	0	0	0	0	0	0	0	0
White Totals	129	137	266	0	0	0	0	0	0	0	0	0

Enrollment Statistics Report

Building List: 15, 20

Date Range: 04/26/2016 - 04/26/2016

Totals	AW,C,D,HS,P,R,RC,S,T			Other Entry Codes			010,011,012,013,014,015,016,			Other Withdrawal Codes		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Grade 12 Totals	132	142	274	0	0	0	0	0	0	0	0	0
15 - Mountain Home High School	423	420	843	0	0	0	0	0	0	0	0	0
20 - Mountain Home 9th Grade												
Grade 09												
Asian 03	2	0	2	0	0	0	0	0	0	0	0	0
Asian Totals	2	0	2	0	0	0	0	0	0	0	0	0
Black 03	0	1	1	0	0	0	0	0	0	0	0	0
Black 04	3	1	4	0	0	0	0	0	0	0	0	0
Black Totals	3	2	5	0	0	0	0	0	0	0	0	0
Native American/Alaskan Native 03	1	0	1	0	0	0	0	0	0	0	0	0
Native American/Alaskan Native 04	0	1	1	0	0	0	0	0	0	0	0	0
Native American/Alaskan Native Totals	1	1	2	0	0	0	0	0	0	0	0	0
White 01	18	16	34	0	0	0	0	0	0	0	0	0
White 02	12	13	25	0	0	0	0	0	0	0	0	0
White 03	76	61	137	0	0	0	0	0	0	0	0	0
White 04	57	40	97	0	0	0	0	0	0	0	0	0
White Totals	163	130	293	0	0	0	0	0	0	0	0	0
Grade 09 Totals	169	133	302	0	0	0	0	0	0	0	0	0
Grade SS												
White 01	0	1	1	0	0	0	0	0	0	0	0	0
White Totals	0	1	1	0	0	0	0	0	0	0	0	0
Grade SS Totals	0	1	1	0	0	0	0	0	0	0	0	0
20 - Mountain Home 9th Grade	169	134	303	0	0	0	0	0	0	0	0	0

Enrollment Statistics Report

Building List: 15, 20

Date Range: 04/26/2016 - 04/26/2016

Totals	AW,C,D,HS,P,R,RC,S,T			Other Entry Codes			010,011,012,013,014,015,016,			Other Withdrawal Codes		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Report Totals	592	554	1146	0	0	0	0	0	0	0	0	0

ADE Legal Comments

Mountain Home Career Academies

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

Mountain Home High School Career Academies Waivers Requested in Amendment Application

1. School Day/Year/Seat Time

Ark. Code Ann. § 6-16-102 School Day

Ark. Code Ann. § 6-18-210(2) lanned instructional time

Ark. Code Ann. § 6-18-211 Mandatory attendance for students in grades nine through twelve

ADE Rules – Mandatory Attendance requirements for Students in Grades Nine through 12

Standards for Accreditation 10.01.4 (6 hour day)

Standards for Accreditation 14.03 (Seat time)

MHHSCA would like to provide a flexible learning environment to meet the needs of all students. We are requesting a waiver for seat time. By waiving seat time, students would be able to work at their own pace through content. If it takes a student just 10 weeks to complete a semester course, the student would proceed to the second semester content. If it takes a student longer to complete the semester content, the content will continue through second semester. The goal is to increase graduation rate and allow students to complete courses at their own pace. The flexible seat time is a critical part of the district's strategic plan. One of the district's priorities is to provide a level of Academic Focus second to none. The seat time waiver will allow us to introduce learning based learning, which enables more options for internships with our local industries, partnerships with businesses and a greater accumulation of graduate credit for college bound students. Also, this option could assist struggling students the opportunity to catch up on credits in order to graduate. We feel this waiver will help us continue to work toward our mission of Every Student-Every Time.

Legal Comments: Applicant should provide additional information about how it will implement the flexible time – what will a student do with the rest of their time if they finish both semesters early? Will students be in class for 6 hours a day, 30 hours a week? If so, then all of these waivers are not necessary.

ESEA Information

2015 ESEA SCHOOL REPORT

District: MOUNTAIN HOME SCHOOL DISTRICT **Superintendent:** LONNIE MYERS **LEA:** 303703
School: MTN HOME HIGH CAREER ACADEMICS **Principal:** DANA BROWN **Address:** 500 BOMBER BLVD
Grade: 9 - 12 **Attendance:** 93.46 **Address:** MOUNTAIN HOME, AR 72653
Enrollment: 1226 **Poverty Rate:** 48.78 **Phone:** (870) 425-1215

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ELA				MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	611	613	99.67	505	507	99.61
Targeted Achievement Gap Group	342	344	99.42	302	304	99.34
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	2	2	100.00	2	2	100.00
Hispanic	17	18	94.44	17	17	100.00
White	577	578	99.83	471	473	99.58
Economically Disadvantaged	334	336	99.40	295	297	99.33
English Language Learners						
Students with Disabilities	46	47	97.87	37	38	97.37

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	306	581	52.67	21.47
Targeted Achievement Gap Group	141	320	44.06	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	1	2	50.00	10.44
Hispanic	7	16	43.75	15.49
White	287	549	52.28	26.68
Economically Disadvantaged	141	312	45.19	16.35
English Language Learners	0	0		8.19
Students with Disabilities	1	43	2.33	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	113	475	23.79	12.09
Targeted Achievement Gap Group	44	280	15.71	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	0	2	0.00	4.17
Hispanic	2	16	12.50	10.85
White	106	443	23.93	16.34
Economically Disadvantaged	44	273	16.12	8.85
English Language Learners	0	0		5.08
Students with Disabilities	0	34	0.00	3.23

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	242	284	85.21	84.53	94.00
Targeted Achievement Gap Group	92	126	73.02	74.28	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	768	896	85.71	84.53	94.00
Targeted Achievement Gap Group	319	415	76.87	74.28	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	1	1	100.00	33.33	
Hispanic	10	11	90.91	93.33	
White	217	255	85.10	82.95	
Economically Disadvantaged	88	121	72.73	74.45	
English Language Learners	1	1	100.00	33.33	
Students with Disabilities	9	16	56.25	61.91	

2015 ESEA SCHOOL REPORT

District: MOUNTAIN HOME SCHOOL DISTRICT	Superintendent: LONNIE MYERS	LEA: 303703
School: MTN HOME HIGH CAREER ACADEMICS	Principal: DANA BROWN	Address: 500 BOMBER BLVD
Grade: 9 - 12	Attendance: 93.46	Address: MOUNTAIN HOME, AR 72653
Enrollment: 1226	Poverty Rate: 48.78	Phone: (870) 425-1215

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	15
Number of enrolled students with completed EOY only:	7

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016

Materials
Distributed by the
Charter at the
Hearing

Mountain Home Career Academies

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

Mountain Home High School Career Academies Waivers Requested in Amendment Application

1. School Day/Year/Seat Time

Ark. Code Ann. § 6-16-102 School Day

Ark. Code Ann. § 6-18-210(2) Planned instructional time

Ark. Code Ann. § 6-18-211 Mandatory attendance for students in grades nine through twelve

ADE Rules – Mandatory Attendance requirements for Students in Grades Nine through Twelve

Standards for Accreditation 10.01.4 (6 hour day)

Standards for Accreditation 14.03 (Seat time)

MHHSCA would like to provide a flexible learning environment to meet the needs of all students. We are requesting a waiver for seat time. By waiving seat time, students would be able to work at their own pace through content. If it takes a student just 10 weeks to complete a semester course, the student would proceed to the second semester content. If it takes a student longer to complete the semester content, the content will continue through second semester. The goal is to increase graduation rate and allow students to complete courses at their own pace. The flexible seat time is a critical part of the district's strategic plan. One of the district's priorities is to provide a level of Academic Focus second to none. The seat time waiver will allow us to introduce learning based learning, which enables more options for internships with our local industries, partnerships with businesses and a greater accumulation of graduate credit for college bound students. Also, this option could assist struggling students the opportunity to catch up on credits in order to graduate. We feel this waiver will help us continue to work toward our mission of Every Student-Every Time.

Legal Comments: Applicant should provide additional information about how it will implement the flexible time – what will a student do with the rest of their time if they finish both semesters early? Will students be in class for 6 hours a day, 30 hours a week? If so, then all of these waivers are not necessary.

Applicant Response:

- Applicant Response: Provide students flexible learning environment
- Allow students to work through curriculum content at their own pace
- MHPS Strategic Plan introduces learning based learning
- Increase graduation rates
- Assist at-risk students
- Utilize technology within a real world application as provided in most post secondary institutions

Implementation of Flexible Time

- Begin program by utilizing resources from Virtual Arkansas

Mountain Home Career Academies

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

- Students would be able to work from any location; however, would have to come on campus for exam administration
- Students would make application based on need to participate in the opportunity to enroll in Flex Paced curriculum
- Students would be allowed to take only classes they need to graduate which would open up Internship opportunities, ASUMH Tech Center courses and Concurrent Credit classes off campus

Remaining Legal Issues: None

Documentation of Charter Authorizing Panel Action

Additional Waivers

Request for District Conversion Charter School Amendments: Mountain Home High School Career Academies

Motion

To approve the amendment request, including a written summary report describing the impact the waivers have on ninth grade students to be submitted by June 1, 2017.

Barnes	Liwo	Saunders
Gotcher-2	Pfeffer-M	Smith
Lester	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			I believe the waivers complement the current instructional program and allow for a more realistic actualization of the flexibility in the existing approved charter.
Gotcher	X			Seat time waivers allow for increased flexibility for teachers and students. I do not see any issues supporting these waivers.
Lester				absent
Liwo	X			No concerns with the request exist. The summary report addressing how 9th graders will benefit from the use of waivers will be beneficial. The waivers will help provide opportunities for internships and possibly increase graduation rates.
Pfeffer	X			The amendment request aligns with the already approved charter to provide a flexible learning environment for students. The district agreed to provide data regarding the implementation of flexible attendance and instructional time for 9th grade students.

Rogers	X			I am not concerned, because this allows for flexibility for students learning.
Saunders	X			Flexibility is needed to accommodate for the needs of the individual students.
Smith				absent
Coffman				chair

Submitted by: Alexandra Boyd

Date: 05/18/2016

Notification of Charter Authorizing Panel Decision



ARKANSAS DEPARTMENT OF EDUCATION

May 18, 2016

Johnny Key
Commissioner

State Board
of Education

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Dr. Jim Rollins, Superintendent
Springdale School District
804 W. Johnson Avenue
Springdale, Arkansas 72765

**RE: Notice of Charter Authorizing Panel Decision
Springdale School of Innovation Amendment Request**

Dear Dr. Rollins:

On **May 18, 2016**, the Charter Authorizing Panel met and approved the amendment request to allow the Springdale School of Innovation to partner with a third party provider for curriculum. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **noon on Wednesday, May 25, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on June 9, 2016. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on June 9, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Please let me know if you have any questions. I can be reached by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov.

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov

Springdale School of Innovation Summary

SPRINGDALE SCHOOL OF INNOVATION

CURRENT DATA

Maximum Enrollment	2,000
Approved Grade Levels	K-12
Grades Served 2015-2016	n/a

BACKGROUND

Authorized	November 19, 2015
Contract Expiration	June 30, 2021

Amendment Request



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

May 2, 2016

State Board
of Education

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Dr. Megan Witonski
Springdale School District
804 W. Johnson Avenue
Springdale, Arkansas 72765

Re: Charter Authorizing Panel-Amendment Request

Dear Dr. Witonski:

I received your letter dated April 29, 2016, requesting a waiver of Section 4.02.3 of the ADE Rules Governing Public Charter Schools that states requests for amendments will be heard at the February and October authorizer meetings and Section 4.02.6 of the rules that requires amendment requests to be submitted thirty-five (35) days before the authorizer meeting where the amendment request will be heard.

Springdale School District is requesting an amendment to the School of Innovation to allow a partnership with an outside provider of coursework. As you stated, the School of Innovation is asking for a waiver in order to have its amendment request considered by the Charter Authorizing Panel at the May hearing.

Pursuant to Section 4.02.7 of the ADE Rules Governing Public Charter Schools, I will grant a waiver of the February/October amendment hearing dates and the 35-day requirement in order to allow this amendment request to appear on the May agenda of the Charter Authorizing Panel.

Sincerely,

Johnny Key
Commissioner

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.gov



ARKANSAS DEPARTMENT OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name: Springdale School of Innovation

LEA Number: 7207703 **Phone Number:** 479-750-8800 **Submission Date:** 05/02/2016

Charter Leader: Dr. Megan Witonski

Email Address: mwitonski@sdale.org

Type of Amendment Requested:

☒ **Other**

We are requesting to appear before the Charter Authorizing Panel in May 2016 to request an amendment to the Don Tyson School of Innovation charter to allow our team to partner with an outside provider to assist in delivering developed coursework as the Springdale staff continues in their curriculum writing work. A particular vendor has not currently been chosen.

The students are working at a pace that demands coursework beyond the scope of what has currently been developed. We are delighted that the students have provided us with this opportunity to be in need of additional resources.

Budget Projections that include the costs associated with amendment request are estimated at \$4000.00 per course. Approval of the request will not place an undue financial burden on the charter as District funds will support the purchase. The charter did not receive grant funds at inception.

Current Year to Date Enrollment Race and Grade (Only 8th and 9th grades are currently enrolled):

8th grade: Asian - 7, Black - 11, Hawaiian/Pacific Islander - 36, Hispanic/Latino - 212, Native American - 2, Two or More Races - 11, White - 181

9th grade: Asian - 10, Black - 10, Hawaiian/Pacific Islander - 24, Hispanic/Latino - 212, Native American - 0, Two or More Races - 9, White - 169

Current Year to Date Percent Free and Reduced Lunch: 58%

ESEA Information

2015 ESEA DISTRICT REPORT

District: SPRINGDALE SCHOOL DISTRICT
LEA: 7207000
Enrollment: 21120

Superintendent: JIMMY ROLLINS
Attendance: 96.44
Poverty Rate: 67.71

Address: 804 W JOHNSON AVE
Address: SPRINGDALE, AR 72744
Phone: (479) 750-8800

OVERALL SCHOOL STATUS:	2014 NEEDS IMPROVEMENT
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PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	12713	12878	98.72	12643	12736	99.27
Targeted Achievement Gap Group	9468	9573	98.90	9570	9599	99.70
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	308	311	99.04	299	301	99.34
Hispanic	5771	5818	99.19	5815	5829	99.76
White	4773	4844	98.53	4581	4650	98.52
Economically Disadvantaged	8938	9022	99.07	9015	9036	99.77
English Language Learners	5529	5603	98.68	5708	5720	99.79
Students with Disabilities	1287	1300	99.00	1232	1238	99.52

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	3797	12262	30.97	22.73
Targeted Achievement Gap Group	1934	9151	21.13	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	71	287	24.74	10.77
Hispanic	1287	5632	22.85	18.35
White	2120	4560	46.49	26.04
Economically Disadvantaged	1827	8657	21.10	17.63
English Language Learners	659	5402	12.20	7.64
Students with Disabilities	151	1254	12.04	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	3072	12128	25.33	13.95
Targeted Achievement Gap Group	1560	9186	16.98	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	47	279	16.85	5.87
Hispanic	1049	5655	18.55	12.10
White	1698	4371	38.85	17.14
Economically Disadvantaged	1475	8694	16.97	11.02
English Language Learners	620	5519	11.23	6.23
Students with Disabilities	145	1199	12.09	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	1191	1421	83.81	80.08	94.00
Targeted Achievement Gap Group	664	828	80.19	74.29	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	3270	3974	82.28	80.08	94.00
Targeted Achievement Gap Group	1797	2304	77.99	74.29	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	30	33	90.91	72.92	
Hispanic	468	551	84.94	75.51	
White	580	670	86.57	84.82	
Economically Disadvantaged	573	720	79.58	75.35	
English Language Learners	370	439	84.28	73.38	
Students with Disabilities	81	100	81.00	74.51	

2015 ESEA DISTRICT REPORT

District: SPRINGDALE SCHOOL DISTRICT
LEA: 7207000
Enrollment: 21120

Superintendent: JIMMY ROLLINS
Attendance 96.44
Poverty Rate: 67.71

Address: 804 W JOHNSON AVE
Address: SPRINGDALE, AR 72744
Phone: (479) 750-8800

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	156
Number of enrolled students with completed EOY only:	156

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016

Materials
Distributed by the
Charter at the
Hearing



SPRINGDALE

SCHOOL DISTRICT

Dr. Megan Witonski, Associate Superintendent

To: ADE State Board of Education Members
ADE Charter Panel Members
Alexandra Boyd, ADE Charter Office Director

From: Dr. Megan Witonski, Associate Superintendent
Date: May 13, 2016
RE: Charter Amendment Request

The Springdale School District School of Innovation (SOI) continues to seek the improvements, materials, and skills necessary to provide students with the best possible education. SOI began the journey as a designated School of Innovation. In the process of continuing to grow and improve, it was apparent that a district conversion charter school approved through the Arkansas Department of Education (ADE) was necessary to meet student needs.

The SOI district conversion charter school is scheduled to officially convert to an LEA for the 2016-2017 school year. As this year has progressed, it is evident that students are outpacing the initial timeline for our content writers to produce quality curriculum content. We want students to have the freedom to access and achieve in as many courses as possible. To this end, the Springdale School District seeks approval from the ADE State Board of Education, ADE Charter Authorizing Panel, and ADE Charter Office to amend the initial application to allow the district to access vetted material from a third party provider to supplement our district content as the writers continue to develop components.

The Springdale School District seeks a partnership to assist in providing quality curriculum and instruction experiences that meet the rigorous demands of Springdale curriculum expectations. This would include an intensive review of the offerings being provided in addition to a partnership between the vendor and the school to meet those demands. Any selection of any material will be reviewed at the teacher level, by district curriculum writers, building administration, district administration, our chief financial officer, and ultimately require final approval by Superintendent Dr. Jim Rollins.

The partnership would be renewed annually based on agreed upon required modifications or embedded district content. Our curriculum writing team of teachers, in partnership with SOI teachers and administrators, are creating content and learning experiences that will change how Springdale students are educated in the future.

Thank you in advance for your careful consideration of this modification. The modification will ensure that our students who are ready to excel and reach beyond the initially anticipated growth measures are allowed to do so at a pace that allows our district to personalize the learning experience for every child.

Documentation of Charter Authorizing Panel Action

Adding Program Vendor Assistance

Request for District Conversion Charter School Amendments: Springdale School of Innovation

Motion

To approve the amendment request

Barnes-2	Liwo	Saunders-M
Gotcher	Pfeffer	Smith
Lester	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			This amendment provides for necessary momentum and shifts that are in line with insuring continued success with innovative endeavors of the school.
Gotcher	X			I see no issues in supporting this amendment request. It is evident that this district supports a student-centered philosophy of learning and desires to provide systems in place to support student learning.
Lester				absent
Liwo	X			I have no concerns. This amendment will ultimately benefit students progressing at faster rates.
Pfeffer	X			This amendment will allow the district to begin a process to better meet the goals of the charter.
Rogers	X			I have no concerns, as this addition will allow the district to keep moving forward.
Saunders	X			This amendment allows the charter the flexibility to better serve the needs of their

				students.
Smith				absent
Coffman				chair

Submitted by: Alexandra Boyd

Date: 05/18/2016

ANNUAL ACCREDITATION REPORT
2015-16

FINAL

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation	Violation Description
1	Benton	Ark. Arts Academy	440700				X					
1	Benton	Ark. Arts Academy	440701	Ark. Arts Academy K-8				X	A			
1	Benton	Ark. Arts Academy	440703	Ark. Arts Academy 9-12				X	A			
1	Benton	Bentonville	401000		X							
1	Benton	Bentonville	401001	T Jefferson Elem		X			A			
1	Benton	Bentonville	401002	Washington JRHS		X			A			
1	Benton	Bentonville	401003	Bentonville HS		X				C		ALP YR2 SPED ALP YR3 SPED
1	Benton	Bentonville	401004	R. E. Baker Elem		X				C		ALP YR3 SPED
1	Benton	Bentonville	401005	Old High MS		X			A			ALP YR2 COUN
1	Benton	Bentonville	401006	Sugar Creek Elem		X			A			
1	Benton	Bentonville	401007	Apple Glen Elem		X			A			
1	Benton	Bentonville	401008	Ardis Ann MS		X				C		ALP YR2 SPED
1	Benton	Bentonville	401009	Elm Tree Elem		X				C		ALP YR2 COUN
1	Benton	Bentonville	401010	Lincoln JRHS		X				C		ALP YR2 SPED
1	Benton	Bentonville	401011	M. M. Jones Elem		X			A			
1	Benton	Bentonville	401012	Central Park @ Morningstar		X			A			
1	Benton	Bentonville	401013	Ruth Hale Barker MS		X				C		ALP YR2 SOC ST
1	Benton	Bentonville	401014	Centerton-Gamble Elem		X			A			
1	Benton	Bentonville	401015	Cooper Elem		X			A			
1	Benton	Bentonville	401016	Willowbrook Elem		X			A			
1	Benton	Bentonville	401017	Bright Field MS		X			A			
1	Benton	Bentonville	401018	Fulbright JRHS		X			A			
1	Benton	Decatur	402000		X							
1	Benton	Decatur	402008	Decatur Elem		X			A			
1	Benton	Decatur	402009	Decatur HS		X			A			
1	Benton	Decatur	402011	Decatur MS		X			A			
1	Benton	Gentry	403000		X							
1	Benton	Gentry	403013	Gentry Interm		X				C		ALP YR2 MSCH
1	Benton	Gentry	403014	Gentry HS		X			A			
1	Benton	Gentry	403015	Gentry MS		X			A			
1	Benton	Gentry	403016	Gentry Primary		X				C		ALP YR2 SPED
1	Benton	Gravette	404000		X							
1	Benton	Gravette	404022	Gravette HS		X			A			
1	Benton	Gravette	404023	G. Duffy Elem		X			A			
1	Benton	Gravette	404024	Gravette MS		X				C		ALP YR2 MSCH
1	Benton	Gravette	404025	Gravette Upper Elem		X			A			
1	Benton	Haas-Hall Charter	443700				X					
1	Benton	Haas-Hall Charter	443703	Haas-Hall Academy				X	A			
1	Benton	NWA Classical Acad	442700	NWA Classical Acad			X					
1	Benton	NWA Classical Acad	442702	NWA Class Acad Elem				X	A			
1	Benton	NWA Classical Acad	442703	NWA Class Acad HS				X	A			
1	Benton	Pea Ridge	407000		X							
1	Benton	Pea Ridge	407025	Pea Ridge Primary		X			A			

ANNUAL ACCREDITATION REPORT
2015-16

FINAL

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation	Violation Description
1	Benton	Pea Ridge	407026	Pea Ridge Elem (Intermed)		X			A			
1	Benton	Pea Ridge	407027	Pea Ridge HS		X			A			
1	Benton	Pea Ridge	407028	Pea Ridge MS		X			A			
1	Benton	Pea Ridge	407703	Pea Ridge M&B Acad				X	A			
1	Benton	Rogers	405000		X							
1	Benton	Rogers	405031	Eastside Elem		X				C		ALP YR2-ELEM
1	Benton	Rogers	405032	Garfield Elem		X			A			
1	Benton	Rogers	405033	Lowell Elem		X			A			
1	Benton	Rogers	405034	Northside Elem		X			A			
1	Benton	Rogers	405036	West Side Elem		X				C		ALP YR3 GT
1	Benton	Rogers	405037	Elmwood JRHS		X				C		ALP YR2 SPED
1	Benton	Rogers	405039	Oakdale JRHS		X			A			
1	Benton	Rogers	405040	Grace Hill Elem		X			A			
1	Benton	Rogers	405041	B. Grimes Elem		X				C		ALP YR3 SPED
1	Benton	Rogers	405042	Reagan Elem		X			A			
1	Benton	Rogers	405043	Frank Tillery Elem		X			A			
1	Benton	Rogers	405044	Joe Mathias Elem		X				C		ALP YR3-GT
1	Benton	Rogers	405045	Kirksey MS		X				C		ALP YR2 MSCH
1	Benton	Rogers	405046	Lingle MS		X			A			
1	Benton	Rogers	405047	Bellview Elem		X			A			
1	Benton	Rogers	405048	Rogers HS		X			A			
1	Benton	Rogers	405049	Jones Elem		X			A			
1	Benton	Rogers	405050	Elza Tucker Elem		X				C		ALP YR3 GT
1	Benton	Rogers	405051	Old Wire Elem		X			A			
1	Benton	Rogers	405052	Rogers Heritage HS		X			A			
1	Benton	Rogers	405053	Janie Darr Elem		X			A			
1	Benton	Rogers	405703	Roger New Tech HS				X	A			
1	Benton	Siloam Springs	406000		X							
1	Benton	Siloam Springs	406045	Siloam Springs Interm.		X				C		ALP YR3 SPED
1	Benton	Siloam Springs	406046	Northside Elem		X			A			
1	Benton	Siloam Springs	406047	Southside East Elem		X			A			
1	Benton	Siloam Springs	406048	Delbert Allen Elem		X			A			
1	Benton	Siloam Springs	406049	Siloam Springs MS		X			A			
1	Benton	Siloam Springs	406703	Siloam Springs HS Conv Charter				X	A			
1	Washington	Elkins	7201000		X							
1	Washington	Elkins	7201001	Elkins Elem		X				C		ALP YR2 SPED
1	Washington	Elkins	7201002	Elkins HS		X				C		ALP YR2 SPED
1	Washington	Elkins	7201003	Elkins MS		X			A			
1	Washington	Elkins	7201004	Elkins Primary		X				C		ALP YR2 SPED
1	Washington	Farmington	7202000		X							
1	Washington	Farmington	7202005	G. Ledbetter Interm.		X			A			
1	Washington	Farmington	7202003	Farmington Career Acad				X	A			

ANNUAL ACCREDITATION REPORT
2015-16

FINAL

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation	Violation Description
1	Washington	Farmington	7202007	RG Lynch MS		X			A			
1	Washington	Farmington	7202008	JP Williams Elem		X			A			
1	Washington	Farmington	7202009	B Folsom Elem		X			A			
1	Washington	Farmington	7202010	Farmington Fresh Acad				X	A			
1	Washington	Fayetteville	7203000		X							
1	Washington	Fayetteville	7203010	Asbell Elem		X			A			
1	Washington	Fayetteville	7203012	Butterfield Elem		X			A			
1	Washington	Fayetteville	7203013	Happy Hollow Elem		X			A			
1	Washington	Fayetteville	7203015	Leverett Elem		X			A			
1	Washington	Fayetteville	7203016	Root Elem		X			A			
1	Washington	Fayetteville	7203017	Washington Elem		X			A			
1	Washington	Fayetteville	7203018	Ramay JRHS		X				C		ALP YR3 SPED ALP YR3 LIBMED
1	Washington	Fayetteville	7203019	Woodland JRHS		X				C		ALP YR3 SPED
1	Washington	Fayetteville	7203020	Fayetteville HS East		X				C		ALP YR2 SPED ALP YR2 COUN. ALP YR2 SPED
1	Washington	Fayetteville	7203022	Holcomb Elem		X			A			
1	Washington	Fayetteville	7203023	Vandergriff Elem		X				C		ALP YR2 SPED
1	Washington	Fayetteville	7203024	McNair Elem		X				C		ALP YR2 SPED
1	Washington	Fayetteville	7203025	Holt MS		X			A			
1	Washington	Fayetteville	7203027	Owl Creek Elem		X			A			
1	Washington	Greenland	7204000		X							
1	Washington	Greenland	7204027	Greenland Elem		X			A			
1	Washington	Greenland	7204028	Greenland HS		X			A			
1	Washington	Greenland	7204029	Greenland MS		X			A			
1	Washington	Haas-Hall Charter	7240700				X					
1	Washington	Haas-Hall Charter	7240703	Haas-Hall Academy				X	A			
1	Washington	Lincoln	7205000		X							
1	Washington	Lincoln	7205031	Lincoln Elem		X				C		ALCP YR2 PRIN
1	Washington	Lincoln	7205033	Lincoln MS		X				C		ALP YR2 LIBMED ALP YR2 SPED ALP YR2 SPED
1	Washington	Lincoln	7205706	Lincoln New Tech HS				X	A			
1	Washington	Ozark Montessori Acad Springdale	7241700				X					
1	Washington	Ozark Montessori Acad Springdale	7241701	Ozark Montessori Acad Springdale				X			P	CLASS SIZE GRADES 1-3
1	Washington	Prairie Grove	7206000		X							
1	Washington	Prairie Grove	7206035	Prairie Grove Elem		X			A			
1	Washington	Prairie Grove	7206036	Prairie Grove HS		X				C		ALP YR3 ALG II ALP YR3 SPED
1	Washington	Prairie Grove	7206038	Prairie Grove MS		X			A			
1	Washington	Prairie Grove	7206039	Prairie Grove Interm		X				C		ALP YR2 ELEM
1	Washington	Springdale	7207000		X							
1	Washington	Springdale	7207040	Elmdale Elem		X			A			
1	Washington	Springdale	7207041	Jones Elem		X			A			
1	Washington	Springdale	7207042	RE Lee Elem		X			A			

ANNUAL ACCREDITATION REPORT
2015-16

FINAL

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation	Violation Description
1	Washington	Springdale	7207044	J Tyson Elem		X			A			
1	Washington	Springdale	7207046	Westwood Elem		X			A			
1	Washington	Springdale	7207047	Central JRHS		X			A			
1	Washington	Springdale	7207048	Southwest JRHS		X			A			
1	Washington	Springdale	7207049	Springdale HS		X			A			
1	Washington	Springdale	7207050	Parson Hills Elem		X			A			
1	Washington	Springdale	7207051	TG Smith Elem		X			A			
1	Washington	Springdale	7207052	Walker Elem		X			A			
1	Washington	Springdale	7207053	George Elem		X			A			
1	Washington	Springdale	7207054	J.O. Kelly MS		X			A			
1	Washington	Springdale	7207055	H Tyson MS		X			A			
1	Washington	Springdale	7207057	B Young Elem		X			A			
1	Washington	Springdale	7207058	Harp Elem		X			A			
1	Washington	Springdale	7207059	Bayyari Elem		X			A			
1	Washington	Springdale	7207060	George JRHS		X			A			
1	Washington	Springdale	7207061	Hellstern MS		X			A			
1	Washington	Springdale	7207062	Har-Ber HS		X			A			
1	Washington	Springdale	7207063	Hunt Elem		X			A			
1	Washington	Springdale	7207064	Turnbow Elem		X			A			
1	Washington	Springdale	7207065	East/Monitor Elem		X			A			
1	Washington	Springdale	7207066	Willis Shaw Elem		X			A			
1	Washington	Springdale	7207068	Sonora Elem		X			A			
1	Washington	Springdale	7207069	Sonora MS		X			A			
1	Washington	Springdale	7207070	Lakeside JRHS		X			A			
1	Washington	West Fork	7208000		X							
1	Washington	West Fork	7208060	West Fork Elem		X				C		ALP YR2 LIBMED
1	Washington	West Fork	7208061	West Fork MS		X				C		ALP YR3 SPED
1	Washington	West Fork	7208062	West Fork HS		X			A			
1	Crawford	Alma	1701000		X							
1	Crawford	Alma	1701001	Alma Intermediate		X				C		ALP YR2 SPED
1	Crawford	Alma	1701002	Alma HS		X			A			
1	Crawford	Alma	1701003	Alma Middle School		X				C		ALP YR2 SOC ST
1	Crawford	Alma	1701004	Alma Primary School		X			A			
1	Crawford	Cedarville	1702000		X							
1	Crawford	Cedarville	1702008	Cedarville Elementary		X			A			
1	Crawford	Cedarville	1702009	Cedarville High School		X				C		ALP YR3- SPED
1	Crawford	Cedarville	1702010	Cedarville Middle School		X			A			
1	Crawford	Mountainburg	1703000		X							
1	Crawford	Mountainburg	1703012	Mountainburg Elem		X			A			
1	Crawford	Mountainburg	1703013	Mountainburg High		X			A			
1	Crawford	Mountainburg	1703022	Mountainburg Middle		X				C		ALP YR2 CTE
1	Crawford	Mulberry	1704000		X							

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1	Crawford	Mulberry/Pleasant View Bi-County	1704016	Marvin Elementary		X			A			
1	Crawford	Mulberry/Pleasant View Bi-County	1704017	Mulberry High		X			A			
1	Crawford	Mulberry/Pleasant View Bi-County	1704018	Pleasant Jr. High		X				C		ALCP YR2-PRIN
1	Crawford	Van Buren	1705000		X							
1	Crawford	Van Buren	1705020	City Heights Elementary		X			A			
1	Crawford	Van Buren	1705022	King Elementary		X				C		ALP YR2-SPED
1	Crawford	Van Buren	1705025	Central Elem		X				C		ALP YR2-SPED
1	Crawford	Van Buren	1705026	Butterfield MS		X			A			
1	Crawford	Van Buren	1705027	Van Buren High		X			A			
1	Crawford	Van Buren	1705029	James Tate Elementary		X				C		ALP YR2-SPED
1	Crawford	Van Buren	1705030	Parkview Elementary		X				C		ALP YR2-SPED ALP YR2-SPED
1	Crawford	Van Buren	1705032	Rena Elementary		X				C		ALP YR2-SPED
1	Crawford	Van Buren	1705033	Northridge Middle		X			A			
1	Sebastian	Fort Smith	6601000		X							
1	Sebastian	Fort Smith	6601001	Ballman Elementary		X			A			
1	Sebastian	Fort Smith	6601002	Barling Elementary		X			A			
1	Sebastian	Fort Smith	6601003	Beard Elementary		X				C		ALP YR2-SPED
1	Sebastian	Fort Smith	6601005	Belle Point Alter Center		X			A			
1	Sebastian	Fort Smith	6601006	Bonneville Elementary		X			A			
1	Sebastian	Fort Smith	6601007	Carnall Elementary		X				C		ALP YR2-SPED
1	Sebastian	Fort Smith	6601008	Cavanaugh Elementary		X				C		ALP YR2-SPED
1	Sebastian	Fort Smith	6601010	Fairview Elementary		X			A			
1	Sebastian	Fort Smith	6601011	Howard Elementary		X			A			
1	Sebastian	Fort Smith	6601012	Raymond Orr Elementary		X			A			
1	Sebastian	Fort Smith	6601014	Albert Pike Elementary		X			A			
1	Sebastian	Fort Smith	6601016	Spradling Elementary		X			A			
1	Sebastian	Fort Smith	6601017	Sunnymeade Elementary		X			A			
1	Sebastian	Fort Smith	6601018	Sutton Elementary		X			A			
1	Sebastian	Fort Smith	6601019	Trusty Elementary		X			A			
1	Sebastian	Fort Smith	6601020	L.A. Chaffin Junior High		X			A			
1	Sebastian	Fort Smith	6601021	William O. Darby Jr. High		X				C		ALP YR2-SPED
1	Sebastian	Fort Smith	6601022	Dora Kimmons Jr. High		X			A			
1	Sebastian	Fort Smith	6601023	Ramsey Junior High		X				C		ALP YR2-SPED
1	Sebastian	Fort Smith	6601024	Northside High School		X				C		ALP YR3-HIST, ALP YR2-SPED
1	Sebastian	Fort Smith	6601025	Southside High School		X			A			
1	Sebastian	Fort Smith	6601029	John P. Woods Elem.		X				C		ALP YR2-PE
1	Sebastian	Fort Smith	6601030	Harry Morrison Elem.		X			A			
1	Sebastian	Fort Smith	6601031	Elmer H. Cook Elem.		X			A			
1	Sebastian	Fort Smith	6601032	Tilles Elementary		X				C		ALP YR2-SPED
1	Sebastian	Fort Smith	6601033	Euper Lane Elementary		X				C		ALP YR2-COUN
1	Sebastian	Greenwood	6602000		X							

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1	Sebastian	Greenwood	6602042	Raymond Wells Jr. High		X			A			
1	Sebastian	Greenwood	6602043	Greenwood High		X			A			
1	Sebastian	Greenwood	6602044	Westwood Elem		X			A			
1	Sebastian	Greenwood	6602045	East Hills Middle		X			A			
1	Sebastian	Greenwood	6602046	East Pointe Elementary		X			A			
1	Sebastian	Hackett	6603000		X							
1	Sebastian	Hackett	6603047	Hackett Elementary		X			A			
1	Sebastian	Hackett	6603048	Hackett High		X			A			
1	Sebastian	Hackett	6603051	Hartford Elementary		X				C		ALP YR2-GT ALP YR2-LIBMED
1	Sebastian	Hackett	6603052	Hartford High		X				C		ALP YR2-GT ALP YR2-LIBMED
1	Sebastian	Lavaca	6605000		X							
1	Sebastian	Lavaca	6605056	Lavaca Elementary		X			A			
1	Sebastian	Lavaca	6605057	Lavaca High School		X				C		ALP YR2-SOCST
1	Sebastian	Lavaca	6605058	Lavaca Middle School		X			A			
1	Sebastian	Mansfield	6606000		X							
1	Sebastian	Mansfield	6606060	Mansfield Elementary		X				C		ALCP YR2-PRIN
1	Sebastian	Mansfield	6606061	Mansfield Middle School		X			A			
1	Sebastian	Mansfield		Mansfield High School		X					P	NO LICENSE PHYS, EDUC,
2	Pulaski	Academics Plus Charter	6040700				X					
2	Pulaski	Academics Plus Charter	6040702	Academics+ Middle Sch				X	A			
2	Pulaski	Academics Plus Charter	6040703	Academics+ HS				X	A			
2	Boone	Alpena	501000		X							
2	Boone	Alpena	501001	Alpena Elem		X			A			
2	Boone	Alpena	501002	Alpena HS		X			A			
2	Pulaski	Ar Virtual Charter	6043700				X					
2	Pulaski	Ar Virtual Charter	6043701	Arkansas Virtual Academy				X	A			
2	Pulaski	Ar Virtual Charter	6043702	Arkansas Virtual Academy Middle School				X	A			
2	Pulaski	Ar Virtual Charter	6043703	Arkansas Virtual Academy HS				X	A			
2	Pulaski	Ark Sch for Blind	6091000		X							
2	Pulaski	Ark Sch for Blind	6091001	Ark. School for the Blind Elem		X			PA			
2	Pulaski	Ark Sch for Blind	6091002	Ark. School for the Blind HS		X			PA			
2	Pulaski	Ark Sch for Deaf	6092000		X						P	DENIED ALP-EXPIRED SPED SUPER.
2	Pulaski	Ark Sch for Deaf	6092001	Ark. School for the Deaf Elem		X				C		ALP YR 2 READING/LANG. ARTS
2	Pulaski	Ark Sch for Deaf	6092002	Ark. School for the Deaf HS		X					P	NO RECORDS ON FILE NO INFORMATION
2	Independence	Batesville	3201000		X							
2	Independence	Batesville	3201001	Central Elem Sch		X			A			
2	Independence	Batesville	3201003	West Elem Sch		X			A			
2	Independence	Batesville	3201004	Batesville Junior HS		X			A			

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2	Independence	Batesville	3201005	Batesville HS		X			A			
2	Independence	Batesville	3201009	Eagle Mountain Elem.		X			A			
2	Independence	Batesville	3201042	Sulphur Rock Elementary		X				C		ALP YR2 SCI.-SPED
2	Boone	Bergman	502000		X							
2	Boone	Bergman	502006	Bergman Elem Sch		X			A			
2	Boone	Bergman	502007	Bergman HS		X				C		ALP YR2 SPED
2	Boone	Bergman	502008	Bergman MS		X			A			
2	Carroll	Berryville	801000		X							
2	Carroll	Berryville	801001	Berryville Elem Sch		X				C		ALP YR2 SPED
2	Carroll	Berryville	801002	Berryville HS		X			A			
2	Carroll	Berryville	801003	Berryville Middle Sch		X			A			
2	Carroll	Berryville	801004	Berryville Interm Sch		X			A			
2	Izard	Calico Rock	3301000		X							
2	Izard	Calico Rock	3301001	Calico Rock Elementary		X				C		ALP YR2 COUN.
2	Izard	Calico Rock	3301002	Calico Rock High School		X				C		ALP YR2 COUN.
2	Pulaski	Capital City Lighthouse Academy	6056700				X					
2	Pulaski	Capital City Lighthouse Academy	6056701	Capital City Lighthouse LowerAcademy				X	A			
2	Independence	Cedar Ridge	3212000		X							
2	Independence	Cedar Ridge	3212010	Cord-Charlotte Elem Sch		X			A			
2	Independence	Cedar Ridge	3212026	Newark Elem Sch		X				C		ALP YR2 SPED
2	Independence	Cedar Ridge	3212027	Cedar Ridge HS		X			A			
2	Baxter	Cotter	302000		X							
2	Baxter	Cotter	302006	Amanda Gist Elem Sch		X			A			
2	Baxter	Cotter	302007	Cotter HS		X				C		ALP YR 2 SPED
2	Pulaski	Covenant Keepers Charter	6044700				X					
2	Pulaski	Covenant Keepers Charter	6044702	Covenant Keepers MS (6-8)				X	A			
2	Newton	Deer/Mt. Judea	5106000		X							
2	Newton	Deer/Mt. Judea	5106001	Deer Elementary		X			A			
2	Newton	Deer/Mt. Judea	5106002	Deer HS		X			A			
2	Newton	Deer/Mt. Judea	5106009	Mt. Judea Elem Sch		X			A			
2	Newton	Deer/Mt. Judea	5106010	Mt. Judea HS		X			A			
2	Pulaski	E-Stem Charter	6047700				X					
2	Pulaski	E-Stem Charter	6047701	E-Stem Elem				X	A			
2	Pulaski	E-Stem Charter	6047702	E-Stem MS				X	A			
2	Pulaski	E-Stem Charter	6047703	E-Stem HS				X	A			
2	Carroll	Eureka Springs	802000		X							
2	Carroll	Eureka Springs	802006	Eureka Springs Elem Sch		X				C		ALP YR 2 GT
2	Carroll	Eureka Springs	802007	Eureka Springs HS		X			A			
2	Carroll	Eureka Springs	802008	Eureka Springs Middle Sch		X				C		ALP YR 2 GT
2	Pulaski	Exalt Academy	6055700				X					
2	Pulaski	Exalt Academy	6055702	Exalt K-8				X	A			

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2	Marion	Flippin	4501000		X							
2	Marion	Flippin	4501001	Flippin Elementary School		X			A			
2	Marion	Flippin	4501002	Flippin High School		X			A			
2	Marion	Flippin	45001003	Flippin Middle School		X			A			
2	Carroll	Green Forest	803000		X							
2	Carroll	Green Forest	803011	Green Forest Elem Sch		X			A			
2	Carroll	Green Forest	803012	Green Forest HS		X			A			
2	Carroll	Green Forest	803013	Green Forest Inter.Sch		X			A			
2	Boone	Harrison	503000		X							
2	Boone	Harrison	503011	Eagle Heights Elem Sch		X			A			
2	Boone	Harrison	503012	Forest Heights Elem Sch		X			A			
2	Boone	Harrison	503013	Skyline Heights Elem.		X			A			
2	Boone	Harrison	503014	Woodland Heights Elem Sch		X			A			
2	Boone	Harrison	503015	Harrison Junior HS		X			A			
2	Boone	Harrison	503016	Harrison HS		X			A			
2	Boone	Harrison	503018	Harrison Middle Sch		X				C		YR2 ALP SPED YR3 ALP GR5MATH
2	Madison	Huntsville	4401000		X							
2	Madison	Huntsville	4401001	Watson Elem Sch		X				C		ALP YR3 COUN
2	Madison	Huntsville	4401002	Huntsville Middle Sch		X				C		ALP YR2-SPED
2	Madison	Huntsville	4401003	Huntsville HS		X				C		ALP YR3 COUN
2	Madison	Huntsville	4401004	Huntsville Intermediate Sch		X			A			
2	Madison	Huntsville	4401011	St. Paul Elem Sch		X			A			
2	Madison	Huntsville	4401012	St. Paul HS		X			A			
2	Izard	Izard County Cons.	3306000		X							
2	Izard	Izard County Cons.	3306014	Izard Co Consolidated Elem		X			A			
2	Izard	Izard County Cons.	3306015	Izard Co Consolidated HS		X				C		ALP YR2 MATH
2	Izard	Izard County Cons.	3306016	Izard Co Consolidated MS		X			A			
2	Pulaski	Jacksonville Lighthouse Charter	6050700				X					
2	Pulaski	Jacksonville Lighthouse Charter	6050701	Lighthouse Charter Elem				X	A			
2	Pulaski	Jacksonville Lighthouse Charter	6050703	College Prep Academy				X	A			
2	Pulaski	Jacksonville Lighthouse Charter	6050705	Flightline Upper Academy				X	A			
2	Newton	Jasper	5102000		X							
2	Newton	Jasper	5102005	Jasper Elem Sch		X			A			
2	Newton	Jasper	5102006	Jasper HS		X				C		ALP YR2 SCI
2	Newton	Jasper	5102007	Kingston Elem Sch		X			A			
2	Newton	Jasper	5102008	Kingston HS		X			A			
2	Newton	Jasper	5102023	Oark Elemenatry Sch		X			A			
2	Newton	Jasper	5102024	Oark HS		X			A			

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2	Boone	Lead Hill	506000		X							
2	Boone	Lead Hill	506031	Lead Hill Elementary		X				C		ALP YR2 COUN
2	Boone	Lead Hill	506032	Lead Hill High School		X				C		ALP YR2 COUN
2	Pulaski	Lisa Charter	6041700				X					
2	Pulaski	Lisa Charter	6041702	Lisa Academy Middle School				X	A			
2	Pulaski	Lisa Charter	6041703	Lisa Academy HS				X	A			
2	Pulaski	Lisa NLR Charter	6041701	Lisa Academy NLR Elem				X	A			
2	Pulaski	Lisa NLR Charter	6041705	Lisa Academy NLR MS				X	A			
2	Pulaski	Lisa NLR Charter	6041706	Lisa Academy NLR HS				X	A			
2	Pulaski	LR Preperatory Academy	6049700				X					
2	Pulaski	LR Preperatory Academy	6049701	LR Preperatory Elem				X	A			
2	Pulaski	LR Preperatory Academy	6049702	LR Preperatory Academy				X	A			
2	Fulton	Mammoth Spring	2501000		X							
2	Fulton	Mammoth Spring	2501001	Mammoth Spring Elem.		X			A			
2	Fulton	Mammoth Spring	2501002	Mammoth Spring High Sch		X			A			
2	Izard	Melbourne	3302000		X							
2	Izard	Melbourne	3302005	Melbourne Elem Sch		X				C		ALP YR2 SPED
2	Izard	Melbourne	3302006	Melbourne HS		X			A			
2	Izard	Melbourne	3302010	Mt. Pleasant Elem Sch		X			A			
2	Independence	Midland	3211000		X							
2	Independence	Midland	3211022	Midland Elem Sch		X				C		ALP YR 2 COUN.-MATH-SCI.
2	Independence	Midland	3211035	Midland HS		X			A			
2	Baxter	Mountain Home	303000		X							
2	Baxter	Mountain Home	303013	Nelson Wilks Herron Elem		X			A			
2	Baxter	Mountain Home	303014	Pinkston Middle Sch		X			A			
2	Baxter	Mountain Home	303018	Mountain Home Kinder.		X			A			
2	Baxter	Mountain Home	303019	Mountain Home JRHS		X			A			
2	Baxter	Mountain Home	303024	Hackler Interm		X			A			
2	Baxter	Mountain Home	303703	Mtn. Home High Career Acad		X			A			
2	Stone	Mt. View	6901000		X							
2	Stone	Mt. View	6901005	Mt. View Elem.		X			A			
2	Stone	Mt. View	6901006	Mt. View MS		X			A			
2	Stone	Mt. View	6901007	Mt. View HS		X				C		ALP YR2 SPED
2	Stone	Mt. View	6901011	Rural Special Elem. Sch		X				C		ALP YR2 GT
2	Stone	Mt. View	6901012	Rural Special HS		X				C		ALP YR2 GT
2	Stone	Mt. View	6901015	Timbo Elem Sch		X			A			
2	Stone	Mt. View	6901016	Timbo HS		X				C		ALP YR2 MATH
2	Baxter	Norfolk	304000		X							
2	Baxter	Norfolk	304021	Norfolk Elementary School		X			A			

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2	Baxter	Norfolk	304022	Norfolk High School		X			A			
2	Boone	Omaha	504000		X							
2	Boone	Omaha	504022	Omaha Elem Sch		X			A			
2	Boone	Omaha	504023	Omaha HS		X			A			
2	Searcy	Ozark Mountain	6505000		X							
2	Searcy	Ozark Mountain	6505009	St. Joe Elementary		X			A			
2	Searcy	Ozark Mountain	6505010	St. Joe HS		X			A			
2	Searcy	Ozark Mountain	6505011	Bruno-Pyatt HS		X				C		ALP YR3 MATH
2	Searcy	Ozark Mountain	6505012	Bruno-Pyatt Elem Sch		X			A			
2	Searcy	Ozark Mountain	6505013	Western Grove Elem		X			A			
2	Searcy	Ozark Mountain	6505014	Western Grove HS		X			A			
2	Pulaski	Premier (Resp.Ed)	6053700				X					
2	Pulaski	Premier (Resp.Ed)	6053703	Premier HS				X	A			
2	Pulaski	Quest Chrt	6054703	Quest MS				X	A			
2	Pulaski	RockBridge Montessori	605770				X					
2	Pulaski	RockBridge Montessori	6057701	RockBridge Montessori Charter School				X	A			
2	Fulton	Salem	2502000		X							
2	Fulton	Salem	2502005	Salem Elem Sch		X			A			
2	Fulton	Salem	2502006	Salem HS		X			A			
2	Searcy	Searcy County	6502000		X							
2	Searcy	Searcy County	6502001	Leslie Elem Sch		X			A			
2	Searcy	Searcy County	6502005	Marshall Elem Sch		X			A			
2	Searcy	Searcy County	6502006	Marshall HS		X			A			
2	Pulaski	SIA Tech	6052700				X					
2	Pulaski	SIA Tech	6052703	SIA Tech HS				X	A			
2	Independence	Southside	3209000		X							
2	Independence	Southside	3209038	Southside Elem Sch		X				C		ALP YR3 LIBMED
2	Independence	Southside	3209039	Southside HS		X			A			
2	Independence	Southside	3209041	Southside Middle Sch		X			A			
2	Independence	Southside	3209042	Southside Junior High School		X			A			
2	Boone	Valley Springs	505000		X					C		ALP YR2 SUPT.
2	Boone	Valley Springs	505026	Valley Springs Elem Sch		X			A			
2	Boone	Valley Springs	505027	Valley Springs HS		X			A			
2	Boone	Valley Springs	505028	Valley Springs MS		X			A			
2	Fulton	Viola	2503000		X							
2	Fulton	Viola	2503009	Viola Elem Sch		X			A			
2	Fulton	Viola	2503010	Viola HS		X			A			
2	Marion	Yellville-Summit	4502000		X							
2	Marion	Yellville-Summit	4502005	Yellville-Summit Elem Sch		X				C		ALP YR2-GT-LIBMED-SPED
2	Marion	Yellville-Summit	4502006	Yellville-Summit HS		X			A			
3	Clay	Corning	1101000		X							
3	Clay	Corning	1101004	Corning HS		X				C		ALP YR2-COUN

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3	Clay	Corning	1101005	Central Elementary		X			A			
3	Clay	Corning	1101006	Park Elementary		X			A			
3	Clay	Piggott	1104000		X							
3	Clay	Piggott	1104017	Piggott Elementary		X			A			
3	Clay	Piggott	1104018	Piggott HS		X			A			
3	Clay	Rector	1106000		X							
3	Clay	Rector	1106022	Rector Elementary		X			A			
3	Clay	Rector	1106023	Rector HS		X					P	NOT CERTIFIED PHY/EARTH SCI.- SHORT SOC. STUD. UNIT
3	Craighead	Bay	1601000		X							
3	Craighead	Bay	1601001	Bay Elem		X				C		ALP YR3-SPED
3	Craighead	Bay	1601002	Bay HS		X			A			
3	Craighead	Brookland	1603000		X							
3	Craighead	Brookland	1603006	Brookland Elem		X			A			
3	Craighead	Brookland	1603007	Brookland HS		X			A			
3	Craighead	Brookland	1603009	Brookland MS		X			A			
3	Craighead	Brookland	1603010	Brookland JH		X			A			
3	Craighead	Buffalo Island	1605000		X							
3	Craighead	Buffalo Island	1605060	Buffalo Island Central West Elem		X			A			
3	Craighead	Buffalo Island	1605061	Buffalo Island East Elem		X			A			
3	Craighead	Buffalo Island	1605062	Buffalo Island Central JHS		X			A			
3	Craighead	Buffalo Island	1605063	Buffalo Island Central High		X			A			
3	Craighead	Jonesboro	1608000		X							
3	Craighead	Jonesboro	1608017	Math & Science Magnet		X			A			
3	Craighead	Jonesboro	1608019	Visual & Performing Art Magnet		X				C		ALP YR3-SPED
3	Craighead	Jonesboro	1608020	Health /Wellness Envi. Magnet		X			A			
3	Craighead	Jonesboro	1608021	International Studies		X			A			
3	Craighead	Jonesboro	1608022	Microsociety Magnet		X			A			
3	Craighead	Jonesboro	1608023	Annie Camp JHS		X			A			
3	Craighead	Jonesboro	1608024	Douglas MacArthur JHS		X			A			
3	Craighead	Jonesboro	1608026	Kindergarten Center		X			A			
3	Craighead	Jonesboro	1608703	Acad @ Jonesboro HS		X			A			
3	Craighead	Nettleton	1611000		X							
3	Craighead	Nettleton	1611039	Fox Meadow Elem		X			A			
3	Craighead	Nettleton	1611040	University Heights Elem		X			A			
3	Craighead	Nettleton	1611041	Nettleton JHS		X				C		ALP YR2-SPED
3	Craighead	Nettleton	1611042	Nettleton HS		X			A			
3	Craighead	Nettleton	1611043	Nettleton Inter Center		X			A			
3	Craighead	Nettleton	1611045	Fox Meadow Int		X			A			
3	Craighead	Nettleton	1611046	Nettleton MS		X			A			
3	Craighead	Riverside	1613000		X							
3	Craighead	Riverside	1613010	Riverside East Elem		X			A			

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3	Craighead	Riverside	1613021	Riverside HS		X			A			
3	Craighead	Riverside	1613031	Riverside West Elem		X				C		ALP YR2-SPED
3	Craighead	Valley View	1612000		X							
3	Craighead	Valley View	1612047	Valley View Elem		X				C		ALP YR3-GT
3	Craighead	Valley View	1612048	Valley View HS		X			A			
3	Craighead	Valley View	1612050	Valley View Intern		X			A			
3	Craighead	Valley View	1612051	Valley View JRHS		X			A			
3	Craighead	Westside	1602000		X							
3	Craighead	Westside	1602055	Westside HS		X			A			
3	Craighead	Westside	1602056	Westside Elem		X			A			
3	Craighead	Westside	1602058	Westside MS		X			A			
3	Greene	Greene Co Tech	2807000		X							
3	Greene	Greene Co Tech	2807004	Greene Co. Tech. Elem		X				C		ALP YR3-SPED
3	Greene	Greene Co Tech	2807007	Greene Co. Tech. MS		X			A			
3	Greene	Greene Co Tech	2807008	Greene Co. Tech. HS		X				C		ALP YR2-GT ALP YR2-SPED
3	Greene	Greene Co Tech	2807009	Greene Co. Tech. JHS		X				C		ALP YR2-SPED ALP YR2-GT
3	Greene	Greene Co Tech	2807010	Greene Co. Tech. Prim.		X			A			
3	Greene	Greene Co Tech	2807011	Greene Co. Tech. Int.		X			A			
3	Greene	Marmaduke	2803000		X							
3	Greene	Marmaduke	2803016	Marmaduke Elem		X			A			
3	Greene	Marmaduke	2803017	Marmaduke HS		X			A			
3	Greene	Paragould	2808000		X							
3	Greene	Paragould	2808024	Baldwin Elem		X			A			
3	Greene	Paragould	2808027	Woodrow Wilson Elem		X			A			
3	Greene	Paragould	2808028	Oak Grove MS		X				C		ALP YR2-SPED
3	Greene	Paragould	2808042	Paragould JHS		X				C		ALP YR2-SPED
3	Greene	Paragould	2808043	Paragould HS		X				C		ALP YR2-SOC ST
3	Greene	Paragould	2808044	Paragould Primary		X			A			
3	Greene	Paragould	2808045	Oak Grove Elem		X				C		ALP YR2-COUN
3	Jackson	Jackson Co.	3405000		X							
3	Jackson	Jackson Co.	3405019	Swifton Middle School		X				C		ALP YR3-LA ALP YR3-READING
3	Jackson	Jackson Co.	3405024	Tuckerman Elem Sch		X				C		ALP YR2-ELEM
3	Jackson	Jackson Co.	3405025	Tuckerman HS		X				C		ALP YR2-LIBMED
3	Jackson	Newport	3403000		X							
3	Jackson	Newport	3403013	Newport HS		X			A			
3	Jackson	Newport	3403014	Newport Elem		X				C		ALCP YR2- ASST. PRIN., ALP YR2-SPED
3	Lawrence	Hillcrest	3809000		X							
3	Lawrence	Hillcrest	3809014	Hillcrest Elem Sch		X			A			
3	Lawrence	Hillcrest	3809023	Hillcrest HS		X				C		ALP YR 2-SPED
3	Lawrence	Hoxie	3804000		X							
3	Lawrence	Hoxie	3804009	Hoxie Elem Sch		X				C		ALP YR2-SPED
3	Lawrence	Hoxie	3804010	Hoxie HS		X				C		ALP YR2-SPED ALP YR3- LIBMEDIA

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3	Lawrence	Imboden	3840700				X					
3	Lawrence	Imboden	3840701	Imboden Area Charter Sch				X		C		ALP YR2-COUN
3	Lawrence	Lawrence County	3810000		X							
3	Lawrence	Lawrence County	3810026	Walnut Ridge Elem Sch		X				C		ALP YR3-COUN
3	Lawrence	Lawrence County	3810027	Walnut Ridge HS		X			A			
3	Lawrence	Sloan-Hendrix	3806000		X							
3	Lawrence	Sloan-Hendrix	3806018	Sloan-Hendrix Elem Sch		X			A			
3	Lawrence	Sloan-Hendrix	3806019	Sloan-Hendrix HS		X			A			
3	Lawrence	Sloan-Hendrix	3806020	Sloan-Hendrix MS		X			A			
3	Mississippi	Armored	4701000		X							
3	Mississippi	Armored	4701001	Armored Elem		X			A			
3	Mississippi	Armored	4701002	Armored HS		X			A			
3	Mississippi	Blytheville	4702000		X							
3	Mississippi	Blytheville	4702006	Blytheville Elem		X				C		ALP YR2-COUN
3	Mississippi	Blytheville	4702008	Blytheville Primary		X			A			
3	Mississippi	Blytheville	4702012	Blytheville MS		X				C		ALP YR3-CTE ALP YR2- SPED
3	Mississippi	Blytheville	4702706	Blytheville NewTech Chtr		X				C		ALP YR2-SPED
3	Mississippi	Gosnell	4708000		X							
3	Mississippi	Gosnell	4708028	Gosnell Elem		X			A			
3	Mississippi	Gosnell	4708031	Gosnell HS		X				C		ALP YR3-SPED
3	Mississippi	Manila	4712000		X							
3	Mississippi	Manila	4712043	Manila Elem		X			A			
3	Mississippi	Manila	4712044	Manila HS		X			A			
3	Mississippi	Manila	4712045	Manila MS .		X				C		ALP YR2-SPED
3	Mississippi	Osceola	4713000		X							
3	Mississippi	Osceola	4713051	Osceola HS		X			A			
3	Mississippi	Osceola	4713052	North Elem		X			A			
3	Mississippi	Osceola	4713053	C. Smith Elem		X			A			
3	Mississippi	Osceola	4713705	Osceola STEM Acad				X	A			
3	Mississippi	Rivercrest	4706000		X							
3	Mississippi	Rivercrest	4706066	Rivercrest HS		X				C		ALP YR3-LIBMED ALP YR2- SPED ALP YR3-SPED
3	Mississippi	Rivercrest	4706069	Rivercrest Elem		X			A			
3	Pulaski	North Little Rock	6002000		X							
3	Pulaski	North Little Rock	6002050	Amboy Elem		X				C		ALP YR3 SPED
3	Pulaski	North Little Rock	6002054	Boone Park Elem		X			A			
3	Pulaski	North Little Rock	6002055	Crestwood Elem		X			A			
3	Pulaski	North Little Rock	6002056	Glenview Elem		X			A			
3	Pulaski	North Little Rock	6002057	Indian Hills Elem		X			A			
3	Pulaski	North Little Rock	6002058	Lakewood Elem		X			A			
3	Pulaski	North Little Rock	6002061	Meadow Park Elem		X			A			
3	Pulaski	North Little Rock	6002067	Pike View Early C H C					A			
3	Pulaski	North Little Rock	6002069	Seventh Street Elem		X			A			

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3	Pulaski	North Little Rock	6002070	NLR MS		X				C		AL YR2-SOC ST
3	Pulaski	North Little Rock	6002082	NLR HS (9-12)		X			A			
3	Pulaski	North Little Rock	6002084	Ridgeroad Elem		X			A			
3	Randolph	Maynard	6102000		X							
3	Randolph	Maynard	6102005	Maynard Elem Sch		X				C		ALP YR2-LIBMED
3	Randolph	Maynard	6102006	Maynard HS		X				C		ALP YR2-LIBMED
3	Randolph	Pocahontas	6103000		X							
3	Randolph	Pocahontas	6103009	Alma Spikes Elem Sch		X				C		ALP YR2-ELEM
3	Randolph	Pocahontas	6103010	Pocahontas HS		X				C		ALP YR2-SPED
3	Randolph	Pocahontas	6103011	Pocahontas Upper Elem		X				C		ALP YR2-ELEM
3	Randolph	Pocahontas	6103012	Pocahontas Junior HS		X				C		ALP YR3-LIBMED ALP YR2-SPED
3	Sharp	Cave City	6802000		X							
3	Sharp	Cave City	6802001	Cave City Elem Sch		X			A			
3	Sharp	Cave City	6802002	Cave City HS		X			A			
3	Sharp	Cave City	6802007	CaveCity Middle sch		X			A			
3	Sharp	Highland	6804000		X					C		ALP YR3-CUR SUP
3	Sharp	Highland	6804009	Cherokee Elem Sch		X			A			
3	Sharp	Highland	6804010	Highland HS		X				C		ALCP YR2 PRIN
3	Sharp	Highland	6804011	Highland Middle Sch		X				C		ALCP YR2 ASST. PRIN
4	Cleburne	Concord	1201000		X							
4	Cleburne	Concord	1201001	Concord Elem Sch		X				C		ALP YR2 LIBMED
4	Cleburne	Concord	1201002	Concord HS		X				C		ALP YR2 SPED
4	Cleburne	Heber Springs	1202000		X							
4	Cleburne	Heber Springs	1202005	Heber Springs Elem Sch		X				C		ALP YR2 GR5
4	Cleburne	Heber Springs	1202006	Heber Springs High Sch		X			A			
4	Cleburne	Heber Springs	1202007	Heber Springs Middle Sch		X			A			
4	Cleburne	Quitman	1203000		X							
4	Cleburne	Quitman	1203010	Quitman Elementary		X				C		ALP YR2 GT
4	Cleburne	Quitman	1203011	Quitman HS		X				C		ALP YR 2 GT
4	Cleburne	West Side	1204000		X							
4	Cleburne	West Side	1204014	West Side Elementary		X			A			
4	Cleburne	West Side	1204015	West Side HS		X			A			
4	Crittenden	Earle	1802000		X							
4	Crittenden	Earle	1802005	Earle Elem		X			A			
4	Crittenden	Earle	1802007	Earle High		X			A			
4	Crittenden	Marion	1804000		X							
4	Crittenden	Marion	1804011	Avondale Elem		X			A			
4	Crittenden	Marion	1804012	Marion Elem		X			A			
4	Crittenden	Marion	1804014	Marion Jr. High		X			A			
4	Crittenden	Marion	1804015	Marion High		X				C		ALP YR3 SPED
4	Crittenden	Marion	1804016	Marion Middle		X				C		ALP YR2 SPED
4	Crittenden	Marion	1804017	Marion Intermediate		X				C		ALP YR2 SPED
4	Crittenden	West Memphis	1803000		X							
4	Crittenden	West Memphis	1803025	Bragg Elem Sch		X				C		ALP YR3 GR6

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4	Crittenden	West Memphis	1803026	Faulk Elem Sch		X			A			
4	Crittenden	West Memphis	1803027	Jackson Elem Sch		X			A			
4	Crittenden	West Memphis	1803028	Maddux Elem Sch		X			A			
4	Crittenden	West Memphis	1803029	Richland Elem Sch		X			A			
4	Crittenden	West Memphis	1803030	Weaver Elem Sch		X			A			
4	Crittenden	West Memphis	1803032	Wonder Elem Sch		X			A			
4	Crittenden	West Memphis	1803033	East Junior HS		X			A			
4	Crittenden	West Memphis	1803034	West Junior HS		X				C		ALP YR2 SS
4	Crittenden	West Memphis	1803035	Wonder Junior HS		X			A			
4	Crittenden	West Memphis	1803703	Academy of W. Memphis				X	A			
4	Cross	Cross County	1901000		X							
4	Cross	Cross County	1901701	Cross Co. Ele Tech Acad.				X		C		ALP YR3 SPED
4	Cross	Cross County	1901703	Cross County High New Tech				X	A			
4	Cross	Wynne	1905000		X							
4	Cross	Wynne	1905014	Wynne Primary		X			A			
4	Cross	Wynne	1905015	Wynne Intermediate		X			A			
4	Cross	Wynne	1905016	Wynne Jr. High		X			A			
4	Cross	Wynne	1905017	Wynne High		X			A			
4	Faulkner	Conway	2301000		X							
4	Faulkner	Conway	2301001	Ida Burns Elementary		X			A			
4	Faulkner	Conway	2301003	Ellen Smith Elementary		X			A			
4	Faulkner	Conway	2301004	Carl Stuart Middle Sch		X			A			
4	Faulkner	Conway	2301006	Conway HS		X			A			
4	Faulkner	Conway	2301008	Julia Lee Moore Elem		X			A			
4	Faulkner	Conway	2301009	Florence Mattison Elem		X			A			
4	Faulkner	Conway	2301010	Marguerite Vann Elem		X			A			
4	Faulkner	Conway	2301011	Jim Stone Elem		X			A			
4	Faulkner	Conway	2301012	Theodore Jones Elem		X			A			
4	Faulkner	Conway	2301013	Bob Courtway Middle		X			A			
4	Faulkner	Conway	2301016	Ruth Doyle Interm		X			A			
4	Faulkner	Conway	2301017	Ray & Phyllis Simon Interm		X			A			
4	Faulkner	Conway	2301018	Woodrow Cummins Ele		X			A			
4	Faulkner	Conway	2301019	C. Lewis Elem.		X			A			
4	Faulkner	Conway	2301020	Conway JRHS		X			A			
4	Faulkner	Greenbrier	2303000		X							
4	Faulkner	Greenbrier	2303016	Greenbrier Eastside Elem		X			A			
4	Faulkner	Greenbrier	2303017	Greenbrier HS		X			A			
4	Faulkner	Greenbrier	2303018	Greenbrier Middle Sch		X			A			
4	Faulkner	Greenbrier	2303019	Greenbrier Westside Elem		X			A			
4	Faulkner	Greenbrier	2303020	Greenbrier Junior High		X			A			
4	Faulkner	Greenbrier	2303021	Wooster Elementary		X			A			
4	Faulkner	Guy-Perkins	2304000		X							
4	Faulkner	Guy-Perkins	2304021	Guy-Perkins Elem		X			A			
4	Faulkner	Guy-Perkins	2304022	Guy-Perkins HS		X			A			

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4	Faulkner	Mayflower	2305000		X							
4	Faulkner	Mayflower	2305025	Mayflower Elem		X			A			
4	Faulkner	Mayflower	2305026	Mayflower HS		X				C		ALP YR2 PRINC
4	Faulkner	Mayflower	2305027	Mayflower Middle Sch		X			A			
4	Faulkner	Mt. Vernon-Enola	2306000		X							
4	Faulkner	Mt. Vernon-Enola	2306029	Mt. Vernon-Enola Elem		X			A			
4	Faulkner	Mt. Vernon-Enola	2306030	Mt. Vernon-Enola HS		X			A			
4	Faulkner	Vilonia	2307000		X							
4	Faulkner	Vilonia	2307033	Vilonia Elem Sch		X			A			
4	Faulkner	Vilonia	2307034	Vilonia HS		X			A			
4	Faulkner	Vilonia	2307035	Vilonia Primary Sch		X			A			
4	Faulkner	Vilonia	2307036	Vilonia Freshman Acad		X			A			
4	Faulkner	Vilonia	2307037	Vilonia Middle Sch		X				C		ALP YR2 MATH
4	Faulkner	Vilonia	2307038	F M Intermediate		X			A			
4	Lonoke	Cabot	4304000		X							
4	Lonoke	Cabot	4304001	Eastside Elem		X			A			
4	Lonoke	Cabot	4304002	Central Elem		X			A			
4	Lonoke	Cabot	4304004	Cabot Jr. High South		X			A			
4	Lonoke	Cabot	4304005	Cabot High		X				C		ALP YR3 GT
4	Lonoke	Cabot	4304006	Westside Elem		X			A			
4	Lonoke	Cabot	4304007	Southside Elem		X			A			
4	Lonoke	Cabot	4304008	Northside Elem		X			A			
4	Lonoke	Cabot	4304009	Ward Central		X			A			
4	Lonoke	Cabot	4304010	Middle Sch South		X			A			
4	Lonoke	Cabot	4304011	Cabot Jr. High North		X			A			
4	Lonoke	Cabot	4304012	Middle Sch North		X			A			
4	Lonoke	Cabot	4304013	Magness Creek Elem		X			A			
4	Lonoke	Cabot	4304014	Stagecoach Elem		X			A			
4	Lonoke	Cabot	4304015	Mountain Springs Elem		X			A			
4	Lonoke	Cabot	4304017	Cabot Freshman Acad		X			A			
4	Lonoke	Cabot	4304703	Academic Center				X	A			
4	Lonoke	Carlisle	4303000		X							
4	Lonoke	Carlisle	4303012	Carlisle Elem		X			A			
4	Lonoke	Carlisle	4303013	Carlisle High		X			A			
4	Lonoke	England	4302000		X							
4	Lonoke	England	4302017	England Elem		X			A			
4	Lonoke	England	4302018	England High		X			A			
4	Lonoke	Lonoke	4301000		X							
4	Lonoke	Lonoke	4301027	Lonoke Elem		X			A			
4	Lonoke	Lonoke	4301028	Lonoke Middle		X				C		ALP YR2 SPED
4	Lonoke	Lonoke	4301029	Lonoke High		X			A			
4	Lonoke	Lonoke	4301030	Lonoke Primary		X				C		ALP YR3 LIBMED
4	Poinsett	East Poinsett Co	5608000		X							

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4	Poinsett	East Poinsett Co	5608034	Lepanto Elem Sch		X				C		ALP YR2 LIBMED
4	Poinsett	East Poinsett Co	5608035	Tyronza Elem Sch		X				C		ALP YR3 GR3
4	Poinsett	East Poinsett Co	5608037	East Poinsett Co. HS		X			A			
4	Poinsett	Harrisburg	5602000		X							
4	Poinsett	Harrisburg	5602005	Harrisburg Elementary		X			A			
4	Poinsett	Harrisburg	5602007	Harrisburg HS		X			A			
4	Poinsett	Harrisburg	5602008	Harrisburg Middle Sch		X			A			
4	Poinsett	Harrisburg	5602031	Weiner Elem Sch		X			A			
4	Poinsett	Marked Tree	5604000		X							
4	Poinsett	Marked Tree	5604015	Marked Tree Elem Sch		X			A			
4	Poinsett	Marked Tree	5604017	Marked Tree HS		X			A			
4	Poinsett	Marked Tree	5604018	Marked Tree MS		X				C		ALCP YR2 PRIN
4	Poinsett	Trumann	5605000		X							
4	Poinsett	Trumann	5605001	Intermediate Sch 5-6		X				C		ALP YR2 COUN
4	Poinsett	Trumann	5605021	Cedar Park Elem Sch		X				C		ALCP YR2 PRIN
4	Poinsett	Trumann	5605023	Trumann HS		X			A			
4	Poinsett	Trumann	5605024	Intermediate Sch 7-8		X				C		ALP YR2 COUN
4	Pulaski	PCSSD	6003000		X							
4	Pulaski	PCSSD	6003092	Baker Interdistrict Elem Sch		X			A			
4	Pulaski	PCSSD	6003093	Crystal Hill Elem Sch		X				C		ALP YR2 SPED
4	Pulaski	PCSSD	6003094	Bayou Meto Elem Sch		X			A			
4	Pulaski	PCSSD	6003095	Clinton Elem Sch		X			A			
4	Pulaski	PCSSD	6003099	Warren Dupree ES		X			A			
4	Pulaski	PCSSD	6003102	Harris Elem Sch		X			A			
4	Pulaski	PCSSD	6003104	Landmark Elem Sch		X			A			
4	Pulaski	PCSSD	6003105	Lawson Elem Sch		X			A			
4	Pulaski	PCSSD	6003106	Tolleson Elem Sch		X			A			
4	Pulaski	PCSSD	6003108	Oak Grove Elem Sch		X				C		ALP YR2 COUN
4	Pulaski	PCSSD	6003110	Joe T. Robinson Elem		X			A			
4	Pulaski	PCSSD	6003111	Scott Elem Sch		X			A			
4	Pulaski	PCSSD	6003112	Sherwood Elem Sch		X			A			
4	Pulaski	PCSSD	6003113	Sylvan Hills Elem Sch		X			A			
4	Pulaski	PCSSD	6003119	Jacksonville Middle School		X			A			
4	Pulaski	PCSSD	6003120	Fuller Middle Sch		X				C		ALP YR2 SCI
4	Pulaski	PCSSD	6003122	Sylvan Hills Middle Sch		X			A			
4	Pulaski	PCSSD	6003123	Jacksonville HS		X			A			
4	Pulaski	PCSSD	6003125	Wilbur D. Mills HS		X			A			
4	Pulaski	PCSSD	6003127	Robinson HS		X				C		ALP YR2 SPED
4	Pulaski	PCSSD	6003128	Sylvan Hills HS		X			A			
4	Pulaski	PCSSD	6003129	Cato Elem Sch		X			A			
4	Pulaski	PCSSD	6003130	Pinewood Elem Sch		X			A			
4	Pulaski	PCSSD	6003135	College Station Elem		X			A			

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4	Pulaski	PCSSD	6003136	North Pulaski HS		X			A			
4	Pulaski	PCSSD	6003137	Arnold Drive Elem Sch		X			A			
4	Pulaski	PCSSD	6003139	Oakbrooke Elem Sch		X			A			
4	Pulaski	PCSSD	6003140	Northwood Middle Sch		X			A			
4	Pulaski	PCSSD	6003141	Murrell Taylor Elem Sch		X				C		ALP YR2 COUN
4	Pulaski	PCSSD	6003142	Pine Forest Elem Sch		X			A			
4	Pulaski	PCSSD	6003143	Robinson Middle Sch		X			A			
4	Pulaski	PCSSD	6003146	Bates Elem Sch		X				C		ALP YR2 KIND
4	Pulaski	PCSSD	6003149	Maumelle Middle Sch		X			A			
4	Pulaski	PCSSD	6003150	Chenal Elem		X			A			
4	Pulaski	PCSSD	6003151	Maumelle HS		X			A			
4	Saint Francis	Forrest City	6201000		X							
4	Saint Francis	Forrest City	6201003	Central Elem		X			A			
4	Saint Francis	Forrest City	6201010	Forrest City Jr High		X			A			
4	Saint Francis	Forrest City	6201011	Forrest City HS		X				C		ALP YR2 MATH
4	Saint Francis	Forrest City	6201014	Stewart Elementary		X			A			
4	Saint Francis	Forrest City	6201016	Lincoln Acad		X			A			
4	Saint Francis	Hughes	6202000		X							CLOSED
4	Saint Francis	Hughes	6202022	Mildred Jackson Elem		X						CLOSED
4	Saint Francis	Hughes	6202024	Hughes HS		X						CLOSED
4	Saint Francis	Palestine-Wheatley	6205000		X							
4	Saint Francis	Palestine-Wheatley	6205027	Palestine-Wheatley ES		X				C		ALP YR2 GT
4	Saint Francis	Palestine-Wheatley	6205028	Palestine-Wheatley HS		X			A			
4	Van Buren	Clinton	7102000		X							
4	Van Buren	Clinton	7102005	Cowsert Elem Sch		X				C		ALP YR2 SPED
4	Van Buren	Clinton	7102006	Clinton HS		X			A			
4	Van Buren	Clinton	7102007	Clinton Intermediate Sch		X				C		ALP YR2 SPED
4	Van Buren	Clinton	7102008	Clinton Jr. HS		X			A			
4	Van Buren	Shirley	7104000		X					C		ALP YR3 GT COOR
4	Van Buren	Shirley	7104014	Shirley Elem Sch		X			A			
4	Van Buren	Shirley	7104015	Shirley HS		X				C		ALP YR2 LIBMED
4	Van Buren	South Side	7105000		X							
4	Van Buren	South Side	7105018	South Side Elem Sch		X			A			
4	Van Buren	South Side	7105019	South Side HS		X			A			
4	White	Bald Knob	7301000		X							
4	White	Bald Knob	7301001	H.L. Lubker Elem		X				C		ALP YR2 SPED
4	White	Bald Knob	7301003	Bald Knob HS		X				C		ALP YR2 SS
4	White	Bald Knob	7301004	Bald Knob Middle Sch		X				C		ALP YR2 GR6
4	White	Beebe	7302000		X							
4	White	Beebe	7302008	Beebe Elem		X				C		ALP YR2 COUN
4	White	Beebe	7302009	Beebe Junior High Sch		X				C		ALP YR2 PE
4	White	Beebe	7302010	Beebe HS		X				C		ALP YR2 PE
4	White	Beebe	7302011	Beebe Middle Sch		X			A			

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4	White	Beebe	7302013	Badger Elem		X						CLOSED
4	White	Beebe	7302014	Beebe Early Childhood		X			A			
4	White	Beebe	7302703	Badger Academy				X	A			
4	White	Bradford	7303000		X							
4	White	Bradford	7303014	Bradford Elem		X			A			
4	White	Bradford	7303015	Bradford HS		X			A			
4	White	Pangburn	7309000		X							
4	White	Pangburn	7309038	Pangburn Elem Sch		X			A			
4	White	Pangburn	7309039	Pangburn HS		X			A			
4	White	Riverview	7307000		X							
4	White	Riverview	7307026	Judsonia Elementary		X			A			
4	White	Riverview	7307030	Kensett Elementary		X			A			
4	White	Riverview	7307032	Riverview HS		X			A			
4	White	Riverview	7307033	Riverview JHS		X			A			
4	White	Rose Bud	7310000		X							
4	White	Rose Bud	7310042	Rose Bud Elementary		X				C		ALP YR2 LIBMED
4	White	Rose Bud	7310043	Rose Bud HS		X				C		ALP YR 2 SCI
4	White	Searcy	7311000		X							
4	White	Searcy	7311046	Sidney Deener Elem		X			A			
4	White	Searcy	7311047	McRae Elementary		X			A			
4	White	Searcy	7311051	Ahlf Junior High Sch		X			A			
4	White	Searcy	7311052	Searcy HS		X				C		ALP YR2 SPED
4	White	Searcy	7311053	Westside Elem		X			A			
4	White	Searcy	7311054	Southwest Middle Sch		X			A			
4	White	White Co. Central	7304000		X							
4	White	White Co. Central	7304018	White Co Central Elem		X			A			
4	White	White Co. Central	7304019	White Co Central HS		X				C		ALP YR2 COUN
4	Woodruff	Augusta	7401000		X							
4	Woodruff	Augusta	7401001	Augusta Elem.		X				C		ALP YR2 SPED
4	Woodruff	Augusta	7401003	Augusta High		X				C		ALP YR2 SPED
4	Woodruff	McCrory	7403000		X							
4	Woodruff	McCrory	7403012	McCrory Elem.		X			A			
4	Woodruff	McCrory	7403013	McCrory High		X			A			
5	Phillips	Barton-Lexa	5401000		X							
5	Phillips	Barton-Lexa	5401002	Barton-Lexa Elem Sch		X				C		ALP YR 2 ELEM
5	Phillips	Barton-Lexa	5401003	Barton-Lexa HS		X				C		ALP YR 2 GUID COU, SOC ST, YR 3 LIB/MED
5	Monroe	Brinkley	4801000		X							
5	Monroe	Brinkley	4801001	C.B. Partee Elem.		X			A			
5	Monroe	Brinkley	4801003	Brinkley HS		X				C		ALP YR 3 LIBMED
5	Monroe	Clarendon	4802000		X							
5	Monroe	Clarendon	4802008	Clarendon Elem.		X			A			ALP YR 1 SPED
5	Monroe	Clarendon	4802010	Clarendon HS		X				C		ALP YR 1 SOC ST, ENG, CAR DEV, SPED, YR 2 SPANISH

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5	Cleveland	Cleveland Co	1305000		X							
5	Cleveland	Cleveland Co	1305001	Kingsland Elem		X			A			
5	Cleveland	Cleveland Co	1305009	Rison Elem		X			A			
5	Cleveland	Cleveland Co	1305010	Rison HS		X			A			ALP YR 1 ORAL COM, DRAMA
5	Ashley	Crossett	201000		X							
5	Ashley	Crossett	201001	Crossett Elem Sch		X				C		ALP YR 3 SPED
5	Ashley	Crossett	201006	Crossett HS		X			A			ALP YR 1 SCI, COMPU ACC, MARKETING
5	Ashley	Crossett	201008	Crossett MS		X			A			ALP YR 1 MATH
5	Chicot	Dermott	901000		X							
5	Chicot	Dermott	901001	Dermott Elem Sch		X				C		ALP YR 2 SPED
5	Chicot	Dermott	901003	Dermott HS		X				C		ALP YR 2 SPED
5	Prairie	Des Arc	5901000		X							
5	Prairie	Des Arc	5901001	Des Arc Elem.		X			A			
5	Prairie	Des Arc	5901002	Des Arc High		X			A			ALP YR 1 ORAL COM, JOURN, SOC ST
5	Arkansas	DeWitt	101000		X							
5	Arkansas	DeWitt	101001	DeWitt Elem Sch		X			A			ALP YR 1 SOC ST, SPED
5	Arkansas	DeWitt	101003	DeWitt Middle Sch		X			A			ALP YR 1 SPED
5	Arkansas	DeWitt	101004	DeWitt HS		X			A			
5	Arkansas	DeWitt	101008	Gillett Elem Sch		X			A			
5	Jefferson	Dollarway	3502000		X							
5	Jefferson	Dollarway	3502006	Matthews Elem Sch		X			A			
5	Jefferson	Dollarway	3502009	R.F. Moorehead MS		X				C		ALP YR 1 MATH, LANG ARTS, YR 2 LANG ARTS
5	Jefferson	Dollarway	3502010	Dollarway HS		X				C		ALP YR 1 MATH, COLL & CAREER READINESS, YR 2 LIB/MED
5	Jefferson	Dollarway	3502011	Townsend Park Elem Sch		X			A			
5	Drew	Drew Central	2202000		X							
5	Drew	Drew Central	2202004	Drew Central Elem Sch		X			A			ALP YR 1 SPED, GRADE 2
5	Drew	Drew Central	2202005	Drew Central HS		X			A			
5	Drew	Drew Central	2202007	Drew Central MS		X			A			ALP YR 1 SPED
5	Desha	Dumas	2104000		X							
5	Desha	Dumas	2104017	Central Elem Sch		X			A			
5	Desha	Dumas	2104020	Dumas Junior HS		X			A			ALP YR 1 DESIGN/MODELING, COACH, ASST PRINC
5	Desha	Dumas	2104021	Dumas HS		X				C		ALP YR 1 PRIN OF ENGINEERING, SOC ST, YR 2 SPED
5	Desha	Dumas	2104024	Reed Elem Sch		X			A			ALP YR 1 GRADE 3
5	Ashley	Hamburg	203000		X							
5	Ashley	Hamburg	203017	Hamburg Middle Sch		X			A			
5	Ashley	Hamburg	203018	Hamburg HS		X			A			

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5	Ashley	Hamburg	203019	Wilmot Elem Sch		X					P	PRIN LIC. SECONDARY
5	Ashley	Hamburg	203020	Noble/Allbritton Elem		X				C		ALP YR 1 SPED, YR 3 SPED
5	Ashley	Hamburg	203027	Portland Elem Sch		X			A			
5	Prairie	Hazen	5903000		X							
5	Prairie	Hazen	5903011	Hazen Elem		X			A			ALP YR 1 SPED
5	Prairie	Hazen	5903012	Hazen High		X			A			
5	Phillips	Helena	5403000		X							
5	Phillips	Helena/W Helena	5403019	Central HS		X			A			ALP YR 1 SPED, ALE
5	Phillips	Helena/W Helena	5403020	Wahl Primary		X			A			ALP YR 1 GT
5	Phillips	Helena/W Helena	5403021	Miller Elem		X				C		ALP YR 2 GUID COUN
5	Bradley	Hermitage	601000		X							
5	Bradley	Hermitage	601006	Hermitage Elem		X			A			ALP YR 1 GUID COUN
5	Bradley	Hermitage	601007	Hermitage HS		X			A			ALP YR 1 COACH, MATH, LANG ARTS
5	Phillips	KIPP Charter	5440700				X					
5	Phillips	KIPP Charter	5440701	KIPP ES				X	A			
5	Phillips	KIPP Charter	5440702	KIPP MS				X	A			
5	Phillips	KIPP Charter	5440703	KIPP HS				X	A			
5	Phillips	KIPP Charter	5440705	KIPP Blytheville MS				X	A			
5	Phillips	KIPP Charter	5440706	KIPP Blytheville Coll HS				X	A			
5	Chicot	Lakeside	903000		X							
5	Chicot	Lakeside	903007	Eudora Elem Sch		X			A			
5	Chicot	Lakeside	903016	Lakeside Elem Sch		X			A			
5	Chicot	Lakeside	903017	Lakeside Middle Sch		X			A			
5	Chicot	Lakeside	903018	Lakeside HS		X			A			
5	Lee	Lee County	3904000		X							
5	Lee	Lee County	3904005	Whitten Elem.		X			A			
5	Lee	Lee County	3904010	Anna Strong Interm.		X			A			
5	Lee	Lee County	3904011	Lee High		X			A			
5	Phillips	Marvell	5404000		X							
5	Phillips	Marvell	5404030	Marvell Primary Sch		X			A			
5	Phillips	Marvell	5404032	Marvell HS		X			A			ALP YR 1 SCI, ALE, ORAL COM, DRAMA, ESSEN OF COMPU, SPED
5	Desha	McGehee	2105000		X							
5	Desha	McGehee	2105026	McGehee Elem Sch		X				C		ALP YR 2 VIS ARTS, YR 3 ELEM MUS,
5	Desha	McGehee	2105028	McGehee HS		X				C		ALP YR 1 SOC ST, GUID COUN, YR 2 SPED, YR 3 SPED
5	Drew	Monticello	2203000		X							
5	Drew	Monticello	2203010	Monticello Elem Sch		X			A			
5	Drew	Monticello	2203011	Monticello Middle Sch		X			A			ALP YR 1 FAM CONS SCI, KEYBOARD
5	Drew	Monticello	2203012	Monticello HS		X			A			

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5	Drew	Monticello	2203014	Monticello Intermediate Sch		X			A			
5	Jefferson	Pine Bluff	3505000		X							
5	Jefferson	Pine Bluff	3505025	Belair Middle School		X				C		ALP YR 1 PE, HEATHL SAFETY, YR 2 LIB/MED
5	Jefferson	Pine Bluff	3505026	Broadmoor Elem Sch		X			A			
5	Jefferson	Pine Bluff	3505036	34th Avenue Elem Sch		X			A			
5	Jefferson	Pine Bluff	3505037	Southwood Elem Sch		X			A			
5	Jefferson	Pine Bluff	3505042	Pine Bluff HS		X			A			ALP YR 1 PE, SPANISH, MATH, FRENCH, BAND
5	Jefferson	Pine Bluff	3505044	Jack Robey Junior HS		X			A			ALP YR 1 INSTRU MUSIC
5	Jefferson	Pine Bluff	3505046	W. T. Cheney Elem Sch		X			A			
5	Jefferson	Pine Bluff Lighthouse Academy	3541700				X					
5	Jefferson	Pine Bluff Lighthouse	3541701	Pine Bluff Lighthouse				X	A			
5	Jefferson	Pine Bluff Lighthouse Academy	3541702	Pine Bluff Lighthouse Upper Academy				X	A			
5	Jefferson	Quest Chrt	3542700				X					
5	Jefferson	Quest Chrt	3542702	Quest MS				X	A			
5	Lincoln	Star City	4003000		X							
5	Lincoln	Star City	4003014	Brown Elem Sch		X				C		ALP YR 1 MATH, ALP YR 3 SPED
5	Lincoln	Star City	4003015	Star City Middle Sch		X			A			ALP YR 1 LANG ARTS, SOC ST
5	Lincoln	Star City	4003016	Star City HS		X			A			ALP YR 1 SCI
5	Arkansas	Stuttgart	104000		X							
5	Arkansas	Stuttgart	104021	Park Avenue Elem Sch		X			A			
5	Arkansas	Stuttgart	104023	Meekins Middle Sch		X			A			
5	Arkansas	Stuttgart	104025	Stuttgart HS		X			A			ALP YR 1 COACH
5	Arkansas	Stuttgart	104026	Stuttgart JHS		X				C		ALP YR 2 LANG ARTS, SCI, MATH, SOC ST
5	Bradley	Warren	602000		X							
5	Bradley	Warren	602701	Eastside New Vision Charter				X	A			
5	Bradley	Warren	602702	Warren MS Conv Chtr				X	A			
5	Bradley	Warren	602703	Warren HS Dist Conv Cht				X	A			
5	Bradley	Warren	602704	Brunson New V. Chtr Elem				X	A			
5	Jefferson	Watson Chapel	3509000		X							
5	Jefferson	Watson Chapel	3509063	Edgewood Elem Sch		X			A			
5	Jefferson	Watson Chapel	3509064	L. L. Owen Elem Sch		X			A			
5	Jefferson	Watson Chapel	3509066	Coleman Interm Sch		X			A			
5	Jefferson	Watson Chapel	3509067	Watson Chapel HS		X			A			
5	Jefferson	Watson Chapel	3509068	Watson Chapel Junior HS		X			A			ALP YR 1 SPED,
5	Jefferson	White Hall	3510000		X							
5	Jefferson	White Hall	3510076	White Hall HS		X			A			
5	Jefferson	White Hall	3510078	Hardin Elem Sch		X			A			

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5	Jefferson	White Hall	3510079	Moody Elem Sch		X			A			
5	Jefferson	White Hall	3510080	Taylor Elem Sch		X			A			
5	Jefferson	White Hall	3510081	White Hall MS		X			A			
5	Jefferson	White Hall	3510084	Gandy Elem Sch		X			A			
5	Cleveland	Woodlawn	1304000		X							
5	Cleveland	Woodlawn	1304014	Woodlawn Elem		X			A			
5	Cleveland	Woodlawn	1304015	Woodlawn HS		X				C		ALP YR 1 MATH, SCI, YR 2 SOC ST
6	Little River	Ashdown	4101000		X							
6	Little River	Ashdown	4101001	L. F. Henderson Interm		X			A			
6	Little River	Ashdown	4101002	C. D. Franks Elem Sch		X			A			
6	Little River	Ashdown	4101003	Ashdown Junior HS		X			A			
6	Little River	Ashdown	4101004	Ashdown HS		X				C		ALP YR2- SPED/SCI/MATH
6	Little River	Ashdown	4101005	Margaret Daniels Primary		X			A			
6	Ouachita	Bearden	5201000		X							
6	Ouachita	Bearden	5201001	Bearden Elem		X			A			
6	Ouachita	Bearden	5201002	Bearden HS		X			A			
6	Hempstead	Blevins	2901000		X							
6	Hempstead	Blevins	2901001	Blevins Elem Sch		X			A	C		ALP YR2 LIB MED
6	Hempstead	Blevins	2901002	Blevins HS		X				C		ALP YR2 LIB MED
6	Ouachita	Camden Fairview	5204000		X							
6	Ouachita	Camden Fairview	5204021	Fairview Elem		X			A			
6	Ouachita	Camden Fairview	5204023	Camden Fairveiw HS		X			A			
6	Ouachita	Camden Fairview	5204025	Ivory Primary		X			A			
6	Ouachita	Camden Fairview	5204026	Camden Fairview Int		X			A			
6	Ouachita	Camden Fairview	5204028	Camden Fairview MS		X				C		ALP YR2 LIB MED
6	Sevier	DeQueen	6701000		X							
6	Sevier	DeQueen	6701001	Dequeen Elem Sch		X			A			
6	Sevier	DeQueen	6701002	DeQueen Primary Sch		X			A			
6	Sevier	DeQueen	6701003	DeQueen HS		X			A			
6	Sevier	DeQueen	6701004	DeQueen Middle Sch		X			A			
6	Sevier	DeQueen	6701005	DeQueen Junior HS		X			A			
6	Pulaski	DYS	6094000		X							
6	Pulaski	DYS	6094001	Alexander YSC		X					P	NO ALP ON FILE
6	Pulaski	DYS	6094002	Dermott YSC		X					P	NO LIC.9-12 ART, COLL & CAREER READ., NO ALP AMER./WORLD HIST./CIV. & ECON., NO ALP LA GR 8, ENG. 9-12
6	Pulaski	DYS	6094004	Lewisville YSC		X					P	NO ALP ENG. 9-12, ORAL COMM.
6	Pulaski	DYS	6094005	Mansfield YSC		X			PA			
6	Pulaski	DYS	6094006	Harrisburg YSC		X			PA			
6	Pulaski	DYS	6094007	Colt YSC		X			PA			

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6	Union	El Dorado	7001000		X							
6	Union	El Dorado	7001001	Hugh Goodwin Elem		X			A			
6	Union	El Dorado	7001004	Northwest Elem		X			A			
6	Union	El Dorado	7001005	Retta Brown Elem		X			A			
6	Union	El Dorado	7001009	Yocum Elem		X			A			
6	Union	El Dorado	7001010	Barton JHS		X				C		ALP YR 3- SCI 7-8
6	Union	El Dorado	7001011	Washington MS		X			A			
6	Union	El Dorado	7001012	El Dorado HS		X				C		ALP YR3- BIOL, CHEM, PHY SCI, ENV SCI
6	Columbia	Emerson-Taylor-Bradley	1408000		X							
6	Columbia	Emerson-Taylor-Bradley	1408001	Emerson Elem		X				C		ALP YR3 - GT
6	Columbia	Emerson-Taylor-Bradley	1408002	Emerson HS		X				C		ALP YR3 - GT
6	LaFayette	Emerson-Taylor-Bradley	1408006	Bradley Elem		X			A			
6	LaFayette	Emerson-Taylor-Bradley	1408007	Bradley HS		X			A			
6	Columbia	Emerson-Taylor-Bradley	1408018	Taylor Elem		X				C		ALP YR3 - GT
6	Columbia	Emerson-Taylor-Bradley	1408019	Taylor HS		X			A			
6	Dallas	Fordyce	2002000		X					C		ALCP YR2 SPED SUPER.
6	Dallas	Fordyce	2002007	Fordyce HS		X			A			
6	Dallas	Fordyce	2002008	Fordyce Elem		X				C		ALCP YR2-ASST PRIN
6	Little River	Foreman	4102000		X							
6	Little River	Foreman	4102008	Oscar Hamilton Elem Sch		X				C		ALP YR3- SPED, LA, MATH
6	Little River	Foreman	4102010	Foreman HS		X				C		ALCP YR3- PRIN
6	Miller	Fouke	4603000		X							
6	Miller	Fouke	4603010	Fouke HS		X			A			
6	Miller	Fouke	4603011	Paulette Smith MS		X			A			
6	Miller	Fouke	4603009	Fouke Elem Sch		X			A			
6	Miller	Genoa Central	4602000		X							
6	Miller	Genoa Central	4602005	Genoa Central Elem Sch		X			A			
6	Miller	Genoa Central	4602006	Genoa Central HS		X			A			
6	Miller	Genoa Central	4602007	Gary E. Cobb MS Sch		X			A			
6	Calhoun	Hampton	701000		X							
6	Calhoun	Hampton	701001	Hampton Elem		X				C		ALP YR3-MUSIC
6	Calhoun	Hampton	701002	Hampton HS		X				C		ALP YR3-MUSIC
6	Ouachita	Harmony Grove	5205000		X					C		ALP YR3 - SPED SUPERV
6	Ouachita	Harmony Grove	5205011	Sparkman Elem		X			A			
6	Ouachita	Harmony Grove	5205012	Sparkman HS		X			A			
6	Ouachita	Harmony Grove	5205028	Harmony Grove Elem		X			A			
6	Ouachita	Harmony Grove	5205029	Harmony Grove HS		X			A			
6	Hempstead	Hope	2903000		X							
6	Hempstead	Hope	2903007	Wm J. Clinton Primary		X			A			
6	Hempstead	Hope	2903008	Beryl Henry Upper Elem		X			A			
6	Hempstead	Hope	2903011	Yerger Junior HS		X				C	P	ALP YR2 VOC. MUSIC GR.7-8; NO ALP ELL/ESL
6	Hempstead	Hope	2903012	Hope HS		X				C		ALP YR2 US HIST./ CAREER ED.

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6	Sevier	Horatio	6703000		X							
6	Sevier	Horatio	6703012	Horatio Elem Sch		X			A			
6	Sevier	Horatio	6703013	Horatio HS		X				C		ALP YR2 GREOM./ALG. III
6	Union	Junction City	7003000		X							
6	Union	Junction City	7003027	Junction City Elem		X			A			
6	Union	Junction City	7003028	Junction City HS		X				C		ALCP YR.2 HS PRIN.
6	LaFayette	La Fayette County	3704000		X							
6	LaFayette	La Fayette County	3704007	Lafayette Co Elem		X			A			
6	LaFayette	La Fayette County	3704013	Lafayette County HS		X			A			
6	Columbia	Magnolia	1402000		X							
6	Columbia	Magnolia	1402006	Central Elem		X			A			
6	Columbia	Magnolia	1402007	East Side Elem		X			A			
6	Columbia	Magnolia	1402008	Magnolia JHS		X			A			
6	Columbia	Magnolia	1402009	Magnolia HS		X				C		
6	Nevada	Nevada	5008000		X							
6	Nevada	Nevada	5008013	Nevada Elem		X			A			
6	Nevada	Nevada	5008014	Nevada HS		X			A			
6	Union	Parkers Chapel	7007000		X							
6	Union	Parkers Chapel	7007039	Parkers Chapel Elem		X			A			
6	Union	Parkers Chapel	7007040	Parkers Chapel HS		X			A			
6	Nevada	Prescott	5006000		X							
6	Nevada	Prescott	5006022	Prescott Elem		X			A			
6	Nevada	Prescott	5006023	McRae MS		X			A			
6	Nevada	Prescott	5006024	Prescott HS		X			A			
6	Union	Smackover	7008000		X							
6	Union	Smackover	7008035	Norphlet Elem		X			A			
6	Union	Smackover	7008036	Norphlet HS		X			A			
6	Union	Smackover	7008043	Smackover Elem		X			A			
6	Union	Smackover	7008045	Smackover HS		X			A			
6	Hempstead	Spring Hill	2906000		X							
6	Hempstead	Spring Hill	2906025	Spring Hill Elem. Sch		X			A			
6	Hempstead	Spring Hill	2906026	Spring Hill HS		X			A			
6	Union	Strong-Huttig	7009000		X							
6	Union	Strong-Huttig	7009048	Gardner-Strong Elem		X			A			
6	Union	Strong-Huttig	7009049	Strong HS		X			A			
6	Miller	Texarkana	4605000		X							
6	Miller	Texarkana	4605019	College Hill Elem		X			A			
6	Miller	Texarkana	4605020	Fairview Elem		X			A			
6	Miller	Texarkana	4605021	Vera Kilpatrick Elem		X			A			
6	Miller	Texarkana	4605022	Union Elem		X			A			
6	Miller	Texarkana	4605024	College Hill MS		X			A			
6	Miller	Texarkana	4605025	North Heights JHS		X			A			
6	Miller	Texarkana	4605026	Arkansas HS		X			A			
6	Miller	Texarkana	4605027	Edward D. Trice Elem		X			A			
6	Miller	Texarkana	4605703	Washington Acad				X	A			

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7	Franklin	Charleston	2402000		X				A			
7	Franklin	Charleston	2402006	Charleston Elementary		X				C		2ND YR ALP LIB MED
7	Franklin	Charleston	2402007	Charleston High		X			A			
7	Franklin	County Line	2403000		X				A			
7	Franklin	County Line	2403011	County Line Elementary		X			A			
7	Franklin	County Line	2403012	County Line High		X			A			
7	Franklin	Ozark	2404000		X				A			
7	Franklin	Ozark	2404004	Ozark 7th Grade School		X			A			
7	Franklin	Ozark	2404005	Ozark Kindergarten Sch		X			A			
7	Franklin	Ozark	2404015	Elgin Milton Elementary		X			A			
7	Franklin	Ozark	2404016	Ozark Junior High		X			A			
7	Franklin	Ozark	2404017	Ozark High School		X			A			
7	Johnson	Clarksville	3601000		X				A			
7	Johnson	Clarksville	3601001	Pyron Elementary		X			A			
7	Johnson	Clarksville	3601002	Kraus Middle School		X			A			
7	Johnson	Clarksville	3601003	Clarksville Primary		X			A			
7	Johnson	Clarksville	3601004	Clarksville Jr. High		X			A			
7	Johnson	Clarksville	3601005	Clarksville High		X			A			
7	Johnson	Lamar	3604000		X				A			
7	Johnson	Lamar	3604018	Lamar Elementary		X				C		2ND YR ALP GT, 2ND YR ALP SPED
7	Johnson	Lamar	3604019	Lamar High		X			A			
7	Johnson	Lamar	3604020	Lamar Middle		X				C		2ND YR ALP GT
7	Johnson	Westside	3606000		X				A			
7	Johnson	Westside	3606025	Westside Elementary		X			A			
7	Johnson	Westside	3606026	Westside High		X			A			
7	Logan	Booneville	4201000		X				A			
7	Logan	Booneville	4201001	Booneville Elementary		X			A			
7	Logan	Booneville	4201002	Booneville High		X			A			
7	Logan	Booneville	4201003	Booneville Jr. High		X			A			
7	Logan	Magazine	4202000		X				A			
7	Logan	Magazine	4202007	Magazine Elementary		X			A			
7	Logan	Magazine	4202008	Leftwich High School		X			A			
7	Logan	Paris	4203000		X				A			
7	Logan	Paris	4203011	Paris Elementary		X				C		3RD YR ALP SPED
7	Logan	Paris	4203012	Paris High		X			A			
7	Logan	Paris	4203013	Paris Middle		X			A			
7	Logan	Scranton	4204000		X				A			
7	Logan	Scranton	4204016	Scranton Elementary		X			A			
7	Logan	Scranton	4204019	Scranton High		X			A			
7	Polk	Mena	5703000		X				A			
7	Polk	Mena	5703009	Louise Durham Elem Sch		X			A			
7	Polk	Mena	5703010	Holly Harshman Elem Sch		X			A			
7	Polk	Mena	5703011	Mena Middle Sch		X			A			
7	Polk	Mena	5703012	Mena HS		X			A			

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7	Polk	Ouachita River	5706000		X				A			
7	Polk	Ouachita River	5706001	Acorn Elementary Sch		X			A			
7	Polk	Ouachita River	5706002	Acorn HS		X				C		2ND YR ALP MID SCH SCIENCE
7	Polk	Ouachita River	5706010	Oden Maddox Elem Sch		X				C		2ND YR ALP ART
7	Polk	Ouachita River	5706011	Oden HS		X				C		2ND YR ALP ART
7	Polk	Cossatot River	5707000		X				A			
7	Polk	Cossatot River	5707016	Umpire Elem Sch		X				C		2ND YR ALP SPED
7	Polk	Cossatot River	5707017	Umpire HS		X				C		2ND YR ALP SPED
7	Polk	Cossatot River	5707019	Van Cove Elem Sch		X			A			
7	Polk	Cossatot River	5707021	Wickes Elem Sch		X			A			
7	Polk	Cossatot River	5707023	Cossatot River HS		X			A			
7	Scott	Waldron	6401000		X				A			
7	Scott	Waldron	6401001	Waldron Elem Sch		X			A			
7	Scott	Waldron	6401003	Waldron HS		X				C		2ND YR ALP SPED
7	Scott	Waldron	6401004	Waldron Middle Sch		X				C		2ND YR ALP MID SCH MATH, 2ND YR ALP SPED
7	Conway	Nemo Vista	1503000		X				A			
7	Conway	Nemo Vista	1503016	Nemo Vista Elem Sch		X			A			
7	Conway	Nemo Vista	1503017	Nemo Vista HS		X			A			
7	Conway	Nemo Vista	1503018	Nemo Vista MS		X				C		2ND YR ALP SPED
7	Conway	Wonderview	1505000		X				A			
7	Conway	Wonderview	1505025	Wonderview Elem Sch		X			A			
7	Conway	Wonderview	1505026	Wonderview HS		X			A			
7	Conway	So. Conway Co	1507000		X				A			
7	Conway	So. Conway Co	1507029	Morrilton Elem		X			A			
7	Conway	So. Conway Co	1507031	Morrilton Intermediate		X				C		2ND YR ALP LANG. ART
7	Conway	So. Conway Co	1507032	Morrilton Primary		X			A			
7	Conway	So. Conway Co	1507036	Morrilton HS		X				C		2ND YR ALP CIVICS
7	Conway	So. Conway Co	1507037	Morrilton Junior HS		X			A			
7	Perry	East End	5301000		X				A			
7	Perry	East End	5301001	Anne Watson Elem		X			A			
7	Perry	East End	5301002	Bigelow HS		X			A			
7	Perry	Perryville	5303000		X				A			
7	Perry	Perryville	5303010	Perryville Elementary		X			A			
7	Perry	Perryville	5303011	Perryville HS		X			A			
7	Pope	Atkins	5801000		X				A			
7	Pope	Atkins	5801001	Atkins Elem Sch		X			A			
7	Pope	Atkins	5801002	Atkins HS		X			A			
7	Pope	Atkins	5801003	Atkins Middle Sch		X			A			
7	Pope	Dover	5802000		X				A			
7	Pope	Dover	5802006	Dover HS		X			A			
7	Pope	Dover	5802008	Dover Middle Sch		X			A			
7	Pope	Dover	5802009	Dover Elem School		X			A			
7	Pope	Hector	5803000		X				A			
7	Pope	Hector	5803009	Hector Elem Sch		X			A			

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7	Pope	Hector	5803010	Hector HS		X			A			
7	Pope	Pottsville	5804000		X				A			
7	Pope	Pottsville	5804013	Pottsville Elem Sch		X			A			
7	Pope	Pottsville	5804014	Pottsville HS		X			A			
7	Pope	Pottsville	5804015	Pottsville Middle Sch		X			A	C		2ND YR ALP SPED
7	Pope	Pottsville	5804016	Pottsville JHS		X			A			
7	Pope	Russellville	5805000		X				A			
7	Pope	Russellville	5805017	Crawford Elem Sch		X			A			
7	Pope	Russellville	5805018	Dwight Elem Sch		X			A			
7	Pope	Russellville	5805019	London Elem Sch		X			A			
7	Pope	Russellville	5805020	Oakland Heights Elem		X			A			
7	Pope	Russellville	5805021	Sequoyah Elem Sch		X			A			
7	Pope	Russellville	5805022	Russellville Middle Sch		X			A			
7	Pope	Russellville	5805023	Russellville Jr. HS		X			A			
7	Pope	Russellville	5805024	Russellville HS		X			A	C		2ND YR ALP SPED
7	Pope	Russellville	5805025	Center Valley Elem Sch		X			A			
7	Pope	Russellville	5805026	Russellville Upper Elem		X			A			
7	Yell	Danville	7503000		X				A			
7	Yell	Danville	7503005	S. C. Tucker Elementary		X			A			
7	Yell	Danville	7503006	Danville High		X			A			
7	Yell	Danville	7503007	Danville Middle School		X			A	C		2ND YR ALP LIB. MED., 2ND YR ALP COUN., 2ND YR ALP GT
7	Yell	Dardanelle	7504000		X				A			
7	Yell	Dardanelle	7504009	Dardanelle Elementary		X			A			
7	Yell	Dardanelle	7504010	Dardanelle Middle Sch		X			A			
7	Yell	Dardanelle	7504011	Dardanelle HS		X			A			
7	Yell	Dardanelle	7504013	Dardanelle Primary Sch		X			A			
7	Yell	Western Yell	7509000		X				A			
7	Yell	Western Yell	7509030	Western Yell Co. Elem		X			A			
7	Yell	Western Yell	7509033	Western Yell Co. HS		X			A	C		2ND YR. ALP LIB MED
7	Yell	Two Rivers	7510000		X				A			
7	Yell	Two Rivers	7510019	Two Rivers HS		X			A			
7	Yell	Two Rivers	7510024	Two Rivers Elem		X			A			
8	Clark	Arkadelphia	1002000		X				A			
8	Clark	Arkadelphia	1002006	Central Elem		X			A	C		2ND YR ALP SPED
8	Clark	Arkadelphia	1002007	L. Perritt Elem		X			A			
8	Clark	Arkadelphia	1002008	Peake Elem		X			A			
8	Clark	Arkadelphia	1002009	Goza MS		X			A			
8	Clark	Arkadelphia	1002010	Arkadelphia HS		X			A			
8	Saline	Bauxite	6301000		X				A			
8	Saline	Bauxite	6301001	Pine Haven Elementary		X			A			
8	Saline	Bauxite	6301002	Bauxite High		X			A	C		2ND YR ALP GUID COUN
8	Saline	Bauxite	6301003	Bauxite Middle		X			A			
8	Saline	Bauxite	6301703	Miner Academy (ALE)				X	A			

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8	Saline	Benton	6302000		X							
8	Saline	Benton	6302006	Caldwell Elementary		X			A			
8	Saline	Benton	6302007	Angie Grant Elementary		X			A			
8	Saline	Benton	6302008	Perrin Elementary		X			A			
8	Saline	Benton	6302009	Ringgold Elementary		X			A			
8	Saline	Benton	6302010	Benton Junior High		X			A			
8	Saline	Benton	6302011	Benton Middle Sch		X			A			
8	Saline	Benton	6302012	Benton HS		X			A			
8	Hot Spring	Bismarck	3001000		X							
8	Hot Spring	Bismarck	3001001	Bismarck Elem Sch		X			A			
8	Hot Spring	Bismarck	3001002	Bismarck Middle Sch		X			A			
8	Hot Spring	Bismarck	3001003	Bismarck HS		X			A			
8	Saline	Bryant	6303000		X							
8	Saline	Bryant	6303018	Hill Farm Elem		X			A			
8	Saline	Bryant	6303020	Bryant Elementary		X			A			
8	Saline	Bryant	6303022	Bryant HS		X			A			
8	Saline	Bryant	6303023	Salem Elementary		X			A			
8	Saline	Bryant	6303024	Robert L. Davis Elem		X			A			
8	Saline	Bryant	6303025	Springhill Elementary		X			A			
8	Saline	Bryant	6303026	Bryant Middle		X			A			
8	Saline	Bryant	6303027	Collegeville Elementary		X			A			
8	Saline	Bryant	6303028	Bethel MS		X				C		2ND YR ALP SPED
8	Saline	Bryant	6303029	Hurricane Creek Elem		X			A			
8	Montgomery	Caddo Hills	4901000		X							
8	Montgomery	Caddo Hills	4901001	Caddo Hills Elem Sch		X			A			
8	Montgomery	Caddo Hills	4901003	Caddo Hills HS		X					P	JOB NOT CERT-LA 7TH/8TH
8	Pike	Centerpoint	5502000		X							
8	Pike	Centerpoint	5502006	Centerpoint Primary Sch		X				C		2ND YR ALP SPED
8	Pike	Centerpoint	5502008	Centerpoint Intermediate Sch		X			A			
8	Pike	Centerpoint	5502010	Centerpoint HS		X				C		2ND YR ALP SPED
8	Garland	Cutter-Morning Star	2601000		X							
8	Garland	Cutter-Morning Star	2601001	Cutter-Morning Star Elem.		X				C		2ND YR ALP-LA 6TH
8	Garland	Cutter-Morning Star	2601002	Cutter-Morning Star High		X			A			
8	Howard	Dierks	3102000		X							
8	Howard	Dierks	3102001	JoAnn Walters Elem Sch		X			A			
8	Howard	Dierks	3102002	Dierks HS		X			A			
8	Garland	Fountain Lake	2602000		X							
8	Garland	Fountain Lake	2602005	Fountain Lake Elem.		X				C		2ND YR ALP GT/ COUN
8	Garland	Fountain Lake	2602006	Fountain Lake High		X				C		2ND YR ALP LIB MED
8	Garland	Fountain Lake	2602702	F. L. MS Cobra Digital Prep Acad				X	A			
8	Hot Spring	Glen Rose	3002000		X							

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8	Hot Spring	Glen Rose	3002007	Glen Rose Elem Sch		X			A			
8	Hot Spring	Glen Rose	3002009	Glen Rose HS		X			A			
8	Hot Spring	Glen Rose	3002010	Glen Rose Middle Sch		X				C		2ND YR ALP-8TH SCI
8	Clark	Gurdon	1003000		X							
8	Clark	Gurdon	1003016	Gurdon Primary		X			A			
8	Clark	Gurdon	1003017	Cabe MS		X			A			
8	Clark	Gurdon	1003018	Gurdon HS		X			A			
8	Saline	Harmony Grove	6304000		X							
8	Saline	Harmony Grove	6304029	Westbrook Elementary		X			A			
8	Saline	Harmony Grove	6304030	Harmony Grove High		X				C		3RD YR ALP SPED
8	Saline	Harmony Grove	6304031	Harmony Grove Middle		X			A			
8	Saline	Harmony Grove	6304032	Harmony Grove Jr High		X				C		3RD YR ALP SPED
8	Garland	Hot Springs	2603000		X							
8	Garland	Hot Springs	2603011	Gardner Magnet		X			A			
8	Garland	Hot Springs	2603013	Summit School		X			A			
8	Garland	Hot Springs	2603015	Oaklawn Magnet		X				C		2ND YR ALP LIB MED
8	Garland	Hot Springs	2603016	Park Magnet		X			A			
8	Garland	Hot Springs	2603020	Hot Springs Middle		X			A			
8	Garland	Hot Springs	2603021	Hot Springs High		X				C		2ND YR ALP SOC STUD
8	Garland	Hot Springs	2603023	Langston Magnet		X			A			
8	Garland	Hot Springs	2603024	Hot Springs Interm		X			A			
8	Garland	Jessieville	2604000		X							
8	Garland	Jessieville	2604029	Jessieville Elem		X			A			
8	Garland	Jessieville	2604030	Jessieville High		X			A			
8	Garland	Jessieville	2604031	Jessieville Middle		X			A			
8	Pike	Kirby	5503000		X							
8	Pike	Kirby	5503010	Kirby Elem Sch		X				C		2ND YR ALP GT
8	Pike	Kirby	5503011	Kirby HS		X			A			
8	Garland	Lake Hamilton	2605000		X							
8	Garland	Lake Hamilton	2605033	Lake Hamilton Elem		X			A			
8	Garland	Lake Hamilton	2605034	Lake Hamilton High		X			A			
8	Garland	Lake Hamilton	2605035	Lake Hamilton Jr. High		X			A			
8	Garland	Lake Hamilton	2605036	Lake Hamilton Intermediate		X			A			
8	Garland	Lake Hamilton	2605037	Lake Hamilton Middle		X			A			
8	Garland	Lake Hamilton	2605038	Lake Hamilton Primary		X			A			
8	Garland	Lakeside	2606000		X							
8	Garland	Lakeside	2606039	Lakeside Primary		X			A			
8	Garland	Lakeside	2606042	Lakeside Intermediate		X			A			
8	Garland	Lakeside	2606043	Lakeside Middle		X			A			
8	Garland	Lakeside	2606044	Lakeside HS 8-12		X			A			
8	Pulaski	Little Rock	6001000		X							
8	Pulaski	Little Rock	6001001	Central HS		X				C		2ND YR ALP SPAN
8	Pulaski	Little Rock	6001002	Hall HS		X				C		2ND & 3RD YR ALP SPED

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8	Pulaski	Little Rock	6001003	Mann Magnet		X				C		2ND YR ALP LIB MED
8	Pulaski	Little Rock	6001004	Metropolitan Career-Tech Center		X			A			
8	Pulaski	Little Rock	6001005	Parkview Magnet		X			A			
8	Pulaski	Little Rock	6001006	Booker Arts Elem		X				C		2ND YR ALP SPED
8	Pulaski	Little Rock	6001007	Dunbar MS		X				C		2ND YR ALP GT
8	Pulaski	Little Rock	6001010	Pulaski Heights MS		X			A			
8	Pulaski	Little Rock	6001013	Henderson MS		X				C		2ND YR ALP SPED & 3RD YR ALP MATH
8	Pulaski	Little Rock	6001017	Bale Elem		X			A			
8	Pulaski	Little Rock	6001018	Brady Elem		X				C		2ND YR ALP GT
8	Pulaski	Little Rock	6001020	McDermott Elem		X				C		2ND YR ALP GT
8	Pulaski	Little Rock	6001021	Carver Elem		X			A			
8	Pulaski	Little Rock	6001024	Forest Park Elem		X			A			
8	Pulaski	Little Rock	6001025	Franklin Elem		X			A			
8	Pulaski	Little Rock	6001027	Gibbs Elem		X			A			
8	Pulaski	Little Rock	6001029	Western Hills Elem		X			A			
8	Pulaski	Little Rock	6001030	Jefferson Elem		X			A			
8	Pulaski	Little Rock	6001033	Meadowcliff Elem		X			A			
8	Pulaski	Little Rock	6001035	M.L. King Elem		X			A			
8	Pulaski	Little Rock	6001038	Pulaski Heights Elem		X			A			
8	Pulaski	Little Rock	6001040	Romine Elem		X			A			
8	Pulaski	Little Rock	6001041	Stephens Elem		X			A			
8	Pulaski	Little Rock	6001042	Washington Elem		X				C		3RD YR ALP SPED
8	Pulaski	Little Rock	6001043	Williams Elem		X			A			
8	Pulaski	Little Rock	6001044	Wilson Elem		X			A			
8	Pulaski	Little Rock	6001047	Terry Elem		X				C		3RD YR ALP SPED
8	Pulaski	Little Rock	6001048	Fullbright Elem		X			A			
8	Pulaski	Little Rock	6001050	Rockefeller Elem		X			A			
8	Pulaski	Little Rock	6001052	Baseline Elem		X			A			
8	Pulaski	Little Rock	6001055	D O'Dodd Elem		X			A			
8	Pulaski	Little Rock	6001056	Geyer Springs Elem		X			A			
8	Pulaski	Little Rock	6001057	Mabelvale Elem		X			A			
8	Pulaski	Little Rock	6001058	Otter Creek Elem		X			A			
8	Pulaski	Little Rock	6001059	Wakefield Elem		X			A			
8	Pulaski	Little Rock	6001062	Mabelvale MS		X			A			
8	Pulaski	Little Rock	6001063	J.A. Fair HS		X			A			
8	Pulaski	Little Rock	6001064	MCClellan HS		X			A			
8	Pulaski	Little Rock	6001067	Alternative Learning Agencies		X						
8	Pulaski	Little Rock	6001071	Watson Inter.		X				C		2ND YR ALP MS MATT/SCI, LA/SS
8	Pulaski	Little Rock	6001072	Chicot Primary		X			A			
8	Pulaski	Little Rock	6001073	Don Roberts Elem		X				C		2ND YR ALP GT

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FINAL

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation	Violation Description
8	Pulaski	Little Rock	6001075	Forest Heights STEM ACAD K-8		X			A			
8	Pulaski	Little Rock	6001702	Cloverdale Aerospace Chtr		X			A			
8	Hot Spring	Magnet Cove	3003000		X							
8	Hot Spring	Magnet Cove	3003013	Magnet Cove Elem Sch		X			A			
8	Hot Spring	Magnet Cove	3003014	Magnet Cove HS		X			A			
8	Hot Spring	Malvern	3004000		X							
8	Hot Spring	Malvern	3004021	Malvern Elem Sch		X			A			
8	Hot Spring	Malvern	3004022	Malvern MS		X			A			
8	Hot Spring	Malvern	3004023	Malvern High School		X			A			
8	Hot Spring	Malvern	3004025	Wilson Intermediate Sch		X			A			
8	Howard	Mineral Springs	3104000		X							
8	Howard	Mineral Springs	3104005	Mineral Springs Elem Sch		X			A			
8	Howard	Mineral Springs	3104006	Mineral Springs HS		X			A			
8	Garland	Mountain Pine	2607000		X							
8	Garland	Mountain Pine	2607046	Mountain Pine Elem		X			A			
8	Garland	Mountain Pine	2607047	Mountain Pine High		X			A			
8	Montgomery	Mount Ida	4902000		X							
8	Montgomery	Mount Ida	4902006	Mount Ida Elem Sch		X			A			
8	Montgomery	Mount Ida	4902007	Mount Ida HS		X			A			
8	Howard	Nashville	3105000		X							
8	Howard	Nashville	3105009	Nashville Elem Sch		X			A			
8	Howard	Nashville	3105010	Nashville Junior HS		X			A			
8	Howard	Nashville	3105011	Nashville HS		X			A			
8	Howard	Nashville	3105012	Nashville Primary Sch		X				C		2ND YR ALP SPED
8	Hot Spring	Ouachita	3005000		X							
8	Hot Spring	Ouachita	3005029	Ouachita Elem Sch		X			A			
8	Hot Spring	Ouachita	3005030	Ouachita HS		X			A			
8	Grant	Poyen	2703000		X							
8	Grant	Poyen	2703009	Poyen Elem Sch		X				C		2ND YR ALP MS LA/SS
8	Grant	Poyen	2703010	Poyen HS		X			A			
8	Grant	Sheridan	2705000		X							
8	Grant	Sheridan	2705018	East End Elem Sch		X			A			
8	Grant	Sheridan	2705019	Sheridan Elem Sch		X				C		3RD YR ALP SPED
8	Grant	Sheridan	2705020	Sheridan Jr High		X			A			
8	Grant	Sheridan	2705021	Sheridan HS		X			A			
8	Grant	Sheridan	2705023	Sheridan Intermediate Sch		X			A			
8	Grant	Sheridan	2705024	East End Intermediate Sch		X			A			
8	Pike	So. Pike County	5504000		X							
8	Pike	So. Pike County	5504001	Delight Elem Sch		X				C		2ND YR ALP MS SS
8	Pike	So. Pike County	5504014	Murfreesboro Elem Sch		X			A			
8	Pike	So. Pike County	5504015	Murfreesboro HS		X			A			

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Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accre dited	Cited	Prob ation	Violation Description
1321				TOTALS	238	1002	21	60	1051	259	11	270
	A	ACCREDITED	1046									
	C	CITED	259									
	P	PROBATIONARY	11									
	P2	PROB YR TWO	0									
	PA	PROGRAM APPROVAL	5									
		TOTAL	1321									
	Area	Specialists	Area #									
	Randall	Lawrence	1									
	David	Tumlison	2									
	Roy	Causbie	3									
	Mari Beth	Nokes	4									
	Kay	Gardner	5									
	Barbara	Means	6									
	Timothy	Barnes	7									
	John	Calaway	8									

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FINAL

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accre dited	Cited	Prob ation	Violation Description
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ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING HOW TO MEET THE NEEDS OF CHILDREN WITH DYSLEXIA

August 2014_____

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing How to Meet the Needs of Children with Dyslexia.
- 1.02 The purpose of these rules is to establish guidelines for early screening, intervention and services to meet the educational needs of students with dyslexia.

1.03 Further clarification, guidance, and instruction regarding the applicable law and these rules is provided in the Arkansas Dyslexia Resource Guide, which can be accessed through the ADE's website.

2.00 AUTHORITY

- 2.01 These rules are enacted pursuant to the Arkansas State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, ~~Act 1294 of 2013 (codified at Ark. Code Ann. § 6-41-601 through § 6-41-610), Ark. Code Ann. §§ 6-11-105, and 25-15-201~~ *et seq.*
- 2.02 NOTE: These rules set forth the procedures outlined in ~~Act 1294 of 2013, codified at Ark. Code Ann. §§ 6-41-601 through 6-41-610~~ *et seq.*, regarding screening, evaluation, and ~~therapeutic~~ services for students with dyslexia or characteristics of dyslexia who may or may not otherwise qualify for special education services under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§1400 *et seq.* Students may display additional factors that complicate their dyslexia and may require more support than what may be provided for in these rules. At any time during the administration of the procedures set forth in these rules, students may be referred for evaluation for special education services in accordance with IDEA. While these rules may use similar terms as set forth in IDEA, no provision of these rules is intended to supplant, or in any way conflict with, IDEA. If a student with dyslexia is referred for special education services, public schools shall follow the requirements of IDEA. Also, school districts must continue to follow all requirements and meet all obligations to its students under § 504 of the Rehabilitation Act, as amended, 29 U.S.C. § 794.

3.00 DEFINITIONS

- 3.01 "Dyslexia" means a specific learning disability that is:

- 3.01.1 Neurological in origin;
- 3.01.2 Characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities that typically result from a deficit in the phonological component of language; and
- 3.01.3 Often unexpected in relation to other cognitive abilities.
- 3.02 “Dyslexia interventionist” means a school district or public school employee trained in a dyslexia program, such as a:
 - 3.02.1 Dyslexia therapist;
 - 3.02.2 Dyslexia specialist;
 - 3.02.3 Reading interventionist;
 - 3.02.4 Certified teacher; or
 - 3.02.5 Tutor or paraprofessional working under the supervision of a certified teacher.
- 3.03 “Dyslexia program” means explicit, direct instruction that is:
 - 3.03.1 Systematic, sequential, and cumulative and follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student without presuming prior skills or knowledge of the student;
 - 3.03.2 Systematic, multisensory, and research-based;
 - 3.03.3 Offered in a small group setting to teach students the components of reading instruction, including without limitation:
 - 3.03.3.1 Phonemic awareness to enable a student to detect, segment, blend, and manipulate sounds in spoken language;
 - 3.03.3.2 Graphophonemic knowledge for teaching the letter-sound plan of English;
 - 3.03.3.3 The structure of the English language that includes morphology, semantics, syntax, and pragmatics;

3.03.3.4 Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are carriers of meaning; and

3.03.3.5 Strategies that students use for decoding, encoding, word recognition, fluency, and comprehension.

3.03.4 Delivered with fidelity. “Fidelity” means the intervention is done as the author of the program intended.

3.04 “Dyslexia specialist” means:

3.04.1 A professional at each education service cooperative or school district who has expertise and is working towards an endorsement or certification in providing training for:

3.04.1.1 Phonological and phonemic awareness;

3.04.1.2 Sound and symbol relationships;

3.04.1.3 Alphabet knowledge;

3.04.1.4 Decoding skills;

3.04.1.5 Rapid naming skills; and

3.04.1.6 Encoding skills.

3.04.2 A dyslexia specialist shall be fluent in the Response to Intervention (RTI) process and provide training in administering screenings, analyzing and interpreting screening data, and determining appropriate interventions that are systematic, multisensory, and evidence-based.

3.05 “Dyslexia therapist” means a professional who has completed training and obtained certification in dyslexia therapy from a dyslexia therapy training program approved defined by the Arkansas Department of Education.

3.036 The terms “dyslexia therapy” and “therapeutic services” means an appropriate specialized dyslexia reading instructional program specifically designed for use in a dyslexia program that is:

3.03.1 Delivered by a dyslexia therapist; interventionist.

3.03.2 Explicit, direct instruction;

~~3.03.3 Systematic, multi-sensory, and research-based;~~

~~3.03.4 Offered in a small-group setting to teach students the components of reading instruction including without limitation:~~

~~3.03.4.1 Phonemic awareness to enable a student to detect, segment, blend, and manipulate sounds in spoken language;~~

~~3.03.4.2 Graphophonemic knowledge for teaching the letter-sound plan of English;~~

~~3.03.4.3 The structure of the English language that includes morphology, semantics, syntax, and pragmatics;~~

~~3.03.4.4 Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are carriers of meaning; and~~

~~3.03.4.5 Strategies that students use for decoding, encoding, word recognition, fluency, and comprehension.~~

3.047 “Response to Intervention (RTI)” is the practice of:

3.047.1 Screening all students to identify those needing extra support;

3.047.2 Providing high-quality instruction and appropriate interventions matched to student needs;

3.047.3 Closely monitoring progress to assess both the learning rate and the level of performance of individual students; and

3.047.4 Basing instructional decisions about the intensity and duration of interventions on individual student response to intervention.

3.08 —“Program approved or defined by the Department” means any program a school district determines meets all required components set forth in Section 3.03.

4.00 REQUIRED SCREENING

4.01 A school district shall screen:

- 4.01.1 ~~e~~Each student ~~each year~~ in kindergarten, grade one, and grade two (K-2);
- 4.01.2 ~~a~~A student in kindergarten, grade one, or grade two (K-2) who transfers to a new school and has not been screened during the same school year;
- 4.01.3 ~~a~~A student in grade three (3) or higher who has difficulty, as noted by a classroom teacher, in any skills listed in 4.02 of these rules;
- 4.01.4 ~~a~~A student from another state who enrolls for the first time in Arkansas in kindergarten through grade two (K-2) unless the student presents documentation that the student:
 - 4.01.4.1 ~~h~~Had the screening or a similar screening in the current school year; or
 - 4.01.4.2 ~~i~~s exempt from screening as set forth in Section 4.045 of these Rules.
- 4.02 The screening of students shall be performed with fidelity and include without limitation:
 - 4.02.1 Phonological and phonemic awareness;
 - 4.02.2 Sound symbol recognition;
 - 4.02.3 Alphabet knowledge;
 - 4.02.4 Decoding skills;
 - 4.02.5 Rapid naming skills; and
 - 4.02.6 Encoding skills
- 4.03 Every school district shall ensure that students are screened using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or an equivalent screener for phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, and decoding skills, and by using an appropriate screener for rapid naming skills and encoding skills.

NOTE: DIBELS may indicate characteristics of a reading deficiency, which may include characteristics of dyslexia. DIBELS alone may be insufficient to determine the existence of dyslexia. Additional screening assessments will need to be administered to measure components that are not measured by

DIBELS or the equivalent screener. Refer to the Arkansas Dyslexia Resource Guide for a list of screening instruments.

4.04 If the screener(s) used under section 4.03 shows that a student is at risk, or at some risk, then a Level I dyslexia screener shall be administered. The Level I dyslexia screening of a student shall be performed with fidelity and include the components listed under section 4.02.

4.045 The following students shall be exempt from dyslexia screening:

4.04.1 Students with an existing diagnosis of dyslexia for whom the school district is providing interventions;

4.04.2 Students with a sensory impairment that prevents screening for dyslexia.

5.00 INTERVENTION AND SERVICES

5.01 ~~If the DIBELS initial, Level I, or Level II dyslexia screening, or the screening for rapid naming and encoding skills, indicates that a student has exhibits markers for characteristics of dyslexia and needs intervention, the Response to Intervention (RTI) process shall be used to address the needs of the student.~~

~~NOTE: DIBELS may indicate markers for a reading deficiency, which may include markers for dyslexia. DIBELS alone may be insufficient to determine the existence of dyslexia. Refer to the Arkansas Dyslexia Resource Guide for a list of screening instruments.~~

5.02 ~~If RTI indicates the possibility of dyslexia, the student shall be evaluated for dyslexia upon the notification and consent of the parents or legal guardians of the student.~~

5.032 If the dyslexia evaluation Level II dyslexia screening conducted by the school district indicates that a student is dyslexic exhibits characteristics of dyslexia, the student shall be provided therapeutic intervention services upon the notification and consent of the parents or legal guardians of the student.

~~NOTE: Refer to the Arkansas Dyslexia Resource Guide for a description of therapeutic services.~~

5.043 If it is determined the student has functional difficulties in the academic environment due to characteristics of dyslexia, the necessary

accommodations or equipment for the student shall be provided under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, and Title II of the Americans with Disabilities Act, 42 U.S.C. §§ 12131-12165, as they existed on February 1, 2013-, if qualified under the applicable federal law.

~~5.05 Therapeutic services may be provided by a tutor who is highly qualified and trained, as determined by the ADE and outlined in the Arkansas Dyslexia Resource Guide.~~

~~5.06 If a student's performance on the DIBELS screening, and the appropriate screening for rapid naming skills and encoding skills under Section 4.00, indicates a need for additional screening the student may receive additional testing by a trained professional using a norm-referenced test.~~

6.00 INDEPENDENT, COMPREHENSIVE DYSLEXIA EVALUATION

6.01 If a student's performance on an initial screener, Level I screening, or Level II dyslexia evaluation screening under Section 4.00 of these rules indicates a need for dyslexia ~~therapy~~ intervention services, the student's parent or legal guardian shall be:

6.01.1 Notified of the results of the dyslexia evaluation;

6.01.2 Provided with information and resource materials including without limitation:

6.01.2.1 ~~¶The common indicators~~ characteristics of dyslexia;

6.01.2.2 ~~a~~Appropriate classroom interventions and accommodations for students with dyslexia; and

6.01.2.3 ~~¶The right of the parent or legal guardian to have the student receive an independent, comprehensive dyslexia evaluation by a:~~

6.01.2.3.1 Licensed psychological examiner;

6.01.2.3.2 School psychology specialist;

6.01.2.3.3 Licensed speech-language pathologist; ~~or~~

6.01.2.3.4 Certified dyslexia ~~training-testing~~ specialist; or

6.01.2.3.5 Dyslexia therapist.

~~6.02~~ If a student's performance on a dyslexia evaluation under Section 5.02 of these rules indicates the need for dyslexia therapy services, the school district may perform a comprehensive dyslexia evaluation in addition to the required RTI under 5.02 of this Rule.

6.03~~2~~ If a parent or legal guardian chooses to have an independent comprehensive dyslexia evaluation for the student, the parent or legal guardian shall:

6.02.1 Select an individual qualified under section 6.01.2.3 to perform the comprehensive dyslexia evaluation; and

6.02.2 Cover the cost of the comprehensive dyslexia evaluation.

6.03 ~~the~~ A school district shall consider the diagnosis from the independent comprehensive dyslexia evaluation and ~~allow~~ provide the student to receive direct intervention with interventions determined to be appropriate by the school district from a district dyslexia therapist interventionist. If the school district does not provide intervention based upon the diagnosis, it must notify the student's parent or guardian of its reasoning.

NOTE: Whether an individual is qualified to conduct an evaluation or provide a diagnosis is dependent upon their licensure.

7.00 INSTRUCTIONAL APPROACHES

7.01 Dyslexia ~~therapy~~ intervention for a student whose dyslexia ~~evaluation~~ Level I or Level II screening under Section 5.02 of these rules indicates the need for dyslexia ~~therapy~~ intervention services ~~shall be provided with fidelity and may include the following instructional approaches,~~ but shall include all services deemed appropriate by the district:

7.01.1 Explicit, direct instruction that is systematic, sequential, and cumulative and follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student without presuming prior skills or knowledge of the student;

7.01.2 Individualized instruction to meet the specific needs of the student in a small group setting that uses intensive, highly concentrated instruction methods and materials that maximize student engagement;

- 7.01.3 Meaning-based instruction directed at purposeful reading and writing, with an emphasis on comprehension and composition; and
- 7.01.4 Multisensory instruction that incorporates the simultaneous use of two (2) or more sensory pathways during teacher presentations and student practice.
- 7.02 Until there are a sufficient number of graduates from a dyslexia therapy program established at the university level in Arkansas or from a dyslexia therapy program established at the university level in another state that is approved by the Arkansas Department of Education, the department shall allow dyslexia therapy to be provided by individuals who have received training and certification from a program approved by the Department.

8.00 REPORTING BY SCHOOL DISTRICTS

- 8.01 The superintendent of a school district shall annually report the results of the school district screening required under Section 4.00 of these rules. Additional information concerning the manner of submission of the report may be found in the Arkansas Dyslexia Resource Guide.

9.00 DYSLEXIA SPECIALIST

- 9.01 No later than the 2015 fiscal year, the Department of Education shall employ at least one (1) dyslexia specialist ~~who is a dyslexia therapist, licensed psychologist, licensed psychometrist, licensed speech language pathologist, or certified dyslexia training specialist~~ with a minimum of three (3) years of field experience in screening, identifying, and treating dyslexia and related disorders to provide technical assistance for dyslexia and related disorders to school districts across the state.

9.01.1 The dyslexia specialist shall:

- 9.01.1.1 Be highly trained in dyslexia and related disorders, including best-practice interventions and treatment models for dyslexia;
- 9.01.1.2 Be responsible for the accountability of screening results and the implementation of professional awareness required by Section 11.00 of these rules and
- 9.01.1.3 Serve as the primary source of information and support for school districts in addressing the needs of students with dyslexia and related disorders.

- 9.02 The Department of Education shall ensure at least one (1) staff member at each education service cooperative is trained as a dyslexia specialist to provide necessary information and support to school districts.

~~9.02.1 A dyslexia specialist shall have completed training and received certification from a program approved by the department. Additional information pertaining to training, certification and program approval may be found in the Arkansas Dyslexia Resource Guide.~~

10.0 DYSLEXIA INTERVENTIONISTS

- 10.01 No later than the 2015-2016 academic year, a school district shall have at least one individual to serve as a dyslexia interventionist, ~~as defined in the Arkansas Dyslexia Resource Guide who are trained as dyslexia interventionists:~~

~~10.01.1 By the Department of Education; or~~

~~10.01.2 Using other dyslexia training programs approved by the department.~~

11.00 PROFESSIONAL AWARENESS

- 11.01 ~~No later than the 2014-2015 school year,~~ The Department of Education shall ensure that each teacher receives professional awareness on the following:

11.01.1 The ~~indicators~~ characteristics of dyslexia; and

11.01.2 The ~~science behind teaching a student who is dyslexic~~ evidence-based interventions and accommodations for dyslexia.

- 11.02 Professional awareness may be provided:

11.02.1 Online through Arkansas IDEAS;

11.02.2 At an education service cooperative; or

11.02.3 At another venue approved by the Department of Education.

12.00 EDUCATION IN TEACHER PREPARATION PROGRAMS

No later than the 2015-2016 school year, the Department of Education shall collaborate with the Department of Higher Education to ensure that all teacher education programs offered at state-supported institutions of higher education include information on the identification of students at risk for dyslexia and related disorders provide dyslexia professional awareness of the:

12.01 Characteristics of dyslexia; and

12.02 Evidence-based interventions and accommodations for dyslexia.

13.00 DYSLEXIA RESOURCE GUIDE

13.01 The Department of Education shall maintain a committee for the purpose of developing and updating the Dyslexia Resource Guide that is used as a guide for school districts, public schools, and teachers.

13.02 The committee shall be appointed by the Commissioner of Education and include one (1) representative who has experience working in the field of dyslexia intervention from each of the following organizations:

13.02.1 The Arkansas Association of Education Administrators;

13.02.2 The Arkansas Department of Education, Division of Learning Services;

13.02.3 The Arkansas Department of Higher Education;

13.02.4 The Arkansas Education Association;

13.02.5 The Arkansas School Boards Association;

13.02.6 An Education Service Cooperative Administrator; and

13.02.7 The Arkansas School Psychology Association.

13.02.7.1 The committee member from the Arkansas School Psychology Association must have at least three (3) years of experience in testing for dyslexia.

13.03 The committee also shall include three (3) professionals who have worked in public schools and who are knowledgeable in and have expertise in dyslexia screening and interventions.

Mark-UP

State of Arkansas
90th General Assembly
Regular Session, 2015

As Engrossed: S3/17/15

A Bill

SENATE BILL 788

By: Senator Elliott

For An Act To Be Entitled

AND ACT TO MODIFY THE REQUIREMENTS CONCERNING
SCREENING FOR DYSLEXIA; TO CLARIFY THE REQUIREMENTS
FOR SCHOOL DISTRICTS TO SCREEN STUDENTS FOR DYSLEXIA;
AND FOR OTHER PURPOSES.

Subtitle

TO MODIFY THE REQUIREMENTS CONCERNING
SCREENING FOR DYSLEXIA; AND TO CLARIFY
THE REQUIREMENTS FOR SCHOOL DISTRICTS TO
SCREEN STUDENTS FOR DYSLEXIA.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. Arkansas Code § 6-41-601(2), concerning findings, is
amended to read as follows:

(2) Most children identified as having ~~markers~~ characteristics of
dyslexia and related disorders can be treated successfully; and

SECTION 2. Arkansas Code §§ 6-41-602 – 6-41-604 are amended to read as
follows:

6-41-602. Definitions.

As used in this subchapter:

(1) "Dyslexia" means a specific learning disability that is:

(A) Neurological in origin;

(B) Characterized by difficulties with accurate and fluent
word recognition and poor spelling and decoding abilities that typically
result from a deficit in the phonological component of language; and



1 (C) Often unexpected in relation to other cognitive
2 abilities;

3 (2) "Dyslexia interventionist" means a school district or public
4 school employee trained in a dyslexia program, such as a:

- 5 (i) Dyslexia therapist;
6 (ii) Dyslexia specialist;
7 (iii) Reading interventionist;
8 (iv) Certified teacher; or
9 (v) Tutor or paraprofessional working under the
10 supervision of a certified teacher;

11 (3) "Dyslexia program" means explicit, direct instruction that
12 is:

13 (A) Systematic, sequential, and cumulative and follows a
14 logical plans of presenting the alphabetic principle that targets the
15 specific needs of the student without presuming prior skills or knowledge of
16 the student;

17 (B) Systematic, multisensory, and research-based;

18 (C) Offered in a small group setting to teach students the
19 components of reading instruction, including without limitation:

20 (i) Phonemic awareness to enable a student to detect,
21 segment, blend, and manipulate sounds in spoken language;

22 (ii) Graphophonemic knowledge for teaching the
23 letter-sound plan of English;

24 (iii) The structure of the English language that
25 includes morphology, semantics, syntax, and pragmatics;

26 (iv) Linguistic instruction directed toward
27 proficiency and fluency with the patterns of language so that words and
28 sentences are carriers of meaning; and

29 (v) Strategies that students use for decoding,
30 encoding, word recognition, fluency, and comprehension; and

31 (D)(i) Delivered with fidelity.

32 (ii) "Fidelity" means the intervention is done as
33 the author of the program intended.

34 (4)(A) "Dyslexia specialist" means a professional at each
35 education service cooperative or school district who has expertise and is
36 working towards an endorsement or certification in providing training for:

- (i) Phonological and phonemic awareness;
- (ii) Sound and symbol relationships;
- (iii) Alphabet knowledge;
- (iv) Decoding skills;
- (v) Rapid naming skills; and
- (vi) Encoding skills.

(B) A dyslexia specialist shall be fluent in the Response to Intervention (RTI) process and provide training in administering screenings, analyzing and interpreting screening data, and determining appropriate interventions that are systematic, multisensory, and evidence-based;

(5) "Dyslexia therapist" means a professional who has completed training and obtained certification in dyslexia therapy from a dyslexia therapy training program ~~approved~~ defined by the Department of Education; and

~~(3)~~(6) "Dyslexia therapy" means an appropriate specialized ~~dyslexia reading~~ instructional program specifically designed for use in a dyslexia program that is+

~~(A) Delivered~~ delivered by a dyslexia therapist ~~interventionist;~~

~~(B) Systematic, multisensory, and research-based; and~~

~~(C) Offered in a small group setting to teach students the components of reading instruction, including without limitation:~~

~~(i) Phonemic awareness to enable a student to detect, segment, blend, and manipulate sounds in spoken language;~~

~~(ii) Graphophonemic knowledge for teaching the letter-sound plan of English;~~

~~(iii) The structure of the English language that includes morphology, semantics, syntax, and pragmatics;~~

~~(iv) Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are carriers of meaning; and~~

~~(v) Strategies that students use for decoding, encoding, word recognition, fluency, and comprehension.~~

6-41-603. Required screening and intervention.

(a)(1) A school district shall screen each student in kindergarten

1 through grade two (K-2) and others required by the Department of Education
2 rule using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or
3 an equivalent screener.

4 (2) The screening of students shall be performed with fidelity
5 and include without limitation:

6 (A) Phonological and phonemic awareness;

7 (B) Sound symbol recognition;

8 (C) Alphabet knowledge;

9 (D) Decoding skills;

10 (E) Rapid naming skills; and

11 (F) *Encoding skills*.

12 (3)(A) If the screener under subdivision (a)(1) of this section
13 shows that a student is at risk, or at some risk then a level I dyslexia
14 screener shall be administered.

15 (B) The level one dyslexia screening of a student shall be
16 performed with fidelity and include the components listed under subdivision
17 (a)(2) of this section.

18 (b) The Department of Education shall adopt rules to ensure that
19 students will be screened using DIBELS or an equivalent screener:

20 (1) In kindergarten through grade two (K-2);

21 (2) When a student in kindergarten through grade two (K-2)
22 transfers to a new school and has not been screened;

23 (3) When a student in grade three (3) or higher has difficulty,
24 as noted by a classroom teacher, in:

25 (A) Phonological and phonemic awareness;

26 (B) Sound-symbol recognition;

27 (C) Alphabet knowledge;

28 (D) Decoding skills;

29 (E) Rapid naming skills; and

30 (F) Encoding skills; and

31 (4) When a student from another state enrolls for the first time
32 in Arkansas in kindergarten through grade two (K-2) unless the student
33 presents documentation that the student:

34 (A) Had the screening or a similar screening; or

35 (B) Is exempt from screening.

36 (c)(1) If the ~~DIBELS~~ initial, level I, or level II dyslexia screening

1 *indicates* that a student has ~~markers for~~ characteristics of dyslexia and
2 ~~needs intervention~~, the Response to Intervention (RTI) process shall be used
3 to address the needs of the student.

4 ~~(2) If the RTI process indicates the possibility of dyslexia, the~~
5 ~~student shall be evaluated for dyslexia.~~

6 ~~(3)(A)(2)(A)~~ If the dyslexia ~~evaluation~~ level II dyslexia
7 screening conducted by the school district indicates that a student ~~is~~
8 dyslexic exhibits characteristics of dyslexia, the student shall be provided
9 therapeutic intervention services.

10 (B) If it is determined that the student has functional
11 difficulties in the academic environment due to characteristics of dyslexia,
12 the necessary accommodations or equipment for the student shall be provided
13 under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794 and
14 Title II of the Americans with Disabilities Act, 42 U.S.C. §§ 12131-12165, as
15 they existed on February 1, 2013, if qualified under the applicable federal
16 law.

17 ~~(C) Therapeutic services may be provided by a tutor who is~~
18 ~~a highly qualified and trained interventionist.~~

19 ~~(d) If a student's performance on the DIBELS screening under~~
20 ~~subdivision (c)(1) of this section indicates a need for additional screening,~~
21 ~~the student may receive additional testing by a trained professional using a~~
22 ~~norm-referenced test.~~

23
24 6-41-604. ~~Additional~~ Level II dyslexia evaluation screening and
25 services – Parental notification.

26 (a) If a student's performance on ~~a~~ an initial screener, level I
27 screening, or level II dyslexia evaluation screening under § ~~6-41-603(e)(3)~~
28 6-41-603 indicates indicate a need for dyslexia therapy intervention
29 services, the student's parent or legal guardian shall be:

30 (1) Notified of the results of the dyslexia evaluation; and

31 (2) Provided with information and resource material, including
32 without limitation:

33 (A) The ~~common indicators~~ characteristics of dyslexia;

34 (B) Appropriate classroom interventions and accommodations
35 for students with dyslexia; and

36 (C) The right of the parent or legal guardian to have the

1 student receive an independent, comprehensive dyslexia evaluation by a:

- 2 (i) Licensed psychological examiner;
- 3 (ii) School psychology specialist;
- 4 (iii) Licensed speech-language pathologist; ~~or~~
- 5 (iv) Certified dyslexia training testing

6 specialist; or

- 7 (v) Dyslexia therapist.

8 ~~(b) If a student's performance on a dyslexia evaluation under § 6-41-~~
9 ~~603(c)(3) indicates the need for dyslexia therapy intervention services, the~~
10 ~~school district may perform a comprehensive dyslexia evaluation in addition~~
11 ~~to the required Response to Intervention (RTI) process under § 6-41-~~
12 ~~603(c)(2).~~

13 ~~(e)(b)(1)~~ If a parent or legal guardian chooses to have an independent
14 a comprehensive dyslexia evaluation for the student, the parent or legal
15 guardian shall:

16 (A) Select an individual qualified under subdivision
17 (a)(2)(C) of this section to perform the comprehensive dyslexia evaluation;
18 and

19 (B) Cover the cost of the comprehensive dyslexia
20 evaluation.

21 (2) ~~the A~~ school district shall consider the diagnosis ~~from the~~
22 ~~independent evaluation~~ and allow provide the student ~~to receive direct~~
23 ~~intervention~~ with interventions determined to be appropriate by the school
24 district from a dyslexia ~~therapist~~ interventionist at the school district.

26 SECTION 3. Arkansas Code § 6-41-605(a)(1), concerning instructional
27 approaches, is amended to read as follows:

28 (a) Dyslexia ~~therapy~~ intervention for a student whose dyslexia
29 ~~evaluation level I or level II screening~~ under § 6-41-603(c)(3) indicates the
30 need for dyslexia ~~therapy~~ intervention services ~~shall be provided with~~
31 ~~fidelity and may~~ include the following instructional approaches:

32 (1) Explicit, direct instruction that is systematic,
33 sequential, and cumulative and follows a logical plan of presenting the
34 alphabetic principle that targets the specific needs of the student without
35 presuming prior skills or knowledge of the student;

SECTION 4. Arkansas Code § 6-41-607 is amended to read as follows:

6-41-607. Dyslexia *specialist*.

(a) No later than the 2015 fiscal year, the Department of Education shall employ at least one (1) dyslexia specialist ~~who is a dyslexia therapist, licensed psychologist, licensed psychometrist, licensed speech-language pathologist, or certified dyslexia training specialist~~ with a minimum of three (3) years of field experience in screening, identifying, and treating dyslexia and related disorders to provide technical assistance for dyslexia and related disorders to school districts across the state.

(b) The dyslexia *specialist* shall:

(1) Be highly trained in dyslexia and related disorders, including best-practice interventions and treatment models for dyslexia;

(2) Be responsible for the accountability of screening results and the implementation of professional awareness required under § 6-41-608; and

(3) Serve as the primary source of information and support for school districts addressing the needs of students with dyslexia and related disorders.

~~(c)-(1)(c)~~ The department shall ensure that at least one (1) staff member at each education service cooperative is trained as a dyslexia specialist to provide necessary information and support to school districts.

~~(2) A dyslexia specialist shall have completed training and received certification from a program approved by the department.~~

(d) No later than the 2015-2016 academic year, a school district shall have individuals to serve as dyslexia interventionists ~~as defined in the Resource Guide for Specific Learning Disabilities (SLD)/Dyslexia who are trained as dyslexia interventionists.~~

~~(1) By the department; or~~

~~(2) Using other dyslexia training programs approved by the department.~~

SECTION 5. Arkansas Code § 6-41-608(a), concerning dyslexia professional awareness, is amended to read as follows:

(a) No later than the 2014-2015 school year, the Department of Education shall ensure that each teacher receives professional awareness on:

(1) The ~~indicators~~ characteristics of dyslexia; and

1 (2) ~~The science behind teaching a student who is dyslexic~~
2 evidence-based interventions and accommodations for dyslexia.

3
4 SECTION 6. Arkansas Code § 6-41-609 is amended to read as follows:
5 6-41-609. Dyslexia and related disorder education in teacher
6 preparation programs.

7 ~~The~~ No later than the 2015-2016 school year, the Department of
8 Education shall collaborate with the Department of Higher Education to ensure
9 that all teacher education programs offered at state-supported institutions
10 of higher education ~~include information on the identification of students at~~
11 ~~risk for dyslexia and related disorders~~ provide dyslexia professional
12 awareness of the:

13 (1) Characteristics of dyslexia; and
14 (2) Evidence-based interventions and accommodations for
15 dyslexia.

16
17 SECTION 7. Arkansas Code § 6-41-610(b), concerning the dyslexia
18 resource guide, is amended to read as follows:

19 (b)(1) The department shall maintain a committee for the purpose of
20 developing and updating the Arkansas Dyslexia Resource Guide ~~for Specific~~
21 ~~Learning Disabilities (SLD)/Dyslexia that is used as a guide for school~~
22 ~~districts, public schools, and teachers.~~

23 (2)(A) The committee shall include one (1) representative who
24 has experience working in the field of dyslexia intervention from the
25 following organizations appointed by the Commissioner of Education:

26 (i) The Arkansas Association of Education
27 Administrators;
28 (ii) The Arkansas Department of Education, Learning
29 Services;
30 (iii) The Arkansas Department of Higher Education
31 (iv) The Arkansas Education Association;
32 (v) The Arkansas School Boards Association;
33 (vi) The Arkansas School Psychology Association,
34 with at least three (3) years of experience in testing for dyslexia; and
35 (vii) An Education Service Cooperative
36 administrator; and

1 (B) Three (3) professionals who have worked in a public
2 school are knowledgeable in and have expertise in dyslexia screening and
3 interventions.

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5
6 */s/Elliott*

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9 **APPROVED: 04/08/2015**
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SUMMARY OF PROPOSED CHANGES TO THE ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING HOW TO MEET THE NEEDS OF CHILDREN WITH DYSLEXIA

Section

- 2.00** Removes Act 1294 of 2013 as authority for rules and replaces it with Ark. Code Ann. §§ 6-41-601 through 6-41-610, which incorporate Act 1268 of 2015.
- 3.00** Adds definition of “dyslexia interventionist,” “dyslexia program,” and “dyslexia specialist”; revises definitions of “dyslexia therapist” and “dyslexia therapy.” All changes made to mirror definitions set forth in Act 1294 of 2015. Also adds definition of “program approved or defined by the Department.”
- 4.00** Changes made to mirror language of Act 1268 of 2015. Allows school districts to use a screener equivalent to DIEBELS (Dynamic Indicators of Basic Early Literacy Skills), and adds that if the screener shows a student is at risk, additional screening shall be conducted.
- 5.00** Paragraph struck after section 5.01 (“NOTE”) moved to section 4.00 with minor changes. Note under section 5.03 (now 5.02) struck because term “therapeutic services” no longer used in the law, having been replaced by “intervention” services. Language in 5.04 (now 5.03) added qualification language. The remainder of changes made to mirror language of Act 1268 of 2015.
- 6.00** Revisions made to mirror language of Act 1268 of 2015. Clarifies that a parent may request an independent, comprehensive dyslexia evaluation at their own cost, and actions a school district must take when presented with a diagnosis of dyslexia. Adds note clarifying that whether an individual is qualified to provide a diagnosis is dependent upon their licensure.
- 7.00** Minor language changes to mirror Act 1268 of 2015.
- 9.00** Mirroring language of Act 1268 of 2015, clarifies qualifications for a dyslexia specialist.
- 10.0** Minor language changes to mirror Act 1268 of 2015 (removed language defining and establishing training for dyslexia interventionist, which under Act 1268 now is defined section 3.00).
- 11.0** Minor language change to mirror Act 1268 of 2015, and removed dates that already have passed.
- 12.0** Mirroring language of Act 1268 of 2015, clarifies collaboration between Arkansas Department of Education and Arkansas Department of Higher Education related to teacher education programs.

- 13.0** Sets forth the membership of the Dyslexia Resource Guide committee, as set forth in Act 1268 of 2015.

Post-Public Comment

The following non-substantive changes were made following public comment:

- 1.03** Language added to remind readers to refer to the Dyslexia Resource Guide for additional guidance.
- 2.02** Language added for clarification (e.g., to remind that Ark. Code Ann. § 6-41-601 *et seq.* does not relieve a school district of its obligation to meet the requirements of the IDEA or § 504 of the Rehabilitation Act).
- 3.08** Removal of language that was intended to clarify but that caused confusion.
- 4.03** Language added to clarify that DIBELS or an “equivalent screener” might not alone be a sufficient measurement tool.
- 4.05** Language added to clarify that a student with an existing diagnosis of dyslexia is exempt from dyslexia screening *only if* the school district is providing interventions to that student.
- 6.03** Language added to ensure that if a school district decides against providing services based upon an independent comprehensive dyslexia evaluation, it must notify the student’s parent or guardian of its reasoning. Also, the “NOTE” clarifies that whether an individual may conduct an evaluation (in addition to a diagnosis) is dependent upon his or her licensure.
- 7.01** Language added to clarify that a school district must provide all services it deems appropriate for the student.

Public Comments – ADE Rules Governing How To Meet The Needs Of Children With Dyslexia

NOTE: In response to various questions asked by commenters, Section 1.03 was added to the proposed rules to clarify that further clarification, guidance, and instruction regarding the applicable law and accompanying rules is provided in the Arkansas Dyslexia Resource Guide, which can be accessed through the ADE’s website.

Date	Respondent	Comment	ADE Response
1/19/16	Mary Bryant, Ed.S, Nationally Certified School Psychologist, Arkansas Licensed Psychological Examiner, Arkansas School Psychology Specialist	<p>Section 4.01.1: I believe that students should be screened each year in grades kindergarten, one, and two... each year. As skill levels increase and the demands on students grow each year it is essential to assess/screen if students are gaining the necessary basal skills for effective and fluent reading. The skills are very different from kindergarten compared to 2nd grade. Students who may have the skills down in kindergarten may not demonstrate that they understand or grasp the skills by 2nd grade. It is important that they be screened each year in grades K-2 to prevent reading difficulties which may lead to a retention, identification of a disability, increased dropout rate, etc.</p> <p>Section 6.01.2.3: In terms of those professionals who are qualified and fully capable of conducting the independent comprehensive evaluation the following should be added to the list that parents can choose from. With the limited number of LPE's in the state of AR now (license of LPE no longer awarded after October 2013) it would be beneficial to parents to understand all of the professionals they may choose from. The list should include the following: School Psychology Specialist (SPS); Licensed Psychologist (LP); Licensed Psychological Examiner (LPE/LPE-I); Licensed Professional Counselor with Appraisal Specialization (LPC). Additionally, the license of Certified Dyslexia Testing Specialist is not a license recognized at this time in the state of AR. There is no governing body to define a scope of practice for this particular license. Additionally there is no governing body should a parent or school have an ethics complaint. This license should be stricken from the list until there is a licensing body that awards this credential in AR.</p> <p>A Dyslexia Therapist should not be allowed to conduct independent "comprehensive" evaluations for dyslexia. The only professionals licensed to practice psychology (including psycho-educational evaluations) are licensed by the ADE, the AR Psychology Board and the AR Counseling Board. The Dyslexia Therapist license is not awarded by any of the three licensing bodies listed above. They should be stricken from the list of professionals appropriate for selection by parents to conduct an independent comprehensive evaluation.</p> <p>The connotation that the independent evaluation will be "comprehensive" means that the evaluation includes a full assessment of intellectual abilities/cognition and other processing strengths and weaknesses which is a skill level relegated only to those in the list provided above; LP, LPE,</p>	<p>Regarding Section 4.01.1, this language closely mirrors Ark. Code Ann. § 6-41-603(a)(1), which provides that students (who do not fall within an exception) must be screened in kindergarten, grade one, <u>and</u> in grade 2. (emphasis added).</p> <p>Regarding Section 6.01.2.3, this language mirrors Ark. Code Ann. § 6-41-604(a)(2)(C)(i)-(v) and includes only the individuals listed in the law. The "NOTE" following 6.03 revised to read that whether an individual is qualified to "conduct and evaluation" or provide a diagnosis is dependent upon their licensure.</p> <p>Comments considered. Non-substantive change made.</p>

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		<p>SPS, and LPC with Appraisal. Typically a full comprehensive assessment would include individual intelligence (full battery), individual achievement (full battery), screening of communicative abilities, screening of social-emotional/behavioral issues, a thorough record review (education, development, behavior, etc.), summary, recommendations, and a determination of diagnosis. Parents should be aware of the credentials of the person they are choosing to conduct this evaluation and a disservice will be done to these children if unqualified and unlicensed individuals are conducting evaluations without extensive training in standardized test administration, interpretation, child development, literacy, and response to intervention. Multidisciplinary teams depend on reliable and valid data, which are properly interpreted, in order to make determinations regarding educational programming for children. It is the position of the Arkansas School Psychology Association that multidisciplinary teams use only assessment data provided by qualified examiners who are properly trained to both administer and interpret assessment results. This will help ensure that children and their families are provided services by professionals who are fully qualified to perform their assigned roles. This will also provide protection for school districts should an evaluation be challenged or taken to a due process hearing.</p>	
1/19/16	<p>John Hall, Ph.D., Licensed Psychologist (AR), Licensed School Psychology Specialist (AR), Nationally Certified School Psychologist (NCSP)</p>	<p>Recent review of the Arkansas Dyslexia Resource Guide (2015) and Arkansas Department of Education (ADE) Rules Governing How to Meet the Needs of Children with Dyslexia (2014) has raised several serious concerns specific to the evaluation practices for dyslexia. These are addressed below.</p> <p>First, the sections of these documents that address the independent evaluation for the condition state the evaluation must be conducted by a Licensed Psychological Examiner, School Psychology Specialist, Licensed Speech Language Pathologist, Certified Dyslexia Testing Specialist, or Dyslexia Therapist. It has long been understood that School Psychology Specialists, who are solely licensed by the Arkansas Department of Education (ADE) can only practice/deliver professional services in educational settings (i.e., preK-12 schools) associated with their employment through a school district or educational cooperative within the State of Arkansas. These practitioners are not licensed or eligible to provide any professional services independently including assessment/testing even though most would agree they are more than competent to conduct these types of evaluations. As noted on the current NASP website the scope of practice for School Psychology Specialists in Arkansas states these practitioners “are not permitted to practice in any other arena other than the schools.” Currently, only a few states in the U.S.</p>	<p>Regarding Section 9.00, the term “psychometrist” already was removed in both the law and the proposed rules.</p> <p>Regarding licensure comments, please see above the response to the 1/19/16 comment of Mary Bryant.</p> <p>Comments considered. No changes made.</p>

	<p>allow for school psychologists licensed by a state department of education to engage in non-school practice. For example, in Ohio school psychologists who hold the SEA credential can provide services in preK-12 schools but not outside of the schools. However, the Ohio State Board of Psychology offers a School Psychologist License which allows for the practice outside of the schools if the practitioner meets specific conditions (i.e., passing score on the Praxis, oral examination, three reference letters, minimum of a master's degree in school psychology, internship, three years of experience, and supervision by a qualified licensee of the board who verifies and documents the latter activity). Similar restrictions in terms of practice setting also likely holds true for Certified Dyslexia Testing Specialists and Dyslexia Therapists. That is, it would be unlikely for these practitioners to lawfully provide services outside of the schools where they are also employed. Finally, it is unclear whether School Psychology Specialists, Certified Dyslexia Testing Specialists, or Dyslexia Therapists could secure professional liability insurance in Arkansas that would cover their independent practice. One would be ill-advised to practice independently without this type of coverage.</p> <p>A second concern rests with the possibility of a dual relationship. This could occur if one of the sanctioned practitioners noted above (e.g., an ADE licensed school psychology specialist) who was employed by a school district also conducted the independent evaluation on a student who was also enrolled within that district. The NASP Principles for Professional Ethics in Section V.</p> <p>Professional Practice Settings-Independent Practice A.2. states "School psychologists dully employed in independent practice and in a school district may not accept any form of remuneration for clients who are entitled to the same service provided by the school district employing the school psychologist. This includes children who attend nonpublic schools within the school psychologist's district." Furthermore, Section V.A.3. notes "School psychologists in independent practice have an obligation to inform parents of any school psychological services available to them at no cost from the public or private schools prior to delivering such services for remuneration."</p> <p>A third concern is whether a Certified Dyslexia Testing Specialist or a Dyslexia Therapist would by education and training have the necessary knowledge and skills to competently conduct these types of evaluations. The NASP Principles for Professional Ethics in Section IV. Professional Practices-General Principles C.5. states "School psychologists do not condone the use of psychological or educational assessment techniques, or the misuse of the information these</p>
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Public Comments – ADE Rules Governing How To Meet The Needs Of Children With Dyslexia

	<p>techniques provide, by unqualified persons in any way, including teaching, sponsorship or supervision.”</p> <p>A fourth concern pertains to the designated practitioners in Arkansas who may conduct dyslexia evaluations. Licensed Psychological Examiners can provide assessment/testing services independently and also in the schools in accord with the psychology licensing law and their statement of intent. The same holds true for Licensed Psychologists in terms of the psychology licensing law and Licensed Professional Counselors with the Assessment Specialization under the counseling law however, these qualified and licensed practitioners are for some reason not included in the dyslexia guide, rules, or law. Should they not be included as qualified practitioners to conduct these types of evaluations?</p> <p>A fifth concern relates to ethical complaints. Both Licensed Psychological Examiners and Licensed Psychologists are licensed through the Arkansas Psychology Board and Licensed Professional Counselors with the Assessment Specialization are licensed through the Arkansas Counseling Board. They can and do under their respective practice laws and rules and regulations provide professional services to the public both inside and outside of preK-12 school settings. Furthermore, if a consumer (i.e., client, patient, guardian) or another licensed practitioner has a legal or ethical concern with one of these practitioners specific to assessment they can report the matter to the respective state licensing board for review and possible intervention. Who would the consumer or other practitioner report the concerning issue to if the practitioner is not licensed by one of the above state boards? Would the ADE ethics board now assume the oversight of ADE licensed or certified practitioners engage in independent dyslexia evaluations? If so, would that be appropriate?</p> <p>A sixth issue rests with the ADE rules section 9.00. In this section the term “licensed psychometrist” is listed as someone who the ADE could employ. However, this term is not defined and it is also not a license that is issued in the State of Arkansas.</p> <p>In sum, the language in the above documents places some school psychology specialists (and perhaps Certified Dyslexia Testing Specialists and Dyslexia Therapists) at-risk in terms of offering and engaging in independent evaluations outside of their allowed settings. In terms of Certified Dyslexia Testing Specialists and Dyslexia Therapists they appear to be certified not licensed. The education, training, knowledge, skills, and competency of these practitioners in conducting these types of evaluations remains unclear. Extensive instruction which is</p>	
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		<p>typically only offered through an advance accredited program of academic study at a university is a necessary prerequisite for this type of practice. Without this type of professional preparation the risk of negative side-effects associated with these evaluations for children/students and parents within the state may be high. Constructive changes in the ADE guide and rules are needed to correct the above concerns.</p>	
<p>1/19/16</p>	<p>Karleen Sheets, Asst. Superintendent, Jonesboro Public Schools</p>	<p>Section 3.04.1. What "endorsement or certification" is required to be a "dyslexia specialist"? Is this a "qualified instructor"? Is the endorsement or certification from ADE?</p> <p>Section 3.05. Is a "dyslexia therapist" as defined specifically talking about a Certified Academic Language Therapist (CALT)? Are there other certifications in dyslexia therapy to be a dyslexia therapist?</p> <p>Section 4.01.1. Is every student in grades K-2 required to be screened annually? If no characteristics of dyslexia are evident in the initial screening, is the student required to be screened in subsequent years?</p> <p>Sections 4.03, 8.01 and 13.01. Due to the impact of the Dyslexia Resource Guide on the implementation of these rules, will there be an opportunity for public review and comment on the Dyslexia Resource Guide and revisions?</p> <p>NOTE after Section 6.03. What licensure or credentials qualify an individual to provide a diagnosis of dyslexia? Which agency or organization are approved to provide the licensure or credentials to determine if an individual is qualified to provide a diagnosis of dyslexia?</p> <p>Sections 7.01 and 7.01.1 are directly from the law; however, 7.01.2, 7.01.3 and 7.01.4 are not specified in the law. How is it determined if an instructional approach is "highly concentrated instruction methods and materials that maximize student engagement"? What is the definition of "meaning-based instruction"? How is it determined if the instructional approach is "directed at purposeful reading and writing"? It would be more clear if 7.01.2, 7.01.3 and 7.01.4 were deleted and replaced with: 7.01.2 The district's dyslexia intervention program as defined in 3.03.</p> <p>Section 7.02. This should be deleted since it is not in Act 1268. District are not providing "dyslexia therapy"; therefore, there is no need for "dyslexia therapists". Act 1268 requires districts to have "dyslexia interventionists" who are trained in the district's dyslexia program. If 7.02 remains in the rules, will districts be required to hire dyslexia therapists? If so, when?</p> <p>Section 11.01. Are teachers required to receive professional awareness one time? annually? On the rotation cycle of state PD?</p> <p>Section 11.02. If the professional awareness is offered by the school district, must this venue have prior approval by ADE?</p>	<p>Regarding Section 4.01.1, please see above the response to the 1/19/16 comment of Mary Bryant.</p> <p>Regarding Section 6.03, please see above the response to the 1/19/16 comment of Mary Bryant. The "NOTE" after 6.03 is self-explanatory: one must consult his/her individual licensure requirements or consult the appropriate licensure authority to make this determination.</p> <p>Sections 7.01.2, 7.01.3, and 7.01.4 mirror the law. See Ark. Code Ann. § 6-41-605(a)(2)-(4). Likewise, the language in 7.02 mirrors the law. See Ark. Code Ann. § 6-41-605(b).</p> <p>Suggestions for revisions to the Dyslexia Resource Guide may be sent to Vicki King (ADE Dyslexia Specialist) at vicki.king@arkansas.gov, or Mary Bryant (chair of committee that updates the guide) at mbryant@crmail.k12.ar.us.</p> <p>Comments considered. No changes made.</p>

Public Comments – ADE Rules Governing How To Meet The Needs Of Children With Dyslexia

1/19/16	Joan Simon, Ph.D., Licensed Psychologist, Associate Professor, UCA	<p>1. The following are not clearly defined: a. Level 1 dyslexia screener – seems to refer to the same screening described in 4.02, why do same screening twice? b. Level 2 dyslexia screener</p> <p>2. Under 3.04.1: “A professional at each education service cooperative or school district who has expertise IN TEACHING READING SKILLS (Simon comment – It seems that there are some key words missing here & I've filled in an option. We want expertise in teaching reading, right?!) and is working towards an...”</p> <p>3. Under 3.05: “Dyslexia therapist”... I do not agree that it is sufficient for a dyslexia therapy training program to simply meet an ADE definition. If we are expecting these professionals to work with the children in our schools who most need of quality assistance, we need a better way to ensure that their training programs are of the highest quality.</p> <p>4. Under 3.04.7: “Response to Intervention (RTI)” is the practice of.... a. 3.047.2 – Replace “appropriate” with “research supported”; b. This is an excellent opportunity to help AR educators better understand the components of a quality school-based RTI system. Therefore, the components of RTI listed here are incomplete as they stand. i. Add: Universal screening and benchmarking numerous times per year; ii. Add: Ongoing professional development for teachers; iii. Add: School-based problem solving teams; iv. Add: Interventions for which the integrity is monitored regularly; v. Add: Parent involvement.</p> <p>5. Under 4.01.1: “Each student in kindergarten, grade one, and grade two,” This type of screening needs to happen three times per year in order to establish school-based norms and/or benchmarks against which future universal screening data can be compared. Screening should minimally occur once per year with the goal of increasing screening to 3x per year.</p> <p>6. Under 5.00: Consider replacing “Intervention and Services” with “Dyslexia Program Implementation” because the only intervention is such a program.</p> <p>7. Under 5.02: Consider replacing “intervention services” with “dyslexia program”</p> <p>8. Under 6.00: “Independent, comprehensive dyslexia evaluation” consider replacing with “Screening and Evaluation for Dyslexia”</p> <p>9. Under 6.01.2.3.2: School Psychology Specialists are not licensed to practice outside of the purview of ADE. Therefore, without another license, they cannot conduct a psycho-educational assessment outside of the school setting. This may be an issue with the way the law is written, but it does currently seem to violate the psychology licensure law, ACT 129 (1955), “AN ACT TO REGULATE THE PRACTICE OF PSYCHOLOGISTS IN ARKANSAS, INCLUDING INSTRUCTIONS THEREIN; TO CREATE A BOARD TO BE</p>	<p>The language contained in Sections 3.04.1, 3.05, 5.02, 6.01.2.3.2, 6.01.2.3.4, and 6.01.2.3.5 closely mirrors the law. See Ark. Code Ann. §§ 6-41-602(4)(A); 6-41-602(5); 6-41-603(c)(1); and 6-41-604(a)(2)(C)(ii), (iv), (v).</p> <p>Regarding licensure comments, please see above the response to the 1/19/16 comment of Mary Bryant</p> <p>Regarding Section 4.01.1, please see above the response to the 1/19/16 comment of Mary Bryant.</p> <p>Regarding 13.02.7.1, the 3-year experience requirement mirrors the law. See § 6-41-610(b)(2)(A)(vi).</p> <p>Comments considered. No changes made.</p>
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		<p>KNOWN AS ARKANSAS BOARD OF EXAMINERS IN PSYCHOLOGY; AND TO FIX PENALTIES FOR VIOLATIONS OF ITS PROVISIONS;" In Section 2: Definition of Practice of Psychology, it states (I have added the italics and underline for emphasis) ... A. A person practices as a Psychological Examiner within the meaning of this act when he holds himself out to be a Psychological Examiner, or renders to individuals or to the public for remuneration any service involving the application of recognized principles, methods and procedures of the science and profession of psychology, such as interviewing or administering and interpreting tests of mental abilities, aptitudes, interests and personality characteristics, for such purposes as psychological evaluation or for educational or vocational selection, guidance or placement. The Psychological Examiner practices the following only under qualified supervision; overall personality appraisal or classification, personality counseling, psychotherapy or personality readjustment techniques.</p> <p>10. Under 6.01.2.3.4: Certified dyslexia testing specialist is not defined elsewhere nor am I aware of any state license that would allow for such an evaluation outside of the public school setting.</p> <p>11. Under 6.01.2.3.5: Dyslexia therapist – not appropriate for this person to evaluate without a licensed to do so.</p> <p>12. Under 7.00: Instructional Approaches – why not just say "Dyslexia Program."</p> <p>13. Under 13.02.7.1: Why is this statement needed when no other professional in the group is defined in such a way? I suggest removing this statement.</p>	
2/2/16	Melinda Harris, Maynard School District	<p>I think a rule should be added stating that a Dyslexia Interventionist or Therapist should not be expected to serve more students than is possible to ensure the fidelity of the program being used. I also feel that it should be a rule that the position of Dyslexia Interventionist or Therapist should be a full time position on its own. Dyslexia Interventionists and Therapists are being "added" but sometimes the job is being tacked onto an already full time position. For instance, at my school, the 4-6 Reading Teacher who has full classes for 6 periods out of a 7 period schedule each day, is being expected to also serve identified dyslexics (K-12) with interventions on top of this full-time schedule. This is not fair to either group of students. The 4-6 Reading classes or the students with dyslexia needing the interventions. It is also not fair to ask this of the teacher who isn't receiving any compensation other than her regular salary. There needs to be some way of ensuring that the needs of these students are being met. It should not be at the expense of other groups of students or teachers.</p>	Comments considered. No changes made.
2/9/16	Tom Gattis, Superintendent,	I do believe the Dyslexia programs that were implemented in	Comment considered. No changes made.

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	County Line School District	public schools last year are going to be beneficial for student success, however it is costing districts several thousands of dollars each year to implement these programs and we received only a modest increase in funding.	
2/12/16	Maleah Bufford, SPS, LPE-1., NCSP and Amy Cunningham, SPS, LPE	<p>Title, 1.01, 1.02, 2.02 Wording. Title, 1.01 "Children with Dyslexia," 1.02 "students with dyslexia," 2.02 "students with dyslexia" and "student with dyslexia." More appropriate wording to be consistent with other areas within this document (with the exception of under 6.00 Independent, Comprehensive Dyslexia Evaluation) would be "characteristics of dyslexia." The current wording implies diagnosis prior to comprehensive evaluation. The implication is that the screenings mentioned below will result in a diagnosis of dyslexia. It is never appropriate to make a diagnosis based on screening information. Not every student who does not perform well on the screenings has dyslexia. See also Arkansas Dyslexia Resource Guide (July 10, 2015 page 22) Level II Dyslexia Screening working "...documenting the characteristics of dyslexia." Sections 5.01, 5.02, and 5.03 of this document is worded "characteristics of dyslexia"</p> <p>3.02.5 Supervision. Are there any stipulations as to how the supervision is to be documented?</p> <p>3.04.2 Screening Defined. The dyslexia specialist will...provide training in administering screenings, analyzing and interpreting screening data...." Is this referring to initial screening, Level I, and/or Level II? Should the screening they are responsible for training others to use, etc. be clarified in conjunction with 4.03 and 4.04? As noted in the Arkansas Dyslexia Resource Guide (July 10, 2015 Appendix G) Level 2 Dyslexia Screener Test Battery list, it is noted that there are certain tests that require advanced examiner qualifications. Will the dyslexia specialist have the advanced qualifications needed for training others? For example, the Woodcock Johnson IV Tests of Achievement (WJ-IV ACH) manual indicates that "Competent interpretation of the WJ-IV ACH requires a higher degree of knowledge and experience than is required for administering and scoring the tests." "Graduate-level training in educational assessment and a background in diagnostic decision-making are recommended for individuals who interpret the WJ IV ACH." Graduate level training is further defined as at least "a practicum-type course covering administration and interpretation of standardized tests of academic achievement." (Mather, N. J., & Wendling, B. J. (2014). Examiner's Manual. <i>Woodcock-Johnson IV Tests of Achievement</i>. Rolling Meadows, IL: Riverside. Other examples: WRMT-III</p> <p>-At least bachelor's level training in measurement and administration and interpretation of tests -understanding of testing statistics</p>	<p>Regarding Section 3.08, that language has been removed as it causes confusion (as opposed to clarity). The language in Section 3.05 mirrors the law. See Ark. Code Ann. § 6-41-602(5).</p> <p>The ordering of the language in Section 6.00 mirrors the law. See Ark. Code Ann. § 6-41-604(a).</p> <p>Commenter correctly recognizes that Psychologists are not included under the law. Consequently, they are not included under Section 6.01.2.3, which mirrors the law. See Ark. Code Ann. § 6-41-604(a)(2)(C)(i)-(iv).</p> <p>Regarding licensure comments, please see above the response to the 1/19/16 comment of Mary Bryant.</p> <p>Comments considered. Non-substantive changes made.</p>

	<p>CTOPP-2</p> <p>"extensive formal training in assessment" (understanding of testing statistics, test administration, content being assessed) TWS-5</p> <p>Formal training in assessment</p> <p>It is important that those administering, interpreting, and training others be familiar with examiner qualifications and responsibilities set forth by testing companies, assessment manuals, and ethics guidelines.</p> <p>3.047 and subsections Typo. Should this be 3.07. No line drawn through the 4.</p> <p>3.047.1 Screening. Is this the screening referred to in 3.04.2?</p> <p>3.08 Typo. "program approved or defined by the Department" "approved" should be marked through as in 3.05. Does this statement belong here or maybe by 3.05?</p> <p>4.00 and 4.05 Required Screening and following subsections: How do these screenings apply to students already receiving special education services (which may or may not include those with existing diagnosis of dyslexia but are receiving services for basic reading and/or reading fluency? What about severely impaired students for whom formal assessments are not appropriate?</p> <p>4.03 typo. wording ands and commas</p> <p>4.03 NOTE: screening instruments. specify which screening: initial. Also references Arkansas Dyslexia Resource Guide for list of screenings; however, Appendix G is for Level II. Maybe wording should say, "Refer to the Arkansas Dyslexia Resource Guide for a list of Initial Screening Instruments." (see page 19 of Guide).</p> <p>5.02 Consent. Consider putting the information about consent in the guidelines as many of the tests that are listed in the Arkansas Dyslexia Resource Guide are considered "diagnostic." Maybe specify which "screenings" require parental consent.</p> <p>6.00 Independent, Comprehensive Dyslexia Evaluation; 6.01.1 Notified of the results of the dyslexia evaluation. Seems out of order here if it is referring to the results of the evaluation. Maybe more appropriately placed at end of this section.</p> <p>6.01.2.3 Psychologist is omitted (as is in the law). Psychologists are qualified to evaluate for dyslexia as defined in the DSM-V.</p> <p>6.01.2.3.2 School psychology specialist. When referred for an Independent, Comprehensive Dyslexia Evaluation, refer to</p>	
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AR Code 17-97-307 (2012) which specifies that SPSs are "restricted in their practice to employment within those settings under the purview of the State Board of Education."

6.01.2.3.4 & 6.01.2.3.5 others who can provide an independent, comprehensive dyslexia evaluation. All of the professionals listed above have graduate level degrees with practicum and internship experiences and are governed by a licensing board designed to protect the student as well as a Professional Association with the exception of certified dyslexia testing specialist. How does that compare to the level of training and experience that will be required from a Certified dyslexia testing specialist (which is not defined in this document) or from a Dyslexia therapist? It is likely that these two fields do not have the necessary qualifications to even purchase many of the tests listed under the Level II Dyslexia Screening list in the Guide (Appendix G). Additionally, see *comment section in 3.04.2*. Please refer to the Arkansas School Psychology Position Statement regarding Qualifications to Conduct Psychological/Psychological Evaluations in Arkansas Schools.

According to Parenting Children with Dyslexia website [www. Netplaces.com/parenting-kids-with-dyslexia](http://www.Netplaces.com/parenting-kids-with-dyslexia), "dyslexia is diagnosed by a specialist trained in the assessment of learning disabilities. The purpose of the testing is not only to determine whether a child has dyslexia but is to rule out other problems." The people conducting these evaluations must be adequately trained to rule-out other disorders as well as evaluating the impact of other issues that can impact learning (ADHD, intellectual or developmental disabilities, etc.). Although a formal measure of intelligence is not always thought of (by some) as an integral part of a comprehensive evaluation for dyslexia, dyslexia is considered a learning disability and included in the definition of learning disability is that there are deficits in one or more areas of cognitive processing. Most intelligence measures include areas of basic cognitive processing which are linked to various academic areas (including basic reading and reading fluency [dyslexia]). Specialized graduate level training and licenses are required for this type of assessment. Additionally in the definition used by the International Dyslexia Association, "...difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities...." How do we know that unless we assess those areas? Assessment of these processes must be completed by those with appropriate training and licensure.

6.03 NOTE: Where does this belong? Move to 6.01?

9.00 Dyslexia Specialist. Needs clarification to distinguish this position from that in 3.04.

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		<p>9.01.1.2 Screening. Which screening: initial, Level I, Level II?</p> <p>10.0 Typo. Should be 10.00</p> <p>13.00 Dyslexia Resource Guide. How do these people get on the committee?</p> <p>Question: How are parental consents being handled throughout this process? (Keep in mind that many of the tests listed in the Level II Dyslexia screening are considered "diagnostic" in nature even though they are listed under "screening" in the guide.)</p> <p>\$03-06-2016 – Additional note: We attended ARMEA this past week. In one session, during a Q & A, the presenter, who is a well-known attorney in special education and 504 law, suggested that the move to a Level 2 Dyslexia Screening should be considered a 504 referral and the Level 2 Dyslexia Screening would be the resulting evaluation for consideration of 504 services, which would be the subsequent dyslexia therapy, if eligible.</p> <p>Note: Commenters also attached the Arkansas School Psychology Association's position statement regarding Qualifications to Conduct Psycho-educational/Psychological Evaluations in Arkansas Schools; and Ark. Code Ann. § 17-19-307 entitled "Professional Titles" (regarding "psychological," "psychologist," and "psychology," etc.)</p>	
2/16/16	Jennifer Dedman, Arkansas Public School Resource Center	<p>3.03.6: This section may be improved by adding clarity that this reading instruction is a supplemental service/intervention in addition to the regular classroom reading instruction.</p> <p>4.02: Consider adding the ability to "Understand the Text" (Reading Comprehension).</p> <p>5.00: This section is missing recommendations of intervention for students identified with Level 1.</p> <p>9.01 and 10.01: It is unclear whether each of these positions are required to be one Full Time Equivalent (FTE) or partial Full Time Equivalent positions. If they refer to full FTE, this appears to be an additional cost to the district of two employees with no supporting funding source.</p> <p>13.02: Charter schools are not specifically represented on the committee. Consider adding an organization to represent this group of schools.</p>	<p>Comments considered. No changes made.</p>
2/16/16	Diane Zook, Arkansas State Board of Education	<p>Section 3.047.1. EACH or ALL should not be taken out of the rules. If all (each and every) students aren't screened, the school has to get individual parental permission.</p> <p>Section 4.03. NOTE: (the second sentence should read) DIBELS alone IS insufficient to determine.....</p> <p>Section 5.00 and 6.00. The deletion of steps needed/required under these sections make much of it misleading and stand the risk of violating the parents' rights under IDEA and 504. I</p>	<p>Removing "all" from Section 3.07.1 provides consistency with other sections of the law and proposed rules, which do not require that all students be screened. For example, Section 4.00 requires with exceptions screening of K-2 students, as well as those in grades 3 and higher when a difficulty is noted.</p> <p>Non-substantive change made to the "NOTE" following Section 4.03 to clarify that additional screening assessments will need</p>

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		believe this will be easily misunderstood by those in the schools.	be administered to measure components that are not measured by DIBELS or the equivalent screener. Comments considered. Non-substantive changes made.
2/2/16 (Public Comment Hearing)	Amber Jones	Concerned about words “specialist” and “therapist” in rules, and these people not being trained in Orton-Gillingham Program. Concerned that K-2 students are not being screened in a specific time frame; rules read sometime during year and it needs to be done prior to end of year, as there are students who have not yet been screened. Overall lack of knowledge by school staff about dyslexia even though purportedly had training. Overall lack of fidelity in OG programs implemented by school staff. Would like teachers to be board certified in the science of reading. Overall lack of enforcement by schools and ADE. Children are suffering needlessly because of this “watered-down” law.	The law does not vest the Arkansas Department of Education with enforcement authority. Comments considered. No changes made.
2/1/16 (Public Comment Hearing)	Scott Gann, Arkansas Dyslexia Support Group	Has dyslexic child who he needed to be pulled out of public school to get the proper services. This law is pretty good, but it is not being enforced. ADE tells parents it is not an enforcement agency and he does not understand when they enforce every other rule he seems to read about in the newspaper. Also concerned about Section 7.01 where fidelity was removed and uses words like “may include.” These kids need help; not “may” need help.	Section 7.01 (which includes “may” and in which “fidelity” was removed) mirrors the law. See Ark. Code Ann. § 6-41-605(a). Regarding enforcement authority, please see above response to the 2/2/16 comment of Amber Jones. Comments considered. No changes made.
2/2/16 (Public Comment Hearing)	Dallas Green, Arkansas Dyslexia Support Group	Has nineteen-year-old son who has dyslexia. Since first grade one of largest schools in state told her they knew nothing about dyslexia. Law passed in 2013; too late for her son. College he attended that had dyslexia program did not work out; now he works two jobs. Discussed her interaction with school/teachers during her son's career. Graduated with a 2.8 GPA, but reads on a 3 rd grade level. Now in 2014 daughter, who is four, is in pre-K and something is “not right” with her. Mother asked pre-K teacher whether she thought her daughter was dyslexic; teacher said she doesn't know anything about dyslexia (although law has been passed). There is so much science out there on the issue. Said her group (Arkansas Dyslexia Support Group) travels to schools in Arkansas and they don't know when they'll do screen or what screen to use. Unorganized. Schools don't know what to do with students with dyslexia: no information going out; no training. Said a superintendent said can't diagnose dyslexia until there's an autopsy. We are 49 th in the country. Teachers have told her that it's her fault her kid can't read, but 70% overall can't read on grade level. Excited about law but who is going to enforce it. Told the school is going to enforce it; do you think the schools are going to “kill” themselves? Many gaps: the school may or may not use fidelity. Who is going to enforce? Someone needs to tell psych	<u>Department Response:</u> Regarding enforcement authority, please see above response to 2/2/16 comment of Amber Jones. Comments considered. No changes made.

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		examiners to quit telling kids they are “retarded.” That’s what psych examiners all around the State are telling kids.	
2/2/16 (Public Comment Hearing)	Sarah Jane Luckey, Retired Arkansas Teacher	Still teaches children with dyslexia to read. Has worked with kids who need to test in small settings; tested same kids year after year, and wondered why the [special education] students never were able to read the test. Dyslexia is “elephant in the room.” Must teach students in a way they can learn. Until colleges start to teach teachers how to teach students with dyslexia to read, we’re still going to be 68% below grade level. ADE gives “lip service.” Need to do whatever it takes to teach our students with dyslexia to read. Visited one school where staff member said screened students and turned in results but hadn’t heard a word. Another just finished a reading specialist degree, but barely had word mentioned of dyslexia in her training. Thirty-five dyslexia research centers associated with universities that use our tax dollars; they know what to do and “we” know what to do. We are not going to get there by watering dyslexia law down; it must be beefed up. Leaving to go to school that is dragging its feet by following the IDEA and providing student with FAPE; our one in five students with dyslexia are not getting FAPE.	Comments considered. No changes made.
2/2/16 (Public Comment Hearing)	Mary Beth, Teacher in 2 nd Largest School District in Arkansas	Forced to become a teacher because her child was denied FAPE in public school. Teachers tried and cared, tutored him into having an anxiety attack, but not trained in dyslexia. ADE should get teachers all of the professional development it can on Orton-Gillingham research based, scientifically proven reading methods. Don’t leave it up to an educational co-op; don’t make it a choice but a requirement. ADE issues report cards; tells parents to see if schools are doing their jobs. No one is holding schools accountable. 68% of students are reading below proficient. 20% of those students are dyslexic. 80% of students in special education can get out of SPED if teachers are trained in Orton-Gillingham Method. Method school chooses must be done with fidelity, and have fidelity parameters. ADE needs to make rules a lot stronger. Pulled her child out of school (2 nd grader) because concerned about possible suicide in the future due to anxiety (after reading a statistic on suicide). Pulled him out and is teaching him herself. Thank goodness for Susan Barton. There are budget surpluses and NSL funds that need to be used because the money is there. Have to hold superintendents accountable; teacher bonuses come out of same fund, so that is a conflict of interest. Appeal to ADE and ask them to beef up the rule. Need to take out words like “may” in Section 7. It’s a slap in the face not to follow the law. There must be an enforcement tool; when schools don’t report accurate numbers to ADE, there has to be follow up. Not enough just to report. When ADE sees low numbers they know school districts are not screening.	Section 7.01 (which includes “may”) mirrors the law. See Ark. Code Ann. § 6-41-605(a). Regarding enforcement authority, please see above response to 2/2/16 comment of Amber Jones. Comments considered. No changes made.

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2/2/16 (Public Comment Hearing)	Karen Marriott, Parent	Appeal to ADE to follow its own rules and enforce them the best they can. Discussed her “story and struggles.” Has a wonderful daughter who is 8, as well as an adopted son. Also has been a foster parent. Starting in 2012, daughter started kindergarten. Doing great. Spring she was excelling and bright, but she was struggling. Started sight words and spelling words, and mother told teacher something not right; she was struggling. Asked teacher if she was dyslexic; teacher said no, she’ll grow out of it. Same story in first grade. Second grade, doing DIBELS, did tutoring other children at school, tutors her own at home. Mother told teacher she saw a disconnect; teacher said intervention specialist would watch her and continue to test her. Child had problems with classes and homework, lack of focus, frustrated, caused “breakdowns.” Mother paid to have daughter tested; found OTVs, sensory deficits, working memory problems, ADHD, dysgraphia, dyslexic tendencies; disconnect between oral and written skills. Met with school, they told mother they could not give child accommodations because she was too smart and would be an unfair advantage, even though she has a neurological disorder. Daughter is A-B student because of mother’s tutoring. School put her into dyslexia intervention program where she is receiving Orton-Gillingham, and she is making progress. Interventionist tutors commenter so commenter (mom) can continue working with her daughter at home. Writing skills below average. Paid personally for various therapies. Rule is “skinny, itty bitty”; so much needs to be fleshed out and filled in. Accountability, fidelity, integrity. Needs to be enforced.	Comments considered. Although commenter considers proposed rules “skinny, itty bitty,” further clarification, guidance, and instruction is provided in the Arkansas Dyslexia Resource Guide, which can be accessed through the ADE’s website. For clarity, Section 1.03 added to rules to ensure that readers are on notice of the Dyslexia Resource Guide and where it can be found. Comments considered. Non-substantive change made.
2/2/16 (Public Comment Hearing)	Mary Beth Wallace, Harrisburg School District; Speech-Language Pathologist and Board Certified Teacher	Been on forefront in her district; wants to put forth the success of this law if done with fidelity. Son 7-8; good at math (95 th percentile) but in 35 th percentile in reading. Paid for son to have tutoring he needed; son made 3 years growth in 6 months with the appropriate intervention. Has a good teacher, but she did not embrace multi-sensory education. Worked with 16-year-old in a juvenile detention center reading at a pre-primer level. Connections is better for younger kids, but recommended Barton for him (due to his age). It is not expensive; no excuse for “may be” multi-sensory. Do something (some program) with fidelity and integrity. The 16-year-old is now reading. Her son now reads with fluency after one year of intervention. Reaches out to ADE to put some structures in place because “they [school districts/teachers] are starting from scratch and building nowhere” and an accountability piece is falling through. Too much work for the one person doing it at her district. Her school is doing it with fidelity and committed to it. Not enough “feet on the ground”; not enough trained interventionists. “May” and “possibly” in	Regarding use of “may” in Section 7, please see above response to 2/2/16 comment of Mary Beth. Comments considered. No changes made.

Public Comments – ADE Rules Governing How To Meet The Needs Of Children With Dyslexia

		Section 7 needs to be beefed up; needs to be no wiggle room.	
2/2/16 (Public Comment Hearing)	Joyce Elliot, Arkansas Senate	<p>Every time something is stricken and replaced with other words, wants to make sure she understands why. Page 3, at top where talk about delivered with fidelity, that is reference to everything we do. Started working on this issue in 2010, law in 2011 not successful because fiscal impact showed between \$4 and \$11 million dollars; but it wouldn't be that much but for a huge lack of understanding. In drafting the current law, got everyone in room to figure out how can we do this and make sure kids learn to read within the confines of what we have now and not make excuses about we don't have the time or the resources. Everyone who is fighting the law now was in the room, and was agreeing to what was put on paper, but now there is an enforcement problem of people not doing what they are supposed to do. But main thing, whatever we agreed to do would be done with fidelity; that's why it appears so much throughout the law. In one place "fidelity" is stricken and in others it is not. Commenter is assuming that's because overall fidelity is intended. Would like clarification. See 3.03.4. Section 3.04.1, regarding person reading "a professional at each educational service coop or school district who has expertise and is working toward an endorsement or certification." Understands that's like what we do for provisional teachers or people working toward certification. Understand we don't have work force right now, but this is something we need to do with fidelity, which is make sure individuals are working toward getting the expertise and it's not just words on paper. If we don't do this with fidelity, we won't have people in four years. Parents are reporting nothing is happening, but other schools are going right ahead and doing it. Doesn't understand the disconnect between some schools saying they don't know how to follow the rules while others are getting it done. Many of the schools that are getting it done are often the smaller, more challenged schools. Have heard horrific stories from the larger schools that are not getting it done, and fidelity is a word they've never heard of.</p> <p>Section 3.08: Ongoing problem. Definition of "programs approved or defined by the Department" means one determined by school district to meet all required components. Lovely idea, but something needs to be in rules giving someone the final say. Would hope every school district would do this but there is ample evidence that it won't. ADE needs to provide direction: does it need legislation to be an enforcer? Some school districts do only what they have to do; it is a significant problem. Wants ADE guidance; does there need to be another law?</p> <p>Page 5: 4.02 notes has not marked out "fidelity," just noting that it is there.</p> <p>DIBELS: Some districts where superintendents and</p>	<p>The term "fidelity" was stricken from the proposed rules only in those instances where it was removed from the law. See Section 7.01 ("fidelity" removed in Act 1268 of 2015, codified as Ark. Code Ann. § 6-41-605). The same is true with the term "may" in Section 7.01.</p> <p>Regarding frequency of screening, please see above the response to the 1/19/16 comment of Mary Bryant (each student, who does not fall into an exception, must be screened in kindergarten, in the first grade, and in the second grade; beyond as well when a difficulty is noted).</p> <p>Non-substantive change made to Section 4.05 to clarify that a student with an existing diagnosis of dyslexia is exempt only if the school district is providing interventions to the student.</p> <p>Non-substantive change made to Section 6.03 to clarify that if a school district does not provide intervention based upon the diagnosis, it must notify the student's parent or guardian of its reasoning.</p> <p>Non-substantive change made to "NOTE" in Section 2.02 to clarify that in addition to a school district's continuing obligations under the IDEA, it also must continue to meet its obligations under § 504 of the Rehabilitation Act, as amended. Both the IDEA and § 504 provide due process when parents/guardians disagree with a school district decision regarding the provision of services required under those laws.</p> <p>Non-substantive change to Section 7.01 to clarify that although all interventions listed in Sections 7.01.1 through 7.01.4 need not be provided, services provided must include those the school district deems appropriate.</p> <p>Regarding enforcement authority, please see above response to 2/2/16 comment of Amber Jones.</p> <p>Section 8.01 refers readers to the Dyslexia Resource Guide, which instructs how to report through APSCN and what information must be entered.</p> <p>Section 12.00 mirrors the law (see Ark. Code Ann. § 6-41-609).</p> <p>Comments considered. Non-substantive changes made</p>

supervisors still telling folks they have to screen every child every year for dyslexia. Don't know how to make this any clearer. They are screening using DIBELS or some equivalent that is required by this law and is brand new. Adds to confusion: nothing new about it; it was already there. DIBELS screening is a starting place in helping kids with dyslexia or markers of any reading issue.

Page 6, 4.045, reading that students with existing diagnosis of dyslexia are exempt from screening. If student has a diagnosis, it's going to have to be accepted by the school; maybe that needs to be clarified at this point in the rules.

Section 6.02, a school district "shall consider" the diagnoses. Reads shall consider recognizing that a diagnosis might not be acceptable in a valid way. This was a compromise. This section needs to be beefed up, because school district could say it has considered the diagnoses and "bye." Can't be this lackadaisical. Suggests language: if district considers a diagnosis and decides not to accept it, then (1) need to make sure they explain to parent why that diagnosis or evaluation was not accepted; and (2) needs to be some way for parents to have some appeal, at least to the school board.

Section 7.01. Use of "may." The "may" came about because of a question: if a student is dyslexic, does s/he need all of the listed interventions, or just some? May have to follow up, as answer is crucial to "may." If "may" remains, add "but shall include all appropriate interventions" after "may include the following instructional approaches." Need to be assured that people cannot argue that "may" means they don't have to do it.

Page 9, top of page "receive training and certification from program approved by the department," raised question in her mind, if ADE can approve which programs are okay, why cannot we enforce whether a school district is using a program that is appropriate and meeting kids' needs. If it is about legislation, tell us that.

Section 8.01 school districts "shall annually report," need definition for school district as to what they are going to report and what it will look like. Needs to be how many were in school district, how many were screened, how many got intervention; otherwise no point of reference to know what report could mean.

Last page, 11.01.2 "the science behind teaching a student who is dyslexic" [which is struck through], commenter recalls that evidence-based interventions are going to include that.

Commenter wants ADE to think about whether this is correct.

Section 12.0, struck "students at risk for dyslexia and related disorders." don't remember if there is a definition for "related disorders"; know supposed to be thinking about kids with dysgraphia and dyscalculia. Want to follow up with ADE about this.

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2/2/16 (Public Comment Hearing)	Melissa Hannah, Speech-Language Pathologist and Certified Academic Language Therapist	<p>Visited with school (third time) where a child is receiving dyslexia services. Thought meeting went well, but dyslexia interventionist decided student did not need Tier III intervention. Teacher doing everything she can, but feeling like a failure. Had unproductive meetings regarding child. Child had two comprehensive evaluations from two unrelated agencies confirming child had dyslexia, but school district required more testing. Today in third meeting, psychological examiner who attended third meeting thought child was receiving services recommended in the first meeting [move to Tier III], but child was not. Then notified student was receiving the right intervention, but why then were they meeting and another test being required? Not a quick fix, but have to recognize that what we're doing now is not right. Our programs—dyslexic and otherwise—are not supported with scientific data, but beliefs and opinions. Reading is not a natural process. Alphabetic writing system is not learned simply from exposure to print. Spoken and written language are different. Most important skill in early reading is the ability to read single words completely, accurately, and fluently. Context is not the primary factor in word recognition, only effective 10% of the time, yet it is the first strategy we teach. Interventions are very systematic; can't just "sprinkle in" some multi-sensory stuff. Teachers may attend an Orton-Gillingham training and "check, we meet the law." But then they aren't doing it with fidelity. Science of reading has proven three areas of brain must work together for a child to learn to read. Two of those areas do not activate or underactivate for children with dyslexia, and unless they have the right multi-sensory intervention, they will not activate. The interventions we do now with RTI are a "little band-aid." When kids reach middle school, they fall all to pieces because they can't read textbooks. Such a gap in the amount of information teachers need; they do not know. Not teachers' fault, "we" failed the teacher because she doesn't have the knowledge or training she needs. Districts will only train teachers when "we" come and force the issue. Twenty percent of children are dyslexic, but we are failing 68% of students. If we would just provide the right kind of instruction, only the dyslexic kids would need intervention. When kids cannot read, their futures are limited.</p>	Comments considered. No changes made.
2/2/16 (Public Comment Hearing)	DeeDee Cain, Arkansas Dyslexia Support Group, UCA	<p>Commenter is dyslexic, as are her mother, sister, and three-year-old child. We will not back down. This law will be enforced. "We" roll up into schools constantly, which schools tell parents to read to their kids. Public education system failed her daughter miserably. Her teachers were fantastic, because commenter hand-picked them all until she was in 4th grade. Not diagnosed with dyslexia until 11th grade. We have this law because special education was not doing what it was supposed to do. Commenter is special education teacher. Systemic</p>	Comments considered. No changes made.

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		<p>problem (across U.S.) is that it is a “wait to fill” program; you can never get out of a “wait to fill.” Commenter never dismissed a child from SPED. Was never trained to teach these kids. Only way this will stop is at the university level. At UCA, students cannot graduate without learning the science of reading. Most other states require this. We got a “big fat zero” on the NAEP for not having a test for the science of reading. If you pay enough money and go to enough school you can call yourself anything. But if you don’t know the science of reading, you cannot teach children to read. Reading recovery is not going to teach children to read. Have to know the science behind reading to teach all students, not only those with dyslexia. We are failing children. People can get a dyslexia endorsement in our universities without ever learning the science of reading. We need to quit blaming parents. We need to jump in and fix the problem. If you had cancer, would find a good doctor; you wouldn’t have a janitor perform a mastectomy on you. No matter who you are or how many degrees you have, if you don’t know the science of reading don’t talk to me about teaching reading. Cuba’s literacy rate is 97%, so don’t talk about the “poverty brain.” The “poverty brain,” like the “dyslexia brain,” responds to intervention. We have to help the teachers whose hands are tied at their schools. It is so sad what has happened; we have to do better by our kids. It is embarrassing. There’s a way to fix this, and we all have to be willing to admit that what we do is not right.</p>	
2/2/16 (Public Comment Hearing)	Debbie Miller, Conway School District, Director of Instructional Services	<p>Her school district has worked so hard over past years regarding dyslexia. We are working together. Needs teachers to have a master’s degree in reading. At Rotary a man (15 years ago) was upset because students don’t write well in the cursive, and that teaching reading is not “rocket science.” She disagreed and said that it IS rocket science. We have children falling through the cracks, but her school district is working diligently. There are a lot of districts doing tremendous things. There is a gap in learning by teachers, administrators, speech pathologists, but they need time. Teachers have to be taught in the universities, such as foundational pieces of reading. This doesn’t happen overnight. Let’s work together.</p>	<p>Comments considered. No changes made.</p>