

AGENDA STATE BOARD OF EDUCATION

March 20, 2014

Arkansas Department of Education

10:00 AM

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Consent Agenda

C-1 Minutes: February 13-14, 2014

Presenter: Deborah Coffman

C-2 Newly Employed, Promotions and Separations

The application 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.

Presenter: Dr. Karen Walters

C-3 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 30 days. Requests were received from 11 school districts covering a total of 29 waivers. There were also requests for long-term substitutes from 24 school districts requesting a total of 32 waivers for long-term substitutes. None of these requests were from a district in academic distress. These requests have been reviewed, have either been approved or denied by Department Staff, and are consistent with program guidelines.

Presenter: Dr. Karen Walters

C-4 Declaration of Critical Academic Shortage Areas of Licensure for 2014-2015

Pursuant to Ark. Code. Ann. § 6-15-403 and §6-81-609, it is required that the State Board of Education declare licensure areas as the Critical Academic Shortage Areas. The Critical Shortage areas as approved by U.S.

Department of Education for 2014-2015 are as follows: Business Technology, Gifted and Talented, Guidance and Counseling, Library Media Specialist, Secondary Mathematics, Middle Childhood Education, Music, Secondary Sciences, and Special Education.

Presenter: Dr. Karen Walters

C-5 End-of-Semester Reviews of Open-Enrollment Public Charter Schools in the Initial Year of Operation: Northwest Arkansas Classical Academy, Premier High School of Little Rock, and Quest Middle School of Pine Bluff

Data is provided for this item to meet the requirement of Ark. Code Ann. § 6-23-406 that requires the Department of

Education to conduct an end-of-semester review of each open-enrollment public charter school in its initial school year of operation and report to the State Board of Education on the charter school's overall financial condition and condition of student enrollment.

Presenter: Mary Perry

C-6 Consideration for Awarding Waiver Days - Alpena School District

During the 2013-2014 school year, the Alpena School District missed a total of 20 days due to inclement weather. The district proposes to make up a total of 10 days: February 17 (President's Day), March 24-28 (five days of spring break), April 18 (Good Friday), May 22-23, and May 27. The district requests a waiver for ten (10) days making the 2013-2014 school year a total of 168 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-7 Consideration for Awarding Waiver Days - Batesville School District

During the 2013-2014 school year, the Batesville School District missed a total of 13.5 days due to inclement weather. The district proposes to make up a total of 10.5 days: January 3, January 20, February 17, one day of spring break, April 18, May 26 and 4.5 days at the end of the year. The district requests a waiver for three (3) days making the 2013-2014 school year a total of 175 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-8 Consideration for Awarding Waiver Days - Bentonville Public Schools

During the 2013-2014 school year, the Bentonville Public School District missed a total of 13 days due to inclement weather. The district proposes to make up a total of 10 days: MLK Day, President's Day, March 15, two spring break days (March 24-25), and five days at the end of the year. The district requests a waiver of three (3) days making the 2013-2014 school year a total of 175 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-9 Consideration for Awarding Waiver Days - Bergman School District

During the 2013-2014 school year, the Bergman School District missed a total of 15 days due to inclement weather. The district proposes to make up a total of 13 days: three make-up days already attended, March 8, three days of spring break (March 24-26), May 26, and five snow days. The district requests a waiver for two (2) days making the 2013-2014 school year a total of 176 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-10 Consideration for Awarding Waiver Days - Berryville Public Schools

During the 2013-2014 school year, the Berryville Public School District missed a total of 21 days due to inclement weather. The district proposes to make up a total of 10 days: five spring break days (pending final approval by PPC and school board) and five snow days. The district requests a waiver of eleven (11) days making the 2013-2014 school year a total of 167 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-11 Consideration for Awarding Waiver Days - Calico Rock Public Schools

During the 2013-2014 school year, the Calico Rock Public School District missed a total of 18 days due to inclement weather. The district proposes to make up a total of 10 days: MLK Day, President's Day, April 18 (Good Friday), three spring break days, and four days at the end of the year. The district requests a waiver of eight (8) days making the 2013-2014 school year a total of 170 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-12 Consideration for Awarding Waiver Days - Cave City School District

During the 2013-2014 school year, the Cave City School District missed a total of 19 days due to inclement weather. The district proposes to make up a total of 10 days: December 20, March 8, five spring break days (March 24-28), April 18 (Good Friday), and May 22-23. The district requests a waiver of nine (9) days making the 2013-2014 school year a total of 169 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-13 Consideration for Awarding Waiver Days - Cedar Ridge School District

During the 2013-2014 school year, the Cedar Ridge School District missed a total of 19 days due to inclement weather. The district proposes to make up a total of 10 days: January 2-3, February 17, March 24-28 (five days of spring break), and May 27-28. The district requests a waiver of nine (9) days making the 2013-2014 school year a total of 169 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-14 Consideration for Awarding Waiver Days - Clinton Public Schools

During the 2013-2014 school year, the Clinton Public School District missed a total of 18 days due to inclement weather. The district proposes to make up a total of 10 days: five snow days and five spring break days. The district requests a waiver of eight (8) days making the 2013-2014 school year a total of 170 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-15 Consideration for Awarding Waiver Days - Concord Public School

During the 2013-2014 school year, the Concord Public School District missed a total of 17 days due to inclement weather. The district proposes to make up a total of 10 days: February 15, April 18 (Good Friday), five snow days, and three days added to the end of the year. The district requests a waiver of seven (7) days making the 2013-2014 school year a total of 171 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-16 Consideration for Awarding Waiver Days - Corning Public Schools

During the 2013-2014 school year, the Corning Public School District missed a total of 12 days due to inclement weather. The district proposes to make up a total of 10 days: February 17, April 18, five days of spring break (March 24-28), May 23, and May 27-28. The district requests a waiver for two (2) days making the 2013-2014 school year a total of 176 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-17 Consideration for Awarding Waiver Days - Cotter Public Schools

During the 2013-2014 school year, the Cotter Public School District missed a total of 14 days due to inclement weather. The district proposes to make up a total of 10 days: February 14, April 18 (Good Friday), four days of spring break (March 24-27), and May 27-30. The district requests a waiver of four (4) days making the 2013-2014 school year a total of 174 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-18 Consideration for Awarding Waiver Days - Decatur Public Schools

During the 2013-2014 school year, the Decatur Public School District missed a total of 16 days due to inclement

weather. The district proposes to make up a total of 9 days: January 20, February 14, five days of spring break (March 24-28), April 18 (Good Friday), and May 23. The district requests a waiver of seven (7) days making the 2013-2014 school year a total of 171 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-19 Consideration for Awarding Waiver Days - Deer/Mt. Judea School District

During the 2013-2014 school year, Deer/Mt. Judea School District missed 21 days due to inclement weather. The district proposes to make up a total of 10 days: five inclement weather days, four days (previously scheduled as professional development days) and one day at the end of the year. The district requests a waiver for eleven (11) days making the 2013-2014 school year a total of 167 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-20 Consideration for Awarding Waiver Days - Elkins School District

During the 2013-2014 school year, the Elkins School District missed a total of 18 days due to inclement weather. The district proposes to make up a total of 10 days: February 21, two days of spring break (March 24-25), April 18 (Good Friday) and six days at the end of the year. The district requests a waiver for eight (8) days making the 2013-2014 school year a total of 170 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-21 Consideration for Awarding Waiver Days - Eureka Springs School District

During the 2013-2014 school year, the Eureka Springs School District missed a total of 20 days due to inclement weather. The district proposes to make up a total of 10 days: January 20 (MLK Day), February 1, February 22, March 15, March 26-28 (three days of spring break), and 3 days added to the end of the school year. The district requests a waiver of ten (10) days making the 2013-2014 school year a total of 168 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-22 Consideration for Awarding Waiver Days - Farmington Public Schools

During the 2013-2014 school year, the Farmington Public School District missed a total of 14 days due to inclement weather. The district proposes to make up a total of 11 days: January 3, January 20, February 17, March 21, one day of spring break (March 24), May 30, and June 2-6. The district requests a waiver of three (3) days making the 2013-2014 school year a total of 175 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-23 Consideration for Awarding Waiver Days - Fayetteville Public Schools

During the 2013-2014 school year, the Fayetteville Public School District missed a total of 13 days due to inclement weather. The district proposes to make up a total of 11 days: January 20, January 25, March 14, two days of spring break (March 24-25), April 4, and June 2-6. The district requests a waiver for two (2) days making the 2013-2014 school year a total of 176 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-24 Consideration for Awarding Waiver Days - Flippin School District

During the 2013-2014 school year, the Flippin School District missed a total of 14 days due to inclement weather. The district proposes to make up a total of 10 days: February 7, two days of spring break (March 24-25), April 18 (Good Friday), and May 26-31. The district requests a waiver of four (4) days making the 2013-2014 school year a total of 174 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-25 Consideration for Awarding Waiver Days - Gentry School District

During the 2013-2014 school year, Gentry Public Schools missed a total of 17 days due to inclement weather. The district purposes to make up a total of 10 days: five inclement weather days, February 18 (previously scheduled student non-attendance day), Good Friday, Memorial Day, and two spring break days. The district requests a waiver for seven (7) days making the 2013-2014 school year 171 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-26 Consideration for Awarding Waiver Days - Gravette Public Schools

During the 2013-2014 school year, the Gravette Public School District missed a total of 15 days due to inclement weather. The district proposes to make up a total of 10 days: March 21, three spring break days (March 24-26) and six days at the end of the year. The district requests a waiver of five (5) days making the 2013-2014 school year a total of 173 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-27 Consideration for Awarding Waiver Days - Green Forest School District

During the 2013-2014 school year, the Green Forest School District missed a total of 21 days due to inclement weather. The district proposes to make up a total of 13 days: January 2-3, March 24-28 (five days of spring break), April 18, and five days at the end of May. The district requests a wavier of eight (8) days making the 2013-2014 school year a total of 170 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-28 Consideration for Awarding Waiver Days - Greene County Technical School District

During the 2013-2014 school year, the Greene County Technical School District missed a total of 16 days due to inclement weather. The district proposes to make up a total of 10 days: five snow days and five days of spring break. The district requests a waiver of six (6) days making the 2013-2014 school year a total of 172 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-29 Consideration for Awarding Waiver Days - Greenland Public Schools

During the 2013-2014 school year, the Greenland Public School District missed a total of 16 days due to inclement weather. The district proposes to make up a total of 10 days: MLK Day, January 25, February 15, and seven days at the end of the year. The district requests a waiver of six (6) days making the 2013-2014 school year a total of 172 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-30 Consideration for Awarding Waiver Days - Haas Hall Academy

During the 2013-2014 school year, the Haas Hall Academy missed a total of 13 days due to inclement weather. The charter school proposes to make up a total of 10 days: two days already in calendar above the 178 days required, February 12-14, March 20-21, April 14, May 2, and May 26. The charter school requests a waiver for three (3) days making the 2013-2014 school year a total of 175 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-31 Consideration for Awarding Waiver Days - Harrisburg School District

During the 2013-2014 school year, the Harrisburg School District missed a total of 16 days due to inclement weather. The district proposes to make up a total of 10 days: 5 snow days, one day of inservice, and four days at the end of the year. The district requests a waiver for six (6) days making the 2013-2014 school year a total of 172 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-32 Consideration for Awarding Waiver Days - Harrison School District

During the 2013-2014 school year, the Harrison School District missed a total of 15 days due to inclement weather. The district proposes to make up a total of 10 days: January 20 (MLK Day), February 8, February 17 (President's Day), two days of spring break and five days at the end of the year. The district requests a waiver of five (5) days making the 2013-2014 school year a total of 173 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-33 Consideration for Awarding Waiver Days - Hector School District

During the 2013-2014 school year, the Hector School District missed a total of 12 days due to inclement weather. The district proposes to make up a total of 10 days: February 14, two days of spring break, April 18, and six days at the end of the year. The district requests a waiver for two (2) days making the 2013-2014 school year a total of 176 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-34 Consideration for Awarding Waiver Days - Highland School District

During the 2013-2014 school year, the Highland School District missed a total of 22 days due to inclement weather. The district proposes to make up a total of 10 days: March 8, March 22, five days of spring break (March 24-28), April 5, and two days at the end of the year. The district requests a waiver of twelve (12) days making the 2013-2014 school year a total of 166 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-35 Consideration for Awarding Waiver Days - Hillcrest School District

During the 2013-2014 school year, the Hillcrest School District missed a total of 17 days due to inclement weather. The district proposes to make up a total of 10 days: December 20, five days of spring break (March 24-28), March 29, April 18, and May 22-23. The district requests a waiver for seven (7) days making the 2013-2014 school year a total of 171 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-36 Consideration for Awarding Waiver Days - Hoxie School District

During the 2013-2014 school year, the Hoxie School District missed a total of 15 days due to inclement weather. The district proposes to make up a total of 10 days: March 21, two days of spring break (March 24-25), April 18, May 27-30 and June 2-3. The district requests a waiver for five (5) days making the 2013-2014 school year a total of 173 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-37 Consideration for Awarding Waiver Days - Huntsville School District

During the 2013-2014 school year, the Huntsville School District missed a total of 22 days due to inclement weather. The district proposes to make up a total of 11 days: six snow days, February 15 (Saturday), March 8 (Saturday), two days of spring break (March 24-25), and one day at the end of the year. The district requests a waiver for eleven (11) days making the 2013-2014 school year a total of 167 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-38 Consideration for Awarding Waiver Days - Imboden Area Charter School

During the 2013-2014 school year, the Imboden Area Charter School missed a total of 19 days due to inclement weather. The charter school proposes to make up a total of 10 days: five days of spring break and five snow days. The charter school requests a waiver for nine (9) days making the 2013-2014 school year a total of 169 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-39 Consideration for Awarding Waiver Days - Izard County Consolidated School District

During the 2013-2014 school year, the Izard County Consolidated School District missed a total of 16 days due to inclement weather. The district proposes to make up a total of 10 days: March 7, April 18 (Good Friday), five days of spring break (March 24-28), May 22-23, and May 27. The district requests a waiver of six (6) days making the 2013-2014 school year a total of 172 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-40 Consideration for Awarding Waiver Days - Jackson County School District

During the 2013-2014 school year, the Jackson County School District missed a total of 12 days due to inclement weather. The district proposes to make up a total of 10 days: February 10, March 21, five days of spring break (March 24-28) and May 27-29. The district requests a waiver for two (2) days making the 2013-2014 school year a total of 176 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-41 Consideration for Awarding Waiver Days - Jasper School District

During the 2013-2014 school year, the Jasper School District missed the following days due to inclement weather: Jasper campus 19.5, Kingston campus 20, and Oak campus 21. The district proposes to make up a total of 10 days: December 20, January 20, February 17 (President's Day), March 8, March 24-26 (three days of spring break), and April 18 (Good Friday) and two days at the end of the year. The district requests a waiver for 9.5 days for the Jasper campus, 10 days for the Kingston campus, and 11 days for the Oak campus making the 2013-2014 school year a total of 168.5, 168, and 167 instructional days respectively.

Presenter: Dr. Tom W. Kimbrell

C-42 Consideration for Awarding Waiver Days - Jonesboro Public Schools

During the 2013-2014 school year, the Jonesboro Public School District missed a total of 11 days due to inclement weather. The district proposes to make up a total of 10 days: February 14, February 17, April 18, two days (to be determined from spring break, Memorial Day, Saturday, or at the end of the year), and June 2-6. The district requests a waiver for one (1) day making the 2013-2014 school year a total of 177 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-43 Consideration for Awarding Waiver Days - Lawrence County School District

During the 2013-2014 school year, the Lawrence County School District missed a total of 15 days due to inclement weather. The district proposes to make up a total of 10 days: January 20, February 17, one day of spring break (March 21), two days spring break (March 24-25) pending PPC and Board approval, April 18, May 26 (Memorial Day), and June 2-4. The district requests a waiver for five (5) days making the 2013-2014 school year a total of 173 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-44 Consideration for Awarding Waiver Days - Lead Hill School District

During the 2013-2014 school year, the Lead Hill School District missed a total of 16 days due to inclement weather. The district proposes to make up a total of 10 days: January 2-3, January 11, two spring break days, April 18 (Good Friday), and four snow days. The district requests a waiver of six (6) days making the 2013-2014 school year a total of 172 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-45 Consideration for Awarding Waiver Days - Lincoln School District

During the 2013-2014 school year, the Lincoln Consolidated School District missed a total of 18 days due to inclement weather. The district proposes to make up a total of 10 days: January 18, February 1, February 15, March 1, two days of spring break, two teacher inservice days, Good Friday, and one day added to the end of the year. The district requests a waiver of eight (8) days making the 2013-2014 school year a total of 170 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-46 Consideration for Awarding Waiver Days - Mammoth Spring School District

During the 2013-2014 school year, the Mammoth Spring School District missed a total of 23 days due to inclement weather. The district proposes to make up a total of 10 days: five snow days and five days of spring break. The district requests a waiver of thirteen (13) days making the 2013-2014 school year a total of 165 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-47 Consideration for Awarding Waiver Days - Marmaduke School District

During the 2013-2014 school year, the Marmaduke School District missed a total of 16 days due to inclement weather. The district proposes to make up a total of 10 days: January 2-3, President's Day, five days of spring break (March 24-28), April 18 (Good Friday), and May 23. The district requests a waiver for six (6) days making the 2013-2014 school year a total of 172 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-48 Consideration for Awarding Waiver Days - Maynard Public Schools

During the 2013-2014 school year, the Maynard Public School District missed a total of 17 days due to inclement weather. The district proposes to make up a total of 10 days: February 17, March 21, three days of spring break, April 18, May 26 and three days at the end of the year. The district requests a waiver of seven (7) days making the 2013-2014 school year a total of 171 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-49 Consideration for Awarding Waiver Days - Melbourne School District

During the 2013-2014 school year, the Melbourne School District missed a total of 16 days due to inclement weather. The district proposes to make up a total of 10 days: Good Friday, Memorial Day, three spring break days, and five snow days. The district requests a waiver of six (6) days making the 2013-2014 school year a total of 172 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-50 Consideration for Awarding Waiver Days - Midland School District

During the 2013-2014 school year, the Midland School District missed a total of 14 days due to inclement weather.

The district proposes to make up a total of 10 days: four days of spring break (March 24-27), April 17, April 21, May 27-30. The district requests a waiver for four (4) days making the 2013-2014 school year a total of 174 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-51 Consideration for Awarding Waiver Days - Mountain Home Public Schools

During the 2013-2014 school year, the Mountain Home School District missed a total of 15 days -16 days at the high school- due to inclement weather. Note: Due to precautionary concerns for the significant deflection in the roof and student safety, the High School (Grades 10-12) missed day #16. The district proposes to make up a total of 10 days: Good Friday (April 18), Memorial Day, 3 days of spring break, and 5 days added to the end of the year. The district requests a waiver of five to six (5-6) days making the 2013-2014 school year a total of 173 instruction days for Grades K-9 and 172 instructional days for the Grades 10-12.

Presenter: Dr. Tom W. Kimbrell

C-52 Consideration for Awarding Waiver Days - Mountain View School District

During the 2013-2014 school year, the Mountain View School District missed a total of 19.5 days due to inclement weather. The district proposes to make up a total of 12 days: seven snow days and five days of spring break (March 24-28). The district requests a waiver of seven and one half (7.5) days making the 2013-2014 school year a total of 170.5 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-53 Consideration for Awarding Waiver Days - Mountainburg School District

During the 2013-2014 school year, the Mountainburg Public School District missed a total of 11 days due to inclement weather. The district proposes to make up a total of 10 days: January 20, February 14, February 17, two days of spring break (March 24-25), April 18, May 30, and June 2-4. The district requests a waiver for one (1) day making the 2013-2014 school year a total of 177 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-54 Consideration for Awarding Waiver Days - Norfolk School District

During the 2013-2014 school year, the Norfolk School District missed a total of 17 days due to inclement weather. The district proposes to make up a total of 10 days: five snow days, one inservice day, February 22, one spring break day, April 18 (Good Friday), and Memorial Day. The district requests a waiver of seven (7) days making the 2013-2014 school year a total of 171 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-55 Consideration for Awarding Waivers Days - Northwest Arkansas Classical Academy

During the 2013-2014 school year, the Northwest Arkansas Classical Academy missed a total of 13 days due to inclement weather. The charter school proposes to make up a total of 10 days: MLK Day, President's Day, March 15, two days of spring break (March 24-25), and five days at the end of the year. The charter school requests a waiver for three (3) days making the 2013-2014 school year a total of 175 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-56 Consideration for Awarding Waiver Days - Omaha School District

During the 2013-2014 school year, the Omaha School District missed a total of 21 days due to inclement weather. The

district proposes to make up a total of 13 days: January 2-3, January 20, February 17, five days of spring break (March 24-28), and May 27-30. The district requests a waiver of eight (8) days making the 2013-2014 school year a total of 170 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-57 Consideration for Awarding Waiver Days - Ozark Mountain School District

During the 2013-2014 school year, Ozark Mountain School District missed a total of 19 days due to inclement weather. The district proposes to make up a total of 10 days: January 2, March 21, five days of spring break (March 24-28), Good Friday, May 23, and May 27. The district requests a waiver of nine (9) days making the 2013-2014 school year a total of 169 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-58 Consideration for Awarding Waiver Days - Pangburn Public Schools

During the 2013-2014 school year, the Pangburn School District missed a total of 11 days due to inclement weather. The district proposes to make up a total of 10 days: January 31, February 17, March 31, April 18, May 26, May 30, three Saturdays (or two Saturdays and June 3) and June 2. The district requests a waiver for one (1) day making the 2013-2014 school year a total of 177 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-59 Consideration for Awarding Waiver Days - Paragould School District

During the 2013-2014 school year, the Paragould School District missed a total of 16 days due to inclement weather. The district proposes to make up a total of 10 days: January 20, February 17, two days of spring break, April 18 (Good Friday), May 29-30, and three days at the end of the year. The district requests a waiver of six (6) days making the 2013-2014 school year a total of 172 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-60 Consideration for Awarding Waiver Days - Pea Ridge Schools

During the 2013-2014 school year, the Pea Ridge School District missed a total of 16 days due to inclement weather. The district proposes to make up a total of 10 days: January 2-3, MLK Day, President's Day, two days of spring break (March 24-25), and four days at the end of the year. The district requests a waiver for six (6) days making the 2013-2014 school year a total of 172 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-61 Consideration for Awarding Waiver Days - Piggott School District

During the 2013-2014 school year, the Piggott School District missed a total of 16 days due to inclement weather. The district proposes to make up a total of 10 days: March 21, three days of spring break (March 24-26), April 18 (Good Friday), May 27-30, and June 2. The district requests a waiver of six (6) days making the 2013-2014 school year a total of 172 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-62 Consideration for Awarding Waiver Days - Pocahontas Public Schools

During the 2013-2014 school year, the Pocahontas School District missed a total of 15 days due to inclement weather. The district proposes to make up a total of 10 days: February 17 (President's Day), three days of spring break (March 24-26), April 18 (Good Friday), May 26 (Memorial Day), and May 27-30. The district requests a waiver for five (5) days making the 2013-2014 school year a total of 173 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-63 Consideration for Awarding Waiver Days - Prairie Grove School District

During the 2013-2014 school year, the Prairie Grove School District missed a total of 15 days due to inclement weather. The district proposes to make up a total of 10 days: MLK Day, President's Day, March 8, March 22, and six days at the end of the year. The district requests a waiver for five (5) days making the 2013-2014 school year a total of 173 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-64 Consideration for Awarding Waiver Days - Quitman Public Schools

During the 2013-2014 school year, the Quitman School District missed a total of 13 days due to inclement weather. The district proposes to make up a total of 9 days: January 6, January 20, February 13, February 17, April 12, April 18, May 3, May 26, and May 31. The district requests a waiver for four (4) days making the 2013-2014 school year a total of 174 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-65 Consideration for Awarding Waiver Days - Rector School District

During the 2013-2014 school year, Rector School District missed a total of 17 days due to inclement weather. The district proposes to make up a total of 10 days: five inclement weather days, two days of Christmas break, two days of spring break, and May 30. The district requests a waiver of seven (7) days making the 2013-2014 school year a total of 171 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-66 Consideration for Awarding Waiver Days - Rogers Public Schools

During the 2013-2014 school year, the Rogers Public School District missed a total of 13 days due to inclement weather. The district proposes to make up a total of 11 days: January 20, February 17, May 27-30, and June 2-6. The district requests a waiver for two (2) days making the 2013-2014 school year a total of 176 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-67 Consideration for Awarding Waiver Days - Salem Public Schools

During the 2013-2014 school year, the Salem Public School District missed a total of 21 days due to inclement weather. The district proposes to make up a total of 10 days: five snow days and five days of spring break. The district requests a waiver of eleven (11) days making the 2013-2014 school year a total of 167 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-68 Consideration for Awarding Waiver Days - Searcy County School District

During the 2013-2014 school year, the Searcy County School District missed a total of 20 days due to inclement weather. The district proposes to make up a total of 10 days: February 15, February 17, March 8, March 21, five days of spring break (March 24-28), and May 27. The district requests a waiver of ten (10) days making the 2013-2014 school year a total of 168 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-69 Consideration for Awarding Waiver Days - Shirley Public Schools

During the 2013-2014 school year, the Shirley Public School District missed a total of 16 days due to inclement weather. The district proposes to make up a total of 10 days: January 2-3, February 14, February 17, and six days at

the end of the year. The district requests a waiver of six (6) days making the 2013-2014 school year a total of 172 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-70 Consideration for Awarding Waiver Days - Siloam Springs School District

During the 2013-2014 school year, the Siloam Springs School District missed a total of 13 days due to inclement weather. The district proposes to make up a total of 11 days: MLK Day, President's Day, 2 spring break days, April 18 (Good Friday), and six days at the end of the year. The district requests a waiver for two (2) days making the 2013-2014 school year a total of 176 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-71 Consideration for Awarding Waiver Days - Sloan Hendrix School District

During the 2013-2014 school year, the Sloan Hendrix School District missed a total of 18 days due to inclement weather. The district proposes to make up a total of 10 days: January 2-3, March 21, four days of spring break (March 24-27), April 18 (Good Friday), and May 27-28. The district requests a waiver of eight (8) days making the 2013-2014 school year a total of 170 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-72 Consideration for Awarding Waiver Days - South Side Public Schools - Bee Branch

During the 2013-2014 school year, the South Side Public School District missed a total of 12 days due to inclement weather. The district proposes to make up a total of 10 days: five snow days and five days at the end of the year. The district requests a waiver for two (2) days making the 2013-2014 school year a total of 176 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-73 Consideration for Awarding Waiver Days - Southside School District - Batesville

During the 2013-2014 school year, the Southside School District missed a total of 14 days due to inclement weather. The district proposes to make up a total of 10 days: February 17 (President's Day), two days of spring break (March 24-25), April 18 (Good Friday), May 26 (Memorial Day), and five days at the end of the year. The district requests a waiver for four (4) days making the 2013-2014 school year a total of 174 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-74 Consideration for Awarding Waiver Days - Trumann School District

During the 2013-2014 school year, the Trumann School District missed a total of 12 days due to inclement weather. The district proposes to make up a total of 10 days: two days of spring break (March 24-25), April 18, May 27-30, and June 2-4. The district requests a waiver for two (2) days making the 2013-2014 school year a total of 176 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-75 Consideration for Awarding Waiver Days - Valley Springs Public Schools

During the 2013-2014 school year, the Valley Springs Public School District missed a total of 15 days due to inclement weather. The district proposes to make up a total of 10 days: January 3, February 8, March 21, four spring break days and 3 days at the end of the year. The district requests a waiver of five (5) days making the 2013-2014 school year a total of 173 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-76 Consideration for Awarding Waiver Days - Viola Public Schools

During the 2013-2014 school year, the Viola Public School District missed a total of 23 days due to inclement weather. The district proposes to make up a total of 10 days: five spring break days, April 18 (Good Friday), one Saturday, and three days at the end of the year. The district requests a waiver of thirteen (13) days making the 2013-2014 school year a total of 165 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-77 Consideration for Awarding Waiver Days - West Fork School District

During the 2013-2014 school year, the West Fork School District missed a total of 21 days due to inclement weather. The district proposes to make up a total of 18 days: five snow days, two days of winter break, five days of spring break, and six days at the end of the year. The district requests a waiver for three (3) days making the 2013-2014 school year a total of 175 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-78 Consideration for Awarding Waiver Days - West Side School District

During the 2013-2014 school year, the West Side Public Schools missed a total of 14 days due to an outbreak of pertussis and inclement weather. The district proposes to make up a total of 10 days: February 17 (President's Day), March 21, March 25-26 (2 days of spring break), May 27-30, and June 2-3. The district requests a waiver for four (4) days making the 2013-2014 school year a total of 174 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-79 Consideration for Awarding Waiver Days - Westside Consolidated School District

During the 2013-2014 school year, the Westside Consolidated School District missed a total of 13 days due to inclement weather. The district proposes to make up a total of 10 days: January 20, February 17, March 21, five days of spring break (March 24-28), April 18, and May 26 (Memorial Day). The district requests a waiver for three (3) days making the 2013-2014 school year a total of 175 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-80 Consideration for Awarding Waiver Days - Yellville-Summit Public Schools

During the 2013-2014 school year, the Yellville-Summit Public School District missed a total of 14 days due to inclement weather. The district proposes to make up a total of 10 days: four days of spring break (March 25-28), Memorial Day (May 26), and five snow days. The district requests a waiver of four (4) days making the 2013-2014 school year a total of 174 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-81 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-064 – Rebecca Ann Seels

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 is recommending suspension of the license of Rebecca Ann Seels for one (1) year, a fine of \$100, and before renewing her license, Ms. Seels must submit a written statement from a licensed psychologist that states she is competent to work with children in a classroom setting. Ms. Seels was notified by letter, dated January 3, 2014, of the recommendation of the Ethics Subcommittee. Ms. Seels accepted the recommendation on February 14, 2014.

Presenter: Michael Smith

C-82 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-082– Clifton Kristopher DeJarnette

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 is recommending probation of the license of Clifton Kristopher DeJarnette for one (1) year and a fine of \$75. Mr. DeJarnette was notified by letter, dated January 3, 2014, of the recommendation of the Ethics Subcommittee. Mr. DeJarnette accepted the recommendation on January 23, 2014.

Presenter: Michael Smith

C-83 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-169 – Sara Kristine Kemp (Eisenburg)

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 is recommending that Sara Kristine Kemp (Eisenburg) is issued a written reprimand and a fine of \$50. Ms. Kemp was notified by letter, dated December 30, 2013, of the recommendation of the Ethics Subcommittee. The certified letter was returned unclaimed but the regular letter was not returned. Ms. Kemp has not responded within the required time period.

Presenter: Michael Smith

C-84 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-007 – Jeffrey Bob Israel

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 is recommending permanent revocation of the license of Jeffrey Bob Israel. Mr. Israel was notified by letter, dated January 6, 2014, of the recommendation of the Ethics Subcommittee. Mr. Israel accepted the recommendation on January 27, 2014.

Presenter: Michael Smith

C-85 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-010– Jeremy Paul Baker

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 is recommending suspension of the license of Jeremy Paul Baker for three (3) years and a fine of \$100. Mr. Baker was notified by letter, dated December 30, 2013, of the recommendation of the Ethics Subcommittee. The certified letter was returned unclaimed but the regular letter was not returned. Mr. Baker has not responded within the required time period.

Presenter: Michael Smith

C-86 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-022 – Phyllis Moring Stedman

Violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. The Professional Licensure Standards Board Ethics Subcommittee is recommending Phyllis Moring Stedman is issued a written warning. Ms. Stedman was notified by letter, dated December 31, 2013, of the recommendation of the Ethics Subcommittee. The certified letter was delivered and signed for on January 8, 2014. Ms. Stedman has not responded within the required time period.

Presenter: Michael Smith

C-87 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-026– Brett Louis Difani

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 is recommending probation of the license of Brett Louis Difani for three (3) years and a fine of \$75. Mr. Difani was notified by letter, dated January 6, 2014, of the recommendation of the Ethics Subcommittee. Mr. Difani accepted the recommendation on January 23, 2014.

Presenter: Michael Smith

C-88 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-036G– Tonya Michelle May

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 is recommending probation of the license of Tonya Michelle May for two (2) years and a fine of \$75. Ms. May was notified by letter, dated January 6, 2014, of the recommendation of the Ethics Subcommittee. The certified letter was returned unclaimed but the regular letter was not returned. Ms. May has not responded within the required time period.

Presenter: Michael Smith

C-89 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-039– Amy Renee Milliken

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 is recommending probation of the license of Amy Renee Milliken for two (2) years, a fine of \$75, and mandatory completion of ethics training provided by the Arkansas Department of Education on the Arkansas IDEAS website. Training must be completed within thirty (30) days of the State Board of Education's final order. Ms. Milliken was notified by letter, dated January 6, 2014, of the recommendation of the Ethics Subcommittee. The certified letter was returned unclaimed but the regular letter was not returned. Ms. Milliken has not responded within the required time period.

Presenter: Michael Smith

Action Agenda

A-1 Consideration of Order for Election on Proposition of Detachment of the Proposed Jacksonville-North Pulaski School District from the Pulaski County Special School District

On July 8, 2013, the State Board of Education declared as valid the petition for detachment filed by the Jacksonville Community Group. On January 13, 2014, the presiding federal judge in the Pulaski County Desegregation Case approved a settlement agreement that permitted the State of Arkansas to immediately authorize the creation of a Jacksonville/North Pulaski School District consistent with state law. The Jacksonville Community Group now requests that the State Board of Education order an election on the proposed detachment.

Presenter: Jeremy Lasiter

A-2 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Renewal Application: Jacksonville Lighthouse Charter School

The State Board of Education approved the application for Jacksonville Lighthouse Charter School on November 3, 2008. The charter is approved to serve students in grades K-12 with a maximum enrollment of 1,019. Representatives of the Jacksonville Lighthouse Charter School appeared before the Charter Authorizing Panel on February 19, 2014, and requested a 10-year renewal for the charter. The panel unanimously approved the renewal for a three-year period. 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 of a determination made by the Charter Authorizing Panel and conduct a

hearing on the Charter Authorizing Panel determination at a future State Board of Education meeting.

Presenter: Mary Perry

A-3 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Renewal Application: Little Rock Preparatory Academy

The State Board of Education approved the application for Little Rock Preparatory Academy on November 4, 2008. The charter is approved to serve students in grades K-8 with a maximum enrollment of 432. Representatives of the Little Rock Preparatory Academy appeared before the Charter Authorizing Panel on February 19, 2014, and requested a five-year renewal for the charter, an increase in the enrollment cap, and additional waivers to laws and rules. The panel unanimously approved the renewal for a three-year period without an enrollment cap and the waiver requests as revised. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board of Education may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at a future State Board of Education meeting.

Presenter: Mary Perry

A-4 Charter Authorizing Panel Action on Requested Open-Enrollment Public Charter School Amendments: Academics Plus Charter School

The State Board of Education approved the application for Academics Plus Charter School on May 14, 2001. The charter is approved to serve students in grades K-12 with a maximum enrollment of 650. Representatives of Academics Plus Charter School appeared before the Charter Authorizing Panel on February 19, 2014, and requested a charter amendment to increase the enrollment cap from 650 to 750 for the 2014-2015 school year and from 750 to 850 for the 2015-2016 school year. The panel unanimously approved the amendment 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 of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at a future State Board of Education meeting.

Presenter: Mary Perry

A-5 Consideration of Adoption: K-12 English Language Proficiency Standards

A committee of English as a Second Language (ESL) practitioners, administrators and university professors from across the state met on January 27 and 28 to review English Language Proficiency (ELP) standards and to consider their appropriateness for Arkansas's ESL program. This committee examined the alignment of these supportive standards to the Common Core State Standards (CCSS) and the resources currently available and forthcoming to support school districts in the development of curriculum. On behalf of this committee, the Curriculum and Instruction Unit in the Division of Learning Services recommends the adoption of the English Language Proficiency Standards. By voting to adopt these ELP standards now, teachers have time to begin implementation in the 2014-2015 school year, with full implementation expected in the 2015-2016 school year. This committee of educators is committed to aiding both the Curriculum Unit and the Student Assessment Unit in the process of full implementation of these standards and aligned assessments.

Presenter: Dr. Tracy Tucker

A-6 Presentation of Revised Library Media Frameworks for Consideration and Approval

Arkansas Law and ADE rules require the periodic revision of all curriculum frameworks. Content areas are due for revision every six years. Because the Arkansas frameworks for library media were last revised in 2007, ADE convened a revision committee during the summer of 2013 to develop recommendations to revise the frameworks, ensuring alignment to the Common Core State Standards (CCSS). In accordance with Arkansas law and ADE rules, the

committee consisted of representatives of urban, suburban, and rural districts and all five ACTAAP regions. The group included instructors ranging from kindergarten through the university level. The Curriculum and Instruction Unit recommends the adoption of the K-12 Library Media Curriculum Frameworks. If approved, these curriculum frameworks will guide instruction in the 2014-2015 school year.

Presenter: Dr. Tracy Tucker

A-7 Consideration for Final Approval: Proposed Rules Governing the Master Principal Program

The Department recommends changes to the Rules Governing the Master Principal Program to implement the changes to the Arkansas Code under Act 459 of the 2013 Regular Session and to update the rules. No public comments on the proposed rule were received. The Department staff respectfully requests the State Board adopt this rule as a final rule.

Presenter: Cheryl Reinhart

A-8 Consideration for Public Comment: Rules Governing Parental Involvement Plans

Revisions to these rules are necessary based on changes made by Act 1423 of 2013. Department staff respectfully requests the State Board release these rules for public comment.

Presenter: Kendra Clay

A-9 Consideration for Public Comment: Proposed Rules Governing How to Meet the Needs of Children with Dyslexia

Act 1294 of 2013 created an additional subchapter in Ark. Code Ann. Title 6, Chapter 41, to add §6-41-601, et seq., an Act to ensure that children with dyslexia have their needs met by the public school system. The promulgation of these rules are based on legislative action. This is the first time this rule has been presented to the Board. Accordingly, Department staff respectfully requests the State Board approve the proposed rules for a public comment period.

Presenter: Lori Freno

A-10 Consideration of Revocation of Teaching License – Melvin T. Ewart

Melvin T. Ewart holds a lifetime teaching license. The Department notified Mr. Ewart that a background check conducted for the purpose of his employment at an Arkansas school district as a substitute teacher revealed a disqualifying offense for licensure and employment under Ark. Code Ann. § 6-17-410(c). Mr. Ewart requested a hearing before the State Board to seek a waiver of the offense, but has withdrawn that request. The Department recommends revocation of his teaching license.

Presenter: Cheryl Reinhart

A-11 Consideration of Waiver Request for Teaching License - Darren Wyatt

Darren Wyatt is a preservice teacher. The Department notified Mr. Wyatt that a background check conducted for the purpose of his employment at an Arkansas school district as a preservice teacher revealed a disqualifying offense for licensure and employment under Ark. Code Ann. § 6-17-410(c). Under Act 455 of 2013, a preservice teacher may request a waiver of the disqualifying offense and Mr. Wyatt has requested that waiver.

Presenter: Cheryl Reinhart

**Minutes
State Board of Education Meeting
Friday, February 14, 2014**

The State Board of Education met Friday, February 14, 2014, in the auditorium of the Department of Education building. Chair Brenda Gullett called the meeting to order at 9:05 a.m.

Present: Brenda Gullett, Chair; Sam Ledbetter, Vice-Chairman; Alice Mahony; Dr. Jay Barth; Vicki Saviers; Toyce Newton; Diane Zook; Mireya Reith; Joe Black; Alexia Weimer, Teacher of the Year; and Dr. Tom Kimbrell, Commissioner

Absent: none

Reports

Chair's Report

Ms. Reith is working on the Rural Education committee with the National Association of State Boards of Education (NASBE). The committee is working on a report. She requested collaboration before her March meeting.

Ms. Saviers said she recently spent time with local school members from Wakefield Elementary to discuss the school's success. She recognized the efforts of the school principal.

Commissioner's Report

Commissioner Kimbrell said a joint NASBE meeting of chiefs and state board chairs will be held March 15-16 in Washington, DC. Ms. Gullett and Dr. Kimbrell will be participating.

Commissioner Kimbrell shared a letter that was sent to Secretary Duncan. PARCC and Smarter Balance states will continue to control student assessment data at the state level. Student data will not be released to the federal government. Arkansas data will be protected.

Commissioner Kimbrell thanked the Board for their support of the Common Core State Standards. He also recognized that many organizations also continue to support Common Core. Commissioner Kimbrell said the Division of Learning Services is preparing a communication packet regarding the issues that have been raised by some parents. The department will provide toolkits to be shared

with parents. The toolkits will provide communication tools regarding Common Core State Standards and PARCC assessments. Teacher of the Year, Ali Weimer, shared that teacher leaders are working to promote the communication regarding CCSS and PARCC.

Commissioner Kimbrell recognized Cody Decker, Assistant Commissioner for Research and Technology. Mr. Decker was recently promoted to Assistant Commissioner.

Update on Common Core State Standards, PARCC and School Improvement

Assistant Commissioner of the Division of Learning Services Dr. Megan Witonski said the communication toolkit will be helpful to districts but districts will need to take the responsibility of sharing the information. The department will continue to encourage districts to have conversations regarding Common Core and PARCC assessments. She said several organizations are also working to share this communication. Ms. Gullett requested the department consider more ways to communicate factual information with parents and provide an effective feedback loop.

Dr. Witonski reported that co-op literacy specialists are working to update literacy professional development for the summer. The department continues to work with SREB to support transition courses. Literacy Design Collaborative (LDC) and Math Design Collaborate (MDC) trainings continue with new schools registering in the spring.

Dr. Witonski said a training session was provided explaining that course code approval is due May 1, 2014. Training was also provided regarding the Foreign Language Frameworks. These training materials are posted on the ADE website.

Dr. Witonski said the educator leader cadre is working on sample instructional units for Common Core State Standards.

Dr. Witonski said Arkansas is part of the National Center and State Collaborative. A group of 25 states are working to develop new math and reading assessments for significantly cognitive delayed students.

244 districts are participating in the PARCC field test.

Dr. Witonski introduced a video message from Jeff Collum, Superintendent of Benton Public Schools. The school is implementing Common Core State Standards. Middle School Principal Sue Shultz shared the journey of implementing Common Core. She said it was an opportunity to implement strong

standards and rigorous instruction. Seventh grade English teacher Jessica Herring wrote a blog in January titled “Why I don’t Hate Common Core.” She talked about the school curriculum and why it is beneficial to the students and the community. Seventh graders are successfully writing research papers. Middle school student Ethan talked about his sixth grade year and how involved he was in his learning. Seventh grade student Blakely talked about some of the topics she learned this year including civil rights and bullying. She skyped with a Holocaust survivor. She visited Little Rock Central High School to learn more about the Central High Nine. Her class held a mock interview with the Little Rock Nine. Blakely said If using Common Core will help us be more competitive with the rest of the world, we should do it. Sue Shultz said the teachers have a trusting relationship with students and parents.

Chairman Gullett requested Report 5 be presented next on the agenda.

Report-5 Academic Distress Report

Assistant Commissioner of Public School Accountability John Hoy said Section 10.08.1 of the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program required the Department to annually review and report to the Board the academic conditions existing in each academic distress school district. Lee County School District and Strong-Huttig School District remain on academic distress.

Ms. Zook requested a list of priority schools. She also requested the academic distress districts report to the Board at a future meeting. Dr. Kimbrell said the Department will bring a list of academic distress schools for Board approval.

Ms. Newton asked for information about the status of priority schools. Mr. Ledbetter also asked if the priority schools are making progress.

Mr. Ledbetter asked if there had been any leadership change in Lee County and Strong-Huttig. Mr. Hoy said the superintendent and building principals are new at Lee County. Ms. Mahony asked if Lee County was fully staffed. Dr. Karen Walters said two licensed teachers are on ALP for Special Education.

Superintendent Saul Lusk gave a brief statement about the progress at Strong-Huttig.

Ms. Saviers expressed concerns that these students are not making enough progress. She said we need to have a bigger vision and sense of urgency.

Report 4: Quality Digital Learning Study (QDLS) Update

Dr. Barth introduced Report Item #4. As a member of the committee, he learned about the technological challenges even though ADE and partners have made remarkable strides on this issue. The work will not end with any decisions that are made over the next couple of months because technology issues will be front and center in the future. The quality of broadband is only part of the issue. We need to train technology leaders around the state.

Dr. Ed Franklin reported Act 1280 mandated the Quality Digital Learning Study (QDLS) committee develop a plan to facilitate and deliver a quality digital learning environment for public education. Reports, minutes, and maps are available on the ADE website.

Dr. Franklin reported that many schools do not have the recommended 100 kilobytes per student. He said we need to build for the expansion of the future. He recommended starting with the existing infrastructure and optimizing E-Rate and other available resources. He said we need to leverage existing private provider networks. We need to continue to provide professional development so schools know how to use the tools that are available. Dr. Franklin said a full report will be ready in early May.

Director of Policy and Special Reports Susan Harriman said Governor Beebe has asked that \$10 million, one-time unprecedented funds, be appropriated this session. These funds have the potential to be matched with approximately \$40 million of federal money for the “last mile”. The E-rate process is complicated; ADE and DIS are providing support to schools. Ms. Harriman said there are many districts that need help and the team is reaching out to assist. Ms. Harriman said they are studying the North Carolina model.

Dr. Kimbrell said Senator Key asked that schools re-evaluate their initial results of the survey. The Department sent the survey back out and asked schools to revisit. He said we are hoping to get better information about what is actually available in schools. Dr. Kimbrell said the co-op in Helena/West Helena is a good example. The co-op did an E-Rate application on behalf of all schools and reduced rates to the schools and worked with the providers. Co-ops may be able to attract and retain the technology staff that can work with the districts.

Office of Intensive Support Quarterly Report

Andrew Tolbert, superintendent of the Office of Intensive Support, presented information regarding districts in state takeover fiscal distress, and academic distress.

Currently, the Office of Intensive Support is working with eight districts: Dollarway, PCSSD, Mineral Springs, Helena-West Helena, Lee County, Strong-Huttig, Hughes, and Western Yell County.

Ms. Gullett asked Board members to consider the presentation and to submit questions to Mr. Tolbert for the March meeting.

Report-7 Arkansas Teacher Cadets Program Receives Gold Medal Givers 2014 Award

Report 7 was postponed until the March meeting.

Report-8 Arkansas Teacher of the Year Report

Report 8 was postponed until the March meeting.

Adjournment

The meeting adjourned at 12:07 p.m.

Minutes recorded by Kimberly Friedman and Deborah Coffman.

Minutes
State Board of Education Meeting
Thursday, February 13, 2014

The State Board of Education met Thursday, February 13, 2014, in the auditorium of the Department of Education building. Chair Brenda Gullett called the meeting to order at 10:08 a.m.

Present: Brenda Gullett, Chair; Sam Ledbetter, Vice-Chairman; Alice Mahony; Dr. Jay Barth; Vicki Saviers; Toyce Newton; Diane Zook; Mireya Reith; Joe Black; Alexia Weimer, Teacher of the Year; and Dr. Tom Kimbrell, Commissioner.

Absent: none

Ms. Gullett recognized Mr. Tom Doohar, new executive director of the Arkansas Education Association.

Ms. Gullett gave a report on the NASBE conference she recently attended. Dr. Barth commented on the conference and said NASBE is a great resource. Ms. Gullett explained that four Arkansas State Board members serve on NASBE committees. Ms. Gullett shared information regarding the support for Common Core. She recommended the U.S. Chamber of Commerce website for factual information regarding Common Core. Ms. Gullett complimented Ms. Mahony for her weekly reports.

Ms. Mahony reported that she and Ms. Newton will co-sponsor Girls Learning About Math and Science (GLAMS) for approximately 200 girls May 15 in El Dorado.

Ms. Mahony asked why the consent agenda did not include the desegregation report. Lori Freno reported the report is no longer required.

Board members requested school report updates. Ms. Saviers requested a report from Dollarway.

Consent Agenda

Ms. Gullett said Bryant and Dover did not pass their millage increase and would not be included in C-2 Review of Loan and Bond Applications.

Ms. Zook requested to pull C-8, Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-020 – Cristy Machele Cathey, from the consent agenda. Ms. Zook made a motion to move C-8 to the

action agenda. No second. Motion died.

Dr. Barth moved, seconded by Mr. Ledbetter, to approve the consent agenda without the bond issues for Bryant and Dover districts. Ms. Zook opposed. The motion carried.

Items included in the Consent Agenda:

- Minutes - January 10, 2014
- Review of Loan and Bond Applications
- Newly Employed, Promotions and Separations
- Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-168 – Rheta Mae Van Cott
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-012 – Spencer David Gay
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-015 – Jeanie Sue Gorham
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-020 – Cristy Machele Cathey

Ms. Mahony requested a work session to discuss conflict of interest issues. Mr. Ledbetter requested the Board procedures be updated. Dr. Kimbrell said the work session will be added to the March 20-21 agenda.

Action Agenda

Petition for Alteration of Education Service Cooperative Boundaries

Dr. Bryan Duffie, Westside School District Superintendent, on behalf of the Westside School District (Jonesboro), requested the Arkansas State Board of Education consider Westside's decision to change cooperative membership from the Crowley's Ridge Education Service Cooperative (Harrisburg) to the Northeast Arkansas Education Service Cooperative (Walnut Ridge). This request would facilitate the alteration of cooperative boundaries as outlined in A.C.A. §6-13-1003 and §6-13-1005.

Mr. Ledbetter moved, seconded by Ms. Saviers, to accept the petition for alteration of education service cooperative boundaries as requested by the Westside School District (Jonesboro). The motion carried unanimously. Dr. Barth requested a future work session be held about co-ops.

Charter Authorizing Panel Action on District Conversion Public Charter School Application: Fountain Lake Middle School Cobra Digital Prep

Academy, Hot Springs, Arkansas

Charter Director Mary Perry reported on January 16, 2014, the Charter Authorizing Panel conducted hearings for district conversion charter applicants wanting to open charter schools in 2014-2015. Representatives of the Fountain Lake School District appeared before the panel and requested to convert the middle school to a charter school to be called the Fountain Lake Middle School Cobra Digital Prep Academy and to serve students in grades 5-8 with a maximum enrollment of 455. The panel unanimously approved the charter with a maximum enrollment of 500 and without waivers to Sections 18.02 and 18.03 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts. 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 of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's February 2014 meeting.

Ms. Zook moved, seconded by Ms. Reith, to uphold the decision of the Charter Authorizing Panel to approve the district conversion public charter school application for Fountain Lake Middle School Cobra Digital Prep Academy, Hot Springs, Arkansas. Ms. Mahony opposed. The motion carried.

Charter Authorizing Panel Action on District Conversion Public Charter School Application: Pea Ridge Manufacturing and Business Academy, Pea Ridge, Arkansas

Charter Director Mary Perry reported on January 16, 2014, the Charter Authorizing Panel conducted hearings for district conversion charter applicants wanting to open charter schools in 2014-2015. Representatives of the Pea Ridge School District appeared before the panel and requested to convert a portion of Pea Ridge High School to a district conversion charter to be called the Pea Ridge Manufacturing and Business Academy and to serve students in grades 11-12 with a maximum enrollment of 400. The panel unanimously approved the charter and the withdrawal of the request to waive Section 10.01.4 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts. 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 of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's February 2014 meeting.

Ms. Saviers moved, seconded by Mr. Black, to uphold the decision of the Charter Authorizing Panel to approve the district conversion public charter school application for Pea Ridge Manufacturing and Business Academy, Pea Ridge, Arkansas. The motion carried unanimously.

Charter Authorizing Panel Action on District Conversion Public Charter School Application: Warren Middle School, Warren, Arkansas

Charter Director Mary Perry reported on January 16, 2014, the Charter Authorizing Panel conducted hearings for district conversion charter applicants wanting to open charter schools in 2014-2015. Representatives of the Warren School District appeared before the panel and requested to convert the middle school to a charter school to serve students in grades 6-8 with a maximum enrollment of 450. The panel unanimously approved the charter without the waiver to Section 10.02.2 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts. 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 of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's February 2014 meeting.

Ms. Mahony moved, seconded by Ms. Newton, to uphold the decision of the Charter Authorizing Panel to approve the district conversion public charter school application for Warren Middle School, Warren, Arkansas. The motion carried unanimously.

Charter Authorizing Panel Action on District Conversion Public Charter School Application: The Academies of West Memphis, West Memphis, Arkansas

Charter Director Mary Perry reported on January 16, 2014, the Charter Authorizing Panel conducted hearings for district conversion charter applicants wanting to open charter schools in 2014-2015. Representatives of the West Memphis School District appeared before the panel and requested to convert the high school to a charter school to be called the Academies of West Memphis to serve students in grades 10-12 with a maximum enrollment of 1,300. The panel unanimously approved the charter and additional waivers of Ark. Code §6-16-102, Ark. Code Ann. §6-18-211, and Arkansas Department of Education Rules Governing Mandatory Attendance Requirements for Students in Grades Nine Through Twelve, in addition to the waivers requested. 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 of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's February 2014 meeting.

Ms. Mahony requested a report from the school. Ms. Susan Waggener, representing The Academies of West Memphis, shared the steps for connecting

with the community and collaborating with the area college.

Dr. Barth moved, seconded by Ms. Zook, to uphold the decision of the Charter Authorizing Panel to approve the district conversion public charter school application for The Academies of West Memphis, West Memphis, Arkansas. The motion carried unanimously.

The Board considered A-6 and A-7 together.

A-6 Charter Authorizing Panel Action on Requested District Conversion Charter School Amendments: Cross County Elementary Technology Academy

The State Board of Education approved the application for Cross County Elementary Technology Academy on January 9, 2012. The charter is approved to serve students in grades K-6 with a maximum enrollment of 500. Representatives of Cross County Elementary appeared before the Charter Authorizing Panel on January 15, 2014, to request amendments to the current charter. The panel unanimously approved the amendments. 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 of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's February 2014 meeting.

A-7 Charter Authorizing Panel Action on Requested District Conversion Charter School Amendments: Cross County High School, A New Tech School

The State Board of Education approved the application for Cross County High School, A New Tech School on January 14, 2011. The charter is approved to serve students in grades 7-12 with a maximum enrollment of 500. Representatives of Cross County High School appeared before the Charter Authorizing Panel on January 15, 2014, to request amendments to the current charter. The panel unanimously approved the amendments. 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 of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's February 2014 meeting.

Ms. Reith moved, seconded by Ms. Mahony, to uphold the decision of the Charter Authorizing Panel to approve the district conversion public charter school amendments for (A-6) Cross County Elementary Technology Academy and (A-7) Cross County High School, A New Tech School. The motion carried unanimously.

Charter Authorizing Panel Action on Requested District Conversion Charter School Amendments: Eastside New Vision Charter School (Warren)

The State Board of Education approved the application for Eastside New Vision Charter School on January 9, 2012. The charter is approved to serve students in grades K-3 with a maximum enrollment of 600. Representatives of Eastside New Vision Charter School appeared before the Charter Authorizing Panel on January 15, 2014, to request an amendment to the current charter. The panel unanimously approved the amendment. 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 of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's February 2014 meeting.

Dr. Barth moved, seconded by Ms. Newton, to uphold the decision of the Charter Authorizing Panel to approve the district conversion public charter school amendments for Eastside New Vision Charter School (Warren). The motion carried unanimously.

Charter Authorizing Panel Action on Requested Open-Enrollment Public Charter School Amendments: KIPP Delta Public Schools

The State Board of Education approved the application for KIPP Delta Public Schools on March 11, 2002. The charter is approved to serve students in grades K-12 with a current maximum enrollment of 1,550, which will increase to 1,910 in the 2014-2015 school year. Representatives of KIPP Delta Public Schools appeared before the Charter Authorizing Panel on January 15, 2014, and requested three waivers and a change to the school day start time. The panel unanimously approved the requested amendments. 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 of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's February 2014 meeting.

Ms. Newton moved, seconded by Mr. Black, to uphold the decision of the Charter Authorizing Panel to approve the Open-Enrollment Public Charter School Amendments for KIPP Delta Public Schools. The motion carried unanimously.

Charter Authorizing Panel Action on Requested Open-Enrollment Public Charter School Amendments: LISA Academy and LISA Academy-North Little Rock

The State Board of Education approved the application for LISA Academy on

January 12, 2004. The charter was first renewed on April 9, 2007, for a five-year period, and renewed again for a five-year period on April 10, 2012. LISA Academy is currently approved to serve a maximum enrollment of 800 students in grades 6-12. LISA-North Little Rock, operated by the same sponsoring entity and board as LISA Academy-North Little Rock, was approved by the State Board of Education on November 5, 2007, and was renewed for a five-year period on March 14, 2013. LISA Academy-North Little Rock is currently approved to serve a maximum enrollment of 700 students in grades K-12. Representatives of LISA Academy and LISA Academy-North Little Rock appeared before the Charter Authorizing Panel on January 15, 2014, and requested approval to merge LISA Academy-North Little Rock with LISA Academy and approval of additional waivers, to be effective July 1, 2014. The panel unanimously approved the merger and approved the waiver requests, with modifications. 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 of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's February 2014 meeting.

Ms. Newton moved, seconded by Ms. Reith, to uphold the decision of the Charter Authorizing Panel to approve the Open-Enrollment Public Charter School Amendments for LISA Academy and LISA Academy-North Little Rock. The motion carried unanimously.

Consideration for Approval for Public Comment: Proposed Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

Acts 228 and 1073 of 2013 (codified in Ark. Code Ann. §6-11-129 and §6-17-201) added requirements related to school districts' posting of information on their websites, as well as records retention requirements. Act 1073 also requires the Arkansas Department of Education to notify any school district that fails to post its personnel policies and salary schedules, or that fails to notify the Department of the website address where that information is posted. These proposed rules incorporate those revisions into the Department's existing rules.

Dr. Barth moved, seconded by Ms. Newton, to approve for Public Comment: Proposed Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites. The motion carried unanimously.

The Board considered A-13, A-14, A-15, A-16, and A-17 together.

A-13 Consideration for Public Comment: ADE Rules Governing Schools of Innovation

Act 601 of 2013 created an additional subchapter in Ark. Code Ann. Title 6, Chapter 15, to add §6-15-2801, et seq., An Act to Improve Education in Arkansas by Creating Districts of Innovation. The promulgation of these rules are based on legislative action. This is the first time this rule has been presented to the Board. Accordingly, Department staff requested the State Board approve the proposed rules for a public comment period.

A-14 Consideration for Public Comment: Proposed Revisions to the Arkansas Department of Education Rules Governing the School Worker Defense Program and the School Worker Defense Advisory Board

Act 1073 of 2013 made non-substantive revisions to the laws pertaining to the School Worker Defense Program. The proposed rules include revisions made necessary by Act 1073 of 2013. Department staff requested the State Board of Education approve the proposed revisions for public comment.

A-15 Consideration for Public Comment: Revisions to Arkansas Department of Education Rules Governing Instructional Materials

The Department recommends changes to these rules to implement changes made by Act 511 of 2013. The Department staff requested the State Board release these rules for public comment.

A-16 Consideration for Emergency Adoption: Arkansas Department of Education Emergency Rules Governing the Digital Learning Act of 2013

Act 1280 of 2013 established the Digital Learning Act of 2013. Act 1280 of 2013 provides for the expansion of digital learning opportunities to Arkansas public school students. The State Board of Education approved an earlier version of these rules on an emergency basis on September 9, 2013. Because Act 1280 of 2013 requires the Arkansas Department of Education to continue the administration of a digital learning pilot program for the 2013-2014 school year, Department staff requested the State Board of Education grant emergency adoption to the proposed rules.

A-17 Consideration for Second Public Comment Period: Arkansas Department of Education Rules Governing the Digital Learning Act of 2013

Act 1280 of 2013 established the Digital Learning Act of 2013. Act 1280 of 2013 provides for the expansion of digital learning opportunities to Arkansas public school students. The State Board of Education approved an earlier version of these rules for public comment during its September 2013 meeting. Department staff substantially modified the proposed rules based upon comments received from the public. Therefore, Department staff requested the State Board of Education approve the proposed rules for a second public comment period.

Ms. Saviers moved, seconded by Ms. Newton, to approve (A-13) for Public Comment: ADE Rules Governing Schools of Innovation, (A-14) for Public Comment: Proposed Revisions to the Arkansas Department of Education Rules Governing the School Worker Defense Program and the School Worker Defense Advisory Board, (A-15) for Public Comment: Revisions to Arkansas Department of Education Rules Governing Instructional Materials, (A-16) for Emergency Adoption: Arkansas Department of Education Emergency Rules Governing the Digital Learning Act of 2013, and (A-17) for Second Public Comment Period: Arkansas Department of Education Rules Governing the Digital Learning Act of 2013. The motion carried unanimously.

Consideration for Emergency Adoption: Arkansas Department of Education Governing Schools of Innovation

Act 601 of 2013 created an additional subchapter in Ark. Code Ann. Title 6, Chapter 15, to add §6-15-2801, et seq. An Act to Improve Education in Arkansas by Creating Districts of Innovation. The promulgation of these rules is based on legislative action. This is the first time this rule has been presented to the Board. Accordingly, the Department requested the State Board grant Emergency Adoption of the Rule.

Dr. Megan Witonski explained the Schools of Innovation application process.

Dr. Barth moved, seconded by Ms. Reith, to approve for Emergency Adoption: Arkansas Department of Education Governing Schools of Innovation. The motion carried unanimously.

A-18 Consideration for Public Comment: Proposed Rules Governing How to Meet the Needs of Children with Dyslexia

A-18 was pulled from the agenda.

Hearing on Request for Reconsideration of Probation – Kevin Baer

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart stated Kevin Baer holds an Arkansas standard teaching license. On October 8, 2012, the State Board granted a waiver of a disqualifying offense under Ark. Code Ann. §6-17-410(c). Mr. Baer requested a hearing before the State Board to ask for reconsideration of the period of time for the probation of his license under the Board's previous order. Ms. Reinhart stated the Department recommends a reduction in probation.

Dr. Barth moved, seconded by Ms. Savers, to remove probationary status for Kevin Baer. Ms. Newton opposed. The motion carried.

A-20 Hearing on Waiver Request for Teaching License – Melvin T. Ewart

A-20 was pulled from the agenda.

Adjournment

The meeting adjourned at 1:52 p.m.

Minutes recorded by Kimberly Friedman and Deborah Coffman.

NEWLY EMPLOYED FOR THE PERIOD OF January 23, 2014 – February 18, 2014

JoAnna Hamlin – Nutritionist Consultant, Grade C121, Division of Fiscal and Administrative Services, Child Nutrition, effective 02/18/2014.

*Alisa Jackson – Administrative Specialist III, Grade C112, Division Learning Services, Education Renewal Zone, effective 02/18/14.

Jonathan Knight – Public School Program Advisor, Grade C122, Division of Learning Services, Federal Programs, effective 02/18/14.

PROMOTIONS/DEMOTION/LATERALTRANSFERS FOR THE PERIOD OF January 23, 2014 – February 18, 2014

Sheila Brown from a Public School Program Coordinator, Grade C123, Division of Fiscal and Administrative Services, Child Nutrition, to a ADE Coordinator of Nutrition Services, Division of Fiscal and Administrative Services, Child Nutrition, effective 02/03/14. Promotion

Codie Decker from an ADE Director of Information Systems , Grade N909, Division of Research and Technology, to an Assistant Commissioner, Grade N912, Division of Research and Technology, effective 02/03/14. Promotion

*Shirley Green form Human Resources Specialist, Grade C113, Division of Human Resources/Licensure, Time and Leave Unit, to an Administrative Specialist III, Grade C112 , Division of Research and Technology, Data Reporting and Systems, effective 02/18/14. Demotion

Catherine Mackey from a Public School Program Advisor, Grade C122, Division of Learning Services, Student Assessment, to a Public School Program Coordinator, Grade C123, Division of Learning Services, Professional Development, effective 02/03/14. Promotion

Amy Thomas from a Program Fiscal Manager, Grade C122, Central Administration, Finance, to a Fiscal Support Manager, Grade C123, Central Administration, Finance, effective 02/07/14. Promotion

SEPARATIONS FOR THE PERIOD OF January 23, 2014 – February 18, 2014

*Jimmy Burks – Accountant I, Grade C116, Division Fiscal and Administrative Services, Child Nutrition, effective 02/11/14. 27 Years, 10 months, 16 days. 19

Betty Welch – Public School Program Coordinator, Grade C123, Division of Learning Services, Guidance/Student Counseling, effective 02/06/14. 5 Years, 5 months, 4 days. Retirement

*Crenisha Wright – ADE APSCN Field Analyst, Grade C121, Division of Fiscal and Administrative Services, APSCN, effective 02/14/14. 0 Years, 1 month, 21 days. 01

*Minority

AASIS Codes:

01 - Voluntary

19 - Death of Employee

000000Additional Licensure Waiver Requests

2013-2014

March 2014 State Board Agenda

LEA	District	# Waivers Requested this Month	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
	Arkansas Pediatric Facility	1	Forcier, Elyse	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
	Benton County School of the Arts	1	Foster, Kristen	English/Language Arts 7-12	230	Sp Education Instructional Specialist 4-12	13-14	Granted
	Butterfly Learning Center	1	Goodwin, Ernestine	ECE P-4; Middle Childhood Education, Elem 1-6	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13 13-14	Granted
5301	East End School District	1	Noyes, Christopher	English/Language Arts 7-12	208	Drama/Speech 7-12	13-14	Granted
	LISA Academy	2	Bryan, Debra	ECE P-4, 5th/6th Endorsement, Elem 1-6	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			McMillian, Mallory	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	13-14	Granted
6001	Little Rock School District	2	Kegley, Kim	Life/Earth Science; Applied Math I & II 7-12	305	Gifted & Talented P-8	13-14	Granted
			Kegley, Kim	Life/Earth Science; Applied Math I & II 7-12	306	Gifted & Talented 7-12	13-14	Granted
0406	Siloam Springs School District	1	Hickman, Rachel	Middle Childhood Education; ESL P-12	230	Sp Education Instructional Specialist 4-12	13-14	Granted
7207	Springdale School District	16	Bowlin, Scott	Social Studies 7-12	236	Pe/Wellness/Leisure (7-12)	13-14	Granted

000000Additional Licensure Waiver Requests

2013-2014

March 2014 State Board Agenda

LEA	District	# Waivers Requested this Month	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
Springdale School District Continued			Clinton, Chris	Middle Childhood Education	236	Pe/Wellness/Leisure (7-12)	13-14	Granted
			Cook, James Blake	Social Studies 7-12	236	Pe/Wellness/Leisure (7-12)	13-14	Granted
			Couch, Samantha	Drama/Speech 7-12	236	Pe/Wellness/Leisure (7-12)	13-14	Granted
			Dedorchak, Alexandria	Speech 7-12; Business	236	Pe/Wellness/Leisure (7-12)	13-14	Granted
			Ford, Crystal	English 7-12	236	Pe/Wellness/Leisure (7-12)	13-14	Granted
			Gillespie, Kyla	Drama/Speech 7-12	236	Pe/Wellness/Leisure (7-12)	13-14	Granted
			Harrison, Amy	Business Technology 4-12	236	Pe/Wellness/Leisure (7-12)	13-14	Granted
			Jennings, Laurie	English 7-12; Journalism	236	Pe/Wellness/Leisure (7-12)	13-14	Granted
			Lawson, Larry Lynn	Mathematics 7-12; Coaching	236	Pe/Wellness/Leisure (7-12)	13-14	Granted
			Maggard, Ashley	FACS	236	Pe/Wellness/Leisure (7-12)	13-14	Granted
			Marshall, John	Spanish 7-12	236	Pe/Wellness/Leisure (7-12)	13-14	Granted
			Pitman, Vance	Spanish 7-12	236	Pe/Wellness/Leisure (7-12)	13-14	Granted
			Skelton, Sarah	Social Studies 7-12	236	Pe/Wellness/Leisure (7-12)	13-14	Granted
			Smith, Lindsay	English/Speech	236	Pe/Wellness/Leisure (7-12)	13-14	Granted

000000Additional Licensure Waiver Requests

2013-2014

March 2014 State Board Agenda

LEA	District	# Waivers Requested this Month	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Stewman, Van	Mathematics 7-12; Drama/Speech	236	Pe/Wellness/Leisure (7-12)	13-14	Granted
4605	Texarkana School District	3	Berry, Jansen	Elem 1-6, Middle Childhood, ESL P-8	253	Elementary	13-14	Granted
			Collom, Mary	English/Language Arts 7-12	002	English/Language/Social Studies 4-8	13-14	Granted
			McAdams, Sandra	Middle Childhood Education, Applied Math 7-12, Elem 1-6	209	Algebra I Endos	13-14	Granted
7509	Western Yell Co. School Dist.	1	Smith, Ashley	Language Arts 7-12; Social Studies 7-12	200	Mathematics	13-14	Denied
11	# Districts Requesting Waivers This Month	29	# Waivers Requested This Month					
								# Waivers Granted This Month 28
								# Waivers Denied This Month 1
								Total Waivers Requested This 29

000000Long-Term Substitutes Requested
March 2014 State Board

LEA	District	Term Substitutes Requested	Substitute Name	Subject	Teacher of Record	Granted/ Denied	Semester
6092	Ark. School For The Deaf	4	Bryant, Karen Elizabeth	PE/Wellness/Leisure - Elementary part-time	Parker, Jon	Granted	2nd
			Goyne, Billy Adam	PE/Wellness/Leisure - Middle School part-time	Parker, Jon	Granted	2nd
			Kimble, Janie Salter	PE/Wellness/Leisure - Elementary part-time	Parker, Jon	Granted	2nd
			Miller, Elizabeth Marie	PE/Wellness/Leisure - High School part-time	Parker, Jon	Granted	2nd
3201	Batesville School District	1	Penn, Anita	Special Education	Crites-Sullivan, Lacy	Granted	2nd
6302	Benton School District	1	Carrouth, Lindsay B.	Kindergarten	Howard, Melanie	Granted	2nd
6303	Bryant School District	1	Brenton, Nichole	Special Education	Cravens, Jill	Granted	2nd
1605	Buffalo Is. Central Sch. Dist.	1	Edgar, Cody	Math/Science	Holt, Brenda	Granted	2nd
	Cossatot River School District			9th grade Physical Science/8th grade Career Orientation			
5707	District	1	O'Rear, Tamitha S.	English 7-12	Gilbert, James David	Granted	2nd
0201	Crossett School District	2	Nesta, Alex	Special Ed K-4	Wells, Treva	Granted	2nd
			Stich, Jordan	Mathematics	Owens, Caryn	Granted	2nd
7503	Danville School District	1	Bettis, LaShainea	Spanish	Barnett, Sarah	Granted	2nd
3502	Dollarway School District	1	Reynolds, Jennie	Art/Film/EAST	None	Granted	2nd
0802	Eureka Springs School District	1	Louderback, Adam	English	Utsler, Warren	Granted	2nd
7203	Fayetteville School District	1	Donnelly, Catherine	2nd Grade	Riley, Kelly	Granted	2nd
0404	Gravette School District	1	Pinti, Jennifer		Holloway, Vicki	Granted	2nd

000000Long-Term Substitutes Requested
March 2014 State Board

LEA	District	Term Substitutes Requested	Substitute Name	Subject	Teacher of Record	Granted/ Denied	Semester
3003	Magnet Cove School Dist.	3	Ashcraft, Ronald B.	Geometry - part-time	Berry, Oby	Granted	2nd
			Kimzey, James R.	AP Calculus, Pre-Calculus - part-time	Berry, Oby	Granted	2nd
			Samons, George Michael	Algebra II, Pre-Calculus - part-time	Berry, Oby	Granted	2nd
2105	McGehee School District	1	Meier, Katie Amanda	Secondary English	Mizell, Christie	Granted	2nd
3005	Ouachita School District	1	Lemons, Karen	5th/6th Grade	Judd, Denise	Granted	2nd
3505	Pine Bluff School District	1	Mitchell, Katherine	English	Jackson, Tiffany	Granted	2nd
0405	Rogers School District	1	Snyder, Amanda	Business Education	Cox, Haley	Granted	2nd
7310	Rose Bud School District	1	Prothro, Zebulon	Social Studies	Rose, Steve	Granted	2nd
0406	Siloam Springs School District	2	Confer, Michelle	Math/Language Arts Co-Teacher	Asencio-Porter, Shaw	Granted	2nd
			Dye, Monica	Resource Math/Language Arts	Patterson, Jaci	Granted	2nd
4003	Star City School District	1	McEntire, Farrah	Business	Bayliss, Kim	Granted	2nd
4605	Texarkana School District	1	Grant, Michael	Science 7th/8th grades	Moss, Petrolia	Granted	2nd
1803	West Memphis School District	2	Mills, Dennis	Middle School Math	Gibson, Lauren	Granted	2nd
			Young, Marion	Physical Science	Branch, Ulanda	Granted	2nd
7509	Western Yell Co. School Dist.	1	Garrison, Jennifer	Physical Science	Frost, Terri	Granted	2nd

000000Long-Term Substitutes Requested
March 2014 State Board

LEA	District	Term Substitutes Requested	Substitute Name	Subject	Teacher of Record	Granted/ Denied	Semester
1905	Wynne School District	1	Miller, Jerrica	6th/7th Math	Parker, Allison	Granted	2nd
24	# Districts Requesting Long-Term Substitutes this Month	32	# Long-Term Substitutes Requested this Month		<div># Long-Term Substitue Requests Granted</div> <div># Long-Term Substitue Requests Denied</div> <div>Total # Long-Term Substitue Requests this Month</div>	<div>32</div> <div>0</div> <div>32</div>	



ARKANSAS DEPARTMENT OF EDUCATION

Critical Academic Licensure Shortage Areas 2014-2015 School Year

Pursuant to A.C.A. § 6-81-601 et seq. and A.C.A. § 6-85-109, the Arkansas Department of Education has designated the following areas as critical academic licensure/endorsement shortage areas for the 2014-2015 school year.

Licensure Areas:

Business Technology

Gifted and Talented

Guidance and Counseling

Library Media Specialist

Secondary Mathematics

**Middle Childhood Education (Mathematics, Science, Language
Arts, and Social Studies)**

Music

Secondary Sciences (Earth, Life, and Physical)

Special Education

These critical shortage areas have been approved by the US Department of Education and may benefit student grant and loan recipients who qualify pursuant to specific provisions addressed in regulations concerning Federal student financial aid programs. These programs are administered by the [Arkansas Department of Higher Education, Financial Aid Office](#).

Northwest Arkansas Classical Academy

- 1. December 2013 Initial Year Open-Enrollment Report**
- 2. Chart Provided by ADE Fiscal and Administrative
Services/LEA State Funding**
- 3. Detailed Statement of Changes in Fund Balances**

**ARKANSAS DEPARTMENT OF EDUCATION
CHARTER SCHOOL OFFICE**

2013-2014

INITIAL YEAR OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

Please fill out this form monthly (August - July) and return it to the Charter School Office.

This information is critical to the charter school funding process.

Information must be accurate and on time.

School Name: NWA Classical Academy LEA # 0442700

Grade Levels FY 2013-2014: K-8 Enrollment CAP FY 2013-2014: 445

FY 2013-2014 Grade Levels:	<u>December</u> 25th Month Student Enrollment Count:
K	58
1	44
2	46
3	44
4	46
5	47
6	48
7	35
8	26
Total	394

Angie Christiano
Printed Name

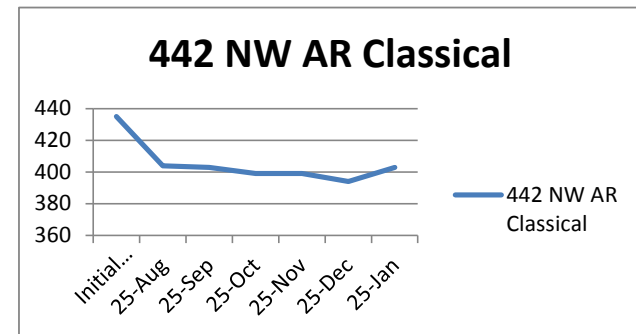
Business Manager
Title

Angie Christiano
Signature of the person completing form

12-23-12
Date

Average Daily Membership Trends	0442700 NW AR Classical K-8
CAP 13-14	445
Initial Enrollment	435
<u>25-Aug</u>	404
(monthly shift)	-31
<u>25-Sep</u>	403
(monthly shift)	-1
(quarterly shift)	-32
<u>25-Oct</u>	399
(monthly shift)	-4
<u>25-Nov</u>	399
(monthly shift)	0
<u>25-Dec</u>	394
(monthly shift)	-5
(quarterly shift)	-5
<u>25-Jan</u>	403
(monthly shift)	9
% still attending	99.75%

Initial Enrollment	442 NW AR Classical
<u>25-Aug</u>	404
<u>25-Sep</u>	403
<u>25-Oct</u>	399
<u>25-Nov</u>	399
<u>25-Dec</u>	394
<u>25-Jan</u>	403



State Foundation Funding Estimates	0442700 NW AR Classical K-8
Prelim SFF aid based on July enrollment	\$2,780,955
Prelim SFF aid based on 1st Qtr ADM	\$2,572,479
Prelim SFF aid based on January enrollment	\$2,576,379
Monthly Distribution: July-Nov.	\$231,746
Monthly Distribution: Dec. - Apr.	\$201,964
Monthly Distribution: May - June	\$203,915

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
NORTHWEST ARKANSAS CLASSICAL ACADEMY
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIODS 1 THROUGH 6 OF 14

FUND TITLE	BEG BALANCE	REVENUE	EXPENDITURES	END BALANCE
DISBURSEMENT FUND	0	0	0	0
NO FUND GROUP TITLE	0	0	0	0
SALARY	0	0	546,174	(546,174)
PROFESSIONAL DEVELOP	0	0	0	0
ALT LEARNING	0	0	0	0
ENGLISH LANGUAGE LEA	0	0	0	0
NSLA	0	0	0	0
NO FUND GROUP TITLE	0	0	546,174	(546,174)
GENERAL OPERATING	0	1,360,694	2,979	1,357,715
WALTON FAMILY FOUNDA	0	250,000	193,440	56,560
OTHER DONATIONS	0	42,243	0	42,243
FOUNDATION	0	16	441,019	(441,003)
PROFESSIONAL DEVELOP	0	19,336	3,020	16,316
ALT LEARNING	0	0	0	0
ENGLISH LANGUAGE LEA	0	2,488	0	2,488
NSLA	0	0	0	0
NO FUND GROUP TITLE	0	1,674,777	640,458	1,034,318
TITLE I-A	0	0	0	0
PCSP GRANT	0	2,461	251,092	(248,631)
TITLE VI-B	0	2,497	4,996	(2,499)
VI B	0	0	0	0
FEDERAL GRANTS FUND	0	4,958	256,088	(251,130)
	0	184	0	184
ATHLETICS	0	550	0	550
FILED TRIP	0	440	0	440
OTHER	0	315	0	315
ACTIVITY FUND	0	1,489	0	1,489
FOOD SERVICE	0	16,688	31,587	(14,899)
FOOD SERVICE FUND	0	16,688	31,587	(14,899)
TOTAL	0	1,697,910	1,474,307	223,604

Premier High School of Little Rock

- 1. December 2013 Initial Year Open-Enrollment Report**
- 2. Chart Provided by ADE Fiscal and Administrative
Services/LEA State Funding**
- 3. Detailed Statement of Changes in Fund Balances**

**ARKANSAS DEPARTMENT OF EDUCATION
CHARTER SCHOOL OFFICE**
2013-2014

INITIAL YEAR OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

Please fill out this form monthly (August - July) and return it to the Charter School Office.

This information is critical to the charter school funding process.

Information must be accurate and on time.

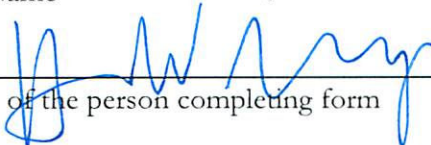
School Name: Premier High School of Little Rock LEA # 6053703

Grade Levels FY 2013-2014: 9-12 Enrollment CAP FY 2013-2014: 240

FY 2013-2014 Grade Levels:	December 25th
	Month Student Enrollment Count:
09	27
10	17
11	16
12	13
Total	73

Henry Murphy
Printed Name

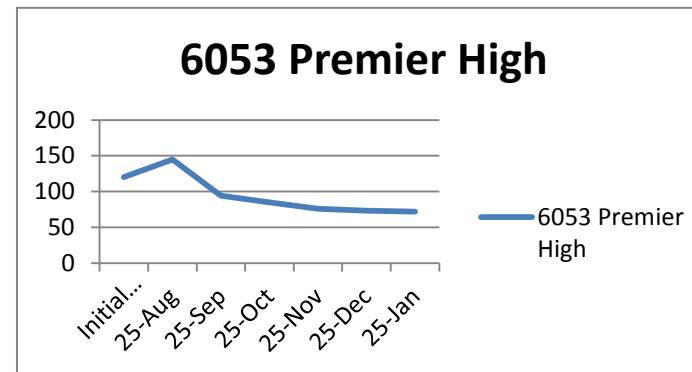
Campus Secretary
Title


Signature of the person completing form

12-20-13
Date

Average Daily Membership Trends	6053700
	Premier High 912
CAP 13-14	240
Initial Enrollment	120
<u>25-Aug</u>	145
(monthly shift)	25
<u>25-Sep</u>	94
(monthly shift)	-51
(quarterly shift)	-26
<u>25-Oct</u>	85
(monthly shift)	-9
<u>25-Nov</u>	76
(monthly shift)	-9
<u>25-Dec</u>	73
(monthly shift)	-3
(quarterly shift)	-12
<u>25-Jan</u>	72
(monthly shift)	-1
% still attending	49.66%

6053 Premier High	
Initial Enrollment	120
<u>25-Aug</u>	145
<u>25-Sep</u>	94
<u>25-Oct</u>	85
<u>25-Nov</u>	76
<u>25-Dec</u>	73
<u>25-Jan</u>	72



State Foundation Funding Estimates	6053700
	Premier High 912
Prelim SFF aid based on July enrollment	\$767,160
Prelim SFF aid based on 1st Qtr ADM	\$662,826
Prelim SFF aid based on January enrollment	\$460,296
Monthly Distribution: July-Nov.	\$63,930
Monthly Distribution: Dec. - Apr.	\$49,025
Monthly Distribution: May - June	(\$52,240)

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
PREMIER HIGH SCHOOL
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIODS 1 THROUGH 6 OF 14

FUND/SOF	FUND TITLE	BEG BALANCE	REVENUE	EXPENDITURES	END BALANCE
1	DISBURSEMENT FUND	0	0	0	0
TOTAL	NO FUND GROUP TITLE	0	0	0	0
1000	TEACHER SALARY FUND	0	0	0	0
1200	CERTIFIED SALARY FUN	0	0	166,984	(166,984)
1223	PROFESSIONAL DEVELOP	0	0	0	0
1275	ALT LEARNING	0	0	0	0
1276	ENGLISH LANGUAGE LEA	0	0	0	0
1281	NSLA	0	0	0	0
TOTAL	TEACHER SALARY FUND	0	0	166,984	(166,984)
2000	OPERATING FUND	0	0	0	0
2001	OTHER OPERATING	0	368,675	3,093	365,582
2002	WALTON IMPL GRANT	0	250,000	22,348	227,652
2200	OPERATING	0	5	210,065	(210,060)
2223	PROFESSIONAL DEVELOP	0	5,334	936	4,398
2246	PATHWISE	0	6,800	0	6,800
2275	ALT LEARNING	0	0	0	0
2276	ENGLISH LANGUAGE LEA	0	0	0	0
2281	NSLA	0	0	0	0
TOTAL	OPERATING FUND	0	630,814	236,441	394,372
6501	CHAPTER I	0	0	0	0
6520	CHAPTER II	0	0	0	0
6535	FED STRT UP GRNT	0	67	93,676	(93,609)
6700	VI-B	0	0	0	0
6702	SPEC ED	0	2,497	5,576	(3,079)
TOTAL	FEDERAL GRANTS FUND	0	2,564	99,252	(96,689)
8200	FOOD SERVICE	0	1,613	23,139	(21,526)
8675	OTHER FOOD SERVICE R	0	379	0	379
TOTAL	NO FUND GROUP TITLE	0	1,992	23,139	(21,148)
TOTAL		0	635,369	525,817	109,552

Quest Middle School of Pine Bluff

- 1. December 2013 Initial Year Open-Enrollment Report**
- 2. Chart Provided by ADE Fiscal and Administrative Services/LEA State Funding**
- 3. Detailed Statement of Changes in Fund Balances**

**ARKANSAS DEPARTMENT OF EDUCATION
CHARTER SCHOOL OFFICE**
2013-2014

INITIAL YEAR OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

Please fill out this form monthly (August - July) and return it to the Charter School Office.

This information is critical to the charter school funding process.

Information must be accurate and on time.

School Name: QUEST Middle School LEA # 3542702

Grade Levels FY 2013-2014: 5th-8th Enrollment CAP FY 2013-2014: 220

FY 2013-2014 Grade Levels:	December 25th
	Month Student Enrollment Count:
5th	13
6th	27
7th	19
8th	18
Total	77

LaRhonda F. Buckner

Printed Name

Campus Secretary

Title



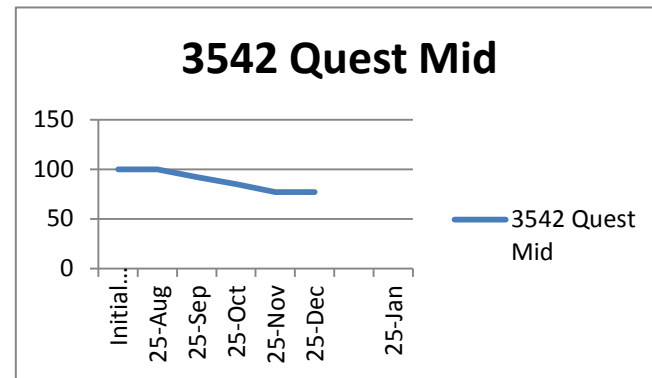
Signature of the person completing form

12/20/2013

Date

Average Daily Membership Trends	3542700 Quest Mid 5-8
CAP 13-14	220
Initial Enrollment	100
<u>25-Aug</u>	100
(monthly shift)	0
<u>25-Sep</u>	92
(monthly shift)	-8
(quarterly shift)	-8
<u>25-Oct</u>	85
(monthly shift)	-7
<u>25-Nov</u>	77
(monthly shift)	-8
<u>25-Dec</u>	77
(monthly shift)	0
(quarterly shift)	-8
<u>25-Jan</u>	75
(monthly shift)	-2
% still attending	75.00%

	3542 Quest Mid
Initial Enrollment	100
<u>25-Aug</u>	100
<u>25-Sep</u>	92
<u>25-Oct</u>	85
<u>25-Nov</u>	77
<u>25-Dec</u>	77
<u>25-Jan</u>	75



State Foundation Funding Estimates	3542700 Quest Mid 5-8
Prelim SFF aid based on July enrollment	\$639,300
Prelim SFF aid based on 1st Qtr ADM	\$593,782
Prelim SFF aid based on January enrollment	\$479,475
Monthly Distribution: July-Nov.	\$53,275
Monthly Distribution: Dec. - Apr.	\$46,772
Monthly Distribution: May - June	(\$10,380)

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
QUEST MIDDLE SCHOOL
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIODS 1 THROUGH 6 OF 14

FUND/SOF	FUND TITLE	BEG BALANCE	REVENUE	EXPENDITURES	END BALANCE
1	DISBURSEMENT FUND	0	0	0	0
TOTAL	NO FUND GROUP TITLE	0	0	0	0
1000	TEACHER SALARY FUND	0	0	0	0
1200	SALARY FUND	0	0	113,702	(113,702)
1223	PROFESSIONAL DEVELOP	0	0	0	0
1275	ALT LEARNING	0	0	0	0
1276	ENGLISH LANGUAGE LEA	0	0	0	0
1281	NSLA	0	0	0	0
TOTAL	TEACHER SALARY FUND	0	0	113,702	(113,702)
2000	OPERATING FUND	0	0	0	0
2001		0	313,147	930	312,217
2002		0	250,000	105,907	144,093
2200	OPERATING FUND	0	5	144,242	(144,237)
2223	PROFESSIONAL DEVELOP	0	4,445	2,438	2,007
2246	PATHWISE	0	4,000	0	4,000
2275	ALT LEARNING	0	0	0	0
2276	ENGLISH LANGUAGE LEA	0	0	0	0
2281	NSLA	0	0	0	0
TOTAL	OPERATING FUND	0	571,597	253,517	318,080
6501	CHAPTER I	0	0	0	0
6520	CHAPTER II	0	0	0	0
6535	PCSP	0	0	128,488	(128,488)
6700	VI-B	0	0	0	0
6702	TITLE VI-B	0	2,497	5,576	(3,079)
TOTAL	FEDERAL GRANTS FUND	0	2,497	134,064	(131,567)
8200	FOOD COLLECT FROM ST	0	296	12,929	(12,633)
8640	LUNCH REIMB THROUGH	0	0	1,041	(1,041)
TOTAL	FOOD SERVICE FUND	0	296	13,970	(13,674)
	TOTAL	0	574,389	515,253	59,136



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

ALPENA PUBLIC SCHOOLS

P.O. Box 270
Alpena, AR 72611

Andrea Martin, Superintendent
Phone: 870-437-2220
Fax: 870-437-2133
amartin@alpena.k12.ar.us

Tony Foster, High School Principal
Phone: 870-437-2228
Fax: 870-437-5638
tfoster@alpena.k12.ar.us

Paula Newton, Elementary Principal
Phone: 870-437-2229
Fax: 870-437-2133
pnewton@alpena.k12.ar.us

Mindi Phillips, Counselor
Phone: 870-437-2228
Fax: 870-437-5638
mphilips@alpena.k12.ar.us

February 13, 2014, Revised March 6, 2014

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304-A
Little Rock, AR 72201

RECEIVED
COMMISSIONER'S OFFICE

MAR 6 2014

DEPARTMENT OF EDUCATION

Dear Dr. Kimbrell and the Arkansas State Board of Education,

On behalf of the Alpena School District, I would like to request a waiver for the 178 required student interaction days due to inclement weather days missed above 10 days, as per Commissioner's Memo COM-14-041.

The Alpena School District has missed twenty (20) snow days up to this point, and has realigned our school calendar on three different occasions to meet standards.

The following dates were missed due to inclement weather:

December 5 - December 13 (7 days)

February 3 - February 7 (5 days)

January 6 - January 9 (4 days)

March 3 - March 6 (4 days)

The following dates were used as makeup or are scheduled for make up:

February 17, President's Day (1 day)

April 18, Good Friday (1 day)

March 24-28, Spring Break (5 days)

May 22-23 and May 27-30 (6 days)

June 2-6, 9-10 (7 days)

The district missed a total of 20 days during the 2013-2014 school year due to inclement weather. Therefore, it is because of these circumstances presented, which included two State of Emergency declarations, that the district is requesting a waiver for ten (10) student interaction days making the 2013-2014 school year a total of 168 instructional days.

I greatly appreciate your consideration of this request and commend Dr. Kimbrell and the Department for allowing districts the opportunity to request a waiver.

Thank you for your consideration.

Respectfully Submitted,



Andrea Martin
Superintendent

2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

District: *Alpena*
Superintendent: *Andrea Martin*

Due to inclement weather, the district missed the following dates:

Please check all that apply.

☒ March 3, 2014

☒ March 4, 2014

☒ March 5, 2014

☒ March 6, 2014

☐ March 7, 2014

Please complete the following statement.

The district missed a total of 20 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 10 days making the 2013-2014 school year a total of 168 instructional days.

Superintendent Signature

Date



Approved Memos: Inclement Weather Waiver Extension



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0

Created at 3/4/2014 12:13 PM by Deborah Coffman (ADE)

Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p> <p>Dr. Tom Witte, Director of Operations</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)



Batesville School District No. 1

"Continuing the Tradition of Excellence"

Dr. Randy Willison, Superintendent

March 6, 2014

Dr. Tom Kimbrell
Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

RE: Waiver of Instructional Days Missed Due to Inclement Weather

Dear Dr. Kimbrell:

The Batesville School district has missed a total of 13 ½ days of instruction due to inclement weather. It is possible that we may miss more before the last day of school. We respectfully request a waiver of 3 of those days, and any other days missed in this school year. We will make up the other 10 ½ days in the following manner:

- We have already used one Professional Development Day: January 3, 2014
- We have already used two Holidays: January 20, 2014 (Martin Luther King, Jr. Day) and February 17, 2014 (Presidents' Day)
- We plan to use two more Holidays: April 18, 2014 (Good Friday) and May 26, 2014 (Memorial Day)
- We plan to use one day of Spring Break
- We plan to use the 5 days at the end of the year; May 27-31, 2014. In this case, May 31, 2014 would be the last instructional day, a ½ day.

Granting such a waiver will allow us to end the school year before June 1, 2014, which will be a benefit to our students and their families, in light of planned travel and other activities.

If you have any questions or need more information, please contact me at the address or telephone number below. Thank you for your consideration.

Sincerely,

Randy Willison, Ed.D.
Superintendent

955 Water Street • Batesville, Arkansas 72501 • (870) 793-6831 • Fax (870) 793-6760
batesvilleschools.com

An Equal Opportunity Employer



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)



BENTONVILLE PUBLIC SCHOOLS

500 TIGER BOULEVARD, BENTONVILLE, AR
72712

PHONE: 479.254.5000 | FAX: 479.271.1159

FIND US ONLINE AT: BENTONVILLEK12.ORG

February 25, 2014

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COMMISSIONER'S OFFICE

FEB 27 2014

DEPARTMENT OF EDUCATION

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

Dear Commissioner Kimbrell and Members of the State Board of Education,

The purpose of this letter is to seek a waiver from the state expectation of 178 days of student instruction. We are requesting the waiver request to excuse one day of student instruction for Bentonville Public Schools.

Bentonville School District has missed eleven days due to weather related issues. Our calendar was initially designed to have missed days of instruction made up in the following manner:

- First - Martin Luther King Holiday
- Second - President's Day
- Third - Add instructional days to the end of our calendar

As a result of the significant weather issues we have experienced in NW Arkansas, we have amended our calendar to increase the number of instructional days prior to state and national testing. The following calendar modification was approved by both PPC (Certified and Classified) groups with a unanimous decision from the teacher's group and received a 6-1 vote from our support staff group. Additionally, our Board of Education approved this calendar modification in a unanimous vote. After these groups approved the modified calendar, the entire staff voted and approved the adjusted calendar by 75%. Our calendar modification will include the addition of the following days:

- Saturday School on March 15
- Use of Spring Break on March 24 and 25

The waiver we seek would allow Bentonville Schools to end the 2013-14 school year on June 6. We believe this waiver is sound. We have now made every attempt to add days of instruction during the school year, two days by design when we originally crafted this year's calendar, and three days of added instruction once we had the significant school closure issues. Our staff and community hope to be able to start their summer on June 9. We know that the longer we go into the summer the greater chance our daily enrollment will be impacted, our efforts to provide professional development to our staff is disrupted, and our business and family communities may be upset that school is still in session.

Commissioner Kimbrell
February 26, 2014
Re: Waiver Request
February 26, 2014

We have a list of the required attachments to meet expectations for this waiver to be considered. If there is any other documentation that you seek, we simply ask that you reach out to us. As I write this letter, we have another significant storm tracking towards us and will impact our community on Monday, March 3.

Sincerely,



Michael Alan Poore
Superintendent

Cc: Bentonville Board of Education

Attachments

- List of Days for School Cancellation in Bentonville School District
- 2013-14 Calendar indicating the initial plan to make-up school cancellations
- 2013-14 Modified Calendar to add additional instructional days prior to testing
- Board Minutes reflecting discussion and vote on modified calendar
- PPC Minutes and Approval for modified calendar
- Staff Voting Results for Modified Calendar

Bentonville Public Schools
Missed days for inclement weather

December 5, 6, 9, 10 and 11

January 6, 7, and 9

February 2, 4 and 5

Total: 11 missed days

To be completed prior to
3.5 TESS August 31
2.5 PPLD August 13

2013

2013-2014 Calendar

Traditional

2014

BENTONVILLE PUBLIC SCHOOLS



Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

July

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

August

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

September

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

October

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

December

10 Student Days

20 Student Days

21 Student Days

16 Student Days

15 Student Days

Monday	Tuesday	Wednesday	Thursday	Friday
8	9	10	11	12
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

January

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

February

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

March

Monday	Tuesday	Wednesday	Thursday	Friday
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

April

Monday	Tuesday	Wednesday	Thursday	Friday
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

June

19 Student Days

19 Student Days

16 Student Days

22 Student Days

20 Student Days

96 Student Days

178 - Student Days

82 Student Days

- Holiday - Schools Closed
- WD = Teacher Work Day - No students
- School Beginning & Ending
- SD = Staff Development - No Students
- Parent/Teacher Conference Release Day

Approved by BOE - 2/22/2013

To be completed prior to
3.5 TESS August 31
2.5 PPLD August 13

2013

2013-2014 Calendar

Traditional

2014

BENTONVILLE PUBLIC SCHOOLS

	Monday	Tuesday	Wednesday	Thursday	Friday
July	1	2	3	4 Independence Day	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		
August				1	2
	5	6	7	8	9
	12	13 SD	14 SD	15 Work Day	16 SD
	19 First Day of School	20	21	22	23
	26	27	28	29	30
September					
	2 Labor Day	3	4	5	6
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
October					
	7	8	9	10	11
	14 Columbus Day	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
November					
	4	5	6	7	8
	11 Veteran's Day	12	13	14	15
	18	19	20	21	22
	25 Thanksgiving Break	26	27	28	29
December					
	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23 Winter Break	24	25	26	27

178 - Student Days

82 Student Days

	Monday	Tuesday	Wednesday	Thursday	Friday
January					
	4 Students Return	5	6 New Year's Day	7 Winter Break	8
	13	14 Mid Year Algebra I EOC	15	16 Mid Year Geometry EOC	17
	20 Mid Year	21 Mid Year Biology EOC	22	23	24
	27	28	29	30	31
February					
	3	4	5	6	7
	10	11	12	13	14
	17 Winter Break	18	19	20	21
	24	25	26	27	28
March					
	3	4	5	6	7
	10	11 Literacy 1st Grade	12	13	14
	17 AP Calculus	18 EOA Assessment K-12	19 March 17th to May 2	20 Portfolio Due	21
	24 Spring Break	25	26	27	28
April					
	1 IBS Gr 1-2	2 IBS Gr 3-5	3	4	5
	7	8	9	10	11
	14	15	16	17	18
	21	22 Geometry EOC	23	24	25
May					
	28 Biology EOC	29	30		
	1 IB Testing May 1-21	2	3	4	5
	8 IB Testing May 1-21	9	10 AP Testing May 5-16	11	12
June					
	12 IB Testing May 1-21	13 Algebra EOC May 13-14	14	15 AP Testing May 5-16	16
	19 IB Testing May 1-21	20	21	22	23
	26 Memorial Day	27	28	29	30

96 Student Days

- Holiday - Schools Closed
- WD = Teacher Work Day - No students
- School Beginning & Ending
- SD = Staff Development - No Students
- Parent/Teacher Conference Release Day
- With potential snow make up days

Approved by BOE - 2/17/2014

**Bentonville Board of Education
Minutes
February 17, 2014**

BOARD:

Brent Leas
Wendi Cheatham
Willie Cowgur
Lisa Clark
Grant Lightle
Matt Burgess
Rebecca Powers

ATTORNEY:

Marshall Ney

ADMINISTRATION:

Mike Poore
Galen Havner
Sterling Ming
Dena Ross
Judy Marquess
Tamara Gibson
Tim Sparacino
Jonathon Guthrie
Ashely Williams
Jeff Wasem
Vic England
Chad Scott
Andy Mayes
Rose Fowler
Scott Passmore
Amand Musick
Cathy Hancock
Nick Nichols

PRESS:

Admin Con't:

Mary Ley
Jack Loyd
Brad Reed
Lori Passmore
Deb Kee
Jason Brunner
Paul Wallace

GUESTS:

Ron Shelby, Bevon Brawner, Andrew Vanleewon, Jim French, Patrick Horath, Catra Sears, Becky Koonce, Kim Mertes, Mike Mumma, Kathy Breed, Travis Riggs, Debi Havner, Alice Havner, Rudy Upshaw, Chris Cash, Robert Ginder, Leandra Cleaveland, Bonne Baggett, Marianne Smith, Bryan Verneti, Dana Davis, Sora Patterson, Carla Sears, Janet Atwood, Celline Simpson, Jennifer Montroy, Larry Tula, Bruce Painter, Rick Smith, Kathy Breed, Aaron Patterson, Eric White, Tamafra White, Julie Alexander, Amber Morey, Bob Morey, Grace Oliverr, Holli Oliverr, Angela Clark, Greg Helsley, Chris Marston, Matt Breece, Renee Swindell, Shahul Adam, Sora Patterson, Shamsad Alan, Angela Tyumseson, Bonnie Baggett, Leandra Cleveland, Lisa Corbin, Stacy Barron, dedra Hunter, Tammy O'Keefe, Katie Schartz, Susie Poindexter, Kevin Lyles, Amy Stuffleber, Becky Upshaw, Stephanie Lightle

CALL TO ORDER:

President Cheatham called the meeting to order and led the Pledge of Allegiance. Secretary Powers called the roll. All were present and there was a quorum.

APPROVE OR MODIFY AGENDA:

Motion by Brent Leas, seconded by Rebecca Powers, to postpone the discuss Superintendent Poore's evaluation in Executive Session. After the motion there was discussion; after discussion Mr. Leas withdrew his motion.

Motion by Grant Lightle, seconded by Rebecca Powers, to add discussion of Superintendent Poore's evaluation and pertinent information to the Executive Session. The motion 5-2. Willie Cowgur and Brent Leas voted no.

After the motion, there was discussion:

- Ms. Powers read a statement which shared her concerns about recent Board actions, both individually and as a whole, directed toward Superintendent Poore and other administrators, as well as possible FOI violations.
- District Policy states a Superintendent will receive his evaluation before the end of February
- Concerns over evaluation tool and when that tool was presented to Superintendent Poore

School attorney Marshall Ney offered comments:

- The evaluation process is appropriate for executive session and the board is on the line of addressing issues that need to be discussed in executive session.
- The timeline and tool is public information but not how or what is on the completed form.
- The Board needs to watch each other in executive session to make sure the discussion stays within appropriate topics.

The Library recognition item has been moved to a later date.

RECOGNITIONS:

Superintendent Poore recognized Dr. Ming, Mr. Wallace and Mr. England for working with Cenergystic to create energy savings for the District. Regional President Gary Clark was present to recognize the district on receiving the Chairman's Sustainability Award. Mr. Clark presented the award and gave a history on the program.

COMMENTS FROM THE PUBLIC:

Two people spoke in favor of continuing the IB program, one in favor of continuing to offer French I to 8th graders, one in favor of continuing to offer Algebra I to 7th graders and 12 in support of Superintendent Poore.

Motion by Rebecca Powers, seconded by Brent Lease, to re-elect Board officers. . After the motion there was discussion; after discussion Ms. Powers withdrew his motion.

Mr. Ney said that Board protocol and policy, which is based on statute, is to elect officers annually after the school election.

CONSENT AGENDA:

Motion by Lisa Clark, seconded by Brent Leas, to approve the consent agenda:
Minutes of the January 21, 2014, regular meeting and the February 11, 2014, special meeting
Energy Management Report
Enrollment Report
Expulsion
Transportation Report
Utilization of 2010 Bond Reserves

The motion passed 7-0.

CALENDAR:

Annual Board of Education Calendar review
March 6 – Pre-agenda planning meeting, 5:30 pm
March 10 – 2nd High School Progress Update, 6:00 pm, OHMS auditorium
March 17 – Board of Education meeting, 5:30 pm
March 24-28 – Spring Break – schools closed
April 7 – Pre-agenda planning meeting, 5:30 pm
April 14 – Board Recognition Evening, 6:00 pm OHMS auditorium
April 21 – Board of Education meeting, 5:30 pm

REPORTS:

2nd High School Design Update:

Superintendent Poore gave a summary of the initial process of development of the 2nd high school. Mr. Shelby went over the timeline for development and submission of approvals. Mr. French went over some history of the development of the plan for a 2nd high school and the guiding principles of design: Collaboration, Hands of Learning, Student Focused, and High Tech. The instructional delivery model will be Small Learning Communities (SLC) based on departments, with an additional freshman SLC.

Curriculum:

Motion by Brent Leas, seconded by Matt Burgess, to accept JH course guide, which would also approve dropping French I. The motion carried 6-1. Grant Lightie voted no.

After the motion, there was discussion:

- Dropping a course is not done lightly and the overall needs of the staff and student requirements are taken into consideration
- Due to new student requirements from the state, it will be harder for students to take French I.
- This is not an issue of money, but room in the course guide and schedule.
- Need to change "BHS" to "District High School" in the course guide
- 7th grade pre-algebra was added back in.

Snow Makeup Days:

Superintendent Poore and Ms. Ross went over the proposed snow makeup day calendar, which added three days: Saturday, March 15, and spring break days March 24 -25. This proposal will allow the district a better chance to be granted a waiver from the ADE and will allow more instructional days before testing. After the board approves the change, a majority of district staff will have to approve the change.

Motion by Willie Cowgur, seconded by Brent Leas, to accept a revised calendar for the 2013-14 school year. The motion passed 7-0.

After the motion there was discussion:

- There is not a certain percent of students required to attend for the District to get credit for a class day, we just have to make a reasonable effort.
- The administration will work with parents and staff that have conflicts for these days
- For staff with 220 day or less contracts, this will be a regular school day and if they have a conflict, they will have to use a personal day, have a personal day donated, or pay the cost of a substitute.
- The state does not tend to grant waivers unless a district tries to use other ways to make up this time.
- Teachers have been engaging students during snow days, especially in the HS with the AP classes.

Facilities Management Report:

Paul Wallace gave his report, no action was required.

Personnel

Galen Havner reviewed changes in the Personnel report.

Motion by Willie Cowgur, seconded by Grant Lightie, to approve the personnel report as presented. The motion carried 7-0.

Budget and Finance

Sterling Ming presented information on the budget and answered question.

Motion by Grant Lightie, seconded by Matt Burgess, to accept the budget financial report. The motion carried 7-0.

BOARD MEMBER COMMENTS:

Ms. Powers said she has a vote of no confidence in the Board leadership as the Board adjourns to executive session to discuss Superintendent Poore's evaluation.

Superintendent Poore recognized the staff for participation in the Polar Plunge to support Special Olympics and the Learning Together program. Mr. Leas thanked the community for coming out and voicing their comments and sharing with the Board. Information on the 2nd high school development is exciting. Celebrated 100 days of school and CES dressed as 100 year old person.

EXECUTIVE SESSION:

The board retired to Executive Session at 9:12 pm.

The board returned to Open Session at 11:02 pm.

The Board will not be taking any action, but will meet Thursday, February 20, 2014, at 6:00; there will be no public comments and they will go immediately into Executive Session.

ADJOURN:

Motion by Grant Lightle, seconded by Brent Leas, to adjourn. The motion passed 7-0.

The meeting was adjourned at 11:04 pm.

Respectfully submitted by

Rebecca Powers
Board Secretary

Transcribed by:
Vicki Lunsford
Administrative Assistant

Personnel Policy Committee Meeting
Tuesday, February 11, 2014

Members:

Randy Richardson (BHS-S), Greg Puckett (BHS-N), Reid Pierce/Nicole Shockley (FJHS), Marion Coleman/Ashley Fox (LJHS), Patti Staugh (WJHS), Kristie Calohan (BFMS), Rhonda Leonard (AAMS), Randall Simmermon (OHMS), Nicholas Lyons (RBMS), Robert Brew (CES), Michelle Fikes (CPE), Karen Kennedy (MMJES), Brandie Loomis (TJES), Natalie Marts (REB), Donald Myers (AGES), Roberta Robertson (ETES), Elizabeth Srader (TRPS), Gail Tabler (SCES), Landi Tarp (WES), Sara Thompson (CGES), Jonathon Guthrie (Admin. Sec.), Marilyn Gilchrist (Admin. MS), Cindy Dewey (Admin. Elem.), Mike Poore (Admin.), Galen Havner, (Admin.)

Michelle Fikes called the meeting to order at 3:30 pm.

Natalie Marts made a motion to accept the minutes from the last meeting in January. Nick Lyons seconded the motion and it passed.

Galen Havner introduced Jonathon Guthrie as the new member of Personnel Policy Committee, taking Kathy Murry's place. Then we began the discussion of how to make up the eleven snow days that have been missed so far, as well as any that may occur in the future. Mr. Havner said that as a group, PPC needs to propose a recommendation that will pass a teacher vote (after non-classified PPC and the school board pass the recommendation) in order to avoid dragging this process out. It is understood that everyone is not going to be happy with any decision that is made. Regardless, the days must be made up. It seems to be the general consensus that people would like to be out of school by Friday, June 6th. Petitioning the state for a waiver only affects school days/student days, not contract days for teachers, according to the ADE. Also, days that are decided by the board and voted on by staff as makeup days will be considered contract days. If people have plans already for those days (Saturday, Spring Break, etc.), they will need to use personal or sick days just like with any other contract days. Mr. Havner added that the use of sick days would probably be questioned. Also, making up days after Benchmark will be a "hard sell" for parents. When asked if there needs to be a certain attendance percentage for students on make-up days in order for those days to count, Mr. Havner answered that it figured into the total average daily attendance, so attendance will not be an issue. Another question was if we were planning to have a normal length of school day for make-up days or just the 6 hours that are state-mandated. We are hopeful that the decision will be made to make the day as short as possible, probably 6 hours.

Mr. Poore stated that we should not allow too many exceptions for teachers to use (trading in a sick day for a personal day, etc.) because the state will not look favorably at that practice when/if determining a waiver status. Mr. Havner added that three years ago (when the district used the first two days of spring break), a larger percentage of teachers were absent than students. When asked if teachers might be

able to donate personal days to other teachers, Mr. Havner said that was something that the district might look at.

Mr. Poore spoke again about how a waiver would work. He said that school districts cannot even apply for a waiver until the end of February and also not until the district has missed ten days for weather. Superintendents in the region have been told in the past that an effort must be made to make up weather-related days within the school calendar first (Saturday, Spring Break, Memorial Day) in order to be in a position to receive a waiver. Mr. Poore said that the most important thing is to show that instruction is important. He added that if we should receive more snow that affects school in March or April, additional waiver requests could be submitted. As far as looking at adding snow days into the calendar for next year, specific dates must be in the school calendar for snow days.

April 5th is not going to be a Saturday for make-up because of the Bentonville half-marathon and May 3rd is not going to be considered as a make-up day because it is after Benchmark. After some discussion about childcare, Mr. Havner said that the district is looking at providing Adventure Club for parents of young children if no other means of childcare is available.

Different schools shared results of the survey that PPC members had sent out concerning making up snow days on Saturday, Spring Break, Memorial Day, combinations of Saturdays and Spring Break, or just adding missed days to the end of the year. For Cooper Elementary, using a combination of Saturdays and Spring Break was first choice, followed by Spring Break. Apple Glenn's highest vote was also for a combination of Saturdays and Spring Break. More people wanted to use two days of Spring Break than Saturday. Seventy-five percent of the teachers at Fulbright said that they would consider Saturday as a make-up option, with Saturday and a combination of Saturdays and Spring Break receiving the most votes. Mary Mae Jones voted basically the same as Fulbright. At Tennie Russell, only 35% voted yes for making up days on Saturdays. Bright field's vote was 64% against Saturdays, with adding any make-up days to the end of the year ranking highest. Willow Brooke's highest result from voting was a combination of Saturdays and Spring Break. At Lincoln, most teachers wanted to make up the days either on Spring Break or Saturdays, or a combination of both. Centerton-Gamble voted for Spring Break first, followed by combination of Spring Break and Saturday. Barker voted for Spring Break, while Artis Ann voted for Spring Break followed by Saturday. At R.E. Baker, over half of the staff wanted no change in the current non-traditional calendar, and Elm Tree had the same results as Baker.

Mrs. Fikes pointed out to the committee that it appears some combination of using both Saturday and Spring Break was the top vote for the majority of schools. March 15th, the first two days of Spring Break and Memorial Day were all discussed. It was also brought up to use the Saturday of Memorial Day weekend instead of Memorial Day itself. It appears that any day in May may not seem as a good idea since it will be so

late in the school year and after Benchmark. Some committee members also commented that it had been mentioned to them by staff that Memorial Day should be honored for what it represents to people and should, therefore, not be used as a make-up day. It was also discussed to use the Saturday before Spring Break and the first day of Spring Break, as well as the use the last two days of Spring Break instead of the first two days. It was agreed that those options would still penalize the staff who would be traveling on Spring Break without any real purpose. When asked about March 15th being the date that we are looking at for a make-up day, it was stated by both Mr. Poore and Mr. Havner that most other Saturdays had to be eliminated due to events happening at BHS. March 15th is the "least bad day", according to Mr. Havner. Using the Saturday before Memorial Day was also rejected because it is after testing and everyone would be less enthusiastic about making up any days that late. Mr. Poore said that it had been brought to his attention that parents want quality instruction to happen on any make-up days, not just watching movies, once people have made adjustments to their schedule to have their students at school. The last day for seniors is May 2nd, with finals and AP testing taking place the next week.

A motion was made by Sara Thompson that the district use the first two days of Spring break (March 24th and 25th) along with March 15th, a Saturday, for three snow make-up days. This only applies for schools operating on a traditional calendar. Robert Brew seconded the motion and it passed unanimously. Next, Classified PPC will meet Thursday to vote on the proposal, followed by the school board meeting next Monday, Feb. 17th. If approved by the board, the proposal will then be voted on by the entire staff. For next year's calendar, it was asked if specific days be put into Spring Break as part of the schedule. This will be a school board decision.

The non-traditional calendar was discussed next. Both elementary schools would like to see Friday, May 23rd changed to become a school day. More than 50% of staff voted to keep the calendar as is, with adding that Friday as snow day 11. Friday, June 20th will then be the last day of school for those on the non-traditional calendar. Natalie Marts made a motion to keep the non-traditional calendar as-is with the addition of May 23rd as a school day. Roberta Robertson seconded the motion and it passed unanimously.

Mr. Poore also addressed the possibility of adding minutes to each school day as a possibility for making up missed days. He and other area superintendents met with the Commissioner from the Arkansas Department of Education and were told about the Innovation bill as a possible way of making an extended school day become reality. Using this method, which is new for the ADE, schools could write proposal that, if approved by the ADE, could allow minutes to be added to the school day and would last for a five-year period. This approach to dealing with serious weather situations would also avoid the need for legislation, which would take a longer period of time, and it would allow districts to be pro-active in handling make-up days ahead of time. Northwest Arkansas superintendents will meet in the next few weeks and are going to discuss this option further. As of right now, we know that the proposal needs to be written and sent to the ADE before the deadline in May. Each district would

submit its own proposal. The rules for this Innovation bill were just created this month.

Extended contract employees are wondering if they will be also be able to make up missed days for snow on Saturdays and Spring Break. Wait until it is decided how snow days will be made up.

Natalie Marts made a motion to adjourn at 4: 23. The motion was seconded Sara Thompson and passed unanimously.

Minutes submitted by Marion Coleman and Reid Pierce.

Classified PPC
February 13, 2014

The meeting was called to order at 11:30 by Galen Havner.

All members were present.

~~Discussion of snow make up days and options took place. The RN's were not in favor of the plan approved by the Licensed PPC. The make up day recommendation was approved 6-1.~~

Discussion took place on a salary increase for next year. Budget talks are in process.

CPR requirements were discussed and a decision to not have trainings on Saturdays was agreed to by all.

Meeting adjourned at 12:10



BENTONVILLE PUBLIC SCHOOLS

500 TIGER BOULEVARD, BENTONVILLE, AR
72712

PHONE: 479.254.5000 | FAX: 479.271.1159

FIND US ONLINE AT: BENTONVILLEK12.ORG

Bentonville Public Schools
Election Central

Welcome to BPS Election Central 2013-2014

Election Results for Calendar Change Election

Proposal	Votes	Percent	Chart
<i>For</i> ✓	1077	77.0%	
<i>Against</i>	321	23.0%	
Total Votes:	1398	100.0%	

webmaster@bentonvillek12.org

Bentonville Public Schools
500 Tiger Blvd.
Bentonville, Arkansas 72712
###



Approved Memos: Inclement Weather Waiver Extension



Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0

Created at 3/4/2014 12:13 PM by Deborah Coffman (ADE)

Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

District:

Superintendent:

Due to inclement weather, the district missed the following dates:

Please check all that apply.

☒ March 3, 2014

☒ March 4, 2014

☐ March 5, 2014

☐ March 6, 2014

☐ March 7, 2014

Please complete the following statement.

The district missed a total of 13 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 3 days making the 2013-2014 school year a total of 175 instructional days.



Superintendent Signature

03/06/14

Date

Bentonville Public Schools

500 Tiger Boulevard
Bentonville, AR 72712
479-254-5000

Bergman Schools

P.O. Box 1
Bergman, AR 72615
(870) 741-5213
(870) 741-6701 Fax

Joe Couch, Superintendent

jcouch@bergman.k12.ar.us

March 5, 2014

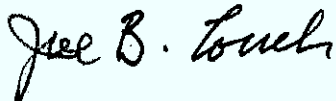
Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304-A
Little Rock, AR 72201

Dr. Kimbrell,

Please allow this letter to serve as Bergman School District's request for a waiver of 2 days due to inclement weather. We have missed a total of 15 days to this point. We have made up 3 of those days previously missed. We are planning on attending Saturday, March 8th to make up for one of the additional days missed. We are also planning on using March 24, 25, 26, May 26 and the 5 snow days that were in our original calendar, provided we are granted the waiver for the 2 days we are requesting.

Thank you for your consideration.

Sincerely,



Joe B. Couch, Superintendent
Bergman School District



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
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Berryville Public Schools

AdvancED Accredited
902 W. Trimble
Berryville, Arkansas 72616

Dr. Randy Byrd, Superintendent

RECEIVED
COMMISSIONER'S OFFICE Phone: 870-423-7065
Fax: 870-423-6824

FEB 27 2014

February 24, 2014

DEPARTMENT OF EDUCATION

RE: Waiver request

Dr. Kimbrell,

The Berryville School District respectfully requests a waiver for seven instructional days that were missed due to the inclement weather that we experienced in December, January, and in February. We have missed a total of seventeen instructional days this year, which has resulted in a number of days being added to the end of school year. We had included ten make-up days in our calendar as well as two holidays, Good Friday and President's Day, all of which were to be used in case of bad weather.

We have used all ten of our built-in snow days; will use both scheduled holidays, and also plan to use all or most of spring break to make up these days. Unfortunately, even after using these days, we will be required to add a significant number of days to the end of the school year.

Without these waiver days, our last day of school will be June 6, 2014, after using all of spring break. Having to attend school in June negatively affects two vitally important areas of school operations, that being summer maintenance schedules and summer school academic enrichment activities, not to mention having to attend school for sixteen weeks, including testing weeks, without a significant break.

As I complete this letter and prepare to send it, the forecast is calling for a possibility of snow and freezing rain both Friday and Sunday. I would request that if we are forced to miss any additional days, beyond the seventeen we have already missed, and a waiver is approved for seven days as we have requested above, that those additional days be added to our waiver request.

Thank you for your consideration in this matter.

Sincerely,

Dr. Randy L. Byrd
Superintendent of Schools
Berryville School District

Berryville Public Schools 2013-2014 School Calendar

School Dismissal Days	
Sept. 10 - 11	Sept. 12 - 13
Sept. 14 - 15	Sept. 16 - 17
Sept. 18 - 19	Sept. 20 - 21
Sept. 22 - 23	Sept. 24 - 25
Sept. 26 - 27	Sept. 28 - 29
Sept. 30 - Oct. 1	Oct. 2 - 3
Oct. 4 - 5	Oct. 6 - 7
Oct. 8 - 9	Oct. 10 - 11
Oct. 12 - 13	Oct. 14 - 15
Oct. 16 - 17	Oct. 18 - 19
Oct. 20 - 21	Oct. 22 - 23
Oct. 24 - 25	Oct. 26 - 27
Oct. 28 - 29	Oct. 30 - 31
Nov. 1 - 2	Nov. 3 - 4
Nov. 5 - 6	Nov. 7 - 8
Nov. 9 - 10	Nov. 11 - 12
Nov. 13 - 14	Nov. 15 - 16
Nov. 17 - 18	Nov. 19 - 20
Nov. 21 - 22	Nov. 23 - 24
Nov. 25 - 26	Nov. 27 - 28
Nov. 29 - 30	Dec. 1 - 2
Dec. 3 - 4	Dec. 5 - 6
Dec. 7 - 8	Dec. 9 - 10
Dec. 11 - 12	Dec. 13 - 14
Dec. 15 - 16	Dec. 17 - 18
Dec. 19 - 20	Dec. 21 - 22
Dec. 23 - 24	Dec. 25 - 26
Dec. 27 - 28	Dec. 29 - 30
Dec. 31 - Jan. 1	Jan. 2 - 3
Jan. 4 - 5	Jan. 6 - 7
Jan. 8 - 9	Jan. 10 - 11
Jan. 12 - 13	Jan. 14 - 15
Jan. 16 - 17	Jan. 18 - 19
Jan. 20 - 21	Jan. 22 - 23
Jan. 24 - 25	Jan. 26 - 27
Jan. 28 - 29	Jan. 30 - 31
Feb. 1 - 2	Feb. 3 - 4
Feb. 5 - 6	Feb. 7 - 8
Feb. 9 - 10	Feb. 11 - 12
Feb. 13 - 14	Feb. 15 - 16
Feb. 17 - 18	Feb. 19 - 20
Feb. 21 - 22	Feb. 23 - 24
Feb. 25 - 26	Feb. 27 - 28
Feb. 29 - Mar. 1	Mar. 2 - 3
Mar. 4 - 5	Mar. 6 - 7
Mar. 8 - 9	Mar. 10 - 11
Mar. 12 - 13	Mar. 14 - 15
Mar. 16 - 17	Mar. 18 - 19
Mar. 20 - 21	Mar. 22 - 23
Mar. 24 - 25	Mar. 26 - 27
Mar. 28 - 29	Mar. 30 - 31
Apr. 1 - 2	Apr. 3 - 4
Apr. 5 - 6	Apr. 7 - 8
Apr. 9 - 10	Apr. 11 - 12
Apr. 13 - 14	Apr. 15 - 16
Apr. 17 - 18	Apr. 19 - 20
Apr. 21 - 22	Apr. 23 - 24
Apr. 25 - 26	Apr. 27 - 28
Apr. 29 - 30	May 1 - 2
May 3 - 4	May 5 - 6
May 7 - 8	May 9 - 10
May 11 - 12	May 13 - 14
May 15 - 16	May 17 - 18
May 19 - 20	May 21 - 22
May 23 - 24	May 25 - 26
May 27 - 28	May 29 - 30
May 31 - Jun. 1	Jun. 2 - 3
Jun. 4 - 5	Jun. 6 - 7
Jun. 8 - 9	Jun. 10 - 11
Jun. 12 - 13	Jun. 14 - 15
Jun. 16 - 17	Jun. 18 - 19
Jun. 20 - 21	Jun. 22 - 23
Jun. 24 - 25	Jun. 26 - 27
Jun. 28 - 29	Jun. 30 - Jul. 1
Jul. 2 - 3	Jul. 4 - 5
Jul. 6 - 7	Jul. 8 - 9
Jul. 10 - 11	Jul. 12 - 13
Jul. 14 - 15	Jul. 16 - 17
Jul. 18 - 19	Jul. 20 - 21
Jul. 22 - 23	Jul. 24 - 25
Jul. 26 - 27	Jul. 28 - 29
Jul. 30 - 31	Aug. 1 - 2
Aug. 3 - 4	Aug. 5 - 6
Aug. 7 - 8	Aug. 9 - 10
Aug. 11 - 12	Aug. 13 - 14
Aug. 15 - 16	Aug. 17 - 18
Aug. 19 - 20	Aug. 21 - 22
Aug. 23 - 24	Aug. 25 - 26
Aug. 27 - 28	Aug. 29 - 30
Aug. 31 - Sep. 1	Sep. 2 - 3
Sep. 4 - 5	Sep. 6 - 7
Sep. 8 - 9	Sep. 10 - 11
Sep. 12 - 13	Sep. 14 - 15
Sep. 16 - 17	Sep. 18 - 19
Sep. 20 - 21	Sep. 22 - 23
Sep. 24 - 25	Sep. 26 - 27
Sep. 28 - 29	Sep. 30 - Oct. 1
Oct. 2 - 3	Oct. 4 - 5
Oct. 6 - 7	Oct. 8 - 9
Oct. 10 - 11	Oct. 12 - 13
Oct. 14 - 15	Oct. 16 - 17
Oct. 18 - 19	Oct. 20 - 21
Oct. 22 - 23	Oct. 24 - 25
Oct. 26 - 27	Oct. 28 - 29
Oct. 30 - 31	Nov. 1 - 2
Nov. 3 - 4	Nov. 5 - 6
Nov. 7 - 8	Nov. 9 - 10
Nov. 11 - 12	Nov. 13 - 14
Nov. 15 - 16	Nov. 17 - 18
Nov. 19 - 20	Nov. 21 - 22
Nov. 23 - 24	Nov. 25 - 26
Nov. 27 - 28	Nov. 29 - 30
Dec. 1 - 2	Dec. 3 - 4
Dec. 5 -	

Important Dates to Remember	
New Student Registration	Aug. 2
HS returning student registration 12th grade = 9-10am 11th grade = 10-11am 10th grade = 1-2pm Open = 2-3pm	Aug. 7
MS returning student registration 7th grade = 9-11am 8th grade = 1-3pm	Aug. 7
Freshman Orientation @ 5:30pm in HS Cafeteria	Aug. 8
K-2 Orientation/ Open House K-4pm; 1st-5pm; 2nd-6pm	Aug. 12
3-5 Orientation/Open House 3rd-4pm; 4th-6pm; 5th-6pm	Aug. 13
First Day of School	Aug. 19
8th grade Orientation @ 6pm in Cafeteria	Aug. 15
MS & HS Parent/Teacher Conferences 3:30-6:30pm	Sept. 17 & 19
K-5 Parent/Teacher Conferences 3:30-6:30pm	Sept. 24 & 26
MS & HS Parent/Teacher Conferences 3:30-6:30pm	Feb. 4 & 6
K-5 Parent/Teacher Conferences 3:30-6:30pm	Mar. 18 & 20

August 2013	September 2013	October 2013	November 2013
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
December 2013	January 2014	February 2014	March 2014
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
April 2014	May 2014	June 2014	July 2014
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Important Dates to Remember	
10 Month Contracts Start	Aug. 1
Teacher Flex Days	Aug. 5-9
Teacher Mandatory In-Service Days	Aug. 12-16

Quarter Breakdown by Days			
1st	2nd	3rd	4th
44	42	44	48
Ends Oct. 18	Ends Dec. 20	Ends March 7	Ends June 4

Calendar includes 190 Total Days
 178 Student Instructional Days; 2 P/T Conference Days; 10 Teacher In-Service Days

Calendar subject to change @ Superintendent's discretion

Testing Dates	
ELDA Assessment for LEP Students	March 17-May 2
NRT for K-2 & 9	March 31-April 11
Benchmark Grades 3-8	April 7-11
EOC Geometry	April 22-23
EOC Biology	April 28-30
EOC Algebra	May 13-14

Weather Days—10 built-in/ if not used last day will be May 22, 2014. * Feb. 17 & April 18th may be used first as make-up days!

**Please refer questions to Superintendent's
Office at 423-7065**



Approved Memos: Inclement Weather Waiver Extension



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

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Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

RECEIVED
COMMISSIONER'S OFFICE
MAR -5 2014
DEPARTMENT OF EDUCATION

District: BERRYVILLE
Superintendent: Dr. Randy Byrd

Due to inclement weather, the district missed the following dates:

Please check all that apply.

- ☒ March 3, 2014
- ☒ March 4, 2014
- ☒ March 5, 2014
- ☒ March 6, 2014
- ☐ March 7, 2014

Please complete the following statement.

The district missed a total of 21 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 11 days making the 2013-2014 school year a total of 167 instructional days.

Randy Z. Byrd
Superintendent Signature

3-6-14
Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

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Memo Number	COM-14-041
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Regulatory Authority	None
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Phone Number	501-683-0205
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Little Rock, AR 72201

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Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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301 COLLEGE STREET
PO BOX 220
CALICO ROCK, AR 72519
PHONE: (870) 297-8339
FAX: (870) 297-4233

CALICO ROCK PUBLIC SCHOOLS

February 24, 2014

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
#4 Capitol Mall, Rm 304-A
Little Rock, AR 72201-1071

Dr. Kimbrell,

Please consider our request for four (4) waiver days. The Calico Rock School District missed fourteen (14) days this year due to snow and ice. We plan to make up six (6) of those days on scheduled holidays such as Martin Luther King Day, President's Day, Good Friday and three days during spring break. We will make up the remaining eight (8) days at the end of the year, finishing on June 5th. However, if four (4) days are waived, that will leave only four additional (4) days to be added to the end of the school year. In that case, our last day of school will be May 30th, 2014.

Thank you for considering a waiver for the Calico Rock School District.

Sincerely,

Jerry Skidmore, Superintendent
Calico Rock School District



Approved Memos: Inclement Weather Waiver Extension



ARKANSAS
DEPARTMENT
OF EDUCATION

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Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
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301 COLLEGE STREET
PO BOX 220
CALICO ROCK, AR 72519
PHONE: (870) 297-8339
FAX: (870) 297-4233

CALICO ROCK PUBLIC SCHOOLS

RECEIVED
COMMISSIONER'S OFFICE

MAR 7 2014

March 7, 2014

Dr. Kimbrell,

DEPARTMENT OF EDUCATION

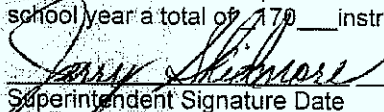
District: Calico Rock
Superintendent: Jerry Skidmore

Due to inclement weather, the district missed the following dates:

Please check all that apply.

☒ March 3, 2014
☒ March 4, 2014
☒ March 5, 2014
☒ March 6, 2014
☐ March 7, 2014

The Calico Rock District missed a total of 18 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 8 days making the 2013-2014 school year a total of 170 instructional days.



Superintendent Signature Date

An Equal Opportunity Employer



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

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Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

CAVE CITY SCHOOL DISTRICT

711 North Main
P.O. Box 600
Cave City, Arkansas 72521

(870) 283-5391

Fax (870) 283-6887

February 25, 2014

RECEIVED
COMMISSIONER'S OFFICE

FEB 27 2014

DEPARTMENT OF EDUCATION

Dr. Tom Kimbrell
Commissioner
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR. 72201

Dr. Kimbrell:

The purpose of this letter is to formally request that the Cave City School District be granted four waiver days of the 178 days we are required to attend by Standard's of Accreditation. To date, we have missed fourteen days this calendar year. We have already shortened our Christmas Break; will be attending Good Friday, attending all Spring Break, and have added additional days to the end of the school year. We also made every effort to attend school including running our busses on snow routes when it was possible.

Our Personnel Policies Committee polled our staff and recommended to our Board that we now attend school the entire Spring break and attend school on Saturday March 8th. Our Board, acting upon their recommendation, amended our calendar last night to reflect this change and directed me to request a waiver in accordance with Commissioner's Memo COM-14-041. By granting us four waiver days, we would be able to end school on Friday, May 23 just before Memorial Day. This would benefit us in many ways including allowing us to start our Summer School Program and ACT Academy on schedule. We also ask that we be allowed for consideration for additional waiver days if we have to miss additional days this year due to inclement weather.

Thank you and the State Board of Education for your consideration of our request and for understanding our situation.

Sincerely,



Steven Green
Superintendent
Cave City School District



Approved Memos: Inclement Weather Waiver Extension



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

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2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

District: Cave City

Superintendent: Steven Green

Due to inclement weather, the district missed the following dates:

Please check all that apply.

☒ March 3, 2014

☒ March 4, 2014

☒ March 5, 2014

☒ March 6, 2014

☒ March 7, 2014

Please complete the following statement.

The district missed a total of 19 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 9 days making the 2013-2014 school year a total of 169 instructional days.

Steven Green March 7, 2014
Superintendent Signature Date

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COMMISSIONER'S OFFICE

MAR -7 2014

DEPARTMENT OF EDUCATION

CEDAR RIDGE SCHOOL DISTRICT

Dr. Ann Webb, Superintendent
1502 North Hill Street
Newark, AR 72562
870-799-8691

RECEIVED
COMMISSIONER'S OFFICE
FEB 20 2014

Inclement Weather Waiver
COM-14-041

DEPARTMENT OF EDUCATION

Waiver Request

February 14, 2014

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Dear Dr. Kimbrell:

The Cedar Ridge School District is requesting a waiver for the 2013-14 school year for four days due to inclement weather. We have not had school for 14 days on these dates:

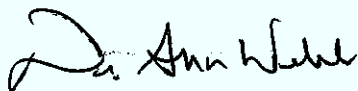
December 6, 2013 (1 day)
December 9 - 13, 2013 (5 days)
January 9 - 10, 2014 (2 days)
February 3-7, 2014 (5 days)
February 10, 2014 (1 day)

We have made up some days and our plan is to utilize these dates as make-up dates:

January 2-3, 2013 (2 days)
February 17, 2014 (1 day)
May 27-28, 2014 (2 days)
March 24-28, 2014 (Spring Break - 5 days)

Thank you for granting our four days. I am enclosing a current calendar with the request granted which will make our last day of school for the 2013-14 school year May 28, 2014.

Sincerely,



Dr. Ann Webb, Superintendent

Cedar Ridge School District provides equal opportunities without regard to race, national origin, gender, age, or disabilities in its educational programs and hiring practices.

Cedar Ridge School District 2013-14 School Calendar

Holidays / No Student Days in Blue

Wednesday, August 14	Required Professional Development
Thursday, August 15	Required Professional Development
Monday, August 19	First Day of School
Monday, September 2	Labor Day (No School)
Wednesday, October 16	End First Quarter (42 days)
Thursday, October 17	Begin Second Quarter
Thursday, October 24	Parent/Teacher Conferences
Monday-Friday, Nov. 25-29	Thanksgiving Break
December 6-13 – Days School Dismissed Due to Inclement Weather (6)	
Mon. Dec. 23 – Thurs. Jan.1	Christmas Break
Thursday, January 2	Classes Resume
Wednesday, January 8	End of Second Quarter (41days)/First Semester 83 Days
January 9-10 – Days School Dismissed Due to Inclement Weather (2)	
Monday, January 13	Begin Third Quarter
February 3-10 – Days School dismissed Due to Inclement Weather (6)	
Monday, February 17	President's Day School In Session(Inclement Weather Day)
Friday, March 28	End Third Quarter (49 days)
Monday, March 31	Begin Fourth Quarter
Tuesday-Friday, March 24-28	Spring Break
Spring Break removed to make up for Inclement Weather Days (5)	
Thursday, April 3	Parent/Teacher Conferences
Monday-Friday, April 7-11	Benchmark Testing
Wednesday, May 23 29 28	Last Day of School
Wednesday, May 23 29 28	End Fourth Quarter (42 days)/2nd Semester (93 days)

Days missed for inclement weather will be taken in this order: ~~11/25/13~~, ~~11/26/13~~, ~~1/3/14~~, ~~1/2/14~~, ~~2/17/14~~. In the event that catastrophic weather occurs before Spring Break, the superintendent may amend the calendar if necessary.

The district will offer 48 of the 60 hours of professional development required by the ADE on site: High School – June 3-6 or 17-20; Elementary – June 10-13 or July 1, 2, 3, and 5; August 14, 15; 2 days of curriculum planning which will be documented by each teacher during the summer. Each teacher will complete additional days of inservice during the summer to meet the required 60 hours per year before August 19. If staff development days are not documented, these days will be subtracted from the teacher's salary.

178 Student Interaction Days, 10 Professional Development Days, 2 parent/Teacher Conference Days = 190 Contracted Days for Certified Personnel.

Adopted 4/16/13 (First Reading); 5/21/13 (Second Reading)

Amended 12/17/13 Changed last day of school because of inclement weather

Amended 1/21/14 Changed Last day of school and spring break because of inclement weather



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

District: Cedar Ridge
Superintendent:

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MAR 17 2014
DEPARTMENT OF EDUCATION

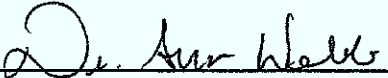
Due to inclement weather, the district missed the following dates:

Please check all that apply.

- ☒ March 3, 2014
- ☒ March 4, 2014
- ☒ March 5, 2014
- ☒ March 6, 2014
- ☒ March 7, 2014

Please complete the following statement.

The district missed a total of 19 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 9 days making the 2013-2014 school year a total of 169 instructional days.

 3-7-14
Superintendent Signature Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

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Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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CLINTON PUBLIC SCHOOLS

683 Poplar Street
Clinton, AR 72031

501-745-6005 Phone
501-745-2475 Fax



February 25, 2014

RECEIVED
COMMISSIONER'S OFFICE
FEB 27 2014

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

DEPARTMENT OF EDUCATION

Dear Dr. Kimbrell:

Clinton School District has missed a total of thirteen (13) days due to inclement weather for the 2013 / 2014 school year. We had five (5) days built into our calendar already, but that leaves eight (8) days not covered in order to meet the 178 day requirement.

Our district does not dismiss for many of the holidays during the year (i.e. Presidents Day, Martin Luther King Day, Good Friday, etc.) nor did we take any teacher flex days. Our Board recently voted to cancel our entire spring break to make up an additional five days to maximize student teaching days prior to testing.

We considered Saturday school as well and actually conducted a poll of our teachers and parents, many of whom work on Saturdays and would create an undue hardship for them. We are respectfully asking for a waiver of the remaining three (3) days which would have to be added on at the end of the year.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott Jones". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Scott Jones, Ed.D.
Superintendent



Approved Memos: Inclement Weather Waiver Extension



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

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2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

District: Clinton Schools
Superintendent: Scott Jones

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COMMISSIONER'S OFFICE
MAR -7 2014

Due to inclement weather, the district missed the following dates:

Please check all that apply.

- ☒ March 3, 2014
- ☒ March 4, 2014
- ☒ March 5, 2014
- ☒ March 6, 2014
- ☒ March 7, 2014

DEPARTMENT OF EDUCATION

Please complete the following statement.

The district missed a total of 18 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 8 days making the 2013-2014 school year a total of 170 instructional days.


Superintendent Signature

March 7, 2014
Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

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Memo Number	COM-14-041
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Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
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Four Capitol Mall, Room 304A
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Concord Public School

School Board

Chris Roark, President
Rose Sparks, Vice President
Cecilia West, Secretary
Larry Cannon
Artie Cousins
Darren Jones
Robin Wood

P.O. Box 10

Concord, Arkansas 72523

Phone: (870)668-3844 Fax: (870)668-3380

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COMMISSIONER'S OFFICE

FEB 27 2014

Administration

Superintendent
Michael Davidson, Ed. D.
Concord High School Principal.
Scott Whillock
Concord Elementary Principal
Sandy Brackett

DEPARTMENT OF EDUCATION
February 25, 2014

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Dr. Kimbrell,

The Concord School District has missed thirteen days due to inclement weather. We attended school on Saturday, February 15th to make up one of the thirteen days. We will be attending school on Friday, April 18th (Good Friday) to make up one more of the thirteen days missed.

The district has five days built into the school calendar for inclement weather. This leaves the district with six additional days to be made up, if we do not miss more days.

The Concord School Board has instructed me to request a waiver for three days. The remaining three days will be added to the end of the school year. Thank you for your consideration in this matter.

Sincerely,



Michael D. Davidson, Ed. D.
Superintendent of Schools



Approved Memos: Inclement Weather Waiver Extension



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Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

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2013-2014 Inclement Weather Waiver Amendment

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District: Concord

Superintendent: Michael Davidson

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COMMISSIONER'S OFFICE
MAR - 6 2014
DEPARTMENT OF EDUCATION

Due to inclement weather, the district missed the following dates:

Please check all that apply.

☒ March 3, 2014

☒ March 4, 2014

☒ March 5, 2014

☒ March 6, 2014

☐ March 7, 2014

Please complete the following statement.

The district missed a total of 17 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 7 days making the 2013-2014 school year a total of 171 instructional days.

Michael Davidson
Superintendent Signature

March 6, 2014
Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

Corning Public Schools

Superintendent

Kellee Smith

P.O. Box 479
Corning, AR 72422
870-857-6818



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MAR -7 2014

Board of Education

Keith Turner
Billy Allen
Kirk Scobey
Vickie Robinson
Kenny Francis

March 7, 2014

DEPARTMENT OF EDUCATION

Dear Dr. Kimbrell:

The Corning School District has missed 12 days this year due to snow and ice. Our last day to miss was March 7, 2014. Before the last winter storm we were fortunate enough to have only missed seven days due to the implementation of snow routes this school-year. With the utilization of snow routes we were able to have school when most schools around us were not in session. The last round of winter weather was so treacherous that snow routes were not possible.

The following is a depiction of our weather days lost and how we have chosen to make up the lost instructional days:

Snow Day

December 6, 2013
December 9, 2013
December 10, 2013
January 9, 2014
February 3, 2014
February 4, 2014
February 5, 2014
March 3, 2014
March 4, 2014
March 5, 2014
March 6, 2014
March 7, 2014

Make-Up Day

February 17, 2014
April 18, 2014
May 23, 2014
May 27, 2014
May 28, 2014
May 29, 2014
May 30, 2014
March 24, 2014
March 25, 2014
March 26, 2014
March 27, 2014
March 28, 2014

Previous Designation

Presidents' Day Holiday
Good Friday Holiday
Built-in snow day
Built-in snow day
Built-in snow day
Built-in snow day
Built-in snow day
Spring Break
Spring Break
Spring Break
Spring Break
Spring Break

Total: 12 Days

Before this last round of inclement weather we were scheduled to observe spring break and be dismissed for summer vacation on May 30, 2014. Corning School District is willing to give up the entire spring break to try to recover the lost instructional time. We respectfully ask for a waiver of two (2) of the required student/teacher interaction days. We appreciate any consideration you can give us on this request.

Sincerely,

Kellee Smith, Superintendent KS



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

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Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
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Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

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COTTER PUBLIC SCHOOLS

P.O. BOX 70 • COTTER, ARKANSAS 72626

AIRL CHEEK
Elementary Principal
(870) 435-6655

DON SHARP
Superintendent
(870) 435-6171
Fax (870) 435-1300

AMANDA BRITT
High School Principal
(870) 435-6323

RECEIVED
COMMISSIONER'S OFFICE

FEB 28 2014

DEPARTMENT OF EDUCATION

February 25, 2014

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Dear Dr. Kimbrell:

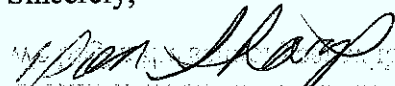
On behalf of the Cotter School District I am requesting a waiver for one day missed due to inclement weather. Thus far we have missed eleven days due to icy or snow covered roads. We began the school year with six snow days built in to our calendar.

Our six snow make-up days were originally scheduled for February 14, April 18 (Good Friday), and May 27, 28, 29, and 30. We have made up one day on February 14 and plan to make up five more on the previously mentioned days. If we have to make up all eleven days then we would like to attend school on March 24, 25, 26, 27, and May 26 (Memorial Day). This would leave us with one day of spring break, which would be observed on March 28.

If we are granted a one-day waiver for student attendance then we would attend school on March 24, 25, 26, and 27 and hold a professional development day on May 26 (Memorial Day), and observe spring break for one day on March 28. This will leave us with two professional development days to add to the end of the school year.

It is our desire to recover as many instructional days before the spring benchmark exams as possible while still having a short break as a 3 day weekend in March. Thanks to you and the State Board of Education for considering this request.

Sincerely,



Don Sharp, Superintendent of Schools

"HOME OF THE WARRIORS"

North Central Accredited



Approved Memos: Inclement Weather Waiver Extension



Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

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COTTER PUBLIC SCHOOLS

P.O. BOX 70 · COTTER, ARKANSAS 72626

AIRL CHEEK
Elementary Principal
(870) 435-6655

DON SHARP
Superintendent
(870) 435-6171
Fax (870) 435-1300

AMANDA BRITT
High School Principal
(870) 435-6323

District: Cotter
Superintendent: Don Sharp

Due to inclement weather, the district missed the following dates:

Please check all that apply.

X March 3, 2014

X March 4, 2014

X March 5, 2014

___ March 6, 2014

___ March 7, 2014

Please complete the following statement.

The district missed a total of 14 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 4 days making the 2013-2014 school year a total of 174 instructional days.

 3-5-14
Superintendent Signature Date

—
Don Sharp, Superintendent
Cotter School District
P.O. Box 70
Cotter, AR 72626
O - 870-435-6171
F - 870-435-1300

"HOME OF THE WARRIORS"
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Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
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Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">• Using the five inclement weather days already built into the calendar.• Using previously scheduled teacher workdays as instructional days.• Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.• Using part or all of spring break.• Adding days to the end of the school year.• Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p> <p>Dr. Tom Witte, Director of Operations</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

Decatur Public Schools

1498 Stadium Ave. • Decatur, Arkansas 72722



Dr. Larry Ben Superintendent (479) 752-3986 Fax (479) 752-2490	Mitchell Wilber Instructional Facilitator/ Federal Programs (479) 752-3986	Deborah Coffey High School Principal (479) 752-3983 Fax (479) 752-2491	Jeff Gravette Elementary Principal (479) 752-3981 Fax (479) 752-3982
--	--	--	--

February 27, 2014

Dear Dr. Kimbrell and ADE staff,

As of this date, the Decatur School District has missed 14 days of school due to extreme weather in our area. In response to this circumstance, the District has made major adjustments in order to maximize the number of days of instruction prior to testing. Due to these facts, please consider our request for a waiver of the 178 day standard.

This district asserts the following:

1. Due to snow and ice, the district was compelled to cancel classes for 6 days in December, 4 days in January, and 4 days in February, for a total of 14 days.
2. The district has held school every single day (M-F) since January 2nd except for those days missed due to weather conditions. The days originally scheduled as non-instructional days that have now been used or scheduled to be used as instructional days are:
 - January 20 – MLK/Professional Development Day
 - February 14 – Professional Development Day
 - March 24-28 – Spring Break (all 5 days)
 - April 18 – Good Friday
 - May 23
 - May 26 – Memorial Day
 - May 27-30
3. The district considered attending Saturdays but determined it was not in the best interest of our students and community, believing that attendance would be too low to have effective instruction.
4. As a result of these adjustments, the last day of school is now scheduled to be May 30. Any additional snow days would be added to the end.

In summary, due to these circumstances and the response the district has made to use every option to provide our students with quality instruction, we ask that the 178 day standard be waived to the extent necessary to effectuate the ending of the school year on May 23, which is the beginning of Memorial Day weekend.

Thank you very much for your thoughtful consideration.

Sincerely,

A handwritten signature in cursive script that reads "Larry Ben".

Larry Ben

"Home of the Bulldogs"

Decatur Public Schools

1498 Stadium Ave. • Decatur, Arkansas 72722



Dr. Larry Ben Superintendent (479) 752-3986 Fax (479) 752-2490	Mitchell Wilber Instructional Facilitator/ Federal Programs (479) 752-3986	Deborah Coffey High School Principal (479) 752-3983 Fax (479) 752-2491	Jeff Gravette Elementary Principal (479) 752-3981 Fax (479) 752-3982
--	--	--	--

District: DECATUR
Superintendent: LARRY BEN

Due to inclement weather, the district missed the following dates:

Please check all that apply.

- ☒ March 3, 2014
- ☒ March 4, 2014
- ☐ March 5, 2014
- ☐ March 6, 2014
- ☐ March 7, 2014

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COMMISSIONER'S OFFICE
MAR 5 2014
DEPARTMENT OF EDUCATION

Please complete the following statement.

The district missed a total of 16 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 7 days making the 2013-2014 school year a total of 171 instructional days.

Larry Ben 3-5-14
Superintendent Signature Date

"Home of the Bulldogs"



Approved Memos: Inclement Weather Waiver Extension



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0

Created at 3/4/2014 12:13 PM by Deborah Coffman (ADE)

Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

Deer / Mt. Judea School District

Richard D. Denniston
Superintendent

428-5433
P.O. Box 56
Deer, AR 72628

February 12, 2014

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

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COMMISSIONER'S OFFICE

FEB 18 2014

DEPARTMENT OF EDUCATION

Regards: Waiver Request

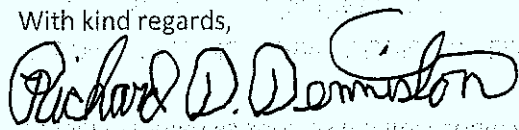
Dear Dr. Kimbrell,

Please accept this correspondence as a formal request for a waiver of the minimum classroom day requirement. This request is for the Deer/Mt. Judea School District to be granted seven (7) waiver days or the best judgment from you and the state board. This waiver request is a direct result of snow/ice storm at the district during the dates of December 5, 6, 9, 10, 11, 12, 13, 2013, January 6, 7, 9, 10 and February 3, 4, 5, 6, 7 and 10, 2014. School resumed as soon as it safely could after each snow/ice event.

The Deer/Mt. Judea School District combined cancelled classes for 17 days due to snow/ice and hazardous road conditions. To adjust for these cancelled days we will utilize the five (5) built in snow days/Spring Break, changed four (4) professional development days to instructional days and extended the school year for students until June 11th and for teachers June 17th. The Deer/Mt. Judea School District calendar reflects only two (2) holidays that will still be taken Good Friday in respect for Easter Holiday and Memorial Day in respect for those who have died during their military service to our country. It does not reflect the standard five (5) day Spring break or Saturday school sessions. Saturday school is a hardship on the families in our district due to the fact that this is the day they make their trips into town, which are all an hour drive, to buy supplies for their home/farms. Since there would be few students in attendance on Saturday the district has chosen not to hold Saturday classes.

We appreciate your consideration and will graciously respect your decision regarding this waiver request.

With kind regards,



Richard D. Denniston
Superintendent, Deer/Mt. Judea School District

RD/mk



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

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Memo Number	COM-14-041
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Contact Person	Deborah Coffman
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Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

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Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

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2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

District: DEER/MT JUDEA

Superintendent: Richard D. Denniston

Due to inclement weather, the district missed the following dates: Dec. 5,6,9,10,11,12,13

Jan. 6,7,9,10

Feb. 3,4,5,6,7,10 and

Please check all that apply.

☒ March 3, 2014

☒ March 4, 2014

☒ March 5, 2014

☒ March 6, 2014

☐ March 7, 2014

Please complete the following statement.

The district missed a total of 21 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 11 days making the 2013-2014 school year a total of 167 instructional days.

Richard D. Denniston

Superintendent Signature

07 MAR 14

Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

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Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

Elkins School District

"Committed to Excellence"

349 N. Center
Elkins, AR 72727
(479) 643-2172
Fax: (479) 643-3605

February 24, 2014

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

RECEIVED
COMMISSIONER'S OFFICE

MAR 5 2014

DEPARTMENT OF EDUCATION

Dear Dr. Kimbrell,

Please allow this letter to serve as application for the Elkins School District to request the Inclement Weather Waiver outlined in Commissioner's Memo Com-14-041. The district has missed a total of fifteen (15) days, to date, due to snow and ice. The district board of directors has elected to request a waiver for all days missed above the ten (10) day threshold referenced in the Commissioner's Memo. Therefore, this request would include any additional days missed, due to inclement weather, after the date of this request. Currently, the request would be for five (5) days.

Inclement weather dates the district missed were: December 5,6,9,10,11,12, January 6,7,8,9, and February 3,4,5,6,7. The district has taken the following actions to make up the missed days: First, January 6th was a scheduled professional development day, with no students, on the original calendar. The board elected to use that day as a make-up day, due to the six days missed prior to the Christmas holidays, though this was not possible due to snow and ice conditions.

On February 13th, the district board of directors elected to amend the 2013-2014 calendar to have school in session on February 21 (Staff Professional Development), March 24 and 25 (Monday and Tuesday of Spring Break), and April 18 (Good Friday), all of which were non-student days or holidays on the original calendar. Utilizing these four dates as make-up days required that eleven (11) days be added to the end of the school year, making June 12 the last day for students. Approval of this waiver request would make June 5th the last day for students.

All of the school districts contiguous to the Elkins School District, including most districts in the northwest corner of the state, have missed more than ten days due to ice and snow conditions during this 2013-2014 school year. The district will appreciate any consideration you may extend to this request. Please contact me if I can provide any additional information.

Sincerely,


Dan Jordan
Superintendent

K-2 Primary Elementary Office: 643-3380 3-6 Elementary Office: 643-3382
Middle School Office: 643-2552 High School Office: 643-3381

Amended Elkins School District Calendar 2013-2014 (2/13/14)

August 2013						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 NT	2	
	5 PD	6 PD	7 PD	8 PD	9	
	12 PD	13 PD	14 PD	15 PD*	16	
	19	20	21	22 *	23	
	26	27	28	29	30	

September 2013						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	2 Labor Day	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30					

October 2013						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17 ←	18 →	
	21	22	23	24 *	25 PD	
	28	29	30	31		

November 2013						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25 ▲	26 ▲	27	28	29 Thanksgiving	

December 2013						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	2	3	4	5 Snow Days	6	
	9 Snow	10 Days	11 Snow	12 Days	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				

January 2014						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	
	6 Snow	7 Days	8 Snow	9 Days	10	
	13	14	15	16	17	
	20	21	22 ←	23 →	24	
	27	28	29	30	31	

February 2014						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	3 Snow	4 Days	5 Snow	6 Days	7 Snow	
	10	11	12	13	14	
	17	18	19	20 *	21	
	24	25	26	27	28	

March 2014						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	3	4	5	6	7	
	10	11	12	13	14	
	17	18 **	19	20	21	
	24	25	26	27	28	
	31					

April 2014						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4 ←	
	7 →	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30			

May 2014						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	
	5	6	7	8	9	
	12	13	14	15	16 *	
	19	20	21	22	23	
	26 Memorial	27	28	29	30	

June 2014						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	2	3	4	5	6	
	9	10	11	12 ←	13 PD	
	16 ▲	17 ▲	18			

1st 9 wks: 43 days
 2nd 9 wks: 43 days
 3rd 9 wks: 44 days
 4th 9 wks: 48 days
 178 days

February 21st and April 18th will be regular school days. March 24th and 25th will be regular school days. May 29—June 12th will be make up days for snow. June 13th will be a professional development day.

178 Student days
 10 In-service days
 2 Parent/Teacher Conference
 190 Contract days

- ➡ Grading Period Begins
- ← Grading Period Ends
- Student Days

* Open House/PT Conferences K-5
 **PT Conferences 6-12

▲ Flex Days may be used to meet the 60 hour mandated professional development requirement AND/OR may be utilized for snow days during the school year.



Approved Memos: Inclement Weather Waiver Extension



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0

Created at 3/4/2014 12:13 PM by Deborah Coffman (ADE)

Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

District: Elkins School District
Superintendent: Dan Jordan

RECEIVED
COMMISSIONER'S OFFICE
MAR - 6 2014

Due to inclement weather, the district missed the following dates:

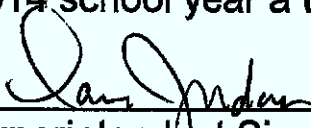
DEPARTMENT OF EDUCATION

Please check all that apply.

- ☒ March 3, 2014
- ☒ March 4, 2014
- ☒ March 5, 2014
- ☐ March 6, 2014
- ☐ March 7, 2014

Please complete the following statement.

The district missed a total of 18 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 8 days making the 2013-2014 school year a total of 170 instructional days.



Superintendent Signature

3-6-14

Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">• Using the five inclement weather days already built into the calendar.• Using previously scheduled teacher workdays as instructional days.• Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.• Using part or all of spring break.• Adding days to the end of the school year.• Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

Eureka Springs School District

147 Greenwood Hollow Road
Eureka Springs, Arkansas 72632
Phone: 479-253-5999 Fax: 479-253-5955
<http://eurekaspringsschools.k12.ar.us/>

February 18, 2014

Dr. Tom Kimbrell
Arkansas Department of Education
Four Capitol Mall, Room 304-A
Little Rock, AR 72201

Dear Dr. Kimbrell,

Please consider this request for a waiver from the Eureka Springs School District. As everyone understands, this has been an unusual school year for severe winter weather.

Eureka Springs Schools has missed the following 17 days:

- December 5-13, 2013 Seven (7) Days
- January 6-10, 2014 Five (5) Days
- February 3-7, 2014 Five (5) Days

We had to run limited bus service following each of the above mentioned block of days.

We have recovered three (3) days as follows:

- January 20, 2014 -MLK Day (Teacher In-service)
- February 1, 2014 (Saturday)
- February 22, 2014 (Saturday)

We plan to recover seven (7) days as follows:

- March 15, 2014 (Saturday)
- March 26-28, 2014 (Spring Break Three (3) Days)
The instructional staff requested the last three days of Spring Break to help acclimate the students to a school schedule prior to testing the following week.
- May 22-27, 2014 - Three (3) added days to the end of the school year.

Various incentives are being used to encourage the student attendance on the above mentioned ten (10) make-up days. By recovering seven (7) days and using three (3) days already built into the calendar at the end of the school year, for a total of ten (10) days, our request is for a waiver for any days missed over ten (10) days. Currently that is seven (7) days, but may be extended if we receive more inclement weather days.

Thank you for considering this request.

Sincerely,



David Kellogg
Superintendent



Approved Memos: Inclement Weather Waiver Extension



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0

Created at 3/4/2014 12:13 PM by Deborah Coffman (ADE)

Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

Eureka Springs School District

147 Greenwood Hollow Road
Eureka Springs, Arkansas 72632
Phone: 479-253-5999 Fax: 479-253-5955
<http://eurekaspringsschools.k12.ar.us/>

2013-2014 Inclement Weather Waiver Amendment

District: Eureka Springs
Superintendent: David Kellogg

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COMMISSIONER'S OFFICE
MAR -7 2014
DEPARTMENT OF EDUCATION

Due to inclement weather, the Eureka Springs School District missed the following dates:

Please check all that apply.

☒ March 3, 2014
☒ March 4, 2014
☒ March 5, 2014
☐ March 6, 2014
☐ March 7, 2014

Please complete the following statement.

The district missed a total of 20 days during 2013-2014 due to inclement weather.
The district requests to amend the original inclement weather waiver request. The district
requests a waiver of a total of 10 days making the 2013-2014 school year a total of
168 instructional days.



Superintendent Signature

3/7/14

Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

Farmington Public Schools

42 South Double Springs Road
Farmington, Arkansas 72730

Phone: (479)266-1800

Fax: (479)267-6030

February 25, 2014

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

RECEIVED
COMMISSIONER'S OFFICE

FEB 28 2014

DEPARTMENT OF EDUCATION

Dr. Kimbrell,

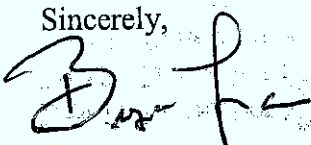
The Farmington School District respectfully requests a waiver from the Arkansas State Board of Education for days missed in excess of ten (10) due to recent inclement weather. The Farmington School District has missed a total of eleven (11) days as of February 20th, 2014. We are requesting a waiver of one (1) day with the understanding that an additional waiver may need to be requested at a later date if additional days are missed due to inclement weather.

The following outline details the instructional days missed and the make-up schedule for those days:

Day 1: December 5 th	Made up on December 3rd, 2013 (Last day of Christmas Break)
Day 2: December 6 th	Made up on January 20th, 2014 (Martin Luther King, Jr. Holiday)
Day 3: December 9 th	Made up on February 17, 2014 (President's Day Holiday)
Day 4: December 10 th	Make up scheduled for March 21st, 2014 (Parent/Teacher Conference Day. The conferences were rescheduled for March 18 th and March 20 th after school)
Day 5: December 11 th	Make up scheduled for May 30th, 2014
Day 6: January 6 th	Make up scheduled for June 2nd, 2014
Day 7: January 7 th	Make up scheduled for June 3rd, 2014
Day 8: January 9 th	Make up scheduled for June 4th, 2014
Day 9: February 3 rd	Make up scheduled for June 5th, 2014
Day 10: February 4 th	Make up scheduled for June 6th, 2014
Day 11: February 5 th	Requesting Waiver

The Farmington School District is requesting a waiver of one (1) instructional day for a total of 177 instructional days for the 2013-2014 school year.

Sincerely,



Bryan Law, Superintendent
Farmington School District

RECEIVED
FARMINGTON SCHOOL DISTRICT
FEB 28 2014
DEPARTMENT OF EDUCATION

Farmington Public Schools

42 South Double Springs Road
Farmington, Arkansas 72730

Phone: (479)266-1800

Fax: (479)267-6030

REVISED

March 5, 2014

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

RECEIVED
COMMISSIONER'S OFFICE

MAR -7 2014

DEPARTMENT OF EDUCATION

Dr. Kimbrell,

The Farmington School District respectfully requests a waiver from the Arkansas State Board of Education for days missed in excess of ten (10) due to recent inclement weather. The Farmington School District has missed a total of fourteen (14) days as of March 5th, 2014. We are requesting a waiver of three (3) days with the understanding that an additional waiver may need to be requested at a later date if additional days are missed due to inclement weather.

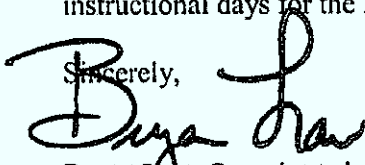
The following outline details the instructional days missed and the make-up schedule for those days:

Day 1: December 5 th	Made up on January 3 rd , 2014 (Last day of Christmas Break)
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Day 3: December 9 th	Made up on February 17, 2014 (President's Day Holiday)
Day 4: December 10 th	Make up scheduled for March 21 st , 2014 (Parent/Teacher Conference ' Day. The conferences were rescheduled for March 18 th and March 20 th after school)
Day 5: December 11 th	Make up scheduled for March 24 th , 2014 (First Day of Spring Break)
Day 6: January 6 th	Make up scheduled for May 30 th , 2014
Day 7: January 7 th	Make up scheduled for June 2 nd , 2014
Day 8: January 9 th	Make up scheduled for June 3 rd , 2014
Day 9: February 3 rd	Make up scheduled for June 4 th , 2014
Day 10: February 4 th	Make up scheduled for June 5 th , 2014
Day 11: February 5 th	Make up scheduled for June 6 th , 2014

Days 12-14: March 3rd-5th Requesting Waiver

The Farmington School District is requesting a waiver of three (3) instructional days for a total of 175 instructional days for the 2013-2014 school year.

Sincerely,



Bryan Law, Superintendent
Farmington School District

2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

RECEIVED
COMMISSIONER'S OFFICE
MAR 7 2014
DEPARTMENT OF EDUCATION

District: Farmington
Superintendent: Bryan Law

Due to inclement weather, the district missed the following dates:

Please check all that apply.

☒ March 3, 2014

☒ March 4, 2014

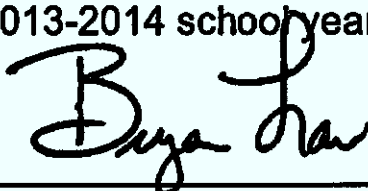
☒ March 5, 2014

☐ March 6, 2014

☐ March 7, 2014

Please complete the following statement.

The district missed a total of 14 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 3 days making the 2013-2014 school year a total of 175 instructional days.



Superintendent Signature

3-7-14

Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)



**FAYETTEVILLE
PUBLIC SCHOOLS**
LEARN. GROW. PERFORM. LEAD.

Dr. Tom Kimbrell
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Dear Dr. Kimbrell,

The Fayetteville School District has missed thirteen (13) instructional days due to inclement weather. We respectfully request a waiver for two days of the 178 required student days. In referencing commissioner's memo COM-14-041, we have fulfilled the following requirements:

- Will use the five inclement weather days built into the calendar (June 2-June 6)
- Will use previously scheduled teacher workdays as instruction days (March 14 and April 4)
- Held an instructional day on Martin Luther King Day (January 20)
- Will use all or part of spring break (March 24-25)
- Added days to end of school calendar (June 2-June 6)
- Also used Saturday, January 25th

The Fayetteville School District requests a waiver for June 9 and June 10 which would be makeup days for March 3 and March 4, 2014. This provides the opportunity to capture valuable instructional days prior to standardized testing.

We would also request a waiver for any additional days missed due to inclement weather. Thank you for your consideration of our request.

Sincerely,

Vicki Thomas
Superintendent
Fayetteville Public Schools

Proposed Snow Days Makeup Schedule

Traditional Calendar

As of March 6, 2014

<i>Snow Day</i>	<i>Makeup Day</i>	<i>Previous Designation</i>
December 5, 2013	Monday, January 20, 14	MLK Holiday
December 6, 2013	Saturday, January 25, 14	Saturday
December 9, 2013	Friday, March 14, 14	Inservice Day
December 10, 2013	Friday, April 4, 14	Parent-Teacher Conference Day
December 11, 2013	Monday, June 2, 14	Makeup Day
January 6, 2014	Tuesday, June 3, 14	Makeup Day
January 7, 2014	Wednesday, June 4, 14	Makeup Day
January 9, 2014	Thursday, June 5, 14	Makeup Day
February 3, 2014	Friday, June 6, 14	Makeup Day
February 4, 2014	Monday, March 24, 2014	Spring Break
February 5, 2014	Tuesday, March 25, 2014	Spring Break
March 3, 2014	Request Waiver	
March 4, 2014	Request Waiver	



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

FLIPPIN SCHOOL DISTRICT
NORTH CENTRAL ACCREDITED
DALE QUERY, SUPERINTENDENT

February 27, 2014

Brenda Gullett, Chair, State Board of Education
Dr. Tom Kimbrell, Commissioner, ADE
#4 Capitol Mall
Little Rock, AR 72201-1019

WAIVER REQUEST

The Honorable Brenda Gullett, Chair SBE
Dr. Tom Kimbrell, Commissioner ADE


Dear Dr. Kimbrell;

Flippin School District, having missed eleven (11) school days so far due to inclement weather, is submitting this letter requesting **one (1) day waiver** from the mandatory 178 student days for the 2013-2014 school year. Per ADE requirement, Flippin has used its 5 scheduled snow days, May 27-30; we will attend Good Friday, April 18th; we changed February 7th from a PTC non-student day to a student day and conducted PTC's February 20th after school until 8:00 PM. We will also attend school March 24th-25th during Spring Break and Saturday, May 31st. Flippin School District also requests a **waiver** to attend school Memorial Day, May 26th.

I also wish to note that Flippin School District attended school February 6th and 7th when many area schools were not in session. Our busses were only able to safely run the main highways, and we asked our patrons to bring their children to a safe place for transportation. We had between 75% and 80 % attendance. I bring this to your attention to emphasize that our goal is to provide our staff and students as much instructional time as possible, while balancing the need to accommodate our patrons who have booked trips during scheduled breaks, i.e. Spring Break. In this regard, I **beg** the State Board to do what many states do and allow us additional instructional time during the regular school day by extending school hours as a way to make up missed days due to inclement weather or other acts of God. This would insure the most efficient and effective way to recapture missed instructional time, which in turn insures optimal performance on state assessments without interrupting scheduled breaks or weekends. Yes, we can attend during scheduled breaks and holidays; yes, we can add days at the end of the year; and yes, we can go Saturdays; none of which are educational sound or well attended by students. Please consider allowing us to recapture missed instructional time in a way that gives us and the state the most bang for the buck.

At the submittal time of this Waiver Request, our area of the state is forecast to receive freezing rain Friday, February 28th and snow/sleet/freezing rain Sunday and Monday March 2nd and 3rd. I request, should it be necessary to cancel classes during one or more of these days that those missed days also be added to this Waiver Request.

Sincerely,


Dale Query
Superintendent
Flippin School District

210 ALFORD STREET • FLIPPIN, AR • 72634
PHONE: 870-453-2270 • FAX: 870-453-5059



Approved Memos: Inclement Weather Waiver Extension



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0
Created at 3/4/2014 12:13 PM by Deborah Coffman (ADE)
Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

FLIPPIN SCHOOL DISTRICT
NORTH CENTRAL ACCREDITED
DALE QUERY, SUPERINTENDENT

2013-2014 Inclement Weather Waiver Amendment

District: FLIPPIN
Superintendent: Dale Query

Due to inclement weather, the Flippin School District missed the following dates:

Please check all that apply.

☒ March 3, 2014

☒ March 4, 2014

☒ March 5, 2014

☐ March 6, 2014

☐ March 7, 2014

The district missed a total of 14 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 4 days making the 2013-2014 school year a total of 174 instructional days.

Dale Query 3-5-14
Superintendent Signature Date

RECEIVED
COMMISSIONER'S OFFICE

FEB 21 2014



DEPARTMENT OF EDUCATION
Gentry Public Schools



201 South Giles Avenue
Gentry, Arkansas 72734

Telephone: 479-736-2253 Fax: 479-736-2245 e-Mail: drbarrett@gentrypioneers.com

February 21, 2014

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
4 State Capitol Mall, Room 304-A
Little Rock, Arkansas 72201-1071

Dear Dr. Kimbrell:

On behalf of the Gentry Public School District, this letter seeks a waiver of the *Arkansas Department Of Education Rules Governing Standards For Accreditation Of Arkansas Public Schools And School Districts*' Standard 5 Instruction 10.01.1 "Student-teacher interaction time shall be for a minimum of 178 days...."

As of today's date, the Gentry School District has missed 15 days of school for inclement weather. Our original school calendar was revised in January 2014 to add an additional five (5) days to the original five days at the end of the calendar designated for the make-up of missed days.

This calendar revision also included the use of a previously student non-attendance day in February, Good Friday, and Memorial Day as student attendance days. Finally the calendar authorized the use of Spring Break as make-up days, if necessary.

Using only the five inclement weather days in the original calendar would have made May 30, 2014, Gentry's last day for student attendance.

The mission of the Gentry School District is to work with the community in providing safe and successful experiences for each student.

Using the additional five days, the February converted day, Good Friday, and Memorial Day has a revised calendar ending date of June 6, 2014, being the last student attendance day. Spring Break will be used to make up any days over 13. Additional days are to be added to the end of the calendar if and when Spring Break is exhausted.

Having currently missed 15 days to today, two of the five Spring Break days have been converted to student attendance days.

In conclusion, the Gentry School District is requesting a waiver of 5 student attendance days of the 15 missed to date. These five days will be deducted from the end of the revised calendar making the last student attendance day, May 30, 2014.

Historically, the Gentry School District has missed school days for inclement weather in the last days of February and during the month of March. For this reason the district requests permission to amend if necessary, after this filing date, the number of days it is requesting to be waived.

Thus, in an alternate scenario, assuming the 5 day waiver is granted, and all five of Spring Break's days are used, and additional days are missed causing the school year to still extend past June 6, 2014, the district is requesting an additional, unspecified number of days be waived to allow the school year for students to conclude on June 6, 2014.

I have attached the original and revised calendar to this request.

Sincerely,

A handwritten signature in black ink that reads "Randy C Barrett". The signature is written in a cursive, flowing style.

Randy C. Barrett, Ed.D.
Superintendent, Gentry Public Schools

Certified Mail Receipt: 70120470000105768286

The mission of the Gentry School District is to work with the community in providing safe and successful experiences for each student.



Gentry Public School District

2013-14 School Calendar



JULY						
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DECEMBER						
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Important Dates And Information

First Semester Dates

June 30 - Four Days TESS PD Credit
July 4 - Independence Day- No School
August 7-9, 12-13 - Professional Staff Development
August 8, 2013 Middle School Open House 6:00 to 8:00 P.M.
August 12, 2013 High School Open House 6:00 to 8:00 P.M.
August 13, 2013 Intermediate School Open House 6:00 to 8:00 P.M.
August 14, 2013 Primary School Open House 6:00 to 8:00 P.M.
August 19, 2013 First Student Day
September 2 - Labor Day Holiday- No School
September 16- Parent Teacher Conferences 2:00 p.m. to 6:00 p.m.
September 17- Parent Teacher Conferences 2:00 p.m. to 4:00 p.m.
October 18- End First Attendance Quarter 44 Days
November 27-29 Thanksgiving Holiday
December 20th End of Second Attendance Quarter 42 Days

Second Semester Dates

January 6, 2014 First Student Day Second Semester
February 17- Parent-Teacher Conferences 2:00 p.m. to 8:00 P.M. (Early Out Student Day)
February 18, 2014 Professional Development Flex Day- No students
March 14 End of Third Attendance Quarter 49 Days
March 24-28, 2014 Spring Break
April 18, 2014 -Good Friday- No School
May 22 End of Fourth Attendance Quarter 43 Days
May 26 Memorial Day- No School

Information

Note 1: Five Snow Days are "built into calendar" making last student day Friday, May 30th.

Note 2: If more than 5 snow days are missed prior to Spring Break, Memorial Day will be converted to a student day

Note 3: If more than 7 make-up days exist prior to Spring break after converting Memorial Day, the days over 5 will result in equal days taken from Spring Break starting on Monday of that week.

Note 4: If more than six make-up days exist prior to Good Friday, Good Friday will be converted to a student attendance day.

Note 5: Make-up Days remaining after Spring Break will be added to end of calendar.

Note 6: On approval, one (1) Professional Staff Development Day may be earned in campus wide or district wide afterschool PD sessions. Such sessions will be directly related to TESS, TLI and/or CCSS. Such sessions will be scheduled in no less than 30 minute blocks. Both this and the above PD strategy may be credited to 1 PD day scheduled for January.

The mission of the Gentry School District is to work with the community in providing safe and successful experiences for each student.

The Gentry Board of Education meets the third Monday of each month. Citizens of the district are invited to attend these public meetings.



Gentry Public School District

2013-14 School Calendar--Revised January 20, 2014



JULY						
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SEPTEMBER						
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FEBRUARY						
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Important Dates And Information

First Semester Dates

June 30 Four Days TESS PD Credit

July 4 - Independence Day - No School

August 7-9, 12-13 Professional Staff Development

August 8, 2013 Middle School Open House 6:00 to 8:00 P.M.

August 12, 2013 High School Open House 6:00 to 8:00 P.M.

August 13, 2013 Intermediate School Open House 6:00 to 8:00 P.M.

August 14, 2013 Primary School Open House 6:00 to 8:00 P.M.

August 19, 2013 First Student Day

September 2 Labor Day Holiday- No School

September 16- Parent Teacher Conferences 2:00 p.m. to 6:00 p.m.

September 17- Parent Teacher Conferences 2:00 p.m. to 4:00 p.m.

October 18- End First Attendance Quarter 44 Days

November 27-29 Thanksgiving Holiday

January 24, 2014 End of Second Attendance Quarter 46 Days

Christmas Holidays December 24-January 3

Second Semester Dates

January 6, 2014 First Student Day Second Semester

February 17 Parent Teacher Conferences 2:00 p.m. to 6:00 P.M. (Early Out Student Day)

February 18, 2014 Parent Teacher Conferences 2:00 p.m. to 4:00 P.M. (Early Out Student Day)

Friday April 4, 2014 End of Third Attendance Quarter 45 Days

March 24-28, 2014 Spring Break

June 6 End of Fourth Attendance Quarter 43 Days (will be June 4 if no more days missed after 1/20/14)

Information

Note 1: Ten Snow Days are "built into calendar" making last student day Friday, -June 6, 2014. (will be June 4 if no more days are missed after 1/15/14)

Note 2: School will be in session on Good Friday and Memorial Day.

Note 3: If the number of snow days to be made up prior to Spring Break cause the last day to exceed June 6, the number of days required to end on June 6 will be taken from Spring Break.

Note 4: If there are remaining make-up days remaining after Spring Break, they will be added to end of calendar beginning with the week of June 9, 2014.

Note 5: Ending Quarter attendance dates may be adjusted to comply with ADE regulations.

Note 6: On approval, one (1) Professional Staff Development Day may be earned in campus wide or district wide afterschool PD sessions. Such sessions will be directly related to TESS, TLI and/or CCSS. Such sessions will be scheduled in no less than 30 minute blocks.

The mission of the Gentry School District is to work with the community in providing safe and successful experiences for each student.

The Gentry Board of Education meets the third Monday of each month. Citizens of the district are invited to attend these public meetings.



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)



Approved Memos: Inclement Weather Waiver Extension



Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0

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Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)



Gentry Public Schools

201 South Giles Avenue
Gentry, Arkansas 72734



RECEIVED
COMMISSIONER'S OFFICE

MAR 5 2014

Telephone: 479-736-2253 Fax: 479-736-2245 e-Mail: drbarrett@gentrypioneers.com

DEPARTMENT OF EDUCATION

2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

District: **Gentry Public Schools LEA 0403000**

Superintendent: **Dr. Randy C. Barrett**

Due to inclement weather, the district missed the following dates:

Please check all that apply.

☒ March 3, 2014

☒ March 4, 2014

☐ March 5, 2014

☐ March 6, 2014

☐ March 7, 2014

Please complete the following statement.

The district missed a total of 17 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 7 days making the 2013-2014 school year a total of 171 instructional days.

Randy C Barrett

March 5, 2014

Randy C. Barrett, Ed.D., Superintendent

Date

The mission of the Gentry School District is to work with the community in providing safe and successful experiences for each student.



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

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Arkansas Department of Education
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Gravette Public Schools

609 Birmingham Street S.E.

Gravette, Arkansas 72736

Office: 479.787.4100

Fax: 479.787.4108

gravetteschools.net

Dr. Richard Page
Superintendent of Schools
609 Birmingham Street SE
479-787-4100

Jay Chalk, Principal
Gravette High School
325 Lion Drive S
479-787-4180

Duane Thomas, Principal
Gravette Middle School
607 Dallas St SE
479-787-4160

Jay Ensor, Principal
Gravette Upper Elementary
500 8th Ave SE
479-787-4140

Zane Vanderpool, Principal
Glenn Duffy Elementary
601 El Paso Street SE
479-787-4120

Will Pittman, Assistant Principal
Gravette High School
325 Lion Drive S
479-787-4180

Stephanie Summerford, Director
of Curriculum
609 Birmingham Street SE
479-787-4100

Sharla Heltzel, Director
Special Education
601 El Paso Street SE
479-787-4120

Richard Carver, Director
Transportation and Maintenance
1133 Main St SE
479-787-4100

Sheila Roughton, Director
Food Services
609 Birmingham Street SE
479-787-4100

Robin Leonard, Director
Technology
325 Lion Drive S
479-787-4180

Norman Mitchell, Director
Athletics
325 Lion Drive S
479-787-4180

TO: Dr. Tom Kimbrell and Members of the State Board of Education

FROM: Richard Page

DATE: February 10, 2014

SUBJECT: Gravette School District Modifications due to Severe Weather Conditions

PURPOSE:

To consider a three-day (3) waiver and any additional inclement weather days that may occur before the State Board of Education's approval. The 178-day school year State Standards of Accreditation is a requirement for all public schools.

BACKGROUND:

COM-14-041 states many districts in the state of Arkansas have had to miss instructional days due to inclement weather. The State's Standards of Accreditation require all public school districts to offer 178 instructional days and to include five (5) make-up dates in their school Calendar.

To date, Gravette School District has missed a total of 13 days due to inclement weather conditions. The dates missed due to inclement weather were December 5, December 6, December 9, December 10, December 11, December 13, January 6, January 7, January 9, February 3, February 4, February 5, and February 6.

Five dates were scheduled at the end of school year 2013-14 calendar for inclement weather. Those dates were May 25, May 26, May 27, May 28 and June 2. In order to make-up additional dates, Gravette School District made a parent/teacher conference day of March 21 and three (3) days of Spring Break to include March 24, March 25, and March 26 as make-up days. Any additional days were added to the end of the year. With the additional dates to be made up, Gravette School District is scheduled to be in session until June 6, 2013.

EXECUTIVE SUMMARY:

Weather conditions have been unprecedented this school year across the State of Arkansas. On December 5, 2014, Governor Beebe declared a statewide emergency as winter weather moved in across the state. On February 4, 2014, Governor Beebe declared once again a state of emergency in effect until February 18, 2014 or until conditions improved due to winter weather storms.

The Administration at Gravette School District is sensitive to the amount of instructional time that has been lost due to inclement weather challenges. However, extending the school year into June without calendar modifications will likely create other hardships for students, parents, and staff.

ACTION:

To approve a three-day (3) waiver and any additional inclement weather days that may occur before the State Board of Education's March meeting.



Approved Memos: Inclement Weather Waiver Extension



Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

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Gravette Public Schools

609 Birmingham Street S.E.

Gravette, Arkansas 72736

Office: 479.787.4100

Fax: 479.787.4108

gravetteschools.net

2013-2014 Inclement Weather Waiver Amendment

Dr. Richard Page
Superintendent of Schools
609 Birmingham Street SE
479-787-4100

Jay Chalk, Principal
Gravette High School
325 Lion Drive S
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Robin Leonard, Director
Technology
325 Lion Drive S
479-787-4180

Norman Mitchell, Director
Athletics
325 Lion Drive S
479-787-4180

The following information
will be attached to the previous waiver submitted by the district. All
documents will be available to the State Board on March 20, 2014.

District: GRAVETTE SCHOOL DISTRICT

Superintendent: Dr. Richard Page

Due to Inclement weather, the district missed the following dates:

Please check all that apply.

☒ March 3, 2014

☒ March 4, 2014

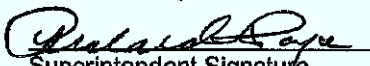
☐ March 5, 2014

☐ March 6, 2014

☐ March 7, 2014

Please complete the following statement.

The district missed a total of 15 days during 2013-2014 due to
inclement weather. The district requests to amend the original inclement
weather waiver request. The district requests a waiver of a total of
5 days making the 2013-2014 school year a total of 173 instructional
days.


Superintendent Signature

March 5, 2014
Date

GRAVETTE PUBLIC SCHOOLS
2013-2014 Calendar

Board Approved 2/18/13 Revised 1/21/14

August

8	New Teacher Orientation
9,12,13	Professional Development/Teacher Evaluation System
14-15	Professional Development
16	Professional Development/District Day
19	First Day of School

September

2	No School: Labor Day
17	No School: Parent/Teacher Conference

October

18	End of 1 st Quarter (43 Days)
21	No School, Professional Development Day

November

27-29	No School: Thanksgiving Holiday
-------	---------------------------------

December

20	End of 2 nd Quarter (41 Days)
23-Jan.1	No School: Christmas Holiday

January

2-3	Professional Development Flex Days
6	School Resumes
15	End of 2 nd Quarter (40 Days)

March

17, 18, 20	Parent/Teacher Conference (Check with your child's building for dates and times)
24-26	School in Session/Instructional Days (Make-up Days)
26	End of 3 rd Quarter (46 Days)
27-28	No School: Spring Break

April

1	End of 3 rd Quarter (46 Days)
---	--

May

17	Graduation
26	No School: Memorial Day Holiday

June

6	End of Quarter (49 Days)
6	Last Day of School (with 13 snow days built in)
10	End of Quarter (49 Days)
10	Last Day of School (with 15 days built in)
11	No School: Professional Day

Make-up snow days: May 27, May 28, May 29, May 30, June 2, March 21, March 24, March 25, March 26,
June 3, June 4, June 5, June 6, June 9, June 10



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

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Green Forest School District

PO Box 1950, 400 East 10th Street ♦ Green Forest, AR 72638 ♦ Phone (870) 438-5201 ♦ Fax (870) 438-6214

February 25, 2014

Dr. Matt Summers
Superintendent

SCHOOL BOARD

Ivan "Bud" Phillips
President

Jerry King
Vice President

Jerry Carlton
Secretary

John Bailey
Member

Kenny Bonham
Member

Peggy James
Member

Dianna Raye Sturtz
Member

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
4 Capitol Mall
Little Rock, AR 72201-1071

Dr. Kimbrell,

The purpose of this letter is to formally request that the Green Forest School District be granted four (4) waiver days of the 178 days that are required to attend by Standard's of Accountability. To date, we have missed seventeen (17) days in the 2013-2014 school calendar year. After visiting with our Board of Education and the Personnel Policy Committees, it is our belief that this is the best possible scenario. We had amended the school calendar for additional student attendance days of January 2, 2014, January 3, 2014, February 7, 2014 (unattended due to inclement weather), and April 18, 2014. We will attend the five (5) days that were originally scheduled as spring break (March 24-28) and five (5) days at the end of May.

In addition, this waiver is necessary because our school district will be involved in a building project to renovate our High School/Middle School Cafeteria. This project will begin when school is out and must be completed by the start of the 2014-2015 school year. It is imperative that construction begin by June 2, 2014, to meet completion dates. We also ask that we be allowed for consideration of extra waiver days if we miss any additional school days due to inclement weather.

Thank you and the State Board of Education for your consideration of our request and for understanding our situation.

Sincerely,

Dr. Matt Summers
Superintendent
Green Forest School District



Approved Memos: Inclement Weather Waiver Extension



ARKANSAS
DEPARTMENT
OF EDUCATION

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Title	Inclement Weather Waiver Extension
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Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
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Green Forest School District

PO Box 1950, 400 East 10th Street ♦ Green Forest, AR 72638 ♦ Phone (870) 438-5201 ♦ Fax (870) 438-6214

March 7, 2014

Dr. Matt Summers
Superintendent

SCHOOL BOARD

Ivan "Bud" Phillips
President

Jerry King
Vice President

Jerry Carlton
Secretary

John Bailey
Member

Kenny Bonham
Member

Peggy James
Member

Dianna Raye Sturtz
Member

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
4 Capitol Mall
Little Rock, AR 72201-1071

Dr. Kimbrell,

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COMMISSIONER'S OFFICE
MAR -7 2014
DEPARTMENT OF EDUCATION

2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

District: Green Forest
Superintendent: Dr. Matt Summers

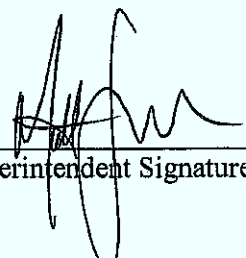
Due to inclement weather, the district missed the following dates:

Please check all that apply.

☒ March 3, 2014
☒ March 4, 2014
☒ March 5, 2014
☒ March 6, 2014
☐ March 7, 2014

Please complete the following statement.

The district missed a total of 21 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 8 days making the 2013-2014 school year a total of 170 instructional days.



Superintendent Signature

3-7-14

Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

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Greene County Technical School District

5413 West Kingshighway, Paragould, AR 72450

Phone: (870) 236-2762 Fax: (870) 236-7333

Mr. Jerry Noble, Supt.

Mrs. Amy Lucius, Asst. Supt.

February 25, 2014

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COMMISSIONER'S OFFICE

FEB 26 2014

Dr. Tom W. Kimbrell, Commissioner of Education
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

DEPARTMENT OF EDUCATION

Dear Dr. Kimbrell:

On behalf of the Greene County Tech School District, I am requesting a waiver for days missed due to inclement weather. I have enclosed a calendar which shows you the days missed, the days that were included in the school calendar as make up days, and the days we plan to attend as make up days above the five that were included in the school calendar. The District has canceled 11 days due to inclement weather and 1 day in order for the employees to travel to the Capitol for a Health Insurance Hearing. We are not asking that you waive the "Health Insurance Day." This day has been added to the end of the school year. The District included five make-up days in the school calendar and has canceled Spring Break. Since we are still in February, there is still the possibility that we could miss more days this school year. Therefore, I am also requesting that you waive any days we should miss for the remainder of the year due to inclement weather.

The Greene County Tech School District is a large rural District with 43 bus routes. I feel that it is important to note that although we had school the week of February 10 – 14; buses were only able to travel on the paved roads. We felt it was very important that all students have the opportunity to get to school. Therefore, if there were students who could not make it to the bus stops, we sent four wheel drive trucks out to pick them up. I mention this to let you know that we made every effort to have school and to ensure all students could be present.

Thank you very much for considering this request.

Sincerely,



Jerry Noble, Superintendent
Greene County Tech School District

Enclosure

GREENE COUNTY TECH MAKEUP DAY SCHEDULE

DAY MISSED	MAKEUP DAY	PREVIOUS DESTINATION
September 9, 2013*	Thursday, May 29, 2014	Summer Vacation
December 6, 2013	Monday, January 20, 2014	MLK Birthday
December 9, 2013**	Friday, February 14, 2014	P.D. Day
December 10, 2013	Monday, February 17, 2014	Presidents' Day
December 11, 2013	Friday, April 18, 2014	Makeup Day
December 12, 2013	Thursday, May 30, 2014	Makeup Day
January 9, 2014	Monday, March 24, 2014	Spring Break
February 3, 2014	Tuesday, March 25, 2014	Spring Break
February 4, 2014	Wednesday, March 26, 2014	Spring Break
February 5, 2014	Thursday, March 27, 2014	Spring Break
February 6, 2014	Friday, March 28, 2014	Spring Break
February 7, 2014	Monday, June 2, 2014	Summer Vacation

*The Board of Education approved a request from the PPC to cancel school on Tuesday, September 9, 2013 and allow the staff to attend a special Health Insurance Hearing at the Capitol. We are not requesting a waiver for this day. It will be made up on May 29, 2014.

** Parent teacher conferences were also scheduled on this day. They were rescheduled for after school hours (4:30 p.m. – 8:30 p.m.)



Approved Memos: Inclement Weather Waiver Extension



Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0

Created at 3/4/2014 12:13 PM by Deborah Coffman (ADE)

Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

Greene County Technical School District

5413 West Kingshighway, Paragould, AR 72450

Phone: (870) 236-2762 Fax: (870) 236-7333

Mr. Jerry Noble, Supt.

Mrs. Amy Lucius, Asst. Supt.

2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

RECEIVED
COMMISSIONER'S OFFICE

MAR - 7 2014

District: Greene County Tech

Superintendent: Jerry Noble

DEPARTMENT OF EDUCATION

Due to inclement weather, the district missed the following dates:

Please check all that apply.☒ March 3, 2014☒ March 4, 2014☒ March 5, 2014☒ March 6, 2014☒ March 7, 2014**Please complete the following statement.**

The district missed a total of 16 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 6 days making the 2013-2014 school year a total of 172 instructional days.


Superintendent Signature3-7-2014
Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

Greenland Public Schools

District No. 95

10 N. Main / P.O. Box 57

Greenland, Arkansas 72737

(479) 521-2366

Fax (479) 521-1480

Dr. Charles J. Cudney, Superintendent

February 22, 2014

RECEIVED
COMMISSIONER'S OFFICE
FEB 25 2014
DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Dear Dr. Kimbrell,

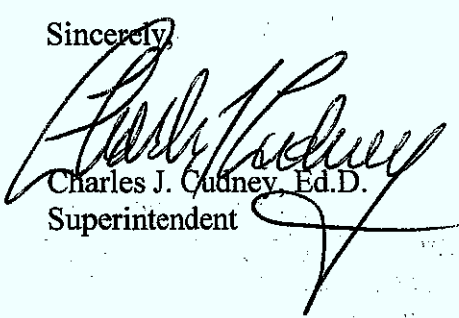
The Greenland School District is hereby applying for an Inclement Weather Waiver as outlined in Commissioner's Memo COM-14-041. The district has missed a total of thirteen (13) days to date and would like to apply for a waiver for all days missed above ten (10) days. Therefore, this request would include days missed after the date of this request.

The current calendar approved by the Greenland Board of Education requires that seven days be added to the end of the school year making June 5 the last day for students. In addition, school was in session on two Saturdays, January 25 and February 15, plus Martin Luther King Day was used as a make-up day rather than for professional development as previously scheduled.

A number of school districts have missed a large number of days this year. The Greenland Board of Education received input from the faculty, staff and community prior to making a decision on the ten make-up days scheduled in the current calendar. I urge the State Board of Education and you to support the ability of local boards of education to determine the make-up days that best meet the needs of the community and students.

Thank you for your consideration of this request and if I can provide any additional information, please let me know.

Sincerely,


Charles J. Cudney, Ed.D.
Superintendent



Approved Memos: Inclement Weather Waiver Extension



Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0

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Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

Greenland Public Schools

District No. 95
10 N. Main / P.O. Box 57
Greenland, Arkansas 72737
(479) 521-2366
Fax (479) 521-1480
Dr. Charles J. Cudney, Superintendent

TO: Ms. Deborah Coffman
FROM: Charles J. Cudney, Ed.D.
DATE: February 6, 2014
RE: Waiver Amendment

Due to inclement weather, the Greenland School District missed the following dates:

March 3, 2014
March 4, 2014
March 5, 2014

The district missed a total of 16 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 6 days making the 2013-2014 school year a total of 172 instructional days.



Superintendent Signature

3/6/14

Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p> <p>Dr. Tom Witte, Director of Operations</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)



HAAS HALL ACADEMY

EVERY SCHOLAR, EVERY DAY - COLLEGE BOUND

3155 NORTH COLLEGE AVENUE, SUITE 108

FAYETTEVILLE, AR 72703.3500

(479) 966.4930 | (479) 966.4932 - FAX | HAASHALL.ORG

Thursday, February 27, 2014

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

RECEIVED
COMMISSIONER'S OFFICE

FEB 28 2014

DEPARTMENT OF EDUCATION

Re: Inclement Weather Waiver

Dear Commissioner Kimbrell:

Due to the inordinate amount of inclement weather, Haas Hall Academy is concerned about meeting the Standards of Accreditation as it pertains to the 178 instructional day requirement. Please accept this correspondence as Haas Hall Academy's formal request to seek relief from the 178 instructional day requirement.

Without any further weather issues, we would meet the 178 days instructional requirement. As of today, February 27, 2014 we have missed ten days due to inclement weather.

Those missed days of instruction were:

Thursday, December 5, 2014
Friday, December 6, 2014
Monday, December 9, 2014
Tuesday, December 10, 2014
Wednesday, December 11, 2014
Tuesday, January 7, 2014
Thursday, January 9, 2014
Monday, February 3, 2014
Tuesday, February 4, 2014
Wednesday, February 5, 2014

Our district calendar was built on 180 instructional days. Haas Hall Academy's School Board voted unanimously to change these non-instructional days into instructional days.

Wednesday, February 12 (in session)
Thursday, February 13 (in session)
Friday, February 14 (in session)
Thursday, March 20 (in session)
Friday, March 21 (in session)
Monday, April 14 (in session)
Friday, May 2 (in session)
Monday, May 26 (in session)

Our desire is to seek relief if any additional inclement weather visits our area. This is Haas Hall Academy's first request of relief since our inception in 2004. Haas Hall Academy completes courses by the semester, not by the calendar year.

Haas Hall Academy holds a waiver from A.C.A. § 6-10-106, uniform dates for beginning and end of school year. This fall, classes began Thursday, August 8, 2013. Our scholars carry 4 classes per day, and each class is 90 minutes in length. At the end of this semester, our scholars will complete a total of 91 instructional days and 136.5 hours per Carnegie Unit.

Attached please find Haas Hall Academy's district calendar. We started school 11 days before traditional public schools in our area. We do not take off the whole week for Thanksgiving.

I do not believe the requested relief will adversely affect our scholars or mastery of subject material. We modified our pace to ensure completion of each course to seamlessly transition into the fall of 2014. I appreciate your consideration of my request.

Sincerely,



Dr. Martin W. Schoppmeyer, Jr.
Founder and Superintendent
MWS/hpt

Enclosure



HAAS HALL ACADEMY

EVERY SCHOLAR, EVERY DAY – COLLEGE BOUND

3155 NORTH COLLEGE AVENUE, SUITE 108

FAYETTEVILLE, AR 72703.3500

(479) 966.4930 | (479) 966.4932 – FAX | HAASHALL.ORG

Haas Hall Academy School Calendar 2013.2014

<u>Month</u>	<u>Date</u>	<u>Event</u>
August	5, 6, 7	Professional Development
	8	School Begins
	30	Adam Mendonca Day (No Classes)
September	2	Labor Day Holiday (No Classes)
	11, 12	Parent/Faculty/Scholar Conferences (Classes in Session)
	13	Parent/Faculty/Scholar Conferences (No Classes)
October	16	PSAT/NMSQT Administration (grades 9-11)
	17	End of First Quarter (48 Days)
	18	Heckmann Day (No Classes)
	21	Eric Parks Day (No Classes)
	22	Second Quarter Begins
November	27, 28, 29	Thanksgiving Holiday (No Classes)
December	20	End of Second Quarter (41 Days)
	20	End of First Semester (89 Days)
	December 21, 2013 through January 6, 2014 Christmas Holiday (No Classes)	
January	6	Brian Gauch Day (No Classes/ Faculty Present)
	7	Third Quarter Begins
February	5-6	Parent/Faculty/Scholar Conferences (Classes in Session)
	12	Professional Development (No Classes/ Faculty Present)
	13, 14	Skipalooza Vier (No Classes)
March	19	End of Third Quarter (49 Days)
	20, 21, 24, 25, 26,	Spring Break (No Classes)
	27, 28	
	31	Fourth Quarter Begins
April	14	Foster Day (No Classes)
May	2	Levi Foster Day (No Classes)
	26	Memorial Day (No Classes)
	27	Graduation and Hall of Honors Awards Ceremony
	30	End of Fourth Quarter (42 Days)
	30	End of Second Semester /End of 2013.2014 Term (91 Days)
June	2, 3, 4, 5	Professional Development/Emergency Snow Make-up Days

*[Includes five (5) emergency days]

Work Days

Staff Development – 10 Days
 Parent/Faculty/Scholar Conferences – 4 Days
 Days in Session w/Scholars Present – 180 Days

Holidays

Labor Day – 1 Day
 Adam Mendonca Day – 1 Day
 Heckmann Day – 1 Day
 Eric Parks Day – 1 Day
 Thanksgiving Holiday – 3 Days
 Christmas Holiday – 10 Days
 Brian Gauch Day – 1 Day
 Skipalooza Vier – 2 Days
 Spring Break – 7 Days
 Foster Day – 1 Day
 Levi Foster Day – 1 Day
 Memorial Day – 1 Day
 Total Holidays – 30 Days

Faculty required to be in school 190 days

Total Work Days – 190

Any days missed due to inclement weather will be made up by a vote of school board



Approved Memos: Inclement Weather Waiver Extension



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
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Section	Central Administration
Regulatory Authority	None
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Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
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Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

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2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

RECEIVED
COMMISSIONER'S OFFICE
MAR 17 2014
DEPARTMENT OF EDUCATION

District: Haas Hall Academy

Superintendent: Dr. Martin W. Schoppmeyer, Jr.

Due to inclement weather, the district missed the following dates:

Please check all that apply.

☒ March 3, 2014

☒ March 4, 2014

☒ March 5, 2014

☐ March 6, 2014

☐ March 7, 2014

Please complete the following statement.

The district missed a total of 13 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 3 days making the 2013-2014 school year a total of 175 instructional days.



Superintendent Signature

3.7.14

Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
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Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
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Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

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Harrisburg School District

Danny B. Sample, Superintendent
207 W. Estes St, Harrisburg, AR 72432
(870) 578-2416

Board of Directors
Todd Bartholomew, President
Fonda Eaton, Vice President
Greg Reddmann, Secretary
Frankie Lindsey
Jeb Bass

03/06/2014

RECEIVED
COMMISSIONER'S OFFICE
MAR -7 2014

DEPARTMENT OF EDUCATION

Dr. Tom Kimbrell
Commissioner of Education
Arkansas Department of Education
#4 State Capitol Mall
Little Rock, AR 72201

Dear Dr. Kimbrell:

The Harrisburg School District is formally requesting a 6 day waiver of the 178 day standard requirement. The District was closed 16 days due to inclement weather. Dates which the district closed due to inclement weather are December 6, 9, 10, 11, 12, January 9th, February 3,4,5,6,7 and March 3,4,5,6,7.

The district has developed a plan, in collaboration with the Personnel Policy Committee, to make up 10 days of the 16 days in question. The 10 days which are being made up include 5 days which were built into the calendar, 1 day of professional in-service that has been moved to the end of the calendar and converted to a student contact day and 4 days which have been added to the end of the calendar.

Sincerely,

Danny B. Sample
Superintendent
Harrisburg School District



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

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Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
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Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

HARRISON SCHOOL DISTRICT

110 South Cherry Street, Harrison, AR 72601

MELINDA MOSS, Ed. D.
Superintendent of Schools

February 28, 2014

Telephone 870/741-7600
Fax 870/741-4520
E-mail: mmoss@hps.k12.ar.us

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304-A
Little Rock, AR 72201

Dear Dr. Kimbrell,

The purpose of this letter is to formally request that the Harrison School District be granted 2 waiver days of the 178 required student/teacher interaction days for the 2013-14 school year leaving a balance of 176 instructional days for the school year. The Harrison School District has missed 12 instructional days due to inclement weather. Five days were missed in December, three in January and four in February -- all due to snow and ice.


To make up the days missed, the District has placed 5 at the end of the calendar making our last student day, June 2, 2014. In addition, students attended school on Martin Luther King Day; Saturday, February 8; and February 17, President's Day.

Utilizing Saturdays and Spring Break is problematic for several reasons; these include: high school student part-time jobs, religious services, child custody arrangements, ACT testing, and general low attendance.

The District has polled its teachers and students. The response is that an overwhelming number have made family vacation plans, 3 major church youth group ski trips will take place that week, and many have detailed child custody arrangements for out of town visits to their non-custodial parents. There are not enough substitute teachers available to respond to the teacher absentee requests nor will attendance be sufficient to afford any meaningful instruction for the student body as a whole.

By attending Martin Luther King Day, President's Day, a Saturday, and now into June, Harrison has shown a sincere effort to make up inclement weather days in the best way possible. With the granting of the two days waiver by the state board, the Harrison District will avoid many of the concerns raised above.

With Appreciation,


Melinda Moss, Ed. D.



Approved Memos: Inclement Weather Waiver Extension



Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

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Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

HARRISON SCHOOL DISTRICT

110 South Cherry Street, Harrison, AR 72601

MELINDA MOSS, Ed. D.
Superintendent of Schools

Telephone 870/741-7600
Fax 870/741-4520
E-mail: mmoss@hps.k12.ar.us

2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

RECEIVED
COMMISSIONER'S OFFICE
MAR - 6 2014

District: Harrison School District
Superintendent: Melinda Moss

DEPARTMENT OF EDUCATION

Due to inclement weather, the district missed the following dates:

Please check all that apply.

X__ March 3, 2014
X__ March 4, 2014
X__ March 5, 2014
__ March 6, 2014
__ March 7, 2014

Please complete the following statement.

The district missed a total of 15 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 5 days making the 2013-2014 school year a total of 173 instructional days.

Melinda Moss
Superintendent Signature

3/5/2014
Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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**HECTOR SCHOOL DISTRICT
OFFICE OF THE SUPERINTENDENT
11520 SR 27
HECTOR, AR 72843**

RECEIVED
COMMISSIONER'S OFFICE
MAR 17 2014
DEPARTMENT OF EDUCATION

March 7, 2014

Dear Dr. Tom Kimbrell,

Prior to February 28th, we had nine total missed days for inclement weather. We changed February 14th from a non-school day to a student instructional day. That put us in position to make up 8 days. All of our snow days were originally built in at the end of the school year. The ice storm Sunday caused us to miss March 3rd thru March 5th. We have now missed a total of 12 days with 11 to make up. That would push us into the second week of June with students.

For our board meeting on Monday, March 10th, I plan to recommend that we use a flex day (April 18th) as a student instructional day and move the flex day to the end of the calendar. Additionally, I plan to recommend that we use two days of our spring break to make up a portion of the days we have missed. I would be glad to email you the minutes of the board meeting as documentation of our specific action.

I would like to formally request forgiveness for the 2 days above 10 days that we have missed due to weather. Summarizing, we have missed 12, and forgiveness of the two days would allow us to finish on June 2nd. We greatly appreciate your consideration on this matter.

Yours in education,

Walt Davis
Superintendent
Hector School District



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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Highland School District

1627 Hwy 62/412; Hardy, AR 72542
Phone: 870-856-3275 Fax: 870-856-2178

Tracy Webb, Superintendent

Clint Shackelford, Assistant Superintendent

February 25, 2014

RECEIVED
COMMISSIONER'S OFFICE
FEB 28 2014

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

DEPARTMENT OF EDUCATION

Dr. Kimbrell:

On behalf of the Highland School District, I am requesting a waiver for the 2013-14 school year from the 178 day attendance requirement. The Highland School District was forced to miss seventeen (17) days of school due to three snow storms which made transportation impossible and/or extremely dangerous.

The first storm resulted in six missed days of school (December 6-13). The second storm resulted in two missed days of school (January 9-10). The third and hopefully last storm resulted in nine missed days of school (February 3-13).

The District will make up five missed days during the scheduled spring break week of March 24-28, will attend on three Saturdays (March 8, 22 and April 5), and will add nine days to the end of the school year. The last day of school will be June 4.

I respectfully request the Highland School District be granted a waiver for seven (7) instructional days due to the extended winter weather experienced in the northern part of the state. The District covers an area of 326 square miles (1,483 miles of bus routes daily), approximately 40% of which are unpaved and another 25%, located in Cherokee Village, are chip and sealed roadways which are not conducive to thawing like asphalt. In addition to these factors, hills make up the majority of the terrain in the District, compounding travel issues during inclement weather. A revised school calendar is enclosed. Thank you for your consideration.

Sincerely,



Mrs. Tracy Webb
Superintendent

Highland School District

2013-14 Calendar

Revised 2/26/14

August 19	Begin First Semester
September 2	Labor Day Holiday
September 16-19	Parent-Teacher Conferences 3:00-6:00
October 18	End of First Quarter (44 Days)
November 25-29	Thanksgiving Holiday
December 6-13	NO SCHOOL - SNOW (6 days)
December 23-Jan 2	Christmas Holiday
January 12-13	NO SCHOOL – SNOW (2 days)
January 14	End of Second Quarter (40 Days)
February 3-13	NO SCHOOL – SNOW (9 days)
March 6	Parent-Teacher Conferences 1:00-7:00
March 8	SATURDAY SCHOOL DAY
March 11-12	Grade 11 Literacy Exam
March 22	SATURDAY SCHOOL DAY
April 2	End of Third Quarter (49 Days)
April 1-2	IOWA Test Grades 1, 2 & 9
April 5	SATURDAY SCHOOL DAY
April 7-11	Arkansas Benchmark Exams Grades 3-8
April 22-23	End of Course Geometry Exam
April 29-30	End of Course Biology Exam
May 13-14	End of Course Algebra I Exam
May 26	Memorial Day Holiday
June 4	End Fourth Quarter (45 Days)

178 School Days

2 Parent-Teacher Conferences



Approved Memos: Inclement Weather Waiver Extension



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

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Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

District: Highland
Superintendent: Tracy Webb

Due to inclement weather, the district missed the following dates:

Please check all that apply.

☒ March 3, 2014
☒ March 4, 2014
☒ March 5, 2014
☒ March 6, 2014
☒ March 7, 2014

Please complete the following statement.

The district missed a total of 22 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 12 days making the 2013-2014 school year a total of 166 instructional days.

Tracy Webb
Superintendent Signature

3-6-14
Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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Hillcrest School District

Administration and High School
148 S. Main St. - P.O. Box 50
Strawberry, AR 72488
P: 870-528-3850 F: 870-528-3383

Elementary School
180 School Street - P.O. Box 70
Lynn, AR 72440
P: 870-528-3462 F: 870-528-3706

COMMISSIONER'S OFFICE

MAR 27 2014

March 7, 2014

Dr. Tom Kimbrell:

DEPARTMENT OF EDUCATION

The purpose of this letter is to formally request that the Hillcrest School District be granted seven (7) waiver days of the 178 days we are required to attend by the Standard's of Accreditation. To date, we have missed 17 calendar days during the 2013-2014 school year. We attended school on December 20, came back to school on January 2, will be attending Good Friday, will be attending every day of Spring Break, and have added days to the end of the calendar. We have also made every effort to attend school including running our buses on snow routes when it was possible.

I have discussed this plan with our Personnel Policies Committee and polled our staff. As soon as we can get back in school our PPC will take action and approve this plan. They will then recommend it to the Hillcrest School Board for their approval. This make up plan will include attending school the entire Spring Break and attending School on Saturday, March 29. Our Board of Directors and PPC will approve this request, and have directed me to request this waiver in accordance to Commissioner's Memo COM-14-041. By granting us seven (7) waiver days, we would be able to end school on Friday, May 23 just before Memorial Day. This would benefit our summer programs tremendously. We also ask that we be allowed for consideration for additional waiver days if we have to miss additional days this year due to inclement weather.

Thank you and the State Board of Education for your consideration of our request and for understanding our situation.

Sincerely,

Greg Crabtree, Superintendent
Hillcrest School District

Elementary Principal
Shawn Rose

Superintendent
Greg Crabtree

High School Principal
Mickel Smith



Hillcrest School District

Administration and High School

146 S. Main St. - P.O. Box 50

Strawberry, AR 72489

P: 870-528-3858 F: 870-528-3383

Elementary School

180 School Street - P.O. Box 70

Lynn, AR 72440

P: 870-528-3482 F: 870-528-3788

2013-2014 Revised School Calendar

August 5-15
August 19
September 2
September 19
October 16
November 11
November 27,28,29
December 20
Christmas Break
January 6
March 13
March 24-28
March 29
March 29
April 18
May 12
May 22,23
May 23
May 27-30
June 2,3,4

Teacher Inservice
First Day of School
Labor Day (No School)
Parent Teacher Conference
End of First Quarter (42)
Deer Day (No School)
Thanksgiving Break
Snow Day #1
December 21-January 1
End of First Quarter (42)
Parent Teacher Conference
Snow Day #5-#9
Attending School Snow Day #10
End of Third Quarter (47)
Good Friday Snow Day #4
High School Graduation
Snow Day #2-#3
End of Fourth Quarter (40) 171 days
Waiver Days
Waiver Days

**** District will apply for a waiver for days in excess of ten.**

Elementary Principal
Shawn Rose

Superintendent
Greg Crabtree

High School Principal
Mickel Smith



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

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Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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March 7, 2014
Dr. Tom Kimbrell, Commissioner of Education
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, Ar. 72201

RECEIVED
COMMISSIONER'S OFFICE
MAR 7 2014

Dr. Kimbrell,

DEPARTMENT OF EDUCATION

The Hoxie School District is requesting a waiver for 5 student instruction days that have been missed due to inclement weather for the 2013-14 school year. As of today we have missed a total of 15 instructional days as follows:

December 6,9,10, & 11.

January 9

February 3,4,5,6, & 7.

March 3,4,5,6, & 7.

Our plan to make up 10 of the 15 days are to use our 5 snow days that are built into the school calendar. Those dates are added to the end of the year as follows:
May 27,28,29, 30, & June 2.

Our plan to make up our second 5 days for a total of 10 include the following dates:

March 21 initially scheduled to be out.

April 18 Good Friday

June 3,4, & 5 added to the end of the school year initially scheduled for June2.

The recommendation of the Personnel Policy Committee is to change the calendar to make up the remaining 5 days as follows:

March 24-25 Spring Break

June 6, 9, & 10.

The Hoxie School District is requesting a waiver for 5 days in June. Those days are June 4,5,6,9, & 10 due to inconvenience of students, parents, faculty, and the community. If further information is needed please do not hesitate to contact me via email or 870-886-2401 (office or 870-759-0340 (cell)).

Thank you in advance for your consideration,

Dennis Truaxler Superintendent



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

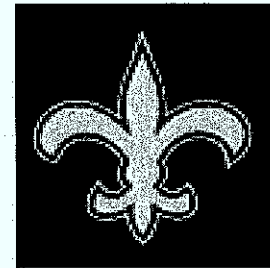
Dr. Robert Allen
Superintendent



HUNTSVILLE SCHOOL DISTRICT

P.O. Box F
570 West Main St.
Huntsville, AR 72740
479-738-2011

Mr. Shelby Sisemore
Assistant Superintendent



To: Dr. Tom Kimbrell, Commissioner, ADE
State Board of Education
From: Dr. Robert W. Allen, Superintendent
Re: Waiver request
Date: February 26, 2014

RECEIVED
COMMISSIONER'S OFFICE

MAR - 5 2014

DEPARTMENT OF EDUCATION

On behalf of the Huntsville School District, we would like to request a waiver of eight (8) days for the 2013/14 school year. The reason for this request is that the Huntsville School District has experienced one of the worst winters in our history, causing us to miss eighteen days thus far. We understand that we are expected to make a strong effort to make up days missed, and we feel that we have done that. Director's Memo COM-14-041 states that school districts should try to use any of the following options for making up missed instructional days:

Using the five inclement weather days already built into the calendar – Huntsville built in six days, and has used them.

Using previously scheduled teacher workdays as instructional days – the only teacher workday that we had available was on March 24, 2014, and that has been converted into an instructional day.

Holding instructional days on upcoming scheduled holidays – Because we are more vulnerable to bad winters, we had already scheduled school on Martin Luther King Day, President's/Bates Day, and Good Friday.

Using part or all of spring break – We will be going to school during the first two days of spring break. There was serious discussion of utilizing all of spring break, but our calendar used the word, "guaranteed" for the last three days. We felt that we had to honor that language.

Adding days to the end of the school year – If granted the eight days, our year, providing no further days were lost, would end on June 2. If we lose more days after this date, the makeup days will be added to the last day of school, or on a Saturday.

We also went to school on Saturday, February 15, 2014. In addition, if we miss one or more additional days during any week until the end of school, we will make up one day

Dr. Robert Allen
Superintendent

Mr. Shelby Sisemore
Assistant Superintendent

by going on Saturday of that week. Any other days during that particular week, will be made up at the end of the school year.

An updated calendar is included with this letter. As it states, our last student day will be June 12, if our request for a waiver is denied in its entirety. If we should have to go that long, we will be in conflict with a variety of summer activities including sessions at the University of Arkansas Outreach Program, at least two Christian camps, and a variety of athletic camps at the University of Arkansas, Arkansas Tech, and locally. All of the above begin by June 9.

Thank you for your consideration of our request. Please feel free to contact me, if you have any questions about this.

Sincerely,

A handwritten signature in cursive script, reading "Robert W. Allen". The signature is written in dark ink and is positioned below the word "Sincerely,".

HUNTSVILLE SCHOOL DISTRICT CALENDAR 2013-2014

Event	Date	Teacher Days	Student Days
Teacher Workshops	August 12-15	4	
Dead Day	August 16		
First Day of School	August 19		
Labor Day	September 2		
Early Dismissal (1:00 p.m.)	September 25		
End First Quarter	October 16		42
Begin Second Quarter	October 17		
Parent/Teacher Conf. (1-7 PM)	October 22 (Tuesday)	1	
Teacher Workshop (8-12 AM)		.5	
Early Dismissal (1:00 p.m.)	November 11		
Thanksgiving Holiday	November 27-29		
End of Second Quarter	December 20		43
Christmas Break	December 23 – January 2		
Teacher In Service	January 3 (flex day-see note)	1	
Begin Third Quarter	January 6		
Grade 11 Literacy Exam	March 11-12		
End of Third Quarter	March 18		37 (ADE approved)
Begin Fourth Quarter	March 19		
Early Dismissal (1:00 p.m.)	March 21		
Early Dismissal (1:00 p.m.)	March 24 (Monday)	1.5	
Parent/Teacher Conf. (1-7 PM)			
Early Dismissal (1:00 p.m.)	March 25		
Spring Break	March 26-28 (see note below)		
ITBS (1-2) ITED (9)	March 31-April 11 window		
Benchmark Exams Grades 3-8	April 7-11		
Early Dismissal (1:00 p.m.)	April 18		
End of Course Geometry Exam	April 22-23		
End of Course Biology Exam	April 29-30		
End of Course Algebra 1 Exam	May 13-14		
Graduation Day – Huntsville	May 13		
Graduation Day – St. Paul	May 15		
Memorial Day	May 26		
Last Day of School	June 12		56 + 6 snow days
TOTAL SCHOOL DAYS		12 (8 + 4)	42 + 43 + 37 + 56 = 178 days

Notes:

- Six (6) snow days have been added to the calendar. If all 6 days are not used, the extra days will come off the end of the school year.
- If 2 or less snow days have been used before President's Day, a snow day will be used to close school on that holiday and the remaining snow days will come off the end of the school year.
- Four (4) contracted teacher days will be earned during the summer or on weekends as per the Huntsville School District Staff Development Plan. A fifth contracted day will be added for the summer OR during the flex day on January 3. It is up to each teacher whether he or she chooses the fifth day in the summer or in January.
- Five (5) spring break days are listed on the calendar. However, only 3 of the 5 days are guaranteed. Since make-up days were needed due to snow days used, spring break will be March 26-28.
- If a day is missed during the week, school will be in session on Saturday of that same week (weather permitting) with early dismissal for Teacher In-Service. Since more than two (2) additional snow days were needed, those days have been added to the end of the year.
- Extra minutes per day accumulated throughout the year allow for 6 Early Dismissal Days for Teacher In-Service.



Approved Memos: Inclement Weather Waiver Extension



Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0

Created at 3/4/2014 12:13 PM by Deborah Coffman (ADE)

Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

District: Huntsville

Superintendent: Dr. Robert Allen

Due to inclement weather, the district missed the following dates:

Please check all that apply.

☒ March 3, 2014 Missed March 3, 2014 - Scheduled make up date Saturday,
☒ March 4, 2014 March 8, 2014.
☒ March 5, 2014
☒ March 6, 2014
☐ March 7, 2014

Please complete the following statement.

The district missed a total of 22 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 11 days making the 2013-2014 school year a total of 167 instructional days.

Shelby Sigemore
Superintendent Signature

3/6/14
Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">• Using the five inclement weather days already built into the calendar.• Using previously scheduled teacher workdays as instructional days.• Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.• Using part or all of spring break.• Adding days to the end of the school year.• Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p> <p>Dr. Tom Witte, Director of Operations</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

Imboden Area Charter School
605 W 3rd St, PO Box 297
Imboden, AR 72434
March 7, 2014

RECEIVED
COMMISSIONER'S OFFICE

MAR 7 2014

DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Dear Dr. Kimbrell,

The Imboden Area Charter School respectfully wishes to request a waiver for nine (9) instructional days missed due to unusually bad weather during the 2013-14 school year.

IACS has missed a total of nineteen (19) instructional days and plans to make a diligent effort to comply with the expectations of the state by making up ten (10) missed days as follows:

- Using the five inclement weather days already built into the calendar which includes holding instructional days on scheduled holidays (Martin Luther King, Jr. Day and President's Day) and adding days to the end of the school year; and
- using all of spring break.

Extending the school year beyond the end of May will interfere with our Summer School Program scheduled to begin June 2nd. Since IACS students are evaluated on an individual basis, students who have not met grade level expectations for achievement during the regular school year are required to attend the Summer School Program.

It has been our experience in the past, that any attempt to extend the year beyond May has resulted in an extremely high rate of absenteeism, as parents of students not involved in the Summer School Program continue with their plans for summer, regardless of the expectations of the school.

Thank you for your consideration in this matter.

Sincerely,

Judy Warren



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state’s Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President’s/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p> <p>Dr. Tom Witte, Director of Operations</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
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IZARD COUNTY CONSOLIDATED SCHOOL DISTRICT
P.O. BOX 115
BROCKWELL, AR 72517

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Fax (870)258-3140

BILLY MCBRIDE
MIDDLE SCHOOL PRINCIPAL
Office (870) 258-3142

DAVID HARMON
HIGH SCHOOL PRINCIPAL
Office (870)258-7788

JOHN WALKER
ELEMENTARY PRINCIPAL
Office (870)322-7229
Fax (870)322-7231

AdvancED Accredited

March 7, 2014

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

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COMMISSIONER'S OFFICE

MAR - 7 2014

DEPARTMENT OF EDUCATION

Dear Dr. Kimbrell:

The Izard County Consolidated School District is filing an **amended inclement weather waiver request** attached to this letter formally requesting a waiver for **six days** of instructional time due to the series of ice and snow storms that caused us to miss 16 days of school this year. The district missed **December 6, 9, 10, and 11; January 6, 9, and 10; February 3, 4, 5, 6, and 7, and March 3, 4, 5, and 6** this school year because of inclement weather. Our school district missed fewer days than some of our surrounding districts due to a bus snow route plan that we have used for several years that has been very effective in lessening the number of days missed due to inclement weather while also getting as many students as possible to school safely on these days. Our district traditionally has a shorter Christmas and Thanksgiving Holiday Schedule than many other schools in the state so that we are better prepared to make up days with a minimum of undue hardship on parents and students and allows us to provide as many days as possible of quality instructional time. We did not consider going on Saturdays because there is traditionally very poor attendance on those days and this will not aid the instructional process. **The original waiver request contained an error on the dates of Spring Break. The correct Spring Break dates were March 24-28. The amended waiver request now completely eliminates Spring Break from the school calendar to help provide additional days of instruction before testing.**

The district's plan is to make up 10 of the days missed by attending school on March Break Day (March 7), Good Friday (April 18), all five days of Spring Break (March 24-28), and adding May 22, 23, and 27, to the end of the school year. This schedule will allow the district to provide as many instructional days as possible before testing by eliminating Spring Break and March Break Day and Good Friday. The completion of the school year by May 27th will allow our teachers to attend summer school for either completion of an ALP or a master's degree with minimal conflicts. It will also aid them in completing their professional development hours for the 2014-15 school year.

The Izard County Consolidated School District meets the requirements of Commissioner's Memos COM-14-041 and COM-10-131 and the Izard County Consolidated School District formally requests six days to be waived from the 178 day instructional days requirement in the state's Standards of Accreditation.

Thanks for your consideration of our request.

Sincerely,

Fred Walker
Superintendent



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
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Jackson County School District

Member of North Central Association of Colleges and Schools

Chester Shannon, Superintendent
(870) 349-2232 • (870) 349-2355 Fax

PRINCIPALS

Michael Holland, Tuckerman High School
Kristy Metzger, Swifton Middle School
Pharis Smith, Tuckerman Elementary
DISTRICT TREASURER
Cathy Platt

BOARD OF DIRECTORS

Bridgette Huckabee
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Dennis Neal
Sandra Provence
Phil Zuber
Barry Hulett
Wroten Koller

P.O. Box 1070
Tuckerman, Arkansas 72473

RECEIVED
COMMISSIONER'S OFFICE
MAR 17 2014
DEPARTMENT OF EDUCATION

March 7, 2014


Dear Dr. Kimbrell,

The Jackson County School District is requesting a waiver for two instructional school days due to inclement weather for the 2013-2014 school year. The district has missed a total of twelve days due to inclement weather which include: December 6, 9, and 10, January 9, February 3, 4, and 5, and March 3-7.

The Jackson County School District has made up one day on February 10, which was a scheduled winter break, and we plan to attend school on March 21, which was a scheduled spring holiday. We also plan to attend school during our planned spring break which was scheduled for March 24-28. The last made up days will be May 27-29.

Thank you in advance for your consideration of our inclement weather waiver request.

Sincerely,



Chester Shannon, Superintendent, Jackson County School District

Jasper School District
Kerry Saylor, Superintendent
P.O. Box 446
Jasper, Arkansas 72641

BOARD MEMBERS:

TELEPHONE (870)446-2223

Stacey Clark, President
Shannon Skyrme, Vice President
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Skip Emmett

RECEIVED
COMMISSIONER'S OFFICE

FEB 13 2014

DEPARTMENT OF EDUCATION

February 13, 2014

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol mall, Room 304A
Little Rock, AR 72201

Dear Dr. Kimbrell;

Jasper School District is requesting a waiver for inclement weather days. We have currently missed the following dates due to inclement weather: Jasper campus 16.5, Kingston campus 17 and Oark campus 18.

Our administration, teachers, and staff continually strive to encourage student achievement, our PPC committee has already met regarding missed days and a decision has been made to use spring break to make up instructional days. The calendar has been changed to provide as many instructional days before spring testing as possible. Teachers will be staying after school to make up missed professional development days. These decisions and calendar changes ensure that our administration and teachers' are dedicated to having students who are prepared to be successful on the Benchmark and EOC testing.

Attached is a list of our missed days and our plan, as it stands to date, for making up our inclement weather days and we will be attending classes on those make up dates from 8:00 a.m. to 3:15 p.m. We are requesting that our schools be granted a waiver for all days missed for inclement weather above ten (10) days.

Sincerely,



Kerry Saylor
Superintendent of Schools

JASPER SCHOOL DISTRICT
SCHOOL DAYS MISSED AS OF 2/13/14

dates	Jasper		Kingston		Oak	
	#		#		#	
12/5/13	1	X	1	X	1	X
12/6/13	2	X	2	X	2	X
12/9/13	3	X	3	X	3	X
12/10/13	4	X	4	X	4	X
12/11/13	5	X	5	X	5	X
12/12/13	6	X	6	X	6	X
12/13/13	7	X	7	X	7	X
12/16/13					8	X
1/6/14	8	X	8	X	9	X
1/7/14	9	X	9	X	10	X
1/8/14	9.5	DISMISSED 12:30	10	X	11	DISMISSED 10:30
1/9/14	10.5	X	11	X	12	X
1/10/14	11.5	X	12	X	13	X
2/3/14	12.5	X	13	X	14	X
2/4/14	13.5	X	14	X	15	X
2/5/14	14.5	X	15	X	16	X
2/6/14	15.5	X	16	X	17	X
2/7/14	16.5	X	17	X	18	X
Total Days Missed:	16.5		17		18	

SCHOOL DAY ALREADY MADE UP AS OF 2/13/14

12/20/13	1	X	1	X	1	X
1/20/14	2	X	2	X	2	X

SNOW DAY MAKE UP POSSIBILITIES

2/17/14	3	President's Day (snow day built into calendar)
4/18/14	4	Good Friday (snow day built into calendar)
5/28/14	5	(snow day added at end of school year)
5/29/14	6	(snow day added at end of school year)
3/24/14	7	Spring Break
3/25/14	8	Spring Break
3/26/14	9	Spring Break
3/27/14	10	Spring Break
3/28/14	11	Spring Break
5/30/14	12	end of calendar
6/2/14	13	end of calendar
6/3/14	14	end of calendar
6/4/14	15	end of calendar
6/5/14	16	end of calendar
6/6/14	17	end of calendar
6/9/14	18	end of calendar

***last day for Kingston & Jasper**

***last day for Oak**



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)



Approved Memos: Inclement Weather Waiver Extension



Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0

Created at 3/4/2014 12:13 PM by Deborah Coffman (ADE)

Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

RECEIVED
COMMISSIONER'S OFFICE

MAR - 7 2014

District:

DEPARTMENT OF EDUCATION

Superintendent:

Due to inclement weather, the district missed the following dates:

Please check all that apply.

☒ March 3, 2014 – (Jasper, Kingston, & Oark)

☒ March 4, 2014 – (Jasper, Kingston, & Oark)

☒ March 5, 2014 – (Jasper, Kingston, & Oark)

☐ March 6, 2014

☐ March 7, 2014

Please complete the following statement.

The district missed a total of Jasper 19.5, Kingston 20, and Oark 21 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of Jasper 9.5, Kingston 10, and Oark 11 days making the 2013-2014 school year a total of Jasper 168.5, Kingston 168, and Oark 167 instructional days. ****Jasper School District (Jasper, Kingston & Oark Schools) has scheduled another make up day this Saturday, March 8, 2014 as one of our makeup days.**


Superintendent Signature

March 6, 2014
Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

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Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">• Using the five inclement weather days already built into the calendar.• Using previously scheduled teacher workdays as instructional days.• Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.• Using part or all of spring break.• Adding days to the end of the school year.• Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)



Jonesboro Public Schools
2506 Southwest Square
Jonesboro, AR 72401

Office of the Superintendent
kim.wilbanks@jonesboroschools.net

870-933-5800
Fax: 870-933-5838

March 6, 2014

Dr. Tom Kimbrell
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Dear Dr. Kimbrell,

Jonesboro Public Schools is requesting an inclement weather waiver. Jonesboro has missed a total of 11 days. The table below outlines the days missed and the proposed make-up days. The board has approved the first 6 snow make-up days. Both parents and faculty/staff will be voting (via survey monkey) on three possible scenarios to make-up four additional days. The Jonesboro School board will meet on March 11 to approve the superintendent's recommendation. **We are requesting one day be waived allowing the district to make up 10 instead of 11 days.** Thank you for your consideration.

Snow Day	Make up Day	Description of Day
December 6, 2013- Day 1	February 14, 2014	Professional Development Day
December 9, 2013 – Day 2	February 17, 2014	President's Day - Snow Make-up Day 1
December 10, 2013 – Day 3	April 18, 2014	Good Friday
January 9, 2014 – Day 4	June 2, 2014	Snow Make- up Day 2
February 3, 2014 – Day 5	June 3, 2014	Snow Make-up Day 3
February 4, 2014 – Day 6	June 4, 2014	Snow Make-up Day 4
March 3, 2014 – Day 7	June 5, 2014	Snow Make-up Day 5
March 4, 2014 – Day 8	June 6, 2014	If approved by JPS Board
March 5, 2014 – Day 9	Not determined	Spring Break, Memorial Day, Saturday or end of scho
March 6, 2014 – Day 10	Not determined	Spring Break, Memorial Day, Saturday or end of scho
March 7, 2014 – Day 11	Waiver Requested	

Sincerely,

Dr. Kim Wilbanks
Superintendent
Jonesboro Public Schools



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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LAWRENCE COUNTY SCHOOL DISTRICT

Walnut Ridge Public Schools
(870) 886-6634
508 East Free
Walnut Ridge, AR 72476

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

RECEIVED
COMMISSIONER'S OFFICE
MAR - 5 2014
DEPARTMENT OF EDUCATION

Black Rock Public Schools
(870) 878-6273
P.O. Box 240
Black Rock, AR 72415

Dear Dr. Kimbrell,

The Lawrence County School District is requesting a waiver for 5 student days that have been missed due to inclement weather for the current 2013-2014 school year. At the present the district has missed 15 days.

December 6, 9, 10, 11
January 9
February 3, 4, 5, 6, 7
March 3, 4, 5, 6, 7

We used and plan to use the following as our 10 make up days.

Weather Days on calendar for the first 5 days:

January 20
February 17
April 18
June 2
June 3

Days for the second 5 days:

March 21 (Spring break)
May 26 (Memorial Day)
June 4, 5, 6 (Days added to the end with the last day being June 6)

We are proposing to the personnel policy committee to change the school calendar to reflect the following.

March 24, 25 (Spring Break)
June 9, 10, 11 (Days added to the end with the last day June 11)

The district is requesting that the days in June (June 5, 6, 9, 10, and 11) be waived due to the inconvenience to the students, parents, faculty, and the community. If further information is required, I may be contacted at the superintendent's office 870.886.6634.

Sincerely,



Terry Belcher,
Superintendent
Lawrence County School District



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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0. Lead Hill School District

6966 Milum Road
P.O. Box 20
Lead Hill, AR 72644

Mr. John Davidson, Supt.
(870) 436-5249
Fax: 870-436-5946

Ms. Debbie Richardson, Elem. Principal
(870) 436-2690
Fax: (870) 436-6827

Mr. Steve Williams, HS Principal
(870) 436-5677
Fax: (870) 436-6827

February 21, 2014

RECEIVED
COMMISSIONER'S OFFICE

FEB 27 2014

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

DEPARTMENT OF EDUCATION

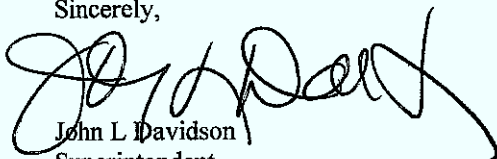
Dear Dr. Kimbrell:

The Lead Hill School District is requesting a waiver of 3 days of the 178 required instructional days. The District has missed 14 days due to inclement weather. Missed days were: December 5 & 6, December 9-13, January 6 & 7, January 9, February 3-6. Any additional days missed due to inclement weather after submitting this waiver request will be added to the end of the year or made up by the approved options.

Of the days already missed, eleven of these days will be completed with the following options:

- (2 days) The Christmas Break was shortened by two days recouping two student attendance days. (Jan. 2 & 3)
- (1 day) One scheduled Professional day was used as a student attendance day and the professional development day was rescheduled. (Feb. 7)
- (1 day) One Saturday was used as a student day (Jan. 11)
- (2 days) Two days will be utilized during spring break as student days
- (1 day) Good Friday, a previously scheduled holiday but reserved as one of the five inclement weather days, will be a student day.
- (4 days) The remaining four inclement weather days will be utilized as student days

Sincerely,



John L. Davidson
Superintendent
Lead Hill Schools

Board of Education

President: Randy Rogers
V. President: Bill Pearce
Secretary: Darrell Campbell
Chad Yocham
Troy Burleson



Approved Memos: Inclement Weather Waiver Extension



Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

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Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

RECEIVED
COMMISSIONER'S OFFICE

MAR - 5 2014

Lead Hill School District

6966 Milum Road

P.O. Box 20

Lead Hill, AR 72644

DEPARTMENT OF EDUCATION

Mr. John Davidson, Supt.
(870) 436-5249
Fax: 870-436-5946

Ms. Debbie Richardson, Elem. Principal
(870) 436-2690
Fax: (870) 436-6827

Mr. Steve Williams, HS Principal
(870) 436-5677
Fax: (870) 436-6827

March 6, 2014

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, Ar. 72201

District: Lead Hill Schools
Superintendent: John L. Davidson

Due to inclement weather, the district missed the following dates:

Please check all that apply.

X March 3, 2014

X March 4, 2014

X March 5, 2014

___ March 6, 2014

___ March 7, 2014

The district missed a total of 16 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver for a total of 6 days making the 2013-2014 school year a total of 172 instructional days.



John L. Davidson
Superintendent
Lead Hill Schools

March 6, 2014

Board of Education

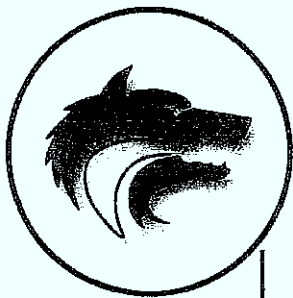
President: Randy Rogers

V. President: Bill Pearce

Secretary: Darrell Campbell

Chad Yocham

Troy Burleson



LINCOLN CONSOLIDATED SCHOOL DISTRICT

"All Belong, All Learn, All Succeed"

BOARD OF EDUCATION

President
Kendra Moore
Vice President
Jim Ayers
Secretary
Dax Moreton
Member
Connie Meyer
Scott Davis

ADMINISTRATION

107 E. School St
Lincoln, AR 72744
479-824-7300
FAX 479-824-3045
Superintendent
Mrs. Mary Ann Spears
Federal Programs Coordinator
Rebecca Griscom
Curriculum Coordinator
Melody Sebastian
Special Education Supervisor
Felicia Pasley
Child Nutrition Supervisor
Valerie Dawson
Maintenance Supervisor
Steve Flickinger
Transportation Supervisor
Steve Flickinger

WELLNESS CENTER

Wellness Center Director
Martie Cousar
School Health Coordinator
Rebecca Pugh

February 24, 2014

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

RE: Inclement Weather Waiver

Dear Dr. Kimbrell:

Lincoln Consolidated School District #48 would like to request a waiver for five days missed due to inclement weather. The Lincoln School District is 148 square miles with over 700 miles in rural bus routes. The severe weather this winter season caused our district to miss a total of 15 school days so far. We missed 7 days prior to the Christmas break. Our faculty and staff voted to have school on 4 Saturdays January 18, February 1, February 15, and March 1 in addition to using the 5 built in snow days in our calendar which included 2 teacher inservice days, Good Friday and 2 days added to the end of the year.

Last week our faculty and staff voted to use two days of spring break for make-up days as well. I am requesting 5 waiver days for our district. Thank you for your attention and consideration of this request.

Respectfully submitted,

Mary Ann Spears
Superintendent



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

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Memo Number	COM-14-041
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Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

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Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

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Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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ARKANSAS
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Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0

Created at 3/4/2014 12:13 PM by Deborah Coffman (ADE)

Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

District: Shirley Public Schools
Superintendent:


Due to inclement weather, the district missed the following dates:

Please check all that apply.

- ☒ March 3, 2014
- ☒ March 4, 2014
- ☒ March 5, 2014
- ☐ March 6, 2014
- ☐ March 7, 2014

Please complete the following statement.

The district missed a total of 18 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 8 days making the 2013-2014 school year a total of 170 instructional days.

	<u>3/6/14</u>
Superintendent Signature	Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

DAVID TURNBOUGH
Superintendent

BRIAN DAVIS
Principal High School

WADE POWELL
Principal Elementary School

Mammoth Spring School District

410 GOLDSMITH AVENUE
MAMMOTH SPRING, ARKANSAS 72554

BOARD MEMBERS

Steve Russell
Donell Russell
Brad Washam
Mark Cooper
Shelia Young

Monday, February 24, 2014

RECEIVED
COMMISSIONER'S OFFICE

FEB 26 2014

DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Dr. Kimbrell:

The Mammoth Spring School District is located on the Arkansas-Missouri line in north central Arkansas. We have approximately 227 square miles in our district. A majority of our bus routes are country roads with a great amount of hilly terrain. It takes very little frozen precipitation to cause our roads to be impassible. Because of our location, we know to expect winter weather every year, so we have a very conservative calendar. We do not take a week for Thanksgiving. We do not take a "deer" day. We do not take two weeks for Christmas. We do not take off for President's Day or Martin Luther King, Jr. Day. We have not taken Good Friday off since I have been superintendent. We do not build teacher workdays within our 178 days of instruction. Our calendar goals have been to get in as many instructional days as possible before bad weather gets here and to end our school year before June 1. By ending before June 1, we are able to work with our local colleges, and we are able to continue other school related summer activities such as ACT prep classes and Explorica student tours. Also, our district has to consider our community expectations when planning our calendar. Summer tourism is very important in the Spring River area. Memorial Day weekend is the beginning of the tourist season for our canoe rentals, restaurants, and other businesses. This involves student workers and faculty members with secondary jobs. As a district, we have respected that aspect of our community.

I do not have to remind you of how burdensome this winter has been. Three snow events have cost our district 18 days of school. I have been told that in terms of missed school days, this year is second only to a winter in the 1970's for our district. We have run abbreviated routes some days, or we would have missed even more than 18 days. We have expended our five built in days for snow. We will be attending school each day of Spring Break. We have considered going on Saturdays, but have concluded that we will only do that on any other weather interrupted week due to the Fair Labor Standards Act.

On behalf of our district, I respectfully request a waiver of 8 days. Even with the 8 days forgiven, we will still be attending after Memorial Day, but we will be able to conclude our year before June 1. We appreciate your consideration.

Sincerely,

A handwritten signature in cursive script that reads "David Turnbough". The signature is written in dark ink and is positioned above the printed name.

David Turnbough, Superintendent



Approved Memos: Inclement Weather Waiver Extension



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0

Created at 3/4/2014 12:13 PM by Deborah Coffman (ADE)

Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

District: Mammoth Springs

Superintendent:

Due to inclement weather, the district missed the following dates:

Please check all that apply.

☒ March 3, 2014

☒ March 4, 2014

☒ March 5, 2014

☒ March 6, 2014

☒ March 7, 2014

Please complete the following statement.

The district missed a total of 23 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 13 days making the 2013-2014 school year a total of 165 instructional days.

David Turnbough 3-06-14

Superintendent Signature Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

March 6, 2014

Dr. Tom Kimbrell
Four Capitol Mall
Little Rock, Arkansas 72201

Dear Dr. Kimbrell:

Marmaduke School District would like to request a waiver of the 178 day student interaction requirement for the 2013-2014 school year due to the three ice storms that we have had to endure this school year. Marmaduke School District was closed due to the first ice storm December 6th, 9th, 10th, 11th, and 12th. We also missed the day of Jan. 9th because of snow. We missed February 3rd, 4th, 5th, 6th, and 7th, due to the second ice storm. Most recently, we missed March 3rd, 4th, 5th, 6th, and 7th due to the third ice storm.

We were scheduled to begin our second semester on January 6th, but we came back on January 2nd and 3rd, which allowed us to make up two days. Martin Luther King Day was not a scheduled holiday so we could not use it as a makeup day. We came to school on Presidents Day and made up a day there, we will also go to school during our scheduled spring break to make up 5 days. We will also come to school on Good Friday, which was supposed to be a holiday. In addition to these days, we are also planning on attending school on Friday, May 23rd which was to be the first day of our summer break. We were originally scheduled to get out of school on May 22nd, however; if we have to make up the remaining 7 days at the end of the year we will not get out until June third.

Since we have already made up two days by coming back from Christmas break early, by giving up our spring break, Presidents Day and Good Friday, as well as, attending on May 23rd; we are asking for 6 waiver days. If 6 waiver days are granted we will be able to end school on May 23rd.

We feel that our request is reasonable since we have altered or forfeited all of our regularly scheduled breaks this second semester. Any assistance you can give with this situation will be greatly appreciated. If you have any further questions concerning this matter feel free to call me at 870- 597- 2723.

Sincerely,
Tim Gardner, Superintendent Marmaduke School Dist.



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)



Maynard Public Schools

Office of the Superintendent
Larry Sullinger, Superintendent

74 Campus Drive
Maynard, AR 72444

Phone (870) 647-3500 Fax (870) 647-2301



RECEIVED
COMMISSIONER'S OFFICE

FEB 28 2014

DEPARTMENT OF EDUCATION

February 24, 2014

Dr. Tom Kimbrell,

Maynard school has missed a total of 12 days due to inclement weather. I am asking that you grant 2 waiver days, which will make our last day of school June 4, 2014. As you are aware, it is not unusual for Maynard to miss school during the fall due to rain and high water. Therefore, we put two of the make-up days during the fall to allow for that. We do have six make-up days listed on the calendar. We did not miss any school due to high water this fall. Maynard's make-up days on the calendar are 11/11, 11/25, 2/17, 3/21, 4/18, and 5/26.

After missing 12 days of school due to snow and ice, Maynard will use all remaining make-up days listed on the calendar. In addition, the staff voted, and the Board approved using the first three days of spring break as make-up days. The remaining days will be added to the end of the school year. Without the waiver days the last day of school will be June 6, 2014. Please approve this request and grant the two waiver days.

Thank you,

Larry Sullinger, Superintendent



Approved Memos: Inclement Weather Waiver Extension



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0
Created at 3/4/2014 12:13 PM by Deborah Coffman (ADE)
Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

District: Maynard
Superintendent: Larry Sullinger

Due to inclement weather, the district missed the following dates:

Please check all that apply.

☒ March 3, 2014

☒ March 4, 2014

☒ March 5, 2014

☒ March 6, 2014

☒ March 7, 2014

Please complete the following statement.

The district missed a total of 17 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 7 days making the 2013-2014 school year a total of 177 instructional days.

Larry Sullinger
Superintendent Signature

3-6-14
Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state’s Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President’s/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

FEB 27 2014

Melbourne School District DEPARTMENT OF EDUCATION
P.O. Box 250
Melbourne, AR 72556
Telephone (870) 368-7070 * Fax (870) 368-7071

BOARD OF DIRECTORS
Phil Ferguson, President
Robert Cooper
Phillip Edwards
Toby Smith
Jason Miller
Kirk Miller
Dr. Brad Wheelis

ADMINISTRATION
Gerald Cooper, Superintendent
Carolyn Blevins, MPES Principal
Sally Adkisson, MPES Counselor
Kelly Powell, MHS Principal
Phyllis Vickery, MHS Counselor
Lori Loggains, MES Principal
Beth Cooper, MES Counselor
Tim Massey, MHS Assistant Principal
Jim Carroll, MES, Assistant Principal

February 25, 2014

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Dr. Kimbrell:

As of February 25, 2014, Melbourne School District has missed a total of 12 days due to inclement weather. Our request is for a waiver of two days.

The school calendar had five days included for inclement days, which leaves us with 7 days to make up. After teacher input, the following option for making up the days was approved by the Melbourne School District Board of Education on Monday, February 24, 2014:

- Good Friday, Memorial Day, and three days of the scheduled spring break with approved 2-day waiver.

With this option and the approved waiver, summer dismissal date will be on Friday, May 30.

Sincerely,



Mr. Gerald Cooper
Superintendent
Melbourne School District



Approved Memos: Inclement Weather Waiver Extension



Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0
Created at 3/4/2014 12:13 PM by Deborah Coffman (ADE)
Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

District: Melbourne
Superintendent: Gerald Cooper

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COMMISSIONER'S OFFICE

MAR -7 2014

DEPARTMENT OF EDUCATION

Due to inclement weather, the district missed the following dates:

Please check all that apply.

☒ March 3, 2014

☒ March 4, 2014

☒ March 5, 2014

☒ March 6, 2014

☐ March 7, 2014

Please complete the following statement.

The district missed a total of 16 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 6 days making the 2013-2014 school year a total of 172 instructional days.

<u>Gerald Cooper</u>	<u>03/07/14</u>
Superintendent Signature	Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state’s Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President’s/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

Midland School District

P.O. Box 630
Pleasant Plains, AR 72568

Dean Stanley
Superintendent
501-345-8844

Donna Clark
High School Principal
501-345-2610

Lela McChesney
Elementary Principal
501-345-2413

March 7, 2014

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COMMISSIONER'S OFFICE

MAR 27 2014

DEPARTMENT OF EDUCATION

Dr. Tom Kimbrell

Arkansas Department of Education

Four Capitol Mall, Room 304A

Little Rock, AR 72201

Dr. Kimbrell,

The Midland School District has missed fourteen (14) days due to the inclement weather during this winter. We are requesting a waiver from the State Board of Education for the days above ten (10).

Our plans are to make up the ten (10) days in the following manner:

Original inclement weather days of April 21, May 27, May 28, May 29, and May 30. Good Friday (April 17), Spring Break (March 24, 25, 25, 27) for a total of ten (10) days made up.

We feel this plan will allow us to use instructional days prior to our EOC and Benchmark testing without having to extend the school year deeply into the month of June.

We appreciate your consideration of this waiver request.

Sincerely,

Dean Stanley
Midland School District, Superintendent



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

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Phone Number	501-683-0205
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Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
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Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

Mountain Home Public Schools



Lonnie Myers, Ed.D.
Superintendent

Leigh Anne Gigliotti, Ed. D.
Assistant Superintendent

2465 Rodeo Drive
Mountain Home, AR 72653
870-425-1201(phone) 870-425-1316 (fax)

February 20, 2014

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

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COMMISSIONER'S OFFICE
FEB 26 2014
DEPARTMENT OF EDUCATION

Dear Dr. Kimbrell,

Mountain Home Public Schools (LEA #0303) has missed more than 10 instructional days due to inclement weather.

Days missed due to inclement weather:

Make-Up Days:

Day 1	Dec. 5	Instructional Day on April 18
Day 2	Dec. 6	Instructional Day on March 24
Day 3	Dec. 9	Instructional Day on March 25
Day 4	Dec. 10	Instructional Day on March 26
Day 5	Dec. 11	Instructional Day on May 26
Day 6	Dec. 12	Instructional Day on May 27
Day 7	Jan. 6	Instructional Day on May 28
Day 8	Jan. 7	Instructional Day on May 29
Day 9	Jan. 9	Instructional Day on May 30
Day 10	Feb. 3	Instructional Day on June 2
Day 11	Feb. 4	Request for Waiver on Jun 3
Day 12	Feb. 5	Request for Waiver on June 4
Day 13	Dec. 13	(Only Grades 10-12 missed*) Request for waiver on June 5

*NOTE: On Dec. 13, Mtn. Home High School's roof had significant deflection in some areas. For precautionary reasons, school was not in session (Dec. 13) at the high school until engineers deemed it safe for use.

On January 16, 2014, the Mountain Home local school board met to approve amendments to the school calendar (attached).

Mountain Home has made a diligent effort to meet the expectations of COM-14-041 and A.C.A. 6-10-106.

Mountain Home Public Schools will:

- Use five inclement weather days already built into the calendar
- Use teacher workdays as instructional days
- Hold instructional day on Presidents/Bates Day, Good Friday and Memorial Day
- Use part of spring break
- Add days to the end of the school year

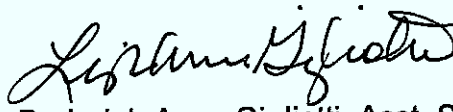
We are submitting a waiver request for instructional days on Tuesday, Feb. 4, Wednesday, Feb. 5, and Dec. 13 (10-12 grades missed school).

Thank you for consideration given our inquiry.

Sincerely,



Dr. Lonnie Myers, Superintendent



Dr. Leigh Anne Gigliotti, Asst. Superintendent



Mountain Home Courthouse/Feb. 4, 2014



Butcher Drive, Mtn. Home, AR 72653/Feb. 4, 2014



Mtn. Home Townsquare/Feb. 4, 2014



Hackler Intermediate School, Mtn. Home, AR 72653/Feb. 5, 2014



Mtn. Home Public Schools, Admn. Building, 2465 Rodeo Drive, Mtn. Home, AR 72653/ Feb. 5, 2014



Rodeo Drive, Mtn. Home, AR 72653/Feb. 5, 2014



Approved Memos: Inclement Weather Waiver Extension



Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0

Created at 3/4/2014 12:13 PM by Deborah Coffman (ADE)

Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

Mountain Home Public Schools

Lonnie Myers, Ed.D.
Superintendent



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Leigh Anne Gigliotti, Ed. D.
Assistant Superintendent

MAR - 5 2014

2465 Rodeo Drive
Mountain Home, AR 72653
870-425-1201(phone) 870-425-1316(fax)

DEPARTMENT OF EDUCATION

2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

District: Mountain Home Public Schools (LEA #0303)
Superintendent: Dr. Lonnie Myers

Due to inclement weather, the district missed the following dates:

Please check all that apply.

- ☒ March 3, 2014
- ☒ March 4, 2014
- ☒ March 5, 2014
- ☐ March 6, 2014
- ☐ March 7, 2014

Please complete the following statement.

The district missed a total of 15/16* days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 5/6 days making the 2013-2014 school year a total of 173 days for K-9 Grades and 172 days for 10-12 Grades instructional days.

Lonnie Myers 3/5/14
Superintendent Signature Date

*NOTE: On Dec. 13, Mtn. Home High School's roof had significant deflection in some areas. For precautionary reasons, school was not in session (Dec. 13) at the high school until engineers deemed it safe for use. If waiver is approved, the last day of school for K-12 grades would be June 2, 2014.



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

MOUNTAIN VIEW SCHOOL DISTRICT

210 High School Drive
Mountain View, Arkansas 72560



Phone (870) 269-3443
Fax (870) 269-3446

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COMMISSIONER'S OFFICE

FEB 26 2014

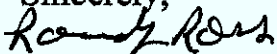
To: Dr. Tom Kimbrell, Commissioner
From: Rowdy Ross, Superintendent
RE: Inclement Weather Waiver

DEPARTMENT OF EDUCATION

Dr. Kimbrell,

Mountain View School District has missed fifteen and one-half days so far due to inclement weather. The district has seven snow days built into our calendar. We have cancelled our spring break. That leaves three and one-half days that we are asking you to waive. We did not have any teacher work days in our calendar. The only other holiday in our calendar is Memorial Day and we feel like that is a day we need to give our students and staff to honor and remember our veterans. This has been a difficult winter and I appreciate any consideration you give us concerning this matter. Thank you.

Sincerely,



Rowdy Ross
Superintendent
Mountain View School District

BOARD OF EDUCATION

President—Shannon Scroggins • Vice-President—Bob Jones • Secretary—Lori Dobbins
Doug Daniel • Micheal Stewart • Mark Bauerlein • Jana Wickham

Days missed due to inclement weather:

12/5/2013 dismissed at 11:00

12/6/2013	1/9/2014	2/3/2014
12/9/2013	1/10/2014	2/4/2014
12/10/2013		2/5/2014
12/11/2013		2/6/2014
12/12/2013		2/7/2014
12/13/2013		2/10/2014
		2/11/2014



Approved Memos: Inclement Weather Waiver Extension



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Attention	Co-op Directors; Superintendents; Charter Directors
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Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

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2013-2014 Inclement Weather Waiver Amendment

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District: Mountain View
Superintendent: Rowdy Ross

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MAR -7 2014

Due to inclement weather, the district missed the following dates:

DEPARTMENT OF EDUCATION

Please check all that apply.

☒ March 3, 2014
☒ March 4, 2014
☒ March 5, 2014
☒ March 6, 2014
☐ March 7, 2014

Please complete the following statement.

The district missed a total of 19.5 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 7.5 days making the 2013-2014 school year a total of 170.5 instructional days.

Rowdy Ross
Superintendent Signature

3-7-14
Date



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ARKANSAS
DEPARTMENT
OF EDUCATION

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MOUNTAINBURG PUBLIC SCHOOLS

In Arkansas' Most Scenic School District

Superintendent
479-369-2121
Fax: 479-369-2138

129 Highway 71 S W
Mountainburg, AR 72946

Middle School Principal
479-369-4506
Fax: 479-369-4355

High School Principal
479-369-2146
Fax: 479-369-2845

Elementary School Principal
479-369-2762
Fax: 479-369-4302

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COMMISSIONER'S OFFICE

MAR - 5 2014

March 5, 2014

DEPARTMENT OF EDUCATION

Dr. Tom Kimbrell
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

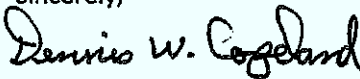
Dear Dr. Kimbrell:

My name is Dennis Copeland, Superintendent of the Mountainburg School District and I am writing you in regards to the Inclement Weather Waiver Extension. Due to bad weather conditions, the Mountainburg School District has missed 11 days of school (2 of those days were Monday, March 3rd and Tuesday, March 4th putting us over the 10 day threshold). I am requesting a waiver of one day at this point and will ask for more if we receive more bad weather before the end of the 2013-2014 school year. Mountainburg has missed on the following days due to bad weather and will make up on purposed days:

- 1) December 5 - made up on January 20 (XYD Day)
- 2) December 6- made up on February 14 (XYD Day)
- 3) December 9- made up on February 17 (XYD Day)
- 4) December 10- will make up on March 24 (Spring Break Day)
- 5) January 9- will make up on March 25 (Spring Break Day)
- 6) January 10- will make up on April 18 (XYD Day)
- 7) February 3- will make up on May 30 (XYD Day)
- 8) February 4- will make up on June 2
- 9) February 5- will make up on June 3
- 10) March 3- will make up on June 4
- 11) March 4- Asking for waiver day from state

Thank you for considering a waiver day for the Mountainburg School District. This has been an unusual winter and still could create problems for school districts as we near the end of winter.

Sincerely,



Dennis W. Copeland,
Superintendent



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Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

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Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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NORFORK SCHOOL DISTRICT

Mike Seay, Superintendent

44 Fireball Lane
Norfolk, Arkansas 72658

Telephone: 870-499-5228
Facsimile: 870-499-5109

February 25, 2014

Dr. Tom W. Kimbrell, Ed.D.
Commissioner of Education
State of Arkansas
Four Capitol Mall
Little Rock, Arkansas 72201

RECEIVED
COMMISSIONER'S OFFICE

FEB 27 2014

DEPARTMENT OF EDUCATION

Dear Dr. Kimbrell:

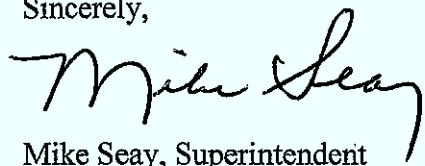
Norfolk Public Schools missed 13 days during the 2013-2014 School Year for inclement weather. We have scheduled the following days to make up 10 of these days:

5 Snow Days built into our Calendar
1 Teacher In-service Day
1 Good Friday
1 Saturday School (February 22)
1 Memorial Day
1 Spring Break Day
10 days total make-up days

We are respectfully requesting a waiver for the other 3 days we have missed.

Thank you for your consideration.

Sincerely,



Mike Seay, Superintendent

CC: Deborah Coffman, Chief of Staff



Approved Memos: Inclement Weather Waiver Extension



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0

Created at 3/4/2014 12:13 PM by Deborah Coffman (ADE)

Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

Superintendent:

Due to inclement weather, the district missed the following dates:

Please check all that apply.

☒ March 3, 2014

☒ March 4, 2014

☒ March 5, 2014

☒ March 6, 2014

☐ March 7, 2014

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MAR 7 2014

DEPARTMENT OF EDUCATION

Please complete the following statement.

The district missed a total of 17 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 7 days making the 2013-2014 school year a total of 171 instructional days.

Mike Seay 3-7-14
Superintendent Signature Date

☐ March2014 Amendment to Inclement Weather Waiver Request.doc?
24K

Mike Seay <mike.seay@norfolk.k12.ar.us>
To: kathy martin <kathy.martin@norfolk.k12.ar.us>

Fri, Mar 7, 2014 at 9:59 AM

[Quoted text hidden]

Mike Seay <mike.seay@norfolk.k12.ar.us>
To: kathy martin <kathy.martin@norfolk.k12.ar.us>

Fri, Mar 7, 2014 at 10:00 AM

[Quoted text hidden]



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)



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MAR 17 2014
DEPARTMENT OF EDUCATION

March 6, 2014

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

Dear Commissioner Kimbrell and Members of the State Board of Education,

The purpose of this letter is to seek a waiver from the state expectation of 178 days of student instruction. We are submitting the waiver request to excuse 3 days of student instruction for Northwest Arkansas Classical Academy.

Northwest Arkansas Classical Academy has missed 13 days due to weather related issues. Our calendar was initially designed to have missed days of instruction made up in the following manner:

- First – Martin Luther King Holiday
- Second – President's Day
- Third – Add instructional days to the end of the calendar

Due to these significant weather issues we have experienced in Northwest Arkansas, we have amended our calendar to increase the number of instructional days prior to state and national testing. Our calendar modifications will include the addition of the following days:

- Saturday School on March 15, 2014.
- Monday and Tuesday of our Spring Break, March 24 and 25, 2014

The waiver we seek will allow Northwest Arkansas Classical Academy to end the 2013-2014 school year on June 5, 2014. We have made every attempt to add days of instruction during the school year, two days by design when we initially built the calendar, and 3 days of added

instruction (Saturday School, March 15 and 2 days of spring break, March 24 and 25) once we had the significant school closure issues.

We believe that it would be best to begin summer on June 6, 2014 for the following reasons:

- The longer we go into summer, the greater chance of our daily enrollment being impacted.
- Our efforts to provide professional development to our staff will not be disrupted.
- To avoid our businesses and families in the community from becoming frustrated that school is still in session.
- Because Northwest Arkansas Classical Academy follows the Bentonville School District traditional calendar, and there are families in both schools, continuing to follow Bentonville (since Bentonville is also seeking a similar waiver) would be ideal.

Please find attached documentation that shows we meet expectations for this waiver to be considered. If there is any further information that you need in considering this waiver, please let us know.

Sincerely,

A handwritten signature in black ink, appearing to read 'T. Petersen', with a long horizontal flourish extending to the right.

Timm Petersen
Headmaster
Northwest Arkansas Classical Academy
1302 Melissa Drive
Bentonville, AR 72712

Attachments

- List of days for school cancellation at Northwest Arkansas Classical Academy
- 2013-2014 Calendar indicating the initial plan to make-up school cancellations
- 2013-2014 Modified Calendar to add additional instructional days prior to testing

Northwest Arkansas Classical Academy

Missed Days Due To Inclement Weather

1. December 5, 2013
2. December 6, 2013
3. December 9, 2013
4. December 10, 2013
5. December 11, 2013
6. January 6, 2014
7. January 7, 2014
8. January 9, 2014
9. February 3, 2014
10. February 4, 2014
11. February 5, 2014
12. March 3, 2014
13. March 4, 2014

Make-up Days

January 20th, 2014
February 17th, 2014
March 15, 2014
March 24, 2014
March 25, 2014
May 30, 2014
June 2, 2014
June 3, 2014
June 4, 2014
June 5, 2014

Requesting Waiver

Requesting Waiver

Requesting Waiver

2013-2014 School Calendar

Northwest Arkansas Classical Academy

AUGUST						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
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SEPTEMBER						
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OCTOBER						
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NOVEMBER						
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DECEMBER						
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JANUARY						
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Reporting Periods		Days
First Period	08/19/13 - 10/18/13	42
Second Period	10/21/13 - 12/20/13	40
Third Period	01/06/14 - 03/14/14	48
Fourth Period	03/17/14 - 05/29/14	48

Total School Days 178

Holidays	
Labor Day	September 2, 2013
Columbus Day	October 14, 2013
Thanksgiving Break	November 25-29, 2013
Christmas Break	Dec 23, 2013 to Jan 3, 2014
MLK Day	January 20, 2014
President's Day	February 17, 2014
Spring Break	March 24-28, 2014
Memorial Day	May 26, 2014

Staff Development Days

August 1-2, 2013
August 5-9, 2013
August 12-14, 2013
October 11, 2013

Bad Weather Make-up Days

January 20, 2014
February 17, 2014
May 30, 2014
June 2-10, 2014

Teacher Work Days

August 15-16, 2013
May 30, 2014

District Testing Dates (Subject to Change)

Window for Kindergarten Screener (QUALLS) - Aug 19 - Sept 20
Window for ELDA for ELL K-12 - Mar 17-May 2, 2014
Alternate Portfolio due date - March 21, 2014
Window for Grades 1-2 Iowa Tests - March 31-April 11, 2014
Augmented Benchmark Exams in Grades 3-8 - April 7-11, 2014

FEBRUARY						
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JUNE						
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JULY						
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2013-2014 School Calendar

Northwest Arkansas Classical Academy

LEA # 0442

AUGUST						
S	M	T	W	T	F	S
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SEPTEMBER						
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OCTOBER						
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NOVEMBER						
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DECEMBER						
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JANUARY						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Reporting Periods

		Days
First Quarter	08/19/13 - 10/18/13	42
Second Quarter	10/21/13 - 01/17/14	42
Third Quarter	01/20/14 - 04/04/14	46
Fourth Quarter	04/07/14 - 06/10/14	46
Total School Days		176

Holidays

Labor Day	September 2, 2013
Student Holiday	October 11, 2013
Columbus Day	October 14, 2013
Thanksgiving Break	November 25-29, 2013
Christmas Break	Dec 23, 2013 - Jan 3, 2014
MLK Day	January 20, 2014
President's Day	February 17, 2014
*Spring Break	March 26-28, 2014
Memorial Day	May 26, 2014

Make Up Days (Act 1469)

January 20, 2014
February 17, 2014
*March 15, 2014 (Saturday)
*March 24-25, 2014
May 30, 2014
June 2-10, 2014

Staff Development Day

August 1-14, 2013
October 11, 2013

Teacher Workdays

August 15-16, 2013
June 12, 2014

Bad Weather Days

December 5, 2013	January 9, 2014
December 6, 2013	February 3, 2014
December 9, 2013	February 4, 2014
December 10, 2013	February 5, 2014
December 11, 2013	March 3, 2014
January 6, 2014	March 4, 2014
January 7, 2014	

Parent Teacher Conferences

November 1, 2013
April 1, 2014

*Adjusted due to Bad Weather

District Testing Dates (Subject to Change)

Window for Kindergarten Screener (QUALLS) - Aug 19 - Sept 20
Window for ELDA for ELL K-12 - March 17-May 2, 2014
Alternate Portfolio due date - March 21, 2014
Window for Grades 1-2 Iowa Tests - March 31-April 11, 2014
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JULY						
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Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

Omaha School District

Home of the Eagles



Phone: 870-426-3366 · Fax: 870-426-3355 · Address: 522 W. College Rd. Omaha, AR 72662

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FEB 25 2014

DEPARTMENT OF EDUCATION

February 21, 2014

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304-A
Little Rock, AR 72201

Dear Dr. Kimbrell and the Arkansas State Board of Education:

I am requesting a waiver on behalf of the Omaha School District Board of Education of six (6) days from the required 178 for student attendance required by law. This appeal is based on the extremely significant number of days missed due to three weeks of severe inclement weather.

The Omaha School District has missed seventeen (17) snow days thus far this school year. We have missed the following days:

- December 5-6 and 9-13 (7 days)
- January 6-10 (5 days)
- February 3-7 (5 days)

After the second major snow storm we revised our school calendar to meet the standard of 178 required attendance days for students. Our revised calendar reflects our effort to reclaim a few days and add days to the end of the school year. Our snow makeup days include the following:

- a shorter Christmas break (January 2-3)
- Martin Luther King Jr. Day (January 20)
- President's Day (February 17)
- Spring Break (March 24-26)
- added 10 days to the end of the year (May 27-30, June 2-6 and 9)

Mr. Jerry Parrett, Superintendent · Nathan White, Principal · Amanda Green, Dean of Students

Board of Directors: Scott Edwards, President; Frances Blevins, Vice-President; Joe Ellis, Secretary; Susan Moore; Carl Roberts

After benchmark testing, it is a major challenge to maintain student focus on academics. The instructional effectiveness after Memorial weekend is difficult to assess; therefore I am requesting a six (6) day waiver. Your thoughtful consideration of this request is genuinely appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Jerry Parrett".

Jerry Parrett
Superintendent



Approved Memos: Inclement Weather Waiver Extension



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0

Created at 3/4/2014 12:13 PM by Deborah Coffman (ADE)

Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

District: Omaha School District

Superintendent: Jerry Parrett

Due to inclement weather, the district missed the following dates:

Please check ¹all that apply.

☒ March 3, 2014

☒ March 4, 2014

☒ March 5, 2014

☒ March 6, 2014

☐ March 7, 2014

Please complete the following statement.

The district missed a total of 21 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 8 days making the 2013-2014 school year a total of 170 instructional days.

Jerry Parrett 3/6/2014
Superintendent Signature Date

To clarify, we will be using or have used the following days as makeup snow days:

1. January 2
2. January 3
3. January 20
4. February 17
5. March 24
6. March 25
7. March 26
8. March 27
9. March 28
10. May 27
11. May 28
12. May 29
13. May 30

If the waiver is not approved we will add the following dates to the calendar:

1. June 2
2. June 3
3. June 4
4. June 5
5. June 6
6. June 9
7. June 10
8. June 11
9. June 12
10. June 13

Ozark Mountain School District
250 Highway 65 North
Saint Joe, AR 72675

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COMMISSIONER'S OFFICE

FEB 21 2014

DEPARTMENT OF EDUCATION

February 10, 2014

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Dr. Kimbrell and the Arkansas State Board of Education:

Ozark Mountain School District is requesting a waiver for inclement weather as we have currently missed 15 days of school due to inclement weather.

Because our teachers and staff are committed to student achievement, our PPC committee met in January and made the decision to use spring break to make up instructional days. Our district has reworked the school calendar to provide as many instructional days as possible before spring testing. It was also decided that teachers would stay after school to make up the missed professional development days.

Days missed: Dec. 5,6,9,10,11,12,13 Jan. 6,7,9 Feb. 3,4,5,6,7

The following is a list of our make-up days: Each day will be from 8:00-3:15

Jan. 2, March 21st Professional Development-turned student contact days: Make-up days 1 & 2

ALL of Spring Break-turned to student contact: Make-up days 3-7

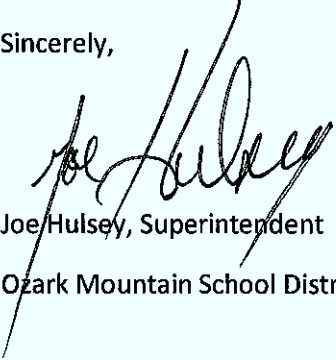
April 18th- Good Friday-turned to student contact: Make-up day 8

May 23 and May 27th- make up snow days with waiver: Make-up day 9 & 10

May 23, May 27-June 3rd-make up snow days without the waiver: Make-up day 9-15

We respectfully request that we are forgiven for 5 of our 15 inclement weather days.

Sincerely,



Joe Hulsey, Superintendent

Ozark Mountain School District



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p> <p>Dr. Tom Witte, Director of Operations</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)



Approved Memos: Inclement Weather Waiver Extension



Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
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Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

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Ozark Mountain School District
250 Highway 65
Saint Joe, AR 72675

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COMMISSIONER'S OFFICE

MAR -7 2014

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

District: Ozark Mountain School District
Superintendent: Joe Hulsey

Due to inclement weather, the district missed the following dates:

Please check all that apply.

- ☒ March 3, 2014
- ☒ March 4, 2014
- ☒ March 5, 2014
- ☒ March 6, 2014
- ☐ March 7, 2014

Please complete the following statement.

The district missed a total of **19** days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of **9** days making the 2013-2014 school year a total of **169** instructional days.



Superintendent Signature

March 7, 2014
Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
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Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
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Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
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Pangburn Public Schools

*Dr. Kathy Berryhill, Superintendent
1100 Short Street, Pangburn, AR 72121*

*Telephone: 501-728-4511
501-728-4514*

Fax:

Friday, March 7, 2014

To: *Dr. Tom Kimbrell
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201*

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COMMISSIONER'S OFFICE

MAR -7 2014

DEPARTMENT OF EDUCATION

RE: Inclement Weather Waiver

Pangburn Schools had the following snow/ice days when it was necessary to cancel school: on December 6, 9th & 10th during first semester and have missed January 9th, February 3rd, 4th 5th, and March 3rd, 4th, 5th & 6th which is a total of 11 days during the 2013-14 school year.

We adjusted days in the 2nd quarter and ended the first semester on January 8th 2014 to meet requirements. We will also adjust the ending date of the 3rd Quarter grading period to meet ADE total day requirement.

We have "made- up" the following dates so far: January 31st, February 17th and our plans are to use the following dates as "make-up": – March 31st, April 18th, May 26th, and Inclement Weather days on Friday, May 30th and Monday, June 2nd.

We will schedule two additional make-up days on Saturdays in April and in May, and will also use either Saturday, May 31st and/or Tuesday, June 3rd to cover missed days. We hope you will strongly consider this waiver application.

Sincerely,

Dr. Kathy Berryhill

Dr. Kathy Berryhill, Superintendent

—District Board of Education—

President – Trey Reaper, Vice President – Mikel McCord, Secretary – Royce Turner, Members: Mark Flint & Nikki King



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

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Memo Number	COM-14-041
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Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
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Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

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FEB 25 2014

Where it all comes together

DEPARTMENT OF EDUCATION

PARAGOULD SCHOOL DISTRICT

1501 WEST COURT STREET • PARAGOULD, ARKANSAS 72450

(870) 239-2105 • FAX (870) 239-4697 • <http://paragould.k12.ar.us>

SUPERINTENDENT
DEBBIE SMITH

February 21, 2014

DEPUTY SUPERINTENDENT
RICHARD SHELBY

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, Arkansas 72201

DIRECTOR OF
INSTRUCTION
KARLA BLACKWOOD

Dear Dr. Kimbrell:

On behalf of the Paragould School District, I am requesting a waiver of the 178 instructional day requirement for the 2013-2014 school year.

BOARD MEMBERS

PRESIDENT
SAM MCHANEY

VICE PRESIDENT
TIM COY

SECRETARY
TREY BAILEY

BARRY BATEMAN

GREG GRAHAM

JEREMY HANCOCK

LILLIAN WHITE

The Paragould School District was forced to miss eleven (11) days of school due to inclement weather. The following dates were built into the calendar and have been or will be utilized to make up five of the missed days: January 20, February 17, April 18, May 29, and May 30. Upon approval by the Certified and Classified Policy Committees, the Board, and the district staff, the first two days of spring break, March 24 and March 25, will be utilized as make up days. In addition, the last day of school has now been extended to June 5.

I respectfully request that the Paragould School District be granted a waiver from making up one (1) of the days of school for the 2013-2014 school year. I also request that the district be allowed for consideration for additional waiver days this year if forced to close due to inclement weather.

Sincerely,

Debbie Smith
Superintendent

The Paragould School District aspires to welcome all students into a safe, caring, and exiting educational environment filled with enriched activities and opportunities. Ultimately, all graduates will be equipped with knowledge, confidence, and a pathway to attain their dreams beyond high school. Our vision will be achieved through accurate, honest, and timely communication, connecting students, teachers, administrators, parents and patrons.



Approved Memos: Inclement Weather Waiver Extension



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

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MAR 47 2014

Where it all comes together

PARAGOULD SCHOOL DISTRICT

DEPARTMENT OF EDUCATION

1501 WEST COURT STREET • PARAGOULD, ARKANSAS 72450
(870) 239-2105 • FAX (870) 239-4697 • <http://paragould.k12.ar.us>

2013-2014 Inclement Weather Waiver Amendment

SUPERINTENDENT
DEBBIE SMITH

DEPUTY SUPERINTENDENT
RICHARD SHELBY

DIRECTOR OF
INSTRUCTION
KARLA BLACKWOOD

Please attach the following information to the previous waiver submitted by the Paragould School District.

District: Paragould
Superintendent: Debbie Smith

Due to inclement weather, the district missed the following dates:

Please check all that apply.

☒ March 3, 2014
☒ March 4, 2014
☒ March 5, 2014
☒ March 6, 2014
☒ March 7, 2014

BOARD MEMBERS

PRESIDENT
SAM MCHANEY

VICE PRESIDENT
TIM COY

SECRETARY
TREY BAILEY

BARRY BATEMAN

GREG GRAHAM

JEREMY HANCOCK

LILLIAN WHITE

Please complete the following statement.

The district missed a total of 16 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 6 days making the 2013-2014 school year a total of 172 instructional days.

Debbie Smith
Superintendent Signature

3-7-2014
Date

****It is possible that the remaining three days of spring break may also be utilized as make up days. An electronic survey is being completed at this time to determine whether to send the proposal to the board and staff.**

The Paragould School District aspires to welcome all students into a safe, caring, and exiting educational environment filled with enriched activities and opportunities. Ultimately, all graduates will be equipped with knowledge, confidence, and a pathway to attain their dreams beyond high school. Our vision will be achieved through accurate, honest, and timely communication, connecting students, teachers, administrators, parents and patrons.



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

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Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
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Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

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COMMISSIONER'S OFFICE

MAR 5 2014

Pea Ridge Schools

DEPARTMENT OF EDUCATION

781 West Pickens Road, Pea Ridge, Arkansas 72751

Fax 479-451-8235



Board Members:

Ann Cato, President

Sandy Button, Vice-President

Jenny Wood, Secretary

Josh Ramsey, Member

Braxton Hurst, Member

Rick Neal, Superintendent, 451-8181

Keith Martin, Asst. Superintendent, 451-1819

Jon Laffoon, High School Principal, 451-8182

Matt Wood, Asst. Principal, High School/Middle School

Sue McElroy, Middle School Principal, 451-0620

Sarah Stokes, Intermediate Elementary Principal 451-1555

Aaron Gaffigan, Primary Elementary Principal, 451-8183

Bonnie Fullmer, Curriculum / Testing Coordinator, 451-1819

February 24, 2014

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Dear Dr. Kimbrell,

The Pea Ridge School District is hereby applying for an Inclement Weather Waiver as outlined in Commissioner's Memo COM-14-041. The district has missed a total of fourteen (14) days to date and would like to apply for a waiver for all days missed above ten (10) days. Therefore, this request would include any additional days missed after the date of this request.

The current calendar approved by the Pea Ridge Board of Education requires that ten (10) days be added to the end of the school year making June 6 the last day for students. In addition, the calendar was amended to make January 2 and 3 student teacher days and school will be in session March 24 and 25 of Spring Break week. The district also was in attendance on Martin Luther King Day and President's Day.

A number of school districts have missed a large number of days this year. The Pea Ridge Board of Education received input from the faculty, staff, and community prior to making a decision on the ten make-up days scheduled in the current calendar. I urge the State Board of Education and you to support the ability of local boards of education to determine the make-up days that best meet the needs of the community and students.

Thank you for your consideration and if I can provide any additional information, please let me know.

Sincerely,

Rick Neal
Superintendent

Pea Ridge School District does not discriminate on the basis of race, color, sex, national origin or disability in any of its policies, practices or procedures.



Approved Memos: Inclement Weather Waiver Extension



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Memo Number	COM-14-051
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Version: 3.0

Created at 3/4/2014 12:13 PM by Deborah Coffman (ADE)

Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

District: Pea Ridge
Superintendent: Rick Neal

Due to inclement weather, the district missed the following dates:

Please check all that apply.

☒ March 3, 2014

☒ March 4, 2014

☐ March 5, 2014

☐ March 6, 2014

☐ March 7, 2014

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COMMISSIONER'S OFFICE

MAR 6 2014

DEPARTMENT OF EDUCATION

Please complete the following statement.

The district missed a total of 16 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 6 days making the 2013-2014 school year a total of 172 instructional days.


Superintendent Signature

3/6/14
Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

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Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)



Piggott School District

429 East Main Street • P.O. Box 387 • Piggott, AR 72454-3087
870-598-2572 • Fax: 870-598-5283



February 26, 2014

RECEIVED
COMMISSIONER'S OFFICE

FEB 27 2014

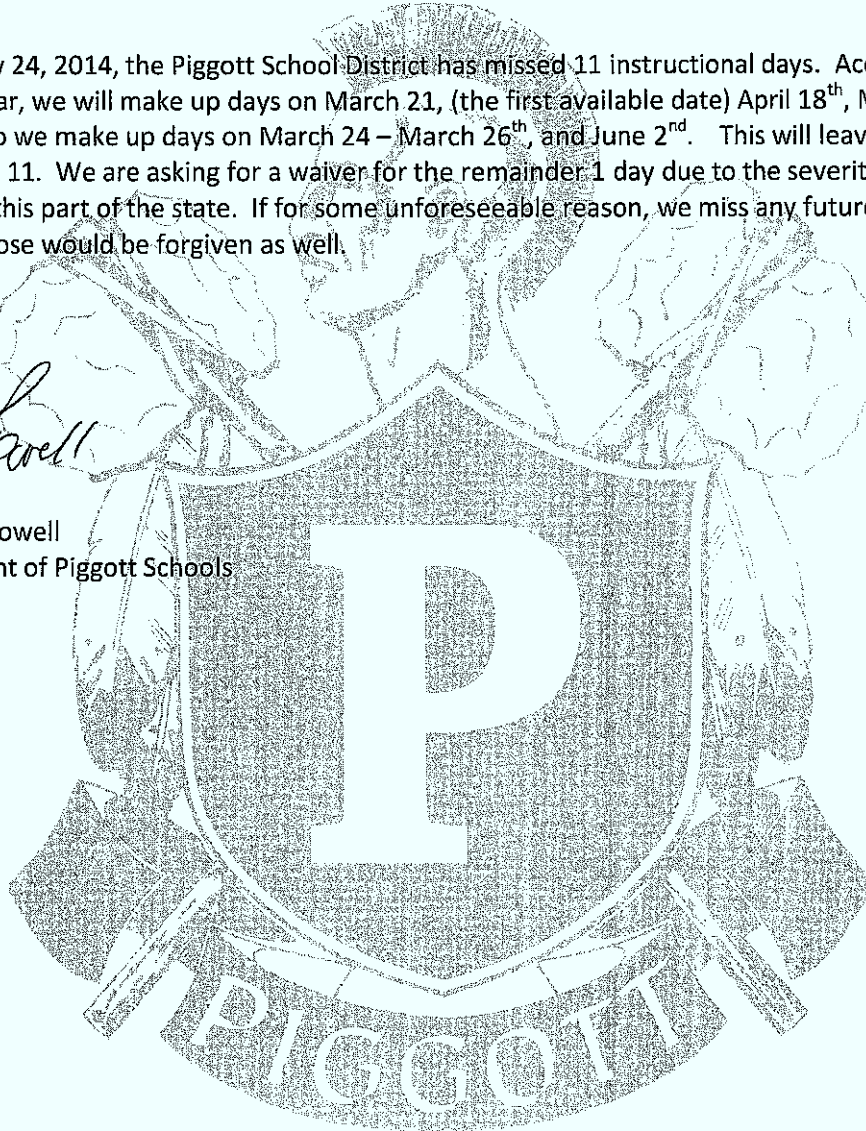
Dear Dr. Kimbrell,

DEPARTMENT OF EDUCATION

As of February 24, 2014, the Piggott School District has missed 11 instructional days. According to the school calendar, we will make up days on March 21, (the first available date) April 18th, May 27 – 30, 2014. We also we make up days on March 24 – March 26th, and June 2nd. This will leave us making up 10 days of the 11. We are asking for a waiver for the remainder 1 day due to the severity of the weather conditions in this part of the state. If for some unforeseeable reason, we miss any future days, we are asking that those would be forgiven as well.

Sincerely,

Mrs. Charlie Powell
Superintendent of Piggott Schools





Approved Memos: Inclement Weather Waiver Extension



Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0

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Piggott School District

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870-598-2572 • Fax: 870-598-5283



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MAR - 6 2014

March 6, 2013

2013-2014 Inclement Weather Waiver Amendment

DEPARTMENT OF EDUCATION

Please attach the following information to the previous waiver submitted by the district.

District: Piggott School District

Superintendent: Charnelsa Powell

Due to inclement weather, the district missed the following dates:

Please check all that apply.

☒ March 3, 2014

☒ March 4, 2014

☒ March 5, 2014

☒ March 6, 2014

☒ March 7, 2014

The district missed a total of 16 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 6 days making the 2013-2014 school year a total of 172 instructional days.

Charnelsa Powell 3/6/14

Superintendent Signature

Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state’s Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President’s/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p> <p>Dr. Tom Witte, Director of Operations</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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POCAHONTAS PUBLIC SCHOOLS

DARYL BLAXTON, SUPERINTENDENT



2300 NORTH PARK STREET

POCAHONTAS, AR 72455

PHONE: 870-892-4573

FAX: 870-892-8857

www.pocahontaspsd.com

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COMMISSIONER'S OFFICE

MAR 17 2014

March 7, 2014

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
#4 Capitol Mall, 304A
Little Rock, AR 72201-1071

DEPARTMENT OF EDUCATION

Dear Dr. Kimbrell:

On behalf of the Pocahontas School District, I am requesting a waiver of the 178 instructional day requirement for the 2013-2014 school year.

The Pocahontas School District has missed fifteen-(15) days of school due to inclement weather. We are requesting five-(5) of the days to be waived by the State Board of Education, per the following make up schedule for the other ten-(10) days.

- Four-(4) days will be added to the end of the regular school year, per the original school calendar (May 27-30),
- One-(1) day was made up by attending on President's Day instead of waiting until the end of the year as originally planned per our school calendar (February 17),
- Three-(3) days will be made up by attending the Monday, Tuesday and Wednesday of Spring Break (March 24-26),
- One-(1) day will be made up by attending on Good Friday (April 18), and
- One-(1) day will be made up by attending on Memorial Day provided the request to do so is approved by you as Commissioner of Education. (May 26)

Our last day of school will be Friday, May 30, 2014 provided our waiver request for five-(5) days and our request to attend on Memorial Day are approved.

As always, I am appreciative of your consideration of these matters and look forward to hearing from you as to our request(s).

Sincerely,

A handwritten signature in cursive script, appearing to read "Daryl Blaxton".

Daryl Blaxton
Superintendent of Schools

Board Members: Victor Stone, President; Dr. Michael Davis, Vice President; James Ray
Chester, Secretary; Chuck Andrews and Gary Cole



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

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Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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COMMISSIONER'S OFFICE

MAR - 5 2014

DEPARTMENT OF EDUCATION



110 School Street
Prairie Grove, Arkansas 72753
Phone: (479) 846-4213 Fax: (479) 846-2015

March 5, 2014

Dear Dr. Kimbrell:

This letter requesting a waiver for days missed due to inclement weather is submitted as a replacement and amendment for a letter sent on February 25, 2014. We have missed three additional days of school this week.

The Prairie Grove School District has currently missed 15 days of school. We are asking for a waiver for all days beyond 10.

We are currently working through a plan to make up all 15 days in case the waiver is not granted. This plan includes two holidays, MLK Day and Presidents' Day, which have already been used for make-up. We have also scheduled two Saturdays, March 8 and 22; and added 11 days on to the end of the school-year, including Memorial Day (we have already received a waiver for this day), and Saturday, June 7, which would be our last day of school.

If we are granted the waiver we would use any days planned prior to waiver being granted and add days on to the end of the year to complete the 10 make-up days required.

Thank you for your consideration in this matter. Please feel free to contact me with any questions you may have.

Sincerely,

Allen Williams
Superintendent

Mission Statement:

Prairie Grove School District, in collaborative partnership with families and community, will provide a secure environment of educational excellence where all belong, all learn and all succeed.



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p> <p>Dr. Tom Witte, Director of Operations</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

QUITMAN PUBLIC SCHOOLS

Home of the Bulldogs

P.O. Box 178
Quitman, AR 72131

Rhonda Bradford
Superintendent

Phone: (501) 589-3156
Fax: (501) 589-3523

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

RECEIVED March 6, 2014
COMMISSIONER'S OFFICE

MAR 6 2014

DEPARTMENT OF EDUCATION

Dr. Kimbrell:

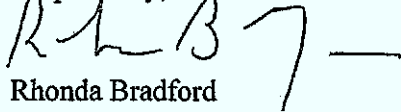
This letter is to formally request a waiver for 4 days missed due to inclement weather. Quitman has experienced 13 days of closure due to inclement weather during the 2013-14 school year. We have exhausted the 5 days built into our calendar and have elected to make-up 4 days utilizing Saturdays and Memorial Day. Days we have used or will use that were built into our calendar;

Monday January 6, 2014
Monday January 20, 2014
Thursday February 13, 2014
Monday February 17, 2014
Friday April 18, 2014

Our district has elected to make-up 4 days missed on the following dates;

Saturday April 12, 2014
Saturday May 3, 2014
Monday May 26, 2014 (Memorial Day waiver approved)
Saturday May 31, 2014

Respectfully,



Rhonda Bradford
Superintendent
Quitman Public Schools
bradfordr@quitman.k12.ar.us
501-589-3156

Brett Bunch
High School Principal

Mary Davis
Elementary Principal



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

February 24, 2014

State Board
of Education

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

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Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Ms Rhonda Bradford,

The Arkansas Department of Education received a request from the Quitman Public School District, dated February 13, 2014, for a waiver of A.C.A. §6-10-106(c). The Quitman Public School District requested to use Memorial Day, May 26, 2014, as a teacher/student contact day. Due to inclement weather, the district has missed nine (9) instructional days.

Pursuant to A.C.A. §6-10-106(c) the waiver request, as listed above, is approved for 2013-2014.

If you have additional questions please contact Deborah Coffman, Chief of Staff, 501-683-0205 or Deborah.Coffman@arkansas.org.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom W. Kimbrell".

Tom W. Kimbrell, Ed.D.
Commissioner of Education
State of Arkansas

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

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RSD

Rector School District #1, P.O. Box 367, Rector, Arkansas 72461

"PROVIDING A FIRM FOUNDATION"

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FEB 24 2014

DEPARTMENT OF EDUCATION

February 20, 2014

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Dear Dr. Kimbrell

The Rector School District is requesting a waiver for two school days in the 2013-2014 school year. The Rector School has missed a total of twelve days during the 2013-2014 school year. We will use the five snow days built into our school calendar as required by state law. We have already made up two days by coming back early from Christmas break. We were scheduled to return on January 6, but voted to return on January 2 and January 3 to make up two snow days.

We are currently planning how we will make up the other five days. The plan is to return from spring break on March 27 and March 28 to make up two days, and also to attend school on Memorial Day (if approved), and May 30 and May 31. If approved for this waiver, we would not have to go to school on Memorial Day or Saturday, May 31.

Sincerely yours



Johnny Fowler
Superintendent



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">• Using the five inclement weather days already built into the calendar.• Using previously scheduled teacher workdays as instructional days.• Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.• Using part or all of spring break.• Adding days to the end of the school year.• Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
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Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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Approved Memos: Inclement Weather Waiver Extension



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

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Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

Rector School District

Due to inclement weather, the district missed the following dates:

Please check all that apply.

☒ March 3, 2014

☒ March 4, 2014

☒ March 5, 2014

☒ March 6, 2014

☒ March 7, 2014

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COMMISSIONER'S OFFICE
MAR 17 2014
DEPARTMENT OF EDUCATION

Please complete the following statement.

The district missed a total of 17 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 7 days making the 2013-2014 school year a total of 171 instructional days.

Johnny Fowler March 7, 2014
Superintendent Signature Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

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Memo Number	COM-14-041
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Attention	Co-op Directors; Superintendents; Charter School Directors
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Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
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Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)



Rogers Public Schools

where all belong, all learn, and all succeed

500 W. Walnut Street • Rogers, AR 72756 • www.rogersschools.net • (479) 636-3910 • FAX (479) 631-3504

March 4, 2014

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COMMISSIONER'S OFFICE

MAR 5 2014

Dr. Janie Darr, Superintendent
Mr. Mark Sparks, Deputy Superintendent
Dr. Virginia Abernathy, Assistant Superintendent
Dr. Roger Hill, Assistant Superintendent
Mr. Robert Moore, Assistant Superintendent
Mr. Cris Carter, Chief Information Officer
Ms. Kathy Hanlon, Chief Financial Officer
Mr. Jim White, Chief Operating Officer

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304-A
Little Rock, AR 72201

DEPARTMENT OF EDUCATION

Dear Commissioner Kimbrell and Members of the State Board of Education:

The purpose of this letter is to seek a waiver from the state's requirement of 178 days of student instruction. The Rogers School District has missed 13 days due to inclement weather. We are requesting the waiver to excuse two days of instruction for Rogers School District students.

The original 2013-2014 school calendar had five built-in make up days of May 27, 28, 29, 30 and June 2. We have also amended our calendar to increase the number of instructional days prior to state and national testing, with the following modifications approved by the Rogers Board of Education on December 17, 2013:

- Converted professional development day of January 20, 2014, to student instruction day with the professional development being made up during three 2-hour sessions after school (Day 6)
- Converted professional development day of February 17, 2014, to student instruction day with the professional development being made up during three 2-hour sessions after school (Day 7)
- Agreed to add additional make up days of June 3, 4, 5, and 6 to the end of the calendar (Days 8, 9, 10 and 11)

This is to request waiver of the 12th and 13th days missed due to inclement weather. In addition, we would like to make the same request for our continuous learning calendar school to have two days waived.

Thank you in advance for understanding this difficult situation and carefully considering the option to allow our district to waive two student instruction days which would allow students to complete their school year on Friday, June 6th rather than going into the second week of June.

Sincerely,

Janie Darr, Ed.D.
Superintendent



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p> <p>Dr. Tom Witte, Director of Operations</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0

Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)

Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

Salem Public Schools

BOARD OF EDUCATION
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www.salemschools.net
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WAYNE GUILTNER
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COREY JOHNSON

February 24, 2014

RECEIVED
COMMISSIONER'S OFFICE

FEB 26 2014

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

DEPARTMENT OF EDUCATION

Dr. Kimbrell,

On behalf of the Salem School District, I am requesting a waiver of the 178-day attendance requirement for the 2013-14 school year.

The Salem School District was forced to miss sixteen (16) days of school due to four snow/ice storms. Five (5) days were missed for the first snow event - December 5, 6, 9, 10, 11. The second snow caused us to miss one (1) day - January 6. The third event caused to miss two (2) days - January 9, 10. The fourth snow/ice storm resulted in eight (8) days missed - February 3, 4, 5, 6, 7, 10, 11, 12.

The district will make up the sixteen (16) missed days in this order:

- The first five (5) missed days will be made up by using inclement weather days that are added to the end of the school year calendar, May 19 - 23.
- The next five (5) days will be made up during the scheduled spring break week of March 24 - 28. Students will attend school and there will be no spring break.
- The remaining six (6) days will be made up by adding additional days to the calendar, May 27 - June 3.

This plan resulted in the last day of the school year being moved from May 16 to June 3.

The Salem School District establishes a calendar each year that ensures as many instructional days prior to state testing as possible. The district only has twelve (12) scheduled weekdays off prior to state testing; one (1) for Labor Day, three (3) for Thanksgiving, and eight (8) for Christmas. We try to plan ahead for snow events and we do not schedule days off for federal holidays and teacher in-service days. In addition, we try to keep the Thanksgiving and Christmas holiday breaks as short as possible.

I respectfully request that the Salem School District be excused from making up six (6) days of school that we were forced to miss during the four snow/ice storms. The reason for this request is to ensure that the Salem School District can:

- Begin summer ACT and credit recovery courses at the originally scheduled time and complete them prior to July.
- Ensure that students and staff can attend summer school courses.

- Complete a major HVAC renovation project scheduled to begin on May 27. This Arkansas Facilities Partnership Project includes total replacement of all HVAC equipment and ductwork at the elementary and high school. Contractors will need to start on time to ensure that the project is completed by the first day of the 2014-15 school year.
- Ensure that students and staff that work in the Northcentral Arkansas tourism and hospitality industry are available for work when the summer season begins.

Sincerely,

A handwritten signature in black ink, appearing to read "Ken Rich". The signature is fluid and cursive, with the first name "Ken" and last name "Rich" clearly distinguishable.

Ken Rich
Superintendent
Salem School District

Salem School District
 Make up Schedule – Prior to Waiver Request
 16 days missed due to inclement weather

Snow Day	Make up Day	Previous Designation
December 5, 2013	May 19, 2014	Act 1469 Weather Make up Day
December 6, 2013	May 20, 2014	Act 1469 Weather Make up Day
December 9, 2013	May 21, 2014	Act 1469 Weather Make up Day
December 10, 2013	May 22, 2014	Act 1469 Weather Make up Day
December 11, 2013	May 23, 2014	Act 1469 Weather Make up Day
January 6, 2014	March 24, 2014	Spring Break
January 9, 2014	March 25, 2014	Spring Break
January 10, 2014	March 26, 2014	Spring Break
February 3, 2014	March 27, 2014	Spring Break
February 4, 2014	March 28, 2014	Spring Break
February 5, 2014	May 27, 2014	Summer Vacation
February 6, 2014	May 28, 2014	Summer Vacation
February 7, 2014	May 29, 2014	Summer Vacation
February 10, 2014	May 30, 2014	Summer Vacation
February 11, 2014	June 2, 2014	Summer Vacation
February 12, 2014	June 3, 2014	Summer Vacation



Approved Memos: Inclement Weather Waiver Extension



Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0
Created at 3/4/2014 12:13 PM by Deborah Coffman (ADE)
Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

District: Salem
Superintendent: Kenneth Rich

Due to inclement weather, the district missed the following dates:

Please check all that apply.

X__ March 3, 2014

X__ March 4, 2014

X__ March 5, 2014

X__ March 6, 2014

X__ March 7, 2014

Please complete the following statement.

The district missed a total of 21 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 11 days making the 2013-2014 school year a total of 167 instructional days.

Kenneth Rich 3-6-14
Superintendent Signature Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

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Memo Number	COM-14-041
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Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
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Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

SEARCY COUNTY SCHOOL DISTRICT
952 HIGHWAY 65 NORTH MARSHALL, AR 72650

February 25, 2014

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Dr. Kimbrell:

I am writing to request a waiver for six of sixteen days missed for inclement weather. At this time, our plan for making up student contact days is as follows:

- ◆ Day 1, February 15 (Saturday)
- ◆ Day 2, February 17 (Presidents' Day)
- ◆ Day 3, March 8 (Saturday)
- ◆ Day 4, March 21 (Previously scheduled professional development day)
- ◆ Day 5 - 9, March 24 - 28 (Spring Break)
- ◆ Day 10 - 13, May 27 - 30 (Inclement weather days)
- ◆ Day 14 - 16, June 2 - 4 (Additional days added to the calendar)

The intention of the above plan is to maximize instructional time prior to high stakes testing. Professional development originally planned for March 21 will be completed on the Arkansas IDEAS Portal. Granting the waiver of six days would allow for a short break of one or two three day weekends for students and faculty after the stress of testing. This would also allow us to shorten the school year by completing instructional time before June 1st.

For your comparison, enclosed is a copy of our original calendar for this school year. Thank you in advance for your time and consideration in this request.

Sincerely,



Andrew Vining, Superintendent

Andrew Vining
Telephone 870 448-3011
Fax 870 448-3012
Email avining@scsd.info

**SEARCY COUNTY SCHOOL DISTRICT
2013-14 CALENDAR**

AUGUST	1-2, 5-9, 15-16	OPEN FOR INSTRUCTIONAL PLANNING
	8	NEW TEACHER ORIENTATION
	12-14	AUGUST PROFESSIONAL DEVELOPMENT
	15	OPEN HOUSE
	19	FIRST DAY FOR STUDENTS
SEPTEMBER	2	LABOR DAY (NO SCHOOL)
OCTOBER	18	END OF 1ST 9 WEEKS (44 DAYS)
	24	PARENT/TEACHER CONFERENCE
	25	PROFESSIONAL DEV (MANDATORY)
NOVEMBER	27-29	THANKSGIVING BREAK
DECEMBER	20	END OF 2ND 9 WEEKS (41 DAYS) (SEMESTER 85)
	23-JAN 2	CHRISTMAS BREAK
JANUARY	3	PROFESSIONAL DEVELOPMENT (MANDATORY)
	6	FIRST DAY FOR STUDENTS
FEBRUARY	17	PRESIDENT'S DAY (NO SCHOOL) (1ST MAKE-UP DAY IF NEEDED)
MARCH	14	END OF 3RD 9 WEEKS (49 DAYS)
	20	PARENT/TEACHER CONFERENCE
	21	PROFESSIONAL DEV (MANDATORY)
	24-28	SPRING BREAK (6TH – 10TH MAKE-UP DAY IF NEEDED)
MAY	23	END OF 4TH 9 WEEKS (44 DAYS) LAST DAY
	26	Memorial Day
	27-30	2ND – 5TH MAKE-UP DAYS IF NEEDED



Approved Memos: Inclement Weather Waiver Extension



Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0

Created at 3/4/2014 12:13 PM by Deborah Coffman (ADE)

Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

District: Searcy County
Superintendent: Andrew Vining

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COMMISSIONER'S OFFICE
MAR -7 2014

Due to inclement weather, the district missed the following dates:

Please check all that apply.

- ☒ March 3, 2014
- ☒ March 4, 2014
- ☒ March 5, 2014
- ☒ March 6, 2014
- ☐ March 7, 2014

DEPARTMENT OF EDUCATION

Please complete the following statement.

The district missed a total of 20 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 10 days making the 2013-2014 school year a total of 168 instructional days.

Andrew Vining 3-7-2014
Superintendent Signature Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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Board Members

Darla Privitt

Brenda SMith

Rose Owen,

Collene Halldorson

Russell Ekhoﬀ

SHIRLEY PUBLIC SCHOOLS

199 School Drive

Shirley, Arkansas 72153

Betty McGruder, Superintendent

Phone: 501-723-8191

Fax: 501-723-4020

February 25, 2014

Dr. Tom Kimbrell, Commissioner of Education
Arkansas State Department of Education
4 Capitol Mall
Little Rock, Arkansas 72201

Dear Dr. Kimbrell:

The Shirley School District is requesting a waiver from the 178 instructional days in accordance with COM 14-041 of **3 weather days** for the snow and ice storms that have plagued the state of Arkansas. Shirley Schools have missed a total of 11 days due to inclement weather.

- We missed a total of six days including Dec. 6 and the week of Dec. 9-13. Our county was declared a disaster area by the governor. Other reasons that we are making this request include:
 - The roofs of the buildings were covered with ice which posed a threat to students.
 - Sidewalks were ice covered and treacherous.
 - Snow routes were impassable sometimes even in a 4 wheel drive vehicle until the afternoon of Friday, December 13.
- We missed two days on January 9 and 10 due to snow.
- We missed **3 days the week** of Feb. 3-7 due to snow and ice. The governor has again declared our county as well as most of the state a disaster area for this storm.

The school board and the administration along with the Shirley School Faculty have developed the following plan to make up those days.

1. Return to school on January 2 and 3 after Christmas Break. (two days earlier than the calendar)
2. School was in session on Feb. 14 (Staff Development Day) and Feb. 17 (President's Day)
3. Make up the 6 hours of Staff Development in four 1 ½ hour sessions after school in the month of Feb. and March.
4. Use the five built in snow days at the end of year extending the closing day for school.
5. Add days at the end of the 5 snow days that were built in as necessary.

We understand that the ADE suggests that we make up the first ten days which would mean that we are asking for a waiver of one day which would allow us to finish 177

days on Friday, May 30, 2014. We however request that the ADE grant us weather waiver days for 3 days. This would allow us to complete student interaction days and teacher inservice days before teachers who are enrolled in summer school have to attend class.

Thank you for your consideration of this request. If you have questions or need further information please contact Betty McGruder, Superintendent or Tyrene Gardner at 501-723-8191



Approved Memos: Inclement Weather Waiver Extension



Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0

Created at 3/4/2014 12:13 PM by Deborah Coffman (ADE)

Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

District:

Superintendent:

Due to inclement weather, the district missed the following dates:

Please check all that apply.

x__ March 3, 2014

x__ March 4, 2014

x__ March 5, 2014

x__ March 6, 2014

x__ March 7, 2014

Please complete the following statement.

The district missed a total of 16 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 6 days making the 2013-2014 school year a total of 172 instructional days.

Betty McQuade

Superintendent Signature

3/7/2014

Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

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Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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Siloam Springs School District

847 South Dogwood
Post Office Box 798
Siloam Springs, Arkansas 72761

Telephone 479.524.3191
Fax 479.524.8002
<http://sssd.k12.ar.us>

February 27, 2014

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

RECEIVED
COMMISSIONER'S OFFICE

MAR - 5 2014

DEPARTMENT OF EDUCATION

Re: Commissioner's Memo COM-14-041 dated 1/14/2014
Inclement Weather Waiver

Dear Dr. Kimbrell:

The Siloam Springs School District is seeking a waiver in case we find ourselves having to miss more school due to inclement weather. We have currently missed 11 days of school due to inclement weather. We have adjusted our calendar to make up these 11 days by using the 5 snow days built into our calendar (President's Day, Martin Luther King Day and three days at the end of the year), we have also elected to use 2 days of Spring Break and another four days at the end of the school year. We are prepared to make up all 11 days that have been missed to date, but we are asking for a waiver should we have to miss additional days due to inclement weather.

Enclosed is the revised calendar that was presented and approved by the School Board at the February 13, 2014, School Board meeting.

If you have any questions or required additional documentation, please advise.

Sincerely,

Ken Ramey, Superintendent
Siloam Springs School District

Siloam Springs School District

2013-14 Calendar

Board Approved 2-13-2014

The following days are now regular school days: January 20, February 17, March 24, March 25, April 18, May 29, May 30, June 2, June 3, June 4, and June 5

August 7, 8, 9, 12, 13, 14, 15, 16	Professional Development Days #1 – #8 (No Students)
August 19	First Day of Classes
September 2 (Labor Day)	No School
September 19 & 24	Secondary Parent/Teacher Conferences
October 16	End of 1st Grading Period (42 Student Days)
October 22 & 24	Elementary Parent/Teacher Conferences
October 25	Professional Development Day #9 (No Students)
November 27, 28, 29 (Thanksgiving Break)	No School
December 23 – January 3 (Christmas Break)	No School
January 7	Classes Resume
January 17	End of 2 nd Grading Period (45 Student Days)
January 20 (MLK Day)	Mandatory Inclement Weather Makeup Day #1
February 17 (Presidents' Day)	Mandatory Inclement Weather Makeup Day #2
February 20 & 25	Secondary Parent/Teacher Conferences
March 18 & 20	Elementary Parent/Teacher Conferences
March 24, 25	Mandatory Inclement Weather Make-Up Day #6, #7
March 25	End of 3 rd grading period (43 Student Days)
March 26– 28 (Spring Break)	No School
April 18 (Good Friday)	Mandatory Inclement Weather Makeup Day #3
May 26 (Memorial Day)	No School
May 29-June 5	Mandatory Inclement Weather Makeup Day #4, #5, #8, #9, #10, #11
June 5	End of 4 th Grading Period (48 Student Days)
June 6	Professional Development Day #10 (No Students)

This Calendar includes 178 Student Days, 2 Parent/Teacher Conference Days, and 10 Professional Development Days. This completes each Teacher's 190-day contract. The end of each quarterly grading period and Parent/Teacher conference dates may be adjusted, if necessary, for days missed due to inclement weather. Days missed due to inclement weather will first be added on the following Mandatory Inclement Weather Makeup Days: January 20, February 17, April 18, May 29, and May 30. The following dates may also be used to make up days missed due to inclement weather: March 24 and March 25. Any additional days missed due to inclement weather will be added beginning June 2, 2014.

This revised calendar may allow for application of a state waiver for student days missed in excess of 10.



Approved Memos: Inclement Weather Waiver Extension



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

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MAR 6 2014
DEPARTMENT OF EDUCATION

2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

District: *Siloam Springs*
Superintendent: *KEN RAMOY*

Due to inclement weather, the district missed the following dates:

Please check all that apply.

- ☒ March 3, 2014
- ☒ March 4, 2014
- ☐ March 5, 2014
- ☐ March 6, 2014
- ☐ March 7, 2014

Please complete the following statement.

The district missed a total of 13 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 22 days making the 2013-2014 school year a total of 176 instructional days.

Ken Ramoy
Superintendent Signature

3/6/14
Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">• Using the five inclement weather days already built into the calendar.• Using previously scheduled teacher workdays as instructional days.• Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.• Using part or all of spring break.• Adding days to the end of the school year.• Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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SLOAN-HENDRIX SCHOOL DISTRICT

MITCH WALTON

SUPERINTENDENT

P.O. BOX 1080 #1 GREYHOUND CIRCLE

IMBODEN, ARKANSAS 72434

PHONE 870-869-2384

FAX 870-869-2364

February 27, 2014

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
#4 State Capitol Mall, Room 304-A
Little Rock, AR 72201

Dr. Kimbrell:

Please accept this letter on behalf of the Sloan-Hendrix School District as a request for a waiver of the 178 day attendance requirement for the 2013-2014 school year.

To date, Sloan-Hendrix Schools has missed **thirteen (13) days** due to three snow/ice storm events.

- December 6, 9, 10, 11
- January 9, 10
- February 3, 4, 5, 6, 7, 10, 11

The district has already made up **two (2) days** on Thursday, January 2 and Friday, January 3.

The district plans to make up the remaining **eleven (11) days** as follows:

- Friday, March 21 (1 day)
- Monday, March 24 – Thursday, March 27 (Spring Break) (4 days)
- Friday, April 18 (Good Friday) (1 day)
- Tuesday, May 27 – Saturday, May 31 (5 days) (Required 5 days added to the end of the school calendar)

On behalf of the Sloan-Hendrix School District, I respectfully request your consideration for a waiver of **three (3) days**.

Sincerely,



Mitch Walton
Superintendent of Schools
Sloan-Hendrix School District

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FEB 28 2014
DEPARTMENT OF EDUCATION



Approved Memos: Inclement Weather Waiver Extension



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

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Memo Number	COM-14-051
Memo Date	3/4/2014
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Memo Type	Informational
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Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

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SLOAN-HENDRIX SCHOOL DISTRICT

MITCH WALTON

SUPERINTENDENT

P.O. BOX 1080 #1 GREYHOUND CIRCLE

IMBODEN, ARKANSAS 72434

PHONE 870-869-2384

FAX 870-869-2364

RECEIVED
COMMISSIONER'S OFFICE
FEB 28 2014
DEPARTMENT OF EDUCATION

February 27, 2014

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
#4 State Capitol Mall, Room 304-A
Little Rock, AR 72201

Dr. Kimbrell:

Please accept this letter on behalf of the Sloan-Hendrix School District as a request for a waiver of the 178 day attendance requirement for the 2013-2014 school year.

To date, Sloan-Hendrix Schools has missed **thirteen (13) days** due to three snow/ice storm events.

- December 6, 9, 10, 11
- January 9, 10
- February 3, 4, 5, 6, 7, 10, 11

The district has already made up **two (2) days** on Thursday, January 2 and Friday, January 3.

The district plans to make up the remaining **eleven (11) days** as follows:

- Friday, March 21 (1 day)
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On behalf of the Sloan-Hendrix School District, I respectfully request your consideration for a waiver of **three (3) days**.

Sincerely,



Mitch Walton
Superintendent of Schools
Sloan-Hendrix School District



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

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Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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South Side Public Schools

Billy Jackson, Superintendent

334 Southside Road
Bee Branch, AR 72013
(501) 654-2335
(501) 654-2336 Fax



March 6, 2014

Dr. Tom Kimbrell
Commissioner
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

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COMMISSIONER'S OFFICE

MAR -7 2014

DEPARTMENT OF EDUCATION

Dr. Kimbrell:

The purpose of this letter is to formally request that the South Side Bee Branch School District be granted two (2) waiver days of the 178 days we are required to attend by Standard's of Accreditation. To date, we have missed twelve days this calendar year. We built the five required inclement-weather days into the 2013-2014 school calendar, which included attending on Good Friday and a Professional Development day. We've also added five (5) days at the end of the school year. During the meeting with the PPC, they informed me we have several staff members with unchangeable plans. Our only other option to making up missed days is to attend school on Saturdays. By granting the district two (2) days the school year will end on June 6th, 2014. We also ask that we be allowed for consideration for additional waiver days if we have to miss additional days this year due to inclement weather.

Thank you and the State Board of Education for your consideration of our request.

Sincerely,

Billy Jackson
Superintendent
South Side Bee Branch Public Schools

The South Side School District does not discriminate on the basis of race, color, national origin, sex, age, qualified handicap or veteran.



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

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Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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Southside School District

70 Scott Drive
Batesville, AR 72501

Phone: 870-251-2341
Fax: 870-251-3316



March 7, 2014

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

RECEIVED
COMMISSIONER'S OFFICE

MAR - 7 2014

DEPARTMENT OF EDUCATION

Dear Dr. Kimbrell:

Please accept this letter as a formal request for a waiver of days missed due to inclement weather. As of Friday, March 7th, the Southside School District has missed fourteen (14) days. On behalf of the students and patrons, the Southside School District would respectfully ask for four (4) waiver days. The current last day of school for the Southside School District is Tuesday, June 10th as opposed to the original date of May 22nd. We have attended school on the holidays of Martin Luther King Jr's Birthday and President's Day. Our district has utilized the five inclement weather days built into the school calendar. We have attended school on all instructional days possible the 2nd Semester as well as a shortened Christmas Break (8 days) compared to traditional Christmas Break (10 days).

The plan for the District to make-up the days in the following manner:

1. Attend school on Good Friday, April 18th. (Make-up day #1)
2. Attend school on the first two days of Spring Break (March 24 & 25). (Make-up day #2 & 3)
3. Attend School on Memorial Day May 26th. (Make-up day #4)

The Southside School District respectfully submits this waiver and any consideration given is duly appreciated.

Sincerely,

Roger Rich, Superintendent
Southside School District



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

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Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

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Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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Trumann School District

Advanced Accredited
Apple Distinguished Program
Myra Graham, Superintendent
(870) 483-6444 • (870) 483-6445 Fax

211 Pine Avenue
Trumann, Arkansas 72472

Friday, March 7, 2014

Dr. Tom Kimbrell,

Pursuant to commissioner's memo COM-14-041, the Trumann School District is requesting a waiver for instructional days due to an excessive amount of student instruction days missed as a result of inclement weather. Currently, as of March 7, 2014, the Trumann School District has been forced to close school 12 instructional days due to inclement weather. The inclement weather days missed were as follows:

1. Friday, December 6, 2013
2. Monday, December 9, 2013
3. Tuesday, December 10, 2013
4. Wednesday, December 11, 2013
5. Thursday, January 9, 2014
6. Monday, February 3, 2014
7. Tuesday, February 4, 2014
8. Monday, March 3, 2014
9. Tuesday, March 4, 2014
10. Wednesday, March 5, 2014
11. Thursday, March 6, 2014
12. Friday, March 7, 2014

The Trumann School District plans to attend school to make up the instructional days lost to inclement weather in the following manner:

- Attend the 5 required inclement weather days built into the current school calendar: 1 day on April 18, 2014 (Good Friday) and 4 days from May 27 to 30, 2014.
- Attend 2 days of Spring Break on March 24 and 25, 2014.
- Attend 5 days from June 2 to 6, 2014.

This plan will allow for Trumann School District to make up all days lost to inclement weather; however, we are requesting consideration for a waiver of instructional days beyond 10 missed due to inclement weather per commissioner's memo COM-14-041. If approved, the Trumann School District would waive the instructional days on June 5 and 6, 2014. Any consideration you could give the Trumann School District in this matter would be greatly appreciated.

Sincerely,



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COMMISSIONER'S OFFICE
MAR 7 2014
DEPARTMENT OF EDUCATION



TRUMANN SCHOOL DISTRICT

School Calendar #1

2013/2014

JULY 2013						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
AUGUST 2013						
S	M	T	W	Th	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
SEPTEMBER 2013						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
OCTOBER 2013						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
NOVEMBER 2013						
S	M	T	W	Th	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
DECEMBER 2013						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JANUARY 2014						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
FEBRUARY 2014						
S	M	T	W	Th	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
MARCH 2014						
S	M	T	W	Th	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
APRIL 2014						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
MAY 2014						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
JUNE 2014						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

1-3/Christmas Break Con't

6-Rt to School/Begin 3rd Quarter

20-Teacher In-Service

4-TIS~PTC 6-CPE/THS~PTC

7-End of 3rd Quarter (44 days)

10-Begin 4th Quarter

24-28 Spring Break

18-Good Friday

6-Baccalaureate

16-GRADUATION DAY

23-Last Day of School (49 days)

26-Memorial Day

27-30 Inclement Weather Days

June-August--0 Days of Teacher In-Service Days

KEY:

Holiday/Break (School Closed) Parent-Teacher Conference

Beginning/End of Quarter Teacher-In Service (No Students)

5 Days for Inclement Weather (Required by Law)

Approved

Signature of President of School Board



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
Created at 1/14/2014 1:12 PM by Deborah Coffman (ADE)
Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

VALLEY SPRINGS PUBLIC SCHOOLS

"Striving for Excellence in Education"

Charles R. Trammell, Superintendent

7349 School Street ♦ P.O. Box 640 ♦ Valley Springs, Arkansas 72682

Phone: (870)429-9200

Fax: (870)429-5551

February 25, 2014

RECEIVED
COMMISSIONER'S OFFICE

FEB 27 2014

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

DEPARTMENT OF EDUCATION

Re: Waiver Days

Dear Dr. Kimbrell:

The Valley Springs School District has missed twelve instructional days during the 2013-2014 school year. Unfortunately for us, more winter weather is predicted at this time for February 28th and March 4th and 5th. We are hoping these last two rounds do not materialize.

To make up some of those missed days of instruction, we have:

1. Revised our calendar to attend school on January 3, 2014
2. Changed our March 21, 2014, in-service to an instructional day
3. Attended school on Saturday, February 8, 2014
4. Used all of our allotted inclement weather days
5. Used four days of Spring Break as instructional days
6. Adopted a policy to attend school on Saturday, if an instructional day is missed during the week and we are in school on Friday of that week.

At this point, I would request a waiver be granted for the three days that we have made up so far this year. Thank you for your consideration.

Sincerely,



Charles R. Trammell
Superintendent of Valley Springs Schools

CRT/sat



Approved Memos: Inclement Weather Waiver Extension



Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0

Created at 3/4/2014 12:13 PM by Deborah Coffman (ADE)

Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

VALLEY SPRINGS PUBLIC SCHOOLS

"Striving for Excellence in Education"

Charles R. Trammell, Superintendent

7349 School Street ♦ P.O. Box 640 ♦ Valley Springs, Arkansas 72682

Phone: (870)429-9200

Fax: (870)429-5551

District: Valley Springs Schools
Superintendent: Charles R. Trammell

Due to inclement weather, the district missed the following dates:

Please check all that apply.

☒ March 3, 2014

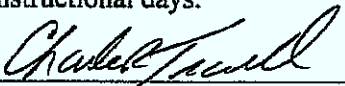
☒ March 4, 2014

☒ March 5, 2014

☐ March 6, 2014

☐ March 7, 2014

The district missed a total of 15 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 5 days making the 2013-2014 school year a total of 173 instructional days.



Superintendent Signature

March 6, 2014
Date



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

VIOLA PUBLIC SCHOOLS

HOME OF THE LONGHORNS

P.O. BOX 380
VIOLA, ARKANSAS 72583

RECEIVED
COMMISSIONER'S OFFICE
FEB 27 2014
DEPARTMENT OF EDUCATION

Saturday, February 15, 2014

Dr. Tom W. Kimrell, Commissioner
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

Dear Dr. Kimbrell,


I am writing this letter to request a waiver for the Viola Public School District from the state requirement to meet for 178 days of school. We have currently canceled nineteen (19) days of school this year, all due to winter weather.

As suggested in Commissioner's Memo COM-14-041, our district has already adjusted our calendar to attend all five of our spring break days and on Good Friday. We have added a total of 12 days to the end of the school year. We have also attended school on one Saturday during a winter weather shortened week. We did not have any scheduled teacher workdays or holidays after missing our 10th day of classes in mid-January. Barring any further winter weather, our district has decided not to attend any additional Saturdays at this time, until we receive notification about this waiver.

At this time, the Viola Public School District is requesting to reduce the total number of student attended school days for the 2013-2014 school year by nine days.

Our district is on the eastern edge of Lake Norfolk, where tourism is the major industry, second only to agriculture. The nine days we are requesting a waiver for are at the beginning of the summer tourist season. There is a high demand for summer labor during that two week period, which is partially filled by our students and staff.

Sincerely,


John R. May
Viola Superintendent

Administration

John May
Superintendent
870-458-4001

Charolette Bridges
District Treasurer
870-458-4002

Vicki Hurst
High School Principal
870-458-4004

Andy Burden
Elementary Principal
870-458-4006

James Kerr
Assistant Principal
870-458-2213

Board of Education

Boyd Dailey
President
Position No. 1
Member 2016

Shawn Batterton
Vice President
Position No. 5
Member 2015

Lisa Neal
Secretary
Position No. 4
Member 2014

Andy McCandlis
Position No. 2
Member 2017

Max Ray Shrable
Position No. 3
Member 2018

AN EQUAL OPPORTUNITY EMPLOYER



Approved Memos: Inclement Weather Waiver Extension



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0

Created at 3/4/2014 12:13 PM by Deborah Coffman (ADE)

Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)

VIOLA PUBLIC SCHOOLS

HOME OF THE LONGHORNS

P.O. BOX 380
VIOLA, ARKANSAS 72583
FAX 870-458-2214

Administration

John May
Superintendent
870-458-4001

Charolette Bridges
District Treasurer
870-458-4002

Vicki Hurst
High School Principal
870-458-4004

Andy Burden
Elementary Principal
870-458-4006

James Kerr
Assistant Principal
870-458-2213

Board of Education

Boyd Dailey
President
Position No. 1
Member 2016

Shawn Batterton
Vice President
Position No. 5
Member 2015

Lisa Neal
Secretary
Position No. 4
Member 2014

Andy McCandlis
Position No. 2
Member 2017

Max Ray Shrable
Position No. 3
Member 2018

2013-2014 Inclement Weather Waiver Amendment


The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

District: Viola
Superintendent: John May

Due to inclement weather, the district missed the following dates:

 x March 3, 2014
 x March 4, 2014
 x March 5, 2014
 x March 6, 2014
 March 7, 2014

The district missed a total of 23 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 13 days making the 2013-2014 school year a total of 165 instructional days.



Superintendent Signature Date 3-7-2014

AN EQUAL OPPORTUNITY EMPLOYER



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)



Home of the Tigers

West Fork School District
359 School Avenue
West Fork, Arkansas 72774

"Learning for Life"



Mr. John D. Karnes
Superintendent

359 School Avenue
West Fork, AR 72774

February 25, 2014

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

RECEIVED
COMMISSIONER'S OFFICE
MAR 5 2014

DEPARTMENT OF EDUCATION

Dear Dr. Kimbrell:

As per Commissioner's Memo COM-14-041 dated January 14, 2014, I am writing on behalf of the West Fork School District and with the approval of my School Board of Education, to request your consideration in granting our district a waiver for any additional instructional days missed due to inclement weather and accompanying hazardous road conditions. The decision to ask you for a waiver is a decision that was not taken lightly. We strongly value the importance of instruction, which is why our district feels compelled to make up as many lost days as feasible. As of today, we have missed eighteen instructional days, and as a district, our employees recently voted in a revised calendar that has the district making up all eighteen days, far beyond the ten days discussed in the memo. Our district used up all five of its built-in inclement weather days, which included foregoing a vacation day on Martin Luther King Day and attending school instead. Additionally, we had a make-up day to attend school on what was originally scheduled as a half-day of parent-teacher conferences, followed by a half-day of teacher in-service. Both scheduled events will be made up after school on two different days. The other three inclement weather days were added on to the end of the calendar.

In addition to the five make-up days mentioned above, our district's employees have voted on two separate occasions to make up other lost instructional days by 1.) shortening our winter break by two days, largely in part due to the early winter storm we had before winter break, causing us to miss seven of our of eighteen days and 2.) relinquishing our entire spring break. Though not popular with all, the consensus was this would be best for our students as our faculty and staff strive to make-up lost instructional time prior to state-mandated testing in April. I must admit that I was very proud of our employees for making such a conscientious decision. As a part of the second vote, the other remaining six days will be added to the end of the school year along with the other three that were already built in. This means, as of the time this waiver request was written, our last day of school will be Friday, June 6th. Our original last day of school was scheduled for Friday, May 23rd.

As you can see, the West Fork School District has adhered to all of the recommendations made in the aforementioned Commissioner's Memo. Again, the district is asking you and the State Board of Education to forgive our district of any additional lost instructional days beyond the eighteen we have committed to making up. Hopefully, we will not miss any more days, but there is still a month of winter remaining. We obviously have no control over the weather nor can we change our rural and rugged terrain, but I feel confident in saying that no other school district in Arkansas will make any greater effort than West Fork has made to make up lost instructional days before requesting a waiver.

Thank you in advance for your consideration of this waiver request. I have enclosed a table to help you better understand and support what was shared above. If you have any questions, please feel free to contact me at your earliest convenience.

Sincerely,

A handwritten signature in cursive script that reads "John Karnes".

John Karnes, Superintendent
West Fork School District

AdvancED Accredited
PHONE 479-839-2231
FAX 479-839-8412
www.westforkschools.org

Classified & Certified PPC Proposal to Make-up Missed Days

Missed Day Number	Makeup Day	Note
1—December 5	January 2	Staff voted to shorten winter break
2—December 6	January 3	Staff voted to shorten winter break
3—December 9	January 20	Attend on MLK Holiday
4—December 10	February 14	Attend on Parent/Teacher Conference day
5—December 11	March 24	Attend during Spring Break
6—December 12	March 25	Attend during Spring Break
7—December 13	March 26	Attend during Spring Break
8—January 6	March 27	Attend during Spring Break
9—January 7	March 28	Attend during Spring Break
10—January 8	May 27	Add day to the end of the school calendar
11—January 9	May 28	Add day to the end of the school calendar
12—January 10	May 29	Add day to the end of the school calendar
13—February 3	May 30	Add day to the end of the school calendar
14—February 4	June 2	Add day to the end of the school calendar
15—February 5	June 3	Add day to the end of the school calendar
16—February 6	June 4	Add day to the end of the school calendar
17—February 7	June 5	Add day to the end of the school calendar
18—February 10	June 6	Add day to the end of the school calendar
19		Request a waiver for additional days missed **If waiver is not granted, then additional days would be added to the end of the school year (June 9 th and beyond) or attendance on Saturdays would be required.



Approved Memos: Inclement Weather Waiver Extension



Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

In the event of inclement weather after the deadline of March 7, 2014, please contact deborah.coffman@arkansas.gov.

Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

Version: 3.0
Created at 3/4/2014 12:13 PM by Deborah Coffman (ADE)
Last modified at 3/4/2014 12:14 PM by Deborah Coffman (ADE)



Home of the Tigers

West Fork School District
359 School Avenue
West Fork, Arkansas 72774

"Learning for Life"



Mr. John D. Karnes
Superintendent

2013-2014 Inclement Weather Waiver Amendment

The following information will be attached to the previous waiver submitted by the district. All documents will be available to the State Board on March 20, 2014.

District: West Fork
Superintendent: John Karnes

Due to inclement weather, the district missed the following dates:

Please check all that apply.

- X March 3, 2014
- X March 4, 2014
- X March 5, 2014
- March 6, 2014
- March 7, 2014

Please complete the following statement.

The district missed a total of twenty-one (21) days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of three (3) days making the 2013-2014 school year a total of 175 instructional days.

John Karnes
Superintendent Signature

3-6-2014
Date

AdvancED Accredited
PHONE 479-839-2231
FAX 479-839-8412
www.westforkschools.org



WEST SIDE PUBLIC SCHOOLS

7295 Greers Ferry Rd.

Greers Ferry, AR 72067

501-825-6258
Superintendent

501-825-7241
High School

501-825-7744
Elementary

501-825-7133
Federal Coordinator

February 24, 2014

To: Dr. Tom Kimbrell, Commissioner

Arkansas Department of Education

Four Capitol Mall, Room 304-A

Little Rock, AR 72201

RECEIVED
COMMISSIONER'S OFFICE

FEB 25 2014

DEPARTMENT OF EDUCATION

Dear Dr. Kimbrell and Arkansas State Board of Education,

On behalf of West Side School District, I would like to request a waiver from the 178 required student interaction days due to days missed above ten (10) days, as per Commissioner's Memo COM-14-041.

West Side School District has missed a total of eleven (11) days up to this point. We have missed eight (8) days due to inclement weather and three (3) days last November due to an outbreak of pertussis, at the advisement of the health department. So far we have adjusted our 2013-14 calendar on two occasions in order to meet required standards for the minimum number of days for the first semester.

To date, we have missed the following instructional days:

November 7, 8, 11	Pertussis
December 6, 9, 10, 11	Inclement Weather
January 9	Inclement Weather
February 3, 4, 5	Inclement Weather

Students have already attended school on Presidents Day (February 17) and we are planning for them to attend the Friday before spring break (March 21), the Monday and Tuesday of spring break (March 25-26), Memorial Day (May 26), utilizing our inclement weather days (May 27-30) and also adding June 2 and 3 as instructional days. We have also moved graduation later in the year as well.

If any additional days are missed, the PPC recommended and the board authorized me to schedule Saturday instructional days as necessary, at my discretion, preferably before state testing.

Because of these circumstances, on behalf of West Side School District, I would like to request a waiver for one (1) instructional day. I am fully aware that student instructional days are vitally important to the success of our students; however, I am not sure they provide such a great benefit that late into the year. From an education background, I am not telling you anything that you do not already know when I say days tacked onto the end of the school year are largely unproductive days anyway because kids have pretty much tapped out by that point in the school year. Taking all of this into



WEST SIDE PUBLIC SCHOOLS

7295 Greers Ferry Rd.

Greers Ferry, AR 72067

501-825-6258
Superintendent

501-825-7241
High School

501-825-7744
Elementary

501-825-7133
Federal Coordinator

consideration, I certainly appreciate your time and hope that you will oblige our request of waiving one (1) student instructional day this year.

Thank you for your time and consideration,

Andy Chisum, Superintendent
West Side School District



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

Version: 7.0
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Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)



Approved Memos: Inclement Weather Waiver Extension



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

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Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

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Due to inclement weather, West Side School District missed the following additional dates:

Please check all that apply.

☒ March 3, 2014

☒ March 4, 2014

☒ March 5, 2014

☐ March 6, 2014

☐ March 7, 2014

Please complete the following statement.

The district missed a total of 14 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 4 days making the 2013-2014 school year a total of 174 instructional days.

_____	<u>March 6, 2014</u>
Superintendent Signature	Date

Thank you,

Andy Chisum
West Side School District



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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WESTSIDE CONSOLIDATED SCHOOL DISTRICT

1630 Hwy 91 West · Jonesboro, AR 72404
(870) 935-7503 · Fax (870) 935-2123
www.westsideschools.org



March 7, 2014

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Dr. Kimbrell:

I am requesting that the Westside Consolidated School District be granted a waiver of the 178 instructional day requirement for the 2013-14 school year.

The Westside Consolidated School District has missed 13 days of school due to inclement weather. The following dates are designated on our school calendar as snow make up days: January 20, February 17, March 21, April 18, and May 29. These days have been or will be used for student instructional days. Moreover, I have received approval from ADE to use May 26 (Memorial Day) as a student instructional day. The Westside School Board and school district staff have approved using this day as a make up day.

The Westside School Board and the school district staff have approved using 5 days of spring break as snow make up days. As of today, the final day of school is June 10 without using spring break days and Memorial Day.

I respectfully request that the Westside Consolidated School District be granted a waiver from making up 3 of the days of school for the 2013-14 school year. I also request that the school district be allowed consideration for additional waiver days this school year if forced to close in the future due to inclement weather.

Please let me know if you need additional information. I appreciate your consideration of my request.

Sincerely,

A large, stylized handwritten signature in black ink, appearing to read 'Bryan Duffie'.

Bryan Duffie, Ed.D.
Superintendent

Yellville-Summit Public Schools

LARRY K. IVENS
Superintendent of Schools
(870) 449-4061
Fax (870) 449-5003

1124 North Panther Avenue
Yellville, Arkansas 72687-9318

CALVIN MALLETT
Principal - Middle School
(870) 449-6533
Fax (870) 449-4330

RANDI CONNIOR
Principal - Elementary
(870) 449-4244
Fax (870) 449-2214

DAVID WYATT
Principal - High School
(870) 449-4066
Fax (870) 449-4773

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COMMISSIONER'S OFFICE

FEB 28 2014

February 25, 2014

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

DEPARTMENT OF EDUCATION

Dear Dr. Kimbrell;

Yellville-Summit Public School (LEA #4502) has missed more than 10 instructional days due to inclement weather.

Days missed due to inclement weather:

		<u>Make-Up Days:</u>
Day 1	Dec. 5	Built in Snow Day
Day 2	Dec. 6	Built in Snow Day
Day 3	Dec. 9	Built in Snow Day
Day 4	Dec. 10	Built in Snow Day
Day 5	Dec. 11	Built in Snow Day
Day 6	Jan. 6	Instructional Day on March 25
Day 7	Jan. 7	Instructional Day on March 26
Day 8	Jan. 9	Instructional Day on March 27
Day 9	Feb. 3	Instructional Day on March 28
Day 10	Feb. 4	Instructional Day on May 29
Day 11	Feb. 5	Instructional Day June 2



On February 13, 2014, the Yellville-Summit school board met to approve amendments to the school calendar (attached).

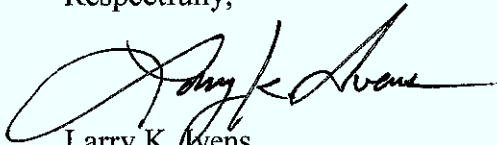
Yellville-Summit has made a diligent effort to meet the expectations of COM-14-041 and A.C.A 6-10-106.

Yellville-Summit Public Schools will:

- Use five inclement weather days already built into the calendar
- Hold instructional day on Memorial Day
- Use 4 days of Spring Break
- Use teacher workday at the end of year as instructional day and extend school year

We are submitting a waiver request for instructional days on Dec. 5 and Dec. 6 due to those days being declared a federal disaster in Marion County.

Respectfully,

A handwritten signature in black ink, appearing to read "Larry K. Owens", written in a cursive style.

Larry K. Owens
Superintendent

YELLVILLE-SUMMIT BOARD OF EDUCATION

Yellville, Arkansas

Minutes of Regular Meeting

February 13, 2014

The meeting was called to order at 5:00 p.m. with the following members present: Doug Mears, Doug Keeter, Robin Lee, and Doug Starkey. Joan Vickers was not present.

Also present were Joe Connior, Donna Tennison, Sean Fletcher, Randi Connior, Calvin Mallett, David Wyatt, Larry Ivens, and Janice Barrett.

The meeting opened with the Pledge of Allegiance.

The Consent Agenda, consisting of the meeting agenda, and the minutes from the regular meeting of January 13th was approved.

The APSCN budget and financial reports for the month of January were approved. The motion was made by Robin and all voted to approve.

The board amended the agenda to include a PPC presentation regarding the method of making up six snow days that have currently accrued over and above the mandated five days that were built into the calendar. The board approved using four days of spring break, Memorial Day and extending the school year to June 6th if needed. June 2nd would be the last student-teacher interaction day and a teacher inservice day would be held on June 3rd. The motion was made by Doug Starkey and all voted to approve.

The board adopted a resolution to accept the Contract Disclosure Form of S & M Plumbing as mandated by A.C.A. §6-24-101 et seq due to a familial relationship between one of the owners and an elementary teacher. The motion was made by Doug Starkey and all voted to approve.

The building principals and superintendent provided monthly status reports to the board.

The board entered into executive session at 5:51 to discuss matters of personnel. The board returned to open session at 6:35 p.m.

The following actions were taken in regards to personnel:

The board employed the following persons for the 2014-2015 school year:

- *David Wyatt as High School Principal
- *Calvin Mallett as Middle School Principal
- *Terry Hall as Maintenance Supervisor
- *A. J. Barrett as Transportation Supervisor
- *Gina Rotenberry as Technology Coordinator
- *Laura Hobbs as Nurse
- *Janice Barrett as General Business Manager

The motion was made by Robin and all voted to approve.

Minutes of Meeting

Page two.

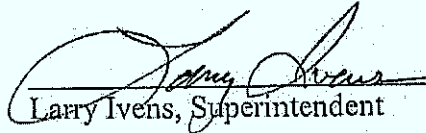
The board accepted the following resignations:

- *Jim Wallace as basketball coach and social studies teacher, due to retirement;
- *Randi Connior as Elementary Principal, respectively, due to retirement.
- *Joseph Connior as Alternative Education/GT Coordinator, due to retirement
- *Janice Hall as Food Service Supervisor, due to retirement.
- *Monica Hollis, as middle school special education teacher
- *Sharon Meyer, as secondary language arts teacher, due to retirement
- *Jessica Kelley, as Jr. Sr. Cheer Sponsor.

The motion was made by Doug Keeter and all voted to approve.

Following the board member input segment, the meeting adjourned at 6:39 p.m. The motion was made by Doug Keeter and all voted to approve.

Doug Mears, President



Larry Ivens, Superintendent

Joan Vickers, Secretary



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

February 11, 2014

State Board
of Education

Brenda Gullett
*Fayetteville
Chair*

Sam Ledbetter
*Little Rock
Vice Chair*

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Larry Ivens,

The Arkansas Department of Education received a request from the Yellville-Summit Public School District, dated February 7, 2014, for a waiver of A.C.A. §6-10-106(c). The Yellville-Summit Public School District requested to use Memorial Day, May 26, 2014, as a teacher/student contact day. Due to inclement weather, the district has missed eleven (11) instructional days.

Pursuant to A.C.A. §6-10-106(c) the waiver request, as listed above, is approved for 2013-2014.

If you have additional questions please contact Deborah Coffman, Chief of Staff, 501-683-0205 or Deborah.Coffman@arkansas.org.

Sincerely,

Tom W. Kimbrell, Ed.D.
Commissioner of Education
State of Arkansas

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

*An Equal Opportunity
Employer*



Approved Memos: Inclement Weather Waiver



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov
Memo Text	<p>Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state’s Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.</p> <p>School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.</p> <p>Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:</p> <ul style="list-style-type: none">● Using the five inclement weather days already built into the calendar.● Using previously scheduled teacher workdays as instructional days.● Holding instructional days on upcoming scheduled holidays such as President’s/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.● Using part or all of spring break.● Adding days to the end of the school year.● Other proposed options must be approved by the Department of Education. <p>To request a waiver, send a letter by February 28, 2014, to:</p>

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

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Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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Approved Memos: Inclement Weather Waiver Extension



ARKANSAS
DEPARTMENT
OF EDUCATION

Version History

Title	Inclement Weather Waiver Extension
Memo Number	COM-14-051
Memo Date	3/4/2014
Attention	Co-op Directors; Superintendents; Charter Directors
Memo Type	Informational
Response Required	No
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	deborah.coffman@arkansas.gov
Memo Text	<p>This memo is an addendum to Commissioner Memo COM-14-041, http://goo.gl/2GuZqC</p> <p><u>Option One: Amendment</u></p> <p>Districts, that submitted inclement weather waivers by the February 28, 2014 deadline and experienced additional inclement weather during the week of March 3-7, 2014, may apply for an amendment to their inclement weather waiver. The amendment form will be emailed to the district that submitted a waiver request by the February 28, 2014 deadline. To request an amendment, the amendment form should be emailed by March 7, 2014 to deborah.coffman@arkansas.gov.</p> <p><u>Option Two: Extension of time to submit a waiver</u></p> <p>Districts, that did not submit an inclement weather waiver by the February 28, 2014 deadline but did experience inclement weather during the week of March 3-7, 2014 and meet the guidelines explained in memo COM-14-041, may request a waiver. To request a waiver, the superintendents should write a letter addressed to:</p> <p>Dr. Tom Kimbrell</p> <p>Arkansas Department of Education</p> <p>Four Capitol Mall, Room 304A</p> <p>Little Rock, AR 72201</p> <p>The waiver request should be emailed to deborah.coffman@arkansas.gov by close of business March 7, 2014.</p> <p>Waiver requests received by March 7, 2014 will be included in the State Board consent agenda on March 20, 2014. Superintendents requesting an inclement weather waiver may</p>

attend the Board meeting or participate via conference call. A conference call number will be emailed to all districts requesting a waiver.

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Please direct any questions to Deborah Coffman at (501) 683-0205 or deborah.coffman@arkansas.gov.

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Yellville-Summit Public Schools

LARRY K. IVENS
Superintendent of Schools
(870) 449-4061
Fax (870) 449-5003

1124 North Panther Avenue
Yellville, Arkansas 72687-9318

CALVIN MALLET
Principal - Middle School
(870) 449-6533
Fax (870) 449-4330

RANDI CONNIOR
Principal - Elementary
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Fax (870) 449-2214

DAVID WYATT
Principal - High School
(870) 449-4066
Fax (870) 449-4773

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COMMISSIONER'S OFFICE

MAR - 6 2014

District: Yellville-Summit School District

DEPARTMENT OF EDUCATION

Superintendent: Larry K. Ivens

Due to inclement weather, the district missed the following dates:

Please check all that apply.

☒ March 3, 2014

☒ March 4, 2014

☒ March 5, 2014

☐ March 6, 2014

☐ March 7, 2014

Please complete the following statement.

The district missed a total of 14 days during 2013-2014 due to inclement weather. The district requests to amend the original inclement weather waiver request. The district requests a waiver of a total of 4 days making the 2013-2014 school year a total of 174 instructional days.

 3-6-14
Superintendent Signature Date



2014 Renewal Application Cycle

Notification of Charter Authorizing Panel Decision

Jacksonville Lighthouse Charter School
Jacksonville, Arkansas



ARKANSAS DEPARTMENT OF EDUCATION

February 20, 2014

Dr. Tom W. Kimbrell
Commissioner

**State Board
of Education**

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Dr. Phillis Nichols Anderson
Lighthouse Academies of Arkansas, Inc.
401 Main Street, Suite 203
North Little Rock, Arkansas 72116

RE: Notice of Charter Authorizing Panel Decision
Jacksonville Lighthouse Charter School Renewal Application

Dear Dr. Anderson:

On Wednesday, February 19, 2014, the Charter Authorizing Panel met and approved the renewal of the Jacksonville Lighthouse Charter School for a period of three years.

Pursuant to § 6-23-702, an existing charter or affected school district may submit in writing a **request** that the State Board of Education review the panel's decision. A request must state the specific reasons that the board should review the decision and must be received no later than **4:00 p.m. on Tuesday, March 4, 2014**, for the request to be included in the agenda for the meeting of the State Board of Education on March 20 -21, 2014. Regardless of whether a review of the panel's decision is requested, the amendment requests will be an action item for the State Board of Education in March, 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.

Let me know if you have any questions. I can be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

A handwritten signature in black ink that reads "Mary Perry".

Mary Perry, Coordinator
Charter and Home Schools Office

C: Dr. Jerry Guess, Superintendent, Pulaski County Special School District

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

Materials Distributed by the Applicant at the Charter Authorizing Panel Hearing

Jacksonville Lighthouse Charter Schools Comparable School Analysis

There are two method of comparing the performance of JLCS to other school. One method identifies comparable schools by the percentage of free and reduced lunch recipients. The other method identifies comparable school by looking at the racial and ethnic make-up of the school. Both methods are explored below.

School to School Comparison using Free and Reduced Lunch

When using FRL percentages to identify comparable schools for JLCS the data (see attached data provided by ADE) shows that:

JLCS Elementary School (Achieving in Literacy)

- Outperforms 2 of 10 school in the percentage of all students making Proficient or Advanced in Literacy
- Outperforms 3 of 10 schools in the percentage of Economically Disadvantaged students scoring Proficient or Advanced in Literacy
- Outperforms 9 of 10 schools in the percentage of all students making Proficient or Advanced in Math
- Outperforms 9 of 10 schools in the percentage of Economically Disadvantaged Students scoring Proficient or Advanced in Math

JLCS Middle School (Achieving in Literacy)

- Outperforms 2 of 10 comparable schools in the percentage of all students making Proficient or Advanced in Literacy
- Outperforms 2 of 10 comparable schools in the percentage of Economically Disadvantaged students scoring Proficient or Advanced in Literacy
- Outperforms 2 of 10 comparable schools in the percentage of all students making Proficient or Advanced in Math
- Outperforms 4 of 10 comparable schools in the percentage of Economically Disadvantaged Students scoring Proficient or Advanced in Math

Flightline Upper Academy (Achieving in Literacy)

- Outperforms 3 of 10 comparable schools in the percentage of all students making Proficient or Advanced in Literacy
- Outperforms 7 of 10 comparable schools in the percentage of Economically Disadvantaged students scoring Proficient or Advanced in Literacy
- Outperforms 1 of 10 comparable schools in the percentage of all students making Proficient or Advanced in Math
- Outperforms 2 of 10 comparable schools in the percentage of Economically Disadvantaged Students scoring Proficient or Advanced in Math

College Prep Academy (no data for Literacy)

Jacksonville Lighthouse Charter Schools

Comparable School Analysis

Outperforms 8 of 11 comparable schools in the percentage of Economically Disadvantaged students scoring Proficient or Advanced in Literacy

School Name	% AA	Literacy TAGG
WILLIAMS MAGNET ELEM. SCHOOL	53.32	88.46
PARK HILL ELEMENTARY SCHOOL	51.63	82.86
WARREN DUPREE ELEM. SCHOOL	51.32	75.86
JACKSONVILLE LIGHTHOUSE CHARTE	55.75	75
GIBBS MAGNET ELEMENTARY SCHOOL	54.57	74.24
NO. HEIGHTS ELEMENTARY SCHOOL	53.39	74.12
AUGUSTA ELEMENTARY SCHOOL	52.29	72.63
BOOKER ARTS MAGNET ELEM. SCH.	53.79	71.89
LAFAYETTE COUNTY ELEMENTARY	50.52	71.1
DAVID O'DODD ELEMENTARY SCHOOL	53.14	65.52
CENTRAL ELEMENTARY SCHOOL	55.92	62.47
EAST SIDE ELEMENTARY SCHOOL	53.61	61.54

Outperforms 10 of 11 comparable schools in the percentage of all students making Proficient or Advanced in Math

School Name	% AA	Math All Students
WILLIAMS MAGNET ELEM. SCHOOL	53.32	86.63
JACKSONVILLE LIGHTHOUSE CHARTE	55.75	85.87
GIBBS MAGNET ELEMENTARY SCHOOL	54.57	84.44
EAST SIDE ELEMENTARY SCHOOL	53.61	83.68
PARK HILL ELEMENTARY SCHOOL	51.63	73.95
LAFAYETTE COUNTY ELEMENTARY	50.52	72.64
CENTRAL ELEMENTARY SCHOOL	55.92	72.27
AUGUSTA ELEMENTARY SCHOOL	52.29	70.09
NO. HEIGHTS ELEMENTARY SCHOOL	53.39	69.83
BOOKER ARTS MAGNET ELEM. SCH.	53.79	69.26
WARREN DUPREE ELEM. SCHOOL	51.32	61.54
DAVID O'DODD ELEMENTARY SCHOOL	53.14	60.32

Outperforms 11 of 11 comparable schools in the percentage of Economically Disadvantaged Students scoring Proficient or Advanced in Math

School Name	% AA	Math TAGG
JACKSONVILLE LIGHTHOUSE CHARTE	55.75	82.89
EAST SIDE ELEMENTARY SCHOOL	53.61	79.02
WILLIAMS MAGNET ELEM. SCHOOL	53.32	78.85
GIBBS MAGNET ELEMENTARY SCHOOL	54.57	74.24
PARK HILL ELEMENTARY SCHOOL	51.63	73.33
LAFAYETTE COUNTY ELEMENTARY	50.52	69.94
NO. HEIGHTS ELEMENTARY SCHOOL	53.39	68.24

**Jacksonville Lighthouse Charter Schools
Comparable School Analysis**

JACKSONVILLE LIGHTHOUSE MIDDLE	60.56	70.7
MANN MAGNET MIDDLE SCHOOL	57.97	69.24
BLYTHEVILLE PRIMARY SCHOOL	77.52	66.14
LAKEWOOD MIDDLE SCHOOL	53.36	68.76
LAKESIDE MIDDLE SCHOOL	77.73	64.2
CAMDEN FAIRVIEW MIDDLE SCHOOL	57.66	59.11
RIDGEROAD MIDDLE SCHOOL	74.45	56.8
FULLER MIDDLE SCHOOL	54.16	52.76
JACKSONVILLE MIDDLE SCHOOL	62.05	47.35
COVENANT KEEPERS CHARTER	58.33	39.64

Outperforms 8 of 9 comparable schools in the percentage of TAGG Students scoring Proficient or Advanced in Math

School Name	% AA	Math TAGG
BLYTHEVILLE PRIMARY SCHOOL	77.52	66.14
JACKSONVILLE LIGHTHOUSE MIDDLE	60.56	65
LAKESIDE MIDDLE SCHOOL	77.73	64.2
MANN MAGNET MIDDLE SCHOOL	57.97	60.32
RIDGEROAD MIDDLE SCHOOL	74.45	53.6
CAMDEN FAIRVIEW MIDDLE SCHOOL	57.66	52.87
LAKEWOOD MIDDLE SCHOOL	53.36	51.72
FULLER MIDDLE SCHOOL	54.16	45.22
JACKSONVILLE MIDDLE SCHOOL	62.05	42.53
COVENANT KEEPERS CHARTER	58.33	39.62

Flightline Upper Academy

Outperforms 6 of 9 comparable schools in the percentage of all students making Proficient or Advanced in Literacy

School Name	%AA	Literacy All Students
ESTEM MIDDLE SCHOOL	44.21	84.43
MCRAE MIDDLE SCHOOL	38.10	82.48
NETTLETON MIDDLE SCHOOL	41.74	80.8
FLIGHTLINE UPPER ACADEMY	41.24	80.37
NEWPORT JUNIOR HIGH SCHOOL	40.41	79.39
MARKED TREE MIDDLE SCHOOL	37.30	78.83
MEEKINS MIDDLE SCHOOL	43.64	76.56
MAUMELLE MIDDLE SCHOOL	40.50	76.38
JOE T. ROBINSON MIDDLE SCHOOL	36.24	71.57
HOT SPRINGS MIDDLE SCHOOL	42.64	64.85

Jacksonville Lighthouse Charter Schools

Comparable School Analysis

JOE T. ROBINSON MIDDLE SCHOOL	36.24	61.28
ESTEM MIDDLE SCHOOL	44.21	60.56
MEEKINS MIDDLE SCHOOL	43.64	60.24
HOT SPRINGS MIDDLE SCHOOL	42.64	54.43
MAUMELLE MIDDLE SCHOOL	40.50	53.32

College Prep Academy (no data for Literacy)

Outperforms 7 of 10 comparable schools in the percentage of all students making Proficient or Advanced in Math

School Name	% AA	Math
CENTRAL HIGH SCHOOL	55.82	71.05
PARKVIEW MAGNET HIGH SCHOOL	54.69	73.3
SYLVAN HILLS HIGH SCHOOL	45.98	66.47
COLLEGE PREP ACADEMY	50.00	65.19
MAGNOLIA HIGH SCHOOL	51.23	59.81
ARKANSAS HIGH SCHOOL	47.76	58.15
HOPE HIGH SCHOOL	49.79	57.55
EL DORADO HIGH SCHOOL	51.13	53.23
MARION HIGH SCHOOL	51.99	52.74
FORDYCE HIGH SCHOOL	53.57	46.51
ESTEM HIGH CHARTER	46.43	44.21

There was not any compiled comparative data for TAGG inclusive of all grades that took the math EOC exam. CPA scores represent all grades that took the math EOC exams.

(Source for all charts – ADE 2013 School Status Report, School Enrollments by Race)

District: PULASKI CO. SPEC. SCHOOL DIST. School: PULASKI CO. SPEC. SCHOOL DIST. LEA: 6003000 Address: 926 E. Dixon Rd Little Rock, AR 72206 Phone: 501-490-2000	Superintendent: JERRY GUESS Principal: Grades: K-12 Enrollment: 17245 Attendance (3 QTR AVG): 95.39 Poverty Rate: 56.74
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OVERALL SCHOOL STATUS: NEEDS IMPROVEMENT

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	8960	9084	98.63	10171	10385	97.94
Targeted Achievement Gap Group	5532	5624	98.36	6238	6388	97.65
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	3968	4028	98.51	4575	4680	97.76
Hispanic	529	536	98.69	611	619	98.71
White	4005	4060	98.65	4475	4573	97.86
Economically Disadvantaged	5154	5215	98.83	5808	5924	98.04
English Language Learners	263	266	98.87	296	299	99.00
Students with Disabilities	1086	1136	95.60	1163	1228	94.71

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	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	6044	8359	72.31	73.86	91.00	3946	5515	71.55	76.94	93.00
Targeted Achievement Gap Group	3211	5114	62.79	65.91	91.00	2160	3434	62.90	70.53	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	17928	24776	72.36	73.86	91.00	12339	16605	74.31	76.94	93.00
Targeted Achievement Gap Group	9725	15410	63.11	65.91	91.00	7006	10532	66.52	70.53	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	2311	3671	62.95	65.86		1589	2492	63.76	71.34	
Hispanic	348	490	71.02	74.83		217	299	72.58	78.09	
White	3053	3779	80.79	80.79		1948	2479	78.58	81.57	
Economically Disadvantaged	3081	4760	64.73	67.22		2071	3229	64.14	71.52	
English Language Learners	139	237	58.65	64.44		96	140	68.57	77.19	
Students with Disabilities	269	1025	26.24	38.01		197	639	30.83	46.55	

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	6356	9457	67.21	74.58	92.00	2786	5516	50.51	68.95	81.00
Targeted Achievement Gap Group	3345	5762	58.05	67.48	92.00	1448	3435	42.15	62.28	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	19528	28223	69.19	74.58	92.00	9609	16608	57.86	68.95	81.00
Targeted Achievement Gap Group	10587	17557	60.30	67.48	92.00	5225	10535	49.60	62.28	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	2158	4096	52.69	64.68		959	2492	38.48	60.30	
Hispanic	380	545	69.72	76.87		167	299	55.85	68.46	
White	3064	3936	77.85	83.56		1501	2480	60.52	77.08	
Economically Disadvantaged	3166	5361	59.06	68.40		1383	3230	42.82	63.15	
English Language Learners	158	263	60.08	68.68		72	140	51.43	62.28	
Students with Disabilities	344	1096	31.39	45.43		129	640	20.16	40.48	

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	799	1217	65.65	62.13	94.00
Targeted Achievement Gap Group	347	588	59.01	58.27	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	2343	3888	60.26	62.13	94.00
Targeted Achievement Gap Group	1016	1826	55.64	58.27	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	393	588	66.84	62.71	
Hispanic	34	57	59.65	52.08	
White	354	550	64.36	62.44	
Economically Disadvantaged	306	523	58.51	58.11	
English Language Learners				51.39	
Students with Disabilities	90	141	63.83	62.56	

PLAINFIELD ROCK SCHOOL DISTRICT
 PLAINFIELD ROCK SCHOOL DISTRICT
 HEADQUARTERS
 ADDRESS: 10000 Main Road St.
 PLAINFIELD, NJ 07061
 PHONE: 908-741-1092
 SUPERINTENDENT: JENNIFER L. MORRIS
 CHAIRMAN
 COUNCIL: 12
 EDUCATION: 2880
 ALTERNATE: 6 (ON: 1/6) 6588
 FISCAL: 12/6/13

OVERALL SCHOOL STATUS: NEEDS IMPROVEMENT

PERCENT TESTED						
PERCENT TESTED STATUS: NEEDS IMPROVEMENT						
LITERACY						
ESL/ELL Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	12103	12284	98.52	13597	13879	97.98
Targeted Achievement Gap Group	9050	9200	98.26	10273	10514	97.71
MATHEMATICS						
ESL/ELL Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	8126	8262	98.34	9276	9506	97.68
Targeted Achievement Gap Group	1243	1264	98.34	1396	1419	98.38
African American	2354	2375	99.12	2537	2565	98.91
Hispanic	8557	8698	98.38	9749	9981	97.68
White	1189	1209	98.34	1315	1336	98.43
Economically Disadvantaged	1477	1514	97.62	1561	1604	97.32
English Language Learners						
Students with Disabilities						

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS: NEEDS IMPROVEMENT										
STANDARD PERFORMANCE -- LITERACY										
ESL/ELL Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	7740	11553	67.00	68.27	91.00	5367	7747	69.28	73.03	93.00
Targeted Achievement Gap Group	5117	8651	59.15	61.03	91.00	3816	6010	63.49	67.68	93.00
GROWTH PERFORMANCE -- LITERACY										
ESL/ELL Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	23406	35580	65.78	68.27	91.00	17023	24157	70.47	73.03	93.00
Targeted Achievement Gap Group	15467	26704	57.92	61.03	91.00	12038	18592	64.75	67.68	93.00
STANDARD PERFORMANCE -- MATHEMATICS										
ESL/ELL Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	4680	7751	60.38	61.78	91.00	3464	5417	63.95	68.18	93.00
Targeted Achievement Gap Group	719	1183	60.78	63.48	91.00	527	759	69.43	71.79	93.00
African American	2030	2254	90.06	88.97	91.00	1213	1384	87.64	88.39	93.00
Hispanic	4867	8188	59.44	60.93	91.00	3633	5747	63.22	67.63	93.00
White	687	1148	59.84	62.18	91.00	527	739	71.31	72.35	93.00
Economically Disadvantaged	353	1420	24.86	35.06	91.00	280	887	31.57	42.38	93.00
English Language Learners										
Students with Disabilities										

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS: NEEDS IMPROVEMENT										
STANDARD PERFORMANCE -- MATHEMATICS										
ESL/ELL Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	7646	12941	59.08	67.59	92.00	3645	7748	47.04	63.35	81.00
Targeted Achievement Gap Group	5016	9784	51.27	61.14	92.00	2409	6011	40.08	57.20	81.00
GROWTH PERFORMANCE -- MATHEMATICS										
ESL/ELL Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	24192	39915	60.61	67.59	92.00	12500	24172	51.71	63.35	81.00
Targeted Achievement Gap Group	15919	30133	52.83	61.14	92.00	8261	18607	44.40	57.20	81.00
STANDARD PERFORMANCE -- LITERACY										
ESL/ELL Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	4285	8717	49.16	60.22	91.00	2084	5418	38.46	56.43	93.00
Targeted Achievement Gap Group	797	1334	59.75	69.48	91.00	394	759	51.91	67.38	93.00
African American	1968	2262	87.00	89.12	91.00	1034	1384	74.71	83.25	93.00
Hispanic	4736	8292	50.97	60.91	91.00	2291	5747	39.86	57.08	93.00
White	778	1266	61.45	70.45	91.00	399	739	53.99	67.84	93.00
Economically Disadvantaged	457	1501	30.45	42.49	91.00	156	888	17.57	34.57	93.00
English Language Learners										
Students with Disabilities										

2012 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS: NEEDS IMPROVEMENT					
2012 SCHOOL GRADUATION RATE					
ESL/ELL Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	1342	1641	81.84	70.61	94.00
Targeted Achievement Gap Group	726	937	77.48	64.88	94.00
GROWTH PERFORMANCE -- LITERACY					
ESL/ELL Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	3943	5598	70.46	70.61	94.00
Targeted Achievement Gap Group	2027	3149	64.37	64.88	94.00
STANDARD PERFORMANCE -- MATHEMATICS					
ESL/ELL Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	868	1095	78.44	67.94	93.00
Targeted Achievement Gap Group	78	121	64.46	59.05	93.00
African American	326	353	92.35	80.87	93.00
Hispanic	687	885	77.63	65.11	93.00
White	36	51	70.59	47.92	93.00
Economically Disadvantaged	122	154	79.22	66.77	93.00
English Language Learners					
Students with Disabilities					

District: N. LITTLE ROCK SCHOOL DISTRICT School: N. LITTLE ROCK SCHOOL DISTRICT LEA: 6002000 Address: 2700 POPLAR ST NORTH LITTLE ROCK, AR 72114 Phone: 501-771-8000	Superintendent: KENNETH KIRSPEL Principal: Grades: K-12 Enrollment: 8610 Attendance (3 QTR AVG): 97.42 Poverty Rate: 70.19
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OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT
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PERCENT TESTED						
PERCENT TESTED STATUS	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	4406	4473	98.50	4479	4579	97.82
Targeted Achievement Gap Group	3142	3197	98.28	3271	3352	97.58
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	2577	2617	98.47	2668	2729	97.76
Hispanic	291	293	99.32	299	303	98.68
White	1454	1477	98.44	1420	1452	97.80
Economically Disadvantaged	3059	3108	98.42	3193	3267	97.73
English Language Learners	207	207	100.00	232	234	99.15
Students with Disabilities	452	473	95.56	453	472	95.97

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	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	2978	4150	71.76	72.66	91.00	1928	2749	70.13	77.28	93.00
Targeted Achievement Gap Group	1825	2909	62.74	64.00	91.00	1259	1998	63.01	70.83	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	8759	12328	71.05	72.66	91.00	6077	8260	73.57	77.28	93.00
Targeted Achievement Gap Group	5315	8601	61.80	64.00	91.00	3957	5945	66.56	70.83	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	1468	2381	61.65	62.49		1001	1646	60.81	69.72	
Hispanic	188	278	67.63	71.73		133	184	72.28	82.46	
White	1260	1414	89.11	89.46		764	883	86.52	88.89	
Economically Disadvantaged	1797	2830	63.50	64.58		1237	1956	63.24	71.00	
English Language Learners	112	194	57.73	64.28		84	128	65.62	80.32	
Students with Disabilities	103	418	24.64	33.98		75	247	30.36	44.95	

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	2765	4170	66.31	71.13	92.00	1487	2749	54.09	69.06	81.00
Targeted Achievement Gap Group	1717	2996	57.31	63.12	92.00	914	1998	45.75	62.26	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	9029	13530	66.73	71.13	92.00	4817	8266	58.27	69.06	81.00
Targeted Achievement Gap Group	5410	9443	57.29	63.12	92.00	2975	5951	49.99	62.26	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	1305	2415	54.04	60.10		721	1646	43.80	59.78	
Hispanic	189	279	67.74	74.20		117	184	63.59	70.48	
White	1040	1231	84.48	88.58		625	883	70.78	84.43	
Economically Disadvantaged	1685	2922	57.67	63.58		896	1956	45.81	62.39	
English Language Learners	131	214	61.21	70.08		75	128	58.59	69.64	
Students with Disabilities	122	419	29.12	36.45		56	247	22.67	41.93	

2012 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	NEEDS IMPROVEMENT				
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	430	587	73.25	68.94	94.00
Targeted Achievement Gap Group	184	291	63.23	64.28	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	1509	2314	65.21	68.94	94.00
Targeted Achievement Gap Group	682	1180	57.80	64.28	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	218	335	65.07	63.10	
Hispanic	22	29	75.86	62.97	
White	182	215	84.65	77.63	
Economically Disadvantaged	167	269	62.08	65.19	
English Language Learners				64.28	
Students with Disabilities	34	61	55.74	54.12	

LHA MODEL AND 2013-2015 CORE PRIORITIES

Lighthouse Academies developed a research-based program founded on the essential elements of the LHA Education Model and 2013-2015 Core Priorities to ensure all students are prepared to graduate from college. It is a three-pronged approach: Rigorous Academics, Social Development, and Arts Infusion. Each focus area is powerful on its own, but together they promote learning and comprehension on an extraordinary scale. The core elements of the LHA program which foster high student achievement and success include:

Rigorous Academics

- College Preparatory Curriculum
- More Time on Instruction
- Assessment and Data-Driven Instruction
- Standards-Based Planning and Instructional Resources
- Coaching and Development

Social Emotional Development

- SHINE
- Core Competencies

Arts Infusion

LEVEL OF EDUCATIONAL MODEL COMPONENT GUIDANCE		
CORE All LHA schools will implement this component following the expectations set.	GUIDED Schools will implement, but have flexibility in how to implement with national and regional support available.	OPEN Schools will implement, but have flexibility in how to implement.
<i>Assessment and Data Driven Instruction</i> <ul style="list-style-type: none"> ▪ Data Driven Instruction ▪ SAT/ACT (PSAT, Explore, Plan) ▪ Report Cards and Progress Reports ▪ Grading Policy 	<i>Assessment and Data Driven Instruction</i> <ul style="list-style-type: none"> ▪ Formative and Summative Assessments ▪ Common Core Aligned Interim Assessments ▪ NWEA (K-8) 	<i>Assessment and Data Driven Instruction</i> <ul style="list-style-type: none"> ▪ Homework ▪ Weekly Folders
<i>Standards-Based Planning and Instructional Resources</i> <ul style="list-style-type: none"> ▪ Standards-Based Planning ▪ Collaboration ▪ Understanding by Design 	<i>Standards-Based Planning and Instructional Resources</i> <ul style="list-style-type: none"> ▪ Advanced Placement courses ▪ Dual Enrollment ▪ Maximizing Instructional Time and Pacing ▪ Inclusive Model – Response to Intervention 	<i>Standards-Based Planning and Instructional Resources</i> <ul style="list-style-type: none"> ▪ Field Experiences ▪ Technology ▪ Organization of Materials and Resources ▪ Posted Student Work

LEVEL OF EDUCATIONAL MODEL COMPONENT GUIDANCE

CORE All LHA schools will implement this component following the expectations set.	GUIDED Schools will implement, but have flexibility in how to implement with national and regional support available.	OPEN Schools will implement, but have flexibility in how to implement.
<ul style="list-style-type: none"> ▪ Family-Student-School Compact ▪ Ongoing Family Communication ▪ Open Door Policy ▪ Core Values and Beliefs ▪ Setting Operational Vision 	<ul style="list-style-type: none"> ▪ Home Visits ▪ Monthly Family Meetings 	
<i>Other</i> <ul style="list-style-type: none"> ▪ Graduation Requirements ▪ Senior Thesis ▪ Exhibitions ▪ Heterogeneous Grouping ▪ PowerSchool and PowerTeacher ▪ Managing Your Charter ▪ Managing Your Budget ▪ Full Enrollment 	<i>Other</i> <ul style="list-style-type: none"> ▪ Lab Safety ▪ Ordering, Coordinating, and Tracking Assessment and Curricular Materials ▪ Coordinating School-wide Assessments ▪ Student Marketing and Recruitment 	<i>Other</i> <ul style="list-style-type: none"> ▪ Substitutes and Coverage

LHA 2013-2015 CORE PRIORITIES

To achieve the revised LHA network goals, the network-wide 2013-2015 core priorities are:

- Assessment and Data-Driven Instruction
- Standards-Based Planning and Instructional Resources
- Social-Emotional Development and Arts Infusion
- Coaching and Development

ASSESSMENT AND DATA-DRIVEN INSTRUCTION

Interim Assessments Aligned to Common Scope and Sequence: A common scope and sequence for ELA and math instruction in grades K-12 is available for all schools to use to create interim assessments. A common scope and sequence allows schools to measure progress towards common standards and the network as a whole to identify areas of strength and growth.

In creating standards-based unit plans, the LHA RDS Team recommends using the following resources to assist teachers in planning. The RDS Team reviewed these sites for rigor and alignment to the CCSS. As additional resources become available, we will update the lists.

ELA:

- LearnZillion: <http://learnzillion.com/teacher/dashboard>
- America Achieves: <http://commoncore.americaachieves.org/>
- Illinois State Board of Education: http://www.isbe.net/common_core/htmls/resources.htm#ela (ELA Teaching and Learning Strategies section)
- The NYC DOE's performance tasks:
<http://schools.nyc.gov/Academics/CommonCoreLibrary/TasksUnitsStudentWork/default.htm>
- ReadWorks: <http://www.readworks.org/books/passages>

Math:

- LearnZillion: <http://learnzillion.com/teacher/dashboard>
- Khan Academy: <https://www.khanacademy.org>
- Illustrative Mathematics: <http://www.illustrativemathematics.org>
- America Achieves: <http://commoncore.americaachieves.org/>
- The NYC DOE's performance tasks:
<http://schools.nyc.gov/Academics/CommonCoreLibrary/TasksUnitsStudentWork/default.htm>
- Inside Mathematics: <http://insidemathematics.org/index.php>
- NCTM Lessons: <http://illuminations.nctm.org/Lessons.aspx>
- Common Core Maps: http://www.commoncore.org/docs/math/9-12_curriculum_overview.pdf

SOCIAL-EMOTIONAL DEVELOPMENT AND ARTS INFUSION

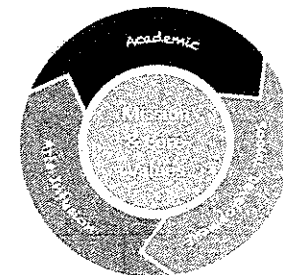
There will be a purposeful focus on the habits of scholars, intertwined academics and social development, and a renewed focus on arts infusion. One director on the RDS team will be dedicated to focusing exclusively on social-emotional development and arts infusion.

Social-Emotional Development: Social-emotional development requires a purposeful focus on habits of scholars. Ultimately, our Lighthouse scholars will demonstrate through their actions and words the habits necessary for success in college and beyond. To support this purposeful focus, revisiting methods from Responsive Classroom (RC), Developmental Designs (DD), and Advisory will help ensure success. Using these methods to shape the social-emotional development of our scholars provides a consistent focus on these skills and a common language to use across the schools to support scholar social development.

▪ Leaders use Danielson framework for coaching and evaluation
▪ Regions identify 10 key components to focus on for observations and PD
▪ Leaders implement LHA teacher evaluation protocol
▪ Leaders implement LHA coaching model with all staff; Teachers are observed weekly and receive feedback weekly
▪ Leaders are observed bi-weekly and receive feedback bi-weekly
Social-Emotional Development and Arts Infusion
▪ Leaders and teachers trained in Responsive Classroom/Developmental Design/Advisory during summer and ongoing PD
▪ Schools implement key principles of RC/DD/Advisory <ul style="list-style-type: none"> ○ Morning Meeting/Circle of Power and Respect, Teacher Language, Logical Consequences
▪ Leaders set vision for what arts infusion will look like at the school <ul style="list-style-type: none"> ○ Which art form is the focus (fine arts, music, theater), How will the arts be used (exposure, assessment, hook), In which content area (ELA, Math) ○ What evidence will be used to measure (unit plans, lesson plans, walk thrus, student surveys)
▪ Teachers access resources to incorporate the arts into their unit plans in engage students, develop mastery, and assess students
▪ Teachers access resources to develop students' social emotional skills. Leaders access resources to develop positive school culture.

LHA STUDENT DEVELOPMENT & ENGAGEMENT RUBRIC

The LHA Student Development and Engagement Rubric is meant to supplement the SDE Framework by presenting LHA mission-driven practices that should be visible and felt inside a Lighthouse Academy school. Indicators provide vision towards meeting each of the three SDE Framework Goals (Academics, Arts, and Social Development) and address each of the four Framework Components (Arts as a Driver for Rigorous Content Learning; Exposure to Relevant Art & Artists; Social/Emotional Literacies; College-Readiness Skills).



At the school level, the SDE Rubric allows schools to assess from a “big picture” vantage point whether student development and engagement practices are at a *beginning*, *developing*, or *full model* stage then make plans or adjustments accordingly. Rubric indicators are specific enough to provide vision, but flexible enough to accommodate school choice in decision-making towards improved implementation.

At the teacher level, each indicator of the rubric is cross-referenced with the Danielson Framework for Teaching and coded in step with the SDE Framework graphic to emphasize the connectivity among all parts of the LHA system. (RCL= Arts as a Driver for Rigorous Content Learning; ERA= Exposure to Relevant Art & Artists; SEL= Social/Emotional Literacies; CRS= College-Readiness Skills)

At the student level, the Framework Components translate directly to the SDE Benchmarks document, which outlines the Social Development and Arts Infusion expectations for students K-12.

SUGGESTED USE OF THE LHA STUDENT DEVELOPMENT & ENGAGEMENT RUBRIC

The SDE Rubric is not intended to be used as a walkthrough instrument; it is best used as a school self-assessment tool. Stakeholders can explore sections of the rubric, discuss and mark which indicators best describe the status of implementation in the school, then record evidence as rationale for their markings. Collected data being gathered for other purposes in weekly/monthly walkthroughs and observations can be brought to the table as further evidence to quantify or qualify practices in the Framework categories. Leadership teams can also use results from the self-assessment process to map out professional development plans around areas that need work or as a means to prioritize next steps for school improvement. Similarly, language from the document can be used to guide conversations with staff, or whole sections of the tool can be isolated for intense focus in observations, coaching, PD, etc.

LHA Student Development & Engagement Rubric- DRAFT

Danielson	<i>Beginning Practice</i>	<i>Developing Practice</i>	<i>Model Practice</i>	RCL	ERA	SEL	CRS
2b, 2c	<input type="checkbox"/> There is little consistency across classrooms with which college-readiness skills are practiced or linked to scholars' potential for success in school, work, and life	<input type="checkbox"/> In most classrooms college-readiness skills are consistently practiced but not always linked to scholars' potential for success in school, work, and life	<input type="checkbox"/> In all classrooms college-readiness skills are intentionally and consistently practiced and linked to scholars' potential for success in school, work, and life			✓	✓
2a, 2b, 2c, 3a	<input type="checkbox"/> Few teachers use the LHA Core Competencies (Habits of Scholars) to model, explain, or drive scholar success	<input type="checkbox"/> Most teachers use the LHA Core Competencies (Habits of Scholars) as a mechanism to model, explain, or drive scholar success	<input type="checkbox"/> All teachers use the LHA Core Competencies (Habits of Scholars) as a mechanism to model, explain, and drive scholar success			✓	✓
1d, 3a, 3c	<input type="checkbox"/> The school has not established viable university and community partnerships	<input type="checkbox"/> To set vision for students of postsecondary success, the school has established university and community partnerships , but experiences are reserved for only certain students (e.g. upper academy, CPA)	<input type="checkbox"/> To set vision for students of postsecondary success, the school has multiple, strategically established university and community partnerships that interface with students at all levels			✓	✓
1b, 2a, 2b, 2c, 2d, 3b	<input type="checkbox"/> Attention to scholars' social and emotional development is isolated to one portion of the school day (e.g. morning meeting, CPR, Advisory)	<input type="checkbox"/> Attention to scholars' social and emotional development is paid throughout the day, in and out of all classrooms, but is not always linked to scholars' contribution to the learning community	<input type="checkbox"/> Attention to scholars' social and emotional development is paid throughout the day, in and out of all classrooms, and is intentionally linked to scholars' contribution to the learning community			✓	✓
1a, 2b	<input type="checkbox"/> Responsive Classroom, Developmental Design, and/or Advisory time is disconnected from academic goals or lacks adequate time for scholars to reflect and make connections to their learning	<input type="checkbox"/> Responsive Classroom, Developmental Design, and/or Advisory time is oftentimes connected to academic goals but does not always include adequate time for scholars to reflect and make connections to their learning	<input type="checkbox"/> Responsive Classroom, Developmental Design, and/or Advisory time is intentionally connected to academic goals and allows adequate time for scholars to reflect and make connections to their learning			✓	✓

Evidence for Markings:

LHA Student Development & Engagement Rubric- DRAFT

Danielson	<i>Beginning Practice</i>	<i>Developing Practice</i>	<i>Model Practice</i>	RCL	ERA	SEL	CRS
1d, 3c, 4e	<input type="checkbox"/> The school has not established viable arts partnerships or those that are established don't necessarily align with LHA core mission or the vision for arts infusion	<input type="checkbox"/> The school has established arts partnerships to increase exposure and understanding of arts or arts infusion practices	<input type="checkbox"/> The school has multiple, strategically established arts partnerships in service of furthering school improvement goals and increasing exposure and understanding of arts or arts infusion practices	✓	✓		
1b, 2a, 2d	<input type="checkbox"/> A behavior management system is in place but inconsistent across classrooms; the emphasis for behavior management is on rules and consequences	<input type="checkbox"/> A consistent behavior management system is in place across classrooms with an emphasis on intervention and logical consequences to provide scholars with opportunities to repair and learn from mistakes.	<input type="checkbox"/> A consistent behavior management system is in place across all classrooms with an emphasis on behavior prevention; when necessary, teachers enlist appropriate behavior intervention strategies with logical consequences to provide scholars opportunities to repair and learn from mistakes.			✓	
1a, 1d, 3c	<input type="checkbox"/> Arts instruction is isolated to certain grade levels or trained arts specialists are not in place to support learning in the arts	<input type="checkbox"/> Most students receive quality arts instruction from trained arts specialists	<input type="checkbox"/> As part of a balanced education, all students (K-12) receive quality arts instruction from trained arts specialists representing a variety of arts disciplines	✓	✓		
1d, 3a, 3c	<input type="checkbox"/> Few teachers have secured additional art resources (e.g. grants, field trips, guests, etc.) to support exposure	<input type="checkbox"/> Additional art resources (e.g. grants, field trips, guests, etc.) to support exposure have been secured for many grade levels	<input type="checkbox"/> Additional art resources (e.g. grants, field trips, guests, etc.) to support exposure have been secured for most grade levels with clear pre- and post-activities planned to maximize learning	✓	✓		

Evidence for Markings

Jacksonville Lighthouse Charter School Renewal Analysis

Virtual Twin Analysis

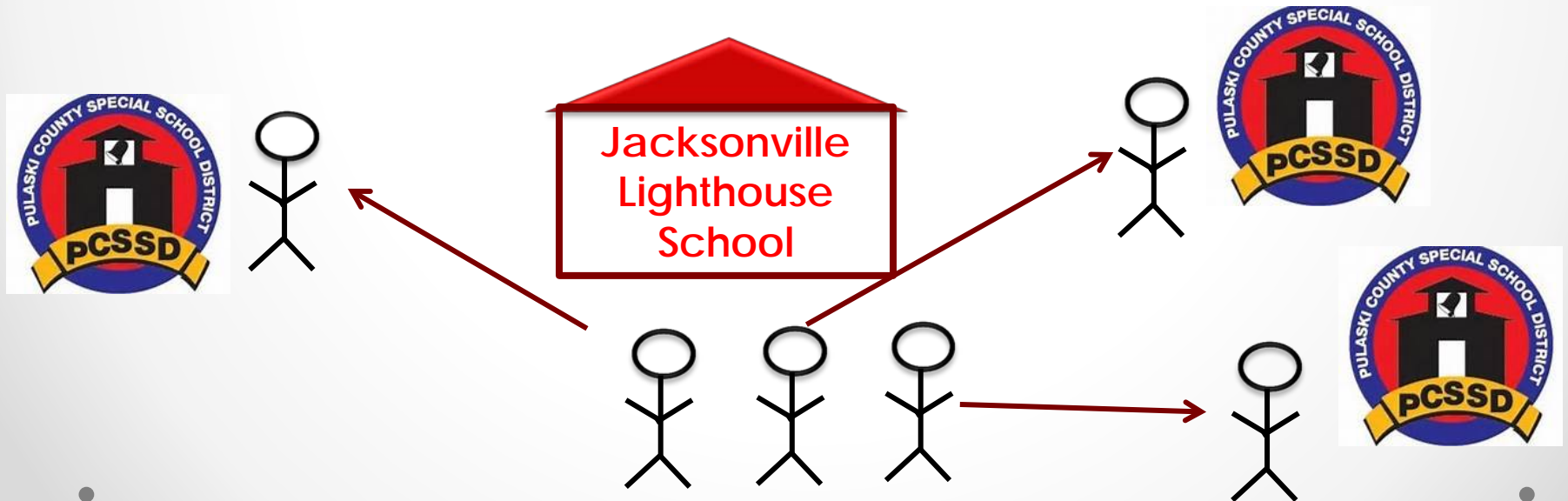
- In order to best compare performance between **Jacksonville Lighthouse** Charter School and the surrounding options available, we use a method that we will call “Virtual Twin Analysis” – a student-level comparison.
- To make year to year comparisons meaningful, we translate student scale scores to “**z-scores**”, which places student scores on the statewide achievement distribution.
- Matched students on (1) Subject score, (2) FRL, (3) Race, (4) Special Ed, (5) ELL, (6) Gender, (7) Other Subject

Data Used in Analysis

- This method uses **Benchmark test results** for individual students from **JLCS** and the district(s) that most students are drawn from: Pulaski County Special School District.
- Data are used from the **past three years**: 2010-11, 2011-12, and 2012-13, which is our outcome year.
- All students who had test scores from the necessary years are used in the analysis.
- Nearly 400 JLCS students are eligible for the analysis, out of a total 12-13 population of 695 (in K-10).
- From PCSSD, 7,820 students are used of a total population of 17,245 (*twins drawn from this matching population*).

Matched “Twins” Comparison

Jacksonville Lighthouse students are compared to students in a **feeder traditional district** – students matched on FRL status, minority status, and baseline benchmark scores.



Compared to Whom?

- We make four comparisons between JLCS students and similar students from the identified districts:
 - **Math** Comparison
 - Single-year: Students matched in 11-12, outcomes from 12-13
 - Two-year: Students matched in 10-11, outcomes tracked in 11-12, 12-13
 - **Literacy** Comparison
 - Single-year: Students matched in 11-12, outcomes from 12-13
 - Two-year: Students matched in 10-11, outcomes tracked in 11-12, 12-13

Are the Twins Identical?

Analysis of Baseline Equivalency: **Math** 1yr Comparison

District	Number of Students	FRL%	Minority%	Female	Z-Score	Percentile
JLCS	393	60%	60.6%	51%	-0.220	41.3%
PCSSD	393	60%	54.8%	49%	-0.211	41.6%

Are the Twins Identical?

Analysis of Baseline Equivalency: **Math** 2yr Comparison

District	Number of Students	FRL%	Minority%	Female	Z-Score	Percentile
JLCS	251	56%	64.0%	51%	-0.183	42.7%
PCSSD	251	60%	57.1%	53%	-0.187	42.6%

Are the Twins Identical?

Analysis of Baseline Equivalency: **Literacy** 1yr Comparison

District	Number of Students	FRL%	Minority%	Female	Z-Score	Percentile
JLCS	394	60%	60.7%	52%	-0.192	42.4%
PCSSD	394	61%	63.8%	49%	-0.195	42.3%

Are the Twins Identical?

Analysis of Baseline Equivalency: **Literacy** 2yr Comparison

District	Number of Students	FRL%	Minority%	Female	Z-Score	Percentile
JLCS	251	56%	64.0%	51%	-0.183	42.7%
PCSSD	251	63%	63.7%	52%	-0.184	42.7%

JLCS Math Scores Compared to Matched Twins

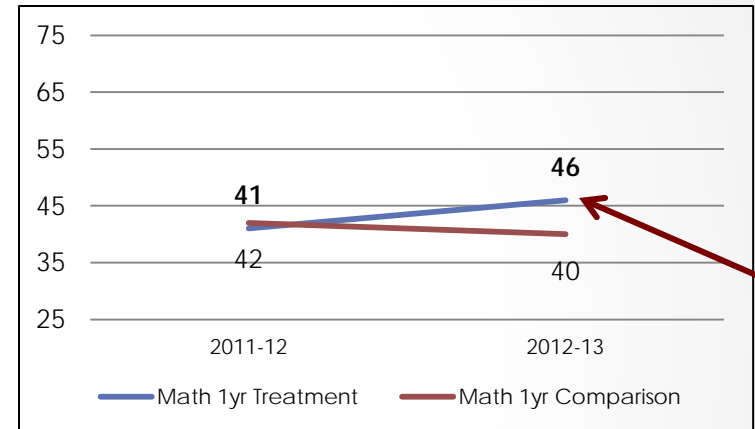
JLCS 1-yr Math Analysis (n=393)

	2010-11	2011-12	2012-13	Change Over Time
Treatment	-	41 st	46 th	+5
Comparison	-	42 nd	40 th	-2
Difference	-	-1	+6	+7***

Equivalent scores initially

JLCS: Performed better than comparison group in math

Math 1yr Benchmark Percentile Scores

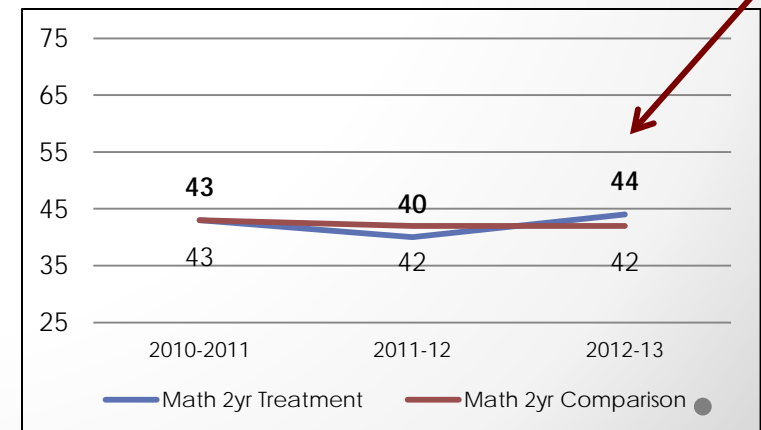


JLCS 2-yr Math Analysis (n=251)

	2010-11	2011-12	2012-13	Change Over Time
Treatment	43 rd	40 th	44 th	+1
Comparison	43 rd	42 th	42 nd	-1
Difference	0	-2	+2	+2

JLCS: Performed better after two years

Math 2yr Benchmark Percentile Scores



JLCS Literacy Scores Compared to Matched Twins

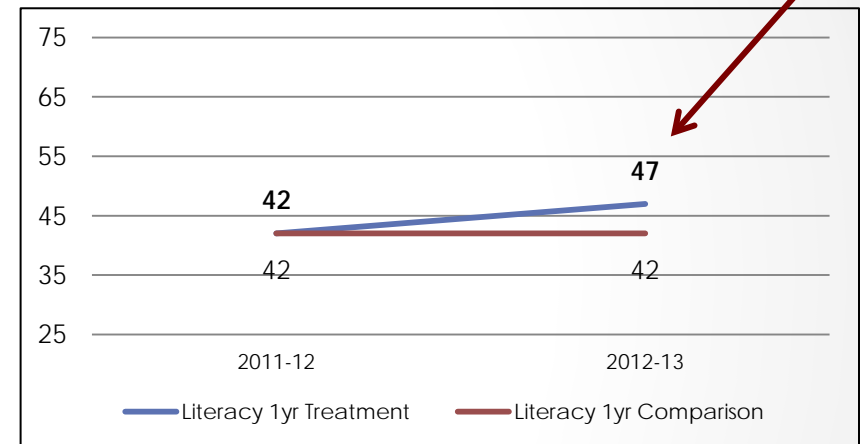
JLCS 1-yr Literacy Analysis (n=394)

	2010-11	2011-12	2012-13	Change Over Time
Treatment	-	42 th	47 th	+5
Comparison	-	42 th	42 th	0
Difference	-	0	+5	+5**

Equivalent scores initially

JLCS: Performed better than comparison group in math

Literacy 1yr Benchmark Percentile Scores

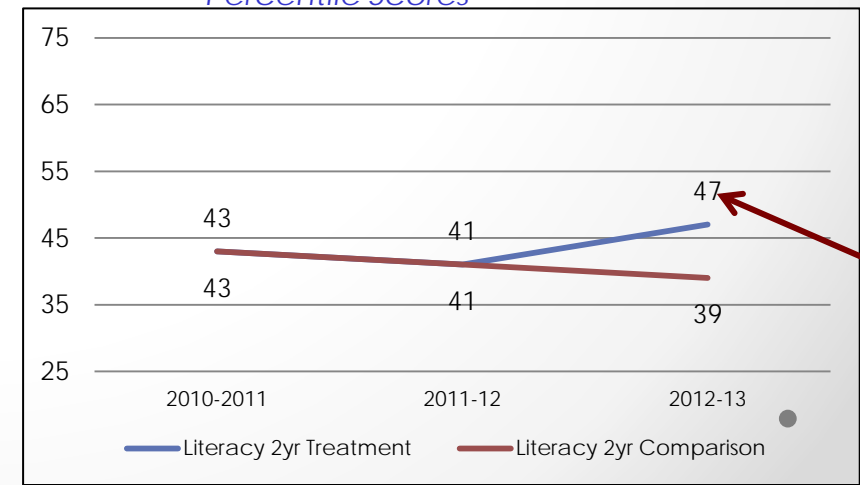


JLCS 2-yr Literacy Analysis (n=251)

	2010-11	2011-12	2012-13	Change Over Time
Treatment	43 rd	41 st	47 th	+4
Comparison	43 rd	41 st	39 th	-4
Difference	0	0	+8	+8***

JLCS: Performed better after two years

Literacy 2yr Benchmark Percentile Scores



Questions?



UNIVERSITY OF
ARKANSAS

Office for
Education Policy

A light blue stylized graphic of a lighthouse tower with a spiral design, positioned vertically in the center of the image. The tower has a multi-tiered top and sits on a base of three wavy lines representing water.

Jacksonville Lighthouse Charter School

Challenge + Arts Infusion = Transformative Opportunities

Jacksonville Lighthouse Charter School

Organizational Structure

Lighthouse Academies of Arkansas Board holds the charter and operates 4 schools

JLCS Lower Academy (K-4); JLCS Upper Academy (5-8); JLCS College Prep Academy (9-12); Flightline Upper Academy (5-8)

2013-14	Black	Hisp	White	Asian	Native AM	F&R
CPA	50%	11%	35%	3%		51%
UA	53%	12%	32%	1%		66%
FL	41%	6%	48%	2%	2%	51%
LA	53%	12%	32%		1%	75%

Jacksonville Lighthouse Charter School

Lighthouse Model and Innovation



- *A Community of Continuous Learning: 160 Hours of Professional Development*
- *Partnering with Parents and Community: Home Visits, Community partnerships; parent board members*
- *Extended Day and Year*
- *Internal Accountability: Assessment and Data-Driven Instruction*
- *Social-Emotional Development and Arts Infusion*
- *One to One Technology Program for CPA scholars*
- *Gateway Program for incoming 9th graders*

Jacksonville Lighthouse Charter School

Extracurricular Programs



- Cheer
- Dance
- Mock Trial
- Marching Band
- Jazz Band
- Choir
- Athletics
- College Tours
- Class Trips
- Service Learning
- Emerging Young Leaders
- Public Performances



Jacksonville Lighthouse Charter School

Charter Goals 2009



- In 2009, JLCS committed to achieving 16 goals in the original charter application.
- Of those 16 goals, four are no longer applicable based on changes in state testing.
- JLCS District met 10 of the remaining 12 goals and partially met one.
- JLCS did not make 1 out of the original 16 goals.



Jacksonville Lighthouse Charter School

Progress Towards Meeting Charter Goals

Goals - Reading	Met Y / N
1. Students who have spent three full years will, on average, score as well as or better on state assessments than students in schools in the resident district	Yes
2. At the end of its third year, the school will meet its AYP Targets	Yes
3. For grade level cohorts that have been at the school for three full years, the percent on track to reach 8th grade proficiency in reading will increase by 10% each year as measured by NWEA.	Yes
4. All students who have spent two full years at the school will demonstrate the ability to select a reading strategy and implement it.	Yes
5. Students who spent two full years at the school will generate evidence of daily reading	Yes
6. 75% or more of the students who have spent three full years at the school will demonstrate proficiency on state assessments in Literacy	Yes

Jacksonville Lighthouse Charter School

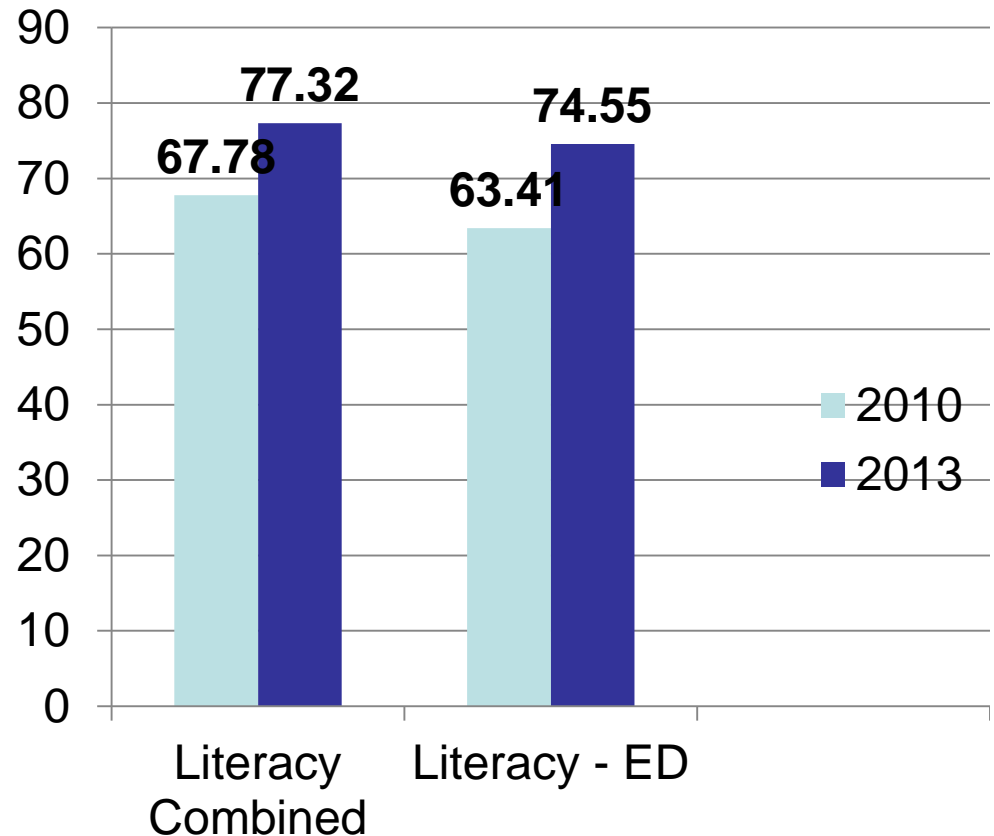
Progress Towards Meeting Charter Goals

Goals - Math	Met Y/N
1. Students who have spent three full years will, on average, score as well as or better on state assessments than students in schools in the resident district	Yes
2. At the end of the third year, school will meet AYP in Math	No
3. For grade level cohorts that have been at the school for three full years, the percent on track to reach 8th grade proficiency in math will increase by 10% each year as measured via the NWEA.	Yes
4. All students who have spent two full years at the school will demonstrate the ability to accurately arrive at solutions to grade-level computation problems	Partially Met
5. All students who have spent two full years at the school will demonstrate the ability to use Mathematical reasoning	Yes
6. 75% or more of the students who have spent three full years at the school will demonstrate proficiency on the state assessment in Mathematics	Yes

Jacksonville Lighthouse Charter School

Academic Results - Literacy

Year	Literacy - Combined	Literacy- ED
2010	67.78	63.41
2013	77.32	74.55
Overall Change	9.54	11.14



In 2010, 67.78% of all scholars scored Proficient or Advanced. By 2013, that percentage had increased to 77.32%. This is an increase of almost 10%. During that same time period, the percentage of Economically Disadvantaged scholars scoring Proficient or Advanced in Literacy increased by 11%.

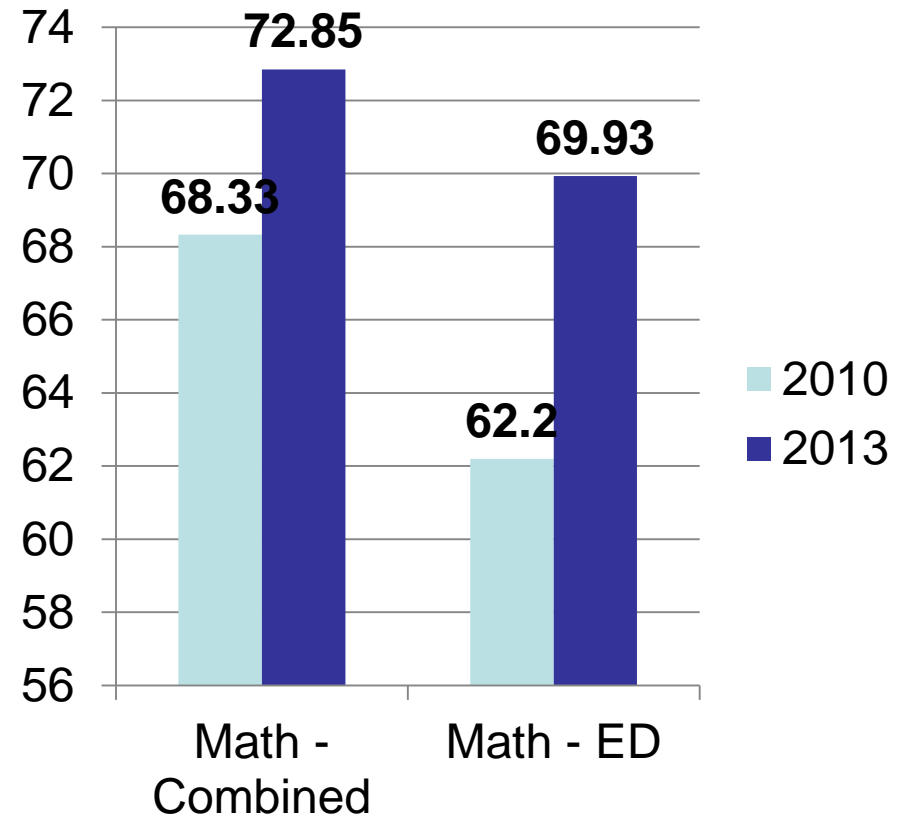
Jacksonville Lighthouse Charter School

Academic Results - Math

Year	Math – Combined	Math- ED
2010	68.33	62.2
2013	72.85	69.93
Overall Change	4.52	7.73

In 2010, 62.20% of those scholars were scoring Proficient or Advanced and by 2013, 69.93% were performing at those levels.

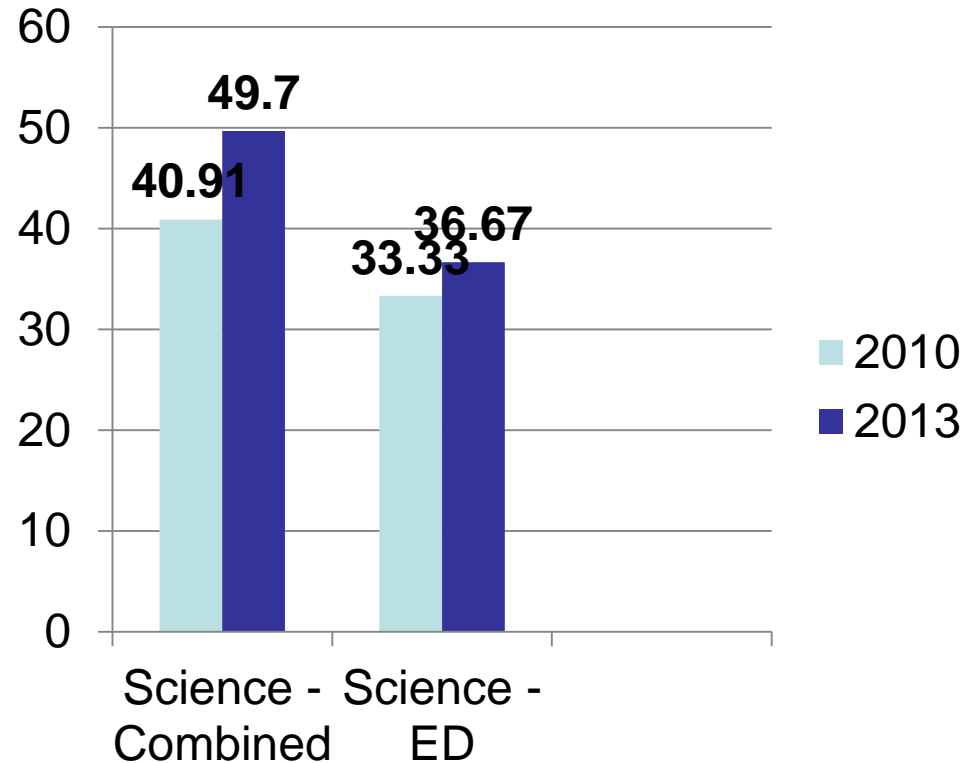
**The increase of over 7% demonstrates a narrowing of the achievement gap between the Combined Population of JLCS scholars and Economically Disadvantage scholars.*



Jacksonville Lighthouse Charter School

Academic Results - Science

Year	Science – Combined	Science- ED
2010	40.91	33.33
2013	49.70	36.67
Overall Change	8.79	3.34



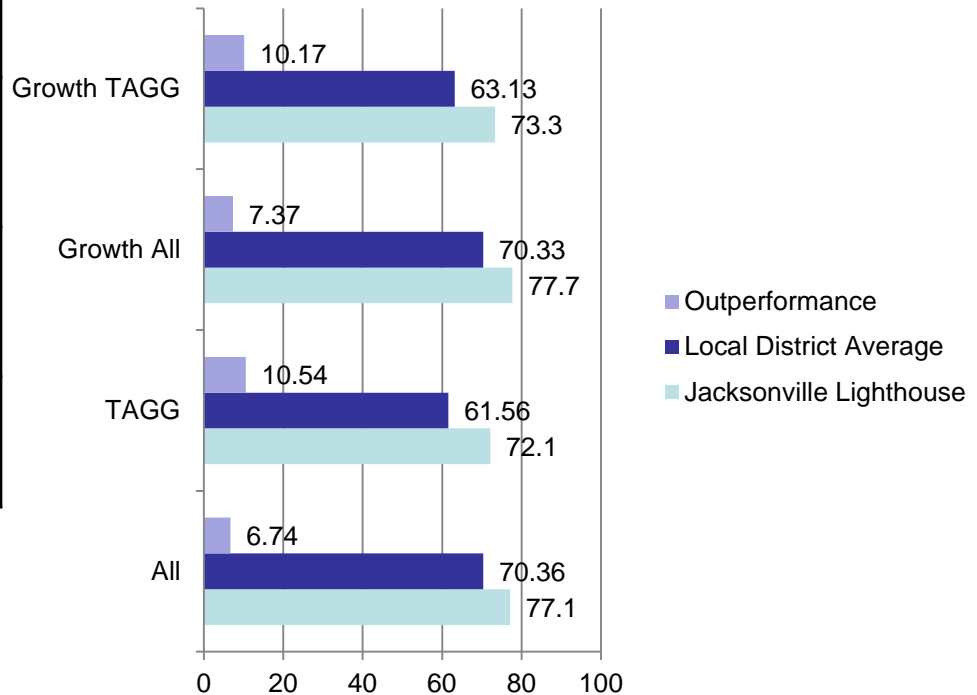
In Science, there has been significant improvement in the performance of the Combined Population and more modest improvement in the performance of Economically Disadvantaged Scholars during the last four years. The percent of all scholars scoring Proficient or Advanced has increased by 9% over the four year period, and the percent of Economically Disadvantaged scholars performing at that level has increased by almost 4%.

Jacksonville Lighthouse Charter School

Literacy District Comparison Percent Proficient and Advanced

	All	TAGG	Growth All	Growth TAGG
Jacksonville Lighthouse	77.1	72.1	77.7	73.3
Local District Average	70.36	61.56	70.33	63.13
Outperformance	6.74	10.54	7.33	10.17

JLCS outperformed all local districts in Literacy for each measurement category.



Jacksonville Lighthouse Charter School

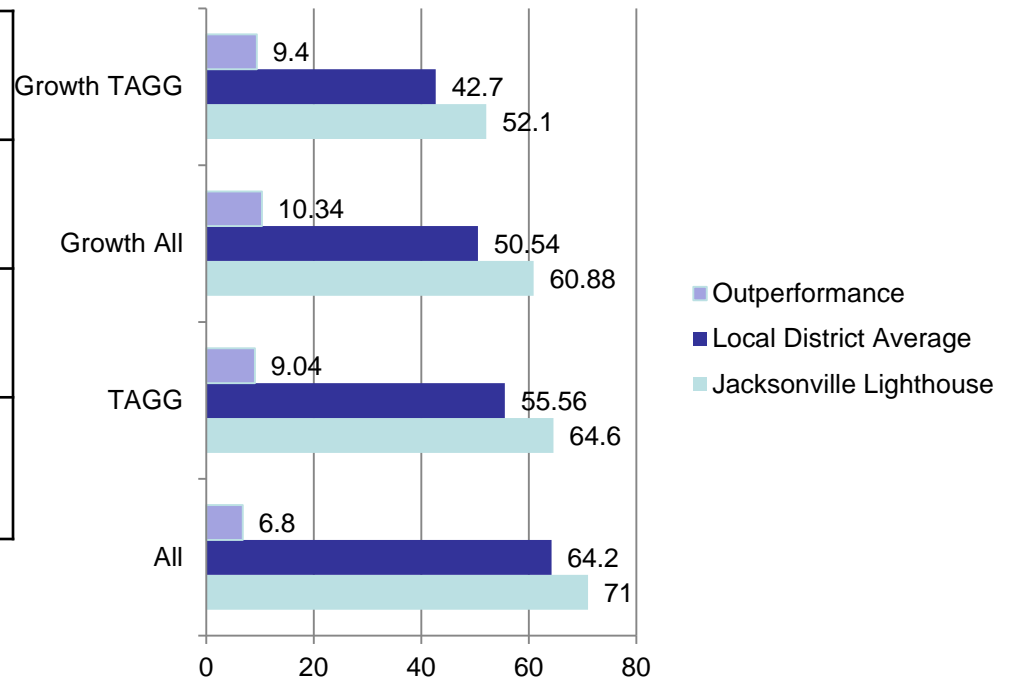
Math

District Comparison

Percent Proficient and Advanced

	All	TAGG	Growth All	Growth TAGG
Jacksonville Lighthouse	71	64.6	60.88	52.1
Local Districts Average	64.2	55.56	50.54	42.7
Outperformance	6.8	9.04	10.34	9.4

JLCS outperforms all local districts in Math for each measurement category.



Jacksonville Lighthouse Charter School

District Academic Results

JLCS District Exceeded the Overall Literacy AMO

- JLCS District earned an Achieving Status.
- JLCS 77.08 for all students AMO was 72.23
- JLCS 72.05 TAGG Group AMO was 66.93
- Lower Academy and Upper Academy also earned Achieving Status in Literacy.

Jacksonville Lighthouse Charter School

District Academic Results

JLCS District Missed the Overall Math AMO

- Individual JLCS schools were very close to meeting the goal.
- JLCS Lower Academy:
 - Combined performance was 85.87% with an AMO - 86.84.
 - The TAGG group AMO Performance was 82.89 with an AMO goal of 83.05.
 - African Americans met the AMO at the JLCS Lower Academy in Math
- JLCS Upper Academy and Flightline Upper Academy did not meet the AMO, but both schools are the highest performing middle schools in the Jacksonville area in Math.
- JLCS College Prep Academy did not meet AMO
 - The AMO set was based on the JLCS District's previous performance.
 - The AMO for Math for 2014 is 52, which is significantly less than the 2013 AMO of 85.21

Jacksonville Lighthouse Charter School

JLCS Performance Progress

Math End of Course Performance

- 65.19% of the students were Proficient or Advanced on Math EOC exams compared to 64.84% for PCSSD.
- 66% of the students scored Proficient on the Algebra 1 EOC exam and 89% achieved a Passing score – 9th grade cohort achieved a 26% increase in proficiency.
- 100% of 8th graders passed the exam. 64% scored proficient or advanced on the Geometry EOC

Jacksonville Lighthouse Charter School

JLCS Performance Progress

Local Comparisons: Literacy

School	Total % Proficient or Advanced Literacy	School % FRL
Arnold Drive Elementary	88%	38%
Tolleson Elementary School	81%	67%
Pinewood Elementary School	80%	77%
Murrell Taylor	77%	85%
Jacksonville Lighthouse Charter	76%	73%
Warren Dupree Elementary	74%	79%

- JLCS District and Lower Academy earned an Achieving Status
- JLCS Lower Academy performed on average comparably to local schools with similar FRL rates.
- JLCS outperformed Warren Dupree by 2%
- JLCS underperformed Pinewood by 4% and Murrell Taylor by 1%.
- Both schools have FRL rates comparable to JLCS Lower Academy.

Jacksonville Lighthouse Charter School

JLCS Performance Progress

Local Comparisons: Math

School	Total % Proficient or Advanced Math
Jacksonville Lighthouse Charter	84%
Arnold Drive Elementary School	83%
Tolleson Elementary School	81%
Murrell Taylor Elementary School	68%
Pinewood Elementary School	64%
Warren Dupree Elementary School	60%

- JLCS 84% Proficient or Advanced
- Other 5 schools Average 71% Proficient or Advanced
- Arnold Drive has comparable performance: however, Arnold Drive's FRL rate is about half that of JLCS Lower Academy.
- The JLCS Lower Academy outperformed the other three schools by between 3% -24%.

Jacksonville Lighthouse Charter School

JLCS (Middle Schools) Performance Progress

Local Comparisons: Literacy

School	Total % Proficient or Advanced Literacy	School % FRL
Flightline Upper Academy	82%	49%
Jacksonville Lighthouse Upper Academy	75%	64%
Northwood Middle School	71%	65%
Jacksonville Middle School	44%	76%

- JLCS Upper Academy and Flightline Upper Academy significantly outperformed area middle schools
- JLCS Upper Academy 75% Proficient or Advanced
- Flightline Upper Academy 82% Proficient or Advanced
- Jacksonville and Northwood Middle Schools 44% and 71% Proficient or Advanced respectively

Jacksonville Lighthouse Charter School

JLCS Performance Progress

Local Comparisons: Math

School	Total % Proficient or Advanced Math
Flightline Upper Academy	72%
Jacksonville Lighthouse Upper Academy	67%
Northwood Middle School	65%
Jacksonville Middle School	45%

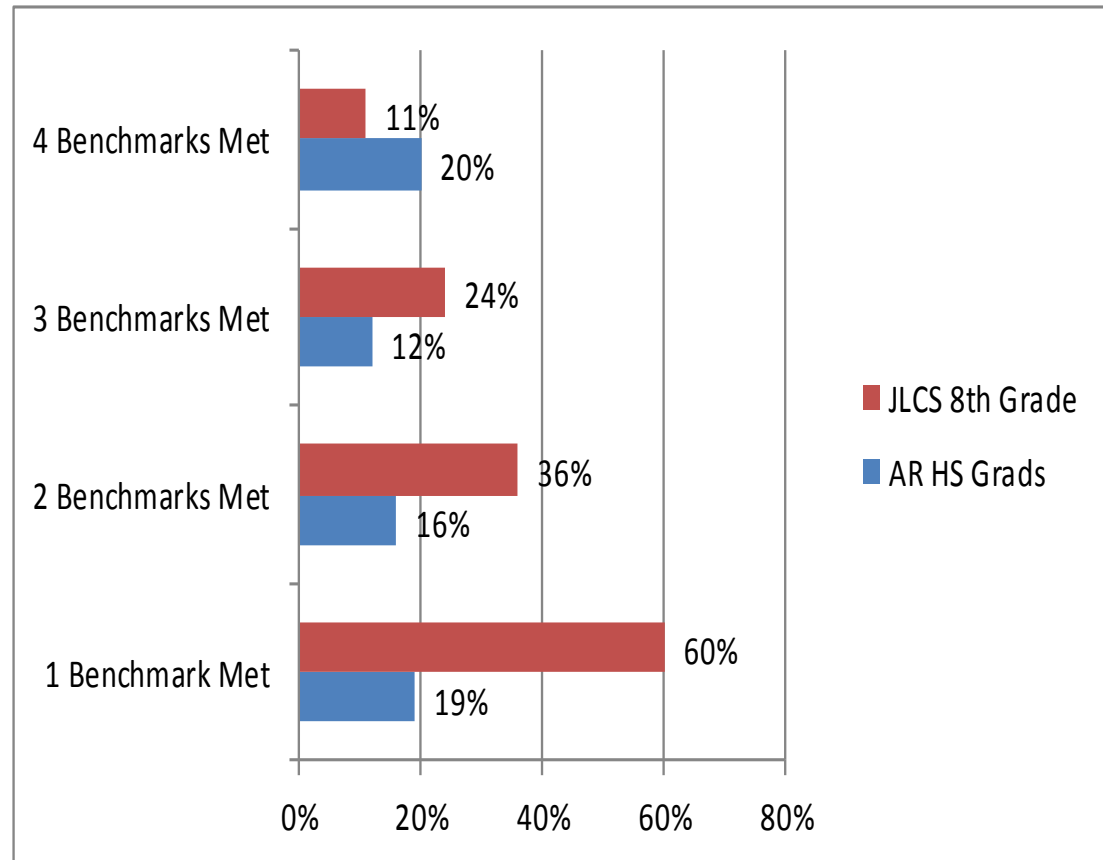
- Flightline Upper Academy
72% Proficient or Advanced
- JLCS Upper Academy 67%
Proficient or Advanced
- Jacksonville and Northwood
Middle Schools 45% and
65% Proficient or Advanced
respectively.

Jacksonville Lighthouse Charter School

College Readiness

JLCS is preparing its scholars well for success in college.

- Data from the ACT Explore exam suggests that JLCS scholars are taking the necessary coursework and are exposed to a level of rigor that puts them in a good position to do well in college level course work.
- Over half of JLCS 8th graders are already college ready in at least one subject area.
- JLCS is also outperforming the State in relation to college readiness as measured by performance on the ACT benchmarks.



(Source - ACT - The Condition of Career and College Readiness Arkansas – 2013)

Jacksonville Lighthouse Charter School

Parent Satisfaction

The response rate was 90% on the 2012 -2013 parent survey.

Key findings from the four schools:

- An average of 95% of the parents believe that the school prepares their child academically for success in a four year college.
- An average of 93% of all schools felt that the school has helped their child develop social skills.
- An average of 95% of all schools felt that the school is a safe place where their child feels welcomed and part of the community.
- 95% of all of the respondents state that they would recommend this school to other families.

Jacksonville Lighthouse Charter School

Goals for Next Charter Term

- Jacksonville Lighthouse Charter School District (JLCS) will comply with federal ESEA requirements as contained in the No Child Left Behind Act and will comply with the Common Core Standards, federal, state assessment measures.
- JLCS will annually administer the Arkansas Comprehensive Testing, Assessment and Accountability Assessments, or next generation assessments, and report in accordance with the Arkansas Annual Assessment Calendar for each school year of the charter.
- JLCS will design and execute its programs to meet all of the proposed educational goals and expectations in the Arkansas State statutes.
- The district will meet or exceed the Performance Annual Measureable Objective set by the state or will meet or exceed the Growth Annual Measureable Objective in Literacy and math.

Jacksonville Lighthouse Charter School

Goals for Next Charter Term

- **Reading and Math Growth:** Each year, students in grades K-7 on average will gain at least 1.25 grade levels (125% of typical growth according to national norms) as measured by Northwest Evaluation Association's Measurement of Academic Progress (NWEA MAP)
- **Scholars will take rigorous courses. 100% 10-12 will take at least 1 AP or Pre AP course.**
- 100% of scholars enrolled at JLCS since at least 9th grade will graduate high school in 4 years; 90% of scholars who enroll in JLCS after 9th grade will graduate high school in 4 years.
- Each year families will express overall satisfaction with the school based on the Lighthouse Family Survey in which the school will receive an overall rating of good or excellent with a survey return rate of 75% or higher.

Jacksonville Lighthouse Charter School

Organizational Strength

- Lighthouse Academies of Arkansas (LAA) Board has received four consecutive unmodified audit reports.
- LAA secured \$5M in bond financing for the construction of the JLCS College Prep Academy.
- LAA has maintained positive cash flows and meets the required debt service coverage ratio.
- LAA is in compliance with its charter and all state laws and regulations.

Jacksonville Lighthouse Charter School

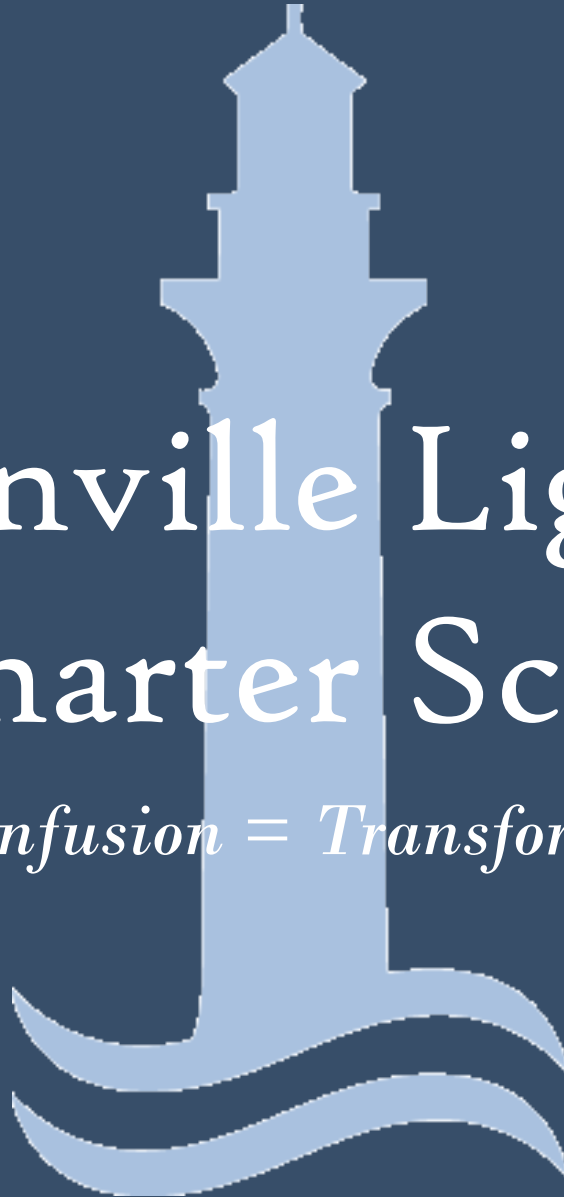
JLCS has made significant, permanent investment in the community building new elementary school, high school, renovation at Flightline on the LRAFB offering the community the first new school buildings in over 20 years. Those investments were made in anticipation of being a permanent educational partner in Jacksonville. We are building permanent relationships with parents, local businesses and other organizations



Follow UP Slides

Jacksonville Lighthouse Charter School

Challenge + Arts Infusion = Transformative Opportunities



Jacksonville Lighthouse Charter School

Legislative Intent

- *Improve Student Learning:*

Met – outperforming resident and other local districts

- *Increase Learning for all students, with special emphasis on expanding learning experiences for students who are identified as low achieving:*

Met – Performance on AMO shows closing of achievement gap and progress

- *Encourage the use of different and innovative teaching methods:*

Met – no other district offers arts infusion as a model and lever to student achievement; home visits; 160 of professional development

- *Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site:*

Met – offer 160 hours of professional development; ongoing weekly pd

- *Provide parents and public with expanded choices in the types of educational opportunities that are available within the public school system:*

Met – Arts Infusion model, new facilities, community connected

- *Hold the schools established under the charter accountable for meeting measurable student achievement standards:*

Met – 10.5 of 12 agreed upon goals

Jacksonville Lighthouse Charter School

Schools AMO Performance Progress

JLCS Lower Academy	Literacy	Math
3 Year Average Performance	TAGG Met Performance AMO ; All students and TAGG met Growth AMO	All students missed Performance AMO by less than a point: 86.25 %- (Performance AMO-86.84)
SubGroups Annual Performance:	AA and Economically Disadvantaged met Performance AMO ; White and Economically Dis. met Growth AMO	African Americans met Performance AMO. All students, TAGG, Economically Dis. missed Performance AMO by less than a point.; White missed by 1 student.
JLCS Upper Academy	Literacy	Math
3 Year Performance	TAGG met AMO Performance for All students,; All students and TAGG met AMO Growth	
SubGroups Performance:	AA, White, Economically Disadvantaged, ELL met AMO Performance ; White and ELL met AMO Growth	ELL met Performance AMO ; Students with Disabilities and ELL Met AMO Growth
JLCS Flightline	Literacy	Math
*3 Year Performance:	All Students Met AMO Growth	
SubGroups Performance:	AA, White, Economically Disadvantaged, ELL met Performance AMO and Growth AMO.	

Jacksonville Lighthouse Charter School

District Academic Results

Comparison Achievement of Comparable AMOs

In the Literacy and Math 2012-13 school year, JLCS met 45% of the Performance AMOs and 40% of the Growth AMOs

- North Little Rock District met 0% of the same.
- Pulaski County School District met less than 1% of the same (1 AMOs)
- Little Rock School District met less than 1% of the same.(1 AMOs.)

Jacksonville Lighthouse Charter School

JLCS vs. Comparable FRL Schools

JLCS Elementary School (Achieving in Literacy)

- Outperforms 2 of 10 school in the percentage of all students making Proficient or Advanced in Literacy
- Outperforms 3 of 10 schools in the percentage of Economically Disadvantaged students scoring Proficient or Advanced in Literacy
- Outperforms 9 of 10 schools in the percentage of all students making Proficient or Advanced in Math
- Outperforms 9 of 10 schools in the percentage of Economically Disadvantaged Students scoring Proficient or Advanced in Math

JLCS Middle School (Achieving in Literacy)

- Outperforms 2 of 10 comparable schools in the percentage of all students making Proficient or Advanced in Literacy
- Outperforms 2 of 10 comparable schools in the percentage of Economically Disadvantaged students scoring Proficient or Advanced in Literacy
- Outperforms 2 of 10 comparable schools in the percentage of all students making Proficient or Advanced in Math
- Outperforms 4 of 10 comparable schools in the percentage of Economically Disadvantaged Students scoring Proficient or Advanced in Math

Jacksonville Lighthouse Charter School

JLCS vs. Comparable FRL Schools

Flightline Upper Academy (Achieving in Literacy)

- Outperforms 3 of 10 comparable schools in the percentage of all students making Proficient or Advanced in Literacy
- Outperforms 7 of 10 comparable schools in the percentage of Economically Disadvantaged students scoring Proficient or Advanced in Literacy
- Outperforms 1 of 10 comparable schools in the percentage of all students making Proficient or Advanced in Math
- Outperforms 2 of 10 comparable schools in the percentage of Economically Disadvantaged Students scoring Proficient or Advanced in Math

College Prep Academy (no data for Literacy)- Only tested 9th graders

- Outperforms 0 of 10 comparable schools in the percentage of all students making Proficient or Advanced in Math
- Outperforms 9 of 10 comparable schools in the percentage of Economically Disadvantaged Students scoring Proficient or Advanced in Math

Jacksonville Lighthouse Charter School

Additional Comparisons

- Using the FRL percentage to build comparisons yields a list of schools that are comparable only as it relates to FRL.
- Schools were not similar to JLCS in race or ethnicity and were not in proximity to JLCS.
- Of the 10 school compared to JLCS Elementary, only 3 are within 10% of the JLCS % of AA students.
 - The other 7 range from 0% to 1% (4 schools); 3 schools between 10% and 30% within JLCS.
 - Similar distribution for the other comparisons (JLCS Middle, Flightline, CPA)

Jacksonville Lighthouse Charter School

JLCS vs. Comparable %AA

- Percentage of African American connects to our goal to close the achievement gap and strengthen the performance of our TAGG scholars (primarily composed of African American scholars)

JLCS Elementary School

- Outperforms 6 of 11 comparable school in the percentage of all students making Proficient or Advanced in Literacy
- Outperforms 8 of 11 comparable schools in the percentage of Economically Disadvantaged students scoring Proficient or Advanced in Literacy
- Outperforms 10 of 11 comparable schools in the percentage of all students making Proficient or Advanced in Math
- Outperforms 11 of 11 comparable schools in the percentage of Economically Disadvantaged Students scoring Proficient or Advanced in Math

Jacksonville Lighthouse Charter School

JLCS vs. Comparable %AA

JLCS Upper Academy

- Outperforms 9 of 9 comparable schools in the percentage of all students making Proficient or Advanced in Literacy
- Outperforms 9 of 9 comparable schools in the percentage of TAGG students scoring Proficient or Advanced in Literacy
- Outperforms 9 of 9 comparable schools in the percentage of all students making Proficient or Advanced in Math
- Outperforms 8 of 9 comparable schools in the percentage of TAGG Students scoring Proficient or Advanced in Math

Jacksonville Lighthouse Charter School

JLCS vs. Comparable %AA

Flightline Upper Academy

- Outperforms 6 of 9 comparable schools in the percentage of all students making Proficient or Advanced in Literacy
- Outperforms 4 of 9 comparable schools in the percentage of Economically Disadvantaged students scoring Proficient or Advanced in Literacy
- Outperforms 3 of 9 comparable schools in the percentage of all students making Proficient or Advanced in Math
- Outperforms 5 of 9 comparable schools in the percentage of TAGG students scoring Proficient or Advanced in Math

College Prep Academy (no data for Literacy)

- Outperforms 7 of 10 comparable schools in the percentage of all students making Proficient or Advanced in Math

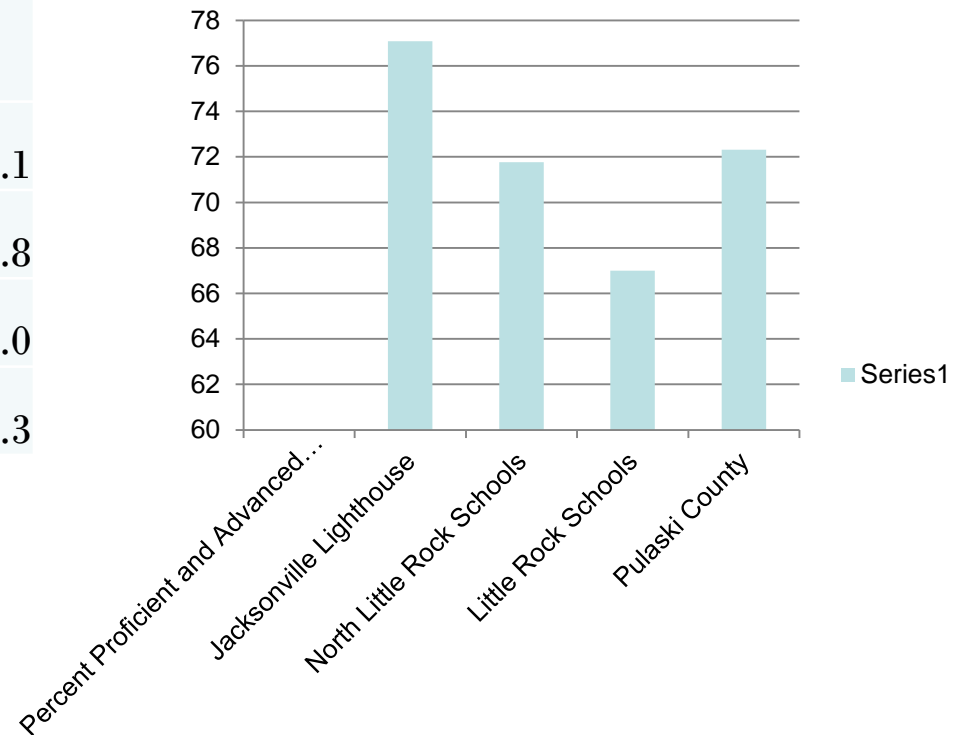
Jacksonville Lighthouse Charter School

Academic Results: Literacy

District Comparison: Percent Proficient and Advanced

Percent Proficient and Advanced Literacy All Students

Jacksonville Lighthouse	77.1
North Little Rock Schools	71.8
Little Rock Schools	67.0
Pulaski County	72.3

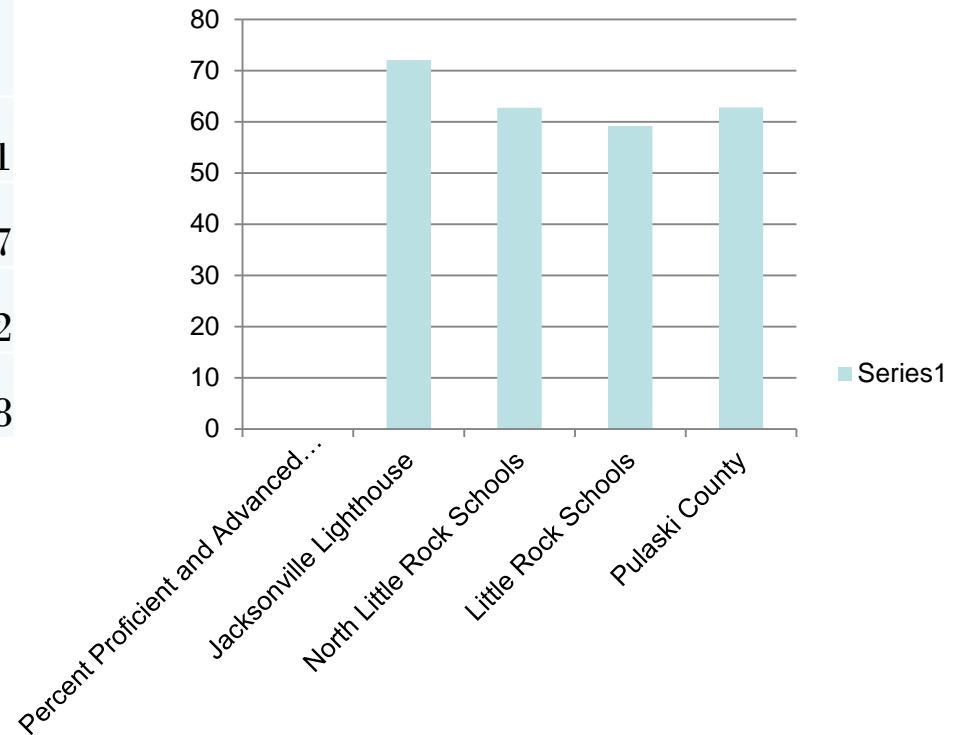


Jacksonville Lighthouse Charter School

Academic Results: Literacy

District Comparison Percent Proficient and Advanced TAGG

Percent Proficient and Advanced Literacy TAGG	
Jacksonville Lighthouse	72.1
North Little Rock Schools	62.7
Little Rock Schools	59.2
Pulaski County	62.8

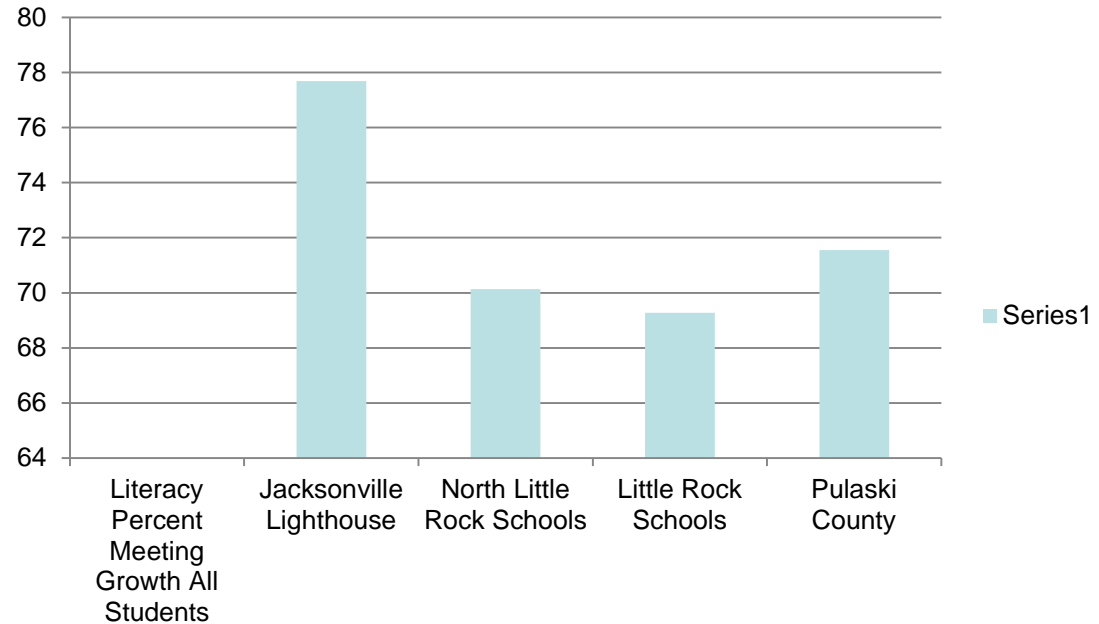


Jacksonville Lighthouse Charter School

Academic Results: Literacy

District Comparison Percent Meeting Growth All Students

Literacy Percent Meeting Growth All Students	
Jacksonville Lighthouse	77.7
North Little Rock Schools	70.1
Little Rock Schools	69.3
Pulaski County	71.6

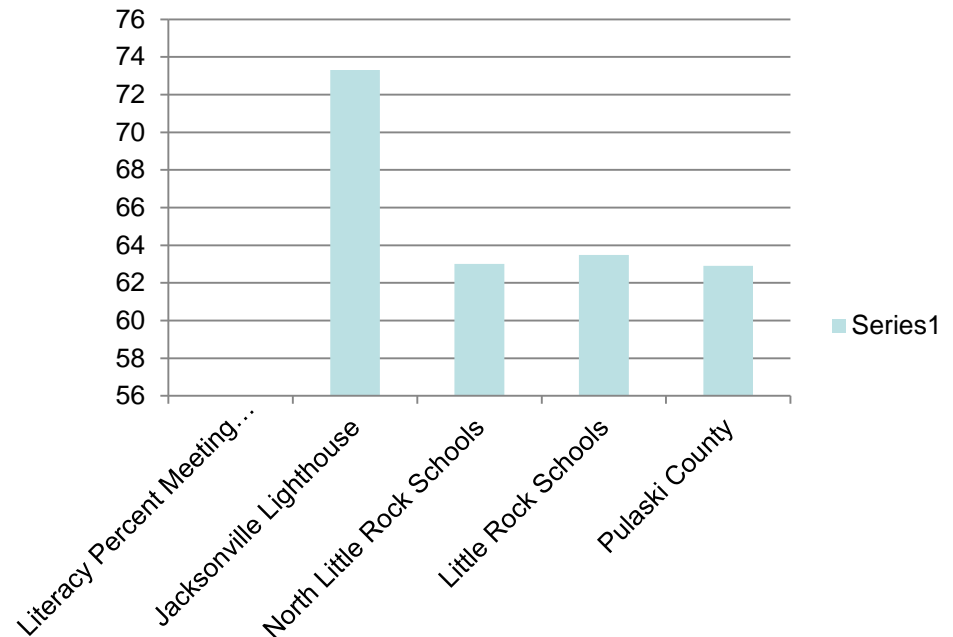


Jacksonville Lighthouse Charter School

Academic Results: Literacy

District Comparison Percent Meeting Growth TAGG

Literacy Percent Meeting Growth TAGG	
Jacksonville Lighthouse	73.3
North Little Rock Schools	63.0
Little Rock Schools	63.5
Pulaski County	62.9

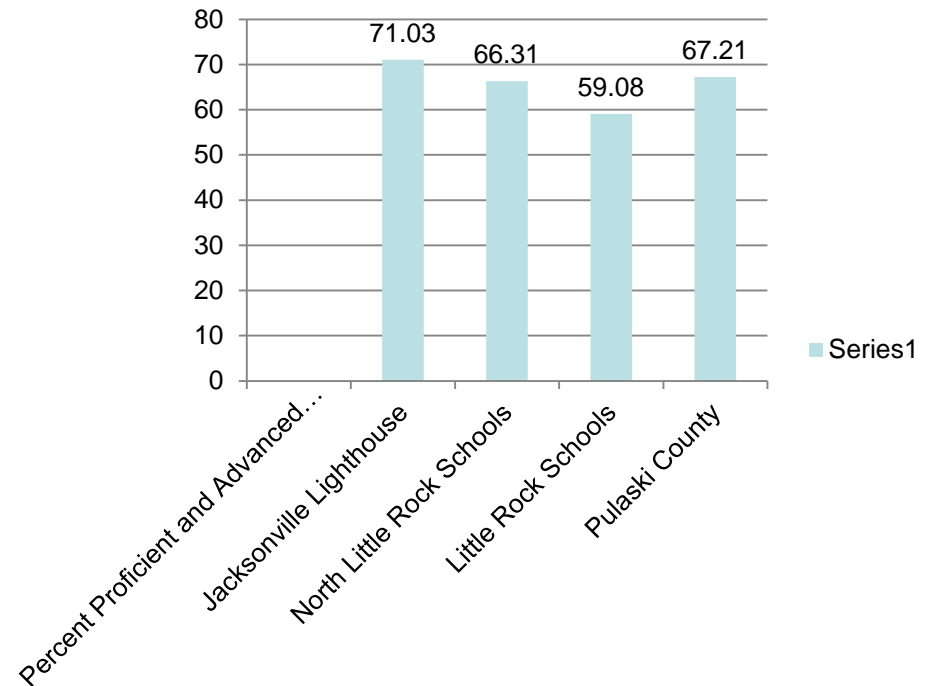


Jacksonville Lighthouse Charter School

Academic Results: Math

District Comparison Percent Proficient and Advanced All Students

Percent Proficient and Advanced Math All Students	
Jacksonville Lighthouse	71
North Little Rock Schools	66.3
Little Rock Schools	59.1
Pulaski County	67.2

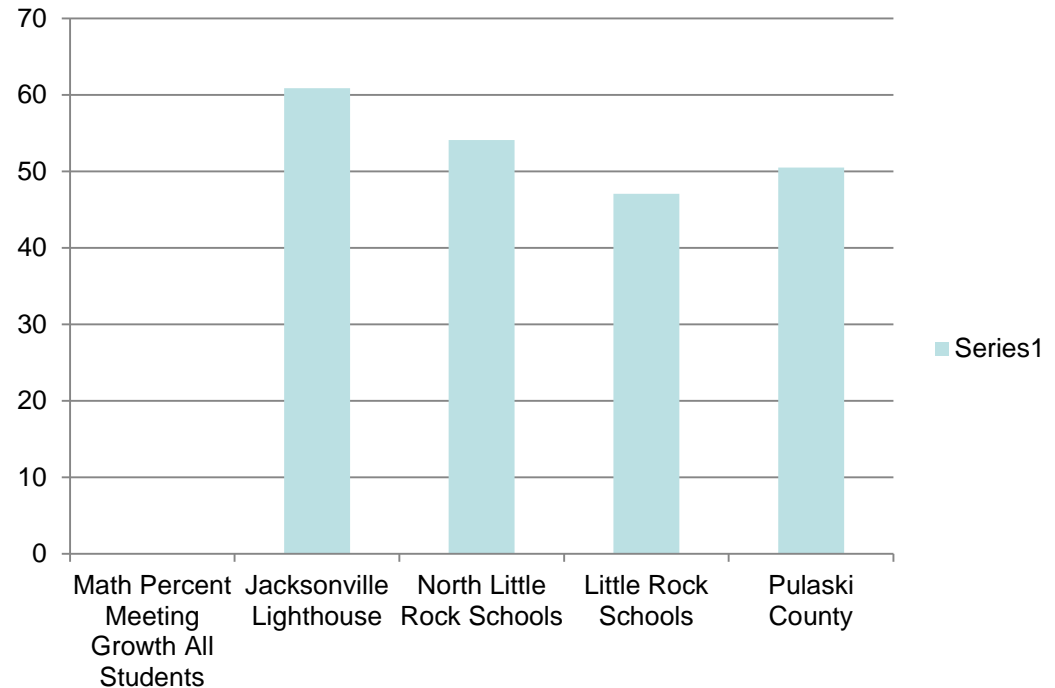


Jacksonville Lighthouse Charter School

Academic Results: Math

District Comparison Percent Meeting Growth All Students

Math Percent Meeting Growth All Students	
Jacksonville Lighthouse	60.88
North Little Rock Schools	54.09
Little Rock Schools	47.04
Pulaski County	50.51

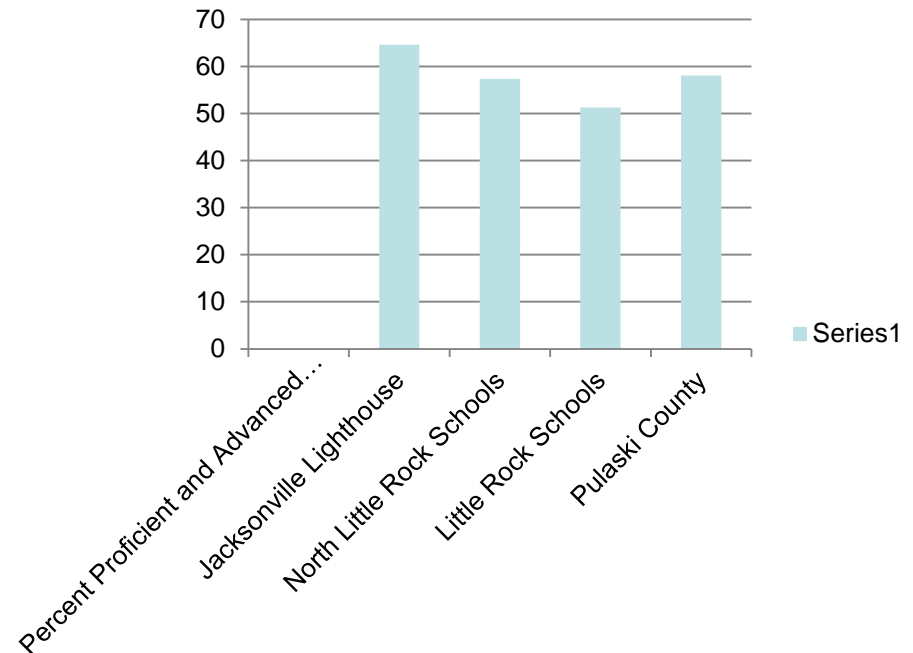


Jacksonville Lighthouse Charter School

Academic Results: Math

District Comparison Percent Proficient and Advanced TAGG

Percent Proficient and Advanced Math TAGG	
Jacksonville Lighthouse	64.6
North Little Rock Schools	57.3
Little Rock Schools	51.3
Pulaski County	58.1

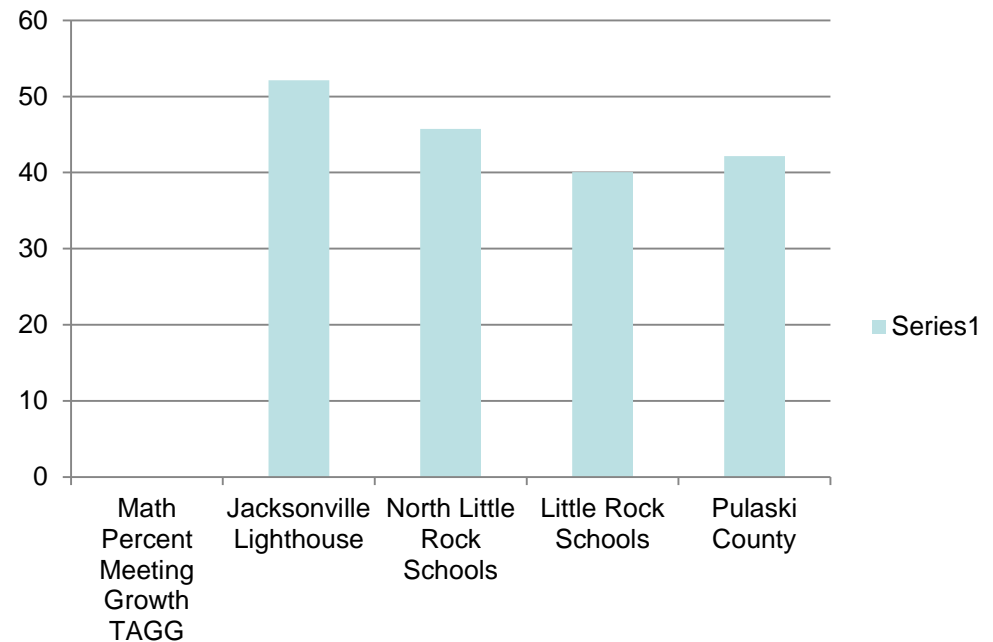


Jacksonville Lighthouse Charter School

Academic Results: Math

District Comparison Percent Meeting Growth TAGG

Math Percent Meeting Growth TAGG	
Jacksonville Lighthouse	52.1
North Little Rock Schools	45.8
Little Rock Schools	40.1
Pulaski County	42.2



Jacksonville Lighthouse Charter School

Summary

Jacksonville Lighthouse Charter School
Jacksonville, Arkansas

**JACKSONVILLE LIGHTHOUSE CHARTER SCHOOL
RENEWAL SUMMARY
FEBRUARY 2014**

Sponsoring Entity	Lighthouse Academies of Arkansas
School Addresses	251 North First Street, Jacksonville 72076 Little Rock Air Force Base, Building 1030, Jacksonville 72076
Grades Served	K-12
Enrollment	816 (2013-2014)
Maximum Enrollment	1,019
Number of Years Requested	10

From 2013 Arkansas School ESEA Accountability Reports

District	Needs Improvement District
District Attendance Rate	99.28% (3 QTR AVG)
	Achieving – Percent Tested
	Achieving – Literacy
	Needs Improvement – Math

Jacksonville Lighthouse Charter

Grades K-4	Needs Improvement School
School Attendance Rate	100% (3 QTR AVG)
	Achieving – Percent Tested
	Achieving – Literacy
	Needs Improvement – Math

Jacksonville Lighthouse Middle School

Grades 5-8	Needs Improvement School
School Attendance Rate	99.43% (3 QTR AVG)
	Achieving – Percent Tested
	Achieving – Literacy
	Needs Improvement – Math

Jacksonville Lighthouse College Prep Academy

Grades 9-12 (9 only in 12-13)	Needs Improvement School
School Attendance Rate	99.03% (3 QTR AVG)
	Achieving – Percent Tested
	No Status – Literacy
	Needs Improvement – Math

Jacksonville Lighthouse Flightline Upper Academy

Grades 5-8	Needs Improvement School
School Attendance Rate	98.19% (3 QTR AVG)
	Achieving – Percent Tested
	Needs Improvement – Literacy
	Needs Improvement – Math

Special Education Monitoring

Monitored in 2013-2014; 90-day verification period ends on April 21, 2014

2012-2013 Accreditation Statuses

Jacksonville Lighthouse Charter	Accredited
Jacksonville Lighthouse Middle School	Accredited
Jacksonville Lighthouse College Prep Academy	Accredited
Jacksonville Lighthouse Flightline Upper Academy	Accredited

Arkansas Comprehensive School Improvement Plans (ACSIP)

Working with ADE School Improvement Specialist

Annual Equity Compliance Report

Submitted the 2013-2014 report

Financial Balances

FISCAL YEAR	GRADE LEVELS	ADM	ENROLLMENT CAP	LEGAL BALANCE	CATEGORICAL FUND BALANCE
2012	K-8	616.94	619	\$82,852	\$11,063
2013	K-9	691.69	694	\$23,702	\$5,622

2012 Financial Audit

No findings

New Waivers Requested

None

Waivers Requested to Be Rescinded

From the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

7.02.2	Publication of a report in a newspaper of general circulation in the district before November 15 a report detailing the progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies (waiver for first year only)
18.01	Requiring the development of procedures to identify gifted and talented students in accordance with guidelines established by the Department

Requested Amendments

None

Documentation Provided in Support of the Charter

Petitions (available for review)

279 signatures

Letters of Support (available for review)

Mayor Gary W. Fletcher	City of Jacksonville
Colonel Patrick J. Rhatigan	Commander, 19 th Airlift Wing, Little Rock AFB
Kari and Jody Urquhart	Parents
Cheryl Harris	Parent
Michael B. Curran	Parent
Billy J. Byrd	Parent
Chiquita Lennon	Parent

Generic Letter of Support (available for review)

Representative Mark Perry	State of Arkansas, District 42
Amy Mattis	Jacksonville Chamber of Commerce
Larry Wilson	First Arkansas Bank & Trust
Michael K. Wilson	Attorney, Jacksonville, Arkansas
(Illegible Signature)	First United Methodist of Jacksonville, Arkansas
Phillip Carlisle	First Arkansas Investment Professionals

Currently Approved Waivers from Title 6 of the Ark. Code Ann.

6-17-301	Employment of certified personnel
6-17-401	Teacher licensure requirement
6-17-702	Staff development sessions
6-17-919	Warrants void without valid certification and contract (the only requirement which would be waived is 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)
6-17-2403	Minimum teacher compensation schedule
6-17-919	Warrants void without valid certification and contract
6-17-980	Teacher's salary fund
6-17-1001	Minimum base salary

Currently Approved Waivers from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

7.02.2	Publication of a report in a newspaper of general circulation in the district before November 15 a report detailing the progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies (waiver for first year only)
8.01	Each school district shall form a coalition of parents, and representatives of agencies and institutions, and of business and industry to develop and implement a comprehensive plan for effective and efficient community involvement in the delivery of comprehensive youth services and support
10.02.2	Requiring kindergarten classes have no more than 20 students for 1 teacher or 22 students with a half-time aide (allows for 10% over the maximum of 22 per class so long as the enrollment cap of the charter is not exceeded)
10.02.3	Requiring an average student/teacher ratio for grades 1-3 of no more than 23 students per and no more than 25 students per teacher in any classroom (allows for 10% over the maximum of 25 per class so long as the enrollment cap of the charter is not exceeded)
10.02.4	Requiring an average student/teacher ratio for grades 4-6 of no more than 25 students per and no more than 28 students per teacher in any classroom

15.01	School District Superintendent
15.03.1	Licensure and Renewal
16.01	Guidance and Counseling
16.02.3	Media Services
18.01	Requiring the development of procedures to identify gifted and talented students in accordance with guidelines established by the Department

2013 ESEA REPORTS

Jacksonville Lighthouse Charter School
Jacksonville, Arkansas

District: JACKSONVILLE LIGHTHOUSE CHARTE **Superintendent: PHILLIS NICHOLS ANDERSON**
 School: JACKSONVILLE LIGHTHOUSE CHARTE Principal:
 LEA: 6050700 Grades: K-12
 Address: 251 NORTH FIRST ST Enrollment: 695
 JACKSONVILLE, AR 72076 Attendance (3 QTR AVG): 99.28
 Phone: 501-985-1200 Poverty Rate: 62.88

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	473	474	99.79	611	612	99.84
Targeted Achievement Gap Group	319	320	99.69	403	404	99.75
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	236	236	100.00	293	293	100.00
Hispanic	41	41	100.00	57	57	100.00
White	183	184	99.46	242	243	99.59
Economically Disadvantaged	300	301	99.67	378	379	99.74
English Language Learners	23	23	100.00	26	26	100.00
Students with Disabilities	47	48	97.92	56	57	98.25

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	343	445	77.08	72.23	91.00	282	363	77.69	71.60	93.00
Targeted Achievement Gap Group	214	297	72.05	66.93	91.00	173	236	73.31	71.68	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	842	1126	74.78	72.23	91.00	684	908	75.33	71.60	93.00
Targeted Achievement Gap Group	493	711	69.34	66.93	91.00	412	564	73.05	71.68	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	158	221	71.49	64.28		125	184	67.93	68.75	
Hispanic	27	38	71.05	76.19		25	31	80.65	86.11	
White	147	173	84.97	79.97		125	140	89.29	72.23	
Economically Disadvantaged	207	278	74.46	68.25		167	223	74.89	72.79	
English Language Learners	14	22	63.64	58.33		14	17	82.35		
Students with Disabilities	11	46	23.91	46.97		13	36	36.11	54.54	

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	412	580	71.03	85.21	92.00	221	363	60.88	76.73	81.00
Targeted Achievement Gap Group	245	379	64.64	80.92	92.00	123	236	52.12	73.30	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	975	1336	72.98	85.21	92.00	569	908	62.67	76.73	81.00
Targeted Achievement Gap Group	549	832	65.99	80.92	92.00	311	564	55.14	73.30	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	168	269	62.45	75.45		96	184	52.17	66.86	
Hispanic	33	52	63.46	82.14		19	31	61.29	79.17	
White	174	216	80.56	96.79		102	140	72.86	88.25	
Economically Disadvantaged	237	354	66.95	82.14		119	223	53.36	75.34	
English Language Learners	17	25	68.00	58.33		10	17	58.82		
Students with Disabilities	19	55	34.55	54.54		10	36	27.78	46.97	

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

District: JACKSONVILLE LIGHTHOUSE CHARTE	Superintendent: PHILLIS NICHOLS ANDERSON
School:JACKSONVILLE LIGHTHOUSE CHARTE	Principal:NORMAN WHITFIELD
LEA:6050701	Grades:K-04
Address:251 N. FIRST ST	Enrollment:248
JACKSONVILLE, AR 72076	Attendance (3 QTR AVG):100.00
Phone:501-985-1200	Poverty Rate:72.58

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	101	101	100.00	101	101	100.00
Targeted Achievement Gap Group	83	83	100.00	83	83	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	59	59	100.00	59	59	100.00
Hispanic	13	13	100.00	13	13	100.00
White	28	28	100.00	28	28	100.00
Economically Disadvantaged	81	81	100.00	81	81	100.00
English Language Learners						
Students with Disabilities						

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	70	92	76.09	78.07	91.00	35	47	74.47	71.63	93.00
Targeted Achievement Gap Group	57	76	75.00	67.52	91.00	29	39	74.36	71.36	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	221	291	75.95	78.07	91.00	107	144	74.31	71.63	93.00
Targeted Achievement Gap Group	139	200	69.50	67.52	91.00	71	96	73.96	71.36	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	39	54	72.22	68.96		16	28	57.14	68.39	
Hispanic	9	12	75.00	79.17					100.00	
White	21	25	84.00	89.58		12	12	100.00	73.96	
Economically Disadvantaged	56	74	75.68	66.95		29	38	76.32	70.43	
English Language Learners				58.33						
Students with Disabilities				100.00					100.00	

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	79	92	85.87	86.84	92.00	26	47	55.32	62.77	81.00
Targeted Achievement Gap Group	63	76	82.89	83.05	92.00	21	39	53.85	63.54	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	251	291	86.25	86.84	92.00	86	144	59.72	62.77	81.00
Targeted Achievement Gap Group	164	200	82.00	83.05	92.00	55	96	57.29	63.54	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	46	54	85.19	80.39		13	28	46.43	56.90	
Hispanic	9	12	75.00	79.17					58.33	
White	23	25	92.00	95.83		8	12	66.67	73.96	
Economically Disadvantaged	61	74	82.43	82.76		20	38	52.63	65.05	
English Language Learners				58.33						
Students with Disabilities				100.00					72.23	

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

District: JACKSONVILLE LIGHTHOUSE CHARTE	Superintendent: PHILLIS NICHOLS ANDERSON
School:JACKSONVILLE LIGHTHOUSE MIDDLE	Principal:NORMAN WHITFIELD
LEA:6050702	Grades:05-08
Address:251 N. FIRST ST	Enrollment:203
JACKSONVILLE, AR 72076	Attendance (3 QTR AVG):99.43
Phone:501-985-1200	Poverty Rate:64.04

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	199	200	99.50	226	227	99.56
Targeted Achievement Gap Group	133	134	99.25	148	149	99.33
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	107	107	100.00	114	114	100.00
Hispanic	19	19	100.00	23	23	100.00
White	71	72	98.61	86	87	98.85
Economically Disadvantaged	128	129	99.22	142	143	99.30
English Language Learners	15	15	100.00	18	18	100.00
Students with Disabilities	14	15	93.33	14	15	93.33

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	141	189	74.60	68.13	91.00	137	183	74.86	71.59	93.00
Targeted Achievement Gap Group	88	125	70.40	66.43	91.00	87	121	71.90	71.83	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	373	524	71.18	68.13	91.00	371	504	73.61	71.59	93.00
Targeted Achievement Gap Group	228	333	68.47	66.43	91.00	230	319	72.10	71.83	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	68	102	66.67	60.38		65	100	65.00	68.93	
Hispanic	10	17	58.82	75.00		11	16	68.75	83.33	
White	61	68	89.71	73.96		59	65	90.77	71.78	
Economically Disadvantaged	86	120	71.67	69.37		85	116	73.28	73.88	
English Language Learners	9	14	64.29	58.33		10	13	76.92		
Students with Disabilities	3	14	21.43	27.08		4	13	30.77	37.50	

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	152	215	70.70	84.07	92.00	112	183	61.20	81.69	81.00
Targeted Achievement Gap Group	91	140	65.00	79.17	92.00	64	121	52.89	77.70	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	406	591	68.70	84.07	92.00	320	504	63.49	81.69	81.00
Targeted Achievement Gap Group	231	373	61.93	79.17	92.00	181	319	56.74	77.70	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	67	109	61.47	71.31		53	100	53.00	71.75	
Hispanic	12	21	57.14	83.33		9	16	56.25	83.33	
White	70	82	85.37	97.40		50	65	76.92	91.93	
Economically Disadvantaged	89	134	66.42	81.62		62	116	53.45	80.10	
English Language Learners	12	17	70.59	58.33		7	13	53.85		
Students with Disabilities	5	14	35.71	37.50		5	13	38.46	37.50	

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

District: JACKSONVILLE LIGHTHOUSE CHARTE
School: COLLEGE PREP ACADEMY
LEA: 6050703
Address: 251 N. FIRST ST.
 JACKSONVILLE, AR 72076
Phone: 501-985-1200

Superintendent: PHILLIS NICHOLS ANDERSON
Principal: CHRIS CARTER
Grades: 09-10
Enrollment: 71
Attendance (3 QTR AVG): 99.03
Poverty Rate: 60.56

OVERALL SCHOOL STATUS: NEEDS IMPROVEMENT

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students				67	67	100.00
Targeted Achievement Gap Group				44	44	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American				39	39	100.00
Hispanic						
White				21	21	100.00
Economically Disadvantaged				40	40	100.00
English Language Learners						
Students with Disabilities						

STUDENT PERFORMANCE--LITERACY					
LITERACY STATUS:					
	STATUS PERFORMANCE--LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students				72.23	91.00
Targeted Achievement Gap Group				66.93	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students				72.23	91.00
Targeted Achievement Gap Group				66.93	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American				64.28	
Hispanic				76.19	
White				79.97	
Economically Disadvantaged				68.25	
English Language Learners				58.33	
Students with Disabilities				46.97	

STUDENT PERFORMANCE--MATHEMATICS					
MATHEMATICS STATUS:	NEEDS IMPROVEMENT				
	STATUS PERFORMANCE--MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	31	67	46.27	85.21	92.00
Targeted Achievement Gap Group	15	44	34.09	80.92	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	31	67	46.27	85.21	92.00
Targeted Achievement Gap Group	15	44	34.09	80.92	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	12	39	30.77	75.45	
Hispanic				82.14	
White	16	21	76.19	96.79	
Economically Disadvantaged	15	40	37.50	82.14	
English Language Learners				58.33	
Students with Disabilities				54.54	

District: JACKSONVILLE LIGHTHOUSE CHARTE **Superintendent: PHILLIS NICHOLS ANDERSON**
 School: FLIGHTLINE UPPER ACADEMY Principal: JERRY MCGREW
 LEA: 6050705 Grades: 05-08
 Address: 251 N. FIRST ST Enrollment: 173
 JACKSONVILLE, AR 72076 Attendance (3 QTR AVG): 98.19
 Phone: 501-985-1200 Poverty Rate: 48.55

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	173	173	100.00	217	217	100.00
Targeted Achievement Gap Group	103	103	100.00	128	128	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	70	70	100.00	81	81	100.00
Hispanic				15	15	100.00
White	84	84	100.00	107	107	100.00
Economically Disadvantaged	91	91	100.00	115	115	100.00
English Language Learners						
Students with Disabilities	26	26	100.00	28	28	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:		NEEDS IMPROVEMENT								
	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	131	163	80.37	81.38	91.00	109	132	82.58	78.57	93.00
Targeted Achievement Gap Group	69	96	71.88	73.00	91.00	57	76	75.00	77.50	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	246	308	79.87	81.38	91.00	205	258	79.46	78.57	93.00
Targeted Achievement Gap Group	125	176	71.02	73.00	91.00	111	148	75.00	77.50	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	51	65	78.46	64.28		44	56	78.57	68.75	
Hispanic				76.19					86.11	
White	64	79	81.01	79.97		53	62	85.48	72.23	
Economically Disadvantaged	65	84	77.38	68.25		53	69	76.81	72.79	
English Language Learners				58.33						
Students with Disabilities	6	25	24.00	46.97		6	17	35.29	54.54	

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	149	205	72.68	78.38	92.00	82	132	62.12	67.14	81.00
Targeted Achievement Gap Group	76	119	63.87	69.36	92.00	38	76	50.00	56.25	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	285	384	74.22	78.38	92.00	162	258	62.79	67.14	81.00
Targeted Achievement Gap Group	138	213	64.79	69.36	92.00	75	148	50.68	56.25	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	50	75	66.67	75.45		30	56	53.57	66.86	
Hispanic	11	15	73.33	82.14					79.17	
White	76	101	75.25	96.79		43	62	69.35	88.25	
Economically Disadvantaged	72	106	67.92	82.14		37	69	53.62	75.34	
English Language Learners				58.33						
Students with Disabilities	10	27	37.04	54.54		3	17	17.65	46.97	

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

ADE Evaluation and Applicant Responses

JACKSONVILLE LIGHTHOUSE CHARTER SCHOOL

Sponsoring Entity	Lighthouse Academies of Arkansas, Inc.
Addresses	251 North First Street Jacksonville, Arkansas 72076 Little Rock Air Force Base Building 1030 Jacksonville, Arkansas 72076
Grades Served	K-10 (approved to serve K-12; adding a grade per year)
Enrollment	816 (2013-2014)
Maximum Enrollment	1,019
Number of Years Requested for Renewal	10

CONTACT INFORMATION

Applicants are requested to provide complete contact information.

Evaluation Criteria:

A response that is fully responsive will include the following:

- The names of the sponsoring entity and charter school;
- The LEA number;
- Complete contact information for the school principal/director and board chair;
- The number of years requested for renewal, that does not exceed 20; and
- Date of the governing board's approval of the renewal application.

Partially Responsive – FULLY RESPONSIVE (BASED ON RESPONSE)

Comments and Additional Questions

Provide the mailing address, phone number, fax number, and email address for Dr. Phillis Anderson, Director.

Dr. Phillis N. Anderson, Director
401 Main St. Suite 203 North Little Rock, AR
501-374-5001 (phone)
501-374-5010 (fax)
Pnicholsanderson@lighthouseacademies.org

SECTION 1: GENERAL DESCRIPTION OF THE CHARTER SCHOOL'S PROGRESS AND DESEGREGATION ANALYSIS

Part A: Charter School Progress

Applicants are requested to provide a narrative about the successes of the charter during the current contractual period.

Evaluation Criteria:

A response that is fully responsive will include:

- A comprehensive narrative that identifies and describes multiple successes of the charter school during the current contractual period.

Fully Responsive

Comments and Additional Questions

Provide sources for the data in Tables 1-5.

Table 1 Source – Arkansas Department of Education 2013 Annual Report Data – School Level

Table 2 Source – Arkansas Department of Education 2013 Annual Report Data – School Level

Table 3 Source - Arkansas Department of Education 2013 Annual Report Data – School Level

Table 4 Source - Arkansas Department of Education 2013 Annual Report Data – School Level

Table 5 Source – ACT - The Condition of Career and College Readiness Arkansas - 2013

Part B: Desegregation Analysis

Applicants are requested to describe the current and potential impact of the charter on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that is fully responsive will include:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Fully Responsive

SECTION 2: COMPOSITION OF THE CHARTER SCHOOL'S GOVERNING BOARD AND RELATIONSHIPS TO OTHERS**Part A: Composition of Governing Board**

Applicants are requested to describe the charter school's governance structure.

Evaluation Criteria:

A response that is fully responsive will include:

- A description of the charter school's governance structure;
- An explanation of the selection process for charter board members;
- An explanation of the authority of the board; and
- An explanation of the responsibilities of the board.

Fully Responsive

Part B: Disclosure Information

Applicants are requested to disclose any potential conflicts of interest affecting members of the governing board and employees.

Evaluation Criteria:

A response that is fully responsive will include:

- An itemization of each non-employment contract or lease of the charter school in which any of the charter's administrators, board members, or the family members of administrators or board members have or had a financial interest; and
- An itemization of each family relationship between each member of the charter school's governing board, other board members, and the employees of the charter school.

Fully Responsive

SECTION 3: STUDENT AND TEACHER RETENTION

Part A: Student Retention

Applicants are requested to compile and analyze student retention data.

Evaluation Criteria:

A response that is fully responsive will include:

- A complete table with data about students who left the charter prior to completing the highest grade offered at the school; and
- Reasons that can be substantiated for students who leave the charter.

Partially Responsive - FULLY RESPONSIVE (BASED ON RESPONSE)

Comments and Additional Questions

Provide a revised student retention data table that uses a consistent method of rounding. The current student retention data table includes the following:

- 11.56% of students eligible for free and reduced-price lunches noted as 11%;
- 10.52% of Asian students noted as 11%;
- 7.95% of Hispanic students noted as 7%;
- 20.68% of White/Caucasian students noted as 20%;
- 9.58% of Special Education students noted as 10%; and
- 12.50% of English Language Learners noted as 10%.

Student Retention Table

Group Combined Over All Years	Total Number	Number Left without Completing the Highest Grade Offered	% Left the Charter	% Left for Other Charter	% Left for Traditional Public	% Left for Private School	% Left for Home School	% Left the State	% Left for Unknown Reasons
All	2055	310	15%	7%	36%	3%	3%	35%	16%
Free/ Reduced Lunch	1193	138	12%	0%	34%	0%	0%	32%	34%
Two or More Races	3	0	0%	0%	0%	0%	0%	0%	0%
Asian	19	2	11%	50%	0%	0%	0%	50%	0%
African American	1021	126	12%	10%	35%	2%	0%	25%	28%
Hispanic	176	14	8%	0%	25%	0%	0%	75%	0%
Native American	11	0	0%	0%	0%	0%	0%	0%	0%
White/ Caucasian	822	170	21%	5%	38%	4%	5%	40%	8%
Special Education	146	14	10%	0%	30%	0%	14%	50%	6%
English Language Learner	40	5	13%	0%	40%	0%	0%	60%	0%

Part B: Teacher Retention

Applicants are requested to compile and evaluate teacher retention data.

Evaluation Criteria:

A response that is fully responsive will include:

- A complete table with data about teachers who do not return; and
- Reasons that can be substantiated for teachers who leave the charter.

Partially Responsive - FULLY RESPONSIVE (BASED ON RESPONSE)

Comments and Additional Questions

Provide a revised teacher retention data table that uses the same consistent method of rounding used in the revision of the student retention data table. The current teacher retention data table includes the following:

- 70.58% of teachers returning after 2009-2010 rounded to 71%;
- 59.09% of teachers returning after 2010-2011 rounded to 60%; and
- 66.66% of teachers returning after 2011-2012 rounded to 68%.

Teacher Retention Chart

School Year	Total Number of Teachers	Number Who Returned to Teach at the School the Following Year	% Returned	Number Took Other Positions with the Charter Organization	% Took Other Positions with Charter Organization	Relocation
2009-2010	17	12	71%	0	0	2
2010-2011	22	13	59%	0	0	6
2011-2012	36	24	67%	0	0	6
2012-2013	40	32	80%	0	0	4

SECTION 4: TEST DATA

Applicants are requested to review the testing data for the charter and the resident district and describe the ways in which the data support the achievement of the charter's current academic goals.

Evaluation Criteria:

A response that is fully responsive will include:

- A thoughtful narrative describing the ways in which the testing data support the achievement of, or progress toward achieving, the charter's current academic goals.

Fully Responsive

Comments and Additional Questions

Provide sources for the data in Tables 9-10.

Table 9 – Source – Assessment Scores Comparison to District 2010-2013 – Arkansas Research

Table 10 – Source – Assessment Scores Comparison to District 2010-2013 – Arkansas Research

SECTION 5: ACADEMIC PERFORMANCE GOALS

Part A: Current Performance Goals

Applicants are requested to evaluate the progress toward achieving each of the charter's current student academic performance goals and provide supporting documentation that demonstrates the progress.

Evaluation Criteria:

A response that is fully responsive will include:

- A narrative description of the charter's progress toward achieving each goal; and
- Supporting data that documents the charter's progress in achieving each goal.

Fully Responsive

Part B: New Performance Goals

Applicants are required to confirm their understanding that achieving all goals and/or objectives set by the state, during the period of renewal, is expected and to develop other student academic achievement performance goals for the renewal contract period.

Evaluation Criteria:

A response that is fully responsive will include:

- A confirmation that the charter is expected to achieve all goals and/or objectives set by the state; and
- For other student academic performance goals –
 - Measureable student academic performance goals;
 - The specific tool that will be used to measure academic performance for each goal;
 - The level of performance that will demonstrate success; and
 - The timeframe for achieving each goal.

Fully Responsive

SECTION 6: FINANCE

Applicants are requested to discuss corrective actions for any findings in the most recent financial audit reports prepared during the current contractual period.

Evaluation Criteria:

A response that is fully responsive will include the following:

- Each finding from the financial audit reports **or a statement that there were no findings**;
- A statement for each finding to indicate if it had been noted in prior year audits;
- Corrective actions taken to rectify each issue; and
- The date by which each issue was or will be corrected.

Fully Responsive

SECTION 7: WAIVERS

Applicants are requested to review the current waivers approved for the charter and to identify any changes requested in the charter's waivers from Title 6 of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the Standards for Accreditation.

Part A: New Waiver Requests

Applicants are requested to identify any additional law and rule that the authorizer is requested to waive.

Evaluation Criteria:

A response that is fully responsive will include:

- A list of each law and rule that the charter would like to have waived; and
- A rationale for each waiver request **or a statement saying that no new waivers are requested**.

Fully Responsive

Part B: Waivers to Be Rescinded

Applicants are requested to identify any waiver that is no longer needed.

Evaluation Criteria:

A response that is fully responsive will include:

- An itemized list of each current waiver the charter would like to have rescinded; and
- A rationale for each request **or a statement saying that the charter wishes to maintain all currently approved waivers**.

Fully Responsive

SECTION 8: REQUESTED AMENDMENTS

Applicants are requested to identify and explain amendment requests.

Evaluation Criteria:

A response that is fully responsive will include:

- A list of any requested charter amendments **or a statement that no amendments are being requested**;
- A rationale for each amendment requested; and

- A budget, showing that the charter will be financially viable, if there is an amendment request to change grade levels, the enrollment cap, the location of a campus, and/or an additional campus.

Fully Responsive

Renewal Application



ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School Renewal Application

Deadline for Submission: January 16, 2014



Charter School: Jacksonville Lighthouse Charter School

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313**

Contact Information

Sponsoring Entity:	Lighthouse Academies of Arkansas, Inc.
Name of Charter School:	Jacksonville Lighthouse Charter School
School LEA #	6050700- District: 6050701, 6050702,6050703,6050705
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	Dr. Phillis N. Anderson, Director
Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:	Keri Urquhart 2814 Gray Fox Lane Jacksonville, AR 72076 501-786-0917 Kju822@centurytel.net

Number of Years Requested for Renewal (1-20) 10

Renewal Application Approval Date by the School/Entity Board(s) 1/14/14

Section 1 – General Description of the Charter School’s Progress and

Desegregation Analysis

Part A: Charter School Progress

Provide a narrative about the successes of the charter during the current contractual period.

Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

Lighthouse Academies of Arkansas (LAA) is the sponsoring entity for Jacksonville Lighthouse Charter School (JLCS). The mission of JLCS is to prepare scholars for college through a rigorous, arts-infused program. College is the overarching goal. Arts-infusion is a strategy to achieve this goal. JLCS goals measure progress toward achieving this mission and preparing scholars academically and socially for college.

JLCS opened in 2009 with 344 scholars in grades K-6. These students were enrolled in several different school districts and home schools the previous year. After only four years of operation, JLCS enrolls over 800 scholars and continues to have one of the most diverse student populations in the state. JLCS enjoys strong community support and a healthy waitlist. Over the first four years of operations academic results show growth towards higher percentages of students achieving Proficient or Advanced status in both the Combined Population and in the disaggregated performance for Economically Disadvantaged students. Overall, in 2012-2013, JLCS outperformed the resident district (Pulaski County Special School District).

JLCS is a part of Lighthouse Academies, Inc., national nonprofit network of charter schools. Through that network, JLCS is connected to a growing community of more than 7,100 students and families and more than 830 teachers, principals and staff members.

JLCS Academic Success

Four individual schools make up the JLCS District.¹ The main JLCS campus includes three schools, JLCS Lower Academy (K-4), JLCS Upper Academy (5-8) and the JLCS College Prep Academy (9-12). The fourth school is Flightline Upper Academy (5-8) located on the Little Rock Air Force base. One way to examine JLCS’s success as a local educational option is to compare how JLCS scholars perform in comparison to other Jacksonville public schools. In general, JLCS outperformed most local schools in Math and many comparable local schools in Literacy. Comparable schools are those with similar percentages of Free and Reduced Lunch students (FRL).

- In 2012-2013, the JLCS Lower Academy had 84% of scholars at the Proficient or Advanced level in Math in 2013 on Arkansas State assessments. This compared to an average of 71% Proficient or Advanced at four local elementary schools (Pine Forest, Arnold Drive, Pinewood and Warren Dupree). Arnold Drive was the only local school with comparable performance (83% Proficient or Advanced). However, Arnold Drive’s FRL rate is about half that of JLCS Lower Academy. The JLCS Lower Academy outperformed Pine Forest, Pinewood and Warren Dupree by 6% to 24% (Proficient or Advanced).
- In 2012-2013 the JLCS Upper Academy and Flightline Upper Academy outperformed area middle schools in Math. The JLCS Upper Academy had 67% of scholars scoring Proficient or Advanced and the Flightline Upper Academy had 72% of scholars scoring the same. This compared to 45% and 65% Proficient or Advanced at Jacksonville and Northwood Middle Schools respectively.

Table 1 shows the 2012-2013 performance of local comparable elementary schools in Math. Table 2 shows the performance of local comparable middle schools in Math.

Table 1. Performance of Local Elementary Schools in Math

School	Total % Proficient or Advanced Math	School % FRL
Jacksonville Lighthouse Charter School	84%	73%

¹ The Jacksonville Lighthouse schools became a district with the opening of Flightline Upper Academy in 2011. When referring to results over the entire charter period, the term JLCS District is used.

Arnold Drive Elementary School	83%	38%
Pine Forest Elementary School	78%	41%
Pinewood Elementary School	64%	77%
Warren Dupree Elementary School	60%	79%

Table 2. Performance of Local Middle Schools in Math

School	Total % Proficient or Advanced Math	School % FRL
Flightline Upper Academy	72%	49%
Jacksonville Lighthouse Middle	67%	64%
Northwood Middle School	65%	65%
Jacksonville Middle School	45%	76%

In Literacy, JLCS outperformed Warren Dupree by 2% for scholars scoring Proficient or Advanced, but underperformed Pinewood by 4%. Both of these schools have FRL rates within 6% of JLCS Lower Academy. JLCS Lower Academy has an Achieving Status in Literacy.

JLCS Upper Academy and Flightline Upper Academy significantly outperformed area middle schools in Literacy. The JLCS Upper Academy had 75% of the scholars scoring Proficient or Advanced and Flightline Upper Academy had 82% of scholars scoring the same. This compared to 44% and 71% Proficient or Advanced at Jacksonville and Northwood Middle Schools respectively. Table 3 shows the performance of local elementary schools in Literacy.

Table 3. Performance of Local Elementary Schools in Literacy

School	Total % Proficient or Advanced Literacy	School % FRL
Arnold Drive Elementary School	88%	38%
Pine Forest Elementary School	85%	41%
Pinewood Elementary School	80%	77%
Jacksonville Lighthouse Charter School	76%	73%
Warren Dupree Elementary School	74%	79%

Table 4 shows the performance of local middle schools in Literacy.

Table 4. Performance of Local Middle School in Literacy

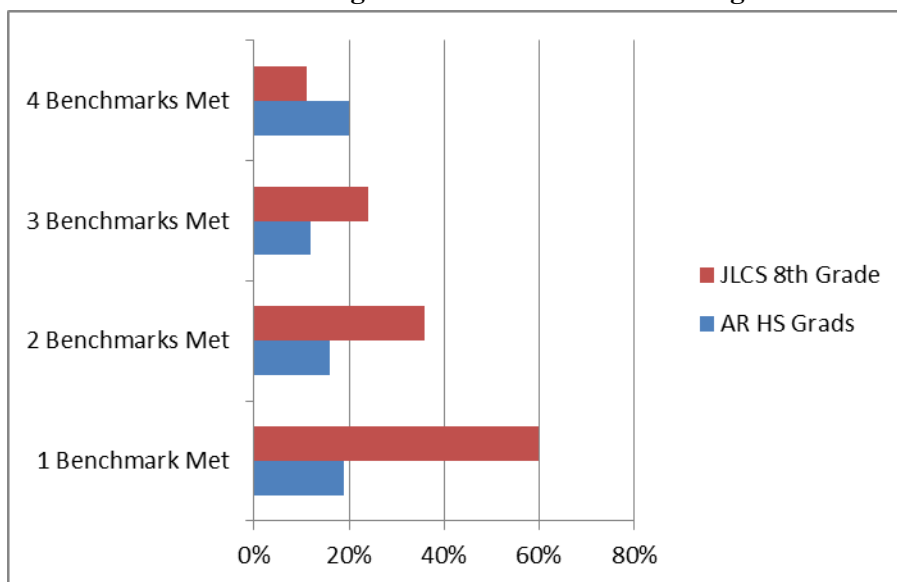
School	Total % Proficient or Advanced Literacy	School % FRL
Flightline Upper Academy	82%	49%
Jacksonville Lighthouse Middle	75%	64%
Northwood Middle School	71%	65%
Jacksonville Middle School	44%	76%

College Readiness Analysis

JLCS is preparing its scholars well for success in college. Data from the ACT Explore exam suggests that JLCS scholars are taking the necessary coursework and are exposed to a level of rigor that puts them in a good position to do well in college level course work. The data also suggests that JLCS scholars are prepared *early* for college success, which gives JLCS the opportunity to build on a solid college ready foundation for scholars while they are still in high school. Over half of JLCS 8th graders are already college ready in at least one subject area.

JLCS is also outperforming the State in relation to college readiness as measured by performance on the ACT benchmarks. Table 5 shows the performance of JLCS 8th grade scholars on the ACT Explore Exam as compared to the performance of the 2013 Arkansas high school graduates on the ACT.

Table 5. JLCS 8th Grade College Benchmarks Met vs. AR High School Grads.



In summary, JLCS outperforms local schools with similar levels of Free and Reduced Lunch in Math and performs almost as well as those same schools in Literacy. JLCS 8th graders outperform the state in the ACT college readiness assessment.

JLCS Fiscal and Operational Strength

Since its first year of operations, JLCS has been fully enrolled with an active wait list approaching 600 scholars with fewer than 100 openings each year, including the entering Kindergarten class of 44 students. JLCS families are continually engaged to ensure that the mission is carried through into the home. Parents have consistently expressed a high level of satisfaction with the educational opportunity being provided to their children. On the 2012-2013 parent survey, 95% of the parents rank JLCS as excellent or good and said that they would recommend the school to others.

With a focus on sound accounting policies, an adequate and efficient accounting system, safeguarding assets, authorizing transactions, retaining supporting documentation for transactions, and maintaining a system of internal controls, the LAA Board has demonstrated the ability to prepare proper financial statements and to comply with applicable laws and regulations. This is evident in the fact that the LAA Board has received four consecutive unmodified audit reports with no audit findings in its four years of operations. Furthermore, JLCS' long-term financial sustainability withstood the scrutiny of lenders, including the Arkansas Development Finance Authority, in closing on a \$5M in bond financing for the construction of the JLCS College Prep Academy. JLCS has been able to maintain positive cash flows and meets the required debt service coverage ratio. JLCS is in compliance with its charter and all state laws and regulations. Annually, the appropriate assurances have been submitted and cycle reports completed on time. JLCS has received appropriate approvals for its Special Education program, Child Nutrition, Technology, Parental Involvement, and ACSIP plans. The four schools are fully accredited and have never received any findings in the financial audit.

The stable enrollment, strong academic performance, and well-managed finances have enabled the LAA Board to expand the facility to support its projected growth to 1,019 scholars in grades K-12 by the 2015–2016 school year.

Part B: Desegregation Analysis

Describe the impact, both current and potential, of the public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Respond below in 11 point Times New Roman font. This response can be no longer than 2 pages.

Ark. Code Ann. §6-23-106 requires the applicant, the local school district in which the charter school is located, and the Charter Authorizer to “review the potential impact of an application for a public charter school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.” Subsection (b) requires the Charter Authorizer to “attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system.” Subsection (c) provides that the Charter Authorizer “shall not approve any public charter school...that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.”

The Arkansas State Board of Education made the determination required by §106 in 2008 upon granting the initial application of JLCS. No person or school district appealed that determination. Renewal of the charter of JLCS will not affect any public school district in Arkansas with respect to compliance with any court orders or statutory desegregation obligations, or efforts to desegregate or to maintain unitary status.

Current Desegregation Analysis

Since the initial grant of the charter to JLCS in 2008:

- 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;
- Pulaski County Special School District (PCSSD) has been determined by the federal courts to be unitary in all respects concerning interdistrict student assignment;
- JLCS does not draw students from any other public school district other than LRSD, NLRSD, and PCSSD in Arkansas that has operated under a desegregation plan or has been involved in desegregation litigation during the existence of JLCS.

Because all public school districts in Arkansas from which Jacksonville Lighthouse draws students are unitary in student assignment or are otherwise not under any court orders to desegregate, the renewal of its charter can have no negative effect on the desegregation efforts of any public school district in this state.

In addition, JLCS is an open-enrollment public charter school, and therefore, must admit all applicants who apply, unless there are more applicants than spaces, in which case Jacksonville Lighthouse must fill spaces according to a random, anonymous lottery. Therefore, JLCS cannot predict its future student demographics.

JLCS’ 2013-2014 student body, as reflected in the records of the Arkansas Department of Education Data Center as of November 2013, comprises 64.5% minority students, including 422 African-American students, 83 Hispanic students, 14 Asian students, 7 Native American students, and 1 student of two or more races.

The African-American and Hispanic enrollment at JLCS exceeds the percentage of these minority groups in the population of Pulaski County according to the 2010 census, while the Native American and Asian enrollment at JLCS is basically identical to the Pulaski County population, and the Caucasian enrollment at JLCS is below the County population.

The current enrollment of JLCS of 816 students would have no material impact on the racial composition of the public school districts in Pulaski County. There are 49,289 students enrolled in the public school

districts in Pulaski County according to their enrollment data reflected in the records of the Arkansas Department of Education Data Center as of November 2013. The total enrollment of JLCS is approximately 1% of that number.

Renewal of JLCS will have no negative impact on the efforts of traditional public school districts to comply with court orders or statutory obligations to create and maintain a unitary system of the segregated public schools. In view of the unitary status of NLRSD and LRSD and the status of PCSSD as unitary in the area of interdistrict student assignment, those school districts have no further obligations to comply with court orders in these areas. Therefore, JLCS cannot be said to have a negative impact on the three (3) Pulaski County school districts' ability to create and maintain a unitary system of desegregated public schools.

There are no current interdistrict effects of the past desegregation found in 1985 in the Pulaski County School Desegregation case. The interdistrict remedies were set in 1985 by the United States Court of Appeals for the Eighth Circuit, which reversed county-wide consolidation, 778 F.2d 404 (8th Cir. 1985) (en banc), and required a judicial remedy that included adjustment of the boundaries between PCSSD and LRSD under which all land within the then-city-limits of Little Rock was assigned to LRSD and the land in the Granite Mountain area was assigned to PCSSD. This was a direct remedy for the interdistrict effects affirmed by the Eighth Circuit, and this interdistrict remedy was promptly carried out before the parties' settlement agreement in 1989.

In 2010, LRSD filed a motion to enforce the 1989 settlement agreement in the Pulaski County School Desegregation case. That motion, to the extent it involves LISA Academy North, contends that the operation of LISA Academy North interferes with the "M-M Stipulation" and the "Magnet Stipulation." On January 17, 2013, United States District Judge D.P. Marshall, Jr. denied LRSD's motion.

4. Disposition. LRSD and Joshua's motions to enforce and for summary judgment, *Document No. 4440 & 4704*, are denied without prejudice on all issues except charter schools and denied with prejudice on that issue. The State and Charter Intervenors have prevailed on whether the State has violated the 1989 Settlement Agreement in authorizing open-enrollment charter schools in Pulaski County. In the Court's judgment, as a matter of law, the State did not do so.

Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al., Case No. 4:82-CV-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division, Document 4809, at pages 29-30.

Therefore, JLCS submits to the Charter Authorizer that the renewal of JLCS' charter will not in any way hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts in this state.

Section 2 – Composition of the Charter School’s Governing Board and Relationships to Others

Part A: Composition of Governing Board

Describe the governance structure of the charter, including an explanation of the board member selection process and the authority and responsibilities of the charter board.

Respond below in 11 point Times New Roman font. This response can be no longer than 5 pages.

The five member LAA Board of Directors is a stable team that provides competent governance and oversight of the institution through a wide range of expertise and professional experiences. Community members including parents make an application and are appointed by the existing board members as required by the Board’s bylaws. An effective Board of Directors is essential to the success of the school. In addition to the expertise, skills, knowledge and relationships that the Directors bring to the school, the Directors must possess the right personal characteristics and attitudes for the job. The Board of Directors makes crucial decisions regarding the school’s long term strategy and direction. These decisions include, hiring and firing of the principal, approving the principal’s recommendations concerning the employment of other staff, approval of the budget, engaging of auditors, management of the property, oversight of Lighthouse Academies and the establishment of policies regarding such issues as curriculum, employment and discipline.

Ms. Keri Urquhart serves as the Department Head of the Rehabilitation Department at Woodland Hills Nursing and Rehab. Ms. Urquhart started her occupational therapy career at the University of Arkansas for Medical Sciences working with critical care patients. She was born and raised in Jacksonville. Ms. Urquhart has been an active member of the Jacksonville Junior Auxiliary and is now a Lifetime Member. Ms. Urquhart holds a B.S. in Occupational Therapy from University of Central Arkansas. Ms. Urquhart serves as Board Chair.

Deacon Curtis Green is a Deacon as well as the Church Clerk for the Mount Pisgah Baptist Church in Jacksonville. He also serves as the Chairman of the Deacon Board. Deacon Green spent 26 years in the Air Force and retired as a Master Sergeant. He spent 26 years as Lead Custodian in the Pulaski County Special School District. He also spent ten years as a Commissioner for the Parks and Recreation Department in Jacksonville.

Mr. Kevin McCleary is an Alderman in Jacksonville, Ward 1. He holds a City Council seat as well as seats on the boards of the Boys and Girls Club and Senior Citizens. He has also served on the Board of Adjustment and the Planning Commission. Mr. McCleary has been an active member of the Jacksonville community for more than 25 years.

Dr. Phillis Nichols Anderson has more than 20 years of experience in public education. She is a Senior Vice President for Lighthouse Academies, Inc. and is responsible for the Southern and Eastern Regions. She has led the fastest growing region in the Lighthouse Network. She opened Jacksonville Lighthouse Charter School, and then led the expansion of the school on the Little Rock Air Force base. Dr. Anderson also led the opening of Pine Bluff Lighthouse Charter School. As an educator, her career has spanned from serving as a teacher in a tiny rural school district, Humnoke School District, to a teacher and administrator in the Little Rock School District, District of Columbia Public Schools and Prince George’s County Public Schools. Dr. Nichols-Anderson is a product of the University of Arkansas system, earning her Bachelor’s, Master’s and Doctorate degrees from those institutions. She participated in Harvard University’s Charter Schools Institute.

Mrs. Angie Curran is the Business Manager at Morgan Teeter Financial in Maumelle. She holds a B.S. in Business Management from Troy State University. Ms. Curran grew up in a military family and moved to Jacksonville 12 years ago with her husband who is still active duty Air Force. She has two children that attend Jacksonville Lighthouse Charter School. Ms. Curran serves as a Board Parent Representative and serves as the Board’s treasurer.

Board Member Selection

Each Board member serves a term of two years and may be reappointed for additional terms. Prospective board members are required to complete an application. The applicant is required to provide details on their work and education background and what expertise they believe that they will bring to the board. A board subcommittee interviews prospective board members and then shares its recommendations with the full board. The board votes to appoint new board members subject to completion of a background check. New board members are provided with an orientation and are also required to complete annual training required by Arkansas regulations. Board members are also required to complete a conflict of interest form annually.

Shared Authority

The Board of Directors intends to continue to contract with Lighthouse Academies Inc. (LHA) to provide business and education services. LHA provides the same services to twenty schools across the country. To insure appropriate controls, the Board contracts with an independent auditor to conduct an annual audit.

The nature of the Board's governance role must be understood in the context of an institutional partnership with LHA. Each school in the LHA Network contributes to and learns from the other schools. Each school is organized to support the implementation of the LHA school design. While the Board has the ultimate responsibility for and authority over the school, LHA has a distinct and equally important role to play in the success of the school. The success of the school ultimately depends on each partner's clear understanding of its own and other partners' roles.

Board of Directors

The Board's governance role requires that the Board perform the following functions:

- Strategic Oversight: Through the charter application the Board adopts and upholds the Lighthouse Academies' mission and vision for the school.
- Operational Oversight: The Board oversees the operations of the school, while delegating day-to-day operational authority to LHA and the school's Principal.
- Financial Oversight: The Board ensures that the school remains a financially viable entity by overseeing the school's financial condition.
- Personnel: The Board approves all employment compensation at the school, including benefits through approval of the annual budget.
- Contracts: The Board, in consultation Lighthouse Academies, approves all major contracts.
- Consultant Support: The Directors use their individual skills, knowledge, expertise and/or community relationships to support the school.
- Community Relationships: The Directors act as advocates and representatives of the school in creating and maintaining relationships with the community and other stakeholders.

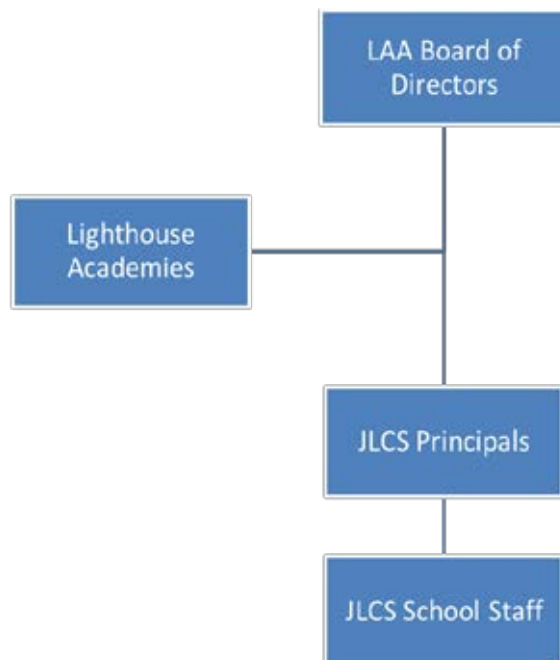
Lighthouse Academies

Lighthouse Academies is the institutional partner of the Board of Directors. Although its technical relationship with the Board is that of a service provider, the success of any Lighthouse Academies school depends on a true partnership between the Board and LHA. In this partnership, LHA may hold one or more Board seats and works closely with both the Board and the Principal to provide guidance, training and support to ensure that each may carry out its respective responsibilities in the most effective manner. The essential functions of LHA include the following:

- Charter Application: LHA develops the master charter application and coordinates the charter application and renewal process.
- Principal Recruitment: LHA recruits, screens and proposes principal candidates to the Board. The Board makes the decision on hiring.
- Curriculum: LHA assists the schools with curriculum development and alignment, provides strategic recommendations on programs, instructional resources, and professional development.

- **Evaluation & Assessment:** LHA works with school leaders to create an accountability plan, school improvement plan for the school and provides the Board information and data to facilitate the evaluation by the Board of the performance of the principal, the scholars and the school.
- **Manuals and Handbooks:** LHA provides the school with an Operations and Procedures Manual, an Employee Handbook and a Scholar Handbook that are customized to meet Arkansas rules and regulations.
- **Operations Assistance and Oversight:** LHA provides day-to-day assistance with and oversight of the implementation of the school's education and staff development programs.
- **Administrative Support:** LHA provides administrative support including purchasing, financial management and human resources services.
- **Budget:** LHA develops the annual school budget with the principal for approval by the Board.
- **Professional Development:** LHA provides the school with initial pre-opening staff development and ongoing staff development for the school's administrators.
- **Marketing:** LHA develops an initial marketing plan for recruiting and enrolling scholars using methods best suited to the local community

See below organizational chart showing the relationship of the LAA Board of Directors, the JLCS schools, and Lighthouse Academies Inc.



Part B: Disclosure Information

Identify any contract or lease (other than an employment contract), in which the charter is or has been a party, and in which any charter administrator, board member, or an administrator or board member's family member has or had a financial interest.

Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

Relationship Disclosures

In the first column, provide the name and contact information of each board member. In the second column, provide the name and position (e.g., financial officer, teacher, and custodian) of any other board member, charter employee, or management company employee who has a relationship with the board member or state NONE. Describe the relationship in the third column (e.g., spouse, parent, and sibling).

Charter School Board Member's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Angie Curran 8414 Counts Massie Rd. North Little Rock, AR 72113 501-960-0200 Babs41@centurytel.net	NONE	
Curtis Green 4 Georgeann Jacksonville, AR 72076 501-982-6305 Dec.green1@comcast.net	NONE	
Kevin McCleary 416 Oak Street Jacksonville, AR 72076 501-982-5144 Keyenee69@yahoo.com	NONE	
Phillis Nichols-Anderson 251 N. First St. Jacksonville, AR 72076 501-265-9366 pnicholsanderson@lighthouse-academies.org	NONE	
Keri Urquhart 2814 Gray Fox Lane Jacksonville, AR 72076 501-786-0917 Kju822@centurytel.net	NONE	

Lighthouse Academies of Arkansas entered into a five year service agreement with Lighthouse Academies Inc. for education and business services in 2008. Dr. Phillis N. Anderson is an employee of Lighthouse Academies Inc. Dr. Anderson recuses herself from all board votes related to the service agreement or other matters which may pose a conflict.

Section 3 – Student and Teacher Retention

Part A: Student Retention

Complete the following Student Retention Table:

Table 6. Student Retention

Group Combined Over All Years	Total Number	Number Left without Completing the Highest Grade Offered	% Left the Charter	% Left for Other Charter	% Left for Traditional Public	% Left for Private School	% Left for Home School	% Left the State	% Left for Unknown Reasons
All	2055	310	15%	7%	36%	3%	3%	35%	16%
Free/ Reduced Lunch	1193	138	11%	0%	34%	0%	0%	32%	34%
Two or More Races	3	0	0%	0%	0%	0%	0%	0%	0%
Asian	19	2	11%	50%	0%	0%	0%	50%	0%
African American	1021	126	12%	10%	35%	2%	0%	25%	28%
Hispanic	176	14	7%	0%	25%	0%	0%	75%	0%
Native American	11	0	0%	0%	0%	0%	0%	0%	0%
White/ Caucasian	822	170	20%	5%	38%	4%	5%	40%	8%
Special Education	146	14	10%	0%	30%	0%	14%	50%	6%
English Language Learner	40	5	12%	0%	40%	0%	0%	60%	0%

Review the data in the Student Retention Table and discuss the reasons that students leave the charter without completing the highest grade offered at the charter.

Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

Over a four year period, JLCS experienced 16% scholar attrition. The 310 scholars that left JLCS represented approximately 247 families. Of those who left, 35% relocated out of state. A large proportion of those who relocated out of state were scholars attending JLCS Flightline Upper Academy, which is located on the Little Rock Air Force Base. Approximately 50% of the scholars who attend this school are military personnel dependents.

The JLCS Lower Academy, Upper Academy and College Preparatory Academy also serve many military families and also experience significant mobility as a result. When relocations are factored out of the data, JLCS has a student retention rate of approximately 90%.

The data shows that out of the 36% of the students who left JLCS and returned to a traditional public school, the majority (approximately 60%) enrolled in schools outside of the Jacksonville area. Further analysis of the data does reveal a disparity in the race of the scholars who left the school. JLCS lost approximately one in ten African American scholars over the four year period of the charter and approximately two in ten White scholars. However, in the case of White scholars who left the school, nearly half left the state, many of which were departures of military families relocating out of state. If the scholars who left the state are removed from the calculation, then the retention rate for African American and White scholars is nearly equal at approximately 90%.

In addition to the turn-over that comes from serving military families, there are other factors that impact the retention rate. The longer instructional day sometimes conflicts with other family responsibilities or work schedules as does the extended school year. Other reason cited by families for leaving the school includes sports and the uniform requirement.

Overall, parent surveys suggest that JLCS families are highly satisfied with the school curriculum and culture and that the student turnover is not the result dissatisfaction with the academic program. For example, with over a response rate of over 90% on the 2012 -2013 parent survey, 95% of the parents at Flightline Upper Academy believe that the school prepares their child academically for success in a four year college. 95% felt that the school has helped their child develop social skills, and 98% felt that the school is a safe place where their child feels welcomed and part of the community. Almost 100% of the respondents state that they would recommend this school to other families.

Another indicator of the JLCS' overall strength is the fact that the school has maintained a waitlist of over 500 students since its inception. And, although the student population has changed, the school demographics have been consistent over the years with 37% White; 50% African American and 10% Hispanic. The schools' service to students with disabilities has increased over the term of the charter. The school opened serving just over 40 students with I.E.P's (11.6%) and now serves over 100 students (12.5%) with special needs.

Part B: Teacher Retention

Complete the following Teacher Retention Table:

Table 7. Teacher Retention

School Year	Total Number of Teachers	Number Who Returned to Teach at the School the Following Year	% Returned	Number Took Other Positions with the Charter Organization	% Took Other Positions with Charter Organization	Relocation
2009-2010	17	12	71%	0	0	2
2010-2011	22	13	60%	0	0	6
2011-2012	36	24	68%	0	0	6
2012-2013	40	32	80%	0	0	4

Review the data in the Teacher Retention Table and discuss the reasons that teachers leave the charter.
Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

JLCS focuses on hiring and retaining high quality teachers, leaders and support staff. Based on the intensity of the instructional model and the unique nature of the arts infusion process, which requires a high level of collaboration and co-teaching, it has always been clear that JLCS teachers and administrators would need to be both exceptional educational professionals and dedicated learners themselves.

Entering the fifth year of the charter, JLCS has a four year teacher retention rate of 70%. When staff relocations are factored out of the data, the retention rate is 86% over four years. Seven teachers, or 40 % the founding staff, remain on the JLCS team. Of the founding instructional staff that remains, three have moved into leadership positions and the others continue to serve the school as teachers or academic interventionists.

Despite JLCS best retention efforts, turn-over is inevitable for a variety of reasons. Approximately, 5% of teacher attrition is due to nonrenewal. Other teachers have left voluntarily to relocate or in some instances due the challenging nature of the work and the longer day and a longer year.

Section 4 – Test Data

Review the following testing data summary, 2010-2013, showing the charter data and the resident school district data. Describe the ways in which the testing data support the achievement of or progress toward achieving the charter’s current approved academic goals.

Respond below in 11 point Times New Roman font. This response can be no longer than 6 pages.

Table 8. Assessment Scores Comparison to District 2010-2013

Jacksonville Lighthouse Charter School							
State-Mandated Assessment Scores, 2010-2013							
Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
Benchmark/Literacy - Combined Population							
2010	JACKSONVILLE LIGHTHOUSE	180	5.00%	27.22%	41.67%	26.11%	67.78%
	PULASKI COUNTY SPECIAL	7133	6.90%	25.28%	40.85%	26.97%	67.83%
2011	JACKSONVILLE LIGHTHOUSE	231	3.90%	29.44%	41.99%	24.68%	66.67%
	PULASKI COUNTY SPECIAL	7042	6.12%	22.45%	40.23%	31.20%	71.43%
2012	JACKSONVILLE LIGHTHOUSE	448	3.79%	19.42%	45.54%	31.25%	76.79%
	PULASKI COUNTY SPECIAL	6913	5.01%	15.94%	36.63%	42.43%	79.05%
2013	JACKSONVILLE LIGHTHOUSE	441	3.63%	19.05%	43.54%	33.79%	77.32%
	PULASKI COUNTY SPECIAL	7281	6.46%	19.06%	36.63%	37.85%	74.48%
Benchmark/Literacy - Econ. Disadvantaged							
2010	JACKSONVILLE LIGHTHOUSE	82	8.54%	28.05%	39.02%	24.39%	63.41%
	PULASKI COUNTY SPECIAL	4338	9.50%	30.96%	41.17%	18.37%	59.54%
2011	JACKSONVILLE LIGHTHOUSE	126	5.56%	32.54%	42.86%	19.05%	61.90%
	PULASKI COUNTY SPECIAL	4159	8.32%	28.35%	42.20%	21.13%	63.33%
2012	JACKSONVILLE LIGHTHOUSE	267	4.49%	23.60%	47.19%	24.72%	71.91%
	PULASKI COUNTY SPECIAL	4129	6.95%	21.22%	40.37%	31.46%	71.83%
2013	JACKSONVILLE LIGHTHOUSE	275	4.00%	21.45%	46.18%	28.36%	74.55%
	PULASKI COUNTY SPECIAL	4261	8.52%	24.95%	38.68%	27.86%	66.53%
Benchmark/Math - Combined Population							
2010	JACKSONVILLE LIGHTHOUSE	180	9.44%	22.22%	35.00%	33.33%	68.33%
	PULASKI COUNTY SPECIAL	7135	13.62%	17.31%	32.98%	36.09%	69.07%
2011	JACKSONVILLE LIGHTHOUSE	231	4.76%	12.99%	43.29%	38.96%	82.25%
	PULASKI COUNTY SPECIAL	7042	12.06%	16.15%	32.59%	39.21%	71.80%
2012	JACKSONVILLE LIGHTHOUSE	448	11.16%	17.41%	37.72%	33.71%	71.43%
	PULASKI COUNTY SPECIAL	6914	11.24%	15.49%	32.67%	40.60%	73.27%
2013	JACKSONVILLE LIGHTHOUSE	442	12.44%	14.71%	38.91%	33.94%	72.85%
	PULASKI COUNTY SPECIAL	7286	14.36%	17.65%	33.72%	34.27%	67.99%
Benchmark/Math - Econ. Disadvantaged							
2010	JACKSONVILLE LIGHTHOUSE	82	14.63%	23.17%	31.71%	30.49%	62.20%
	PULASKI COUNTY SPECIAL	4338	17.61%	21.07%	34.62%	26.69%	61.32%
2011	JACKSONVILLE LIGHTHOUSE	126	4.76%	16.67%	46.03%	32.54%	78.57%
	PULASKI COUNTY SPECIAL	4159	15.82%	20.25%	34.72%	29.21%	63.93%
2012	JACKSONVILLE LIGHTHOUSE	267	14.61%	20.60%	36.33%	28.46%	64.79%
	PULASKI COUNTY SPECIAL	4129	15.45%	20.22%	34.25%	30.08%	64.33%
2013	JACKSONVILLE LIGHTHOUSE	276	14.13%	15.94%	39.49%	30.43%	69.93%
	PULASKI COUNTY SPECIAL	4264	18.95%	21.55%	34.83%	24.67%	59.50%

Benchmark/Science - Combined Population							
2010	JACKSONVILLE LIGHTHOUSE	44	13.64%	45.45%	36.36%	4.55%	40.91%
	PULASKI COUNTY SPECIAL	2342	30.66%	44.41%	22.76%	2.18%	24.94%
2011	JACKSONVILLE LIGHTHOUSE	89	15.73%	49.44%	33.71%	1.12%	34.83%
	PULASKI COUNTY SPECIAL	2278	27.04%	40.83%	28.88%	3.25%	32.13%
2012	JACKSONVILLE LIGHTHOUSE	180	15.56%	43.33%	34.44%	6.67%	41.11%
	PULASKI COUNTY SPECIAL	2320	23.28%	42.67%	29.87%	4.18%	34.05%
2013	JACKSONVILLE LIGHTHOUSE	167	14.37%	35.93%	40.72%	8.98%	49.70%
	PULASKI COUNTY SPECIAL	2407	26.55%	39.88%	28.87%	4.69%	33.57%
Benchmark/Science - Econ. Disadvantaged							
2010	JACKSONVILLE LIGHTHOUSE	18	22.22%	44.44%	27.78%	5.56%	33.33%
	PULASKI COUNTY SPECIAL	1428	38.94%	43.84%	16.53%	0.70%	17.23%
2011	JACKSONVILLE LIGHTHOUSE	46	15.22%	52.17%	30.43%	2.17%	32.61%
	PULASKI COUNTY SPECIAL	1325	34.94%	44.53%	19.40%	1.13%	20.53%
2012	JACKSONVILLE LIGHTHOUSE	114	21.05%	43.86%	28.95%	6.14%	35.09%
	PULASKI COUNTY SPECIAL	1400	30.29%	44.71%	22.71%	2.29%	25.00%
2013	JACKSONVILLE LIGHTHOUSE	90	21.11%	42.22%	30.00%	6.67%	36.67%
	PULASKI COUNTY SPECIAL	1392	35.92%	41.88%	20.26%	1.94%	22.20%
Alg/Geo/EOC - Combined Population							
2012	JACKSONVILLE LIGHTHOUSE	75	1.33%	29.33%	57.33%	12.00%	69.33%
	PULASKI COUNTY SPECIAL	1930	7.15%	27.36%	43.89%	21.61%	65.49%
2013	JACKSONVILLE LIGHTHOUSE	135	4.44%	30.37%	51.11%	14.07%	65.19%
	PULASKI COUNTY SPECIAL	2045	6.99%	28.17%	44.25%	20.59%	64.84%
Alg/Geo/EOC - Econ. Disadvantaged							
2012	JACKSONVILLE LIGHTHOUSE	37	2.70%	35.14%	56.76%	5.41%	62.16%
	PULASKI COUNTY SPECIAL	1060	9.91%	32.64%	42.17%	15.28%	57.45%
2013	JACKSONVILLE LIGHTHOUSE	76	6.58%	38.16%	40.79%	14.47%	55.26%
	PULASKI COUNTY SPECIAL	1011	8.11%	34.82%	44.31%	12.76%	57.07%

Data above reflects the number of students tested and the percentage scoring in each proficiency category, combined across the grade levels indicated, for all students and for economically-disadvantaged students. Comparison numbers are for all students and Economically Disadvantaged students in the same grade levels for the resident public school district. Data assembled and furnished by the Arkansas Research Center (<http://arc.arkansas.gov/>).

Summary

JLCS Charter Goals in the 2009 application focused on the idea that through a unique educational model JLCS will steadily increase the academic performance of scholars who have attended JLCS schools for several years. In that way, JLCS distinguishes itself as an attractive, local, educational option for families in the region. Overall the data in Table 5 above shows JLCS scholars are continuing to progress towards higher percentages of Proficient or Advanced across nearly every subject area that has been assessed over the past four school years. The data shows steadily increasing percentages of Proficient or Advanced scholars in both the Combined Population and in the disaggregated performance for Economically

Disadvantaged. The data also shows that in many subject areas where JLCS matched the performance of the resident district at the opening of the charter, JLCS is now outperforming the resident district.

Increasing Proficient and Advanced Scholars

JLCS Charter Goals are based on a commitment to consistently increase the percentage of scholars who are performing at Proficient or Advanced levels. Since inception, JLCS has steadily increased the number of scholars designated as Proficient or Advanced in nearly every subject area tested. Overall, the percentage of all scholars (Combined Population) testing Proficient or Advanced in Literacy, Math and Science has increased an average of 8% from 2010 to 2013. During that same time period, the percentage of Economically Disadvantaged scholars testing Proficient or Advanced in the same subject areas increased an average of 7%.

JLCS scholars have shown the most growth in Literacy. In 2010, 67.78% of all scholars scored Proficient or Advanced. By 2013, that percentage had increased to 77.32%. This is an increase of almost 10%. During that same time period, the percentage of Economically Disadvantaged scholars scoring Proficient or Advanced in Literacy increased by 11%.

Math has also been a growth area for JLCS scholars. In 2010, 68.33% scored Proficient or Advanced. By 2013, that number had increased by nearly 5% to 72.85%. Economically Disadvantaged scholars slightly outperformed the Combined Population during this time frame. In 2010, 62.20% of those scholars were scoring Proficient or Advanced and by 2013, 69.93% were performing at those levels. The increase of over 7% demonstrates a narrowing of the achievement gap between the Combined Population of JLCS scholars and Economically Disadvantaged scholars.

In Science, there has been significant improvement in the performance of the Combined Population and more modest improvement in the performance of Economically Disadvantaged Scholars during the last four years. The percent of all scholars scoring Proficient or Advanced has increased by 9% over the four year period, and the percent of Economically Disadvantaged scholars performing at that level has increased by 4%. Table 9 shows the percent change in Proficient/Advanced scholars during the first four years of JLCS charter.

Table 9. JLCS Change in Percentage Proficient/Advanced

Year	Literacy - Combined	Literacy-ED	Math - Combined	Math -ED	Science - Combined	Science-ED
2010	67.78	63.41	68.33	62.2	40.91	33.33
2011	66.67	61.9	82.25	78.57	34.83	32.61
Change	-1.11	-1.51	13.92	16.37	-6.08	-0.72
2012	76.79	71.91	71.43	64.79	41.11	35.09
Change	10.12	10.01	-10.82	-13.78	6.28	2.48
2013	77.32	74.55	72.85	69.93	49.7	36.67
Change	0.53	2.64	1.42	5.14	8.59	1.58
Overall Change	9.54	11.14	4.52	7.73	8.79	3.34

Discussed in Section 5 below is the progress made with JLCS scholars who have been at the school several consecutive years. Disaggregating the data in this way shows the impact JLCS has on scholars over time and the strength of continued exposure to our academic program.

JLCS District Performance vs. Resident District

The four JLCS schools are referred to as the JLCS District. Pulaski County Special School District (PCSSD) is referred to as the resident district. The charter goals in the 2009 application were based on the idea that the JLCS District would provide a viable alternative to local educational options wherein scholars have the opportunity to achieve at higher levels. When examining percentage rates for Advanced

and Proficient, JLCS matched or exceeded the performance of the resident district in 6 out of 8 areas during the 2013 testing. The JLCS District has an average of 13% more scholars performing at Proficient or Advanced levels in Literacy, Math and Science than the resident district. In addition, JLCS has an average of 11% more Economically Disadvantaged scholars performing at Proficient or Advanced levels in Literacy, Math and Science than the resident district.

In 2010, 67.78% of JLCS scholars were Proficient or Advanced in Literacy, compared to 67.83% of the resident district students. In 2013, the JLCS District was outperforming the resident district by 3%. In 2013 8% more Economically Disadvantaged students enrolled in the JLCS District attained Proficient or Advanced status than Economically Disadvantaged students enrolled in the resident district.

In 2010, 68.33% of the JLCS scholars were performing at Proficient or Advanced in Math compared to 69.07% of resident district students. Data from 2013 shows that while performance levels for the resident district have dropped by a little over 1%, Proficient and Advanced levels for students in the JLCS District increased by over 3%. In 2013, scholars in the JLCS District outperformed the resident district in Proficient and Advanced levels in Math by just under 5%.

The difference is more pronounced when looking at the performance of Economically Disadvantaged students in Math. In 2010, JLCS and the resident district had essentially the same levels of Proficient and Advanced students: 62.2% for JLCS and 61.32% for resident district. By 2013, JLCS had increased the percentage of Proficient or Advanced scholars to 69.93% while the resident district's performance level had dropped to 59.5%. In 2012-2013, the JLCS District outperformed the resident district by slightly more than 10% in the percentage of Economically Disadvantaged scholars scoring Proficient or Advanced in Math.

In Science, both the JLCS District and the resident district have improved the percentage of scholars performing at Proficient or Advanced level from 2010 to 2013. In 2013, the Proficient or Advanced percentage for Combined Population of scholars in the JLCS District was 16% higher than the Combined Population in the resident district. In 2012- 2013, Economically Disadvantaged scholars in the JLCS District had a Proficient or Advanced rate that was 14% higher than the resident district.

For Algebra/Geometry/End of Course testing, JLCS scholars performed on par with the resident district in 2013. For the Combined Populations in these courses, there was less than 1% difference in the Proficient and Advanced percentages, and less than 2% difference Economically Disadvantaged students. In both comparisons, the Proficient and Advanced rates declined for both JLCS scholars and students in the resident district. Table 10 compares the performance of JLCS scholars with the resident district across the first four years of the current charter.

Table 10. JLCS vs. Resident District Comparison of Proficient/Advanced Rates

	Literacy - Combined	Literacy -ED	Math - Combined	Math - ED	Science - Combined	Science - ED	AL/GEO - Combined	AL/GEO - ED
2010 JLCS	67.78%	63.41%	68.33%	62.20%	40.91%	33.33%	NA	NA
2010 PCSSD	67.83%	59.54%	69.07%	61.32%	24.94%	17.23%	NA	NA
Difference	-0.05%	3.87%	-0.74%	0.88%	15.97%	16.10%	NA	NA
2011 JLCS	66.67%	61.90%	82.25%	78.57%	34.83%	32.16%	NA	NA
2011 PCSSD	71.43%	63.33%	71.80%	69.93%	32.13%	20.53%	NA	NA
Difference	-4.76%	-1.43%	10.45%	8.64%	2.70%	11.63%	NA	NA
2012 JLCS	76.79%	71.91%	71.43%	64.79%	41.11%	35.09%	69.33%	62.16%
2012 PCSSD	79.05%	71.83%	73.27%	64.33%	34.05%	25.00%	65.49%	57.45%
Difference	-2.26%	0.08%	-1.84%	0.46%	7.06%	10.09%	3.84%	4.71%

2013 JLCS	77.32%	74.55%	72.85%	69.93%	49.07%	36.67%	65.19%	55.26%
2013 PCSSD	74.48%	66.53%	67.99%	59.50%	33.57%	22.20%	64.84%	57.07%
Difference	2.84%	8.02%	4.86%	10.43%	15.50%	14.47%	0.35%	-1.81%

Data analysis in Section 5 below presents a more detailed look at the performance of scholars who have been at JLCS three or more years.

School Level Performance, Annual Measurable Objectives (AMO)

It is also useful to examine the performance of the four individual schools that make up the JLCS District from the perspective of Annual Measurable Objective (AMO). As stated above, the main JLCS campus includes three schools: JLCS Lower Academy (grades K-4), JLCS Upper Academy (grades 5-8) and the JLCS College Prep Academy (grades 9-12). The JLCS campus on the Little Rock Air Force Base is Flightline Upper Academy. Each school received an individual performance designation based on their performance relative to the AMO set by Arkansas Department of Education.

The JLCS Lower Academy is currently designated Achieving in Literacy and Needs Improvement in Math. The school missed the Status Performance AMO target in Math by less than 1% and the Three Year Average Status Performance AMO by less than 1%. Additionally, the disaggregated performance data shows that African American scholars exceeded their Status Performance AMO in Math by nearly 5%.

The JLCS Upper Academy has the same designation, Achieving in Literacy and Needs Improvement in Math. Upper Academy scholars exceeded the Status Performance AMO in Literacy by more than 8% for all scholars, and approximately 4% for Targeted Achievement Gap Group (TAGG) scholars. In the area of Math, ELL scholars met the Performance AMO and Students with Disabilities and ELL students met the Growth AMO.

The Flightline Upper Academy is designated as Needs Improvement in both Math and Literacy. It is worth noting that for all scholars at Flightline Upper Academy, the Status Performance AMO for Literacy was missed by only 1%, and for TAGG scholars the Literacy AMO was missed by just over 1%.

Subgroups also performed well at Flightline Upper Academy, where African American scholars exceeded the Literacy Status Performance AMO by over 14%, and Economically Disadvantaged scholars exceeded the Literacy Status Performance AMO by nearly 10%. Both groups also did well in the Growth Performance AMO. African American scholars exceeded the Growth Performance AMO by nearly 10% and Economically Disadvantage scholars exceeded the Growth Performance AMO by 4%. Flightline Upper Academy has been the highest performing middle school in the Jacksonville area since its opening.

The JLCS College Prep Academy (CPA) is designated Needs Improvement in Math. However, the CPA is only in its 2nd year of operation. The initial Performance AMO for the CPA was based on JLCS District's AMO.

Section 5 – Academic Performance Goals

Part A: Current Performance Goals

Each of the charter's student academic performance goals, approved by the State Board of Education is listed. Describe the charter's progress in achieving each goal and provide supporting documentation that demonstrates the progress. If a goal was not reached, explain why it was not reached and the actions being taken so that students can achieve the goal.

REDACT ALL STUDENT IDENTIFIABLE INFORMATION.

Summary

In 2009, JLCS committed to achieving 16 goals in the original charter application. Of those 16 goals, four are no longer applicable based on changes in state testing and are being assessed using Northwest

Evaluation Association (NWEA) assessments and Iowa Tests of Basic Skills (ITBS). The JLCS District met 10 of the remaining 12 goals and partially met one. JLCS did not make one out of the original 16 goals.

Goals in Reading

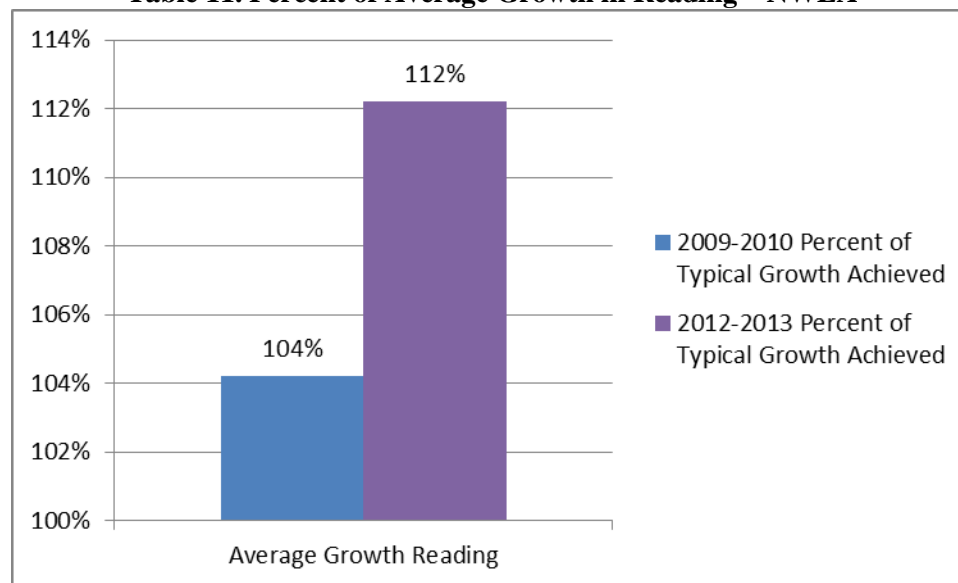
1. Students taking the SAT-10 will demonstrate improvement of at least 4 Normal Curve Equivalent (NCE) points (1/3 of a standard deviation) between annual administrations of the test's reading exam (where applicable).

Goal Met – NA- State did not administer this exam after 2009-2010. School opted to use NWEA test to measure growth.

Explanation/Analysis - The school administered the SAT-10 exam in the first year but not in subsequent years. Another valid measure of academic growth year to year is the NWEA. On this assessment, JLCS scholars have generally exceeded 100% of typical growth in reading in each year of the current charter.

On average, over four years, JLCS District scholars have shown 118% of typical growth. Table 11 shows the average percent of typical grown on reading for all JLCS scholars.

Table 11. Percent of Average Growth in Reading – NWEA



2. Students who have spent three full years at the school will, on average, score as well as or better on Arkansas Augmented Benchmark Exams in Literacy than students in schools in the resident district with comparable demographic compositions.

Goal Met – Yes

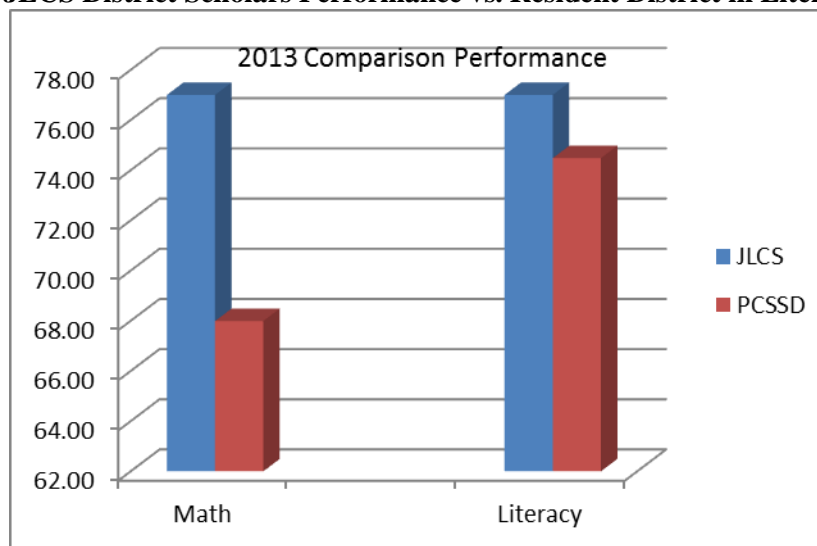
Explanation/Analysis - In 2013, students who spent three full years in the JLCS District, on average, scored as well or better on Arkansas Augmented Benchmark Exams in Literacy than students in schools in resident district with comparable demographic.

In 2013, students who spent three full years in the JLCS District, on average, scored better on the Arkansas Augmented Benchmark Exams in Literacy than students who attended Jacksonville Middle School, the nearest resident district school.

In 2013, an average of 76% of JLCS students who have spent three full years in the JLCS District demonstrated proficiency on the Arkansas Augmented Benchmark Exam in Literacy.

Table 12 shows the performance of JLCS District scholars who have spent three full years at the school as compared to the resident district.

Table 12. JLCS District Scholars Performance vs. Resident District in Literacy



(Source: JLCS benchmark results in TLI data system & Arkansas Department of Education website> test scores by year)

- At the end of its third year, the school will meet its AYP Targets in Literacy.

Goal Met – Yes

Explanation/Analysis - In 2012, the JLCS District achieved Achieving Status in the area of Literacy. AMO was 69.45% and JLCS scored 76.67% for all students. The TAGG Group AMO was 63.62% and JLCS scored 70.67%.

In 2013, the JLCS District earned an Achieving Status. The AMO was 72.23 and the JLCS District scored 77.08 for all students. The TAGG Group AMO was 66.93 and the JLCS District scored 72.05. Jacksonville Lower Academy and Upper Academy also earned Achieving Status in Literacy. Table 13 compares the percent of JLCS District scholars scoring Proficient or Advanced as compared the AMOs for 2012 and 2013.

Table 13. JLCS District Performance at Proficiency or Advanced vs. AMO

AMO 2012	JLCS 2012	State 2012	AMO 2013	JLCS 2013	State 2013
69.45	76.67	75.51	72.23	77.08	77.73

- Among students who have spent three full years at the school, disaggregation of Stanford-10 data will show no significant difference between groups of students from different demographic groups within the school on the reading test (for students taking this test).

Goal Met – NA- State did not administer this exam after 2009-2010. ITBS assessment data analysis is used to measure this goal.

Explanation/Analysis – While JLCS District did not utilize the Stanford – 10, the Iowa Test of Basic Skills (ITBS) provided a comparable measurement of Literacy proficiency in the early grades. JLCS administration of ITBS includes scholars in K – 2nd grade. A cohort analysis of ITBS results shows a consistent and significant closing of the performance gap between African American and White students, which is the target metric for the goal.

In 2010, the Kindergarten cohort completing the ITBS showed a 22% gap between the percentage of White students scoring proficient or above in Literacy and the percentage of Black students scoring proficient or above. In 2011, the difference in proficiency in the same cohort for the two groups had decreased to 4%, and in 2012, it was only 5%.

In the 1st grade cohort tested in 2010, the performance gap of White scholars outscoring African American scholars was 26%. By 2011, the gap for the same cohort decreased to 20%.

The 1st grade cohort tested in 2012 showed a similar decrease in the proficient gap with a 15% decrease in the difference in performance between African American and White students from 2012 to 2013.

5. For grade level cohorts that have been at the school for three full years, the percent on track to reach 8th grade proficiency in reading will increase by 10% each year as measured via the NWEA.

Goal Met – Yes

Explanation/Analysis - The 8th grade proficiency cut score of 212 was determined in NWEA's Scale Link Study conducted in 2011, JLCS' scores have increase each year for students in grades from grades 4 through 8. Proficiency levels have increased by an average of 21.5 percent during the last three years. Table 14 shows the current 8th grade reading proficiency levels at each grade.

Table 14. Reading Proficiency Percentages for Grade Level Cohorts

Grade	SY 10-11	SY 11-12	SY 12-13	Average Difference
4	30%			
5	35%	45%		
6	56%	48%	65%	17.5%
7	75%	79%	84%	24.5%
8		89%	100%	22.5%

Goals in Reading Comprehension

1. All students who have spent two full years at the school will demonstrate the ability to select a reading strategy (determining importance, using inferences, asking questions, summarizing and synthesizing, activating prior knowledge, etc.) and apply it on internally created assessments, scored by rubrics.

Goal Met – Yes

Explanation/Analysis – JLCS District scholars demonstrated the ability to select a reading strategy and apply it on internally created assessments by scoring 70% or higher on the assessment rubrics utilized to measure skills. For the years 2010 through 2013, all students assessed who have spent two full years at the school scored the required 70% or higher with the exception of a small group of 1st grade students assessed in 2011.

In 2010-2011, all scholars who spent two full years at JLCS met the desired goal of scoring 70% or higher on the assessment rubrics. In 2011-2012, the average score for this cohort was 78%, and in 2013 it was 79%.

Table 15 shows the average score earned by each grade level for scholars who attended the JLCS District for two years or more.

Table 15. Average Reading Rubric Score by Grade Level and Year

Literacy Rubric Results Analysis			
Literacy	2010-2011	2011-2012	2012-2013
Grade 1	75%	61%	70%
Grade 2	77%	75%	81%
Grade 3	80%	79%	76%
Grade 4	84%	85%	81%
Grade 5	83%	81%	82%
Grade 6	86%	86%	74%
Grade 7		79%	77%
Grade 8			88%
	81%	78%	79%

- All students who spent two full years at the school will generate evidence of daily reading and successful participation in grade-level appropriate reading activities (author studies, discussions, etc.) indicated through reading logs by earning passing grades (70%) on JLCS rubrics.

Goal Met – Yes

Explanation/Analysis - JLCS scholars generate evidence of daily reading and successful participation in grade-level appropriate reading activities by a earning passing grades (70%) on JLCS rubrics.

In 2010-2011 all students who spent two full years at the school earned a passing grade of 70% or higher. In 2010-2011, the overall average score was 74.1%. In 2011-2012, the JLCS District exceeded the goal by 83.61%, and in 2012-2013, the average score was 82.5%. Table 16 shows the average rubric score by grade and by year.

Table 16. Average Rubric Score by Grade and Year

	2010-2011	2011-2012	2012-2013
Grade 5	76%	78%	82.60%
Grade 6	72.00%	85%	81.10%
Grade 7	74.30%	86%	83.25%
Grade 8	NA*	82.60%	82.88%
Average	74.1%	82.65%	82.5%

**In 2010-2011, JLCS included grades K through 7.*

- 75% or more of the students who have spent three full years at the school will demonstrate proficiency on the Augmented Benchmark Exams in Literacy.

Goal Met – Yes

Explanation/Analysis - In grades 3-8 the state assessment scores shows that 76.79% of scholars in 2012 and 77.32% of scholars in 2013 scored Proficient or Advanced on the Literacy benchmarks.

For both years, JLCS exceeded the 75% goal by approximately 2%. In the first year of testing in 2010, JLCS was at 67.78%. However, by the second year of the charter, JLCS scholars were exceeding the goal, and by 2012-2013, JLCS scholars had increased their Proficient and Advanced rate by 9.54%.

Goals in Mathematics

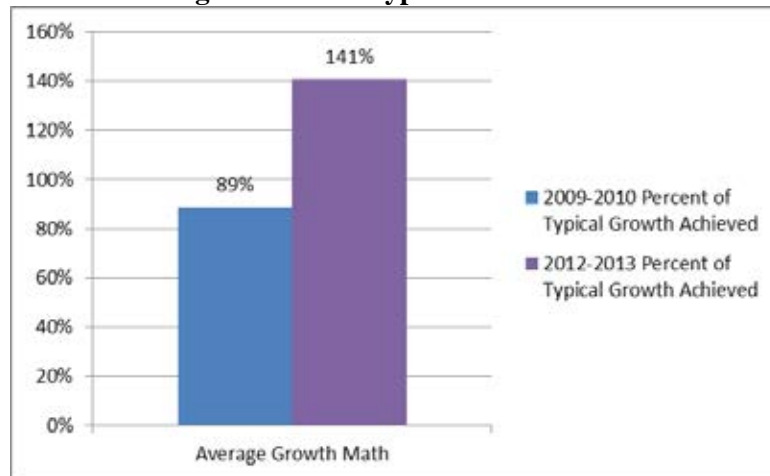
1. Students who take the SAT-10 will demonstrate improvement of at least 4 Normal Curve Equivalent (NCE) points (1/3 of a standard deviation) between annual administrations of the test's Mathematics exam (where applicable).

Goal Met – NA- - State did not administer this exam after 2009-2010. School opted to use NWEA to measure growth as an assessment.

Explanation/Analysis - The JLCS District administered the SAT-10 exam in the first year but not in subsequent years. Another valid measure of academic growth year to year is the NWEA. On this assessment, JLCS scholars have generally exceeded 100% of typical growth in each year of the current charter.

On average, over four years, JLCS District scholars have shown 126% of typical growth. Table 17 shows the average percent of typical growth on Math for all JLCS District during the first four years of the current charter.

Table 17. Average Percent of Typical Growth Achieved in Math



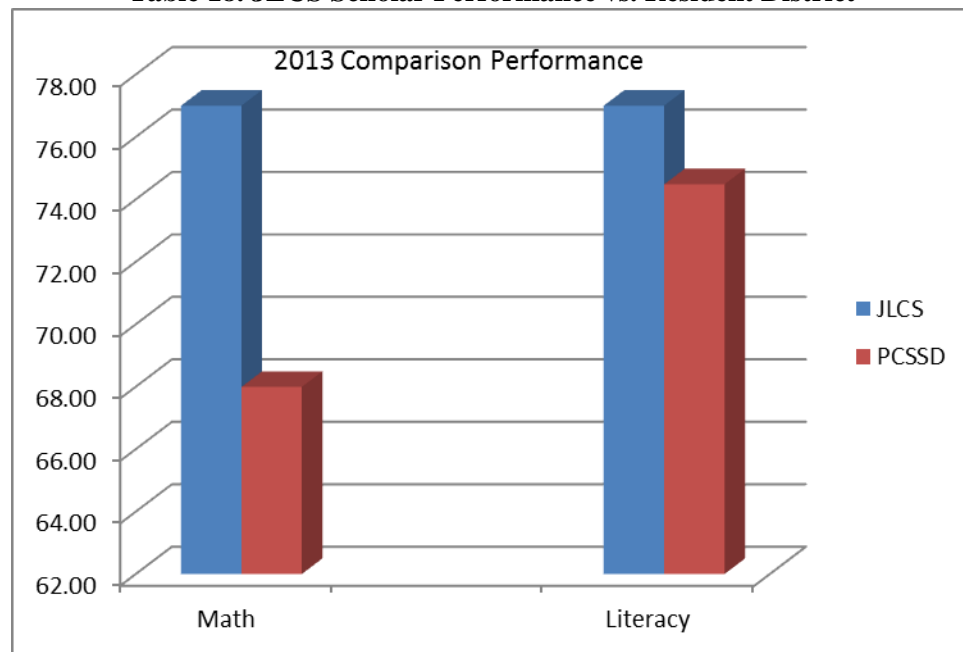
2. Students who have spent three full years in the District will, on average, score as well as or better on Arkansas Augmented Benchmark Exams in Mathematics than students in schools in the resident district with comparable demographics.

Goal Met – Yes

Explanation/Analysis - In 2013, students who spent three full years in the JLCS District on average, scored as well or better on Arkansas Augmented Benchmark Exams in Math than students in schools in resident district with comparable demographics.

In 2013, 77% of JLCS students who have spent three full years in the JLCS District demonstrated proficiency on the Arkansas Augmented Benchmark Exam in Mathematics. Table 18 shows JLCS scholar performance vs. the resident district.

Table 18. JLCS Scholar Performance vs. Resident District



- At the end of its third year, the school will meet its AYP Targets in Mathematics.

Goal met – No

Explanation/Analysis – JLCS District missed the Math AMO, but it is important to note that several subgroups did meet the Performance and Growth AMOs, and the individual JLCS schools were very close to meeting the goal.

For example, JLCS Lower Academy combined performance was 85.87% with an AMO Performance of 86.84 missing the mark by less than one point or one scholar. The TAGG group AMO Performance was 82.89 with an AMO goal of 83.05, which is less than one percent or a single scholar difference.

African Americans also met the AMO at the JLCS Lower Academy in Math is evidence that the school is meeting the needs of the at risk population. While JLCS Upper Academy and Flightline Upper Academy did not meet the AMO, both schools are the highest performing middle schools in the Jacksonville area in Math. Table 19 shows the comparison Math performance of the Jacksonville area middle schools.

Table 19. JLCS Math Performance vs. Resident District Middle Schools

School	Total % Proficient or Advanced Math	School % FRL
Flightline Upper Academy	72%	49%
Jacksonville Lighthouse Middle	67%	64%
Northwood Middle School	65%	65%
Jacksonville Middle School	45%	76%

Additionally, ELL scholars met the Performance and Growth AMO goal, and Students with Disabilities met AMO Growth goal.

As noted above, JLCS College Prep Academy did not meet AMO in their first year of operation. However, it is important to note that the AMO set for the school was the AMO of the JLCS District's and not based on previous student performance of the scholars enrolled at the school. The AMO for Math for 2014 is 52, which is significantly less than the 2013 AMO of 85.21. The school has strategically planned to meet these benchmarks.

This year, the JLCS District implemented new Math curriculum in grades 5-8. The McGraw Hill My Math was developed after the completion of the Common Core State Standards and follows the intended scope and conceptual development as prescribed by the CCSSM. The majority of lessons in this curriculum are devoted to the coverage of the CCSSM standards with emphasis on the major and supporting clusters. This includes attention to supporting the goals of proficiency and fluency for computational skills while emphasizing real world Mathematical connections. Remediation time is built into the daily schedule along with an intensive afterschool program.

As mentioned earlier, JLCS scholars performed on par with the resident district in 2013. For Algebra/Geometry/End of Course testing, the JLCS District Combined Populations outperformed the resident district by close to 1% in the proficient and advanced percentage and the JLCS' Economically Disadvantaged students underperformed the resident district by less than 2% difference. In both comparisons, the Proficient and Advanced rates declined for both JLCS scholars and students in the resident district

4. Among students who have spent three full years in the JLCS District, disaggregation of Stanford-10 data will show no significant difference between groups of students from different demographic groups within the school on the Mathematics test.

Goal met – State did not administer this exam after 2009-2010. ITBS assessment data analysis is used to measure this goal.

Explanation/Analysis –ITBS provided a comparable measurement of Math proficiency in the early grades. JLCS administration of ITBS includes scholars in K – 2nd grade. A cohort analysis of ITBS results shows a consistent and significant closing of the performance gap between African American and White students (the target metric for the goal).

In 2010, the Kindergarten cohort completing the ITBS showed a 23% gap between the percentage of White students scoring Proficient or above in Math and the percentage of Black students scoring Proficient or above. In 2011, the difference in proficiency in the same cohort for the two groups had decreased to 5%, and in 2012, it was 4%.

In the 1st grade cohort tested in 2010, the performance gap was 26% of White scholars outscoring African American scholars. By 2011, the performance gap for the same cohort was decreased to 11%.

The 1st grade cohort tested in 2012 showed a similar decrease in the proficient gap with a 13% decrease in the difference in Math performance between African American and White students from 2012 to 2013.

5. For grade level cohorts that have been at the school for three full years, the percent on track to reach 8th grade proficiency in Math will increase by 10% each year as measured via the NWEA.

Goal met – Yes

Explanation/Analysis –The 8th grade proficiency cut score of 229 was determined in NWEA’s Scale Link Study conducted in 2011. Grade level cohort data shows consistent progress towards 8th grade proficiency cut score in Math for JLCS scholars. Across all grades, JLCS showed an average increase of 20% growth towards proficiency across the 3 schools years measured. That growth was most pronounced in the cohort beginning in 5th grade and least pronounced with the cohort beginning in 6th grade.

Table 20 shows the percentage of proficient students by cohort as indicated by color coding.

Table 20. Percent Proficient in Math by Cohort

Grade	SY 10-11	SY 11-12	SY 12-13	Average % Change
4	8%			
5	24%	34%		
6	52%	44%	56%	22%
7	48%	68%	73%	25.5%
8		72%	78%	13%

6. All students who have spent two full years at the school will demonstrate the ability to accurately arrive at solutions to grade-level computation problems, as shown by passing grades on tests and JLCS rubrics.

Goal Met: Partially Met

Explanation /Analysis: JLCS partially met the goal all students who have spent two full years at the school will demonstrate the ability to use Mathematical reasoning and apply it on internally created assessments, as shown by passing grades on JLCS rubrics with passing scores of 70% or higher.

In 2010-2011, all grade levels met the desired goal. In 2011-2012, the overall average score for the school was 75%, which is 5% higher than the established goal. All grade levels except Grade 7 and Algebra I students met the goal. In 2012-2013, the overall average score exceeded the goal by 4%. All grades levels except grade 3, 7, Algebra 1, and Geometry met the goal.

Table 21 shows the average rubric score by grade level for scholars who have attended the JLCS District for two years or more.

Table 21. Average Math Rubric Score by Grade Level

Math Rubric Results Analysis			
Math	2010-2011	2011-2012	2012-2013
Grade 1	93%	87%	82%
Grade 2	75%	82%	90%
Grade 3	70%	72%	68%
Grade 4	85%	71%	70%
Grade 5	77%	76%	76%
Grade 6	71%	70%	73%
Grade 7	93%	67%	66%
Grade 8		71%	68%
Algebra I		59%	67%
Geometry			54%
Average for Year-	81%	75%	74%

After reviewing the end of course results in Table 21, the school adopted College Board's SpringBoard Curriculum for Pre-Algebra, Algebra, Geometry and Algebra II. SpringBoard offers a flexible framework that helps math teachers build students' college and career readiness by successfully implementing the powerful shifts demanded by the Common Core. SpringBoard's unique instructional design enables teachers to focus instruction on fewer topics in greater depth, ensure that major topics are presented coherently across grade levels, and provide ample opportunity for rigor with a balanced emphasis on procedural fluency, conceptual understanding, and proficiency with mathematical practices.

Four key differentiators set the SpringBoard math program apart:

- Instructional strategies supporting CCSS content and practice standards are embedded throughout the program.
- SpringBoard's instructional approach emphasizes mathematical reasoning and communication while providing more practice to build procedural fluency.
- Based on the "Understanding by Design" model, the program is vertically aligned from Grade 6 through Pre-Calculus so that all students benefit from coherence, rigor, and a consistent culture of high expectations.
- Mathematical procedures, concepts, and practices are presented in career-relevant contexts.

JLCS math and ELA teachers attended a three day College Board Regional Institute that also provided them with Pre-AP curriculum training in the summer of 2013 and will attend advanced level training in the summer of 2014.

Goals in Mathematical Reasoning

1. All students who have spent two full years at the school will demonstrate the ability to use Mathematical reasoning (comparing values or figures, determining best answers or explanations, modeling scenarios and equations, demonstrating techniques of problem solving, representing Mathematical concepts in words and diagrams, and explaining their thinking and decision-making) and apply it on internally created assessments, as shown by passing grades on JLCS rubrics.

See narrative above.

2. 75% or more of the students who have spent three full years at the school will demonstrate proficiency on the Arkansas Benchmark Exam in Mathematics.

Goal met – Yes

Explanation/Analysis - In 2013, 76% of JLCS scholars who spent three full years at the school demonstrated proficiency on the Arkansas Augmented Benchmark Exam in Mathematics.

Part B: New Performance Goals

Confirm the understanding that, during the term of the charter renewal, the charter is expected to meet all goals and/or objectives set by the state.

List other student academic performance goals for the period of time requested for renewal. For each goal, include the following:

- The tool to be used to measure the a academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

Measuring Effectiveness of School

Assessment

Jacksonville Lighthouse Charter School District (JLCS) will comply with federal ESEA requirements as contained in the No Child Left Behind Act and will comply with the Common Core Standards, federal, state, and district assessment measures. JLCS will annually administer the Arkansas Comprehensive Testing, Assessment and Accountability Assessments, or next generation assessments, and report in accordance with the Arkansas Annual Assessment Calendar for each school year of the charter. JLCS will design and execute its programs to meet all of the proposed educational goals and expectations in the Arkansas State statutes.

Table 22. Academic Goal – Reading

Performance Goal	The district will meet the Performance Annual Measureable Objective set by the state or will meet the Growth Annual Measureable Objective in Literacy.
Assessment Tools and Measures	State benchmark exams (will be replaced by PARCC)
Baseline Data	SY 14.15 performance
Annual Targets	Set by ADE
Performance Goal	Reading Growth: Each year, students in grades K-7 on average will gain at least 1.25 grade levels (125% of typical growth according to national norms) in reading as measured by Northwest Evaluation Association's Measurement of Academic Progress (NWEA MAP) in reading.
Assessment Tools and Measures	Each year, students at JLCS will take the NWEA's MAP reading assessment in the fall, winter and spring. The fall data will serve as the baseline data and individual student growth will be measured after the spring administration.
Baseline Data	Fall baseline data will be collected in the first three weeks of school each year.

Annual Targets	<i>Does not meet standard:</i> Less than 125% growth is made for reading. <i>Meets standard:</i> 125% growth in reading is achieved <i>Exceeds standard:</i> 126% growth or better in reading is achieved.
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Table 23. Academic Goal – Mathematics

Performance Goal	The district will meet the Performance Annual Measureable Objective set by the state or will meet the Growth Annual Measureable Objective in Math.
Assessment Tools and Measures	State benchmark exams (will be replaced by PARCC)
Baseline Data	SY 14.15 performance
Annual Targets	Set by ADE.
Performance Goal	Math Growth: Each year, students in grades K-7 on average will gain at least 1.25 grade levels (125% of typical growth according to national norms) in Mathematics as measured by Northwest Evaluation Association's Measurement of Academic Progress (NWEA MAP) in Mathematics.
Assessment Tools and Measures	Each year, students at JLCS will take the NWEA's MAP Math assessment in the fall, winter and spring. The fall data will serve as the baseline data and individual student growth will be measured after the spring administration.
Baseline Data	Fall baseline data will be collected in the first three weeks of school each year.
Annual Targets	<i>Does not meet standard:</i> Less than 125% growth is made for Mathematics. <i>Meets standard:</i> 125% growth in Mathematics is achieved <i>Exceeds standard:</i> 126% growth or better in Mathematics is achieved.

Table 24. College Readiness Goals

Performance Goal	Scholars will take rigorous courses.
Assessment Tools and Measure	Each College Prep Academy (CPA) scholar will take a minimum of 2 AP courses over the course of their high school career. College readiness will be tracked progressively from 7th grade by student performance on assessments such as: ReditStep, PSAT, SAT, Explore Testing, and ACT.
Baseline Data	Data will be collected annually.
Annual Targets	100% of 10 th -12 th graders will take a PreAP or AP course.
Performance Goal	100% of scholars enrolled at JLCS since at least 9th grade will graduate high school in 4 years; 90% of scholars who enroll in CCLCS after 9th grade will graduate high school in 4 years and 100% of scholars who join us after 9th grade will graduate high school in 5 years.
Assessment Tools and Measure	Annual completion of 8 credits successfully.
Baseline Data	Credits earned by scholars enrolled as 9 th graders during the SY 14.15.
Annual Targets	Earned a least 7 credits per year.

Performance Goals	100% of 12th grade graduates are accepted to at least one four-year college.
Assessment Tools and Measure	Acceptance status of each scholar during his/her Senior year.
Baseline Data	Class of 2016.

Non-Academic Goal- Family Satisfaction

Mission Statement	<i>We prepare students for college through a rigorous arts-infused program.</i>
Performance Goal	Each year families will express overall satisfaction with the school based on the Lighthouse Family Survey in which the school will receive an overall rating of good or excellent with a survey return rate of 75% or higher.
Assessment Tools and Measures	Jacksonville Lighthouse Charter School Family Survey will be administered at least once annually at the third quarter Student – Family – Teacher Conferences.
Baseline Data	Spring 2015 will be the first administration of the JLCS Family Survey.
Annual Target	<i>Does not meet standard:</i> Overall rating is Fair, Poor or Very Poor and/or survey return rate is less than 75% <i>Meets standard:</i> Overall rating is Good or Excellent with a return rate of at least 75%. <i>Exceeds standard:</i> Overall rating is Excellent with a return rate greater than 75%

Section 6 – Finance

Review the charter’s most recent annual financial audit report. For each finding, address the following:

- If the finding had been noted in any prior year audits;
- The corrective actions taken to rectify the issue; and
- The date by which the issue was or will be corrected.

There were no findings for in the 2011-2012 annual financial audit. No additional response is needed.

Section 7 – Waivers

Review the following list of statutes and rules that have been waived for the charter school:

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-17-301	Employment of certified personnel
6-17-401	Teacher licensure requirement
6-17-702	Staff development sessions
6-17-919	Warrants void without valid certification and contract (the only requirement which would be waived is 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)
6-17-2403	Minimum teacher compensation schedule

Waivers from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

7.02.2	Publication of a report in a newspaper of general circulation in the district before November 15 a report detailing the progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies (waiver for first year only)
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- 8.01 Each school district shall form a coalition of parents, and representatives of agencies and institutions, and of business and industry to develop and implement a comprehensive plan for effective and efficient community involvement in the delivery of comprehensive youth services and support
- 15.01 School District Superintendent
- 15.03.1 Licensure and Renewal
- 16.01 Guidance and Counseling
- 16.02.3 Media Services
- 18.01 Requiring the development of procedures to identify gifted and talented students in accordance with guidelines established by the Department

Part A: New Waiver Requests

List each additional law and rule from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, including the Standards for Accreditation, that the charter would like the approved authorizer to waive. Provide the rationale for each new waiver request.

If no new waivers are requested, state this.

Respond below in 11 point Times New Roman font. Contact staff in the Charter and Home Schools Office if this response needs to be longer than 5 pages.

No new waivers are requested.

Part B: Waivers to Be Rescinded

List each waiver granted by the State Board that the charter would like to have rescinded. If no waivers are listed, the charter may be required to adhere to all waivers listed on both the original and renewal charter documentation.

- 7.02.2 Publication of a report in a newspaper of general circulation in the district before November 15 a report detailing the progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies (waiver for first year only)
- 18.01 Requiring the development of procedures to identify gifted and talented students in accordance with guidelines established by the Department

If the charter wishes to maintain all currently approved waivers, state this.

Respond below in 11 point Times New Roman font. Contact staff in the Charter and Home Schools Office if this response needs to be longer than 5 pages.

JLCS wishes to maintain all current waivers.

Section 8 – Requested Amendments

List any amendment requests and provide a rationale for each (i.e., changes to grade levels, enrollment cap, location, educational plan).

A budget to show that the charter will be financially viable **must accompany** any amendment request to **change grade levels, the enrollment cap, relocate, and/or add a campus.** The budget must document expected revenue to be generated and/or expenses to be incurred if the amendment request is approved.

If no charter amendments are requested, state this.

Respond below in 11 point Times New Roman font. Contact staff in the Charter and Home Schools Office if this response needs to be longer than 5 pages, excluding any budget pages.

There are no charter amendments requested at this time.

**PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL RENEWAL**

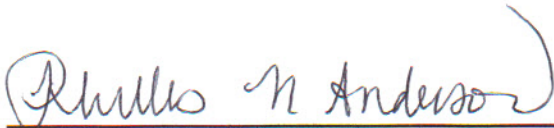
The signature of the charter leader of the public charter school certifies that the following statements are true and will continue to be addressed through policies adopted by the public charter school; and, staff of the public school shall abide by them:

1. I have approval and authority to submit this application on behalf of the sponsoring entity.
2. The information submitted in this application is true to the best of my knowledge and belief.
3. The open-enrollment public charter school is open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district if approved by the authorizer to do so.
4. In accordance with federal and state laws, the public charter school hiring and retention policies of administrators, teachers, and other employees do not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The public charter school operates in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The open-enrollment public charter school does not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

7. The open-enrollment public charter school does not impose taxes or charge students tuition or fees that are not be allowable charges in traditional public school districts.
8. The open-enrollment public charter school is not religious in its operations or programmatic offerings.
9. The open-enrollment public charter school ensures that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program are covered under those systems to the same extent any other qualified employee of a traditional school district is covered.
10. The open-enrollment public charter school complies with all health and safety laws, rules and regulations of the federal, state, county, region, or community that apply to the facilities and school property.
11. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
12. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
13. Open-enrollment charter board members and other leaders understand that certain provisions of state law shall not be waived. The public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and

- (g) Health and safety codes as established by the State Board of Education and local governmental entities.
14. The facilities of the open-enrollment public charter school comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
15. Should the open-enrollment public charter school voluntarily or involuntary close, it is understood that that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state 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. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of Charter Leader

1/15/14

Date

Dr. Phillis N. Anderson

Printed Name/Position

2014 Renewal Application Cycle

Data for Districts with Similar Demographics

Jacksonville Lighthouse Charter School
Jacksonville, Arkansas

JACKSONVILLE LIGHTHOUSE CHARTER

District LEA	District Description	Location ID	Location Description	Enrollment	Total Free & Reduced	Percent Free/Reduced	GRD	GRD	Literacy	Lit EconDis	Math	Math EconDis
6601000	FORT SMITH SCHOOL DISTRICT	6601006	BONNEVILLE ELEMENTARY SCHOOL	361	278	77.01%	K	06	88.89%	86.99%	81.48%	80.49%
5803000	HECTOR SCHOOL DISTRICT	5803009	HECTOR ELEMENTARY SCHOOL	298	228	76.51%	K	06	85.71%	83.33%	79.43%	74.64%
3212000	CEDAR RIDGE SCHOOL DISTRICT	3212026	NEWARK ELEMENTARY SCHOOL	268	205	76.49%	K	06	83.78%	80.39%	74.32%	68.63%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001058	OTTER CREEK ELEMENTARY SCHOOL	593	453	76.39%	K	05	80.99%	79.35%	72.31%	70.11%
5008000	NEVADA SCHOOL DISTRICT	5008013	NEVADA ELEMENTARY SCHOOL	191	144	75.39%	K	06	78.57%	75.00%	78.57%	75.00%
6050700	JACKSONVILLE LIGHTHOUSE CHARTER	6050701	JACKSONVILLE LIGHTHOUSE CHARTER	251	188	74.90%	K	04	76.09%	75.68%	85.87%	82.43%
7311000	SEARCY SCHOOL DISTRICT	7311046	SIDNEY DEENER ELEM. SCHOOL	438	327	74.66%	K	03	73.81%	71.43%	75.00%	71.43%
0503000	HARRISON SCHOOL DISTRICT	0503011	EAGLE HEIGHTS ELEM. SCHOOL	170	126	74.12%	K	04	92.45%	91.18%	94.34%	94.12%
6003000	PULASKI COUNTY SPECIAL SCHOOL	6003130	PINEWOOD ELEMENTARY SCHOOL	426	315	73.94%	K	05	81.54%	81.63%	65.64%	64.63%
5707000	COSSATOT RIVER SCHOOL DISTRICT	5707016	UMPIRE ELEMENTARY SCHOOL	69	51	73.91%	K	06	85.00%	85.00%	75.00%	75.00%
; all others K-	MAGNOLIA SCHOOL DISTRICT	1402007	EAST SIDE ELEMENTARY SCHOOL	870	643	73.91%	K	UG	68.42%	63.04%	83.68%	78.99%

JACKSONVILLE LIGHTHOUSE MIDDLE

District LEA	District Description	Location ID	Location Description	Enrollment	Total Free & Reduced	Percent Free/Reduced	GRD	GRD	Literacy	Lit EconDis	Math	Math EconDis
6502000	SEARCY COUNTY SCHOOL DISTRICT	6502001	LESLIE ELEMENTARY SCHOOL	137	94	68.61%	05	06	82.76%	75.00%	83.45%	78.00%
3001000	BISMARCK SCHOOL DISTRICT	3001002	BISMARCK MIDDLE SCHOOL	317	212	66.88%	05	08	84.16%	77.95%	80.50%	75.38%
4203000	PARIS SCHOOL DISTRICT	4203013	PARIS MIDDLE SCHOOL	338	226	66.86%	05	08	84.24%	81.52%	79.39%	75.56%
3209000	SOUTHSIDE SCHOOL DISTRICT (INDEPENDENCE)	3209041	SOUTHSIDE MIDDLE SCHOOL	251	166	66.14%	05	06	83.83%	80.77%	75.74%	68.46%
0802000	EUREKA SPRINGS SCHOOL DISTRICT	0802008	EUREKA SPRINGS MIDDLE SCHOOL	182	120	65.93%	05	08	86.19%	83.33%	74.62%	70.15%
6050700	JACKSONVILLE LIGHTHOUSE CHARTER	6050702	JACKSONVILLE LIGHTHOUSE MIDDLE	213	140	65.73%	05	08	74.60%	71.67%	70.70%	66.42%
7204000	GREENLAND SCHOOL DISTRICT	7204029	GREENLAND MIDDLE SCHOOL	265	174	65.66%	05	08	72.31%	66.47%	58.43%	48.33%
2808000	PARAGOULD SCHOOL DISTRICT	2808028	OAK GROVE MIDDLE SCHOOL	488	319	65.37%	05	06	72.84%	66.43%	67.07%	59.36%
0104000	STUTTGART SCHOOL DISTRICT	0104023	MEEKINS MIDDLE SCHOOL	275	177	64.36%	05	07	76.56%	67.08%	71.88%	60.87%
6804000	HIGHLAND SCHOOL DISTRICT	6804011	HIGHLAND MIDDLE SCHOOL	397	255	64.23%	05	07	79.76%	78.10%	80.36%	75.62%
5805000	RUSSELLVILLE SCHOOL DISTRICT	5805026	RUSSELLVILLE UPPER ELEM. SCH.	353	226	64.02%	05	UG	87.60%	84.55%	71.07%	62.27%

Source: Archive Reports Center-School Performance Data Reports 2013-ESEA Reports

Source: Arkansas Data and Reporting

FLIGHTLINE UPPER ACADEMY

District LEA	District Description	Location ID	Location Description	Enrollment	Total Free & Reduced	Percent Free/Reduced	GRD	GRD	Literacy	Lit EconDis	Math	Math EconDis
7203000	FAYETTEVILLE SCHOOL DISTRICT	7203025	HOLT MIDDLE SCHOOL	576	319	55.38%	05	07	82.54%	75.92%	82.17%	72.87%
0503000	HARRISON SCHOOL DISTRICT	0503018	HARRISON MIDDLE SCHOOL	406	223	54.93%	05	UG	90.02%	85.84%	83.21%	76.55%
6605000	LAVACA SCHOOL DISTRICT	6605058	LAVACA MIDDLE SCHOOL	257	138	53.70%	05	08	76.65%	66.94%	72.69%	60.33%
3002000	GLEN ROSE SCHOOL DISTRICT	3002010	GLEN ROSE MIDDLE SCHOOL	303	162	53.47%	05	08	75.17%	70.35%	82.86%	80.66%
2301000	CONWAY SCHOOL DISTRICT	2301017	RAY/PHYLLIS SIMON MIDDLE SCHOOL	425	221	52.00%	05	07	80.30%	69.65%	84.54%	77.61%
6050700	JACKSONVILLE LIGHTHOUSE CHARTER	6050705	FLIGHTLINE UPPER ACADEMY	194	98	50.52%	05	08	80.37%	77.38%	72.68%	67.92%
7302000	BEEBE SCHOOL DISTRICT	7302011	BEEBE MIDDLE SCHOOL	476	240	50.42%	05	06	85.03%	82.06%	64.17%	56.50%
2301000	CONWAY SCHOOL DISTRICT	2301004	CARL STUART MIDDLE SCHOOL	780	379	48.59%	05	07	87.54%	75.67%	87.56%	76.14%
6301000	BAUXITE SCHOOL DISTRICT	6301003	BAUXITE MIDDLE SCHOOL	500	237	47.40%	05	08	81.54%	78.88%	73.91%	70.36%
2301000	CONWAY SCHOOL DISTRICT	2301016	RUTH DOYLE MIDDLE SCHOOL	545	258	47.34%	05	UG	84.91%	71.63%	84.71%	71.63%
7206000	PRAIRIE GROVE SCHOOL DISTRICT	7206038	PRAIRIE GROVE MIDDLE SCHOOL	565	264	46.73%	05	08	83.30%	76.69%	80.51%	72.34%

COLLEGE PREP ACADEMY

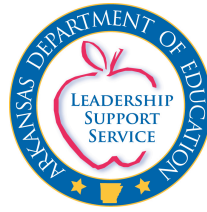
District LEA	District Description	Location ID	Location Description	Enrollment	Total Free & Reduced	Percent Free/Reduced	GRD	GRD	Literacy	Lit EconDis	Math	Math EconDis
5801000	ATKINS SCHOOL DISTRICT	5801002	ATKINS HIGH SCHOOL	302	166	54.97%	09	12	69.84%	65.71%	65.73%	60%
0403000	GENTRY SCHOOL DISTRICT	0403014	GENTRY HIGH SCHOOL	435	239	54.94%	09	12	84.71%	73.91%	86.67%	81.61%
1507000	SOUTH CONWAY COUNTY SCHOOL DISTRICT	1507036	MORRILTON SR. HIGH SCHOOL	655	359	54.81%	09	12	73.08%	64.47%	58.82%	51.37%
5802000	DOVER SCHOOL DISTRICT	5802006	DOVER HIGH SCHOOL	449	246	54.79%	09	12	72.94%	64.58%	82.56%	78.43%
1705000	VAN BUREN SCHOOL DISTRICT	1705027	VAN BUREN HIGH SCHOOL	1,816	977	53.80%	09	12	69.82%	62.31%	71.53%	64.65%
6050700	JACKSONVILLE LIGHTHOUSE CHARTER	6050703	COLLEGE PREP ACADEMY	158	85	53.80%	9	10			46.27%	37.50%
4603000	FOUKE SCHOOL DISTRICT	4603010	FOUKE HIGH SCHOOL	317	170	53.63%	09	12	69.01%	70.27%	71.43%	64.86%
0104000	STUTTGART SCHOOL DISTRICT	0104025	STUTTGART HIGH SCHOOL	531	284	53.48%	09	12	65.12%	47.83%	80.20%	72.58%
3209000	SOUTHSIDE SCHOOL DISTRICT (INDEPENDENCE)	3209039	SOUTHSIDE HIGH SCHOOL	503	267	53.08%	09	12	80.61%	87.23%	88.44%	87.50%
4301000	LONOKE SCHOOL DISTRICT	4301029	LONOKE HIGH SCHOOL	608	321	52.80%	09	12	76.12%	66.67%	79.37%	77.78%
1905000	WYNNE SCHOOL DISTRICT	1905017	WYNNE HIGH SCHOOL	838	438	52.27%	09	12	72.77%	61.76%	86.49%	83.87%

Source: Archive Reports Center-School Performance Data Reports 2013-ESEA Reports

Source: Arkansas Data and Reporting

Desegregation Analysis Provided by the ADE

MEMO



ARKANSAS
DEPARTMENT
OF EDUCATION

DATE: February 10, 2013

TO: Charter Authorizing Panel

FROM: ADE Staff

SUBJECT: Desegregation Analysis of Renewal for Jacksonville Lighthouse Charter School

I. INTRODUCTION

On November 3, 2008, the State Board of Education (State Board) approved the application of Lighthouse Academies of Arkansas to open and operate Jacksonville Lighthouse Charter School to serve 650 students in grades K-12. On August 9, 2010, the State Board approved the charter to open a campus at the Little Rock Air Force Base. On January 14, 2011, the State Board increased the enrollment cap to 1,019 and authorized the opening of a new middle school at the Little Rock Air Force Base. The charter school now requests that the Charter Authorizing Panel renew its charter for ten (10) years.

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 charter renewal or proposed amendments to an existing charter. However, Ark. Code Ann. § 6-23-106(c) states that the Authorizer "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 Jacksonville Lighthouse Charter School campuses are located in the Pulaski County Special School District (PCSSD). In the original application submitted to the State Board in 2008, the school predicted that most students would come from PCSSD. As of October 1, 2013, the school's enrollment was 816.

A desegregation analysis submitted by the charter school is attached as Exhibit "A". To date, PCSSD has not submitted desegregation-related objections to renewal of the combined charter.

IV. DATA FROM THE DEPARTMENT

Enrollment as of October 1, 2013, for the three traditional public school districts in Pulaski County is 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	227	579	15,689	2,728	73	4,380	23,676
	0.96%	2.45%	66.27%	11.52%	0.31%	18.50%	--
N. Little Rock School District	39	97	4,969	636	30	2,782	8,553
	0.46%	1.13%	58.10%	7.44%	0.35%	32.53%	--
Pulaski Co. Spec. School District	510	345	7,414	1,118	102	7,571	17,060
	2.99%	2.02%	43.46%	6.55%	0.60%	44.38%	--
DISTRICT TOTAL	776	1,021	28,072	4,482	205	14,733	49,289
	1.57%	2.07%	56.95%	9.09%	0.42%	29.89%	--

Source: ADE Data Center; October 1, 2013 Enrollment

Enrollment as of October 1, 2013, for all open-enrollment public charter schools operating in Pulaski County is as follows:

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
Academics Plus (PCSSD)	0	12	101	34	2	501	650
	0.0%	1.8%	15.5%	5.2%	0.3%	77.1%	
Covenant Keepers (LRSD)	0	0	112	76	1	3	192
	0.0%	0.0%	58.3%	39.6%	0.5%	1.6%	
E-Stem (LRSD)	68	39	663	82	3	607	1,462
	4.7%	2.7%	45.3%	5.6%	0.2%	41.5%	
Jacksonville Lighthouse (PCSSD)	1	14	422	83	7	289	816
	0.1%	1.7%	51.7%	10.2%	0.9%	35.4%	
Lisa Academy (LRSD)	17	146	342	79	5	210	799
	2.1%	18.3%	42.8%	9.9%	0.6%	26.3%	

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
Lisa Academy North (NLRSD)	2	60	212	46	5	268	593
	0.3%	10.1%	35.8%	7.8%	0.8%	45.2%	
LR Prep Academy (LRSD)	3	1	387	21	1	4	417
	0.7%	0.2%	92.8%	5.0%	0.2%	1.0%	
Premier High School (LRSD)	0	0	80	2	0	8	90
	0.0%	0.0%	88.9%	2.2%	0.0%	8.9%	
SIATech Little Rock (LRSD)	0	1	77	3	0	11	92
	0.0%	1.1%	83.7%	3.3%	0.0%	12.0%	
CHARTER TOTAL	91	273	2,396	426	24	1,901	5,111
	1.8%	5.3%	46.9%	8.3%	0.5%	37.2%	
COUNTYWIDE TOTAL	867	1,294	30,468	4,908	229	16,634	54,400
	1.6%	2.4%	56.0%	9.0%	0.4%	30.6%	

Source: ADE Data Center; October 1, 2013 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 Department is aware of a pending desegregation order affecting the PCSSD (*Little Rock School District, et al. v. Pulaski County Special School District, et al.*, Case No. 4:82-cv-866, United States District Court–Eastern District of Arkansas).

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 Intervenor, Knight Intervenor, 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. The court also found that PCSSD is unitary in the areas of Assignment of Students and Advanced Placement, Gifted and Talented and Honors Programs. PCSSD remains non-unitary in the following seven areas of its desegregation plan: (1) Discipline; (2) School Facilities; (3) Scholarships; (4) Special Education; (5) Staff; (6) Student Achievement; and (7) Monitoring.

Because the Jacksonville Lighthouse Charter School is located in Pulaski County, Arkansas, and within the borders of PCSSD, the Authorizer must ensure that any act it approves, including approval of charter renewal, 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 seven areas of the district's desegregation plan. Therefore, the Authorizer should consider whether charter renewal for Jacksonville Lighthouse Charter School will negatively affect PCSSD's efforts to achieve full unitary status.

2014 Renewal Application Cycle

Notification of Charter Authorizing Panel Decision

Little Rock Prep Academy
Little Rock, Arkansas



ARKANSAS DEPARTMENT OF EDUCATION

February 20, 2014

Dr. Tom W. Kimbrell
Commissioner

Mr. Benjamin Lindquist, Executive Director
Little Rock Preparatory Academy
1616 S. Spring Street
Little Rock, Arkansas 72206

**State Board
of Education**

RE: Notice of Charter Authorizing Panel Decision
Little Rock Preparatory Academy Renewal Application

Brenda Gullett
*Fayetteville
Chair*

Dear Mr. Lindquist:

Sam Ledbetter
*Little Rock
Vice Chair*

On Wednesday, February 19, 2014, the Charter Authorizing Panel met and approved the renewal of the Little Rock Preparatory Academy for a period of three years without an increase in the enrollment cap. With the renewal, the panel approved waivers of the following:

Dr. Jay Barth
Little Rock

From Ark. Code Ann.

6-13-109	School superintendent
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-2201 et seq.	Classified School Employee Personnel Policy Law
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-42-102	Rules and regulations (gifted and talented)
6-18-1001 et seq.	Public School Student Services Act (concerning guidance and counseling services)

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

**From Arkansas Department of Education Rules Governing Standards for Accreditation of
Arkansas Public Schools and Districts**

15.01	School District Superintendent
18.01	Gifted and Talented Education

From Other Rules

- Arkansas Department of Education Rules Governing Educator Licensure
- Arkansas Department of Education Rules Governing the School Superintendent Mentoring Program
- 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

Pursuant to § 6-23-702, an existing charter or affected school district may submit in writing a **request** that the State Board of Education review the panel's decision. A request must state the specific reasons that the board should review the decision and must be received no later than **4:00 p.m. on Tuesday, March 4, 2014**, for the request to be included in the agenda for the meeting of the State Board of Education on March 20 -21, 2014. Regardless of whether a review of the panel's decision is requested, the amendment requests will be an action item for the State Board of Education in March, 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.

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

Let me know if you have any questions. I can be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

Mary Perry, Coordinator
Charter and Home Schools Office

*An Equal Opportunity
Employer*

C: Dr. Dexter Suggs, Superintendent, Little Rock School District
Dr. Jerry Guess, Superintendent, Pulaski County Special School District

Materials Distributed by the Applicant at the Charter Authorizing Panel Hearing



Little Rock Preparatory Academy

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CHANGING THE LIVES OF STUDENTS IN CENTRAL LITTLE ROCK

Charter Renewal Application | February 2014



**Little Rock
Preparatory Academy**
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Little Rock Preparatory Academy

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Community public charter school that serves students in grades K-8 at 2 campuses in Central Little Rock.

Primary Student Attributes	LRPA	Little Rock School District	State of Arkansas
Qualify for Federal Free & Reduced Lunch	81%	70%	60%
African American	93%	68%	21%
From Central Little Rock	70%	23%	0.01%



**Little Rock
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Governing Board of Trustees

Name	Term	Affiliations
Dr. Angela Webster Smith (Chair)	4 ½ Years	Professor of School Leadership, College of Education, UCA
Nathaniel Noble (Vice Chair)	4 Years	Organic Chemist, Arkansas Department of Health
Sharon Hedge Blackwood (Secretary)	3 Years	Retired Development Director, University of Arkansas for Medical Sciences
Darrell Brown	4 ½ Years	Attorney in Private Practice
Charles Stewart	4 ½ Years	Former Executive VP, Regions Bank & Chair, Arkansas Black Hall of Fame
Jan Zelnick	4 Years	Former Executive Director, Lifequest of Arkansas
Dr. Rachida Parks	2 Months	Professor, Business Information Systems, UALR College of Business



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Strong Campus Leadership

Name	Affiliations
Ms. Chante'le' Williams, Primary School Principal	Education <ul style="list-style-type: none">• Masters in Education Administration & Supervision, UALR Experience <ul style="list-style-type: none">• Curriculum Specialist, Baker Interdistrict Elementary School, 3 years• Claims Analyst, Arkansas Blue Cross Blue Shield, 1 ½ years• Teacher, 10 years• Professor of Music, Philander Smith College, 4 years
Dr. Darryle Hinton, Middle School Principal	Education <ul style="list-style-type: none">• Doctorate in Theology, Slidell Baptist Seminary• Masters in Education, Grand Canyon University• Bachelors in Business Admin., Arkansas Baptist College Experience <ul style="list-style-type: none">• School Leader/Administrator for 10 Years• Teacher, 7 Years• Banker, Business Manager, Credit Underwriter



**Little Rock
Preparatory Academy**

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Charter Renewal Request

Renewal for 5 Year Term

- Time for newly built feeder pattern to work so that students can stay with LRPA from elementary to middle school

108 Student Enrollment Cap Increase

- Capacity to serve 60 students from kindergarten to 8th grade

6 Additional Waivers

- 8 new, 2 rescinded
- Waivers support full implementation of innovative model.





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Comparison with Similar Schools

8 of 10 schools designated as either “Focus Schools” or “Priority Schools” by the Arkansas Department of Education

Central Little Rock Public Schools	Status 2011	Status 2012	Status 2013
Elementary Schools			
Little Rock Preparatory Elementary			
Bale Elementary	Focus School	Focus School	Focus School
Franklin Incentive Elementary	Focus School	Focus School	Focus School
M.L. King Magnet Elementary		Focus School	Focus School
Stephens Elementary	Focus School	Focus School	Focus School
Geyer Springs Elementary	Priority School	Priority School	Priority School
Washington Magnet Elementary			
Middle Schools			
Little Rock Preparatory Middle			
Dunbar Magnet Middle School	Focus School	Focus School	Focus School
Forest Heights Middle School			
Henderson Middle School	Priority School	Priority School	Priority School
Cloverdale Aerospace Tech. Charter	Priority School	Priority School	Priority School

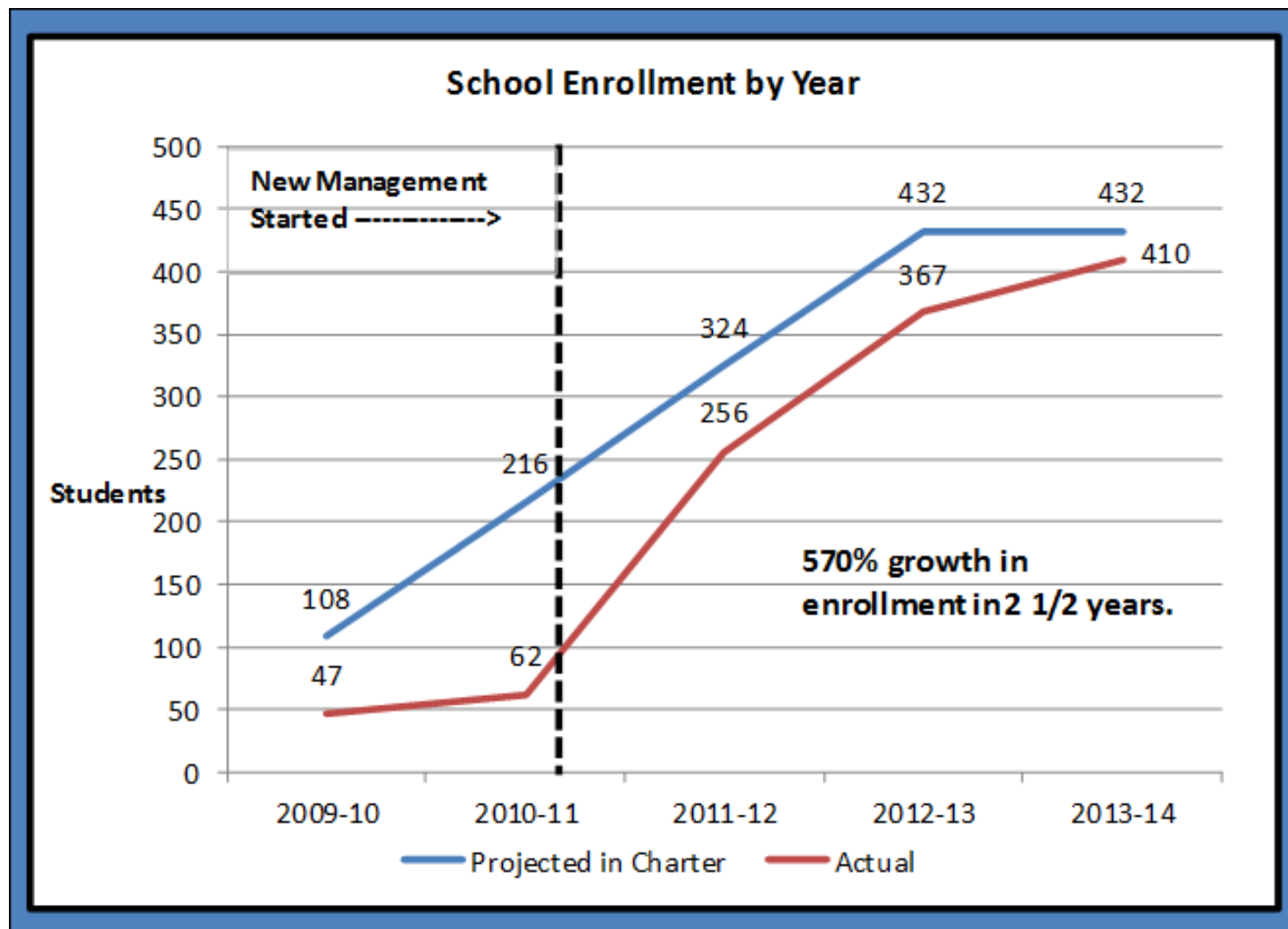
Growth in Student Enrollment

Since Exalt's leadership assumed management in 2011, student enrollment has been brought in line with projections. In original charter application.



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10 Key Accomplishments of the Past 3 Years



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1. Added Grades K-4 to Give Students More Runway

Little Rock Preparatory Academy			
Growth through 2011-2012 Year			
Year	1	2	3
Grades	2009-10	2010-11	2011-12
K			30
1			30
2			30
3			30
4			30
5	47	18	30
6		46	26
7			50
8			
Total Students	47	64	256

2. Implemented Proven, Research Validated Programs

**LRPA's team made a number of changes to
“restart” the Academy in August 2011:**

- Added Grades K-4
- Lengthened School Day
- Lengthened School Year by 2 Weeks
- Added Staggered Teacher Shift in Grades K-4
- Implemented Reading Mastery & Language for Learning
- Implemented Connecting Math Concepts & Saxon Math
- Began developing strong site-management team with addition of Principal, Dean of Students & new Finance Director
- Began administering NWEA Measures of Academic Progress
- Implemented Positive Behavior Interventions & Supports (PBIS)
- Reduced Teacher Lesson Planning Time



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3. Put Financial House in Order

Major Milestones:

- Audit:
 - ✓ Retroactively completed audits of first 2 years.
 - ✓ Audit of 2012-2013 year contained limited findings.
- Financing:
 - ✓ Over \$350,000 in grants & donations since January 2011
 - ✓ Over \$400,000 in low-interest loan financing
- Enrollment:

After 2 years of major enrollment shortfalls, school now within 5% of total enrollment cap set forth in charter agreement.
- Compliance:

Diligent attention to all annual compliance requirements,

 - ✓ Accreditation & nutrition audits in 2011
 - ✓ Special education monitoring in 2012

4. Relocated to Attractive Facilities



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5. Built School Management Capacity

**Human capital, curriculum, instruction,
assessment and performance**



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Major Milestones:

- **Campus Management Teams:** Each LRPA campus benefits from a dedicated four-person site-management team that includes a Principal, Dean of Students, Director of Curriculum, and Office Manager.
- **Veteran Qualifications & Experience:** Each member of the site-management team is highly qualified and brings significant domain-specific experience.
- **The Infrastructure to Perform:** Leading programs, curricula and systems have been installed to support student formative and summative assessment, behavior management, record-keeping, human resources, and instructional delivery, including the NWEA MAP's, Illuminate, Taleo, CHAMPS, PBIS, Core Knowledge, and Reading Mastery.

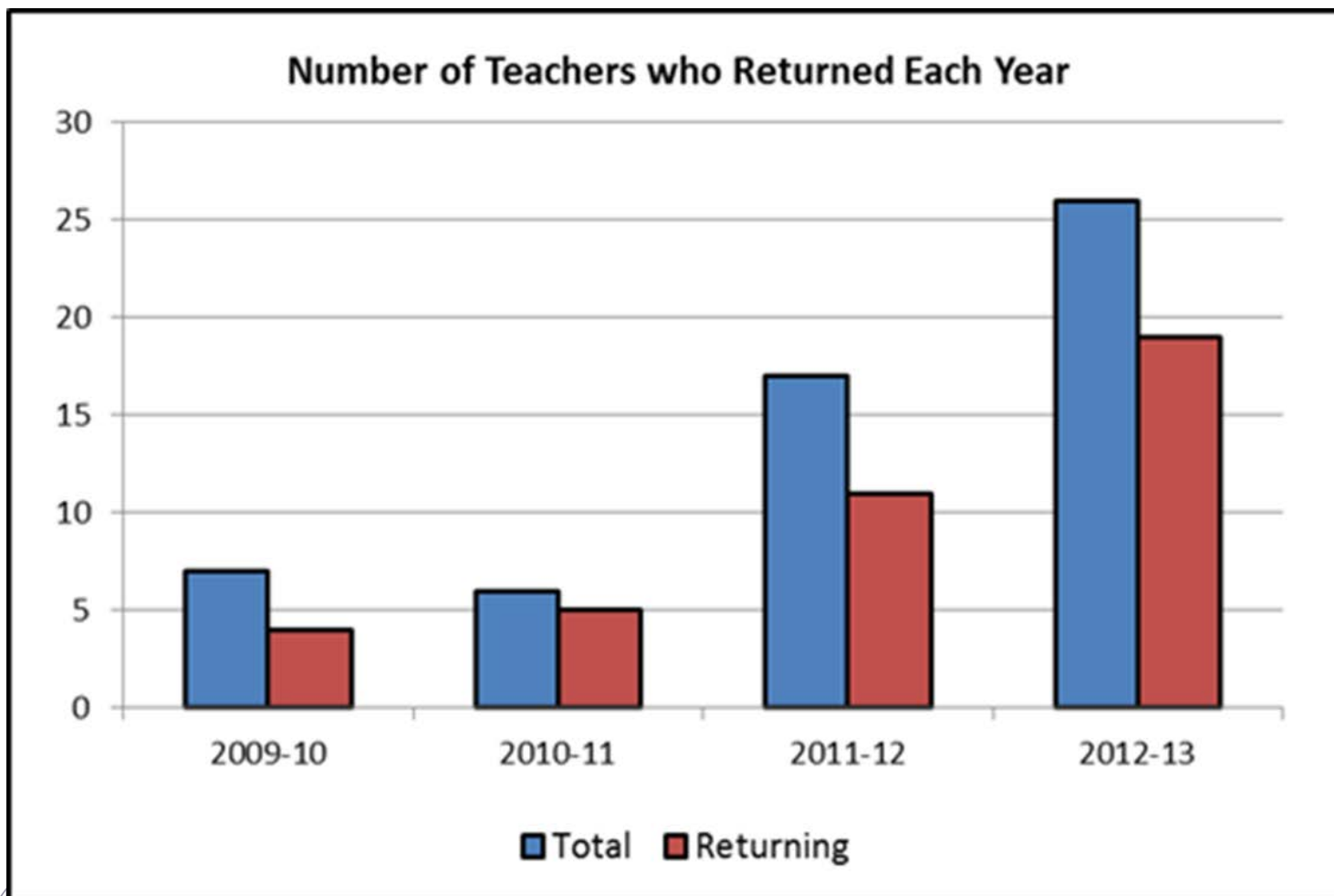


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Preparatory Academy**

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6. Assembled a Strong Faculty

Under current management, an average of 74% of teachers have decided to return after finishing each year.



7. Implemented the Carver Policy Governance Model



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Preparatory Academy**

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8. Developed a Strong Reputation in the Community





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9. Increased Student Engagement

Major Milestones:

- Student Retention: LRPA's student retention rates are currently at an all-time high (*as demonstrated in Student Retention section*).
- Daily Attendance: Average daily attendance is over 94% so far this year.
- Tardiness: Average daily tardiness is below 5% although there are a small group of students who are chronically tardy.
- Behavior: LRPA has taken a series of steps to improve student behavior, including:
 - ✓ Adding a new classroom management system,
 - ✓ Providing teacher with intensive training and ongoing support,
 - ✓ Hiring a full-time Dean of Students at each campus, and
 - ✓ Adding a Behavior Interventionist that is shared between campuses.

Rising Student Retention Rates

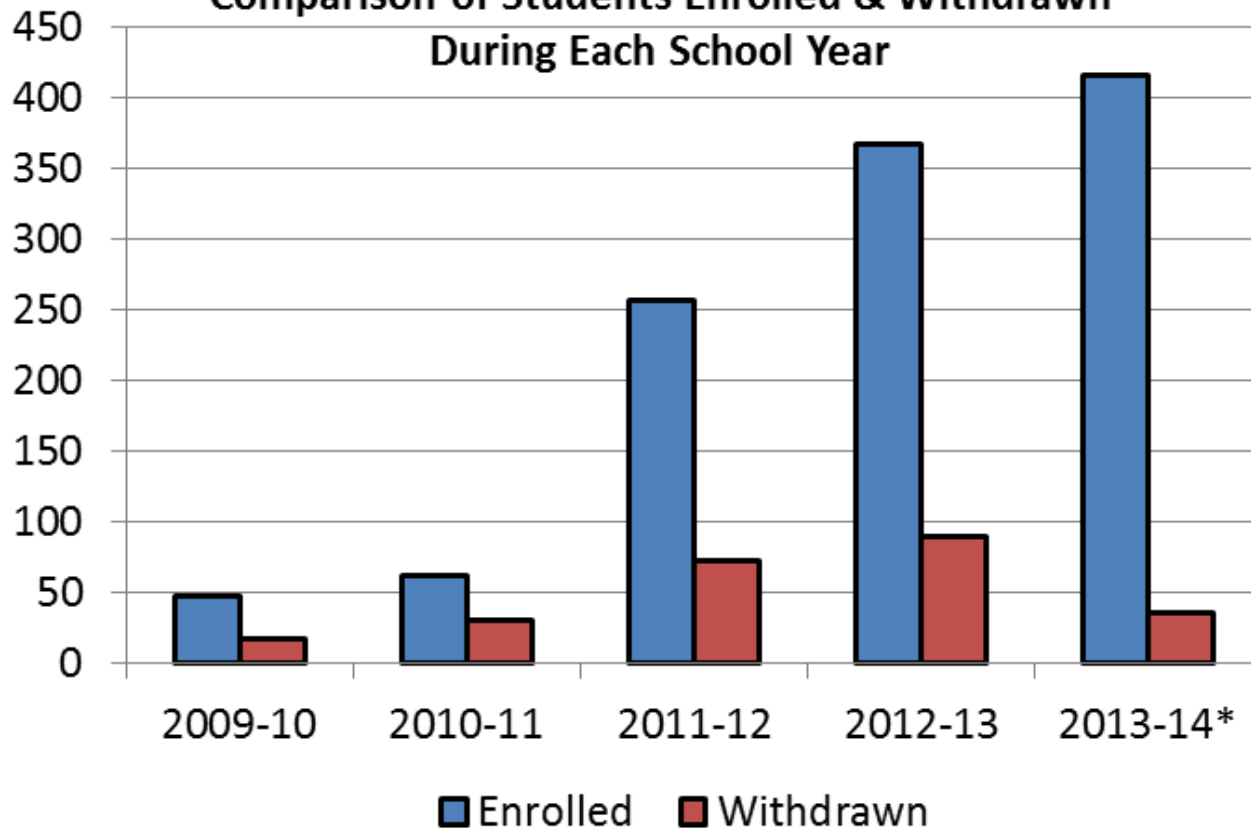
As LRPA progresses through its fifth year, there is clear evidence that student retention has increased dramatically.



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**Comparison of Students Enrolled & Withdrawn
During Each School Year**



** The 2013-2014 year is only halfway through.*



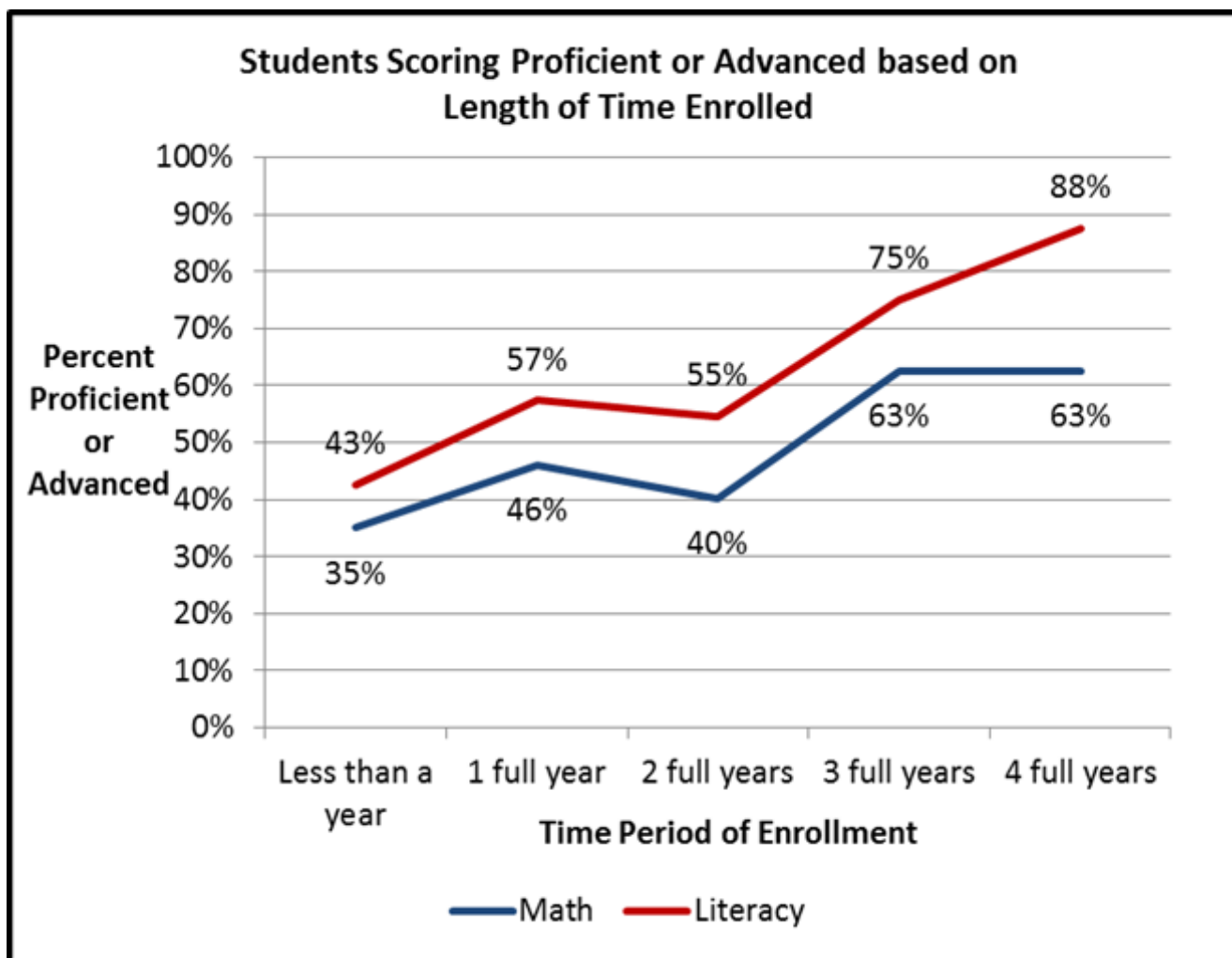
10. Enabled Students to Make Impressive Learning Gains

The longer that students are with LRPA, the higher a percentage achieve Proficient or Advanced on the ACTAAP's.



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88% of First Class of Graduates on Path to College



21 of 24 members of first graduating class enrolled in selective college prep programs at area high schools, including:

- Parkview High School
- Lisa Academy
- North Little Rock High School
- eStem Public Charter School
- The TRIO Program at UALR & Philander Smith College
- The Avid Programs at:
 - Hall High School,
 - J.A. Fair High School &
 - Central High School
- Central High School



Full-time Director of College & Career Advancement provides 8th grade students with admissions assistance.

QUESTIONS?



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BACKUP SLIDES



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Proposed Enrollment Cap Increase

Proposed Enrollment Cap Increase

The current cap has a number of disadvantages for a school that serves students in grades K-8.

Grade Level	Classroom 1	Classroom 2	Per Grade Level
Kindergarten	24	24	48
1 st Grade	30	30	60
2 nd Grade	30	30	60
3 rd Grade	30	30	60
4 th Grade	30	30	60
5 th Grade	24	24	48
6 th Grade	24	24	48
7 th Grade	24	0	24
8 th Grade	24	0	24
Grades K-8	240	192	432

Proposed Enrollment Cap Increase

At the requested enrollment of 540 students in grades K-8, LRPA can serve the same number of students at each level from grades K to 8.

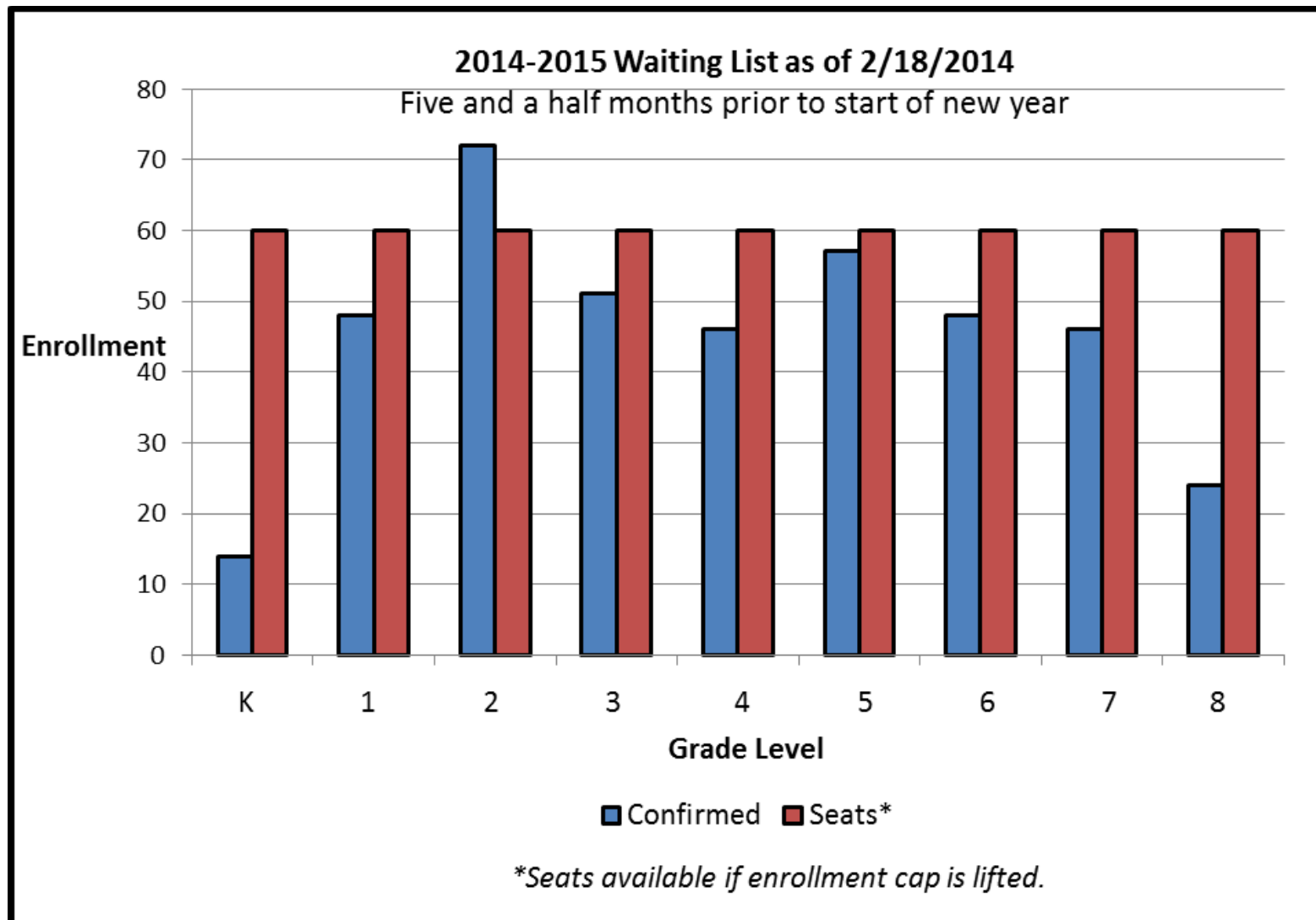
Grade Level	Classroom 1	Classroom 2	Per Grade Level
Kindergarten	30	30	60
1 st Grade	30	30	60
2 nd Grade	30	30	60
3 rd Grade	30	30	60
4 th Grade	30	30	60
5 th Grade	30	30	60
6 th Grade	30	30	60
7 th Grade	30	30	60
8 th Grade	30	30	60
Grades K-8	270	270	540

Rationale for Requested Increase

1. LRPA would have the ability to serve the same number of students from kindergarten through 8th grade
 - Primary school seamlessly feeds into middle school
2. Middle schools in Central Little Rock are where the greatest need is concentrated
 - Cap increase allows LRPA to have a bigger impact
3. Supports a more financially sustainable, well-managed middle school campus
 - Difficult to retain 4-person site management team with enrollment of 130 students in grades 5-8
4. Consistent with Exalt school operating model
5. Very limited enrollment impact on LRSD, which has approx. 6,000 middle school students

Early Progress Towards Requested Enrollment Cap for 2014-2015

Over 400 students are on waiting list to enroll.





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WAIVERS

- Rescinded Waivers
- Requested Waivers
- Approved Waivers

Rescinded Waivers



Legal Comments

Waiver Requested from Social Studies requirements

With a waiver of social studies requirements, explain how students will be taught to ensure that they are ready for high school social studies courses.

After having considered the reviewer's input, LRPA is prepared to rescind the waiver that pertains to social studies requirements.

Legal Comments

Waiver Requested from Ark. Code Ann. § 6-16-102 (length of school day)

The charter school has indicated its model requires an extended school day. A waiver of this statute is not necessary for an extended day.

After having considered the reviewer's input, LRPA is prepared to rescind the waiver that pertains to Ark. Code Ann. § 6-16-102 (length of school day). LRPA exceeds the requirement for an extended school day, and expects that it will continue to for the foreseeable future.

Requested Waivers (Slide 1)

Ark. Code Ann. §6-17-114 (concerning daily planning period)

The LRPA education model requires the flexibility to adapt teacher schedules to its unique curriculum and practices regarding curriculum planning and teacher support. LRPA places great emphasis on planning and monitoring teacher and student performance, offers an innovative staggered teacher schedule in grades K-4, and ensures that teachers have the support they need to plan effectively.

Ark. Code Ann. §6-17-117 (concerning non-instructional duties)

The LRPA education model requires flexibility to assign duties to maximize use of teacher and administrator time.

Ark. Code Ann. §6-17-2201 (concerning salary schedules)

LRPA amends its waiver request to substitute Ark. Code Ann. §6-17-2301 et seq. for Ark. Code Ann. §6-17-2201, to allow it the flexibility to establish its own salary schedule for its classified employees but remain within the Federal minimum wage requirements. LRPA's education model requires the flexibility to hire and retain the most highly qualified teachers available. LRPA teachers (as well as administrators) are expected to be highly responsive to the needs of students and their families.

Requested Waivers (Slide 2)



Ark. Code Ann. §6-42-101 et seq. (gifted and talented children) and Sections 18.01-18.03 of the Standards for Accreditation:

Under LRPA's education model, each child is taught at his or her own level using performing grouping and differentiated-instructional techniques. Accordingly, each child is given the opportunity to develop his or her own gifts and talents and the Academy will not designate certain children as "gifted and talented", thus excluding others from enriched programs. With this request, LRPA is seeking the flexibility to serve Gifted and Talented students within its usual educational process, not through a separate Gifted and Talented Program. LRPA's curriculum offerings are rigorous and expansive enough to appropriately provide for the academic needs of such students. With that understanding in mind, LRPA requests a waiver of Ark. Code Ann. §§6-42-102 and 6-20-2208(c)(6); Section 18.01 of the Standards for Accreditation; and the ADE Rules Governing Gifted and Talented Program Approval Standards.

Ark. Code Ann. §6-18-1001 et seq. (concerning guidance and counseling services)

The LRPA model includes a dedicated site-management team and a full array of support services that have proven effective in supporting students and families. The Academy is a college preparatory school, and as such, offers each student guidance counseling and related services.

ADE Rules Governing Educator Licensure 317-1 to 317-40

LRPA already has a waiver from Ark. Code Ann. §6-17-301 and Ark. Code Ann. §6-15-104 (concerning teacher certification and qualifications). This request seeks to fully effectuate the flexibility in licensure and certification that are granted under the existing waivers.



Requested Waivers (Slide 3)

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Ark. Code Ann. §6-13-109 et seq. and Ark. Code Ann. §6-17-427 et seq. (concerning superintendent licensure and mentoring)

The LRPA model requires the flexibility to hire and retain a superintendent with unique qualifications and experience relative to district superintendents. The Superintendent has completed all necessary training requirements in the State of Arkansas. Additionally, Little Rock Preparatory Academy requests a waiver from ADE Rules Governing the School Superintendent Mentoring Program 310-1 to 310-4 and Standards for Accreditation 15.01 so that it can fully effectuate the flexibility granted under these waivers.

Ark. Code Ann. §6-13-109 et seq. And §6-17-427 et seq.

Based upon the reviewer's input, the above portion of the waiver request concerning superintendents should be amended to read "Ark. Code Ann. §6-13-109 and §6-17-427", without the "et seq." language.

ADE Rules Governing School District Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites: LRPA amends its waiver request to Section 1-7 of the above referenced Rules.

LRPA already has a waiver from Ark. Code Ann. §6-17-201 et seq. (concerning written personnel policies and teacher salary schedule). This request seeks to fully effectuate the flexibility in setting salaries that is granted under the existing waivers.



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Section 7 – Existing Waivers

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

- 6-10-106 School year dates
- 6-13-601 et seq. District Boards of Directors Generally
- 6-14-101 et seq. School Elections
- 6-15-1004 Qualified teachers in every public school classroom
- 6-16-124 Arkansas history
- 6-17-111 Duty-free lunch periods
- 6-17-201 et seq. Written personnel policies—Teacher salary schedule
- 6-17-203 Committees on personnel policies—Members
- 6-17-301 Employment of certified personnel
- 6-17-302 Principals—Responsibilities



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Section 7 – Existing Waivers

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

- 6-17-309 Certification to teach grade or subject matter—Exceptions—Waivers
- 6-17-401 Teacher licensure requirement
- 6-17-418 Teacher licensure—Arkansas history requirement
- 6-17-902 Definition (definition of a teacher as licensed)
- 6-17-919 Warrants void without valid certification and contract (the only requirement waived is 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

Section 7 – Existing Waivers



Waivers from Arkansas Department of Education
Rules Governing Standards for Accreditation of
Arkansas Public Schools and Districts

- 9.03.3.4 Grades 5-8 Social Studies
- 10.02 Class Size and Teaching Load (maximum of 34 students per class)
- 10.03 Instructional Materials
- 15.01 School District Superintendent
- 15.02 Principals
- 15.03.1 Requiring all administrative, teaching, and other personnel shall hold a current, valid Arkansas license
- 15.03.2 Requiring all administrative, teaching, and other personnel shall meet appropriate state licensure and renewal requirements for the position to which they are assigned
- 16.01.3 Requiring a certified counselor at each school at a ratio of 1 to 450
- 16.02.3 Requiring a licensed library media specialist
- 16.02.4 Establishing minimum requirements for the school's media collection
- 16.03.1 School Nurse
- 18.02 Requiring the school district to provide educational opportunities for students identified as gifted and talented appropriate to their ability

Section 7 – Existing Waivers



Waivers from Arkansas Department of Education
Rules Governing Standards for Accreditation of
Arkansas Public Schools and Districts

Waivers from Other Rules:

- Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- Administrator licensure
- Teacher licensure
- ADE Rules for Gifted and Talented Program Approval Standards
- Certified staff salary schedule



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DESEGREGATION ANALYSIS

Desegregation Analysis

The Little Rock School District & North Little Rock School Districts have been found to be unitary in status.

Excerpts from 2008 Charter Application

Vision

“Little Rock Preparatory Academy will provide a rigorous learning environment that prepares traditionally underserved students in downtown Little Rock for high academic achievement in college-preparatory high schools.” Page 3

Need

“Little Rock Prep will accept all grade-level eligible students within Little rock and will target its enrollment strategies to students in low-income communities, particularly in central / downtown Little Rock.” Page 3

Less than 3% of LRPA students live in PCSSD.



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PROPOSED PERFORMANCE GOALS



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Overall Goals

- The percent of all students who qualify for Federal Free and Reduced Lunch will be equal to or greater than LRSD.
- LRPA will strive to perform against the goals set by the Arkansas Department of Education, whether annual measurable objectives (AMO's) or an alternative goal-setting system.
- LRPA will continue to focus on enabling students to make strong value-added achievement gains over time understanding that newly enrolling students will typically come in at low performance levels.
- LRPA will strive to demonstrate that graduating 8th grade students, particularly those who have been with the Academy since 5th grade, are achieving at levels consistent with other college-bound students.

Student Achievement Relative to Similar Schools



- On average, the percent of all students who score Proficient or Advanced in Literacy/Reading will be equal to or greater than the percent of students among other elementary and middle schools with attendance zones in Central Little Rock.*
- On average, the percent of all students who score Proficient or Advanced in Mathematics will be equal to or greater than the percent of students among other elementary and middle schools with attendance zones in Central Little Rock.*
- On average, the percent of all students who score Proficient or Advanced in other tested subjects will be equal to or greater than the percent of students among other elementary and middle schools with attendance zones in Central Little Rock.*

*Please Note: If the attendance zones change, the comparison will be done between LRPA and a sampling of other public elementary and middle schools with a similar percent of students who qualify for the Federal Free & reduced Lunch Program and are African American and/or Hispanic.

Student Achievement Relative to Little Rock School District (LRSD)



- By 2016 and thereafter, the percent of all students at LRPA who score Proficient or Advanced in Literacy/Reading will be equal to or greater than the percent of all students in the LRSD.
- By 2016 and thereafter, the percent of all students at LRPA who score Proficient or Advanced in Mathematics will be equal to or greater than the percent of all students in LRSD.
- By 2016 and thereafter, the percent of all students at LRPA who score Proficient or Advanced in other tested subjects will be equal to or greater than the percent of all students in LRSD.



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Student Growth across Grades 1-8

- On average, a higher percent of students will meet their growth goals in Reading on the NWEA Measures of Academic Progress (MAP) from one academic year to the next.*
- On average, a higher percentage of students will meet their growth goals in Mathematics on the NWEA Measures of Academic Progress (MAP) from one academic year to the next.*

*This goal will examine the percent of students who meet their growth goals by cohort versus by grade level.



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End of Third Grade

- On average, a higher percent of students enrolled for at least 2 years will achieve at or above Proficient in Literacy/Reading on the 3rd grade state test than the percent of students in LRSD grade 3.
- On average, a higher percent of students enrolled for at least 2 years will achieve at or above Proficient in Mathematics on the 3rd grade state test than the percent of students in LRSD grade 3.

End of Sixth Grade

- On average, at least 7% more students in successive classes of 6th grade with LRPA for at least 2 years will achieve at or above Proficient in Literacy/Reading than the percent of students in LRSD grade 6.
- On average, at least 7% more students in successive classes of 6th grade with LRPA for at least 2 years will achieve at or above Proficient in Mathematics than the percent of students in LRSD grade 6.



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End of Eighth Grade

- Starting in 2017-2018, on average, more students in successive classes of 8th grade who have been with LRPA for at least 4 years will achieve at or above Proficient in Literacy/Reading in the State.
- Starting in 2017-2018, on average, more students in successive classes of 8th grade who have been with LRPA for at least 4 years will achieve at or above Proficient in Mathematics than the State.
- On average, at least 85 percent of successive classes of graduating 8th grade students will enroll in board-approved college-prep high school programs.
- Starting in 2017-2018, on average, 8th grade students who have been enrolled at least 4 years will achieve equal to or better than an average score indicative of pre-AP and/or AP course preparedness on the Spring Explore Exam.

*This section assumes that the State of Arkansas will continue to transition from the Arkansas Learning Standards to the Common Core Standards and from the ACTAAP to PARCC.



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ACADEMIC IMPROVEMENT STRATEGIES

Spring 2011 School Improvement Strategy



LRPA's team made a number of changes to “restart” the Academy in 2011:

- Added Grades K-4
- Lengthened School Day
- Lengthened School Year by 2 Weeks
- Added Staggered Teacher Shift in Grades K-4
- Implemented Reading Mastery & Language for Learning
- Implemented Connecting Math Concepts & Saxon Math
- Began developing strong site-management team with addition of Principal, Dean of Students & new Finance Director
- Began administering NWEA Measures of Academic Progress
- Implemented Positive Behavior Interventions & Supports (PBIS)
- Reduced Teacher Lesson Planning Time

2012-2013 School Improvement Strategy



LRPA's team made a number of changes to enhance performance:

- Opened separate middle school campus
- Lengthened math blocks from 50 to 60 minutes
- Retained site-management teams for each campus (elementary & middle)
- Implemented newly published Math program in grades K-4
- Added Standards Based Instruction (SBI) classes in middle school grades
- Added Direct Instruction Coordinator at primary school
- Added Performance Coordinator
- Lengthened School Year by 2 Weeks

2013-2014 School Improvement Strategy



LRPA's team made a number of changes to continue enhancing performance:

- Lengthened math blocks to 80 minutes
- Added Rocket Math to give students more practice in math facts
- Added Illuminate testing system to assess student learning against standards more frequently throughout the year
- Implemented new English Language Arts programs in middle school, including:
 - Perfection Learning
 - Writer's Workshop
 - 6 + 1 Traits of Writing
 - Cornell Notes
- Added Director of Curriculum & Instruction to middle school
- Extended student reading time out of school hours



LEARNING PASS

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The Learning Pass

An experiential learning program that extends the school into the community.

- The Learning Pass will be implemented September 2014.
- University of Arkansas Clinton School of Public Service (UACS) students are assisting.
- UACS students have:
 - Interviewed potential partners
 - Surveyed LRPA students' parents
 - Surveyed and conducted focus groups with LRPA teachers
 - Surveyed and conducted focus groups with LRPA students
- UACS students are currently developing MOUs between LRPA and partners.

The Learning Pass

Progress building partnerships with Learning Institutions.



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Organization	Existing Program	Subject Area	Specified Times
Hilary Clinton Children's Library & Learning Center	Yes	Literature, Multi-media	Second Tuesday of every month
Old Statehouse	Yes	Social Studies & Theater	Not sure
Arkansas Symphony Orchestra	No	Music	Not sure
Mosaic Templars Cultural Center	No	Social Studies (cultural and African American history)	Mondays
The Launchpad (Makerspace)	No	STEM	Not sure
Chamber of Commerce	Yes	Business / Finance / Leadership	Not sure
UAMS	No	Health	Not sure
Dunbar Garden	Yes	Science / Wellness	Thursday or Fridays once/week
TRIO	Yes	College Readiness	6 times/year

2/20/2014

The Learning Pass

Progress building partnerships with Learning Institutions.



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Organization	Existing Program	Subject Areas	Specified Times
Nature Center	Yes	science & natural history	Once / month
Toltec State Park	Yes	science & natural history	Twice / month
Plantation State Park	No	social studies	Twice / month
Pinnacle State Park	Yes	science & natural history	Twice / month
First Tee	Yes	leadership & character development	Once / week
Painting with a twist	No	Art	Once / month
Jr. Achievement	Yes	Business / finance / leadership	Once / month
UALR Center for Arkansas History and Culture	No	history & cultural studies	n/a
Clinton Library and Museum	No	social studies	n/a



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The Learning Pass

Update on development status:

- Partners have mentioned that it will be necessary to collaborate with LRPA teachers to ensure academic standards are met in subject areas.
- UACS students are analyzing data obtained from LRPA parent, teacher & student surveys and interviews to select partner organizations that will best meet their academic needs.
- UACS students will have a completed final report by April 1, 2014.
- For more information about potential partners contacted by UACS students, view the online interactive report at:
<http://goo.gl/0Tsx4C>



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STUDENT RETENTION

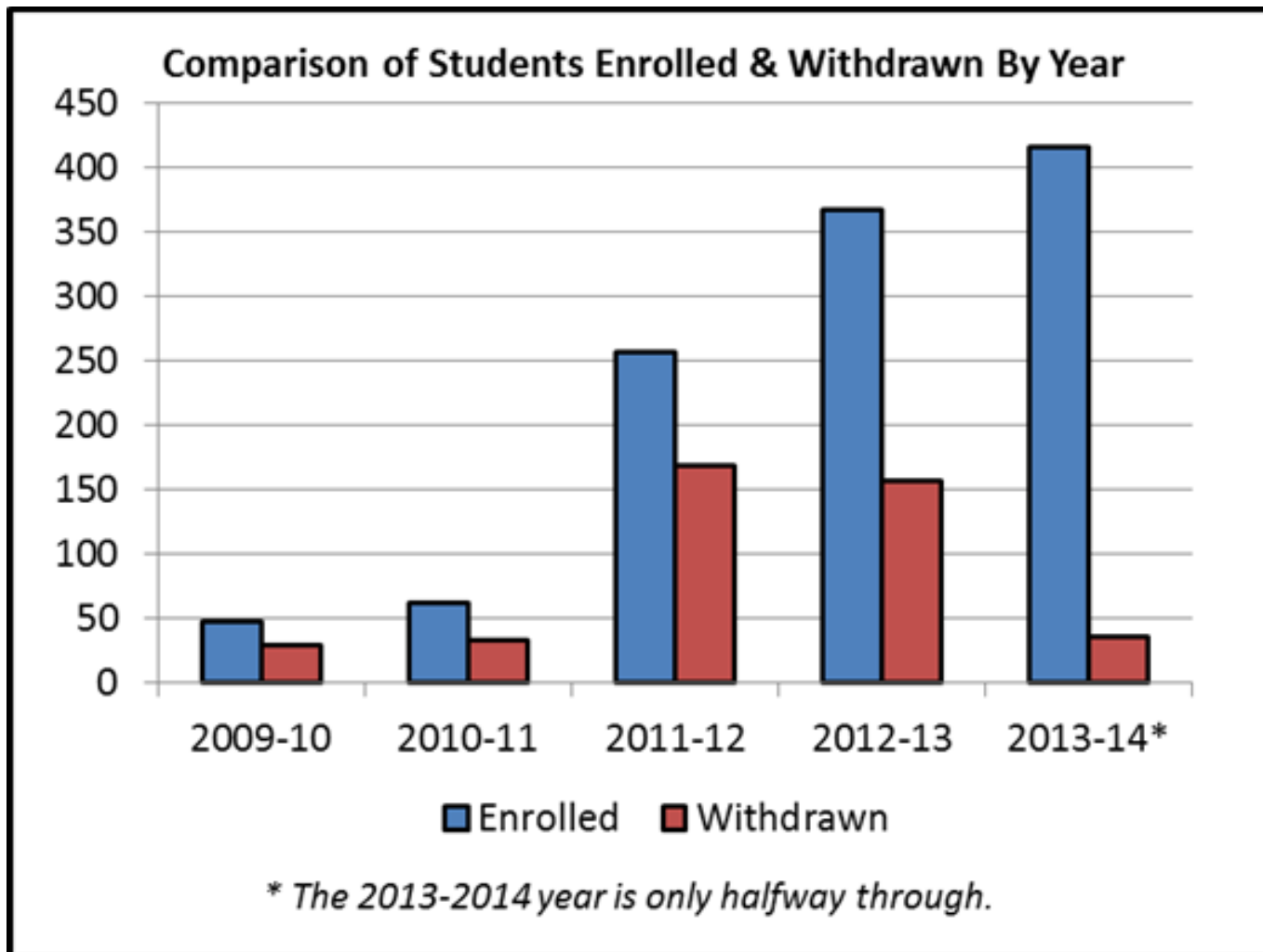


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Rising Student Retention Rates

As LRPA progresses through its fifth year, there is clear evidence that student retention has increased dramatically.



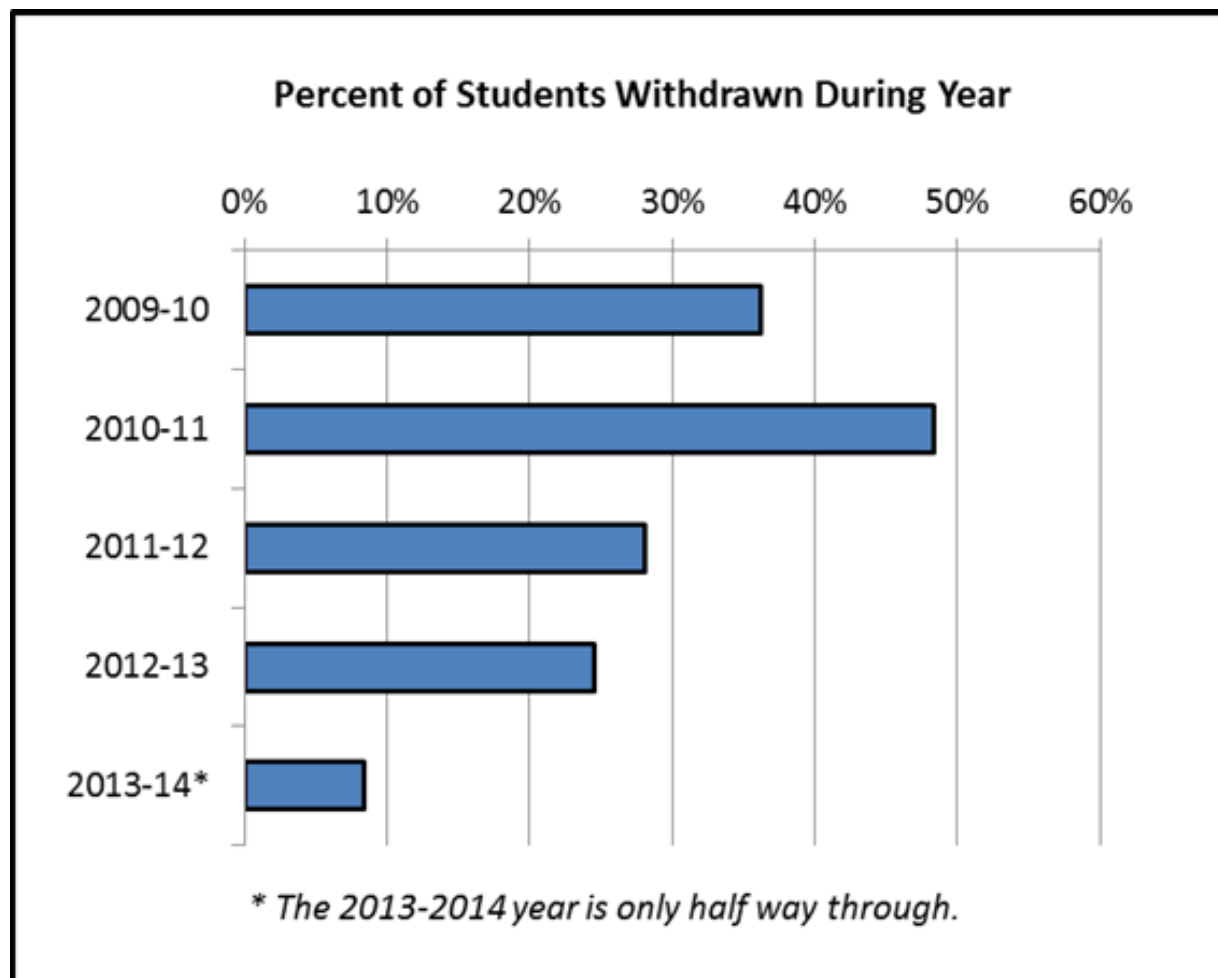
Families No Longer Withdrawing Students Mid-year

A smaller and smaller percentage of families have withdrawn students over the course of each of the past 3 years.



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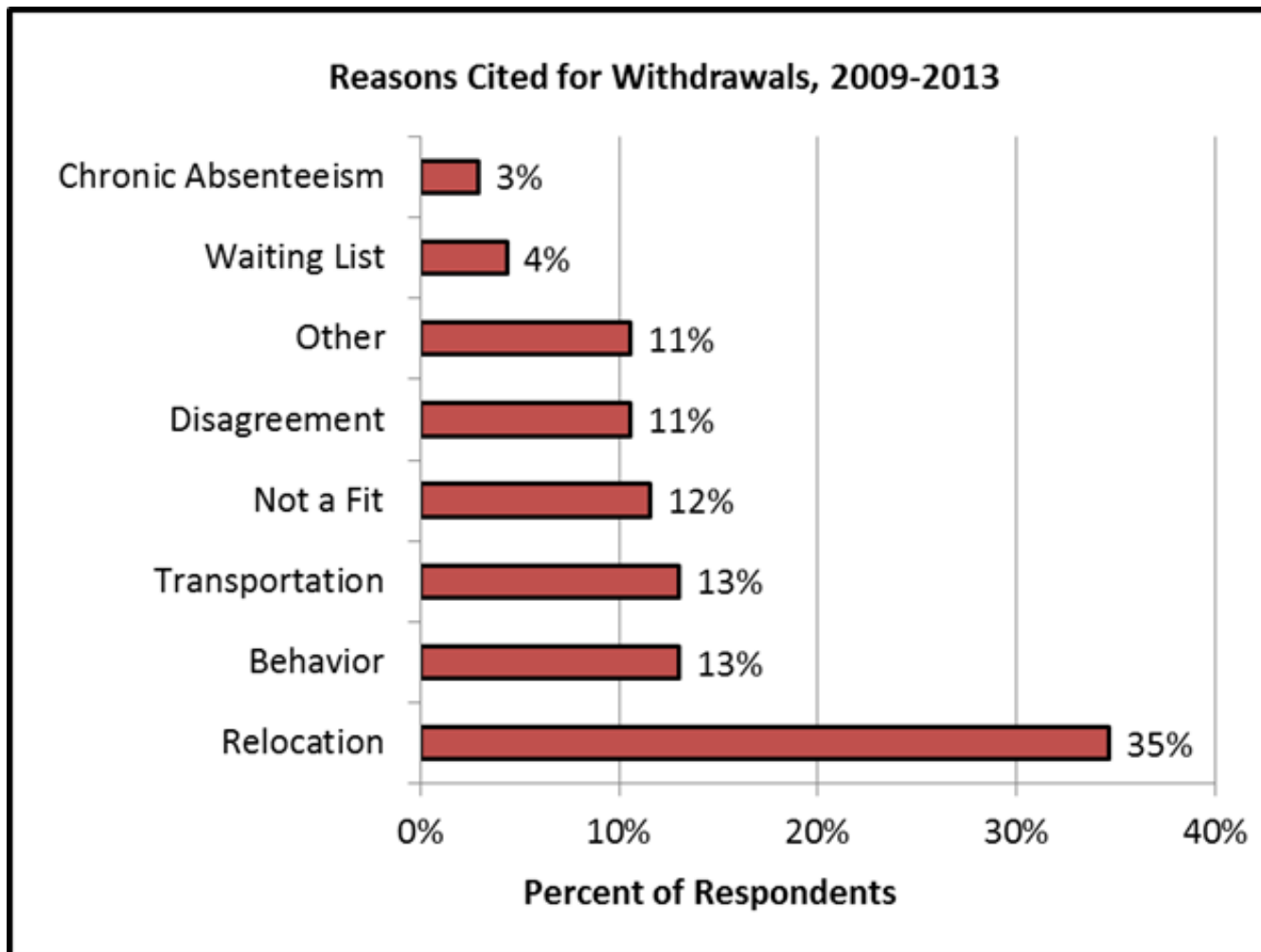
Reasons Parents Have Given For Withdrawal

Between 2009 and 2013, over 35% of parents cited a relocation as the reason for withdrawing students.



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TEACHER RETENTION

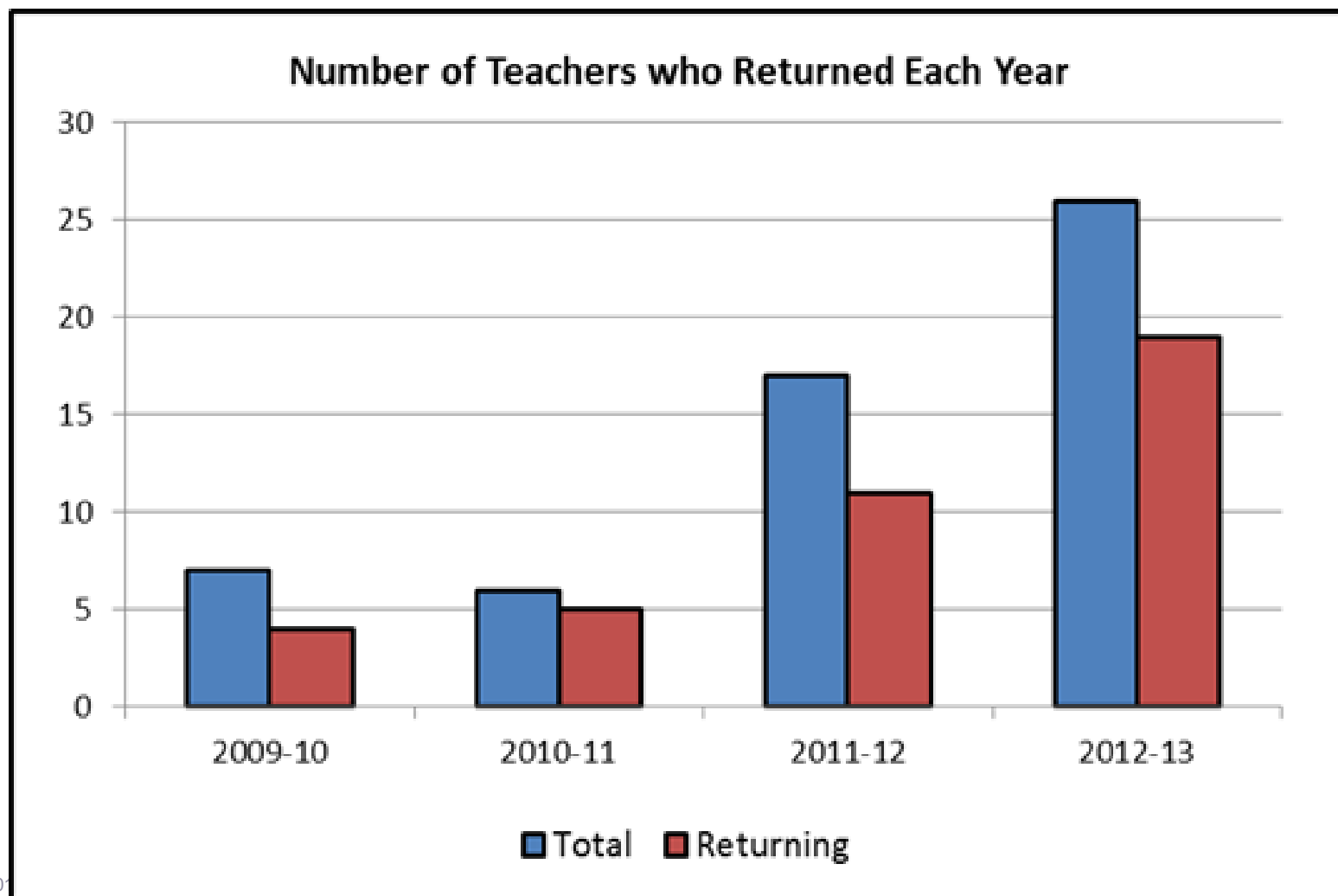
Teacher Hiring Campaign

Between 2011 and 2013, it was necessary for LRPA to ramp up from 7 to 26 total teachers.



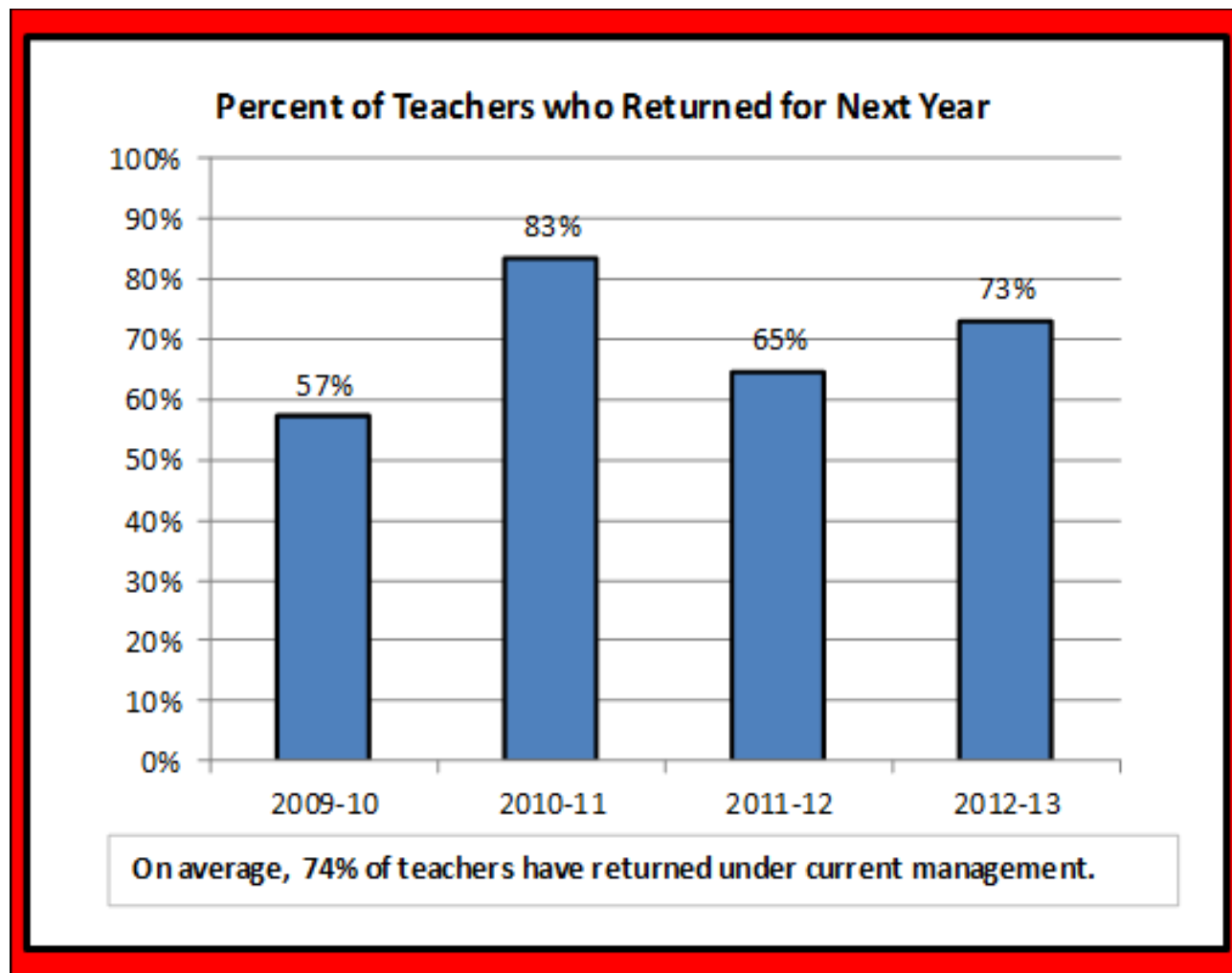
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Rising Teacher Retention

Under the current management, an average of 74% of teachers have decided to return after finishing each year.





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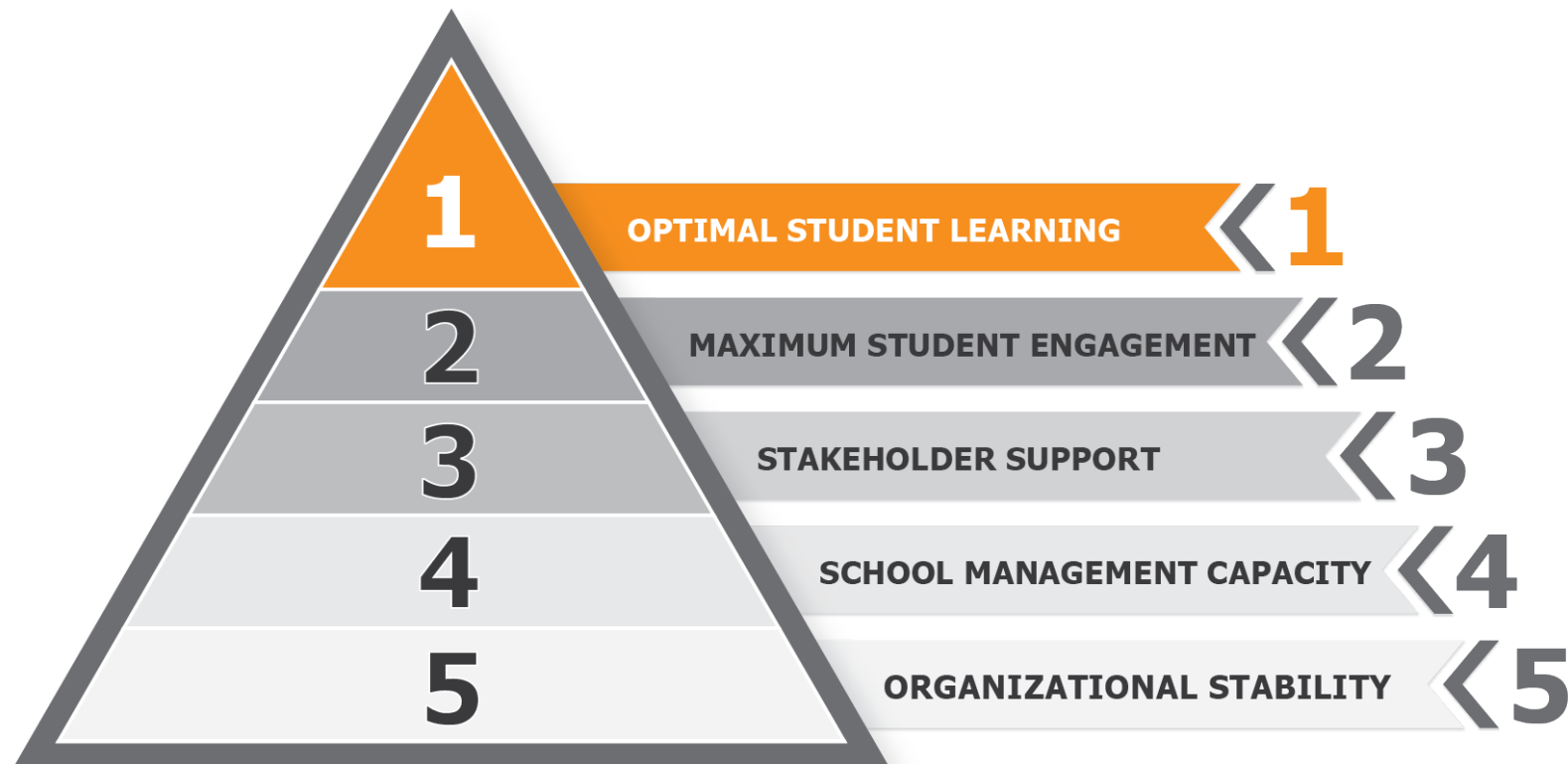
SCHOOL MANAGEMENT MODEL

School Management Model

Under its current leadership, LRPA has implemented a School Management Model that calls for systematically building the foundation to support exemplary performance.



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Level 5: Organizational Stability

Finance, accounting, compliance, facilities, enrollment & corporate reporting.

Major Milestones:

- **Financial Management:** Robust policies & procedures instituted for managing budget & cash flow position
 - ✓ i.e. segregation of duties, check signing, reconciliation of bank statements, strict controls over credit use.
- **Facilities:**
 - ✓ Relocated primary school to newly renovated facilities at 16th & Spring under 10-year lease with 10-year renewal option.
 - ✓ Relocated middle school to new facility at 4520 South University under affordable lease.
- **Loan Repayment:** Timely, complete repayment of over \$450,000 in facilities construction loans.

Level 5: Organizational Stability

Finance, accounting, compliance, facilities, enrollment & corporate reporting.

Major Milestones:

- **Compliance:** Diligent attention to all annual compliance requirements,
 - ✓ Accreditation & nutrition audits in 2011
 - ✓ Special education monitoring in 2012
 - ✓ ACSIP monitoring in process.
- **Audit:**
 - ✓ Retroactively completed audits of first 2 years.
 - ✓ Audit of 2012-2013 year contained limited findings.
- **Enrollment:** After 2 years of major enrollment shortfalls, school now within 5% of total enrollment cap set forth in charter agreement.

Level 4: School Management Capacity

Human capital, curriculum, instruction, assessment and performance



Major Milestones:

- Campus Management Teams: Each LRPA campus benefits from a dedicated four-person site-management team that includes a Principal, Dean of Students, Director of Curriculum, and Office Manager.
- Veteran Qualifications & Experience: Each member of the site-management team is highly qualified and brings significant domain-specific experience.
- The Infrastructure to Perform: Leading programs, curricula and systems have been installed to support student formative and summative assessment, behavior management, record-keeping, human resources, and instructional delivery, including the NWEA MAP's, Illuminate, Taleo, CHAMPS, PBIS, Core Knowledge, and Reading Mastery.

Level 3: Stakeholder Support

Families, governing board, authorizer, donors & partners.

Major Milestones:

- Carver Policy Governance Model: Over the past 18 months, the board of trustees has fully implemented the Carver Policy Governance Model.
- Parent Support:
 - ✓ Enrollment has surged.
 - ✓ Both campuses started the year with significant waiting lists.
 - ✓ In a 2013 survey of parent satisfaction, over 86% of parents reported that they would recommend LRPA to a friend.
- Authorizer Relations: In its last two appearances before the State Board, LRPA's requests have been approved.
- Donors: LRPA has benefitted from over \$375,000 in grant support since January 2011.
- Partner Institutions: LRPA has developed partnerships with over 12 different institutions for tutoring, mentoring, health & wellness services.

Level 2: Student Engagement

Attendance, retention, tardiness, behavior

Major Milestones:

- Student Retention: LRPA's student retention rates are currently at an all-time high (*as demonstrated in Student Retention section*).
- Daily Attendance: Average daily attendance is over 94% so far this year.
- Tardiness: Average daily tardiness is below 5% although there are a small group of students who are chronically tardy.
- Behavior: LRPA has taken a series of steps to improve student behavior, including:
 - ✓ Adding a new classroom management system,
 - ✓ Providing teacher with intensive training and ongoing support,
 - ✓ Hiring a full-time Dean of Students at each campus, and
 - ✓ Adding a Behavior Interventionist that is shared between campuses.

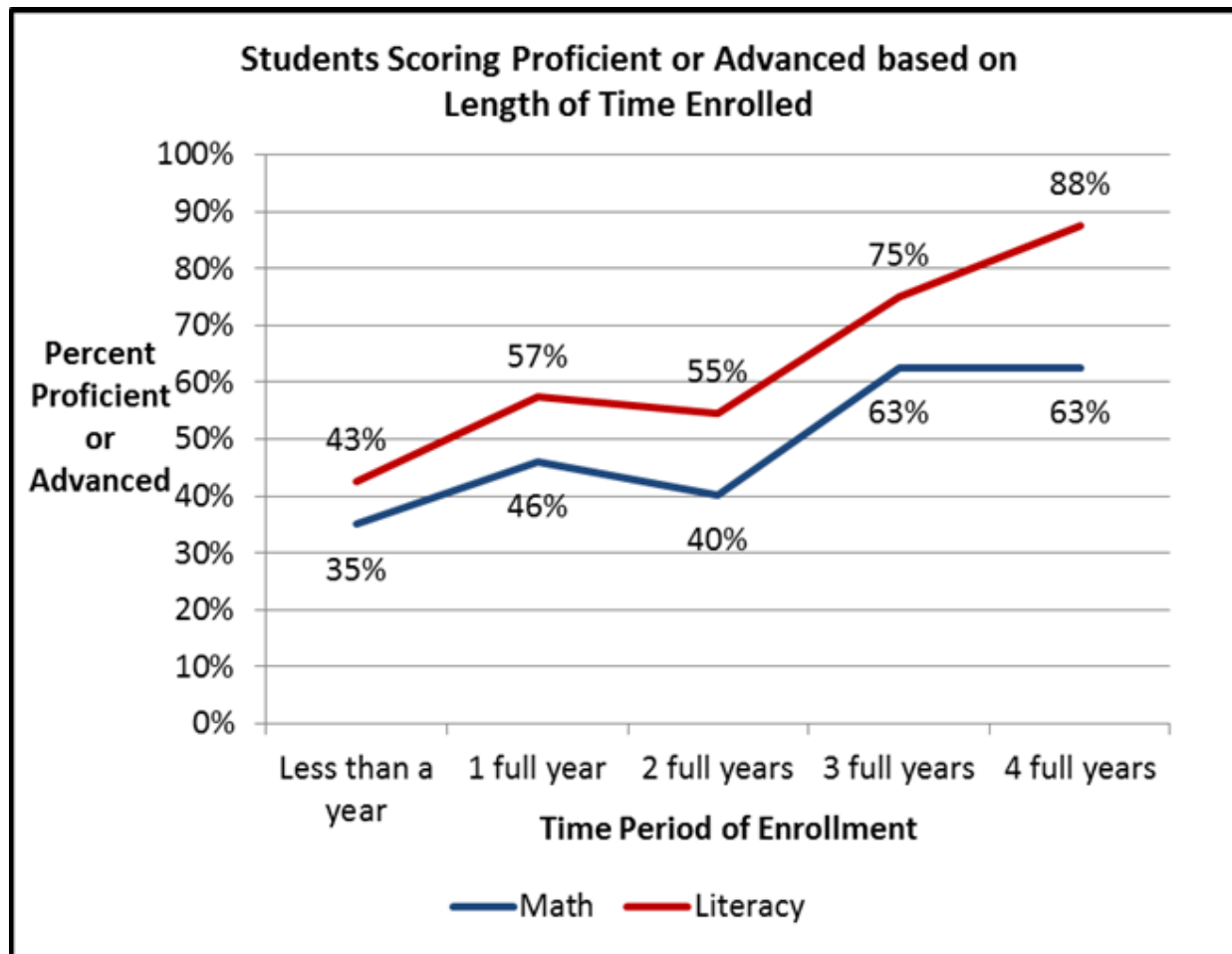
Level 1: Optimal Student Learning

The longer that students are with LRPA, the higher a percentage achieve Proficient or Advanced on the ACTAAP's.



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Many incoming students are performing at low levels, so LRPA's performance hinges on enabling students to make strong value-added gains over time.

Level 1: Optimal Student Learning

Enrollment in College-Preparatory High Schools:

Over 87% of LRPA's first class of 8th graders enrolled in selective college preparatory programs at area high schools at the end of the 2012-2013 year, including:

- Central High School
- Parkview High School
- Lisa Academy
- North Little Rock High School
- eStem Public Charter School
- The TRIO Program at UALR & Philander Smith College
- The Avid Programs at:
 - Hall High School,
 - J.A. Fair High School &
 - Central High School

A full-time Director of College & Career Advancement at LRPA's middle school is providing 8th grade students with the admissions assistance they need to gain admittance into these programs.





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2008 PERFORMANCE GOALS

Performance Relative to 2008 Goals



LIMITATIONS IN ORIGINAL GOALS

1. State test has changed completely since 2008
 - Different subjects
 - Social studies dropped
 - Reading Comprehension dropped
 - Math Reasoning dropped
 - Different scoring scale
 - Different proficiency thresholds
2. AYP has been replaced with AMO's
3. Terra Nova replaced with NWEA MAP
4. Change in Management
5. Different Enrollment Pattern than Contemplated in Application
6. Known Population of Students

Performance Relative to 2008 Goals



1. Performance Versus Similar Schools

- Outperformed 4 of 4 Central Little Rock middle schools in Math
- Outperformed 3 of 4 Central Little Rock middle schools in Literacy

2. Performance Versus Little Rock School District

- Closed gap with LRSD by 13% in Literacy
- Closed gap with LRSD by 6% in Math

3. Performance Against AMO's

- **Primary School:** Gains in 7 of 8 Categories. Met AMO's in 4 of 8 Categories.
- **Middle School:** Gains in 4 of 8 Categories. Met AMO's in 4 of 8 Categories.

4. Cohort Growth on Nationally Normed Exam

- LRPA moved from the Terra Nova to the NWEA MAP in 2011
- More students made performance goals in 2012-2013 than in 2011-2012

5. Value Added Gains Towards 8th Grade Graduation

- Over 63% of students enrolled for 3+ years scored proficient in Math
- Over 75% of students enrolled for 3+years scored proficient in Literacy



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SIMILAR SCHOOLS COMPARISON
(Replaces LRSD 7th & 8th Grade
Comparison)

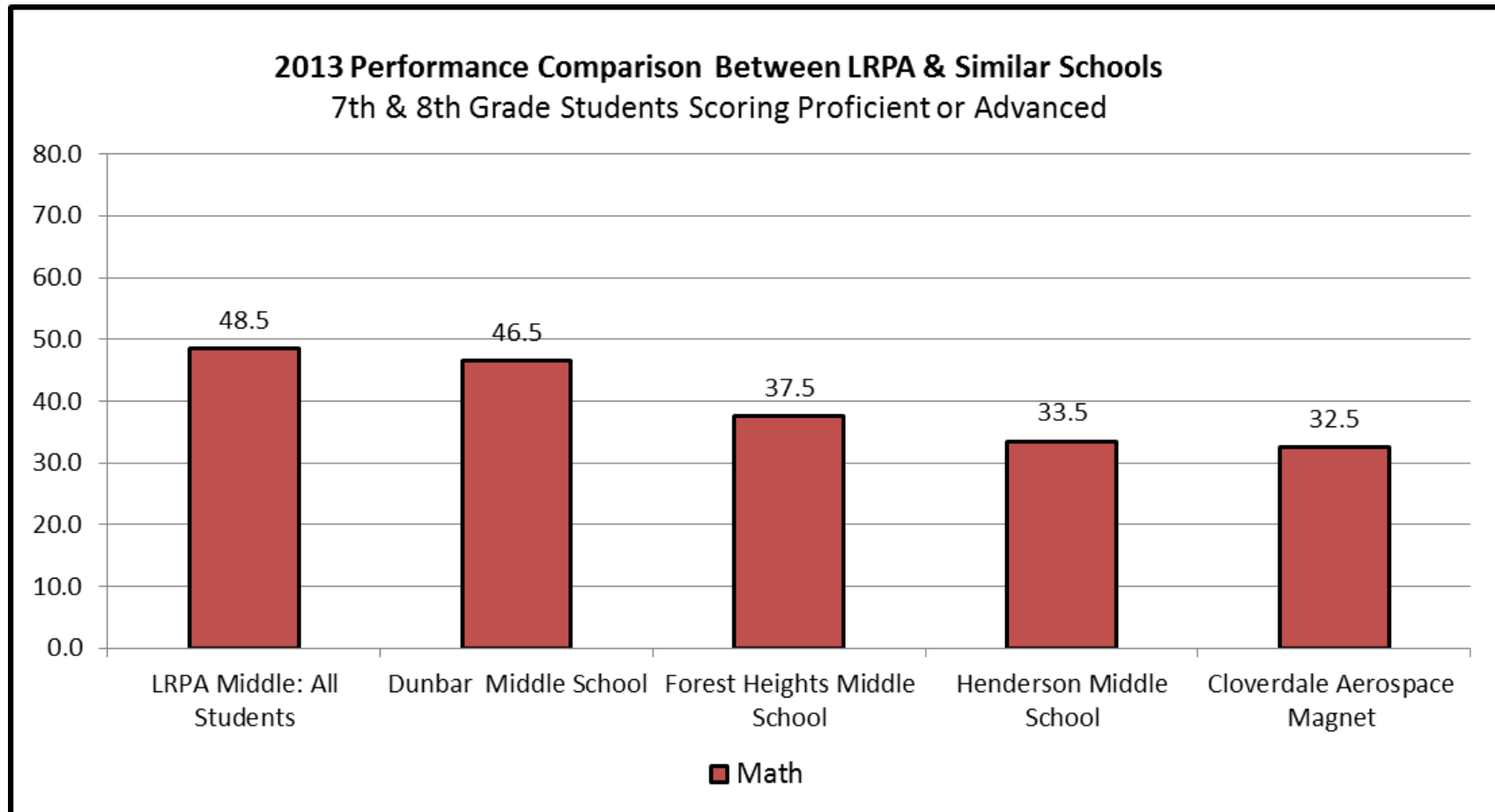
Outperforming Similar Schools in **Math**



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- **More of LRPA's students scored at or above Proficient than all four other middle schools.**
- **In fact, 11% more students in grades scored at or above proficient than among students at surrounding middle schools (48.5% vs. 37.5%).**



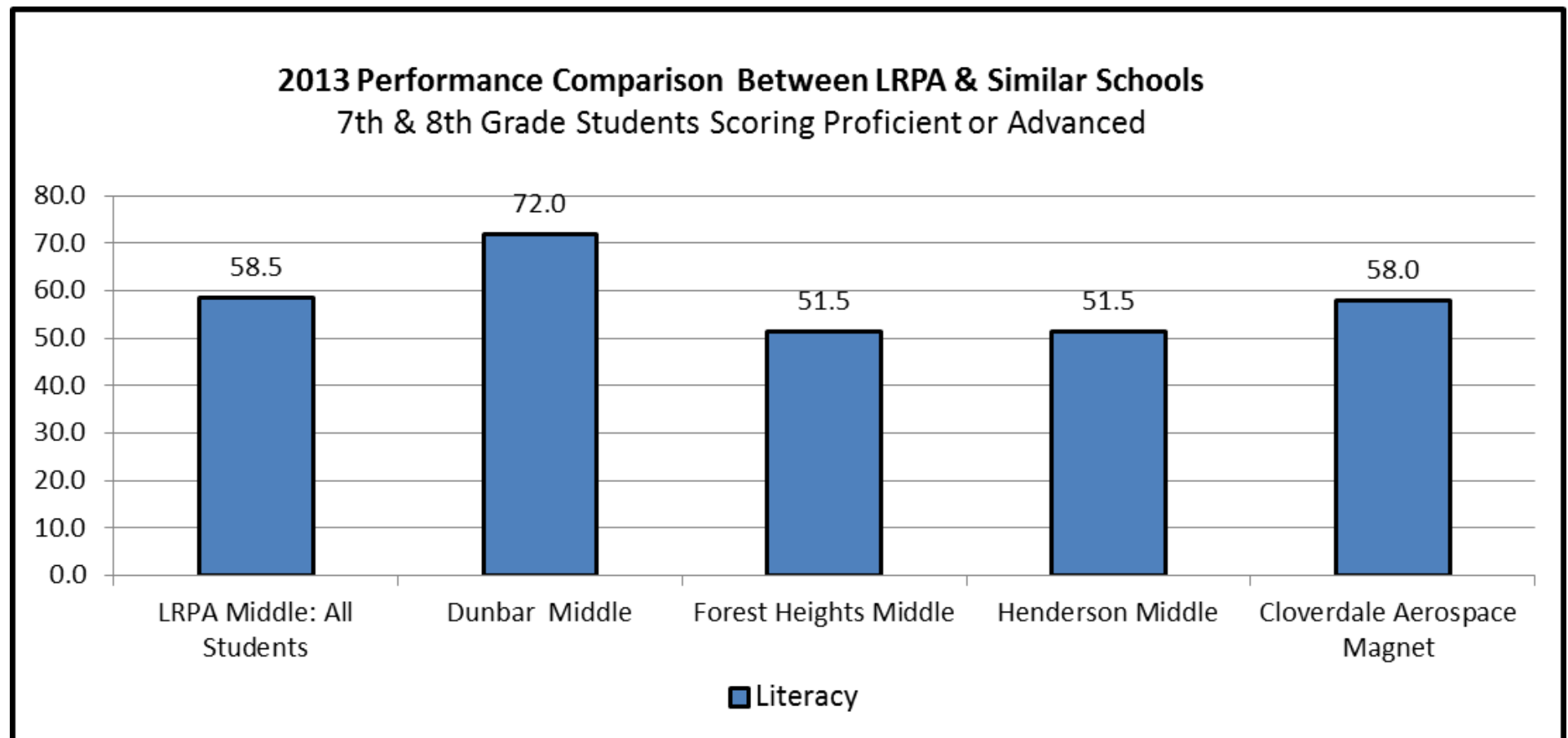
Outperforming Similar Schools in **Literacy**



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- **More of LRPA's students scored at or above Proficient than three other middle schools with attendance zones in Central Little Rock.**





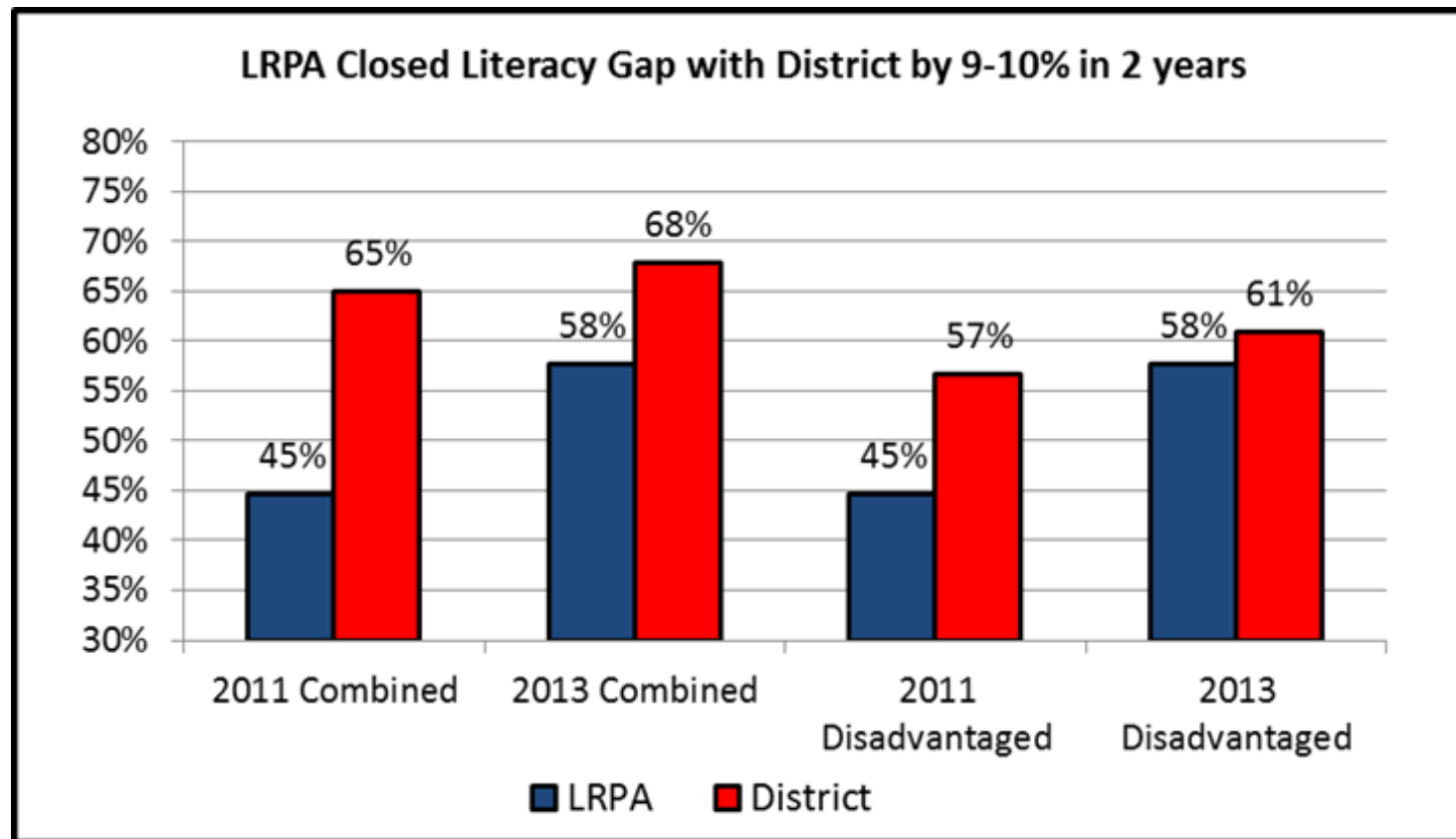
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STUDENT ACHIEVEMENT RELATIVE TO LRSD

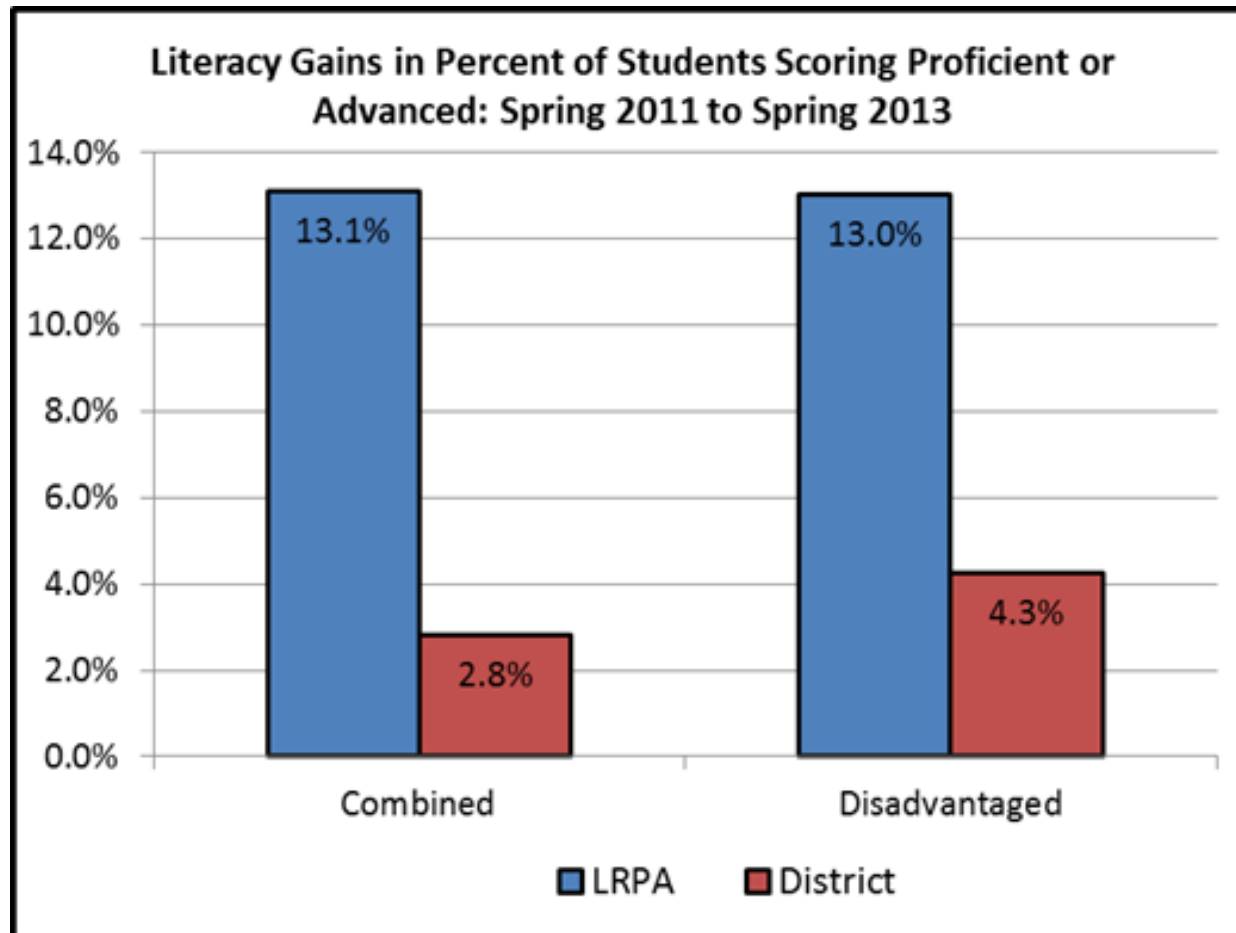
Literacy

Below, the charts illustrate how all students performed in Spring 2011, Spring 2012 and Spring 2013 relative to the surrounding district.



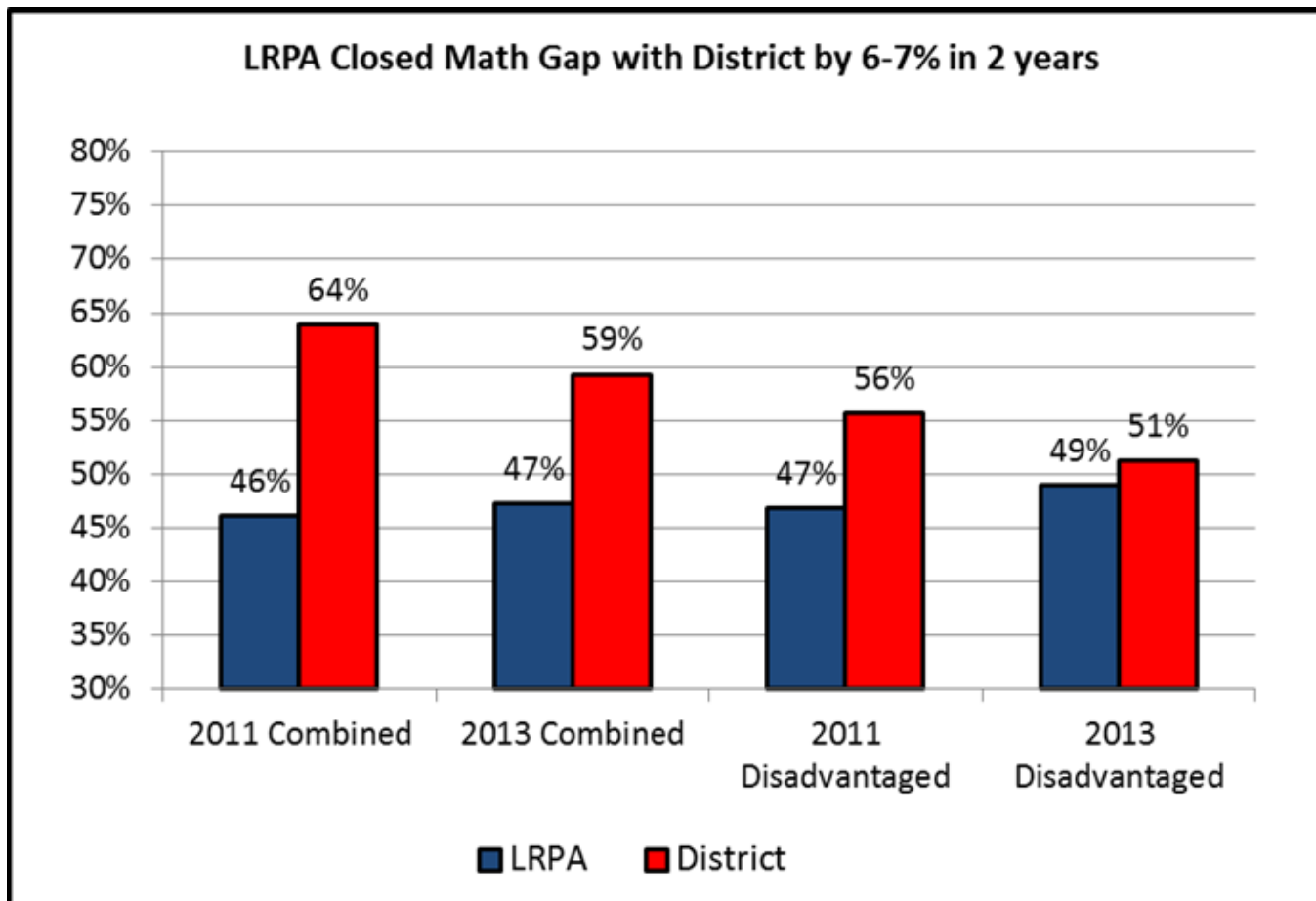
Literacy

In 2 years, Little Rock Prep closed the achievement gap with LRSD by 13 percent.



Math

Below, the charts illustrate how all students performed in Spring 2011, Spring 2012 and Spring 2013 relative to the surrounding district.



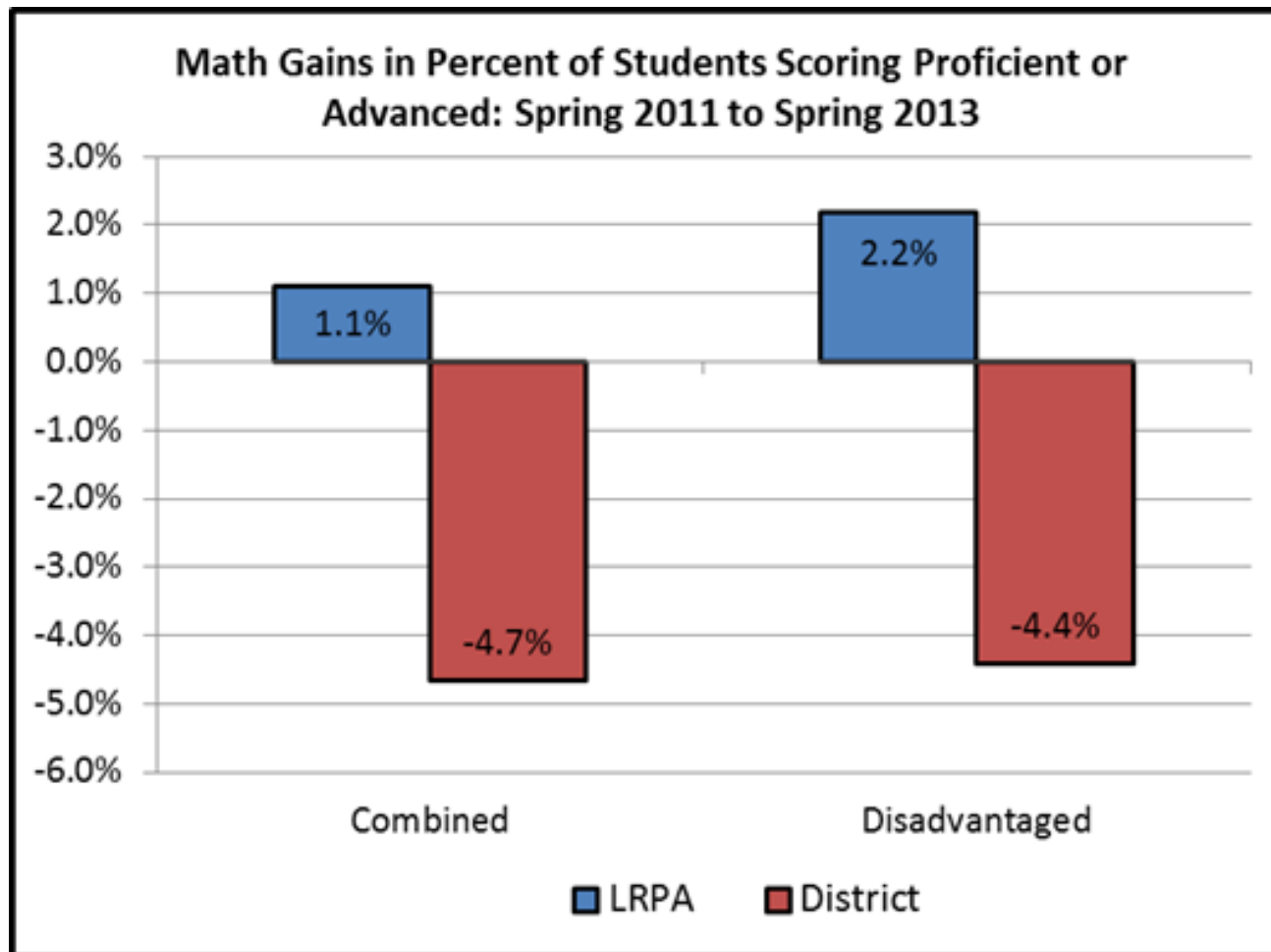
Math

In 2 years, Little Rock Prep closed the achievement gap with LRSD by 6 percent.



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**AMO STATUS
(Replaces AYP Requirements)**



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Primary School Campus

2012 Enrollment 247 Students in Grades K-4

The Primary School made impressive gains in 7 of 8 AMO categories.

Categories	Literacy Performance			Math Performance		
Year	2012	2013	Change	2012	2013	Change
All students	59.21	62.5	↑	46.05	45.83	↓
TAGG	58.41	64.06	↑	41.59	48.44	↑
Categories	Literacy Growth			Math Growth		
Year	2012	2013	Change	2012	2013	Change
All students	66.67	78.57	↑	34.31	42.86	↑
TAGG	68.42	80.77	↑	35.53	38.46	↑



Middle School Campus

2012 Enrollment 120 Students in Grades 5-8

The Middle School made gains in 4 of 8 AMO categories, but still met its AMO's in Literacy.

Categories	Literacy Performance			Math Performance		
Year	2012	2013	Change	2012	2013	Change
All students	59.21	54.55	↓	46.05	48.18	↑
TAGG	58.41	51.14	↓	41.59	47.73	↑
Categories	Literacy Growth			Math Growth		
Year	2012	2013	Change	2012	2013	Change
All students	66.67	56.04	↓	34.31	38.46	↑
TAGG	68.42	51.39	↓	35.53	38.89	↑

Literacy

LITERACY PERFORMANCE	2012 Performance AMO	2012 LRPA Performance	2013 Performance AMO	2013 LRPA Performance	2014 Projected Performance AMO
All students	49.24	59.46	53.7	57.69	58.33
TAGG	46.08	58.41	50.98	56.58	55.89
African American	48.91	59.18	53.98	59.65	58.59
Hispanic	100	n<10	100	28.57	100
ED	49.29	58.93	53.9	57.72	58.51
Students with Disabilities	8.33	n<10	16.67	8.33	25

LITERACY GROWTH	2012 Growth AMO	2012 LRPA Growth	2013 Growth AMO	2013 LRPA Growth	2014 Projected Growth AMO
All students	49.73	66.34	55.88	61.34	60.3
TAGG	45.75	68.42	50.68	59.18	55.62
African American	49.43	66	55.73	63.06	60.16
Hispanic	100	n<10	100	40	100
ED	49.07	69.33	53.9	61.05	58.33
Students with Disabilities	8.33	n<10	16.67	11.11	25

Math

MATH PERFORMANCE	2012 Performance AMO	2012 LRPA Performance	2013 Performance AMO	2013 LRPA Performance	2014 Projected Performance AMO
All students	50.64	45.27	54.86	47.25	59.37
TAGG	49.68	41.59	54.25	48.03	58.83
African American	48.91	44.9	52.73	46.78	57.46
Hispanic	100	n<10	100	85.71	100
ED	51.24	41.96	55.68	48.99	60.11
Students with Disabilities	19.79	n<10	27.08	0	34.38

MATH GROWTH	2012 Growth AMO	2012 LRPA Growth	2013 Growth AMO	2013 LRPA Growth	2014 Projected Growth AMO
All students	40.86	34.65	46.08	39.5	51.47
TAGG	40.13	35.53	45.58	38.78	51.02
African American	38.36	34	44.01	38.74	49.61
Hispanic	100	n<10	100	80	100
ED	40.93	36	46.3	40	51.67
Students with Disabilities	19.79	n<10	27.08	0	34.38



**Little Rock
Preparatory Academy**

A Member of the Exalt Education Network

STUDENT ACHIEVEMENT GROWTH RELATIVE TO STATE

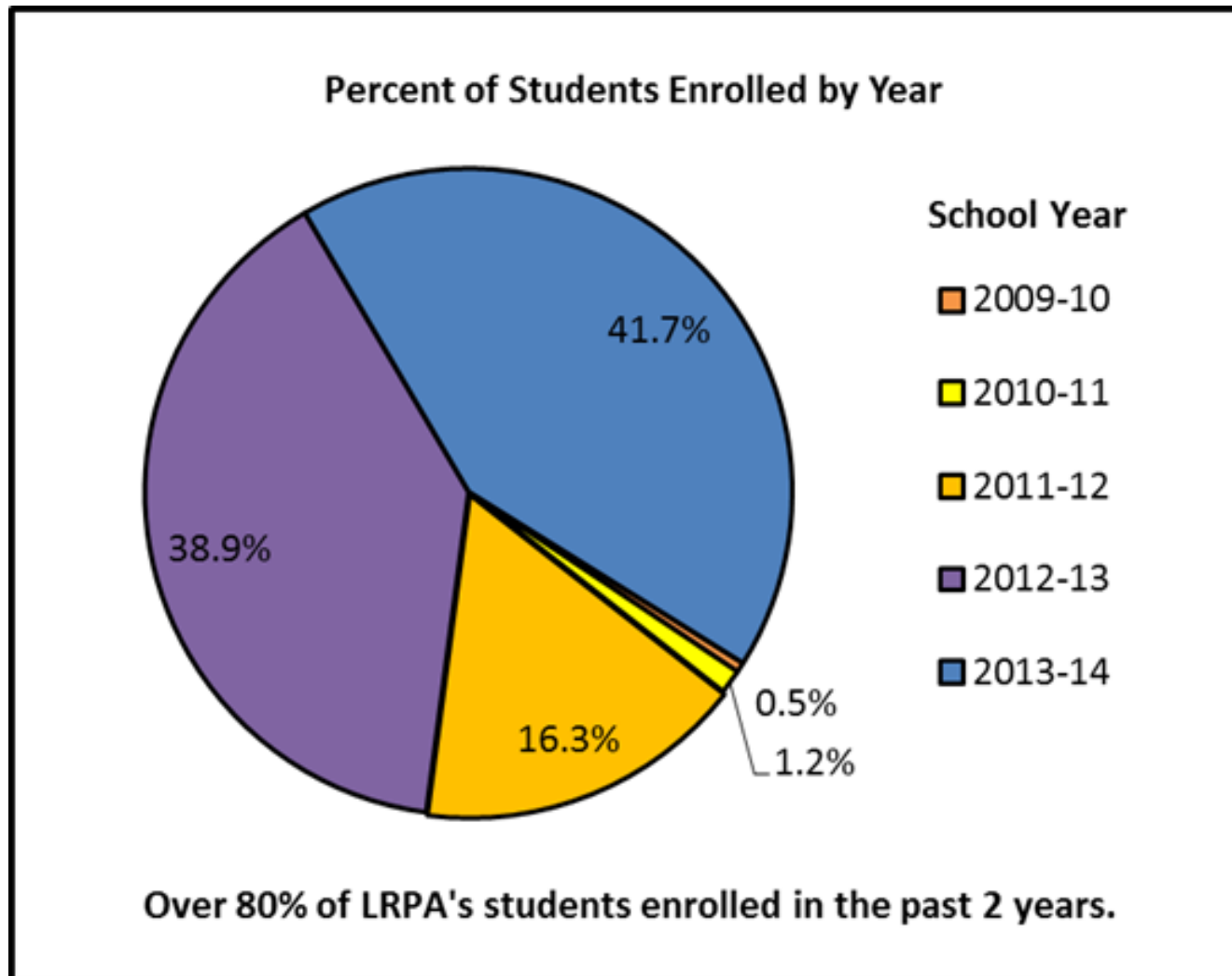


Little Rock Preparatory Academy

A Member of the Exalt Education Network

Enrollment Since the "Restart"

Over 80% of LRPA's students have only been enrolled for two years. Most new students entered in grades K-4.





**Little Rock
Preparatory Academy**

A Member of the Exalt Education Network

Proficiency Gains Among Returning Students

The chart shows the percent of returning students that gained a proficiency level from Spring 2011 to 2012 and from Spring 2012 to 2013.

Analysis of ACTAAP Growth	Math		Literacy	
	2011 to 2012	2012 to 2013	2011 to 2012	2012 to 2013
Proficiency Levels				
Gained from "Below Basic" to "Basic"	2%	8%	14%	9%
Gained from "Basic" to "Proficient"	25%	5%	14%	17%
Gained from "Proficient" to "Advanced"	2%	5%	9%	3%
Total	30%	17%	36%	29%

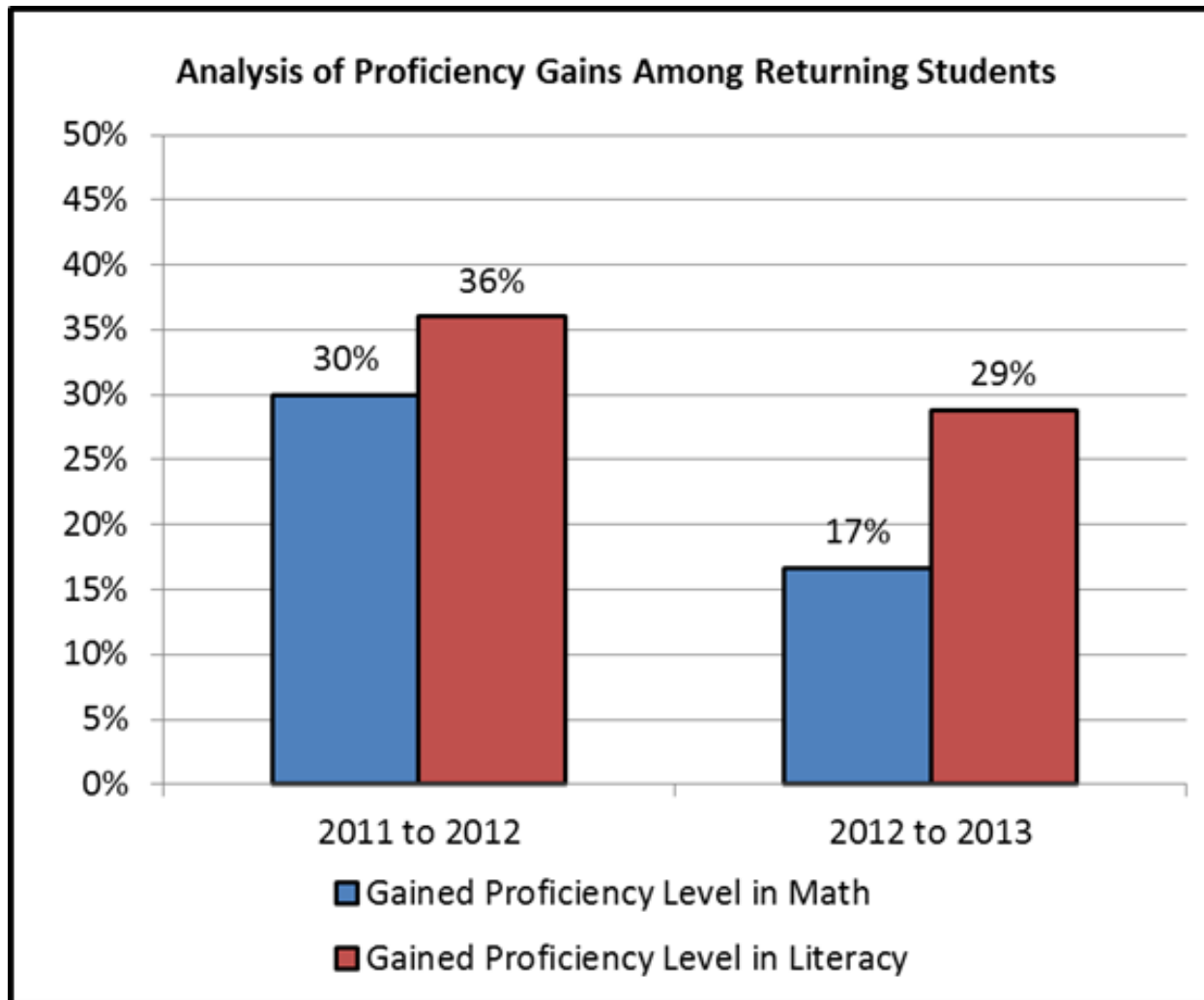
For two straight years, LRPA has enabled an average of over 25 percent of its returning students to gain a proficiency level in just one year's time.

Percent of Returning Students that **Gained** a Proficiency Level by Year



**Little Rock
Preparatory Academy**

A Member of the Exalt Education Network



2/20/2014



90

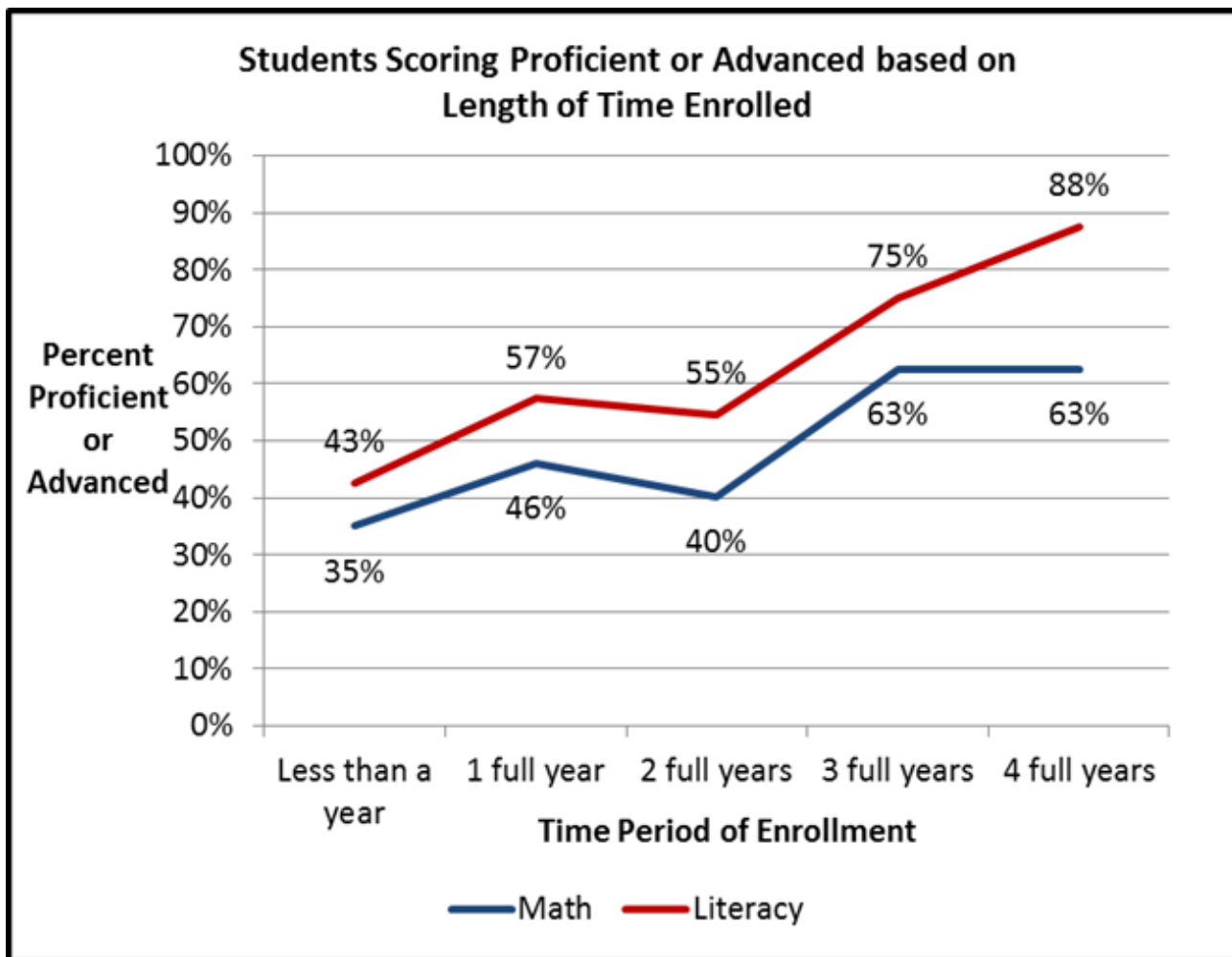
Impressive Gains Among Returning Students

The longer that students are with LRPA, the higher a percentage achieve Proficient or Advanced on the ACTAAP's.



**Little Rock
Preparatory Academy**

A Member of the Exalt Education Network





**Little Rock
Preparatory Academy**

A Member of the Exalt Education Network

STUDENT ACHIEVEMENT GAINS ON NWEA MAP

**(Replaces cohort analysis of value-
added gains on Terra Nova)**

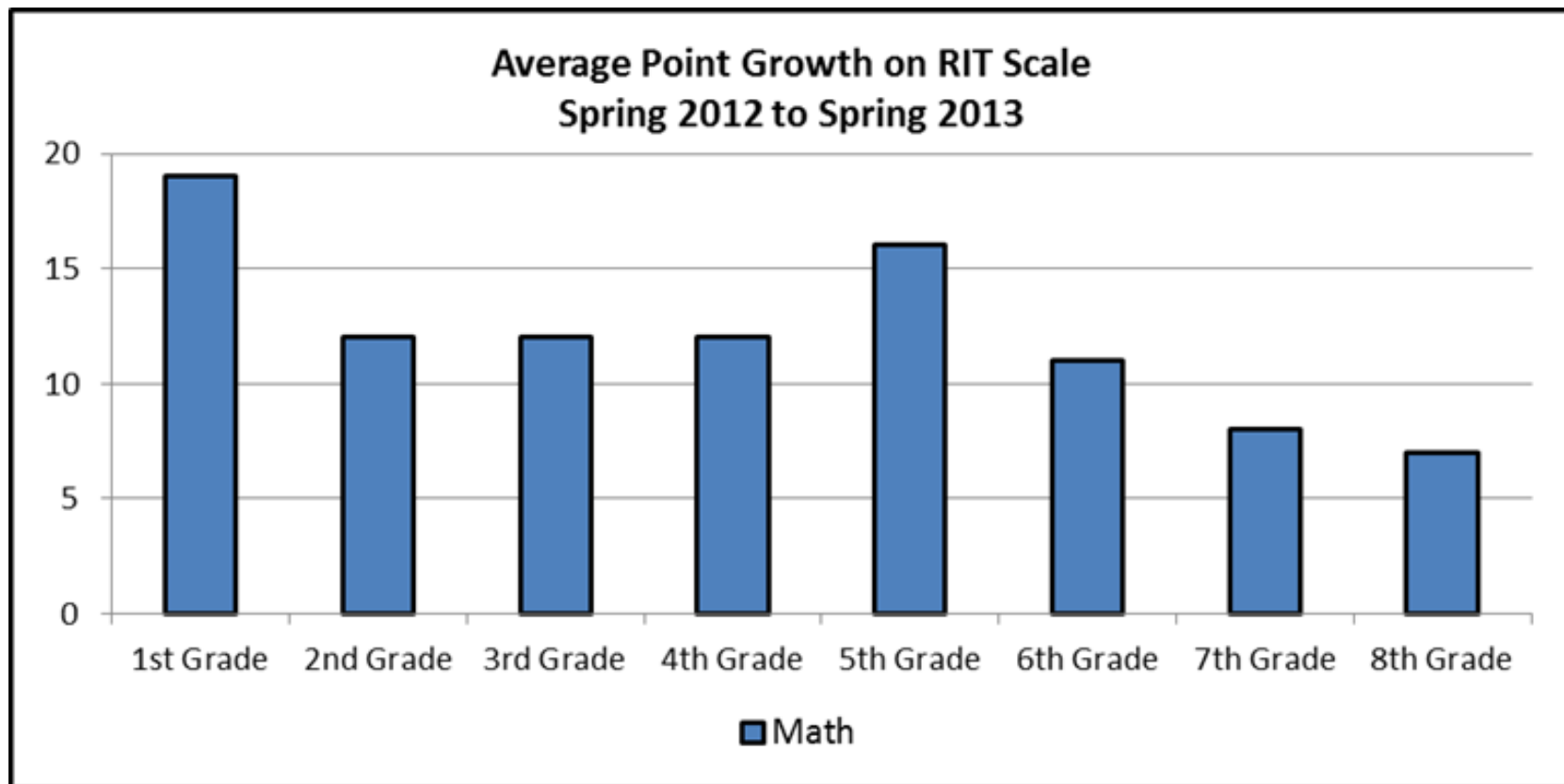
2012-2013 NWEA MAP Gains in Math



**Little Rock
Preparatory Academy**

A Member of the Exalt Education Network

On average, LRPA's students made solid gains between Spring 2012 and Spring 2013.



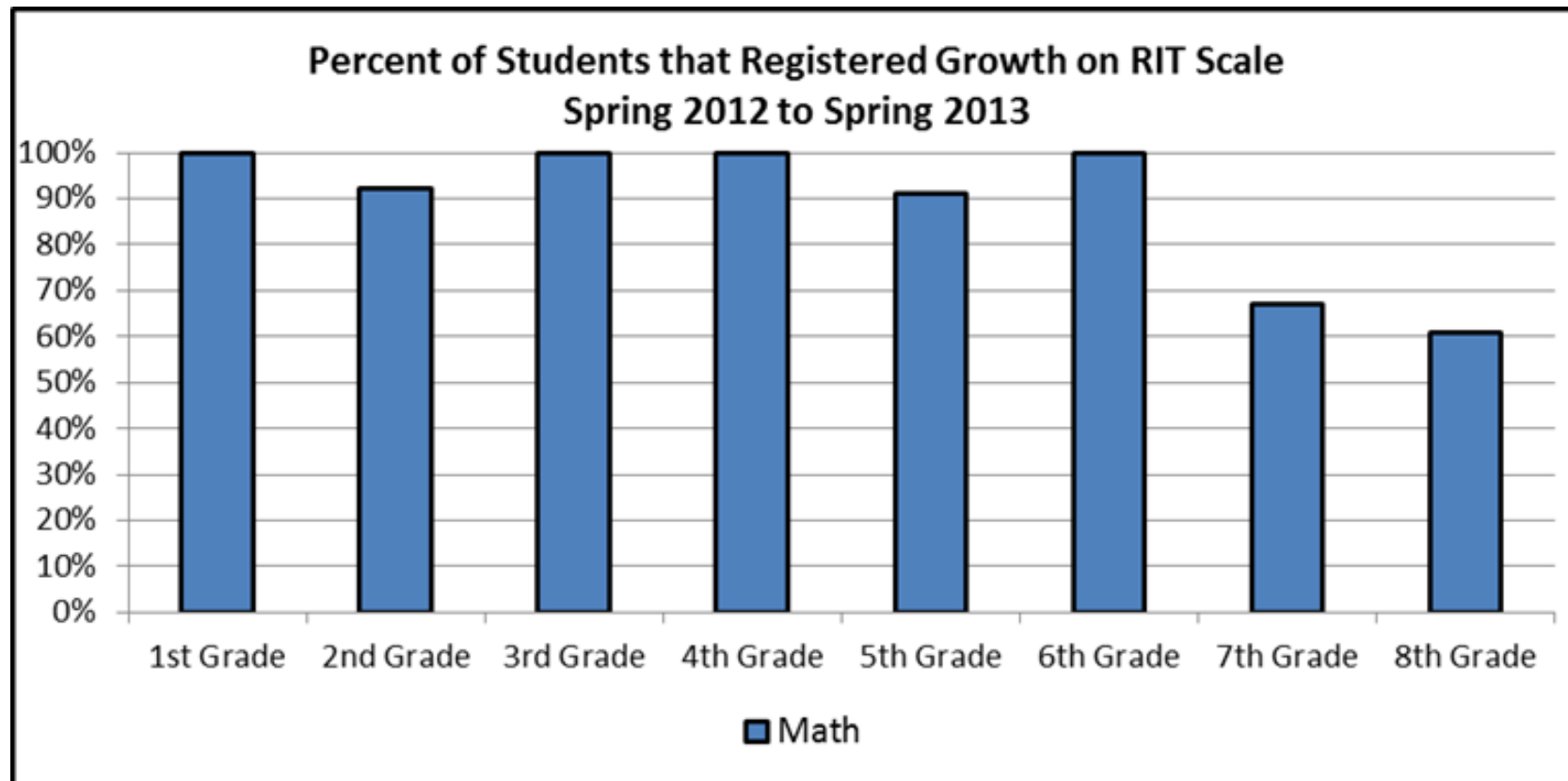


**Little Rock
Preparatory Academy**

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2012-2013 NWEA MAP Gains in Math

Over 90% of students demonstrated growth
from Spring 2012 to Spring 2013.



2012-2013 NWEA MAP Gains in Math



**Little Rock
Preparatory Academy**

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According to the NWEA, slightly over 50% of all students who take the MAP meet or exceed their growth projection.

Percent of Students Meeting Growth Projections in Math (Approximately 50% is expected by NWEA)			
Cohort	2011-2012	2012-2013	Percent Increase or Decrease
Class of 2019	9.1%	16.7%	7.6%
Class of 2018	5.3%	40.0%	34.7%
Class of 2017	41.4%	57.1%	15.7%
Class of 2016	47.1%	70.0%	22.9%
Class of 2015	53.8%	83.3%	29.5%
Class of 2014	61.8%	58.3%	-3.5%
Class of 2013*	69.4%	38.9%	-30.5%
* The cohort composition changed greatly between 2011-2012 and 2012-2013.			

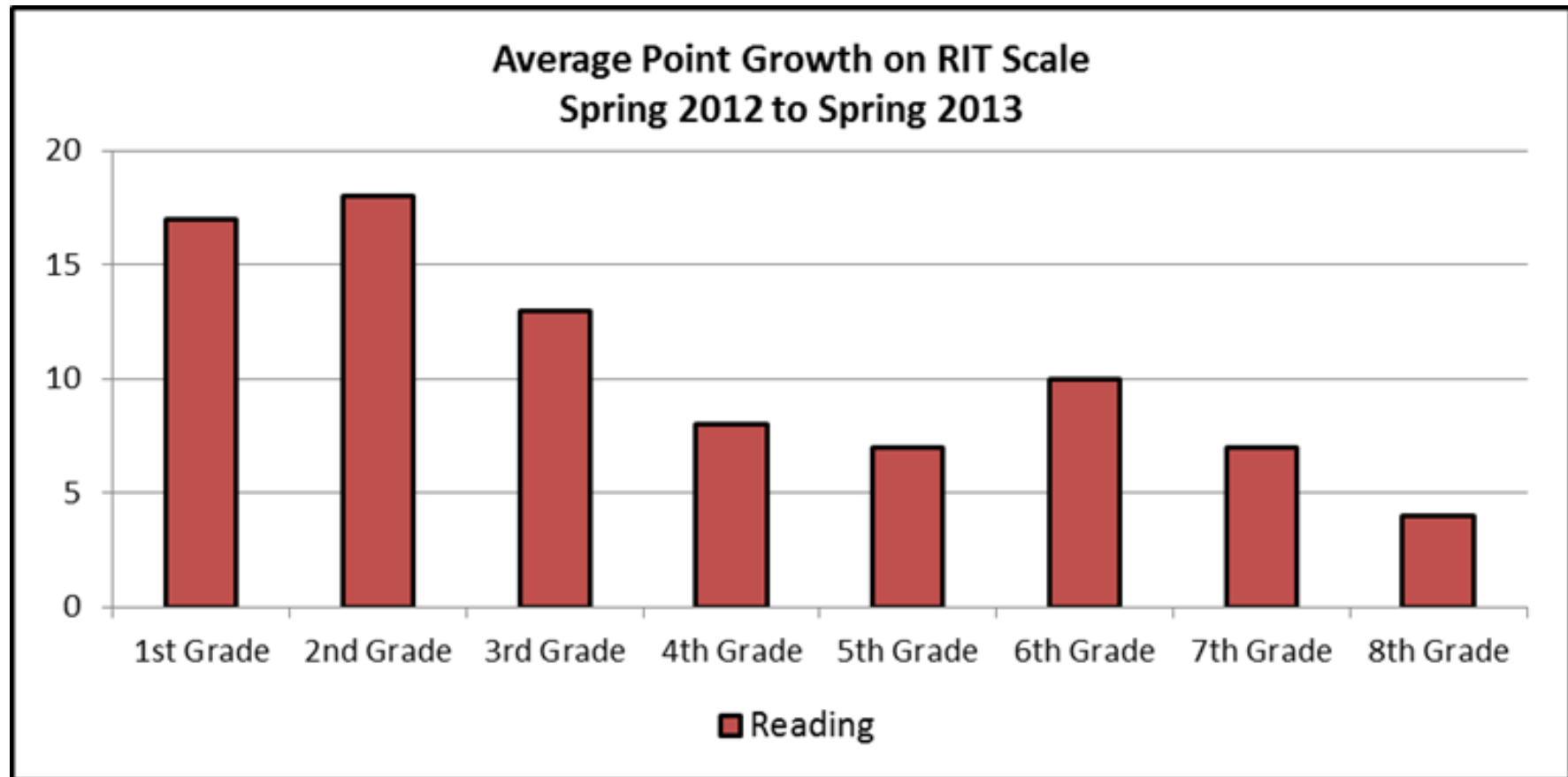
2012-2013 NWEA MAP Gains in Reading



**Little Rock
Preparatory Academy**

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On average, LRPA's students made solid gains between Spring 2012 and Spring 2013.



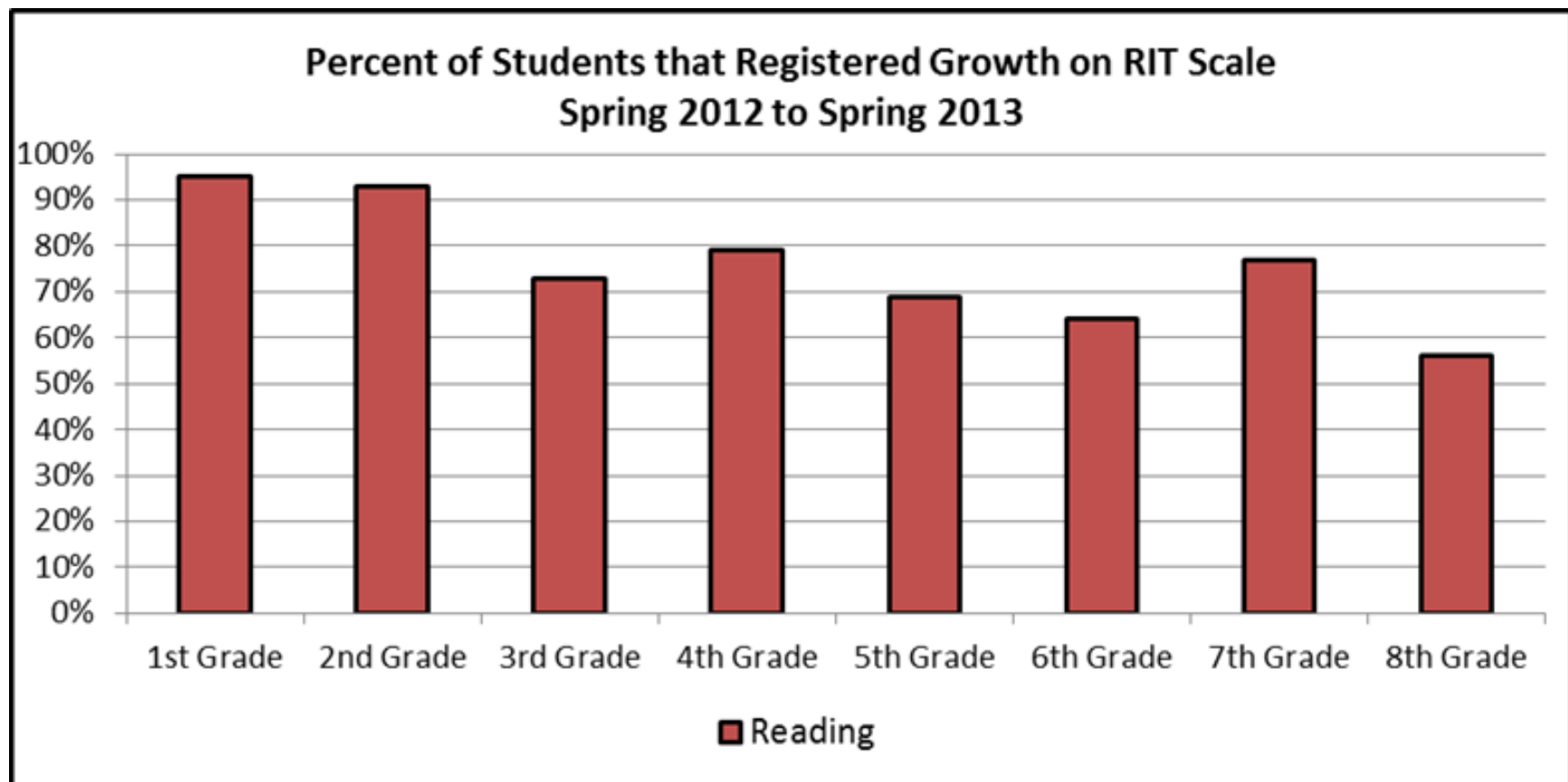


**Little Rock
Preparatory Academy**

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2012-2013 NWEA MAP Gains in Reading

Over 75% of students demonstrated growth from
Spring 2012 to Spring 2013.





**Little Rock
Preparatory Academy**

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2012-2013 NWEA MAP Gains in Reading

According to the NWEA, slightly over 50% of all students who take the MAP meet or exceed their growth projection.

Percent of Students Meeting Growth Projections in Reading (Approximately 50% is expected by NWEA)			
Cohort	2011-2012	2012-2013	Percent Increase or Decrease
Class of 2019	4.5%	57.1%	52.6%
Class of 2018	26.3%	33.3%	7.0%
Class of 2017	27.6%	35.7%	8.1%
Class of 2016	41.2%	33.3%	-7.9%
Class of 2015	38.5%	50.0%	11.5%
Class of 2014	50.0%	53.8%	3.8%
Class of 2013*	60.5%	22.2%	-38.3%
* The cohort composition changed greatly between 2011-2012 and 2012-2013.			

Little Rock Prep Academy Charter School Renewal Analysis

Virtual Twin Analysis

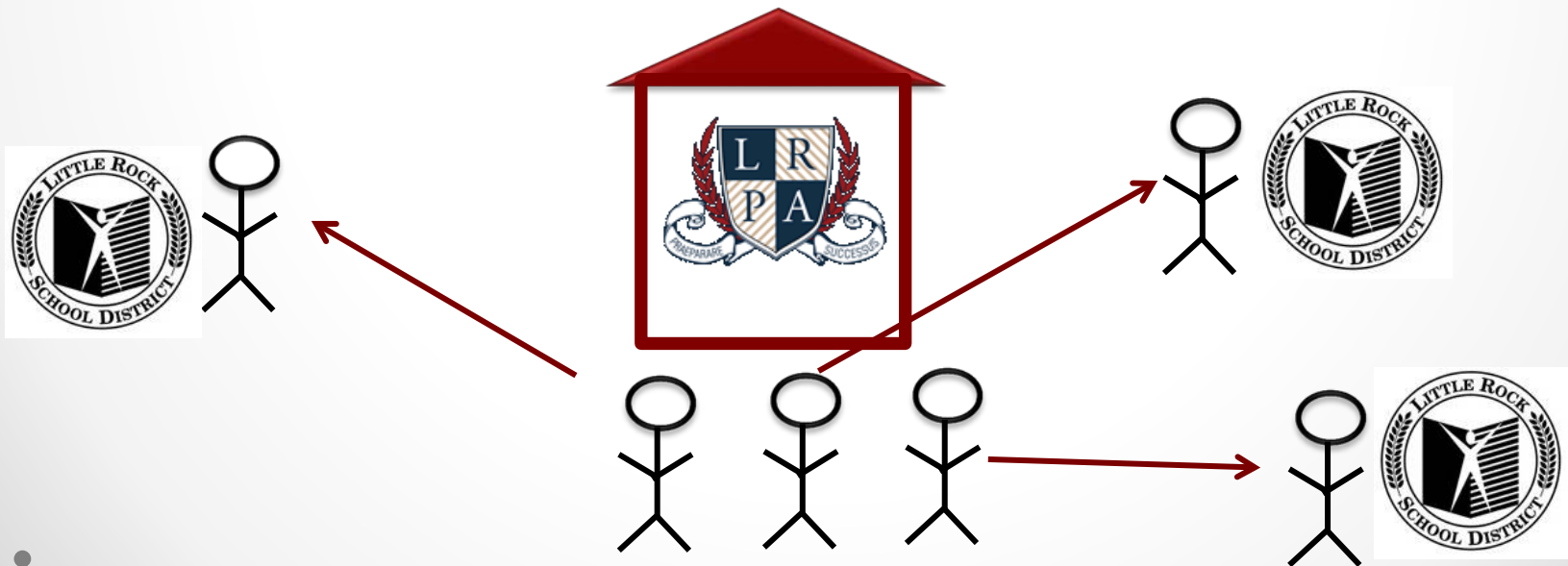
- In order to best compare performance between **Little Rock Prep Academy** Charter School and the surrounding options available, we use a method that we will call “Virtual Twin Analysis” – a student-level comparison.
- To make year to year comparisons meaningful, we translate student scale scores to “**z-scores**”, which places student scores on the statewide achievement distribution.
- Matched students on (1) Subject score, (2) FRL, (3) Race, (4) Special Ed, (5) ELL, (6) Gender, (7) Other Subject

Data Used in Analysis

- This method uses **Benchmark test results** for individual students from LRPA and the district(s) that most students are drawn from: Little Rock School District and North Little Rock School District.
- Data are used from the past three years: 2010-11, 2011-12, and 2012-13, which is our outcome year.
- All students who had test scores from the necessary years are used in the analysis.
- 218 LRPA students are eligible for the analysis, out of a total 12-13 population of 391 in K-8 (56%).
- From LRSD and NLRSD, 16,777 students are used of a total population of 32,204. (*twins drawn from this matching population*).

Matched “Twins” Comparison

Little Rock Preparatory Academy students compared to students in **feeder traditional districts** – students matched on FRL status, minority status, and baseline benchmark scores.



Compared to Whom?

- We make four comparisons between LRPA students and similar students from the identified districts:
 - **Math** Comparison
 - Single-year: Students matched in 11-12, outcomes from 12-13
 - Two-year: Students matched in 10-11, outcomes tracked in 11-12, 12-13
 - **Literacy** Comparison
 - Single-year: Students matched in 11-12, outcomes from 12-13
 - Two-year: Students matched in 10-11, outcomes tracked in 11-12, 12-13

Are the Twins Identical?

Analysis of Baseline Equivalency: **Math** 1yr Comparison

District	Number of Students	FRL%	Minority%	Female	Z-Score	Percentile
LRPA	214	77%	99.5%	49%	-0.894	18.6%
LRSD/ NLRSD	214	83%	87.4%	47%	-0.898	18.5%

Are the Twins Identical?

Analysis of Baseline Equivalency: **Math** 2yr Comparison

District	Number of Students	FRL%	Minority%	Female	Z-Score	Percentile
LRPA	74	83%	98.6%	44%	-0.882	18.9%
LRSD/ NLRSD	74	94%	90.8%	52%	-0.894	18.6%

Are the Twins Identical?

Analysis of Baseline Equivalency: **L**iteracy 1yr Comparison

District	Number of Students	FRL%	Minority%	Female	Z-Score	Percentile
LRPA	218	77%	99.5%	49%	-0.732	23.2%
LRSD/ NLRSD	218	85%	98.0%	48%	-0.734	23.1%

Are the Twins Identical?

Analysis of Baseline Equivalency: **Literacy** 2yr Comparison

District	Number of Students	FRL%	Minority%	Female	Z-Score	Percentile
LRPA	72	84%	98.6%	45%	-0.795	21.3%
LRSD/ NLRSD	72	87%	86.8%	46%	-0.798	21.2%

LRPA Math Scores Compared to Matched Twins

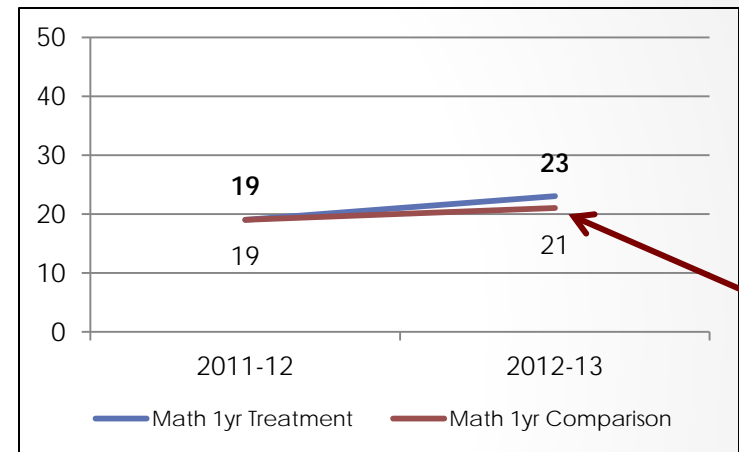
LRPA 1-yr Math Analysis (n=214)

	2010-11	2011-12	2012-13	Change Over Time
Treatment	-	19 th	23 th	+4
Comparison	-	19 th	21 st	+2
Difference	-	0	+2	+2

Equivalent scores initially

LRPA: Performed better than comparison group in math

Math 1yr Benchmark Percentile Scores

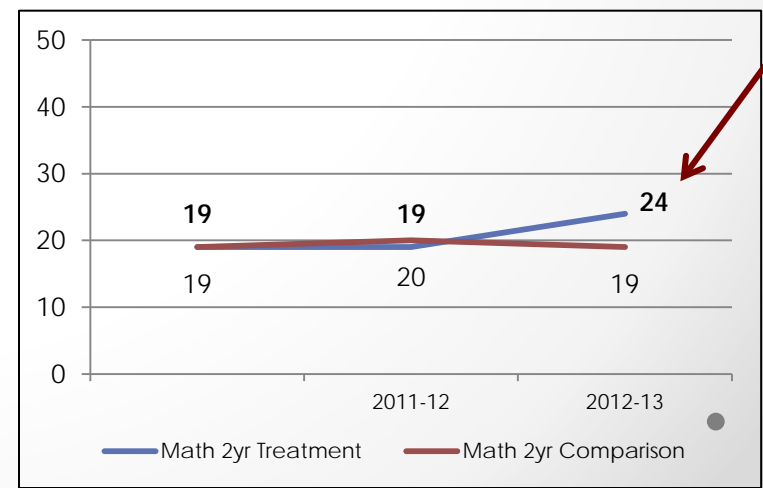


LRPA 2-yr Math Analysis (n=74)

	2010-11	2011-12	2012-13	Change Over Time
Treatment	19 th	19 th	24 th	+5
Comparison	19 th	20 th	19 th	+0
Difference	0	-1	+5	+5*

LRPA: Performed better after two

Math 2yr Benchmark Percentile Scores



LRPA Literacy Scores Compared to Matched Twins

LRPA 1-yr Literacy Analysis (n=218)

	2010-11	2011-12	2012-13	Change Over Time
Treatment	-	23 rd	26 th	+3
Comparison	-	23 rd	25 th	+2
Difference	-	0	+1	+1

Equivalent
scores initially

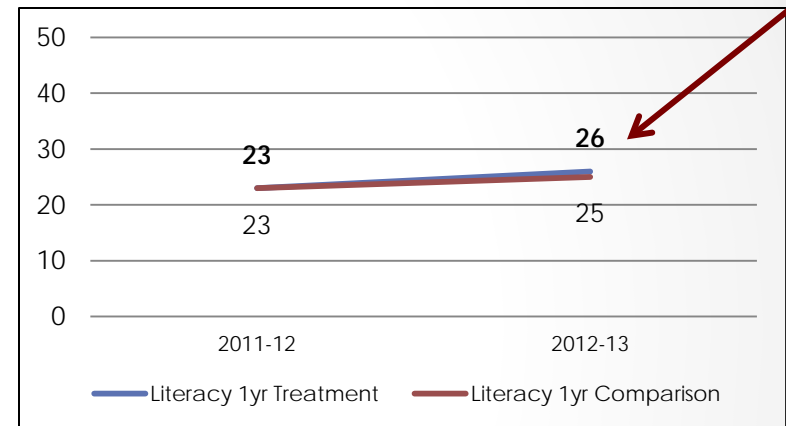
LRPA:
Performed
better than
comparison
group in math

LRPA 2-yr Literacy Analysis (n=72)

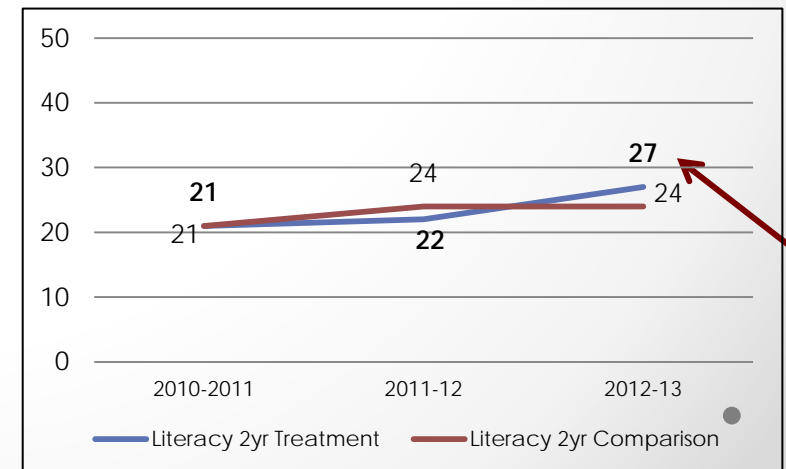
	2010-11	2011-12	2012-13	Change Over Time
Treatment	21 st	22 nd	27 th	+6
Comparison	21 st	24 th	24 th	+3
Difference	0	-2	+3	+3

LRPA:
Performed
better after two

Literacy 1yr Benchmark Percentile Scores



Literacy 2yr Benchmark Percentile Scores



Questions?



UNIVERSITY OF
ARKANSAS

Office for
Education Policy

Little Rock Preparatory Academy

Summary

Little Rock Preparatory Academy
Little Rock, Arkansas

**LITTLE ROCK PREPARATORY ACADEMY
RENEWAL SUMMARY
FEBRUARY 2014**

Sponsoring Entity	Collegiate Choices, Inc.
School Addresses	1616 S. Spring St., Little Rock 72207 4520 S. University, Little Rock 72204
Grades Served	K-8
Enrollment	417 (2013-2014)
Maximum Enrollment	432
Number of Years Requested	5

From 2013 Arkansas School ESEA Accountability Reports

District	Needs Improvement District
District Attendance Rate	83.10% (3 QTR AVG)
	Achieving – Percent Tested
	Achieving – Literacy
	Needs Improvement – Math

Elementary School	
Grades K-4	Needs Improvement School
School Attendance Rate	87.06% (3 QTR AVG)
	Achieving – Percent Tested
	Achieving – Literacy
	Needs Improvement – Math

Middle School	
Grades 5-8	Needs Improvement School
School Attendance Rate	85.16% (3 QTR AVG)
	Achieving – Percent Tested
	Achieving – Literacy
	Needs Improvement – Math

Special Education Monitoring

May 13, 2013 Letter – Commended for being in substantial compliance with state and federal special education regulations

2012-2013 Accreditation Statuses

Elementary School	Accredited
Middle School	Accredited

Arkansas Comprehensive School Improvement Plans (ACSIP)

Working with ADE School Improvement Specialist

Annual Equity Compliance Report

Submitted the 2013-2014 report

Financial Balances

FISCAL YEAR	GRADE LEVELS	LEGAL BALANCE	CATEGORICAL FUND BALANCE	ADM	ENROLLMENT CAP
2012	K-7	\$41,815	\$40,460	261.28	294
2013	K-8	\$158,162	\$10,056	376.16	432

2012 Financial Audit

Two findings (one repeat finding) discussed on pp. 37-38 of renewal application

New Waivers Requested

From Title 6 of the Ark. Code Ann.

6-13-109	School superintendent
6-16-102	School day hours
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-42-101 et seq.	General Provisions (gifted and talented)
6-18-1001 et seq.	Public School Student Services Act (concerning guidance and counseling services)

From Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

15.01 School District Superintendent

18 Gifted and Talented Education

From Other Rules

- Arkansas Department of Education Rules Governing Educator Licensure
- Arkansas Department of Education Rules Governing the School Superintendent Mentoring Program
- 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

Waivers Requested to Be Rescinded

None

Requested Amendments

Increase in enrollment cap from 432 to 540

Currently Approved Waivers from Title 6 of the Ark. Code Ann.

6-10-106	School year dates
6-13-601 et seq.	District Boards of Directors Generally
6-14-101 et seq.	School Elections
6-15-1004	Qualified teachers in every public school classroom
6-16-124	Arkansas history
6-17-111	Duty-free lunch periods
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-418	Teacher licensure—Arkansas history requirement
6-17-902	Definition (definition of a teacher as licensed)
6-17-919	Warrants void without valid certification and contract (the only requirement which would be waived is 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

Currently Approved Waivers from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.3.4	Grades 5-8 Social Studies
10.02	Class Size and Teaching Load (maximum of 34 students per class)
10.03	Instructional Materials
15.01	School District Superintendent
15.02	Principals
15.03.1	Requiring all administrative, teaching, and other personnel shall hold a current, valid Arkansas license
15.03.2	Requiring all administrative, teaching, and other personnel shall meet appropriate state licensure and renewal requirements for the position to which they are assigned
16.01.3	Requiring a certified counselor at each school at a ratio of 1 to 450
16.02.3	Requiring a licensed library media specialist
16.02.4	Establishing minimum requirements for the school's media collection
16.03.1	School Nurse
18.02	Requiring the school district to provide educational opportunities for students identified as gifted and talented appropriate to their ability

Currently Approved Waivers from Other Rules

- Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- Administrator licensure
- Teacher licensure
- ADE Rules for Gifted and Talented Program Approval Standards
- Certified staff salary schedule

2013 ESEA REPORTS

Little Rock Preparatory Academy
Little Rock, Arkansas

District: LITTLE ROCK PREPARATORY ACADEM	Superintendent: BEN LINDQUIST
School: LITTLE ROCK PREPARATORY ACADEM	Principal:
LEA: 6049700	Grades: K-08
Address: 1205 S. SCHILLER	Enrollment: 391
LITTLE ROCK, AR 72202	Attendance (3 QTR AVG): 83.10
Phone: 501-683-1855	Poverty Rate: 80.56

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	200	203	98.52	200	203	98.52
Targeted Achievement Gap Group	169	171	98.83	169	171	98.83
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	190	193	98.45	190	193	98.45
Hispanic						
White						
Economically Disadvantaged	166	168	98.81	166	168	98.81
English Language Learners						
Students with Disabilities	13	13	100.00	13	13	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	105	182	57.69	53.70	91.00	73	119	61.34	55.88	93.00
Targeted Achievement Gap Group	86	152	56.58	50.98	91.00	58	98	59.18	50.68	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	225	402	55.97	53.70	91.00	172	288	59.72	55.88	93.00
Targeted Achievement Gap Group	173	316	54.75	50.98	91.00	130	223	58.30	50.68	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	102	172	59.30	53.98		70	111	63.06	55.73	
Hispanic				100.00					100.00	
White				16.67					16.67	
Economically Disadvantaged	86	149	57.72	53.90		58	95	61.05	53.70	
English Language Learners										
Students with Disabilities	1	12	8.33	16.67					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	86	182	47.25	54.86	92.00	47	119	39.50	46.08	81.00
Targeted Achievement Gap Group	73	152	48.03	54.25	92.00	38	98	38.78	45.58	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	186	402	46.27	54.86	92.00	106	288	36.81	46.08	81.00
Targeted Achievement Gap Group	143	316	45.25	54.25	92.00	82	223	36.77	45.58	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	80	172	46.51	52.73		43	111	38.74	44.01	
Hispanic				100.00					100.00	
White				72.23					58.33	
Economically Disadvantaged	73	149	48.99	55.68		38	95	40.00	46.30	
English Language Learners										
Students with Disabilities	0	12	0.00	27.08					27.08	

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

District: LITTLE ROCK PREPARATORY ACADEM	Superintendent: BEN LINDQUIST
School: LITTLE PREP ACADEMY ELEMENTARY	Principal: CHANTELE WILLIAMS
LEA: 6049701	Grades: K-04
Address: 1205 S. SCHILLER ST	Enrollment: 255
LITTLE ROCK, AR 72202	Attendance (3 QTR AVG): 82.03
Phone: 501-683-1855	Poverty Rate: 87.06

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	79	79	100.00	79	79	100.00
Targeted Achievement Gap Group	71	71	100.00	71	71	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	78	78	100.00	78	78	100.00
Hispanic						
White						
Economically Disadvantaged	71	71	100.00	71	71	100.00
English Language Learners						
Students with Disabilities						

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	45	72	62.50	53.70	91.00	22	28	78.57	55.88	93.00
Targeted Achievement Gap Group	41	64	64.06	50.98	91.00	21	26	80.77	50.68	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	45	72	62.50	53.70	91.00	22	28	78.57	55.88	93.00
Targeted Achievement Gap Group	41	64	64.06	50.98	91.00	21	26	80.77	50.68	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	44	71	61.97	53.98		21	27	77.78	55.73	
Hispanic				100.00					100.00	
White				16.67					16.67	
Economically Disadvantaged	41	64	64.06	53.90		21	26	80.77	53.70	
English Language Learners										
Students with Disabilities				16.67					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	33	72	45.83	54.86	92.00	12	28	42.86	46.08	81.00
Targeted Achievement Gap Group	31	64	48.44	54.25	92.00	10	26	38.46	45.58	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	33	72	45.83	54.86	92.00	12	28	42.86	46.08	81.00
Targeted Achievement Gap Group	31	64	48.44	54.25	92.00	10	26	38.46	45.58	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	32	71	45.07	52.73		11	27	40.74	44.01	
Hispanic				100.00					100.00	
White				72.23					58.33	
Economically Disadvantaged	31	64	48.44	55.68		10	26	38.46	46.30	
English Language Learners										
Students with Disabilities				27.08					27.08	

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

District: LITTLE ROCK PREPARATORY ACADEM	Superintendent: BEN LINDQUIST
School: LITTLE ROCK PREP ACADEMY	Principal: ROXIE BROWNING
LEA: 6049702	Grades: 05-08
Address: 4520 S UNIVERSITY	Enrollment: 136
LITTLE ROCK, AR 72204	Attendance (3 QTR AVG): 85.16
Phone: 501-683-3855	Poverty Rate: 68.38

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	121	124	97.58	121	124	97.58
Targeted Achievement Gap Group	98	100	98.00	98	100	98.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	112	115	97.39	112	115	97.39
Hispanic						
White						
Economically Disadvantaged	95	97	97.94	95	97	97.94
English Language Learners						
Students with Disabilities	11	11	100.00	11	11	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	60	110	54.55	53.70	91.00	51	91	56.04	55.88	93.00
Targeted Achievement Gap Group	45	88	51.14	50.98	91.00	37	72	51.39	50.68	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	177	323	54.80	53.70	91.00	146	254	57.48	55.88	93.00
Targeted Achievement Gap Group	132	252	52.38	50.98	91.00	109	197	55.33	50.68	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	58	101	57.43	53.98		49	84	58.33	55.73	
Hispanic				100.00					100.00	
White				16.67					16.67	
Economically Disadvantaged	45	85	52.94	53.90		37	69	53.62	53.70	
English Language Learners										
Students with Disabilities	1	10	10.00	16.67					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	53	110	48.18	54.86	92.00	35	91	38.46	46.08	81.00
Targeted Achievement Gap Group	42	88	47.73	54.25	92.00	28	72	38.89	45.58	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	150	323	46.44	54.86	92.00	92	254	36.22	46.08	81.00
Targeted Achievement Gap Group	112	252	44.44	54.25	92.00	72	197	36.55	45.58	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	48	101	47.52	52.73		32	84	38.10	44.01	
Hispanic				100.00					100.00	
White				72.23					58.33	
Economically Disadvantaged	42	85	49.41	55.68		28	69	40.58	46.30	
English Language Learners										
Students with Disabilities	0	10	0.00	27.08					27.08	

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

ADE Evaluation and Applicant Responses

LITTLE ROCK PREPARATORY ACADEMY

Sponsoring Entity	Collegiate Choices, Inc.
Addresses	1616 South Spring Street Little Rock, Arkansas 72207 4520 S. University Little Rock, Arkansas 72204
Grades Served	K-8
Enrollment	417 (2013-2014)
Maximum Enrollment	432
Number of Years Requested for Renewal	5

CONTACT INFORMATION

Applicants are requested to provide complete contact information.

Evaluation Criteria:

A response that is fully responsive will include the following:

- The names of the sponsoring entity and charter school;
- The LEA number;
- Complete contact information for the school principal/director and board chair;
- The number of years requested for renewal, that does not exceed 20; and
- Date of the governing board's approval of the renewal application.

Fully Responsive

SECTION 1: GENERAL DESCRIPTION OF THE CHARTER SCHOOL'S PROGRESS AND DESEGREGATION ANALYSIS

Part A: Charter School Progress

Applicants are requested to provide a narrative about the successes of the charter during the current contractual period.

Evaluation Criteria:

A response that is fully responsive will include:

- A comprehensive narrative that identifies and describes multiple successes of the charter school during the current contractual period.

Fully Responsive

Part B: Desegregation Analysis

Applicants are requested to describe the current and potential impact of the charter on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that is fully responsive will include:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Fully Responsive

SECTION 2: COMPOSITION OF THE CHARTER SCHOOL'S GOVERNING BOARD AND RELATIONSHIPS TO OTHERS

Part A: Composition of Governing Board

Applicants are requested to describe the charter school's governance structure.

Evaluation Criteria:

A response that is fully responsive will include:

- A description of the charter school's governance structure;
- An explanation of the selection process for charter board members;
- An explanation of the authority of the board; and
- An explanation of the responsibilities of the board.

Fully Responsive

Part B: Disclosure Information

Applicants are requested to disclose any potential conflicts of interest affecting members of the governing board and employees.

Evaluation Criteria:

A response that is fully responsive will include:

- An itemization of each non-employment contract or lease of the charter school in which any of the charter's administrators, board members, or the family members of administrators or board members have or had a financial interest; and
- An itemization of each family relationship between each member of the charter school's governing board, other board members, and the employees of the charter school.

Fully Responsive

SECTION 3: STUDENT AND TEACHER RETENTION

Part A: Student Retention

Applicants are requested to compile and analyze student retention data.

Evaluation Criteria:

A response that is fully responsive will include:

- A complete table with data about students who left the charter prior to completing the highest grade offered at the school; and
- Reasons that can be substantiated for students who leave the charter.

Partially Responsive FULLY RESPONSIVE (BASED ON RESPONSE)**Comments and Additional Questions**

- Provide a revised student retention data table to show the following:
 - The percentage of African American students who left the school rounded in the same manner as other percentages which would round to 1%; and
 - The correct percentage of special education students who left for another charter and a traditional public school as they both say 76%.

A revised student retention data table is contained on the next page with the requested changes in data. The following are responses to the points that were raised:

- Technically, it is our team's understanding that the figure 0.004% should be rounded to 0%, not 1%. However, we rounded the figure up to 1% in response to the input that we received.
- We apologize for the error in the entry of the number "76%." The actual figure should be 8%. We believe that the team member who entered this data simply made a mistake in the entry of the data.

Group Combined Over All Years	Total Number	Number Left without Completing the Highest Grade Offered	% Left the Charter	% Left for Other Charter	% Left for Traditional Public	% Left for Private School	% Left for Home School	% Left the State	% Left for Unknown Reasons
All	849	425	50%	5%	75%	2%	1%	8%	10%
Free/ Reduced Lunch	700	342	49%	3%	77%	1%	1%	8%	9%
Two or More Races	1	1	100%	0	100%	0	0	0	0
Asian	4	3	75%	0	100%	0	0	0	0
African American	808	410	50%	5%	75%	2%	1%	7%	10%
Hispanic	29	7	24%	14%	43%	0	0	43%	0
Native American	1	0	0%	0	0	0	0	0	0
White/ Caucasian	7	4	57%	25%	75%	0	0	0	0
Special Education	57	25	44%	8%	76%	0	0	0	0
English Language Learner	0	0	0	0	0	0	0	0	0

- Explain the inconsistencies with the student withdrawal information provided in the bulleted lists and in the chart on page 14 as –
 - The text in the bulleted list states that 62% of the students withdrew in 2009-2010, but the chart shows less than 40% withdrew;
 - The text in the bulleted list states that 53% of the students withdrew in 2010-2011, but the chart shows less than 50% withdrew;
 - The text in the bulleted list states that 66% of the students withdrew in 2011-2012, but the chart shows less than 30% withdrew; and
 - The text in the bulleted list states that 43% of the students withdrew in 2012-2013, but the chart shows approximately 25% withdrew.

We regret any confusion that the reviewers experienced in reading this section. In actuality, there are no inconsistencies in the data that is presented because the two sections – and the charts contained within them – are referring to two different sets of data.

The section that is titled “Student Retention Pattern” is referring to all students who were withdrawn throughout the year, including anytime during the academic calendar AND during the summer. The bar graph in that section compares the Academy’s total student enrollment with the total number of students who withdrew by year. It demonstrates that the overall student withdrawal rate has declined dramatically over the past 3 years as a percentage of the Academy’s total enrollment.

The section that is titled “Student Retention During Each Academic Year” is referring to only those students who withdrew during the year. This section excludes the students who withdrew during the summer. The reason that we examined withdrawals during the year is because such withdrawals tend to reflect families who are making an immediate transition because they are: (a) experiencing a personal emergency; (b) experiencing an immediate transition in residence; or (c) acting on an immediate concern with the Academy.

In a school choice environment, it is healthy for families to move to the school of their choice in an orderly way. Such moves are typically made in the summer. So we believe that it is important to distinguish between student withdrawals during the summer and student withdrawals over the course of the year.

Part B: Teacher Retention

Applicants are requested to compile and evaluate teacher retention data.

Evaluation Criteria:

A response that is fully responsive will include:

- A complete table with data about teachers who do not return; and
- Reasons that can be substantiated for teachers who leave the charter.

Fully Responsive

SECTION 4: TEST DATA

Applicants are requested to review the testing data for the charter and the resident district and describe the ways in which the data support the achievement of the charter's current academic goals.

Evaluation Criteria:

A response that is fully responsive will include:

- A thoughtful narrative describing the ways in which the testing data support the achievement of, or progress toward achieving, the charter's current academic goals.

Fully Responsive

SECTION 5: ACADEMIC PERFORMANCE GOALS

Part A: Current Performance Goals

Applicants are requested to evaluate the progress toward achieving each of the charter's current student academic performance goals and provide supporting documentation that demonstrates the progress.

Evaluation Criteria:

A response that is fully responsive will include:

- A narrative description of the charter's progress toward achieving each goal; and
- Supporting data that documents the charter's progress in achieving each goal.

Partially Responsive FULLY RESPONSIVE (BASED ON RESPONSE)

Comments and Additional Questions

- Explain the statement, "As these charts show, in Literacy, LRPA met the AMO requirements in the 2011-2012 and 2012-2013 years" when the chart shows the following:
 - Pertaining to 2013 literacy performance –
 - Hispanic student AMO of 100.00 with performance of 28.57;
 - Students with disabilities AMO of 16.67 with performance of 8.33;
 - Pertaining to 2013 literacy growth –
 - Hispanic student AMO of 100.00 with performance of 40.00; and
 - Students with disabilities AMO of 16.67 with performance of 11.11.

As the charts with AMO status illustrate, Little Rock Preparatory Academy met the AMO requirements in Literacy in the 2011-2012 and 2012-2013 years for All Students, TAGG, African American and Economically Disadvantaged.

LRPA did not meet the 100% AMO requirement for Hispanic students. In the year that the AMOs were set, the 2010-2011 year, LRPA had only one Hispanic student enrolled who met the proficiency standard resulting in a determination of 100% AMO.

Since that time, the enrollment of Hispanic students in tested grades 3-8 has significantly increased. Spring 2013 was the first year LRPA had enough students to count toward our ESEA Accountability in both the subpopulations of Hispanic Students and Student with Disabilities. We continue to work diligently to ensure that: (a) we are meeting the academic needs of all of our students, (b) producing evidence of academic growth for Hispanic students; and (c) meeting the

needs of students with disabilities as demonstrated by increases in growth versus performance as displayed on the AMO chart

Part B: New Performance Goals

Applicants are required to confirm their understanding that achieving all goals and/or objectives set by the state, during the period of renewal, is expected and to develop other student academic achievement performance goals for the renewal contract period.

Evaluation Criteria:

A response that is fully responsive will include:

- A confirmation that the charter is expected to achieve all goals and/or objectives set by the state; and
- For other student academic performance goals –
 - Measureable student academic performance goals;
 - The specific tool that will be used to measure academic performance for each goal;
 - The level of performance that will demonstrate success; and
 - The timeframe for achieving each goal.

Fully Responsive

Comments and Additional Questions

- Provide a chart by school year to demonstrate the expectations for classes of 6th graders and 8th graders.

When drafting the proposed performance goals, Little Rock Preparatory Academy's management wanted to lay out annual expectations for students in grades 3, 6 and 8, but we did not for the following reasons:

- The State of Arkansas is transitioning from the Arkansas State Standards to the Common Core Standards, which is necessitating a statewide transition in performance measurement and assessment.
- The state assessment is about to change from the ACTAAP to the PARCC, so there is no way to predict what the change will be in the test scale when Arkansas makes the transition.

In response to the reviewer's questions, we have prepared the following charts for 6th grade Math and Literacy. As the renewal application states, these charts only apply to returning students who are enrolled at the Academy for at least 2 years.

State Tests	2012-2013	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
With an annual 3% reduction in the performance gap between LRPA and the LRSD in 6th grade <u>math</u> , LRPA will outperform the district by 7% by the 2018-2019 school year.	-7%	-4%	-1%	2%	5%	7%
With an annual 4.5% reduction in the performance gap between LRPA and the LRSD in 6th grade <u>literacy</u> , LRPA will outperform the district by 7% by the 2018-2019 school year.	-15.0%	-10.5%	-6.0%	-1.5%	3.0%	7.5%

In response to the reviewer's questions, we have prepared the following charts for 8th grade Math and Literacy. As the renewal application states, these charts only apply to returning students who are enrolled at the Academy for at least 4 years.

State Tests	2012-2013	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Based on a cohort analysis of 8th grade students who remain at LRPA for 4 or more years, students will achieve an annual 5% reduction in the performance gap between LRPA and the state in <u>math</u> , thus performing at or above the state average by the 2017-2018 school year.	-20%	-15%	-10%	5%	0%	0-1%
Based on a cohort analysis of 8th grade students who remain at LRPA for 4 or more years, students will achieve an annual 3.5% reduction in the performance gap between LRPA and the state in <u>literacy</u> , thus performing at or above the state average by the 2017-2018 school year.	-14.0%	-10.5%	-7.0%	-3.5%	0.0%	0-1%

The other 12 performance goals that are stated in the application, including those stated under the headings “Overall Goals”, “Student Achievement Relative to Similar Students”, “Student Achievement Relative to the Little Rock School District”, and “Student Growth Across Grades 1-8,” apply to students in grades 6 and 8 in all years of the proposed 5-year renewal period.

SECTION 6: FINANCE

Applicants are requested to discuss corrective actions for any findings in the most recent financial audit reports prepared during the current contractual period.

Evaluation Criteria:

A response that is fully responsive will include the following:

- Each finding from the financial audit reports **or a statement that there were no findings;**
- A statement for each finding to indicate if it had been noted in prior year audits;
- Corrective actions take to rectify each issue; and
- The date by which each issue was or will be corrected.

Fully Responsive

SECTION 7: WAIVERS

Applicants are requested to review the current waivers approved for the charter and to identify any changes requested in the charter’s waivers from Title 6 of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the Standards for Accreditation.

Part A: New Waiver Requests

Applicants are requested to identify any additional law and rule that the authorizer is requested to waive.

Evaluation Criteria:

A response that is fully responsive will include:

- A list of each law and rule that the charter would like to have waived; and
- A rationale for each waiver request or **a statement saying that no new waivers are requested.**

Partially Responsive FULLY RESPONSIVE (BASED ON RESPONSE)

- With a waiver of social studies requirements, explain how students will be taught to ensure that they are ready for high school social studies courses.

After having considered the reviewer’s input, LRPA is prepared to rescind the waiver that pertains to social studies requirements.

Legal Comments

Waivers Requested

- **Ark. Code Ann. § 6-16-102 (length of school day)**
 - The charter school has indicated its model requires an extended school day. A waiver of this statute is not necessary for an extended day.

After having considered the reviewer’s input, LRPA is prepared to rescind the waiver that pertains to Ark. Code Ann. § 6-16-102 (length of school day). LRPA exceeds the requirement for an extended school day, and expects that it will continue to for the foreseeable future.

- **Ark. Code Ann. § 6-17-2201**
 - The charter school should clarify whether it intended to seek waiver of the entire subchapter (§ 6-17-2201 et seq.).
 - If waiver of the entire subchapter is requested, or if the waiver request includes Ark. Code Ann. § 6-17-2203, the charter school should disclose the proposed alternate minimum salary for classified employees or include a copy of its salary schedule.
- **Ark. Code Ann. § 6-42-101 et seq. (gifted and talented children) and Sections 18.01-18.03 of the Standards for Accreditation**
 - The charter school should examine whether waiver of each section within Ark. Code Ann. § 6-42-101 et seq. is needed.
- **Ark. Code Ann. § 6-13-109 et seq. and § 6-17-427 et seq.**
 - The charter school should clarify what sections it intends this waiver to encompass.
- **ADE Rules Governing School District personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites**
 - Based on the waivers currently held by the charter school and the additional waivers requested, it appears the charter school only needs waiver of Sections 1 through 8 of these rules.

Waivers Not Requested

- The charter school requested a waiver of Ark. Code Ann. § 6-18-1001 et seq. (concerning guidance and counseling services). In order to effectuate this waiver, the charter school should also request a waiver of the **ADE Rules Governing Public School Student Services**.

Waivers Requested:

- Ark. Code Ann. §6-17-2201:
LRPA amends its waiver request to substitute Ark. Code Ann. §6-17-2301 et seq. for Ark. Code Ann. §6-17-2201, to allow it the flexibility to establish its own salary schedule for its classified employees but remain within the Federal minimum wage requirements.
- Ark. Code Ann. §6-42-101 et seq. (gifted and talented children) and Sections 18.01-18.03 of the Standards for Accreditation:
With this request, LRPA is seeking the flexibility to serve Gifted and Talented students within its usual educational process (and not through a separate Gifted and Talented Program). LRPA's curriculum offerings are rigorous and expansive enough to appropriately provide for the academic needs of such students. With that understanding in mind, LRPA requests a waiver of Ark. Code Ann. §§6-42-102 and 6-20-2208(c)(6); Section 18.01 of the Standards for Accreditation; and the ADE Rules Governing Gifted and Talented Program Approval Standards.
- Ark. Code Ann. §6-13-109 et seq. And §6-17-427 et seq.:
Based upon the reviewer's input, the above portion of the waiver request concerning superintendents should be amended to read "Ark. Code Ann. §6-13-109 and §6-17-427", without the "et seq." language.
- ADE Rules Governing School District Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites: LRPA amends its waiver request to Section 1-7 of the above referenced Rules.

Part B: Waivers to Be Rescinded

Applicants are requested to identify any waiver that is no longer needed.

Evaluation Criteria:

A response that is fully responsive will include:

- An itemized list of each current waiver the charter would like to have rescinded; and
- A rationale for each request or **a statement saying that the charter wishes to maintain all currently approved waivers.**

Fully Responsive

SECTION 8: REQUESTED AMENDMENTS

Applicants are requested to identify and explain amendment requests.

Evaluation Criteria:

A response that is fully responsive will include:

- A list of any requested charter amendments **or a statement that no amendments are being requested;**
- A rationale for each amendment requested; and
- A budget, showing that the charter will be financially viable, if there is an amendment request to change grade levels, the enrollment cap, the location of a campus, and/or an additional campus.

Fully Responsive

Attached is the 3 year budget, the following edits were made to the document:

Line 23 – Added in the amounts for the year end surplus

Line 38 – Adjusted the last two years the amount for Private Grants & Donations for conservative reasons

Line 45 – Adjusted Administrative Support Team salaries due to the Director of Curriculum & Instruction salary projection was entered incorrectly

Line 65 thru 72 – Staffing & Services was populated to represented the total percentage of expenses for those services

Little Rock Preparatory Academy: 3-Year Budget Projection as Member of Exalt Education Network					
	Current Year	YEAR 1	YEAR 2	YEAR 3	NOTES
ASSUMPTIONS	2013-2014	2014-15	2015-16	2016-17	
Students					
Kindergarten	47	56	60	60	Assumes average class size of 30 students.
1st Grade	74	60	60	60	
2nd Grade	47	60	60	60	
3rd Grade	53	60	60	60	
4th Grade	62	60	60	60	
5th Grade	44	60	60	60	
6th Grade	44	60	60	60	
7th Grade	30	44	58	56	
8th Grade	14	25	42	54	
Total Students	415	485	520	530	
Staffing					
Student-to-Teacher Ratio	13.8	14.3	14.9	14.7	Ratio falls as elementary school expands.
Number of FTEs	40.0	44.0	45.0	46.0	Excludes management team members employed by Exalt Education.
Part Time Employees	4.0	5.0	5.0	5.0	
Number of teachers	30.0	34.0	35.0	36.0	Full-time teachers.
Average teacher salary/benefits	39,769	41,007	41,981	42,965	Rises as length of tenure of average teacher increases.
REVENUES					
Opening Balance					
Year-end surplus from 2012-2013	10,996	10,848	8,734	173,757	
State Revenues					
Foundation Funding - Per Pupil	6,393	6,393	6,393	6,393	Conservatively assumes no increases for next 3 years.
Foundation Funding - Total Funding	2,653,095	3,100,605	3,324,360	3,388,290	Enrollment drives total revenues.
NSLA per Pupil	1,033	1,033	1,033	1,033	Reported by B Davis on 04-30-2013
NSLA Funds	416,599	501,005	537,160	547,490	Assumption of 70%-89% F/R or \$1,033/student. Restricted
Professional Development	16,720	21,340	22,880	23,320	\$53 per student, told to budget at \$44 per student
Federal Revenues					
Child Nutrition-Reimbursements	234,447	273,992	293,765	299,414	Based on Yr 1 actual
Food Sales	16,000	18,699	20,048	20,434	
Medicaid Reimbursements	15,000	17,530	18,795	19,157	
Title I Estimated Funds	154,707	180,802	193,850	197,578	Grants were exhausted in 2010-2011 year.
Title II-A Professional Development	5,565	6,504	6,973	7,107	Based on Yr 1 actual but conservatively assumes 10% less per pupil.
Title VI-B Special Education	69,662	81,412	87,287	88,966	Based on Yr 1 actual.
Other Revenues					
Private Grants/Donations	90,000	90,000	10,000	10,000	
Primary School Relocation Loan	250,000				
Erate Reimbursements	40,000	40,000	40,000	40,000	
Miscellaneous	21,118	24,680	26,461	26,970	

Little Rock Preparatory Academy: 3-Year Budget Projection as Member of Exalt Education Network					
	Current Year	YEAR 1	YEAR 2	YEAR 3	NOTES
ASSUMPTIONS	2013-2014	2014-15	2015-16	2016-17	
Total Revenues	3,982,913	4,356,569	4,581,579	4,668,725	
EXPENDITURES					
Salaries					
Administrative Support Team	378,596	412,404	428,582	445,437	
Teachers	975,581	1,133,583	1,193,890	1,256,007	Includes all teacher positions.
Benefits for Salaried Employees	500,184	538,731	560,263	582,370	Based on Yr 1 actual.
Performance Pay	120,000	132,000	135,000	138,000	Budgeted at \$3,000/employee/year.
Hourly Workers	45,600	46,968	48,377	49,828	Receptionists, food service, bus monitor, nurse
Total Salaries	2,019,961	2,263,685	2,366,113	2,471,642	
<i>As Percent of Total Revenue</i>	<i>51%</i>	<i>52%</i>	<i>52%</i>	<i>53%</i>	
Instruction					
Principal Incentives Program	5,000	5,843	6,265	6,386	For campus supplies and materials, teacher professional development.
Instructional Materials	50,000	59,170	63,440	64,660	\$122 per student
Classroom Supplies	2,600	3,400	3,500	3,600	\$100/teacher
Library	3,000				
Substitute Teachers	30,000	34,000	35,000	36,000	Based on actual year expenditures 2012/13
Student Assessment	6,225	7,275	7,800	7,950	\$15/student
Field Trips	4,150	4,850	5,200	5,300	\$10/student
Electives (Arts & Athletics)	10,375	12,125	13,000	13,250	\$25 per student
Total Instruction	111,350	126,663	134,205	137,146	
<i>As Percent of Total Revenue</i>	<i>3%</i>	<i>3%</i>	<i>3%</i>	<i>3%</i>	

Little Rock Preparatory Academy: 3-Year Budget Projection as Member of Exalt Education Network					
	Current Year	YEAR 1	YEAR 2	YEAR 3	NOTES
ASSUMPTIONS	2013-2014	2014-15	2015-16	2016-17	
Service & Supplies					
School Support Services					Excludes charges for office of executive director
Academic leadership positions	186,808	214,423	229,897	234,318	35% covers salaries of 2 full-time principals.
Management of finance & compliance	80,061	91,896	98,527	100,422	15% covers on-site finance director, consulting contract
Academic tools, systems & supports	64,049	73,516	78,822	80,338	12% covers Teacher Interface & part-time salary of DAP
Human resources administration	58,711	67,390	72,253	73,643	11% covers part-time of CAO, Taleo human resources system
Facilities & growth management	42,699	49,011	52,548	53,558	8% covers part-time of DRD
Advancement, Marketing	42,699	49,011	52,548	53,558	8% advancement, public relations, crisis management, communications
Performance management	37,362	42,885	45,979	46,864	7% covers 1/2 cost of Asst. PMD
Legal counsel	21,350	24,505	26,274	26,779	4% covers portion of retainer for general counsel.
Subtotal Exalt Staffing & Services	533,739	612,637	656,848	669,480	15.0% of state & federal public operating revenues
Student Uniforms	15,000	24,250	26,000	26,500	LRPA to continue 25% match (\$50/student)
Parent Outreach and Programing	2,000	5,000	5,000	5,000	
Office Supplies	21,600	24,480	25,200	25,920	
Printing Copying Services	32,003	40,000	40,000	40,000	Based upon 2012-2013 year actual outlay
Postage & Shipping	2,075	2,910	3,120	3,180	\$6/student
Private Audits & 990 Reports	12,500	14,000	14,000	14,000	
Legal Consulting Fees	2,500	5,000	5,000	5,000	
Staff Professional Development	6,000	13,200	13,200	13,200	
Special Education Services	69,662	81,412	87,287	88,966	
Health Supplies	3,000	3,506	3,759	3,831	
APSRC	5,000	5,000	5,000	5,000	
Transportation	74,475	121,250	130,000	132,500	
Fines & Fees	3,000	5,000	5,000	5,000	
Miscellaneous	6,000	20,000	20,000	20,000	
Total Services and Supplies	788,554	977,645	1,039,415	1,057,577	
As Percent of Total Revenue	20%	22%	23%	23%	

Little Rock Preparatory Academy: 3-Year Budget Projection as Member of Exalt Education Network					
	Current Year	YEAR 1	YEAR 2	YEAR 3	NOTES
ASSUMPTIONS	2013-2014	2014-15	2015-16	2016-17	
Facility					
Buildings & Grounds					
Maintenance					
Playground	1,500	1,500			
Facility Design & Project Management	15,000	15,000			
Relocation of School Contents	14,000	14,000			
Classroom Furniture	12,000	12,000	3,000	3,000	
Student Recruitment	6,000	6,000	6,000	6,000	
Technology Setup & Support	47,395	23,000	23,000	23,000	
Liability/Property/Content Insurances	10,000	15,000	15,000	15,000	
Loan Repayment	100,000	108,611	108,611	108,611	
New Campus Construction/Buildout	236,601	50,000			
Student Technology	10,000	12,125	13,000	13,250	
Classroom Technology	3,600	3,600	3,600	3,600	
Teacher Technology	4,000	4,000	4,000	4,000	
Facility Lease Fee (Middle School)	70,000	81,807	87,711	89,398	
Facility Lease Fee (Primary School)	138,721	138,721	138,721	138,721	
Construction Loan Interest Expense	12,848				
Phone/Internet service	6,187	6,187	6,187	6,187	
Food Service	276,083	322,651	345,935	352,588	
Pest Control	1,920	2,400	2,400	2,400	
Janitorial Contract/Supplies	47,600	53,000	53,000	53,000	
Security	8,400	8,400	8,400	8,400	
Water & sewer	7,128	8,747	9,847	10,538	
Utilities (Electricity)	20,578	25,251	28,427	30,423	
Total Facility	1,049,561	881,500	856,839	868,115	
As Percent of Total Revenue	26%	20%	19%	19%	
Contingency Reserve					
As Percent of Total Revenue	5.0%	5.0%	5.0%	5.0%	
Previous Year Balance	105,850	119,488	217,828	229,079	Contingency reserve to protect against unforeseen cash flow shortages, etc.
Current Year Setaside	13,638	98,340	11,251	4,357	Amount paid into reserve out of current year operating budget.
Contingency Reserve	119,488	217,828	229,079	233,436	Reserve fund equivalent to targeted percent of total operating revenues.
Total Expenditures	3,983,064	4,347,835	4,407,822	4,538,837	
Current Year's Surplus (Deficit)	10,848	8,734	173,757	129,888	Surplus (Deficit)

Renewal Application



ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School Renewal Application

Deadline for Submission: January 16, 2014



Charter School: Little Rock Preparatory Academy

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313**



**Little Rock
Preparatory Academy**
A Member of the Exalt Education Network

Contact Information

Sponsoring Entity:	Collegiate Choices, Inc. DBA Little Rock Preparatory Academy
Name of Charter School:	Little Rock Preparatory Academy
School LEA #	6049700
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	Benjamin Lindquist, Executive Director 1616 S. Spring Street, Little Rock, AR 72206 501.683.0085 501.683-2948 blindquist@lrprep.org
Name of Board Chair: Mailing Address: Phone Number: Fax Number: E-mail address:	Dr. Angela Webster-Smith 108 Nemours Court, Maumelle, AR 72113 501.683.0085 501.683.2948 awebstersmith@yahoo.com

Number of Years Requested for Renewal (1-20) 5 years

Renewal Application Approval Date by the School/Entity Board(s) January 9, 2014

Section 1 – General Description of the Charter School’s Progress & Desegregation Analysis

Part A: Charter School Progress

Provide a narrative about the successes of the charter during the current contractual period.

Please Note: This section devotes a page to describing the “restart” that LRPA went through in January 2011, which is important in explaining why a fair appraisal of LRPA should focus on its performance over the past 2 ½ years.

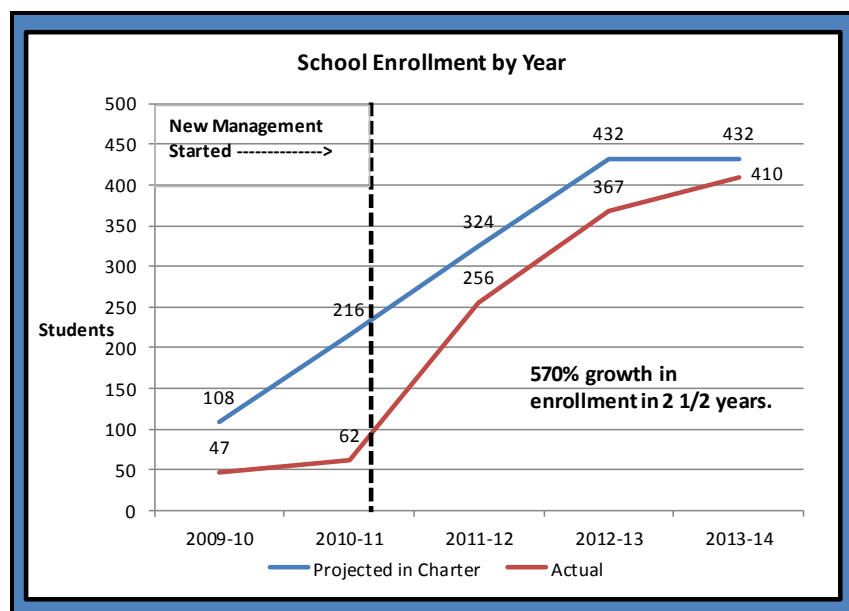
The First Start: August 2009 to December 2011

Little Rock Preparatory Academy (LRPA) opened in August 2009 under a five-year charter agreement with the Arkansas State Board of Education. During the first months, it became apparent that LRPA faced significant challenges starting with an unexpected enrollment shortfall of over 40 students. At the end of the year, three members of the startup team left including the director of curriculum. Nonetheless, the Academy’s leadership remained committed to the noble mission set forth in the charter application:

Little Rock Preparatory Academy prepares middle school students to excel in high school, and beyond, by providing a high-quality education, ensuring mastery of the core subjects, and developing the key behaviors required for educational and personal success.

In August 2010, LRPA entered its second year of operation with less than one-third of the 216 students projected in the charter agreement. As the year progressed, student turnover continued, staff morale declined, and problems with financial management and public reporting surfaced. In December, the board of trustees held a special parent meeting to announce that the founding director was resigning her post and a new director would assume management of the Academy. LRPA’s board and parents rallied around the Academy despite its early challenges.

The Restart: January 2011 to May 2011



At the start of his engagement with the Academy, the new director conducted a needs assessment based on interviews with staff members and trustees. Among the primary findings were: (a) an overall lack of communication and coordination; (b) student discipline challenges; and (c) limited instructional leadership. The needs assessment made it clear that LRPA was in a very tenuous position. To change the Academy’s trajectory, the director developed a strategic plan for setting the institution on solid footing. That plan

called for adding grades K-4, installing a research-validated primary school design, and building out the Academy’s capacity to meet students’ intensive needs. The board of trustees approved the strategic plan for implementation in April 2011.

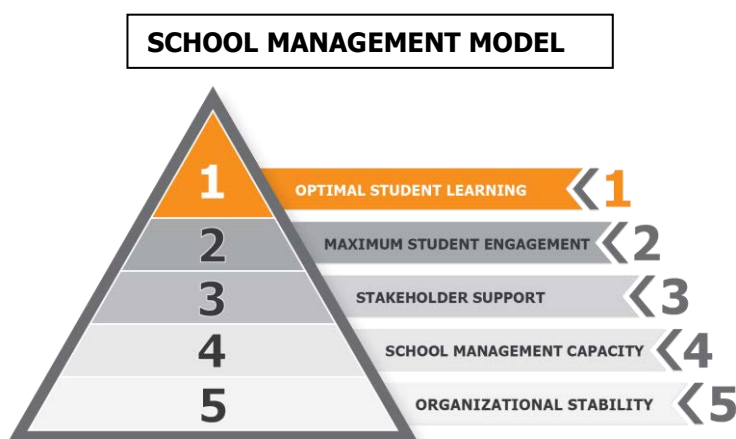
In May 2011, LRPA’s board chairman and executive director appeared before the Arkansas State Board of Education to request permission to add grades K-4 to the existing middle school. During that

appearance, LRPA's leadership announced that it planned to discontinue administering the Terra Nova exam in favor of administering the NWEA Measures of Academic Progress (MAP). The State Board's approval cleared the way for LRPA to implement key priorities identified in its strategic plan.

The Accomplishments of the Past Two Years: 2011-2012 and 2012-2013

Over the past two years, LRPA has made tremendous progress in advancing its mission. Although we are not yet the highest performing public school in Central Little Rock, as this renewal application shows, we are well on our way. As we have restarted LRPA, one of the key insights that informed our work is that a startup public charter school cannot succeed without the benefit of considerable managerial acumen and institutional capacity. This insight is particularly true for a school that is situated in one of the most historically underserved and high-poverty areas of Central Arkansas.

Under its current leadership, LRPA has implemented a School Management Model that calls for systematically building the foundation to support exemplary performance. That Model is depicted below:



The following is a brief description of the progress that LRPA has made in each level of this Model:

Level 5. Organizational Stability is the base of the pyramid. A charter school enjoys this stability when it has the back-office personnel and systems to manage finance, accounting, public reporting, facilities, enrollment and corporate reporting. When Exalt Education, an Arkansas-based non-profit organization, began managing LRPA in 2011, it brought the benefits of institutional capacity to bear on fulfilling LRPA's mission.

Major Milestones:

- **Financial Management:** Robust policies and procedures instituted for managing budget and cash flow position, including board reporting, budget-to-actual comparison, segregation of duties, check signing, reconciliation of bank statements, and strict controls over use of credit.
- **Facilities:** Relocated primary school to newly renovated facilities at 16th and Spring under 10-year lease with 10-year renewal option. Relocated middle school to new facility at 4520 South University under affordable lease agreement.
- **Compliance:** Diligent attention to authorizer compliance, including accreditation & nutrition audits in 2011, special education monitoring in 2012, and ACSIP monitoring underway.
- **Loan Repayment:** Timely, complete repayment of over \$450,000 in loan obligations incurred for purpose of completing facilities renovations and upgrades over past 36 months.
- **Audit:** In 2011, new management retroactively completed audits of first two years of operation. Audit of 2012-2013 year contained only one repeat finding.

- Enrollment: After rebounding from first 2 years of major enrollment shortfalls, school now within 6 percent of total enrollment cap set forth in charter agreement.

Level 4. School Management Capacity is the on-site leadership to manage people and programs. Without effective management of human capital, curriculum, instruction, assessment and performance, a charter school will never get to the apex of the pyramid.

Major Milestones:

- Campus Management Teams: Each LRPA campus benefits from a dedicated four-person site-management team that includes a Principal, Dean of Students, Director of Curriculum and Office Manager.
- Veteran Qualifications & Experience: Each member of the site-management team is highly qualified with significant domain-specific experience.
- The Infrastructure to Perform: Leading programs, curricula and systems have been installed to support student formative and summative assessment, behavior management, record-keeping, human resources, and instructional delivery. Major systems include NWEA MAP's, Illuminate, Taleo, CHAMPS, Positive Behavior Interventions and Supports (PBIS), Core Knowledge, and Reading Mastery.

Level 3. Stakeholder Support includes relations with families, the governing board, the authorizer, donors and partner institutions.

Major Milestones:

- Carver Policy Governance Model: The board of trustees has fully implemented the Carver Policy Governance Model, including Ends Statements, Executive Limitations, Self-Governing Policies, and Monitoring Reports.
- Parent Support: Enrollment has surged. Both campuses started the year with significant waiting lists. In a survey of parent satisfaction administered in spring 2013, over 86 percent of parents reported that they would recommend LRPA to a friend.
- Authorizer Relations: In its last two appearances before the State Board of Education in May 2011 and May 2012, LRPA's requests to add grades K-4, relocate its middle school to a new facility, and secure additional waivers have been approved.
- Donors: LRPA has benefitted from over \$375,000 in grant support since January 2011. Each member of LRPA's board of trustees makes at least one annual donation to the school.
- Partner Institutions: LRPA has developed partnerships with over a dozen different institutions, including the Central Little Rock Promise Neighborhood and its 7 other institutional members, the Little Rock Fire Department, Links, the College of Education at the University of Central Arkansas, and the Arkansas Black Hall of Fame.

Level 2. Student Engagement addresses the pre-conditions for student learning. Focused learning cannot occur unless student attendance and retention are high, tardiness is low, and routines are established that minimize misbehavior.

Major Milestones:

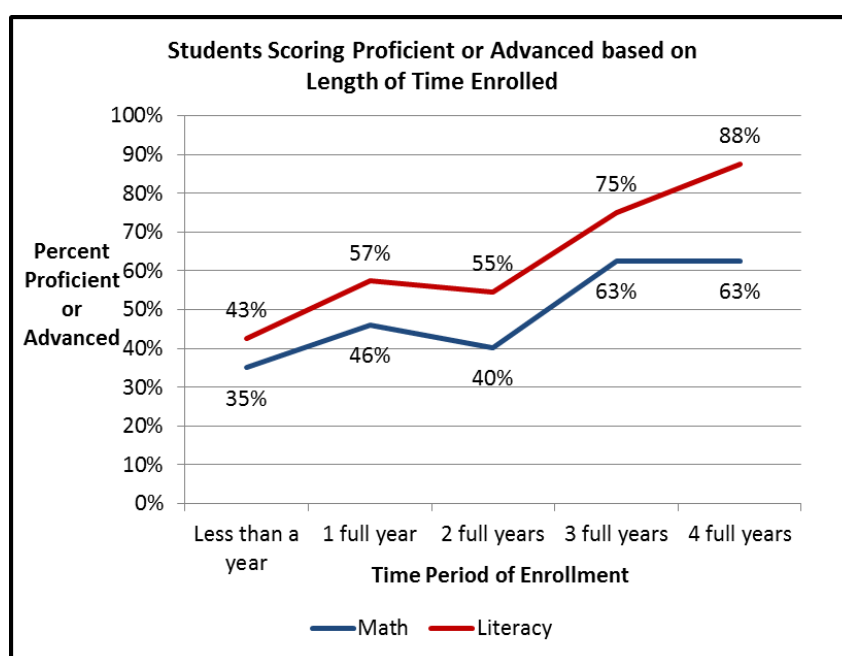
- Student Retention: As exhibited in Section 3 Part A of this application, which addresses *Student Retention*, LRPA's student retention rates are currently at an all-time high.
- Daily Attendance: Average daily attendance is over 94 percent so far this year, and was over 92 percent last year.
- Tardiness: Average daily tardiness is below 5 percent although there are a small group of students who are chronically tardy.

- Behavior: As it has grown, LRPA has taken a series of steps to improve student behavior, including: (a) adding a new classroom management system, (b) providing teachers with intensive training and ongoing support, (c) hiring a full-time Dean of Students at each campus, and most recently, (d) adding a school-wide Behavior Interventionist.

Level 1. Optimal Student Learning is a result of setting consistent classroom routines that engage every student in exemplary teaching and learning, enable students to master important concepts and skills, and equip them with the desire and aptitude to achieve at high levels.

Major Milestones:

- Movement Towards Proficient and Advanced: As the chart below illustrates, the longer that students are with LRPA, the higher a percentage of them achieve Proficient or Advanced on the ACTAAP's. This evidence is of the utmost importance because LRPA expects that incoming students will be performing at low levels, so its value proposition hinges on enabling students to make strong value-added gains over time.



- Enrollment in College-Preparatory High Schools: Over 87% of LRPA's first class of 8th graders enrolled in selective college preparatory programs at area high schools at the end of the 2012-2013 year. Below is a list of the programs that 8th grade students enrolled in for the 2013-2014 year:

LRPA Middle School 8th Grade Graduating Class of 2012-2013		
Placement into Selective College-Preparatory High School Programs		
8th Grade Students	High School Choice	College-Prep Program
1	McClellan High School	UALR TRIO
2	Central High School	UALR TRIO
3	Central High School	UALR TRIO
4	Central High School	AVID
5	J.A. Fair High School	AVID
6	eStem Public Charter School	College-Prep High School
7	Hall High School	AVID
8	Central High School	UALR TRIO
9	Chapel Hill High School, Atlanta, GA	
10	Lehman High School, Kyle, TX	
11	Central High School	AVID
12	Parkview High School	VISUAL ARTS MAGNET
13	J.A. Fair High School	UALR TRIO
14	Central High School	AVID
15	NLR High School	PHILANDER SMITH TRIO
16	Central High School	AVID
17	NLR High School	PHILANDER SMITH TRIO
18	DHS Custody	
19	Central High School	UALR TRIO
20	Lisa Academy	College-Prep High School
21	Central High School	AVID & UALR TRIO
22	Central High School	UALR TRIO
23	Parkview High School	VOCAL ARTS MAGNET
24	J.A. Fair High School	UALR TRIO

More evidence of student achievement on state tests is presented in Section 4 of this application, which addresses *Test Data*.

Part B: Desegregation Analysis

Describe the impact, both current and potential, of the public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Little Rock Preparatory Academy will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools.

Arkansas Code Annotated § 6-23-106(a) requires LRPA to “carefully review the potential impact of an application for a public charter school on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.” LRPA is located within the boundaries of the Little Rock School District, and as an open-enrollment public charter school unconfined by district boundaries, draws students from within the boundaries of the Little Rock, North Little Rock, and Pulaski County Special School Districts. Therefore, LRPA reviews its potential impact on the desegregation obligations and efforts of these three districts.

The Federal District Court found the Little Rock School District (LRSD) and North Little Rock School District (NLRSD) to be unitary in all respects of their school operations and the Pulaski County

Special School District (PCSSD) to be unitary in all respects concerning inter-district student assignment. Therefore, the three districts have no further obligations to comply with court orders in these areas and the renewal of LRPA's charter cannot have a negative impact on the LRSD's, the NLRSD's, or the PCSSD's ability to comply with court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

LRPA's 2013-2014 student body, as reflected in the records of the Arkansas Department of Education Data Center as of November 2013, comprises 99% minority students, including 387 African-American students, 21 Hispanic students, 1 Asian student, and 1 Pacific Islander student. It is therefore difficult to believe that LRPA's student body would have any negative impact on the efforts of public school districts to achieve and maintain a unitary system.

In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement in the Pulaski County School Desegregation case. The Federal District Court permitted the Pulaski County open-enrollment public charter schools to intervene to present their arguments against the motion. In its motion, the LRSD argued that the operation of open-enrollment public charter schools within Pulaski County interfered with the "M-M Stipulation" and the "Magnet Stipulation." On January 17, 2013, United States District Judge D.P. Marshall, Jr. denied LRSD's motion, explaining:

To sum up, LRSD and Joshua's motions fail because, after considering the undisputed facts, and considering those that are disputed in LRSD and Joshua's favor, no reasonable fact finder could conclude that the State is in material breach of the parties' 1989 Settlement Agreement as to open-enrollment charter schools in Pulaski County. The proof of any adverse effect beyond the margin on either the stipulation magnet schools or M-to-M transfers has not materialized. 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, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al., Case No.4:82-CV-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division, Document 4809, at page 29.

Accordingly, neither any existing federal District Court desegregation order affecting the LRSD, the NLRSD, or the PCSSD nor the 1989 Settlement Agreement prohibit the reauthorization of LRPA's charter to operate an open enrollment charter school. Nor will LRPA have any impact on desegregation efforts already in place in the three districts. Pursuant to Ark. Code Ann. § 6-23-306, LRPA is race-neutral and non-discriminatory in its student selection and admission processes. LRPA admits all applicants who apply. If there are more applicants than spaces, LRPA will fill spaces according to a random, anonymous lottery.

Section 2 – Composition of Charter School's Governing Board & Relationships to Others
Describe the governance structure of the charter, including an explanation of the board member selection process and the authority and responsibilities of the charter board.

Part A: Composition of Governing Board

Little Rock Preparatory Academy (LRPA) has a strong, independent board that governs in accordance with all applicable state and federal laws. The board of LRPA implements the Policy Governance Model for non-profit organizations, which was developed by John and Miriam Carver. Under this model, the board has developed Ends Statements and Executive Limitations that clearly define the goals for the school and the parameters in which management must operate. Through monthly board meetings, regular monitoring reports and other means, the board will review how management is doing and work with the Executive Director to proactively make course corrections.

The board of trustees of LRPA is a self-governed, self-perpetuating board that exists for the purpose of governing the school. The board is professionally distinguished and well-rounded, including professional expertise in non-profit leadership, finance and accounting, law, business management, communications, and education.

The administration of the Little Rock Preparatory Academy does not serve on the board of trustees, but manages the school in accordance with state and federal laws and in alignment with the board's policies. The administration partners closely with teachers to serve as the academic leadership team of the school. The teaching faculty is the primary agent in serving students and families.

Selection & Composition

The Board of Trustees (“the Board”) shall consist of at least seven Trustees and no more than thirteen Trustees. All Trustees shall have identical rights and responsibilities. The Executive Director will be an advisory, non-voting member of the Board (*ex officio*).

Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board delineated in the Job Description of the Board of Trustees.

Board Responsibilities

The school board acts as the public fiduciary agent with the Arkansas State Board of Education. It is responsible for making sure that the Little Rock Preparatory Academy meets all state and federal regulatory requirements that apply to public charter schools in the State of Arkansas. The board oversees the finances, management and operations of the Academy.

Final Decision-making Authority

As the fiduciary agent, LRPA’s board of trustees have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director.

The board holds regular monthly meetings and complies with the Open Meetings Law and all other applicable laws. During these meetings, members of the management team provide the board with reports on all major aspects of the school, including but not limited to:

Board Reporting Priorities

Finance/Operations

- Budget formation & position
- Cash flow management
- Audit

- Accounting & financial reporting
- Regulatory compliance
- Ancillary services (transportation, food, janitorial, maintenance)

Stakeholder Engagement / Representation

- Parent demand & engagement
- Parent satisfaction
- Student engagement (attendance, tardiness, retention, behavior)
- Authorizer relations/reporting
- Funder relations/reporting
- Community Involvement

Performance Management

- Setting of Ends Statement policies
- Approval of annual performance goals
- Formative Assessments
- Summative Assessments
- Reporting against performance goals
- College preparation & matriculation

Managerial Practice

- Setting of Executive Limitations policies
- Review of monitoring reports
- Adherence to Executive Limitations policies

Teaching-and-Learning

- Human resources
- Teacher qualifications
- Teacher effectiveness
- Curriculum & instruction

Part B: Disclosure Information

Identify any contract or lease (other than an employment contract), in which the charter is or has been a party, and in which any charter administrator, board member, or an administrator or board member's family member has or had a financial interest.

Complete the table on the following page.

Relationship Disclosures

Identify any contract or lease (other than an employment contract), in which the charter is or has been a party, and in which any charter administrator, board member, or an administrator or board member's family member has or had a financial interest.

In the first column, provide the name and contact information of each board member. In the second column, provide the name and position (e.g., financial officer, teacher, custodian) of any other board member, charter employee, or management company employee who has a relationship with the board member or state NONE. Describe the relationship in the third column (e.g., spouse, parent, sibling).

Charter School Board Member's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Sharon Blackwood 13802 Saddle Hill Drive Little Rock, AR 72212	None	
Darrell Brown, Jr. 108 Alsace Cove Little Rock, AR 72223	None	
Nathaniel Noble #1 Nugget Court North Little Rock, AR 72118	None	
Dr. Angela Webster-Smith 108 Nemours Court Maumelle, AR 72113	None	
Charles O. Stewart 21 Bascom Drive Little Rock, AR 72223	None	
Jan Zelnick 321 Colonial Court Little Rock, AR 72205	None	
Dr. Rachida Parks 3 Witry Court Little Rock, AR 72223-9176	None	

There are no conflicting relationships between trustees and management.

Section 3 – Student and Teacher Retention

Part A: Student Retention

Complete the following Student Retention Table:

Group Combined Over All Years	Total Number	Number Left without Completing the Highest Grade Offered	% Left the Charter	% Left for Other Charter	% Left for Traditional Public	% Left for Private School	% Left for Home School	% Left the State	% Left for Unknown Reasons
All	849	425	50%	5%	75%	2%	0.004%	8%	10%
Free/ Reduced Lunch	700	342	49%	3%	77%	1%	1%	8%	9%
Two or More Races	1	1	100%	0	100%	0	0	0	0
Asian	4	3	75%	0	100%	0	0	0	0
African American	808	410	50%	5%	75%	2%	0.004%	7%	10%
Hispanic	29	7	24%	14%	43%	0	0	43%	0
Native American	1	0	0%	0	0	0	0	0	0
White/ Caucasian	7	4	57%	25%	75%	0	0	0	0
Special Education	57	25	44%	76%	76%	0	0	0	0
English Language Learner	0	0	0	0	0	0	0	0	0

Review the data in the Student Retention Table and discuss the reasons that students leave the charter without completing the highest grade offered at the charter.

Please Note: Relative to other charters seeking renewal mid-way into their 5th year of operation, LRPA is unique because it is the only public charter school that experienced a complete change in management – a “restart” – in the middle of its second year. So, to understand the recovery that LRPA has undergone, it is necessary to start this section by examining the enrollment growth that the Academy has experienced.

Enrollment Pattern

Little Rock Preparatory Academy has made major strides forward over the past 4 years. As the chart below illustrates, the Academy really struggled with enrollment in its first two years:

- In 2009-2010, LRPA’s target was to enroll 108 students in grade 5. In actuality, enrollment averaged 47 students.
- In 2010-2011, LRPA’s target was to enroll 216 students in grades 5-6. In actuality, enrollment averaged 62 students.

In the middle of the 2010-2011

year, a new director was retained to manage the

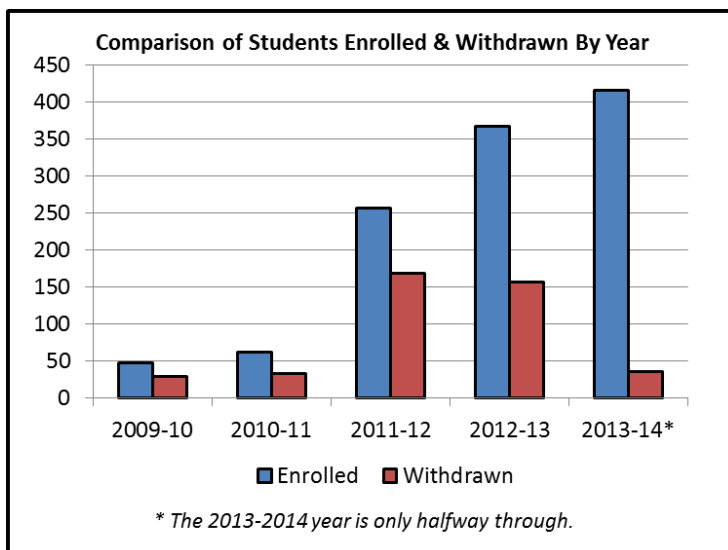
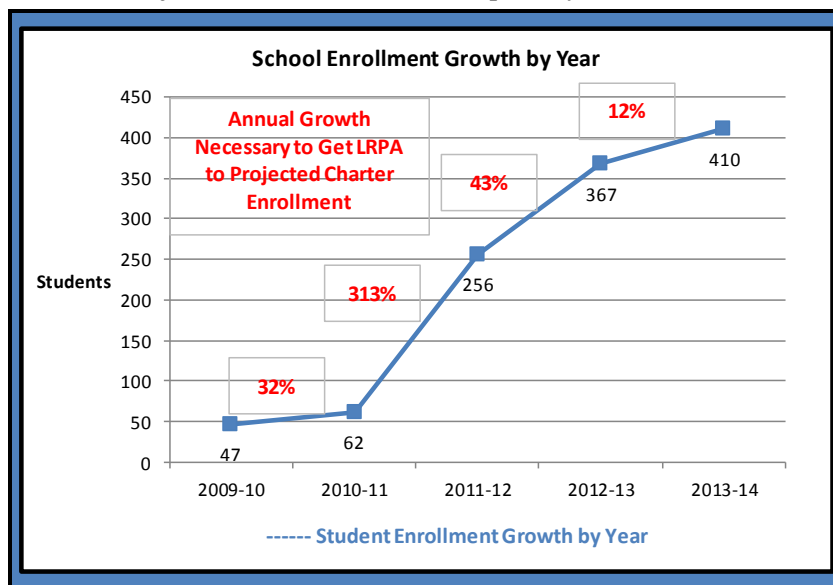
Academy. Since then, LRPA has seen a dramatic increase in enrollment:

- In 2011-2012, LRPA’s target was to enroll 324 students in grades 5-7. In actuality, the Academy enrolled an average of 256 students in grades K-7.
- In 2012-2013, LRPA’s target was to enroll 432 students in grades 5-8. In actuality, the Academy enrolled an average of 367 students in grades K-8.
- In 2013-2014, LRPA’s target was to remain at 432 students in grades 5-8. In actuality, the Academy is currently maintaining an enrollment of approximately 410 students in grades K-8.

As these figures demonstrate, under new management, LRPA has been able to achieve the enrollment projections set forth in its charter application. Because enrollment directly affects funding, LRPA has become a strong, high-capacity, financially stable institution.

Student Retention Pattern

Student retention lags enrollment growth, but generally speaking, follows the same pattern as enrollment:



- In the 2009-2010 year, 62 percent of students withdrew.
- In the 2010-2011 year, 53 percent of students withdrew.

At the end of the second year, LRPA added grades K-4 and made sweeping changes in leadership and operating model. The Academy grew by over 300 percent, implemented a new behavior plan, added grades K-4 *in the same building*, and added four new full-time administrators. Consequently, many families that had been with the Academy had to re-evaluate whether or not LRPA was the right fit for their children. These changes are apparent in the student retention pattern:

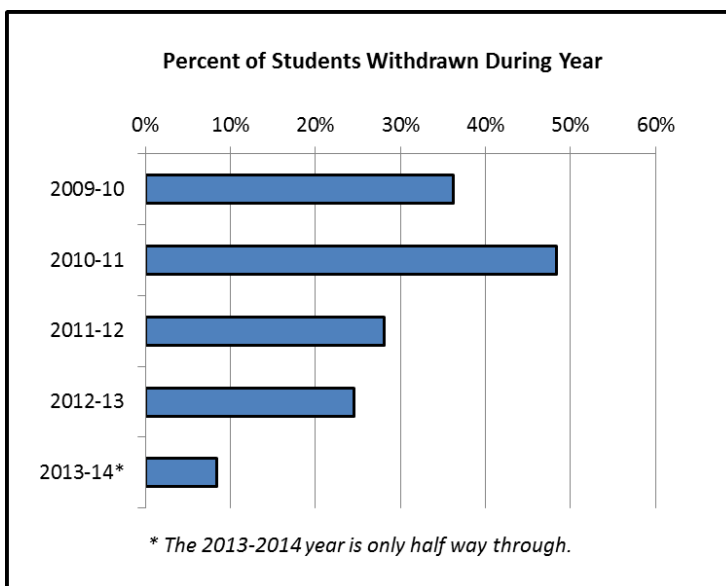
- In the 2011-2012 year, LRPA enrolled an average of 256 students; 66 percent of students withdrew.
- In the 2012-2013 year, LRPA enrolled an average of 367 students; 43 percent of students withdrew.
- In the 2013-2014 year, LRPA is enrolling an average of 410 students; so far, only 8 percent of students have withdrawn.

As this pattern illustrates, LRPA had to go through two distinct startup periods, one phase that occurred under the first director and a second phase that occurred under the second director. As LRPA progresses through its fifth year, there is clear evidence that student retention has increased dramatically.

Student Retention during each Academic Year

Perhaps the most telling sign of health in student retention for an open-enrollment school of choice can be observed by looking at the pattern of student withdrawals during the course of each academic year. When families are distressed by what they see in a school, they withdraw their students immediately – frequently in the middle of the year. When families are making a discerning choice about whether or not a school is the right option for their children, they withdraw students during the summer between years.

To the right, the chart illustrates the percent of LRPA's students that have withdrawn in the course of each academic year. As this chart illustrates, a smaller and smaller percentage of families have withdrawn students during the course of each of the past 3 years. As of January 2014, only 8 percent of families have felt the need to withdraw students from LRPA. It is our expectation that over 80 percent of students will remain with LRPA for the entire year.



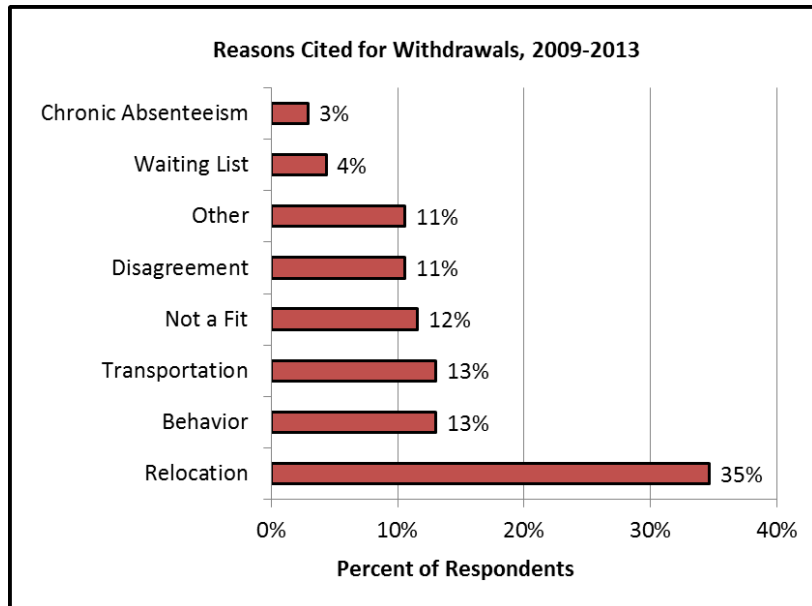
Reasons Given for Withdrawals

To determine why families withdraw their students, we looked at the reasons that parents cited at the time that they completed withdrawal forms. The analysis examines all four years of operation, from 2009 to 2013. The chart on the next page provides an analysis of the most frequently cited reasons. As this chart shows, relocation was the number one reason given by over one-third of responding parents. Other significant reasons that were given by parents include: chronic behavior problems (11%); transportation difficulties (13%); a decision that the school was not the right fit with students' needs (12%); and a disagreement with the school administration (11%).

Why Retention will Remain High

Since LRPA enrolls a population of students who frequently enter performing at “below basic” or “basic” levels on the state tests, student retention is the key to high performance. After all, the Academy cannot expect to succeed with students unless they are enrolled long enough to progress from low levels of proficiency to high levels.

Because LRPA has seen such a recent increase in student retention, the question could be asked: How do we know that LRPA’s retention will remain high? The following is a list of reasons why we expect to sustain high rates of student retention:



1. **Strong Reputation:** Four years ago, LRPA was unknown. Today, the Academy is one of the better known public schools in Central Little Rock. Last spring, LRPA tested its name recognition as part of an institutional branding process. We found that many families are likely to recognize the name “Little Rock Preparatory Academy” almost as frequently as they recognize such leading institutions as “Central High School,” “Episcopal Collegiate Academy,” and “eStem.”
2. **Greater Stability:** Two and a half years ago, LRPA was a startup with no operating record and the uncertainty generated by a change in leadership. Today, the Academy enjoys the stability that comes with having continuous leadership in place, the institutional base that comes with serving over 400 students in grades K-8, and the financial strength that comes with managing a \$2.8 million operating budget.
3. **Excellent Facilities:** Two and a half years ago, LRPA was in a building that had no amenities – no playground, no gymnasium, no kitchen, and very limited space. Today, the Academy offers its students access to two computer labs, a playground, a gymnasium, an auditorium, after school programs, and two separate campuses.
4. **Esteemed Faculty:** Four years ago, every member of LRPA’s faculty and administration was new. At the end of last year, 19 teachers decided to return for the 2013-2014 year. At the primary school, at least two of the best teachers in every grade level decided to return for the new school year. At the middle school, LRPA has a strong core of dedicated faculty members.
5. **Proven Track Record of Performance:** As this renewal application demonstrates, LRPA is no longer an unproven startup. To the contrary, a close examination of the data reveals that LRPA has sustained impressive student achievement gains with its students. In fact, LRPA is outperforming the Little Rock School District in all primary tested subjects and grades even though LRPA is serving a student population that is higher poverty.

For these reasons, LRPA anticipates that demand among our target families in Central Little Rock will continue to grow and student retention will continue to increase.

Part B: Teacher Retention

Complete the following Teacher Retention Table:

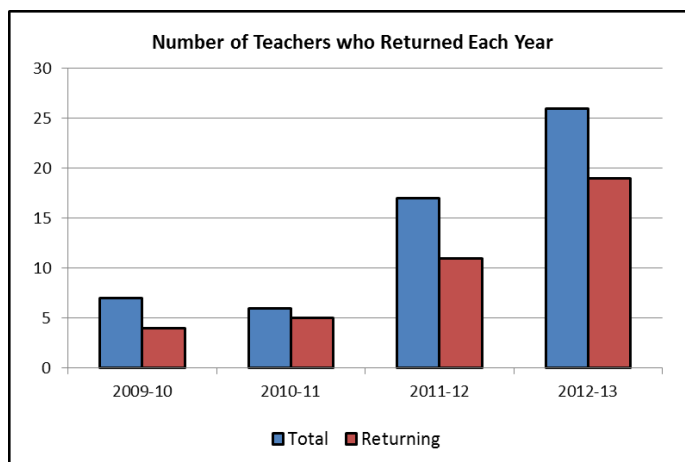
School Year	Total Number of Teachers	Number Who Returned to Teach at the School the Following Year	% Returned	Number Took Other Positions with the Charter Organization	% Took Other Positions with Charter Organization
2009-2010	7	4	57%	0	0%
2010-2011*	6	5	83%	0	0%
2011-2012	17	11	65%	0	0%
2012-2013	26	19	73%	1	3%

**New executive director started January 2011*

Review the data in the Teacher Retention Table. Discuss the reasons that teachers leave.

Little Rock Preparatory Academy was opened by a founding director who stayed through the first year and a half of operation. Benjamin Lindquist, the current executive director, began serving in a voluntary transitional role in January 2011. The following is a description of major factors that influenced staffing during the first two years:

- 2009-2010 Year: This was LRPA's first year of startup. The Academy was under-enrolled with fewer than 50 students in 5th grade relative to a 1st year projection of 108 students. The conditions were very challenging because everything – from scope and sequence to lessons plans to discipline to daily routines – was being implemented for the first time. Seven teachers finished the 1st year, but only four, or 57 percent, decided to return for the 2nd year. One teacher taught part-time and served as director of curriculum & instruction.



- 2010-2011 Year: This was LRPA's second year of startup. The Academy was extremely under-enrolled with 64 students in grades 5-6 relative to a 2nd year projection of 216 students, which put a serious strain on the Academy's budget. The Executive Director announced that she would be leaving in November. The new Executive Director began his tenure in January 2011, and did not take any salary in the 2nd semester to avoid over-taxing the Academy's budget. In March, the board of trustees and new Director developed a strategic plan to reinvigorate the Academy and, in May, the State Board of Education approved the Academy's request to add grades K-4. Six classroom teachers finished the 2nd year, and five, or 83 percent, decided to return for the 3rd year. One teacher relocated to the Midwest due to a personal emergency.

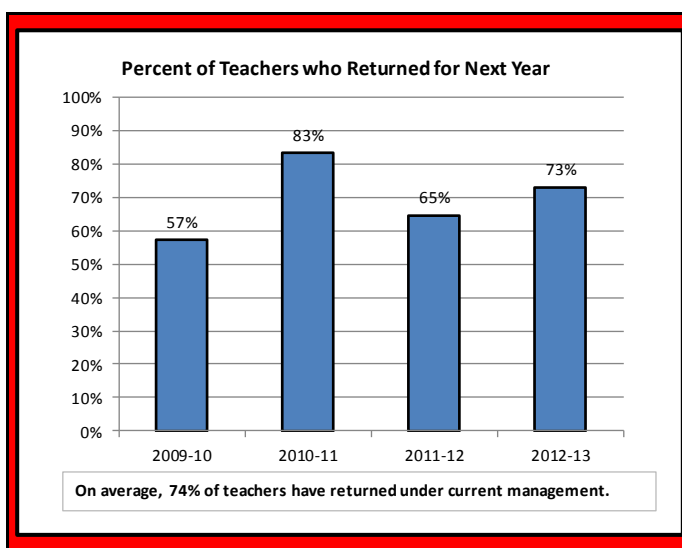
Exalt Education formally began managing the Little Rock Preparatory Academy in October of the 2011-2012 year. The following is a description of what has occurred while LRPA has been under Exalt's management:

- 2011-2012 Year: After being approved to add grades K-4 in May 2011, LRPA renovated the second floor of its facility and added 8 more classrooms in advance of re-opening for its 3rd year of operation. In a very compressed timeframe, the Executive Director retained a transitional Principal and 10 new classroom teachers for the primary grades K-4. LRPA re-opened with 256 students in grades K-7 and began implementing the Exalt academic design for the first time. The academic design called for implementing a positive behavior plan and research-validated instructional programs.

Three of five returning teachers had difficulty with the transition in academic programs and behavior systems, which brought greater accountability and transparency. Seventeen classroom teachers finished the year, and 11 teachers, or 65 percent, decided to return for the 4th year of operation. Two departing teachers moved to other classroom teaching positions, one relocated to Northwest Arkansas, and two others moved into childcare or youth services. Only one teacher had difficulty finding another position after LRPA declined to offer her the opportunity to return.

- 2012-2013 Year: Over the summer, LRPA relocated its middle school grades into a new facility and engaged in an aggressive student recruitment campaign. In August, LRPA reopened with 367 students in grades K-8 and 26 classroom teachers. At the end of the year, LRPA graduated its first class of 8th graders.

Twenty-six classroom teachers finished the year, and 19 teachers, or 73 percent, decided to return for the 5th year of operation. Two teachers were not offered the opportunity to return, two teachers went to graduate school, one teacher joined a local non-profit organization, and one teacher started her own childcare business.



Summary Findings

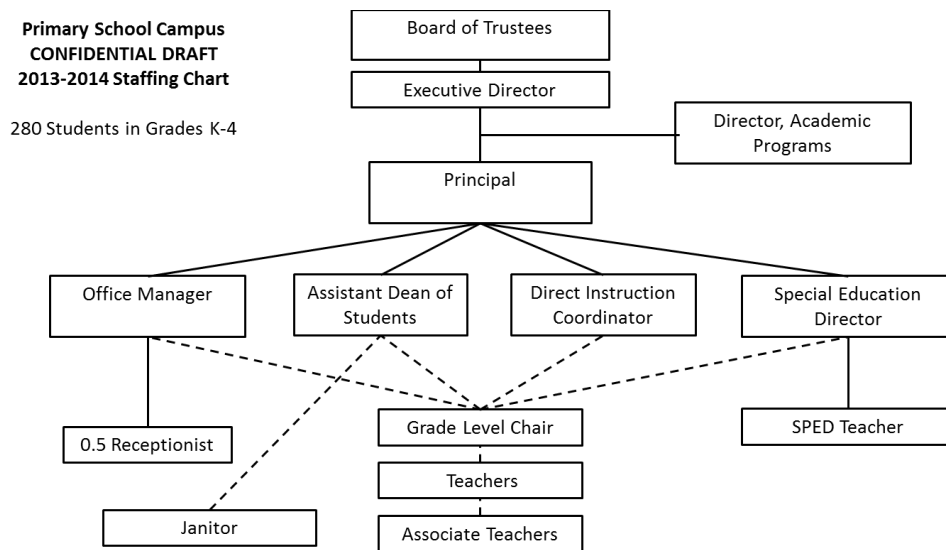
Over the past 2 ½ years that the current leadership has been managing Little Rock Preparatory Academy, an average of 74 percent of teachers have decided to return after finishing each academic year. We are proud of this statistic considering that, during that timeframe, LRPA has progressed through major changes in management, performance measurement, grade levels served, academic programs, behavioral plan and facilities. These changes have enabled LRPA to transition from a struggling startup that was on the verge of closing into a high-quality public education institution that is successfully making the transition from early-stage and unproven into sustainable and exemplary.

Development of Strong Site-Management Teams

For the 2013–2014 year, the site-management teams at both of LRPA’s campuses have been strengthened greatly. The Primary School has a five-person management team with an average of over 10 years of experience. The staffing chart is depicted below.

**Primary School Campus
CONFIDENTIAL DRAFT
2013-2014 Staffing Chart**

280 Students in Grades K-4

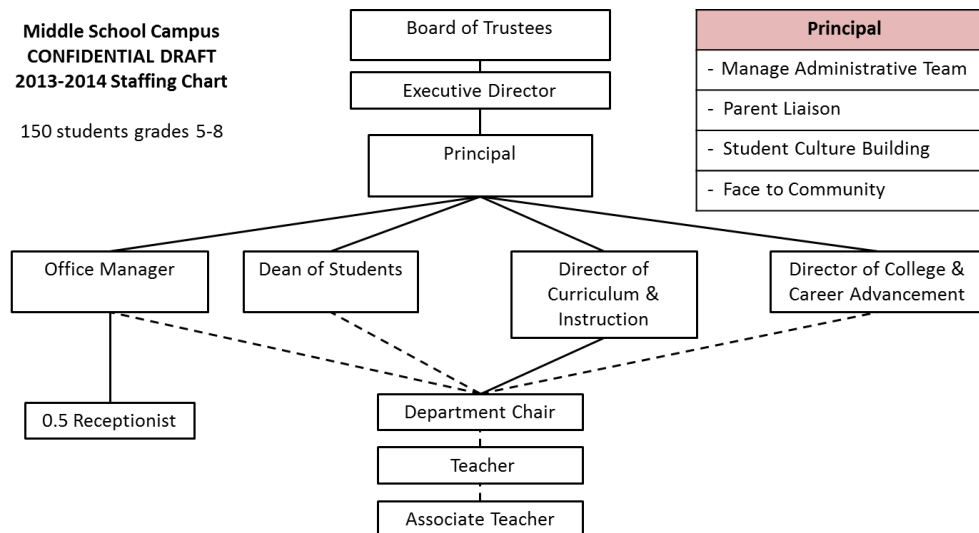


Office Manager	Assistant Dean	DI Coordinator	Special Education Director
Principal's Gatekeeper	Student Management	Teacher Management	Learner Supports
- Reporting & Records	- Student Policies	- Teacher Policies/Supports	- Inclusion
- Parent Communication	- Custodian	- Professional Conduct	- Pull-outs
- Visitors & Events	- Supervision	- Performance Evaluation	- Services

The Middle School has a five-person management team with an average of over 20 years of experience managing schools. The staffing chart is depicted below.

**Middle School Campus
CONFIDENTIAL DRAFT
2013-2014 Staffing Chart**

150 students grades 5-8



Office Manager	Dean of Students	Director Curriculum & Instruction	Director, College & Career Advancement
Principal's Gatekeeper	Student Management	Teacher Management	High School Placement
- Reporting & Records	- Behavior	- Curriculum Development	- Supervision & Discipline
- Parent Communication	- Learner Supports	- Instructional Delivery	- 8 th grade Capstone
- Visitors & Events	- Supervision	- Performance Evaluation	- Alumni support

These highly qualified teams are bringing the dedicated on-site expertise and capacity that is necessary to manage the LRPA campuses. LRPA's leadership has worked hard to develop these teams so that the faculty and students at each campus are receiving the attention and supports they need to succeed.

Section 4 – Test Data

Review the following testing data summary, 2010-2013, showing the charter data and the resident school district data. Describe the ways in which the testing data support the achievement of or progress toward achieving the charter's current approved academic goals.

Little Rock Preparatory Academy State-Mandated Assessment Scores, 2010-2013

Year	Description	# Tested	Below Basic	Basic	Proficient	Advanced	Prof + Adv
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Benchmark/Literacy – Combined Population

2010	LITTLE ROCK PREP	49	10.20%	36.73%	36.73%	16.33%	53.06%
	LITTLE ROCK SD	9804	9.36%	28.23%	38.53%	23.88%	62.40%
2011	LITTLE ROCK PREP	65	10.77%	44.62%	35.38%	9.23%	44.62%
	LITTLE ROCK SD	9798	8.21%	26.73%	38.39%	26.68%	65.06%
2012	LITTLE ROCK PREP	148	8.78%	31.76%	38.51%	20.95%	59.46%
	LITTLE ROCK SD	9831	7.49%	21.42%	36.75%	34.34%	71.09%
2013	LITTLE ROCK PREP	182	10.44%	31.87%	35.16%	22.53%	57.69%
	LITTLE ROCK SD	10008	9.25%	22.88%	35.00%	32.86%	67.87%

Benchmark/Literacy - Econ. Disadvantaged

2010	LITTLE ROCK PREP	43	11.63%	37.21%	37.21%	13.95%	51.16%
	LITTLE ROCK SD	7057	11.92%	34.24%	39.89%	13.96%	53.85%
2011	LITTLE ROCK PREP	47	8.51%	46.81%	36.17%	8.51%	44.68%
	LITTLE ROCK SD	7113	10.38%	32.94%	40.18%	16.50%	56.68%
2012	LITTLE ROCK PREP	112	9.82%	31.25%	38.39%	20.54%	58.93%
	LITTLE ROCK SD	7208	9.52%	25.90%	40.04%	24.54%	64.58%
2013	LITTLE ROCK PREP	149	10.74%	31.54%	33.56%	24.16%	57.72%
	LITTLE ROCK SD	7222	11.28%	27.78%	38.00%	22.94%	60.94%

Benchmark/Math - Combined Population

2010	LITTLE ROCK PREP	49	26.53%	24.49%	28.57%	20.41%	48.98%
	LITTLE ROCK SD	9810	17.29%	19.77%	32.06%	30.89%	62.95%
2011	LITTLE ROCK PREP	65	21.54%	32.31%	33.85%	12.31%	46.15%
	LITTLE ROCK SD	9798	16.44%	19.96%	32.11%	31.49%	63.59%
2012	LITTLE ROCK PREP	148	26.35%	28.38%	33.78%	11.49%	45.27%
	LITTLE ROCK SD	9834	17.36%	19.89%	31.75%	31.00%	62.75%
2013	LITTLE ROCK PREP	182	27.47%	25.27%	30.77%	16.48%	47.25%
	LITTLE ROCK SD	10027	19.98%	20.73%	29.59%	29.70%	59.29%

Benchmark/Math - Econ. Disadvantaged

2010	LITTLE ROCK PREP	43	30.23%	25.58%	27.91%	16.28%	44.19%
	LITTLE ROCK SD	7061	21.56%	23.74%	33.61%	21.10%	54.71%

2011	LITTLE ROCK PREP	47	19.15%	34.04%	36.17%	10.64%	46.81%
	LITTLE ROCK SD	7113	20.54%	23.84%	34.20%	21.41%	55.62%
2012	LITTLE ROCK PREP	112	27.68%	30.36%	32.14%	9.82%	41.96%
	LITTLE ROCK SD	7210	21.54%	23.87%	33.68%	20.92%	54.59%
2013	LITTLE ROCK PREP	149	27.52%	23.49%	31.54%	17.45%	48.99%
	LITTLE ROCK SD	7237	24.58%	24.21%	31.66%	19.55%	51.21%

Benchmark/Science - Combined Population

2010	LITTLE ROCK PREP	49	12.24%	36.73%	44.90%	6.12%	51.02%
	LITTLE ROCK SD	3229	37.88%	39.86%	18.27%	4.00%	22.27%
2011	LITTLE ROCK PREP	19	31.58%	42.11%	26.32%	0.00%	26.32%
	LITTLE ROCK SD	3282	34.61%	37.57%	22.30%	5.51%	27.82%
2012	LITTLE ROCK PREP	66	46.97%	42.42%	10.61%	0.00%	10.61%
	LITTLE ROCK SD	3332	32.44%	39.50%	21.91%	6.15%	28.06%
2013	LITTLE ROCK PREP	54	40.74%	42.59%	12.96%	3.70%	16.67%
	LITTLE ROCK SD	3275	31.97%	37.22%	22.05%	8.76%	30.81%

Benchmark/Science - Econ. Disadvantaged

2010	LITTLE ROCK PREP	43	13.95%	37.21%	46.51%	2.33%	48.84%
	LITTLE ROCK SD	2318	46.85%	41.89%	10.66%	0.60%	11.26%
2011	LITTLE ROCK PREP	15	33.33%	46.67%	20.00%	0.00%	20.00%
	LITTLE ROCK SD	2373	43.11%	40.29%	14.75%	1.85%	16.60%
2012	LITTLE ROCK PREP	45	48.89%	42.22%	8.89%	0.00%	8.89%
	LITTLE ROCK SD	2432	40.05%	43.87%	14.47%	1.60%	16.08%
2013	LITTLE ROCK PREP	43	39.53%	41.86%	13.95%	4.65%	18.60%
	LITTLE ROCK SD	2430	38.02%	41.11%	18.15%	2.72%	20.86%

Data above reflects the number of students tested and the percentage scoring in each proficiency category, combined across the grade levels indicated, for all students and for economically-disadvantaged students. Comparison numbers are for all students and economically-disadvantaged students in the same grade levels for the resident public school district. Data assembled and furnished by the Arkansas Research Center, <http://arc.arkansas.gov/>.

The testing data shown above is helpful in illustrating the following:

Staying True to Mission & Target Population

First, it demonstrates that Little Rock Preparatory Academy is fulfilling its mission of serving a high-needs population in Central Little Rock. Below, the chart compares three primary attributes of LRPA's student body with the attributes of students in the Little Rock School District and the State of Arkansas. As this chart shows, LRPA is a community public charter school that is serving a very high-poverty population in Central Little Rock.

Over the past 3 years, LRPA's enrollment has grown from 64 students in grades 5-6 to 410 students in grades K-8. During this time period, the percent of students who qualify for the Federal Free & Reduced Lunch Program has increased by 10 percent, from 71 percent in 2011 to 81 percent in 2013. If LRPA were attempting to reposition itself to serve a more advantaged population, it is unlikely that there would be an increase in the percent of students living in poverty.

Primary Student Attributes	LRPA	Little Rock School District	State of Arkansas
Qualify for Federal Free & Reduced Lunch	81%	71%	60%
African American	93%	68%	21%
From Central Little Rock	70%	23%	0.01%

The attributes of LRPA's students are fairly comparable to those of other elementary and middle schools with attendance zones in Central Little Rock.

As the data from the Arkansas Research Center reveals, aggregate groups of students who took the ACTAAP tests at LRPA between 2009 and 2013 starting out performing, on average, between 10 percent and 20 percent below the average of students in the Little Rock School District. Even though the Academy has expanded its enrollment from 47 students in grade 5 to 64 students in grades 5-6 to 256 students in grades K-7 to 410 students in grades K-8, we have continued to enroll students who come to us performing at low levels relative to the surrounding district.

Addressing a Very Clear Need for Quality Education in Central Little Rock

Below, the chart lists the elementary and middle public schools with attendance zones in Central Little Rock. These schools serve a population of students with similar attributes to that of Little Rock Preparatory Academy's students.

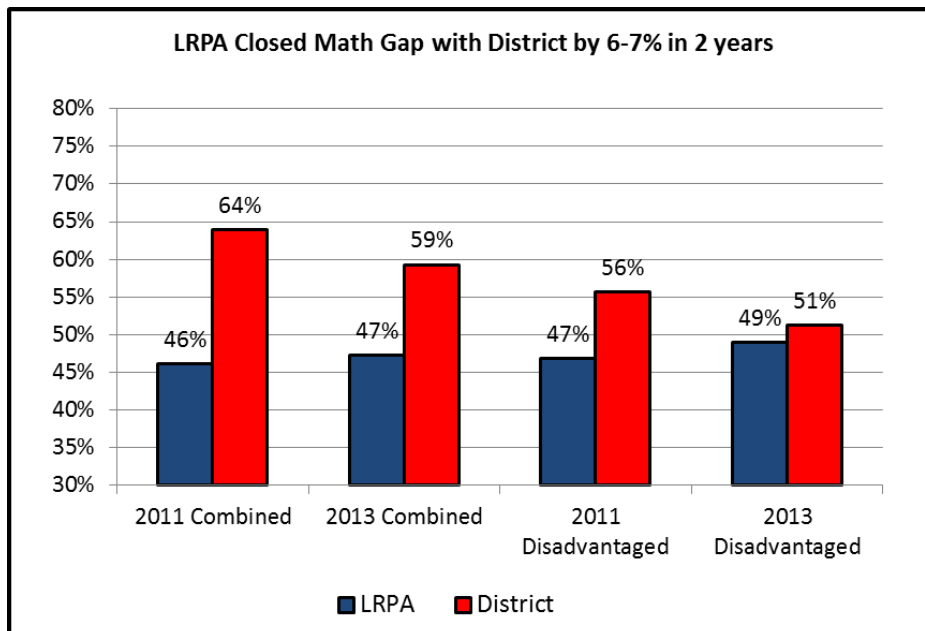
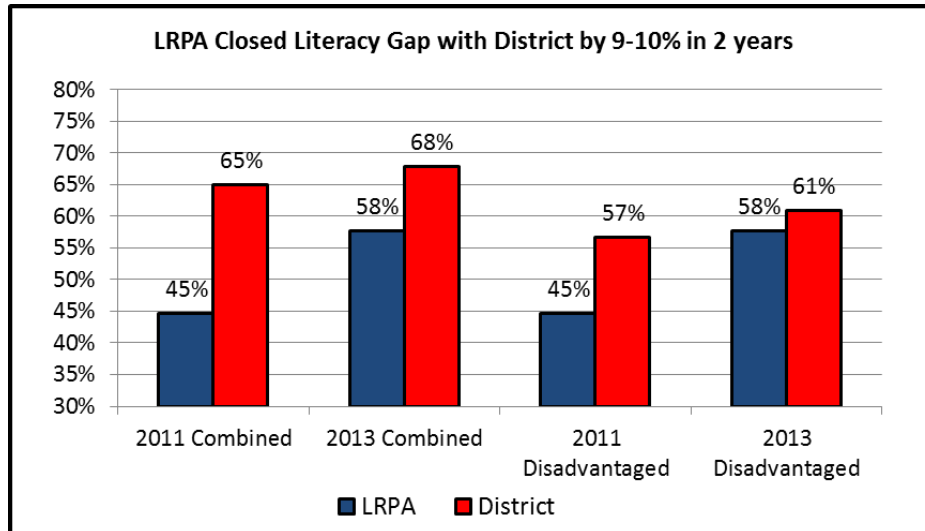
As the chart shows, 5 of 7 elementary schools are designated as either *Focus Schools* or *Priority Schools* by the Arkansas Department of Education. Three out of 4 middle schools are designated as either *Focus Schools* or *Priority Schools* by the Arkansas Department of Education.

Central Little Rock Public Schools	Status 2011	Status 2012	Status 2013
Elementary Schools			
Little Rock Preparatory Elementary			
Bale Elementary	Focus School	Focus School	Focus School
Franklin Incentive Elementary	Focus School	Focus School	Focus School
M.L. King Magnet Elementary		Focus School	Focus School
Stephens Elementary	Focus School	Focus School	Focus School
Geyer Springs Elementary	Priority School	Priority School	Priority School
Washington Magnet Elementary			
Middle Schools			
Little Rock Preparatory Middle			
Dunbar Magnet Middle School	Focus School	Focus School	Focus School
Forest Heights Middle School			
Henderson Middle School	Priority School	Priority School	Priority School
Cloverdale Aerospace Tech. Charter	Priority School	Priority School	Priority School

Little Rock Preparatory Academy, the Washington Magnet Elementary School, and Forest Heights Middle School are designated as *Needs Improvement Schools*. This comparison indicates the need that exists among public schools in Central Little Rock, and the progress that LRPA has made in addressing the educational need relative to other elementary and middle schools.

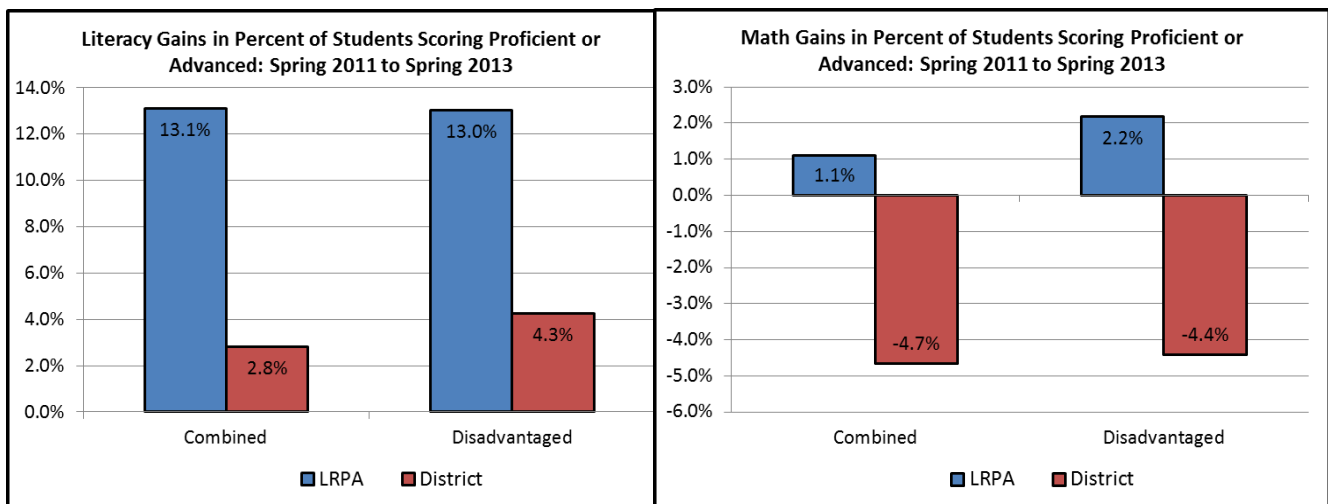
Making Greater Achievement Gains with All Students

The second thing that the Test Data demonstrates is that Little Rock Preparatory Academy's current management, which started in January 2011, has been quite successful in raising the Literacy and Math scores of all students enrolled at the Academy between 2011 and 2013. Below, the charts compares the gains that students enrolled in LRPA made between Spring 2011 and Spring 2013 relative to the Little Rock School District.



The charts illustrate the following positive trends:

- In *Literacy – All Students Combined*, 13.1 percent more students at LRPA are achieving proficient or advanced that they were just 2 years ago. Little Rock Prep's students have made a gain of 13.1 percent during a period when the District's students only gained 2.8 percent.
- In *Literacy – Economically Disadvantaged Students*, 13.0 percent more students at LRPA are achieving proficient or advanced that they were just 2 years ago. Little Rock Prep's students have made a gain of 13.0 percent during a period when the District's students only gained 4.2 percent.

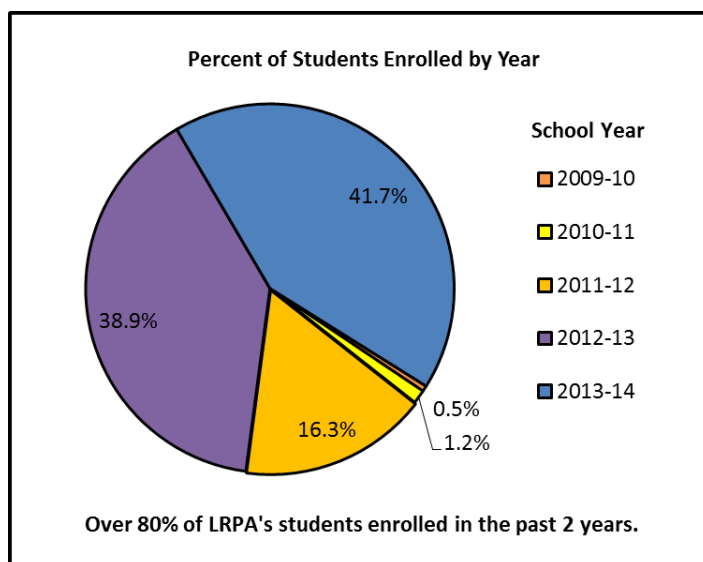


- In *Math – All Students Combined*, 1.1 percent more students at LRPA are achieving proficient or advanced that they were just 2 years ago. Little Rock Prep’s students have made a gain of 1.1 percent during a period when the District’s students declined 4.7 percent.
- In *Literacy – Economically Disadvantaged Students*, 2.2 percent more students at LRPA are achieving proficient or advanced than they were just 2 years ago. Little Rock Prep’s students have made a gain of 2.2 percent during a period when the District’s students declined 4.4 percent.

LRPA has been able to make these gains with all tested students during a 2 ½ year period when we have expanded the Academy’s enrollment by 570 percent.

To See What’s Really Happening, the Numbers have to be Disaggregated

Unfortunately, when looked at in the aggregate, the figures above do not show how effective Little Rock Preparatory Academy has been in serving the students who stay with us over time. After all, LRPA cannot control how students performed before they came to us, but what we can control is the gains that students make while they are with us.



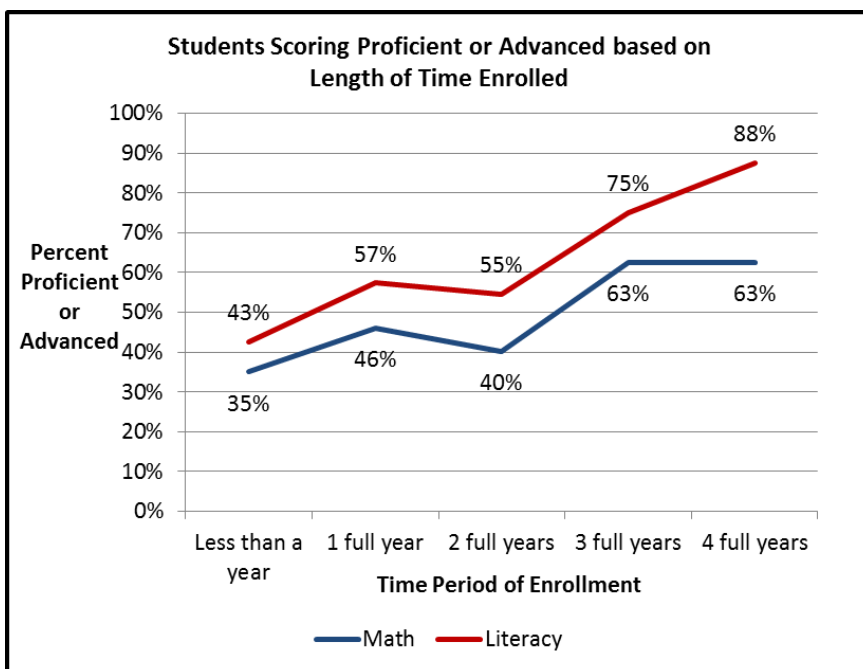
The downside of the enrollment pattern necessitated by Little Rock Preparatory Academy’s “restart” in 2011 is that we have had very little time to educate the vast majority of our students. As the pie chart on the preceding page illustrates, over 80 percent of LRPA’s students have only been enrolled for two years. As these students are promoted from elementary to middle school, they will have the advantage of getting the comprehensive literacy foundation that they need to succeed in a college-preparatory middle school program. But it will take 2 to 4 more years to see the full benefits of serving students from kindergarten through eighth grade.

Students Making Major Gains the Longer They Are Enrolled

When the numbers shown above are disaggregated, a very clear picture emerges.

Below, the chart shows how well students at LRPA are performing based upon how long they have been enrolled. As this chart shows, students who stay with LRPA for at least 2 full years are making very impressive gains.

In fact, among students who have stayed with LRPA for 3 or more years, over 10 percent more students are achieving Proficient or Advanced than among all students in the surrounding district. These students are closing the achievement gap with their more affluent peers in the city and state.



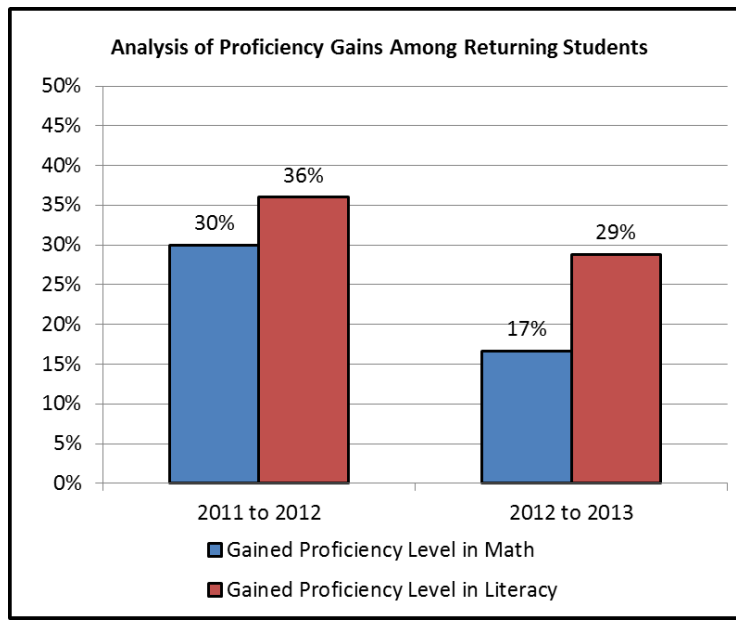
An Impressive Record of Annual Gains

To see how LRPA has performed with returning students who stay enrolled for at least a year, it is helpful to look at what percentage of these students gain a proficiency level.

Below, the chart shows the percentage of returning students that gained a proficiency level from Spring 2011 to Spring 2012 and from Spring 2012 to Spring 2013. As the chart shows, for two straight years, LRPA has enabled an average of over 25 percent of its returning students to gain a proficiency level in just one year's time.

Analysis of ACTAAP Growth	Math		Literacy	
	2011 to 2012	2012 to 2013	2011 to 2012	2012 to 2013
Gained from "Below Basic" to "Basic"	2%	8%	14%	9%
Gained from "Basic" to "Proficient"	25%	5%	14%	17%
Gained from "Proficient" to "Advanced"	2%	5%	9%	3%
Total	30%	17%	36%	29%

Below, the bar graph shows the total percent of returning students that gained a proficiency level by year:



As this analysis demonstrates, Little Rock Preparatory Academy’s team has done the heavy lifting that was necessary to turn the Academy around from a downward trajectory to a strong upward trajectory. Now that the Academy has stabilized at the target enrollment set forth in our charter agreement, increased student retention, and implemented a proven formula for raising the achievement of students who stay with us, we are poised to become a community public school that provides an exemplary option to under-resourced students in one of the most historically significant but underserved regions of Central Arkansas.

Section 5 – Academic Performance Goals

Part A: Current Performance Goals

Each of the charter’s student academic performance goals, approved by the State Board of Education is listed. Describe the charter’s progress in achieving each goal and provide supporting documentation that demonstrates the progress. If a goal was not reached, explain why it was not reached and the actions being taken so that students can achieve the goal.

The following factors should be taken into account when viewing LRPA’s performance against the Current Performance Goals:

- Change in Management: The goals were developed under previous management. The founding director started the school in 2008 and 2009, but resigned in December 2011. The new management inherited an Academy that was not performing well and experienced declines from 2009 to 2011. Our job was to build a track record of upward achievement gains.
- Different Enrollment Pattern: LRPA experienced severe enrollment shortfalls in the 2009-2010 and 2010-2011 years. These shortfalls necessitated that the Academy engage in an aggressive enrollment campaign once new management was retained. LRPA has now reached the enrollment level set forth in its five-year charter, but the sharp upswing in enrollment has affected student achievement.
- Changes in State Testing: The goals related to the state tests were developed in 2009 before sweeping changes were made in the selection and design of state assessments, including replacing the

Metropolitan Achievement Tests and Stanford Achievement Test with the Iowa Test of Basic Skills. Those changes have made it impossible to assess whether or not LRPA's students are scoring in the Proficient or Advance category relative to the exams, scoring scales, and Proficient or Advanced cutoffs that existed in 2008 and 2009 when the goals were written.

- **Known Population:** A substantially higher percentage of LRPA's students are African American and qualify for the Federal Free & Reduced Lunch Program than in the Little Rock School District and the State of Arkansas. These realities of LRPA's student population were not known when the goals were written in 2008 and 2009.

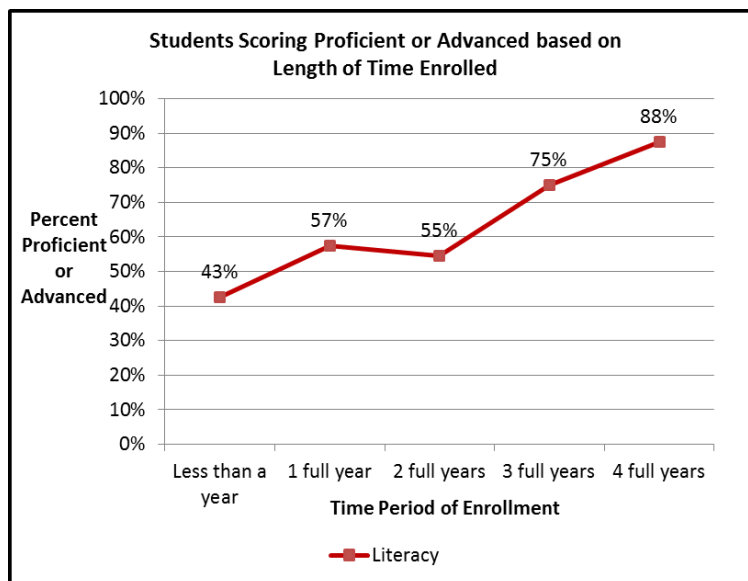
These factors apply to all of the Performance Goals. Other significant factors that only apply to certain of the Current Performance Goals are noted below as appropriate.

Academic Goals

Performance Goal 1: Students demonstrate proficient or advanced skills in Reading.

- **Measure:** 75% of Little Rock Prep students who have attended the school for two or more years will score in the Proficient or Advanced category on the Augmented Benchmark Examination Reading segment in grade 8, 65% of students in grade 7, and 50% of students in grade 6.

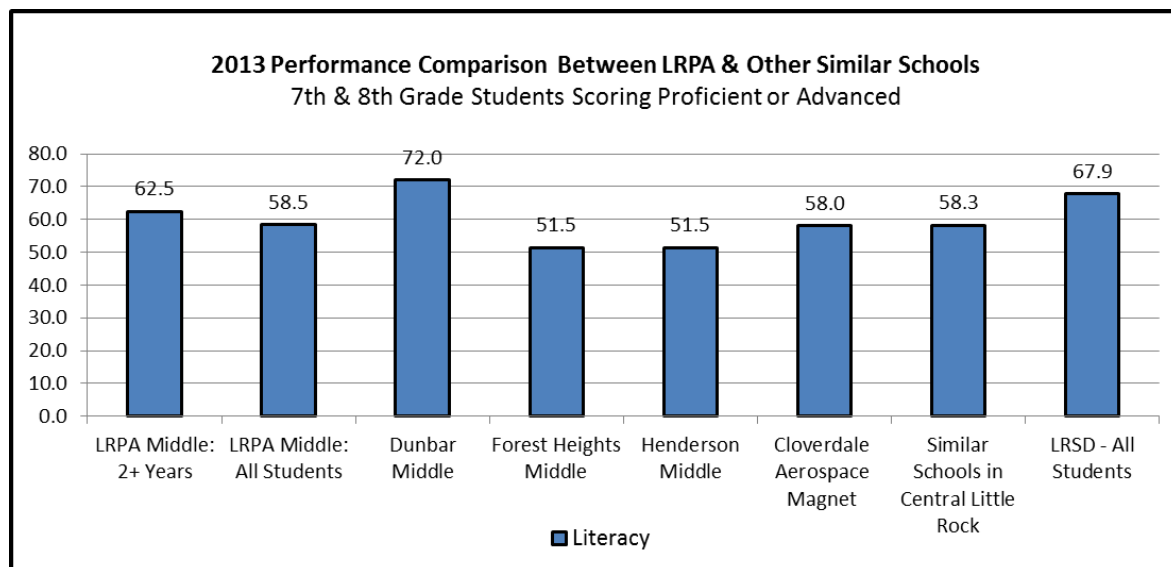
As the chart below illustrates, 75 percent or more of students who have been with LRPA for 3 full years – irrespective of grade level – are scoring Proficient or Advanced in Literacy on the ACTAAP. These students are in the middle school grades 6-8.



- **Measure:** The percentage of Little Rock Prep students who have attended the school for two or more years who attain an Augmented Benchmark Exam Reading score of Proficient or Advanced in the 7th and 8th grade will exceed the average percentage for the Little Rock School District by at least 15%.

We were not able to obtain comparable data for 7th and 8th grade students in the Little Rock School District as a whole, but were able to obtain comparable data for other middle schools with attendance zones in Central Little Rock.

As the bar graph below illustrates, in Literacy, more of LRPA's students scored at or above Proficient than three other middle schools with attendance zones in Central Little Rock. Only Dunbar outperformed LRPA in Literacy.



- **Measure:** Each sub-group of students will make Adequate Yearly Progress in reading as defined by the No Child Left Behind legislation.

The State of Arkansas secured a waiver from the requirements of the *No Child Left Behind* legislation in the spring of the 2011-2012 academic year. Consequently, it is not possible to measure whether or not sub-groups of students made *Adequate Yearly Progress*.

Over the past 2 school years, the Arkansas Department of Education has been tracking student achievement against annual measurable objectives (AMO's). Below, the charts illustrate how different subgroups of students did on Literacy Performance and Growth measures.

LITERACY PERFORMANCE	2012 Performance AMO	2012 LRPA Performance	2013 Performance AMO	2013 LRPA Performance	2014 Projected Performance AMO
All students	49.24	59.46	53.70	57.69	58.47
Targeted Achvmt. Gap Group (TAGG)	46.08	58.41	50.98	56.58	55.89
African American	48.91	59.18	53.98	59.30	58.20
Hispanic	100.00	n<10	100.00	28.57	100.00
Economically Disadvantaged	49.29	58.93	53.90	57.72	58.51
Students with Disabilities	8.33	n<10	16.67	8.33	25.00

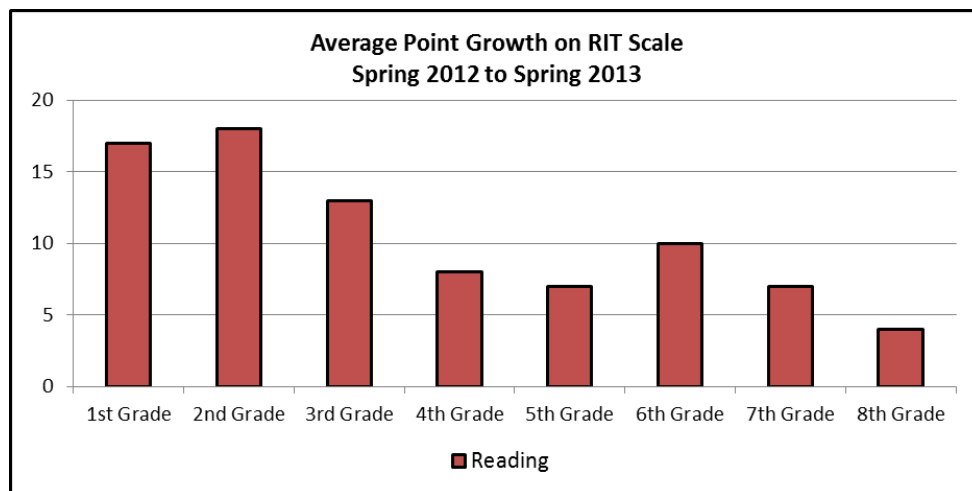
LITERACY GROWTH	2012 Growth AMO	2012 LRPA Growth	2013 Growth AMO	2013 LRPA Growth	2014 Projected Growth AMO
All students	49.73	66.34	55.88	61.34	58.87
TAGG	45.75	68.42	50.68	59.18	55.62
African American	49.43	66.00	55.73	63.06	58.62
Hispanic	100.00	n<10	100.00	40.00	100.00
Economically Disadvantaged	49.07	69.33	53.70	61.05	58.33
Students with Disabilities	8.33	n<10	16.67	11.11	25.00

As these charts show, in Literacy, LRPA met the AMO requirements in the 2011-2012 and 2012-2013 years.

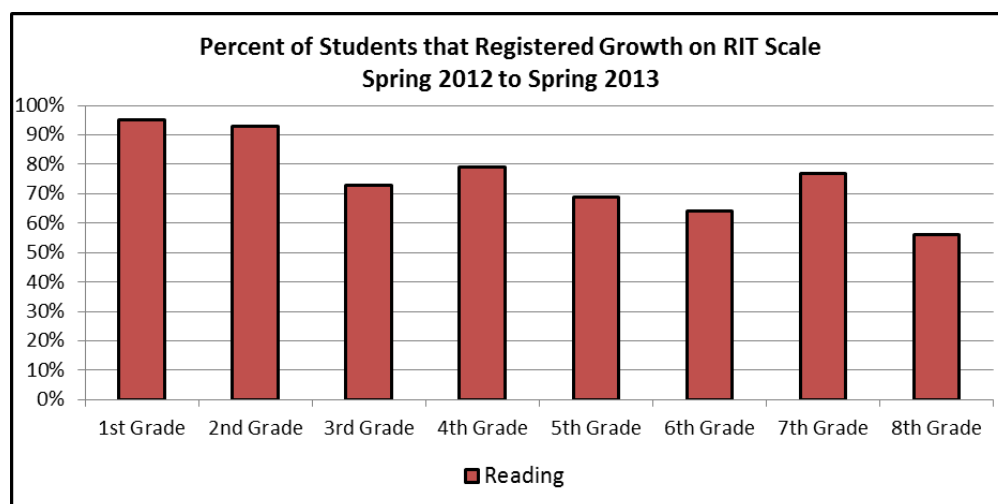
- **Measure:** In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Little Rock Prep students on the Terra Nova Reading test will average 5 percentiles per year until the average percentile score reaches 75.

In May 2011, Little Rock Preparatory Academy's leadership informed the Arkansas State Board of Education that we would be discontinuing use of the Terra Nova exams in favor of using the NWEA Measures of Academic Progress (MAP). After informing the State Board of Education, we began administering the MAP in the 2011-2012 year. The Terra Nova and NWEA MAP are not comparable so it is not possible to measure LRPA's progress against this Measure.

However, LRPA has included analysis that is designed to show the gains that students are making on the NWEA MAP's. Below, the graph shows the gains that students in each grade level made between Spring 2012 and Spring 2013. We believe that the gains are lowest in grades 4-5 and grades 7-8 in part because there was significant flux during the one-year time period. For example, LRPA relocated its middle school grades 5-8 to a new campus in June 2012, and with the space that was freed up by the relocation, added another 4th grade classroom for the 2012-2013 year.



Although the table above does a good job showing the average gain, it does not do a good job illustrating the cross-section of students who made gains. Below, the chart shows the percent of students that made gains in each grade level between Spring 2012 and Spring 2013.



When taken together, the two bar graphs above show that over 80 percent of students at LRPA registered gains from Spring 2012 to Spring 2013, and that the gains they made were significant.

Using its vast data repository, NWEA is able to project the average gains that students are likely to make in one year's time. When we contacted our representative at NWEA, we learned that the expectation is that approximately 50 percent of students will make the expected gain each year with a range above and below that general estimate.

Below, the chart shows the percent of LRPA's students that made the expected growth between Fall and Spring test administrations in the 2011-2012 year and the 2012-2013 year. As this chart shows, more students met their growth targets in the 2012-2013 year than in the 2011-2012 year, which was the first year that LRPA administered the NWEA MAP.

Percent of Students Meeting Growth Projections in Reading (Approximately 50% is expected by NWEA)			
Cohort	2011-2012	2012-2013	Percent Increase or Decrease
Class of 2019	4.5%	57.1%	52.6%
Class of 2018	26.3%	33.3%	7.0%
Class of 2017	27.6%	35.7%	8.1%
Class of 2016	41.2%	33.3%	-7.9%
Class of 2015	38.5%	50.0%	11.5%
Class of 2014	50.0%	53.8%	3.8%
Class of 2013*	60.5%	22.2%	-38.3%
* The cohort composition changed greatly between 2011-2012 and 2012-2013.			

Performance Goal 2: Students will demonstrate proficient or advanced literacy skills in Reading Comprehension.

- **Measure:** 75% of Little Rock Prep students who have attended the school for two or more years will score in the Proficient or Advanced category on the Augmented Benchmark Examination Reading Comprehension segment in grade 8, 65% of students in grade 7, and 50% of students in grade 6.

The ACTAAP no longer includes a separate test of "Reading Comprehension."

- **Measure:** The percentage of Little Rock Prep students who have attended the school for two or more years who attain an Augmented Benchmark Exam Reading score of Proficient or Advanced in the 7th and 8th grade will exceed the average percentage for the Little Rock School District by at least 15%.

The ACTAAP no longer includes a separate test of "Reading Comprehension."

- **Measure:** Each sub-group of students will make Adequate Yearly Progress in reading comprehension as defined by the No Child Left Behind legislation.

Under a waiver from the Elementary & Secondary Education Act, the Arkansas Department of Education no longer considers Adequate Yearly Progress measures among sub-groups of students.

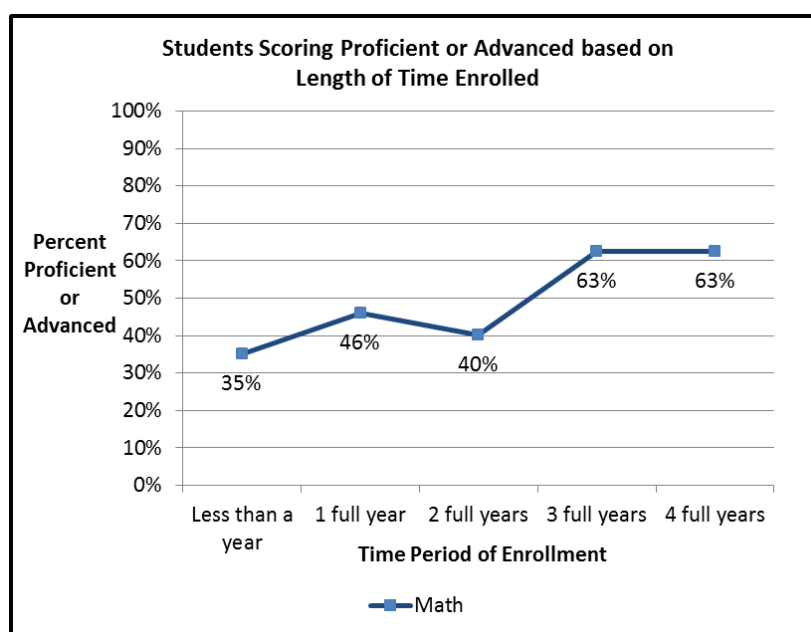
- **Measure:** In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Little Rock Prep students on the Terra Nova Reading test will average 5 percentiles per year until the average percentile score reaches 75.

This goal is reported in the previous section, which summarizes LRPA's performing in Reading.

Performance Goal 3: Students will demonstrate proficient or advanced skills in Mathematics.

- **Measure:** 75% of Little Rock Prep students who have attended the school for two or more years will score in the Proficient or Advanced category on the Augmented Benchmark Examination in Mathematics in grade 8, 65% of students in grade 7, and 50% of students in grade 6.

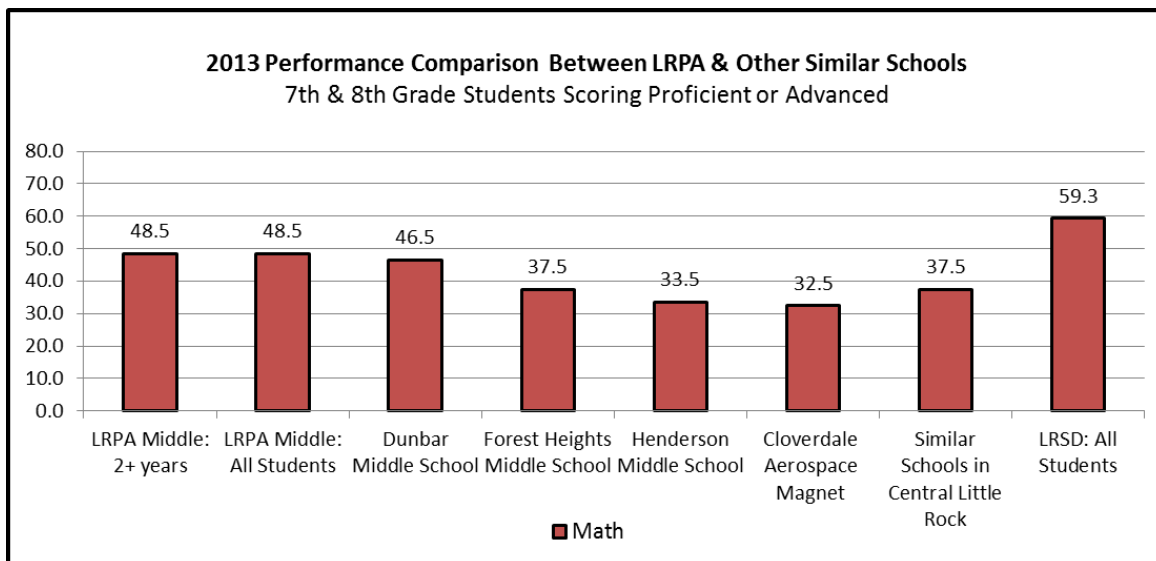
As the chart below illustrates, 63 percent or more of students who have been with LRPA for 3 full years – irrespective of grade level – are scoring Proficient or Advanced in Math on the ACTAAP. These students are in the middle school grades 6-8.



- **Measure:** The percentage of Little Rock Prep students who have attended the school for two or more years who attain an Augmented Benchmark Exam Mathematics score of Proficient or Advanced in the 7th and 8th grade will exceed the average percentage for the Little Rock School District by at least 15%.

We were not able to obtain comparable data for 7th and 8th grade students in the Little Rock School District as a whole, but were able to obtain comparable data for other middle schools with attendance zones in Central Little Rock.

As the bar graph below illustrates, in Mathematics, more of LRPA's students scored at or above Proficient than all four other middle schools. In fact, 11 percent more students in 7th and 8th grade at LRPA scored at or above Proficient than among students in grades 7-8 at other Central Little Rock middle schools (48.5% vs. 37.5%).



- **Measure:** Each sub-group of students will make Adequate Yearly Progress in mathematics as defined by the No Child Left Behind legislation.

The State of Arkansas secured a waiver from the requirements of the *No Child Left Behind* legislation in the spring of the 2011-2012 academic year. Consequently, it is not possible to measure whether or not sub-groups of students made *Adequate Yearly Progress*.

Over the past 2 school years, the Arkansas Department of Education has been tracking student achievement against annual measurable objectives (AMO's). Below, the charts illustrate how different subgroups of students did on Mathematics Performance and Growth measures.

MATH PERFORMANCE	2012 Performance AMO	2012 LRPA Performance	2013 Performance AMO	2013 LRPA Performance	2014 Projected Performance AMO
All students	50.64	45.27	54.86	47.25	59.61
TAGG	49.68	41.59	54.25	48.03	58.83
African American	48.91	44.9	52.73	46.51	58.2
Hispanic	100.00	n<10	100.00	85.71	100.00
Economically Disadvantaged	51.24	41.96	55.68	48.99	60.11
Students with Disabilities	19.79	n<10	27.08	0.00	34.38

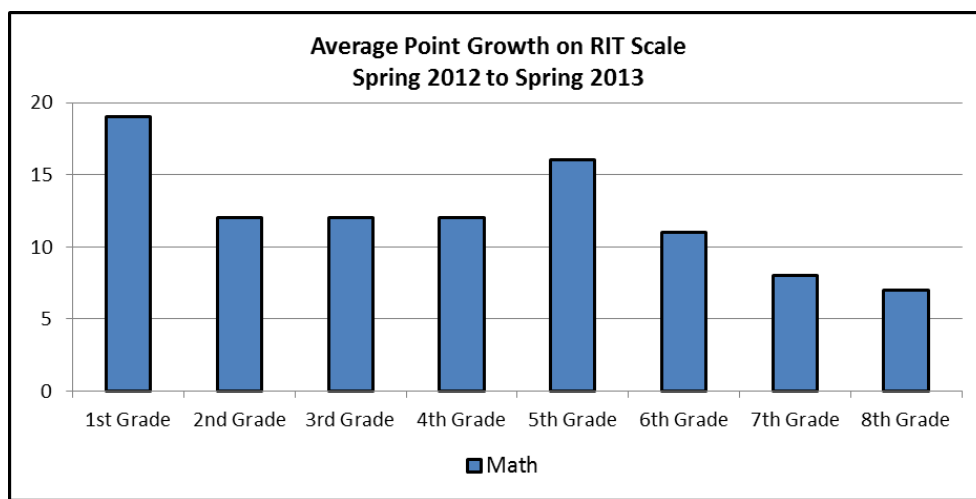
MATH PERFORMANCE	2012 Performance AMO	2012 LRPA Performance	2013 Performance AMO	2013 LRPA Performance	2014 Projected Performance AMO
All students	50.64	45.27	54.86	47.25	59.61
TAGG	49.68	41.59	54.25	48.03	58.83
African American	48.91	44.90	52.73	46.51	58.2
Hispanic	100.00	n<10	100.00	85.71	100.00
Economically Disadvantaged	51.24	41.96	55.68	48.99	60.11
Students with Disabilities	19.79	n<10	27.08	0.00	34.38

As these charts show, in Mathematics, LRPA has not met the AMO requirements in the 2011-2012 and 2012-2013 years. However, between Spring 2012 and Spring 2013, LRPA' students did register gains in every category of Math Performance and Growth. Unfortunately, these gains were not sufficient to meet the AMO's.

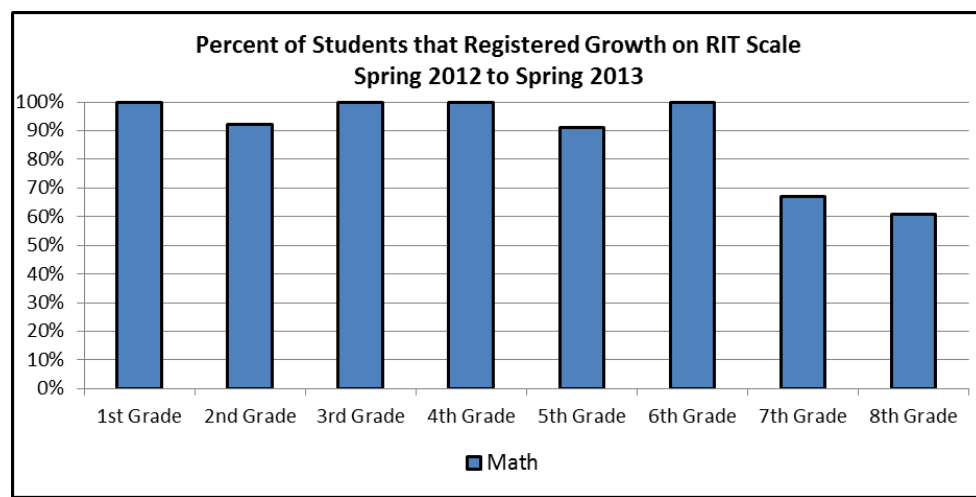
- **Measure:** In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Little Rock Prep students on the Terra Nova Mathematics test will average 5 percentile per year until the average percentile score reaches 75.

In May 2011, Little Rock Preparatory Academy's leadership informed the Arkansas State Board of Education that we would be discontinuing use of the Terra Nova exams in favor of using the NWEA Measures of Academic Progress (MAP). After informing the State Board of Education, we began administering the MAP in the 2011-2012 year. The Terra Nova and NWEA MAP are not comparable so it is not possible to measure LRPA's progress against this Measure.

However, LRPA has included analysis that is designed to show the gains that students are making on the NWEA MAP's. Below, the graph shows the gains that students in each grade level made between Spring 2012 and Spring 2013. We believe that the gains are lowest in grades 2-4 and grades 7-8 in part because there was significant flux during the one-year time period. For example, LRPA relocated its middle school grades 5-8 to a new campus in June 2012, and with the space that was freed up by the relocation, added another 4th grade classroom for the 2012-2013 year.



Although the table above does a good job showing the average gain, it does not do a good job illustrating how many students made gains. Below, the chart shows the percent of students that made gains in each grade level between Spring 2012 and Spring 2013.



When taken together, the two bar graphs above show that most students made gains from Spring 2012 to Spring 2013, and that the gains that made were significant.

Using its vast data repository, NWEA is able to project the average gains that students are likely to make in one year's time. When we contacted our representative at NWEA, we learned that the expectation is that approximately 50 percent of students will make the expected gain each year with a range above and below that general estimate.

Below, the chart shows the percent of LRPA's students that made the expected growth between Fall and Spring test administrations in the 2011-2012 year and the 2012-2013 year. As this chart shows, more students met their growth targets in the 2012-2013 year than in the 2011-2012 year, which was the first year that LRPA administered the NWEA MAP.

Percent of Students Meeting Growth Projections in Math (Approximately 50% is expected by NWEA)			
Cohort	2011-2012	2012-2013	Percent Increase or Decrease
Class of 2019	9.1%	16.7%	7.6%
Class of 2018	5.3%	40.0%	34.7%
Class of 2017	41.4%	57.1%	15.7%
Class of 2016	47.1%	70.0%	22.9%
Class of 2015	53.8%	83.3%	29.5%
Class of 2014	61.8%	58.3%	-3.5%
Class of 2013*	69.4%	38.9%	-30.5%
* The cohort composition changed greatly between 2011-2012 and 2012-2013.			

Performance Goal 4: Students will demonstrate proficient or advanced skills in Mathematics Reasoning.

- **Measure:** 75% of Little Rock Prep students who have attended the school for two or more years will score in the Proficient or Advanced category on the Augmented Benchmark Examination for Mathematics Reasoning in grade 8, 65% of students in grade 7, and 50% of students in grade 6.

The ACTAAP no longer includes a separate test of "Mathematics Reasoning."

- **Measure:** The percentage of Little Rock Prep students who have attended the school for two or more years who attain an Augmented Benchmark Exam Mathematics Reasoning score of Proficient or Advanced in the 7th and 8th grade will exceed the average percentage for the Little Rock School District by at least 15%.

The ACTAAP no longer includes a separate test of "Mathematics Reasoning."

- **Measure:** Each sub-group of students will make Adequate Yearly Progress in mathematics reasoning as defined by the No Child Left Behind legislation.

Under a waiver from the *Elementary & Secondary Education Act*, the Arkansas Department of Education no longer considers Adequate Yearly Progress measures among sub-groups of students.

- **Measure:** In a cohort analysis of longitudinal growth, the average annual increase of percentile among Little Rock Prep students on the Terra Nova Mathematics test will average 5 percentiles per year until the average percentile score reaches 75.

This goal is reported in the previous section, which addresses LRPA's performance in Mathematics.

Performance Goal 5: Students will demonstrate proficient or advanced skills in Science.

- **Measure:** Each cohort of Little Rock Preparatory Academy students will make Adequate Yearly Progress in Science as defined by the No Child Left Behind legislation.

Under a waiver from the Elementary & Secondary Education Act, the Arkansas Department of Education no longer considers Adequate Yearly Progress measures among sub-groups of students.

- **Measure:** Longitudinal growth will be measured by 5 percentiles of annual growth of Little Rock Prep students on the Terra Nova every year until 100% of students have demonstrated proficient or advanced.

In May 2011, Little Rock Preparatory Academy's leadership informed the Arkansas State Board of Education that we would be discontinuing use of the Terra Nova exams in favor of using the NWEA Measures of Academic Progress (MAP). After informing the State Board of Education, we began administering the MAP in Reading and Mathematics for the 2011-2012 year.

Performance Goal 6: Students will demonstrate proficient or advanced skills in Social Studies.

- **Measure:** Each cohort of Little Rock Preparatory Academy students will made Adequate Yearly Progress in Social Studies as defined by the No Child Left Behind legislation.

Under a waiver from the *Elementary & Secondary Education Act*, the Arkansas Department of Education no longer *considers Adequate Yearly Progress* measures among sub-groups of students.

- **Measure:** Longitudinal growth will be measured by 5 percentiles of annual growth of Little Rock Prep students on the Terra Nova.

In May 2011, Little Rock Preparatory Academy's leadership informed the Arkansas State Board of Education that we would be discontinuing use of the Terra Nova exams in favor of using the NWEA Measures of Academic Progress (MAP). After informing the State Board of Education, we began administering the MAP in Reading and Mathematics for the 2011-2012 year.

Part B: New Performance Goals

Confirm the understanding that, during the term of the charter renewal, the charter is expected to meet all goals and/or objectives set by the state.

List other student academic performance goals for the period of time requested for renewal. For each goal, include the following:

- The tool to be used to measure the academic performance:

- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

Please Note: In writing this section, the applicant sought to follow four primary guidelines: (a) keep the objectives simple and specific to valid-and-reliable state and national assessments; (b) state the objectives clearly and explicitly; (c) design the objectives in such a way that they are most likely to be valid over the requested 5-year charter term; and (d) focus on growth in achievement over time as demonstrated across all grades and the key transitional grades of 3, 6 and 8.

Little Rock Preparatory Academy will meet the following performance objectives:

Overall Goals

- On average over the 5-year period of the charter, the percent of all students at LRPA who qualify for the Federal Free and Reduced Lunch Program will be equal to or greater than the percent of all students in the Little Rock School District as a whole.
- As a public school, LRPA will strive to perform against the goals that are set for it by the Arkansas Department of Education, whether those are annual measurable objectives (AMO's) or an alternative goal-setting system.
- Because LRPA serves a largely low-income population, we will continue to focus on enabling students to make strong value-added achievement gains over time understanding that newly enrolling students will typically come in at low performance levels.
- As a college-preparatory Academy, LRPA will strive to demonstrate that graduating 8th grade students, particularly those who have been with the Academy since 5th grade, are achieving at levels consistent with other college-bound students.

With these Overall Goals in mind, LRPA has set the following specific performance goals for the 5-year period from the start of the 2014-2015 year to the end of the 2019-2020 year.

Student Achievement Relative to Similar Schools

- On average over the 5-year period of the charter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Literacy/Reading will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Literacy/Reading among other elementary and middle schools with attendance zones in Central Little Rock.*
- On average over the 5-year period of the charter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Mathematics among other elementary and middle schools with attendance zones in Central Little Rock.*
- On average over the 5-year period of the charter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in other tested subjects than Literacy/Reading or Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in same subjects among other elementary and middle schools with attendance zones in Central Little Rock.*

**Please Note: If the attendance zones change, the comparison will be done between LRPA and a sampling of other public elementary and middle schools with a similar percent of students who qualify for the Federal Free & reduced Lunch Program and are African American and/or Hispanic.*

Student Achievement Relative to the Little Rock School District

- By 2016 and thereafter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Literacy/Reading will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Literacy/Reading in the Little Rock School District.
- By 2016 and thereafter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Mathematics in the Little Rock School District.
- By 2016 and thereafter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in other tested subjects than Literacy/Reading or Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in same subjects in the Little Rock School District.

Student Growth across Grades 1-8

- On average over the 5-year period of the charter, a higher percentage of students will meet their growth goals in Reading on the NWEA Measures of Academic Progress (MAP) from one academic year to the next one. This goal will examine the percent of students who meet their growth goals by cohort versus by grade level.
- On average over the 5-year period of the charter, a higher percentage of students will meet their growth goals in Mathematics on the NWEA Measures of Academic Progress (MAP) from one academic year to the next one. This goal will examine the percent of students who meet their growth goals by cohort versus by grade level.

End of Third Grade

- On average over the 5-year period of the charter, a higher percentage of students who have been enrolled at LRPA for at least 2 years will achieve at or above Proficient in Literacy/Reading on the 3rd grade state test than the percent of students who achieve at or above Proficient in Literacy/Reading in the Little Rock School District in grade 3.
- On average over the 5-year period of the charter, a higher percentage of students who have been enrolled at LRPA for at least 2 years will achieve at or above Proficient in Mathematics on the 3rd grade state test than the percent of students who achieve at or above Proficient in Mathematics in the Little Rock School District in grade 3.

End of Sixth Grade

- On average over the 5-year period of the charter, at least 7 percent more students in successive classes of 6th grade who have been with LRPA for at least 2 years will achieve at or above Proficient in Literacy/Reading than the percent of students who achieve at or above Proficient in Literacy/Reading in the Little Rock School District in grade 6.
- On average over the 5-year period of the charter, at least 7 percent more students in successive classes of 6th grade who have been with LRPA for at least 2 years will achieve at or above Proficient in Mathematics than the percent of students who achieve at or above Proficient in Mathematics in the Little Rock School District in grade 6.

End of Eighth Grade

- Starting in the 2017-2018 year, on average over the 3-year remaining period of the charter, more students in successive classes of 8th grade who have been with LRPA for at least 4 years will achieve at or above Proficient in Literacy/Reading than the percent of students who achieve at or above Proficient in Literacy/Reading in the State of Arkansas in grade 8.
- Starting in the 2017-2018 year, on average over the 3-year remaining period of the charter, more students in successive classes of 8th grade who have been with LRPA for at least 4 years will achieve at or above Proficient in Mathematics than the percent of students who achieve at or above Proficient in Mathematics in the State of Arkansas in grade 8.
- On average over the 5-year period of the charter, at least 85 percent of successive classes of graduating 8th grade students will enroll in LRPA board-of-trustees approved college-preparatory high school programs.
- Starting in the 2017-2018 year, on average over the 3-year remaining period of the charter, 8th grade students who have been enrolled at least 4 years will achieve equal to or better than an average score indicative of pre-AP and/or AP course preparedness on the Spring Explore Exam.

This section assumes that the State of Arkansas will continue to transition from the Arkansas Learning Standards to the Common Core Standards and from the ACTAAP to the PARCC exams.

Section 6 – Finance

Review the charter’s most recent annual financial audit report. For each finding, address the following:

- If the finding had been noted in any prior year audits;
- The corrective actions taken to rectify the issue; and
- The date by which the issue was or will be corrected.

Below are the findings from the 2011-2012 audit report, as reported by the Legislative Joint Auditing Committee on May 9, 2013:

Finding 1: (NOTED AS A REPEAT FINDING)

Controls are not in place to require approval of transactions prior to disbursement. As a result of disbursement testing, it was noted that some disbursements did not have approval other than the signature on the actual check. The lack of a requirement for approval does not allow the School to acknowledge that the expenditures are allowable under grant/funding requirements and that they are for valid expenditures.

Finding 1: LRPA has implemented a procurement policy. In March of 2013, an additional position was added of Chief Administrative Officer and the disbursement policies were adjusted to provide for separation of duties. The policies implemented will eliminate a repeat finding in the area of disbursements. The policies were implemented and should result in no repeat findings for the 2012-13 audit. The procedure is as follows:

1. Purchase Request must be submitted to the Finance Director who will:
 - a. Determine if the expenditure is budgeted
 - b. Determine if the source document is properly coded
 - c. Determine if funds are currently available for expenditures (i.e. cash flow)
 - d. Determine if the expenditure is reasonable, necessary, and allowable under the appropriate revenue source.

- e. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations.
 - f. Determine if goods and services are sufficiently described on purchase request.
 - g. Determine if the price is competitive and prudent.
2. Once the Finance Director has made the determination that the expense is an approved expense, s/he will complete a Purchase Order and submit it to the Chief Administrative Officer for approval.

Finding 2: Contracts for making of major repairs or alterations, for the erection of buildings or other structures or improvements that exceed \$20,000, shall be procured by soliciting bids in accordance with Arkansas Code Annotated 22-9-203. The School was unable to provide documentation that bids were solicited for the construction contract to renovate the School's building. The School has not implemented a policy to solicit bids for purchases over \$20,000 and to maintain documentation of the solicited bids.

Finding 2: LRPA hired a new Finance Director in 2013 and has a Chief Administrative Officer who works with them through the management agreement. Both the Finance Director and Chief Administrative Officer have attended Tier I training and understand the laws governing bidding for services greater than a certain dollar amount. The following is a part of the LRPA financial policies and is being followed in all LRPA's financial dealings. As a result, Finding 2 should not be a repeat finding in future audits.

"The school will request bids or quotations verbally on transactions not expected to exceed \$3,500, and in writing for transactions between \$3,500 and \$10,000. Items greater than \$10,000 will require formal bid requests and evaluation. Note: (1) Arkansas law requires informal bids (documented) for all goods and services equal to or greater than \$10,000 and formal bids (documented) for all goods and services greater than \$20,000, (2) construction contracts require additional bid procedures."

Section 7 – Waivers

Review the following list of statutes and rules that have been waived for the charter school:

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106	School year dates
6-13-601 et seq.	District Boards of Directors Generally
6-14-101 et seq.	School Elections
6-15-1004	Qualified teachers in every public school classroom
6-16-124	Arkansas history
6-17-111	Duty-free lunch periods
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-418	Teacher licensure—Arkansas history requirement
6-17-902	Definition (definition of a teacher as licensed)

6-17-919	Warrants void without valid certification and contract (the only requirement which would be waived is 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

Waivers from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.3.4	Grades 5-8 Social Studies
10.02	Class Size and Teaching Load (maximum of 34 students per class)
10.03	Instructional Materials
15.01	School District Superintendent
15.02	Principals
15.03.1	Requiring all administrative, teaching, and other personnel shall hold a current, valid Arkansas license
15.03.2	Requiring all administrative, teaching, and other personnel shall meet appropriate state licensure and renewal requirements for the position to which they are assigned
16.01.3	Requiring a certified counselor at each school at a ratio of 1 to 450
16.02.3	Requiring a licensed library media specialist
16.02.4	Establishing minimum requirements for the school's media collection
16.03.1	School Nurse
18.02	Requiring the school district to provide educational opportunities for students identified as gifted and talented appropriate to their ability

Waivers from Other Rules:

- Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- Administrator licensure
- Teacher licensure
- ADE Rules for Gifted and Talented Program Approval Standards
- Certified staff salary schedule

Part A: New Waiver Requests

List each additional law and rule from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, including the Standards for Accreditation, that the charter would like the approved authorizer to waive. Provide the rationale for each new waiver request.

If no new waivers are requested, state this.

Little Rock Preparatory Academy requests a waiver from Ark. Code Ann. §6-16-102 (length of school day) because LRPA's education model requires an extended day. LRPA's focus is on children from underserved communities who often do not have the same educational enrichment activities outside of school as children from more affluent communities. Therefore, LRPA builds many of these enrichment activities into its curriculum, necessitating an extended school day.

Little Rock Preparatory Academy requests a waiver from Ark. Code Ann. §6-17-114 (concerning daily planning period) because the LRPA education model requires the flexibility to adapt teacher schedules to

its unique curriculum and practices regarding curriculum planning and teacher support. LRPA places great emphasis on planning and monitoring teacher and student performance, offers an innovative staggered teacher schedule in grades K-4, and ensures that teachers have the support they need to plan effectively.

Little Rock Preparatory Academy requests a waiver from Ark. Code Ann. §6-17-117 (concerning non-instructional duties) because the LRPA education model requires flexibility to assign duties to maximize use of teacher and administrator time.

Little Rock Preparatory Academy requests a waiver from Ark. Code Ann. §6-17-2201 (Classified School Employee Minimum Salary Act) because the LRPA education model requires the flexibility to hire and retain the most highly qualified teachers available. In addition, LRPA teachers (as well as administrators) are expected to be highly responsive to the needs of students and their families.

Little Rock Preparatory Academy requests a waiver from Ark. Code Ann. §6-42-101 et seq. (gifted and talented children) and Sections 18.01 – 18.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts (concerning gifted and talented programs) because, under LRPA's education model, each child is taught at his or her own level using performing grouping and differentiated-instructional techniques. Accordingly, each child is given the opportunity to develop his or her own gifts and talents and the Academy will not designate certain children as "gifted and talented", thus excluding others from enriched programs.

Little Rock Preparatory Academy requests a waiver from Ark. Code Ann. §6-18-1001 et seq. (concerning guidance and counseling services) because the LRPA model includes a dedicated site-management team and a full array of support services that have proven effective in supporting students and families. The Academy is a college preparatory school, and as such, offers each student guidance counseling and related services.

Little Rock Preparatory Academy requests a waiver from ADE Rules Governing Educator Licensure 317-1 to 317-40. LRPA already has a waiver from Ark. Code Ann. §6-17-301 and Ark. Code Ann. §6-15-104 (concerning teacher certification and qualifications). This request seeks to fully effectuate the flexibility in licensure and certification that are granted under the existing waivers.

Little Rock Preparatory Academy requests a waiver from Ark. Code Ann. §6-13-109 et seq. and Ark. Code Ann. §6-17-427 et seq. (concerning superintendent licensure and mentoring) because the LRPA model requires the flexibility to hire and retain a superintendent with unique qualifications and experience relative to district superintendents. The Superintendent has completed all necessary training requirements in the State of Arkansas. Additionally, Little Rock Preparatory Academy requests a waiver from ADE Rules Governing the School Superintendent Mentoring Program 310-1 to 310-4 and Standards for Accreditation 15.01 so that it can fully effectuate the flexibility granted under these waivers.

Little Rock Preparatory Academy requests a waiver from ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites 318-1 to 318-5. LRPA already has a waiver from Ark. Code Ann. §6-17-201 et seq. (concerning written personnel policies and teacher salary schedule). This request seeks to fully effectuate the flexibility in setting salaries that is granted under the existing waivers.

Part B: Waivers to Be Rescinded

List each waiver granted by the State Board that the charter would like to have rescinded. If no waivers are listed, the charter may be required to adhere to all waivers listed on both the original and renewal charter documentation.

If the charter wishes to maintain all currently approved waivers, state this.

Little Rock Preparatory Academy wishes to maintain all current approved waivers.

Section 8 – Requested Amendments

List any amendment requests and provide a rationale for each (i.e., changes to grade levels, enrollment cap, location, educational plan).

A **budget** to show that the charter will be financially viable **must accompany** any amendment request to **change grade levels, the enrollment cap, relocate, and/or add a campus**. The budget must document expected revenue to be generated and/or expenses to be incurred if the amendment request is approved.

If no charter amendments are requested, state this.

Please Note: Little Rock Preparatory Academy is requesting one amendment to its charter at this time.

Requested Change in Enrollment Cap

Little Rock Preparatory Academy is requesting that its enrollment cap be lifted from 432 students in grades K-8 to 540 students in grades K-8. The rationale for this request is that, unless the enrollment cap is increased to the requested level, LRPA cannot:

1. Provide students in all grades with the programs and facilities that they need;
2. Financially support strong site-management teams at each of its campuses on an ongoing basis;
3. Serve the same size classes of students from grades K-8; and
4. Expand to an efficient, sustainable operating size.

Below, the chart provides an approximation of LRPA's target enrollment under the current cap of 432 students in grades K-8. As this chart shows, under the current cap, LRPA cannot admit successive classes of students in Kindergarten and then serve them all the way through 8th grade. In fact, the current enrollment cap could force LRPA into the position of discouraging a substantial portion of its middle school students from staying with the Academy as the move through grades 5-8.

Current Enrollment Cap			
Grade Level	Classroom 1	Classroom 2	Per Grade Level
Kindergarten	24	24	48
1 st Grade	30	30	60
2 nd Grade	30	30	60
3 rd Grade	30	30	60
4 th Grade	30	30	60
5 th Grade	24	24	48
6 th Grade	24	24	48
7 th Grade	24	0	24
8 th Grade	24	0	24
Grades K-8	240	192	432

There are other shortcomings associated with the current enrollment cap. To ensure that it is providing students and families with the quality of services that they deserve, LRPA has assembled a strong site-management team to lead its academic programs at each campus. This team includes a dedicated Principal, Director of Curriculum and Instruction, Dean of Students, Office Manager and Special Education Teacher at each site. A minimum level of public operating revenues is necessary to sustain this site-management team at each LRPA campus, which is a major advantage for students and families.

LRPA's current middle school serves approximately 130 students in grades 5-8. There is no way that such a limited enrollment and revenue base can support a highly qualified site-management team on an ongoing basis. Unless LRPA can expand the middle school to 240 students in grades 5-8, we are at risk of having to make staffing trade-offs that will hurt the quality of our academic programs. We are also put into a position where we cannot afford the kinds of facilities amenities and extracurricular programs that middle school students need because we lack the financial resources.

At the requested enrollment of 540 students in grades K-8, LRPA can serve the same number of students at each grade level across the continuum from kindergarten through eighth grade. The proposed increase would allow for LRPA to expand its total enrollment by 25 percent. The increase represents less than 0.45 percent of the total students enrolled in public schools in Little Rock and 2.5 percent of the total students enrolled in Central Little Rock's neighborhood public schools.

Proposed Enrollment Cap			
Grade Level	Classroom 1	Classroom 2	Per Grade Level
Kindergarten	30	30	60
1 st Grade	30	30	60
2 nd Grade	30	30	60
3 rd Grade	30	30	60
4 th Grade	30	30	60
5 th Grade	30	30	60
6 th Grade	30	30	60
7 th Grade	30	30	60
8 th Grade	30	30	60
Grades K-8	270	270	540

If its request were to be approved, LRPA plans to simply fill in the extra slots in the middle school as students are promoted upward from 4th grade to 5th grade to 6th grade and so on. A budget projection is attached with a scenario that illustrates how the proposed enrollment increase would unfold over the next three years.

**PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL RENEWAL**

The signature of the charter leader of the public charter school certifies that the following statements are true and will continue to be addressed through policies adopted by the public charter school; and, staff of the public school shall abide by them:

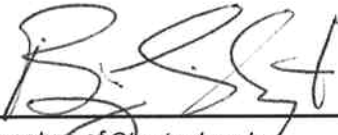
1. I have approval and authority to submit this application on behalf of the sponsoring entity.
2. The information submitted in this application is true to the best of my knowledge and belief.
3. The open-enrollment public charter school is open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district if approved by the authorizer to do so.
4. In accordance with federal and state laws, the public charter school hiring and retention policies of administrators, teachers, and other employees do not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The public charter school operates in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The open-enrollment public charter school does not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

7. The open-enrollment public charter school does not impose taxes or charge students tuition or fees that are not be allowable charges in traditional public school districts.
8. The open-enrollment public charter school is not religious in its operations or programmatic offerings.
9. The open-enrollment public charter school ensures that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program are covered under those systems to the same extent any other qualified employee of a traditional school district is covered.
10. The open-enrollment public charter school complies with all health and safety laws, rules and regulations of the federal, state, county, region, or community that apply to the facilities and school property.
11. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
12. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
13. Open-enrollment charter board members and other leaders understand that certain provisions of state law shall not be waived. The public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and

(g) Health and safety codes as established by the State Board of Education and local governmental entities.

14. The facilities of the open-enrollment public charter school comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
15. Should the open-enrollment public charter school voluntarily or involuntarily close, it is understood that that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state 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. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of Charter Leader
Benjamin S. Lindquist
Executive Director

Printed Name/Position

January 16, 2014

Date

Little Rock Preparatory Academy: Draft 3-Year Budget Projection as Member of Exalt Education Network				
	Current Year	YEAR 1	YEAR 2	YEAR 3
ASSUMPTIONS	2013-2014	2014-15	2015-16	2016-17
Students				
Kindergarten	47	56	60	60
1st Grade	74	60	60	60
2nd Grade	47	60	60	60
3rd Grade	53	60	60	60
4th Grade	62	60	60	60
5th Grade	44	60	60	60
6th Grade	44	60	60	60
7th Grade	30	44	58	56
8th Grade	14	25	42	54
Total Students	415	485	520	530
Staffing				
Student-to-Teacher Ratio	13.8	14.3	14.9	14.7
Number of FTEs	40.0	44.0	45.0	46.0
Part Time Employees	4.0	5.0	5.0	5.0
Number of teachers	30.0	34.0	35.0	36.0
Average teacher salary/benefits	39,769	40,821	41,790	42,768
REVENUES				
Opening Balance				
Year-end surplus from 2012-2013	10,996			
State Revenues				
Foundation Funding - Per Pupil	6,393	6,393	6,393	6,393
Foundation Funding - Total Funding	2,653,095	3,100,605	3,324,360	3,388,290
NSLA per Pupil	1,033	1,033	1,033	1,033
NSLA Funds	416,599	501,005	537,160	547,490
Professional Development	16,720	21,340	22,880	23,320
Federal Revenues				
Child Nutrition-Reimbursements	234,447	273,992	293,765	299,414
Food Sales	16,000	18,699	20,048	20,434
Medicaid Reimbursements	15,000	17,530	18,795	19,157
Title I Estimated Funds	154,707	180,802	193,850	197,578
Title II-A Professional Development	5,565	6,504	6,973	7,107

Little Rock Preparatory Academy: Draft 3-Year Budget Projection as Member of Exalt Education Network				
	Current Year	YEAR 1	YEAR 2	YEAR 3
ASSUMPTIONS	2013-2014	2014-15	2015-16	2016-17
Title VI-B Special Education	69,662	81,412	87,287	88,966
Other Revenues				
Private Grants/Donations	90,000	90,000	90,000	90,000
Primary School Relocation Loan	250,000			
Erate Reimbursements	40,000	40,000	40,000	40,000
Miscellaneous	21,118	24,680	26,461	26,970
Total Revenues	3,982,913	4,356,569	4,661,579	4,748,725

Little Rock Preparatory Academy: Draft 3-Year Budget Projection as Member of Exalt Education Network				
	Current Year	YEAR 1	YEAR 2	YEAR 3
ASSUMPTIONS	2013-2014	2014-15	2015-16	2016-17
EXPENDITURES				
Salaries				
Administrative Support Team	378,596	376,964	391,370	406,364
Teachers	975,581	1,133,583	1,193,890	1,256,007
Benefits for Salaried Employees	500,184	530,544	551,667	573,344
Performance Pay	120,000	132,000	135,000	138,000
Hourly Workers	45,600	46,968	48,377	49,828
Total Salaries	2,019,961	2,220,059	2,320,305	2,423,544
<i>As Percent of Total Revenue</i>	51%	51%	50%	51%
Instruction				
Principal Incentives Program	5,000	5,843	6,265	6,386
Instructional Materials	50,000	59,170	63,440	64,660
Classroom Supplies	2,600	3,400	3,500	3,600
Library	3,000			
Substitute Teachers	30,000	34,000	35,000	36,000
Student Assessment	6,225	7,275	7,800	7,950
Field Trips	4,150	14,550	15,600	15,900
Electives (Arts & Athletics)	10,375	12,125	13,000	13,250
Total Instruction	111,350	136,363	144,605	147,746
<i>As Percent of Total Revenue</i>	3%	3%	3%	3%

Little Rock Preparatory Academy: Draft 3-Year Budget Projection as Member of Exalt Education Network				
	Current Year	YEAR 1	YEAR 2	YEAR 3
ASSUMPTIONS	2013-2014	2014-15	2015-16	2016-17
Service & Supplies				
School Support Services				
Academic leadership positions	186,808			
Management of finance & compliance	80,061			
Academic tools, systems & supports	64,049			
Human resources administration	58,711			
Facilities & growth management	42,699			
Advancement, Marketing	42,699			
Performance management	37,362			
Legal counsel	21,350			
Subtotal Exalt Staffing & Services	533,739	612,637	656,848	669,480
Student Uniforms	15,000	24,250	26,000	26,500
Parent Outreach and Programing	2,000	5,000	5,000	5,000
Office Supplies	21,600	24,480	25,200	25,920
Printing Copying Services	32,003	40,000	40,000	40,000
Postage & Shipping	2,075	2,910	3,120	3,180
Private Audits & 990 Reports	12,500	14,000	14,000	14,000
Legal Consulting Fees	2,500	5,000	5,000	5,000
Staff Professional Development	6,000	13,200	13,200	13,200
Special Education Services	69,662	81,412	87,287	88,966
Health Supplies	3,000	3,506	3,216	3,058
APSRC	5,000	5,000	5,000	5,000
Transportation	74,475	121,250	130,000	132,500
Fines & Fees	3,000	5,000	5,000	5,000
Miscellaneous	6,000	20,000	20,000	20,000
Total Services and Supplies	788,554	977,645	1,038,872	1,056,803
<i>As Percent of Total Revenue</i>	20%	22%	22%	22%

Little Rock Preparatory Academy: Draft 3-Year Budget Projection as Member of Exalt Education Network				
	Current Year	YEAR 1	YEAR 2	YEAR 3
ASSUMPTIONS	2013-2014	2014-15	2015-16	2016-17
Facility				
Buildings & Grounds				
Maintenance				
Playground	1,500	1,500		
Facility Design & Project Management	15,000	15,000		
Relocation of School Contents	14,000	14,000		
Classroom Furniture	12,000	12,000	3,000	3,000
Student Recruitment	6,000	6,000	6,000	6,000
Technology Setup & Support	47,395	23,000	23,000	23,000
Liability/Property/Content Insurances	10,000	15,000	15,000	15,000
Loan Repayment	100,000	108,611	108,611	108,611
New Campus Construction/Buildout	236,601	50,000		
Student Technology	10,000	12,125	13,000	13,250
Classroom Technology	3,600	3,600	3,600	3,600
Teacher Technology	4,000	4,000	4,000	4,000
Facility Lease Fee (Middle School)	70,000	81,807	87,711	89,398
Facility Lease Fee (Primary School)	138,721	138,721	138,721	138,721
Construction Loan Interest Expense	12,848			
Phone/Internet service	6,187	6,187	6,187	6,187
Food Service	276,083	322,651	345,935	352,588
Pest Control	1,920	2,400	2,400	2,400
Janitorial Contract/Supplies	47,600	53,000	53,000	53,000
Security	8,400	8,400	8,400	8,400
Water & sewer	7,128	8,747	9,847	10,538
Utilities (Electricity)	20,578	25,251	28,427	30,423
Total Facility	1,049,561	881,500	856,839	868,115
<i>As Percent of Total Revenue</i>	26%	20%	18%	18%
Contingency Reserve				
<i>As Percent of Total Revenue</i>	5.0%	5.0%	5.0%	5.0%
Previous Year Balance	105,850	119,488	217,828	233,079
Current Year Setaside	13,638	98,340	15,251	4,357
Contingency Reserve	119,488	217,828	233,079	237,436

Little Rock Preparatory Academy: Draft 3-Year Budget Projection as Member of Exalt Education Network				
	Current Year	YEAR 1	YEAR 2	YEAR 3
ASSUMPTIONS	2013-2014	2014-15	2015-16	2016-17
<i>Total Expenditures</i>	3,983,064	4,313,908	4,375,872	4,500,565
<i>Current Year's Surplus (Deficit)</i>	10,848	42,661	285,708	248,160

[illegible]

NOTES
Based on Yr 1 actual.

NOTES
Includes all teacher positions.
Based on Yr 1 actual.
Budgeted at \$3,000/employee/year.
Receptionists, food service, bus monitor, nurse
For campus supplies and materials, teacher professional development.
\$122 per student
\$100/teacher
Based on actual year expenditures 2012/13
\$15/student
\$25 per student

[illegible]

[illegible]

NOTES
Surplus (Deficit)

**Little Rock Preparatory Academy
Board Meeting Minutes
January 9, 2014**

A special called meeting of the Board of Trustees (the “Board”) of the Little Rock Preparatory Academy (the “Academy”) was held on January 9th at 6:00 pm at the Middle School Campus at 4520 S. University Ave., Little Rock, Arkansas 72204.

Call to Order: The meeting was called to order by Charles Stewart at 6:15 pm.

Roll Call: The following members of the board were present: Sharon Blackwood, Jan Zelnick, Nathaniel Noble, Charles Stewart and Darrell Brown. Dr. Angela Webster-Smith joined the meeting at 6:45 pm. A board quorum was established. Darryle Hinton, Jennifer McMahan, Ben Lindquist, Sonja Taylor-Larkowski, and Sylvia Wynn were present.

Active Agenda: Stewart moved to adopt the proposed agenda, which was approved unanimously.

Citizen Comments: None

Governance: On behalf of the governance committee, Brown reported to the board that Dr. Rachida Parks met with Stewart, Zelnick and himself in December. Prior to the meeting, Dr. Parks was given a tour of the primary school. In the board packet is a copy of her resume and short biography. Dr. Parks expressed her interest in joining the LRPA board of trustees, should the invitation be extended. The governance committee is recommending Dr. Parks for election as a new board member for LRPA Board of Trustees. The election of Dr. Parks was approved unanimously by the board.

On behalf of the governance committee, Brown presented a slate of candidates for election of new officers for LRPA Board of Trustees. The slate consists of Dr. Angela Webster-Smith for Board Chair, Nathaniel Noble for Vice Chair, and Sharon Blackwood for Secretary in accordance with the bylaws. The slate of officers as presented was approved unanimously by the board. A resolution for the appointment of officers was presented and signed by each board member.

Compliance: Lindquist informed the board that included in the packet is a copy of the charter renewal application for submission to the AR Department of Education, Charter School Office. Lindquist presented the contents of the charter renewal application to the board. Discussion ensued amongst the board and Lindquist regarding the application. Zelnick made a motion to approve submission of the charter renewal application subject to input from expert reviewers, which was seconded by Brown and approved unanimously. A resolution of the board of trustees for approval and submission of the charter renewal application was presented and signed by each board member.

Next Meeting: The next meeting is scheduled for Monday, January 27, 2014 at 6:00 p.m.

Adjournment: The meeting was adjourned at 7:08 pm.

2014 Renewal Application Cycle

Data for Districts with Similar Demographics

Little Rock Preparatory Academy
Little Rock, Arkansas

LITTLE ROCK PREPARATORY ACADEMY ELEMENTARY

District LEA	District Description	Location ID	Location Description	Enrollment	Total Free & Reduced	Percent Free/ Reduced	GRD	GRD	Literacy	Lit EconDis	Math	Math EconDis
6003000	PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003099	WARREN DUPREE ELEM. SCHOOL	430	366	85.12%	K	05	78.32%	75.68%	61.54%	56.76%
1705000	VAN BUREN SCHOOL DISTRICT	1705025	CENTRAL ELEMENTARY SCHOOL	393	334	84.99%	K	05	77.08%	75.68%	81.25%	81.98%
6003000	PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003141	MURRELL TAYLOR ELEM. SCHOOL	464	388	83.62%	K	05	80.75%	78.79%	70.81%	71.21%
0304000	NORFORK SCHOOL DISTRICT	0304021	NORFORK ELEMENTARY SCHOOL	226	188	83.19%	K	06	95.54%	95.83%	94.64%	95.83%
5706000	OUACHITA RIVER SCHOOL DISTRICT	5706010	ODEN MADDOX ELEMENTARY SCHOOL	82	68	82.93%	K	06	79.25%	77.78%	92.45%	93.33%
6049700	LITTLE ROCK PREPARATORY ACADEM	6049701	LITTLE PREP ACADEMY ELEMENTARY	284	234	82.39%	K	04	62.50%	64.06%	45.83%	48.44%
6505000	OZARK MOUNTAIN SCHOOL DISTRICT	6505013	WESTERN GROVE ELEM. SCHOOL	139	114	82.01%	K	06	69.74%	67.21%	68.42%	62.30%
5707000	COSSATOT RIVER SCHOOL DISTRICT	5707021	WICKES ELEMENTARY SCHOOL	324	264	81.48%	K	06	87.36%	87.36%	90.11%	90.11%
7203000	FAYETTEVILLE SCHOOL DISTRICT	7203010	ASBELL ELEMENTARY SCHOOL	443	360	81.26%	K	05	73.54%	72.67%	68.25%	67.08%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001006	BOOKER ARTS MAGNET ELEM. SCH.	515	416	80.78%	K	05	76.30%	71.90%	69.26%	64.29%
5602000	HARRISBURG SCHOOL DISTRICT	5602005	HARRISBURG ELEMENTARY SCHOOL	392	314	80.10%	K	04	85.61%	85.61%	85.61%	85.61%

LITTLE ROCK PREPARATORY ACADEMY

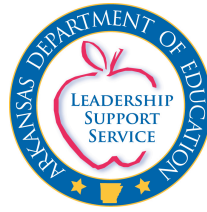
District LEA	District Description	Location ID	Location Description	Enrollment	Total Free & Reduced	Percent Free/ Reduced	GRD	GRD	Literacy	Lit EconDis	Math	Math EconDis
2202000	DREW CENTRAL SCHOOL DISTRICT	2202007	DREW CENTRAL MIDDLE SCHOOL	307	226	73.62%	05	08	79.14%	76.96%	75.08%	71.63%
5602000	HARRISBURG SCHOOL DISTRICT	5602008	HARRISBURG MIDDLE SCHOOL	368	272	73.91%	05	08	66.27%	66.27%	58.21%	58.21%
3306000	IZARD COUNTY CONSOLIDATED SCHOOL DISTRICT	3306016	IZARD COUNTY CONS MIDDLE SCH	148	110	74.32%	05	08	77.27%	75.76%	62.88%	61.62%
1702000	CEDARVILLE SCHOOL DISTRICT	1702010	CEDARVILLE MIDDLE SCHOOL	276	276	100.00%	05	08	78.93%	78.93%	68.58%	68.58%
2903000	HOPE SCHOOL DISTRICT	2903008	BERYL HENRY UPPER ELEM. SCHOOL	350	318	90.86%	05	08	59.44%	56.10%	47.06%	43.90%
6049700	LITTLE ROCK PREPARATORY ACADEMY	6049702	LITTLE ROCK PREP ACADEMY	133	115	86.47%	05	08	54.55%	52.94%	48.18%	49.41%
5605000	TRUMANN SCHOOL DISTRICT	5605001	TRUMANN INTERMEDIATE SCH 5-6	238	202	84.87%	05	06	65.64%	61.93%	58.15%	54.55%
2603000	HOT SPRINGS SCHOOL DISTRICT	2603024	HOT SPRINGS INTERMEDIATE SCHOOL	574	468	81.53%	05	06	70.97%	66.67%	72.38%	68.66%
1003000	GURDON SCHOOL DISTRICT	1003017	CABE MIDDLE SCHOOL	232	186	80.17%	05	08	83.90%	80.13%	61.02%	57.22%
2603000	HOT SPRINGS SCHOOL DISTRICT	2603020	HOT SPRINGS MIDDLE SCHOOL	516	412	79.85%	05	08	64.85%	60.06%	61.57%	54.48%
1703000	MOUNTAINBURG SCHOOL DISTRICT	1703022	MOUNTAINBURG MIDDLE SCHOOL	230	181	78.70%	05	08	73.49%	72.62%	69.30%	67.26%

Source: Archive Reports Center-School Performance Data Reports 2013-ESEA Reports

Source: Arkansas Data and Reporting

Desegregation Analysis Provided by the ADE

MEMO



ARKANSAS
DEPARTMENT
OF EDUCATION

DATE: February 10, 2013
TO: Charter Authorizing Panel
FROM: ADE Staff
SUBJECT: Desegregation Analysis of Renewal for Little Rock Preparatory Academy

I. INTRODUCTION

On November 4, 2008, the State Board of Education (State Board) approved the application of Collegiate Choices, Inc. to open and operate Little Rock Preparatory Academy to serve 432 students in grades 5-8. On May 16, 2011, the State Board authorized the expansion of the charter school to grades include grades K-8. The charter school now requests that the Charter Authorizing Panel renew its charter for five (5) years.

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 charter renewal or proposed amendments to an existing charter. However, Ark. Code Ann. § 6-23-106(c) states that the Authorizer "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 in the Little Rock School District (LRSD). In the original application submitted to the State Board in 2008, the school predicted that most students would come from the three Pulaski County school districts. As of October 1, 2013, the school's enrollment was 417.

A desegregation analysis submitted by the charter school is attached as Exhibit "A". To date, no school district, including LRSD, has submitted desegregation-related objections to renewal of the charter.

IV. DATA FROM THE DEPARTMENT

Enrollment as of October 1, 2013, for the three traditional public school districts in Pulaski County is 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	227	579	15,689	2,728	73	4,380	23,676
	0.96%	2.45%	66.27%	11.52%	0.31%	18.50%	--
N. Little Rock School District	39	97	4,969	636	30	2,782	8,553
	0.46%	1.13%	58.10%	7.44%	0.35%	32.53%	--
Pulaski Co. Spec. School District	510	345	7,414	1,118	102	7,571	17,060
	2.99%	2.02%	43.46%	6.55%	0.60%	44.38%	--
DISTRICT TOTAL	776	1,021	28,072	4,482	205	14,733	49,289
	1.57%	2.07%	56.95%	9.09%	0.42%	29.89%	--

Source: ADE Data Center; October 1, 2013 Enrollment

Enrollment as of October 1, 2013, for all open-enrollment public charter schools operating in Pulaski County is as follows:

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
Academics Plus (PCSSD)	0	12	101	34	2	501	650
	0.0%	1.8%	15.5%	5.2%	0.3%	77.1%	
Covenant Keepers (LRSD)	0	0	112	76	1	3	192
	0.0%	0.0%	58.3%	39.6%	0.5%	1.6%	
E-Stem (LRSD)	68	39	663	82	3	607	1,462
	4.7%	2.7%	45.3%	5.6%	0.2%	41.5%	
Jacksonville Lighthouse (PCSSD)	1	14	422	83	7	289	816
	0.1%	1.7%	51.7%	10.2%	0.9%	35.4%	
Lisa Academy (LRSD)	17	146	342	79	5	210	799
	2.1%	18.3%	42.8%	9.9%	0.6%	26.3%	
Lisa Academy North (NLRSD)	2	60	212	46	5	268	593
	0.3%	10.1%	35.8%	7.8%	0.8%	45.2%	

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
LR Prep Academy (LRSD)	3	1	387	21	1	4	417
	0.7%	0.2%	92.8%	5.0%	0.2%	1.0%	
Premier High School (LRSD)	0	0	80	2	0	8	90
	0.0%	0.0%	88.9%	2.2%	0.0%	8.9%	
SIATech Little Rock (LRSD)	0	1	77	3	0	11	92
	0.0%	1.1%	83.7%	3.3%	0.0%	12.0%	
CHARTER TOTAL	91	273	2,396	426	24	1,901	5,111
	1.8%	5.3%	46.9%	8.3%	0.5%	37.2%	
COUNTYWIDE TOTAL	867	1,294	30,468	4,908	229	16,634	54,400
	1.6%	2.4%	56.0%	9.0%	0.4%	30.6%	

Source: ADE Data Center; October 1, 2013 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. Of the three school districts from which the applicant expects to draw students, the Department is aware of a pending desegregation order affecting the LRSD (*Little Rock School District, et al. v. Pulaski County Special School District, et al.*, Case No. 4:82-cv-866, United States District Court-Eastern District of Arkansas).

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. The court also found that PCSSD is unitary in the areas of Assignment of Students and Advanced Placement, Gifted and Talented and Honors Programs. PCSSD remains non-unitary in the following seven areas of its desegregation plan: (1) Discipline; (2) School Facilities; (3) Scholarships; (4) Special Education; (5) Staff; (6) Student Achievement; and (7) Monitoring. The Court also released LRSD and NLRSD from any and all remaining obligations except for a limit on interdistrict school choice transfers among the three Pulaski County districts that expires at the end of the 2018-19 school year.

Because Little Rock Preparatory Academy is located in Pulaski County, Arkansas, and expects to draw students from PCSSD, the Authorizer must ensure that any act it approves, including approval of charter renewal, 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 seven areas of the district's desegregation plan. Therefore, the Authorizer should consider whether charter renewal for Little Rock Preparatory Academy will negatively affect PCSSD's efforts to achieve full unitary status.

Notification of Charter Authorizing Panel Decision

Academics Plus
Maumelle, Arkansas



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

February 20, 2014

**State Board
of Education**

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Rob McGill, Executive Director
Academics Plus Charter School
900 Edgewood Drive
Maumelle, Arkansas 72113

RE: Notice of Charter Authorizing Panel Decision
Academics Plus Charter School Amendment Request

Dear Mr. McGill:

On Wednesday, February 19, 2014, the Charter Authorizing Panel met and approved the Academics Plus Charter School amendment request to increase enrollment cap from 650 to 750 for the 2014-2015 school year and 750-850 for the 2015-2016 school year. Additionally, the panel requested and received confirmation that the charter school will provide student transportation, in addition to bus passes, beginning with the 2014-2015 school year.

Pursuant to § 6-23-702, an existing charter or affected school district may submit in writing a **request** that the State Board of Education review the panel's decision. A request must state the specific reasons that the board should review the decision and must be received no later than **4:00 p.m. on Tuesday, March 4, 2014**, for the request to be included in the agenda for the meeting of the State Board of Education on March 20-21, 2014. Regardless of whether a review of the panel's decision is requested, the amendment requests will be an action item for the State Board of Education in March, 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.

Let me know if you have any questions. I can be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

Mary Perry, Coordinator
Charter and Home Schools Office

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

C: Dr. Jerry Guess, Superintendent, Pulaski County Special School District

Amendment Request



CHARTER AMENDMENT REQUEST FORM

Charter Name Academics Plus Charter School

LEA Number 6040700

Type of Amendment Requested:

☒ Increase enrollment cap

Current cap 650

Proposed cap 850

Charter Leader Rob McGill

Email address rob.mcgill@academicsplus.org

Phone number 501-803-9730



Academics Plus Charter School

900 Edgewood Drive
Maumelle, AR 72113
Ph 501.803.9730 • Fax 501.803.9742
rob.mcgill@academicsplus.org

January 14, 2014

Ms. Mary Perry
Charter School Program Director
Arkansas Department of Education
#4 State Capitol Mall
Little Rock, AR 72201

Dear Ms. Perry:

The purpose of this letter is to formally request an increase to the student enrollment cap of Academics Plus Charter School (APCS). APCS respectfully requests an increase to the existing cap of 650 students to a cap of 850 students over the next two years. Once approved, the requested increase would be phased in over the two year period by adding an additional 100 students per year. The 2014-2015 school year capacity would be 750 students and the 2015-2016 school year capacity would increase to 850 students.

Attached you will find a unanimously approved Board of Trustees Resolution dated August 15, 2013 along with other enclosures you may find helpful. Please notify me of any additional information you may need.

Sincerely,

Rob McGill
Executive Director

Enclosures (1) Charter Amendment Request
 (2) APCS Board Approved Resolution
 (3) APCS Annual Review
 (4) Legislative Audit Letter
 (5) On-Campus Standards Review Letter
 (6) Special Education Compliance
 (7) Budget Document
 (8) Desegregation Analysis

RESOLUTION OF THE ACADEMICS PLUS CHARTER SCHOOL BOARD OF TRUSTEES

On August 15, 2013, the Board of Trustees of the Academics Plus Charter School (Board) met in special session. A quorum being determined present, the Board, upon proper motion, second, consideration and discussion, adopted the following resolution:

WHEREAS, the Academics Plus Charter School currently has an enrollment cap of 650 students set by the authorizer; and,

WHEREAS, there are currently 240 students on the waiting list; and,

WHEREAS, there is physical space on the campus to accommodate more than 200 additional students;

BE IT THEREFORE RESOLVED, that this board approves and directs that the Executive Director submit a request to the authorizing authority to increase the capacity of the Charter School from 650 to 850 over the next two years. The increase should be phased in over the two year period by adding an additional 100 students per year. The 2014-2015 school year capacity would be 750 students and the 2015-2016 school year capacity would increase to 850 students.

This Resolution is adopted by the Board of Trustees of the Academics Plus Charter School of the date and year first above written.

Signed:

Board of Trustees of Academics Plus Charter School
By: Jess Sweere, Chairman

Attest:

Christina Patton

Board of Trustees of Academics Plus Charter School
By: Christina Patton, Secretary

**ACADEMICS PLUS CHARTER SCHOOL
ANNUAL REVIEW REQUIRED IN RENEWAL OF CHARTER
YEAR 2 REVIEW – SEPTEMBER 2013**

Enclosure 3

DEMOGRAPHIC DATA

	AS REPORTED IN SEPTEMBER 2012	SEPTEMBER 2013
Grades Served	K-12	K-12
Enrollment Cap	650	650
Current Enrollment	650	650
Caucasian	74.30%	77.00%
African American	18.46%	15.38% Total 20.00% High School
Hispanic	4.92%	5.00%
Asian	1.84%	2.15%
Native American	0.15%	0.15%
Pacific Islander	0.30%	0.5%
Other	0.00%	0.00%
Free/Reduced Lunch	33%**	28%

**Correction from 40.9% that was incorrectly included by ADE staff in September 2012 report

**PROGRESS TOWARD MEETING PERFORMANCE OBJECTIVES APPROVED IN
RENEWAL APPLICATION**

1. Mathematics Objective

Achieve measurable growth for students as demonstrated by state testing and NWEA MAP testing

Explanation of Progress

Please see Sub Objective information below.

a. Sub Objective – APCS has partially met this goal.

Annually, Academics Plus will increase academic achievement in mathematics as indicated on the benchmark and end of course exams and demonstrate proficiency at the state Annual Measurable Objective (AMO).

Explanation of Progress

Attachment 2 shows the elementary school is classified as ACHIEVING in math and the high school is classified as NEEDS IMPROVEMENT in math. After reviewing the high school math scores, issues were identified and actions have been taken to improve future math scores.

Elementary: The elementary school is classified as Achieving and has met this goal.

High School: During the 2012-2013 school year staffing in the high school math department was an issue. This year APCS has two new high school math teachers who have a better understanding of how to meet student needs.

To help identify student needs early and appropriately, a high school dean of students has been hired. The dean's primary focus is discipline and early academic intervention/remediation. As part of his duties, the dean of students helps teachers examine NWEA and Benchmark data at the beginning of each semester to determine which students need remediation and intervention. Remediation and intervention is offered to students for one hour after the regular school day at least once a week for math. Once students are identified as needing extra help, the dean insures parents are made aware so they can be a part of the academic solution. The additional administrative help also allows the principal to concentrate her effort in working directly with teachers to improve classroom instruction.

Last year APCS began the implementation of Investigations Math in grades K-8. Teachers received training and the program is still being implemented. As teachers and students become more familiar with the program, research suggests that math scores will increase.

b. Sub Objective – APCS is working toward meeting this goal.

Students in grades K-10 will take the NWEA MAP assessment in mathematics and over 70% of students will meet their growth target each year.

Explanation of Progress

69% of the elementary students Kindergarten through 5th grade met their growth goal in math. 49% of high school students 6th through 10th grade met their growth goal in math. The total Kindergarten through 10th grade meeting their growth goal in literacy was 61%.

The goal we have set for NWEA testing is a lofty one. Schools throughout the state are recognized for growth awards when over 60% of the students meet their growth goals. APCS has used NWEA for the past two years and we are becoming more aware of how to use the data to better meet the needs of individual students.

NWEA and Benchmark data are examined at the beginning of each semester to determine which students need remediation and intervention. Remediation and intervention is offered to students for one hour after the regular school day at least once a week for math. Last year APCS began the implementation of Investigations Math in grades K-8 and Everyday Counts Calendar Math in grades K-5. Teachers received training in both programs and we saw great improvement in math scores at the elementary level this past year. The programs are still being implemented and as teachers and students become more familiar with the programs, research suggests that math scores will increase.

The high school dean of students assists with this goal also. His duties are described above in paragraph 1,a.

2. Literacy Objective

Achieve measurable growth for students as demonstrated by state testing and NWEA MAP testing

Explanation of Progress

Please see Sub Objective information below.

a. Sub Objective – APCS has met this goal.

Students at Academics Plus will document an increase in their writing capacity by examining annual results and demonstrating proficiency at the state average.

Explanation of Progress

Attachment 2 shows the elementary school is classified as ACHIEVING in literacy and the high school is also classified as ACHIEVING in literacy.

Attachment 3 shows that APCS met or exceeded the state average on 80% of the scored open response items on the 2013 benchmark exam. When adding the total number of average points on all of the open response items APCS scored 6.1 points higher than the state average. When comparing the 2011 APCS open response scores with the 2013 APCS scores there was improvement in 58% of the items. When adding the total number of average points on all of the open response items APCS scored 3.1 points higher in 2013 than in 2011. Attachment 3 shows that APCS exceeded the state average on the 2013 open response scores, and showed improvement when comparing APCS 2011 scores to APCS 2013 scores.

b. Sub Objective – APCS has met this goal.

Annually, Academics Plus will increase academic achievement in literacy as indicated on the benchmark and end of course exams and demonstrate proficiency at the state AMO.

Explanation of Progress

Attachment 2 shows the elementary school is classified as ACHIEVING in literacy and the high school is also classified as ACHIEVING in literacy.

Attachment 1 compares standardized test scores of 2011, 2012 and 2013. APCS showed an increase in literacy benchmark and end of course scores from 2011 to 2013 at every grade level tested.

c. Sub Objective – APCS is working toward meeting this goal.

Students in grades K-10 will take the NWEA MAP assessment in reading and language usage, and over 70% of students will meet their growth target each year.

Explanation of Progress

43% of the elementary students Kindergarten through 5th grade met their growth goal in literacy. 40% of the high school students 6th through 10th grade met their growth goal in literacy. The total Kindergarten through 10th grade students meeting their growth goal in literacy was 41%.

The goal we have set for NWEA testing is a lofty one. Schools throughout the state are recognized for growth awards when over 60% of the students meet their growth goals. APCS has used NWEA for the past two years and we are becoming more aware of how to use the data to better meet the needs of individual students. NWEA and Benchmark data are examined at the beginning of each semester to determine which students need remediation and intervention. Remediation and intervention is offered to students for one hour after the regular school day at least once a week for literacy. Even though the NWEA growth goals need improvement it is important to understand that APCS met the literacy AMO set by the state in both the elementary and the high school.

To help APCS meet this goal the following personnel have been added this year to the staff.

High School: The dean of students at the high school helps teachers identify students in need of intervention and remediation in literacy as well as math. Remediation and Intervention are offered to students for one hour at least once a week after school and are identified in the same as described above for math intervention and remediation.

Elementary School: This year through Title I funding APCS has hired an elementary literacy instructional facilitator. Her primary responsibility is to help teachers identify at-risk students, provide teachers with instructional strategies that help meet individual needs and model quality lessons for teachers in the classroom. The onsite staff development is proving to be key in improving APCS teacher quality.

3. College Preparation Objective

Achieve an increase in college preparation for the students at Academics Plus.

Explanation of Progress

Please see Sub Objectives below.

a. Sub Objective – APCS has met this goal.

Annually, students at Academics Plus will increase the rate of completion of concurrent credit and/or AP coursework by 2% per year by documenting credits earned at the college and taking the AP exam with a score of 3 or higher.

Explanation of Progress

111 college credit hours were earned during the 2011/2012 school year. 207 hours of college credit hours were earned by APCS students during the 2012/2013 school year. This is an increase of 86%.

b. Sub Objective – APCS has met this goal.

Academics Plus will increase the percentage of graduating seniors that are accepted into a post-secondary educational institution or enter the military by 2% per year and maintain a 95% acceptance rate thereafter.

Explanation of Progress

The 95% acceptance rate has been obtained during the past two consecutive years. The yearly totals are as follows.

2013 – 32 of 33 (97%) college acceptance rate or entered into the military.
2012 – 35 of 37 (95%) college acceptance rate or entered into the military.
2011 – 19 of 22 (86%) college acceptance rate or entered into the military.

Test Score Comparison of 2011, 2012 and 2013

Grade Level	Test	Subject	*PROF/ADV 2011	*PROF/ADV 2012	*PROF/ADV 2013	Change from 2011 to 2013
3 rd Grade	Benchmark	Literacy	66%	90%	90%	+24
4 th Grade	Benchmark	Literacy	85%	95%	95%	+10
5 th Grade	Benchmark	Literacy	79%	95%	89%	+10
6 th Grade	Benchmark	Literacy	65%	79%	72%	+7
7 th Grade	Benchmark	Literacy	58%	77%	85%	+27
8 th Grade	Benchmark	Literacy	83%	88%	85%	+2
11 th Grade	End of Course	Literacy	72%	77%	74%	+2
3 rd Grade	Benchmark	Math	89%	88%	95%	+6
4 th Grade	Benchmark	Math	74%	76%	96%	+22
5 th Grade	Benchmark	Math	80%	88%	66%	-14
6 th Grade	Benchmark	Math	71%	68%	89%	+18
7 th Grade	Benchmark	Math	66%	66%	63%	-3
8 th Grade	Benchmark	Math	64%	67%	57%	-7
Algebra I	End of Course	Math	76%	87%	64%	-12
Geometry	End of Course	Math	70%	65%	67%	-3
5 th Grade	Benchmark	Science	40%	55%	51%	+ 11
7 th Grade	Benchmark	Science	26%	40%	32%	+6
Biology	End of Course	Science	44%	41%	67%	+23

*Percentage of students proficient or advanced (considered meeting or exceeding grade level standard)

Grade Level	Test	Subject	**2011 Percentile Rank	**2012 Percentile Rank	**2013 Percentile Rank	Change from 2011 to 2013
1 st Grade	ITBS	Reading	71 st %tile	69 th %tile	80 th %tile	+9
1 st Grade	ITBS	Language	69 th %tile	69 th %tile	88 th %tile	+19
1 st Grade	ITBS	Math	70 th %tile	74 th %tile	84 th %tile	+14
2 nd Grade	ITBS	Reading	62 nd %tile	75 th %tile	76 th %tile	+14
2 nd Grade	ITBS	Language	54 th %tile	71 st %tile	72 nd %tile	+18
2 nd Grade	ITBS	Math	65 th %tile	75 th %tile	84 th %tile	+19
9 th Grade	ITBS	Reading	64 th %tile	59 th %tile	59 th %tile	-5
9 th Grade	ITBS	Revising Written Materials	59 th %tile	60 th %tile	59 th %tile	Same
9 th Grade	ITBS	Math	57 th %tile	51 st %tile	52 nd %tile	-5

**Percentile rankings compare students to other students across the nation. For example a 69th %tile ranking means our students scored better than 69% of students across the nation. 50th %tile is considered average.

District: ACADEMICS PLUS SCHOOL DISTRICT Superintendent: ROBERT MCGILL
 School: ACADEMICS PLUS Principal: RACHEL WHEELER
 LEA: 6040702 Grades: K-06
 Address: 900 EDGEWOOD DR Enrollment: 391
 MAUMELLE, AR 72113 Attendance (3 QTR AVG): 96.86
 Phone: 501-803-0066 Poverty Rate: 32.99

OVERALL SCHOOL STATUS: **ACHIEVING**

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	220	220	100.00	219	223	98.21
Targeted Achievement Gap Group	84	84	100.00	84	84	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	42	42	100.00	41	43	95.35
Hispanic	11	11	100.00	11	11	100.00
White	160	160	100.00	160	162	98.77
Economically Disadvantaged	77	77	100.00	77	77	100.00
English Language Learners						
Students with Disabilities	13	13	100.00	13	13	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	178	205	86.83	78.26	91.00	118	138	85.51	75.23	93.00
Targeted Achievement Gap Group	66	83	79.52	58.33	91.00	46	58	79.31	56.35	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	459	549	83.61	78.26	91.00	294	365	80.55	75.23	93.00
Targeted Achievement Gap Group	158	220	71.82	58.33	91.00	104	151	68.87	56.35	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	27	38	71.05	53.43		21	26	80.77	50.00	
Hispanic	9	11	81.82	69.70		8	10	80.00	76.19	
White	135	149	90.60	85.99		85	98	86.73	83.77	
Economically Disadvantaged	60	76	78.95	59.12		43	55	78.18	55.13	
English Language Learners										
Students with Disabilities	9	13	69.23	39.39					52.38	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	ACHIEVING									
	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	178	204	87.25	81.88	92.00	87	138	63.04	77.48	81.00
Targeted Achievement Gap Group	67	83	80.72	68.39	92.00	31	58	53.45	72.23	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	450	548	82.12	81.88	92.00	236	366	64.48	77.48	81.00
Targeted Achievement Gap Group	158	220	71.82	68.39	92.00	85	151	56.29	72.23	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	26	37	70.27	63.23		14	26	53.85	66.67	
Hispanic	7	11	63.64	69.70		6	10	60.00	64.28	
White	138	149	92.62	88.20		65	98	66.33	81.60	
Economically Disadvantaged	61	76	80.26	70.13		30	55	54.55	72.23	
English Language Learners										
Students with Disabilities	10	13	76.92	39.39					52.38	

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

District: **ACADEMICS PLUS SCHOOL DISTRICT** Superintendent: **ROBERT MCGILL**
 School: **ACADEMICS PLUS** Principal: **SHARON WALKER**
 LEA: **6040703** Grades: **07-12**
 Address: **900 EDGEWOOD DRIVE** Enrollment: **257**
 MAUMELLE, AR 72113 Attendance (3 QTR AVG): **96.57**
 Phone: **501-851-3333** Poverty Rate: **29.18**

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	122	124	98.39	178	180	98.89
Targeted Achievement Gap Group	39	40	97.50	57	58	98.28
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	22	23	95.65	34	35	97.14
Hispanic						
White	94	95	98.95	132	133	99.25
Economically Disadvantaged	34	35	97.14	51	52	98.08
English Language Learners						
Students with Disabilities	10	11	90.91	12	13	92.31

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	94	116	81.03	75.33	91.00	55	67	82.09	73.68	93.00
Targeted Achievement Gap Group	24	36	66.67	69.44	91.00	12	18	66.67	67.39	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	282	362	77.90	75.33	91.00	182	228	79.82	73.68	93.00
Targeted Achievement Gap Group	78	117	66.67	69.44	91.00	55	77	71.43	67.39	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	8	21	38.10	75.69		6	12	50.00	69.30	
Hispanic				79.17					83.33	
White	81	89	91.01	75.28		45	50	90.00	74.36	
Economically Disadvantaged	23	33	69.70	72.23		12	18	66.67	69.70	
English Language Learners										
Students with Disabilities				33.33					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	106	169	62.72	74.43	92.00	38	67	56.72	74.78	81.00
Targeted Achievement Gap Group	27	54	50.00	66.67	92.00	5	18	27.78	74.64	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	356	531	67.04	74.43	92.00	146	228	64.04	74.78	81.00
Targeted Achievement Gap Group	102	183	55.74	66.67	92.00	40	77	51.95	74.64	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	12	33	36.36	65.81		1	12	8.33	64.91	
Hispanic				79.17					83.33	
White	85	125	68.00	76.74		34	50	68.00	77.57	
Economically Disadvantaged	25	50	50.00	69.20		5	18	27.78	73.48	
English Language Learners										
Students with Disabilities	2	10	20.00	27.08					44.44	

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	35	37	94.59	95.10	94.00
Targeted Achievement Gap Group				66.67	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	89	101	88.12	95.10	94.00
Targeted Achievement Gap Group	12	15	80.00	66.67	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American				83.33	
Hispanic				100.00	
White	25	27	92.59	96.53	
Economically Disadvantaged				66.67	
English Language Learners					
Students with Disabilities				16.67	

District: **ACADEMICS PLUS SCHOOL DISTRICT** Superintendent: **ROBERT MCGILL**
 School: **ACADEMICS PLUS SCHOOL DISTRICT** Principal:
 LEA: **6040700** Grades: **K-12**
 Address: **900 EDGEWOOD DR** Enrollment: **648**
 MAUMELLE, AR 72113 Attendance (3 QTR AVG): **96.74**
 Phone: **501-803-9730** Poverty Rate: **31.48**

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	342	344	99.42	397	403	98.51
Targeted Achievement Gap Group	123	124	99.19	141	142	99.30
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	64	65	98.46	75	78	96.15
Hispanic	15	15	100.00	19	19	100.00
White	254	255	99.61	292	295	98.98
Economically Disadvantaged	111	112	99.11	128	129	99.22
English Language Learners						
Students with Disabilities	23	24	95.83	25	26	96.15

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	272	321	84.74	76.98	91.00	173	205	84.39	74.60	93.00
Targeted Achievement Gap Group	90	119	75.63	62.13	91.00	58	76	76.32	60.26	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	742	913	81.27	76.98	91.00	476	593	80.27	74.60	93.00
Targeted Achievement Gap Group	236	337	70.03	62.13	91.00	159	228	69.74	60.26	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	35	59	59.32	62.64		27	38	71.05	58.33	
Hispanic	12	15	80.00	73.68		10	13	76.92	79.17	
White	216	238	90.76	81.21		130	148	87.84	79.98	
Economically Disadvantaged	83	109	76.15	63.54		55	73	75.34	60.38	
English Language Learners										
Students with Disabilities	11	21	52.38	37.50					41.67	

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	284	373	76.14	77.99	92.00	125	205	60.98	76.38	81.00
Targeted Achievement Gap Group	94	137	68.61	67.59	92.00	36	76	47.37	73.08	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	807	1081	74.65	77.99	92.00	382	594	64.31	76.38	81.00
Targeted Achievement Gap Group	260	403	64.52	67.59	92.00	125	228	54.82	73.08	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	37	68	54.41	64.61		15	38	39.47	65.91	
Hispanic	13	19	68.42	73.68		7	13	53.85	72.23	
White	203	244	83.20	82.09		99	148	66.89	79.98	
Economically Disadvantaged	86	126	68.25	69.70		35	73	47.95	72.68	
English Language Learners										
Students with Disabilities	12	23	52.17	34.21					50.00	

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	35	37	94.59	95.10	94.00
Targeted Achievement Gap Group				66.67	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	89	101	88.12	95.10	94.00
Targeted Achievement Gap Group	12	15	80.00	66.67	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American				83.33	
Hispanic				100.00	
White	25	27	92.59	96.53	
Economically Disadvantaged				66.67	
English Language Learners					
Students with Disabilities				16.67	

Writing Prompt and Reading Open Response Scores

	Grade Level	Pts. Possible	A+ 2011	State 2011	A+ 2012	State 2012	A+ 2013	State 2013
Reading								
Literary Passage	3	8	3.2	4.1	3.8	3.6	3.9	4.4
Content Passage	3	8	4.9	4.9	4.5	4.1	5.5	4.8
Practical Passage	3	8	1.9	2.9	4.1	3.8	2.6	3.1
Writing								
Content Domain	3	4 & 4	2.2 / 2.7	2.4 / 2.7	2.5 / 2.4	2.5 / 2.3	2.4/2.6	2.4/2.4
Style Domain	3	4 & 4	2.2 / 2.7	2.4 / 2.7	2.5 / 2.4	2.5 / 2.3	2.4/2.6	2.4/2.4
Sent. Formation	3	4 & 4	2.8 / 3.3	3.0 / 3.1	3.2 / 3.0	3.0 / 2.9	3.1/3.1	2.8/2.7
Usage Domain	3	4 & 4	3.3 / 3.7	3.5 / 3.6	3.7 / 3.5	3.4 / 3.3	3.4/3.4	3.2/3.2
Mechanics Domain	3	4 & 4	2.9 / 3.4	3.2 / 3.2	3.4 / 3.3	3.1 / 3.1	3.2/3.1	3.0/2.9
Reading								
Literary Passage	4	8	5.7	5.8	4.4	4.7	4.9	3.8
Content Passage	4	8	3.7	4.5	4.5	4.3	5.6	5.4
Practical Passage	4	8	3.6	4.3	2	2.2	4.1	4
Writing								
Content Domain	4	4 & 4	2.9 / 3.2	2.9 / 2.9	2.8 / 2.8	2.8 / 2.8	3.0/3.0	2.8/2.9
Style Domain	4	4 & 4	2.9 / 3.2	2.9 / 2.9	2.8 / 2.8	2.8 / 2.8	3.0/3.0	2.8/2.9
Sent. Formation	4	4 & 4	3.5 / 3.6	3.4 / 3.3	3.5 / 3.4	3.3 / 3.3	3.5/3.7	3.1/3.3
Usage Domain	4	4 & 4	3.6 / 3.8	3.6 & 3.5	3.5 / 3.7	3.5 / 3.5	3.7/3.8	3.4/3.5
Mechanics Domain	4	4 & 4	3.4 / 3.6	3.4 / 3.3	3.3 / 3.6	3.4 / 3.4	3.5/3.7	3.2/3.3
Reading								
Literary Passage	5	8	3.8	3.9	4.9	4.6	6.2	6.3
Content Passage	5	8	6.5	6.7	5.6	4.8	6.6	6.4
Practical Passage	5	8	6.7	6.4	5.1	5.6	4.4	4.6
Writing								
Content Domain	5	4 & 4	3.0 / 2.8	3.0 / 2.8	3.0 / 2.9	3.0/3.0	2.8/2.9	2.9/2.9
Style Domain	5	4 & 4	3.0 / 2.8	3.0 / 2.8	3.0 / 2.9	3.0/3.0	2.9/2.9	2.9/2.9
Sent. Formation	5	4 & 4	3.3 / 3.3	3.5 / 3.4	3.8 / 3.7	3.4 / 3.5	3.5/3.4	3.4/3.4
Usage Domain	5	4 & 4	3.7 / 3.5	3.7 / 3.6	3.8 / 3.8	3.6 / 3.7	3.6/3.6	3.6/3.5
Mechanics Domain	5	4 & 4	3.7 / 3.6	3.6 / 3.5	3.7 / 3.8	3.5 / 3.6	3.6/3.5	3.6/3.4
Reading								
Literary Passage	6	8	6.5	6.5	4.8	5.1	5.5	5.5
Content Passage	6	8	5.3	5.2	5.9	6.1	4.8	4.4
Practical Passage	6	8	5.8	5.6	2.8	3	5.4	5.5
Writing								
Content Domain	6	4 & 4	2.8 & 2.8	2.9 / 2.9	2.6 / 2.7	2.9 / 3.0	2.8/2.9	2.9/2.9
Style Domain	6	4 & 4	2.9 / 2.8	2.9 / 2.9	2.6 / 2.8	2.9 / 3.0	2.7/2.9	2.9/3.0
Sent. Formation	6	4 & 4	3.5 / 3.5	3.5 / 3.6	3.3 / 3.4	3.6 / 3.6	3.7/3.8	3.6/3.6
Usage Domain	6	4 & 4	3.7 / 3.6	3.7/3.7	3.7/3.7	3.7/3.7	3.7/3.8	3.7/3.8
Mechanics Domain	6	4 & 4	3.7/3.6	3.7/3.6	3.5/3.7	3.7/3.7	3.8/3.8	3.7/3.7
Reading								
Literary Passage	7	8	4.1	4.7	5.8	5.2	2.7	3.6
Content Passage	7	8	5.6	6.2	4.1	4.9	5.3	5.6
Practical Passage	7	8	6	6.5	4.6	4.6	4	4.1
Writing								
Content Domain	7	4 & 4	2.7/2.8	2.9/2.9	3.2/2.7	3.0/2.8	2.8/2.9	2.8/3.0
Style Domain	7	4 & 4	2.7/2.8	2.9/2.9	3.2/2.7	3.0/2.8	2.8/2.9	2.8/3.0
Sent. Formation	7	4 & 4	3.5/3.7	3.6/3.7	3.9/3.7	3.7/3.6	3.7/3.8	3.7/3.7
Usage Domain	7	4 & 4	3.5/3.8	3.7/3.7	3.8/3.8	3.8/3.7	3.9/3.9	3.7/3.8
Mechanics Domain	7	4 & 4	3.5/3.7	3.6/3.7	3.9/3.7	3.8/3.7	3.9/3.9	3.7/3.7
Reading								
Literary Passage	8	8	5.2	5.1	5.4	4.9	6.6	6.4
Content Passage	8	8	5.2	5.2	5.7	5.6	5.4	5.4
Practical Passage	8	8	6.8	6	5.9	6	4.2	3.8
Writing								
Content Domain	8	4 & 4	2.6/3.1	2.8/3.1	2.9/3.4	2.9/3.1	2.9/3.1	2.9/3.1
Style Domain	8	4 & 4	2.6/3.1	2.8/3.1	3.0/3.4	2.9/3.1	2.9/3.0	2.9/3.1
Sent. Formation	8	4 & 4	3.8/3.8	3.7/3.6	3.9/3.8	3.7/3.7	3.9/3.8	3.8/3.8
Usage Domain	8	4 & 4	3.9/3.9	3.8/3.7	3.9/3.9	3.8/3.8	3.8/3.9	3.8/3.8
Mechanics Domain	8	4 & 4	3.7/3.9	3.7/3.7	3.8/3.8	3.8/3.7	3.8/3.9	3.8/3.8

Sen. Bryan B. King
Senate Chair
Rep. Kim Hammer
House Chair
Sen. Linda Chesterfield
Senate Vice Chair
Rep. John W. Walker
House Vice Chair

Arkansas



Enclosure 4

Roger A. Norman, JD, CPA, CFE
Legislative Auditor

LEGISLATIVE JOINT AUDITING COMMITTEE DIVISION OF LEGISLATIVE AUDIT

September 16, 2013

Academics Plus Charter School
Director and Board Members
Maumelle, Arkansas

Re: Academics Plus Charter School of Pulaski County
June 30, 2012

The Legislative Joint Auditing Committee, at its September 13, 2013 meeting filed the above referenced report.

The Committee appreciates the conscientious efforts of your personnel in achieving substantial compliance with Arkansas fiscal and financial laws applicable to the entity. We encourage you to continue these efforts as well as maintaining conformity with accepted accounting practices and procedures.

If you should have any questions or need any assistance, please feel free to contact us so that we may schedule one of our personnel to visit with you.

LEGISLATIVE JOINT AUDITING COMMITTEE

Handwritten signature of Bryan B. King.

Bryan B. King
Senate Co-chairman

Handwritten signature of Kim Hammer.

Kim Hammer
House Co-chairman

BK;KH:aw
EDCS00112

cc: Mike Hernandez
Assistant Commissioner for Fiscal
and Administrative Services



ARKANSAS DEPARTMENT OF EDUCATION

Enclosure 5

Dr. Tom W. Kimbrell
Commissioner

December 19, 2012

**State Board
of Education**

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Mr. Rob McGill, Superintendent
Academics Plus Charter
900 Edgewood Drive
Maumelle, AR

Dear Mr. McGill:

On behalf of the review team, I wish to express our appreciation to you and your staff for the professional courtesy and hospitality received during our recent On-campus Standards Review.

Based on the On-campus Standards Review conducted on *November 19, 2012*, *Academics Plus District* is in compliance with all reviewed items contained in the On-campus Standards Review Checklist.

If you have any questions or need assistance, you may contact this office at (501)682-4380.

Sincerely,

Derryl Evans, Specialist
Standards Assurance Unit

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

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ARKANSAS DEPARTMENT OF EDUCATION

Enclosure 6

Dr. Tom W. Kimbrell
Commissioner

January 8, 2014

**State Board
of Education**

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Rob McGill, Superintendent
Academics Plus Charter School
900 Edgewood Dr.
Maumelle, AR 72113

Dear Mr. McGill:

On October 31 - November 1, 2013, the special education program of the Academics Plus Charter School was officially monitored. The information contained in this report reflects the findings regarding the district's compliance with state and federal regulations governing programs for students with disabilities. During the monitoring visit, a random sample of six folders was selected and reviewed. Other on-site and off-site data, including December 1 child count, were reviewed. Classroom observations and interviews were conducted.

The review of the Academics Plus Charter School's implementation of state and federal regulations governing educational programs for the disabled verified the district's substantial compliance with said requirements. The district is commended for being in substantial compliance with state and federal regulations in each of the following areas:

1. Child Find
2. Due Process
3. Protection in Evaluation Procedures
4. Procedures for Evaluating Specific Learning Disabilities
5. Individualized Education Programs
6. Free Appropriate Public Education
7. Least Restrictive Environment
8. Confidentiality of Information
9. System of Personnel Development
10. Children With Disabilities in Private Schools
11. Use of Funds

It is the intention of the Special Education Unit that this information will assist the Academics Plus Charter School in further developing its special education program. Please contact me if I can be of additional assistance.

Respectfully,

Kristin Hughes, State Supervisor
Non-traditional Programs
Special Education

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

cc: Lisa Haley, Administrator, Monitoring/Program Effectiveness
Donna Broyles, LEA Supervisor
File

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Academics Plus Charter School

Enclosure 7

900 Edgewood Drive
 Maumelle, AR 72113
 Ph 501.803.9730 • Fax 501.803.9742
rob.mcgill@academicsplus.org

Sample Budget Information for Academics Plus Charter School (APCS)

The overall budget for Academics Plus Charter School for the 2013-2014 school year (SY) is \$4,083,832 with an anticipated estimated surplus of approximately \$81,000. The following chart shows the estimated revenue and expenses for the next two years as compared to the current budget if the cap increase is approved.

	2014-2015 Difference from 2013-2014 Budget	2015-2016 Difference from 2014-2015 Budget	Two Year Total Difference from 2013-2014 Budget	Total Recurring Year to Year
Student Increase	100	100	300	200
Expenses due to Cap				
1% Increased to expenses above current budget	\$40,838	\$41,246	\$122,922	\$82,084
2% Employee Salary Increase	\$56,000	\$58,000	\$170,000	\$114,000
Add Teachers	(3) \$135,000	(3) \$140,000	\$410,000	\$275,000
Add Para/Lunch Aide	(1) \$20,000	(2) \$20,000	\$60,000	\$40,000
Cafeteria Enlargement	(One Time) \$4,000		\$4,000	\$0.00
Classroom Materials	(One Time) \$30,000	(One Time) \$30,000	\$60,000	\$0.00
Bus Route Transportation	\$25,000		\$50,000	\$25,000
Elementary Dean of Students	\$61,000		\$122,000	\$61,000
Total Expenses	\$371,838	\$289,246	\$998,922	\$597,084
Revenue Increase	639,300 (Growth Funding)	639,300 (Growth Funding)	\$1,917,900	\$1,278,600
Balance	+ \$267,462	+ \$350,054	+ \$918,978	+ \$681,516

APCS is in a strong financial position. Currently APCS has \$989,356 in operating fund reserve along with an additional \$880,000 in the building fund. This money will be used to take care of expenses due to the additional students until growth money is received in January.

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**DESEGREGATION ANALYSIS
ACADEMICS PLUS CHARTER SCHOOL**

This Desegregation Analysis is in support of the request to increase the student enrollment cap of Academics Plus Charter School in Pulaski County. To the extent that Ark. Code Ann. §6-23-106 applies to the amendment of an open-enrollment public charter school charter to increase the student enrollment cap, subsection (a) requires the applicant, the local school district in which the charter school is located, and the Charter Authorizer to “review the potential impact of an application for a public charter school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.” Subsection (b) requires the Charter Authorizer to “attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system.” Subsection (c) provides that the Charter Authorizer “shall not approve any public charter school...that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.”

The State Board last made the determination required by §106 in 2012 upon granting a three (3) year charter renewal to Academics Plus Charter School (Academics Plus). No person or school district appealed that determination. Increasing the student enrollment cap of Academics Plus will not affect any public school district in Arkansas with respect to compliance with any court orders or statutory desegregation obligations, or efforts to desegregate or to maintain unitary status.

Current Desegregation Analysis

Since the renewal of Academics Plus’s charter in 2012:

- 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;
- Pulaski County Special School District (PCSSD) has been determined by the federal courts to be unitary in all respects concerning interdistrict student assignment;
- Academics Plus does not draw students from any other public school district other than LRSD, NLRSD, and PCSSD in Arkansas that has operated under a desegregation plan or has been involved in desegregation litigation during the existence of Academics Plus.

Because all public school districts in Arkansas from which Academics Plus draws students are unitary in student assignment or are otherwise not under any court orders to desegregate, increasing the student enrollment cap can have no negative effect on the desegregation efforts of any public school district in this state.

In addition, Academics Plus is an open-enrollment public charter school and therefore must admit all applicants who apply, unless there are more applicants than spaces, in which case

Academics Plus must fill spaces according to a random, anonymous lottery. Therefore, Academics Plus cannot predict its future student demographics.

Academics Plus's 2013-2014 student body, as reflected in the records of the Arkansas Department of Education Data Center as of November 2013, comprises 22.9% minority students, including 101 African-American students, 34 Hispanic students, 12 Asian students, 1 Native American student, and 1 Pacific Islander student. The Asian, Hispanic, Native American, and Pacific Islander student enrollment at Academics Plus is basically identical to the Pulaski County population.

The proposed increase in the enrollment of Academics Plus from 650 students to 850 students over the course of the next two years would have no material impact on the racial composition of the public school districts in Pulaski County. There are 49,289 students enrolled in the public school districts in Pulaski County according to their enrollment data reflected in the records of the Arkansas Department of Education Data Center as of November 2013. The total enrollment of Academics Plus, with 850 students, would be approximately 1.7% of that number. It is therefore difficult to believe, based upon the data, that increasing the enrollment cap of Academics Plus would have any negative impact on the efforts of public school districts to achieve and maintain a unitary system.

In view of the unitary status of NLRSD and LRSD and the status of PCSSD as unitary in the area of interdistrict student assignment, those school districts have no further obligations to comply with court orders in these areas. Therefore, Academics Plus cannot be said to have a negative impact on the three (3) Pulaski County school districts' ability to create and maintain a unitary system of desegregated public schools.

There are no current interdistrict effects of the past desegregation found in 1985 in the Pulaski County School Desegregation case. The interdistrict remedies were set in 1985 by the United States Court of Appeals for the Eighth Circuit, which reversed county-wide consolidation, 778 F.2d 404 (8th Cir. 1985)(en banc), and required a judicial remedy that included adjustment of the boundaries between PCSSD and LRSD under which all land within the then-city-limits of Little Rock was assigned to LRSD and the land in the Granite Mountain area was assigned to PCSSD. This was a direct remedy for the interdistrict effects affirmed by the Eighth Circuit, and this interdistrict remedy was promptly carried out before the parties' settlement agreement in 1989.

The Eighth Circuit made this clear in subsequent opinions. See 805 F.2d 815 (8th Cir. 1986); 921 F.2d 1371 (8th Cir. 1990). In the 1990 decision, the Eighth Circuit stated:

On remand from our en banc decision, several remedial developments occurred of relevance to the present appeals. For one thing, NLRSD proposed a plan to comply with our en banc opinion. The District Court approved the plan, 659 F.Supp. 363, 368 (E.D. Ark. 1987), and no one appealed. For another, the City of Little Rock annexed certain additional territory, and the question arose whether our direction that LRSD be expanded to the city limits referred to the city limits as they existed at the time of our en banc opinion, or to the city limits as they might exist from time to time in the future. The District Court held that LRSD would automatically expand whenever the city annexed new territory, so that LRSD would always be contiguous with the city as it existed from time to time. We reversed. We held that the remedy contemplated by our en banc opinion was intended to be a complete cure for all interdistrict violations that we had found. The en banc opinion, we said, prescribed “a full and sufficient correction of wrongs done in the past,” including all interdistrict violations. *Little Rock School District v. Pulaski County Special School District*, 805 F.2d 815, 816 (8th Cir. 1986) (per curiam).

In 2010, LRSD filed a motion to enforce the 1989 settlement agreement in the Pulaski County School Desegregation case. That motion, to the extent it involves Academics Plus, contends that the operation of Academics Plus interferes with the “M-M Stipulation” and the “Magnet Stipulation.” On January 17, 2013, United States District Judge D.P. Marshall, Jr. denied LRSD’s motion in these words:

To sum up, LRSD and Joshua’s motions fail because, after considering the undisputed facts, and considering those that are disputed in LRSD and Joshua’s favor, no reasonable fact finder could conclude that the State is in material breach of the parties’ 1989 Settlement Agreement as to open-enrollment charter schools in Pulaski County. The proof of any adverse effect beyond the margin on either the stipulation magnet schools or M-to-M transfers has not materialized. The cumulative effect of open-enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has no, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation. *Roberts Contracting*, 2009 Ark. App. 437, at 8, 320 S.W.3d at 7.

4. Disposition. LRSD and Joshua’s motions to enforce and for summary judgment, *Document No. 4440 & 4704*, are denied without prejudice on all issues except charter schools and denied with prejudice on that issue. The State and Charter Intervenors have prevailed on whether the State has violated the 1989 Settlement Agreement in authorizing open-enrollment charter schools in Pulaski County. In the Court’s judgment, as a matter of law, the State did not do so.

Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al., Case No. 4:82-CV-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division, Document 4809, at pages 29-30.

Therefore, Academics Plus submits to the Charter Authorizing Panel that increasing the student enrollment cap of its charter will not in any way hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts in this state.

Materials Submitted by Pulaski County Special School District

MITCHELL | WILLIAMS

M. Samuel Jones, III
Direct Dial: 501-688-8812
E-mail: sjones@mwlaw.com

425 West Capitol Avenue, Suite 1800
Little Rock, Arkansas 72201-3525
Telephone: 501-688-8800
Fax: 501-688-8807

January 27, 2014

Ms. Mary Perry
Charter School Program Director
Arkansas Department of Education
#4 State Capitol Mall
Little Rock, AR 72201

Re: Academics Plus Cap Increase

1. Academics Plus wishes to increase its enrollment from 650 to 850 over the next two years. This would result in an increase of about 30%. PCSSD writes to oppose the request and desires to speak in opposition at the meeting of the Charter Authorizing Panel. Attached are slides proposed by Academic's Plus itself which correspond to the paragraphs below.

With the rapid phase out of the M-to-M program, PCSSD will have more than ample space to accommodate these same students at Maumelle Middle School and Maumelle High School. Both are relatively new buildings offering instructional and facility advantages beyond the reach of Academics Plus.

Free and Reduced Lunch Issues

2. In its Annual Report from September, 2012 it was incorrectly recorded that free and reduced lunch students comprised 40.9% of the total enrollment. That was then corrected down to 33%. It has declined even more as of the September, 2013 report when it was reported to be only 28%.

Academics

3. In its Annual Report Academics Plus states its vision is to be the highest performing preparatory school in the country. Yet, as part of that same packet of information, it would appear it lags behind the state on ACT results in all categories except College English Composition. The same appears to be true from the next slide which includes English, Mathematics, Reading, Science and a composite score. The next few slides contain the Academics Plus three year ACT comparison. They appear to be sliding.

Priority No. 2 states that all students will increase math skills. The goal is to reduce the achievement gap among sub-groups in math. They have failed in this goal.

4. On the test score comparisons, Academics Plus opted to compare 2011-2013 to calculate its claimed percentage increases. However, they did provide the raw data for 2012. When one compares 2013 to 2012, a different picture is revealed. Percentage declines in 5th grade literacy,

6th grade literacy, 8th grade literacy, 5th grade math, 7th grade math, 8th grade math, Algebra I, 5th grade Science, 7th grade Science are revealed. No change is noted for 3rd grade literacy or 4th grade literacy.

5. Neither does Academics Plus “control” for the decline in free and reduced lunch kids when comparing 2013 to 2011. The correlation between socioeconomic status and academic performance is well established but obscured in the report.

For the high school Priority No. 1 is math and the goal is to improve math performance for all students with particular emphasis on the language of algebra and linear functions. They are falling far short of this goal.

No Transportation

In the Minutes from the last state board review and request for renewal and enrollment increase, Rob McGill said the school “had been more successful in attracting a diverse enrollment and was working with Central Arkansas Transit Authority to provide transportation.” However, there is no mention of transportation in their Annual Report or Request for Enrollment Increase.

For the high school Priority No. 1 is math and the goal is to improve math performance for all students with particular emphasis on the language of algebra and linear functions. They are falling far short of this goal.

The State Board approved a three year renewal instead of a twenty year renewal but no increase in the enrollment cap.

Cordially yours,

MITCHELL, WILLIAMS, SELIG,
GATES & WOODYARD, P.L.L.C.

By


M. Samuel Jones, III

MSJ/lo

cc: Robert McGill
Jerry Guess
Robert Clowers

Academics Plus Charter

A Question of Mission, Vision, and Goals Met?

APCS MISSION STATEMENT

The mission of Academics Plus Charter School is to provide an academically rigorous college preparatory program for all students regardless of race, ethnic origins, national background or socioeconomic level. All children can learn when challenged by high expectations. We believe that attitude, behavior, effort and attendance, as well as ability, determine academic success.

APCS VISION STATEMENT

It is our vision to be the highest performing college preparatory educational institution in America.

Academics Plus Charter

A Question of Mission, Vision, and Goals Met?

APCS ELEMENTARY SCHOOL

PRIORITY 1: LITERACY

To improve students', including those with special needs, reading comprehension and written communication skills in all strands.

PRIORITY 2: MATH

To reduce the achievement gap among subgroups in comprehension of math in three areas, multi-step word problems, probability and statistics and estimation.

Academics Plus Charter

A Question of Mission, Vision, and Goals Met?

APCS HIGH SCHOOL

PRIORITY 1: MATH

To improve math performance for all students, including those with special needs, with particular emphasis on the language of algebra and linear functions items within all the Arkansas math standards.

PRIORITY 2: LITERACY

To improve literacy skills for all students by increasing reading comprehension and writing skills across the curriculum for all students to include those with special needs.

Compare 2013 Outcomes With 2012

Academics Plus Charter School

Attachment 1

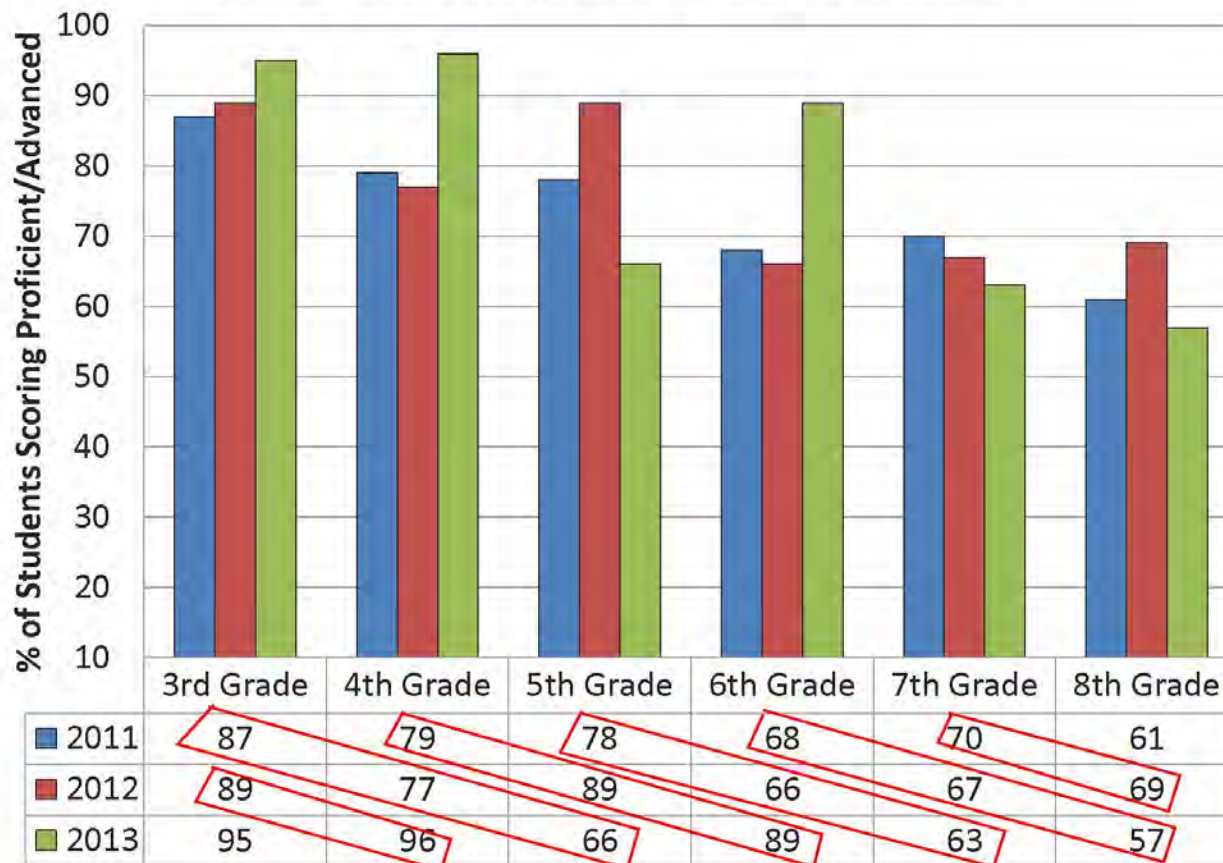
Test Score Comparison of 2011, 2012 and 2013

Grade Level	Test	Subject	*PROF/ADV 2011	*PROF/ADV 2012	*PROF/ADV 2013	Change from 2011 to 2013
3 rd Grade	Benchmark	Literacy	66%	90%	90%	+24
4 th Grade	Benchmark	Literacy	85%	95%	95%	+10
5 th Grade	Benchmark	Literacy	79%	95%	89%	+10
6 th Grade	Benchmark	Literacy	65%	79%	72%	+7
7 th Grade	Benchmark	Literacy	58%	77%	85%	+27
8 th Grade	Benchmark	Literacy	83%	88%	85%	+2
11 th Grade	End of Course	Literacy	72%	77%	74%	+2
3 rd Grade	Benchmark	Math	89%	88%	95%	+6
4 th Grade	Benchmark	Math	74%	76%	96%	+22
5 th Grade	Benchmark	Math	80%	88%	66%	-14
6 th Grade	Benchmark	Math	71%	68%	89%	+18
7 th Grade	Benchmark	Math	66%	66%	63%	-3
8 th Grade	Benchmark	Math	64%	67%	57%	-7
Algebra I	End of Course	Math	76%	87%	64%	-12
Geometry	End of Course	Math	70%	65%	67%	-3
5 th Grade	Benchmark	Science	40%	55%	51%	+ 11
7 th Grade	Benchmark	Science	26%	40%	32%	+6
Biology	End of Course	Science	44%	41%	67%	+23

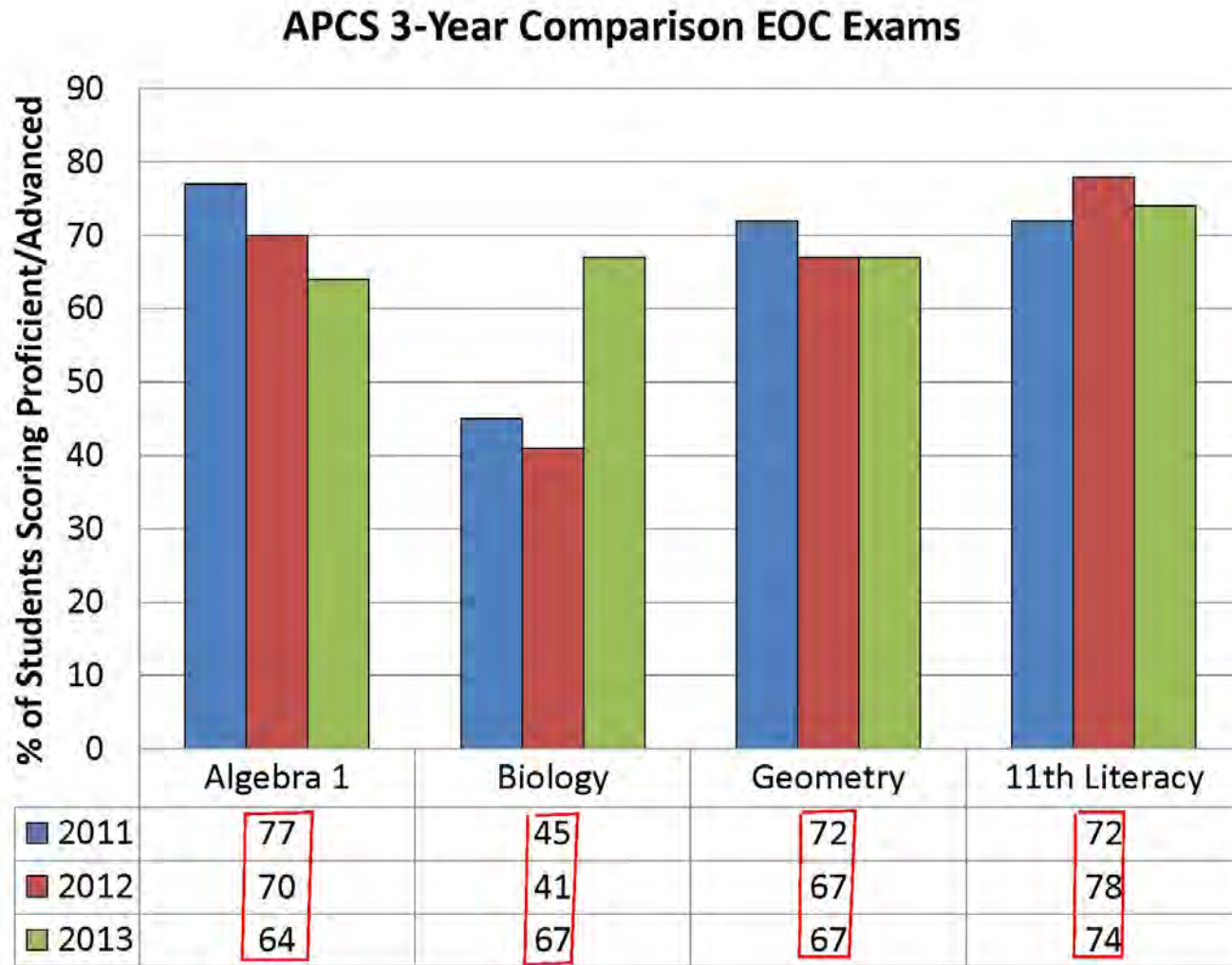
*Percentage of students proficient or advanced (considered meeting or exceeding grade level standard)

Math Cohort Outcomes Show Retreat From Mission & Goals

APCS 3-Year Comparison 3rd-8th Grade Math



Mathematics End-of-Course Results Not Advancing



African-American Population Continues to Decline

Students Receiving Free/Reduced Lunch Declines

ACADEMICS PLUS CHARTER SCHOOL YEAR 2 REVIEW – SEPTEMBER 2013

DEMOGRAPHIC DATA

	AS REPORTED IN SEPTEMBER 2012	SEPTEMBER 2013
Grades Served	K-12	K-12
Enrollment Cap	650	650
Current Enrollment	650	650
Caucasian	74.30%	77.00%
African American	18.46%	15.38% Total 20.00% High School
Hispanic	4.92%	5.00%
Asian	1.84%	2.15%
Native American	0.15%	0.15%
Pacific Islander	0.30%	0.5%
Other	0.00%	0.00%
Free/Reduced Lunch	33%**	28%

**Correction from 40.9% that was incorrectly included by ADE staff in September 2012 report

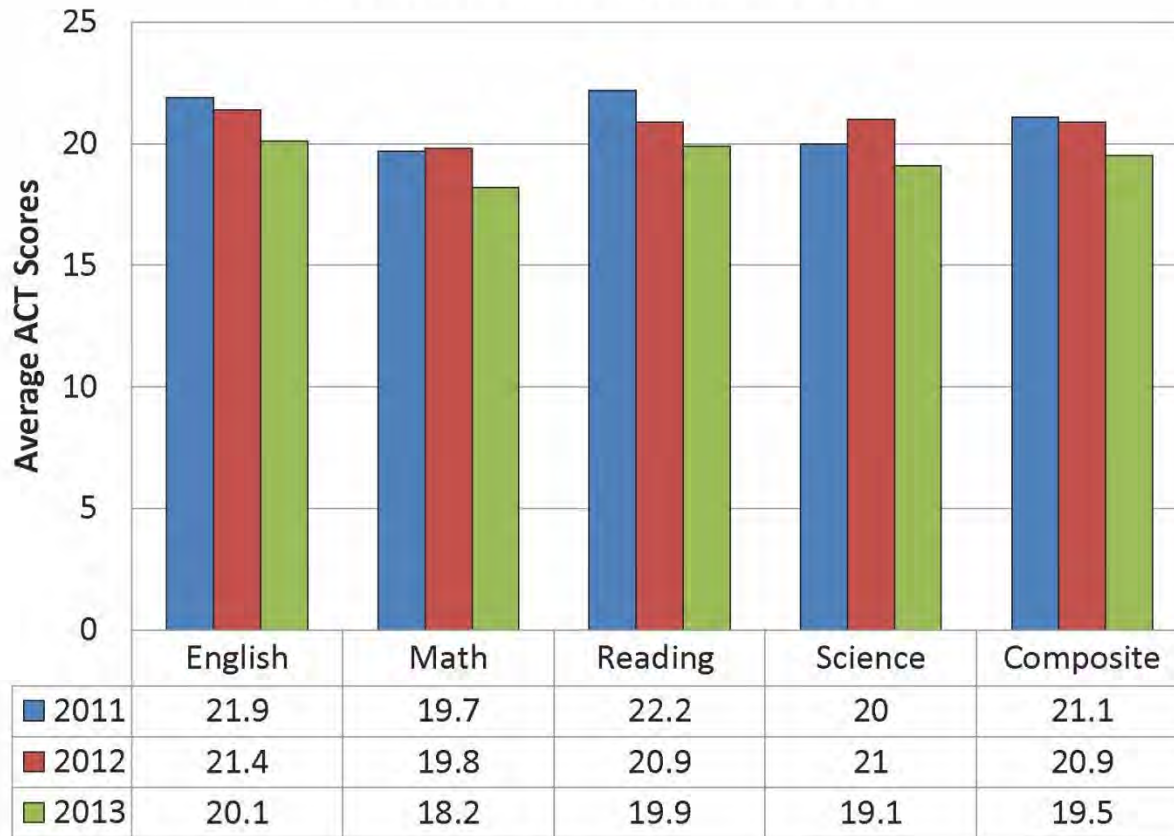
African-American Overall Literacy:

- at 59.3% Proficient or Advanced for Academics Charter Plus
- at 62.7% Proficient or Advanced for Pulaski County Special School District

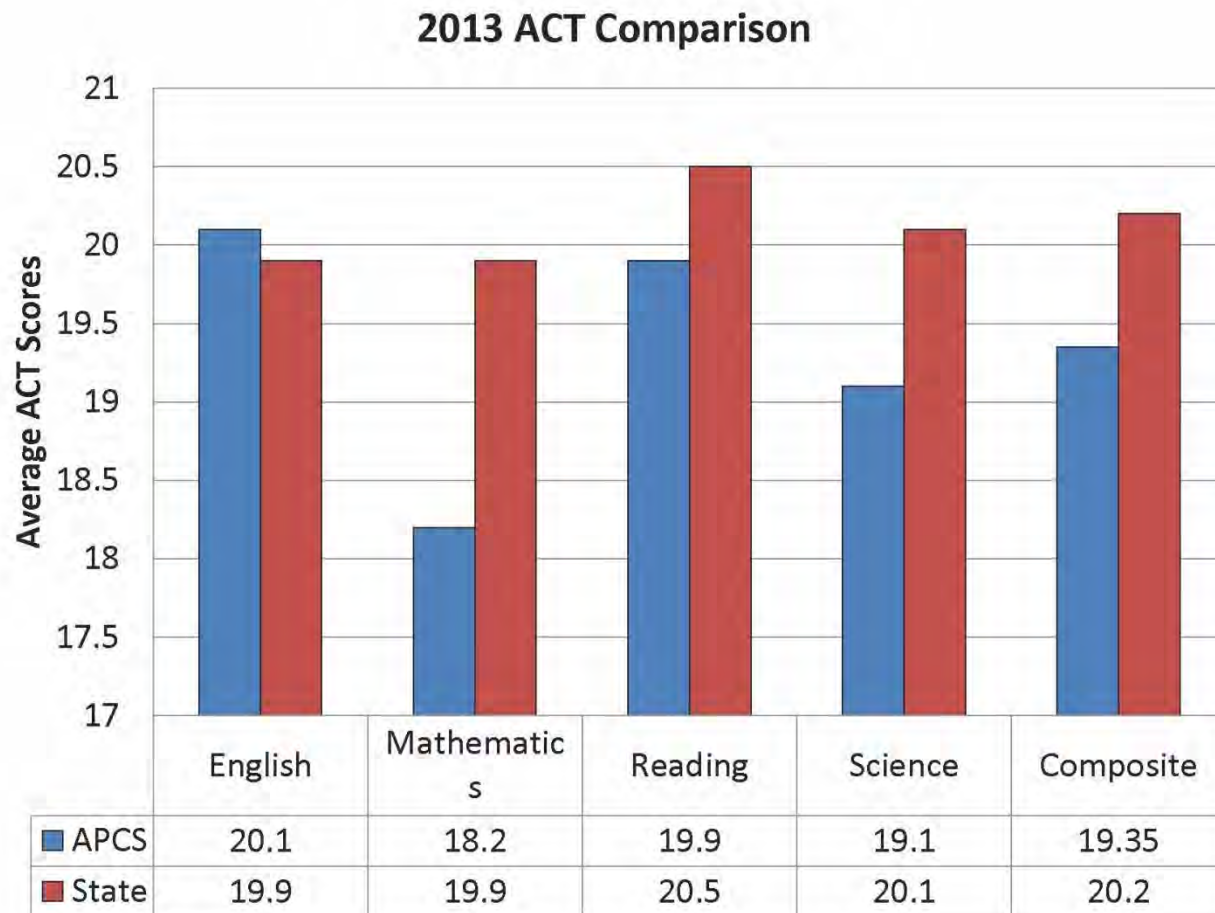
Source: 2013 District Level ESEA Reports from the ADE

Declining ACT Outcomes

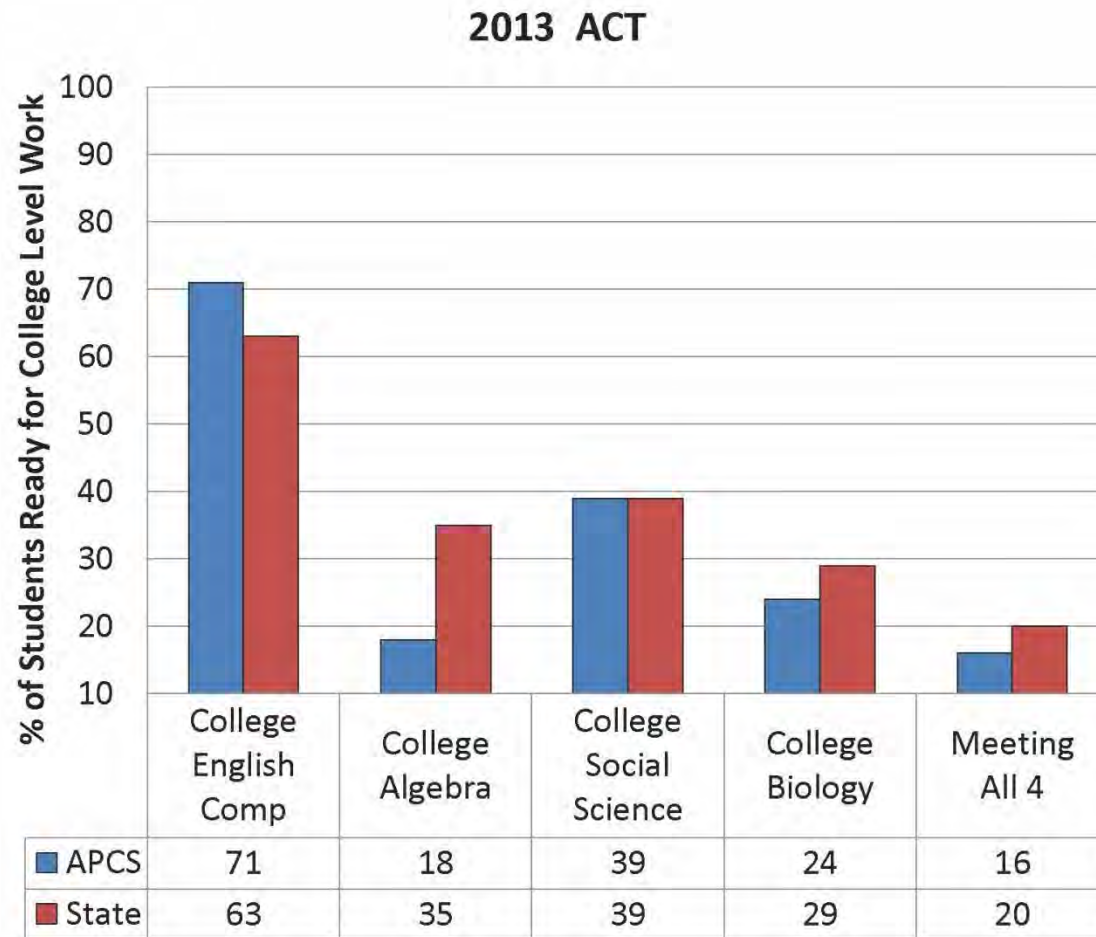
APCS 3-Year ACT Comparison



Academics Plus Lags Behind State ACT Outcomes



Academics Plus Math is Barely Half That of The State College Readiness



Conclusions . . .

Academics Plus is not demonstrating entitlement to extend or retain its charter.

Academics Plus Response to Materials Submitted by Pulaski County Special School District



Academics Plus Charter School

900 Edgewood Drive
Maumelle, AR 72113
Ph 501.803.9730 • Fax 501.803.9742
rob.mcgill@academicsplus.org

February 5, 2014

Ms. Mary Perry
Charter School Program Director
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Ms. Perry,

Academics Plus Charter School (APCS) would like to submit this response to the Pulaski County Special School District's (PCSSD) opposition letter addressed to you dated January 27, 2014 and signed by Mr. Sam Jones.

1. APCS is an open enrollment public charter school and according to Arkansas Law has no legal means to control the racial makeup of the students applying or enrolling. APCS continually monitors the diversity of the school and makes efforts to attract a diverse population.

According to the Office of Desegregation Monitoring (ODM) report dated December 13, 2013, Maumelle High School is currently at 92% capacity, Maumelle Middle School is at 104% capacity and Pine Forest Elementary School is at 98% capacity. PCSSD states, "With the rapid phase out of the M-to-M program, PCSSD will have more than ample space to accommodate these same students at Maumelle Middle School and Maumelle High School." This infers that space will become available when the schools lose the African American students from Little Rock School District and North Little Rock School District. The following data was derived from the ADE Data Center and shows the number of M-to-M students enrolled during the 2nd Quarter of the 2012-2013 school year. 2013-2014 data is not available on the Data Center at this time. Maumelle High School had 179 M-to-M students (39% of the African American population), Maumelle Middle School had 128 M-to-M students (36% of African American population), Crystal Hill Elementary School had 101 M-to-M students (33% of African American population), and Pine Forest Elementary School had 23 M-to-M students (13% of African American population). The diversity of these schools will be significantly reduced when these students no longer attend and according to PCSSD it will occur "rapidly."

Please note: There is no mention in A.C.A. 6-23-102 that a lack of space at the local traditional school is a reason to allow charter schools to operate, and A.C.A 6-23-105 does not provide for modification, revocation or denial because the local traditional school has space for students. Therefore, the fact that the local traditional schools may have space for students in the future is irrelevant to the APCS cap increase request.

2. PCSSD makes the following claim regarding Maumelle High School and Maumelle Middle School, "Both are relatively new buildings offering instructional and facility advantages beyond the reach of Academics Plus." Maumelle Middle School is a Focus School as pertaining to school improvement status and PCSSD is currently under state directed take over. The facilities are relatively new, but there are obviously many parents and students who choose APCS offerings over the new schools PCSSD

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offers. APCS currently has 650 students enrolled with 152 students on this year's waiting list (17 of those waiting have siblings attending APCS). Every day, APCS receives new applications for the 2013-2014 school year. Currently there are an additional 165 students requesting to enter the lottery to be held on March 3, 2014 for attendance during the 2014-2015 school year. This number will continue to increase between now and March 3rd and the waiting list is also predicted to grow over the summer. APCS believes that parents/taxpayers and students should be allowed to choose the education they feel is best for their families. APCS has proven to be a quality choice for them and currently has physical space on campus to accommodate an additional 200 students.

3. PCSSD expressed concern that the APCS vision has not been obtained. It is the belief of APCS that an organization's vision should be a long-term view and concentrate on the future. For example, a charity working with the poor might have a vision statement which reads, "A World without Poverty." APCS makes no apology for having a lofty and difficult vision to achieve. Once we achieve this vision we will then develop another vision that will stretch us even further. Our ACT scores have slipped during the last couple of years, and the 2013 Annual Report and the 2013 Report to the Public appropriately identifies the steps we are taking to address these challenges. APCS has quickly addressed this challenge by making personnel changes and program adjustments. APCS strives to continuously improve.

4. PCSSD expressed concern over the 2013-2014 APCS Arkansas School Improvement Plan (ACSIP) priorities. Each year APCS examines student performance data to identify ACSIP priorities. The priorities listed in the 2013 Annual Report and in the 2013-2014 ACSIP have been identified as the areas with the most room for growth.

5. PCSSD expressed concern that APCS did not compare the 2012 testing data to the 2013 data. The decision to compare 2011 data to 2013 was reached because the last data the State Board of Education reviewed during the most recent charter renewal was the 2011 data. The determination was made that this comparison would be most reflective of our progress. For your convenience the full page of test data is attached as Attachment 1 and the following paragraph lists the areas where there was improvement from 2012 to 2013:

1st grade reading, 1st grade language, 1st grade math, 2nd grade reading, 2nd grade language, 2nd grade math, 3rd grade math, 4th grade math, 6th grade math, 7th grade literacy, 9th grade revising written materials, 9th grade math, geometry, and biology. (3rd grade math, 4th grade math and 9th grade reading were the same)

This data not only shows significant improvement from one year to the next, but also over the two year span since the most recent charter renewal.

6. APCS did not mention transportation in the 2013 Annual Report. The report focused on the data the Arkansas Department of Education requested, but APCS would like to offer transportation. If the requested cap increase is approved, APCS plans to offer transportation to the Oak Grove, Morgan, Marche and Palarm communities beginning August 2014. All three of these communities have a high percentage of low income residents. APCS wants to attract additional African American and low income students. Since APCS conducts a random anonymous lottery there is no guarantee that our diversity will increase by offering transportation, but the cap increase along with transportation will give APCS the opportunity to recruit and hopefully attract an even more diverse population.

APCS continues to offer free C.A.T. passes to any student requesting them. There are several students from Little Rock and North Little Rock who take advantage of this free transportation service.

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ADDITIONAL RELEVANT INFORMATION:

1. The APCS Elementary School has been recognized by the Arkansas Department of Education as a “REWARD SCHOOL.” This honor is given to schools in the top 20% of all Arkansas schools for academic achievement and growth. The school is to be rewarded \$18,114 for this accomplishment.
2. In December 2013 the Office of Education Policy at the University of Arkansas recognized APCS High School for Most Improved End-of-Course Geometry Exam Growth 2007 to 2013.
3. APCS Elementary School is the only school in the Maumelle area to receive “Achieving” status as outlined by the Arkansas Department of Education Accountability Report Card. APCS High School and Maumelle Middle School were the only other schools to receive at least one area of achievement on the reports (both in literacy). Please see Attachment 2 containing the ESEA reports for PCSSD, Maumelle High School, Maumelle Middle School, Pine Forest Elementary School and Crystal Hill Elementary School. The following chart compares the Total and TAGG proficient/advanced as well as the overall status for literacy and math for the Maumelle area schools:

LITERACY

School	Total Prof/Adv	TAGG Prof/Adv	Status
APCS Elem	86.83	79.52	Achieving
Pine Forest	85.77	72.80	Needs Improvement
Crystal Hill	84.70	70.70	Needs Improvement
APCS High	81.03	66.67	Achieving
Maumelle Middle	76.38	40.51	Achieving
Maumelle High	76.38	64.08	Needs Improvement

MATH

School	Total Prof/Adv	TAGG Prof/Adv	Status
APCS Elem	87.25	80.72	Achieving
Pine Forest	78.29	50.29	Needs Improvement
Crystal Hill	74.22	57.32	Needs Improvement
APCS High	62.72	50	Needs Improvement
Maumelle Middle	69.42	53.32	Focus
Maumelle High	62.93	51.20	Needs Improvement

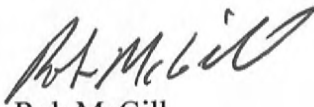
Academics Plus performed better than the local Maumelle schools in every category except high school math. This has been identified as a priority and APCS is making efforts to improve this area.

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4. Maumelle Mayor Mike Watson and the Maumelle City Council approved a letter and resolution in support of APCS receiving the requested cap increase. Please see Attachment 3.

If you have any further questions or concerns please feel free to contact the undersigned at 501.803.9730.

Sincerely,

A handwritten signature in black ink, appearing to read "Rob McGill", written in a cursive style.

Rob McGill
Executive Director

Academics Plus Charter School

Test Score Comparison of 2011, 2012 and 2013

Grade Level	Test	Subject	*PROF/ADV 2011	*PROF/ADV 2012	*PROF/ADV 2013	Change from 2011 to 2013
3 rd Grade	Benchmark	Literacy	66%	90%	90%	+24
4 th Grade	Benchmark	Literacy	85%	95%	95%	+10
5 th Grade	Benchmark	Literacy	79%	95%	89%	+10
6 th Grade	Benchmark	Literacy	65%	79%	72%	+7
7 th Grade	Benchmark	Literacy	58%	77%	85%	+27
8 th Grade	Benchmark	Literacy	83%	88%	85%	+2
11 th Grade	End of Course	Literacy	72%	77%	74%	+2
3 rd Grade	Benchmark	Math	89%	88%	95%	+6
4 th Grade	Benchmark	Math	74%	76%	96%	+22
5 th Grade	Benchmark	Math	80%	88%	66%	-14
6 th Grade	Benchmark	Math	71%	68%	89%	+18
7 th Grade	Benchmark	Math	66%	66%	63%	-3
8 th Grade	Benchmark	Math	64%	67%	57%	-7
Algebra I	End of Course	Math	76%	87%	64%	-12
Geometry	End of Course	Math	70%	65%	67%	-3
5 th Grade	Benchmark	Science	40%	55%	51%	+ 11
7 th Grade	Benchmark	Science	26%	40%	32%	+6
Biology	End of Course	Science	44%	41%	67%	+23

*Percentage of students proficient or advanced (considered meeting or exceeding grade level standard)

Grade Level	Test	Subject	**2011 Percentile Rank	**2012 Percentile Rank	**2013 Percentile Rank	Change from 2011 to 2013
1 st Grade	ITBS	Reading	71 st %tile	69 th %tile	80 th %tile	+9
1 st Grade	ITBS	Language	69 th %tile	69 th %tile	88 th %tile	+19
1 st Grade	ITBS	Math	70 th %tile	74 th %tile	84 th %tile	+14
2 nd Grade	ITBS	Reading	62 nd %tile	75 th %tile	76 th %tile	+14
2 nd Grade	ITBS	Language	54 th %tile	71 st %tile	72 nd %tile	+18
2 nd Grade	ITBS	Math	65 th %tile	75 th %tile	84 th %tile	+19
9 th Grade	ITBS	Reading	64 th %tile	59 th %tile	59 th %tile	-5
9 th Grade	ITBS	Revising Written Materials	59 th %tile	60 th %tile	59 th %tile	Same
9 th Grade	ITBS	Math	57 th %tile	51 st %tile	52 nd %tile	-5

**Percentile rankings compare students to other students across the nation. For example a 69th %tile ranking means our students scored better than 69% of students across the nation. 50th %tile is considered average.

District:PULASKI CO. SPEC. SCHOOL DIST. **Superintendent:**JERRY GUESS
School:PULASKI CO. SPEC. SCHOOL DIST. **Principal:**
LEA:6003000 **Grades:**K-12
Address:925 E. Dixon Rd **Enrollment:**17245
Little Rock, AR 72206 **Attendance (3 QTR AVG):**95.39
Phone:501-490-2000 **Poverty Rate:**56.74

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	8960	9084	98.63	10171	10385	97.94
Targeted Achievement Gap Group	5532	5624	98.36	6238	6388	97.65
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	3968	4028	98.51	4575	4680	97.76
Hispanic	529	536	98.69	611	619	98.71
White	4005	4060	98.65	4475	4573	97.86
Economically Disadvantaged	5154	5215	98.83	5808	5924	98.04
English Language Learners	263	266	98.87	296	299	99.00
Students with Disabilities	1086	1136	95.60	1163	1228	94.71

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	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	6044	8359	72.31	73.86	91.00	3946	5515	71.55	76.94	93.00
Targeted Achievement Gap Group	3211	5114	62.79	65.91	91.00	2160	3434	62.90	70.53	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	17928	24776	72.36	73.86	91.00	12339	16605	74.31	76.94	93.00
Targeted Achievement Gap Group	9725	15410	63.11	65.91	91.00	7006	10532	66.52	70.53	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	2311	3671	62.95	65.86		1589	2492	63.76	71.34	
Hispanic	348	490	71.02	74.83		217	299	72.58	78.09	
White	3053	3779	80.79	80.79		1948	2479	78.58	81.57	
Economically Disadvantaged	3081	4760	64.73	67.22		2071	3229	64.14	71.52	
English Language Learners	139	237	58.65	64.44		96	140	68.57	77.19	
Students with Disabilities	269	1025	26.24	38.01		197	639	30.83	46.55	

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	6356	9457	67.21	74.58	92.00	2786	5516	50.51	68.95	81.00
Targeted Achievement Gap Group	3345	5762	58.05	67.48	92.00	1448	3435	42.15	62.28	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	19528	28223	69.19	74.58	92.00	9609	16608	57.86	68.95	81.00
Targeted Achievement Gap Group	10587	17557	60.30	67.48	92.00	5225	10535	49.60	62.28	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	2158	4096	52.69	64.68		959	2492	38.48	60.30	
Hispanic	380	545	69.72	76.87		167	299	55.85	68.46	
White	3064	3936	77.85	83.56		1501	2480	60.52	77.08	
Economically Disadvantaged	3166	5361	59.06	68.40		1383	3230	42.82	63.15	
English Language Learners	158	263	60.08	68.68		72	140	51.43	62.28	
Students with Disabilities	344	1096	31.39	45.43		129	640	20.16	40.48	

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	799	1217	65.65	62.13	94.00
Targeted Achievement Gap Group	347	588	59.01	58.27	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	2343	3888	60.26	62.13	94.00
Targeted Achievement Gap Group	1016	1826	55.64	58.27	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	393	588	66.84	62.71	
Hispanic	34	57	59.65	52.08	
White	354	550	64.36	62.44	
Economically Disadvantaged	306	523	58.51	58.11	
English Language Learners				51.39	
Students with Disabilities	90	141	63.83	62.56	

District: PULASKI CO. SPEC. SCHOOL DIST. Superintendent: JERRY GUESS
 School: MAUMELLE HIGH SCHOOL Principal: REBECCA GUTHRIE
 LEA: 6003151 Grades: 09-12
 Address: 100 Victory Lane Enrollment: 978
 Maumelle, AR 72113 Attendance (3 QTR AVG): 94.94
 Phone: 501-234-2510 Poverty Rate: 38.55

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	228	237	96.20	444	463	95.90
Targeted Achievement Gap Group	85	87	97.70	230	241	95.44
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	94	99	94.95	222	232	95.69
Hispanic				18	18	100.00
White	116	120	96.67	187	196	95.41
Economically Disadvantaged	72	73	98.63	207	217	95.39
English Language Learners						
Students with Disabilities	23	24	95.83	36	39	92.31

STUDENT PERFORMANCE -- LITERACY					
LITERACY STATUS:	NEEDS IMPROVEMENT				
	STATUS PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	132	212	62.26	61.68	91.00
Targeted Achievement Gap Group	32	79	40.51	47.68	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	268	443	60.50	61.68	91.00
Targeted Achievement Gap Group	77	185	41.62	47.68	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	41	85	48.24	49.61	
Hispanic				50.00	
White	84	111	75.68	76.49	
Economically Disadvantaged	31	66	46.97	49.18	
English Language Learners				16.67	
Students with Disabilities	1	22	4.55	16.67	

STUDENT PERFORMANCE -- MATHEMATICS					
MATHEMATICS STATUS:	NEEDS IMPROVEMENT				
	STATUS PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	258	410	62.93	81.83	92.00
Targeted Achievement Gap Group	107	209	51.20	78.98	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	695	1034	67.21	81.83	92.00
Targeted Achievement Gap Group	319	537	59.40	78.98	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	93	198	46.97	79.58	
Hispanic	10	17	58.82	81.48	
White	144	178	80.90	84.85	
Economically Disadvantaged	100	186	53.76	79.80	
English Language Learners				58.33	
Students with Disabilities	10	34	29.41	65.28	

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

District: PULASKI CO. SPEC. SCHOOL DIST. Superintendent: JERRY GUESS
 School: MAUMELLE MIDDLE SCHOOL Principal: CHARLOTTE WALLACE
 LEA: 6003149 Grades: 06-08
 Address: 1000 Carnahan DR Enrollment: 884
 Maumelle, AR 72113 Attendance (3 QTR AVG): 97.87
 Phone: 501-851-8990 Poverty Rate: 45.48

OVERALL SCHOOL STATUS: **FOCUS**

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	873	884	98.75	987	1002	98.50
Targeted Achievement Gap Group	441	450	98.00	464	473	98.10
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	366	368	99.46	389	397	97.98
Hispanic	38	40	95.00	46	46	100.00
White	441	448	98.44	521	528	98.67
Economically Disadvantaged	405	410	98.78	428	433	98.85
English Language Learners	13	15	86.67	16	16	100.00
Students with Disabilities	71	76	93.42	71	76	93.42

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	611	800	76.38	71.83	91.00	542	715	75.80	74.00	93.00
Targeted Achievement Gap Group	248	387	64.08	56.99	91.00	228	350	65.14	60.93	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1706	2306	73.98	71.83	91.00	1579	2114	74.69	74.00	93.00
Targeted Achievement Gap Group	646	1095	59.00	56.99	91.00	611	997	61.28	60.93	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	217	320	67.81	62.28		195	285	68.42	65.13	
Hispanic	29	37	78.38	60.00		25	34	73.53	64.28	
White	345	417	82.73	79.12		307	376	81.65	80.91	
Economically Disadvantaged	237	354	66.95	59.70		220	324	67.90	63.30	
English Language Learners	8	12	66.67	58.33		8	11	72.73	76.19	
Students with Disabilities	12	62	19.35	30.18		9	47	19.15	31.69	

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	631	909	69.42	77.06	92.00	440	715	61.54	73.37	81.00
Targeted Achievement Gap Group	217	407	53.32	63.47	92.00	162	350	46.29	59.57	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1860	2570	72.37	77.06	92.00	1407	2115	66.52	73.37	81.00
Targeted Achievement Gap Group	649	1153	56.29	63.47	92.00	508	998	50.90	59.57	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	187	342	54.68	63.68		133	285	46.67	58.95	
Hispanic	35	43	81.40	72.23		24	34	70.59	72.23	
White	390	495	78.79	86.08		272	376	72.34	83.71	
Economically Disadvantaged	207	374	55.35	65.49		156	324	48.15	61.49	
English Language Learners	9	13	69.23	75.00		5	11	45.45	76.19	
Students with Disabilities	12	62	19.35	40.79		6	47	12.77	37.16	

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

District: PULASKI CO. SPEC. SCHOOL DIST. Superintendent: JERRY GUESS
 School: PINE FOREST ELEMENTARY SCHOOL Principal: YOLANDA THOMAS
 LEA: 6003142 Grades: K-05
 Address: 400 Pine Forest DR Enrollment: 556
 Maumelle, AR 72113 Attendance (3 QTR AVG): 97.09
 Phone: 501-851-5380 Poverty Rate: 41.19

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	293	294	99.66	293	294	99.66
Targeted Achievement Gap Group	133	134	99.25	133	134	99.25
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	89	89	100.00	89	89	100.00
Hispanic	10	10	100.00	10	10	100.00
White	188	189	99.47	188	189	99.47
Economically Disadvantaged	122	122	100.00	122	122	100.00
English Language Learners						
Students with Disabilities	24	25	96.00	24	25	96.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	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	241	281	85.77	90.92	91.00	136	163	83.44	94.15	93.00
Targeted Achievement Gap Group	91	125	72.80	83.33	91.00	48	68	70.59	90.20	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	722	810	89.14	90.92	91.00	456	516	88.37	94.15	93.00
Targeted Achievement Gap Group	270	343	78.72	83.33	91.00	169	215	78.60	90.20	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	65	82	79.27	82.64		39	52	75.00		90.94
Hispanic	7	10	70.00	86.11						100.00
White	164	183	89.62	94.88		92	103	89.32	95.02	
Economically Disadvantaged	87	114	76.32	85.24		46	63	73.02	91.80	
English Language Learners				16.67						77.19
Students with Disabilities	9	24	37.50	49.08		5	13	38.46	84.85	

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	220	281	78.29	92.48	92.00	64	163	39.26	82.94	81.00
Targeted Achievement Gap Group	74	125	59.20	85.72	92.00	22	68	32.35	82.84	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	698	810	86.17	92.48	92.00	328	516	63.57	82.94	81.00
Targeted Achievement Gap Group	249	343	72.59	85.72	92.00	129	215	60.00	82.84	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	53	82	64.63	82.64		14	52	26.92	78.26	
Hispanic	4	10	40.00	86.11					72.23	
White	159	183	86.89	97.21		48	103	46.60	85.04	
Economically Disadvantaged	70	114	61.40	87.85		21	63	33.33	84.98	
English Language Learners				16.67					62.28	
Students with Disabilities	6	24	25.00	72.23		4	13	30.77	69.70	

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

District: PULASKI CO. SPEC. SCHOOL DIST. Superintendent: JERRY GUESS
 School: CRYSTAL HILL ELEMENTARY Principal: STACY DONAGHY
 LEA: 6003093 Grades: P-05
 Address: 5001 Northshore Dr Enrollment: 784
 North Little Rock, AR 72118 Attendance (3 QTR AVG): 96.63
 Phone: 501-791-8000 Poverty Rate: 40.94

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	390	390	100.00	390	390	100.00
Targeted Achievement Gap Group	182	182	100.00	182	182	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	160	160	100.00	160	160	100.00
Hispanic	15	15	100.00	15	15	100.00
White	199	199	100.00	199	199	100.00
Economically Disadvantaged	154	154	100.00	154	154	100.00
English Language Learners						
Students with Disabilities	45	45	100.00	45	45	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	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	299	353	84.70	87.55	91.00	171	208	82.21	90.88	93.00
Targeted Achievement Gap Group	111	157	70.70	75.24	91.00	63	83	75.90	83.93	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	851	988	86.13	87.55	91.00	536	606	88.45	90.88	93.00
Targeted Achievement Gap Group	325	441	73.70	75.24	91.00	214	255	83.92	83.93	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	109	139	78.42	79.82		70	88	79.55		85.78
Hispanic	9	13	69.23	100.00						100.00
White	166	185	89.73	91.93		86	103	83.50		94.49
Economically Disadvantaged	99	130	76.15	81.98		58	71	81.69		85.92
English Language Learners				64.44						77.19
Students with Disabilities	18	42	42.86	46.97		9	18	50.00		76.67

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	262	353	74.22	89.83	92.00	94	208	45.19	78.58	81.00
Targeted Achievement Gap Group	90	157	57.32	81.28	92.00	34	83	40.96	71.89	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	818	988	82.79	89.83	92.00	384	606	63.37	78.58	81.00
Targeted Achievement Gap Group	308	441	69.84	81.28	92.00	143	255	56.08	71.89	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	82	139	58.99	85.03		32	88	36.36		72.56
Hispanic	8	13	61.54	100.00						72.23
White	159	185	85.95	92.83		53	103	51.46		82.78
Economically Disadvantaged	78	130	60.00	85.73		30	71	42.25		74.18
English Language Learners				68.68						62.28
Students with Disabilities	15	42	35.71	60.23		6	18	33.33		56.67

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

M A U M E L L E



February 3, 2014

Dr. Tom Kimbrell, Chairperson
Arkansas Department of Education
Charter Authorizer Committee
Four Capitol Mall, Room 403-A
Little Rock, Arkansas 72201

RE: Request to increase its enrollment for Academics Plus Charter School in Maumelle, AR

Dear Dr. Kimbrell:

On behalf of the Citizens of Maumelle and the Maumelle City Council, we want to express our wholehearted support for the request by Academics Plus Charter School (APCS) to increase its enrollment from 650 students to 850 students over the next two years. APCS has reached its approved capacity and will need an increase in order to continue meeting the needs of students in Maumelle and the surrounding areas. We understand that APCS currently has a waiting list of over 150 students for the 2014 - 2015 school year. This fact demonstrates that the citizens of Central Arkansas support and understand the benefits the school offers.

APCS offers many educational opportunities to its students, including college level classes with as many as 45 credit hours. Providing these advanced level classes to students gives them a better chance to be accepted into college and increases the likelihood that they will graduate.

Since APCS opened in 2001, it has provided an excellent alternative to other public and private schools in the area for students in kindergarten through twelfth grade. I believe that the competition for students is good for the entire school system in Central Arkansas. APCS students have met or exceeded state academic standards on a consistent basis in all areas tested by the State of Arkansas. The school has become a part of the community and has developed a reputation for excellence.

The City of Maumelle was the second fastest growing community in the State of Arkansas in 2010, based on a study by the Gadberry Group. However, Maumelle was the fastest growing city in a similar report in 2007 and 2009. Since 2000, the City's population has increased from 10,500 to 17,163 based on the most recent census in 2010, which is a 63% population increase during the life of the Charter School. The growth of Maumelle has contributed significantly in the last decade to the number of students that attend schools within Pulaski County. The new Maumelle High School opened in August 2011 with a current enrollment of over 1000 students. The Academics Plus Charter School has a waiting list for certain grades even with the opening of the new high school.

February 3, 2014

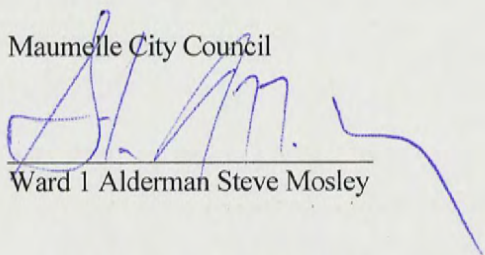
We appreciate each of you who serve Arkansas for your efforts in education and for your continued support for the schools in Maumelle. We respectfully request that you grant the petition for a new charter for APCS with an increased student enrollment cap to allow APCS to continue to grow with Maumelle. I assure you that it is a decision you will not regret and am confident that you will see continued support and an increased enrollment in APCS.

Thank you in advance for your time and your consideration.

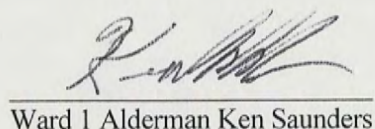
Sincerely,

Michael Watson
Mayor

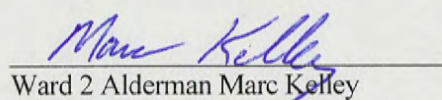
Maumelle City Council



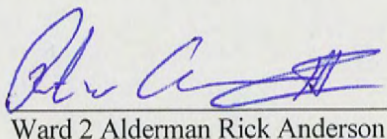
Ward 1 Alderman Steve Mosley



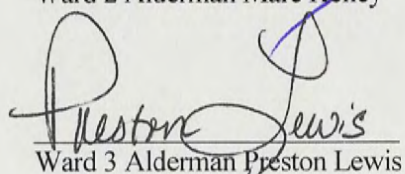
Ward 1 Alderman Ken Saunders



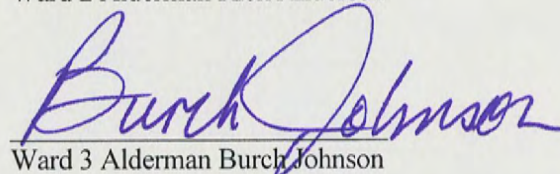
Ward 2 Alderman Marc Kelley



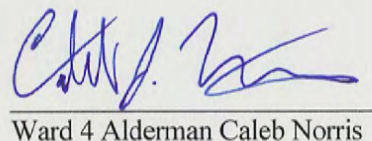
Ward 2 Alderman Rick Anderson



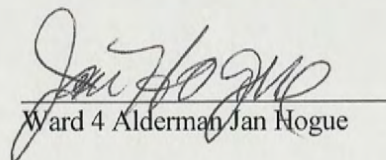
Ward 3 Alderman Preston Lewis



Ward 3 Alderman Burch Johnson



Ward 4 Alderman Caleb Norris



Ward 4 Alderman Jan Nogue

**A RESOLUTION OF THE CITY COUNCIL OF THE CITY OF MAUMELLE,
COUNTY OF PULASKI, STATE OF ARKANSAS**

A RESOLUTION TO BE ENTITLED:

RESOLUTION NO. 2014-05

**A RESOLUTION IN SUPPORT OF THE ACADEMICS PLUS CHARTER SCHOOL IN THE
CITY OF MAUMELLE AND FOR OTHER PURPOSES**

WHEREAS, the City of Maumelle wishes to recognize and express its support for Academics Plus Charter School and the operation of the charter school in the City of Maumelle; and

WHEREAS, Academics Plus Charter School ("APCS") has continued in operation in the City of Maumelle for more than a decade. The students have exhibited tremendous academic prowess and have met or exceeded state academic standards on a consistent basis in all areas tested by the State of Arkansas. APCS meets student needs for children in all grades from Kindergarten through 12th grade; APCS offers concurrent college credits for high school students in several courses; and

WHEREAS, the Academics Plus Charter School currently has an enrollment cap of 650 students set by the State of Arkansas and there are currently 158 students on the waiting list; and,

WHEREAS, there is physical space on the campus to accommodate more than 200 additional students; and

WHEREAS, The City Council supports the efforts of ACPS and their effort to increase enrollment and wishes to express said support to the Charter Authorizer Committee of the State Department of Education.

NOW, THEREFORE, BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF MAUMELLE:

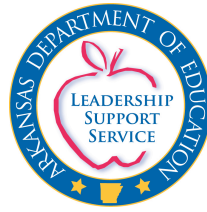
SECTION 1. The City Council and the Mayor of the City of Maumelle hereby recognize and express their support for the Academics Plus Charter School in the City of Maumelle.

SECTION 2. The City Council and the Mayor support the request to the authorizing authority to increase the capacity of the Charter School from 650 to 850 over the next two years. The City supports the proposal to phase in the increase over the two year period by adding an additional 100 students per year. The proposal would result in the 2014-2015 school year capacity at 750 students and the 2015-2016 school year capacity would increase to 850 students.

SECTION 3. A copy of this Resolution shall be sent to the State Board of Education Charter Authorizer Committee, and any other subcommittee or reviewing agency for consideration as part of the review of the application of Academics Plus Charter School for increased enrollment.

Desegregation Analysis Provided by the ADE

MEMO



ARKANSAS
DEPARTMENT
OF EDUCATION

DATE: February 10, 2014

TO: Charter Authorizing Panel

FROM: ADE Staff

SUBJECT: Desegregation Analysis of Amendment Request for Academics Plus Charter School

I. INTRODUCTION

On February 12, 2001, the State Board of Education approved the application of Pulaski Charter School, Inc., to open Academics Plus Charter School in Maumelle to serve 350 students in grades 6-12. The State Board renewed the charter for Academics Plus in 2004 and again in 2007, with an enrollment cap of 375 students in grades K-12. On August 11, 2008, the State Board granted a charter amendment request to increase the school's enrollment cap to 650 students. Academics Plus now asks the Authorizer to increase its enrollment cap to 850 students over the next two years. As of October 1, 2013, the charter school has an enrollment of 650 students.

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 charter renewal or proposed amendments to an existing charter. However, Ark. Code Ann. § 6-23-106(c) states that the Authorizer "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

Academics Plus is located within the boundaries of the Pulaski County Special School District (PCSSD). On page two of its original application submitted to the State Board in 2001, Academics Plus asserted that it would not "negatively impact the racial balance of PCSSD or the Little Rock and North Little Rock School Districts." It committed to comply with PCSSD's "desegregation order of 20-41% minority students for secondary schools". In a letter dated January 5, 2001, the Attorney General opined that Academics Plus had "the *potential* to make it more difficult for the Pulaski County districts to comply with their obligations under the various agreements and court orders in the Pulaski County desegregation case" (emphasis in original).

Academics Plus repeated the same desegregation-related assertions and commitments on page eight of its 2007 renewal application. It should be noted that Academics Plus' charter application and 2007 renewal application both commit to comply with the PCSSD desegregation plan for 20% "minority" students, but the specific requirement of PCSSD's desegregation plan is a "minimum black enrollment of 20%" (emphasis added). It should also be noted that Academics Plus' commitment was made in regards to secondary grades, while PCSSD's desegregation plan establishes minimum enrollments for both elementary and secondary grades. It should be noted as well that PCSSD was recently declared unitary in the area of student assignments and released from the requirement to racially balance its schools to any particular percentage.

A desegregation analysis submitted by the charter school is attached as Exhibit "A". Although PCSSD submitted academic-related objections to the charter school's renewal, it did not submit a desegregation-related objection.

IV. DATA FROM THE DEPARTMENT

Enrollment as of October 1, 2013, for the three traditional public school districts in Pulaski County is 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	227	579	15,689	2,728	73	4,380	23,676
	0.96%	2.45%	66.27%	11.52%	0.31%	18.50%	--
N. Little Rock School District	39	97	4,969	636	30	2,782	8,553
	0.46%	1.13%	58.10%	7.44%	0.35%	32.53%	--
Pulaski Co. Spec. School District	510	345	7,414	1,118	102	7,571	17,060
	2.99%	2.02%	43.46%	6.55%	0.60%	44.38%	
DISTRICT TOTAL	776	1,021	28,072	4,482	205	14,733	49,289
	1.57%	2.07%	56.95%	9.09%	0.42%	29.89%	--

Source: ADE Data Center; October 1, 2013 Enrollment

Enrollment as of October 1, 2013, for all open-enrollment public charter schools operating in Pulaski County is as follows:

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
Academics Plus (PCSSD)	0	12	101	34	2	501	650
	0.0%	1.8%	15.5%	5.2%	0.3%	77.1%	
Covenant Keepers (LRSD)	0	0	112	76	1	3	192
	0.0%	0.0%	58.3%	39.6%	0.5%	1.6%	
E-Stem (LRSD)	68	39	663	82	3	607	1,462
	4.7%	2.7%	45.3%	5.6%	0.2%	41.5%	
Jacksonville Lighthouse (PCSSD)	1	14	422	83	7	289	816
	0.1%	1.7%	51.7%	10.2%	0.9%	35.4%	
Lisa Academy (LRSD)	17	146	342	79	5	210	799
	2.1%	18.3%	42.8%	9.9%	0.6%	26.3%	
Lisa Academy North (NLRSD)	2	60	212	46	5	268	593
	0.3%	10.1%	35.8%	7.8%	0.8%	45.2%	
LR Prep Academy (LRSD)	3	1	387	21	1	4	417
	0.7%	0.2%	92.8%	5.0%	0.2%	1.0%	
Premier High School (LRSD)	0	0	80	2	0	8	90
	0.0%	0.0%	88.9%	2.2%	0.0%	8.9%	
SIATech Little Rock (LRSD)	0	1	77	3	0	11	92
	0.0%	1.1%	83.7%	3.3%	0.0%	12.0%	
CHARTER TOTAL	91	273	2,396	426	24	1,901	5,111
	1.8%	5.3%	46.9%	8.3%	0.5%	37.2%	
COUNTYWIDE TOTAL	867	1,294	30,468	4,908	229	16,634	54,400
	1.6%	2.4%	56.0%	9.0%	0.4%	30.6%	

Historical enrollment data for Academics Plus for both African-American students alone and total overall minority students is as follows:

School Year	African-American Secondary (7-12)	African-American K-12	Total Minority Secondary (7-12)	Total Minority K-12	Secondary (7-12) Enrollment	Total Enrollment
2013-2014	48	101	62	149	247	650
	19.43%	15.54%	25.10%	22.92%	--	--
2012-2013	59	119	72	167	257	648
	22.96%	18.36%	28.02%	25.77%	--	--
2011-2012	56	121	75	178	265	623
	21.13%	19.42%	28.30%	28.57%	--	--
2010-2011	50	118	68	168	266	603
	18.80%	19.57%	25.56%	27.86%	--	--
2009-2010	31	67	37	95	241	538
	12.86%	12.45%	15.35%	17.66%	--	--
2008-2009	18	67	32	93	143	450
	12.59%	14.89%	22.38%	20.67%	--	--
2007-2008	23	86	32	106	129	403
	17.83%	21.34%	24.81%	26.30%	--	--

Note: Total Minority includes African-American, Asian, Native American, Hawaiian, Pacific Islander, Hispanic, and 2 or more. Source: ADE Data Center.

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 Department is aware of a pending desegregation order affecting the PCSSD (*Little Rock School District, et al. v. Pulaski County Special School District, et al.*, Case No. 4:82-cv-866, United States District Court–Eastern District of Arkansas).

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. The court also found that PCSSD is unitary in the areas of Assignment of Students and Advanced Placement, Gifted and Talented and Honors Programs. PCSSD remains non-unitary in the following seven areas of its desegregation plan: (1) Discipline; (2) School Facilities; (3) Scholarships; (4) Special Education; (5) Staff; (6) Student Achievement; and (7) Monitoring.

Because Academics Plus is located in Pulaski County, Arkansas, and within the borders of PCSSD, the State Board must ensure that any act it approves, including approval of an enrollment cap increase, 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 seven areas of the district's desegregation plan. Therefore, the Authorizer should consider whether an enrollment cap increase for Academics Plus will negatively affect PCSSD's efforts to achieve full unitary status.

Kindergarten ELP Standards

Standards 1 and 2

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.K.1.	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	with prompting and support (including context and visual aids), use a very limited set of strategies to identify a few key words in read-alouds and oral presentations (information or stories presented orally).	with prompting and support (including context and visual aids), use an emerging set of strategies to identify some key words and phrases in read-alouds and oral presentations.	with prompting and support (including context and visual aids), use a developing set of strategies to identify main topics in read-alouds and oral presentations, and ask and answer questions about key details.	with prompting and support (including context and visual aids), use an increasing range of strategies to identify main topics, answer questions about key details or parts of stories from read-alouds, picture books, and oral presentations, and retell events from stories.	with prompting and support (including context and visual aids), use a wide range of strategies to identify main topics, answer questions about key details in read-alouds, picture books, and oral presentations, and retell familiar stories.
ELP.K.2.	An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	listen with limited participation in short conversations about familiar topics, and respond to simple questions and some wh- questions.	participate in short conversations about familiar topics, and respond to simple questions and wh- questions.	participate in short conversations about familiar topics, follow some rules for discussion, and respond to simple questions and wh- questions.	participate in conversations and discussions about a variety of topics, follow increasing number of rules for discussion, and ask and answer simple questions.	participate in conversations and discussions about a variety of topics, follow rules for discussion, and ask and answer questions.

Kindergarten ELP Standards

Standards 3, 4, and 5

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.K.3.	An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	communicate simple information or feelings about familiar topics or experiences.	communicate simple information or feelings about familiar topics, experiences, events, or objects in the environment.	communicate information or feelings about familiar topics, experiences, or events.	tell or dictate simple messages about a variety of topics or experiences.	make simple oral presentations and compose short written texts about a variety of topics, experiences, or events.
ELP.K.4.	An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	express a feeling or opinion about a familiar topic.	express an opinion or preference about a familiar topic.	express an opinion or preference about a familiar topic or story.	express an opinion or preference about a variety of topics or stories.	express an opinion or preference about a variety of topics or stories.
ELP.K.5.	ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and support from adults, recall information from experience or from a provided source.	with prompting and support from adults, recall information from experience or use information from a provided source to answer a question.	with prompting and support from adults, recall information from experience or use information from provided sources to answer a question.	with prompting and support from adults, recall information from experience or use information from provided sources to answer a question.	with prompting and support from adults, recall information from experience or use information from provided sources to answer a question.

Kindergarten ELP Standards

Standards 6, 7, and 8

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.K.6.	An ELL can . . . analyze and critique the arguments of others orally and in writing.	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	with prompting and support, identify a reason an author or speaker gives to support a point.	with prompting and support, identify appropriate reasons an author or speaker gives to support main points.
ELP.K.7.	An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	show a developing awareness of the difference between appropriate language for the playground and language for the classroom.	show awareness of differences between informal, ‘playground speech,’ and language appropriate to the classroom; use some words learned through conversations, reading, and being read to.
ELP.K.8.	An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	with prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), answer and sometimes ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events.	with prompting and support (including context and visual aids), answer and ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events.

Kindergarten ELP Standards

Standards 9 and 10

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.K.9.	An ELL can . . . create clear and coherent grade-appropriate speech and text.	[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	retell several events from experience or a familiar story, with support (including visual aids, context), with developing control of some frequently occurring linking words (e.g., <i>and</i> , <i>then</i>).	retell a simple sequence of events from experience or a familiar story, with support (including visual aids, context), with increasingly independent control of frequently occurring linking words.	retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end, with support (including visual aids), using frequently occurring linking words.
ELP.K.10.	An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	recognize and use a small number of frequently occurring nouns and verbs, and understand and respond to simple questions, with support (including context and visual aids).	recognize and use frequently occurring nouns and verbs and short phrases; respond to yes/no and wh-questions; and produce a few simple sentences in shared language activities, with support (including context, visual aids).	recognize and use frequently occurring regular plural nouns (-s, -es), verbs, and prepositions; use and respond to question words; and produce simple sentences in shared language activities, with support (including context, visual aids).	recognize and use frequently occurring regular plural nouns, verbs, and prepositions; use and respond to question words; and produce and expand simple sentences in shared language activities, with support (context, visual aids).	use frequently occurring regular plural nouns, verbs, prepositions, and question words; ask and answer questions using interrogatives; and produce and expand simple sentences, in shared language activities and with increasing independence.

Grade 1 ELP Standards

Standards 1 and 2

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.1.1.	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	with prompting and support (including context and visual aids), use a very limited set of strategies to identify a few key words in read-alouds, picture books, and oral presentations.	use an emerging set of strategies to identify key words and phrases in read-alouds, simple written texts, and oral presentations.	use a developing set of strategies to identify main topics, answer questions about key details from read-aloud texts, simple written texts, and oral presentations, and retell some key details or events from stories.	use an increasing range of strategies to identify main topics; ask and answer questions about an increasing number of key details in read-alouds, written texts, and oral presentations; and retell familiar stories or episodes of stories.	use a wide range of strategies to identify main topics; ask and answer questions about key details in read-alouds, written texts, and oral presentations; and retell stories, including key details.
ELP.1.2.	An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	participate by listening to short conversations about familiar topics, and respond to simple yes/no and some wh-questions.	participate in short conversations about familiar topics, take turns, and respond to simple and wh-questions.	participate in short discussions, conversations, and short written exchanges about familiar topics; follow rules for discussion; and ask and answer simple questions about the topic.	participate in discussions, conversations, and written exchanges about a variety of topics and texts; follow rules for discussion; respond to the comments of others and make comments of his or her own; and ask and answer questions.	participate in extended discussions, conversations, and written exchanges about a variety of topics and texts; follow rules for discussion; build on the comments of others and contribute his or her own; and ask and answer questions.

Grade 1 ELP Standards

Standards 3, 4, and 5

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.1.3.	An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	communicate simple information or feelings about familiar topics or experiences.	communicate simple messages about familiar topics, experiences, events, or objects in the environment.	deliver short simple oral presentations and compose short written texts about familiar topics, stories, experiences, or events.	deliver short simple oral presentations and compose written texts about a variety of texts, topics, experiences, or events, using simple sentences and drawings or illustrations.	deliver oral presentations and compose written texts which include a few descriptive details about a variety of texts, topics, experiences, or events.
ELP.1.4.	An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	express a preference or opinion about a familiar topic.	express an opinion about a familiar topic.	express an opinion about a familiar topic or story, and give a reason for the opinion.	express opinions about a variety of texts and topics, and give a reason for the opinion.	express opinions about a variety of texts and topics, introducing the topic and giving a reason for the opinion, and providing a sense of closure.
ELP.1.5.	An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and support from adults, participate in shared research projects, gathering information from provided sources and labeling information.	with prompting and support from adults, participate in shared research projects, gathering information from provided sources and summarizing some key information.	with prompting and support from adults, participate in shared research projects, gathering information from provided sources and summarizing information.	with prompting and support from adults, participate in shared research projects, gathering information from provided sources and answering a question or summarizing information.	with prompting and support from adults, participate in shared research projects, gathering information from provided sources and answering a question or summarizing information.

Grade 1 ELP Standards

Standards 6 and 7

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.1.6.	An ELL can . . . analyze and critique the arguments of others orally and in writing.	[Standard introduced at Level 2.]	with prompting and support, identify a reason an author or a speaker gives to support a point.	identify one or two reasons an author or a speaker gives to support the main point.	identify reasons an author or a speaker gives to support the main point.	Identify reasons an author or a speaker gives to support the main point.
ELP.1.7.	An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	show a developing awareness of the difference between appropriate language for the playground and language for the classroom.	show awareness of differences between informal, ‘playground speech’ and language appropriate to the classroom; use some words learned through conversations, reading, and being read to.	shift appropriately between informal, ‘playground speech’ and language appropriate to the classroom most of the time; use words learned through conversations, reading, and being read to.

Grade 1 ELP Standards

Standard 8

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.1.8.	An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	with prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events, using sentence-level context and visual aids.	answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events, using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms.	answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events, using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as <i>-ed</i> , <i>-ing</i> , and some <i>common prefixes</i>).

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.1.9.	An ELL can . . . create clear and coherent grade-appropriate speech and text.	[Standard introduced at Level 2.]	retell an event, and present simple information, with support (including visual aids, modeled sentences) using, with emerging control, some frequently occurring linking words.	retell (in speech or writing) a simple sequence of events in the correct order, and present simple information, with support (including modeled sentences), using, with developing control, some frequently occurring linking words (e.g., <i>and</i> , <i>so</i>) and temporal words (e.g., <i>first</i> , <i>then</i>).	recount two or three events in sequence, and present simple information about a topic, using, with increasingly independent control, some temporal words (e.g., <i>next</i> , <i>after</i>) to signal event order and some frequently occurring linking words (<i>and</i> , <i>so</i>) to connect ideas.	recount a more complex sequence of events in the correct order, using temporal words to signal the event order, and introduce a topic and provide some facts about it, using frequently occurring conjunctions and connecting words.
ELP.1.10.	An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	understand and use a small number of frequently occurring nouns and verbs, and very simple sentences; and respond to simple questions, with support (including context and visual aids).	recognize and use frequently occurring nouns, verbs, prepositions, and conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i>), and produce simple sentences, with support (including visual aids and sentences).	use some singular and plural nouns, verbs in the present and past tenses, frequently occurring prepositions and conjunctions, and produce and expand simple sentences in response to prompts, with support (including modeled sentences).	use an increasing number of singular and plural nouns with matching verbs, verb tenses (e.g., present, past), and frequently occurring prepositions and conjunctions, and produce and expand simple and some compound sentences in response to prompts.	use singular and plural nouns with matching verbs, verb tenses (e.g., present, past, future) and frequently occurring prepositions and conjunctions, and produce and expand simple and compound sentences in response to prompts.

Grades 2-3 ELP Standards

Standards 1 and 2

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.2-3.1.	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to identify a few key words and phrases in read-alouds, simple written texts, and oral presentations.	use an emerging set of strategies to identify the main topic or message/lesson (of a story) and some key words and phrases in read-alouds, simple written texts, and oral presentations.	use a developing set of strategies to identify the main topic or message, answer questions about and retell some key details in read-alouds, simple written texts, and oral presentations.	use an increasing range of strategies to determine the main idea or message, and identify or answer questions about some key details that support the main idea/message in read-alouds, written texts, and oral presentations; and retell a variety of stories.	use a wide range of strategies to determine the main idea or message, and tell how key details support the main idea in read-alouds, written texts, and oral communications; and retell a variety of stories.
ELP.2-3.2.	An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	listen to and occasionally participate in short conversations about familiar topics, and respond to simple yes/no and some wh- questions.	participate in short conversations, discussions, and written exchanges about familiar topics; take turns; and respond to simple and wh- questions.	participate in short discussions and written exchanges about familiar topics and texts; follow the rules for discussion; respond to the comments of others and contribute his or her own; and ask questions to gain information or clarify understanding.	participate in discussions, conversations, and written exchanges about a variety of topics and texts; follow the rules for discussion; build on the ideas of others and contribute his or her own; and ask and answer questions about the topic or text.	participate in extended discussions, conversations, and written exchanges about a variety of texts and topics; follow the rules for discussion; build on the ideas of others, and express his or her own; and ask and answer questions about the topic or text.

Grades 2-3 ELP Standards

Standards 3, 4, and 5

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.2-3.3.	An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	communicate simple information about familiar texts, topics, experiences, or events.	deliver simple oral presentations and compose written texts about familiar texts, topics, experiences, or events.	deliver short oral and compose written narratives or informational texts about familiar texts, topics, experiences, or events.	deliver short oral and compose written narratives and informational texts about a variety of texts, topics, experiences, or events.	deliver oral and compose written narratives and informational texts, with some details, about a variety of texts, topics, experiences, or events.
ELP.2-3.4.	An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	express an opinion about a familiar topic.	express an opinion about a familiar topic or story.	express an opinion about a familiar topic or story, giving one or more reasons for the opinion.	express opinions about a variety of topics, introducing the topic and giving several reasons for the opinion.	express opinions about a variety of topics, introducing the topic, giving several reasons for the opinion, and providing a concluding statement.
ELP.2-3.5.	An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and support (at Grade 2), carry out short individual or shared research projects, gathering information from provided sources and labeling information.	with prompting and support (at Grade 2), carry out short individual or shared research projects, recalling information from experience or gathering information from provided sources, and recording some information/observations in simple notes.	with prompting and support (at Grade 2), carry out short individual or shared research projects, recalling information from experience or gathering information from provided sources, and recording information/observations in orderly notes.	with prompting and support (at Grade 2), carry out short individual or shared research projects, recalling information from experience or gathering information from multiple sources.	with prompting and support (at Grade 2), carry out short individual or shared research projects, recalling information from experience and/or gathering information from multiple sources.

Grades 2-3 ELP Standards

Standards 6 and 7

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.2-3.6.	An ELL can . . . analyze and critique the arguments of others orally and in writing.	with prompting and support (at Grade 2), identify a point an author or a speaker makes, using a few frequently occurring words and phrases.	with prompting and support (at Grade 2), identify a reason an author or a speaker gives to support the main point.	tell how one or two reasons support the main point an author or a speaker makes.	tell how one or two reasons support the specific points an author or a speaker makes.	describe how reasons support the specific points an author or a speaker makes.
ELP.2-3.7.	An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	recognize the meaning of some words learned through conversations, reading, and being read to.	show increasing awareness of differences between informal, ‘playground speech’ and language appropriate to the classroom; use some words learned through conversations, reading, and being read to.	compare examples of the formal and informal use of English, and (at Grade 3) use an increasing number of general academic and content-specific words in conversations and discussions.	adapt language choices, as appropriate, to formal and informal contexts, and (at Grade 3) use a wider range of general academic and content-specific words in conversations and discussions.	adapt language choices, as appropriate, to formal and informal contexts, and (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.2.3.8.	An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, relying heavily on visual aids, context, and knowledge of morphology in his or her native language.	ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using context, visual aids, and knowledge of morphology in his or her native language.	determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using context, some visual aids, reference materials, and a developing knowledge of English morphology.	determine the meaning of less-frequently occurring words and phrases, some idiomatic expressions, and (at Grade 3) some general academic and content-specific vocabulary in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events, using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes).	determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions, and (at Grade 3) some general academic and content-specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events, using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as <i>-ed</i> , <i>-ing</i> , and some common prefixes).

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.2-3.9.	An ELL can . . . create clear and coherent grade-appropriate speech and text.	communicate simple information about an event or topic, with support (including context and visual aids), using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	recount two events in sequence, and communicate simple information about a topic, with support (including visual aids and modeled sentences), using, with emerging control, frequently occurring linking words (e.g., <i>and, then</i>).	recount a short sequence of events, and present a few pieces of information about a topic, with support (including modeled sentences), using, with developing control, common linking words (e.g., <i>and, but, next, after</i>) to connect ideas or events.	recount a sequence of events, using temporal words (<i>before, after, soon</i>), and introduce an informational topic and present facts about it, using, with increasingly independent control, linking words (e.g., <i>because, and, also</i>) to connect ideas or events.	recount a coherent sequence of events, using temporal words to signal event order clearly, and introduce an informational topic and present facts about it using linking words (e.g., <i>because, and, also</i>) to connect ideas and provide a concluding statement.
ELP.2-3.10.	An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	understand and use a small number of frequently occurring nouns and verbs, and respond to simple questions with support (including context and visual aids).	recognize and use some frequently occurring collective nouns (e.g., <i>group</i>), verbs, adjectives, adverbs, and conjunctions, and produce simple sentences in response to prompts, with support (including visual aids and modeled sentences).	use some collective nouns, frequently occurring adjectives, adverbs, and conjunctions, and the past tense of some frequently occurring irregular verbs, and produce and expand simple and some compound sentences, with support (including modeled sentences).	use collective nouns, an increasing number of adjectives, adverbs, and conjunctions, and the past tense of frequently occurring irregular verbs, and produce and expand simple, compound, and (at Grade 3) a few complex sentences.	use collective and commonly occurring abstract nouns (e.g., <i>childhood</i>), the past tense of frequently occurring irregular verbs, coordinating and commonly used subordinating conjunctions, adjectives, and adverbs, and produce and expand simple, compound, and (at Grade 3) some complex sentences.

Grades 4–5 ELP Standards

Standards 1 and 2

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.4-5.1.	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to identify a few key words and phrases in read-alouds, simple written texts, and oral presentations.	use an emerging set of strategies to identify the main topic and retell a few key details of read-alouds, simple written texts, and oral presentations.	use a developing set of strategies to determine the main idea or theme, and retell a few key details of read-alouds, simple written texts, and oral presentations; and retell familiar stories.	use an increasing range of strategies to determine the main idea or theme, and explain how some key details support the main idea or theme in read-alouds, written texts, and oral presentations; and summarize part of a text.	use a wide range of strategies to determine two or more main ideas or themes, and explain how key details support them in read-alouds, written texts, and oral presentations; and summarize a text.
ELP.4-5.2.	An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	participate in short conversational and written exchanges about familiar topics, actively listening to others and responding to simple questions and some wh-questions.	participate in short conversational and written exchanges about familiar topics, actively listening to others and responding to simple questions and wh- questions.	participate in short conversations, discussions, and written exchanges about familiar topics and texts, responding to others' comments and adding some comments of his or her own, and asking and answering questions about the topic or text.	participate in conversations, discussions, and written exchanges about a variety of topics and texts, building on the ideas of others and expressing his or her own, asking and answering relevant questions, and adding relevant information and evidence.	participate in extended conversations, discussions, and written exchanges about a variety of topics and texts, building on the ideas of others and expressing his or her own ideas clearly, posing and responding to relevant questions, adding relevant and detailed information, using evidence, and summarizing the key ideas expressed.

Grades 4–5 ELP Standards

Standards 3, 4, and 5

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.4-5.3.	An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	communicate simple information about familiar texts, topics, events, or objects in the environment.	deliver short oral and compose written texts about familiar texts, topics, and experiences.	deliver short oral and compose written narratives or informational texts about familiar texts, topics, and experiences, including a few details.	deliver short oral and compose written narratives or informational texts about a variety of texts, topics, and experiences, including some details.	deliver oral and compose written narrative or informational texts about a variety of texts, topics, and experiences, developing the topic with details and examples.
ELP.4-5.4.	An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	express an opinion about a familiar topic.	construct a simple claim about a familiar topic, and give a reason to support the claim.	construct a claim about familiar topics, introducing the topic and providing a few reasons or facts to support the claim.	construct a claim about a variety of topics: introduce the topic, provide several reasons or facts to support the claim, and provide a concluding statement.	construct a claim about a variety of topics: introduce the topic, provide logically ordered reasons or facts to support the claim, and provide a concluding statement.
ELP.4-5.5.	An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	recall information from experience and/or gather information from a few provided sources, and label some key information.	recall information from experience and/or gather information from provided sources, and record some information.	recall information from experience and/or gather information from print and digital sources to answer a question; and identify key information in orderly notes.	recall information from experience and/or gather information from print and digital sources to answer a question; record information in organized notes, with charts, tables, or other graphics, as appropriate; and provide a list of sources.	recall information from experience and/or gather information from print and digital sources; summarize key ideas and information in detailed and orderly notes, with graphics as appropriate; and provide a list of sources.

Grades 4–5 ELP Standards

Standards 6 and 7

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.4-5.6.	An ELL can . . . analyze and critique the arguments of others orally and in writing.	identify a point an author or speaker makes.	identify a reason an author or speaker gives to support a main point, and agree or disagree.	tell how one or two reasons support the specific points an author or speaker makes or fails to make.	describe how reasons support the specific points an author or speaker makes or fails to make.	explain how an author or speaker uses reasons and evidence to support or fail to support particular points, (and at grade 5) identifying which reasons and evidence support which points).
ELP.4-5.7.	An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	recognize the meaning of some words learned through conversations, reading, and being read to.	adapt language choices to different social and academic contents, with emerging control, and use some words learned through conversations, reading, and being read to.	adapt language choices according to purpose, task, and audience, with developing control, and use an increasing number of general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text.	adapt language choices and style (includes register) according to purpose, task, and audience, with increasing ease, and use a wider range of general academic and content-specific words and phrases in speech and writing.	adapt language choices and style according to purpose, task, and audience, and use a wide variety of general academic and content-specific words and phrases in speech and writing.

		By the end of each English language proficiency level an ELL can. . .				
		1	2	3	4	5
ELP.4-5.8.	An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, relying heavily on context, visual aids, and knowledge of morphology in his or her native language.	determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using context, some visual aids, reference materials, and knowledge of morphology in his or her native language.	determine the meaning of frequently occurring words and phrases and some idiomatic expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, and base words).	determine the meaning of general academic and content-specific words, phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, reference materials, and an increasing knowledge of morphology.	determine the meaning of general academic and content-specific words and phrases and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events, using context, reference materials, and knowledge of morphology.

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.4-5.9.	An ELL can . . . create clear and coherent grade-appropriate speech and text.	communicate simple information about an event or topic, with support (including context and visual aids), using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	recount a simple sequence of events in order, and communicate simple information about a topic, with support (including visual aids and modeled sentences), using, with emerging control, frequently occurring linking words (e.g., <i>and, then</i>).	recount a short sequence of events in order, and introduce an informational topic, present one or two facts about it, and provide a concluding statement, with support (including modeled sentences), using, with developing control, an increasing range of temporal and other linking words (e.g., <i>next, because, and, also</i>).	recount a more detailed sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a conclusion, using, with increasingly independent control, transitional words and phrases to connect events, ideas and opinions (e.g., <i>after a while, for example, in order to, as a result</i>).	recount a more detailed sequence of events, with a beginning, middle, and an end, and introduce an informational topic, develop it with facts and details, and provide a concluding statement or section, using a variety of linking words and phrases to connect ideas, information, or events.
ELP.4-5.10.	An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	recognize and use a small number of frequently occurring nouns, noun phrases, and verbs; and understand and respond to simple questions with support (including context and visual aids).	recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunction; and produce simple sentences in response to prompts, with support (including visual aids and modeled sentences).	use some relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), and prepositional phrases; produce and expand simple and compound sentences, with support (including modeled sentences).	use relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), subordinating conjunctions, and prepositional phrases; and produce and expand simple, compound, and a few complex sentences.	use relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), prepositional phrases, subordinating conjunctions, and the progressive and perfect verb tenses; and produce and expand simple, compound, and complex sentences.

Grades 6–8 ELP Standards

Standards 1 and 2

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.6-8.1.	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to identify a few key words and phrases in oral communications and simple written texts.	use an emerging set of strategies to identify the main topic, and retell a few key details in oral communications and simple written texts.	use a developing set of strategies to determine the central idea or theme in simple oral presentations or written text, and explain how it is supported by specific details, and summarize part of the text.	use an increasing range of strategies to determine two or more central ideas or themes in oral presentations or written text, and explain how they are supported by specific textual details, and summarize a simple text.	use a wide range of strategies to determine central ideas or themes in oral presentations or written text, and explain how they are developed by supporting ideas or evidence, and summarize a text.
ELP.6-8.2.	An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	participate in short conversational and written exchanges on familiar topics, presenting simple information and responding to simple questions and some wh- questions.	participate in short conversational and written exchanges on familiar topics and texts, presenting information and ideas and responding to simple questions and wh- questions.	participate in conversations, discussions, and written exchanges on familiar topics and texts; building on the ideas of others and express his or her own; asking and answering relevant questions; and adding relevant information.	participate in conversations, discussions, and written exchanges about a variety of topics, texts, and issues; building on the ideas of others and expressing his or her own; asking and answering relevant questions; adding relevant information and evidence; and paraphrasing the key ideas expressed.	participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues; building on the ideas of others and expressing his or her own clearly; posing and responding to relevant questions; adding relevant and specific evidence; and summarizing and reflecting on the key ideas expressed.

Grades 6–8 ELP Standards

Standards 3 and 4

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.6-8.3.	An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	communicate simple information about familiar texts, topics, and experiences.	deliver short oral and compose written narratives or informational texts about familiar texts, topics, experiences, or events.	deliver short oral and compose written narratives or informational texts about familiar texts, topics, and experiences, developed with some details.	deliver oral and compose written narratives or informational texts about a variety of texts, topics, and experiences, developed with some specific details.	deliver oral and compose written narratives or informational texts about a variety of texts, topics, and experiences, developed with relevant details, ideas, or information.
ELP.6-8.4.	An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	express an opinion about familiar topics.	construct a claim about familiar topics and give a reason to support the claim.	construct a claim about a familiar topic: introduce the topic and provide several supporting reasons or facts in a logical order, and provide a concluding statement.	construct a claim about a variety of topics: introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement.	construct a claim about a variety of topics: introduce the topic, provide compelling and logically ordered reasons or facts that effectively support the claim, and provide a concluding statement.

Grades 6–8 ELP Standards

Standard 5

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.6-8.5.	An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	gather information from a few provided sources and label collected information.	gather information from provided sources and record some data and information.	gather information from multiple provided print and digital sources and summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate, and cite sources.	gather information from multiple print and digital sources, using search terms effectively; quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate; and cite sources, using a standard format for citation.	gather information from multiple print and digital sources, using search terms effectively; and (at Grade 8) evaluate the credibility of each source; quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate; and cite sources, using a standard format for citation.

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.6-8.6.	An ELL can . . . analyze and critique the arguments of others orally and in writing.	identify a point an author or a speaker makes.	identify the main argument and one reason an author or a speaker gives to support the argument.	explain the argument an author or a speaker makes and distinguish between claims that are supported by reasons and evidence from those that are not.	analyze the argument and specific claims in texts or speech, determining whether the evidence is sufficient to support the claims, and cite textual evidence to support the analysis.	analyze and evaluate the argument and specific claims in texts or speech/presentations, determining whether the reasoning is sound and the evidence is relevant and sufficient to support the claims; and cite textual evidence to support the analysis.
ELP.6-8.7.	An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	recognize the meaning of some words learned through conversations, reading, and being read to.	adapt language choices according to task and audience with emerging control, and begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions.	adapt language choices and style according to purpose, task, and audience, with developing ease; use an increasing number of general academic and content-specific words and phrases in speech and short written texts, and show developing control of style and tone in oral or written text.	adapt language choices and style according to purpose, task, and audience, with increasing ease; use a wider range of general academic and content-specific academic words and phrases, and maintain consistency in style and tone throughout most of oral or written text.	adapt language choices and style according to purpose, task, and audience, with ease; use a wide variety of complex general academic and content-specific academic words to express ideas precisely, and maintain an appropriate and consistent style and tone throughout an oral or written text.

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.6-8.8.	An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events, relying heavily on context, visual aids, and knowledge of morphology in their native language.	determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and knowledge of morphology in their native language.	determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, base words).	determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, reference materials, and an increasing knowledge of morphology.	determine the meaning (including the figurative and connotative meanings) of general academic and content-specific words and phrases, idiomatic expressions, and figurative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events, using context, reference materials, and knowledge of morphology.

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.6-8.9.	An ELL can . . . create clear and coherent grade-appropriate speech and text.	communicate simple information about an event or topic, with support (including context and visual aids) using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	recount a brief sequence of events in order, and introduce an informational topic, present one or two facts about it, and provide a concluding statement, with support (including sentences), using, with emerging control, some commonly occurring linking words (e.g., <i>next</i> , <i>because</i> , <i>and</i> , <i>also</i>).	recount a short sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with a few facts and details, and provide a conclusion, using, with developing control, common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while</i> , <i>for example</i> , <i>in order to</i> , <i>as a result</i>).	recount a more detailed sequence of events or steps in a process, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a concluding section or statement, using, with increasingly independent control, a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., <i>however</i> , <i>on the other hand</i> , <i>from that moment on</i>).	recount a complex sequence of events or steps in a process, with a beginning, middle, and an end, and introduce and effectively develop an informational topic with facts and details, and provide a concluding section or statement, using a wide variety of transitional words and phrases to show logical relationships between events and ideas.

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.6-8.10.	An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	recognize and use a small number of frequently occurring nouns, noun phrases, and verbs, and understand and respond to simple questions.	use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases, and produce simple and compound sentences, with support (including visual aids and sentences).	use relative pronouns (e.g., <i>who</i> , <i>whom</i> , <i>which</i> , <i>that</i>), relative adverbs (e.g., <i>where</i> , <i>when</i> , <i>why</i>), subordinating conjunctions, and prepositional phrases, and produce and expand simple, compound, and a few complex sentences, with support (including modeled sentences).	use an increasing number of intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>) and verbs in the active and passive voices; place phrases and clauses within a sentence, recognizing and correcting most misplaced and dangling modifiers; and produce and expand simple, compound, and complex sentences.	use intensive pronouns and verbs in the active and passive voices; place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers; and produce and expand simple, compound, and complex sentences.

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.9-12.1.	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to identify a few key words and phrases in oral communications and simple oral and written texts.	use an emerging set of strategies to identify the main topic, and retell a few key details in oral presentations and simple oral and written texts.	use a developing set of strategies to determine the central idea or theme in oral presentations and written texts, and explain how it is developed by specific details in the texts; and summarize part of the text.	use an increasing range of strategies to determine two central ideas or themes, and analyze their development in oral presentations and written texts, citing specific details and evidence from the texts to support the analysis; and summarize a simple text.	use a wide range of strategies to determine central ideas or themes in presentations and written texts, and analyze their development, citing specific details and evidence from the texts to support the analysis; and summarize a text.

		By the end of each English language proficiency level, an ELL can. . .				
		1	2	3	4	5
ELP.9-12.2.	An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	participate in short conversational and written exchanges on familiar topics, presenting information and responding to simple yes/no questions and some wh- questions.	participate in short conversational and written exchanges on familiar topics and texts, presenting information and ideas, and responding to simple questions and wh- questions.	participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues: building on the ideas of others and expressing his or her own; asking and answering relevant questions; adding relevant information and evidence; and restate some of the key ideas expressed.	participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues: build on the ideas of others and express his or her own clearly, supporting points with specific and relevant evidence; ask and answer questions to clarify ideas and conclusions; and summarize the key points expressed.	participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues: build on the ideas of others and express his or her own clearly and persuasively, referring to specific and relevant evidence from texts or research to support his or her ideas; ask and answer questions that probe reasoning and claims; and summarize the key points and evidence discussed.

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.9-12.3.	An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	communicate information about familiar texts, topics, and experiences.	deliver short oral and compose written narratives or informational texts about familiar texts, topics, experiences, or events.	deliver short oral and compose written informational texts about familiar texts, topics, or events, developing the topic with a few details, with support (including modeled sentences).	deliver oral and compose written informational texts about a variety of texts, topics, or events; developing the topic with some relevant details, concepts, examples, and information, integrating graphics or multimedia when useful.	deliver oral and compose written informational texts about a variety of texts, topics, or events; fully developing the topic with relevant details, concepts, examples, and information, integrating graphics or multimedia when useful.
ELP.9-12.4.	An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	express an opinion about a familiar topic.	construct a claim about familiar topics: introduce the topic and give a reason to support the claim, and provide a concluding statement.	construct a claim about familiar topics: introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement.	construct a claim about a variety of topics: introduce the topic, provide logically ordered reasons or facts that effectively support the claim, and provide a concluding statement.	construct a substantive claim about a variety of topics: introduce the claim and distinguish it from a counter-claim, provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim, and provide a conclusion that summarizes the argument presented.

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.9-12.5.	An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	gather information from a few provided print and digital sources, and label collected information, experiences, or events.	gather information from provided print and digital sources, and summarize data and information.	carry out short research projects to answer a question; gather information from multiple provided print and digital sources, and evaluate the reliability of each source; paraphrase key information in a short written or oral report, using illustrations, diagrams, or other graphics; and provide a list of sources.	carry out both short and more sustained research projects to answer a question; gather and synthesize information from multiple print and digital sources, using search terms effectively; evaluate the reliability of each source and integrate information into an organized oral or written report, citing sources appropriately.	carry out both short and more sustained research projects to answer a question or solve a problem; gather and synthesize information from multiple print and digital sources, using advanced search terms effectively; evaluate the reliability of each source, and analyze and integrate information into a clearly organized oral or written text, citing sources appropriately.

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.9-12.6.	An ELL can . . . analyze and critique the arguments of others orally and in writing.	identify a point an author or a speaker makes.	identify the main argument and one reason an author or a speaker gives to support the argument.	explain the reasons an author or a speaker gives to support a claim, and cite textual evidence to support the analysis.	analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determining whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis.	analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, and cite specific textual evidence to thoroughly support the analysis.
ELP.9-12.7.	An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	recognize the meaning of some words learned through conversations, reading, and being read to.	adapt language choices to task and audience with emerging control, and use some frequently occurring general academic and content-specific words in conversation and discussion.	adapt language choices and style according to purpose, task, and audience, with developing ease, use an increasing number of general academic and content-specific words and expressions in speech and written text, and show developing control of style and tone in oral or written text.	adapt language choices and style according to purpose, task, and audience, use a wider range of complex general academic and content-specific words and phrases, and adopt and maintain a formal style in speech and writing, as appropriate.	adapt language choices and style according to purpose, task, and audience with ease, use a wide variety of complex general academic and content-specific words and phrases, and employ both formal and more informal styles effectively, as appropriate.

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.9-12.8.	An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts about familiar topics, experiences, or events, relying heavily on context, visual aids, and knowledge of morphology in their native language.	determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and knowledge of morphology in their native language.	determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events, using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, and base words).	determine the meaning of general academic and content-specific words and phrases, figurative language, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, increasingly complex visual aids, reference materials, and an increasing knowledge of morphology.	determine the meaning (including the figurative and connotative meanings) of general academic and content-specific words and phrases, figurative language (e.g., irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, or events, using context, complex visual aids, reference materials, and consistent knowledge of morphology.

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.9-12.9.	An ELL can . . . create clear and coherent grade-appropriate speech and text.	communicate basic information about an event or topic, with support (including context and visual aids) using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	recount a short sequence of events in order, and introduce an informational topic and provide one or two facts about it, with support (including modeled sentences), using, with emerging control, common linking words to connect events and ideas (e.g., <i>first, next, because</i>).	recount a sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a conclusion, using, with developing control, common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, as a result</i>).	recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure, and introduce and develop an informational topic with facts, details, and evidence, and provide a concluding section or statement, using, with increasingly independent control, a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas.	recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order, and introduce and effectively develop an informational topic with facts, details, and evidence, and provide a concluding section or statement, using complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas.

		By the end of each English language proficiency level, an ELL can . . .				
		1	2	3	4	5
ELP.9-12.10.	An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions (but, or, and), and prepositions, and understand and respond to simple questions.	use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions, and produce simple and compound sentences, with support (including modeled sentences).	use simple phrases (e.g., noun, verb, adjectival, adverbial, prepositional) and clauses (e.g., independent, dependent, relative, adverbial), and produce and expand simple compound and a few complex sentences, with support (including modeled sentences).	use increasingly complex phrases (e.g., noun, verb, adjectival, adverbial and participial, prepositional, absolute) and clauses, and produce and expand simple, compound, and complex sentences.	use complex phrases and clauses, and produce and expand simple, compound, and complex sentences.

K-12

**Library Media
Curriculum Framework**

Revised 2013

K-12 Library Media Curriculum Framework

Strand	Content Standard
Information Literacy	
1. Identify and Access	Students will identify, locate, and retrieve appropriate resources for a variety of purposes.
2. Organize	Students will apply critical thinking skills and organize information to obtain knowledge.
3. Evaluate	Students will evaluate resources for appropriateness of information.
Social Responsibility	
4. Participate Ethically	Students will participate ethically, responsibly, and safely while obtaining and generating information.
5. Communicate and Collaborate	Students will exchange information and ideas effectively and work cooperatively to pursue a goal.
Personal Growth	
6. Read	Students will pursue opportunities for individual growth and lifelong learning through reading a variety of formats.
7. Connect	Students will make connections to the academic environment and the real world.
8. Respond	Students will convey understanding of information and express ideas in a variety of formats.
9. Reflect	Students will analyze their learning experiences for improvement.

Notes:

1. Each grade level continues to address earlier Student Learning Expectations (SLEs) as needed.
2. The Library Media Framework document is to be used in collaboration with other content area framework documents to accomplish the stated SLEs. Library Media Specialists and classroom teachers should work together in order to meet the goals stated in this document.
3. Words that appear in italics within this document are defined in the glossary.
4. All items in a bulleted list are required to be taught.
5. The examples given (e.g.,) are suggestions to guide the instructor.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Identify and Access	IL.1.K.1 Recognize the purpose and organization of the school library media center <ul style="list-style-type: none"> major sections author's last name 	IL.1.1.1 Demonstrate knowledge of the purpose and organization of the school library media center to locate resources by referring to <ul style="list-style-type: none"> major sections (e.g., easy, fiction, nonfiction, reference, <i>digital resources</i>) author's last name, alphabetically 	IL.1.2.1 Demonstrate knowledge of the purpose and organization of the school library media center to locate resources by referring to <ul style="list-style-type: none"> major sections (e.g., easy, fiction, nonfiction, reference, <i>digital resources, periodicals</i>) author's last name, alphabetically <i>Dewey Decimal Classification System</i>, numerically by subject 	IL.1.3.1 Demonstrate knowledge of the purpose and organization of the school library media center to locate resources by referring to <ul style="list-style-type: none"> major sections (e.g., easy, fiction, nonfiction, reference, <i>digital resources, periodicals, biographies, special collections</i>) author's last name, alphabetically <i>Dewey Decimal Classification System</i>, numerically by subject 	IL.1.4.1 Utilize knowledge of the organization of the school library media center to locate resources by referring to <ul style="list-style-type: none"> major sections (e.g., easy, fiction, nonfiction, reference, <i>digital resources, periodicals, biographies, special collections</i>) <i>statement of responsibility</i> (e.g., author, editor, illustrator) <i>Dewey Decimal Classification System</i>, numerically by subject 	IL.1.5.1 Utilize knowledge of the organization of the school library media center to locate resources by referring to <ul style="list-style-type: none"> major sections (e.g., fiction, nonfiction, reference, <i>digital resources, periodicals, biographies, special collections</i>) <i>statement of responsibility</i> (e.g., author, editor, illustrator) <i>Dewey Decimal Classification System</i>, numerically by subject and by author's last name
	IL.1.K.2 Recognize the purpose of an <i>Online Public Access Catalog (OPAC)</i>	IL.1.1.2 Recognize the purpose of an <i>Online Public Access Catalog (OPAC)</i> and locate resources, with guidance (e.g., author, title search)	IL.1.2.2 Utilize <i>Online Public Access Catalog (OPAC)</i> to locate appropriate resources, with guidance (e.g., author, title search, subject, keyword)	IL.1.3.2 Utilize <i>Online Public Access Catalog (OPAC)</i> to locate appropriate resources, with guidance (e.g., author, title search, subject, keyword)	IL.1.4.2 Utilize <i>Online Public Access Catalog (OPAC)</i> to locate appropriate resources, with guidance (e.g., author, title search, subject, keyword)	IL.1.5.2 Utilize <i>Online Public Access Catalog (OPAC)</i> search strategies to locate appropriate resources, with guidance (e.g., author, title search, subject, keyword)
	IL.1.K.3 Recognize that there are other types of libraries, which may be organized the same way as the school library media center	IL.1.1.3 Recognize that there are other types of libraries, which may be organized the same way as the school library media center	IL.1.2.3 Recognize that there are other types of libraries, which may be organized the same way as the school library media center	IL.1.3.3 Recognize that there are other types of libraries, which may be organized the same way as the school library media center	IL.1.4.3 Recognize that there are other types of libraries, which may be organized the same way as the school library media center	IL.1.5.3 Recognize that there are other types of libraries, which may be organized the same way as the school library media center

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Identify and Access	IL.1.K.4 Recognize parts of a book used to locate information <ul style="list-style-type: none"> author illustrator physical features (e.g., back cover, front cover, spine) title 	IL.1.1.4 Recognize parts of a book used to locate information <ul style="list-style-type: none"> author dedication page illustrator physical features (e.g., back cover, front cover, spine) table of contents title title page 	IL.1.2.4 Utilize parts of a book to locate information <ul style="list-style-type: none"> author copyright dedication page glossary illustrator index physical features (e.g., back cover, front cover, spine) table of contents title title page 	IL.1.3.4 Utilize parts of a book to locate information <ul style="list-style-type: none"> author bibliography copyright dedication page glossary illustrator index physical features (e.g., back cover, front cover, spine) preface synopsis/<i>blurb</i> table of contents title title page 	IL.1.4.4 Utilize parts of a book to locate information <ul style="list-style-type: none"> <i>afterword</i> appendix author bibliography copyright dedication page glossary illustrator index physical features (e.g., back cover, front cover, spine) preface synopsis/<i>blurb</i> table of contents title title page 	IL.1.5.4 Utilize parts of a book to locate information for a specific purpose <ul style="list-style-type: none"> <i>afterword</i> appendix author bibliography copyright dedication page glossary illustrator index physical features (e.g., back cover, front cover, spine) preface synopsis/<i>blurb</i> table of contents title title page
	IL.1.K.5 Recognize <i>text features</i> (e.g., headings, bold print, illustrations)	IL.1.1.5 Identify <i>text features</i> (e.g., headings, bold print, illustrations, italics, <i>electronic menus, icons</i>)	IL.1.2.5 Utilize <i>text features</i> to locate information (e.g., headings, bold print, illustrations, italics, <i>electronic menus, icons</i> , subheadings, diagrams)	IL.1.3.5 Utilize <i>text features</i> to locate information (e.g., headings, bold print, illustrations, italics, <i>electronic menus, icons</i> , subheadings, diagrams, key words, sidebars, hyperlinks, captions, tabs, maps, photographs)	IL.1.4.5 Utilize <i>text features</i> to locate information that answers questions (e.g., headings, bold print, illustrations, italics, <i>electronic menus, icons</i> , subheadings, diagrams, key words, sidebars, hyperlinks, captions, tabs, maps, photographs, <i>boxed text</i> , drop-down menus, charts, graphs, timelines, animations, <i>interactive elements</i> on Web pages)	IL.1.5.5 Utilize <i>text features</i> to locate information that answers questions (e.g., headings, bold print, illustrations, italics, <i>electronic menus, icons</i> , subheadings, diagrams, key words, sidebars, hyperlinks, captions, tabs, maps, photographs, <i>boxed text</i> , drop-down menus, charts, graphs, timelines, animations, <i>interactive elements</i> on Web pages)

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Identify and Access	IL.1.K.6 Recognize an information need by asking questions, prior to accessing resources	IL.1.1.6 Recognize an information need by asking questions, prior to accessing resources	IL.1.2.6 Recognize an information need by generating questions to develop and refine a topic, prior to accessing resources	IL.1.3.6 Recognize an information need by generating questions to develop and refine a topic, prior to accessing resources and locating information	IL.1.4.6 Examine an information need by generating complex questions to develop and refine a topic, prior to accessing resources and locating information (e.g., <i>graphic organizers</i>)	IL.1.5.6 Examine an information need by generating complex questions using key words to develop and refine a topic, prior to accessing resources and locating information, with guidance (e.g., <i>graphic organizers</i>)
	IL.1.K.7 Recognize information in a variety of print/non-print/ <i>digital resources</i> (e.g., atlases, audiobooks, books, <i>databases</i> , dictionaries, <i>eBooks</i> , encyclopedias, globes, maps, videos, websites)	IL.1.1.7 Recognize information in a variety of print/non-print/ <i>digital resources</i> (e.g., atlases, audiobooks, books, <i>databases</i> , dictionaries, <i>eBooks</i> , encyclopedias, globes, maps, videos, websites)	IL.1.2.7 Utilize information in a variety of print/non-print/ <i>digital resources</i> (e.g., atlases, audiobooks, books, <i>databases</i> , dictionaries, <i>eBooks</i> , encyclopedias, globes, maps, videos, websites, <i>periodicals</i>)	IL.1.3.7 Utilize information in a variety of print/non-print/ <i>digital resources</i> (e.g., atlases, audiobooks, books, <i>databases</i> , dictionaries, <i>eBooks</i> , encyclopedias, globes, maps, videos, websites, <i>periodicals</i> , thesauri, almanacs, photographs)	IL.1.4.7 Select and interpret various types of information on a topic in a variety of print/non-print/ <i>digital resources</i> (e.g., atlases, audiobooks, books, <i>databases</i> , dictionaries, <i>eBooks</i> , encyclopedias, globes, maps, videos, websites, <i>periodicals</i> , thesauri, almanacs, photographs, charts, graphs, diagrams, timelines, animations, <i>interactive elements</i> , <i>primary sources</i> , <i>secondary sources</i>)	IL.1.5.7 Select and interpret various types of information on a topic in a variety of print/non-print/ <i>digital resources</i> (e.g., atlases, audiobooks, books, <i>databases</i> , dictionaries, <i>eBooks</i> , encyclopedias, globes, maps, videos, websites, <i>periodicals</i> , thesauri, almanacs, photographs, charts, graphs, diagrams, timelines, animations, <i>interactive elements</i> , <i>primary sources</i> , <i>secondary sources</i>)
	IL.1.K.8 Recognize informational websites	IL.1.1.8 Recognize informational websites	IL.1.2.8 Recognize with guidance tools for navigating an informational website	IL.1.3.8 Utilize tools for navigating an informational website (e.g., tabs, toolbars)	IL.1.4.8 Utilize tools for navigating an informational website (e.g., tabs, toolbars, keywords)	IL.1.5.8 Utilize tools for navigating an informational website (e.g., tabs, toolbars, keywords)
	IL.1.K.9 Recognize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i>)	IL.1.1.9 Recognize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i>)	IL.1.2.9 Recognize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i>)	IL.1.3.9 Utilize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i>)	IL.1.4.9 Utilize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i>)	IL.1.5.9 Utilize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i> , museums, <i>virtual tours</i>)

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Organize	<p>IL.2.K.1 Identify with guidance <i>organizational strategies</i> for gathering information (e.g., <i>graphic organizers, digital tools</i>)</p> <p>IL.2.K.2 Manage with guidance information from a variety of resources (e.g., sort, classify, sequence)</p>	<p>IL.2.1.1 Identify with guidance <i>organizational strategies</i> for gathering information (e.g., <i>graphic organizers, digital tools</i>)</p> <p>IL.2.1.2 Manage with guidance information from a variety of resources (e.g., sort, classify, sequence)</p>	<p>IL.2.2.1 Identify with guidance <i>organizational strategies</i> for gathering information (e.g., <i>graphic organizers, digital tools</i>)</p> <p>IL.2.2.2 Manage with guidance information from a variety of resources (e.g., order, group/categorize, outline, notes)</p>	<p>IL.2.3.1 Identify <i>organizational strategies</i> for gathering information (e.g., <i>graphic organizers, digital tools</i>)</p> <p>IL.2.3.2 Manage with guidance information from a variety of resources (e.g., order, group/categorize, outline, notes)</p>	<p>IL.2.4.1 Identify <i>organizational strategies</i> for gathering information (e.g., <i>graphic organizers, digital tools</i>)</p> <p>IL.2.4.2 Manage information from a variety of resources (e.g., order, group/categorize, outline, notes)</p>	<p>IL.2.5.1 Identify <i>organizational strategies</i> for gathering information (e.g., <i>graphic organizers, digital tools</i>)</p> <p>IL.2.5.2 Manage information from a variety of resources (e.g., order, group/categorize, outline, notes)</p>

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Evaluate	<p>IL.3.K.1 Draw with guidance conclusions about a completed task</p> <p>IL.3.K.2 Recognize with guidance appropriateness of resources</p> <p>IL.3.K.3 Recognize information as fact or opinion</p> <p>IL.3.K.4 This SLE begins in Grade 5.</p>	<p>IL.3.1.1 Draw with guidance conclusions about a completed task</p> <p>IL.3.1.2 Utilize with guidance appropriate resources</p> <p>IL.3.1.3 Recognize information as fact or opinion</p> <p>IL.3.1.4 This SLE begins in Grade 5.</p>	<p>IL.3.2.1 Critique with guidance a completed task</p> <p>IL.3.2.2 Select with guidance appropriate resources for a task</p> <p>IL.3.2.3 Recognize information as fact, opinion, and for point of view</p> <p>IL.3.2.4 This SLE begins in Grade 5.</p>	<p>IL.3.3.1 Critique with guidance a completed task</p> <p>IL.3.3.2 Select with guidance appropriate resources using established criteria (e.g., usefulness, <i>relevance</i>, clarity of organization, <i>currency</i>, validity, <i>authority</i>)</p> <p>IL.3.3.3 Examine information as fact, opinion, and for point of view</p> <p>IL.3.3.4 This SLE begins in Grade 5.</p>	<p>IL.3.4.1 Critique and revise a completed task</p> <p>IL.3.4.2 Select with guidance appropriate resources using established criteria (e.g., usefulness, <i>relevance</i>, clarity of organization, <i>currency</i>, validity, <i>authority</i>, <i>domains</i>)</p> <p>IL.3.4.3 Examine information as fact, opinion, and for point of view and <i>bias</i></p> <p>IL.3.4.4 This SLE begins in Grade 5.</p>	<p>IL.3.5.1 Critique and revise a completed task</p> <p>IL.3.5.2 Select appropriate resources using established criteria (e.g., usefulness, <i>relevance</i>, clarity of organization, <i>currency</i>, validity, <i>authority</i>, <i>domains</i>, <i>scope</i>)</p> <p>IL.3.5.3 Examine information as fact, opinion, and for point of view and <i>bias</i></p> <p>IL.3.5.4 Identify with guidance attributes of a <i>primary source</i> and a <i>secondary source</i></p>

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Participate Ethically	SR.4.K.1 Demonstrate knowledge of library policies and procedures in the school library media center	SR.4.1.1 Demonstrate knowledge of library policies and procedures in the school library media center	SR.4.2.1 Demonstrate knowledge of library policies and procedures in the school library media center	SR.4.3.1 Demonstrate knowledge of library policies and procedures in the school library media center	SR.4.4.1 Recognize the need for <i>Acceptable Use Policy (AUP)</i> and demonstrate knowledge of library policies and procedures in the school library media center	SR.4.5.1 Recognize the need for <i>Acceptable Use Policy (AUP)</i> and demonstrate knowledge of library policies and procedures in the school library media center
	SR.4.K.2 Recognize attributes of <i>digital citizenship</i> (e.g., <i>cyberbullying</i> , personal information, reporting inappropriate communication, <i>Acceptable Use Policy [AUP]</i>)	SR.4.1.2 Recognize attributes of <i>digital citizenship</i> (e.g., <i>cyberbullying</i> , personal information, reporting inappropriate communication, <i>Acceptable Use Policy [AUP]</i>)	SR.4.2.2 Identify attributes of <i>digital citizenship</i> (e.g., <i>cyberbullying</i> , personal information, reporting inappropriate communication, <i>Acceptable Use Policy [AUP]</i> , posting, <i>global awareness</i>)	SR.4.3.2 Identify attributes of <i>digital citizenship</i> (e.g., <i>cyberbullying</i> , personal information, reporting inappropriate communication, <i>Acceptable Use Policy [AUP]</i> , posting, <i>global awareness</i> , terms of usage, engaging in <i>social media</i>)	SR.4.4.2 Demonstrate knowledge of <i>digital citizenship</i> (e.g., <i>cyberbullying</i> , personal information, reporting inappropriate communication, <i>AUP</i> , posting, <i>global awareness</i> , terms of usage, engaging in <i>social media</i>)	SR.4.5.2 Demonstrate knowledge of <i>digital citizenship</i> (e.g., <i>cyberbullying</i> , personal information, reporting inappropriate communication, <i>AUP</i> , posting, <i>global awareness</i> , terms of usage, engaging in <i>social media</i>)
	SR.4.K.3 Recognize <i>copyright laws</i> (e.g., © symbol, <i>plagiarism</i>)	SR.4.1.3 Recognize <i>copyright laws</i> (e.g., © symbol, <i>plagiarism</i> , <i>copyrighted works</i>)	SR.4.2.3 Recognize <i>copyright laws</i> (e.g., © symbol, <i>plagiarism</i> , <i>copyrighted works</i>)	SR.4.3.3 Demonstrate knowledge of <i>copyright laws</i> (e.g., © symbol, <i>plagiarism</i> , <i>copyrighted works</i>)	SR.4.4.3 Demonstrate knowledge of <i>copyright laws</i> (e.g., © symbol, <i>plagiarism</i> , <i>copyrighted works</i> , <i>intellectual property rights</i> , <i>Creative Commons</i>)	SR.4.5.3 Demonstrate knowledge of <i>copyright laws</i> (e.g., © symbol, <i>plagiarism</i> , <i>copyrighted works</i> , <i>intellectual property rights</i> , <i>Creative Commons</i>)
	SR.4.K.4 Recognize resources used to gather information	SR.4.1.4 Recognize resources used to gather information	SR.4.2.4 Identify and name resources used to gather information	SR.4.3.4 Identify and name resources used to gather information	SR.4.4.4 Cite with guidance resources used to gather information (e.g., author, title, <i>copyright date</i>)	SR.4.5.4 Cite resources used to gather information in bibliographic form (e.g., author, title, <i>copyright date</i>)

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Communicate and Collaborate	SR.5.K.1 Identify interpersonal skills when communicating formally and informally (e.g., listen attentively, respond respectfully)	SR.5.1.1 Identify interpersonal skills when communicating formally and informally (e.g., listen attentively, respond respectfully)	SR.5.2.1 Identify interpersonal skills when communicating formally and informally (e.g., listen attentively, respond respectfully, seek a variety of viewpoints)	SR.5.3.1 Demonstrate interpersonal skills when communicating formally and informally (e.g., listen attentively, respond respectfully, seek a variety of viewpoints)	SR.5.4.1 Demonstrate interpersonal skills when communicating formally and informally (e.g., listen attentively, respond respectfully, seek a variety of viewpoints)	SR.5.5.1 Demonstrate interpersonal skills when communicating formally and informally (e.g., listen attentively, respond respectfully, seek a variety of viewpoints)
	SR.5.K.2 Share information clearly using a variety of formats	SR.5.1.2 Share information clearly using a variety of formats	SR.5.2.2 Share information clearly using a variety of formats	SR.5.3.2 Convey information clearly using a variety of formats	SR.5.4.2 Convey information clearly using a variety of formats	SR.5.5.2 Interpret and convey information clearly using a variety of formats
	SR.5.K.3 Work with others to gather and share resources, information, and ideas	SR.5.1.3 Work with others to gather and share resources, information, and ideas	SR.5.2.3 Work with others to gather and share resources, information, and ideas	SR.5.3.3 Work with others to identify a mutual goal and contribute to the achievement of that goal	SR.5.4.3 Work with others to identify a mutual goal and contribute to the achievement of that goal	SR.5.5.3 Work with others to identify a mutual goal and contribute to the achievement of that goal
	SR.5.K.4 Identify and utilize with guidance the <i>collaborative process</i> effectively and efficiently	SR.5.1.4 Identify and utilize with guidance the <i>collaborative process</i> effectively and efficiently	SR.5.2.4 Identify and utilize with guidance the <i>collaborative process</i> effectively and efficiently	SR.5.3.4 Utilize with guidance the <i>collaborative process</i> effectively and efficiently	SR.5.4.4 Utilize the <i>collaborative process</i> effectively and efficiently	SR.5.5.4 Utilize the <i>collaborative process</i> effectively and efficiently

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Read	PG.6.K.1 Read for pleasure and personal learning	PG.6.1.1 Read for pleasure and personal learning	PG.6.2.1 Read for pleasure and personal learning	PG.6.3.1 Read for pleasure and personal learning	PG.6.4.1 Read for pleasure and personal learning	PG.6.5.1 Read for pleasure and personal learning
	PG.6.K.2 Recognize and read from or listen to a variety of increasingly complex <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> 	PG.6.1.2 Recognize and read from or listen to a variety of increasingly complex <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> 	PG.6.2.2 Recognize and read from or listen to a variety of increasingly complex <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> 	PG.6.3.2 Recognize and read from or listen to a variety of increasingly complex <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> 	PG.6.4.2 Recognize and read from or listen to a variety of increasingly complex <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> 	PG.6.5.2 Recognize and read from or listen to a variety of increasingly complex <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i>
	PG.6.K.3 Utilize reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea, visualizing, questioning, <i>close reading</i>)	PG.6.1.3 Utilize reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea, visualizing, questioning, <i>close reading</i>)	PG.6.2.3 Utilize reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea, visualizing, questioning, <i>close reading</i> , <i>literary devices</i>)	PG.6.3.3 Utilize reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea, visualizing, questioning, <i>close reading</i> , <i>literary devices</i>)	PG.6.4.3 Utilize reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea, visualizing, questioning, <i>close reading</i> , <i>literary devices</i>)	PG.6.5.3 Utilize reading strategies to comprehend information (e.g., predicting, retelling, drawing conclusions, cause and effect, sequencing, main idea, visualizing, questioning, <i>close reading</i> , <i>literary devices</i>)
	PG.6.K.4 Discuss with guidance story elements (e.g., character, setting, plot, problem/solution, major events)	PG.6.1.4 Discuss story elements (e.g., character, setting, plot, problem/solution, major events)	PG.6.2.4 Identify story elements (e.g., character, setting, plot, problem/solution, major events)	PG.6.3.4 Describe story elements (e.g., character, setting, plot, problem/solution, compare/contrast, point of view)	PG.6.4.4 Interpret story elements (e.g., character, setting, plot, problem/solution, compare/contrast, point of view)	PG.6.5.4 Evaluate story elements (e.g., character, setting, plot, problem/solution, compare/contrast, point of view)
	PG.6.K.5 Discuss with guidance author's purpose	PG.6.1.5 Identify author's purpose	PG.6.2.5 Explain author's purpose	PG.6.3.5 Examine author's purpose	PG.6.4.5 Examine author's purpose	PG.6.5.5 Examine author's purpose
	PG.6.K.6 Recognize that award-winning literary works have met certain criteria (e.g., Arkansas Diamond, Caldecott, Coretta Scott King, Pura Belpre)	PG.6.1.6 Recognize that award-winning literary works have met certain criteria (e.g., Arkansas Diamond, Caldecott, Coretta Scott King, Pura Belpre)	PG.6.2.6 Recognize that award-winning literary works have met certain criteria (e.g., Arkansas Diamond, Caldecott, Coretta Scott King, Pura Belpre)	PG.6.3.6 Recognize that award-winning literary works have met certain criteria (e.g., Arkansas Diamond, Caldecott, Coretta Scott King, Pura Belpre)	PG.6.4.6 Recognize that award-winning literary works have met certain criteria (e.g., Arkansas Diamond, Caldecott, Coretta Scott King, Pura Belpre, Charlie May Simon)	PG.6.5.6 Recognize that award-winning literary works have met certain criteria (e.g., Arkansas Diamond, Caldecott, Coretta Scott King, Pura Belpre, Charlie May Simon, Newbery)

Strand: Personal Growth

Content Standard 7: Students will make connections to the academic environment and the real world.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Connect	PG.7.K.1 Discuss new understandings collaboratively PG.7.K.2 Apply <i>information literacy skills</i> to meet individual needs	PG.7.1.1 Discuss new understandings collaboratively PG.7.1.2 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning	PG.7.2.1 Discuss new understandings collaboratively PG.7.2.2 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning	PG.7.3.1 Discuss new understandings collaboratively PG.7.3.2 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning	PG.7.4.1 Utilize new knowledge individually and collaboratively (e.g., discussions, presentations) PG.7.4.2 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning	PG.7.5.1 Utilize new knowledge individually and collaboratively (e.g., discussions, presentations) PG.7.5.2 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Respond	PG.8.K.1 React in a variety of ways to <ul style="list-style-type: none"> <i>informational texts</i> <i>literary texts</i> <i>multicultural texts</i> (e.g., role play, illustration, puppets)	PG.8.1.1 React in a variety of ways to <ul style="list-style-type: none"> <i>informational texts</i> <i>literary texts</i> <i>multicultural texts</i> (e.g., role play, illustration, puppets)	PG.8.2.1 React in a variety of ways to <ul style="list-style-type: none"> <i>informational texts</i> <i>literary texts</i> <i>multicultural texts</i> (e.g., role play, illustration, puppets, diagrams, plays)	PG.8.3.1 React in a variety of ways to <ul style="list-style-type: none"> <i>informational texts</i> <i>literary texts</i> <i>multicultural texts</i> (e.g., role play, illustration, puppets, diagrams, plays, readers' theater, story webs, choral reading, <i>blogs</i> , <i>WIKIs</i>)	PG.8.4.1 React in a variety of ways to <ul style="list-style-type: none"> <i>informational texts</i> <i>literary texts</i> <i>multicultural texts</i> (e.g., role play, illustration, puppets, diagrams, plays, readers' theater, story webs, choral reading, <i>blogs</i> , <i>WIKIs</i>)	PG.8.5.1 React in a variety of ways to <ul style="list-style-type: none"> <i>informational texts</i> <i>literary texts</i> <i>multicultural texts</i> (e.g., role play, illustration, puppets, diagrams, plays, readers' theater, story webs, choral reading, <i>blogs</i> , <i>WIKIs</i> , <i>apps</i> , presentation software)
	PG.8.K.2 Respond to information from various resources	PG.8.1.2 Respond to information from various resources	PG.8.2.2 Respond to information from various resources	PG.8.3.2 Respond to information from various resources	PG.8.4.2 Respond to information from various resources in a variety of ways using <i>digital tools</i> when appropriate	PG.8.5.2 Respond to information from various resources in a variety of ways using <i>digital tools</i> when appropriate
	PG.8.K.3 Recognize with guidance various points of view	PG.8.1.3 Recognize with guidance various points of view	PG.8.2.3 Recognize with guidance various points of view	PG.8.3.3 Identify with guidance various points of view and multicultural perspectives	PG.8.4.3 Identify with guidance various points of view and multicultural perspectives	PG.8.5.3 Identify various points of view and multicultural perspectives

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Reflect	<p>PG.9.K.1 Utilize self-assessment tools (e.g., smiley faces, thumbs up/down)</p> <p>PG.9.K.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.K.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others)</p>	<p>PG.9.1.1 Utilize self-assessment tools (e.g., smiley faces, thumbs up/down, checklists)</p> <p>PG.9.1.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.1.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others)</p>	<p>PG.9.2.1 Utilize self-assessment tools (e.g., checklists, <i>peer review</i>, rubrics)</p> <p>PG.9.2.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.2.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others)</p>	<p>PG.9.3.1 Utilize self-assessment tools (e.g., checklists, <i>peer review</i>, rubrics)</p> <p>PG.9.3.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.3.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others)</p>	<p>PG.9.4.1 Utilize self-assessment tools (e.g., checklists, <i>peer review</i>, rubrics)</p> <p>PG.9.4.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.4.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others)</p>	<p>PG.9.5.1 Utilize self-assessment tools (e.g., checklists, <i>peer review</i>, rubrics, self-generated assessments)</p> <p>PG.9.5.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.5.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others)</p>

Strand: Information Literacy

Content Standard 1: Students will identify, locate, and retrieve appropriate resources for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 6	Grade 7	Grade 8
Identify and Access	<p>IL.1.6.1 Utilize knowledge of school library media center organization to locate resources by referring to</p> <ul style="list-style-type: none"> major sections (e.g., fiction, nonfiction, reference, <i>digital resources</i>, <i>periodicals</i>, special collections) <i>statement of responsibility</i> (e.g., author, editor, illustrator) <i>Dewey Decimal Classification System</i> <p>IL.1.6.2 Utilize <i>Online Public Access Catalog (OPAC)</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> <i>advanced search strategies</i> (e.g., author, title, subject, keyword, subtopic, cross-reference, <i>Boolean operators</i>) <p>IL.1.6.3 Recognize that there are other types of libraries, which may be organized differently from the school library media center (e.g., public library)</p>	<p>IL.1.7.1 Utilize knowledge of school library media center organization to locate resources by referring to</p> <ul style="list-style-type: none"> major sections (e.g., fiction, nonfiction, reference, <i>digital resources</i>, <i>periodicals</i>, special collections) <i>statement of responsibility</i> (e.g., author, editor, illustrator) <i>Dewey Decimal Classification System</i> <p>IL.1.7.2 Utilize <i>Online Public Access Catalog (OPAC)</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> <i>advanced search strategies</i> (e.g., author, title, subject, keyword, subtopic, cross-reference, <i>Boolean operators</i>) <p>IL.1.7.3 Recognize that there are other types of libraries, which may be organized differently from the school library media center (e.g., public library)</p>	<p>IL.1.8.1 Utilize knowledge of school library media center organization to locate resources by referring to</p> <ul style="list-style-type: none"> major sections (e.g., fiction, nonfiction, reference, <i>digital resources</i>, <i>periodicals</i>, special collections) <i>statement of responsibility</i> (e.g., author, editor, illustrator) <i>Dewey Decimal Classification System</i> <p>IL.1.8.2 Utilize <i>Online Public Access Catalog (OPAC)</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> <i>advanced search strategies</i> (e.g., author, title, subject, keyword, subtopic, cross-reference, <i>Boolean operators</i>, special features) <p>IL.1.8.3 Recognize that there are other types of libraries, which may be organized differently from the school library media center (e.g., public library)</p>

Strand: Information Literacy

Content Standard 1: Students will identify, locate, and retrieve appropriate resources for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 6	Grade 7	Grade 8
Identify and Access	<p>IL.1.6.4 Utilize parts of a book to locate information for a specific purpose</p> <ul style="list-style-type: none"> • <i>afterword</i> • appendix • author • bibliography • <i>copyright</i> • dedication page • glossary • illustrator • index • physical features (e.g., back cover, front cover, spine) • preface • synopsis/<i>blurb</i> • table of contents • title • title page 	<p>IL.1.7.4 Utilize parts of a book to locate information for a specific purpose</p> <ul style="list-style-type: none"> • <i>afterword</i> • appendix • author • bibliography • <i>copyright</i> • dedication page • glossary • illustrator • index • physical features (e.g., back cover, front cover, spine) • preface • synopsis/<i>blurb</i> • table of contents • title • title page 	<p>IL.1.8.4 Utilize parts of a book to locate information for a specific purpose</p> <ul style="list-style-type: none"> • <i>afterword</i> • appendix • author • bibliography • <i>copyright</i> • dedication page • glossary • illustrator • index • physical features (e.g., back cover, front cover, spine) • preface • synopsis/<i>blurb</i> • table of contents • title • title page
	<p>IL.1.6.5 Utilize <i>text features</i> to locate information for a specific purpose (e.g., headings, bold print, illustrations, italics, <i>electronic menus</i>, <i>icons</i>, subheadings, diagrams, key words, sidebars, hyperlinks, captions, tabs, maps, photographs, <i>boxed text</i>, drop-down menus, charts, graphs, timelines, animations, <i>interactive elements</i> on Web pages, topic sentences)</p>	<p>IL.1.7.5 Utilize <i>text features</i> to locate information for a specific purpose (e.g., headings, bold print, illustrations, italics, <i>electronic menus</i>, <i>icons</i>, subheadings, diagrams, key words, sidebars, hyperlinks, captions, tabs, maps, photographs, <i>boxed text</i>, drop-down menus, charts, graphs, timelines, animations, <i>interactive elements</i> on Web pages, topic sentences)</p>	<p>IL.1.8.5 Utilize <i>text features</i> to locate information for a specific purpose (e.g., headings, bold print, illustrations, italics, <i>electronic menus</i>, <i>icons</i>, subheadings, diagrams, key words, sidebars, hyperlinks, captions, tabs, maps, photographs, <i>boxed text</i>, drop-down menus, charts, graphs, timelines, animations, <i>interactive elements</i> on Web pages, topic sentences)</p>

Strand: Information Literacy

Content Standard 1: Students will identify, locate, and retrieve appropriate resources for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 6	Grade 7	Grade 8
Identify and Access	<p>IL.1.6.6 Examine an information need by generating complex questions using key words to develop and refine a topic, prior to locating information or accessing resources, with guidance (e.g., <i>graphic organizers</i>)</p> <p>IL.1.6.7 Select and interpret various types of information on a topic using a variety of print/non-print/<i>digital resources</i> (e.g., atlases, audiobooks, books, <i>databases</i>, dictionaries, <i>eBooks</i>, encyclopedias, globes, maps, videos, websites, <i>periodicals</i>, thesauri, almanacs, photographs, charts, graphs, diagrams, timelines, animations, <i>interactive elements</i>, <i>primary sources</i>, <i>secondary sources</i>, paintings)</p> <p>IL.1.6.8 Recognize <i>advanced search techniques</i> (e.g., tabs, toolbars, keywords, filters)</p> <p>IL.1.6.9 Utilize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i>, museums, <i>virtual tours</i>, special libraries)</p>	<p>IL.1.7.6 Examine with guidance an <i>academic inquiry</i> approach for an informational need</p> <ul style="list-style-type: none"> • choose key words in tasks • develop questions • refine questions to clarify tasks <p>IL.1.7.7 Select and interpret various types of information on a topic using a variety of print/non-print/<i>digital resources</i> (e.g., atlases, audiobooks, books, <i>databases</i>, dictionaries, <i>eBooks</i>, encyclopedias, globes, maps, videos, websites, <i>periodicals</i>, thesauri, almanacs, photographs, charts, graphs, diagrams, timelines, animations, <i>interactive elements</i>, <i>primary sources</i>, <i>secondary sources</i>, paintings)</p> <p>IL.1.7.8 Recognize <i>advanced search techniques</i> (e.g., tabs, toolbars, keywords, filters)</p> <p>IL.1.7.9 Utilize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i>, museums, <i>virtual tours</i>, special libraries)</p>	<p>IL.1.8.6 Examine with guidance an <i>academic inquiry</i> approach for an informational need</p> <ul style="list-style-type: none"> • choose key words in tasks • develop questions • refine questions to clarify tasks <p>IL.1.8.7 Select and interpret various types of information on a topic using a variety of print/non-print/<i>digital resources</i> (e.g., atlases, audiobooks, books, <i>databases</i>, dictionaries, <i>eBooks</i>, encyclopedias, globes, maps, videos, websites, <i>periodicals</i>, thesauri, almanacs, photographs, charts, graphs, diagrams, timelines, animations, <i>interactive elements</i>, <i>primary sources</i>, <i>secondary sources</i>, paintings)</p> <p>IL.1.8.8 Utilize <i>advanced search techniques</i> (e.g., tabs, toolbars, keywords, filters)</p> <p>IL.1.8.9 Utilize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i>, museums, <i>virtual tours</i>, special libraries)</p>

Strand: Information Literacy

Content Standard 2: Students will apply critical thinking skills and organize information to obtain knowledge.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 6	Grade 7	Grade 8
Organize	<p>IL.2.6.1 Apply <i>organizational strategies</i> to record information using available resources (e.g., <i>graphic organizers, digital tools, notecards, note taking, summarizing, paraphrasing</i>)</p> <p>IL.2.6.2 Manage information from a variety of resources (e.g., order, group/categorize, outline, notes)</p>	<p>IL.2.7.1 Apply <i>organizational strategies</i> to record information using available resources (e.g., <i>graphic organizers, digital tools, notecards, note taking, summarizing, paraphrasing</i>)</p> <p>IL.2.7.2 Manage and prioritize information from a wide variety of resources based on <i>relevance</i> and credibility</p>	<p>IL.2.8.1 Apply and refine <i>organizational strategies</i> to record information using available resources (e.g., <i>graphic organizers, digital tools, notecards, note taking, summarizing, paraphrasing</i>)</p> <p>IL.2.8.2 Manage and prioritize information from a wide variety of resources based on <i>relevance</i> and credibility</p>

Strand: Information Literacy

Content Standard 3: Students will evaluate resources for appropriateness of information.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 6	Grade 7	Grade 8
Evaluate	<p>IL.3.6.1 Critique and revise a completed task using established criteria, with guidance</p> <p>IL.3.6.2 Select appropriate information resources using established criteria (e.g., usefulness, <i>relevance</i>, clarity of organization, <i>currency</i>, validity, <i>authority</i>, <i>domains</i>, <i>scope</i>, <i>bias</i>, readability, accuracy)</p> <p>IL.3.6.3 This SLE has been mastered in Grade 5; however, students will continue to analyze resources for fact, opinion, and for point of view and <i>bias</i> in curriculum content tasks.</p> <p>IL.3.6.4 Identify attributes of a <i>primary source</i> and a <i>secondary source</i></p>	<p>IL.3.7.1 Critique and revise a completed task using established criteria, with guidance</p> <p>IL.3.7.2 Select appropriate information resources using established criteria (e.g., usefulness, <i>relevance</i>, clarity of organization, <i>currency</i>, validity, <i>authority</i>, <i>domains</i>, <i>scope</i>, <i>bias</i>, readability, accuracy)</p> <p>IL.3.7.3 This SLE has been mastered in Grade 5; however, students will continue to analyze resources for fact, opinion, and for point of view and <i>bias</i> in curriculum content tasks.</p> <p>IL.3.7.4 Explain attributes of a <i>primary source</i> and a <i>secondary source</i></p>	<p>IL.3.8.1 Critique and revise a completed task using established criteria, with guidance</p> <p>IL.3.8.2 Select appropriate information resources using established criteria (e.g., usefulness, <i>relevance</i>, clarity of organization, <i>currency</i>, validity, <i>authority</i>, <i>domains</i>, <i>scope</i>, <i>bias</i>, readability, accuracy, <i>propaganda</i>)</p> <p>IL.3.8.3 This SLE has been mastered in Grade 5; however, students will continue to analyze resources for fact, opinion, and for point of view and <i>bias</i> in curriculum content tasks.</p> <p>IL.3.8.4 Explain differences between a <i>primary source</i> and a <i>secondary source</i></p>

Strand: Social Responsibility

Content Standard 4: Students will participate ethically, responsibly, and safely while obtaining and generating information.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 6	Grade 7	Grade 8
Participate Ethically	<p>SR.4.6.1 Demonstrate understanding of <i>Acceptable Use Policy (AUP)</i> and library policies and procedures in the school library media center</p> <p>SR.4.6.2 Demonstrate knowledge of <i>digital citizenship</i> (e.g., <i>cyberbullying</i>, personal information, reporting inappropriate communication, <i>AUP</i>, posting, <i>global awareness</i>, terms of usage, engaging in <i>social media</i>)</p> <p>SR.4.6.3 Respect and follow <i>copyright laws</i> when compiling information (e.g., © symbol, <i>plagiarism</i>, <i>copyrighted</i> works, <i>intellectual property rights</i>, <i>Creative Commons</i>)</p> <p>SR.4.6.4 Create citations and bibliographies using a standard format for all resources, with guidance</p>	<p>SR.4.7.1 Demonstrate understanding of <i>Acceptable Use Policy (AUP)</i> and library policies and procedures in the school library media center</p> <p>SR.4.7.2 Demonstrate knowledge of <i>digital citizenship</i> (e.g., <i>cyberbullying</i>, personal information, reporting inappropriate communication, <i>AUP</i>, posting, <i>global awareness</i>, terms of usage, engaging in <i>social media</i>)</p> <p>SR.4.7.3 Respect and follow <i>copyright laws</i> when compiling information (e.g., © symbol, <i>plagiarism</i>, <i>copyrighted</i> works, <i>intellectual property rights</i>, <i>Creative Commons</i>, <i>fair use</i> guidelines)</p> <p>SR.4.7.4 Create citations and bibliographies using a standard format for all resources, with guidance</p>	<p>SR.4.8.1 Demonstrate understanding of <i>Acceptable Use Policy (AUP)</i> and library policies and procedures in the school library media center</p> <p>SR.4.8.2 Demonstrate knowledge of <i>digital citizenship</i> (e.g., <i>cyberbullying</i>, personal information, reporting inappropriate communication, <i>AUP</i>, posting, <i>global awareness</i>, terms of usage, engaging in <i>social media</i>)</p> <p>SR.4.8.3 Respect and follow <i>copyright laws</i> when compiling information (e.g., © symbol, <i>plagiarism</i>, <i>copyrighted</i> works, <i>intellectual property rights</i>, <i>Creative Commons</i>, <i>fair use</i> guidelines)</p> <p>SR.4.8.4 Create citations and bibliographies using a standard format for all resources, with guidance</p>

Strand: Social Responsibility

Content Standard 5: Students will exchange information and ideas effectively and work cooperatively to pursue a goal.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 6	Grade 7	Grade 8
Communicate and Collaborate	<p>SR.5.6.1 Employ interpersonal skills when communicating formally and informally (e.g., listen attentively, respond respectfully, seek a variety of viewpoints)</p> <p>SR.5.6.2 Interpret and convey information clearly using a variety of formats</p> <p>SR.5.6.3 Work with others to create a mutual goal and contribute to the achievement of that goal</p> <p>SR.5.6.4 Utilize the <i>collaborative process</i> effectively and efficiently</p>	<p>SR.5.7.1 Employ interpersonal skills when communicating formally and informally (e.g., listen attentively, respond respectfully, seek a variety of viewpoints)</p> <p>SR.5.7.2 Analyze and convey information clearly using a variety of formats</p> <p>SR.5.7.3 Interact and collaborate with peers, experts and others employing a variety of digital environments and media to gather and share resources, information, and ideas</p> <p>SR.5.7.4 Utilize the <i>collaborative process</i> effectively and efficiently</p>	<p>SR.5.8.1 Employ interpersonal skills when communicating formally and informally (e.g., listen attentively, respond respectfully, seek a variety of viewpoints)</p> <p>SR.5.8.2 Analyze and convey information clearly using a variety of formats</p> <p>SR.5.8.3 Interact and collaborate with peers, experts and others employing a variety of digital environments and media to gather and share resources, information, and ideas</p> <p>SR.5.8.4 Utilize the <i>collaborative process</i> effectively and efficiently</p>

Strand: Personal Growth

Content Standard 6: Students will pursue opportunities for individual growth and lifelong learning through reading a variety of formats.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 6	Grade 7	Grade 8
Read	<p>PG.6.6.1 Read for pleasure and personal learning</p> <p>PG.6.6.2 Read from or listen to a variety of increasingly complex</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>PG.6.6.3 Utilize reading strategies to interpret language and discuss how authors use <i>literary devices</i></p> <p>PG.6.6.4 This SLE has been mastered in Grade 5; however, students will continue to evaluate story elements.</p> <p>PG.6.6.5 This SLE has been mastered in Grade 5; however, students will continue to examine author's purpose.</p> <p>PG.6.6.6 This SLE has been mastered in Grade 5; however, students will continue reading for comprehension and/or for exploration of award winning authors. (e.g., Caldecott, Coretta Scott King, Pura Belpre, Charlie May Simon, Newbery)</p>	<p>PG.6.7.1 Read for pleasure and personal learning</p> <p>PG.6.7.2 Read from or listen to a variety of increasingly complex</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>PG.6.7.3 Utilize reading strategies to interpret language and discuss how authors use <i>literary devices</i></p> <p>PG.6.7.4 This SLE has been mastered in Grade 5; however, students will continue to evaluate story elements.</p> <p>PG.6.7.5 This SLE has been mastered in Grade 5; however, students will continue to examine author's purpose.</p> <p>PG.6.7.6 This SLE has been mastered in Grade 5; however, students will continue reading for comprehension and/or for exploration of award winning authors. (e.g. Caldecott, Coretta Scott King, Pura Belpre, Newbery, Arkansas Teen Book Award)</p>	<p>PG.6.8.1 Read for pleasure and personal learning</p> <p>PG.6.8.2 Read from or listen to a variety of increasingly complex</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>PG.6.8.3 Utilize reading strategies to interpret language and discuss how authors use <i>literary devices</i></p> <p>PG.6.8.4 This SLE has been mastered in Grade 5; however, students will continue to evaluate story elements.</p> <p>PG.6.8.5 This SLE has been mastered in Grade 5; however, students will continue to examine author's purpose.</p> <p>PG.6.8.6 This SLE has been mastered in Grade 5; however, students will continue reading for comprehension and/or for exploration of award winning authors. (e.g. Caldecott, Coretta Scott King, Pura Belpre, Newbery, Arkansas Teen Book Award)</p>

Strand: Personal Growth

Content Standard 7: Students will make connections to the academic environment and the real world.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 6	Grade 7	Grade 8
Connect	<p>PG.7.6.1 <i>Synthesize</i> new knowledge individually and collaboratively (e.g., discussions, presentations)</p> <p>PG.7.6.2 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning</p>	<p>PG.7.7.1 <i>Synthesize</i> new knowledge individually and collaboratively (e.g., discussions, presentations)</p> <p>PG.7.7.2 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning</p>	<p>PG.7.8.1 <i>Synthesize</i> new knowledge individually and collaboratively (e.g., discussions, presentations)</p> <p>PG.7.8.2 Apply <i>information literacy skills</i> to meet individual needs and enrich lifelong learning</p>

Strand: Personal Growth

Content Standard 8: Students will convey understanding of information and express ideas in a variety of formats.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 6	Grade 7	Grade 8
Respond	<p>PG.8.6.1 Demonstrate knowledge gained from reading self-selected</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>(e.g., book talks, report outs, narrative writings, exit slips, <i>graphic organizers</i>, digital works)</p> <p>PG.8.6.2 Utilize information from various resources in a variety of ways using <i>digital tools</i> when appropriate</p> <p>PG.8.6.3 Demonstrate respect for diverse viewpoints and multicultural perspectives</p>	<p>PG.8.7.1 Demonstrate knowledge gained from reading self-selected</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>(e.g., book talks, report outs, narrative writings, exit slips, <i>graphic organizers</i>, digital works, <i>genre</i> comparisons, literary adaptations, multimedia products)</p> <p>PG.8.7.2 Utilize information from various resources in a variety of ways using <i>digital tools</i> when appropriate</p> <p>PG.8.7.3 Demonstrate respect for diverse viewpoints and multicultural perspectives</p>	<p>PG.8.8.1 Demonstrate knowledge gained from reading self-selected</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>(e.g., book talks, report outs, narrative writings, exit slips, <i>graphic organizers</i>, digital works, <i>genre</i> comparisons, literary adaptations, multimedia products)</p> <p>PG.8.8.2 Utilize information from various resources in a variety of ways using <i>digital tools</i> when appropriate</p> <p>PG.8.8.3 Demonstrate respect for diverse viewpoints and multicultural perspectives</p>

Strand: Personal Growth

Content Standard 9: Students will analyze their learning experiences for improvement.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 6	Grade 7	Grade 8
Reflect	<p>PG.9.6.1 Utilize self-assessment tools for revision (e.g., checklists, <i>peer reviews</i>, rubrics, self-generated assessments)</p> <p>PG.9.6.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.6.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others)</p>	<p>PG.9.7.1 Utilize self-assessment tools for revision (e.g., checklists, <i>peer reviews</i>, rubrics, self-generated assessments)</p> <p>PG.9.7.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.7.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others)</p>	<p>PG.9.8.1 Utilize self-assessment tools for revision (e.g., checklists, <i>peer reviews</i>, rubrics, self-generated assessments)</p> <p>PG.9.8.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.8.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, respect for the points of view of others)</p>

Strand: Information Literacy

Content Standard 1: Students will identify, locate, and retrieve appropriate resources for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Identify and Access	<p>IL.1.9.1 Apply knowledge of library organization and arrangement in the school library media center to locate resources using</p> <ul style="list-style-type: none"> • <i>Dewey Decimal Classification System</i> • special collections (e.g., reference, Arkansas, local history, career, parent, college catalog, test preparation) <p>IL.1.9.2 Utilize <i>Online Public Access Catalog (OPAC)</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> • <i>advanced search strategies</i> (e.g., author, title, subject, keyword, subtopic, cross-reference, <i>Boolean operators</i>, special features) <p>IL.1.9.3 Recognize other types of libraries, which are organized differently from the school library media center (e.g., academic libraries)</p>	<p>IL.1.10.1 Apply knowledge of library organization and arrangement in the school library media center to locate resources using</p> <ul style="list-style-type: none"> • <i>Dewey Decimal Classification System</i> • special collections (e.g., reference, Arkansas, local history, career, parent, college catalog, test preparation) <p>IL.1.10.2 Utilize <i>Online Public Access Catalog (OPAC)</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> • <i>advanced search strategies</i> (e.g., author, title, subject, keyword, subtopic, cross-reference, <i>Boolean operators</i>, special features) <p>IL.1.10.3 Recognize other types of libraries, which are organized differently from the school library media center (e.g., academic libraries)</p>	<p>IL.1.11.1 Apply knowledge of library organization and arrangement in the school library media center to locate resources using</p> <ul style="list-style-type: none"> • <i>Dewey Decimal Classification System</i> • special collections (e.g., reference, Arkansas, local history, career, parent, college catalog, test preparation) <p>IL.1.11.2 Utilize <i>Online Public Access Catalog (OPAC)</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> • <i>advanced search strategies</i> (e.g., author, title, subject, keyword, subtopic, cross-reference, <i>Boolean operators</i>, special features) <p>IL.1.11.3 Recognize the Library of Congress Classification System</p>	<p>IL.1.12.1 Apply knowledge of library organization and arrangement in the school library media center to locate resources using</p> <ul style="list-style-type: none"> • <i>Dewey Decimal Classification System</i> • special collections (e.g., reference, Arkansas, local history, career, parent, college catalog, test preparation) <p>IL.1.12.2 Utilize <i>Online Public Access Catalog (OPAC)</i> to locate appropriate resources, with guidance</p> <ul style="list-style-type: none"> • <i>advanced search strategies</i> (e.g., author, title, subject, keyword, subtopic, cross-reference, <i>Boolean operators</i>, special features) <p>IL.1.12.3 Recognize the Library of Congress Classification System</p>

Strand: Information Literacy

Content Standard 1: Students will identify, locate, and retrieve appropriate resources for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Identify and Access	<p>IL.1.9.4 This SLE has been mastered in Grade 8; however, students will continue to use information from various parts of a book.</p> <p>IL.1.9.5 Analyze information from a variety of texts to answer questions for a specific purpose</p> <p>IL.1.9.6 Utilize with guidance an <i>academic inquiry</i> approach for an informational need</p> <ul style="list-style-type: none"> choose key words in tasks develop questions refine questions to clarify tasks <p>IL.1.9.7 Utilize print/non-print/<i>digital resources</i> for a specific purpose</p> <p>IL.1.9.8 Locate resources using <i>advanced search techniques</i> (e.g., keywords, <i>Boolean operators</i>, subjects, <i>domains</i>, other <i>web environments</i>)</p>	<p>IL.1.10.4 This SLE has been mastered in Grade 8; however, students will continue to use information from various parts of a book.</p> <p>IL.1.10.5 Analyze information from a variety of texts to answer questions for a specific purpose</p> <p>IL.1.10.6 Utilize an <i>academic inquiry</i> approach for an informational need</p> <ul style="list-style-type: none"> choose key words in tasks develop questions refine questions to clarify tasks <p>IL.1.10.7 Utilize print/non-print/<i>digital resources</i> for a specific purpose</p> <p>IL.1.10.8 Locate resources using <i>advanced search techniques</i> (e.g., keywords, <i>Boolean operators</i>, subjects, <i>domains</i>, other <i>web environments</i>)</p>	<p>IL.1.11.4 This SLE has been mastered in Grade 8; however, students will continue to use information from various parts of a book.</p> <p>IL.1.11.5 Analyze information from a variety of texts to answer questions for a specific purpose</p> <p>IL.1.11.6 Utilize an <i>academic inquiry</i> approach for an informational need</p> <ul style="list-style-type: none"> choose key words in tasks develop questions refine questions to clarify tasks <p>IL.1.11.7 Utilize print/non-print/<i>digital resources</i> for a specific purpose</p> <p>IL.1.11.8 Locate resources using <i>advanced search techniques</i> (e.g., keywords, <i>Boolean operators</i>, subjects, <i>domains</i>, other <i>web environments</i>)</p>	<p>IL.1.12.4 This SLE has been mastered in Grade 8; however, students will continue to use information from various parts of a book.</p> <p>IL.1.12.5 Analyze information from a variety of texts to answer questions for a specific purpose</p> <p>IL.1.12.6 Utilize an <i>academic inquiry</i> approach for an informational need</p> <ul style="list-style-type: none"> choose key words in tasks develop questions refine questions to clarify tasks <p>IL.1.12.7 Utilize print/non-print/<i>digital resources</i> for a specific purpose</p> <p>IL.1.12.8 Locate resources using <i>advanced search techniques</i> (e.g., keywords, <i>Boolean operators</i>, subjects, <i>domains</i>, other <i>web environments</i>)</p>

Strand: Information Literacy

Content Standard 1: Students will identify, locate, and retrieve appropriate resources for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Identify and Access	IL.1.9.9 Utilize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i> , museums, <i>virtual tours</i> , special libraries)	IL.1.10.9 Utilize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i> , museums, <i>virtual tours</i> , special libraries)	IL.1.11.9 Utilize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i> , museums, <i>virtual tours</i> , special libraries)	IL.1.12.9 Utilize sources of information outside the school library media center (e.g., people, public libraries, <i>digital resources</i> , museums, <i>virtual tours</i> , special libraries)

Strand: Information Literacy

Content Standard 2: Students will apply critical thinking skills and organize information to obtain knowledge.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Organize	<p>IL.2.9.1 Utilize with guidance <i>organizational strategies</i> to record information using available resources (e.g., <i>graphic organizers, digital tools</i>, notecards, note taking, summarizing, <i>paraphrasing</i>)</p> <p>IL.2.9.2 Examine with guidance information</p>	<p>IL.2.10.1 Utilize with guidance <i>organizational strategies</i> to record information using available resources (e.g., <i>graphic organizers, digital tools</i>, notecards, note taking, summarizing, <i>paraphrasing</i>)</p> <p>IL.2.10.2 Examine with guidance information</p>	<p>IL.2.11.1 Utilize <i>organizational strategies</i> to record information using available resources (e.g., <i>graphic organizers, digital tools</i>, notecards, note taking, summarizing, <i>paraphrasing</i>)</p> <p>IL.2.11.2 Examine information independently</p>	<p>IL.2.12.1 Utilize <i>organizational strategies</i> to record information using available resources (e.g., <i>graphic organizers, digital tools</i>, notecards, note taking, summarizing, <i>paraphrasing</i>)</p> <p>IL.2.12.2 Examine information independently</p>

Strand: Information Literacy

Content Standard 3: Students will evaluate resources for appropriateness of information.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Evaluate	<p>IL.3.9.1 Critique and revise a completed task using established criteria</p> <p>IL.3.9.2 Select appropriate information resources using established criteria (e.g., usefulness, <i>relevance</i>, clarity of organization, <i>currency</i>, validity, <i>authority</i>, <i>domains</i>, <i>scope</i>, <i>bias</i>, readability, accuracy, <i>propaganda</i>)</p> <p>IL.3.9.3 This SLE has been mastered in Grade 5; however, students will continue to analyze resources for fact, opinion, and for point of view and <i>bias</i> in curriculum content tasks.</p> <p>IL.3.9.4 Differentiate between the appropriate use of <i>primary sources</i> and/or <i>secondary sources</i> for a specific task</p>	<p>IL.3.10.1 Critique and revise a completed task using established criteria</p> <p>IL.3.10.2 Select appropriate information resources using established criteria (e.g., usefulness, <i>relevance</i>, clarity of organization, <i>currency</i>, validity, <i>authority</i>, <i>domains</i>, <i>scope</i>, <i>bias</i>, readability, accuracy, <i>propaganda</i>)</p> <p>IL.3.10.3 This SLE has been mastered in Grade 5; however, students will continue to analyze resources for fact, opinion, and for point of view and <i>bias</i> in curriculum content tasks.</p> <p>IL.3.10.4 Differentiate between the appropriate use of <i>primary sources</i> and/or <i>secondary sources</i> for a specific task</p>	<p>IL.3.11.1 Critique and revise a completed task using established criteria</p> <p>IL.3.11.2 Select appropriate information resources using established criteria (e.g., usefulness, <i>relevance</i>, clarity of organization, <i>currency</i>, validity, <i>authority</i>, <i>domains</i>, <i>scope</i>, <i>bias</i>, readability, accuracy, <i>propaganda</i>)</p> <p>IL.3.11.3 This SLE has been mastered in Grade 5; however, students will continue to analyze resources for fact, opinion, and for point of view and <i>bias</i> in curriculum content tasks.</p> <p>IL.3.11.4 Analyze <i>primary sources</i> and <i>secondary sources</i> across the disciplines</p>	<p>IL.3.12.1 Critique and revise a completed task using established criteria</p> <p>IL.3.12.2 Select appropriate information resources using established criteria (e.g., usefulness, <i>relevance</i>, clarity of organization, <i>currency</i>, validity, <i>authority</i>, <i>domains</i>, <i>scope</i>, <i>bias</i>, readability, accuracy, <i>propaganda</i>)</p> <p>IL.3.12.3 This SLE has been mastered in Grade 5; however, students will continue to analyze resources for fact, opinion, and for point of view and <i>bias</i> in curriculum content tasks.</p> <p>IL.3.12.4 Analyze <i>primary sources</i> and <i>secondary sources</i> across the disciplines</p>

Strand: Social Responsibility

Content Standard 4: Students will participate ethically, responsibly, and safely while obtaining and generating information.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Participate Ethically	SR.4.9.1 Demonstrate understanding of <i>Acceptable Use Policy (AUP)</i> and library policies and procedures in the school library media center	SR.4.10.1 Demonstrate understanding of <i>Acceptable Use Policy (AUP)</i> and library policies and procedures in the school library media center	SR.4.11.1 Demonstrate understanding of <i>Acceptable Use Policy (AUP)</i> and library policies and procedures in the school library media center	SR.4.12.1 Demonstrate understanding of <i>Acceptable Use Policy (AUP)</i> and library policies and procedures in the school library media center
	SR.4.9.2 Practice <i>digital citizenship</i> (e.g., <i>cyberbullying</i> , personal information, reporting inappropriate communication, <i>AUP</i> , posting, <i>global awareness</i> , terms of usage, engaging in <i>social media</i>)	SR.4.10.2 Practice <i>digital citizenship</i> (e.g., <i>cyberbullying</i> , personal information, reporting inappropriate communication, <i>AUP</i> , posting, <i>global awareness</i> , terms of usage, engaging in <i>social media</i>)	SR.4.11.2 Practice <i>digital citizenship</i> (e.g., <i>cyberbullying</i> , personal information, reporting inappropriate communication, <i>AUP</i> , posting, <i>global awareness</i> , terms of usage, engaging in <i>social media</i>)	SR.4.12.2 Practice <i>digital citizenship</i> (e.g., <i>cyberbullying</i> , personal information, reporting inappropriate communication, <i>AUP</i> , posting, <i>global awareness</i> , terms of usage, engaging in <i>social media</i>)
	SR.4.9.3 Follow <i>copyright laws</i> when compiling and creating information (e.g., © symbol, <i>plagiarism</i> , <i>copyrighted works</i> , <i>intellectual property rights</i> , <i>Creative Commons</i> , <i>fair use</i> guidelines)	SR.4.10.3 Follow <i>copyright laws</i> when compiling and creating information (e.g., © symbol, <i>plagiarism</i> , <i>copyrighted works</i> , <i>intellectual property rights</i> , <i>Creative Commons</i> , <i>fair use</i> guidelines)	SR.4.11.3 Follow <i>copyright laws</i> when compiling and creating information (e.g., © symbol, <i>plagiarism</i> , <i>copyrighted works</i> , <i>intellectual property rights</i> , <i>Creative Commons</i> , <i>fair use</i> guidelines)	SR.4.12.3 Follow <i>copyright laws</i> when compiling and creating information (e.g., © symbol, <i>plagiarism</i> , <i>copyrighted works</i> , <i>intellectual property rights</i> , <i>Creative Commons</i> , <i>fair use</i> guidelines)
	SR.4.9.4 Demonstrate with guidance proper <i>in-text citations</i> , works cited, and bibliographies (e.g., Modern Language Association [MLA], American Psychological Association [APA], Chicago Manual of Style, Turabian Citation Guide)	SR.4.10.4 Demonstrate with guidance proper <i>in-text citations</i> , works cited, and bibliographies (e.g., Modern Language Association [MLA], American Psychological Association [APA], Chicago Manual of Style, Turabian Citation Guide)	SR.4.11.4 Demonstrate proper <i>in-text citations</i> , works cited, and bibliographies (e.g., Modern Language Association [MLA], American Psychological Association [APA], Chicago Manual of Style, Turabian Citation Guide)	SR.4.12.4 Demonstrate proper <i>in-text citations</i> , works cited, and bibliographies (e.g., Modern Language Association [MLA], American Psychological Association [APA], Chicago Manual of Style, Turabian Citation Guide)

Strand: Social Responsibility

Content Standard 5: Students will exchange information and ideas effectively and work cooperatively to pursue a goal.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Communicate and Collaborate	SR.5.9.1 Employ interpersonal skills when expressing a variety of creative ideas (e.g., design, invent, compose, construct)	SR.5.10.1 Employ interpersonal skills when expressing a variety of creative ideas (e.g., design, invent, compose, construct)	SR.5.11.1 Employ interpersonal skills when expressing a variety of creative ideas (e.g., design, invent, compose, construct)	SR.5.12.1 Employ interpersonal skills when expressing a variety of creative ideas (e.g., design, invent, compose, construct)
	SR.5.9.2 Convey information clearly, concisely, and logically to different audiences	SR.5.10.2 Convey information clearly, concisely, and logically to different audiences	SR.5.11.2 Convey information clearly, concisely, and logically to different audiences	SR.5.12.2 Convey information clearly, concisely, and logically to different audiences
	SR.5.9.3 Work respectfully with diverse teams to gather and share resources, information, and ideas both locally and remotely (e.g., peers, experts, others)	SR.5.10.3 Work respectfully with diverse teams to gather and share resources, information, and ideas both locally and remotely (e.g., peers, experts, others)	SR.5.11.3 Work respectfully with diverse teams to gather and share resources, information, and ideas both locally and remotely (e.g., peers, experts, others)	SR.5.12.3 Work respectfully with diverse teams to gather and share resources, information, and ideas both locally and remotely (e.g., peers, experts, others)
	SR.5.9.4 Assume responsibility for the integration of resources and ideas from all group members into the <i>collaborative process</i>	SR.5.10.4 Assume responsibility for the integration of resources and ideas from all group members into the <i>collaborative process</i>	SR.5.11.4 Assume responsibility for the <i>collaborative process</i>	SR.5.12.4 Assume responsibility for the <i>collaborative process</i>

Strand: Personal Growth

Content Standard 6: Students will pursue opportunities for individual growth and lifelong learning through reading a variety of formats.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Read	<p>PG.6.9.1 Read for pleasure and personal learning</p> <p>PG.6.9.2 Read from or listen to a variety of increasingly complex</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>PG.6.9.3 Utilize reading strategies to interpret language and discuss how authors use <i>literary devices</i></p> <p>PG.6.9.4 This SLE has been mastered in Grade 5; however, students will continue to evaluate story elements.</p> <p>PG.6.9.5 This SLE has been mastered in Grade 5; however, students will continue to examine author's purpose.</p>	<p>PG.6.10.1 Read for pleasure and personal learning</p> <p>PG.6.10.2 Read from or listen to a variety of increasingly complex</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>PG.6.10.3 Utilize reading strategies to interpret language and discuss how authors use <i>literary devices</i></p> <p>PG.6.10.4 This SLE has been mastered in Grade 5; however, students will continue to evaluate story elements.</p> <p>PG.6.10.5 This SLE has been mastered in Grade 5; however, students will continue to examine author's purpose.</p>	<p>PG.6.11.1 Read for pleasure and personal learning</p> <p>PG.6.11.2 Read from or listen to a variety of increasingly complex</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>PG.6.11.3 Utilize reading strategies to interpret language and discuss how authors use <i>literary devices</i></p> <p>PG.6.11.4 This SLE has been mastered in Grade 5; however, students will continue to evaluate story elements.</p> <p>PG.6.11.5 This SLE has been mastered in Grade 5; however, students will continue to examine author's purpose.</p>	<p>PG.6.12.1 Read for pleasure and personal learning</p> <p>PG.6.12.2 Read from or listen to a variety of increasingly complex</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>PG.6.12.3 Utilize reading strategies to interpret language and discuss how authors use <i>literary devices</i></p> <p>PG.6.12.4 This SLE has been mastered in Grade 5; however, students will continue to evaluate story elements.</p> <p>PG.6.12.5 This SLE has been mastered in Grade 5; however, students will continue to examine author's purpose.</p>

Strand: Personal Growth

Content Standard 6: Students will pursue opportunities for individual growth and lifelong learning through reading a variety of formats.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Read	<p>PG.6.9.6 This SLE has been mastered in Grade 5; however, students will continue reading for comprehension and/or for exploration of award winning authors. (e.g., Caldecott, Coretta Scott King, Pura Belpre, Arkansas Teen Book Award, Printz)</p>	<p>PG.6.10.6 This SLE has been mastered in Grade 5; however, students will continue reading for comprehension and/or for exploration of award winning authors. (e.g., Caldecott, Coretta Scott King, Pura Belpre, Arkansas Teen Book Award, Printz)</p>	<p>PG.6.11.6 This SLE has been mastered in Grade 5; however, students will continue reading for comprehension and/or for exploration of award winning authors. (e.g., Caldecott, Coretta Scott King, Pura Belpre, Arkansas Teen Book Award, Printz)</p>	<p>PG.6.12.6 This SLE has been mastered in Grade 5; however, students will continue reading for comprehension and/or for exploration of award winning authors. (e.g., Caldecott, Coretta Scott King, Pura Belpre, Arkansas Teen Book Award, Printz)</p>

Strand: Personal Growth

Content Standard 7: Students will make connections to the academic environment and the real world.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Connect	<p>PG.7.9.1 <i>Synthesize</i> new knowledge individually and collaboratively (e.g., discussions, presentations, creative expressions)</p> <p>PG.7.9.2 Practice <i>information literacy skills</i> to meet individual needs and enrich lifelong learning</p>	<p>PG.7.10.1 <i>Synthesize</i> new knowledge individually and collaboratively (e.g., discussions, presentations, creative expressions)</p> <p>PG.7.10.2 Practice <i>information literacy skills</i> to meet individual needs and enrich lifelong learning</p>	<p>PG.7.11.1 <i>Synthesize</i> new knowledge individually and collaboratively (e.g., discussions, presentations, creative expressions)</p> <p>PG.7.11.2 Practice <i>information literacy skills</i> to meet individual needs and enrich lifelong learning</p>	<p>PG.7.12.1 <i>Synthesize</i> new knowledge individually and collaboratively (e.g., discussions, presentations, creative expressions)</p> <p>PG.7.12.2 Practice <i>information literacy skills</i> to meet individual needs and enrich lifelong learning</p>

Strand: Personal Growth

Content Standard 8: Students will convey understanding of information and express ideas in a variety of formats.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Respond	<p>PG.8.9.1 Demonstrate knowledge gained from reading self-selected</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>(e.g., book talks, report outs, narrative writings, exit slips, <i>graphic organizers</i>, digital works, <i>genre</i> comparisons, literary adaptations, multimedia products)</p>	<p>PG.8.10.1 Demonstrate knowledge gained from reading self-selected</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>(e.g., book talks, report outs, narrative writings, exit slips, <i>graphic organizers</i>, digital works, <i>genre</i> comparisons, literary adaptations, multimedia products)</p>	<p>PG.8.11.1 Demonstrate knowledge gained from reading self-selected</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>(e.g., book talks, report outs, narrative writings, exit slips, <i>graphic organizers</i>, digital works, <i>genre</i> comparisons, literary adaptations, multimedia products)</p>	<p>PG.8.12.1 Demonstrate knowledge gained from reading self-selected</p> <ul style="list-style-type: none"> • <i>informational texts</i> • <i>literary texts</i> • <i>multicultural texts</i> <p>(e.g., book talks, report outs, narrative writings, exit slips, <i>graphic organizers</i>, digital works, <i>genre</i> comparisons, literary adaptations, multimedia products)</p>
	<p>PG.8.9.2 Select resources and/or <i>digital tools</i> to complete a predetermined task</p>	<p>PG.8.10.2 Select resources and/or <i>digital tools</i> to complete a predetermined task</p>	<p>PG.8.11.2 Select resources and/or <i>digital tools</i> to complete a predetermined task</p>	<p>PG.8.12.2 Select resources and/or <i>digital tools</i> to complete a predetermined task</p>
	<p>PG.8.9.3 Demonstrate respect for diverse viewpoints and multicultural perspectives</p>	<p>PG.8.10.3 Demonstrate respect for diverse viewpoints and multicultural perspectives</p>	<p>PG.8.11.3 Demonstrate respect for diverse viewpoints and multicultural perspectives</p>	<p>PG.8.12.3 Demonstrate respect for diverse viewpoints and multicultural perspectives</p>

Strand: Personal Growth

Content Standard 9: Students will analyze their learning experiences for improvement.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 9	Grade 10	Grade 11	Grade 12
Reflect	<p>PG.9.9.1 Develop and use criteria for self-assessment of tasks</p> <p>PG.9.9.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.9.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, demonstration of respect for the points of view of others)</p>	<p>PG.9.10.1 Develop and use criteria for self-assessment of tasks</p> <p>PG.9.10.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.10.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, demonstration of respect for the points of view of others)</p>	<p>PG.9.11.1 Develop and use criteria for self-assessment of tasks</p> <p>PG.9.11.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.11.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, demonstration of respect for the points of view of others)</p>	<p>PG.9.12.1 Develop and use criteria for self-assessment of tasks</p> <p>PG.9.12.2 Discuss how ideas change with more information and/or feedback</p> <p>PG.9.12.3 Identify individual strengths and weaknesses in the learning process and set goals for improvement (e.g., varied roles, leadership, demonstration of respect for the points of view of others)</p>

Glossary for K-12 Library Media

Academic inquiry	In-depth search for information or truth
Acceptable Use Policy (AUP)	A written document approved by a school district and/or school board outlining terms and conditions for student and staff use of school district technology, including the Internet and email
Advanced search strategy	An organized plan that an individual uses to search for information
Advanced search technique	A method used in a search strategy to locate information
Afterword	A concluding section or closing statement after the main part of a book
App	Application; specialized program or piece of software designed to fulfill a particular purpose
Authority	In judging a work, the qualifications of the producer, author, or editor
Bias	Partiality or favoritism
Blog	Weblog; a frequently updated website containing the writer's or group of writers' own experiences, observations, and/or opinions, often having images and links to other websites
Blurb	A short description of a book or other product for promotional purposes
Boolean operator	Terms or symbols that, when applied to searches, broaden or narrow the results (e.g., AND, OR, NOT)
Boxed text	Text within a box such as sidebars and insets
Close reading	An intensive analysis of a text in order to come to terms with what it says, how it says it, and what it means; multiple, purposeful readings of a text
Collaborative process	A process that includes establishing a mutual goal, building trust and ownership, planning strategically, taking action, and evaluating results
Copyright (Copyright law)	The legal rights granted by a government to the owner of intellectual property that protects the copyrighted material from unauthorized duplication, sale, or performance for a specific number of years
Creative Commons	A nonprofit organization that enables the sharing and use of creativity and knowledge through free legal tools; www.creativecommons.org
Currency	The quality or state of being up-to-date or timely
Cyberbullying	Sending or posting harmful or cruel text or images using the Internet or other digital communication devices
Database	A comprehensive collection of related information organized for convenient access, generally in a computer
Dewey Decimal Classification System	A frequently used system of library book classification and arrangement with ten main subject classes
Digital citizenship	Practicing legal and ethical behavior through understanding human, cultural, and societal issues related to technology
Digital resource	Material accessible from a library's in-house databases, Internet, or other digital tools
Digital tool	An electronic means used to research, collaborate, or share information

Glossary for K-12 Library Media

Domain	The portion of an Internet address that identifies the type of organization (e.g., .com, .gov, .edu, .lib, .org, .net, .mil)
eBook	Electronic version of a book
Electronic menu	A list of hyperlinks to information organized into categories
Fair use	A doctrine within Copyright Law, Title 17, Section 107 of the U.S. Code that may allow limited use of copyrighted materials for educational purposes
Genre	A type of literary or informational text identified by its design or purpose (e.g., historical fiction, poetry, fantasy, realistic fiction, biography, oratory)
Global awareness	A perspective based on the idea of looking at the world as a whole
Graphic organizer	A visual representation of information (e.g., chart, timeline, chain of events, story web, Venn diagram, storyboard)
Icon	A graphic symbol that appears on a digital display that represents a program option or window
Information literacy skill	The ability to recognize the need for specific information and to formulate an effective plan for its retrieval
Informational text	Nonfiction text that is designed primarily to explain, argue, or describe rather than entertain (e.g., environmental print, labels, periodicals, learning charts, functional/practical print, maps, brochures, pamphlets)
Intellectual property right	A concept in law that protects the work of owners, including original ideas, from unauthorized use such as plagiarism
Interactive element	Of or relating to a program that responds to user activity
In-text citation	Information about an item included in the text of a document according to the format of a recognized style manual (e.g., MLA, APA, Chicago Manual of Style, Turabian Citation Guide)
Literary device	A writer's technique used to achieve a specific effect (e.g., mood, figurative language, tone)
Literary text	Imaginative and creative writing that includes stories, drama, and poetry
Multicultural text	Text reflecting the unique characteristics of a wide variety of cultures
Online Public Access Catalog (OPAC)	A computerized system which indexes and organizes materials in a library
Organizational strategy	Method for arranging information (e.g., graphic organizer, notecard, note taking, summarizing, paraphrasing)
Paraphrase	Restate information in different words
Peer review	Feedback provided by a student to a fellow student to improve a product
Periodical	A magazine or other journal that is issued at regular intervals
Plagiarism	The misrepresentation of someone else's work or ideas as one's own
Primary source	A document or physical object which was written or created during the time under study; direct or firsthand evidence about an event, object, person or work of art (e.g., diary, interview, letter, official record)

Glossary for K-12 Library Media

Propaganda	Information, ideas, or rumors deliberately spread to help or harm a person, group, movement, institution, or nation
Relevance	Pertinence to the matter at hand
Scope	The breadth and depth of information
Secondary source	Work that has been collected, interpreted, or published usually after the event or process has occurred; an interpretation or analysis of a primary source (e.g., textbooks, magazine articles, histories, criticisms, commentaries, encyclopedias)
Social medium	Internet-based resource where users can easily present information about themselves, create lists of friends, and share comments about interests
Statement of responsibility	Information, usually found on the title page, about the author, editor, photographer, translator, and others involved in creating a work
Synthesize	To combine so as to form a new, complex product
Text feature	Format of a text that guides the reader
Virtual tour	An interactive digital simulation of a real or imagined location
Web environment	A conceptual space designed to support communication and collaboration (e.g., email, blog, WIKI)
WIKI	What I Know Is; a website that allows anyone with permission to view, add, delete, or revise content

Contributors

The following people contributed to the development of this document:

LaQuinda Alexander-Toney – Hamburg School District	Erica McClung – Brookland School District
Jessica Bilbo – Texarkana Arkansas School District	Grant Meacham – Lonoke School District
Tia Brickey – Stuttgart School District	Linda Neal – Little Rock School District
Anne Canada – Paris School District	Ruth O'Loughlin – Lakeside School District, Lake Village
Donna Casto – Searcy County School District	Glynda Pearce – Ouachita River School District
Brenda Clowers – DeQueen School District	Ashley Richards – Star City School District
Ashley Cooksey – Batesville School District	Wendy Rickman – University of Central Arkansas
Ouida Cunningham – West Memphis School District	Erin Shaw – Greenbrier School District
Allison Floyd – Rogers School District	Paul Sivils – Arkadelphia School District
Amanda Gates – Magnolia School District	Susan Sorrells – Arkadelphia School District & Henderson State University
Cassandra Greene – Rogers School District	Anita Toney – Harrisburg School District
Carol Ann Hart – Lee County School District	Cathy Toney – Conway School District
Katherine Higginbottom – Cedar Ridge School District	Barbara Williams – Little Rock School District
Rebecca Howe – Fort Smith School District	Charlotte Wilson – Clarksville School District
Barbie James – Forrest City School District	Connie Zimmer – Arkansas Tech University
Barbara Jones – Pine Bluff School District	

Arkansas Department of Education
Rules Governing Eligibility and Financial Incentives
For Arkansas Leadership Academy Master Principal Program
June 2014

1.0 Regulatory Authority

- 1.01 These rules shall be known as the Arkansas Department of Education (Department) Rules Governing the Arkansas Leadership Academy Master Principal Program.
- 1.02 These rules are enacted under the Arkansas State Board of Education's (State Board) authority pursuant to Ark. Code. Ann. §§ 6-11-105, 6-17-1601 et seq., 25-15-201 et seq., and Act 459 of 2013.

2.0 Purpose

- 2.01 The purpose of these rules is:
 - 2.01.1 The improvement of student learning by strengthening principal leadership;
 - 2.01.2 The encouragement of principals to participate in and complete the Master Principal Program by authorizing the Department to pay full incentive bonuses to participants;
 - 2.01.3 The establishment of eligibility requirements; and
 - 2.01.4 The establishment of the mechanism for the payment to principal participants, as determined by the amount of funding available for the program.

Source: Ark. Code Ann. § 6-17-1602

3.0 Definitions

For the purposes of these rules, the following terms shall mean:

- 3.01 "Building Level Principal" means a principal who is required to hold a standard building-level administrator license from the Department and who serves as a full-time school principal in an Arkansas public school.
- 3.02 "High-need public school" means an Arkansas public school that, at the time a master principal first becomes entitled to a high-need school salary bonus, is identified as failing to meet certain established levels of academic achievement under rules adopted by the State Board.

- 3.03 “High-need school salary bonus” means an annual bonus to a Master Principal serving as a principal of a high-need public school.
- 3.04 “Hold-back longevity bonus” means a portion of the high-need school salary bonus held back to be paid at the end of three (3) years and five (5) years of serving as a principal of the same high-need public school.
- 3.05 “Incentive bonus” means a bonus paid to a Master Principal serving as a principal of any public school in the state.
- 3.06 “Successful completion” of the Master Principal Designation process is defined as officially being designated as a Master Principal by the Arkansas Leadership Academy.
- 3.07 “The Arkansas Leadership Academy” is defined as a collaborative partnership which identifies and designates principals who meet rigorous standards by effectively demonstrating student learning in their schools as well as demonstrating high levels of knowledge, skills, dispositions, and commitments reflected in the following five core areas:
 - 3.07.1 Building and Sustaining Accountability Systems
 - 3.07.2 Building and Maintaining Collaborative Relationships
 - 3.07.3 Leading and Managing Change
 - 3.07.4 Developing a Deep Knowledge of Teaching and Learning
 - 3.07.5 Creating and Living the Mission and Vision

Source: Ark. Code Ann. § 6-17-1601

4.00 Selection Process and Requirements

- 4.01 The Arkansas Leadership Academy administers the Master Principal Program.
 - 4.01.1 Applications are available on-line from the Arkansas Leadership Academy at: www.arkansasleadershipacademy.org.
 - 4.01.2 All Arkansas public school building level principals with one (1) year of experience as a building-level principal and who hold a standard building-level administrator’s license may apply.
- 4.02 Criteria and Selection to the Master Principal Program:

- 4.02.1 Phase I (Principal Institute) Selection: Selection of participants for Phase I will be based on responses to the application and on a balance of demographic information.
- 4.02.2 The number of participants each year may be determined by the amount of funding available for the program.
- 4.02.3 Phase II: Selection of participants for Phase II and Phase III shall be based on evidence presented showing implementation of knowledge and skills in the principal's school and based on criteria in the scoring guides.
 - 4.02.3.1 Current Principal Institute graduates will present evidence of success in Phase I performance areas and complete the required Phase I assessments to apply for Phase II.
 - 4.02.3.2 Principals completing Building-Level Administrator Licensure requirements, under the current performance-based licensure system, will have the opportunity to present evidence of success in Phase I performance area and complete the required Phase I assessments to apply for Phase II.
- 4.02.4 Phase III: Selection of participants for Phase III will be based on a participant's successful completion of Phase II assessments, evidence of school results, and letters of recommendation.
- 4.02.5 Master Principal Designation: The Arkansas Leadership Academy will make a Master Principal Designation after a participant successfully completes Phase III, passes extensive reviews of school results, and passes rigorous assessments.
- 4.02.6 Participants in the Master Principal Program will have up to two (2) years to complete the assessments for each phase for a maximum time of six (6) years to complete the process, unless waived by the Arkansas Leadership Academy for extenuating circumstances.

Source: Ark. Code Ann. § 6-17-1602

5.0 Payment of Fees and Bonuses

5.01 Incentive Bonus

- 5.01.1 The Department of Education shall pay a \$9,000 annual incentive bonus to a school district that employs a Master Principal Designee as a full-time building-level principal for

payment to the Master Principal Designee as a bonus in the first school year after designation and a yearly bonus for each of the next four (4) consecutive years of eligibility.

5.01.2 The lifetime maximum for an incentive bonus is \$45,000.

5.01.3 A qualified applicant will establish eligibility for receipt of the incentive bonus by submitting to the Department, on an annual basis, proof of:

5.01.3.1 Receiving the official Master Principal Designation from the Arkansas Leadership Academy;

5.01.3.2 At the time of receiving the bonus, being employed full-time as a building-level principal in an Arkansas public school district, verified by the school district;

5.01.3.3 Not having received the \$9,000 annual incentive bonus for more than four (4) years.

Source: Ark. Code Ann. § 6-17-1603

5.02 High-need School Salary Bonus

5.02.1 The Department shall pay a high-need salary bonus of twenty-five thousand dollars (\$25,000) for every school year for no more than five (5) years to any building-level principal who:

5.02.1.1 Receives Master Principal Designation from the Leadership Academy; and

5.02.1.2 Is employed full time as a building-level principal at the time of receiving the bonus in a high-need public school.

5.02.2 The high-need school salary bonus shall be paid as follows:

5.02.2.1 Twenty thousand dollars (\$20,000) for each school year that a Master Principal is employed in a high-need public school; and

5.02.2.2 An additional five thousand dollars (\$5,000) to be set aside for each qualifying school year to be paid as follows:

- 5.02.2.2.1 A hold-back longevity bonus of fifteen thousand dollars (\$15,000) at the end of three (3) consecutive school years as a Master Principal in the same school; and
 - 5.02.2.2.2 A hold-back longevity bonus of ten thousand dollars (\$10,000) at the end of five (5) consecutive school years as a Master Principal in the same school.
- 5.02.3 The high-need school salary bonus with the hold-back longevity bonus payable under this section shall be paid in addition to the five-year incentive bonus allowed in 5.01 if the Master Principal is within the timeframe for eligibility for the five-year incentive bonus.
- 5.02.4 Regardless of a person's past participation in the Master Principal Program, a person shall not receive a yearly incentive bonus, a salary bonus, or a longevity bonus if the person leaves the full-time employment as a principal of an Arkansas public school district; becomes employed as a district-level, central office administrator; is employed by an Arkansas institution of higher education; or is employed by an education service cooperative and does not serve in a school with students.
- 5.02.5 No increase in the starting or yearly bonus is retroactive.
- 5.02.6 A Master Principal eligible for and receiving a high-need salary bonus as of May 1, 2013, for serving as a principal of a public school in school improvement shall remain eligible for a high-need school salary bonus and hold-back longevity bonus while serving as principal of that same public school.

Source: Ark. Code Ann. § 6-17-1604

6.0 Repayment of Yearly Incentive Bonus

- 6.01 Repayment of state funds for the Arkansas Leadership Academy Master Principal is required if a recipient does not complete the school-year in which the bonus was received as a full-time building-level principal. The repayment amount shall be prorated for the time not served.
- 6.02 The State Board may revoke a building-level administrator license for failure to repay state funds under these rules.

7.0 Monitoring

- 7.01 The local public school district that employs a Master Principal must verify to the Department annually the employment status of that principal for each year of the five-year annual incentive bonus eligibility.

8.0 Funding

- 8.01 The payment for any bonus under these rules is subject to the appropriation and availability of funds.
- 8.02 To the extent funds as provided for by Ark. Code Ann § 6-17-1601 et seq. are available, such funds may be used to fund the incentive bonus, high-need salary bonus, and hold-back longevity bonus.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING PARENTAL INVOLVEMENT PLANS
July 2012_____

1.00 REGULATORY AUTHORITY

- 1.01 These rules shall be known as Arkansas Department of Education Rules Governing Parental Involvement Plans.
- 1.02 The State Board of Education enacts these Rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-15-1005(f), 6-15-1701 *et seq.*, 6-15-2202, and 25-15-201 *et seq.*

2.00 DEFINITIONS

For the purposes of these Rules:

- 2.01 “Department” means the Arkansas Department of Education.
- 2.02 “Parent” means a natural parent, a legal guardian, or other person standing *in loco parentis* (including without limitation a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare).
- 2.03 “Public School” means those schools created pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program, specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to Ark. Code Ann. §§ 6-15-501, 9-28-205, and 12-29-301, *et seq.*, or other provisions of Arkansas law. Any reference to “Public School” in these Rules includes open-enrollment public charter schools except to the extent these Rules or the underlying statutes are specifically waived by the State Board of Education.
- 2.04 “Public School District” means those school districts created pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program, specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to Ark. Code Ann. §§ 6-15-501, 9-28-205, and 12-29-301, *et seq.*, or other provisions of Arkansas law. Any reference to “Public School District” in these Rules includes open-enrollment public charter schools except to the extent these Rules or the underlying statutes are specifically waived by the State Board of Education.
- 2.05 “Title I Public School or Public School District” means a public school or public school district that receives funds under Title I, Part A of the Elementary and

Secondary Education Act of 1965 or any subsequent reauthorization thereof, including without limitation the No Child Left Behind Act of 2001.

3.00 PARENTAL INVOLVEMENT PLANS

3.01 Each public school district, in collaboration with parents, shall establish a parental involvement plan that establishes the district's expectations for parental involvement, and that includes programs and practices that enhance parental involvement and reflect the specific needs of students and their families.

3.01.1 Collaboration with parents may be accomplished through the coalition of parents and representatives of agencies, institutions, business and industry required for development and implementation of the district-level annual comprehensive school improvement plan (ACSIP) required by the Standards for Accreditation of Arkansas Public Schools and School Districts.

3.01.2 The parental involvement plan shall be incorporated into the public school district's annual comprehensive school improvement plan (ACSIP).

3.01.3 Annually by October 1, the public school district's parental involvement plan shall be:

3.01.3.1 Developed, or reviewed and updated by the public school district;

3.01.3.2 Posted to the website of the public school district; and

3.01.3.3 Filed with the Department's Division of Learning Services.

3.01.3.4 All public school district parental involvement plans filed with the Department shall be filed in electronic format, specifically in Microsoft Word (.doc or .docx), Adobe Acrobat (.pdf), or Rich Text (.rtf) format.

3.01.3.5 Provided in a parent-friendly summary as a supplement to the student handbook.

3.01.3.5.1 The parent shall sign a form acknowledging receipt of the summary and return the signed form to the school where the student is enrolled.

3.02 Each public school, in collaboration with parents, shall establish a parental involvement plan that reflects the specific academic improvement needs of the school, and that includes programs and practices that enhance parental

involvement and address the specific parent involvement needs of students and their families.

3.02.1 Collaboration with parents may be accomplished through the coalition of parents and representatives of agencies, institutions, business and industry required for development and implementation of the school-level annual comprehensive school improvement plan (ACSIP) required by the Standards for Accreditation of Arkansas Public Schools and School Districts.

3.02.2 The parental involvement plan shall be incorporated into the public school's annual comprehensive school improvement plan (ACSIP).

3.02.3 Annually by October 1, the public school's parental involvement plan shall be developed, or reviewed and updated by the public school.

3.02.4 Annually by October 21, the public school shall post to the website of the public school or public school district:

3.02.4.1 The public school's parental involvement plan;

3.02.4.2 A parent-friendly explanation of the public school's and public school district's parental involvement plans;

3.02.4.3 The informational packet required by Section 5.01.1; and

3.02.4.4 Contact information for the parent facilitator designated by the public school under Section 5.08 of these Rules.

3.03 A public school's parental involvement plan shall:

3.03.1 Involve parents of students at all grade levels in a variety of roles, including without limitation:

3.03.1.1 Involvement in the education of their children;

3.03.1.2 Volunteer activities;

3.03.1.3 Learning activities that support classroom instruction;

3.03.1.4 Participation in school decisions;

3.03.1.5 Collaboration with the community;

3.03.1.6 Development of school goals and priorities; and

- 3.03.1.7 Evaluating the effectiveness of the comprehensive school improvement plan (ACSIP);
- 3.03.2 Be comprehensive and coordinated in nature;
- 3.03.3 Recognize that communication between home and school should be regular, two-way, and meaningful;
- 3.03.4 Promote and support responsible parenting;
- 3.03.5 Acknowledge that parents play an integral role in assisting student learning;
- 3.03.6 Welcome parents into the school and seek parental support and assistance;
- 3.03.7 Recognize that a parent is a full partner in the decisions that affect his or her child and family;
- 3.03.8 Recognize that community resources strengthen school programs, family practices, and student learning; and
- 3.03.9 Support the development, implementation, and regular evaluation of the program to involve parents in the decisions and practices of the school district, using, to the degree possible, the components listed in this section.
- 3.04 A Title I public school or public school district shall:
 - 3.04.1 Include in its parental involvement plan any other appropriate components, policies, programs, activities or procedures required by federal law;
 - 3.04.2 Provide information to parents of students participating in Title I, Part A programs in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents can understand;
 - 3.04.3 Take the necessary steps to ensure that communications with parents with disabilities are as effective as communications with other parents; such steps shall include the furnishing of appropriate auxiliary aids and services when necessary to afford a parent with a disability an equal opportunity to participate in, and enjoy the benefits of, Title I, Part A programs, services, and activities, including the parental involvement provisions; and
 - 3.04.4 Plan and implement its parental involvement programs, activities, and procedures with meaningful consultation with parents of children participating in Title I, Part A programs.

4.00 PUBLIC SCHOOL DISTRICT RESPONSIBILITIES

- 4.01 Every licensed teacher, unlicensed teacher, and other licensed employee other than an administrator, in each public school district shall be required to have no less than two (2) hours of professional development designed to enhance understanding of effective parental involvement strategies. These two (2) hours may be included in the sixty (60) hours of professional development required by the Arkansas Department of Education Rules Governing Professional Development.
- 4.02 Every administrator, whether licensed or not, in each public school district shall be required to have no less than three (3) hours of professional development designed to enhance understanding of effective parent involvement strategies, the importance of administrative leadership in setting expectations, and creating a climate conducive to parental participation. These three (3) hours may be included in the sixty (60) hours of professional development required by the Arkansas Department of Education Rules Governing Professional Development.
- 4.03 Notwithstanding the provisions of sections 4.01 and 4.02, licensed school personnel may substitute for the required number of hours of staff development on parental involvement plans an equal number of hours of child maltreatment recognition training obtained under Ark. Code Ann. § 6-61-133. Substitution of hours shall be governed by the Arkansas Department of Education Rules Governing Professional Development.
- 4.04 Each public school district shall provide training at least annually for volunteers who assist in an instructional program for parents.
- 4.05 Every public school district shall annually review and approve the parental involvement plan for each public school under the district's authority.

5.00 PUBLIC SCHOOL RESPONSIBILITIES

- 5.01 To encourage communication with parents, each public school shall:
 - 5.01.1 Prepare an informational packet to be distributed annually to the parent of each child in the school, appropriate for the age and grade of the child, describing in a parent-friendly manner:
 - 5.01.1.1 The school's parental involvement program;
 - 5.01.1.2 The recommended role of the parent, student, teacher, and school;

- 5.01.1.3 Ways for the parent to become involved in the school and his or her child's education;
 - 5.01.1.4 A survey for the parent regarding his or her interests concerning volunteering at the school;
 - 5.01.1.5 Activities planned throughout the school year to encourage parental involvement; and
 - 5.01.1.6 A system to allow the parents and teachers to communicate in a regular, two-way, and meaningful manner with the child's teacher and the school principal; and
 - 5.01.2 Schedule no fewer than two (2) parent-teacher conferences per school year.
 - 5.01.3 The school may plan and engage in other activities determined by the school to be beneficial to encourage communication with parents.
- 5.02 To promote and support responsible parenting, each public school shall, as funds are available:
 - 5.02.1 Purchase parenting books, magazines, and other informative material regarding responsible parenting through the school library, advertise the current selection, and give parents an opportunity to borrow the materials for review;
 - 5.02.2 Create parent centers; and
 - 5.02.3 Plan and engage in other activities determined by the school to be beneficial to promoting and supporting responsible parenting.
- 5.03 To help parents in assisting students, each public school shall:
 - 5.03.1 Schedule regular parent involvement meetings at which parents are given a report on the state of the school and an overview of:
 - 5.03.1.1 What students will be learning;
 - 5.03.1.2 How students will be assessed;
 - 5.03.1.3 What a parent should expect for his or her child's education; and

- 5.03.1.4 How a parent can assist and make a difference in his or her child's education;
 - 5.03.2 Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:
 - 5.03.2.1 Role play and demonstration by trained volunteers;
 - 5.03.2.2 The use of and access to Department website tools for parents;
 - 5.03.2.3 Assistance with nutritional meal planning and preparation; and
 - 5.03.2.4 Other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department; and
 - 5.03.3 Engage in other activities determined by the school to help a parent assist in his or her child's learning.
- 5.04 To welcome parents into the school, each public school shall:
 - 5.04.1 Not have any school policies or procedures that would discourage a parent from visiting the school or from visiting a child's classrooms;
 - 5.04.2 Encourage school staff to use the volunteer surveys to compile a volunteer resource book listing the interests and availability of volunteers so that school staff may:
 - 5.04.2.1 Determine how frequently a volunteer would like to participate, including the option of just one (1) time per year;
 - 5.04.2.2 Include options for those who are available to help at home; and
 - 5.04.2.3 Help match school needs with volunteer interests; and
 - 5.04.3 Engage in other activities determined by the school to welcome parents into the school.
- 5.05 To encourage a parent to participate as a full partner in the decisions that affect his or her child and family, each public school shall:
 - 5.05.1 Include in the school's policy handbook the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions;

- 5.05.2 Sponsor seminars to inform the parents of students in grades nine (9) through twelve (12) about how to be involved in the decisions affecting course selection, career planning, and preparation for postsecondary opportunities; and
- 5.05.3 Engage in other activities that the school determines will encourage a parent to participate as a full partner in the decisions that affect his or her child and family.
- 5.06 Each public school shall investigate and, where feasible, utilize community resources in the instructional program of the school.
- 5.07 To take advantage of community resources, each public school shall:
 - 5.07.1 Consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement;
 - 5.07.2 Enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school;
 - 5.07.2.1 Leaders of this organization shall be utilized in appropriate decisions affecting the children and families; and
 - 5.07.3 Engage in other activities that the school determines will use community resources to strengthen school programs, family practices, and student learning.
- 5.08 The principal of each public school shall designate one (1) licensed staff member who is willing to serve as a parent facilitator to:
 - 5.08.1 Help organize meaningful training for staff and parents;
 - 5.08.2 Promote and encourage a welcoming atmosphere to foster parental involvement in the school; and
 - 5.08.3 Undertake efforts to ensure that parental participation is recognized as an asset to the school.
 - 5.08.4 The certified staff member serving as a parental facilitator shall receive supplemental pay for the assigned duties as required by law.

6.00 MONITORING OF PARENTAL INVOLVEMENT PLANS

- 6.01 Annually, the Department shall:

- 6.01.1 Review the parental involvement plan of each public school district; and
- 6.01.2 Determine whether the plan is in compliance with law.
- 6.02. On each annual school performance report published by the Department pursuant to Ark. Code Ann. § 6-15-1402, the Department shall indicate whether or not the public school district is in compliance with these Rules and Ark. Code Ann. § 6-15-1701 *et seq.*
- 6.03 Periodically on a rotating schedule of at least once every six (6) years, the Department shall monitor each public school district's plan to:
 - 6.03.1 Evaluate whether the school district is implementing its plan and the implementation's effectiveness; and
 - 6.03.2 Assess the areas in which a school district needs to revise its plan or its implementation of the plan.
 - 6.03.3 The Department shall place priority for monitoring on public school districts that have been identified as being in:
 - 6.03.3.1 School improvement for two (2) or more consecutive school years; or
 - 6.03.3.2 Academic distress.
 - 6.03.4 The Department may monitor a public school district's plan at other additional times as determined necessary by the Commissioner of Education or the State Board of Education.
- 6.04 By January 1 of each year, the Department shall provide any recommendations in writing to a school district:
 - 6.04.1 Concerning areas of noncompliance with these rules or Ark. Code Ann. § 6-15-1701 *et seq.*; or
 - 6.04.2 Arising from the Department's review of public school district plans under section 6.01.2 of these Rules.
- 6.05 The Department shall allow a public school district opportunity of no more than ninety (90) days to incorporate the Department's recommendations into the district's parental involvement plan.

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
HOW TO MEET THE NEEDS OF CHILDREN WITH DYSLLEXIA**

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.

2.00 AUTHORITY

- 2.01 These rules are enacted pursuant to the Arkansas State Board of Education's authority under Act 1294 of 2013 (codified at Ark. Code Ann. § 6-41-601 through § 6-41-610), Ark. Code Ann. §§ 6-11-105, and Ark. Code Ann. § 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 et seq. regarding screening, evaluation, and therapeutic services for students with dyslexia who 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.

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 therapist” means a professional who has completed training and obtained certification in dyslexia therapy from a dyslexia therapy training program approved by the Arkansas Department of Education.
- 3.03 The terms “dyslexia therapy” and “therapeutic services” mean an appropriate specialized dyslexia instructional program that is:
 - 3.03.1 Delivered by a dyslexia therapist;
 - 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.
- 3.04 “Response to Intervention (RTI)” is the practice of:
 - 3.04.1 Screening all students to identify those needing extra support;
 - 3.04.2 Providing high-quality instruction and appropriate interventions matched to student needs;
 - 3.04.3 Closely monitoring progress to assess both the learning rate and the level of performance of individual students; and
 - 3.04.4 Basing instructional decisions about the intensity and duration of interventions on individual student response to intervention.

4.00 REQUIRED SCREENING

4.01 A school district shall screen:

4.01.1 each student each year in kindergarten, grade one, and grade two (K-2);

4.01.2 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 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 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 had the screening or a similar screening in the current school year; or

4.01.4.2 is exempt from screening as set forth in Section 4.04 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) 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.

4.04 The following students shall be exempt from dyslexia screening:

4.04.1 Students with an existing diagnosis of dyslexia;

4.04.2 Students with a sensory impairment that prevents screening for dyslexia.

5.00 INTERVENTION AND SERVICES

5.01 If the DIBELS screening, or the screening for rapid naming and encoding skills, indicates that a student has markers for dyslexia and needs intervention, Response to Intervention (RTI) 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.

5.03 If the dyslexia evaluation indicates a student is dyslexic, the student shall be provided therapeutic 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.

5.04 If it is determined the student has functional difficulties in the academic environment due to 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.

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 EVALUATION

6.01 If a student's performance on a dyslexia evaluation under Section 5.02 of these rules indicates a need for dyslexia therapy 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 material including without limitation:

6.01.2.1 the common indicators of dyslexia;

6.01.2.2 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 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 specialist.

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 If a parent or legal guardian chooses to have an independent evaluation for the student, the school district shall consider the diagnosis from the independent evaluation and allow the student to receive direct intervention from a dyslexia specialist.

7.00 INSTRUCTIONAL APPROACHES

7.01 Dyslexia therapy for a student whose dyslexia evaluation under Section 5.02 of these rules indicates the need for dyslexia therapy services shall be provided with fidelity and include the following instructional approaches:

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;

9.01.1.2 Be responsible for the accountability of screening results and the implementation of professional awareness required Section 11.00 of these rules and

9.01.1.3 Serve as the primary source of information and support for school districts 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 of dyslexia; and

11.01.2 The science behind teaching a student who is dyslexic.

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

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.

13.00 DYSLEXIA RESOURCE GUIDE

The Department of Education shall maintain and update the Dyslexia Resource Guide that is used as a guide for school districts, public schools, and teachers.