AGENDA
STATE BOARD OF EDUCATION

June 11, 2007
Arkansas Department of Education
Auditorium, Department of Education
9:00 AM

Chair's Report – Diane Tatum
Commissioner's Report – Dr. T. Kenneth James

Back Print

Consent Agenda

C-1 Minutes May 14, 2007

C-2 Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan

** By the Court Order of December 1, 1993, the Department of Education is required to file a monthly Project Management Tool to the court and the parties to assure its commitment to the Desegregation Plan. This report describes the progress the ADE has made since March 15, 1994, in complying with the provisions of the Implementation Plan (Plan) and itemizes the ADE's progress against the timelines presented in the Plan. Process * In June, the report emphasizes the following: 1. Summary of the PMT for May.*

C-3 Reports on Waivers to School Districts for Teachers Teaching Out-of-Area for Longer than Thirty (30) Consecutive Days, Act 162 of 2001

Act 1623 of 2001 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 consecutive days. Waiver requests were received from 22 districts covering a total of 36 positions. None of these requests were from a district in academic distress. These requests have been reviewed by Department staff and are consistent with program guidelines.

C-4 Newly Employed, Promotions and Separations

The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating process.

C-5 Declaration of Critical Academic Shortage Areas as Required by ACT 1146 of 2001, Section 2(3)(A)

Act 1146 of 2001 amends A.C.A. 24-7-708(f) and establishes a waiver process by which retirees can be hired by a school district to teach in critical academic shortage areas when suitable active employees are not available to fill the licensed positions. Section 2(3)(A) requires that the State Board of Education annually declare those critical academic areas. It is recommended that the State Board of Education declare the critical academic areas in which there is a shortage of licensed teachers.

C-6 Review of Loans and Bonds Applications

Pursuant to Arkansas Code Annotated (A.C.A.) § 6-20-805 and A.C.A. § 6-20-1205, the State Board of Education must approve all Revolving Loan Fund and Commercial Bond applications, with the exception of non-voted refundings of commercial bond issues that meet the minimum savings as required by the Rules and Regulations Governing Loan and Bond Applications, Section 9.02.

C-7 Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Little Rock School District – Michael Baines

Mr. Baines was convicted of Burglary in 1983 and 1987 and Attempted Burglary in 1993. These are disqualifying offenses for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(1). The Little Rock School District was notified of Mr. Baines' ineligibility on April 3, 2007. A request for a waiver was submitted on April 23, 2007, pursuant to Ark. Code Ann. § 6-17-414(f).

Mr. Baines received a positive recommendation from the Superintendent of the Little Rock School District and has no other disqualifying convictions.

Based on the afore-mentioned circumstances, the Arkansas Department of Education recommends that a waiver be granted to Mr. Michael Baines with the stipulation that he be placed on probationary status for a period of three (3) years from the granting of this waiver during which time he must not be convicted of, or charged resulting in a conviction with, any disqualifying offense pursuant to Ark. Code Ann. § 6-17-414.

C-8 Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Dollarway School District – Michael Shavers

Mr. Shavers was convicted of Felony Hot Check on September 20, 1999. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(1). The Dollarway School District was notified of Mr. Shavers' ineligibility on March 6, 2007. A request for a waiver was submitted on May 16, 2007, pursuant to Ark. Code Ann. § 6-17-414(f). Mr. Shavers received a positive recommendation from the Superintendent of the Dollarway School District and has no other disqualifying convictions. Based on the afore-mentioned circumstances, the Arkansas Department of Education recommends that a waiver be granted to Mr. Michael Shavers with the stipulation that he be placed on probationary status for a period of one (1) year from the granting of this waiver during which time he must not be convicted of, or charged resulting in a conviction with, any disqualifying offense pursuant to Ark. Code Ann. § 6-17-414.

C-9 Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Heber Springs School District – Rickey Boyd

Mr. Boyd was convicted of Indecent Exposure on December 17, 1996. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(b)(25). The Heber Springs School District was notified of Mr. Boyd's ineligibility on April 3, 2007. A request for a waiver was submitted on May 8, 2007, pursuant to Ark. Code Ann. § 6-17-414(f). Mr. Boyd received a positive recommendation from the Superintendent of the Heber Springs School District and has no other disqualifying convictions. Based on the afore-mentioned circumstances, the Arkansas Department of Education recommends that a waiver be granted to Mr. Rickey Boyd with the stipulation that he be placed on probationary status for a period of three (3) years from the granting of this waiver during which time he must not be convicted of, or charged resulting in a conviction with, any disqualifying offense pursuant to Ark. Code Ann. § 6-17-414.

C-10 Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Batesville School District – Shelly Hamilton

Ms. Hamilton was convicted of Felony Hot Check on April 30, 2004. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(1). The Batesville School District was notified of Ms. Hamilton's ineligibility on April 3, 2007. A request for a waiver was submitted on May 7, 2007, pursuant to Ark. Code Ann. § 6-17-414(f).

Ms. Hamilton received a positive recommendation from the Superintendent of the Batesville School District and has no other disqualifying convictions.

Based on the afore-mentioned circumstances, the Arkansas Department of Education recommends that a waiver be granted to Ms. Shelly Hamilton with the stipulation that she be placed on probationary status for a period of one (1) year from the granting of this waiver during which time she must not be convicted of, or charged resulting in a conviction with, any disqualifying offense pursuant to Ark. Code Ann. § 6-17-414.

C-11 Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Sheridan School District – Trishanna McClendon

Ms. McClendon was convicted of Felony Theft of Property on January 5, 2006. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(1). The Sheridan School District was notified of Ms. McClendon's ineligibility on March 12, 2007. A request for a waiver was submitted on May 9, 2007, pursuant to Ark. Code Ann. § 6-17-414(f).

Ms. McClendon received a positive recommendation from the Superintendent of the Sheridan School District and has no other disqualifying convictions.

Based on the afore-mentioned circumstances, the Arkansas Department of Education recommends that a waiver be granted to Ms. Trishanna McClendon with the stipulation that she be placed on probationary status for a period of two (2) years from the granting of this waiver during which time she must not be convicted of, or charged resulting in a conviction with, any disqualifying offense pursuant to Ark. Code Ann. § 6-17-414.

Action Agenda

A-1 Consideration of Revocation of the Imboden Area Charter School's Open-Enrollment Charter

At the May 14, 2007, meeting of the State Board, the Board approved a motion to initiate a due-process letter that would lead to revocation of the charter based on the amount of debt and other factors. Imboden provided new information and documented receiving additional grant funds that will be directed to debt obligations.

A-2 Renewal of Open-Enrollment Charter School Application

Haas Hall Academy is an Open-Enrollment Charter School located at 13370 Rheas Mill Road, in Farmington, Arkansas. Haas Hall Academy currently serves students in grades 10-12 with approximately 72 students in enrollment. The current charter, which was granted in 2004, will expire on June 30, 2007.Staff members from several sections of the Arkansas Department of Education (ADE) have reviewed the renewal application and submitted reports regarding monitoring of the school. Hass Hall Academy renewal was scheduled for the May 2007 Board Meeting but due to additional financial information, Hass Hall's review was removed from the May 2007 agenda and placed on the June 2007 agenda.

A-3 Request for Amendment to 2006-2007 ABC Grant - Kiddie Kollege (Holly Grove)

On Tuesday, May 15, 2007, the Division received notice from the licensing specialist that the building which housed the ABC program in Holly Grove (Kiddie Kollege) burned. As a result, the program lost many items which will not be

recovered through insurance. Therefore, the Division is asking for an amendment to this year's grant agreement to allow the program to replace items necessary to the ABC program at this location.

A-4 Request for Approval of 2007-2008 Arkansas Better Chance Grants-Round #1

In March of 2007, the ABC Request for Applications was released to all interested early childhood providers. In response, the Division received 308 applications from new and renewal providers. Applications for for new and expansion ABC slots with the additional money appropriated by the 86th General Assembly were evaluated and scored. Applications for renewal were also evaluated by the Division staff for past performance. As a result, we present this list of 2007-2008 recommendations to the State Board for approval.

A-5 Classification of Districts in Fiscal Distress for 2007-2008

At the May 14, 2007, meeting, three districts were identified as meeting the criteria for being classified as being in Fiscal Distress. After the May meeting, Bald Knob, Bismarck, and Clinton School Districts were notified by certified letter that they were being recommended to the State Board to be classified in Fiscal Distress. The Department recommends that Bald Knob, Bismarck, and Clinton School Districts be classified in Fiscal Distress for the 2007-2008 school year.

A-6 Consideration of Request for Public Comment: Traveling Teacher Rules

Act 1027 of 2007 establishes the Arkansas Traveling Teacher Program to assist rural school districts in providing appropriately certified licensed teachers to teach required courses in grades nine through twelve.

A-7 Consideration for Public Comment: Proposed Revisions of Rules Governing the Non-Traditional Licensure Program

These Rules were reviewed and approved for public comment on February 12, 2007. Public comment was conducted on April 3, 2007. Many comments were received at the public hearing and in subsequently in written form. The Department accepted many of the comments and revised the draft. Due to the substantial content changes the Department requests approval for further public comment period based on changes to the previously approved docuemnt.

A-8 Consideration for Final Approval: Arkansas Department of Education Rules Governing the Addition of Areas of Licensure or Endorsement

This Rule was approved for public comment on February 12, 2007. A public hearing was held at 1:00 p.m., April 3, 2007, in the Arkansas Department of Education Auditorium.

Eight people representing Arkansas State University, University of Arkansas at Fayetteville and the Arkansas Department of Educations Special Education Unit attended the public hearing. In addition to those in attendance there were eight letters received.

The following concerns were addressed:

1) Teachers working the first year under an ALP in a subject area requiring them to be highly qualified may have problems taking and passing the required Praxis II – Specialty Area Content Knowledge assessment.

2) The removal of K-12 endorsement areas as a platform for testing out of licensure areas across grade levels.

ADE's response:

1) NCLB requires core academic area teachers to be highly qualified in their teaching assignments.

Successfully completion of the appropriate PRAXIS examination is how Arkansas teachers are designated as HQT.

2) The Department reviewed and discussed this concern and has decided to support the rule as written.

The Department recommends no changes in the Rule as approved for public comment.

A-9 Request for Approval for Public Comment on Proposed Rules Governing the Funding of Public School Districts

Act 272 of the 2007 regular session creates a new funding mechanism by guaranteeing that districts will receive 98% of the uniform rate of tax multiplied by the property assessment of the school district. In addition, a new mechanism to fund growth students was enacted. This rule implements those changes. Act 461 of the 2007 regular session added revisions to A.C.A. § 6-20-2305 dealing with declining enrollment funding. This revision is also included in this funding rule.

A-10 Consideration for Public Comment: Revisions to Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts to Include Acts 219 and 1015 of 2007

Act 219 of 2007 is concerning the transfer of students enrolled in courses required to be taught by the Standards for Accreditation; and for other purposes. Act 1015 of 2007 is to ensure a rigorous and efficient curriculum for Arkansas high school students; and for other purposes. Acts 219 and 1015 of 2007 are to be included in the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

A-11 Consideration for Public Comment: Proposed Arkansas Department of Education Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grade Nine Through Twelve

Act 985 is an Act to exempt high school students who have graduated early from the requirement that they attend a full school day; and for other purposes.

A-12 Consideration for Public Comment: Arkansas Department of Education Rules Governing the Monitoring of Arkansas Comprehensive School Improvement Plan (ACSIP) Proposed June 2007

Act 807 of the 2007 General Assemby requires the Department of Education to monitor school district implementation of ACSIP (Arkansas Comprehensive School Improvement Plan) process. These rules provide guidelines for monitoring and comply with the 2006 Adequacy Study of the state's system of public education.

A-13 Consideration for Public Comment: Arkansas Department of Education Proposed rules Governing the Guidelines, Procedures and Enforcement of the Arkansas Public School Choice Act

Act 552 of the 86th General Assembly made two (2) changes to Ark. Code Ann. § 6-18-206 (the Arkansas Public School Choice Act of 1989): (1) Allowing a student who accepts a school choice transfer to return to his or her resident district during the course of a school year; and (2) modifying one (1) of the transfer exemptions.

The revisions proposed to this Rule incorporate the changes to the statute made by Act 552, in Sections 5.04, 5.04.1 and 8.01.2 of the Rule.

A-14 Consideration for Public Comment: Proposed Rules and Revisions to the Arkansas Department of Education Rules Governing Advanced Placement courses in the Four Core Areas in Arkansas High Schools with Guidelines for Endorsed Concurrent Enrollment Courses That May be Taught along with Advanced

Placement Courses in High School.

The purpose of these Rules is to establish, organize, and administer a program designed to improve the course offerings to students throughout the state. The program established under these acts will prepare students for admissions to and success in a postsecondary educational environment. The Endorsed Concurrent Enrollment Courses Requirements have been proposed to adhere to Act 936 of 2007.

A-15 Consideration for Public Comment: Proposed Revisions to the Arkansas Department of Education Rule Governing Body Mass Index and Physical Activity Requirements for Arkansas Public Schools and Charter Schools

The purpose of revisions to this Rules is to establish new Body Mass Index (BMI) Rules current with Act 201 of 2007, An Act To Repeal The Requirement That School Districts Must Require Schools In The School District To Provide To Parents An Annual Body Mass Index Report On Each Student, And For Other Purposes. The new proposed Rules will implement the BMI at the kindergarten level and then in even numbered grades with grades eleven through twelve (11-12) being exempt. The proposed revisions will also establish new Rules for Act 317 of 2007, An Act To Increase Academic Instruction time In Public Schools And To Limit Physical Activity Requirements For Public School Students. K-6 students will receive ninety (90) minutes of physical activity each calendar week, grades 5-8 will receive sixty (60) minutes of physical education each calendar week with no additional requirement for physical activity, and grades 9-12, one-half (1/2) unit of physical education with no requirement for physical activity.

A-16 Request for Reinstatement of Teacher's License – Elvin Pulley

On September 19, 2006, the Arkansas State Board of Education suspended the teacher's license of Mr. Elvin Pulley pursuant to Ark. Code Ann. § 9-14-239 and upon information received from the Department of Finance and Administration, Office of Child Support Enforcement. Ark. Code Ann. § 9-14-239 requires suspension of an occupational or professional license when an obligor is delinquent in an amount equal to three (3) months' obligation or more. On May 2, 2007, the Department of Finance and Administration, Office of Child Support Enforcement, notified the Arkansas Department of Education that Mr. Pulley has brought current his child support obligation and is eligible for reinstatement of his teacher's license.

A-17 Hearing on Recommendation of Probation for Certified Teacher's License – Dr. Rhonda Fowler

Dr. Fowler currently holds a standard five-year license valid until December 31, 2011. The Arkansas Department of Education recommends that Ms. Fowler's Arkansas teacher's license be placed on probation for a period of six (6) months. This recommendation is based upon the findings of an ADE investigation into alleged testing improprieties in the Little RockSchool District. Specifically, the Department alleges that Dr. Fowler's actions during the Grade 11 Writing Field Test violated the security and confidential integrity of the exam. Such actions included failing to train a test administrator, allowing a student to leave a classroom unsupervised and with a testing document, and failing to properly account for all test documents at the conclusion of testing. Such actions are prohibited by Ark. Code Ann. § 6-15-438 and the Arkansas Department of Education Rules and Regulations Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) §§ 5.07.3.7 and 5.07.3.12 and are cause for probation pursuant to Ark. Code Ann. § 6-17-410(e)(2)(E).

Dr. Fowler was notified of the recommendation of probation for her Arkansas teacher's license and of her right to a hearing before the State Board of Education on April 17, 2007.

A-18 Hearing on Waiver Request for Certified Teacher's License – Kathleen King

Ms. King was convicted of Felony Manufacturing, Delivery or Possession of a Controlled Substance on November 25, 1998. This is a disqualifying offense for a certified teacher's license pursuant to Ark. Code Ann. § 6-17-410(c)(13). Ms.

King was notified of the denial of her application for a certified teacher's license on April 17, 2007. On April 23, 2007, Ms. King submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-410(d).

A-19 Hearing on Recommendation of Probation for Certified Teacher's License – Mary Robbins

Ms. Robbins currently holds a standard ten-year license valid until December 31, 2010. The Arkansas Department of Education recommends that Ms. Robbins' Arkansas teacher's license be placed on probation for a period of twelve (12) months. This recommendation is based upon the findings of an ADE investigation into alleged testing improprieties in the FayettevilleSchool District. Specifically, the Department alleges that Ms. Robbins violated the security and confidential integrity of the Benchmark exam by leaving students unattended in a classroom with their testing materials. Such action is prohibited by Ark. Code Ann. § 6-15-438 and the Arkansas Department of Education Rules and Regulations Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) § 5.07.3.7 and is cause for probation pursuant to Ark. Code Ann. § 6-17-410(e)(2)(E).

Ms. Robbins was notified of the recommendation of probation for her Arkansas teacher's license and of her right to a hearing before the State Board of Education on May 3, 2007.

A-20 Hearing on Waiver Request for Certified Teacher's License – David Parkman

Mr. Parkman was convicted of Assault – 1st Degree on November 30, 1994. This is a disqualifying offense for a certified teacher's license pursuant to Ark. Code Ann. § 6-17-410(b)(22). Mr. Parkman was notified of the denial of his application for a certified teacher's license on May 21, 2007. Mr. Parkman then submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-410(d).

A-21 Hearing on Waiver Request for Non-Certified Employment with the Little Rock School District – Tiheria Burns

Ms. Burns was convicted of Endangering the Welfare of a Minor – 2nd Degree on November 14, 2006. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(b)(26). The Little RockSchool District was notified of Ms. Burns' ineligibility on March 9, 2007. Ms. Burns submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f).

A-22 Election of Officers - Fiscal Year 2007-2008

The Chair appointed a Nominating Committee at the February Board meeting. The Nominating Committee reported at the regular meeting in May. Board Guidelines require the election of Officers at the regular meeting in June.

A-23 Request by Individual to Speak: Clyde Williams

A request was received by the General Counsel to place Clyde Williams on the Agenda for May 14, 2007. The request was received too late to be included in that Agenda. A letter was sent from General Counsel on May 7, 2007, to John Walker, Attorney, stating that Mr. Williams' request would be presented for the June 11, 2007, Agenda.

Mr. Williams will have three minutes to address the Board.

Minutes
State Board of Education
Monday, May 14, 2007

The State Board of Education met on Monday, May 14, 2007, in the Auditorium of the State Education Building. Diane Tatum, Chairman, called the meeting to order at 9:00 a.m.

The following Board members were present: Diane Tatum, Chairman; Randy Lawson, Vice-Chairman; Sherry Burrow; Jim Cooper, Dr. Calvin King; Dr. Tim Knight; Dr. Ben Mays; MaryJane Rebick; and Dr. Naccaman Williams.

No members were absent.

Chair's Report

Ms. Tatum stated that she did not have a report at this time but deferred to Dr. Williams. Dr. Williams reported accepting an invitation to represent the Board and bring the opening address to the spring leadership conference for Master's level and Education Specialist's level student at Henderson State University. He also presented at a session discussing education in Arkansas. Dr. Williams commended the staff and faculty at Henderson for the leadership in preparing new teachers and administrators.

Commissioner's Report

Dr. James recognized Gayle Morris and Kevin Briggs, staff members in the ADE Communications Office, for taking, processing and presenting poster size photographs displayed in the auditorium and in the hallway on Third Floor of Building A, near the Commissioner's Office. He noted that all of the photographs are of students enrolled in Arkansas public schools. He commended Morris and Briggs for their artistry and commitment to the Communications Office duties of the Department.

Dr. James noted the beginning of interim Education Committee meetings of the House and Senate. He reported that initial work will begin to process the 26 interim studies as requested during the recent session. Also, he noted that beginning with the June Board meeting, the Board will begin seeing new and revisions to Rules required as a result of action taken by the General Assembly.

Consent Agenda

The Chair reported that the following items were being withdrawn from consideration with the Consent Agenda with a request for additional information: Consent Agenda Items 11, 12, and 13.

Dr. Williams moved adoption of the Consent Agenda with the deletion of Consent Agenda Items 11, 12 and 13. Ms. Rebick seconded the motion. The motion was adopted unanimously.

- Minutes, April 9, 2007
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations
- Report on Waivers to School Districts for Teachers Teaching Out-of-Area for Longer than Thirty (30) Consecutive Days, Act 1623 of 2001
- Distance Learning Utilization Guidelines
- Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Clarendon School District – Alice Smith
- Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Searcy School District – April Alderson
- Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Forrest City School District – Catrece Davis
- Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Greene County Tech School District – Dana Faulkner
- Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Gravette School District – Irma Edmisten
- Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the West Memphis School District – Tige Thompson

Action Agenda

Request for Final Approval of Revisions to Rules and Regulations Governing the Arkansas Better Chance Program

Paul Lazenby was recognized to present this item. Mr. Lazenby reviewed actions of the Agency to conduct 5 public hearings and receive and process approximately 120 written responses. He noted that the vast majority of responses dealt with the component of the proposed rule requiring Bachelor's degree in early childhood education or related field. Mr. Lazenby indicated that teachers and programs have up to six years to complete degree requirements and that work with higher education institutions confirms that programs are in place across the state to accommodate the increased demand for early childhood programs.

Mr. Lawson moved final approval. Dr. King seconded the motion. The motion was adopted unanimously.

Request for Approval of Amendments to 2006-2007 Arkansas Better Chance Grants

Paul Lazenby was recognized to present this item. Mr. Lazenby reported that the additional funds were being added to current (2006-2007) grants to cover start up costs for programs.

Ms. Rebick inquired about the Rutgers item. Mr. Lazenby responded the Rutgers University has the contract to conduct the external longitudinal evaluation of the ABC program and pre-school grants and this revision is necessary to correct an amount for that grant that was previously approved.

Ms. Burrow moved approval of the revised budget as presented. Dr. Williams seconded the motion. The motion was adopted unanimously.

Consideration for Final Approval of Revisions to Arkansas Department of Education Guidelines for the Development and Revision of School District Stipulated Discipline and School Safety Policies.

Dr. Charity Smith was recognized to present this item in the absence of Marcia Harding. Dr. Smith stated that required publication and hearings have been conducted.

Mr. Lawson noted the complexity of these Rules and imagined difficulty of local district administrators for understanding and carrying out these Rules. He noted it would be helpful if the state and federal legislatures would help clear these mandates. Dr. James responded that there is not much the state legislature can do because of federal guidelines, which are complex and demanding on administrators.

Mr. Lawson moved final approval of the Rule as presented. Mr. Cooper seconded the motion. The motion was adopted unanimously.

Identification of School Districts in Fiscal Distress

Dr. Bobbie Davis was recognized to present this item. Dr. Davis summarized the review of fiscal status of districts conducted each year by Department staff. She identified conditions such as audit exceptions, annual financial reports made to the Department, changes in ending balances, compliance with reporting requirements and overall district debt. She noted that districts out of compliance with any of these factors are identified for further review and are notified by certified letter of the pending review. She indicated that districts may provide additional information prior to being classified in fiscal distress, which is a decision of the Board.

Dr. Davis reported that three districts, Bald Knob, Bismarck and Clinton were notified of Board review and they have 30 days to provide additional information.

She stated that the Board would be receiving additional information prior to the Department's request for classification of those districts in fiscal distress.

Dr. Davis also reported that the Omaha, Turrell and Hughes school districts are currently classified in fiscal distress and the Helena-West Helena and Midland School Districts are working under state take-over status.

Ms. Rebick inquired as to the number of years a district can remain in fiscal distress without further action by the Board. Dr. Davis responded two years.

Dr. Mays asked about the status of local board elections in Helena-West Helena and Midland and can previous board members seek reelection. Dr. Davis responded yes.

Mr. Cooper moved to accept this report. Dr. Knight seconded the motion. The motion was adopted unanimously.

(*A complete transcript of the following actions was recorded by a court reporter. That transcript is available upon request from the State Board of Education Office. These Minutes only reflect actions taken pursuant to these items.)*

Consideration of Renewal of the Conversion Charter School Application: Academic Center of Excellence, Cabot, AR

Dr. Mary Ann Brown was recognized to present this item. Dr. Brown reported that Dr. Frank Holman, superintendent of Cabot School District would present the update.

In summary this charter school was formed to address the large number of students dropping out of school or failing to be successful in a traditional instructional setting. The staff utilized technology, non-traditional instructional methods and a highly individualized program to focus on the learning needs and abilities of students. The staff reported achievement scores have increased for this group of students, more students are graduating, and there is a waiting list for students to enroll in the program.

Dr. Knight challenged the staff to focus evaluation of the program more on the longitudinal performance of individual students rather than a "snap shot" of total group scores.

Mr. Lawson moved to renew the conversion charter for an additional five (5) years. Dr. Williams seconded the motion. The motion was adopted unanimously on a roll-call vote.

Consideration of Renewal of the Conversion Charter School Application: Vilonia Academy of Technology, Vilonia, AR

Dr. Mary Ann Brown recognized Gary Lambert, Assistant Superintendent, and Deborah McAfee to present this update and proposal. The presenters outlined academic progress with students, parent participation and parent satisfaction with the school, and a waiting list for students to enter the program.

There was discussion as to why instruction such as used in the charter school could not be adopted for the total school given the fact that there are identified successes. The presenters responded that cost was a major element and that the level of distance learning and technology use would probably not be appropriate for the total school population.

In response to a question about expanding the program since it is becoming successful, the presenters noted that the Board approved expansion of the program into the middle grades at the March meeting. They reported that work is underway to make that adaptation for this year.

Dr. Knight encouraged the districts to highlight longitudinal performance results and make that the primary focus of the evaluation of the program.

Dr. Knight moved approval of the continuation of the conversion charter for five (5) years. Mr. Lawson seconded the motion. The motion was adopted unanimously.

Consideration of Renewal of the Open-Enrollment Charter School Benton County School of the Arts, Rogers, AR

Dr. Mary Ann Brown summarized the current status noting that the school currently has 420 students enrolled in grades K – 8 and has been in operation since 2001. She recognized Gary Moore, Michelle Wall and other staff members representing the Benton County School of the Arts to present the update and continuation request. Mr. Moore reported that the school has built a strong literacy program with instruction highly interactive and with arts infused in every aspect of learning experiences. He noted that the school utilizes many local artisans including musicians to supplement staff instruction and that health and fitness are also stressed through the instructional program.

Board members expressed concern for the following issues:

- Overall demographics of the school (lack of diversity)
- Transportation available to students that would allow wider participation
- Declining test scores in the core academic areas
- Overall evaluation of performance of students

Dr. Williams moved to approve the continuation application for five (5) years with the recommendation that academic performance be paramount. The motion was

seconded by Mr. Lawson. The motion was adopted on a vote 5 yes and 3 no. (Cooper, Mays and Rebick voted no.) Mr. Cooper's no vote was based on his feeling that five years is too long given that performance scores are declining among the students. Dr. Mays – same reasoning. Ms. Rebick stated interim performance results should come before the board for review.

Dr. James stated that performance results for this charter or any charter can be reviewed by the Board at any time and that a due process revocation could be called for at any time.

Renewal of Open-Enrollment Charter School Application: Haas Hall Academy, Farmington, AR

Dee Cox requested that this item be deferred for consideration until June because documentation was not received from the charter in a timely manner and Department staff has not reviewed the report.

Mr. Lawson moved to table consideration of this item until June. Dr. Williams seconded the motion. The motion was adopted unanimously.

Consideration of Imboden Open-Enrollment Charter School Status Report: Imboden, AR

Mr. Lawson moved that the Board consider review of Imboden Open Enrollment Charter School. Mr. Cooper seconded the motion. The motion was adopted unanimously.

Dr. Mary Ann Brown stated that this charter was first awarded in 2002 and approved for a three-year period in 2005 with the condition for an annual review. She introduced Judy Warren, director, to present the update.

Ms. Warren stated that this school serves students from a rural section of Arkansas many of whom have identified special instructional needs and requiring highly individualized instruction. She noted an increase in students this year with 62 students currently enrolled of which 31% are classified with special needs compared to 10% to 12% in most regular schools.

Issues relating to student performance and finances were paramount during this discussion. Concerns were expressed for lack of relevant data from the Benchmark and norm-referenced (ITBS) data. The school continues to exhibit data from STAR testing, which is not considered part of the state's performance evaluation system. The matter of debt and other bank loans without a plan for repayment was discussed. Dr. James reminded the Board that the matter of debt is critical and that the state has stepped in and taken over management of a local district for similar situations. He reminded the Board that unless the school

can propose a way to immediately repay the loan, the Board has an obligation to take action. He noted that due process must be followed.
Mr. Lawson commented that he applauds the work being done by the school academically with the students and he hopes the financial issues can be resolved.

Mr. Lawson moved to initiate a due process letter that would lead to revocation of the charter based on the amount of debt and no plan to repay that debt, the overall enrollment of the school and the overall academic performance of the students. Mr. Cooper seconded the motion. The motion was adopted unanimously

From the Consent Agenda

Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Springdale School District – Jacquelin Fischer

Scott Smith stated that a letter from Jim Rollins, superintendent, was received after distribution of packets. Mr. Smith noted that the letter is being distributed, but that the district will not support the re-employment of Ms. Fischer.

Ms. Rebick moved to deny waiver request. Dr. Knight seconded the motion. The motion was adopted unanimously.

Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Farmington School District – Judy Ngo

This item was requested for review because the letter of recommendation was from the principal, not the superintendent or official of the local school board. Scott Smith contacted the district and a letter from the superintendent was faxed to the Attorney's Office and subsequently distributed to Board members.

Dr. Williams moved to grant the waiver. Dr. Knight seconded the motion. The motion was adopted unanimously.

Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Pulaski County Special School District – Lorrie Parker

Dr. Williams stated his concern with this was the object of the conviction, Manslaughter. Scott Smith noted that the offense was related to an automobile accident which resulted in the death of an individual back in 1988, which resulted in the conviction of Manslaughter. Mr. Smith also noted that Ms. Parker has had no further convictions since that time.

Dr. Williams moved approval of the waiver. Ms. Burrow seconded the motion. The motion was adopted unanimously.

Hearing on Waiver Request for Certified Teacher's License – Michele Cooper

Ms. Cooper represented herself before the Board. She stated that following her conviction she has worked really hard to go back to school and complete an education degree. She stated that if she were not serious about this work, she would not have spent the hours and money to complete the degree.

Ms. Rebick noted the letters of recommendation and the fact that she graduated with honors at the end of her program.

Ms. Rebick moved to grant a waiver and award a provisional license for three (3) years with the stipulation of no future disqualifying offenses. Mr. Cooper seconded the motion. The motion was adopted unanimously.

Hearing on Waiver Request for Certified Teacher's License – Donnie Smith

Donnie Smith was recognized to represent himself. Mr. Smith reported that he is seeking to become licensed through the non-traditional licensure program and that he has worked with athletic programs in the schools on a volunteer basis for several years. He stated that his convictions were related to incidents a number of years ago and that he is making an effort to become qualified to teach and work with athletics.

Ms. Rebick moved to grant the waiver with the provision of five (5) years probation and no further offenses during the probationary period. Dr. Mays seconded the motion. The motion was adopted unanimously.

Report: Board Nominating Committee

Mr. Lawson served as Chair of the Nominating Committee but deferred to Dr. King to make the Committee's report. Dr. King stated that the Committee's report bring the recommendation that Diane Tatum be nominated for Chairman for 2007-2008 and that Randy Lawson be nominated for Vice-Chairman. Dr. King noted that Mr. Lawson abstained from voting on the Committee's report.

Dr. Williams moved adjournment. Mr. Lawson seconded the motion. The motion was adopted unanimously. The meeting adjourned at 12:30 p.m.

These minutes were recorded by Julie Thompson and the electronic file and were transcribed for reporting by Dr. Charles D. Watson.

ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
MAY 31, 2007

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of May 2007.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF MAY 31, 2007
I. Financial Obligation	As of April 30, 2007, State Foundation Funding payments paid for FY 06/07 totaled $56,428,042 to LRSD, $29,026,862 to NLRSD, and $46,197,056 to PCSSD. The Magnet Operational Charge paid as of April 30, 2007, was $12,479,571. The allotment for FY 06/07 was $15,171,274. M-to-M incentive distributions for FY 06/07 as of April 30, 2007, were $3,670,933 to LRSD, $3,628,870 to NLRSD, and $9,124,572 to PCSSD. In March 2007, General Finance made the second one-third payment to the Districts for their FY 06/07 transportation budget. As of March 31, 2007, transportation payments for FY 06/07 totaled $2,826,769 to LRSD, $666,435 to NLRSD, and $2,148,894 to PCSSD.
II. Monitoring Compensatory Education	On March 16, 2007, the ADE Implementation Phase Working Group met to review previous Implementation Phase activities. Mr. Willie Morris, ADE Lead Planner for Desegregation, reported that U.S. District Judge Bill Wilson Jr. declared the LRSD unitary and released the district from federal court supervision. It was stated that the ADE should continue desegregation reporting until the deadline for an appeal filing has past, or until an appeal has been denied. House Bill 1829 passed the House and Senate. This says the ADE should hire consultants to determine whether and in what respects any of the Pulaski County districts are unitary. It authorizes the ADE and the Attorney General to seek proper federal court review and determination of the current unitary status and allows the State of Arkansas to continue payments under a post-unitary agreement to the three Pulaski County districts for a time period not to exceed seven years. The three Pulaski County districts may be reimbursed for legal fees incurred for seeking unitary or partial unitary status if their motions seeking unitary status or partial unitary status are filed no later than October 30, 2007, and the school districts are declared unitary or at least partially unitary by the federal district court no later than June 14, 2008. Matt McCoy and Scott Richardson from the Attorney General's Office updated the group on legal issues related to desegregation. The next Implementation Phase Working Group Meeting is scheduled for July 5, 2007 at 1:30 p.m. in room 201-A at the ADE.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF MAY 31, 2007
III. A Petition for Election for LRSD will be Supported Should a Millage be Required	Ongoing. All court pleadings are monitored monthly.
IV. Repeal Statutes and Regulations that Impede Desegregation	On October 27, 2003, the ADE sent letters to the school districts in Pulaski County asking if there were any new laws or regulations that may impede desegregation. The districts were asked to review laws passed during the 84th Legislative Session, any new ADE rules or regulations, and district policies.
V. Commitment to Principles	On May 14, 2007, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of April.
VI. Remediation	On February 9, 2007, ADE staff provided District Test Coordinator Training at the School for the Blind Auditorium in Little Rock. Two staff members from the LRSD and three staff members from the PCSSD attended.
VII. Test Validation	On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activities.
VIII. In-Service Training	A Tri-District Staff Development Committee meeting was held on March 7, 2007. Doug Ask (PCSSD), Kaye Lowe (NLRSD), and Dr. Lloyd Sain (LRSD) attended. They discussed schedules and content of professional development days. Information was shared about the use of technology. They talked about the status of their Smart Grant applications.
IX. Recruitment of Minority Teachers	In January 2007, ADE Professional Licensure mailed a list of the fall 2006 minority teacher graduates from reporting colleges and universities to all the Pulaski County school districts and the Fort Smith School District.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF MAY 31, 2007
X. Financial Assistance to Minority Teacher Candidates	Ms. Tara Smith of the Arkansas Department of Higher Education reported minority scholarships for Fiscal Year 2006-2007 on October 17, 2006. These included the State Teacher Assistance Resource (STAR) Program, the Minority Teacher Scholars (MTS) Program, and the Minority Masters Fellows (MMF) Program. The scholarship awards for STAR are as follows: STAR Race / Male Count / Male Award / Female Count / Female Award / Total Count / Total Award White 62 270,514 337 1,466,952 399 1,737,466 Black 9 51,000 44 190,500 53 241,500 Hispanic 1 6,000 4 21,000 5 27,000 Native Amer 1 6,000 2 9,000 3 15,000 Other 2 7,500 2 9,000 4 16,500 **Totals** 75 341,014 389 1,696,452 464 2,037,466 The scholarship awards for MTS are as follows: MTS Race / Male Count / Male Award / Female Count / Female Award / Total Count / Total Award Black 6 27,500 42 188,430 48 215,930 Hispanic 1 5,000 1 5,000 Asian Native Amer 5 25,000 5 25,000 **Totals** 6 27,500 48 218,430 54 245,930 The scholarship awards for MMF are as follows: MMF Race / Male Count / Male Award / Female Count / Female Award / Total Count / Total Award Black 2 6,250 26 93,750 28 100,000 Hispanic 3 13,750 3 13,750 Native Amer **Totals** 2 6,250 29 107,500 31 113,750
XI. Minority Recruitment of ADE Staff	The MRC met on April 4, 2007 at the ADE. Demographic reports were presented that showed ADE employees grade 21 and above by race and section as of December 31, 2006 and March 31, 2007. A spreadsheet was handed out that showed for grade 21 and above the number and percentage of black, white, and other race employees in each unit of the ADE. It was agreed that a report should be developed that will show units that are less than fifteen percent black who have five or more employees. The reports show that for ADE employees grade 21 and above the percent black has decreased. There was discussion about the reasons for this and ways to increase the recruitment of minority employees.
XII. School Construction	This goal is completed. No additional reporting is required.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF MAY 31, 2007
XIII. Assist PCSSD	Goal completed as of June 1995.
XIV. Scattered Site Housing	This goal is completed. No additional reporting is required.
XV. Standardized Test Selection to Determine Loan Forgiveness	Goal completed as of March 2001.
XVI. Monitor School Improvement Plans	On April 16, and May 2, 2007, ADE staff provided technical assistance with ACSIP at Terry Elementary School in the LRSD. On April 17 and May 1, 2007, ADE staff provided technical assistance with ACSIP at Parkview High School in the LRSD. On April 18, 2007, ADE staff provided technical assistance with ACSIP at the Instructional Resource Center (IRC) in the LRSD. On May 1, 2007, ADE staff provided technical assistance with ACSIP at Wilson Elementary, Baseline Elementary, J. A. Fair High, and David O'Dodd Elementary Schools in the LRSD. On May 2, 2006, ADE staff provided technical assistance with ACSIP at Pulaski Heights, Forest Park, and Jefferson Elementary Schools in the LRSD. On April 11, 13, and May 7, 2007, ADE staff provided technical assistance on ACSIP at Jacksonville Elementary School in the PCSSD. Discussed upcoming 2008 peer team visits with the assistant principal. On April 16, 2007, ADE staff provided technical assistance on ACSIP at Arnold Drive Elementary in the PCSSD. On May 9, 2007, ADE staff provided technical assistance on ACSIP at Tolleson Elementary School in the PCSSD.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF MAY 31, 2007
XVII. Data Collection	The ADE Office of Public School Academic Accountability has released the 2006 Arkansas School Performance Report (Report Card). The purpose of the Arkansas School Performance Report is to generally improve public school accountability, to provide benchmarks for measuring individual school improvement, and to empower parents and guardians of children enrolled in Arkansas public schools by providing them with the information to judge the quality of their schools. The Department of Education annually publishes a school performance report for each individual public school in the state, and distributes the report to every parent or guardian of a child in kindergarten through grade twelve (K-12) in the public schools of Arkansas. The annual school performance report is based on reliable statistical information uniformly required to be collected and submitted by each local school district to the department and published in a format that can be easily understood by parents or guardians who are not professional educators and distributed to the parents or guardians of children enrolled in the public schools via the postal service. Individual school reports are also made available via the Internet. Statistical information in the Arkansas School Performance Report is organized into the following seven essential accountability indicators: 1: ACHIEVEMENT, 2: ACCESS, 3: RETENTION, 4: DISCIPLINE, 5: DEMOGRAPHICS, 6: CHOICE, 7: ECONOMIC.
XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations	On July 10, 2002, the ADE held a Desegregation Monitoring and Assistance Plan meeting for the three school districts in Pulaski County. Mr. Willie Morris, ADE Lead Planner for Desegregation, presented information on the No Child Left Behind Act of 2001. A letter from U.S. Secretary of Education, Rod Paige, was discussed. It stated that school districts that are subject to a desegregation plan are not exempt from the public school choice requirements. "If a desegregation plan forbids the school district from offering any transfer option, the school district should secure appropriate changes to the plan to permit compliance with the public school choice requirements". Schools in Arkansas have not yet been designated "Identified for Improvement". After a school has been "Identified for Improvement", it must make "adequate yearly progress". Schools that fail to meet the definition of "adequate yearly progress", for two consecutive years, must provide public school choice and supplemental education services. A court decision regarding the LRSD Unitary Status is expected soon. The LRSD and the NLRSD attended the meeting. The next meeting about the Desegregation Monitoring and Assistance Plan will be held in August, 2002, after school starts.

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
1701000	Alma Public School District	1	Darin Stahler	Physical Education (K-12)	Secondary Social Studies		2006-2007
				Coaching (7-12)			
				Middle School Social Studies (5-8)			
				Social Studies (7-12)			
1002000	Arkadelphia Public School District	1	Debbie Adams	Middle School Math (5-8)	Special Education Visual Impaired		2005-2006 2006-2007
				Middle School Social Studies (5-8)			
				Elementary (1-6)			
7401000	Augusta Public School District	2	Sandra Jones	Early Childhood Education (P-4)	Secondary Art		2004-2005 2005-2006 2006-2007
				Library Media Specialist (P-8)			
				Library Media Specialist (7-12)			
			John Byers	Secondary Physical Education (7-12)	Elementary Guidance		2004-2005 2005-2006 2006-2007
				General Science (7-12)			
				Guidance Secondary (5-12)			
O401000	Bentonville Public School District	1	Kimberly Burgess	Sp Ed Instructional Specialist (4-12)	English as a Second Language (ESL)		2006-2007
				SpEdEch Instructional Specialist (P-4)			
5204000	Camden-Fairview Public School District	1	Jett Furneaux	PE/Wellness/LEI (7-12)	Social Studies		2006-2007
O201000	Crossett Public School District	2	Linda Land	Secondary Physical Education (7-12)	Health		2006-2007
				Elementary (1-6)			
				Math (5-8)			
				Applied Math I (7-12)			
				Applied Math II (7-12)			
			Jennifer Chisholm	Early Childhood Education (P-4)	Special Education		2006-2007
1901000	Cross County Public School District	1	Peggy Barnett	Library Media Specialist (K-9)	Library Media Specialist (7-12)		2005-2006 2006-2007

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
2104000	Dumas Public School District	2	Michael Montgomery	Early Childhood Education (P-4)	Special Education (3-5)		2006-2007
			Laura Holthoff	Social Studies (7-12)	Elementary Art		2006-2007
7201000	Elkins Public School District	1	Michelle Mann	MidChLangArt/SS (4-8)	Special Education Math & English		2006-2007
				MidChSci/Math (4-8)			
2002000	Fordyce Public School District	1	Michelle Ainsworth	Early Childhood Education (P-4)	Elementary Counselor (K-4)		2006-2007
				Elementary (K-6)			
6605000	Lavaca Public School District	1	Mark Headley	Health Education (7-12)	Biology		2006-2007
				Secondary Physical Education (7-12)			
				Coaching (7-12)			
				Middle School Science (5-8)			
O506000	Lead Hill Public School District	1	Vanessa Johnson	MidChSci/Math (4-8)	Gifted & Talented		2005-2006 2006-2007
7205000	Lincoln Public School District	1	Linda Ferguson	English Language Arts (7-12)	Journalism		2006-2007
3104000	Mineral Springs Public School District	1	Angelique Barfield	English Language Arts (7-12)	Drama/Speech		2006-2007
2203000	Monticello Public School District	3	Kelly Hudson	English Language Arts (7-12)	Library Media Specialist (K-2)		2005-2006 2006-2007
				Library Media I Secondary (5-12)			
			Amanda Jeffers	Physical Education (K-12)	Special Education (7-12)		2006-2007
				Coaching (7-12)			
				Middle School Social Studies (5-8)			
			Andrea Ratcliff	Art (P-8)	Special Education (K-12)		2006-2007
				Art (7-12)			

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
3403000	Newport Public School District	1	Wes Rowland	Secondary Physical Education (7-12)	Elementary Physical Education		2006-2007
				Social Studies (7-12)			
6002000	North Little Rock School District	4	Matthew Binford	Elementary Principal (K-9)	Coaching (7-12)		2006-2007
				Secondary Principal (5-12)			
				Business Technology (4-8)			
				Sp Ed Instructional Specialist (4-12)			
				SpEdEch Instructional Specialist (P-4)			
			Mindi Disterdick	Early Childhood Education (P-4)	Special Education (K-5)		2006-2007
			Robin Johnson	Early Childhood Education (P-4)	Special Education (K-5)		2006-2007
			Melinda Smith	Early Childhood Education (P-4)	Middle School Social Studies		2004-2005 2005-2006 2006-2007
				Elementary (K-6)			
2703000	Poyen Public School District	1	Bobby Daniel	Elementary Principal (K-9)	Library Media Specialist		2006-2007
				Secondary Principal (5-12)			
				Physical Education (K-12)			
				Coaching (7-12)			
				Social Studies (7-12)			
				Geography (7-12)			
O405000	Rogers Public School District	1	Brenda Morgan	Middle School Science (5-8)	ESL Language Arts/Social Studies		2004-2005 2005-2006 2006-2007
				Family & Consumer Science (7-12)			
				English as a Second Language (P-8)			
				English as a Second Language (7-12)			
				Earth Science (5-8)			
				Life Science (7-12)			
2906000	Spring Hill Public School District	1	Angie Ralph	Middle School Social Studies (5-8)	Counselor (K-12)		2005-2006 2006-2007
				Elementary (1-6)			

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
2307000	Vilonia Public School District	1	Terina Atkins	Middle School Social Studies (5-8)	Library Media Specialist (5-7)		2005-2006 2006-2007
				Middle School English (5-8)			
				English Language Arts (7-12)			
				English as a Second Language (P-8)			
				English as a Second Language (7-12)			
				Social Studies (7-12)			
2420000	Western Arkansas Educational Co-op	1	Amanda Heyser	Early Childhood Education (P-4)	Early Childhood Special Education Instructional Specialist (P-4)		2005-2006 2006-2007
				Elementary (K-6)			
	Total # of School District	**Total # of Waivers**					
	22	30					

LEA	NAME OF DISTRICT	# OF DENIED WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT
7401000	Augusta Public School District	1	Wendy Pate	Early Childhood Education (P-4)	Elementary Music	
6002000	North Little Rock School District	5	Melissa Barber	Elementary(1-6)	Speech Communication	
			Amanda Coombe	Middle School Social Studies (5-8)	Speech/Drama (7-12)	
				Elementary (1-6)		
			Rita McPherson	Drama/Speech (7-12)	Special Education (7-12)	
			J.B. Pendergraft	Secondary Physical Education (7-12)	Special Education (7th grade)	
				Social Studies (7-12)		
				Driver Education (7-12)		
			Kelli Hogue	Business Technology (4-8)	Secondary Math	
				Business Technology (7-12)		
	Total # of School Districts	**Total # of Denied Waivers**				
	2	6				

LENGTH OF TIME TEACHING OUT OF AREA
2005-2006 2006-2007
2005-2006 2006-2007
2005-2006 2006-2007
2006-2007
2005-2006 2006-2007
2003-2004 2004-2005 2005-2006

NEWLY EMPLOYED FOR THE PERIOD OF May 1, 2007 – May 31, 2007

Pamela Cruce- Staff Development Coordinator, Arkansas Public School Computer Network (APSCN), Grade 20, effective 05/21/07.

***Deborah Harris- Accountant, Arkansas Public School Computer Network (APSCN), Grade 18, effective 05/21/07.**

Charles Howell- Area Project Manager, DPSAF and Transportation, Grade 23, effective 05/14/07. 04/09/07.

Majid Kdeiss- Secretary II, Division Research and Technology, Technology Resources, Grade 13, effective 05/29/07.

Kenneth Wewers- Applications and Systems Analyst, Arkansas Public School Computer Network (APSCN), Grade 21, effective 05/07/07.

Randall Young- Applications and Systems Analyst, Arkansas Public School Computer Network (APSCN), Grade 21, effective 05/14/07.

PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF May 1, 2007 – May 31, 2007

No Promotions/Lateral Transfers for this period.

SEPARATIONS FOR THE PERIOD OF May 1, 2007 – May 31, 2007

Billy Ashcraft- Computer Operator I, Division of Human Resources/Licensure, Professional Licensure, Grade 13, effective 05/18/07. 6 years, 7 months, 2 days. Code: 01

Tristan Greene- ADE Special Advisor, Central Administration, Research and Policy, Grade 99, effective 05/01/07. 13 years, 9 months, 9 days. Code: 02

Jeff Poleet- Administrative Assistant I, Division of Learning Services, Special Education, Grade 15, effective 05/18/07. 2 years, 9 months, 9 days. Code: 07

Kenneth Wewers- Applications and Systems Analyst, Arkansas Public School Computer Network (APSCN), Grade 21, effective 05/14/07. 0 years, 0 months, 7 days. Code: 02

***Minority**

AASIS Code:

Voluntary- 01
Involuntary- 02
Career Advancement-07

ARKANSAS DEPARTMENT OF EDUCATION
Critical Academic Licensure Shortage Areas
2007-2008 School Year

The Arkansas Department of Education has designated the following areas as critical academic teacher licensure/endorsement shortage areas for the 2007-2008 school year.

Licensure Areas:

Art

Foreign Language (P-8, 7-12)
French
German
Spanish

Mathematics (Secondary)
Mathematics (7-12)

Middle Childhood
Mathematics/Science (4-8)
English/Language Arts/Social Studies (4-8)

Science (Secondary)
Life/Earth Science (7-12)
Physical/Earth Science (7-12)
or (Old Licenses: Biology/Chemistry/Physical Science/Physics)

Special Education
Deaf Education
Visually Impaired
Special Ed. Instructional Specialist (P-4, 4-12)
or (Old Licenses: {K-12} Mildly Handicapped, Moderately/Profound Handicapped/Severely Emotionally Disturbed)

Endorsements:

Library Media

Guidance and Counseling

Gifted and Talented

Section 1
Revolving Loans to School Districts

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

(1) Funding of its legally issued and outstanding postdated warrants;
(2) Purchase of new or used school buses or refurbishing school buses;
(3) Payment of premiums on insurance policies covering its school buildings, facilities, and equipment in instances where the insurance coverage extends three (3) years or longer; and replacement of or payment of the district's pro rata part of the expense of employing professional appraisers as authorized by §§ 26-26-601 through 26-26-607 or other laws providing for the appraisal or reappraisal and assessment of property for ad valorem tax purposes;
(4) Making major repairs and constructing additions to existing school buildings and facilities;
(5) Purchase of surplus buildings and equipment;
(6) Purchase of school sites for and the cost of construction thereon of school buildings and facilities and the purchase of equipment for the buildings;
(7) Purchase of its legally issued and outstanding commercial bonds at a discount provided that a substantial savings in gross interest charges can thus be effected;
(8) Refunding of all or any part of its legally issued and outstanding debt, both funded and unfunded;
(9) Purchase of equipment;
(10) Payment of loans secured for settlement resulting from litigation against a school district;
(11) The purchase of energy conservation measures as defined in Title 6, Chapter 20, Subchapter 4; and
(12) (A) The maintenance and operation of the school district in an amount equal to delinquent property taxes resulting from bankruptcies or receiverships of taxpayers and for loans to school districts in an amount equal to insured facility loss or damage when the insurance claim is being litigated or arbitrated.
    (B) For purposes of this subdivision, the loans become payable and due when the final settlement is made, and the loan limits prescribed by § 6-20-803 shall not apply.

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

STATE BOARD OF EDUCATION MEETING

JUNE 11, 2007

APPLICATIONS FOR REVOLVING LOANS

REVOLVING LOAN APPLICATIONS:

1	**Construction**	**$**	**180,000.00**
7	**School Bus**		**501,368.00**
8		**$**	**681,368.00**

SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
REVOLVING LOANS
CONSTRUCTION
RECOMMEND APPROVAL

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Dierks	Howard	827	180,000.00	10.55%	3,720,504	Roof replacement of the Dierks High School building.

SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
REVOLVING LOANS
SCHOOL BUS
RECOMMEND APPROVAL

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Alpena	Boone	569	66,635.00	7.96%	1,781,652	Purchasing a 65 passenger school bus.
Cedar Ridge	Independence	774	125,000.00	1.33%	1,926,019	Purchasing two used school buses.
Dierks	Howard	827	68,204.00	10.55%	3,720,504	Purchasing a 2008 Freightliner 71 passenger school bus.
Horatio	Sevier	6,827	65,900.00	7.56%	1,903,755	Purchasing an 84 passenger bus.
Mountainburg	Crawford	750	79,129.00	9.97%	3,274,359	Purchase of one (1) school bus.
Nemo Vista	Conway	459	31,500.00	14.82%	2,486,500	Purchase of a school bus.
Western Yell County	Yell	441	65,000.00	9.83%	3,106,824	Purchasing a new school bus.

Section 2
Second Lien Bonds

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

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

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

STATE BOARD OF EDUCATION MEETING

JUNE 11, 2007

APPLICATIONS FOR COMMERCIAL BONDS

COMMERCIAL BOND APPLICATIONS:

1	**2nd Lien**	**$**	**5,320,000.00**
1		**$**	**5,320,000.00**

SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
2ND LIEN
RECOMMEND APPROVAL

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Van Buren	Crawford	5,688	5,320,000	19.16%	64,495,000	Constructing, renovating, and equipping school facilities ($5,170,000) and cost of issuance and underwriter's discount allowance ($150,000).

Section 3
Voted Bonds

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

> All school districts are authorized to borrow money and to issue negotiable bonds for the repayment thereof from school funds for the building and equipping of school buildings, for making additions and repairs thereto, for purchasing sites therefore, for purchasing new or used school buses, for refurbishing school buses, the professional development and training of teachers or other programs authorized under the federally recognized Qualified Zone Academy Bond program codified at 26 U.S.C. 1397E, and for paying off outstanding postdated warrants, installment contracts, revolving loans, and lease-purchase agreements, as provided in this act.

STATE BOARD OF EDUCATION MEETING

JUNE 11, 2007

APPLICATIONS FOR COMMERCIAL BONDS

COMMERCIAL BOND APPLICATIONS:

1	**Voted**	**$**	**16,250,000.00**
1		**$**	**16,250,000.00**

SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
VOTED
RECOMMEND APPROVAL

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Pea Ridge	Benton	1,3,11	16,250,000	26.43%	18,412,976	Refund the outstanding bond issue dated 11/1/03 ($4,865,821); advance refund the outstanding bond issue dated 6/1/04 ($5,228,424); acquisition of land ($500,000); erect and equip a new elementary campus ($4,500,000); refurbish, remodel, pave and equip existing school facilities ($853,125); and for cost of issuance and underwriter's discount ($302,630).

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

March 26, 2007

Ms. Judy Warren, Director
Imboden Area Charter School
P.O. Box 297
Imboden, AR 72434

Dear Ms. Warren:

This letter is to notify you that the State Board of Education will be considering an agenda item concerning the Imboden Area Charter School at the regular scheduled board meeting on May 14, 2007. Pursuant to action taken at the May 9, 2005 meeting, the State Board required the Imboden Area Charter School to return before the board for an annual review and reporting. Please submit the following information for review:

- Annual report on student performance, enrollment, and financial status.

The meeting will begin at 9:00 a.m. in the Auditorium of the Arch Ford of Education Building, #4 State Capitol Mall, Little Rock, Arkansas.

This information must be received in the Charter School Office NO LATER THAN 4:00 p.m. on Monday, April 30, 2007. You, as well as other applicable representatives of the school should be in attendance at the meeting.

If you have any questions, please contact my office at 501-683-5313.

Sincerely,

Dee Cox

Dee Cox
Special Programs Coordinator

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

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March 28,2007

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Signed for by:	S.CONNLEY	**Delivery date:**	Mar 27, 2007 13:44
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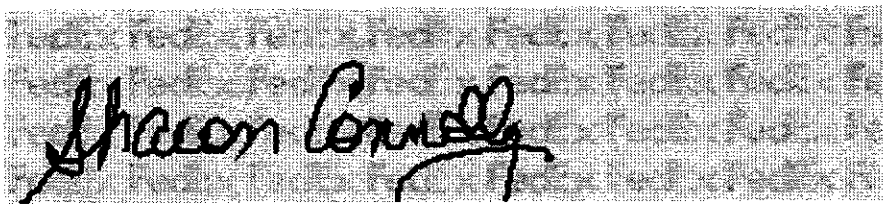

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ARKANSAS DEPT OF ED
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City LITTLE ROCK State AR ZIP 72201-1013

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Recipient's Name Ms. Judy Warren Phone (870) 869-3015

Company Imboden Area Charter School

Recipient's Address P.O. Box 297

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519

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IMBODEN AREA CHARTER SCHOOL
2007 STATE BOARD OF EDUCATION ANNUAL REPORT

Judy Warren, Director

Board of Education
Becky Anderson, President
Lori Corbett, Vice-President
Scott Rorex, Secretary
Dr. Peter Connolly

GENERAL INFORMATION

Imboden is a rural community of about 700 people located in Northeast Arkansas, and the Imboden Area Charter School, Inc. (IACS) was formulated as a rural economic development project. IACS is an open enrollment charter school and was organized as a nonprofit corporation by community volunteers in an effort to offer a high quality educational program. The long-term vision is to develop and operate a system that can be duplicated with confidence in other rural communities as either conversion or open enrollment charter schools.

Imboden Area Charter School serves students from grades kindergarten through eighth and draws its students from the local and surrounding school districts. Currently students are served from Black Rock, Hardy, Hoxie, Imboden, Lynn, Pocahontas, Ravenden, Strawberry, Swifton, Walnut Ridge, and Williford schools.

The key factors for success are a performance management system based on William Glasser's philosophy and the Baldridge Criteria, parent participation, multiage grouping, individualized learning, a rigorous curriculum, and technology integrated into the curriculum, instruction, and assessment.

The school typically serves students who do not "fit" the regular public system of education, and 80-90% of these students are of low socio-economic status. Statistics show that this type of student has home factors that necessitate frequent changes in residence and conditions. This factor creates a highly mobile population for the Imboden Area Charter School. Students who are highly mobile have difficulties in meeting standards not only because of their home environments, but also because mobility causes a degree of insecurity and instability in the learning process.

THE LEARNING PROGRAM – DESTINATION EXCELLENCE

Destination Excellence is the learning program used at the Imboden Area Charter School. It was developed by the Director, Judy Warren, and has been recognized by the Southern Regional Education Board in Atlanta, Georgia as a National Best Practices Program for boosting student achievement. Warren has won several awards in teaching because of the program's success including WalMart Teacher of the Year and the Crystal Apple Award, a regional award given by business leaders and parents in Kansas.

This learning program is individualized for all students in language arts and math, and each student progresses at a pace that is commensurate with his/her ability and the individual time requirements for mastery level learning, which means that each student understands the concepts completely before moving on to something new.

In many existing classrooms, the teacher starts on page one, and if most of the students comprehend the objective, they move on to page two and so on. There are two problems with that method. The students who may learn more slowly are lost on page one, and therefore, lost throughout the year. Secondly, the student who learns more quickly has grasped the concept immediately and becomes bored with the repetition that is necessary to teach to the average student. Teachers attempt to assist each student who has fallen behind or to challenge the brighter student, but with the textbook system, it is very difficult.

Destination Excellence is organized in a way that allows the slower learner the time necessary to master the objective and allows the brighter student to go on to more difficult objectives. Since we know that all students do not learn all things at the same rate, this method allows slower learning students to experience success and retain their self-esteem. Student progress is tracked in individual folders allowing students to see growth and to monitor their grades, thereby accepting responsibility for their own achievement. In a traditional setting, students do not know until grading time how well they are doing and most see no relationship between what they do and grade they receive.

In math, students work on computational skills on an individual basis. Whole class instruction is used to teach objectives where common skills or knowledge is not necessary. Whether or not students can multiply or divide, for instance, they are able to learn to use a ruler, analyze statistics on a graph, or work with geometric figures. Problem solving skills are stressed daily with a unique approach.

In language arts (reading, grammar, spelling, and writing) individualized objectives are combined with whole group instruction to meet each student's unique needs, with extra time spent on reading practice for fluency.

Social studies is taught through the use of simulations where students are allowed to experience events throughout history while gaining in general knowledge and skills. Science is taught using a hands-on guided discovery approach where students problem-solve, research, create projects, and make connections based on their own experiences and learning styles.

Students are instructed in the five basic needs as stated by William Glasser (survival, belonging, power, freedom, and fun) and every attempt is made to allow students to satisfy those needs within the structure of the learning program. Imboden Area Charter School sees a strong relationship between a student's emotional needs and his/her academic achievement, and the classrooms at IACS are quality classrooms where these needs are met. Until these needs are met, learning does not occur, and every decision made regarding curriculum, lesson design, instructional method, or supervision is formulated with this in mind.

Because student management is non-coercive, students take responsibility for completing all tasks, quality work is evident, and class disruptions are at a minimum. The individualized curriculum promotes a cooperative rather than a competitive atmosphere. Many of our students' special education needs are met in the regular classroom eliminating the stigmatism of labels and promoting a collegiality among students.

Students are grouped in multiage settings creating several advantages. The first advantage is the strong positive relationships that are developed between students, parents, and teachers. Research indicates that the most important variable in a positive elementary school program is the constant attention of a single teacher/caregiver with whom the child can develop a meaningful relationship. Secondly, multiage grouping reflects the world outside the school walls. And finally, research shows that students in multiage classrooms develop positive attitudes about school and improved social skills. In general, students develop leadership skills, nurturing behaviors, and a greater sense of community.

IMBODEN AREA CHARTER SCHOOL
ENROLLMENT STATISTICS

2002-03	42 students	36% Special Education 14% Highly Mobile (enrolling after October 1)
2003-04	53 students	30% Special Education 49% Highly Mobile (enrolling after October 1) 34% Enrolling after January 1
2004-05	41 students	24% Special Education 46% Highly Mobile (enrolling after October 1) 29% Enrolling after January 1
2005-06	51 students	25% Special Education 20% Highly Mobile (all enrolling after January 1)
2006-07	62 students	31% Special Education 27% Highly Mobile (enrolling after October 1) 10% Enrolling after January 1

Note: Enrollment has increased dramatically during the 2006-07 school year. The number of special education students remains very high with the public school average being about 15%. The number of highly mobile students also remains very high with the public school average being about 15%. These two statistics are relevant to the achievement status of the students at the Imboden Area Charter School and the financial stability of the school.

Special education students do not perform as well as non special education students because of their disabilities. Students who are highly mobile have difficulties in meeting standards not only because of their home environments, but also because mobility causes a certain degree of insecurity and instability in the learning process.

Even though the Imboden Area Charter School is a public school, it does not receive any revenue from local taxes. The only money available for general operations is the state foundation aid, which is based on a per-student count and adjusted twice yearly based on the school's average daily membership. With the high number of highly mobile students, it is difficult to budget and adjust to such variance in revenue throughout the school year.

Special education funding (VI-B) is based on the previous year's student count. During the years with a high percentage of special education students, it is difficult to cover expenses with funding from the previous year where the percentage was not as high.

BENCHMARK EXAM SCORES

2005-06	Below	Basic	Proficient	Advanced
Kindergarten	2 special education students			
Reading	1	2	2	0
Math	1	1	3	0
Grade 1	2 special education students; 5 highly mobile students			
Reading	3	2	2	3
Math	3	3	4	0
Grade 2	1 special education student			
Reading	1	0	1	5
Math	1	1	4	1
Grade 3	1 special education student; 1 highly mobile student			
Reading	2	0	1	0
Math	0	3	0	0
Grade 4	3 special education students			
Reading	2	5	2	1
Math	6	3	1	0
Grade 5	all special education students			
Reading	1	3	0	0
Math	3	1	0	0
Grade 6	2 special education students			
Reading	1	4	0	0
Math	4	1	0	0
Grade 7	1 highly mobile student			
Reading	0	5	0	0
Math	3	0	1	1

2004-05	Below	Basic	Proficient	Advanced
Kindergarten				
Reading	0	0	2	1
Math	0	0	1	2
Grade 1	2 special education students; 3 highly mobile students			
Reading	2	0	2	3
Math	1	2	4	0

Grade 2	1 highly mobile student			
Reading	1	2	0	0
Math	1	2	0	0
Grade 3	1 highly mobile student			
Reading	2	1	1	1
Math	3	1	1	0
Grade 4	3 special education students			
Reading	3	0	1	0
Math	1	3	0	0
Grade 5	2 special education students; 4 highly mobile students			
Reading	0	6	2	0
Math	7	1	0	0
Grade 6	2 special education students; 1 highly mobile student			
Reading	1	4	1	0
Math	2	3	1	0
2003-04	Below	Basic	Proficient	Advanced
Grade 4	1 special education student; 4 highly mobile students			
Reading	3	5	0	0
Math	8	0	0	0
Grade 5 (ITBS)(Using Percentile Summary)			4 special education students	
Reading Comp.	2	3	1	3
Math Concepts	2	0	5	2
Math Problem Solving	2	1	3	3
Grade 6	2 special education students; 7 highly mobile students			
Reading	5	4	2	0
Math	5	5	1	0
2002-03	Below	Basic	Proficient	Advanced
Grade 4	3 special education students; 2 highly mobile students			
Reading	4	3	3	0
Math	6	0	2	2
Grade 5 (SAT-9)(Using Percentile Summary)				
Reading	5	0	4	1
Math	3	4	2	1
Grade 6				
Reading	1	5	0	0
Math	5	0	1	0

Note: Benchmark proficiency data is not a good representation of the performance for the Imboden Area Charter School for several reasons. Each category (Below, Basic, Proficient, Advanced) has a large range of possible scores. Because the test has changed each of the past several years, comparison of each student's score with the year before is not possible; therefore, it is not possible to measure a particular student's growth over time. I reference the student who enrolled at IACS in grade 4 who was completely illiterate. He scored in the "Below" category at his previous school. At the end of the first year in IACS, he was reading at second grade level and still scored in the "Below" category. Benchmark Test data showed no growth; however, growth had certainly occurred.

Students who attend the Imboden Area Charter School for only one year may not do very well. Depending upon the age of the student and the student's current levels, it may take several years to move to the next category on the Benchmark test. Students who are highly mobile have difficulties in meeting standards not only because of their home environments, but also because mobility causes a degree of insecurity and instability in the learning process.

Special education students do not perform as well as non special education students because of their disabilities.

IMBOBEN AREA CHARTER SCHOOL
MATH BENCHMARK SCORES FOR STUDENTS ATTENDING MULTIPLE YEARS

	Grades with IACS		2003 Benchmark Math	2004 Benchmark Math	2005 Benchmark Math	2006 Benchmark Math
4 year students						
#1	4,5,6,7		Advanced		Proficient	Advanced
3 year students						
#2	K,1,2				Proficient	Proficient
#3	4,5,6			Below	Below	Below
#4	3,4,4	SPED			Below	
#5	5,6,7				Basic	Proficient
#6	1,2,3				Below	
#7	4,5,6	SPED	Proficient		Basic	
#8	2,3,4				Below	Below
#9	4,4,5	SPED		Below	Below	Basic
#10	2,4,5	SPED			Below	Below
#11	3,5,6	SPED			Below	Below
#12	K,1,2				Proficient	Advanced
2 year students						
#13	5,6		Proficient		Basic	
#14	5,6			Below		
#15	2,3				Basic	Basic
#16	4,5		Basic			
#17	5,6			Basic		
#18	1,2				Proficient	Proficient
#19	3,4				Basic	Basic
#20	4,5	SPED	Proficient			
#21	5,6			Below		
#22	2,3	SPED				
#23	6,7				Below	Below
#24	K,1				Advanced	Proficient
#25	1,2				Basic	Basic
#26	1,2				Basic	
#27	4,5		Below			
#28	5,6			Proficient		
#29	4,5		Below			

Note: This chart shows math proficiencies for each student who has been with the Imboden Area Charter School for more than one year. It is one way of showing growth over time using the Benchmark data:

1. Students #1, #2, #12, #18, and #24 retained their proficiency status throughout their time at IACS.
2. Students #5, #9, and #12 moved up one "category" throughout their time at IACS.
3. Only student #7 showed a decrease. This was also a special education student, and these students sometimes show a decrease as material becomes more abstract, particularly from grades 4 to 6 where this decrease occurred.

IMBOBEN AREA CHARTER SCHOOL
LITERACY BENCHMARK SCORES FOR STUDENTS ATTENDING MULTIPLE YEARS

	Grades with IACS	Special Education	2003 Benchmark Literacy	2004 Benchmark Literacy	2005 Benchmark Literacy	2006 Benchmark Literacy
4 year students						
#1	4,5,6,7					
			Below		Basic	Basic
3 year students						
#2	K,1,2					
#3	4,5,6				Advanced	Advanced
#4	3,4,4	SPED	Below	Basic	Basic	Basic
#5	5,6,7				Below	
#6	1,2,3				Basic	Basic
#7	4,5,6	SPED			Below	
#8	2,3,4		Proficient		Basic	
#9	4,4,5	SPED			Below	Below
#10	2,4,5	SPED		Basic	Below	Basic
#11	3,5,6	SPED			Below	Basic
#12	K,1,2				Basic	Basic
					Advanced	Advanced
2 year students						
#13	5,6					
#14	5,6		Proficient		Proficient	
#15	2,3			Below		
#16	4,5				Basic	Proficient
#17	5,6		Basic			
#18	1,2			Basic		
#19	3,4				Advanced	Advanced
#20	4,5	SPED			Basic	Proficient
#21	5,6		Proficient			
#22	2,3	SPED		Basic		
#23	6,7					
#24	K,1				Basic	Basic
#25	1,2				Proficient	Advanced
#26	1,2				Proficient	Proficient
#27	4,5				Basic	
#28	5,6		Below			
#29	4,5			Proficient		

Note: This chart shows literacy proficiencies for each student who has been with the Imboden Area Charter School for more than one year. It is one way of showing growth over time using the Benchmark data:

1. Students #2, #12, #13, #18, and #25 retained their proficiency status throughout their time at IACS.
2. Students #1, #3, #10, #15, #19, and #24 moved up one "category" throughout their time at IACS.
3. Only student #7 showed a decrease. This was also a special education student, and these students sometimes show a decrease as material becomes more abstract, particularly from grades 4 to 6 where this decrease occurred.

IMBOBEN AREA CHARTER SCHOOL
ITBS MATH PERCENTILE SCORES FOR STUDENTS ATTENDING MULTIPLE YEARS

	Grades with IACS		2003 ITBS Math	2004 ITBS Math	2005 ITBS Math	2006 ITBS Math	2007 ITBS Math
4 year students							
#1	4,5,6,7		62	71	79	77	74
3 year students							
#2	K,1,2			87	80	60	
#3	4,5,6			52	40	26	
#4	3,4,4	SPED	13	23	50		
#5	5,6,7			61	70	57	53
#6	1,2,3		30	43	21		
#7	4,5,6	SPED	57	68	66		
#8	2,3,4			10	21	7	34
#9	4,4,5	SPED		21	8		5
#10	2,4,5	SPED	7			11	21
#11	3,5,6	SPED	34		40	29	32
#12	K,1,2			94	75	87	
2 year students							
#13	5,6			80	95		
#14	5,6		25	45			
#15	2,3				38	55	52
#16	4,5		39	60			
#17	5,6		38	54			
#18	1,2				80	69	43
#19	3,4				53	46	34
#20	4,5	SPED	62	61			
#21	5,6		10	25			
#22	2,3	SPED	61	50			
#23	6,7				34	53	
#24	K,1				95	74	
#25	1,2				28	32	
#26	1,2			32	33		
#27	4,5		35	18			
#28	5,6		66	70			
#29	4,5		4	14			
#30	2,3	SPED	19	30			

Note: This chart shows ITBS math percentiles for each student who has been with the Imboden Area Charter School for more than one year. When looking at percentiles, scores that are higher than the previous year mean the student has shown more than one year's growth during the year. Scores that are lower mean the student has shown less than one year's growth. In most students, a variance will be seen; however an upward trend shows good achievement. Scores above 50 would indicate proficiency.

1. Students #1, #2, #5, #7, #12, #13, #20, #22, #24 and #28 retained their proficiency status throughout their time at IACS.
2. Students #4, #15, #16, #17, #23, and #24 went from below proficient to proficient throughout their time at IACS.
3. Students #3, #6, #18, #19, #27 showed a decrease. This may indicate possible learning difficulties.
4. Student #9 showed a decrease. This was also a special education student, and these students sometimes show a decrease as material becomes more abstract, particularly from grades 4 to 6 where this decrease occurred.

IMBOBEN AREA CHARTER SCHOOL
ITBS READING PERCENTILE SCORES FOR STUDENTS ATTENDING MULTIPLE YEARS

	Grades with IACS	Special Education	2003 ITBS Reading	2004 ITBS Reading	2005 ITBS Reading	2006 ITBS Reading	2007 ITBS Reading
4 year students							
#1	4,5,6,7		71	75	61	78	73
3 year students							
#2	K,1,2			99	81	92	
#3	4,5,6			19	42	28	
#4	3,4,4	SPED	14	2	2		
#5	5,6,7			27	48	29	15
#6	1,2,3		7	19	35		
#7	4,5,6	SPED	82	78	73		
#8	2,3,4			15	22	10	34
#9	4,4,5	SPED		22	24	18	18
#10	2,4,5	SPED	45		17	3	11
#11	3,5,6	SPED	18		36	26	35
#12	K,1,2			99	95	98	
2 year students							
#13	5,6			97	99		
#14	5,6		64	68			
#15	2,3				34	61	61
#16	4,5		35	83			
#17	5,6		64	77			
#18	1,2				81	90	71
#19	3,4				70	79	52
#20	4,5	SPED	44	49			
#21	5,6		18	42			
#22	2,3	SPED	32	23			
#23	6,7				25	51	
#24	K,1				76	91	
#25	1,2				59	51	
#26	1,2			29	34		
#27	4,5		28	23			
#28	5,6		69	61			
#29	4,5		10	19			
#30	2,3	SPED	7	19			

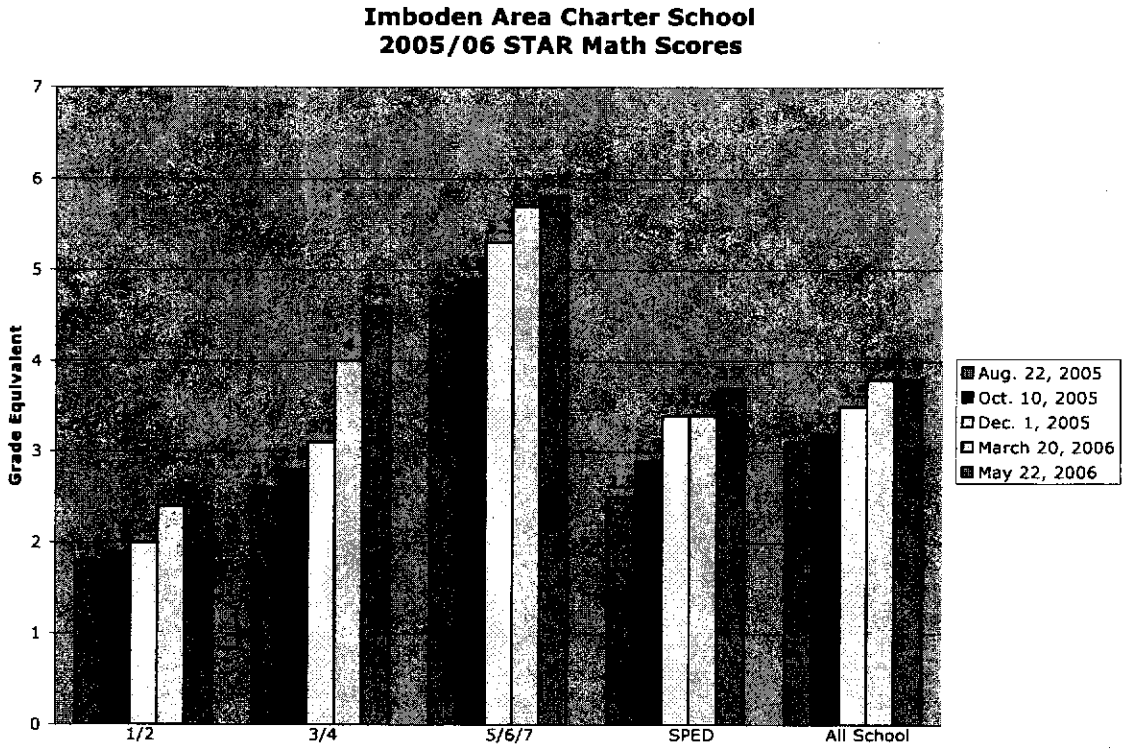
Note: This chart shows ITBS reading percentiles for each student who has been with the Imboden Area Charter School for more than one year. When looking at percentiles, scores that are higher than the previous year mean the student has shown more than one year's growth during the year. Scores that are lower mean the student has shown less than one year's growth. In most students, a variance will be seen; however an upward trend shows good achievement. Scores above 50 would indicate proficiency.

1. Students #1, #2, #7, #12, #13, #14, #17, #18, #19, #24, #25 and #28 retained their proficiency status throughout their time at IACS.
2. Students #15, #16, and #23 went from below proficient to proficient throughout their time at IACS.
3. Students #3, #6, #8, #27 showed a decrease. This may indicate possible learning difficulties.
4. Student #22 showed a decrease. This was also a special education student, and these students sometimes show a decrease as material becomes more difficult.

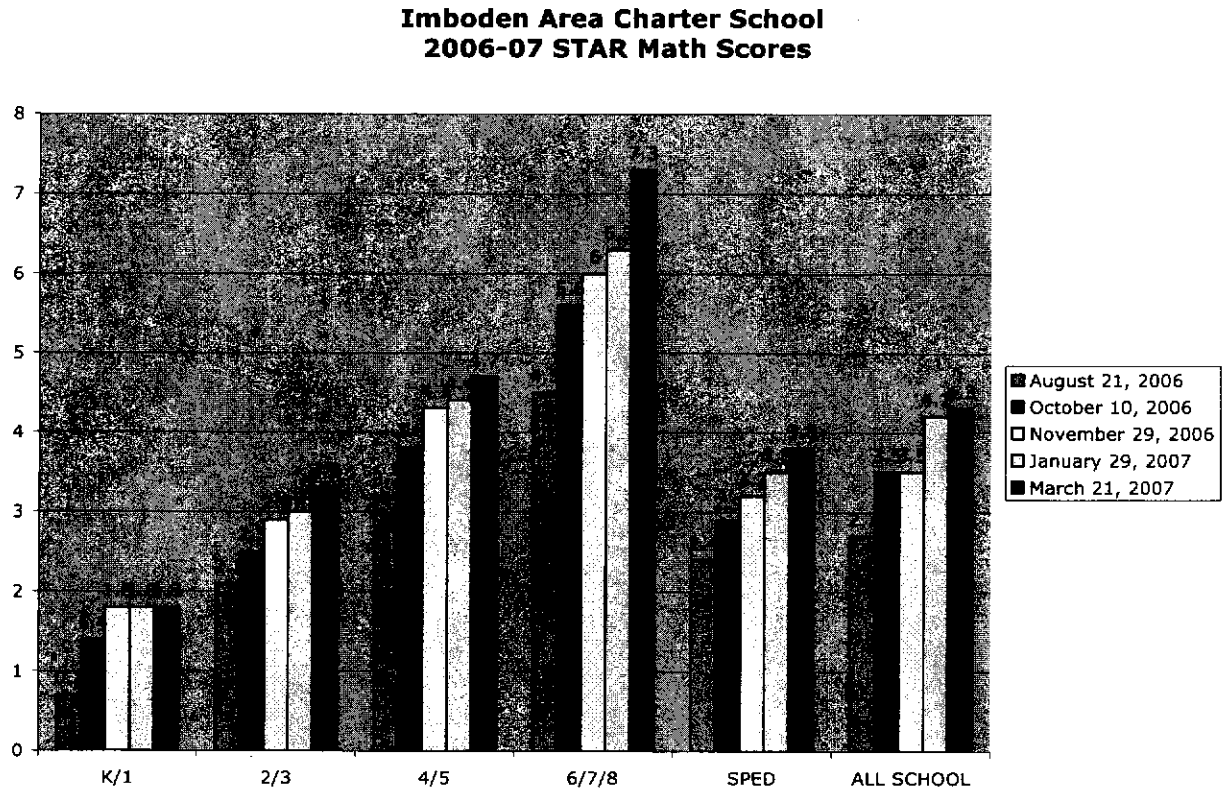
IMBODEN AREA CHARTER SCHOOL
STANDARDIZED TEST FOR THE ASSESSMENT OF MATHEMATICS (S.T.A.R. MATH)

All students who enter the Imboden Area Charter School are initially tested using this assessment. It is a computerized, multi-faceted, assessment that gives an overall view of a student's math level. It is also designed for repeated testing throughout the year, which allows the school to monitor growth. Since this is the only standardized test for math given at the beginning and end of the student's stay at the Imboden Area Charter School, it is the most accurate measure of the school's effectiveness. The graphs below show an average grade equivalent for each classroom, special education students, and the entire school. The important thing to note is the amount of growth for each group each year.

In 2005-06, students in grades 1 & 2 showed growth of six months; grades 3 & 4 showed growth of two years; and grades 5, 6, & 7 showed growth of one year, one month. Special education students showed growth of one year, two months. Total school growth was 7 months.



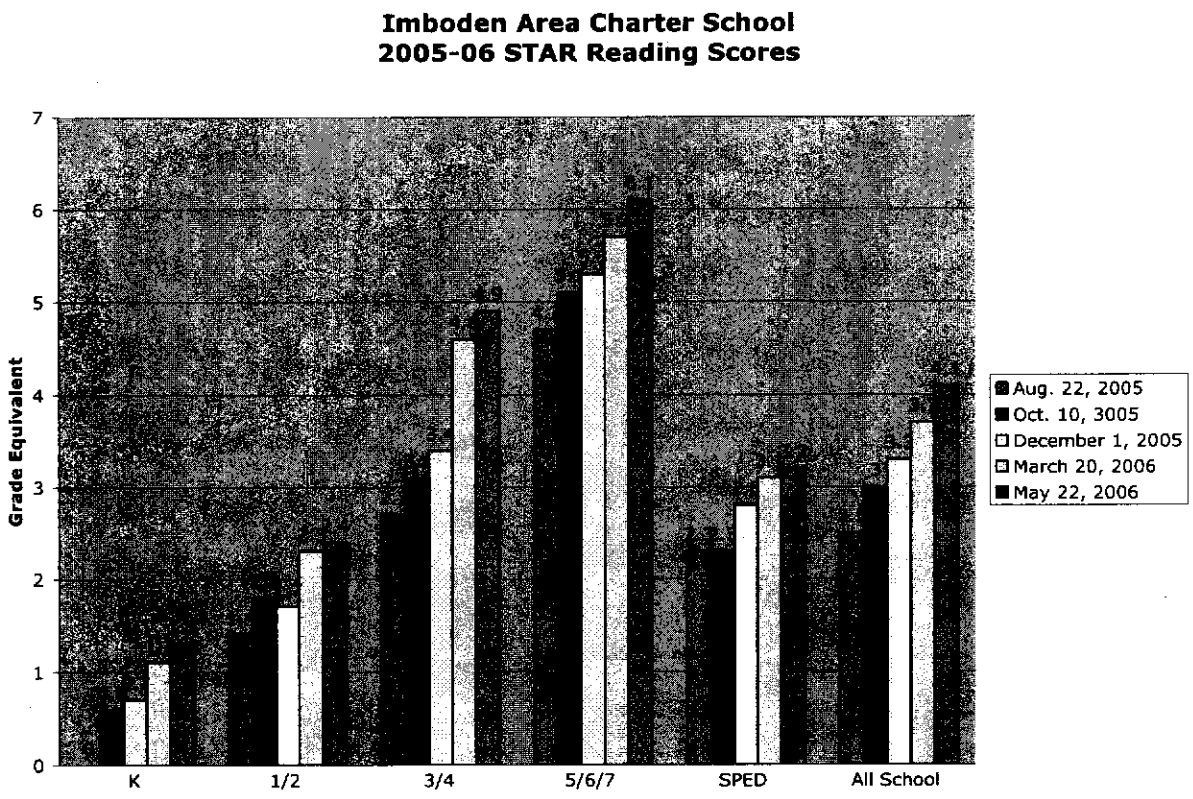
Thus far in 2006-07, students in grades K & 1 showed growth of one year, six months; grades 2 & 3 showed growth of one year, two months; grades 4 & 5 showed growth of one year, five months; and grades 6, 7, & 8 showed growth of two years, eight months. Special education students showed growth of one year, four months. Total school growth is currently one year, six months.



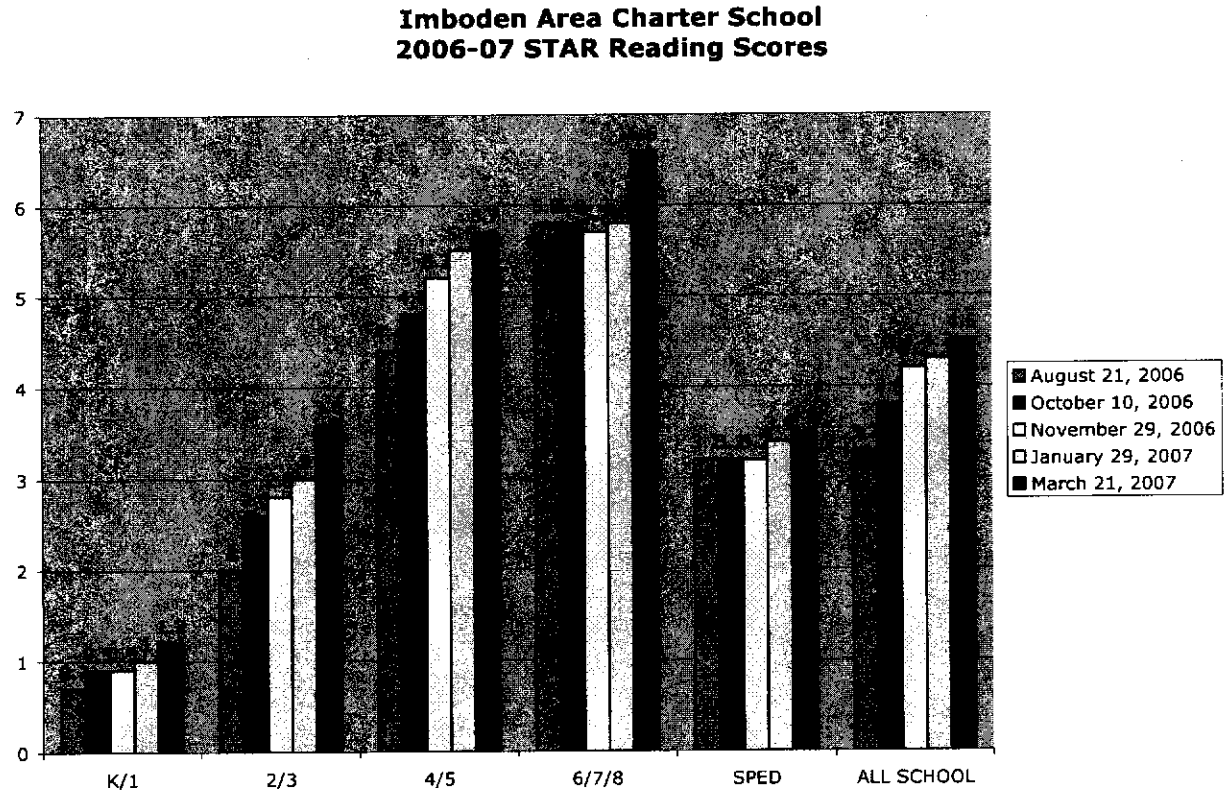
IMBODEN AREA CHARTER SCHOOL
STANDARDIZED TEST FOR THE ASSESSMENT OF READING (S.T.A.R.)

All students who enter the Imboden Area Charter School are initially tested using this assessment. It is a computerized, vocabulary-based, comprehension assessment that gives a zone of proximal development needed to begin the student at a reading level commensurate with his/her ability. It is also designed for repeated testing throughout the year, which allows the school to monitor growth. Since this is the only standardized test for reading given at the beginning and end of the student's stay at the Imboden Area Charter School, it is the most accurate measure of the school's effectiveness. The graphs below show an average grade equivalent for each classroom, special education students, and the entire school. The important thing to note is the amount of growth for each group for each year.

In 2005-06, students in kindergarten showed gowth of one year, three month; grades 1 & 2 showed growth of one year; grades 3 & 4 showed growth of two years, two months; and grades 5, 6, & 7 showed growth of one year, four months. Special education students showed growth of nine months. Total school growth was one year, six months.



Thus far in 2006-07, students in grades K & 1 showed growth of five months; grades 2 & 3 showed growth of one year, six months; grades 4 & 5 showed growth of one year, three months; and grades 6, 7, & 8 showed growth of eight months. Special education students showed growth of three months. Total school growth is currently one year, two months.



IMBODEN AREA CHARTER SCHOOL
PARENT SATISFACTION

A survey regarding parent satisfaction was done this spring at the Imboden Area Charter School, which yielded the following results:

1. **How does your child's performance in this school compare to his/her performance in the school he/she attended before coming to this school?**

Better	69%
About the Same	24%
Worse	7%

2. **Thinking about your overall experience during this school year, how satisfied are you with the following:**

Respondents were given a scale of 1-5, 5 being the best.

	5	4	3	2	1
School size	79%	21%	0%	0%	0%
Class size	90%	10%	0%	0%	0%
Individualized attention from teachers	65%	21%	14%	0%	0%
Academic standards and expectations	63%	26%	11%	0%	0%
Individualized curriculum	74%	11%	11%	4%	0%
Quality of teaching	79%	11%	10%	0%	0%
Use of computers and other technology	75%	18%	4%	0%	3%
Classroom management and student behavior	61%	18%	18%	0%	3%
Communication to parents and staff from the school	73%	17%	10%	0%	0%
Contact with parents from teachers	68%	11%	11%	10%	0%
Accessibility and openness to parents	85%	7%	4%	4%	0%
Parent Involvement	69%	24%	7%	0%	0%
Your child's attitude about school	52%	31%	7%	3%	7%
Leadership of administration	59%	28%	10%	3%	0%
School facilities	56%	30%	14%	0%	0%
School finances	50%	23%	19%	0%	8%
Enrollment process	71%	18%	11%	0%	0%
Safety	67%	22%	7%	0%	4%

3. **Overall, how satisfied are you with this school?**

Very satisfied	63%
Satisfied	24%
Neutral	10%
Dissatisfied	3%
Very Dissatisfied	0%

4. Suppose schools were graded the way students are graded. What grade would you give this school?

A	59%
B	28%
C	13%
D	0%
F	0%

5. What are your favorite things about this school?

- No homework, they get the help they need, the teachers do their best for the kids
- They teach conservative values and are not afraid to talk about God, small school size leads to more individual attention and better supervision
- Each child advances at his own pace
- The staff and no homework
- They teach the kids at their level and make sure they understand before they move on to the next level
- Small school size, small classes, high standards for students
- Christian-oriented
- Small class sizes, let students progress if they learn faster than others, keeping in contact with parents and friendly staff that answers phone and helps with everything
- Teachers make learning interesting
- Small class size, safety
- One-on-one learning
- Small class size, special education resources
- Teachers, staff, classrooms
- Classrooms, teachers, staff, seeing my child happy and enjoying school again and wanting to learn and not talking bad about herself
- No homework gives more time for family, everyone knows everyone on a first-name basis, teachers will talk to you about good or bad things about your child and not wait till it gets really bad before saying something
- Size, teachers, secretary
- Individualized curriculum, emphasis on core subjects
- I love how the teachers treat the kids, I love how the kids can be different but still feel like they belong, I love the curriculum, I'm always amazed what he is learning!
- Students are taught in school – so very little homework after school. This school makes learning fun. Each student does math and reading at their own speed, so they aren't being made to skip learning parts to keep up with the class or being bored as they wait for the class to catch up with them.
- Class size, individual attention and help with their work
- The actual caring of the staff and their involvement with each child
- The teachers can spend more time with each student, the school work is done in the classroom instead of at home
- Small class size, good teachers, work graded daily so parents and student have immediate feedback. Children can work at their own level. Good communication between school and parents.
- I like that the classes are small so that each student gets the instruction/attention they deserve

6. What things could this school do better?

- Nothing, this school is great. I hope I never have to send my child to a public school again.
- More play equipment, maybe some after school activities or sports, better lunch program, other than that I've enjoyed this year very much especially compared to standard schooling
- An after school program might make it easier to get more students. If both parents work they could take children to school before going to work and pick up children after work.
- Just need more money for a feeling of security
- Extend area of transportation
- Inform parents sooner if there is a concern about how the child is doing in school before it gets out of hand
- When a child doesn't want to do school work take something away and keep on them about it. More day to day talks or paper from teacher to parents.
- Try to pay more attention to what others are saying to other students when being told. We as parents can see from the bus stops. Sometimes we have to correct children who are being out of line.
- I feel like the school is doing the best they can with the resources and funding, look and apply for grants to help funding
- Classroom organization and behavior
- Watch the kids better, make them do their work even if they don't want to, make the kids behave, when the parents have a concern, listen to them and don't act like it doesn't matter
- Send weekly reports home letting us know how they are doing and what they are studying so we can help at home if needed
- Eliminate pagan day celebrations, i.e., Christmas, Easter, etc., consult more with parents about students progress
- To be more informed on what's going on in the classroom, lunch menu
- The lunch program, the cost is too much and the restrictions on sack lunches is too much, there needs to be a better way to handle both
- Prepare them for algebra
- Fewer classes per teacher
- Add grades 9 through 12
- The school needs more safety, have the kids learn what to do in case of a threat occurs at school
- I am pleased with everything the school does at this time
- Send home weekly reports of the child's progress in class and on school work

7. Please provide any additional comments about this school:

- I am glad there are schools like Imboden Area Charter School in this area, so that my child can learn at his own pace and better absorb the lessons he is taught in class.
- I am very happy that we have the charter school as a choice for our child!
- We need a larger parking lot
- Better lunches would be good
- My child has done very well this year and she has gained the confidence to know she can do it if she puts her mind to it.
- Reading: testing should be not only content, but also how well the student reads!
- Teachers are wonderful people, they really benefit the school
- From what I have seen in this short period, I see that the school is run very well. I wish I knew more about the curriculum.
- Recess monitoring
- We're very satisfied with the school and the quality of education our kids are receiving
- You're number one in my book
- You have a great school and I hope it stays open for a long time, for my child needs you.
- I have two more kids at home not school age yet and I really hope a school like this is around when they're older because I see a big improvement in my child at this school and I feel if this school was around when she started to school she wouldn't have to play catch-up now. I don't want my other kids to have to play catch-up and if they start at this school, I feel that they won't have to.

- I think the school is a really good idea with a good meaning. I just believe that some small changes could be made to improve its outcome.
- I think we should make up letters to send to our representatives and have every parent sign so we can receive local tax money.
- I want this school to find a way to get enough money and students to increase to a K-12th grade school. The high school classes could be predominantly virtual classes on computers.
- Maybe other bus routes in other areas if not twice a day, at least afternoons.
- My son has been in this school for two years. He's in the --grade and he could not even add and subtract. Now he's in multiplication. His teacher has been great. My son would not be where he is today if it hadn't been for his teacher going the extra mile.

IMBODEN AREA CHARTER SCHOOL
FINANCIAL REPORT

2006-07 OPERATING BUDGET

INCOME			
State Foundation Aid	55 students	60 students	65 students
$5662 per student	$311,410.00	$339,720.00	$368,030.00
Total Income	**$311,410.00**	**$339,720.00**	**$368,030.00**
EXPENDITURES			
Tot Salaries/Benefits	$255,804.95		
Building Lease	$25,000.00		
Speech Pathology	$2,700.00		
Psychological Testing	$800.00		
Utilities	$7,200.00		
Janitorial Supplies	$1,000.00		
Floor Maintenance	$800.00		
Liability/Contents Ins	$1,450.00		
Office Supplies/Postage	$1,255.00		
Other Labor/Extermin	$850.00		
Bus (Fuel, Repairs, Ins.)	$8,000.00		
Total Expenditures	**$304,859.95**	**$304,859.95**	**$304,859.95**
DIFFERENCE	**$6,550.05**	**$34,860.05**	**$63,170.05**

Note: Finances are always difficult; however, we continue to operate. Even though the Imboden Area Charter School is a public school, it does not receive any revenue from local taxes. The only money available for general operations is the state foundation aid, which is based on a per-student count and adjusted twice yearly based on the school's average daily membership. The school typically serves students who do not "fit" the regular public system of education, and 80-90% of these students are of low socio-economic status. Statistics show that this type of student has home factors that necessitate frequent changes in residence and conditions. This factor creates a highly mobile population for the Imboden Area Charter School. It is difficult to budget and adjust to such variance in revenue throughout the school year.

Prior to the beginning of each year, 65 students are enrolled, which is the maximum capacity for our present building, allowing us money to exceed expenses. During the summer, however, situations change for several families, and we lose enrollment numbers. For 2007-08, 98% of our student population indicate they will be returning, and our enrollment period will not be complete until July.

The Imboden Area Charter School has employed several cost-cutting measures this year. The school nurse's hours were cut from eight hours weekly to three hours weekly, and the counselor's hours have gone from eight hours weekly to five hours weekly, a combined savings of $5,670. For 2007-08, our landlord has agreed to decrease the yearly rent by $2,500. The Board of Directors is in the process of exploring other funding options and possible donors. The Walton Family Foundation has donated money in the past, and the school will be reapplying for additional grants in the future.

RECEIVED
COMMISSIONER'S OFFICE
MAY 8 - 2007
DEPARTMENT OF EDUCATION

Imboden Area Charter School

Lawrence County, Arkansas

Regulatory Basis Financial Statements And Other Reports

June 30, 2006

RECEIVED
ATTORNEY'S OFFICE
MAY 08 2007
DEPARTMENT OF EDUCATION
GENERAL DIVISION

LEGISLATIVE JOINT AUDITING COMMITTEE

IMBODEN AREA CHARTER SCHOOL
LAWRENCE COUNTY, ARKANSAS
TABLE OF CONTENTS
JUNE 30, 2006

Independent Auditor's Report
Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*
Management Letter

REGULATORY BASIS FINANCIAL STATEMENTS

	Exhibit
Balance Sheet – Regulatory Basis	A
Statement of Revenues, Expenditures and Changes in Fund Balances – Governmental Funds – Regulatory Basis	B
Statement of Revenues, Expenditures and Changes in Fund Balances – Budget and Actual – General and Special Revenue Funds – Regulatory Basis	C
Notes to Financial Statements	

SUPPLEMENTARY INFORMATION

	Schedule
Schedule of Capital Assets (Unaudited)	1

Sen. Henry "Hank" Wilkins, IV
Senate Co-Chair
Rep. Tommy G. Roebuck
House Co-Chair
Sen. Randy Laverty
Senate Co-Vice Chair
Rep. Sandra Prater
House Co-Vice Chair

Arkansas

Charles L. Robinson, CPA, CFE
Legislative Auditor

LEGISLATIVE JOINT AUDITING COMMITTEE

DIVISION OF LEGISLATIVE AUDIT

INDEPENDENT AUDITOR'S REPORT

Imboden Area Charter School and Charter School Board Members
Legislative Joint Auditing Committee

We have audited the accompanying financial statements of each major governmental fund and the aggregate remaining fund information of the Imboden Area Charter School (the "Charter School"), as of and for the year ended June 30, 2006, as listed in the table of contents. These financial statements are the responsibility of Charter School management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

As described more fully in Note 1, the Charter School has prepared these financial statements using accounting practices prescribed or permitted by Arkansas Code, which practices differ from accounting principles generally accepted in the United States of America. The effect on the financial statements of the variances between these regulatory accounting practices and accounting principles generally accepted in the United States of America, although not reasonably determinable, are presumed to be material.

In our opinion, because of the effects of the matter discussed in the preceding paragraph, the financial statements referred to above do not present fairly, in conformity with accounting principles generally accepted in the United States of America, the financial position of the Charter School as of June 30, 2006, or the changes in financial position for the year then ended. Further, the Charter School has not presented a management's discussion and analysis that accounting principles generally accepted in the United States has determined is necessary to supplement, although not required to be part of, the basic financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of each major governmental fund and the aggregate remaining fund information of the Charter School as of June 30, 2006, and the respective changes in financial position and budgetary results for the year then ended, on the basis of accounting described in Note 1.

In accordance with *Government Auditing Standards*, we have also issued our report dated March 12, 2007 on our consideration of the Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Sen. Henry "Hank" Wilkins, IV
Senate Co-Chair
Rep. Tommy G. Roebuck
House Co-Chair
Sen. Randy Laverty
Senate Co-Vice Chair
Rep. Sandra Prater
House Co-Vice Chair

Arkansas

Charles L. Robinson, CPA, CFE
Legislative Auditor

LEGISLATIVE JOINT AUDITING COMMITTEE

DIVISION OF LEGISLATIVE AUDIT

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Imboden Area Charter School and Charter School Board Members
Legislative Joint Auditing Committee

We have audited the financial statements of each major governmental fund and the aggregate remaining fund information of the Imboden Area Charter School (the "Charter School"), as of and for the year ended June 30, 2006, which collectively comprise the Charter School's regulatory basis financial statements, and have issued our report thereon dated March 12, 2007. We issued an adverse opinion because the Charter School prepared the financial statements using accounting practices prescribed or permitted by the Arkansas Code, which differ from accounting principles generally accepted in the United States of America. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. The effect on the financial statements of the variances between these regulatory accounting practices and accounting principles generally accepted in the United States of America, although not reasonably determinable, are presumed to be material. However, the financial statements present fairly, in all material respects, the respective financial position of each major governmental fund and the aggregate remaining fund information of the Charter School as of June 30, 2006, and the respective changes in financial position and budgetary results for the year then ended, on the basis of accounting described in Note 1.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the Charter School's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the regulatory basis financial statements and not to provide an opinion on the internal control over financial reporting. However, we noted certain matters involving the internal control over financial reporting and its operation that we consider to be reportable conditions. Reportable conditions involve matters coming to our attention relating to significant deficiencies in the design or operation of the internal control over financial reporting that, in our judgment, could adversely affect the Charter School's ability to initiate, record, process, and report financial data consistent with the assertions of management in the financial statements. Reportable conditions are described below in the Audit Findings section of this letter as items 1 and 2.

A material weakness is a reportable condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements caused by error or fraud in amounts that would be material in relation to the regulatory basis financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. Our consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control that might be reportable conditions and, accordingly, would not necessarily disclose all reportable conditions that are also considered to be material weaknesses. However, of the reportable conditions described above, we consider items 1 and 2 to be material weaknesses.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Charter School's regulatory basis financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of the state constitution, laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We also noted certain additional matters that we reported to management of the Charter School in a separate letter dated March 12, 2007.

Sen. Henry "Hank" Wilkins, IV
Senate Co-Chair
Rep. Tommy G. Roebuck
House Co-Chair
Sen. Randy Laverty
Senate Co-Vice Chair
Rep. Sandra Prater
House Co-Vice Chair

Arkansas

Charles L. Robinson, CPA, CFE
Legislative Auditor

LEGISLATIVE JOINT AUDITING COMMITTEE

DIVISION OF LEGISLATIVE AUDIT

MANAGEMENT LETTER

Imboden Area Charter School and Charter School Board Members
Legislative Joint Auditing Committee

As a management service, we would like to bring to your attention the following other items that came to our attention during this audit. The purpose of such comments is to provide constructive feedback and guidance, in an effort to assist management to maintain a satisfactory level of compliance with the state constitution, laws and regulations and achieve adequate internal controls. These matters were discussed previously with Charter School officials during the course of our audit fieldwork and at the exit conference.

1. On February 9, 2006, the Charter School executed a short-term bank loan with a line of credit of $50,000 for operating purposes with a maturity date of February 9, 2007. As of June 30, 2006, the Charter School had borrowed $35,000. State law requires such debt, incurred in a fiscal year, to be repaid on or before December 31 of the calendar year in which the fiscal year ends. None of the loan had been repaid as of the end of fieldwork date.

2. State law mandates a salary schedule with minimum levels of compensation for a basic contract of 190 days. The Charter School adopted the mandated salary schedule; however, certain certified personnel were contracted for 192 days without additional compensation. We recommend the Charter School contact the Arkansas Department of Education for guidance in this matter.

These reports are intended solely for the information and use of the Legislative Joint Auditing Committee, the local Charter School board and Charter School management, state executive and oversight management, and other parties as required by Arkansas Code, and are not intended to be and should not be used by anyone other than these specified parties. However, pursuant to Arkansas Code Annotated §10-4-417, all reports presented to the Legislative Joint Auditing Committee are matters of public record and distribution is not limited.

DIVISION OF LEGISLATIVE AUDIT

William R. Baum

William R. Baum, CPA, CFE
Deputy Legislative Auditor

Little Rock, Arkansas
March 12, 2007

Exhibit A

IMBODEN AREA CHARTER SCHOOL
LAWRENCE COUNTY, ARKANSAS
BALANCE SHEET - REGULATORY BASIS
JUNE 30, 2006

	Governmental Funds	
	Major	
	General	Special Revenue
ASSETS		
Cash	$ 200	$ 23,459
Due from other funds		15,690
TOTAL ASSETS	$ 200	$ 39,149
LIABILITIES AND FUND BALANCES		
Liabilities:		
Accounts payable	$ 507	
Salaries payable	15,011	$ 6,110
Short-term loans payable	35,000	
Due to other funds	15,690	
Total Liabilities	66,208	6,110
Fund Balances:		
Unreserved:		
Undesignated	(66,008)	33,039
TOTAL LIABILITIES AND FUND BALANCES	$ 200	$ 39,149

The accompanying notes are an integral part of these financial statements.

Exhibit B

IMBODEN AREA CHARTER SCHOOL
LAWRENCE COUNTY, ARKANSAS
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES -
GOVERNMENTAL FUNDS - REGULATORY BASIS
FOR THE YEAR ENDED JUNE 30, 2006

	Major	
	General	Special Revenue
REVENUES		
State assistance	$ 252,464	
Federal assistance		$ 45,380
Investment income	180	
Other revenues	3,853	
TOTAL REVENUES	256,497	45,380
EXPENDITURES		
Regular programs	134,387	28,894
Special education	9,945	11,143
Compensatory education		10,531
Student support services	10,688	91
Instructional staff support services	10	3,421
General administration support services	60,202	4,586
School administration support services	23,105	189
Business support services	5,438	600
Operation and maintenance of plant services	48,643	
Student transportation services	17,901	201
Central support services		400
Community services		73
Facilities acquisition and construction services		228
Debt Service:		
Interest and fiscal charges	542	
TOTAL EXPENDITURES	310,861	60,357
EXCESS OF REVENUES OVER (UNDER) EXPENDITURES	(54,364)	(14,977)
FUND BALANCES - JULY 1	(11,644)	48,016
FUND BALANCES - JUNE 30	$ (66,008)	$ 33,039

The accompanying notes are an integral part of these financial statements.

Exhibit C

IMBODEN AREA CHARTER SCHOOL
LAWRENCE COUNTY, ARKANSAS
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES -
BUDGET AND ACTUAL - GENERAL AND SPECIAL REVENUE FUNDS - REGULATORY BASIS
FOR THE YEAR ENDED JUNE 30, 2006

	General			Special Revenue		
	Budget	Actual	Variance Favorable (Unfavorable)	Budget	Actual	Variance Favorable (Unfavorable)
THER FINANCING SOURCES (USES)						
ansfers in	$ 180,663		$ (180,663)			
ansfers out	(180,663)		180,663			
TOTAL OTHER FINANCING SOURCES (USES)	0		0			
EXCESS OF REVENUES AND OTHER SOURCES OVER (UNDER) EXPENDITURES AND OTHER USES	24,815	$ (54,364)	(79,179)		$ (14,977)	$ (14,977)
JND BALANCES - JULY 1	(25,893)	(11,644)	14,249	$ 90,922	48,016	(42,906)
JND BALANCES - JUNE 30	$ (1,078)	$ (66,008)	$ (64,930)	$ 90,922	$ 33,039	$ (57,883)

ıe accompanying notes are an integral part of these financial statements.

Schedule 1

IMBODEN AREA CHARTER SCHOOL
LAWRENCE COUNTY, ARKANSAS
SCHEDULE OF CAPITAL ASSETS
FOR THE YEAR ENDED JUNE 30, 2006
(Unaudited)

	Balance June 30, 2006
Depreciable capital assets:	
Equipment	$ 133,629
Less accumulated depreciation for:	
Equipment	53,161
Depreciable capital assets, net	$ 80,468

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

May 14, 2007

Ms. Judy Warren, Director
Imboden Area Charter School
P. O. Box 297
Imboden, AR 72434

Dear Ms. Warren:

This letter is to notify you that the State Board of Education (State Board) will be considering an agenda item concerning the Imboden Area Charter School at the regularly scheduled meeting of the State Board on June 11, 2007. In considering this agenda item, the State Board will consider the possibility of revocation of the Imboden Area Charter School open-enrollment charter pursuant to Ark. Code Ann. § 6-23-105.

Information or documents that you wish to submit for the State Board's consideration including the Imboden Area Charter School's Plans for immediately resolving its current debt situation and remaining in compliance with all fiscal laws and Rules in the future must be received in my office no later than 12:00 noon on May 29, 2007.

The meeting will begin at 9:00 a.m. June 11, 2007, in the Auditorium of the Arch Ford Education Building, #4 Capitol Mall, Little Rock, Arkansas. Representatives of the Imboden Area Charter School should be in attendance at the meeting to answer questions and submit a response to members of the State Board.

If you have any questions, please contact my office at 501-682-4227.

Sincerely,

Scott Smith

Scott Smith
General Counsel

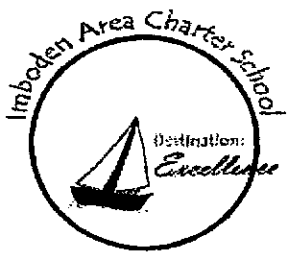
SS/tw/slr

cc: State Board of Education
Dr. T. Kenneth James, Ed.D., Commissioner of Education
Dr. Bobbie Davis, Assistant Commissioner - Fiscal and Administrative Services
Dee Cox, Coordinator, Special Programs
Dr. Mary Ann Brown, Program Director, Charter Schools

RECEIVED
MAY 15 2007
CHARTER SCHOOL OFFICE

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer



Imboden Area Charter School, Inc.

P.O. Box 297
Imboden, AR 72434
Telephone: 870-869-3015 Fax: 870-869-3016

Director
Judy Warren

Board of Directors
Becky Anderson, Pres.
Lori Corbett, V.P.
Scott Rorex, Sec/Treas
Gail Rorex
Dr. Peter Connolly

RECEIVED
ATTORNEY'S OFFICE
MAY 29 2007
DEPARTMENT OF EDUCATION
GENERAL DIVISION

May 29, 2007

Scott Smith, General Counsel
State Board of Education
4 State Capitol Mall
Little Rock, AR 72201-1071

Dear Mr. Smith,

I am in receipt of your letter dated May 14, 2007 regarding notification of the State Board's intention to consider the possibility of revocation of the Imboden Area Charter School open-enrollment charter.

Pursuant to Ark. Code Ann. § 6-23-105, we are officially requesting a hearing be scheduled so that officials of the school may provide necessary information to the State Board.

Due to the fact that nine days has not been sufficient to make appropriate contacts and formulate our plan, we are respectfully requesting an extension of three days to submit this information. Our information will be ready and submitted on Friday, June 1, 2007.

If you should have any further questions, please feel free to contact me.

Sincerely,

Judy Warren

Judy Warren
Director

IMBODEN AREA CHARTER SCHOOL
FINANCIAL REPORT
JUNE 11, 2007

Judy Warren, Director

Board of Education
Becky Anderson, President
Lori Corbett, Vice-President
Scott Rorex, Secretary
Dr. Peter Connolly

IMBODEN AREA CHARTER SCHOOL PROJECTED ENROLLMENT

We made contact with all parents the last week of school, who ensured us that their child/children will be attending next year. Our enrollment period is not complete until July 1st, allowing us a few more weeks to recruit more students and establish a waiting list.

Our total projected enrollment for 2007- 2008 thus far is 62 students.

We completed this year with 61 students. We will lose 12 students; 3 graduated from the eighth grade, 4 due to high gas prices, 3 who want to play sports, 1 moving out of the area, and 1 who was not happy. Our recruiting efforts, however, have yielded 13 new students, 5 of them new kindergarteners.

Slightly more than half of our students will be enrolled in grades K-4, which bodes well for enrollment stability over the next five years as these students progress through the upper level grades.

Kindergarten	6
Grade 1	9
Grade 2	4
Grade 3	8
Grade 4	5
Grade 5	11
Grade 6	12
Grade 7	5
Grade 8	2
2007-08 TOTAL	**62**

The 2005-06 audit of the Imboden Area Charter School showed a deficit of $66,000, which includes a $35,000 bank loan. To date, approximately $1[illegible]000 of that total debt has been repaid.

The following is an estimated budget for the 2007-08 school year. This budget includes a Walton Family Foundation Grant in the amount of $80,000, which will be used to redirect committed funds toward paying the carryover debt.

2007-08 ESTIMATED BUDGET

REVENUE	
Foundation Aid (62 students x .85 x$5,719)	$301,391
Foundation Aid Enhancement (62 x .85 x 51)	$ 2,688
Foundation Aid – Teacher Retirement Match (62 x .85 x 42)	$ 2,213
NSLA (62 students x .80 eligible x $992)	$ 49,203
Professional Development (62 x $50)	$ 3,100
Special Ed VI-B (19 students x $1,053)	$ 20,007
Federal Title ProgramsFunds	$ 40,313
Walton Grant	$ 80,000
Federal School Lunch program	$ 37,000
TOTAL REVENUE	**$535,915**
EXPENDITURES	
Loan Repayment	$ 35,000
Salaries	$ 217,885
Director Sal. (1.0 FTE)	
Counselor (.15 FTE)	
Teachers (4.5 FTE)	
Secretary (1.0 FTE)	
Nurse (.08 FTE)	
Employee Benefits	$ 56,885
Books and Supplies	
Texts and instructional materials	$ 15,000
Other books	$ 3,000

Software	$ 1,000
Classroom paper and supplies	$ 3,000
Office supplies	$ 1,000
Janitorial supplies	$ 1,000
Services and Contracts	
Custodial	$ 11,650
Liability and contents insurance	$ 1,100
Student testing and assessment	$ 1,100
Staff Development	$ 4,000
Travel & conferences	$ 6,000
Postage	$ 500
Copier usage agreement	$ 5,000
Spec Ed Purchased Services	$ 2,500
School Lunch Program	$ 48,000
Transportation	$ 16,170
Student activities (events, intramural sports, arts, music, family events, etc.)	$ 1,000
Substitute teachers ($56 x 25 days + benefits)	$ 1,545
Student and Staff Recruiting	$ 10,000
Facilities and Capitol	
Rent	$ 25,000
Gas/Electric/Water/Garbage/Phone	$ 7,000
Technology	
Computers, projectors, printers, servers, etc.	$ 20,000
Network Administrator	$ 3,000
TOTAL EXPENDITURES	**$497,335**

The following is an estimated budget for the 2008-09 year, which shows that the Imboden Area Charter School will continue to remain capable of meeting its financial obligations.

2008-09 ESTIMATED BUDGET

REVENUE	
Foundation Aid (62 students x .85 x$5789)	$305,080
Foundation Aid Enhancement (62 x .85 x 87)	$ 4,585
Foundation Aid – Teacher Retirement Match (62 x .85 x 42)	$ 2,213
NSLA (62 students x .80 eligible x $992)	$ 49,203
Professional Development (62 x $50)	$ 3,100
Special Ed VI-B (19 students x $1,053)	$ 20,007
Federal Title Funds	$ 40,313
Federal School Lunch program	$ 37,000
TOTAL REVENUE	**$461,501**
EXPENDITURES	
Salaries	
Director Sal. (1.0 FTE)	$220,085
Counselor (.15 FTE)	
Teachers (4.5 FTE)	
Secretary (1.0 FTE)	
Nurse (.08 FTE)	
Employee Benefits	$ 57,222
Books and Supplies	
Texts and instructional materials	$ 5,000
Other books	$ 3,000
Software	$ 1,000
Classroom paper and supplies	$ 3,000
Office supplies	$ 1,000
Janitorial supplies	$ 1,000

Services and Contracts	
Custodial	$ 11,650
Liability and contents insurance	$ 1,100
Student testing and assessment	$ 1,100
Staff Development	$ 4,000
Travel & conferences	$ 6,000
Postage	$ 500
Copier usage agreement	$ 5,000
Spec Ed Purchased Services	$ 2,500
School Lunch Program	$ 48,000
Transportation	$ 16,170
Student activities (events, intramural sports, arts, music, family events, etc.)	$ 1,000
Substitute teachers ($56 x 25 days + benefits)	$ 1,545
Student and Staff Recruiting	$ 3,000
Facilities and Capitol	
Rent	$ 25,000
Gas/Electric/Water/Garbage/Phone	$ 7,000
Technology	
Computers, projectors, printers, servers, etc.	$ 5,000
Network Administrator	$ 3,000
TOTAL EXPENDITURES	**$432,872**

HAAS HALL ACADEMY
THE PRIVATE SCHOOL EXPERIENCE IN A PUBLIC SCHOOL SETTING

13370 RHEAS MILL ROAD, FARMINGTON AR 72730 – (479) 267.4805 – HTTP://HAASHALL.ORG

VIA FEDERAL EXPRESS

Wednesday, January 03, 2007

Dr. Mary Ann Brown
Program Director, Charter Schools
Arkansas Department of Education
#4 Capitol Mall, Room 305-B
Little Rock, AR 72201-1071

Dear Dr. Brown:

Enclosed please find the charter renewal application for The Academy, Inc. As per your conversation with our auditor, on Wednesday, January 03, 2007, I have included our request for an extension for our financial audit reports mailed to Dr. Bobbie Davis sent via certified mail on December 29, 2006.

Also enclosed is a copy of an e-mail sent to all charter applicants and charter renewal applicants via Dr. Caroline Proctor, Director of the Arkansas Charter School Resource Center, on behalf of Arkansas Department of Education Staff Attorneys Scott Smith and Trip Walters, extending the original deadline for submission of materials to the Department from Friday, December 29, 2006 to Thursday, January 4, 2007.

Sincerely,

Marty

Dr. Martin W. Schoppmeyer, Jr.
Superintendent of Schools
MWS/hpt

CC: file

HAAS HALL DOES NOT DISCRIMINATE ON THE BASIS OF SEX, NATIONAL ORIGIN, RACE, ETHNICITY, RELIGION, DISABILITY OR ATHLETIC ELIGIBILITY.

Deadline extensions

Caroline Proctor [cproctor@uark.edu]

To: 'Austin Smith'; Carver - Dr. TJ Graham; Carver - Michael Ashanti; Carver - Ollie White; Carver - Pear Byers; Carver - Rosie Farr; Carver - Sharon WIlson; 'Covenant - Jason Crader'; Covenant - Valerie Tatum; 'Dreamland - Barbara Rivers'; Dreamland - Carolyn Carver; Dreamland - Raahul Reddy; Dreamland - Reggie Kirkland; GRACE - Debbie Dixon; HOPE - Amanda Glass; 'HOPE - Earl Glass'; 'LLA - Janice Warren'; 'LLA - R.J. & Regina Hampton'; Montgomery - Bishop Pope; NWAAFA - AJ Hatley; NWAAFA - Alison Scott-Williams; NWAAFA - Mechel Wall; NWAAFA - Regina Ryel; Perkins - Jacqueline Mills; Sch of Ex - Marti Busbee; Sch of Ex - Victoria and Richard Wilson; TJ Graham; U Sch - Catherine Dean; U Sch - Chris Carver; U Sch - Suzanne Carver; ARISE - Lorenza Simmons; 'Benton Co. School of Arts - Gary Moore'; FOCUS Learning Academy; Martin Schoppmeyer; KIPP Delta; LISA Academy

Cc: scott.smith@arkansas.gov; trip.walters@arkansas.gov

Good afternoon,

I have been asked by Scott Smith and Trip Walters, attorneys for the ADE, to pass along some information that I think will please you.

The January SBE meeting has been postponed until **January the 17th**. Additionally, Scott and Trip decided that the December 29, noon deadline for applicant responses and charter renewal applications was an unnecessary burden during this holiday period, and have extended those deadlines until **January 4, close of business (4:30)**.

I know you appreciate their thoughtfulness. He is too modest to tell you, but Scott went in on his vacation day today to coordinate making these decisions. We all owe him a special thank you.

Cordially,

Caroline

Caroline Proctor, Ph.D., Director
Arkansas Charter School Resource Center
University of Arkansas
15 West Avenue Annex
Fayetteville, AR 72701
(O) 479.575.4292
(F) 479.575.4332
cproctor@uark.edu

f. Copy of most recent financial audit
- Report provided

g. Detailed Statement of Changes in Fund Balances
- Reports provided
- Through November 30, 2006, Haas Hall Academy had an Operating Fund balance of $181,175
- Through March 31, 2007, Haas Hall Academy had an Operating Fund balance of $106,218
- **UPDATE May 30, 2007:**
  - Through March 31, 2007, Haas Hall Academy had a revised Operating Fund balance of $142,278, with a net fund balance of $63,662
  - Through April 30, 2007, Haas Hall Academy had an Operating Fund balance of $113,503, with a net fund balance of $19,629

h. Summary Revenue Status Report
- Report provided
- In December 2006, Revenues declined by $19,534 per month based on a decline in ADM of 24 to a current total of 70. Total decline in Foundation Funding is $136,737.
- **UPDATE May 30, 2007:**
  - Haas Hall currently has monthly revenues of $25,290 in Foundation Funding and $5,000 in Private Contributions.

i. Summary Expenditure Status Report
- Report provided
- **UPDATE May 30, 2007:**
- Haas Hall has a four month (January to April 2007) average payroll expenditure of $25,800 and operating expenditures of $23,000.

j. Bank Reconciliation Report
- Report provided
- November 2006 report is not reconciled.
- The Reconciliation Report has outstanding expenditures from July 2004. These expenditures appear to be electronic payments, which should have been adjusted as 'cancelled' instead of remaining as 'outstanding'. Based on the

information provided, it is not possible to estimate Hass Hall Academy's actual cash position.

- **UPDATE May 30, 2007**:
  - The Reconciliation Report for April 2007 has a variance of $13.82 from the Bank balance

k. Bank Account Statement
- November 2006 Statement was provided

UPDATE May 30, 2007:

Accounting for Walton Foundation Grant - Information provided by Haas Hall:

ANB Money Market Account beginning balance $2,009.97
October 9, 2006 deposited $100,000 in ANB Money Market Account
March 9, 2007 transfer $10,000 to Arvest checking for Haas Hall
March 14, 2007 paid $73,000 to IRS
April 10, 2997 transfer $10,000 to Arvest checking for Haas Hall
April 30, 2007 balance $9,342.58
May 11, 2007 transfer $5,000 to Arvest checking for Haas Hall
Interest earned $332.61
May 24, 2007 balance $4,352.73

April 30, 2007 Funds available - Information provided by Haas Hall:

Arvest regular checking cash balance	$10,286.27
ANB Money Market Account (Walton Grant)	$ 9,342.58
Total Funds available	$19,628.85
APSCN Fund Balances report	$19,628.85

Year End Projections – calculated by ADE from data provided by Haas Hall:

April 30, 2007 fund balances:	$19,629
May 2007 estimated revenues:	$30,500
May 2007 Private Contribution	$80,000
May 2007 estimated operating expenses:	$(48,800)
June 2007 estimated revenues:	$30,500
June 2007 estimated operating expenses:	$(48,800)
June 2007 additional payroll expenses:	$(42,000)
June 30, 2007 projected fund balances:	$21,029

HAAS HALL ACADEMY

THE PRIVATE SCHOOL EXPERIENCE IN A PUBLIC SCHOOL SETTING

FACSIMILE TRANSMITTAL SHEET

TO: Dr. Mary Ann Brown	FROM: Dr. Martin W. Schoppmeyer, Jr.
COMPANY: ADE	DATE: 5/30/2007
FAX NUMBER: (501) 371.3514	TOTAL NO. OF PAGES INCLUDING COVER: 2
PHONE NUMBER:	THE ACADEMY, INC. REFERRAL NUMBER: 0530-07-13370-HHMS-2
RE: Additional Information	

☐ URGENT ☑ FOR REVIEW ☐ PLEASE COMMENT ☐ PLEASE REPLY

NOTES/COMMENTS:

HAAS HALL ACADEMY DOES NOT DISCRIMINATE ON THE BASIS OF SEX, NATIONAL ORIGIN, RACE, ETHNICITY, RELIGION, DISABILITY OR ATHLETIC ELIGIBILITY.

HAAS HALL ACADEMY

THE PRIVATE SCHOOL EXPERIENCE IN A PUBLIC SCHOOL SETTING

VIA FACSIMILIE

Wednesday, May 30, 2007

Dr. Mary Ann D. Brown
Program Director, Charter Schools
Arkansas Department of Education
#4 Capitol Mall, Room 305-B
Little Rock, AR 72201

RE: $80,000.00

Dear Mary Ann:

The Schoppmeyer Family provided the $80,000.00 as a gift and down payment to purchase 13370 Rheas Mill Road from The Academy, Inc. If you have any further questions, please contact me at (479) 267.4805.

Sincerely,

Martin

Dr. Martin W. Schoppmeyer, Jr.
Superintendent of Schools
MWS/hpt

HAAS HALL ACADEMY DOES NOT DISCRIMINATE ON THE BASIS OF SEX, NATIONAL ORIGIN, RACE, ETHNICITY, RELIGION, DISABILITY OR ATHLETIC ELIGIBILITY

RECEIVED JUN 21 2004

HAAS HALL ACADEMY

"THE PRIVATE SCHOOL EXPERIENCE AT A PUBLIC SCHOOL PRICE"

Thursday, June 17, 2004

Ms. Dana Koite
Charter School Program Advisor
Arkansas Department of Education
8221 Ranch Blvd.
Little Rock, AR 72223

Dear Ms. Koite:

Please accept this correspondence as The Academy, Inc.'s formal request to relocate its charter school within the State Board of Education approved Farmington School District. Our initial site, 115 Double Springs Road, is not fiscally manageable for The Academy, Inc. Our new location is 13370 Rheas Mill Road.

Attached is a copy of our *Open-Enrollment Charter School Facilities Utilization Agreement* form for our new location. The building is newly remodeled, wired for computers and is a wonderful site for Haas Hall's academic community. It was previously used as the corporate world headquarters for AgraCat.

Please contact me directly at (479) 879.7588 if you would like to speak with me. I appreciate your time and consideration.

Sincerely,

Martin

Dr. Martin W. Schoppmeyer, Jr.
MWS/hp

(Enclosure)
cc: Dr. Mike Scoles/file

13370 RHEAS MILL ROAD, FARMINGTON AR 72730
HTTP://HAASHALL.ORG (479) 879.7588

SAMPLE

OPEN-ENROLLMENT CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT

Lessor (Owner): Nadine and Bob Spears

Lessee (Tenant): The Academy, Inc.

Describe the present use of the facility and use for prior three (3) years: Agracat Headquarters
10,800 sq. ft. main building
2,000 sq. ft. shop area
21,600 sq ft. open sided building

Premises: 13370 Rheas Mill Rd.
address

34,400 sq. ft.
square footage

Terms of Lease: 3 year purchase agreement

Rental Amount: avg of $8,000 a month

Contingency: The terms of this agreement are contingent upon The Academy Inc (sponsoring entity) receiving a charter to operate an open-enrollment charter school from the State Board of Education by August of 2002. 4.

Lessee:
The Academy, Inc.
By M.W. Schapp[illegible]r. CEO
Date 6.14.04

Lessor:
Nadine Spears
By
Date 8-14-04

HAAS HALL ACADEMY

THE PRIVATE SCHOOL EXPERIENCE IN A PUBLIC SCHOOL SETTING

FACSIMILE TRANSMITTAL SHEET

TO: Dana Koite	FROM: Dr. Martin W. Schoppmeyer, Jr.
COMPANY: ADE	DATE: 3/29/2005
FAX NUMBER: 501.371.5010	TOTAL NO. OF PAGES INCLUDING COVER: 8
PHONE NUMBER: 501.371.5005	THE ACADEMY, INC. REFERRAL NUMBER: 0329-05-13370-HHMS-2
RE: Guaranty Agreement	

☐ URGENT ☑ FOR REVIEW ☐ PLEASE COMMENT ☐ PLEASE REPLY

NOTES/COMMENTS:

Dana:

The property is described as Exhibit A.

Marty

GUARANTY AGREEMENT

KNOW ALL MEN BY THESE PRESENTS:

For valuable consideration and specifically for the purpose of inducing **Spears Corpora-tion**, a Nevada corporation ("**Lender**"), to provide financing to **The Academy, Inc.**, an Arkansas non-profit corporation doing business as Haas Hall Academy ("**Borrower**"), **Martin Schopp-meyer, Jr.**, an individual and resident of the State of Arkansas ("**Guarantor**"), does hereby agree for himself, his heirs, successors, executors, administrators and assigns, with and unto Lender as follows:

1. Guarantee of Payment. Guarantor hereby unconditionally guarantees payment of the obligations evidenced by that certain Promissory Note of Borrower to Lender in the principal sum of Three Hundred Fifty Thousand and 00/100 ($350,000.00) dated of even date herewith and bearing interest as set forth therein to maturity ("**Note**"), and as to principal, interest and other charges which may become due to Lender from Borrower, including but not limited to attorneys fees and costs incurred to collect the Note, whether at maturity or upon acceleration, and costs incurred by Lender to protect or preserve, or maintain the priority of, Lender's lien on or security interest in, any collateral given by Borrower to Lender to secure the Note. The requirements imposed upon Borrower pursuant to the Note, and related agreements, and the obligations of Guarantor as set forth herein are hereinafter collectively referred to as the "Obligations."

2. Waiver of Acceptance. Guarantor waives notice of the acceptance of this Guaranty by Lender, waives presentment, demand, notice of nonpayment and protest of any or all sums due on the Note, and specifically consents to the renewal and modification from time to time of the Note and any and all extensions of the time for payment of any installment thereunder and the maturity thereof, and waives any notice of any such extensions, modifications and renewals, without in any way impairing his obligations hereunder.

3. Waivers of Notice and Additional Authority. Guarantor further waives notice of any default by Borrower upon its Obligations to Lender, and of the exercise of possessory remedies or foreclosure on any collateral received as security for the Obligations. Neither Lender nor any subsequent holder of the Note shall be required to resort to any collateral other than this Guaranty or attempt to recover upon the liability of Borrower in any way or any other security for the Obligations as a condition prerequisite to recovering upon this Guaranty. Lender and any subsequent holder of the Note may, without notice to Guarantor, deal with Borrower or anyone on its behalf, from time to time with respect to the Note in any manner whatsoever, and Guarantor hereby specifically waives each and every defense predicable upon such dealing except the defense of actual payment in cash on the Obligations evidenced by the Note.

4. Rights of Lender. Without further authorization or notice to Guarantor, Lender may grant credit to Borrower from time to time, alter, compromise, accelerate, extend, renew, or change the time or manner of payment of any indebtedness, increase or

reduce the rate of interest thereon, add or release collateral given as security for the Obligations, or add or release any one or more other Guarantors. No exercise or nonexercise by Lender of any right hereby given to it, no dealing by Lender with Borrower or any other Guarantor and no change, impairment, or suspension of any right or remedy of Lender shall in any way affect any of the Guarantor's Obligations hereunder or give Guarantor any recourse against Lender. Any failure by Lender to perfect any lien or security interest granted to it by Borrower in any real or personal property, or any release by Lender of any such collateral or security, shall not release Guarantor's obligations or liability under this Guaranty, or otherwise impair Lender's rights against Guarantor.

5. Remedies. Prior action or suit against Borrower, shall not be a prerequisite to Lender's rights to proceed hereunder in case of Borrower's default. Guarantor's liability hereunder is direct to Lenders, and the bankruptcy, dissolution, liquidation, insolvency, or other state or condition of Borrower or any other Guarantor shall not impair or in any way impact Guarantor's Obligations to Lender under this Guaranty. The rights of Lender are cumulative and shall not be exhausted by its exercise of any of the rights hereunder or otherwise against any Guarantor or by any number of successive actions until and unless all indebtedness hereby guaranteed has been paid.

6. Application of Payments. With or without notice to Guarantor, Lender, in their sole discretion may apply all payments from Borrower, from Guarantor or from any other guarantor under this or any other instrument, or realized from any other source, in such manner and order or priority as Lender may see fit, to any Obligations of Borrower, whether or not such Obligations are due at the time of such application, and whether or not such Obligations are guaranteed by this instrument.

7. Subordination of Other Indebtedness of Guarantors. All existing and future in-debtedness of Borrower to Guarantor, or any other Guarantor, is hereby subordinated to all Obligations hereby guaranteed. Without the prior written consent of Lender, no such indebtedness shall be paid in whole or in part as long as there exists any outstanding indebtedness under the Note.

8. Change in Status of Borrower. Should the status of Borrower change in any manner whatsoever, this Guaranty shall continue and also cover the indebtedness of Borrower under the new status, according to the terms hereof guaranteeing the indebtedness of the original Borrower.

9. Ultra Vires Acts of Borrower. If the indebtedness at any time hereafter exceeds the amount permitted by law for Borrower to incur, or if Borrower is not liable because the act of creating the Obligations is ultra vires, or the members or persons creating same acted in excess of their authority, or for these or other reasons the Obligations to Lender cannot be enforced against Borrower, including insolvency or bankruptcy of Borrower, such fact shall in no manner affect the undersigned's liability hereunder, but the undersigned Guarantor shall be liable hereunder notwithstanding that Borrower is not liable for the Obligations, and to the same extent as the undersigned Guarantor would have been if the indebtedness of Borrower had been enforceable against Borrower, or by Lender directly against Guarantor.

10. Preference Under the Bankruptcy Laws. In the event any payment by Borrower or Guarantor to Lender is held to constitute a preference under the bankruptcy laws, or if for any other reasons, Lender is required to refund such payment or pay the amount thereof to any other party, such payment by Borrower or Guarantor to Lender shall not constitute a release of the undersigned from any liability hereunder, but the undersigned Guarantor agrees to pay such amount to Lender upon demand.

11. Continuation of Guaranty. This shall be a continuing Guaranty and Indemnity, irrespective of the lack of any notice to or consent of the undersigned, and their Obligations hereunder shall not be impaired in any manner whatsoever by any (a) new agreements or obligations of Borrower with or to Lender; (b) amendments, extensions, modifications, renewals, or waivers of default as to any existing or future agreements or obligations of Borrower or third parties with or to Lender or extensions of credit by Lender to Borrower; (c) adjustments, compromises, or releases of any Obligations of Borrower, any of the undersigned, or other parties; (d) releases or sales of any security of Borrower, undersigned or other parties; (e) fictitiousness, incorrectness, invalidity or unenforceability, for any reason, of any instrument or writing; (f) acts of commission or omission by Lender or Borrower; (g) compositions, extensions, moratoria or other relief granted to Borrower pursuant to any statute presently in force or hereafter enacted; or (h) interruptions in the business relations between Lender and Borrower.

12. Representations and Warranties of the Guarantor. To induce Lender to make the Loan to Borrower, Guarantor represents and warrants to Lender, as to himself only, as follows:

(a) Power to Incur Obligations. Guarantor has full power and unrestricted right to enter into this Guaranty and to incur the obligations provided for herein.

(b) Conflicts. This Guaranty does not violate, conflict with, or constitute any default under any decree, judgment, or any other agreement or instrument binding upon the Guarantor.

(c) Pending Matters. Guarantor has no plan and no action or investigation is pending or, to the best of Guarantor's knowledge, threatened before or by any state or federal court or administrative agency which might result in any material adverse change in the financial condition, operations or prospects of the Guarantor. Guarantor is not in violation of any agreement, the violation of which might reasonably be expected to have a materially adverse effect on its businesses or assets, and Guarantor is not in violation of any order, judgment, or decree of any state or federal court to which it is subject.

(d) Financial Statements Accurate. All financial statements heretofore or hereafter provided by the Guarantor, if any, are and will be true and complete in all material respects as of their respective dates and fairly present the financial condition of the Guarantor, and there are no liabilities, direct or indirect, fixed or contingent, as of the respective dates of such statements which are not reflected therein or in the notes thereto

or in a written certificate delivered with such statements. There has been no material adverse change in the financial condition, operations, or prospects of the Guarantor since the dates of such statements except as fully disclosed in writing with the delivery of such statements.

(e) No Defaults or Restrictions. There is no declared default under any agreement or instrument that causes or would cause a material adverse effect on the business, properties, or financial operations or condition of any of the Guarantor.

(f) Payment of Taxes. The Guarantor has filed all federal, state, and local tax returns which are required to be filed and has paid, or made adequate provision for the payment of, all taxes which have or may become due pursuant to said returns or to assessments received by the Guarantor.

(g) Disclosure. Neither this Guaranty nor any other document, financial statement, credit information, certificate or statement required herein to be furnished to Lender by the Guarantor in connection with this Guaranty contains any untrue, incorrect or misleading statement of material fact. All representations and warranties made herein or in any certificate or other document delivered to Lender by or on behalf of Guarantor pursuant to or in connection with this Guaranty shall be deemed to have been relied upon by Lender notwithstanding any investigation heretofore or hereafter made by Lender or on their behalf, and shall survive the making of the Loan.

13. Affirmative and Negative Covenants of the Guarantor.

(a) Affirmative Covenants. The Guarantor covenants and agrees that so long as the Obligations are outstanding, he shall comply with each of the following affirmative covenants:

(I) Payment of Loan. Upon Lender's demand thereof, subject only to the provisions set forth in Section 6 hereof, duly and punctually pay or cause to be paid the principal and interest then due pursuant to the Notes and duly and punctually pay or cause to be paid all other Obligations then due.

(II) Payment of Indebtedness. Pay duly and punctually or cause to be paid, all principal and interest of any indebtedness of Guarantor to his creditors, and comply with and perform all conditions, terms and obligations of the Notes or other instruments evidencing such indebtedness and any mortgages, deeds of trust, security agreements and other instruments evidencing security for such indebtedness.

(b) Negative Covenants. The Guarantor covenants and agrees that so long as the Obligations are outstanding Guarantor shall not participate in any activity including but not limited to, structuring, restructuring, organization, or reorganization of the ownership of assets as represented in financial information presented to Lender which would reduce the value of the assets or reduce the financial capacity of the Guarantor.

14. Severability. Should any one or more provisions of this Guaranty be determined to be illegal or unenforceable by a court of competent jurisdiction, all other provisions shall remain effective.

15. Assignability of Principal Obligations. Lender may without notice to Guarantor, sell, assign or transfer all the indebtedness or Obligations covered hereunder, or any part thereof. In that event, each and every immediate and successive assignee, transferee or holder of all or any part of the indebtedness or Obligations shall have the right to enforce this Guaranty, by legal action or otherwise, for the benefit of such assignee, transferee or holder, as fully as if such assignee, transferee, or holder were herein by name specifically given such right and power. Lender has an unimpaired right to enforce this Guaranty for their benefit as to so much of the indebtedness or Obligations as Lender has not sold, assigned or transferred.

16. Notice. Any notice to Borrower shall be deemed to constitute notice to each of the Guarantors, and the proper notice address for Borrower is as follows

Haas Hall Academy
Attn: Martin Schoppmeyer, Jr.
13370 Rheas Mill Road
Farmington, Arkansas 72730

Any change of address for notices to Borrower under the Note shall also automatically constitute a change of address for Guarantor under this Guaranty Agreement.

17. Lender's Option to Release Guarantor. Lender may accept from the undersigned or any other guarantor such sums or other consideration as it may see fit, and release the undersigned or other guarantors from all further liability to Lender for the Obligations without impairing the right of Lender to demand and collect the balance of the Obligations from any of the other Guarantors, not so released.

18. Binding Effect of Agreement. In the event of the death of any one of the undersigned, the Obligations herein of each of the undersigned are independent and several and shall be binding upon their respective heirs, personal representatives and estates. The failure of any person to sign this Guaranty and indemnity shall not affect the liability hereunder of any signer hereof. The death or release from liability hereunder of any of the undersigned shall not relieve the others from liability hereunder.

19. Applicable Law. This entire transaction and all terms and provisions in this Guaranty, the Note, and related documents shall be governed by the laws of the State of Arkansas; provided however, notwithstanding anything to the contrary herein, the interest rate to be charged by Lender, including any fees or other charges which may be deemed to be interest, shall be governed by federal law, specifically Section 731 of the Gramm-Leach-Bliley Act, Codified as 12 U.S.C. § 1831u(f), and the law of the state having the highest permissible interest rate which, as of the date hereof, is the home state to an insured depository institution that has a branch in Arkansas.

EFFECTIVE as of the 16th day of August, 2004.

GUARANTOR:

Martin Schoppmeyer, Jr., Individually

Witness:

ROBERT E. WARDLOW
(Print Name)

(Signature)

EXHIBIT A

TO MORTGAGE, SECURITY AGREEMENT AND FIXTURE FILING

Legal Description of the "Land"

PART OF THE S/2 OF THE SE/4 OF SECTION 20, TOWNSHIP 16 NORTH, RANGE 31 WEST, BEING MORE PARTICULARLY DESCRIBED AS FOLLOWS: COMMENCE AT THE SOUTHWEST CORNER OF THE SE/4 OF THE SE/4 OF SAID SECTION FOR THE POINT OF BEGINNING AND RUNNING THENCE N89°35'28"W 19.83 FEET; THENCE N0°19'36"E 900.00 FEET TO A SET IRON PIN; THENCE S89°35'28"E 340.00 FEET TO A SET IRON PIN; THENCE S0°19'36"W 900.00 FEET TO THE SOUTH LINE OF SECTION 20; THENCE N89°35'28"W ALONG SAID SOUTH LINE 320.17 FEET TO THE POINT OF BEGINNING AND CONTAINING 7.02 ACRES, MORE OR LESS, WASHINGTON COUNTY, ARKANSAS.

SUBJECT TO THE WASHINGTON COUNTY ROAD NO. 96 RIGHT OF WAY ALONG THE SOUTH SIDE AND ANY OTHER RIGHT OF WAYS AND/OR EASEMENTS OF RECORD.

HAAS HALL ACADEMY

THE PRIVATE SCHOOL EXPERIENCE IN A PUBLIC SCHOOL SETTING

FACSIMILE TRANSMITTAL SHEET

TO: Dr. Mary Ann Brown	FROM: Dr. Martin W. Schoppmeyer, Jr.
COMPANY: ADE	DATE: 5/31/2007
FAX NUMBER: (501) 371.3514	TOTAL NO. OF PAGES INCLUDING COVER: 3
PHONE NUMBER:	THE ACADEMY, INC. REFERRAL NUMBER: 0531-07-13370-HHMS-1
RE: Clarification	

☐ URGENT ☑ FOR REVIEW ☐ PLEASE COMMENT ☐ PLEASE REPLY

NOTES/COMMENTS:

HAAS HALL ACADEMY DOES NOT DISCRIMINATE ON THE BASIS OF SEX, NATIONAL ORIGIN, RACE, ETHNICITY, RELIGION, DISABILITY OR ATHLETIC ELIGIBILITY.

HAAS HALL ACADEMY

THE PRIVATE SCHOOL EXPERIENCE IN A PUBLIC SCHOOL SETTING

VIA FACSIMILIE

Thursday, May 31, 2007

Dr. Mary Ann D. Brown
Program Director, Charter Schools
Arkansas Department of Education
#4 Capitol Mall, Room 305-B
Little Rock, AR 72201

RE: Clarification

Dear Mary Ann:

The Schoppmeyer family has gifted $80,000 to The Academy, Inc. d/b/a Haas Hall Academy. The Academy, Inc. d/b/a Haas Hall Academy is in not a borrower or a guarantor on any debt associated with this gift. The cash flow of The Academy, Inc. d/b/a Haas Hall Academy will not be negatively affected by this gift or the repayment of any debt associated with the gift.

The finances of The Academy, Inc. d/b/a Haas Hall Academy are kept separate and identifiable from the finances of Martin Schoppmeyer and/or any other member of the Schoppmeyer family and/or any board member of The Academy, Inc. d/b/a Haas Hall Academy. State funds are not and will not be used for the repayment of personal debt owed by Martin Schoppmeyer and/or any other member of the Schoppmeyer family and/or any board member of The Academy, Inc. d/b/a Haas Hall Academy.

The proof of deposit was faxed yesterday. It is enclosed again for your convenience.

Sincerely,

Martin

Dr. Martin W. Schoppmeyer, Jr.
Superintendent of Schools
MWS/hpt

Cc: File

HAAS HALL ACADEMY DOES NOT DISCRIMINATE ON THE BASIS OF SEX, NATIONAL ORIGIN, RACE, ETHNICITY, RELIGION, DISABILITY OR ATHLETIC ELIGIBILITY

Thursday, May 31, 2007

Signature Bank of Arkansas

The Academy Inc
Dba Haas Hall Academy
13370 Rheas Mill Rd
Farmington, AR 72730

Checking Activity

Account Number	7014946
SMALL BUSINESS	

Transactions For Current Statement Period

Account Summary

Previous Statement Balance as of Tuesday, May 29, 2007		$0.00
1	Deposits and other Credits.	+$79,900.00
0	Withdrawals and other Debits.	-$0.00
	Service Charges.	-$0.00
Current Statement Balance as of Thursday, May 31, 2007		$79,900.00
Number of Days in this Period:		2
Beginning Interest Rate		0.000%
Interest Paid Year To Date		$0.00

Account Activity

Date	Description	Debit	Credit	Balance
05/29/2007	BEGINNING BALANCE			$0.00
05/29/2007	DEPOSIT		$79,900.00	$79,900.00

Balance By Day

05/29/2007	$0.00	05/29/2007	$79,900.00

cess Inquiry Transactions Services Teller Management General Ledger

4 Account Deposit

THE ACADEMY INC

DBA HAAS HALL ACADEMY

SMALL BUSINESS 7014945

Current Balance	$0.00
Collected Balance	$0.00
Available Bal without OD Limit	$0.00
Available Balance	$0.00
Average Current Balance	$0.00
Average Collected Balance	$0.00

Available for Check Card Authorizations	$0.00
Last Customer Deposit	$0.00

Balance Detail | Account Detail | NSF/Overdraft Detail | Bank Defined Values

Today's Memo-posted Activity

[illegible]	$0.00
[illegible]	$0.00
Teller Activity	$79,900.00
[illegible]	$0.00
[illegible]	$0.00
[illegible]	$0.00
Total Activity Today	$0.00

Available Balance Considerations

Total Holds Amount	$0.00
[illegible]	$0.00
Check Card Authorizations	$0.00
Overdraft Limit	$0.00
Maintain Minimum Balance	$0.00
Overdraft Protection	$0.00

Activity | History | NSF/Overdraft History | Cancel

0863 | Branch 0001 | Teller 001 | Seq 012 | On-line | 5/29/2007 | Customer Summary

Bank

THE ARKANSAS DEPARTMENT OF

Education

Open Enrollment Charter School Renewal Application

Deadline for Submission: January, 4, 2007

Charter School: Haas Hall Academy

Date Submitted: January 3, 2007

Date Approved: _____

Arkansas Department of Education
Charter School Office
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201
501.683.5313

RECEIVED
JAN 3 1 2007
CHARTER SCHOOL OFFICE

Open-Enrollment Charter School Renewal Application

Section I - Contact Information

Sponsoring Entity:	The Academy, Inc.
Charter School:	Haas Hall Academy
School LEA #	72-40-700
Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	Dr. Martin W. Schoppmeyer, Jr. 13370 Rheas Mill Road – Farmington, AR 72730 (479) 267.4805 (479) 267.4862 MartinSchoppmeyer@haashall.org
Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:	Mr. William Kercheville 2480 Old Wire Road – Fayetteville, AR 72703 (479) 841.6056 berrykerche@yahoo.com

Board Chairman's Signature Berry Kercheville

Date 12-14-2006

Open-Enrollment Charter School Renewal Application

Section I - Contact Information

Sponsoring Entity:	The Academy, Inc.
Charter School:	Haas Hall Academy
School LEA #	72-40-700
Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	Dr. Martin W. Schoppmeyer, Jr. 13370 Rheas Mill Road - Farmington, AR 72730 (479) 267.4805 (479) 267.4862 MartinSchoppmeyer@haashall.org
Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:	Mr. William Kercheville 2480 Old Wire Road - Fayetteville, AR 72703 (479) 841.6056 berrykerche@yahoo.com

Board Chairman's Signature _____

Date _____

Section II – Composition of Governing Board and Relationships to School Employees

Board Member's Name and Contact Information	Related to Employee(s)?	Employee Job Title
Dr. Jeff Collins University of Arkansas, RCED 218 Fayetteville, AR 72701	No	
Mr. William Kercheville 2480 Old Wire Road Fayetteville, AR 72703	No	
Mr. Uvalde Lindsey 3 W. Mountain Fayetteville, AR 72703	No	
Mr. Ryan Mennecke 13370 Rheas Mill Road Farmington, AR 72730	No	Headmaster (non-voting)
Dr. Martin Schoppmeyer, Jr. 1156 E. Glenn Lane Fayetteville, AR 72703	No	Superintendent (non-voting)
Mr. Ken Vickers University of Arkansas, Physics 239 Fayetteville, AR 72701	No	

Section III – Enrollment and Student Demographics

Current Enrollment (2006-2007): 72 Grades Served (2006-2007): 10-12

Charter School Enrollment by Year: 2004-05 17; 2005-06 47

Grades Served by Year: 2004-2005 10-12; 2005-06 10-12

	Current Charter School Enrollment by Category	Current Percentage of Students Enrolled in Charter School	Enrollment for Local District by Category	Percentage of Students Enrolled in Local District
Special Education	0	0%	198	9%
Gifted & Talented	0	0%	151	11%
Migrant Student	0	0%	0	0%
LEP Students	0	0%	14	2%
African-American	0	0%	15	2%
Asian	1	1.3%	4	< 1%
Hispanic	6	8%	14	2%
Native American	0	0%	6	1%
Caucasian	65	90%	522	95%
Free & Reduced	5	7%	130	24%

Section IV – Admissions Policy

Admission criteria will not be based on sex, national origin, race, ethnicity, religion, disability or athletic eligibility. All scholars who reside in Congressional District III are eligible to attend.

Admission procedures include an interview with the potential scholar and parent to ensure an accurate exchange of educational and personal information. The interview will also be used to obtain background

information about the potential scholar such as his/her goals, his/her level of family support and other relevant information about past successes and difficulties in school.

Students will be recruited from home school groups, public and private schools. Haas Hall Academy seeks students interested in a rigorous college preparatory curriculum for all scholars in a positive academic environment.

The Academy will use a random anonymous lottery for the selection of students in the event that the number of applications submitted exceeds the slots available for enrollment. The lottery will be conducted by grade level to assure a balance of students in each grade level. Students of staff, faculty, and board members will automatically be accepted.

Section V – Performance Goals

Part A: Original Performance Goals

Each student of The Academy will be admitted into a college and/or a university.
100% of Haas Hall Academy's 2005.2006 graduating class were admitted to college.

Students of the Academy will be expected to attain a 95% attendance rate.
Attendance rate for 2004.2005 was 96%. Attendance rate for 2005.2006 was 95.2%.

Students will graduate from The Academy with mastery in mathematics, science, Spanish and English.
Haas Hall Academy's end-of-course benchmark exams in mathematics and literacy are consistently above regional and state averages. Haas Hall Academy's literacy end-of-course test scores in 2005.2006 were the second highest in the state.

2004.2005 ACTAAP (Arkansas Comprehensive Testing, Assessment & Accountability Program) End-of-Course Test Scores

(alphabetical order) scores of proficient or above are considered on grade level

Literacy

School	Below Basic	Basic	Proficient	Advanced
Ark. Sch. for Info. Systems/Tech	0	56	44	0
Bentonville High School	3	21	74	2
Berryville High School	12	32	54	3
Decatur High School	20	50	30	0
Elkins High School	3	39	58	0
Eureka Springs High School	13	35	52	0
Farmington High School	6	43	50	2
Fayetteville High School	9	29	60	2
Gentry High School	12	47	42	0
Gravette High School	8	39	53	0
Green Forest High School	6	36	56	2
Greenland High School	21	46	33	0
Haas Hall Academy	0	0	100	0
Huntsville High School	9	41	49	0
Kingston High School	0	18	82	0
Lincoln High School	5	45	48	3
Pea Ridge High School	12	42	45	1
Prairie Grove High School	7	44	47	2
Rogers High School	12	36	51	1
Siloam High School	13	38	46	2
Springdale High School	13	58	29	0
St. Paul High School	13	58	29	0
West Fork High School	9	47	44	0
Winslow High School	23	77	0	0

Mathematics (Geometry) Averages

Region	215
Haas Hall Academy	239

Source: Arkansas Department of Education

2005.2006 ACTAAP (Arkansas Comprehensive Testing, Assessment & Accountability Program) End-of-Course Test Scores

Literacy Averages

	Below Basic	Basic	Proficient	Advanced
Haas Hall Academy	0	7	93	0

Region	199
Haas Hall Academy	211*

*Haas Hall Academy's literacy test scores are the 2nd highest in the state of Arkansas.

Mathematics (Geometry) Averages

	Below Basic	Basic	Proficient	Advanced
Haas Hall Academy	0	19	38	44

Region	216
Haas Hall Academy	235

Mathematics (Algebra I) Averages

	Below Basic	Basic	Proficient	Advanced
Haas Hall Academy	10	30	60	0

Region	225
Haas Hall Academy	200

Source: Arkansas Department of Education

Teachers will develop prescriptive teaching methods to enhance student progress or remediate a student's weakness so that improvement will be noted each academic year.
Academic success is the responsibility of all stakeholders. Teachers hold study sessions and study clubs. Educational journals are graded consistently throughout the semester to ensure mastery of material.

Faculty creates course syllabi each term ensuring academic programs are aligned with state frameworks. Faculty may create their own courses and have them approved by the ADE. Faculty is extremely enthusiastic and able to provide assistance during directed study to those students with review of materials.

Through regular teacher observations and evaluations, our PathWise coordinator assists faculty in incorporating various teaching techniques to assist scholars with different learning styles. Faculty meet as departments to effectively integrate cross-discipline assignments.

Faculty enhance the learning environment through bringing in professionals as guest speakers to create a reference with classroom material to real world projects. Faculty inform parents on a regular basis of scholar progress in their classes by personal contact, written correspondence and phone calls.

Students will develop the ability to adapt successfully to continuous change.
Since its inception, Haas Hall Academy has been about continuous improvement, which many times involves change. Scholars at Haas Hall Academy have seen many positive changes since 2004.

- In two years Haas Hall Academy has increased its scholar base by 236%.
- Haas Hall Academy scholars have gone from a 9-period per day with courses lasting one year, to a 5-period per day schedule which covers one year's academic credit in one semester.

- In 2006, Haas Hall Academy is fortunate to have two foreign exchange students to enrich our academic environment and assist us in learning about other cultures.
- Haas Hall Academy utilizes a mandatory tutoring program for scholars who receive a 'C' or below on an assignment or test. Scholars work directly with faculty and mentor scholars during directed study and in after school programs.

Students will develop the capability for positive and effective inter-personal relationships.
Haas Hall Academy has created a positive and nurturing educational environment. The environment at Haas Hall Academy is what makes us truly unique. Scholars are required to work in small groups in many classes. Scholars have been encouraged to form their own study groups and work together to accomplish many tasks.

Haas Hall Academy employs an open-door policy. Scholars are required to visit faculty in their offices on a weekly basis to emulate their future higher education environment and personal responsibilities. Scholars are required to attend scholar/parent/faculty conferences to effectively discuss scholar progress with all stakeholders present.

Students will understand and exhibit respect, discipline, empathy, responsibility, good work habits, perseverance, honesty and integrity as a result of the environment.
Haas Hall Academy provides consistent character education. Scholars are provided with rules and regulations which encourages proper behavior as a Haas Hall Academy scholar. Scholars are very adept at correcting each other in a professional, thoughtful manner.

Scholars are given responsibility in their educational endeavor. Emulating the college experience, scholars must take ownership in their education. They are required to meet regularly with faculty, keep an assignment book, turn in assignments on time and uphold the scholar code of ethics.

Scholars are continually challenged academically at Haas Hall Academy. Haas Hall Academy provides assistance to all scholars to ensure academic success in all subject areas.

Haas Hall Academy works diligently to assist scholars with good work habits. Good habits are reinforced and bad habits are corrected immediately. Haas Hall Academy employs many stop gaps to assist our scholars and their parents in their future academic successes.

Students will understand and put in use the elements of time management in their daily work.
Scholars are required to keep a scholastic calendar either on their laptop or in a daily planner. Scholars are required to enter their assignments and coordinate that information with our virtual on-line assignment and grade book Moodle.

Scholars are attuned to short-term and long-term goals and assignments. Scholars are required to meet on a regular basis with faculty in their offices regarding assignments and grades in each of their courses.

Students will be required to take the ACT and SAT each year of high school.
Haas Hall Academy requires all scholars to take the PSAT in the fall of each semester. All scholars are required to take the ACT and SAT exams. Standardized test scores are used to identify subject area strengths and weaknesses. Haas Hall Academy provides after school symposia on standardized test taking techniques.

Students will participate in community services and activities as a part of the educational process.
Haas Hall Academy scholars average over 410 hours of community service per year. Haas Hall Academy works directly with other non-profit organizations such as: The Salvation Army, Seven Hills Homeless

Shelter and Children's House. We have established regular food and clothing drives, reconditioned 911 cell phone drives and angel trees.

Students will participate in regular mental and physical activities designed to keep them mentally and physically fit.

Haas Hall Academy offers competitive track, golf and bowling. Haas Hall Academy also participates in BEST (Boosting Engineering Science and Technology) and the Arkansas Governor's Quiz Bowl. Our record at BEST is:

- 2004.2005 - Haas Hall Academy won a first place award. Only 4 out of 13 schools received awards during the day-long competition.
- 2005.2006 – Haas Hall Academy placed 4th overall.
- 2006.2007 - Haas Hall Academy placed in top three at NWA hub and participated in Frontier Trails BEST regional!
- In 2006, Haas Hall Academy placed 2nd in the state of Arkansas in the Governor's Quiz Bowl for 1A schools.

Section VI – Test Data

Haas Hall Academy's 2004.2005 end-of-course benchmark exams were above the regional and state averages in both geometry and literacy. 100% of Haas Hall Academy scholars taking Geometry were basic or above. Haas Hall Academy's literacy test scores were highest in the region.

Benchmark Exams

2004-2005 – Haas Hall Academy

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
End of Course Exam – Alg. 1	N/A	N/A	N/A	N/A	N/A
End of Course Exam – Geometry	5		40	0	60
Grade 11 – Literacy Exam	4	0	0	100	0

Source: NORMES

Benchmark Exams

2004-2005 – Farmington Public School District

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
End of Course Exam – Alg. 1	104	13	28	40	18
End of Course Exam – Geometry	115	11	18	45	25
Grade 11 – Literacy Exam	125	6	42	50	2

Source: NORMES

Haas Hall Academy's 2005.2006 end-of-course exams were above the regional and state average in geometry and literacy. In our inaugural year of offering Algebra I, our test scores were above Farmington Public School District. Our geometry test scores were above state and regional averages. Haas Hall Academy's literacy test scores were the 2nd highest in the state.

Benchmark Exams
2005-2006 – Haas Hall Academy

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
End of Course Exam – Alg. 1	10	10	30	60	
End of Course Exam – Geometry	16	0	19	38	44
Grade 11 – Literacy Exam	15	0	7	93	

Source: ADE

Benchmark Exams
2005-2006 – Farmington Public School District

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
End of Course Exam – Alg. 1	97	13	31	48	7
End of Course Exam – Geometry	153	14	17	52	17
Grade 11 – Literacy Exam	131	8	41	50	0

Source: ADE

At a Glance Comparisons

2005 District Report Card	Haas Hall Academy	Farmington Public Schools
Attendance Rate	96%	93.9%
Dropout Rate	0%	2.1%
Graduation Rate	100%	79.8%
Expenditures per Student	$5,528.00	$6,211.90 (41.35 mils)
Grade Inflation Rate	0%	15.3%
College Remediation Rate	0%	34.3%
Average Teacher Salary	$35,000.00	$39,016.80
% of School of Choice Students	100%	0%

Attendance Rate - Haas Hall Academy's attendance rate is 96%-- 2.1% higher than Farmington Public Schools.

Dropout Rate - Haas Hall Academy has 0% dropout rate or 2.1% lower than Farmington Public Schools.

Graduation Rate - Haas Hall Academy has 100% graduation rate compared to Farmington's 79.8% for a difference of 20.2%

Expenditures per Student - Haas Hall Academy receives the state per pupil expenditure of $5,400 compared to Farmington Public School District with 41.35 voted mills for a total of $6,211.90 - a difference of $811.90 or 11.1% more per pupil.

Grade Inflation Rate - Haas Hall Academy's grade inflation rate is 0%. Farmington Public Schools is 15.3%.

College Remediation Rate - Haas Hall Academy's college remediation rate is 0%. Farmington Public Schools is 34.3%.

Average Teacher Salary - Haas Hall Academy's average teacher's salary is $35,000.00. Farmington Public Schools is $39,016.80.

Percentage of School of Choice Students - Haas Hall Academy enrolls 100% of its students from school of choice. The Farmington Public School District enrolls 0%.

Section VII - Waivers
Original Waivers

Title 6 of the Arkansas Code Annotated-Subtitle 2: Elementary and Secondary Education Generally.

Chapter 10: General Provisions

6-10-106. Uniform dates for beginning and end of school year.
(a)(1) In each school year, the first day of the school year for student attendance in the public elementary and secondary schools of the State of Arkansas shall be no earlier than August 19 and no later than August 26.

Subchapter 10: Arkansas Public Education
6-15-1004. Qualified teachers in every public school classroom.
(a) The Arkansas teachers will demonstrate competency in subject matter content on identified assessments appropriate to their teaching area in order to be granted an initial license to teach in the state.

(b) In order to obtain a teaching license, Arkansas teachers will demonstrate the ability to increase student academic achievement by demonstrating competency on identified assessments of teaching methods that result in increased student achievement.

(c) In order for teachers to be able to renew a license, they must have participated in a continuing education and professional development program based on their school improvement plans, performance evaluation results, and student achievement scores.

(d) Effective the beginning of the 2006-2007 school year, no teachers shall be assigned to teach a grade level or subject for which he or she is not licensed by the state.

(e) No class of students shall be under the instruction of a substitute teacher for more than thirty (30) consecutive school days in the same class during a school year unless the teacher has a bachelor's degree awarded by an accredited college or university or has been licensed to teach by the State of Arkansas.

Chapter 17: Personnel

Subchapter 2: Personnel Policies
6-17-203. Committee for each school district.
(a) Each school district shall have a committee on personnel policies which shall consist of no fewer than five (5) classroom teachers, and no more than three (3) administrators, one which may be the superintendent.

Subchapter 3: General Provisions
6-17-302. Public school principals - Qualifications and responsibilities.
(a) The district school board shall employ though written contract public school principals who shall hold a valid supervisory or administrative certificates and who shall supervise the operation and management of the school and property as the board shall determine necessary.

Subchapter 4: Certification Generally
6-17-401. Teacher's license requirement (Effective July 1, 2000).
(a) No teacher shall be employed in any public school of the state who is not licensed to teach in the State of Arkansas by a license issued by the State Board of Education.

6-17-418. Teacher certification - Arkansas history requirement.

(a) Beginning July 1, 2001, no person shall be certified as a social studies teacher or as an elementary school teacher unless the person has successfully completed at least three (3) hours of college course work in Arkansas history.

Subchapter 9: The Arkansas Teachers' Salary Law
6-17-919. Warrants void without valid certificate and contract (Effective July 1, 2000).
(a) All warrants issued in payment of teachers' salary are void unless:
(1) The teacher has a valid teacher's certificate filed with the county clerk's office.
(2) The teacher has been employed by a valid written contact.
(3) Copies of such contract are on file in the offices of the county treasurer or the school district treasurer if the school district has its own treasurer.
(b) The district superintendent of schools and the superintendent's surety shall be liable for any warrants which he countersigns in payment of teacher's salaries unless and until there is a valid teacher's certificate and contract for the teacher on file with the county clerk.

6-17-920. Examination of teacher's contracts – Effect.
(a) It shall be the duty of the county clerk when the teachers' contracts are filed, as required by Sections 6-13-620 and 6-17-919 to examine such contracts.
(b) If the county clerk finds that any board of directors had entered into contracts with teachers who have not recorded a valid teacher's certificate with the clerk, he or she shall immediately notify the board of directors in writing to correct the contract or contracts to conform to the legal requirements.

Subchapter 10: Minimum Salaries for Teachers.
6-17-1001. Minimum base salary – Master's degree.
(n) The term "teacher", as used in this section, shall include any full-time employee of a local public school district who is compelled by law to secure a license from the State Board of Education as a condition precedent to employment in a position in or related to grades pre-kindergarten though twelve (preK-12) of the public schools of this state.

Subchapter 15: Teacher Fair Dismissal Act.
6-17-1502 through 7-17-1510
(Text is too lengthy to reproduce.)

Subchapter 17: Public School Employee Fair Hearing Act.
6-17-1702 through 6-17-1705
(Text is too lengthy to reproduce.)

Chapter 18: Students

Subchapter 5: Discipline.
6-18-503. Written student discipline policies required.
(b)(2) As used in this section, "teachers and administrators" means those persons employed by a school district and required to have a state-issued certificate as a condition of their employment.

6-18-505. School Discipline Act.
(c) (2) as used in subdivision (c) (1) of this section, "teachers and administrators" means those persons employed by a school district and required to hold state-issued certificates as conditions of their employment.

Minimum Schoolhouse Construction
Arkansas Code Annotated §6-20-1401, 1406 and 1407.

Teacher Education and Licensure
While attempting to hire only certified teachers, The Academy requests to maintain the option of hiring "qualified" but not necessarily certified teachers as earlier indicated.

Certified Staff Salary Schedule
Our salaries will be competitive and will compensate teachers/administrators for the longer school year if needed.

Teacher Evaluations
Annual evaluations will be fair; however, will not be tied to the local district as set out in regulation.

African American History
Regulations are tied to curriculum approved by the state. With less than a .5% African American population in our area and over 20% Hispanic, it is necessary to revise the curriculum to include Hispanic history and all other cultures that may apply.

Gifted and Talented Services
Arkansas Code annotated §6-42-102 (Repl. 1993).

The Academy, a small technology-infused charter school, utilizes a rigorous college preparatory curriculum with few electives. In doing so, The Academy seeks waivers from:

- Journalism
- Career & Technical Education
- Agricultural Education
- Workforce Education
- Business Technology
- Health Occupations
- Home Economics Education
- Marketing Technology
- Trade, Industrial and Technical Education
- Work-Based Learning/Apprenticeship

Part B: New Waivers

A.C.A. § 6-13-608 – Length of Director's Terms

Board members will be asked to serve a minimum of three (1) year terms with option to continue service beyond five (5) years.

A.C.A. § 6-13-611 – Vacancies Generally

Board will continue to fill vacancies as outlined in the charter.

A.C.A. § 6-13-619 Meetings.

School Board will meet at least quarterly.

A.C.A. § 6-13-630 Election by Zone and at Large.

School board members will be selected as outlined in the original charter.

A.C.A. § 6-14-101 et seq. Applicability of General Election Laws.

The Academy will follow the bylaws of the corporation.

A.C.A. § 6-17-302 Public School Principals – Qualifications and Responsibilities

The Academy will hire only qualified, but not necessarily certified personnel.

A.C.A. § 6-17-309 – Certification Waiver

The Academy will hire only qualified, but not necessarily certified personnel.

A.C.A. § 6-17-902 – Definition of a Teacher

The Academy will hire only qualified, but not necessarily certified personnel.

A.C.A. § 6-17-908 – Teacher's Salary Fund

A.C.A. § 20-7-135 Nutrition and Physical Activity Standards – Implementation and Act 29 of the Second Extraordinary Session, 2003, specifically any provisions dealing with the school's involvement with data collection, reporting or any school based involvement the measurement of students' body mass index.

Standard IV – Curriculum

9.03.4.10

The Academy requests all AP courses taught be included as part of the 38 units required by law for Standards and accreditation.

Standard X – Personnel

15.03 Licensure and Renewal - 15.03.1 – 15.03.7

The Academy will hire only qualified, but not necessarily certified/licensed personnel.

Standard XI – Support Services

16.02 Media Services - 16.02.1-16.02.4

The Academy utilizes the Fayetteville Public Library and the University of Arkansas library.

16.03 Health and Safety Services

Standard XI – Health and Safety Services, 16.03.1

Schools are overwhelmed with ancillary programs not directly related to the delivery of instruction. The school will provide all parents with information about ARKids First, and other third party payer options. Parents are responsible for providing annual checkups, screenings, and other routine care for their children.

18.0 Standard XIII - Gifted and Talented Education

18.01-18.03

Haas Hall Academy is a school of acceleration. It is our belief that our entire school is a gifted and talented program, therefore segregating students based upon educational ability here would be a futile effort.

21.0 Auxiliary Services

24.0 Specific Time Frame for Citations or Probations

Probations 24.07 - A school will be placed in probationary status for any staff member(s) not holding a valid Arkansas license. Such status will not extend beyond January 30 of the current school year. The Academy will hire only qualified, but not necessarily certified personnel.

Section VIII - Requested Amendments

Haas Hall Academy seeks to add the 9th grade for the 2006.2007 school year. Haas Hall Academy is an accelerated college-preparatory institution. Haas Hall Academy currently offers 38 units of credit.

Course	CU	Course	CU	Course	CU
Algebra I	1	Health	.5	English 10 - Comp	1
Geometry	1	Physical Science	1	English 10 - Lit	1
Algebra II	1	Biology	1	AP English 11 - Comp	1
Trigonometry	1	AP Biology	1	AP English 11 - Lit	1
Calculus	1	Chemistry	1	English 12 - Comp	1
Discrete Math	1	AP Chemistry	1	English 12 - Lit	1
		Anatomy/Psychology	1	Art of Writing	1
		Physics	1	Journalism	1
	6		7.5		8
Course	CU	Course	CU	Course	CU
Spanish I	1	Civics	1	Physical Education	1
Spanish II	1	World History	1		
Spanish III	1	American History	1		
		Psychology	1		
		Philosophy	1		
			1		
	3		5		1
Course	CU	Course	CU	Course	CU
Art	1	Computer Bus App	1	Programming I	.5
Survey of Fine Arts	1			Programming II	.5
Instrumental Music	1			Digital Electronics	1
Chorus	1				
Leadership	.5				
	4.5		1		2

During the 2007.2008 school year, Haas Hall Academy will offer additional classroom instruction for:

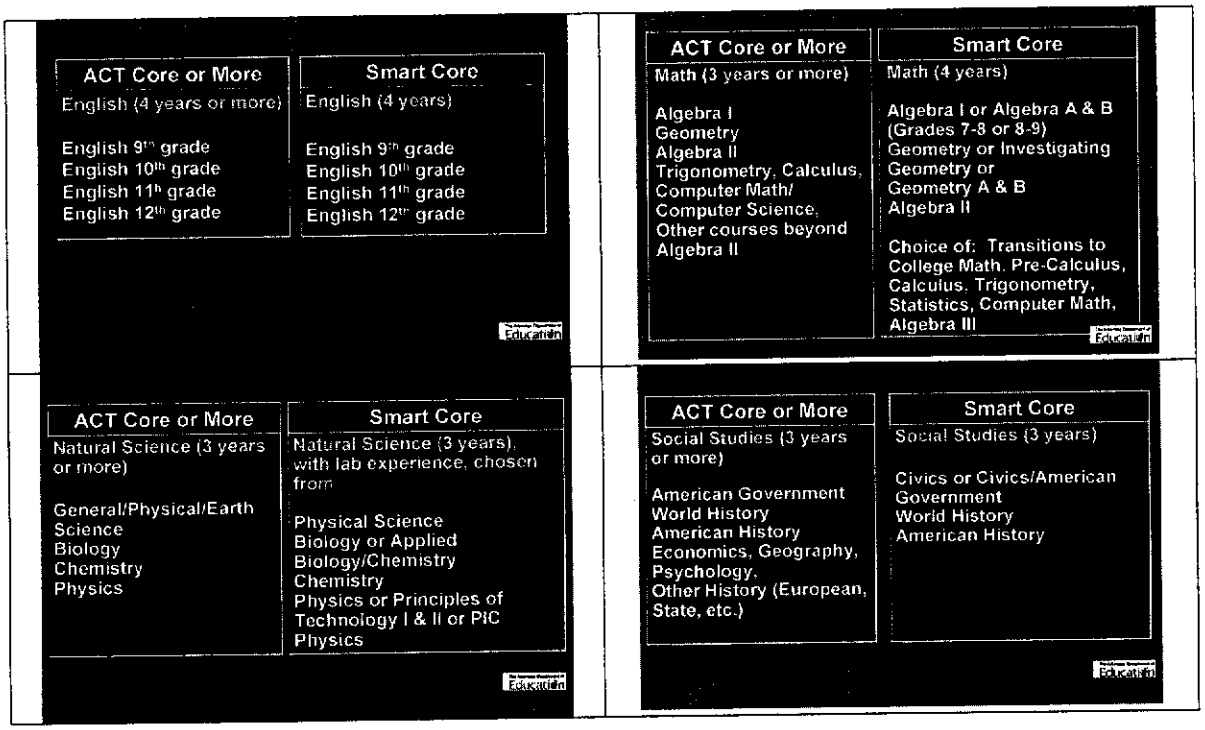
Course	CU
English 9 - Comp	1
English 9 - Lit	1
	2

Haas Hall Academy will use our partnership with the ACSRC (Arkansas Charter School Resource Center) distance education opportunities, college courses from University of Arkansas, Northwest Arkansas Community College and other higher education institutions via correspondence or distance education to offer the additional courses needed to meet the 38 units of credit each year.

Smart Core: Arkansas Charter School Resource Center - Technology Consortium

The Smart Core curriculum is contained within the 38 units that must be taught each year. (See 14.03.1 for a listing of Smart Core requirements) In order to ensure that every child has access to a rigorous curriculum, beginning with the seventh grade class of 2004-2005, the Smart Core curriculum and core curriculum will be a standard component of the required course of study to graduate from Arkansas public schools.

All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in the core. A blended approach of traditional classroom instruction, interactive compressed video course and web based asynchronous training will be required to meet requirements and offer students the full breadth and scope of content they deserve.



Smart Core

- Contained within existing 38 high school courses required to be taught
- Smart Core becomes default curriculum
- Smart Core begins with the 7th grade class of 2004-2005
- Require all 38 courses to be taught annually
- Increase graduation course requirements from 21 units to 22 units beginning with the 9th grade class of 2004-2005
- Increase math requirement from 3 units to 4 units
- One math course must be taken in grade 11 or grade 12

GRADES 9-12
Reading, writing, and mathematics shall be incorporated into all curriculum areas. The following courses shall be taught annually for a total of 38 units.

9.03.4.1 Language Arts - 6 units

4 units English
1 unit oral communications or ½ unit oral communications and ½ unit drama
1 unit journalism
(Other options as approved by the Department)

9.03.4.2 Science - 5 units (Active student participation in laboratory experience is required for a minimum of 20% of instructional time.)

1 unit biology
1 unit chemistry
1 unit physics
(Other options as approved by the Department)

9.03.4.3 Mathematics - 6 units

1 unit Algebra I
1 unit geometry
1 unit Algebra II
1 unit pre-calculus mathematics to include trigonometry
(Other options as approved by the Department)

9.03.4.4 Foreign Languages - 2 units of the same language

9.03.4.5 Fine Arts - 3 ½ units

1 unit art
1 unit instrumental music
1 unit vocal music
½ unit survey of fine arts or an advanced art or an advanced music course

9.03.4.6 Computer Applications with emphasis on current applications-1 unit

9.03.4.7 Social Studies - 4 units

1 unit American history with emphasis on 20th Century America
1 unit world history
1 unit civics or civics/government
½ unit of Arkansas history if not taught in grade 7 or 8
(Other options as approved by the Department)

9.03.4.8 Health and Safety Education and Physical Education - 1½ units

1 unit physical education
½ unit health and safety education

"Distance Learning" is the terminology used to describe the technology and educational process used to provide instruction when the student and primary instructor are not physically present at the same time and/or same place.

The following table reflects a "snapshot in time" of the course offerings available for the fall semester of the 2006-2007 school year. This table clearly shows the opportunities to offer students a rich curriculum and meet the requirements mandated by the Standards for Accreditation of Arkansas Public Schools to teach, not just offer the 38 required courses that must be taught in grades 9 through 12.

COURSE NAME	ACT CORE OR MORE	SMARTCORE	ARVHS	FLATBUSH	APEX	DAWSON COOP	ADELE	ASMSA	ECHS
ABNORMAL PSYCHOLOGY						X			X
ADVANCED ART								X	
ADVANCED GENERAL PSYCHOLOGY									X
ADVERTISING						X			
ALGEBRA	X	X	X	X	X			X	
ALGEBRA II	X	X	X	X	X			X	
ALGEBRA III		X							
AMERICAN HISTORY	X	X						X	
AMERICAN LITERATURE					X				
ANATOMY/PHYSIOLOGY*			X						
AP BIOLOGY					X			X	
AP CALCULUS					X			X	
AP CHEMISTRY					X				
AP ENGLISH								X	
AP ENGLISH COMPOSITION II									X
AP ENGLISH COMPOSITION II									X
AP ENGLISH LITERATURE I			X						X
AP ENGLISH LITERATURE II									X
AP ENVIRONMENTAL SCIENCE								X	
AP FRENCH LANGUAGE & COMP					X				
AP HISTORY								X	
AP LANGUAGE & COMPOSITION					X		X		
AP LITERATURE & COMPOSITION					X				
AP MACROECONOMICS					X				
AP MICROECONOMICS					X				
AP MUSIC APPRECIATION								X	
AP PHYSICS					X				
AP PSYCHOLOGY					X				X
AP SPANISH					X			X	
AP STATISTICS					X			X	
AP U.S. GOVERNEMENT & POLITICS					X				
AP U.S. HISTORY			X		X		X		X
AP WORLD HISTORY			X						
ARKANSAS HISTORY								X	
ART			X				X	X	
ART HISTORY								X	
ASTROLOGYY 2ND SEM			X						
BIOLOGY	X	X	X	X	X			X	
BUSINESS APPLICATIONS			X						
CALCULUS	X	X						X	
CHEMISTRY	X	X	X		X		X	X	
CIVICS			X				X	X	
COLLEGE ALGEBRA								X	X
CREAT. WRITING								X	
CREATIVE WRITING							X		
CRITICAL READ / EFFECTIVE WRITE					X				
EARTH SCIENCE	X	X			X				
EARTH SPACE SCIENCE	X	X	X						
ECONOMICS	X	X	X						
ELEMENTARY SPANISH I								X	X
ELEMENTARY SPANISH II									X

ENGLISH 10 PRE AP							X		
ENGLISH COMPOSITION									X
ENGLISH 9	X	X	X						
ENGLISH 10	X	X	X						
ENGLISH 11	X	X	X						
ENGLISH 12	X	X	X						
ENGLISH I								X	
ENGLISH II								X	
ENGLISH III								X	
ENGLISH IV								X	
ENVIRONMENTAL SCIENCE			X						
FASHION MERCHANDISING							X		
FRENCH I			X		X			X	
FRENCH II			X		X			X	
FRENCH III								X	
FUNCTIONAL MATH								X	
FUNDAMENTAL MATH					X				
GEOMETRY	X	X	X		X			X	
GEOGRAPHY	X	X							
GOVERNMENT	X	X	X				X	X	
HEALTH & SAFETY			X		X			X	
HOUSING AND INTERIOR DESIGN						X			
INTERMEDIATE ALGEBRA A								X	X
INTERMEDIATE ALGEBRA B								X	X
INTRODUCTORY ALGEBRA					X				
INTRO TO ARTS, A/V TECH & COMM						X			
INTRO TO ENGLISH LITER & COMP					X				
INTRO TO OFFICE			X						
INTRO TO LAW SAFETY & SECURITY						X			
INTRO TO TRAVEL AND TOURISM							X		
JOURNALISM			X				X	X	
MARKETIING							X		
METEOROLOGY 1ST SEM			X						
MIDDLE SCHOOL SPANISH								X	
MUSIC APPRETIATION					X				
ORAL COMMUNICATION			X				X	X	
ORIENTATION TO TEACHING						X			
PARENTING						X			
PERSONAL FINANCE							X		
PHYSICAL EDUCATION					X				
PHYSICAL SCIENCE	X	X	X		X				
PHYSICS	X	X	X				X	X	
PRE-CALCULUS/TRIG		X	X				X	X	
PSYCHOLOGY	X	X	X						
SCIENCE	X	X							
SPANISH FOR NATIVE SPEAKERS								X	
SPANISH I			X		X	X		X	X
SPANISH I & II (BLOCK)								X	
SPANISH II			X		X			X	
SPANISH III						X		X	
SURVEY OF COLLEGE MATH		X							X
SURVEY FINE ARTS			X					X	
SURVEY OF FINE ARTS							X		
TRANSITION MATH			X						
TRIGONOMETRY	X	X						X	
U.S. GOVERNMENT & POLITICS					X				
U.S. AND GLOBAL ECONOMICS					X				
U.S. HISTORY			X		X				
U.S. HISTORY II									X
WESTERN CIVILIZATION I									X
WESTERN CIVILIZATION II									X
WORLD HISTORY	X	X	X		X		X	X	
WRITING & GRAMMAR ESSENTIALS					X				

Haas Hall Academy will utilize both synchronous and asynchronous distance learning assets, media and tools to meet the mandated Standards for Accreditation of Arkansas Public Schools. All distance learning courses except concurrent credit courses will use a curriculum designed to comply with the Arkansas Curriculum Frameworks and Arkansas Course Content Standards.

Haas Hall Academy will meet the Standards for Accreditation of Arkansas Public Schools for teaching not just offering the 38 required courses. Additionally, we will meet the Arkansas Curriculum Frameworks and Arkansas Course Content Standards utilizing traditional classroom instruction and the multitude of distance learning formats available.

Haas Hall Academy will adjust the academic calendar and bell schedule to permit students to take both distance learning classes and locally scheduled classes. We will comply with the ADE rules and ensure that students miss no more than five minutes of the scheduled class period nor accumulate more than five class absences for interactive compressed video distance learning courses. Further, we will retain course grade and completion results as required and record completion and grade data into APSCN.

Arkansas Department of Education distance learning resources and the resources made available through the Arkansas Charter School Resource Center make it possible for Haas Hall Academy to accomplish the following:

- Provide all curriculum as mandated by the Standards for Accreditation of Arkansas Public Schools
- Provide students access to courses and opportunities beyond those mandated by the Standards for Accreditation of Arkansas Public Schools
- Increase quality and quantity of professional development opportunities for staff and teachers
- Alleviate shortfall of available qualified teachers and reduce teacher costs through consortium cooperation and utilization of available State assets
- Reduce travel costs

Arkansas Department of Education Sources for Distance Learning Content

The Arkansas Department of Education oversees a number of distance learning course providers that were analyzed for use as potential sources to meet the requirement of teaching the 38 required courses for grades 9-12. We examined the Arkansas Department of Education distance learning course providers and compared their offering to those required by Arkansas Law and Arkansas Department of Education Rules. The following sources were analyzed:

ADE – Maumelle Distance Learning Center (ADE-DLC)
Dawson Educational Cooperative
Arkansas School of Math and Sciences (ASMSA)
Arkansas Educational Television Network (AETN)
Southeast Arkansas Educational Cooperative (ECHS)
Arkansas Virtual High School (ARVHS)

Cost of Alternatives

There are a multitude of considerations beyond cost that will be used by Haas Hall Academy to determine the appropriate alternative course offering beyond traditional classroom instruction. Most have been mentioned in previous paragraphs such as coordination of the calendar and bell schedule inherent in synchronous "same time/different place" with provider alternatives. Some of the courses will require textbooks and other do not. Some courses will require the students to print online material and worksheets. A few of the considerations regarding costs are depicted in the table below:

COURSE	COST	ASYNCHRONOUS	SYNCHRONOUS	BOOK	FACILITATORS
[illegible]	FREE (BOOK COST ONLY)		X		X
[illegible]	$60/STUDENT/SINGLE COURSE	X		X	X
[illegible]	$125/STUDENT/1 YR ALL COURSES				
[illegible]	FREE (BOOK COST ONLY)	X		X	
[illegible]	$175/STUDENT/COURSE (PLUS BOOK)	X	X	X	X
[illegible]	EST $250/STUDENT/COURSE (PLUS BOOK)		X	X	X
[illegible]	FREE (BOOK COST ONLY)		X	X	X
[illegible]	$100/STUDENT/COURSE	X			X
[illegible]	TBD	X			X
[illegible]	FREE (BOOK COST ONLY)		X	X	X
[illegible]	$360/STUDENT/COURSE (PLUS BOOK)		X	X	

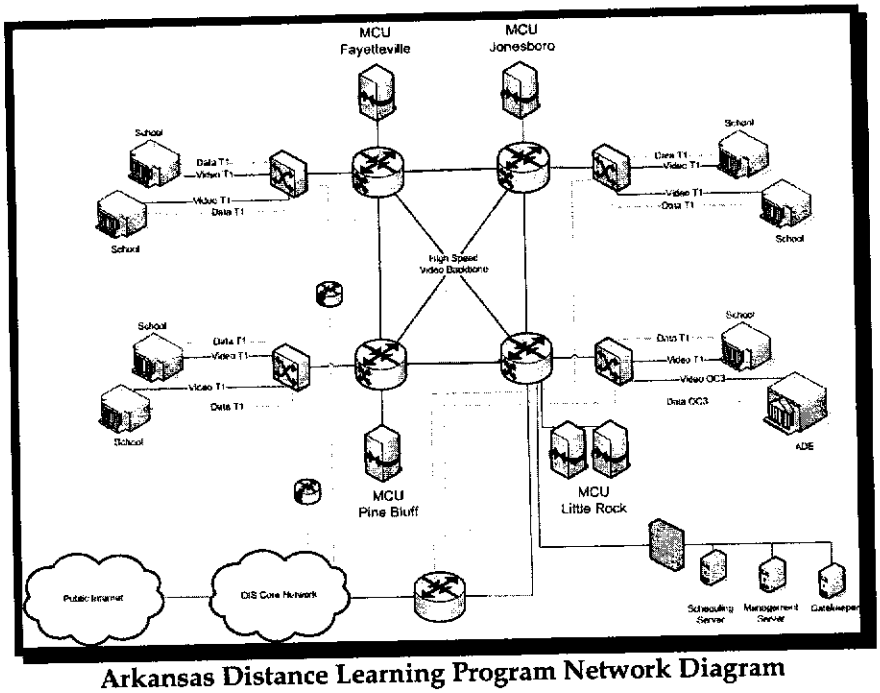
The data above clearly show that high quality distance learning alternatives can be unquestionably delivered at the same or lower cost than traditional educational methods. We believe that you can provide high quality courses, offer more alternatives to students and meet required Arkansas Law and ADE rules below the cost of traditional education alone. The Board's re-approval of this charter will allow us to demonstrate it as a fact.

Synchronous Course Utilization and Availability

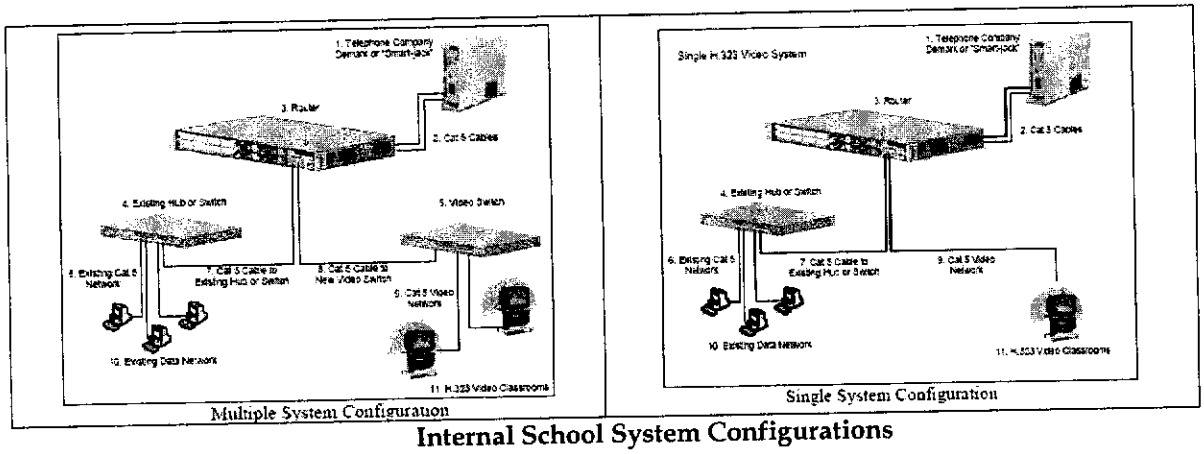
Haas Hall Academy will install standards based H.323 Internet Protocol (IP) interactive compressed video teleconferencing (VTC) device(s) compatible with the Arkansas Distance Learning Project Network. We will originate and receive content from other Charter Schools through the "Charter School Distance Learning Consortium" and public school districts, schools and providers across the wide area network utilizing the Arkansas Distance Learning Program Network depicted below. We will also originate and deliver courses over our local area network (LAN) to other classrooms on campus.

Discussions have begun with Arkansas Department of Information Services to ensure that the architecture and end points of the Interactive Compressed Video Network for each Charter School in the Consortium is fully interoperable and sustainable with the existing network, the multipoint controller units and system end points. Like equipment will be purchased and maintained utilizing the assistance and expertise of the Arkansas Department of Information Services (DIS).

Further, DIS personnel have agreed to review and comment on our individual Technology Plan(s) prior to submittal to the Arkansas Department of Education for approval. It is envisioned that all technology hardware and services will utilize the rate schedule and existing contract vehicles available through DIS. The Technology Plan(s) will be the first step in garnering resources through Grants and the Universal Services Fund eRate Program.



Arkansas Distance Learning Program Network Diagram



Multiple System Configuration

Single System Configuration

Internal School System Configurations

Asynchronous Course Utilization and Availability

Haas Hall Academy will make available asynchronous content on teacher and student personal computers. Access to courses and content will be accomplished through internal client server(s) or through externally accessed courseware and content servers made available over the LAN, WAN or public internet. There will be instances where students will access asynchronous courses and assignments from home computers or public library systems beyond school assets. Asynchronous content has advantages and disadvantages like any technology but gives us the most flexibility to meet the requirement for teaching the 38 required courses without the difficulties of calendar and bell schedule coordination with multiple schools and providers.

Other Content Sources

We have reviewed and analyzed the viability of utilizing the following resources beyond the content that is currently available and approved through various sources within the resources of Arkansas Department of Education, Educational Cooperatives and other schools.

Discovery Education United Streaming
Plato Learning Environment
Apex Learning
SAS Curriculum Pathways
Florida Virtual High School

Schools today are challenged to help each student achieve despite a variety of different needs, proficiency levels, and learning styles, school size and geographic location. The Arkansas Charter School Resource Center's Technology Consortium will integrate new distance learning content with the existing state sources to provide a comprehensive menu of courses to Charter Schools, and possibly other small schools. Initially adding APEX Learning for required and elective secondary courses and AP courses; and PLATO Learning for credit recovery and remediation courses.

The Arkansas Charter School Resource Center is analyzing tools to assist Charter Schools to meet those needs within limited budgets. They will make available existing distance learning tools and tools such as ClassTools Achieve from Apex Learning® which provides comprehensive online instructional content and assessments for secondary education in the core academic subjects – math, science, English, social studies, and world languages – and in Advanced Placement. Correlations to Arkansas state standards are completed.

Based on Time-Tested Pedagogical Principles

The online curriculum model(s) selected are based on time-tested pedagogical principles. The overall model is straightforward: a) create an anticipatory set for the student; b) provide focused instruction using varied teaching strategies such as guided-inquiry and/or direct instruction; c) engage students in practice and application exercises in which students clarify and deepen conceptual understanding and mastery of skills; d) assess student progress throughout the instructional phase with formative assessments that provide feedback to students and teachers; e) remediate where necessary; and f) provide summative assessment with both open-ended (teacher-graded) and objective (computer graded) instruments at the end of each unit and semester. This basic design for learning is enhanced by attention to the multiple representations of information (text, images, sound tracks, short movies, animations, manipulable charts, graphs, and equations) that support students' multiple learning styles.

Apex Learning's online curriculum takes advantage of the power of technology and uses it in purposeful ways to enhance the learning process. For example, rollover vocabulary and audio support in English and Spanish for certain subjects provide important assistance to students who may otherwise be held back in their learning due to their reading level. Manipulables provide hands-on opportunities for students to master difficult concepts. Extensive use of audio and video that is controllable by the student brings learning to life in a way that no text-based curriculum can.

Complete Scope and Sequence

Apex Learning's online curriculum is organized into units, lessons, and activities. A typical two-semester subject has 10-12 units, each with 5-6 lessons. A typical lesson comprises a number of activities including multimedia tutorials, interactive exercises, discussion activities, web explorations, and both computer- and teacher-graded assessments, including unit level diagnostics. Each subject offers instructional material with an average of 1,500 pages, 2,000 images, 500 multimedia tutorials, 500 interactive exercises, 100 computer-graded assessments, and 175 vetted web links.

Assessment Integrated Throughout

One function of charter schools is to broaden the research base of education delivery and developing best practice guidelines. The importance of standards based accountability measures and methods of measuring progress are extremely important in the lab environment of charter schools.

The APEX curriculum is designed with interactive exercises and self-checks that provide frequent opportunities for students to confirm understanding as they apply new concepts. Formative and summative assessments, including both objective computer-graded and open-ended teacher-graded assessments, give regular feedback on progress to students and teachers.

The PLATO Learning system for credit recovery and remediation has been developed around exemptive assessments used for placement within a course, formative assessments to track student progress and cumulative assessments that can be used for end-of-course evaluation.

Exemptive or Diagnostic Assessments. Unit-level diagnostics provide valuable information on student strengths and weaknesses. These computer-graded assessments can be used as either a pre- or post-test. Detailed reports provide results for an entire class and individual students. Automatically generated study plans guide students to relevant instructional content that engages them in active learning experiences to master skills and develop conceptual understanding.

Formative Assessments. True learning requires students to constantly think about and evaluate what they are doing whether they're reading, listening, watching, interacting, exploring, discussing or writing. This reflective mindset is supported by formative assessment opportunities throughout Apex Learning's instructional content. These include both graded and ungraded assessments that give students continuous feedback. Ungraded activities require students to recall what they've just learned or to demonstrate understanding, providing self-check opportunities for students to monitor their own progress. Computer graded quizzes give students and teachers immediate feedback. Teacher-graded assignments and worksheets provide the opportunity for students to respond to free-response and open-ended questions as well as to demonstrate problem-solving skills.

Summative Assessments. Students are required to demonstrate what they have learned through unit tests and semester exams. Apex Learning's online curriculum utilizes various forms of objective computer-graded test instruments including multiple-choice, fill in the blank and true-false. In addition, the curriculum makes extensive use of more subjective open-ended, teacher graded testing tools like essays, hand-written mathematical proofs and problem solutions and demonstrated use and manipulation of mathematical and scientific equations.

Detailed Progress Tracking

The interactive grade book included with ClassTools Achieve provides the details of each student's performance on all graded activities. Summary grade book views provide a snapshot of each student's progress as well as the performance of an entire class. "Quality of work" calculates a student's average grade for all completed and graded activities. "On Schedule Percent" measures student progress toward completion for all activities assigned through the current date. "Overdue Activities" lists the number of activities due through the current date that have not been graded (teachers can access the detailed list of overdue activities). "Grade to Date" calculates a student's grade based on the scores awarded for activities completed and graded through the current date relative to the total possible for all graded activities.

In addition to the grade book, ClassTools Achieve provides performance reports that can be accessed online as appropriate by administrators, teachers, parents and students.

Teacher Skills and Professional Development Requirements

The skills required by teachers will be heavily dependent on their skills and abilities to utilize technology in the classroom as well as their expertise as teachers. Considerable attention must be given to professional development and the tools and equipment training that our teachers must master to make

our students and school successful. We are confident that this challenge can be met without much difficulty.

Through sharing teacher resources and utilizing distance learning technologies and assets each Charter School within the Charter School Distance Learning Consortium will lessen the requirements of available qualified teachers at each school and reduce costs. Cost savings must be reinvested in the distance learning system to achieve and sustain the system and into other areas where funding is not available for Charter Schools such as facilities and transportation.

This plan, in total, will allow us to meet and exceed the state standards; provide students with access and experience in cutting edge knowledge acquisition methods regardless of school location; and do so containing expense within the parameters of traditionally delivered instruction.

References:

Arkansas Department of Education, Rules Governing Availability Distance Learning, ADE Rule 167, May 24, 2004

Arkansas Department of Education, Rules Governing Grants for Distance Learning, ADE Rule 186, June 14, 2004

Arkansas Department of Education, Rules Governing Accreditation of Arkansas Public Schools and School Districts, ADE Rule 199, January, 2005

Arkansas Department of Education, Rules Governing Distance Learning, ADE Rule 210, July 11, 2005.

HAAS HALL ACADEMY
THE PRIVATE SCHOOL EXPERIENCE IN A PUBLIC SCHOOL SETTING

13370 RHEAS MILL ROAD, FARMINGTON AR 72730 – (479) 267.4805 – HTTP://HAASHALL.ORG

VIA CERTIFIED MAIL

Thursday, December 28, 2006

COPY

Dr. Bobbie Davis, Assistant Commissioner
Arkansas Department of Education
Room 103-B
#4 Capitol Mall
Little Rock, AR 72201-1071

Dear Dr. Davis:

Under the rules governing school district audits section 3.01, The Academy, Inc. requests an extension of up to ninety (90) days on the deadline specified in section 3.01 regarding our financial audit report.

Sincerely,

Dr. Martin W. Schoppmeyer, Jr.
Superintendent of Schools
MWS/hpt

CC: file

HAAS HALL DOES NOT DISCRIMINATE ON THE BASIS OF SEX, NATIONAL ORIGIN, RACE, ETHNICITY, RELIGION, DISABILITY OR ATHLETIC ELIGIBILITY.

School Plan

THE ACADEMY
13370 Rheas Mill Road Farmington, AR 72730

Arkansas Comprehensive School Improvement Plan

2006-2007

Haas Hall Academy is a 10-12 open enrollment charter high school whose mission is to provide an aggressive alternative to the traditional learning environment for scholars with high intensity of purpose seeking an aggressive, rigorous, college preparatory curriculum focusing in the engineering, technology, mathematics and science fields, enabling them to succeed at the nation's prestigious universities and to become pillars of their communities.

Grade Span: Title I: Not Applicable School Improvement:

Table of Contents

Priority 1: College Placement
Goal: Improve standardized college entrance exam scores for successful admission to college.
Priority 2: Literacy
Goal: All scholars will improve in reading comprehension and written expression with additional attention to Literacy and Content reading passages and Mechanics and Sentence Formation.
Priority 3: Mathematics
Goal: All scholars will improve their ability to solve mathematical problems, particularly open-response questions.
Priority 4: Wellness
Goal: Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity.
Priority 5: Safe and Drug Free Schools
Goal: Prevent possible drug and violent behavior by using video surveillance.

Priority 1: Haas Hall Academy will have 100% placement in colleges and universities.

Supporting Data:
1. HHA had a 100% college placement for the 2006 graduating class.

Goal: Improve standardized college entrance exam scores for successful admission to college.

Benchmark: Improve individual student scores by 5%.

Intervention: Develop a plan for parental involvement which will foster an enhanced learning environment and further motivate and inspire scholars.				
Scientific Based Research: Parental Involvement ACT 603				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The faculty and administration will engage the parents in their scholar's education in a	Martin	Start:	• Administrative	

variety of ways including but not limited to: Blackboard online communication, email, after school events, Parent/Faculty Conferences, career and college planning events, Parent Faculty Council, etc... Action Type: AIP Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Plan Evaluation Action Type: Professional Development Action Type: Technology Inclusion	Schoppmeyer	07/01/2006 End: 06/30/2007	Staff • Community Leaders • Computers • District Staff • Outside Consultants • Public Library • Teachers	ACTION BUDGET: $
Administration will work closely with the University of Arkansas to monitor trends in entering freshman education levels/expectations, and communicate this information to scholar parents and faculty. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement	Martin Schoppmeyer	Start: 07/01/2005 End: 06/30/2006	• Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Administration, faculty, staff, and scholar parents will meet annually to identify weaknesses in scholar performance on standardized tests. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Plan Evaluation Action Type: Professional Development	Ryan G Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • Community Leaders • District Staff • Teachers	ACTION BUDGET: $
Administration, faculty, and staff will establish an Alumni/Parent Advisory Committee to identify curriculum needs and weaknesses. This Advisory committee will include alumni, parents, faculty, staff, administrators, outside consultants, and community leaders. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Plan Evaluation Action Type: Professional Development	Martin Schoppmeyer	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Faculty will receive training to enhance their understanding of effective parental involvement strategies. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Martin Schoppmeyer	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • Teachers	ACTION BUDGET: $
All parents will be invited to attend an open house event to welcome students and provide information to parents. Haas Hall will provide information concerning the parental involvement programs to parents at this meeting and throughout the year via school mailings, Superintendent news letters and e-mail correspondence. Action Type: Collaboration Action Type: Parental Engagement	Ryan Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • Teachers	ACTION BUDGET: $
Administration will designate two Parent/Faculty conferences each school year. Haas Hall	Ryan	Start:	• Administrative	

Academy will bring in via its guest speakers lunch program university officials to inform scholars about admission requirements, financial aid, scholarship requirements, etc. Parents of scholars are notified of the guest speakers coming to Haas Hall Academy and are always invited to attend. Action Type: Collaboration Action Type: Parental Engagement	Mennecke	07/01/2006 End: 06/30/2007	Staff • Teachers	ACTION BUDGET: $
Total Budget:				$0

Priority 2: Improve School Wide Literacy

Supporting Data:

1. Combined Population: End-of-Course Literacy Exam: In 2005, 4 students were tested and 75% scored proficient or advanced. In 2006, 14 students were tested and 93% scored profiecient or better.
2. Student with Disabilities (IEP): No significant population.
3. Limited English Proficient (LEP): No significant population.
4. Economically Disadvantaged (SES): No significant population.
5. Caucasian: In 2005, 4 students were tested and 75% scored proficient or advanced. In 2006, 15 students were tested and 93% scored profiecient or better on the Literacy exam. The lowest identified areas for the combined population were: passage types, lit/content/practical open response.
6. African-American: No significant population.
7. Hispanic: No significant population.
8. Attendance Rate: In 2005, the attendance rate the school was 96%. In 2006, the attendance rate the school was 95.2%.
9. ITBS Total Reading: Did not administer. Did not administer in 2006.
10. In June 2006, HHA graduation rate was 100% with a total of five students.

Goal: All scholars will improve in reading comprehension and written expression with additional attention to Literacy and Content reading passages and Mechanics and Sentence Formation.

Benchmark: "The Combined Population, and each subgroup, is expected to meet the AYP target calculated by the ADE and included in the NCLB Accountability Workbook."

Intervention: Parental Involvement Plan

Scientific Based Research: Parental Involvement ACT 603

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will receive training to enhance understanding of effective parental involvement strategies focusing on sustained reading and reading comprehension. Action Type: Parental Engagement Action Type: Professional Development	Martin Schoppmeyer	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff	ACTION BUDGET: $
The district will designate two Parent/Faculty Conferences each school year. This meeting will be used to update the parents on the scholar's literacy progress as well as discuss strategies for improvement. Action Type: Collaboration Action Type: Parental Engagement	Ryan G Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
A Haas Hall Academy graduate will be chosen to serve on the Alumni/Parent Advisory Committee as the literacy representative. A Haas Hall Academy Parent will be chosen to serve on the Alumni/Parent Advisory Committee as the literacy representative. Action Type: Collaboration	Ryan G Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $

Action Type: Parental Engagement Action Type: Plan Evaluation				
Administration and faculty will collaborate with the Fayetteville Public Library to get involved in reading programs, volunteering, and other events. Action Type: Collaboration Action Type: Parental Engagement	Ryan G Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • Public Library • Teachers	ACTION BUDGET: $
Parent facilitator will be chosen to facilitate parental involvement. Action Type: Parental Engagement	Ryan G Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • Community Leaders • District Staff • Teachers	ACTION BUDGET: $
Parents will be provided with Information/Family Kits. Action Type: Parental Engagement	Ryan G Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff	ACTION BUDGET: $
Parent Center site was designated. Action Type: Professional Development	Ryan G Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff	ACTION BUDGET: $
Policies are in place to ensuring parent participation and an inviting environment o Parent Visitation o Pick-Up procedures o Classroom visitation o Volunteer Plan (including resource book) Action Type: Parental Engagement	Ryan Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff	ACTION BUDGET: $
Parenting books, magazines and other materials regarding responsible parenting are provided through the library, advertise the current selection, and give parents an opportunity to borrow these materials. Action Type: Parental Engagement	Ryan G Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff • School Library	ACTION BUDGET: $
A notice will be published in the newspaper at the end of the school year honoring parents who attend all parent-teacher conferences scheduled by the school. Action Type: Parental Engagement	Ryan Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Statements attesting to the school district's commitment to parental involvement are distributed to parents of students Action Type: Parental Engagement	Ryan Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff	ACTION BUDGET: $
Parents Make a Difference evenings --a report is given on the state of the school and an overview of what students will be learning; how students will be assessed; what parents should expect for their child's education; and how parents can assist and make a difference Action Type: Collaboration Action Type: Parental Engagement	Ryan Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff	ACTION BUDGET: $
Seminars to inform the parents of high school students about how to be involved in the	Ryan G	Start:	• Administrative	

decisions affecting course selection, career planning, and preparation for post-secondary opportunities. Action Type: Parental Engagement	Mennecke	07/01/2006 End: 06/30/2007	Staff • District Staff	ACTION BUDGET: $
Tips for how parents can foster their child's success and contact employers about including these with payroll checks Action Type: Parental Engagement	Ryan Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff	ACTION BUDGET: $
Total Budget:				$0

Intervention: Reading in the Content Areas

Scientific Based Research: Billmeyer,Rachel & Mary Lee Barton, Teaching Reading in the Content Areas, If Not Me, Then Who? McREL, c1998

Actions	Person Responsible	Timeline	Resources	Source of Funds
School-wide reading/study periods will be established during the school day. Action Type: AIP	Ryan Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • Teachers	ACTION BUDGET: $
Faculty, administration, staff, volunteers and parents will collaborate to implement efforts that include mentoring, after school programs, incentives for proficient or advanced scores, etc... to encourage and inspire scholars to meet literacy goals. Action Type: AIP Action Type: Collaboration Action Type: Parental Engagement	Martin Schoppmeyer	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • Community Leaders • Computers • Public Library • Teachers	ACTION BUDGET: $
ACSIP literacy team will meet to review scholar work, share effective assessment strategies, and align instructional objectives to assist all scholars in achieving proficiency in reading and writing in all content areas. Action Type: Parental Engagement Action Type: Technology Inclusion	Marilyn Schoppmeyer	Start: 07/01/2005 End: 06/30/2006		ACTION BUDGET: $
Provide opportunities for individual and group research projects that are integrated with classroom instruction, and that result in presentations that display reading comprehension skills and the ability to communicate content knowledge in writing. Action Type: Collaboration Action Type: Technology Inclusion	Diana Lowery	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • Community Leaders • Computers • District Staff • Outside Consultants • Performance Assessments • Public Library • Teachers	ACTION BUDGET: $
Compare the scores on the literacy portion of the benchmark exams to the aligned	Martin	Start:	• Administrative	

curriculum to identify areas of weakness and gaps in curriculum. Action Type: Alignment Action Type: Plan Evaluation	Schoppmeyer	07/01/2006 End: 06/30/2007	Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Investigate ways to involve the literary community to motivate and otherwise inspire students and support the advancement of academics at Haas Hall Academy. Action Type: AIP Action Type: Collaboration Action Type: Parental Engagement	Diana Lowery	Start: 07/01/2006 End: 06/30/2007	• Community Leaders • Public Library • Teachers	ACTION BUDGET: $
Title V funds used to purchase media materials. Action Type: Alignment Action Type: Technology Inclusion	Ryan G Mennecke	Start: 07/01/2006 End: 06/30/2007	• District Staff • School Library • Teachers	ACTION BUDGET: $
School administration and english faculty will meet to both asses and revise the school's ACSIP Plan. Assessment will include but is not limited to analytical study of school testing data. Action Type: Collaboration Action Type: Plan Evaluation	Dr. Schoppmeyer	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Haas Hall Academy will provide a quality, organized and focused literacy environment. We will implement one literacy block each day for the scholars that scored below proficient, with 83 minutes uninterrupted reading with combined accelerated reader software. Action Type: Alignment Action Type: Collaboration	Ryan Mennecke	Start: 08/15/2006 End: 06/01/2007		ACTION BUDGET: $
Total Budget:				$0

Intervention: Improve reading comprehension and writing skills, especially in regard to content and style

Scientific Based Research: "Strategies That Work" S. Harvey & A. Goudvis; "Thematic Units-Writing Across the Curriculum" by Roger Taylor

Actions	Person Responsible	Timeline	Resources	Source of Funds
Faculty will horizontally and vertically map and align their curriculum with the Arkansas frameworks. Action Type: AIP Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Julianne Lewis	Start: 07/01/2005 End: 06/30/2006		ACTION BUDGET: $
Faculty will incorporate writing prompts that are within the context of their reading selection and language objectives. Action Type: AIP Action Type: Collaboration	Diana Lowery	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • Teachers	ACTION BUDGET: $
Content area teachers will align assessments to reflect the literacy end of course benchmark format. Action Type: Alignment	Diana Lowery	Start: 07/01/2006 End:	• Administrative Staff • District Staff	ACTION

Action Type: Collaboration Action Type: Plan Evaluation		06/30/2007	• Performance Assessments • Teachers	BUDGET: $
Administration and faculty will annually review data to determining the focus areas. Action Type: AIP Action Type: Alignment Action Type: Collaboration Action Type: Plan Evaluation	Martin Schoppmeyer	Start: 07/01/2006 End: 06/30/2007		ACTION BUDGET: $
Faculty will collaborate with media specialists to purchase Accelerated Reading materials Action Type: AIP Action Type: Collaboration Action Type: Professional Development	Marilyn Schoppmeyer	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • Public Library • Teachers	ACTION BUDGET: $
Faculty will attend professional development that demonstrates how to incorporate technology within the curriculum. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Ryan G Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • Public Library • Teachers	ACTION BUDGET: $
Teachers will keep a student portfolio for each student throughout the school year to contain running records, teacher observations, writing samples, and other assessments. These portfolios will be reviewed to determine students' progress. Action Type: Alignment Action Type: Plan Evaluation	Diana Lowery	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Review and evaluate plan at regular staff and grade level meetings and annual reports to the public. Update student data and reports annually. Students that score below proficient on the End-of-Course Benchmark Exams will be placed on AIPs to improve their areas of weakness. Action Type: AIP Action Type: Alignment Action Type: Plan Evaluation	Ryan Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Total Budget:				$0

Intervention: Step up to Writing

Scientific Based Research: Butler, A., & Turbill, J. (1984). Towards a Reading-Writing Classroom. Portsmouth, NH: Heinemann. Harvey, Stephanie and Goudbis, Anne. Strategies That Work; teaching Comprehension to enhance understanding. 2000.Stenhouse. Fletcher, Ralph and Portalupi, JoAnn. Craft Lessons: teaching writing K-8. 1998. Stenhouse. Buel, Doug, ed. Classroom Strategies for Interactive Learning. 2d. ed., 2000. IRA. Tompkins, Gail. Teaching Writing: balancing process and product. 3rd Ed., 2000. Prentice-Hall.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teacher Workshops conducted by trained personnel from local cooperatives training list. Action Type: Professional Development	Ryan G Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • Central Office • District Staff • Outside	ACTION BUDGET: $

			Consultants • Teachers	
Writing Samples, End-of-Course from classrooms, Classroom Walkthroughs, and Grade Level Checklist. Action Type: Plan Evaluation	Diana Lowery	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
All teachers will have the opportunity to participate in the school and district professional development plan. Teachers will use an instrument developed by the district professional development committee to evaluate the effectiveness of the professional development plan, the course offerings and the effectiveness of the knowledge gained. All new teachers and teachers in need of professional growth assistance will be assigned a mentor in order to assist them in attaining their professional development goals. Annually, upon review of the test data the professional development committee, working under the guidelines of the district professional development plan, will develop a professional development plan for the school and individual teachers based on information obtained through data analysis. All new teachers (first 3 years) and teachers in need of assistance will be assigned a mentor to assist them in reaching their professional development goals and needs. All teachers will have the opportunity to have input on the district and building level professional development plan. The district will provide all teachers and administrators will no less then 60 hours of professional development including 6 hours of technology and 2 hours of parental involvement development (3 hour of Parental Involvement for Administrators) and those who teach Arkansas History, 2 hours of training in that subject. Teachers will have the opportunity to evaluate the benefit of the professional development activities and provide feedback on needed changes. Action Type: Alignment Action Type: Collaboration Action Type: Plan Evaluation Action Type: Professional Development	Ryan G Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • Central Office • District Staff • Outside Consultants • Performance Assessments • Teachers • Title Teachers	ACTION BUDGET: $
Total Budget:				$0

Priority 3: Improve math skills school wide.

Supporting Data:

1. Combined Population: End-of-Course Geometry Exam: In 2005, 5 students were tested and 60% scored proficient or advanced. In 2006, 82% of combined students scored at or above proficient on Geometry exam; The lowest identified areas for the combined population were: triangle open response, measurement open response, coordinate geometry and transformation open response.
2. Student with Disabilities (IEP): No significant population.
3. Limited English Proficient (LEP): No significant population.
4. Economically Disadvantaged (SES): No significant population.
5. Haas Hall grad rate for 2005-2006 is 100% at five students.
6. African-American: No significant population.
7. Hispanic: No significant population.
8. Attendance Rate: In 2005, the attendance rate was 96%. In 2006, the addendance rate was 95.2%.
9. Iowa Test of Basic Skills (ITBS): Not Administered in 2005 or 2006
10. There were no students tested in 2005. In 2006, 70% of combined students scored at or above proficient on Algebra I exam; The lowest identified areas for the combined population were: Language of algebra open response, Solve equations and inequalities, and non Linear functions.

11.

Goal All scholars will improve their ability to solve mathematical problems, particularly open-response questions.

Benchmark "The Combined Population, and each subgroup, is expected to meet the AYP target calculated by the ADE and included in the NCLB Accountability Workbook."

Intervention: Curriculum Mapping and Alignment

Scientific Based Research: Jacobs, Heidi Hayes. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12. ASCD.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Align curriculum with the Arkansas frameworks, SAT9, and ACT test. Action Type: Alignment	Ryan G Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Review curriculum maps monthly and annually to ensure alignment. Action Type: Alignment Action Type: Plan Evaluation	Ryan Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
ACSIP mathematics team will meet to review scholar work, share effective assessment strategies, and align instructional objectives to assist all scholars in achieving proficiency in all mathematical content areas. Action Type: AIP Action Type: Alignment Action Type: Collaboration Action Type: Plan Evaluation	Marilyn Schoppmeyer	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • Teachers	ACTION BUDGET: $
Review and evaluate plan at regular staff and grade level meetings and annual reports to the public. Update student data and reports annually. Students that score below proficient on the End-of-Course Benchmark Exams will be placed on AIPs to improve their areas of weakness. Action Type: AIP Action Type: Alignment Action Type: Plan Evaluation	Ryan Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
School administration and mathematics faculty will meet to both asses and revise the school's ACSIP Plan. Assessment will include but is not limited to analytical study of school testing data. Action Type: Collaboration Action Type: Plan Evaluation	Dr. Schoppmeyer	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Providing scholarships, signing bonuses, or other financial incentives, such as differential pay, for teacher to teach in academic subjects in which there exists a shortage of highly qualified teachers within a school or the local school district and in schools in which there exists a shortage of highly qualified teachers Action Type: Alignment Action Type: Collaboration	Ryan Mennecke	Start: 07/28/2006 End: 06/02/2007	• Title Teachers	Title II-A - Employee Salaries: $235.00 Title II-A - Employee $30.00

				Benefits: ACTION BUDGET: $265
The acquisition and use of instructional and educational equipment, including scientific calculators, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards, that will be used to improve student academic achievement, and that are part of an overall education reform program. Action Type: Collaboration Action Type: Technology Inclusion	Paul Wolf	Start: 07/28/2006 End: 06/02/2007	• Teachers	Title V - Materials & Supplies: $68.00 ACTION BUDGET: $68
Total Budget:				$333

Intervention: Improve mathematics instruction emphasizing open-response questions.

Scientific Based Research: "Designing Performance Assessments" J. McTighe; "Making Standards Work" Doug Reeves; "Instructional Alignment" Lisa Carter, ADE

Actions	Person Responsible	Timeline	Resources	Source of Funds
Scholars will be required to take vocabulary assessments from a standard list. Action Type: AIP Action Type: Alignment Action Type: Plan Evaluation	Paul Wolf	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Mathematics instruction will include higher order thinking skill questions on homework at least once a week. Action Type: AIP Action Type: Alignment	Paul Wolf	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • Teachers	ACTION BUDGET: $
Faculty and Administration will collaborate to analyze the curriculum both horizontally and vertically, and to identify any overlaps or gaps in the curriculum. Action Type: AIP Action Type: Alignment Action Type: Collaboration Action Type: Plan Evaluation Action Type: Professional Development	Ryan G Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff • Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: $
Haas Hall will implement math tutoring program in conjunction with University of Arkanas student academic/honor organizations. Action Type: AIP Action Type: Collaboration	Ryan Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • Outside Consultants • Public Library • Teachers	ACTION BUDGET: $
Faculty and Staff will take part in school improvement planning and implementation sessions.	Martin Schoppmeyer	Start: 07/01/2006	• Administrative Staff	

Action Type: Alignment Action Type: Collaboration Action Type: Plan Evaluation Action Type: Professional Development		End: 06/30/2007	• Community Leaders • District Staff • Teachers	ACTION BUDGET: $
Haas Hall Academy will provide a quality, organized and focused literacy environment. We will implement one literacy block each day for the scholars that scored below proficient, with 83 minutes uninterrupted reading with combined accelerated reader software. Action Type: Alignment Action Type: Collaboration	Paul Wolf	Start: 08/15/2006 End: 06/15/2007		ACTION BUDGET: $
Total Budget:				$0

Intervention: Parental Involvement Plan

Scientific Based Research: Parental Involvement ACT 603

Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will designate two Parent/Faculty Conferences each school year. This meeting will be used to update the parents on the scholar's mathematics progress as well as discuss strategies for improvement. Action Type: Collaboration Action Type: Parental Engagement	Ryan G Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • Teachers	ACTION BUDGET: $
A Haas Hall Academy graduate will be chosen to serve on the Alumni/Parent Advisory Committee as the mathematics representative. A Haas Hall scholar parent will be chosen to serve on the Alumni/Parent Advisory Committee as the mathematics representative. Action Type: Collaboration Action Type: Parental Engagement	Ryan Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • Community Leaders • Teachers	ACTION BUDGET: $
Teachers will receive training to enhance understanding of effective parental involvement strategies focusing on mathematical problem solving. Action Type: AIP Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Martin Schoppmeyer	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • Teachers	ACTION BUDGET: $
Administration and faculty will collaborate with the University of Arkansas Department of Engineering to get involved in programs that support mathematical problem solving in the college environment. Action Type: AIP Action Type: Collaboration Action Type: Parental Engagement	Ryan G Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Parent facilitator will be chosen to facilitate parental involvement. Action Type: Parental Engagement	Ryan G Mennecke	Start: 07/01/2006 End:	• Administrative Staff • Community	ACTION $

		06/30/2007	Leaders • District Staff • Teachers	BUDGET:
Parents will be provided with Information/Family Kits. Action Type: Parental Engagement	Ryan G Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff	ACTION BUDGET: $
Parent Center site was designated. Action Type: Parental Engagement	Ryan G Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff	ACTION BUDGET: $
Policies are in place to ensuring parent participation and an inviting environment o Parent Visitation o Pick-Up procedures o Classroom visitation o Volunteer Plan(including resource book) Action Type: Parental Engagement	Ryan Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff	ACTION BUDGET: $
Parenting books, magazines and other materials regarding responsible parenting are provided through the library, advertise the current selection, and give parents an opportunity to borrow these materials. Action Type: Parental Engagement	Ryan Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff • School Library	ACTION BUDGET: $
A notice will be published in the newspaper at the end of the school year honoring parents who attend all parent-teacher conferences scheduled by the school. Action Type: Parental Engagement	Ryan G Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Statements attesting to the school district's commitment to parental involvement are distributed to parents of students Action Type: Parental Engagement	Ryan G Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff	ACTION BUDGET: $
Parents Make a Difference evenings --a report is given on the state of the school and an overview of what students will be learning; how students will be assessed; what parents should expect for their child's education; and how parents can assist and make a difference Action Type: Collaboration Action Type: Parental Engagement	Ryan G Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff	ACTION BUDGET: $
Seminars to inform the parents of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for post-secondary opportunities. Action Type: Parental Engagement	Ryan G Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff	ACTION BUDGET: $
Tips for how parents can foster their child's success and contact employers about including these with payroll checks Action Type: Parental Engagement	Ryan G Mennecke	Start: 07/01/2006 End: 06/30/2007	• Administrative Staff • District Staff	ACTION BUDGET: $
Total Budget:				$0

Priority 4: Wellness: Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity.

Supporting Data:

1. In 2005-2006, BMI results for Haas Hall Academy indicated that 37% of the student male population was at risk of being overweight or were overweight. This is an increase of 4.2% indicated from the 2003-2004 BMI screening.
2. In 2005-2006, BMI results for Haas Hall Academy indicated that 38.5% of the female student population was at risk of being overweight or were overweight. This is an increase of 2.8% indicated from the 2004-2005 BMI screening.
3. The 2004-2005 School Health Index results related that students do not receive 150 minutes of physical activity per week.
4. As related by the Arkansas Governor's Initiative Healthy Arkansas, 55.3% of Arkansans failed to meet recommendations for moderate or vigorous activity. (http://www.arkansas.gov/ha/physical)

Goal: Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity.

Benchmark: Healthier BMI results will be evident by June 30, 2007.There will be a 10% difference in the 2007-2008 BMI results indicating healthier lifestyles are being practiced.

Intervention: Haas Hall Academy will encourage strategies and activities that encourage a non-sedentary lifestyle.

Scientific Based Research: Let's Get Physical – Promotion and Education Strategies by Dr. Hal Wechsler http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf

Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement and encourage participation in extracurricular program that supports physical activity, i.e. walking challenge, personal fitness class, bowling, golf, track Action Type: parent engagement Action Type: collaboration Action Type: wellness Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Ryan G Mennecke	Start: 06/02/2006 End: 06/02/2007		ACTION BUDGET: $
Promote reduction of time scholars spend engaged in sedentary activities such as watching television and playing video games Action Type: parent engagement Action Type: Wellness Action Type: Parental Engagement Action Type: Wellness	Ryan G Mennecke	Start: 06/02/2006 End: 06/02/2006		ACTION BUDGET: $
Encourage development and participation in family oriented, community-based physical activity program. Action Type: parent engagement Action Type: wellness Action Type: collaboration Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Ryan G Mennecke	Start: 06/02/2006 End: 06/02/2007		ACTION BUDGET: $
Total Budget:				$0

Priority 5: Prevent possible drug and violent behavior by using video surveillance.

Supporting Data:

1. Risk Factors ofr Adolescent Drug and Alcohol Abuse in Arkansas, Peterson, Randopph L. Alcohol and Drug Abuse Prevention Center, UALR, 2003.
2. On June 7, 2006 the United States Dept of Education issued a Safe School Initiative Final Report that showed an increase in frequency for targeted school violence. Before 1985 the reported violent acts in schools would range from 6 to 14 years apart, since 1985 school violence has increased in frequency to ever year with multi incidents. http://www.ed.gov/admins/lead/safety/preventingattacksreport.doc
3. In 2005-2006 school year, 0 students were suspended in the Haas Hall Academy School District for incidents related to drug and alcohol use do to constant video surveillance indoors and outdoors.

Goal: Prevent possible drug and violent behavior by using video surveillance.

Benchmark HHA will have no violent or drug activity in or around school property.

Intervention: By using video surveilance in and around schools, HHA will prevent violent and drug behavior.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Install and maintain video surveilence in and around school.Purchase videos for parents on campus to discourage drug use. Action Type: Collaboration Action Type: Technology Inclusion	Ryan Mennecke	Start: 07/28/2006 End: 06/02/2006	• Administrative Staff	Title IV-A - Purchased Services: $38.00 Title IV-A - Materials & Supplies: $59.00 ACTION BUDGET: $97
Total Budget:				$97

- Planning Team

Classification	Name	Position	Committee
Business Representative	Dr. William K. Warnock	Consultant	Parental Involvement
Classroom Teacher	Diana Lowery	English	Literacy
Classroom Teacher	Mr. Justin Sockrider	Spanish/Mathematics	Mathematics
Classroom Teacher	Ms. Sara Ress	Chemistry/Mathematics	Mathematics
Classroom Teacher	Paul Wolf	Physics	Mathematics
Classroom Teacher	Rebecca Luebker	English	Literacy
Classroom Teacher	Ryan G Mennecke	Engineering	Mathematics
District-Level Professional	Dr. Martin W. Schoppmeyer, Jr.	Superintendent	Parental Involvement
District-Level Professional	Mrs. Marilyn Schoppmeyer	District Pathwise Coordinator	Literacy/Mathematics
Non-Classroom Professional Staff	Mrs. Carin Schoppmeyer	Director of School-Community Relations	Parental Involvement
Non-Classroom Professional Staff	Ms. Janet Reed	Paraprofessional	Literacy
Principal	Ryan G Mennecke	Headmaster	Parental Involvement

HAAS HALL ACADEMY

THE PRIVATE SCHOOL EXPERIENCE IN A PUBLIC SCHOOL SETTING

Non-Discrimination Policy

"Diversity is that aspect of our community that represents the different thought processes, backgrounds, characteristics and skill sets that each individual brings to the pursuit of our common mission. Haas Hall Academy's commitment to diversity is in providing an environment where each individual is respected, honored and supported, and is rewarded on the basis of personal achievement and contribution. Haas Hall Academy does not discriminate on the basis of sex, national origin, race, ethnicity, religion, disability or athletic eligibility."

*Posted in all school materials, entrances and exits in the building.

HAAS HALL ACADEMY

THE PRIVATE SCHOOL EXPERIENCE IN A PUBLIC SCHOOL SETTING

13370 RHEAS MILL ROAD FARMINGTON, AR. 72730 – (479) 267.4805 – HTTP://HAASHALL.ORG

Minority Teacher and Administrator Recruitment Plan

Haas Hall Academy is committed to providing its scholars with a positive and diverse environment. Diversity is that aspect of our community that represents the different thought processes, backgrounds, characteristics and skill sets that each individual brings to the pursuit of our common mission. Haas Hall Academy's commitment to diversity is in providing an environment where each individual is respected, honored and supported, and is rewarded on the basis of personal achievement and contribution. Haas Hall Academy teaches students diversity to better prepare them for the global economy. Haas Hall Academy does not discriminate on the basis of sex, national origin, race, ethnicity, religion, disability or athletic eligibility.

Haas Hall Academy's Recruitment Plan will place an emphasis on the recruitment of minority candidates for administrator and faculty positions and participation in school-wide committees. The plan shall be a part of the Equity Assistance Plan filed annually with the Equity Assistance Center of the State Department of Education and shall be updated annually.

The minority faculty and administrator recruitment plan shall include but not be limited to the following information:

1. The goals of Haas Hall Academy for the recruitment of minority faculty and administrators for next school year;
2. The steps Haas Hall Academy has taken to meet its goals;
3. The progress of Haas Hall Academy in recruiting minority teachers and administrators;
4. The measures Haas Hall Academy will use to meet its employment goals;
5. If Haas Hall Academy did not meet the goals for the previous reporting period, Haas Hall Academy shall state the reasons for not meeting the goals;
6. The number and percentage of members of racial minorities who were employed as faculty or administrators in each of the last 5 years;
7. The racial composition of the student body and the racial composition of the school

Haas Hall Academy shall establish a minority faculty/staff/administrator/school board goal at least equal to the percentage of minority students of the district. Haas Hall Academy shall designate an employee to coordinate implementation of its recruitment plan. The designated Equity Assistance Coordinator in the school district may serve as the coordinator of the district's recruitment plan.

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How will Haas Hall Academy meet its goals?
In our effort to maintain a diverse academic community Haas Hall Academy will actively recruit minority candidates for open faculty and administrator positions by:

- Posting position openings on our website http://haashall.org
- Position openings posted in our facilities
- Submitting position openings to university and college teacher resource job centers, in particular at historically black institutions
- Posting position openings on the (Arkansas Association of Educational Administrators) AAEA website
- ADE recommended web-based recruitment service http://Teachers-Teachers.com
- Postings in local and state papers

Haas Hall Academy Racial Minorities Breakdown 2005.2006 (by percentage)*

Scholars	Staff	Faculty	Administrators	School Board
10%	8%	8%	0%	0%

*Haas Hall Academy began operating in the 2004.2005 academic year

Goals of Haas Hall Academy
Haas Hall Academy serves the need of all students in congressional district three regardless of sex, national origin, race, ethnicity, religion, disability or athletic eligibility. In our inaugural year we have no data from which to make informed research-based goals or the ability to formulate strategic plans. We have less than 5% minority student population and are under no obligation to submit this plan to the Arkansas Department of Education.

Equal Educational Opportunities
Haas Hall Academy does not discriminate and no scholar will be denied the benefits of any educational program or activity on the basis of sex, national origin, race, ethnicity, religion, disability or athletic eligibility.

Policy for Handling Personnel Problems

The Board of Education recognizes the need to implement an orderly process for the early resolution of differences concerning the implementation of established rules and policies and to provide for an orderly settlement in a manner fair and equitable to all employees.

The Board of Education urges all employees to communicate observations and concerns which could ensure and improve the efficient operation of the District.

Definitions and Procedures

Definitions

Teacher - any person employed by the in an instruction capacity.

Grievance - a disagreement between two or more teachers concerning the interpretation of existing laws, contracts, policies of the Board of Education, or established rules.

Workday - any Monday through Friday, inclusive, except for those holidays listed on the approved school calendar.

Professional communication - communications which give appropriate attention to matters of mutual professional concern. They should be in writing and given prompt attention.

Professional Communications Procedures

All employees should communicate their observations and concerns which would ensure and improve efficient operations of the District. Any employee may file a Professional Communication. The receiver of the Professional Communication will reply in writing within 10 days if so requested. If the sender is not satisfied with the reply, the sender may continue with the full grievance process.

Grievance Procedures

All teachers in the school district shall have the right to challenge the application and/or interpretation of rules, regulations, or policies affecting teachers through recognized administrative channels. Each teacher or group of teachers who have a grievance may process it by giving written notice of the grievance to their immediate supervisor. At each administrative level the teacher has the right to a face-to-face presentation of his/her grievance and the right to have a representative present to assist in that presentation. If necessary or desired, the decision rendered at that level may be appealed to the next person in line as defined by the school district's organizational chart, until reaching the final staff appeal to the superintendent of schools. Should the teacher filing a grievance under this policy elect to seek court action, the processing of the grievance under this policy shall be closed.

Grievances that involve an administrator other than the building headmasters should be filed directly with that administrator or the superintendent.

HAAS HALL ACADEMY DOES NOT DISCRIMINATE ON THE BASIS OF SEX, NATIONAL ORIGIN, RACE, ETHNICITY, RELIGION, DISABILITY OR ATHLETIC ELIGIBILITY.

If the grievance is not resolved after reaching the superintendent of schools, it may be appealed to the Board of Education.

Each administrator will deal with a grievance as quickly as possible but will have a maximum of seven workdays after a grievance is filed in which to investigate and render a decision. The decision will be delivered in writing to the teacher(s) who filed the grievance. If no decision is delivered within the seven-day limit, the grievance may be advanced to the next level. If the teacher(s) decides to appeal this decision, copies of the decision and the original grievance should be forwarded to the next appropriate administrator, along with notice of appeal. Such an appeal must be made, in writing, within seven days of the announced decision.

If a teacher has exhausted all previous steps, the teacher may appeal to the Board of Education. Appeals made to the Board of Education shall be delivered to the President of the Board within seven workdays of the delivery of the superintendent's response to the grievance and should include all documentation (the original grievance, appeals, responses, statements from witnesses, etc.) assembled in regard to the grievance. The appellant should include a statement indicating the reason(s) for appealing the superintendent's decision and a rationale for asking the Board to reverse or alter that decision. Copies of the appeal shall be delivered to the superintendent of schools and to the other party to the grievance within one day of delivery to the Board President. When an appeal to the Board of Education is filed, consideration of that appeal will be placed on the agenda for the next regularly scheduled Board meeting. If the appeal states a grievance within the definition of this policy, the Board shall grant a hearing to the grievant at that meeting or at some later time mutually agreed to by the Board and the grievant, unless the grievant requests that the appeal decision be made on the basis of the written record.

If the Board determines that a grievance exists within the definition of this policy, and if the grievant requests that no hearing be held, the Board will report its final decision regarding the grievance to the parties to the grievance, in writing, within seven workdays after the Board meeting at which the appeal is considered.

When a hearing is held, the following conditions will apply:

1. The hearing will be open to the public unless the employee requests a private hearing.

2. If the hearing is closed (conducted in executive session), no record of the hearing will be made. If the hearing is open, a record of the hearing will be made by the Board, and a copy will be provided to either party to the grievance, upon request and payment of copying costs.

3. When a public hearing is held, the Board of Education can be represented by one person, and each of the two parties to the grievance can be represented by one person. Each party to the grievance, or the representative of that party, shall have an opportunity to make a statement to the Board and shall, at the discretion of the Board, have an opportunity to question the other party.

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4. When a public hearing is held, the Board reserves the right to call and question witnesses, including those suggested by either party to the grievance.

5. The President of the Board, or some other Board member appointed by the President, shall conduct the hearing before the Board as a whole.

6. The Board will report its final decision, in writing, to both parties to the grievance no later than seven workdays after its next scheduled meeting.

The Board's written response to a grievance will include the reason(s) for supporting or denying the grievance or for affecting a compromise between the parties to the grievance.

Forms for filing grievances shall be furnished by the business office.

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HAAS HALL ACADEMY

THE PRIVATE SCHOOL EXPERIENCE IN A PUBLIC SCHOOL SETTING

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Request for Consideration of Grievance

Name(s) of Grievant(s)_____

Date of Grievance_____

Description of the Grievance (Indicate names; dates, and specific policy, law, contract, or rule in question.):

_____

Signed (Attach additional pages, if necessary) *Date*

_____

Received by *Date*

Action:
#1 returned to grievant after action
#2 retained by administrator after action
#3 retained by grievant when grievance is field

_____

Signed *Date*

HAAS HALL ACADEMY DOES NOT DISCRIMINATE ON THE BASIS OF SEX, NATIONAL ORIGIN, RACE, ETHNICITY, RELIGION, DISABILITY OR ATHLETIC ELIGIBILITY.

Preface
The Constitution of the United States, through the Bill of Rights and subsequent amendments, gives all persons certain rights. The United States Supreme Court has declared that scholars do not shed these constitutional rights by walking through the school door. Scholars are protected by the Constitution and that responsibility for protection applies to boards of education as it does to other individuals and agencies. The state legislature gives school boards rule-making authority regarding scholar behavior, but such authority is balanced by the Constitution and the courts.

Scholars Have The Right To:

- Pursue, through study and self-application, a quality education at public expense and to attain personal goals through participation in the entire school program.
- Participation in school activities without being subject to unlawful discrimination on any basis. Where access to participation in programs of activities is on a competitive basis, each scholar has the right to compete on an equal basis.
- Express views or protest symbolically, so long as the manner of expression does not interfere with the orderly operation of the school or the rights of others.
- Participate in patriotic exercises or refrain from participating.
- Be secure in their persons, papers, and effects against unreasonable searches and seizures; have privacy in regard to their personal possessions, unless there is reasonable suspicion that the scholar is concealing materials prohibited by the law.

Scholars Have The Responsibility To:

- Attend classes daily, be on time to all classes, and obey school rules.
- Foster good human relations within the school by practicing courtesy and tolerance in their dealings with each other and members of the school staff, and to respect the dignity and worth of other individuals.
- Refrain from libel, slanderous remarks, and obscenity in verbal and written expression.
- Develop tolerance of the viewpoint and opinions of others: recognize the right of other individuals to form different points of view and to dissent in an orderly and respectful manner.

Athletic Programs
If a scholar plans to participate in a sport and play in the games, he/she must maintain the required grades of the school district and the Arkansas Activities Association. If a player leaves a team by mutual agreement of player and coach, then that player may join any other off-season program in progress. If an athlete quits a sport, he/she will not be allowed to enter another sport or off-season program until the sport he/she quit has been completed. The decision to allow a scholar to join the next program will be at the discretion of both coaches involved. Special situations that may occur must be approved by the coaching staff and administration.

The athletic or physical education program shall be considered only as a part of the school program. The athletic program follows these guidelines:

- Haas Hall Academy shall not exceed two games per week, except for tournaments.
- There will be no required practice on school holidays

Announcements
Announcements will be read each day during lunch. All scholars are responsible for knowing the information in the daily announcements. Announcement request should be delivered to the office prior to 3:30 p.m. on the day before the announcements are to be read.

District Report Card 2005

HAAS HALL ACADEMY (7240)

Indicator 1 Achievement

Criterion Referenced Achievement by Grade and Subgroup

NA:Data Not Obtainable, RV = Restricted Value (Value not published due to fewer than 10 students in the group.)

	Percent Tested Overall	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced	Percent Proficient and Above
Grade Three Literacy						
Grade Three Mathematics						
Grade Four Literacy						
Grade Four Mathematics						
Grade Five Literacy						
Grade Five Mathematics						
Grade Six Literacy						
Grade Six Mathematics						
Grade Seven Literacy						
Grade Seven Mathematics						
Grade Eight Literacy						
Grade Eight Mathematics						
End-of-Course Algebra 1						
End-of-Course Geometry						
Grade 11 Literacy						

Norm Referenced test_grade (ITBS) (National Percentile Rank)

Grade Three Reading Comprehension
Grade Three Math Concepts and Estimation
Grade Three Math Problem Solving and Data Interpretation
Grade Four Reading Comprehension
Grade Four Math Concepts and Estimation
Grade Four Math Problem Solving and Data Interpretation
Grade Five Reading Comprehension
Grade Five Math Concepts and Estimation
Grade Five Math Problem Solving and Data Interpretation
Grade SixReading Comprehension
Grade Six Math Concepts and Estimation
Grade Six Math Problem Solving and Data Interpretation
Grade Seven Reading Comprehension
Grade Seven Math Concepts and Estimation
Grade Seven Math Problem Solving and Data Interpretation
Grade Eight Reading Comprehension
Grade Eight Math Concepts and Estimation
Grade Eight Math Problem Solving and Data Interpretation
Grade Nine Reading Comprehension
Grade Nine Math Concepts and Problem Solving

ACT

Mathematics	0
English	0
Composite	0

Advanced Placement Courses (AP)

Number of Students Taking AP Courses	0
Number of Students Taking AP Exams	0
Number of Students Scoring 3,4,or 5	0

No Child Left Behind Adequate Yearly Progress (AYP)

This School was on Year One of School Improvement	0
This School was on Year Two of School Improvement	0
This School was on Year Three of School Improvement	0
This School was on Year Four of School Improvement	0

Indicator 2 Access

Annual Accreditation Status

Accredited	1
Accredited-Cited	0
Accredited-Probationary	0
Attendance Rate	92.8
Dropout Rate	0
Graduation Rate	0
Grade Inflation Rate	0
College Remediation Rate	0
October 1 Enrollment	16

Indicator 3 Retention

Number of Students Retained at Grade 1	0
Percent of Students Retained at Grade 1	0
Number of Students Retained at Grade 2	0
Percent of Students Retained at Grade 2	0
Number of Students Retained at Grade 3	0
Percent of Students Retained at Grade 3	0
Number of Students Retained at Grade 4	0
Percent of Students Retained at Grade 4	0
Number of Students Retained at Grade 5	0
Percent of Students Retained at Grade 5	0
Number of Students Retained at Grade 6	0
Percent of Students Retained at Grade 6	0
Number of Students Retained at Grade 7	0
Percent of Students Retained at Grade 7	0
Number of Students Retained at Grade 8	0
Percent of Students Retained at Grade 8	0

Indicator 4

Discipline

Discipline Polices Distributed to Parents	Y
Discipline Training Provided to Staff	Y
Parental Involvement Plan Adopted	Y
Expulsions	0
Weapons Incidents	0
Staff Assaults	0
Student Assaults	0

Indicator 5

Demographics	
Percent Completely Certified	100
Percent Requesting Certification Waivers	0
Percent with Bachelor's Degree	14
Percent with Master's Degree	14
Percent with Advanced Degree	0
Percent of Students Eligible for Free and Reduced Meals	6
Indicator 6 Choice	
Percent of Students Obtained Through School Choice	0
Indicator 7	
Economic	
District Total Mills Voted	0
District Expenditure Per Student	0
District Average Teacher Salary	0

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK - FINANCIAL ACCOUNTING MANAGEMENT SYSTEMS
DATE: 12/18/06
TIME: 09:44:41

HAAS HALL ACADEMY
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 13 OF 06

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
TOTAL NO FUND GROUP TITLE		.00	.00	.00	.00	.00	.00
1000	TEACHER SALARY FUND	.00	.00	.00	.00	.00	.00
1200	TEACHER SALARY	.00	.00	141,421.38	.00	141,421.38	.00
TOTAL TEACHER SALARY FUND		.00	.00	141,421.38	.00	141,421.38	.00
2000	OPERATING FUND	.00	.00	.00	.00	.00	.00
2200	OPERATING FUND	-192.00	373,511.79	14,500.00	203,560.92	174,615.19	9,643.68
2201	WALTON GRANT	.00	.00	.00	.00	.00	.00
2246	PROFESSIONAL DEVELOPMENT	.00	2,000.00	.00	.00	.00	2,000.00
2281	NSLA	192.00	.00	.00	.00	.00	192.00
TOTAL OPERATING FUND		.00	375,511.79	14,500.00	203,560.92	174,615.19	11,835.68
3000	BUILDING FUND	.00	.00	.00	.00	.00	.00
3200	BUILDING FUND	.00	.00	.00	.00	.00	.00
TOTAL BUILDING FUND		.00	.00	.00	.00	.00	.00
4000	DEBT SERVICE FUND	.00	.00	.00	.00	.00	.00
TOTAL DEBT SERVICE FUND		.00	.00	.00	.00	.00	.00
6501	CHAPTER I	.00	.00	.00	.00	.00	.00
6520	CHAPTER II	.00	56.00	.00	.00	.00	56.00
6535	US CHARTER FUND	.00	.00	.00	.00	.00	.00
6700	VI-B	.00	.00	.00	.00	.00	.00
TOTAL FEDERAL GRANTS FUND		.00	56.00	.00	.00	.00	56.00
7000	ACTIVITY FUND	.00	6,330.63	.00	.00	5,543.23	787.40
7001	HH ACT FUND	.00	.00	.00	.00	.00	.00
7200	ACTIVITY FUND	.00	.00	.00	.00	.00	.00
TOTAL ACTIVITY FUND		.00	6,330.63	.00	.00	5,543.23	787.40
8200	FOOD SERVICES	.00	2,647.23	442.47	.00	3,089.70	.00
TOTAL FOOD SERVICE FUND		.00	2,647.23	442.47	.00	3,089.70	.00
TOTAL		.00	384,545.65	156,363.85	203,560.92	324,669.50	12,679.08

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK - FINANCIAL ACCOUNTING MANAGEMENT SYSTEMS
DATE: 12/18/06
TIME: 09:45:41

HAAS HALL ACADEMY
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 5 OF 07

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
TOTAL NO FUND GROUP TITLE		.00	.00	.00	.00	.00	.00
1000	TEACHER SALARY FUND	.00	.00	.00	.00	.00	.00
1200	TEACHER SALARY	.00	.00	49,765.34	.00	65,516.62	-15,751.28
TOTAL TEACHER SALARY FUND		.00	.00	49,765.34	.00	65,516.62	-15,751.28
2000	OPERATING FUND	.00	.00	.00	.00	.00	.00
2200	OPERATING FUND	9,643.68	358,431.49	.00	74,765.34	114,502.16	178,807.67
2201	WALTON GRANT	.00	.00	.00	.00	.00	.00
2246	PROFESSIONAL DEVELOPMENT	2,000.00	.00	.00	.00	.00	2,000.00
2271	INCENTIVE SCHOOL	.00	175.00	.00	.00	.00	175.00
2281	NSLA	192.00	.00	.00	.00	.00	192.00
TOTAL OPERATING FUND		11,835.68	358,606.49	.00	74,765.34	114,502.16	181,174.67
3000	BUILDING FUND	.00	.00	.00	.00	.00	.00
3200	BUILDING FUND	.00	.00	.00	.00	.00	.00
TOTAL BUILDING FUND		.00	.00	.00	.00	.00	.00
4000	DEBT SERVICE FUND	.00	.00	.00	.00	.00	.00
TOTAL DEBT SERVICE FUND		.00	.00	.00	.00	.00	.00
6501	CHAPTER I	.00	.00	.00	.00	.00	.00
6520	CHAPTER II	56.00	.00	.00	.00	.00	56.00
6535	US CHARTER FUND	.00	.00	.00	.00	.00	.00
6700	VI-B	.00	.00	.00	.00	.00	.00
TOTAL FEDERAL GRANTS FUND		56.00	.00	.00	.00	.00	56.00
7000	ACTIVITY FUND	787.40	156.60	.00	.00	300.00	644.00
7001	HH ACT FUND	.00	.00	.00	.00	.00	.00
7200	ACTIVITY FUND	.00	.00	.00	.00	.00	.00
TOTAL ACTIVITY FUND		787.40	156.60	.00	.00	300.00	644.00
8200	FOOD SERVICES	.00	.00	.00	.00	.00	.00
TOTAL FOOD SERVICE FUND		.00	.00	.00	.00	.00	.00
TOTAL		12,679.08	358,763.09	49,765.34	74,765.34	180,318.78	166,123.39

12/18/06

ACCOUNTING PERIOD: 13/06

HAAS HALL ACADEMY

SUMMARY REVENUE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: 1=1 AND orgn.key_orgn = revledgr.key_orgn AND account.acct = revledgr.account

ACCOUNT	- - - - TITLE - - - - -	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
11110	PROPERTY TAXES-CURRENT	.00	.00	.00	.00	.00	.00
11130	PROPERTY TX-40% 7/1-12/31	.00	.00	.00	.00	.00	.00
11140	PROPERTY TAX-DELINQUENT	.00	.00	.00	.00	.00	.00
11150	EXCESS COMMISSION	.00	.00	.00	.00	.00	.00
11160	LAND REDEMP-IN STATE SALE	.00	.00	.00	.00	.00	.00
11400	PENALTIES/INTEREST ON TAX	.00	.00	.00	.00	.00	.00
12100	REVENUE IN LIEU OF TAXES	.00	.00	.00	.00	.00	.00
12900	OTHER LOCAL NON-LEA REVEN	.00	.00	.00	.00	.00	.00
13120	SUMMER SCHOOL	.00	.00	.00	.00	.00	.00
13190	OTHER PROGRAMS	.00	.00	.00	.00	.00	.00
13210	REGULAR DAY SCHOOL	.00	.00	.00	.00	.00	.00
13320	SUMMER SCHOOL	.00	.00	.00	.00	.00	.00
14190	OTHER PROGRAMS	.00	.00	.00	.00	.00	.00
14900	TRANS FEES-OTHER SOURCES	.00	.00	.00	.00	.00	.00
15100	INTEREST ON INVESTMENTS	.00	.00	.00	9.97	-9.97	.00
16200	DAILY SALES-NON-REIMBURS	.00	.00	.00	2,647.23	-2,647.23	.00
16300	SPECIAL FUNCTIONS	15,000.00	.00	.00	.00	15,000.00	.00
17220	STDNT SPON SALES-IE CANDY	.00	.00	.00	40.20	-40.20	.00
17900	OTHER STDNT ACTIVITY REV	.00	.00	.00	6,330.63	-6,330.63	.00
19000	OTHER REV-LOCAL SOURCES	.00	.00	.00	.00	.00	.00
19120	OTHER RENT-LAND OWNED LEA	.00	.00	.00	.00	.00	.00
19130	LEA BUILDGS & FACILITIES	.00	.00	.00	.00	.00	.00
19200	PRIVATE CONTRIBUTIONS	50,000.00	.00	.00	71,364.55	-21,364.55	142.73
19300	SALES OF SUPPLIES & MATER	.00	.00	.00	.00	.00	.00
19800	REFUNDS OF PRIOR YR EXPEN	.00	.00	.00	4,475.74	-4,475.74	.00
19900	MISC REV FR LOCAL SOURCES	.00	.00	.00	19,150.33	-19,150.33	.00
31100	STATE EQUALICATION AID	.00	.00	.00	.00	.00	.00
31101	FOUNDATION FUNDING	.00	259,374.00	.00	259,374.00	-259,374.00	.00
31110	STATE EQUALIZATION	.00	.00	.00	.00	.00	.00
31400	TRANSPORTATION AID	.00	.00	.00	.00	.00	.00
31700	CHARTER SCHOOL FUNDING	253,800.00	-259,374.00	.00	18,450.00	235,350.00	7.27
32110	ADULT BASIC	.00	.00	.00	.00	.00	.00
32120	ADULT GENERAL EDUCATION	.00	.00	.00	.00	.00	.00
32217	RESTRUCTURING	.00	.00	.00	.00	.00	.00
32224	ISOLATED GRANTS	.00	.00	.00	.00	.00	.00
32250	PATHWISE MENTORING GRANT	2,000.00	.00	.00	2,000.00	.00	100.00
32256	PROF DEVELOPMENT	.00	.00	.00	647.00	-647.00	.00
32310	HAND CHILD-SUPV/EXTEND YR	.00	.00	.00	.00	.00	.00
32320	G & T-AEGIS PGM	.00	.00	.00	.00	.00	.00
32700	PRESCHOOL	.00	.00	.00	.00	.00	.00
32900	OTHER	.00	.00	.00	.00	.00	.00
32912	GENERAL FACILITIES	.00	.00	.00	.00	.00	.00
45130	ESEA CH2 ELEM/SEC ED ACT	.00	.00	.00	56.00	-56.00	.00
45145	PUB CHARTER SCH TITLE V	.01	.00	.00	.00	.01	.00
51100	BONDED INDEBTEDNESS	.00	.00	.00	.00	.00	.00
51400	CURRENT LOANS	60,000.00	.00	.00	14,500.00	45,500.00	24.17
51900	NONCASH RECEIPT	35,000.00	.00	.00	.00	35,000.00	.00
52200	TRANS FROM OPERATING FUND	162,500.00	442.47	.00	141,863.85	20,636.15	87.30
52800	TRANS FROM FOOD SERVICE	.00	.00	.00	.00	.00	.00
53100	SALE OF EQUIPMENT	.00	.00	.00	.00	.00	.00
53400	COMPEN-LOSS FIXED ASSETS	.00	.00	.00	.00	.00	.00

SELECTION CRITERIA: 1=1 AND orgn.key_orgn = revledgr.key_orgn AND account.acct = revledgr.account

ACCOUNT - - - - TITLE - - - - -	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
TOTAL REPORT	578,300.01	442.47	.00	540,909.50	37,390.51	93.53

12/18/06

ACCOUNTING PERIOD: 5/07

HAAS HALL ACADEMY

SUMMARY REVENUE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: 1=1 AND orgn.key_orgn = revledgr.key_orgn AND account.acct = revledgr.account

ACCOUNT	- - - - TITLE - - - - -	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
11110	PROPERTY TAXES-CURRENT	.00	.00	.00	.00	.00	.00
11130	PROPERTY TX-40% 7/1-12/31	.00	.00	.00	.00	.00	.00
11140	PROPERTY TAX-DELINQUENT	.00	.00	.00	.00	.00	.00
11150	EXCESS COMMISSION	.00	.00	.00	.00	.00	.00
11160	LAND REDEMP-IN STATE SALE	.00	.00	.00	.00	.00	.00
11400	PENALTIES/INTEREST ON TAX	.00	.00	.00	.00	.00	.00
12100	REVENUE IN LIEU OF TAXES	.00	.00	.00	.00	.00	.00
12900	OTHER LOCAL NON-LEA REVEN	.00	.00	.00	.00	.00	.00
13120	SUMMER SCHOOL	.00	.00	.00	.00	.00	.00
13190	OTHER PROGRAMS	.00	.00	.00	.00	.00	.00
13210	REGULAR DAY SCHOOL	.00	.00	.00	.00	.00	.00
13320	SUMMER SCHOOL	.00	.00	.00	.00	.00	.00
14190	OTHER PROGRAMS	.00	.00	.00	.00	.00	.00
14900	TRANS FEES-OTHER SOURCES	.00	.00	.00	.00	.00	.00
15100	INTEREST ON INVESTMENTS	.00	.00	.00	.00	.00	.00
16200	DAILY SALES-NON-REIMBURS	.00	.00	.00	.00	.00	.00
16300	SPECIAL FUNCTIONS	.00	.00	.00	.00	.00	.00
17220	STDNT SPON SALES-IE CANDY	.00	.00	.00	.00	.00	.00
17900	OTHER STDNT ACTIVITY REV	.00	156.60	.00	156.60	-156.60	.00
19000	OTHER REV-LOCAL SOURCES	.00	.00	.00	.00	.00	.00
19120	OTHER RENT-LAND OWNED LEA	.00	.00	.00	.00	.00	.00
19130	LEA BUILDGS & FACILITIES	.00	.00	.00	.00	.00	.00
19200	PRIVATE CONTRIBUTIONS	60,000.00	6,410.00	.00	26,410.00	33,590.00	44.02
19300	SALES OF SUPPLIES & MATER	.00	.00	.00	.00	.00	.00
19800	REFUNDS OF PRIOR YR EXPEN	.00	.00	.00	.00	.00	.00
19900	MISC REV FR LOCAL SOURCES	100,000.00	498.50	.00	107,901.49	-7,901.49	107.90
31100	STATE EQUALICATION AID	.00	.00	.00	.00	.00	.00
31101	FOUNDATION FUNDING	.00	.00	.00	.00	.00	.00
31110	STATE EQUALIZATION	.00	.00	.00	.00	.00	.00
31400	TRANSPORTATION AID	.00	.00	.00	.00	.00	.00
31700	CHARTER SCHOOL FUNDING	409,072.00	44,824.00	.00	224,120.00	184,952.00	54.79
32110	ADULT BASIC	.00	.00	.00	.00	.00	.00
32120	ADULT GENERAL EDUCATION	.00	.00	.00	.00	.00	.00
32217	RESTRUCTURING	.00	.00	.00	.00	.00	.00
32224	ISOLATED GRANTS	.00	.00	.00	.00	.00	.00
32250	PATHWISE MENTORING GRANT	.00	-175.00	.00	.00	.00	.00
32256	PROF DEVELOPMENT	.00	.00	.00	.00	.00	.00
32310	HAND CHILD-SUPV/EXTEND YR	.00	.00	.00	.00	.00	.00
32320	G & T-AEGIS PGM	.00	.00	.00	.00	.00	.00
32361	INCENTIVE SCHOOL	.00	175.00	.00	175.00	-175.00	.00
32700	PRESCHOOL	.00	.00	.00	.00	.00	.00
32900	OTHER	.00	.00	.00	.00	.00	.00
32912	GENERAL FACILITIES	.00	.00	.00	.00	.00	.00
45130	ESEA CH2 ELEM/SEC ED ACT	.00	.00	.00	.00	.00	.00
45145	PUB CHARTER SCH TITLE V	.00	.00	.00	.00	.00	.00
51100	BONDED INDEBTEDNESS	.00	.00	.00	.00	.00	.00
51400	CURRENT LOANS	.00	.00	.00	.00	.00	.00
51900	NONCASH RECEIPT	.00	.00	.00	.00	.00	.00
52200	TRANS FROM OPERATING FUND	234,489.00	.00	.00	49,765.34	184,723.66	21.22
52800	TRANS FROM FOOD SERVICE	.00	.00	.00	.00	.00	.00
53100	SALE OF EQUIPMENT	.00	.00	.00	.00	.00	.00
53400	COMPEN-LOSS FIXED ASSETS	.00	.00	.00	.00	.00	.00

SELECTION CRITERIA: 1=1 AND orgn.key_orgn = revledgr.key_orgn AND account.acct = revledgr.account

ACCOUNT - - - - TITLE - - - - -	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
TOTAL REPORT	803,561.00	51,889.10	.00	408,528.43	395,032.57	50.84

12/18/06

ACCOUNTING PERIOD: 13/06

HAAS HALL ACADEMY

SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: 1=1 AND orgn.key_orgn = expledgr.key_orgn AND orgn.yr = expledgr.yr

ACCOUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
61110	CERT SALARY	162,500.00	.00	.00	141,421.38	21,078.62	87.03
61120	CLS SALARY	47,450.00	.00	.00	32,802.44	14,647.56	69.13
61710	CERT SUBSTITUTES	.00	.00	.00	.00	.00	.00
62110	CERT GROUP INS	.00	.00	.00	.00	.00	.00
62120	CLS GROUP INS	.00	.00	.00	.00	.00	.00
62210	CERT SOC SEC	9,545.00	.00	.00	8,532.22	1,012.78	89.39
62220	CLS SOC SEC	4,966.50	.00	.00	1,930.79	3,035.71	38.88
62260	CERT MEDICARE	2,216.25	.00	.00	1,995.38	220.87	90.03
62270	CLS MEDICARE	1,048.88	.00	.00	451.57	597.31	43.05
62310	CERT TCH RET-CONT	22,212.00	.00	.00	24,837.75	-2,625.75	111.82
62320	CLS TCH RET - CONT	10,167.00	.00	.00	6,353.73	3,813.27	62.49
62710	CERT HEALTH BENEFITS	1,272.00	.00	.00	1,210.00	62.00	95.13
62720	CLS HEALTH BENEFITS	3,349.00	.00	.00	1,834.00	1,515.00	54.76
63210	INSTRUCTIONAL	.00	.00	.00	32,726.74	-32,726.74	.00
63220	INST PGRM-IMPROVEMENT SVS	.00	.00	.00	.00	.00	.00
63400	TECHNICAL	.00	.00	.00	.00	.00	.00
63900	OTHER PURC PROF/TECH SVS	2,000.00	.00	.00	.00	2,000.00	.00
64110	WATER/SEWER	500.00	.00	.00	564.70	-64.70	112.94
64210	DISPOSAL/SANATATION	1,500.00	.00	.00	1,741.59	-241.59	116.11
64500	CONSTRUCTION SERVICES	.00	.00	.00	.00	.00	.00
65220	LIABILITY INSURANCE	4,800.00	.00	.00	.00	4,800.00	.00
65290	OTHER INSURANCE	6,000.00	.00	.00	3,012.48	2,987.52	50.21
65310	TELEPHONE	4,800.00	.00	.00	1,839.22	2,960.78	38.32
65320	POSTAGE	.00	.00	.00	53.40	-53.40	.00
65800	TRAVEL	.00	.00	.00	.00	.00	.00
65810	TRVL-CERT-IN DISTRICT	.00	.00	.00	78.00	-78.00	.00
65820	TRVL-CLS IN DISTRICT	.00	.00	.00	.00	.00	.00
65840	TRVL CLS OUT DISTRICT	1,200.00	.00	.00	337.58	862.42	28.13
65900	MISC PURC SVS	.00	.00	.00	115.00	-115.00	.00
65910	SVS PURCHASED LOCALLY	27,400.00	.00	.00	17,019.21	10,380.79	62.11
66100	GEN SUPPLIES	68,350.01	.00	.00	28,636.48	39,713.53	41.90
66220	ELECTRICITY	7,250.00	.00	.00	7,736.52	-486.52	106.71
66300	FOOD	14,500.00	.00	.00	3,037.69	11,462.31	20.95
66410	TEXTBOOKS	.00	.00	.00	3,662.76	-3,662.76	.00
66500	TECHN SUPPLIES	.00	.00	.00	.00	.00	.00
66510	SOFTWARE	.00	.00	.00	.00	.00	.00
66520	OTHER	.00	.00	.00	.00	.00	.00
66527	LOW VALUE TECH EQUIP	.00	.00	.00	.00	.00	.00
67300	EQUIPMENT	.00	.00	.00	.00	.00	.00
67330	FURNITURE & FIXTURES	.00	.00	.00	.00	.00	.00
67390	OTHER EQUIPMENT	.00	.00	.00	.00	.00	.00
67500	TECHN EQUIP	1,000.00	.00	.00	.00	1,000.00	.00
68100	DUES AND FEES	550.00	.00	.00	2,738.87	-2,188.87	497.98
68900	MISC EXPENDITURES	.00	.00	.00	.00	.00	.00
69100	REDEMPTION OF PRINCIPAL	.00	.00	.00	61,697.07	-61,697.07	.00
69310	TO SALARY FUND	162,500.00	.00	.00	141,421.38	21,078.62	87.03
69340	TO DEBT SERVICE FUND	.00	.00	.00	.00	.00	.00
69380	TO FOOD SERVICE FUND	.00	442.47	.00	442.47	-442.47	.00
69900	LOAN PAYMENT TO	.00	.00	.00	.00	.00	.00

12/18/06

HAAS HALL ACADEMY

ACCOUNTING PERIOD: 13/06

SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: 1=1 AND orgn.key_orgn = expledgr.key_orgn AND orgn.yr = expledgr.yr

ACCOUNT - - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
TOTAL REPORT	567,076.64	442.47	.00	528,230.42	38,846.22	93.15

12/18/06

HAAS HALL ACADEMY

ACCOUNTING PERIOD: 5/07

SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: 1=1 AND orgn.key_orgn = expledgr.key_orgn AND orgn.yr = expledgr.yr

ACCOUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
61110	CERT SALARY	234,489.00	15,751.28	.00	65,516.62	168,972.38	27.94
61120	CLS SALARY	68,066.66	5,672.22	.00	21,261.38	46,805.28	31.24
61710	CERT SUBSTITUTES	.00	.00	.00	.00	.00	.00
62110	CERT GROUP INS	.00	.00	.00	.00	.00	.00
62120	CLS GROUP INS	.00	.00	.00	.00	.00	.00
62210	CERT SOC SEC	14,191.11	393.47	.00	2,706.27	11,484.84	19.07
62220	CLS SOC SEC	4,567.33	892.57	.00	2,513.67	2,053.66	55.04
62260	CERT MEDICARE	3,318.89	92.02	.00	632.90	2,685.99	19.07
62270	CLS MEDICARE	1,068.17	208.74	.00	587.87	480.30	55.04
62310	CERT TCH RET-CONT	32,828.46	885.68	.00	6,147.17	26,681.29	18.73
62320	CLS TCH RET - CONT	9,949.34	2,113.62	.00	6,001.79	3,947.55	60.32
62710	CERT HEALTH BENEFITS	2,882.00	.00	.00	262.00	2,620.00	9.09
62720	CLS HEALTH BENEFITS	3,144.00	655.00	.00	2,279.44	864.56	72.50
63210	INSTRUCTIONAL	.00	4,000.00	.00	18,035.40	-18,035.40	.00
63220	INST PGRM-IMPROVEMENT SVS	.00	.00	.00	.00	.00	.00
63400	TECHNICAL	.00	.00	.00	.00	.00	.00
63430	BOOKKEEPING	900.00	.00	.00	.00	900.00	.00
63450	MEDICAL	2,880.00	.00	.00	.00	2,880.00	.00
63900	OTHER PURC PROF/TECH SVS	.00	.00	.00	.00	.00	.00
64110	WATER/SEWER	1,500.00	49.55	.00	288.79	1,211.21	19.25
64210	DISPOSAL/SANATATION	1,168.80	.00	.00	990.28	178.52	84.73
64420	EQUIP & VEHICLES	6,000.00	.00	.00	.00	6,000.00	.00
64500	CONSTRUCTION SERVICES	.00	.00	.00	.00	.00	.00
65220	LIABILITY INSURANCE	.00	.00	.00	.00	.00	.00
65290	OTHER INSURANCE	12,815.90	2,118.69	.00	8,096.93	4,718.97	63.18
65310	TELEPHONE	3,000.00	193.72	.00	985.47	2,014.53	32.85
65320	POSTAGE	.00	.00	.00	.00	.00	.00
65800	TRAVEL	.00	.00	.00	.00	.00	.00
65810	TRVL-CERT-IN DISTRICT	.00	.00	.00	.00	.00	.00
65820	TRVL-CLS IN DISTRICT	500.00	.00	.00	.00	500.00	.00
65840	TRVL CLS OUT DISTRICT	.00	.00	.00	.00	.00	.00
65900	MISC PURC SVS	.00	.00	.00	379.83	-379.83	.00
65910	SVS PURCHASED LOCALLY	2,290.68	720.00	.00	4,726.29	-2,435.61	206.33
66100	GEN SUPPLIES	12,000.00	443.42	.00	13,370.70	-1,370.70	111.42
66220	ELECTRICITY	10,000.00	742.56	.00	3,788.87	6,211.13	37.89
66300	FOOD	.00	.00	.00	.00	.00	.00
66410	TEXTBOOKS	2,729.37	.00	.00	4,499.13	-1,769.76	164.84
66500	TECHN SUPPLIES	.00	.00	.00	.00	.00	.00
66510	SOFTWARE	.00	.00	.00	.00	.00	.00
66520	OTHER	.00	.00	.00	.00	.00	.00
66527	LOW VALUE TECH EQUIP	.00	.00	.00	.00	.00	.00
67300	EQUIPMENT	.00	.00	.00	.00	.00	.00
67330	FURNITURE & FIXTURES	.00	.00	.00	.00	.00	.00
67340	EQUIP	6,500.00	.00	.00	.00	6,500.00	.00
67390	OTHER EQUIPMENT	.00	.00	.00	1,700.00	-1,700.00	.00
67500	TECHN EQUIP	.00	.00	.00	.00	.00	.00
68100	DUES AND FEES	1,500.00	25.00	.00	2,846.95	-1,346.95	189.80
68830	PROPERTY TAX	.00	.00	.00	1,523.13	-1,523.13	.00
68840	FED TAX OWED	.00	.00	.00	.00	.00	.00
68850	ST TAX OWED	.00	.00	.00	3,677.90	-3,677.90	.00
68860	TR OWED	.00	7,500.00	.00	7,500.00	-7,500.00	.00
68900	MISC EXPENDITURES	.00	.00	.00	.00	.00	.00

SELECTION CRITERIA: 1=1 AND orgn.key_orgn = expledgr.key_orgn AND orgn.yr = expledgr.yr

ACCOUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
69100	REDEMPTION OF PRINCIPAL	60,000.00	5,000.00	.00	25,000.00	35,000.00	41.67
69140	TAX FED OWED	26,500.00	.00	.00	.00	26,500.00	.00
69150	TAX ST OWED	16,690.00	.00	.00	.00	16,690.00	.00
69160	TAX TR OWED	25,000.00	.00	.00	.00	25,000.00	.00
69310	TO SALARY FUND	234,489.00	.00	.00	49,765.34	184,723.66	21.22
69340	TO DEBT SERVICE FUND	.00	.00	.00	.00	.00	.00
69900	LOAN PAYMENT TO	.00	.00	.00	.00	.00	.00
TOTAL REPORT		800,968.71	47,457.54	.00	255,084.12	545,884.59	31.85

DATE: 12/18/06 HAAS HALL ACADEMY MODULE NUM: BNKRE1AR
TIME: 09:58:49 BANK RECONCILIATION REPORT SORT BY CLEARED DATE
FOR PERIOD 5 OF 07 ALL CHECKS

SELECTION CRITERIA: genledgr.fund='0001' and genledgr.account in ('01010','01011

PAYEE NAME	CHECK DATE	CLEARED DATE	CHECK NUMBER	OUTSTANDING	CANCELLED
<<<ELECTRONIC TAX TRANSF	08/02/05		101	4,010.54	.00
AFLAC	08/02/05		102	291.24	.00
AR TEACHER RETIREMENT	08/02/05		103	3,068.19	.00
DEPARTMENT FINANCE AND A	08/02/05		104	700.61	.00
EMPLOYEE BENEFITS DIVISI	08/02/05		105	1,496.70	.00
AFLAC	06/30/05		107	74.20	.00
AR TEACHER RETIREMENT	06/30/05		108	1,166.66	.00
EMPLOYEE BENEFITS DIVISI	06/30/05		110	762.54	.00
<<<ELECTRONIC TAX TRANSF	07/31/04		111	2,173.90	.00
DEPARTMENT FINANCE AND A	07/31/04		112	936.77	.00
<<<ELECTRONIC TAX TRANSF	08/31/04		113	7,365.12	.00
DEPARTMENT FINANCE AND A	08/31/04		114	1,392.63	.00
<<<ELECTRONIC TAX TRANSF	09/30/04		115	8,056.41	.00
DEPARTMENT FINANCE AND A	09/30/04		116	1,451.97	.00
<<<ELECTRONIC TAX TRANSF	10/31/04		117	6,085.20	.00
AR TEACHER RETIREMENT	10/31/04		119	3,130.84	.00
DEPARTMENT FINANCE AND A	10/31/04		120	732.49	.00
<<<ELECTRONIC TAX TRANSF	11/30/04		122	7,396.87	.00
AR TEACHER RETIREMENT	11/30/04		124	3,839.25	.00
DEPARTMENT FINANCE AND A	11/30/04		125	1,327.65	.00
<<<ELECTRONIC TAX TRANSF	12/31/04		128	6,871.96	.00
AR TEACHER RETIREMENT	12/31/04		130	3,739.11	.00
DEPARTMENT FINANCE AND A	12/31/04		131	1,227.95	.00
<<<ELECTRONIC TAX TRANSF	01/31/05		134	11,315.74	.00
AFLAC	01/31/05		135	435.04	.00
AR TEACHER RETIREMENT	01/31/05		136	5,079.39	.00
DEPARTMENT FINANCE AND A	01/31/05		137	1,620.58	.00
<<<ELECTRONIC TAX TRANSF	02/28/05		139	5,347.36	.00
AR TEACHER RETIREMENT	02/28/05		141	3,291.66	.00
DEPARTMENT FINANCE AND A	02/28/05		142	932.90	.00
AR TEACHER RETIREMENT	03/31/05		146	3,291.66	.00
<<<ELECTRONIC TAX TRANSF	06/30/05		154	20.85	.00
AR TEACHER RETIREMENT	06/30/05		155	1,552.67	.00
DEPARTMENT FINANCE AND A	06/30/05		156	32.96	.00
AFLAC	11/07/05		159	121.10	.00
AR TEACHER RETIREMENT	11/07/05		160	2,008.35	.00
EMPLOYEE BENEFITS DIVISI	11/07/05		162	1,484.70	.00
<<<ELECTRONIC TAX TRANSF	09/30/05		163	4,067.49	.00
AR TEACHER RETIREMENT	09/30/05		164	3,622.03	.00
EMPLOYEE BENEFITS DIVISI	09/30/05		166	730.16	.00
<<<ELECTRONIC TAX TRANSF	10/31/05		167	4,347.59	.00
AFLAC	10/31/05		168	53.30	.00
AR TEACHER RETIREMENT	10/31/05		169	3,950.02	.00
DEPARTMENT FINANCE AND A	10/31/05		171	735.76	.00
USABLE LIFE	10/31/05		173	1.68	.00
<<<ELECTRONIC TAX TRANSF	11/30/05		174	4,092.50	.00
AFLAC	11/30/05		175	23.40	.00
AR TEACHER RETIREMENT	11/30/05		176	3,773.36	.00
DEPARTMENT FINANCE AND A	11/30/05		178	703.06	.00
USABLE LIFE	11/30/05		180	1.68	.00
<<<ELECTRONIC TAX TRANSF	11/30/05		190	2,098.39	.00
AFLAC	11/30/05		191	29.90	.00
<<<ELECTRONIC TAX TRANSF	01/31/06		192	3,288.86	.00
AFLAC	01/31/06		193	53.30	.00

SELECTION CRITERIA: genledgr.fund='0001' and genledgr.account in ('01010','01011

PAYEE NAME	CHECK DATE	CLEARED DATE	CHECK NUMBER	OUTSTANDING	CANCELLED
AR TEACHER RETIREMENT	01/31/06		194	2,846.05	.00
DEPARTMENT FINANCE AND A	01/31/06		196	575.85	.00
EMPLOYEE BENEFITS DIVISI	01/31/06		197	445.44	.00
USABLE LIFE	01/31/06		198	1.12	.00
<<<ELECTRONIC TAX TRANSF	02/28/06		199	3,192.94	.00
AFLAC	02/28/06		200	29.90	.00
AR TEACHER RETIREMENT	02/28/06		201	2,720.67	.00
DEPARTMENT FINANCE AND A	02/28/06		203	572.50	.00
EMPLOYEE BENEFITS DIVISI	02/28/06		204	445.44	.00
USABLE LIFE	02/28/06		205	1.12	.00
<<<ELECTRONIC TAX TRANSF	02/28/06		206	3,197.51	.00
AR TEACHER RETIREMENT	02/28/06		207	2,720.67	.00
DEPARTMENT FINANCE AND A	02/28/06		209	572.50	.00
EMPLOYEE BENEFITS DIVISI	02/28/06		210	445.44	.00
USABLE LIFE	02/28/06		211	1.12	.00
<<<ELECTRONIC TAX TRANSF	03/31/06		212	204.25	.00
DEPARTMENT FINANCE AND A	03/31/06		213	19.58	.00
<<<ELECTRONIC TAX TRANSF	04/30/06		214	3,197.54	.00
AR TEACHER RETIREMENT	04/30/06		215	2,720.67	.00
DEPARTMENT FINANCE AND A	04/30/06		217	572.50	.00
EMPLOYEE BENEFITS DIVISI	04/30/06		218	445.44	.00
USABLE LIFE	04/30/06		219	1.12	.00
<<<ELECTRONIC TAX TRANSF	05/31/06		220	3,197.50	.00
AR TEACHER RETIREMENT	05/31/06		221	2,720.67	.00
DATA PATH ADMINISTRATION	05/31/06		222	75.00	.00
DEPARTMENT FINANCE AND A	05/31/06		223	572.50	.00
EMPLOYEE BENEFITS DIVISI	05/31/06		224	445.44	.00
USABLE LIFE	05/31/06		225	1.12	.00
<<<ELECTRONIC TAX TRANSF	06/30/06		226	3,280.86	.00
DATA PATH ADMINISTRATION	06/30/06		228	75.00	.00
DEPARTMENT FINANCE AND A	06/30/06		229	586.50	.00
EMPLOYEE BENEFITS DIVISI	06/30/06		230	445.44	.00
USABLE LIFE	06/30/06		231	1.12	.00
<<<ELECTRONIC TAX TRANSF	07/31/06		232	2,858.34	.00
DATA PATH ADMINISTRATION	07/31/06		234	75.00	.00
DEPARTMENT FINANCE AND A	07/31/06		235	572.50	.00
EMPLOYEE BENEFITS DIVISI	07/31/06		236	445.44	.00
USABLE LIFE	07/31/06		237	1.12	.00
<<<ELECTRONIC TAX TRANSF	08/31/06		238	2,651.45	.00
AR TEACHER RETIREMENT	08/31/06		239	2,291.68	.00
DATA PATH ADMINISTRATION	08/31/06		240	75.00	.00
DEPARTMENT FINANCE AND A	08/31/06		241	453.01	.00
EMPLOYEE BENEFITS DIVISI	08/31/06		242	445.44	.00
USABLE LIFE	08/31/06		243	1.12	.00
<<<ELECTRONIC TAX TRANSF	11/30/06		301	4,977.61	.00
AR TEACHER RETIREMENT	11/30/06		302	4,092.21	.00
DEPARTMENT FINANCE AND A	11/30/06		303	861.47	.00
EMPLOYEE BENEFITS DIVISI	11/30/06		304	1,736.34	.00
USABLE LIFE	11/30/06		305	2.80	.00
DIANA L LOWERY	11/10/06		1071	2,330.87	.00
STATE OF ARKANSAS	08/08/06		2819	910.63	.00
MARTIN SCHO PPMEYER	08/08/06		2820	850.83	.00
STATE OF ARKANSAS	08/18/06		2830	689.68	.00
REBECCA LUEBKER	11/20/06		01079	1,500.00	.00

SELECTION CRITERIA: genledgr.fund='0001' and genledgr.account in ('01010','01011

PAYEE NAME	CHECK DATE	CLEARED DATE	CHECK NUMBER	OUTSTANDING	CANCELLED
MARTIN WILLIAM SCHOPPMEY	09/09/05		10094	2,113.36	.00
MARTIN WILLIAM SCHOPPMEY	10/10/05		10111	2,124.48	.00
MARTIN WILLIAM SCHOPPMEY	11/10/05		10120	2,124.48	.00
ZACHARY FELDMAN	03/07/06		10151	852.67	.00
JUSTIN W SOCKRIDER	11/10/06		1076A	2,187.90	.00
STATE OF ARKANSAS	08/08/06		2820A	850.83	.00
<<<ELECTRONIC TAX TRANSF	09/19/06		50011	4,935.16	.00
STATE OF ARKANSAS	10/03/06		50018	375.93	.00
BOB SPEARS	10/04/06		050017	5,000.00	.00
EDUCATORS BOOK DEPOSITOR	10/06/06		050019	1,693.25	.00
ROLL OFF SERVICE	10/06/06		050020	210.00	.00
SPARKS LOCK & KEY	10/06/06		050021	145.84	.00
RID A PEST	10/06/06		050022	152.96	.00
SARAH RESS	10/06/06		050023	101.79	.00
BARCO PREMIUM FINANCE	10/08/06		050024	1,174.62	.00
SARA ALBRECT	10/10/06		050026	18.75	.00
AMY TURPIN	10/10/06		050027	200.42	.00
PRARIE GROVE CHRISTIAN C	10/10/06		050029	225.00	.00
LYNDA EUBANKS	10/10/06		050030	27.57	.00
AMBER KILGORE	10/10/06		050031	379.83	.00
GATEWAY	10/10/06		050032	4,000.00	.00
SARAH DE VERGES	10/10/06		050033	500.00	.00
JEFF DEAN	10/10/06		050034	1,000.00	.00
REBECCA LUEBKER	10/10/06		050035	1,500.00	.00
DPS	10/10/06		050036	555.56	.00
CHRISTINA SMITH	10/11/06		050038	675.00	.00
AGQBA	10/10/06		050040	75.00	.00
CHILI PEPPER FESTIVAL	10/12/06		050041	50.00	.00
AMERICAN SOLUTIONS	10/23/06		050056	272.32	.00
DIANA LOWERY	10/18/06		050057	57.65	.00
BRETT WISH	10/25/06		050058	1,000.00	.00
PSAT/NMSQT	10/25/06		050059	440.00	.00
AMY TURPIN	10/27/06		050061	31.24	.00
TERESA KERCHEVILLE	10/27/06		050062	14.00	.00
NWAESC	10/27/06		050065	15.00	.00
NWAESC	10/27/06		050066	25.00	.00
TARGET	11/15/06		050079	585.85	.00
AR TEACHER RETIREMENT	11/27/06		050085	2,500.00	.00
JANET LEA REED	11/10/06	11/30/06	1072	.00	1,776.74
SARA E RESS	11/10/06	11/30/06	1073	.00	2,010.53
CAROLYN L RICE	11/10/06	11/30/06	1074	.00	170.14
MARTIN WILLIAM SCHOPPMEY	11/10/06	11/30/06	1075	.00	1,998.76
JEFFREY PAUL WOLF	11/10/06	11/30/06	1077	.00	1,818.39
RYAN MENNECKE	11/10/06	11/30/06	1078	.00	2,404.42
AR TEACHER RETIREMENT	10/31/06	11/30/06	50052	.00	3,926.67
DEPARTMENT FINANCE AND A	10/31/06	11/30/06	50053	.00	807.31
USABLE LIFE	10/31/06	11/30/06	50055	.00	1.12
TERESA KERCHEVILLE	10/10/06	11/30/06	050028	.00	78.48
AR ACTIVITIES ASSOCIATIO	10/11/06	11/30/06	050037	.00	350.00
DEBBIE PHIPPS	10/27/06	11/30/06	050060	.00	32.05
BRENT TURPIN	10/27/06	11/30/06	050063	.00	100.00
DPS	10/27/06	11/30/06	050064	.00	635.69
PCI	10/30/06	11/30/06	050067	.00	47.90
WAL-MART	11/01/06	11/30/06	050069	.00	48.07

DATE: 12/18/06 HAAS HALL ACADEMY MODULE NUM: BNKRE1AR

TIME: 09:58:49 BANK RECONCILIATION REPORT SORT BY CLEARED DATE

FOR PERIOD 5 OF 07 ALL CHECKS

SELECTION CRITERIA: genledgr.fund='0001' and genledgr.account in ('01010','01011

PAYEE NAME	CHECK DATE	CLEARED DATE	CHECK NUMBER	OUTSTANDING	CANCELLED
LORI USECHE	10/31/06	11/30/06	050070	.00	600.00
AR TEACHER RETIREMENT	11/02/06	11/30/06	050071	.00	5,000.00
BOB SPEARS	11/05/06	11/30/06	050072	.00	5,000.00
QUILL	11/06/06	11/30/06	050073	.00	45.87
BARCO PREMIUM FINANCE	11/06/06	11/30/06	050074	.00	1,118.69
BRETT WISH	11/10/06	11/30/06	050075	.00	1,000.00
JEFF DEAN	11/10/06	11/30/06	050076	.00	1,000.00
SARAH DE VERGES	11/10/06	11/30/06	050078	.00	500.00
CHRISTINA SMITH	11/15/06	11/30/06	050081	.00	720.00
AMY TURPIN	11/20/06	11/30/06	050083	.00	25.00
KESTER LAW FIRM	11/21/06	11/30/06	050084	.00	1,000.00
POSTMASTER	11/28/06	11/30/06	050086	.00	39.63

TOTAL OUTSTANDING CHECKS FOR PERIOD =	237,750.76	
TOTAL OF CANCELLED CHECKS FOR PERIOD =		32,255.46
TOTAL CHECKS WRITTEN FOR PERIOD =	46,451.29	
1. BALANCE SHOWN ON BANK STATEMENT AT PERIOD END:	183345.18	
2. ADD: CASH IN TRANSIT AT END OF PERIOD:	.00	
3. SUB-TOTAL:		183345.18
4. DEDUCT OUTSTANDING CHECKS FOR PERIOD:		237750.76
5. ADJUSTED BANK BALANCE AT END OF PERIOD:		-54405.58
6. CASH BALANCE AT END OF PERIOD:		54355.63
7. VARIANCE:		-108761.21

Timothy A. Bunch

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FACSIMILE

COVER SHEET

CONFIDENTIALITY NOTE: *The information in this facsimile transmittal is legally privileged and confidential. Information intended only for use by the individual or entity named below.*

FROM:

☐ **Tim Bunch** e-mail: **tabcpapa@cox-internet.com**

☐ **Bill Wheeler** e-mail: **brwheeler@cox-internet.com**

☐ **Becky Ketterman** e-mail: **dragonlady1951@tabcpa.arcoxmail.com**

☐ **Candace Nelson** e-mail: **ctnelson@tabcpa.arcoxmail.com**

To: Michelle **Date:** 3/23/07

Company:

Phone: **Fax:** 1-501-371-3514

Number of Pages in This Transmission (Including cover sheet): 49

☐ **Urgent** ☐ **Please Review** ☐ **Per Your Request** ☐ **Please Comment** ☐ **For Your Information**

Reference To: Hans Hall Academy

Comments: Marty has not looked at the final report. I have had trouble communicating with him. As far as I can tell, these are complete and accurate reports.

Will send in two (2) transmissions

If you do not receive any portion of this fax, please advise this office.

HAAS HALL ACADEMY CHARTER SCHOOL

FARMINGTON, ARKANSAS

FINANCIAL STATEMENTS

FOR THE YEAR ENDED

JUNE 30, 2005

03/23/2007 11:30 FAX 479 361 2275 TIMOTHY A BUNCH 002

TABLE OF CONTENTS

	Page Number
Independent Auditors' Report on Financial Statements and Supplemental Information	1
Management's Discussion and Analysis	2-6
Basic Financial Statements	
Government-Wide Financial Statements	
Statement of Net Assets	7
Statement of Activities	8
Fund Financial Statements	
Balance Sheet	9
Reconciliation of Balance Sheet to the Statement of Net Assets	10
Statement of Revenues, Expenditures and Changes in Fund Balance	11
Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balances to the Statement of Activities	12
Notes to Financial Statements	13-17

SUPPLEMENTARY INFORMATION

Budgetry Comparison Schedule for Governmental Funds	18
Schedule of Expenditures of Federal Awards	19
Report on Compliance and on Internal Control Over Financial Reporting Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards	20-21
Schedule of Findings	22

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Fax (479) 361-2275

INDEPENDENT AUDITOR'S REPORT ON FINANCIAL STATEMENTS AND SUPPLEMENTAL INFORMATION

The Board
Haas Hall Academy
Farmington, Arkansas

I have audited the accompanying financial statements of the **Haas Hall Academy Charter School** (the "School"), as of June 30, 2005, as listed in the table of contents. These general-purpose financial statements are the responsibility of the School's management. My responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with auditing standards generally accepted in the United States of America applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. I believe that my audit provides a reasonable basis for my opinion.

In my opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Haas Hall Academy Plus Charter School at June 30, 2005, and the results of its operations and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, I have also issued my report dated December 27, 2006, on my consideration of Haas Hall Academy Charter School's internal control over financial reporting and on my tests of its compliance with certain provisions of laws, regulations, contracts and grants. Those reports are an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of my audit.

Timothy A Bunch

Timothy A. Bunch, CPA
December 27, 2006

HAAS HALL ACADEMY CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2005

The Academy, Inc. (HHA) is a 501 (c) (3) non-profit corporation holding a contract (or charter) from the Arkansas State Board of Education to operate a public School. This report is for Haas Hall Academy Charter School (The School) which is operated by HHA.

MANAGEMENT'S DISCUSSION AND ANALYSIS

This discussion and analysis of the School's financial performance presents a review of the School's financial activities for the fiscal year ended June 30, 2005. The intent of this discussion and analysis is to provide an easy to read overview of these activities and explain the School's financial position. Readers should also review the notes to the basic financial statements and financial statements, which immediately follow this section.

Fiscal Year 2005 Financial Highlights:

Total revenues were $523,185, which was $37,616 more than total expenses.

Outlays for capital assets accounted for $734,232 of total expenditures.

OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of three parts: management's discussion and analysis (this section), the basic financial statements, and required supplementary information. The basic financial statements include two kinds of statements that present different views of the School.

The first two statements are school-wide financial statements that provide both short-term and long-term information about the School's overall financial status.

The remaining statements are fund financial statements that focus on individual parts of the School, reporting the School's operations in more detail than the school-wide statements.

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The statements are followed by a section of required supplementary information that further explains and supports the financial statements with a comparison of the School's budget for the year.

School-wide Statements

The school-wide statements report information about the school as a whole using accounting methods similar to those used by private-sector companies. The statement of net assets included all of the School's assets and liabilities. All of the currents year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

03/23/2007 11:30 FAX 479 361 2275 TIMOTHY A BUNCH 005

The school-wide statements report the School's net assets and how they have changed. Net assets - the difference between the School's assets and liabilities - is one way to measure the School's financial position. Over time, increases or decreases in the School's net assets are an indicator of whether its financial position is improving or deteriorating, respectively.

In the school-wide financial statements all of the School's activities are reported as government activities, State aid and private charitable funding finance most of these activities.

Fund Financial Statements

The fund financial statements provide more detailed information about the School's funds, focusing on its most significant or "major" funds - not the School as a whole. Funds are accounting devices the School uses to keep track of specific sources of funding and spending on particular programs. Some funds are required by state law; other funds are established to control and manage money for particular purposes or to show revenues are being properly used (such as federal grants).

All of the School's services are included in governmental funds, which generally focus on

a. how cash and other financial assets that can readily be converted to cash flow in and out
b. the balances left at year-end that are available for spending

Consequently, the governmental funds statements provide a detailed short-term view that helps determine whether there are more or fewer financial resources that can be spent in the near future to finance the School's programs. Because this information does not encompass the additional long-term focus of the school-wide statements, additional information is provided that explains the relationship (or difference) between them.

03/23/2007 11:30 FAX 479 361 2275 TIMOTHY A BUNCH 006

FINANCIAL ANALYSIS OF THE SCHOOL AS A WHOLE

The School's combined net assets were $328,757 on June 30, 2005, which is an increase of 13% over the previous year. Fiscal year ending June 30, 2005, was the school's first year of operation. Before that, the school had received a $10,000 grant from the Arkansas Department of Education in December 2002. In June 2004, the school received a $300,000 grant from the Federal Public Charter School Program. These two grants, less normal operating expenses, were the bulk of the $292,000 cash on hand at June 30, 2004. The School's improved financial position is the product of many factors. State funds based on the number of students along with an additional Federal Public Charter School Program grant and a Walton Family Foundation grant were significant contributors to this improvement.

CONDENSED STATEMENT OF NET ASSETS

	June 30, 2005
Assets	
Current assets	$ 1,500
Net capital assets	693,574
Total assets	695,074
Liabilities	
Current liabilities	66,317
Short-term notes payable	60,000
Long-term notes payable	240,000
Total liabilities	366,317
Net assets	
Undesignated	(64,817)
Invested in capital	393,574
Total net assets	$ 328,757

03/23/2007 11:30 FAX 479 361 2275 TIMOTHY A BUNCH 007

CONDENSED STATEMENT OF REVENUES, EXPENSES AND CHANGES IN EQUITY

	June 30, 2005
Revenues	
Program Revenues	
Charges for services	$ 87,338
Operating grants and contributions	272,401
Capital grants and contributions	150,000
General Revenues	
Student activity revenue	13,446
Total revenues	523,185
Expenses	
Instructional services	354,282
Operational & maintenance	106,711
Food services	21,753
Interest on long-term liabilities	2,823
Total expenses	485,569
Change in net assets	37,616
Net assets - beginning of year	291,141
Net assets - end of year	$ 328,757

03/23/2007 11:30 FAX 479 361 2275 TIMOTHY A BUNCH 008

HAAS HALL ACADEMY CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2005

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS

Capital Assets

The Charter School purchased its real estate assets in August of 2004. Substantial improvements have been made since the original purchase in order for the building to be usable as a school. The building has sufficient space for future expansion if it is needed. The school purchased the real estate at a $70,000 discount with an interest free loan for a period of 36 months. The note balloons in August 2007 and can be continued at an interest rate of 2% with a monthly payment of $5,000. In addition to the real estate purchase and improvements, and additional $167,000 was spent on classroom equipment.

FACTORS BEARING ON THE SCHOOL'S FUTURE

At the time financial statements were prepared and audited, the School was aware of circumstances that could significantly affect its financial health in the future.

The Supreme Court ruling on Lakeview, while still unsettled and a major concern among all public schools, is not expected to have a material affect on the school.

Past growth of approximately 60% per year is expected to continue in the future and push school enrollment near its limit of 135 students. While this would cost additional monies for operations and building renovations, the extra state funding and generous benefactors should cover this additional cost.

CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT

This financial report is designed to provide the citizens, taxpayers, customers, investors, and creditors with a general overview of the School's finances and to demonstrate the School's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the Administrator's Office, Haas Hall Academy, 13370 Rheas Mill Road, Farmington, Arkansas, 72730.

03/23/2007 11:30 FAX 479 361 2275 TIMOTHY A BUNCH 009

Timothy A. Bunch

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FACSIMILE

COVER SHEET

CONFIDENTIALITY NOTE: *The information in this facsimile transmittal is legally privileged and confidential. Information intended only for use by the individual or entity named below.*

FROM:

☐ **Tim Bunch** ~ **e-mail: tabcpapa@cox-internet.com**

☐ **Bill Wheeler** ~ **e-mail: brwheeler@cox-internet.com**

☐ **Becky Ketterman** ~ **e-mail: dragonlady1951@tabcpa.arcoxmail.com**

☐ **Candace Nelson** ~ **e-mail: ctnelson@tabcpa.arcoxmail.com**

To: Michelle **Date:** 3/23/07

Company:

Phone: **Fax:** 1-501-371-3514

Number of Pages in This Transmission (Including cover sheet): 1

☐ **Urgent** ☐ **Please Review** ☐ **Per Your Request** ☐ **Please Comment** ☐ **For Your Information**

Reference To: HAAS HALL

Comments: I spoke with Murty as the fax was going through and he said he will fax you a copy on Monday.

If you do not receive any portion of this fax, please advise this office.

HAAS HALL ACADEMY CHARTER SCHOOL

FARMINGTON, ARKANSAS

RECEIVED
MAR 27 2007
CHARTER SCHOOL OFFICE

FINANCIAL STATEMENTS

FOR THE YEAR ENDED

JUNE 30, 2005

TABLE OF CONTENTS

	Page Number
Independent Auditors' Report on Financial Statements and Supplemental Information	1
Management's Discussion and Analysis	2-6
Basic Financial Statements	
Government-Wide Financial Statements	
Statement of Net Assets	7
Statement of Activities	8
Fund Financial Statements	
Balance Sheet	9
Reconciliation of Balance Sheet to the Statement of Net Assets	10
Statement of Revenues, Expenditures and Changes in Fund Balance	11
Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balances to the Statement of Activities	12
Notes to Financial Statements	13-17

SUPPLEMENTARY INFORMATION

Budgetry Comparison Schedule for Governmental Funds	18
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INDEPENDENT AUDITOR'S REPORT ON FINANCIAL STATEMENTS AND SUPPLEMENTAL INFORMATION

The Board
Haas Hall Academy
Farmington, Arkansas

I have audited the accompanying financial statements of the **Haas Hall Academy Charter School** (the "School"), as of June 30, 2005, as listed in the table of contents. These general-purpose financial statements are the responsibility of the School's management. My responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with auditing standards generally accepted in the United States of America applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. I believe that my audit provides a reasonable basis for my opinion.

In my opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Haas Hall Academy Plus Charter School at June 30, 2005, and the results of its operations and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, I have also issued my report dated December 27, 2006, on my consideration of Haas Hall Academy Charter School's internal control over financial reporting and on my tests of its compliance with certain provisions of laws, regulations, contracts and grants. Those reports are an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of my audit.

Timothy A Bunch

Timothy A. Bunch, CPA
December 27, 2006

HAAS HALL ACADEMY CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2005

The Academy, Inc. (HHA) is a 501 (c) (3) non-profit corporation holding a contract (or charter) from the Arkansas State Board of Education to operate a public School. This report is for Haas Hall Academy Charter School (The School) which is operated by HHA.

MANAGEMENT'S DISCUSSION AND ANALYSIS

This discussion and analysis of the School's financial performance presents a review of the School's financial activities for the fiscal year ended June 30, 2005. The intent of this discussion and analysis is to provide an easy to read overview of these activities and explain the School's financial position. Readers should also review the notes to the basic financial statements and financial statements, which immediately follow this section.

Fiscal Year 2005 Financial Highlights:

Total revenues were $523,185, which was $37,616 more than total expenses.

Outlays for capital assets accounted for $734,232 of total expenditures.

OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of three parts: management's discussion and analysis (this section), the basic financial statements, and required supplementary information. The basic financial statements include two kinds of statements that present different views of the School.

The first two statements are school-wide financial statements that provide both short-term and long-term information about the School's overall financial status.

The remaining statements are fund financial statements that focus on individual parts of the School, reporting the School's operations in more detail than the school-wide statements.

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The statements are followed by a section of required supplementary information that further explains and supports the financial statements with a comparison of the School's budget for the year.

School-wide Statements

The school-wide statements report information about the school as a whole using accounting methods similar to those used by private-sector companies. The statement of net assets included all of the School's assets and liabilities. All of the currents year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The school-wide statements report the School's net assets and how they have changed. Net assets - the difference between the School's assets and liabilities - is one way to measure the School's financial position. Over time, increases or decreases in the School's net assets are an indicator of whether its financial position is improving or deteriorating, respectively.

In the school-wide financial statements all of the School's activities are reported as government activities, State aid and private charitable funding finance most of these activities.

Fund Financial Statements

The fund financial statements provide more detailed information about the School's funds, focusing on its most significant or "major" funds - not the School as a whole. Funds are accounting devices the School uses to keep track of specific sources of funding and spending on particular programs. Some funds are required by state law; other funds are established to control and manage money for particular purposes or to show revenues are being properly used (such as federal grants).

All of the School's services are included in governmental funds, which generally focus on

a. how cash and other financial assets that can readily be converted to cash flow in and out
b. the balances left at year-end that are available for spending

Consequently, the governmental funds statements provide a detailed short-term view that helps determine whether there are more or fewer financial resources that can be spent in the near future to finance the School's programs. Because this information does not encompass the additional long-term focus of the school-wide statements, additional information is provided that explains the relationship (or difference) between them.

FINANCIAL ANALYSIS OF THE SCHOOL AS A WHOLE

The School's combined net assets were $328,757 on June 30, 2005, which is an increase of 13% over the previous year. Fiscal year ending June 30, 2005, was the school's first year of operation. Before that, the school had received a $10,000 grant from the Arkansas Department of Education in December 2002. In June 2004, the school received a $300,000 grant from the Federal Public Charter School Program. These two grants, less normal operating expenses, were the bulk of the $292,000 cash on hand at June 30, 2004. The School's improved financial position is the product of many factors. State funds based on the number of students along with an additional Federal Public Charter School Program grant and a Walton Family Foundation grant were significant contributors to this improvement.

CONDENSED STATEMENT OF NET ASSETS

		June 30, 2005
Assets		
Current assets	$	1,500
Net capital assets		693,574
Total assets		695,074
Liabilities		
Current liabilities		66,317
Short-term notes payable		60,000
Long-term notes payable		240,000
Total liabilities		366,317
Net assets		
Undesignated		(64,817)
Invested in capital		393,574
Total net assets	$	328,757

CONDENSED STATEMENT OF
REVENUES, EXPENSES AND CHANGES IN EQUITY

		June 30, 2005
Revenues		
Program Revenues		
Charges for services	$	87,338
Operating grants and contributions		272,401
Capital grants and contributions		150,000
General Revenues		
Student activity revenue		13,446
Total revenues		523,185
Expenses		
Instructional services		354,282
Operational & maintenance		106,711
Food services		21,753
Interest on long-term liabilities		2,823
Total expenses		485,569
Change in net assets		37,616
Net assets - beginning of year		291,141
Net assets - end of year	$	328,757

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS

Capital Assets

The Charter School purchased its real estate assets in August of 2004. Substantial improvements have been made since the original purchase in order for the building to be usable as a school. The building has sufficient space for future expansion if it is needed. The school purchased the real estate at a $70,000 discount with an interest free loan for a period of 36 months. The note balloons in August 2007 and can be continued at an interest rate of 2% with a monthly payment of $5,000. In addition to the real estate purchase and improvements, and additional $167,000 was spent on classroom equipment.

FACTORS BEARING ON THE SCHOOL'S FUTURE

At the time financial statements were prepared and audited, the School was aware of circumstances that could significantly affect its financial health in the future.

The Supreme Court ruling on Lakeview, while still unsettled and a major concern among all public schools, is not expected to have a material affect on the school.

Past growth of approximately 60% per year is expected to continue in the future and push school enrollment near its limit of 135 students. While this would cost additional monies for operations and building renovations, the extra state funding and generous benefactors should cover this additional cost.

CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT

This financial report is designed to provide the citizens, taxpayers, customers, investors, and creditors with a general overview of the School's finances and to demonstrate the School's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the Administrator's Office, Haas Hall Academy, 13370 Rheas Mill Road, Farmington, Arkansas, 72730.

HAAS HALL ACADEMY CHARTER SCHOOL
FARMINGTON, ARKANSAS
STATEMENT OF NET ASSETS
JUNE 30, 2005

	Governmental Activities
ASSETS	
Current assets	
Prepaid expenses	$ 1,500
Total current assets	1,500
Capital assets (net of accumulated depreciation)	693,574
Total assets	695,074
LIABILITIES	
Current liabilities	
Cash deficit	3,440
Accrued expenses	62,877
Notes payable	60,000
Total current liabilities	126,317
Long-term debt, net of current maturities	240,000
Total liabilities	366,317
NET ASSETS	
Unrestricted	(64,817)
Investment in capital assets, net of related debt	393,574
Total net assets	$ 328,757

The accompanying notes are an integral part of these financial statements.

HAAS HALL ACADEMY CHARTER SCHOOL
FARMINGTON, ARKANSAS
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2005

Functions	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Assets: Total Governmental Activities
Governmental Activities				
Instructional services	$ 354,282	$ 87,338	$ 155,000	$ (111,944)
Supporting Services				
Operation and maintenance	106,711		150,000	43,289
Student activity costs	21,753	13,446		(8,307)
Interest on long-term liabilities	2,823			(2,823)
	485,569	100,784	305,000	(79,785)
General Revenues:				
Federal and state aid not restricted to specific purposes				117,401
Total general revenues				117,401
Change in net assets				37,616
Net assets - beginning				291,141
Net assets - ending				$ 328,757

The accompanying notes are an integral part of these financial statements.

HAAS HALL ACADEMY CHARTER SCHOOL
FARMINGTON, ARKANSAS
BALANCE SHEET - GOVERNMENTAL FUNDS
JUNE 30, 2005

ASSETS

Prepaid expenses	$	1,500
Total assets	$	1,500

LIABILITIES AND FUND BALANCES

Liabilities		
Cash deficit	$	3,440
Accrued expenses		62,877
Total liabilities		66,317
Fund Balances		
Undesignated		(64,817)
Total fund balances		(64,817)
Total liabilities and fund balances	$	1,500

The accompanying notes are an integral part of these financial statements.

HAAS HALL ACADEMY CHARTR SCHOOL
FARMINGTON, ARKANSAS
RECONCILIATION OF THE GOVERNMENTAL FUNDS
BALANCE SHEET TO THE STATEMENT OF NET ASSETS
JUNE 30, 2005

Total fund balances for government funds		$ (64,817)
Amounts reported for governmental activities in the statement of net assets are different because:		
Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in governmental funds. The cost of the assets and accumulated depreciation is	735,332	
	(41,758)	693,574
Notes payable are related strictly to capital assets and therefore are not reported as liabilities in the funds.		
Long-term liabilities at year-end consist of:		
Notes payable	300,000	
Accrued interest	0	(300,000)
Total net assets - governmental activities		$ 328,757

The accompanying notes are an integral part of these financial statements.

HAAS HALL ACADEMY CHARTER SCHOOL
FARMINGTON, ARKANSAS
STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2005

	General
REVENUES	
State funding	$ 237,338
Contributions and grants	272,401
Student activity funds	13,446
	523,185
EXPENDITURES	
Operating expenditures	
Instructional and school leadership	354,282
Facility	18,573
Operation	32,903
Other	35,230
Total operating expenditures	440,988
Capital expenditures	734,232
Debt service	202,823
Total expenditures	1,378,043
EXCESS OF REVENUES (UNDER) EXPENDITURES	(854,858)
OTHER FINANCING SOURCES	
Proceeds from note	500,000
Total other financing sources	500,000
EXCESS OF REVENUE (UNDER) EXPENDITURES AND OTHER USES	(354,858)
FUND BALANCE - BEGINNING OF YEAR	290,041
FUND BALANCE - END OF YEAR	$ (64,817)

The accompanying notes are an integral part of these financial statements.

HAAS HALL ACADEMY CHARTER SCHOOL
FARMINGTON, ARKANSAS
RECONCILIATION OF THE STATEMENT OF
REVENUES, EXPENDITURES AND CHANGES IN FUND
BALANCES OF GOVERNMENTAL FUNDS TO THE
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2005

Net change in fund balances		$ (354,858)
The changes in net assets reported for governmental activities in the statement of activities is different because:		
Government funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful and reported as depreciation expenses. This is the amount by which capital outlays exceed depreciation in the current period		
Fixed asset purchases	$ 734,232	
Depreciation	(41,758)	
Net adjustment for capital expenditures		692,474
Loan proceed are reported as financing sources in governmental funds and thus contributed to the change in fund balance. In the statement of net assets there is an increase in liabilities. This increase does not affect the statement of activities. Similarly, repayment of principal is an expenditure in the governmental funds but reduces the liability in the statement if net assets.		
Debt issued	$ (500,000)	
Repayments	200,000	
Net adjustment for debt related transactions		(300,000)
Changes in net assets of governmental activities		$ 37,616

The accompanying notes are an integral part of these financial statements.

HAAS HALL ACADEMY CHARTER SCHOOL
FARMINGTON, ARKANSAS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2005

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Business

Haas Hall Academy Charter School (LEA #72-40-700) (the "School") is an open-enrollment Charter School located in Washington County and is governed by a seven member board. The School was chartered on January 12, 2004. The statements reflect all funds and accounts directly under the control of the School. Using the criteria of financial accountability, there are no component units that are or should be included in the School's reporting entity.

The accounting policies of the Haas Hall Academy Charter School conform to generally accepted accounting principles as applicable to public schools. The following is a summary of the more significant policies:

Fund Accounting

The accounts of the School are organized on the basis of funds, each of which is considered a separate accounting entity. Fund accounting is designed to demonstrate legal compliance and to aid management by segregating transactions related to certain school functions and activities. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures. Resources are allocated to and accounted for in individual funds based upon the purposes for which they are to be spent and the means by which spending activities are controlled. The various funds are grouped, in the financial statements in this report, into generic fund types and broad fund categories as follows:

Governmental Fund Types:

General Fund - The General Fund is the general operating fund of the School. It is used to account for all financial resources except those required to be accounted for in another fund.

Special Revenue Fund - Special Revenue Funds account for revenue sources that are legally restricted to expenditures for specific purposes, or designated by the School to be accounted for separately.

Debt Service Fund - Debt Service funds account for the accumulation of resources for, and the payment of, general long-term debt principal, interest and related costs.

Measurement Focus/Basis of Accounting

Government-Wide Financial Statements (GWFS)

The Statement of Net Assets and the Statement of Activities display information about the reporting government as a whole. These statements include all the financial activities of the School.

The GWFS were prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues, expenses, gains, losses, assets and liabilities resulting from the exchange or exchange-like transactions are recognized when the exchange occurs. Revenues, expenses, gains, losses, assets and liabilities resulting from non-exchange transactions are recognized in accordance with the requirements of GASB Statement No. 33, *Accounting and Financial Reporting for Non-exchange Transactions.*

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(continued)*

Program revenues included in the Statement of Activities derive directly from parties outside the School's taxpayers or citizenry. As a whole, program revenues reduce the cost of the function to be financed from the School's general revenues. Such revenues include operating state and federal grants restricted for specific purposes and charges for services.

Fund Financial Statements (FFS)

Governmental funds are accounted for using a current financial resources measurement focus. With this measurement focus, only current assets and current liabilities are generally included on the balance sheet. The statement of revenues, expenditures, and fund balances reports on the sources and uses of current financial resources. This approach differs from the manner in which the governmental activities of the government-wide financial statements are prepared.

Fund financial statements report detailed information about the School. The focus of governmental fund financial statements is on major funds rather than reporting funds by type. Each major fund is presented in a separate column.

Governmental funds use the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when measurable and available. Measurable means the amount of the transaction can be determined, and available means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers all revenues available if they are collected within 60 days after the fiscal year end. Expenditures are recorded when the related fund liability is incurred, except to interest and principal payments on general long-term debt which is recognized when due.

Assets, Liabilities and Equity

Deposits and Investments

The School's cash and temporary investments consist of cash on hand and demand deposits.

The Arkansas State Statutes authorize the School to invest in general obligation bonds of the United States; bonds, notes, debentures, or other obligations issued by an agency of the United States government; general obligation bonds of the State of Arkansas or in bank certificates of deposit, as and to the extent directed by the School board.

The Statutes also require that School funds in banks shall be secured by general obligation bonds of the United States; bonds, notes debentures, or other obligations issued by an agency of the United States Government; bonds of the State of Arkansas or by bonds of a political subdivision thereof which has never defaulted on any of its obligations, in an amount at least equal to the amount of such deposit or by a bond executed by a surety company authorized to do business in the State of Arkansas. The Director of Education must approve the surety company.

Compensated Absences

The School provides substantially all teachers and other salaried employees one day of paid sick leave for each month contracted or employed. Unused sick leave is carried over to the next school year and is cumulative. The School's administrator earns eighteen days of vacation and sick leave per year. Due to the immateriality of the balance, no liability is reported for unpaid accumulated sick leave.

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(continued)*

Capital Assets

Capital assets are recorded at historical cost, or estimated historical cost if actual cost is not available, if purchased or constructed. Donated fixed assets are recorded at their estimated fair value at the date of donation. The School maintains a threshold level of $250 for capitalizing assets.

Capital assets are recorded in the GWFS, but are not reported in the FFS. All fixed assets, other than land, are depreciated using the straight-line method over the following useful lives.

Asset Class	Estimated Useful Life in Years
Site Improvements/Infrastructure	20
Buildings	25-50
Furniture and Equipment	5-20

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amount of assets and liabilities; disclosure of contingent assets and liabilities at the date of the financial statements; and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

NOTE 2: STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY

Budgetary Information

In accordance with Arkansas law, the School adopts an annual budget by September 15 of each fiscal year for the General, Special Revenue, Capital Projects and Debt Service Funds prepared on the basis of generally accepted accounting principles. Funds prepared with generally accepted accounting principles. Expenditures of each fund may not legally exceed available resources of that fund.

NOTE 3: CASH

As of the year ended June 30, 2005, the School had no cash on hand.

NOTE 4: PROPERTY, PLANT AND EQUIPMENT

The School maintains itemized listings of all property, plant and equipment. Fixed assets acquired through purchase or capital lease are valued at historical cost, and those assets donated are valued at their appraised values. Depreciation is recorded using the straight-line method of calculation taking into account the estimated useful life of the asset.

NOTE 4: PROPERTY, PLANT AND EQUIPMENT (continued)

Net changes in property, plant and equipment for the year ended June 30, 2005, are summarized as follows:

	Balance 2004	Additions	Balance 2005
Land	$ 0	$ 109,200	$ 109,200
Buildings	0	310,800	310,800
Building improvements	0	145,702	145,702
Furniture & equipment	1,100	168,530	169,630
	1,100	734,232	735,332
Less accumulated depreciation	0	41,758	41,758
	$ 1,100	$ 692,474	$ 693,574

NOTE 5: LONG-TERM DEBT

As of June 30, 2005 the School had incurred the following long-term indebtedness:

Notes payable to Spears Corporation, collateralized by real estate, currently at an interest rate of 0%, in monthly installments of $5,000. Note is due to mature in August 2007.	$ 300,000

NOTE 6: OTHER INFORMATION

Risk Management

The School is exposed to various risks of loss from torts; theft of, damage to and destruction of assets; errors and omissions; and natural disasters for which the School carries commercial insurance. Coverage includes property and casualty, general liability and officer liability. There have been no claims filed under this coverage.

Employee Retirement Systems and Plans

Arkansas Teacher Retirement System ("System")

Plan Description. The School contributes to the Arkansas Teacher Retirement System ("System"), a cost-sharing multiple-employer defined benefit plan administered by the System. Section 24-7-301 of the Arkansas Code of 1987 Annotated assigns the authority to establish and amend benefit provisions to the System's Board of Trustees. The System provides retirement, death and disability benefits and annual cost-of-living adjustments to plan members. The System issues a publicly available financial report that includes financial statements and required supplementary information. The report may be obtained by writing to ATRS, 1400 West Third Street, Little Rock, AR 72201 or by calling (800) 666-2877.

Employee Retirement Systems and Plans (continued)

Funding Policy. The School contributes from state funding 14% of all covered employees' prior year salaries except employees whose salaries are funded by the federal programs administered by the School. The School contributes from federal funding 14% of all covered employees' current year salaries for those employees. Under certain conditions, covered employees contribute 6% of their salary to the plan. The authority to establish and amend contribution requirements of plan members and the School is set forth in state law and is vested in the System's Board of Trustees. The contributions from the School for the year ended June 30, 2005 were $15,775 with none coming from federal funding.

NOTE 7: LITIGATION

At June 30, 2005, the School was involved in no litigation.

HAAS HALL ACADEMY CHARTER SCHOOL
FARMINGTON, ARKANSAS
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
BUDGET AND ACTUAL - GOVERNEMENT FUNDS
FOR THE YEAR ENDED JUNE 30, 2005

	Budget	Actual	Variance Positive (Negative)
REVENUES			
State funding	$ 671,960	$ 87,338	$ 759,298
Federal funding		150,000	150,000
External funding			0
Other revenue		285,847	285,847
Total revenue	671,960	523,185	1,195,145
EXPENDITURES			
Operating expenditures			
Instructional and school leadership	247,772	354,282	602,054
Instruction	374,515	0	374,515
Facility	39,673	18,573	58,246
Equipment expense	0	0	0
Operation	0	32,903	32,903
Other	10,000	35,230	45,230
Total operating expenditures	671,960	440,988	1,112,948
Capital expenses	0	734,232	734,232
Debt service	0	202,823	202,823
Total expenditures	671,960	1,378,043	2,050,003
EXCESS OF REVENUE OVER (UNDER) EXPEDITURES	0	(854,858)	(854,858)
OTHER FINANCING SOURCES (USES)	0	500,000	500,000
EXCESS OF REVENUES AND OTHER SOURCES OVER (UNDER) EXPENDITURES AND OTHER USES	$ 0	(354,858)	$ (354,858)
Fund balances - beginning of year		290,041	
Fund balances - end of year		$ (64,817)	

HAAS HALL ACADEMY CHARTER SCHOOL
FARMINGTON, ARKANSAS
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
JUNE 30, 2005

Federal Grantor/Pass Through Grantor/Program or Cluster Title	Identification Number		Federal Expenditures
OTHER PROGRAMS			
U.S. Department of Education			
Passed Through State Department of Education			
Public Charter Schools	84.282	$	150,000
TOTAL OTHER PROGRAMS			150,000
TOTAL EXPENDITURES OF FEDERAL AWARDS		$	150,000

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REPORT ON COMPLIANCE AND ON INTERNAL CONTROL OVER FINANCIAL REPORTING BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS.*

The Board
Haas Hall Academy
Farmington, Arkansas

I have audited the general purpose financial statements of the Haas Hall Academy Charter School, as of and for the period then ended June 30, 2005, and have issued my report thereon, dated December 27, 2006. I have conducted my audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Compliance

As part of obtaining reasonable assurance about whether the Haas Hall Academy Charter School's general purpose financial statements are free of material misstatements, I performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants, including Arkansas Code Ann. 6-1-101 and certain other laws and regulations designated by the Arkansas Department of Education, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion of compliance with those provisions was not an objective of my audit and accordingly, I do not express such an opinion. The results of my tests disclosed instances of noncompliance that are required to be reported under *Government Accounting Standards* which are described in the accompanying Schedule of Findings.

Internal Control Over Financial Reporting

In planning and performing my audit, I considered the Haas Hall Academy Charter School's internal control over financial reporting in order to determine my auditing procedures for the purpose of expressing my opinion on the general purpose financial statements and not to provide assurance on the internal control over financial reporting. The management of Haas Hall Academy Charter School is responsible for establishing and maintaining an internal control structure. In fulfilling this responsibility, estimates and judgments by management are required to assess the expected benefits and related cost of internal control structure policies and procedures. The objectives of an internal control structure are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles. Because of inherent limitations in any internal control structure, errors or irregularities may nevertheless occur and not be detected. Also, projection of any evaluation of the structure to future periods is subject to the risk that procedures may become inadequate because of changes in conditions or that the effectiveness of the design and operations of policies and procedures may deteriorate.

A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements in amounts that would be material in relation to the general purpose financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. My consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control that might be reportable conditions and, accordingly, I would not necessarily disclose all reportable conditions that are also considered to be material weaknesses.

This report is intended solely for the information and use of the audit committee, management, others within the organization, The Board, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Timothy A. Bunch

Timothy A. Bunch, CPA
December 27, 2006

Noncompliance:

Noncompliance with state law

No noncompliance with state law noted.

Internal Control Weaknesses:

No material weaknesses noted.

HAAS HALL ACADEMY CHARTER SCHOOL

FARMINGTON, ARKANSAS

FINANCIAL STATEMENTS

FOR THE YEAR ENDED

JUNE 30, 2006

TABLE OF CONTENTS

	Page Number
Independent Auditors' Report on Financial Statements and Supplemental Information	1
Management's Discussion and Analysis	2-5
Basic Financial Statements	
Government-Wide Financial Statements	
Statement of Net Assets	6
Statement of Activities	7
Fund Financial Statements	
Balance Sheet	8
Reconciliation of Balance Sheet to the Statement of Net Assets	9
Statement of Revenues, Expenditures and Changes in Fund Balance	10
Reconciliation of the Statement of Revenues, Expenditures and Changes in Funds	11
Notes to Financial Statements	12-17

SUPPLEMENTARY INFORMATION

Budgetary Comparison Schedule for Government Funds	18
Schedule of Expenditures of Federal Awards	19
Report on Compliance and on Internal Control Over Financial Reporting Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards	20-21
Schedule of Findings	22

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INDEPENDENT AUDITOR'S REPORT ON FINANCIAL STATEMENTS AND SUPPLEMENTAL INFORMATION

The board
Haas Hall Academy
Farmington, Arkansas

I have audited the accompanying financial statements of the **Haas Hall Academy Charter School** (the "School"), as of June 30, 2006, as listed in the table of contents. These general-purpose financial statements are the responsibility of the School's management. My responsibility is to express an opinion on these financial statements.

I conducted my audit in accordance with auditing standards generally accepted in the United States of America applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. I believe that my audit provides a reasonable basis for my opinion.

In my opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Haas Hall Academy Plus Charter School at June 30, 2006, and the results of its operations and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, I have also issued my reports dated December 27, 2006, on my consideration of Haas Hall Academy Charter School's internal control over financial reporting and on my tests of its compliance with certain provisions of laws, regulations, contracts and grants. Those reports are an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of my audit.

Timothy A. Bunch

Timothy A. Bunch, CPA
December 27, 2006

HAAS HALL ACADEMY CHARTER SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2006

The Academy, Inc. (HHA) is a 501 (c) (3) non-profit corporation holding a contract (or charter) from the Arkansas State Board of Education to operate a public School. This report is for Haas Hall Academy Charter School (The School) which is operated by HHA.

MANAGEMENT'S DISCUSSION AND ANALYSIS

This discussion and analysis of the School's financial performance presents a review of the School's financial activities for the fiscal year ended June 30, 2006. The intent of this discussion and analysis is to provide an easy to read overview of these activities and explain the School's financial position. Readers should also review the notes to the basic financial statements and financial statements, which immediately follow this section.

Fiscal Year 2006 Financial Highlights:

Total revenues were $375,350, which was $28,708 more than total expenses.

Outlays for capital assets accounted for $12,663 of total expenditures.

An increase in enrollment from 14 to 48 resulted in an increase in state revenues. The increase in state revenue from enrollment was approximately $175,000.

OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of three parts: management's discussion and analysis (this section), the basic financial statements, and required supplementary information. The basic financial statements include two kinds of statements that present different views of the School.

The first two statements are school-wide financial statements that provide both short-term and long-term information about the School's overall financial status.

The remaining statements are fund financial statements that focus on individual parts of the School, reporting the School's operations in more detail than the school-wide statements.

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The statements are followed by a section of required supplementary information that further explains and supports the financial statements with a comparison of the School's budget for the year.

School-wide Statements

The school-wide statements report information about the school as a whole using accounting methods similar to those used by private-sector companies. The statement of net assets included all of the School's assets and liabilities. All of the currents year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The school-wide statements report the School's net assets and how they have changed. Net assets - the difference between the School's assets and liabilities - is one way to measure the School's financial position. Over time, increases or decreases in the School's net assets are an indicator of whether its financial position is improving or deteriorating, respectively.

In the school-wide financial statements all of the School's activities are reported as government activities, State aid and private charitable funding finance most of these activities.

Fund Financial Statements

The fund financial statements provide more detailed information about the School's funds, focusing on its most significant or "major" funds - not the School as a whole. Funds are accounting devices the School uses to keep track of specific sources of funding and spending on particular programs. Some funds are required by state law; other funds are established to control and manage money for particular purposes or to show revenues are being properly used (such as federal grants).

All of the School's services are included in governmental funds, which generally focus on:

a. how cash and other financial assets that can readily be converted to cash flow in and out
b. the balances left at year-end that are available for spending

Consequently, the governmental funds statements provide a detailed short-term view that helps determine whether there are more or fewer financial resources that can be spent in the near future to finance the School's programs. Because this information does not encompass the additional long-term focus of the school-wide statements, additional information is provided that explains the relationship (or difference) between them.

FINANCIAL ANALYSIS OF THE SCHOOL AS A WHOLE

The School's combined net assets were $364,283 on June 30, 2006, which is an increase of 11% over the previous year. The School's improved financial position is the product of many factors. Funding for student growth and private contributions were significant factors in this improvement.

CONDENSED STATEMENT OF NET ASSETS

	June 30, 2006
Assets	
Current assets	$ 23,117
Net capital assets	653,544
Total assets	676,661
Liabilities	
Current liabilities	72,378
Short-term notes payable	60,000
Long-term notes payable	180,000
Total liabilities	312,378
Net assets	
Undesignated	(49,261)
Invested in capital	413,544
Total net assets	$ 364,283

CONDENSED STATEMENT OF
REVENUES, EXPENSES AND CHANGES IN EQUITY

		June 30, 2006
Revenues		
Program Revenues		
Charges for services	$	259,374
Operating grants and contributions		88,703
General Revenues		
Student activity revenue		27,273
Other		10
Total revenues		375,360
Expenses		
Instructional services		225,914
Operational & maintenance		98,391
Food services		13,041
Interest on long-term liabilities		2,488
Total expenses		339,834
Change in net assets		35,526
Net assets - beginning of year		328,757
Net assets - end of year	$	364,283

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS

Capital Assets

During fiscal year 2006, the School spent $12,663 on additional furniture and fixtures.

FACTORS BEARING ON THE SCHOOL'S FUTURE

At the time financial statements were prepared and audited, the School was aware of circumstances that could significantly affect its financial health in the future.

The Supreme Court ruling on Lakeview, while still unsettled and a major concern among all public schools, is not expected to have a material affect on the school.

Past growth of approximately 60% per year is expected to continue in the future and push school enrollment near its limit of 135 students. While this would cost additional monies for operations and building renovations, the extra state funding and generous benefactors should cover this additional cost.

CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT

This financial report is designed to provide the citizens, taxpayers, customers, investors, and creditors with a general overview of the School's finances and to demonstrate the School's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the Administrator's Office, Haas Hall Academy, 13370 Rheas Mill Road, Farmington, Arkansas, 72730.

HAAS HALL ACADEMY CHARTER SCHOOL
FARMINGTON, ARKANSAS
STATEMENT OF NET ASSETS
JUNE 30, 2006

		Governmental Activities
ASSETS		
Current assets		
Cash	$	21,617
Prepaid expenses		1,500
Total current assets		23,117
Capital assets (net of accumulated depreciation)		653,544
Total assets		676,661
LIABILITIES		
Current liabilities		
Accrued expenses		72,378
Notes payable		60,000
Total current liabilities		132,378
Long-term debt, net of current maturties		180,000
Total liabilities		312,378
NET ASSETS		
Unrestricted		(49,261)
Investment in capital assets, net of related debt		413,544
Total net assets	$	364,283

The accompanying notes are an integral part of these financial statements.

HAAS HALL ACADEMY CHARTER SCHOOL
FARMINGTON, ARKANSAS
STATEMENT OF ACTIVITIES
JUNE 30, 2006

Functions	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Assets: Total Governmental Activities
Governmental Activities				
Instructional services	$ 225,914	$	$	$ (225,914)
Supporting Services				
Operation and maintenance	98,241		86,000	(12,241)
Other	150			(150)
Student activity costs	13,041	27,273		14,232
Interest on long-term liabilities	2,488			(2,488)
	339,834	27,273	86,000	(226,561)

General Revenues:	
Federal and state aid not restricted to specific purposes	262,077
Earnings on investments	10
Total general revenues	262,087
Change in net assets	35,526
Net assets - beginning	328,757
Net assets - ending	$ 364,283

The accompanying notes are an integral part of these financial statements.

HAAS HALL ACADEMY CHARTER SCHOOL
FARMINGTON, ARKANSAS
BALANCE SHEET - GOVERNMENTAL FUNDS
JUNE 30, 2006

ASSETS

Cash	$	21,617
Prepaid		1,500
Total assets	$	23,117

LIABILITIES AND FUND BALANCES

Liabilities		
Accrued expenses	$	72,378
Total liabilities		72,378
Fund Balances		
Undesignated		(49,261)
Total fund balances		(49,261)
Total liabilities and fund balances	$	23,117

The accompanying notes are an integral part of these financial statements.

HAAS HALL ACADEMY CHARTER SCHOOL
FARMINGTON, ARKANSAS
RECONCILIATION OF THE GOVERNMENTAL FUNDS
BALANCE SHEET TO THE STATEMENT OF NET ASSETS
JUNE 30, 2006

Total fund balances for government funds		$ (49,261)
Amounts reported for governmental activities in the statement of net assets are different because:		
Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in governmental funds. The cost of the assets and accumulated depreciation is	747,995	
	(94,451)	653,544
Notes payable are related strictly to capital assets and therefore are not reported as liabilities in the funds.		
Long-term liabilities at year-end consist of:		
Notes payable	240,000	
Accrued interest	0	(240,000)
Total net assets - governmental activities		$ 364,283

The accompanying notes are an integral part of these financial statements.

HAAS HALL ACADEMY CHARTER SCHOOL
FARMINGTON, ARKANSAS
STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2006

	General
REVENUES	
State funding	$ 262,077
Contributions and grants	86,000
Student activity funds	27,273
Other revenue	10
	375,360
EXPENDITURES	
Operating expenditures	
Instructional and school leadership	225,836
Facility	13,653
Operation	42,084
Other	3,080
Total operating expenditures	284,653
Capital expenditures	12,663
Debt service	62,488
Total expenditures	359,804
EXCESS OF REVENUES OVER EXPENDITURES	15,556
FUND BALANCE - BEGINNING OF YEAR	(64,817)
FUND BALANCE - END OF YEAR	$ (49,261)

The accompanying notes are an integral part of these financial statements.

HAAS HALL ACADEMY CHARTER SCHOOL
FARMINGTON, ARKANSAS
RECONCILIATION OF THE STATEMENT OF
REVENUES, EXPENDITURES AND CHANGES IN FUND
BALANCES OF GOVERNMENTAL FUNDS TO THE
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2006

Net change in fund balances		$	15,556
The changes in net assets reported for governmental activities in the statement of activities is different because:			
Government funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful and reported as depreciation expenses. This is the amount by which capital outlays exceed depreciation in the current period			
Fixed asset purchases	$ 12,663		
Depreciation	52,693		
Net adjustment for capital expenditures			(40,030)
Loan proceed are reported as financing sources in governmental funds and thus contributed to the change in fund balance. In the statement of net assets there is an increase in liabilities. This increase does not affect the statement of activities. Similarly, repayment of principal is an expenditure in the governmental funds but reduces the liability in the statement if net assets.			
Debt issued	$ 0		
Repayments	60,000		
Net adjustment for debt related transactions			60,000
Changes in net assets of governmental activities		$	35,526

The accompanying notes are an integral part of these financial statements.

HAAS HALL ACADEMY CHARTER SCHOOL
FARMINGTON, ARKANSAS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2006

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Business

Haas Hall Academy Charter School (LEA #72-40-700) (the "School") is an open-enrollment Charter School located in Washington County and is governed by a seven member board. The School was chartered on January 12, 2004. The statements reflect all funds and accounts directly under the control of the School. Using the criteria of financial accountability, there are no component units that are or should be included in the School's reporting entity.

The accounting policies of the Haas Hall Academy Charter School conform to generally accepted accounting principles as applicable to public schools. The following is a summary of the more significant policies:

Fund Accounting

The accounts of the School are organized on the basis of funds, each of which is considered a separate accounting entity. Fund accounting is designed to demonstrate legal compliance and to aid management by segregating transactions related to certain school functions and activities. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures. Resources are allocated to and accounted for in individual funds based upon the purposes for which they are to be spent and the means by which spending activities are controlled. The various funds are grouped, in the financial statements in this report, into generic fund types and broad fund categories as follows:

Governmental Fund Types:

General Fund - The General Fund is the general operating fund of the School. It is used to account for all financial resources except those required to be accounted for in another fund.

Special Revenue Fund - Special Revenue Funds account for revenue sources that are legally restricted to expenditures for specific purposes, or designated by the School to be accounted for separately.

Debt Service Fund - Debt Service funds account for the accumulation of resources for, and the payment of, general long-term debt principal, interest and related costs.

Measurement Focus/Basis of Accounting

Government-Wide Financial Statements (GWFS)

The Statement of Net Assets and the Statement of Activities display information about the reporting government as a whole. These statements include all the financial activities of the School.

The GWFS were prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues, expenses, gains, losses, assets and liabilities resulting from the exchange or exchange-like transactions are recognized when the exchange occurs. Revenues, expenses, gains, losses, assets and liabilities resulting from non-exchange transactions are recognized in accordance with the requirements of GASB Statement No. 33, *Accounting and Financial Reporting for Non-exchange Transactions.*

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(continued)*

Program revenues included in the Statement of Activities derive directly from parties outside the School's taxpayers or citizenry. As a whole, program revenues reduce the cost of the function to be financed from the School's general revenues. Such revenues include operating state and federal grants restricted for specific purposes and charges for services.

Fund Financial Statements (FFS)

Governmental funds are accounted for using a current financial resources measurement focus. With this measurement focus, only current assets and current liabilities are generally included on the balance sheet. The statement of revenues, expenditures, and fund balances reports on the sources and uses of current financial resources. This approach differs from the manner in which the governmental activities of the government-wide financial statements are prepared.

Fund financial statements report detailed information about the School. The focus of governmental fund financial statements is on major funds rather than reporting funds by type. Each major fund is presented in a separate column.

Governmental funds use the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when measurable and available. Measurable means the amount of the transaction can be determined, and available means collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers all revenues available if they are collected within 60 days after the fiscal year end. Expenditures are recorded when the related fund liability is incurred, except to interest and principal payments on general long-term debt which is recognized when due.

Assets, Liabilities and Equity

Deposits and Investments

The School's cash and temporary investments consist of cash on hand and demand deposits.

The Arkansas State Statutes authorize the School to invest in general obligation bonds of the United States; bonds, notes, debentures, or other obligations issued by an agency of the United States government; general obligation bonds of the State of Arkansas or in bank certificates of deposit, as and to the extent directed by the School board.

The Statutes also require that School funds in banks shall be secured by general obligation bonds of the United States; bonds, notes debentures, or other obligations issued by an agency of the United States Government; bonds of the State of Arkansas or by bonds of a political subdivision thereof which has never defaulted on any of its obligations, in an amount at least equal to the amount of such deposit or by a bond executed by a surety company authorized to do business in the State of Arkansas. The Director of Education must approve the surety company.

Compensated Absences

The School provides substantially all teachers and other salaried employees one day of paid sick leave for each month contracted or employed. Unused sick leave is carried over to the next school year and is cumulative. The School's administrator earns eighteen days of vacation and sick leave per year. Due to the immateriality of the balance, no liability is reported for unpaid accumulated sick leave.

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(continued)*

Capital Assets

Capital assets are recorded at historical cost, or estimated historical cost if actual cost is not available, if purchased or constructed. Donated fixed assets are recorded at their estimated fair value at the date of donation. The School maintains a threshold level of $250 for capitalizing assets.

Capital assets are recorded in the GWFS, but are not reported in the FFS. All fixed assets, other than land, are depreciated using the straight-line method over the following useful lives.

Asset Class	Estimated Useful Life in Years
Site Improvements/Infrastructure	20
Buildings	25-50
Furniture and Equipment	5-20

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amount of assets and liabilities; disclosure of contingent assets and liabilities at the date of the financial statements; and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

NOTE 2: STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY

Budgetary Information

In accordance with Arkansas law, the School adopts an annual budget by September 15 of each fiscal year for the General, Special Revenue, Capital Projects and Debt Service Funds prepared on the basis of generally accepted accounting principles. Funds prepared with generally accepted accounting principles. Expenditures of each fund may not legally exceed available resources of that fund.

NOTE 3: CASH

As of the year ended June 30, 2006, the School had cash on hand of $19,607 and $2,010 in checking accounts in two regional banks. The checking accounts are categorized to give an indication of the level of risk assumed by the School at period end. The categories are described as follows:

Category 1: Insured or collateralized with securities held by the school or by its agent in the school's name.

Category 2: Collateralized with securities held by the pledging financial institution's trust department or agent in the school's name.

Category3: Uncollateralized.

NOTE 3: CASH (continued)

Deposits, categorized by level of risk, are:

	Bank Balance	Category 1	Category 2	Category 3	Carrying Amount
General accounting Checking	$ 19,607	$ 19,607	$ 0	$ 0	$ 19,607
Interest bearing checking	2,010	2,010	0	0	2,010
	$ 21,617	$ 21,617	$ 0	$ 0	$ 21,617

NOTE 4: PROPERTY, PLANT AND EQUIPMENT

The School maintains itemized listings of all property, plant and equipment. Fixed assets acquired through purchase or capital lease are valued at historical cost, and those assets donated are valued at their appraised values. Depreciation is recorded using the straight-line method of calculation taking into account the estimated useful life of the asset.

Net changes in property, plant and equipment for the year ended June 30, 2006, are summarized as follows:

	Balance 2005	Additions	Balance 2006
Land	$ 109,200	$ 0	$ 109,200
Buildings	310,800	0	310,800
Building improvements	145,702	0	145,702
Furniture & equipment	169,630	12,633	182,263
	$ 735,332	$ 12,633	$ 747,965
Less accumulated depreciation	41,758	52,693	94,451
	$ 693,574	$ (40,060)	$ 653,514

NOTE 5: LONG-TERM DEBT

As of June 30, 2006 the School had incurred the following long-term indebtedness:

Notes payable to Spears Corporation, collateralized by real estate, currentl at an interest rate of 0%, in monthly installment of $5,000.	$ 240,000

NOTE 6: OTHER INFORMATION

Risk Management

The School is exposed to various risks of loss from torts; theft of, damage to and destruction of assets; errors and omissions; and natural disasters for which the School carries commercial insurance. Coverage includes property and casualty, general liability and officer liability. There have been no claims filed under this coverage.

Employee Retirement Systems and Plans

Arkansas Teacher Retirement System ("System")

Plan Description. The School contributes to the Arkansas Teacher Retirement System ("System"), a cost-sharing multiple-employer defined benefit plan administered by the System. Section 24-7-301 of the Arkansas Code of 1987 Annotated assigns the authority to establish and amend benefit provisions to the System's Board of Trustees. The System provides retirement, death and disability benefits and annual cost-of-living adjustments to plan members. The System issues a publicly available financial report that includes financial statements and required supplementary information. The report may be obtained by writing to ATRS, 1400 West Third Street, Little Rock, AR 72201 or by calling (800) 666-2877.

Employee Retirement Systems and Plans (continued)

Funding Policy. The School contributes from state funding 14% of all covered employees' prior year salaries except employees whose salaries are funded by the federal programs administered by the School. The School contributes from federal funding 14% of all covered employees' current year salaries for those employees. Under certain conditions, covered employees contribute 6% of their salary to the plan. The authority to establish and amend contribution requirements of plan members and the School is set forth in state law and is vested in the System's Board of Trustees. The contributions from the School for the year ended June 30, 2006 were $18,939 with none coming from federal funding.

NOTE 7: LITIGATION

At June 30, 2006, the School was involved in no litigation.

HAAS HALL ACADEMY CHARTER SCHOOL
FARMINGTON, ARKANSAS
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
BUDGET AND ACTUAL - GOVERNEMENT FUNDS
FOR THE YEAR ENDED JUNE 30, 2006

	Budget	Actual	Variance Positive (Negative)
REVENUES			
State funding	$ 253,800	$ 263,022	$ 516,822
Federal funding		55	55
External funding	50,000	85,000	135,000
Other revenue	110,000	27,283	137,283
Total revenue	413,800	375,360	789,160
EXPENDITURES			
Operating expenditures			
Instructional and school leadership	150,400	225,836	376,236
Instruction	148,082	0	148,082
Facility	96,000	13,653	109,653
Equipment expense	0	0	0
Operation	0	42,084	42,084
Other	0	3,080	3,080
Total operating expenditures	394,482	284,653	679,135
Capital expenses	0	12,663	12,663
Debt service	0	62,488	62,488
Total expenditures	394,482	359,804	754,286
EXCESS OF REVENUE OVER (UNDER) EXPEDITURES	19,318	15,556	1,543,446
OTHER FINANCING SOURCES (USES)	0	0	0
EXCESS OF REVENUES AND OTHER SOURCES OVER (UNDER) EXPENDITURES AND OTHER USES	$ 19,318	15,556	$ 34,874
Fund balances - beginning of year		(64,817)	
Fund balances - end of year		$ (49,261)	

HAAS HALL ACADEMY CHARTER SCHOOL
FARMINGTON, ARKANSAS
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
JUNE 30, 2006

Federal Grantor/Pass Through Grantor/Program or Cluster Title	Identification Number		Federal Expenditures
OTHER PROGRAMS			
U.S. Department of Education			
Passed Through State Department of Education			
Public Charter Schools	84.282	$	55
TOTAL OTHER PROGRAMS			55
TOTAL EXPENDITURES OF FEDERAL AWARDS		$	55

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REPORT ON COMPLIANCE AND ON INTERNAL CONTROL OVER FINANCIAL REPORTING BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS.*

The Board
Haas Hall Academy
Farmington, Arkansas

I have audited the general purpose financial statements of the Haas Hall Academy Charter School, as of and for the period then ended June 30, 2006, and have issued my report thereon, dated December 27, 2006. I have conducted my audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States.

Compliance

As part of obtaining reasonable assurance about whether the Haas Hall Academy Charter School's general purpose financial statements are free of material misstatements, I performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants, including Arkansas Code Ann. 6-1-101 and certain other laws and regulations designated by the Arkansas Department of Education, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion of compliance with those provisions was not an objective of my audit and accordingly, I do not express such an opinion. The results of my tests disclosed instances of noncompliance that are required to be reported under *Government Accounting Standards* which are described in the accompanying Schedule of Findings.

Internal Control Over Financial Reporting

In planning and performing my audit, I considered the Haas Hall Academy Charter School's internal control over financial reporting in order to determine my auditing procedures for the purpose of expressing my opinion on the general purpose financial statements and not to provide assurance on the internal control over financial reporting. The management of Haas Hall Academy Charter School is responsible for establishing and maintaining an internal control structure. In fulfilling this responsibility, estimates and judgments by management are required to assess the expected benefits and related cost of internal control structure policies and procedures. The objectives of an internal control structure are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles. Because of inherent limitations in any internal control structure, errors or irregularities may nevertheless occur and not be detected. Also, projection of any evaluation of the structure to future periods is subject to the risk that procedures may become inadequate because of changes in conditions or that the effectiveness of the design and operations of policies and procedures may deteriorate.

A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements in amounts that would be material in relation to the general purpose financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. My consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control that might be reportable conditions and, accordingly, I would not necessarily disclose all reportable conditions that are also considered to be material weaknesses.

This report is intended solely for the information and use of the audit committee, management, others within the organization, The Board, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Timothy A. Bunch

Timothy A. Bunch, CPA
December 27, 2006

Noncompliance:

Noncompliance with state law

No noncompliance with state law noted.

Internal Control Weaknesses:

No material weaknesses noted.

OPEN ENROLLMENT CHARTER SCHOOL RENEWAL REPORT

HAAS HALL ACADEMY

Farmington, AR

ENROLLMENT

Enrollment for 2005-06: 47 Enrollment for 2006-07: 72

WAIVERS/ AMENDMENTS

Amendments to Original Charter: Haas Hall Academy is requesting to add 9th grade for the 2006-07 school year. For more information on educational program please refer to pages 15 to 26 of Renewal Application.

Waivers: Additional waivers were requested. Please refer to page 14 of Renewal Application.

TESTING DATA REPORTED

For testing data and performance goals please refer to pages 4 to 10 in the Renewal Application.

STANDARDS

Haas Hall Academy status for the 2005-2006 school year was accredited probationary school. A visit was made to the school on October 10, 2006 and there were no concerns. The most recent Annual Accreditation Status Report for Haas Hall Academy 2005-2006 is attached.

2004-05 Status: Accredited

2005-06 Status: Accredited - Probationary

SPECIAL EDUCATION

Haas Hall reports no special education students for the current school year.

This report is submitted to the ADE, Charter School Section, for inclusion in the overall report of the above open-enrollment charter schools to the Arkansas State Board of Education in consideration for renewal of their charters. If you have further questions, or need more information, contact: Marsha Tolson at 501-682-2379, or marsha.tolson@arkansas.gov

FACILITIES

1. **Charter School:** Hass Hall Academy

2. **Location:** Rheas Mill Road, Farmington, AR 72730

3. **General Observations:** The facility is about 5 to 10 minutes off of highway 62. The facility is a metal building with a gravel parking lot in front and to the side of the building. The outside of the facility shows signs of age. The interior is well kept, and fairly new remodel work has been done. The office is located in front of the building. Half of the classrooms are located on the second floor, these classrooms are small. The computer lab is on the first floor; it is small but does contain computers and desks. The cafeteria/ lunch room also doubles as a large classroom.

4. **Academic Suitability:** 76 students are enrolled. Classrooms are small and hold from 4 to 15 students per class. All classes were full at the time the visit occurred. An addition is underway to fully meet the needs of this facility.

5. **ADA Accessibility:** Not all areas are ADA accessible. The lunch area and some classrooms are upstairs with no handicap accessibility. The hallways are narrow. The facility does have an ADA accessible restroom on the first floor.

6. **Life Safety Codes:** Panic hardware is installed. Security cameras cover the entire facility. There is a fire escape door located on the second floor.

7. **Conclusions and recommendations:** Although small, the school meets the needs of the current students' academic needs. Once the addition is complete, the school should meet the needs entirely of current and prospective students.

FINANCE

f. Copy of most recent financial audit
- Report provided

g. Detailed Statement of Changes in Fund Balances
- Reports provided
- Through November 30, 2006, Haas Hall Academy had an Operating Fund balance of $181,175
- Through March 31, 2007, Haas Hall Academy had an Operating Fund balance of $106,218

h. Summary Revenue Status Report
- Report provided
- In December 2006, Revenues declined by $19,534 per month based on a decline in ADM of 24 to a current total of 70. Total decline in Foundation Funding is $136,737.

i. Summary Expenditure Status Report
- Report provided

j. Bank Reconciliation Report
- Report provided
- November 2006 report is not reconciled.
- The Reconciliation Report has outstanding expenditures from July 2004. These expenditures appear to be electronic payments, which should have been adjusted as 'cancelled' instead of remaining as 'outstanding'. Based on the information provided, it is not possible to estimate Hass Hall Academy's actual cash position.

k. Bank Account Statement
- Statement was not submitted

LEGAL

1.) p. 4, Application: "The Academy will use a random anonymous lottery for the selection of students in the event that the number of applications submitted exceeds the slots available for enrollment. The lottery will be conducted by grade level to assure a balance of students in each grade level. Students of staff, faculty, and board members will automatically be accepted." Haas Hall Academy's preferential admissions policy does not appear to comport with Arkansas law.

2.) p. 21: "Haas Hall Academy will utilize both synchronous and asynchronous distance learning assets, media and tools to meet the mandated Standards for Accreditation of Arkansas Public Schools. All distance learning courses except concurrent credit courses will use a curriculum designed to comply with the Arkansas Curriculum Frameworks and Arkansas Course Content Standards.

Haas Hall Academy will meet the Standards for Accreditation of Arkansas Public Schools for teaching not just offering the 38 required courses. Additionally, we will meet the Arkansas Curriculum Frameworks and Arkansas Course Content Standards utilizing traditional classroom instruction and the multitude of distance learning formats available."

The proposed curriculum may run afoul of Act 77 of the Second Extraordinary Session of 2003 (Act 77) (uncodified). Section Eight (8) of Act 77 requires that the ADE only fund charter schools which utilize Internet or distance-based learning technology as a "supplement" to the school's traditional classroom setting.

3.) Waivers:

a.) Ark. Code Ann. §§ 6-15-1004, 6-17-401 and 6-17-902 and Section 15.03 of the Standards for Accreditation Rules (concerning highly qualified teachers, teacher licensure and the definition of a teacher):

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements <u>if they teach core subjects.</u>
- The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to the criminal background checks.

b.) Ark. Code Ann. §§ 6-20-1401, 6-20-1406 and 6-20-1407:

Construction standards are now handled by the Division of Public School Academic Facilities and Transportation.

c.) Waivers from Teaching Journalism, Career and Technical Education, Agricultural Education, Workforce Education, Business Technology, Health Occupations, Home Economics Education, Marketing Technology, Trade, Industrial and Technical Education, and Work-Based Learning/Apprenticeship:

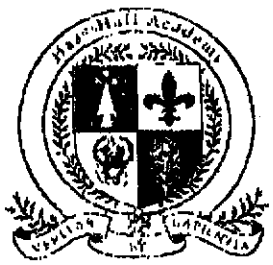
Such waivers can not be granted to the extent they affect high school graduation requirements, accountability and compliance with providing the thirty-eight (38) units of credit. (<u>See</u> Ark. Code Ann. § 6-23-401 (b)).

d.) Ark. Code Ann. § 6-17-919 ("Warrants void without valid certificate and contract"):

Under Ark. Code Ann. § 6-17-919, the only requirement which would be waived is the ability to pay a teacher's salary only upon the 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.

e.) Ark. Code Ann. § 6-17-920 ("Examination of teacher's contracts"):

This section is not capable of being waived by the Board, as the duties imposed by this Code section are upon the county clerk, and not upon Haas Hall.



HAAS HALL ACADEMY

THE PRIVATE SCHOOL EXPERIENCE IN A PUBLIC SCHOOL SETTING

13376 KIBBAS MILL ROAD FARMINGTON, AR. 72730 (479) 267 5805 - HTTP://HAASHALL.ORG

VIA FACIMILIE

Monday, May 7, 2007

Dr. Mary Ann Brown
Arkansas Charter Schools, Program Director
Arkansas Department of Education
#4 Capitol Mall, 305B
Little Rock, AR 72201.1071

Dear Dr. Brown:

Haas Hall Academy is in receipt of your facsimile dated April 26, 2007 that contained the Arkansas Department of Education's review of The Academy, Inc.'s charter renewal application. Below please find our responses to their findings.

Enrollment: Enrollment has held steady. The budget submitted to the Arkansas State Board of Education for its consideration during its regularly scheduled meeting on Monday, August 14, 2006 was based on 72 scholars.

Waivers/Amendments: None

Testing Data Reported: None

Standards: None

Special Education: None

Facilities: None

Finance: - H (2) - Enrollment has held steady. The budget submitted to the Arkansas State Board of Education for its consideration on Monday, August 14, 2006 was based on 72 scholars.

J (3) - Attached to this letter please find Haas Hall Academy's bank reconciliation report dated 05.07.07 for period 9 of 07. The variance is $4,569.74. It is our contention that this difference is due to an Employee Benefits Division (EBD) payment not recorded on APSCN.

HAAS HALL ACADEMY DOES NOT DISCRIMINATE ON THE BASIS OF SEX, NATIONAL ORIGIN, RACE, ETHNICITY, RELIGION, DISABILITY OR ATHLETIC ELIGIBILITY

Legal: Ark. Act 736, 2007 Sec. 1(5) (A) (B) "Founding member" means any individual who is either; a member or an employee .... Or, a member of the initial governing nonadvisory boards... Ark. Act 736, 2007 14(B) (ii) (a) (1) (2) "...Children of founding members .... not to exceed 10% of the total enrollment ...

Ark. Act 736, 2007 14(B) (ii) (b)" ...siblings of currently enrolled students ...."

2. Distance education at Haas Hall Academy has and will continue to supplement our academic programs.

3. (a) - All faculty hold Bachelor's degrees most with Master's degrees in their areas of instruction. All faculty complete the Arkansas High Objective Uniform State Standard of Evaluation (ARHOUSE) to demonstrate Highly Qualified Teacher (HQT) status as per No Child Left Behind (NCLB).

Haas Hall Academy employs three (3) Arkansas Department of Education certified teachers on its faculty. All Arkansas Comprehensive Testing, Assessment and Accountability (ACTAAP) exams are administered according to procedures established by the ADE.

Beginning in 2007.2008 all substitute personnel will submit to the criminal background check.

3. (c) - All course offerings will be in compliance with the 38 units of credit.

ARKANSAS PUBLIC SCHOOL COMPU - FINANCIAL ACCOUNTING MANAGEM PAGE NUMBER: 1
DATE: 05/07/07 HAAS HALL ACADEMY MODULE NUM: BNKRECLAR
TIME: 11:31:09 BANK RECONCILIATION REPORT SORT BY CLEARED DATE
FOR PERIOD 9 OF 07 ALL CHECKS

SELECTION CRITERIA: ALL

PAYEE NAME	CHECK DATE	CLEARED DATE	CHECK NUMBER	OUTSTANDING	CANCELLED
USABLE LIFE	01/31/07		705	2.80	.00
FACULTY FELDMAN	03/07/06		10151	852.67	.00
DEBBIE PHIPPS	12/14/06		50127	10.71	.00
BRETT WISH	02/09/07		50211	1,000.00	.00
EDUCATION BOOK DEPOSITOR	02/28/07		50243	130.30	.00
AAA	03/06/07		50257	25.00	.00
BILLY R BROKING	03/06/07		50262	400.00	.00
REBECCA LUPINTK	03/09/07		50264	1,200.00	.00
MANCHIA	03/19/07		50270	360.00	.00
LOWES	03/20/07		50271	21.54	.00
EUREKA PLAZA	03/20/07		50272	50.43	.00
<<<ELECTRONIC FAX TRANSF	03/31/07		50282	4,677.91	.00
AR TEACHER RETIREMENT	03/31/07		50283	3,926.67	.00
DEPARTMENT FINANCE AND A	03/31/07		50284	801.90	.00
EMPLOYEE BENEFITS DIVISI	03/31/07		50285	1,736.34	.00
USABLE LIFE	03/31/07		50286	7.80	.00
AFLAC	06/30/05	03/14/07	107	.00	74.20
AFLAC	11/07/05	03/14/07	159	.00	121.10
AFLAC	10/31/05	03/14/07	160	.00	53.30
USABLE LIFE	10/31/05	03/14/07	173	.00	1.68
AFLAC	11/30/05	03/14/07	175	.00	23.40
USABLE LIFE	11/30/05	03/14/07	180	.00	1.68
AFLAC	12/31/06	03/14/07	182	.00	53.30
USABLE LIFE	12/31/06	03/14/07	187	.00	1.12
AFLAC	11/30/05	03/14/07	191	.00	29.90
AFLAC	01/31/06	03/14/07	193	.00	53.30
USABLE LIFE	01/31/06	03/14/07	198	.00	1.12
AFLAC	02/28/06	03/14/07	200	.00	29.90
USABLE LIFE	02/28/06	03/14/07	205	.00	1.12
USABLE LIFE	02/28/06	03/14/07	211	.00	1.12
USABLE LIFE	04/30/06	03/14/07	219	.00	1.12
USABLE LIFE	04/31/06	03/14/07	225	.00	1.12
USABLE LIFE	06/30/06	03/14/07	231	.00	1.12
USABLE LIFE	07/31/06	03/14/07	237	.00	1.12
CAROLYN L RICE	03/09/07	03/31/07	1106	.00	195.14
DIANA L LOHENY	03/09/07	03/31/07	1119	.00	2,313.22
RYAN MONNECKE	03/09/07	03/31/07	1120	.00	2,407.42
JANET LEA REED	03/09/07	03/31/07	1121	.00	1,547.47
DAVA E REGE	03/09/07	03/31/07	1122	.00	2,019.46
CAROLYN L RICE	03/09/07	03/31/07	1123	.00	195.14
MARTIN WILLIAM S HOPTREY	03/09/07	03/31/07	1124	.00	2,000.66
JUSTIN W SOLKRIDER	03/09/07	03/31/07	1125	.00	2,191.05
JEFFREY PAUL WOLF	03/09/07	03/31/07	1126	.00	1,820.13
BRETT WISH	03/09/07	03/31/07	50210	.00	1,000.00
AR TEACHER RETIREMENT	02/12/07	03/31/07	50221	.00	2,500.00
ARLINGTON RESORT HOTEL	02/28/07	03/31/07	50231	.00	221.26
DR. RICK MICHMAN	02/28/07	03/31/07	50239	.00	2,952.00
BUSINESS CARD	03/05/07	03/31/07	50240	.00	174.06
JANET REED	02/28/07	03/31/07	50241	.00	154.91
PEOPLE'S PUBLISHING	02/28/07	03/31/07	50242	.00	504.54
RID A PEST	02/28/07	03/31/07	50244	.00	305.92
DPS	02/28/07	03/31/07	50245	.00	499.45
SPECIAL SOLUTIONS OF ARK	02/28/07	03/31/07	50246	.00	216.00
ROLL OFF SERVICE	02/28/07	03/31/07	50247	.00	95.20

ARKANSAS PUBLIC SCHOOL COMPU - FINANCIAL ACCOUNTING MANAGEM PAGE NUMBER: 2
DATE: 05/07/07 HAAS HALL ACADEMY MODULE NUM: BNKRECLAR
TIME: 12:31:00 BANK RECONCILIATION REPORT SORT BY CLEARED DATE
FOR PERIOD 3 OF 07 ALL CHECKS

SELECTION CRITERIA: ALL

PAYEE NAME	CHECK DATE	CLEARED DATE	CHECK NUMBER	OUTSTANDING	CANCELLED
SIMPLE LOCK AND ALARM	02/28/07	03/31/07	50248	.00	145.84
AMERICAN SOLUTIONS	02/28/07	03/31/07	50249	.00	27.48
FRANK KEER	03/01/07	03/31/07	50250	.00	252.00
LOWES	03/02/07	03/31/07	50251	.00	1,378.37
JUSTIN DOCKRIDER	03/02/07	03/31/07	50252	.00	60.84
EUREKA PIZZA	03/02/07	03/31/07	50253	.00	152.05
RON SPEARS	03/05/07	03/31/07	50255	.00	5,000.00
SPIRIT PRINTS	03/06/07	03/31/07	50256	.00	49.10
AR TEACHER RETIREMENT	03/07/07	03/31/07	50258	.00	3,926.67
DANCO PREMIUM FINANCE	03/07/07	03/31/07	50259	.00	1,110.69
DANNY BARNETT	03/07/07	03/31/07	50260	.00	60.00
CHRISTINA SMITH	03/09/07	03/31/07	50263	.00	693.00
SARAH DE WURGES	03/09/07	03/31/07	50265	.00	800.00
WAL-MART	03/12/07	03/31/07	50267	.00	51.06
POSTMASTER	03/16/07	03/31/07	50269	.00	39.00
TOTAL OUTSTANDING CHECKS FOR PERIOD -				15,219.07	
TOTAL OF CANCELLED CHECKS FOR PERIOD -					37,357.96
TOTAL CHECKS WRITTEN FOR PERIOD -				41,709.80	

1. BALANCE SHOWN ON BANK STATEMENT AT PERIOD END: 30297.00
2. ADD: CASH IN TRANSIT AT END OF PERIOD: .00

3. SUB-TOTAL: 30297.00

4. DEDUCT OUTSTANDING CHECKS FOR PERIOD: 15219.87

5. ADJUSTED BANK BALANCE AT END OF PERIOD: 15077.13

6. CASH BALANCE AT END OF PERIOD: 10507.39

7. VARIANCE: 4569.74

ARVEST Member FDIC www.arvest.com

ARVEST BANK
P O BOX 1327
FAYETTEVILLE AR 72702

24-hour Account Information: (479) 575-1199
(800) 579-0741

Customer Service: (479) 575-1099
(800) 874-1827

Page 1

Statement Date: 11-30-06

Account No: 11634960

002 304 102

Enclosures: 41

FREE GIFT TIN WITH ANY ARVEST GIFT CARD PURCHASE.
GET YOUR SHOPPING DONE EARLY AND IN ONE STOP!

**********AUTO**5-DIGIT 72730
16382 0.9140 AV 0.293 82 1 337

THE ACADEMY INC
HAAS HALL ACADEMY
13370 RHEAS MILL RD
FARMINGTON AR 72730-9625

********** NON-PROFIT NON-INTEREST CKING **********
1163 496 0 102

Balance Last Statement 10-31-06		74,795.28
+Deposits/Credits	8	52,165.10
-Withdrawals/Debits	38	45,626.43
-Service Charge		.00
Balance This Statement		81,333.95

********** DEPOSITS POSTED **********

	Deposit	Date
Tracy donation	138.50	11-02
	800.00	11-02
	156.60	11-02
	276.00	11-02
DRAFT	360.00	11-21
BLST	610.00	11-21

********** ELECTRONIC ACTIVITY **********

Date	Tracer	Description	Amount
11-08	311000000000244	OZARKS ELECTRIC DRAFT HAAS HALL ACADEMY	742.56-
11-13	300000000000225	PG TELCO PHONE BILL HAAS HALL ACADEMY	193.72-
11-13	317000000000436	WASHINGTON WATER UTILITY DD HAAS HALL ACADEMY	49.55-
11-17	88000000009320	HANNAS CANDLE COMPANY	5,000.00
11-20	324000000036711	STATE OF ARK DIRECT PAY 7*A*720120302*0500	41,824.00

********** CHECKS PAID **********

Check No.	Date	Amount	Check No.	Date	Amount
1070	11-13	2330.87	50028*	11-02	78.48
1072*	11-10	1776.74	50037*	11-01	350.00
1073	11-16	2010.53	50052*	11-14	3926.67
1074	11-24	170.14	50053	11-02	807.31
1075	11-13	1998.76	50055*	11-06	1.12
1076	11-10	1818.39	50060*	11-03	32.05
1077	11-10	2187.90	50063*	11-02	100.00
1078	11-14	2404.42	50064	11-01	635.69
1079	11-24	1500.00	50067*	11-13	47.90
2806*	11-15	2500.00	50069*	11-06	48.07
2808*	11-15	2053.90	50070	11-01	600.00

Continued on Next Page

Statement Date: 11-30-06

Account No: 11634960

THE ACADEMY INC

50071 11-15	5000.00	50080*11-21	1736.34
50072 11-07	5000.00	50081 11-15	720.00
50073 11-13	48.87	50082 11-21	76.04
50074 11-10	1118.69	50083 11-27	25.00
50075 11-13	1000.00	50084 11-24	1000.00
50076 11-13	1000.00	50086*11-30	39.63
50078*11-16	500.00		

********** DAILY BALANCE SUMMARY **********

Date	Balance	Date	Balance	Date	Balance
10-31	74795.28	11-01	73209.59	11-02	73594.90
11-03	73562.85	11-06	73513.66	11-07	68513.66
11-08	67771.10	11-10	60869.38	11-13	54202.71
11-14	47871.62	11-15	37597.63	11-16	35087.10
11-17	40087.10	11-20	84911.10	11-21	84068.72
11-24	81398.58	11-27	81373.58	11-30	81333.95

End of Statement

ANNUAL ACCREDITATION STATUS REPORT (2005-2006)

Run Date: 05/10/2006

Lea: 72-40-703 School: HAAS HALL ACADEMY

2005-2006 Status: ACCREDITED - PROBATIONARY
Review Date: 10/15/2006 Comments:

2400 SECONDARY COURSES
12 Math Electives
16 Vocal Music
17 Instrumental Music
18 Fine Arts Elective /adv

2004-2005 Status: ACCREDITED
Review Date: Comments:

2003-2004 Status:
Review Date: Comments:

Enrollment-		
	K	0
	1	0
	2	0
	3	0
	4	0
	5	0
	6	0
	7	0
	8	0
	9	0
	10	26
	11	16
	12	5
	EE	0
	SM	0
	SS	0
	13	0
Total enrollment for 72-40-703:		47

FTE Totals-

Counselor	1.00
Principal	0.00
Asst. Principal	0.00
Library/Media	0.28

Staff Development Hours:	60
Total Book Volume:	75000

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

October 10, 2006

Dr. Martin W. Schoppmeyer, Jr., Superintendent
Haas Hall Academy
13370 Rheas Mill Road
Farmington, Arkansas 72730

Dear Dr. Schoppmeyer,

Thank you for the professional courtesy during the recent Standards Assurance Unit on-site review of compliance issues evidenced on the final 2005-2006 Annual Accreditation Status Report for Haas Hall Academy. Based on the review conducted on September 8, 2006, there are continuing compliance concerns.

School schedules did reflect the teaching of all required courses though some course approvals were not available. Continue efforts to have all courses requiring ADE approval approved.

Please work with the assigned specialist to determine additional actions or evidence needed to address compliance issues. For further information, refer to Rules Governing Standards for Accreditation of Arkansas Public Schools.

Sincerely,

Frank Wimer
Standards Assurance

pc: Johnie Walters, Specialist
Standards Assurance Unit

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia
Dr. Ben Mays, Clinton • MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

COURSE SUBMISSION INFORMATION FORM

(1) Date Received: October 2, 2006

(2) School District/LEA#: Haas Hall Academy # 7240

(3) Course Number: 519060

(4) Course Title: Creative Writing (1 credit = 120 clock hours)

(5) Subject Area/Licensure Code: ADE Approved Language Arts

(6) Grades: 9-12

(7) Review Status: N/A

(8) Implementation Year: 06/07

(9) 2-Year Conditional Approval Expiration Date: N/A

(10) Date Completed: October 2, 2006

(11) Final Review Status: Approved

(12) Course Description Required: Yes or No (circle one)

Approval:
CB Chris Barnes
Arkansas Department of Education
Curriculum, Assessment and Research

Distribution Approval Process:
Step 1: Jim Boardman, Number System
Step 2: Frank Wimer, Standards/Licensure Number
Step 3: Carmen Jordan, Crosswalk
Step 4: Doris Stewart, Course Database
Step 5: Course Database Posting Notification to Chris Barnes

Note: Refer to Director's Memo Number: ACC-04-002

COURSE SUBMISSION INFORMATION FORM

(1) Date Received: October 2, 2006

(2) School District/LEA#: Haas Hall Academy # 7240

(3) Course Number: 519060

(4) Course Title: Philosophy (1 credit = 120 clock hours)

(5) Subject Area/Licensure Code: ADE Approved Language Arts

(6) Grades: 9-12

(7) Review Status: N/A

(8) Implementation Year: 06/07

(9) 2-Year Conditional Approval Expiration Date: N/A

(10) Date Completed: October 2, 2006

(11) Final Review Status: Approved

(12) Course Description Required: Yes or No (circle one)

Approval:
Chris Barnes
Arkansas Department of Education
Curriculum, Assessment and Research

Distribution Approval Process:
Step 1: Jim Boardman, Number System
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Step 4: Doris Stewart, Course Database
Step 5: Course Database Posting Notification to Chris Barnes

Note: Refer to Director's Memo Number: ACC-04-002

CORRECTED EXCEPTIONS ACCREDITATION STATUS REPORT (2005-2006)

Run Date: 05/10/2006
Lea: 72-40-000
County:

District:
Supervisor:

Lea: 72-40-703

School: HAAS HALL ACADEMY

2005-2006
Review Date: 10/15/2006

Status: ACCREDITED - PROBATIONARY
Comments:

8201 PRINCIPAL FTE		CORRECTED EXCEPTION
9231 LIB/MEDIA FTE		CORRECTED EXCEPTION
13000 NO G/T		CORRECTED EXCEPTION
8311 NOT CERTIFIED 418-27-0251 BRANDON J HUTCHISON		CORRECTED EXCEPTION
8311 NOT CERTIFIED 429-67-9731 JOSH B MCGEE		CORRECTED EXCEPTION
8313 JOB NOT CERT 429-67-9731 JOSH B MCGEE 6060 Dean of Students	09/01/2008	CORRECTED EXCEPTION
8313 JOB NOT CERT 429-67-9731 JOSH B MCGEE 999100	09/01/2008	CORRECTED EXCEPTION
8311 NOT CERTIFIED 430-04-5766 MARTIN W SCHOPPMEYER		CORRECTED EXCEPTION
8311 NOT CERTIFIED 431-55-5126 ZACHARY FELDMAN		CORRECTED EXCEPTION
8311 NOT CERTIFIED 431-65-2975 BILLY E HERRING JR		CORRECTED EXCEPTION
8313 JOB NOT CERT 431-80-6473 JANET OUSTERHOUT 6033 High School Guidance Counselor	09/01/2008	CORRECTED EXCEPTION
8311 NOT CERTIFIED 433-45-9010 GENA MCGEE		CORRECTED EXCEPTION
8313 JOB NOT CERT 440-98-9748 JILL E SWANK 412000	09/01/2008	CORRECTED EXCEPTION

CORRECTED EXCEPTIONS ACCREDITATION STATUS REPORT (2005-2006)

Run Date: 05/10/2006
Lea: 72-40-000
County:

District:
Supervisor:

8313 JOB NOT CERT 440-98-9748 JILL E SWANK 413000	09/01/2008	CORRECTED EXCEPTION
8313 JOB NOT CERT 440-98-9748 JILL E SWANK 414000	09/01/2008	CORRECTED EXCEPTION
8313 JOB NOT CERT 440-98-9748 JILL E SWANK 6023 High School Library/Media Spec.	09/01/2008	CORRECTED EXCEPTION
8311 NOT CERTIFIED 441-72-9170 CA SCHOPPMEYER		CORRECTED EXCEPTION
8313 JOB NOT CERT 572-62-3837 DIANA L LOWERY 411000	09/01/2008	CORRECTED EXCEPTION

Requested Amendments to
2006-2007 Arkansas Better Chance Grants

AGENCY	AMOUNT	REASON
Kiddie Kollege-Holly Grove, AR	$ 10,000.00	Replace equipment damaged in fire.

2007-2008 Arkansas Better Chance Program
Recommendations for Funding - Round #1

ABC Agency Name	Location	Program Type	Grant Type	TOTAL GRANT AMOUNT
15th Street Church of God in Christ	West Memphis	Classroom	Direct Services	$277,800
ABC Children's Academy	Russellville	Classroom	Direct Services	$884,700
Academy of Learning	Pine Bluff	Classroom	Direct Services	$277,800
All Bout Chalk	Gentry	Classroom	Direct Services	$208,350
Amber Lane	Ash Flat	FCCH	Direct Services	$58,560
Arch Ford Education Cooperative	Conway	Classroom	Direct Services	$92,600
Arkadelphia School District	Arkadelphia	Classroom	Direct Services	$195,200
Arkansas Children's Hospital	N/A	N/A	Monitoring for HIPPY	$377,615
Arkansas Children's Hospital	N/A	N/A	PreK ELLA[1], INDEX[2]	$217,351
Arkansas Children's Hospital Child Enrichment Ctr	Little Rock	Classroom	Direct Services	$92,600
Arkansas Children's Hospital-Central Ark HIPPY	Little Rock	HIPPY	Direct Services	$203,374
Arkansas Children's Hospital-Eastern Ark HIPPY	Woodruff/Cross Co.	HIPPY	Direct Services	$216,710
Arkansas Children's Hospital-Lee County HIPPY	Marianna	HIPPY	Direct Services	$90,018
Arkansas Children's Hospital-Quitman HIPPY	Quitman	HIPPY	Direct Services	$90,018
Arkansas River Education Cooperative	Jefferson/Lincoln Co.	HIPPY	Direct Services	$1,083,550
Arkansas River Education Cooperative	Jefferson/Lincoln Co.	PAT	Direct Services	$100,020
Arkansas State University Childhood Services	N/A	N/A	Child Assessment	$1,085,072
Arkansas State University Childhood Services	N/A	N/A	Quality Monitoring	$1,894,415
Arkansas State University Childhood Services	N/A	N/A	PreK ELLA[1], INDEX[2]	$536,494
ASU Children in the Delta	Craighead/Phillips/Cross Co.	Classroom	Direct Services	$2,848,060
Atkins School District	Atkins	Classroom	Direct Services	$195,200
Augusta School District	Augusta	Classroom	Direct Services	$277,800
Barton-Lexa School District	Barton	Classroom	Direct Services	$92,600
Batesville School District	Batesville	Classroom	Direct Services	$601,900
Batesville School District	Batesville	PAT	Direct Services	$75,015
Beebe School District	Beebe	Classroom	Direct Services	$390,400
Benton Co. Sunshine School	Rogers	Classroom	Direct Services	$141,900
Benton Co. Sunshine School	Rogers	PAT	Direct Services	$45,009
Benton School District	Benton	HIPPY	Direct Services	$91,685

2007-2008 Arkansas Better Chance Program
Recommendations for Funding - Round #1

ABC Agency Name	Location	Program Type	Grant Type	TOTAL GRANT AMOUNT
Bentonville School District	Bentonville	Classroom	Direct Services	$1,073,600
Bentonville School District	Bentonville	PAT	Direct Services	$90,018
Bigelow Assembly of God	Bigelow	Classroom	Direct Services	$92,600
Black River Area Development	Walnut Ridge/Pocahontas	Classroom	Direct Services	$236,130
Blevins School District	Emmet	Classroom	Direct Services	$69,450
Blytheville School District	Blytheville	Classroom	Direct Services	$185,200
BOST	Ft. Smith	Classroom	Direct Services	$97,600
Boston Mountain Education Cooperative	Washington/Benton Co.	HIPPY	Direct Services	$423,418
Bradford School District	Bradford	Classroom	Direct Services	$92,600
Bright Beginnings	Siloam Springs	FCCH	Direct Services	$75,330
Bright Beginnings Preschool	Russellville	Classroom	Direct Services	$97,600
Brookland School District	Brookland	Classroom	Direct Services	$282,430
Buffalo Island Central School District	Monette	Classroom	Direct Services	$141,400
Cabot School District	Cabot	Classroom	Direct Services	$653,200
Camden-Fairview School District	Camden	Classroom	Direct Services	$370,400
Camden-Fairview School District	Ouachita Co.	HIPPY	Direct Services	$233,380
Candy Land	Jonesboro	FCCH	Direct Services	$46,300
Carlisle School District	Carlisle	Classroom	Direct Services	$185,200
Carroll Co. Learning Center	Green Forest/Berryville	Classroom	Direct Services	$171,310
Cave City School District	Cave City	Classroom	Direct Services	$282,800
Cedar Ridge School District	Cord/Oil Trough	Classroom	Direct Services	$342,620
Cedar Ridge School District	Cord/Oil Trough	PAT	Direct Services	$33,340
Centerpoint School District	Glenwood	Classroom	Direct Services	$83,340
Centers for Youth and Families	Little Rock	Classroom	Direct Services	$157,420
Central Arkansas Development Council	Saline/Clark/Pike/Garland Co.	Classroom	Direct Services	$390,400
Child Development, Inc.	Pope/Yell/Johnson/Conway/Desha Co.	Classroom	Direct Services	$1,811,940
Child of Mine	Marked Tree	Classroom	Direct Services	$231,500
Children of Light	North Little Rock	Classroom	Direct Services	$185,200
Clarendon School District	Clarendon	Classroom	Direct Services	$83,340

ABC Agency Name	Location	Program Type	Grant Type	TOTAL GRANT AMOUNT
Clark Co. Development Center	Gurdon	HIPPY	Direct Services	$108,355
Cleveland Co. School District	Rison/Woodlawn	Classroom	Direct Services	$115,750
Clinton School District	Clinton	Classroom	Direct Services	$185,200
Community Action Program of Central Arkansas	Conway	Classroom	Direct Services	$87,840
Community Outreach Partnership Enrichment	Hope	Classroom	Direct Services	$146,400
Concord School District	Concord/Wilburn	Classroom	Direct Services	$372,900
Conway School District	Conway	Classroom	Direct Services	$565,600
Crossett School District	Crossett	Classroom	Direct Services	$370,400
Crowley's Ridge Education Cooperative	Harrisburg/Lake City/Turrell	Classroom	Direct Services	$435,220
Danville School District	Danville	Classroom	Direct Services	$185,200
Dawson Education Cooperative	Saline/Clark/Pike/Garland Co.	Classroom	Direct Services	$2,049,600
Dawson Education Cooperative	Saline Co.	HIPPY	Direct Services	$66,680
Dawson Education Cooperative	N/A	N/A	PreK ELLA[1], INDEX[2]	$82,586
Decatur School District	Decatur	Classroom	Direct Services	$190,200
DeQueen-Mena Education Cooperative	Sevier/Little River/Howard/Polk Co.	Classroom	Direct Services	$2,731,050
DeQueen-Mena Education Cooperative	Sevier/Little River/Howard/Polk Co.	HIPPY	Direct Services	$135,027
Dermott Day Service Center	Dermott	Classroom	Direct Services	$60,190
Dermott School District	Dermott	Classroom	Direct Services	$78,710
Des Arc School District	Prairie Co.	HIPPY	Direct Services	$150,030
Dewitt School District	Dewitt	Classroom	Direct Services	$78,710
Dollarway School District	Pine Bluff	Classroom	Direct Services	$463,000
Drew Central School District	Monticello	Classroom	Direct Services	$277,800
Dumas School District	Dumas	Classroom	Direct Services	$69,450
Earle School District	Earle	Classroom	Direct Services	$115,750
Earle School District	Crittenden Co.	HIPPY	Direct Services	$100,020
Early Childhood Services	N/A	N/A	PreK ELLA[1]	$14,934
East End (Bigelow) School District	Bigelow	Classroom	Direct Services	$92,600
East Poinsett County School District	Tyronza/Lepanto	Classroom	Direct Services	$277,800
Easter Seals	Stuttgart	Classroom	Direct Services	$92,600

2007-2008 Arkansas Better Chance Program
Recommendations for Funding - Round #1

ABC Agency Name	Location	Program Type	Grant Type	TOTAL GRANT AMOUNT
Emmanuel Learning Center	Jacksonville	Classroom	Direct Services	$92,600
EOA of Washington County	Fayetteville	Classroom	Direct Services	$101,860
Ermers Learning Academy	Gould	Classroom	Direct Services	$97,600
Families and Children Together	Union/Columbia/Ouachita Co.	Classroom	Direct Services	$740,800
Fayetteville School District	Fayetteville	Classroom	Direct Services	$480,500
First Baptist Church Heber Springs/Circle of Love	Heber Springs	Classroom	Direct Services	$92,600
First Baptist Church McGehee	McGehee	Classroom	Direct Services	$92,600
First Presbyterian Church Prescott	Prescott	Classroom	Direct Services	$101,860
First Presbyterian Church Warren	Warren	Classroom	Direct Services	$185,200
First Step, Inc.	Hot Springs	Classroom	Direct Services	$97,600
Flippin School District	Flippin	Classroom	Direct Services	$277,800
Focus, Inc.	Blytheville/Osceola	Classroom	Direct Services	$190,200
Forrest City School District	Forrest City	Classroom	Direct Services	$936,000
Forrest City School District	Forrest City	HIPPY	Direct Services	$180,036
Fort Smith School District	Ft. Smith	Classroom	Direct Services	$951,000
Fort Smith School District	Ft. Smith	PAT	Direct Services	$208,375
Fouke School District	Fouke/Bright Star	Classroom	Direct Services	$264,650
Frank C. Steudlein Learning Center	West Memphis	Classroom	Direct Services	$185,200
Friendship Community Care	Pope/Washington/Benton/Saline Co.	Classroom	Direct Services	$1,084,900
Glen Rose School District	Glen Rose	Classroom	Direct Services	$111,620
Grandma's Child Care	Hope	FCCH	Direct Services	$60,190
Gravette School District	Gravette	Classroom	Direct Services	$195,200
Great Beginnings Child Care & Enrichment Center	Gurdon	Classroom	Direct Services	$92,600
Greenbrier School District	Greenbrier	Classroom	Direct Services	$282,800
Greenbrier School District	Faulkner Co.	HIPPY	Direct Services	$205,041
Greene Co. Tech School District	Paragould	Classroom	Direct Services	$606,900
Greenwood School District	Greenwood	Classroom	Direct Services	$292,800
Greers Ferry-West Side School District	Greers Ferry/Higden	HIPPY	Direct Services	$45,009
Growing God's Kingdom	Fayetteville/West Fork	Classroom	Direct Services	$387,400

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2007-2008 Arkansas Better Chance Program
Recommendations for Funding - Round #1

ABC Agency Name	Location	Program Type	Grant Type	TOTAL GRANT AMOUNT
Gurdon School District	Gurdon	Classroom	Direct Services	$180,570
Hamburg School District	Hamburg	Classroom	Direct Services	$648,200
Happy Day Christian Preschool	Springdale	Classroom	Direct Services	$48,800
Harrison School District	Harrison	Classroom	Direct Services	$97,600
Hazen School District	Hazen	Classroom	Direct Services	$48,800
Head of the Class	Monticello	Classroom	Direct Services	$185,200
Head Start Child & Family Services	Ft. Smith/Mulberry	Classroom	Direct Services	$478,000
Heber Springs School District	Heber Springs	HIPPY	Direct Services	$100,020
Helena-West Helena School District	Helena-West Helena	HIPPY	Direct Services	$333,400
Helping Hand	Batesville	Classroom	Direct Services	$92,600
Hermitage School District	Hermitage	Classroom	Direct Services	$175,940
His Little Lambs	Clarksville	Classroom	Direct Services	$48,800
Hope School District	Hope	Classroom	Direct Services	$648,200
Hot Springs School District	Hot Springs	Classroom	Direct Services	$277,800
Hours of Joy	Arkadelphia	Classroom	Direct Services	$92,600
Hoxie School District	Hoxie	Classroom	Direct Services	$138,900
Hugs and Tugs	Hardy	FCCH	Direct Services	$60,190
In His Image	Little Rock	Classroom	Direct Services	$463,000
Inspired Communities	Cherokee Village	PAT	Direct Services	$16,670
Izard Co. Consolidated School District	Brockwell	Classroom	Direct Services	$138,900
Jefferson Comprehensive Care	Pine Bluff	PAT	Direct Services	$135,027
Jellybean Junction	Monticello	Classroom	Direct Services	$92,600
Jonesboro School District	Jonesboro	Classroom	Direct Services	$277,800
Jonesboro Urban Renewal Housing Authority	Craighead/Lawrence/Randolph Co.	HIPPY	Direct Services	$361,739
Kareer Kids	Jacksonville/Cabot	Classroom	Direct Services	$277,800
Kiddie Kampus	Winslow	FCCH	Direct Services	$63,440
Kiddie Kollege	Holly Grove	Classroom	Direct Services	$138,900
Kids 1st	Mena	Classroom	Direct Services	$92,600
Kids Place	Jonesboro	Classroom	Direct Services	$331,600

2007-2008 Arkansas Better Chance Program
Recommendations for Funding - Round #1

ABC Agency Name	Location	Program Type	Grant Type	TOTAL GRANT AMOUNT
Lakeside (Chicot) School District	Lake Village/Eudora	Classroom	Direct Services	$555,600
Lamar School District	Lamar	Classroom	Direct Services	$97,600
Lavaca School District	Lavaca	Classroom	Direct Services	$185,200
Lee County School District	Marianna	Classroom	Direct Services	$555,600
Lil Motivators	Jacksonville	Classroom	Direct Services	$46,300
Lil Treasures	Sherwood	Classroom	Direct Services	$185,200
Lincoln Child Care Center	Ft. Smith	Classroom	Direct Services	$277,800
Linden Street Child Care	Hot Springs	Classroom	Direct Services	$277,800
Little Leaps	Clarksville	Classroom	Direct Services	$195,200
Little Life Academy	Conway	Classroom	Direct Services	$146,400
Little Rock School District	Little Rock	Classroom	Direct Services	$5,088,600
Little Zion Learning Center	West Memphis	Classroom	Direct Services	$97,600
Magnolia School District	Magnolia	Classroom	Direct Services	$370,400
Mainstreet Kids	Shirley/Mountain View	Classroom	Direct Services	$375,400
Mammoth Spring School District	Mammoth Spring	Classroom	Direct Services	$121,880
Manila School District	Manila	Classroom	Direct Services	$185,200
Marion School District	Marion	Classroom	Direct Services	$177,940
Marmaduke School District	Marmaduke	Classroom	Direct Services	$129,640
Marvell School District	Marvell/Elaine	Classroom	Direct Services	$277,800
Mayflower School District	Mayflower	Classroom	Direct Services	$97,600
McGehee School District	McGehee	Classroom	Direct Services	$277,800
Melba Connelly dba Gram's House	Benton	Classroom	Direct Services	$146,400
Melbourne School District	Mt. Pleasant	Classroom	Direct Services	$92,600
Midland School District	Floral	Classroom	Direct Services	$277,800
Mineral Springs School District	Mineral Springs/Saratoga	Classroom	Direct Services	$231,500
Mississippi Co. Economic Opportunity Commission	Mississippi Co.	Classroom	Direct Services	$1,055,640
Monticello School District	Monticello	Classroom	Direct Services	$185,200
Mother's Touch FCCH	Booneville	FCCH	Direct Services	$63,440
Mountain View School District	Mountain View	Classroom	Direct Services	$277,800

2007-2008 Arkansas Better Chance Program
Recommendations for Funding - Round #1

ABC Agency Name	Location	Program Type	Grant Type	TOTAL GRANT AMOUNT
Ms. Kim's FDCH	Hardy	FCCH	Direct Services	$48,800
Ms. Linda's Family Child Care	Fayetteville	FCCH	Direct Services	$14,640
Ms. Sha's Family Child Care	Ash Flat	FCCH	Direct Services	$48,800
Mt. Vernon-Enola School District	Mt. Vernon-Enola	Classroom	Direct Services	$92,600
Nemo Vista School District	Center Ridge	Classroom	Direct Services	$92,600
Nettleton School District	Jonesboro	Classroom	Direct Services	$285,300
Nevada Co. ARC	Prescott	Classroom	Direct Services	$129,640
New Horizons	Mountain View	Classroom	Direct Services	$69,450
Newport School District	Newport	Classroom	Direct Services	$475,260
North Little Rock School District	North Little Rock	Classroom	Direct Services	$2,445,380
Northeast Arkansas Education Cooperative	Lawrence/Randolph/Clay Co.	Classroom	Direct Services	$1,296,400
Omaha School District	Omaha	Classroom	Direct Services	$185,200
Osceola School District	Osceola	Classroom	Direct Services	$185,200
Ouachita Industries	Camden	Classroom	Direct Services	$92,600
Ouachita School District	Donaldson	Classroom	Direct Services	$92,600
Ozark Opportunities, Inc.	Clinton/Mountain Home	Classroom	Direct Services	$185,200
Ozark Unlimited Resources Education Cooperative	Boone/Carroll/Newton/Marion Co.	Classroom	Direct Services	$1,505,490
Ozark Unlimited Resources Education Cooperative	Boone/Carroll/Newton/Marion Co.	HIPPY	Direct Services	$383,410
Ozark Unlimited Resources Education Cooperative	N/A	N/A	PreK ELLA[1], INDEX[2]	$145,919
Palestine-Wheatley School District	Palestine	Classroom	Direct Services	$138,900
Pangburn School District	Pangburn	Classroom	Direct Services	$125,010
Paragould School District	Paragould	Classroom	Direct Services	$329,100
Paris School District	Paris/Hartford/Charleston/Mansfield	Classroom	Direct Services	$648,200
Parkway Daycare and Learning Center	Russellville	Classroom	Direct Services	$97,600
Perfecting Life Community	North Little Rock	Classroom	Direct Services	$92,600
Pettis CME Learning Center	Helena-West Helena	Classroom	Direct Services	$92,600
Pine Bluff School District	Pine Bluff	Classroom	Direct Services	$277,800
Play School	Harrisburg	Classroom	Direct Services	$532,450
Pnuts Playhouse	Jonesboro	Classroom	Direct Services	$24,400

2007-2008 Arkansas Better Chance Program
Recommendations for Funding - Round #1

ABC Agency Name	Location	Program Type	Grant Type	TOTAL GRANT AMOUNT
Pocahontas School District	Pocahontas	Classroom	Direct Services	$185,200
Prekinder Preschool Development Ctr	Little Rock	Classroom	Direct Services	$92,600
Pulaski Co. Special School District	Little Rock	Classroom	Direct Services	$3,055,800
Pulaski Co. Special School District	Little Rock	HIPPY	Direct Services	$225,045
Quality Child Care	Little Rock/Ft. Smith	Classroom	Direct Services	$324,100
Rainbow of Challenges dba School of Hope	Hope/Bradley/Lafayette	Classroom	Direct Services	$277,800
Riverview School District	Kensett	Classroom	Direct Services	$185,200
Rogers School District	Rogers	Classroom	Direct Services	$1,121,200
Rogers School District	Rogers	HIPPY	Direct Services	$140,028
Rose Bud School District	Rose Bud	Classroom	Direct Services	$83,590
Rosie & Jackie's	Helena-West Helena	Classroom	Direct Services	$175,940
Rutgers/State University of New Jersey	N/A	N/A	Longitudinal Study	$253,000
Scholastic Academy	Little Rock	Classroom	Direct Services	$287,800
SEACBEC	Warren	Classroom	Direct Services	$463,000
Searcy Co. School District	Marshall/Leslie	Classroom	Direct Services	$185,200
Sheridan School District	Sheridan	Classroom	Direct Services	$370,400
Siloam Springs School District	Siloam Springs	Classroom	Direct Services	$380,400
Sisters of Our Lady of Charity (St. Michael's)	Hot Springs	Classroom	Direct Services	$292,060
Sisters of Our Lady of Charity (St. Michael's)	Hot Springs	HIPPY	Direct Services	$100,020
Smackover School District	Smackover	Classroom	Direct Services	$185,200
Small World Preschool	Mountain Home	Classroom	Direct Services	$380,400
Snuggle Bugs	Siloam Springs	FCCH	Direct Services	$74,080
South Central Education Cooperative	Columbia/Ouachita/Union Co.	Classroom	Direct Services	$1,389,000
South Conway Co. School District	Morrilton	Classroom	Direct Services	$380,400
South Mississippi County School District	Luxora/Keiser/Wilson	Classroom	Direct Services	$175,940
South Mississippi County School District	N/A	N/A	INDEX[2]	$15,875
Southeast Ark. Education Cooperative	Ashley/Chicot/Desha/Drew/Lincoln Co.	HIPPY	Direct Services	$933,520
Southside Bee Branch School District	Bee Branch	Classroom	Direct Services	$92,600
Southside School District	Batesville	Classroom	Direct Services	$231,500

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2007-2008 Arkansas Better Chance Program
Recommendations for Funding - Round #1

ABC Agency Name	Location	Program Type	Grant Type	TOTAL GRANT AMOUNT
Southside School District	Batesville	HIPPY	Direct Services	$123,358
Southwest Arkansas Community Development	Magnolia	Classroom	Direct Services	$138,900
Southwest Arkansas Development Council	Texarkana	HIPPY	Direct Services	$225,045
Southwest Arkansas Economic Development	El Dorado	Classroom	Direct Services	$92,600
Southwest Arkansas Economic Development	El Dorado	HIPPY	Direct Services	$108,355
Southwest Arkansas Education Cooperative	Hope	HIPPY	Direct Services	$100,020
Springdale School District	Springdale	Classroom	Direct Services	$1,954,600
Star City School District	Star City/Grady	Classroom	Direct Services	$175,940
Stepping Stone School for Exceptional Ch.	Alma	Classroom	Direct Services	$68,320
Sunny Day School	England	Classroom	Direct Services	$231,500
Sunrise Academy	Blytheville/Joiner	Classroom	Direct Services	$185,200
Tender Loving Care	Searcy	Classroom	Direct Services	$277,800
Texarkana School District	Texarkana	Classroom	Direct Services	$463,000
The Exploration Station	Hackett	Classroom	Direct Services	$166,680
Touched By An Angel	Little Rock	Classroom	Direct Services	$92,600
Town of Twin Groves	Twin Groves	Classroom	Direct Services	$46,300
Trumann School District	Trumann	Classroom	Direct Services	$370,400
Two Rivers School District	Plainview/Ola	Classroom	Direct Services	$361,140
United Methodist Children's Home	Little Rock	Classroom	Direct Services	$98,230
University of Arkansas	N/A	N/A	PreK ELLA[1], INDEX[2], Frmwks[3], SEL[4]	$1,361,306
University of Arkansas at Fort Smith	N/A	N/A	PreK ELLA[1], INDEX[2], Frmwks[3], SEL[4]	$323,043
University of Arkansas at Monticello Tech	McGehee	Classroom	Direct Services	$92,600
University of Arkansas at Pine Bluff	Pine Bluff	Classroom	Direct Services	$92,600
Valley View School District	Jonesboro	Classroom	Direct Services	$285,300
Van Buren School District	Van Buren	Classroom	Direct Services	$64,820
Vilonia School District	Vilonia	Classroom	Direct Services	$277,800
Waldron School District	Waldron	Classroom	Direct Services	$478,000
Wee Care Learning Center	Salem	Classroom	Direct Services	$48,800
West Memphis School District	West Memphis	Classroom	Direct Services	$380,400

Revised 05/30/2007 at 2:55 PM

2007-2008 Arkansas Better Chance Program
Recommendations for Funding - Round #1

ABC Agency Name	Location	Program Type	Grant Type	TOTAL GRANT AMOUNT
West Memphis School District	West Memphis	HIPPY	Direct Services	$250,050
Western Arkansas Child Development	Sebastian/Crawford Co.	Classroom	Direct Services	$2,082,200
Western Arkansas Child Development	Sebastian/Crawford Co.	HIPPY	Direct Services	$260,052
Western Yell Co. School District	Belleville	Classroom	Direct Services	$175,560
Westside (Craighead Co.) School District	Jonesboro/Bono	Classroom	Direct Services	$195,200
White Co. Central School District	Judsonia	Classroom	Direct Services	$92,600
White River Preschool	Calico Rock	Classroom	Direct Services	$92,600
Wilbur D. Mills Education Cooperative	White/Lonoke Co.	HIPPY	Direct Services	$1,168,567
Wonderview School District	Conway Co.	Classroom	Direct Services	$97,600
Wynne Community Enlightenment	Wynne	Classroom	Direct Services	$92,600
TOTAL AMOUNT OBLIGATED THROUGH MAY 31, 2007				$92,781,794

KEY TO TEACHER TRAININGS:

[1]Pre-K Early Literacy and Learning

[2]Investigating, Discovering and Exploring Math-Science for Young Children

[3]Frameworks for Early Childhood Education

[4]Social-Emotional Learning in Arkansas

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BALD KNOB
SCHOOL DISTRICT

Fiscal Distress Indicators and Additional Concerns:

* A projected negative balance of $478,902 for fiscal year end June 30, 2008
* During fiscal years 2004,2005, 2006 to present the District obtained current loans to support district
* FY04 the District had significant audit findings, including utilizing short term loans, sixty-three (63) instances of inadequately documented travel reimbursements, and total expenditures exceeded total revenues due to construction cost of the new high school complex
* FY05 the District had significant audit findings, including utilizing short term loans, operating bank account was unreconciled, and failure to file the required report with the Department of Education indicating the recipients and amounts paid or the source of the non-recurring revenue from which the bonuses were paid to all certified personnel
* April 30, 2007 the District had outstanding short term loans totaling $799,999

District Profile:	2003-04	2004-05	2005-06
4 QTR ADM	1,318	1,323	1,304
Assessment	47,479,940	49,091,856	50,493,005
Total Mills	38.50	38.50	38.50
Total Debt Bond/Non Bond	9,160,000	8,871,050	9,228,035
Per Pupil Expenditures	6,136	7,335	8,049
Personnel-Non-Fed Certified FTE	98.65	101.64	107.20
Avg Salary--Non-Fed Cert Clsrm FTE	34,759	40,138	39,346
Net Legal Bal (Excl Cat & QZAB)	1,320,110	888,362	420,604

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

May 4, 2007

Bald Knob School District
Mr.Wayne Fawcett, Superintendent
103 W. Park Street
Bald Knob, AR 72010

Dear Mr. Fawcett,

Pursuant to Ark. Code Ann. § 6-20-1905, this letter is to provide notice that the Bald Knob School District (District) has been identified by the Arkansas Department of Education (ADE) as being in Fiscal Distress.

Pursuant to Ark. Code Ann. § 6-20-1904, the District meets one (1) or more of the criteria necessary to be identified as a school district in Fiscal Distress. The District is projected to have a legal balance of $(478,902) in the 2008 fiscal year and the 2005 audit identified material findings.

The ADE has the following items of concern:

- During fiscal year 2004, 2005, 2006 to present the District obtained current loans to support district operations.
- FY04 the District had significant audits findings including utilizing short term loans, sixty-three (63) instances of inadequately documented travel reimbursements, and total expenditures exceeded total revenues due to construction cost of the new high school complex.
- FY05 the District had significant audits findings including utilizing short term loans, operating bank account was reconciled, and failure to file the required report with the Department of Education indicating the recipients and amounts paid or the source of the non-recurring revenue from which the bonuses were paid to all certified personnel.

The ADE will provide a list of all school districts identified in Fiscal Distress status to the State Board of Education (SBE) at the May 14, 2007 meeting. The SBE will be requested to classify the districts in Fiscal Distress at the June 11, 2007 meeting. The District has the right to appeal this identification. The appeal process is described in the "Rules Governing the Arkansas Fiscal Assessment and Accountability Program" (attached). Ark. Code Ann. § 6-20-1901 et seq. governs the Fiscal Distress program.

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

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Ark. Code Ann. §6-20-1907 states: No school district identified as being in Fiscal Distress may incur any debt without prior written approval from ADE. "Any debt" includes any employment contract, vendor contract, lease, loan, purchase, or any other obligation that will increase the district's financial obligations, accounts payable, or liabilities. The District is required to obtain prior written approval from ADE, effective with receipt of this letter. Please retain this notice in your District audit file.

If you should have questions or need further information, please contact Ms. Hazel Burnett, Coordinator for Fiscal Distress, at 501 683-5288, email hazel.burnett@arkansas.gov; or fax 501 683-5293.

Sincerely,

Bobbie Davis

Bobbie Davis, Ed.D.
Assistant Commissioner
Fiscal and Administrative Services

cc: Senator Jack Critcher
Representative Mark Pate
Bob Carpenter, School Board President

BISMARCK
SCHOOL DISTRICT

Fiscal Distress Indicators and Additional Concerns:

* A projected negative balance of $220,118 for fiscal year end June 30, 2008
* FY05 the District had significant audit findings, including payments for unauthorized expenditures and improper payments to employment contracts. Also, the District improperly contributed $18,000 to a tax-qualified retirement plan on behalf of Superintendent
* FY06 District failed to distribute Educational Excellence Trust funds to certified staff
* FY06 the District utilized $200,000 short term loans to support district operations
* July 14, 2006 the District utilized a $250,000 short term loan to support district operations
* April 30, 2007 the District's outstanding short term loan balance was $50,000

District Profile:	2003-04	2004-05	2005-06
4 QTR ADM	1,027	1,019	1,039
Assessment	40,679,558	42,929,580	44,268,659
Total Mills	29.00	29.00	29.00
Total Debt Bond/Non Bond	2,028,797	1,996,836	1,924,269
Per Pupil Expenditures	6,318	7,224	7,108
Personnel-Non-Fed Certified FTE	81.00	81.00	82.00
Avg Salary--Non-Fed Cert Clsrm FTE	36,838	41,943	40,445
Net Legal Bal (Excl Cat & QZAB)	238,678	89,787	9,280

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

May 4, 2007

Bismarck School District
Mr. David Hopkins, Superintendent
11636 Highway 84
Bismarck, AR 71929

Dear Mr. Hopkins,

Pursuant to Ark. Code Ann. § 6-20-1905, this letter is to provide notice that the Bismarck School District (District) has been identified by the Arkansas Department of Education (ADE) as being in Fiscal Distress.

Pursuant to Ark. Code Ann. § 6-20-1904, the District meets one (1) or more of the criteria necessary to be identified as a school district in Fiscal Distress. The District is projected to have a legal balance of $(220,118) in the 2008 fiscal year and the 2005 audit identified material findings.

The ADE has the following items of concern:

- FY05 the District had significant audits findings, including payments for unauthorized expenditures and improper payments to employment contracts. Also, the District improperly contributed $18,000 to a tax-qualified retirement plan on behalf of Superintendent.
- FY 06 District failed to distribute Educational Excellence Trust fund to certified staff.
- FY06 the District utilized $200,000 short term loans to support district operations.

The ADE will provide a list of all school districts identified in Fiscal Distress status to the State Board of Education (SBE) at the May 14, 2007 meeting. The SBE will be requested to classify the districts in Fiscal Distress at the June 11, 2007 meeting. The District has the right to appeal this identification. The appeal process is described in the "Rules Governing the Arkansas Fiscal Assessment and Accountability Program" (attached). Ark. Code Ann. § 6-20-1901 et seq. governs the Fiscal Distress program.

Ark. Code Ann. §6-20-1907 states: No school district identified as being in Fiscal Distress may incur any debt without prior written approval from ADE. "Any debt" includes any employment contract, vendor contract, lease, loan, purchase, or any other obligation that will increase the district's financial obligations, accounts payable, or liabilities. The District is required to obtain prior written approval from ADE, effective with receipt of this letter. Please retain this notice in your District audit file.

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

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If you should have questions or need further information, please contact Ms. Hazel Burnett, Coordinator for Fiscal Distress, at 501 683-5288, email hazel.burnett@arkansas.gov; or fax 501 683-5293.

Sincerely,

Bobbie Davis, Ed.D.
Assistant Commissioner
Fiscal and Administrative Services

cc: Senator Steve Faris
Representative Mike Burris
Gary Burroughs, School Board President

CLINTON
SCHOOL DISTRICT

Fiscal Distress Indicators and Additional Concerns:

* A projected negative balance of $4,650,973 for fiscal year end June 30, 2008
* July 1, 2004 Annexed Scotland and Alread School Districts
* FY03 to FY06 district has transferred a net of $2,385,273 Operating funds to the Building fund for construction projects
* March 31, 2007 Building fund has a negative fund balance of $309,188
* March 31, 2007 Legal balance excluding Categorical funds is $334,171
* March 31, 2007 Legal balance excluding Categorical and Building funds is $24,903

District Profile:	2003-04	2004-05	2005-06
4 QTR ADM	1,146	1,321	1,299
Assessment	59,325,754	75,405,449	81,450,510
Total Mills	33.00	33.00	33.00
Total Debt Bond/Non Bond	7,195,915	7,257,946	7,421,023
Per Pupil Expenditures	6,927	8,552	8,618
Personnel-Non-Fed Certified FTE	93.14	126.96	133.48
Avg Salary--Non-Fed Cert Clsrm FTE	37,948	38,747	36,329
Net Legal Bal (Excl Cat & QZAB)	5,359,649	1,830,028	354,338

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

May 4, 2007

Clinton School District
Mr. Randall Betts, Superintendent
851 Yellowjacket Lane
Clinton, AR 72031

Dear Mr. Betts,

Pursuant to Ark. Code Ann. § 6-20-1905, this letter is to provide notice that the Clinton School District (District) has been identified by the Arkansas Department of Education (ADE) as being in Fiscal Distress.

Pursuant to Ark. Code Ann. § 6-20-1904, the District meets one (1) or more of the criteria necessary to be identified as a school district in Fiscal Distress. The District is projected to have a legal balance of $(4,650,973) in the 2008 fiscal year.

The ADE has the following items of concern:

- FY03 to FY06 district has transferred a net of $2,385,273 Operating funds to the Building funds for construction projects.
- March 31, 2007 Building fund has a negative fund balance of $309,188.
- March 31, 2007 Legal balance excluding Categorical funds is $334,171.
- March 31, 2007 Legal balance excluding Categorical and Building funds is $24,903

The ADE will provide a list of all school districts identified in Fiscal Distress status to the State Board of Education (SBE) at the May 14, 2007 meeting. The SBE will be requested to classify the districts in Fiscal Distress at the June 11, 2007 meeting. The District has the right to appeal this identification. The appeal process is described in the "Rules Governing the Arkansas Fiscal Assessment and Accountability Program" (attached). Ark. Code Ann. § 6-20-1901 et seq. governs the Fiscal Distress program.

Ark. Code Ann. §6-20-1907 states: No school district identified as being in Fiscal Distress may incur any debt without prior written approval from ADE. "Any debt" includes any employment contract, vendor contract, lease, loan, purchase, or any other obligation that will increase the district's financial obligations, accounts payable, or liabilities. The District is required to obtain

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

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prior written approval from ADE, effective with receipt of this letter. Please retain this notice in your District audit file.

If you should have questions or need further information, please contact Ms. Hazel Burnett, Coordinator for Fiscal Distress, at 501 683-5288, email hazel.burnett@arkansas.gov; or fax 501 683-5293.

Sincerely,

Bobbie Davis, Ed.D.
Assistant Commissioner
Fiscal and Administrative Services

cc: Senator Robert W. Johnson
Representative Stan Berry
Randy McCaslin, School Board President

Application Form - Host School District
Traveling Teacher Program
School Year 2007-2008

I. Host School District Information

a. Name of District:_____

Teacher(s) to Participate in Traveling Teacher Program:

Name	Licensure Number	Licensure Area(s)
1.		
2.		
3.		

b. Classes and Grade Levels for Which the Traveling Teacher is Licensed to Teach and the Teacher's Highly Qualified Status for the Subject Area:

Name	Classes To Be Taught	HQT (y/n)	Grades(s)
1			
2.			
3.			

c. Length of time Teacher(s) Can Participate in Traveling Teacher Program (check box for appropriate time period for each teacher):

Name	Fall 2007	Spring 2008	Entire 2007-2008 School Year
1.			
2.			
3.			

d. Amount of traveling teacher bonus to be paid (circle one):

$2,000.00 – one (1) semester or $4,000.00 – entire school year

e. Member of which Education Service Cooperative (list name in blank):
_____

f. Has any school district contacted you to provide traveling teacher services? YES/NO (circle one) If so, please list name of school district and contact information: _____
_____

II. Procedures

By signing below, I represent that I am duly authorized by my school district to submit this Application Form to the Arkansas Department of Education for consideration to participate in the Traveling Teacher Program for the 2007-2008 school year. I also represent, by signing below, that I have read the Arkansas Department of Education's Rules Governing Eligibility of Participating School Districts in the Traveling Teacher Program and understand that my district's failure to fully abide by such rules could cause my district to be excluded from the Traveling Teacher Program.

I acknowledge that I must send this Application Form to the Education Service Cooperative (ESC) of which my district is a member, and that the ESC shall forward the Application Form to the Department of Education. Completion of this Application Form does not create any contract or right of participation in the Traveling Teacher Program. Any and all contracts arising out of this Traveling Teacher Program shall be promulgated and executed by the Department of Education, and any district's participation in the Traveling Teacher Program shall not become effective unless and until such contracts are duly and fully executed.

_____
Printed Name and Position of Authorized Administrator

_____
Signature of Authorized Representative Date

For Education Service Cooperative Use Only

1.) Number of Application Forms Received from Host School Districts:
_____

2.) Number of Traveling Teachers Listed in Application Forms Received under #1.
_____

3.) Have any Member districts submitted requests to be a Receiving School District? Yes ____ No ____
If "yes," please list:
_____
_____
_____

4.) Are any of the teaching needs of Receiving School Districts listed in 3.), above fulfilled by this Application? Yes ____ No ____
If "yes," explain: _____

_____

5.) Distance between classroom site for teachers listed in this application and potential classroom sites of Receiving School Districts listed in 3.), above:

_____

Application Form Reviewed and Forwarded to the Department of Education by:

_____
Printed Name and Position of ESC Representative

_____
Signature of ESC Representative Date

Application Form - Receiving School District
Traveling Teacher Program
School Year 2007-2008

I. Receiving School District Information

a. Name of District: _____

b. Needs for Traveling Teacher Services:

Course	Fall 2007	Spring 2008	Entire 2007-2008 School Year	Location of Course

c. Member of which Education Service Cooperative? (list name in blank)
_____

d. Amount of traveling teacher bonus to be paid (circle one):

$2,000.00 – one (1) semester or $4,000.00 – entire school year

d. Has any school district contacted you to provide traveling teacher services? YES/NO (circle one) If so, please list name of school district and contact information: _____

_____

II. Procedures

By signing below, I represent that I am duly authorized by my school district to submit this Application Form to the Arkansas Department of Education for consideration to participate in the Traveling Teacher Program 2007-2008 school year. I also represent, by signing below, that I have read the Arkansas Department of Education's Rules Governing Eligibility or Participating School Districts in the Traveling Teacher Program and understand that my district's failure to fully abide by such rules could cause my district to be excluded from the Traveling Teacher Program.

I acknowledge that I must send this Application Form to the Education Service Cooperative (ESC) of which my district is a member, and that the ESC shall forward the Application Form to the Department of Education. Completion of this Application Form does not create any contract or right of participation in the Traveling Teacher Program. Any and all contracts arising out of this Traveling Teacher Program shall be promulgated and executed by the Department of Education, and any district's participation in the Traveling Teacher Program shall not become effective unless and until such contracts are duly and fully executed.

_____

Printed Name and Position of Authorized Representative

_____

Signature of Authorized Representative Date

For Education Service Cooperative Use Only

1. Number of Application Forms Received from Receiving Districts:
   _____

2. Have any Member districts submitted requests to be a Host School District?
   Yes ____ No ____ If "yes," please list:
   _____
   _____
   _____

3. Are any of the teaching services of Host School Districts listed in 2.), above, fulfilled by this Application? Yes ____ No ____
   If "yes", explain: _____
   _____

4. Distance between classroom site for teachers listed in this application and potential classroom sites of Host School Districts listed in 2.), above:

   _____

Application Form Reviewed and Forwarded To the Department of Education By:

_____
Printed Name and Position of ESC Representative

_____
Signature of ESC Representative Date

Arkansas Department of Education
Rules Governing Eligibility of Participating School Districts in the Traveling Teacher Program
Proposed June 2007

1.0 Regulatory Authority

1.01 These rules shall be known as the Arkansas Department of Education (the Department) Rules Governing the Eligibility of Participating School Districts in the Traveling Teacher Program (Traveling Teacher Program).

1.02 These rules are enacted under the State Board of Education's (State Board) authority pursuant to Ark. Code. Ann. §§ 6-11-105, 6-17-402 and Act 1027 of 2007.

2.0 Purpose

2.01 The purpose of these rules is to assist school districts in providing appropriately licensed teachers to teach required courses in grades nine through twelve (9-12).

3.0 Definitions

For the purposes of these rules, the following terms shall mean:

3.01 "Department" means the Arkansas Department of Education.

3.02 "Host School District" is an Arkansas public school district with a student population of eight thousand (8,000) students or fewer and that desires to provide the services of the traveling teacher to a receiving school district.

3.03 "Receiving School District" is an Arkansas public school district with a student population of eight thousand (8,000) students or fewer, other than the host district, that desires to have traveling teacher services.

3.04 "State Board" means the Arkansas State Board of Education.

3.05 "Traveling teacher" is a teacher who is appropriately licensed by the Department and has been designated as a highly qualified teacher in the subject area for which he/she is offering instruction; is employed on a full-time equivalent basis by a host school district, and provides professional teaching services to a receiving school district for one (1) or more required courses.

3.06 "Traveling teacher yearly incentive bonus" is the bonus amount awarded to the traveling teacher in addition to the compensation provided in the teacher's annual teaching contract with the host school district. The bonus shall be in the amount of two thousand dollars ($2,000.00) for a semester traveling teacher agreement, or four thousand dollars ($4,000.00) for a full year traveling teacher agreement.

4.0 Selection Process and Requirements

4.01 The Department will prioritize the approval of traveling teacher agreements based on the following:

4.01.1 If the subject area for which traveling teacher services are sought by the receiving school district has been identified as a critical shortage area by the State Board;

4.01.2 If the subject area for which traveling teacher services are sought is one of the required 38 units pursuant to the Department Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts;

4.01.3 No traveling teacher agreements will be approved if the distance between the classroom site of the traveling teacher within the host school district and the proposed classroom site within the receiving school district is more than forty-five (45) miles; and

4.01.4 The number of traveling teachers to be approved will be limited to forty-five (45) per school year with no more than three (3) traveling teachers coming from host school districts within each education service cooperative. Nothing in this Rule shall prohibit a traveling teacher from a host school district to teach in a receiving school district which is in a different education service cooperative than the host school district.

4.02 A school district which wishes to receive or provide traveling teacher services shall complete the applicable application form attached to these Rules and submit the form to the education service cooperative of which it is a member. The forms are entitled "Application Form – Host School District" and "Application Form – Receiving School District" and are attached to these rules as "Appendix B" and "Appendix C" respectively. Both forms are incorporated as a part of these rules as if the text of the forms were fully set forth herein.

4.03 Education service cooperatives shall provide all assistance to potential host and receiving school districts necessary to assist the Department in the efficient operation of this Traveling Teacher Program. The education service cooperative shall complete the information listed on the application forms submitted to it and promptly submit the forms to the Department.

4.04 The Host and Receiving School Districts will enter into a written agreement on the following issues:

4.04.1 The hourly rate of reimbursement for the traveling teacher based on teacher's hourly rate of pay;
4.04.2 The travel reimbursement amount to be paid to the host district;
4.04.3 The length of the agreement (one school year or one semester);
4.04.4 The title and description of the course(s) to be taught at each school;
4.04.5 The number of courses to be taught each semester at each school;
4.04.6 The time and days of the week each course will be taught;
4.04.7 The exact location of the classroom where the course will be taught;
4.04.8 That the delivery method for each class must be 100% face-to-face; and
4.04.9 The amount of time necessary to safely travel to and from the two teaching locations.

4.05 The form of the "Traveling Teacher Agreement" (Agreement) which must be used is attached to these Rules as "Appendix A" and is incorporated as a part of these Rules as if the text of the Agreement was fully set out herein.

5.0 Payment of Fees and Bonuses

5.01 The Receiving School District shall reimburse the Host School District for the following:

5.01.1 The pro rata share of the traveling teacher's time teaching in the Receiving School District based on the hourly rate of the traveling teacher's contract with the Host School District.

5.02 The Department will reimburse the Host School District for the following expenses paid to the traveling teacher only if the Department has reviewed and approved the entire agreement:

5.02.1 The amount of the traveling teacher yearly incentive bonus;
5.02.2 The amount of travel reimbursement not to exceed the mileage rate as set by the Arkansas Department of Finance and Administration; and
5.02.3 The agreement terms are in compliance with the provisions of this rule and Act 1027 of 2007.

5.03 The Department shall make such reimbursement payments to host school districts under this Section only after receiving and approving such written documentation necessary to ensure that all prerequisites to such reimbursement have been completed.

6.0 General Policies and Procedures relating to the Traveling Teacher Program

6.01 At all times during the term of this Agreement, the traveling teacher is an employee of the Host School District and is subject only to the personnel policies and contractual obligations of the Host District.

6.02 The Department shall have all requisite authority to approve or deny the agreement based on the provisions of the laws, rules, availability of funding, and discretionary determination as to the best use of state resources and funding. This includes the ability to terminate the agreement after its approval should the Department determine there is a lack of availability of funding or that the agreement is not the best use of state resources and funding.

6.03 Only under specific circumstances approved by the Department would an agreement be approved allowing the traveling teacher to teach in more than two (2) schools per traveling teacher agreement.

7.0 Funding

7.01 The operation of this program is contingent upon sufficient funding being provided by the General Assembly to the Department to allow for the payment of the funds to local school districts as set forth in these Rules.

Traveling Teacher Agreement*
For 2007-08 School Year

I. Host School District_____

Authorized Administrator _____

A. Name of Traveling Teacher _____

B. License Number of the Traveling Teacher _____

C. Licensure Areas:

License Number	Title of Licensure Area	Expiration Date

D. Name of School Within Host School District Where Teacher Works:_____

II. Receiving School District _____

Authorized Administrator _____

A. Name of the Receiving School _____

B. Title of the Course(s) to be taught at the Receiving School by the Traveling Teacher:

a. _____

b. _____

III. Distance between the two School Campuses described between I.D. and II. A. in miles: _____

IV. Name of Educational Services Cooperative of which Host School District is a member:_____

V. Name of Education Services Cooperative of which Receiving School District is a member. _____

VI. Terms of the Agreement:

A. Semester or entire School Year:_____

B. Full Schedule of the course(s) to be taught at the Receiving School District:

a. _____

b. _____

C. The time and days of the week for teaching each course at the Receiving School District:

Course	#1	#2
Time of day taught		
Day of the Week		
Location of the Class		

D. The amount of time necessary to safely travel to and from the two teaching locations:_____

E. The amount of traveling teacher yearly incentive bonus monies to be paid to the traveling teacher (circle one):

$2,000.00 or $4,000.00

F. The amount of travel reimbursement to be paid to the traveling teacher: _____

VII. The Arkansas Department of Education reserves the right to cancel this Traveling Teacher Agreement (Agreement) with thirty (30) days notice to all parties to this Agreement. In the event that the Arkansas Department of Education does cancel this Agreement, it will make pro-rata reimbursements to the Host School District as required by the laws and Rules Governing the Traveling Teacher Program.

VIII. By signing below, I indicate that I understand and agree to abide by the requirements of the Traveling Teacher Program (Program) as set forth in the Arkansas Department of Education's Rules Governing Eligibility of Participating School Districts in the Traveling Teacher Program, a copy of which I have received, and I further understand that my failure to fully comply with the Program Rules could cause the Department to terminate both my individual and my school district's participation in the Program.

Signatures Required:

_____
Printed Name and Position of Host School District Administrator

_____
Signature of Host School District Administrator Date

_____
Printed Name and Position of Receiving School District Administrator

_____
Signature of Receiving School District Administrator Date

_____
Printed Name of Traveling Teacher

_____
Signature of Traveling Teacher Date

*The Traveling Teacher Agreement must be received by the Arkansas Department of Education prior to August 15, 2007, for consideration for the first semester of the 2007-08 school year.

Send completed Agreement to: Ms. Beverly A. Williams, Assistant Commissioner, Arkansas Department of Education, 4 Capitol Mall, Room 204-B, Little Rock, Arkansas 72201.

For Use by the Arkansas Department of Education only:	
Approved by:	Date Approved:

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE NON-TRADITIONAL
LICENSURE PROGRAM
May 2007

1.0 PURPOSE

1.01 The purpose of these rules is to establish the requirements and procedures for obtaining teacher licensure through the Arkansas Department of Education (ADE) Non-Traditional Licensure Program.

2.0 REGULATORY AUTHORITY

2.01 These rules shall be known as the Arkansas Department of Education Rules Governing The Non-Traditional Licensure Program.

2.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann.§ 6-11-105, Ark. Code Ann. § 6-17-401, Ark. Code Ann. § 6-17-409 and Ark. Code Ann. § 25-15-204.

3.0 DEFINITIONS

For the purpose of these Rules the following terms shall be defined to mean:

3.01 **Area of Licensure** - a particular content field as identified in Appendix A, Areas and Levels of Licensure/Endorsement.

3.02 **Induction** - the period of time beginning with a teacher's first employment as the teacher of record in an Arkansas public school, cooperative or agency that requires an Arkansas teaching license. The novice teacher, operating under an Initial License, is provided mentoring support and accelerated professional development during the Initial license period. The induction period concludes with successful completion of the state-mandated performance assessment.

3.03 **Initial Teaching License** - a three-year teaching license, issued by the State Board of Education, which allows one to teach in Arkansas public schools.

3.03.1 The Initial license is issued only in areas and levels of licensure as approved by the State Board of Education as referenced in Appendix A, Areas and Levels of Licensure/Endorsement, which are hereby incorporated into these rules.

3.03.2 The Initial license may be issued to:

3.03.2.1 Teachers who have completed an approved teacher education program from a regionally and/or National Council for

Accreditation of Teacher Education accredited college or university (including the appropriate state-mandated assessments).

3.03.2.2 Teachers who have completed the Non-Traditional Licensure Program (including the appropriate state-mandated assessments).

3.03.2.3 Teachers who were prepared out of state but did not license.

3.04 **Level of Licensure** - the grade/age level parameter of the teaching license as identified in Appendix A, Areas and Levels of Licensure/Endorsement.

3.05 **Mentor -** a licensed master teacher with a minimum of three years successful teaching experience who is trained in the state-adopted mentoring model. Mentors are assigned in their districts to assist a novice teacher by providing focused feedback with regard to instructional skills, classroom management and professional behaviors.

3.06 **Mentoring** - the act of a certified mentor providing support and focused feedback to a novice teacher (through the state-adopted mentoring model) with the goal of enhanced instructional skills, competency and professional development.

3.07 **Non-Traditional Licensure Program (NTLP)** - the program administered by the Arkansas Department of Education, whose participants hold a minimum of a baccalaureate degree (and have passed the appropriate state-mandated assessments) and are allowed to teach in an Arkansas school via a ~~Non-Traditional~~ Provisional license. The program requirements consist of two years of teaching and instructional modules, which must be completed within three years.

3.08 **(Non-Traditional) Provisional License** – the provisional teaching license issued to participants in the Non-Traditional Licensure Program.

3.09 **Novice Teacher** - any licensed teacher-of-record with less than one year of public school, or accredited private school, classroom-teaching experience, not including student internship or substitute teaching.

3.10 **Out-of-Country Candidate -** a person from a foreign country who holds the equivalent of a four-year degree, and who comes from a foreign country that does not have reciprocity with Arkansas.

3.11 **Performance Assessment** - an assessment tool used for evaluation of the classroom performance of a novice teacher, conducted by a trained assessor who utilizes a framework of essential teaching skills in which the novice teacher must demonstrate competency in an authentic classroom setting.

3.11.2 Successful completion of the performance assessment is defined as meeting the state-adopted cut-score/minimum passing score.

3.12 **Professional Teaching Permit** – a one-year permit issued to an experienced professional to teach one or two classes per semester as teacher-of-record in an Arkansas public school. This may be issued under the auspices of the Non-Traditional Licensure Program to any active professional in the field related to the teaching/licensure subject area. or any retired professional with at least three years of experience in the field related to the teaching/licensure subject area..

3.13 **Program of Study** - a state-approved teacher preparation curriculum offered at an Arkansas college or university, based on the *Arkansas Licensure Standards*. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills and dispositions for a particular licensure area and level.

3.14 **Provisional Teaching License** - A temporary teaching license available to candidates who have not completed all requirements for the Initial or Standard Arkansas teaching license.

3.14 **Standard Teaching License -** a five-year renewable license, issued by the State Board of Education, which allows one to teach in Arkansas public schools. The Standard License is issued to:

- **3.14.1** Initial License holders who have successfully completed the state required induction for novice teachers and the performance assessment
- **3.14.2** ~~Non-Traditional~~ Provisional License holders who have successfully completed the Non-Traditional Licensure Program (including all appropriate assessments), the state required induction for novice teachers, and the performance assessment
- **3.14.3** Teachers who have completed all requirements for standard licensure through reciprocity

3.15 **Teacher of Record** - an instructional teacher, who is officially responsible for a class and its grades, employed under contract (in a licensed staff position) by a school, school district or other Arkansas agency or organization requiring an Arkansas teaching license.

4.0 REQUIREMENTS FOR ADMISSION TO THE NTL PROGRAM

4.01 The following is required for admission to the NTL program:

- **4.01.1** A completed Non-Traditional Licensure Program application with all required accompanying documentation.
- **4.01.2** Official transcript(s) documenting an awarded four-year college bachelor's degree or higher from a regionally and/or National Council for Accreditation of Teacher Education (NCATE) accredited institution.
  - **4.01.2.1** For out-of-country candidates, an official college transcript evaluation from a private credential evaluation agency documenting that the bachelor's degree is equivalent to a four-year degree from an accredited institution of higher learning in

the United States. The degree is to be evaluated by a private credential evaluation agency. This must be a course-by-course-evaluation prepared in English indicating the candidate's major course of study to include documentation of the candidate's cumulative Grade Point Average (GPA).

4.01.3 Documentation of a minimum cumulative undergraduate or graduate grade point average (GPA) ~~of 2.0 or a minimum of 2.5 on the last 60 credit hours beginning in the July 2006 session. (GPA)~~ of 2.50 ~~or higher~~, or a minimum GPA of 2.75 on the last 60 credit hours of coursework ~~beginning August 2006.~~

4.01.3.1 Candidates for the NTLP may be exempt from the standard minimum GPA requirement if all the following conditions are met:

4.01.3.1.1 Have at least fifteen (15) years of experience in the field related to the teaching/licensure subject area

4.01.3.1.2 Demonstrate a minimum of a 2.0 undergraduate or graduate grade point average.

4.01.3.1.3 Submit one (1) letter of justification from the applicant expressing the relevance of the applicants' credentials to teach the subject in question

4.01.3.1.4 Have two (2) professional letters of recommendation submitted by references to the NTL office

4.01.3.1.5 Complete the regular NTL application process

4.01.4 An official score report reflecting passing scores, as approved by the State Board of Education, on the following state required assessments:

4.01.4.1 The basic skills assessment (all parts)

4.01.4.1.1 If a candidate holds a Master's Degree or above, and has taken ~~a graduate level assessment~~ the GRE, and has scored at or above the State Board established cut-score/minimum passing score, that assessment ~~may, upon review,~~ be accepted in lieu of the basic skills assessment(s).

4.01.4.2 The state required subject-content-area assessment(s) for the specific licensure area(s) sought

4.01.5 Documentation of passing the required background checks by the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann.§ 6-17-410

4.01.6 Payment of the Non-Traditional Licensure Program Fee which is established annually by the Arkansas Department of Education

4.01.7 Applicable college/university coursework (in advance) from a regionally/nationally accredited institution recognized by the U. S. Department of Education or the Council for Higher Education Accreditation. Required coursework includes:

4.01.7.1 Three (3) college credit-hours of *Arkansas History* (in advance) for the ~~following license areas~~ licenses of: Early Childhood

Education (P-4), Middle Childhood Education (4-8), and Social Studies (7-12). Ark. Code Ann. § 6-17-418

4.01.7.2 Six (6) college credit-hours in *Methods of Teaching Reading* (in advance , completed with a grade of "C" or better) for the licenses of: Early Childhood Education (P-4) and/or Middle Childhood Education (4-8).

5.0 PROFESSIONAL TEACHING PERMIT

5.01 A Professional Teaching Permit (PTP):

5.01.1 Is a one-year permit issued to an experienced professional for the purpose of teaching one or two classes per semester as teacher-of-record in an Arkansas public school.

5.01.2 Is issued for licensure content areas in grades 9-12 only.

5.01.2.1 Any candidate who teaches for three (3) years with a PTP and applies to the Non-Traditional Licensure Program (NTLP) would be eligible for the NTLP "one-year" track.

5.02 To obtain a Professional Teaching Permit a candidate must:

5.02.1 Have a minimum of three years of working experience in the content area of the class to be taught.

5.02.2 Be offered employment to teach one (1) or no more than two (2) regularly scheduled, for-credit classes in an AR public school.

5.02.3 Submit to the Office of Teacher Quality a complete PTP application.

5.02.4 Submit one (1) letter of justification from the applicant expressing the relevance of the applicants' credentials to teach the subject in question.

5.02.5 Have two (2) professional letters of recommendation submitted by references to the Office of Teacher Quality.

5.02.6 Pass the appropriate Praxis II Content Knowledge test for the class to be taught.

5.02.7 Pass a non-criminal background check..

5.02.8 Successfully complete a forty (40)-hour PTP pedagogy training within the first year of teaching. Reinforcement of pedagogical skills will be scheduled as needed by the ADE, Office of Teacher Quality.

6.0 REQUIREMENTS FOR OBTAINING A (NON-TRADITIONAL) PROVISIONAL TEACHING LICENSE

6.01 To obtain a ~~Non-Traditional~~ Provisional Teaching License through NTLP a candidate must:

6.01.1 Be admitted into the Arkansas Department of Education's Non-Traditional Teacher Licensure Program (NTLP)

6.01.2 Successfully complete the summer instructional modules

6.01.3 Document appropriate employment as teacher-of-record, teaching a minimum of five hours per day in the appropriate licensure area(s), with

a certified mentor approved by the ADE in an Arkansas public school or a private school within the state of Arkansas accredited by a nationally recognized accrediting association during the provisional licensure period .

6.01.3.1 If employment is not secured by September 1, of the year of admission into the NTLP, the participant shall accept teaching employment (if offered) working in conjunction with the ADE Office of Teacher Recruitment.

6.01.3.2 If the candidate does not accept said employment, he or she may be administratively withdrawn from the program.

6.01.3.3 If appropriate employment is not found by the candidate or the Office of Teacher Recruitment, the candidate shall be maintained on "hold" (one year only), until the following year.

6.01.3.4 A candidate on "hold" shall not be issued a license and shall be required to teach the following year. (The candidate shall still be required to complete two years of teaching within a three-year period.)

6.02 A one-year ~~Non-Traditional~~ Provisional teaching license is:

6.02.1 Issued to NTL participants at the beginning of each year of the program

6.02.2 ~~Is~~ effective as of August first of the year of issue

6.02.3 ~~Is~~ active for one year

6.03 ~~NTL~~ Provisional licenses are issued to participants (in one license area, except as follows) based upon the areas and levels of teaching assignment ~~as~~ according to Appendix A, NTL Teaching Areas and Levels of Licensure/Endorsement.

6.03.1 ~~Only~~ Secondary NTLP participants teaching in the content licensure areas of Mathematics, English, Science, Social Studies Speech/ Drama or any Foreign Language may be issued a license in two (2) of these areas. Participants may be licensed in both areas if they have successfully completed all ~~non-pedagogical~~ content specific licensure Praxis exams, and have a teaching assignment, in ~~for~~ both licensure areas. (Those candidates wishing to add social studies must also complete the required three (3) college credit-hours of *Arkansas History*, in advance of licensure.)

6.03.1.1 A Journalism endorsement may be added as the second area of licensure to any of these five areas if the required program of study for Journalism ~~is~~ has been successfully completed (including the required Praxis II assessment) and the teacher has a teaching assignment in Journalism.

6.03.1.2 An English Second Language (ESL) endorsement (grades 7-12) may be added as the second area of licensure to any of these five areas if the required program of study for ESL, or the ESL Academy for college credit, has been successfully completed (including the required Praxis II assessment) and the teacher has a teaching assignment in ESL.

6.03.2 An ESL endorsement (P-8) may be added to an Early Childhood (P-4) or Middle Childhood (4-8) provisional license if the required program of study for ESL, or the ESL Academy for college credit, has been successfully completed (including the required Praxis II assessment) and the teacher has a teaching assignment in ESL.

6.03.3 A Coaching endorsement may be added as the second area of licensure to any license area if the required program of study for Coaching and the appropriate Praxis II assessment are successfully completed and the teacher has a position that requires a Coaching endorsement.

6.04 NTLP participants may not ~~work under~~ file an ALP ~~to~~ or teach out-of- licensure area while enrolled in the NTLP.

7.0 GENERAL POLICIES AND PROCEDURES RELATING TO THE NON-TRADITIONAL LICENSURE PROGRAM

7.01 There are two tracks in the NTLP, a one-year program or a two-year program.

7.01.1 Candidates with a four-year degree who have completed a program of study in the field of Education (all coursework with the exception of Student Teaching) may be eligible to complete a one-year program if their degree was awarded within five years of the date of application.

7.01.2 Candidates with a four-year degree, who have not completed a program of study in the field of Education, or those whose Education degree was awarded more than five years before the date of application, must complete a two-year program.

7.02 Participants in the Non-Traditional Licensure Program shall:

7.02.1 Be employed as the teacher of record in an Arkansas school

7.02.2 Teach a minimum of five hours per day in their licensure area(s)

7.02.2.1 Teach for one year, if in the one-year program

7.02.2.2 Teach for two years, if in the two-year program

7.02.3 Be assigned to, and attend a Non-Traditional Licensure Program satellite site for instructional modules

7.02.4 Be mentored according to the Arkansas Department of Education Teacher Induction Guidelines

7.02.5 Complete all instructional modules prescribed by the Arkansas Department of Education

7.02.6 Pass the appropriate state mandated pedagogical assessment~~(s)~~

7.02.7 Become eligible to participate in the state-mandated performance assessment in their final semester in the program, after the pedagogical assessment has been successfully completed

7.02.8 Adhere to and abide by all the policies and procedures as outlined in the published NTL Handbook for the year of admission

7.03 The required NTL program prescribed by the Arkansas Department of Education includes:

7.03.1 Required Instructional Modules during the summer

7.03.2 Required Instructional Modules during the school year

7.03.3 Development of a professional portfolio

7.03.4 Novice Teacher Induction (which includes Mentoring by a trained and certified mentor)

7.03.5 Teaching a minimum of five hours per day (or the equivalent) in the licensure area(s)

7.04 Successful completion of the Non-Traditional Licensure Program may yield either an Initial or a Standard Teaching license:

7.04.1 To receive an Initial teaching license, the participant shall:

7.04.1.1 Complete all NTL program requirements prescribed by the Arkansas Department of Education, and

7.04.1.2 Pass the appropriate state mandated pedagogical assessment(s).

7.04.2 To receive a Standard teaching license, the participant shall:

7.04.2.1 Complete all NTL program requirements prescribed by the Arkansas Department of Education

7.04.2.2 Pass the appropriate state mandated pedagogical assessment(s)

7.04.2.3 Successfully complete Induction and the state required performance assessment

7.04.3 If the pedagogical assessment is not successfully completed within the NTLP program period, a subsequent license will not be issued. The participant will be allowed to attend ADE-scheduled remedial sessions for one year, during which time the participant may attempt to pass the assessment and, if successful, will be issued an Initial license.

7.04.4 If the pedagogical assessment is not successfully completed within the remedial year, the participant will be administratively withdrawn from the program.

7.05 Annual enrollment in the NTL program may be limited by:

7.05.1 Licensure requirements.

7.05.2 Licensure area and level of candidates (shortage areas may ~~predominate~~ be given preference).

7.05.3 Program capacity (in which case applications will not be accepted after capacity is reached).

8.0 RULES PERTAINING TO NOVICE TEACHER INDUCTION FOR NON-TRADITIONAL NOVICE TEACHERS

8.01 All Arkansas School Districts shall implement, support, and monitor the quality of mentoring as outlined in ADE Induction Guidelines and the district's approved plan for mentoring.

8.01.1 Implementation of the district mentoring plan shall include:

8.01.1.1 Selecting mentor candidates according to the Arkansas Mentor Qualifications form

8.01.1.2 Providing a trained mentor for each NTL enrollee

8.01.2 Support includes:

8.01.2.1 Providing a minimum of two (2) hours every two weeks of released time (on average) during the contract day for the mentor and novice teacher to work together

8.01.2.2 Assisting the novice and mentor to schedule focused observations and professional development activities

8.01.2.3 Providing activities for mentors and novice teachers, which engage them in collaborative dialogue, problem solving, and professional development

8.01.3 Monitoring of the quality of the district program is achieved by review of the ~~Mentor/Novice Teacher Mentoring Log and the Novice Teacher's Professional Growth and Development Plan~~ required mentoring documentation by the District Project Director.

8.01.4 All other mentoring documents shall become the sole possession of the novice teacher and shall not be utilized for employment decisions or employment evaluation decisions be collected and maintained by the District's Project Director. At the conclusion of Induction all documentation, exclusive of the timesheets. Become the sole possession of the Novice Teacher.

8.02 Mentoring observational information shall not be ~~shared with the novice teacher's employer or~~ utilized in any way to make employment decisions unless students are at risk, either physically or emotionally.

9.0 GENERAL POLICIES PERTAINING TO LICENSES

9.01 NTL participants ~~will be~~ are issued the Provisional License in level(s)/area(s) of licensure ~~that is~~ based on having passed the assessment(s) in that licensure level(s)/area(s) and ~~secure~~ securing appropriate teaching employment in that level(s)/area(s) in accordance with the published NTL Handbook for the year of admission.

9.02 NTL participants will be issued either the Initial or Standard Teaching License in the level(s)/area(s) of licensure ~~that is~~ based on having passed the assessment(s) in that licensure level(s)/area(s) and successfully completing two years of employment in that level(s)/area(s) in accordance with the published NTL Handbook for the year of admission. (One year of teaching is permitted for those candidates who have been identified in the ~~Education program-of-study candidates~~" one-year" program.).

9.03 NTL teachers must teach in a traditional classroom setting. An ESL endorsement is granted to allow the NTL teacher to work with ELL students in the regular

classroom environment. (This excludes the NTL teacher from being assigned to a transitional or any other non regular classroom setting.)

9.04 Teachers who need a duplicate Arkansas teaching license must submit a completed application form (indicating "duplicate") to the Office of Professional Licensure.

9.04.1 A duplicate license will be issued only for a license that is current.

9.05 All information and documentation submitted for an Arkansas Teacher License must be timely, accurate, authentic and unaltered in any way.

9.05.1 Any license issued as a result of information submitted that is not in compliance with section 8.04 will be null and void and shall be rescinded by the Office of Professional Licensure, as authorized by the State Board of Education.

9.06 The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas Teacher License that has been issued in error.

9.07 The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to non-renew a Non-Traditional Provisional License if the licensee does not successfully complete the required preparation modules, and non-renewal is recommended by the Non-Traditional Licensure Office. The Office of Professional Licensure shall not convert a provisional license to an initial license if the candidate fails to meet all criteria of the NTL program.

Appendix A
Arkansas Department of Education
NTL Teaching Areas and Levels of Licensure/Endorsement

Areas of Licensure	Grade Levels*		
Early Childhood	P-4		
Middle Childhood: Math/Science	4-8		
Middle Childhood: English-Lang Arts/Social Studies	4-8		
Mathematics		7-12	
English		7-12	
Social Studies		7-12	
Physical/Earth Science		7-12	
Life/Earth Science		7-12	
Drama/Speech		7-12	
P.E. Wellness & Leisure	P-8	7-12	
Art	P-8	7-12	
Music, Vocal, & Instrumental	P-8	7-12	
Spanish	P-8	7-12	
French	P-8	7-12	
German	P-8	7-12	
Family & Consumer Science	4-8	7-12	4-12
Agriculture	4-8	7-12	4-12
Industrial Technology	4-8	7-12	4-12
Business Technology	4-8	7-12	4-12
Marketing Technology	4-8	7-12	4-12
~~Adult Education~~			~~PS~~
Areas of Endorsement			
Coaching		7-12	
ESL	P-8	7-12	
Journalism		7-12	
Mandarin Chinese		7-12	

* Level of licensure issued is determined based on grade level(s) taught in the NTL program.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE ADDITION OF AREAS OF LICENSURE OR ENDORSEMENT

June 11, 2007

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Addition of Areas of Licensure or Endorsement**.**

1.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105 and 6-17-402.

2.00 PURPOSE

2.01 The purpose of these rules is to identify the policies ~~and~~ governing licensure that deal with adding an area of licensure/endorsement to an existing Arkansas teaching license.

3.00 DEFINITIONS – For the purpose of these rules, the following definitions shall apply:

3.01 **Additional Licensure Plan (ALP)** shall be the recognized process for allowing a licensed teacher to be employed in an out-of-field teaching position while meeting the program of study competency and assessment requirements for said position.

3.02 **Approved Performance Based Program of Study** refers to a program approved by the Arkansas Department of Education and based upon Arkansas licensure standards. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills and dispositions for a particular licensure area.

3.03 **Endorsement** refers to teaching or administrative licensure areas, which require an initial or standard teaching license, prior to the endorsement being added.

3.04 **Exception Area** refers to the specific areas of licensure, which cannot be issued either as an initial license or by testing only. The exception areas include, but are not limited to, the following: Special Education, Counselor, All Other Added Endorsement Areas, Administrative Licenses, Non-Instructional Student Services, and Professional & Technical Permits. Special Education may be issued as an initial license.

3.05 **Level and Area of Licensure – Level** refers to the grade/age level parameters of the teaching license, such as P-4, 4-8, P-8, P-12, 7-12 and PS (post-secondary). **Area** refers to the particular content field, including but not limited to, Early Childhood, Middle Childhood Science/Mathematics, Social Studies, and Family and Consumer Sciences.

3.06 **State Board Required Assessments** refer to specific performance-based assessments approved by the State Board of Education.

3.07 **Content/Standard Teaching Area** refer to the specific subject areas listed under Integrated Curriculum Humanities, Integrated Science Curriculum, Integrated Visual and Performance Arts, Integrated Vocational Education, Integrated Physical Education and Health and Special Education as listed in the State Board Approved Levels and Areas of Licensure.

3.08 **Provisional License by Reciprocity** a one year teaching license that may or may not be renewed. This license allows a teacher coming from out of state or out of country to be employed as a teacher while completing assessed deficiencies for the Initial or Standard teaching license.

4.00 REQUIREMENTS FOR ADDING AN AREA OF LICENSURE OR ENDORSEMENT

4.01 Teachers/administrators shall have a valid Arkansas initial or standard content area teaching license or provisional licensure through reciprocity in order to add an area of licensure or endorsement.

4.02 Teachers adding an additional licensure/endorsement area(s) to their Arkansas teaching license by meeting the program of study requirements of an Arkansas college/university or when adding a licensure/endorsement area by reciprocity, shall meet the following requirements regarding degrees and coursework.

4.02.1 The coursework/degree required for the area(s) that are being added shall have been completed through a college/university that holds regional/national accreditation that is recognized by the U.S. Department of Education or Council for Higher Education Accreditation.

AND

4.02.2 All teacher education coursework shall have been completed through a college/university teacher education program that holds national accreditation that is recognized by the U.S. Department of Education, Council for Higher Education Accreditation or that is state approved.

4.03 The Additional Licensure Plan (ALP) shall be the recognized process for allowing a licensed teacher to be employed in an out-of- ~~field~~ area teaching position while completing the competency and assessment requirements for the new employment position.

4.03.1 Teachers who hold an initial or standard license are eligible to file an ALP in order to be employed in an out-of-~~field~~ area assignment.

4.03.2 Teachers who hold a provisional Arkansas teaching license, which was granted through reciprocity as a result of holding an initial/standard out-of-state license, are also eligible to file an ALP in order to be employed in an out-of-~~field~~ area assignment.

4.04 Teachers working in an out-of-~~field~~ area teaching assignment shall file a completed ALP with their school district and with the Office of Professional Licensure within thirty (30) days of beginning the out-of-field assignment.

4.04.1 ~~They~~ Teachers working under an ALP shall have three (3) years from the beginning of the out-of-~~field~~ area assignment to complete all competency and assessment requirements for the new employment position.

4.04.2 When a school district requests a waiver to employ a teacher out-of-area and a program of study is required:

4.04.2.1 The teacher shall successfully complete a minimum of three (3) hours of coursework toward the program of study requirements during the first year employed out-of-area, and a minimum of six (6) hours of coursework each of the following two years, when employed out-of-area, in order for the waiver to be approved for the following year.

4.04.2.2 The Specialty Area Assessment(s) required to be designated as a highly qualified teacher in the core academic area shall be successfully completed the first year the teacher is employed out-of-area on an approved waiver.

4.04.2.3 A waiver will not be approved for the following year at such time that the teacher fails to successfully complete the required coursework or testing within the timelines specified above.

4.04.3 When a school district has requested a waiver for a teacher being employed out-of-area and the additional area can be added by testing out:

4.04.3.1 The teacher shall have successfully completed the content knowledge portion(s) of the required specialty area assessment (s) required to be highly qualified during the first year employed out-of –area on an approved waiver.

4.04.3.2 The remaining part(s) of the specialty area assessment required for licensure in the out-of-area assignment shall be successfully completed by the end of the third year working under an approved waiver.

4.04.3.3 Teachers failing to successfully complete the content knowledge portion of the specialty area assessment required to be highly qualified during the first year employed out-of-area under an approved waiver, shall document a minimum of six (6) hours of coursework in the content area.

4.04.3.4 Teachers failing to successfully complete either the required assessment to be highly qualified or the six (6) hours of coursework in the content area during the first year working under an approved waiver shall not be approved to be employed out-of-area under the same ALP the following year.

4.05 The requirements contained in an individual's ALP are subject to any changes made by the State Board of Education which would necessitate a change in the licensure requirements for that ALP.

4.06 The Office of Professional Licensure shall add a licensure/endorsement area(s) to a valid Arkansas initial or standard teaching license upon receiving the following:

4.06.1 An application requesting the licensure/endorsement area(s);

4.06.2 Documentation that all program of study requirements (including Arkansas History when required); and

4.06.3 Evidence that all State Board required assessments have been successfully completed.

~~4.07 Teachers or administrators seeking to add licensure areas within their level of licensure shall successfully complete the State Board required assessment(s).~~

4.07 Teachers or administrators may add an additional licensure area (s) by testing out, only when they hold a content/standard licensure area at the same level as the area being added.

4.07.1 Added endorsements such as reading, library media, counselor, journalism, grade 5-6 endorsements, English as a Second Language, educational examiner, coaching, gifted and talented and administrative areas may not be used as a platform for adding other licensure areas by testing out.

4.08 Teachers or administrators seeking to add exception areas shall complete an approved performance-based program of study and pass the State Board required assessment(s).

4.09 Teachers or administrators seeking to add additional areas of licensure outside their level of licensure shall complete an approved performance-based program of study and pass the State Board required assessment(s).

4.10 To add an area of licensure or endorsement for which there is not a State Board required specialty area assessment, a candidate shall successfully complete an

approved performance-based program of study and the State Board required pedagogical assessment.

4.11 In order to add an area of licensure/endorsement to a license in School Psychology Specialist, Speech Pathology, Adult Education or a Professional Technical Permit area only, the teacher shall complete a program of study to include a practicum/internship and the State Board required specialty area assessment(s), pedagogical assessment and basic skill assessments.

4.12 Teachers or administrators adding Early Childhood P-4, Middle Childhood Math/Science and Language Arts/Social Studies 4-8 or Secondary Social Studies 7-12 to their valid Arkansas initial or standard teaching license shall have completed a three-credit-hour course in Arkansas History in addition to the required testing and program of study when applicable.

4.13 The Office of Professional Licensure reserves the right to amend and/or rescind an additional area of licensure that is issued in error.

4.14 Additional areas/levels of licensure or endorsement shall be added to a valid Arkansas initial or standard teaching license upon receiving documentation that all requirements have been met and upon receiving an application requesting the additional licensure area or endorsement.

4.15 A content/standard area teaching license, as identified in the areas and levels of licensure and approved by the State Board of Education, shall be required in order to add licensure areas, endorsements or areas of educational administration.

4.16 The Office of Professional Licensure has the authority to assist individual teachers seeking additional licensure areas for which there are no approved programs of study at any of Arkansas' Institute of Higher Education. Examples of such licensure areas to be include but not limited to are: Visual Specialist and Hearing Specialist.

4.17 Beginning May 1, 2007, teachers that are adding P.E./Wellness/Leisure to a current Arkansas teaching license, shall receive the new licensure code numbers 235 for (P-8) and 236 for (7-12).

4.16.1 Teachers holding the new licensure code numbers 235 and/or 236 shall not be automatically approved to be employed as a coach in the public schools of Arkansas.

4.16.2 Teachers holding the new licensure code numbers 235 and/or 236 shall work under the ALP (Additional Licensure Plan) for the coaching endorsement (7-12) when employed as a coach.

Arkansas Department of Education
Proposed Rules Governing the Funding
of Public School Districts

1.00 Authority

1.01 The Arkansas State Board of Education's authority for promulgating these Rules is pursuant to Ark. Code Ann. §§ 6-11-105 and 6-20-2305, and Acts 272 and 461 of the 2007 regular session.

1.02 These Rules shall be known as the Arkansas Department of Education Rules Governing the Funding of Public School Districts.

2.00 Purpose

2.01 The purpose of these Rules is to outline the various major components of state funding for public school districts.

3.00 Definitions

3.01 Alternative Learning Environment (ALE) funding shall be the amount required by law times the district's verified eligible ALE student's full time equivalents (FTE) in the previous school year.

3.02 Declining enrollment funding is provided to a school district that has experienced a decline in ADM over the two (2) immediately preceding school years.

3.03 English Language Learners funding is provided for students not proficient in the English language based upon approved English proficiency assessment instruments administered annually in the fall of the current school year.

3.04 Miscellaneous Funds means the average of those funds collected in the previous five (5) school years from federal forest reserves, federal grazing rights, federal mineral rights, federal impact aid, federal flood control, wildlife refuge funds, severance taxes and funds received by a school district in lieu of taxes.

3.05 National School Lunch Student funding shall be determined by the district's total students identified as eligible to participate in the NSLA Program divided by the district's total enrolled students as defined by current State Board rules.

3.06 Net revenues means actual revenues received from Ad Valorem taxes collected on behalf of a school district, multiplied by the uniform rate of tax over the total millage rate of the school district.

3.07 Professional Development Funding shall be equal to an amount up to fifty dollars ($50.00) multiplied by the school district's previous year ADM.

3.08 Property Tax Report means a report required to provide relevant property tax information to the General Assembly to be provided by Legislative Audit.

3.09 Quarterly Average Daily Membership means the average daily membership for one (1) quarter of a school year used for calculating student growth funding as determined by rules promulgated by the State Board of Education.

3.10 Revenues means the revenues collected or received on behalf of a school district from current year Ad Valorem taxes plus homestead tax credit plus interest earned on any tax funds held in trust less all costs and net commissions of Ad Valorem taxes authorized by law that are collected or withheld for later distribution by the county offices.

3.11 Special Needs Isolated Funding is provided when a public school district meets the criteria established in A.C.A. 6-20-604.

3.12 State Foundation Aid means the amount of state financial aid provided to each school district and computed as the difference between the foundation funding amount established by the General Assembly and the sum of ninety-eight percent (98%) of the uniform rate of tax multiplied by the property assessment of the school district plus the miscellaneous funds of the school district.

3.13 Student Growth Funding means the amount of state financial aid provided to a school district from funds made available for the growth in the average daily membership of the school district.

4.00 Declining Enrollment/Special Needs Isolated Funding

4.01 Declining enrollment funding shall be distributed to a school district that has experienced a decline in average daily membership over the two (2) immediately preceding school years.

4.02 The declining enrollment funding shall be equal to the difference between the average of the two (2) immediately preceding years' average daily membership and the average daily membership for the previous school year multiplied by the current amount of foundation funding established by the General Assembly.

4.03 Special Needs Isolated Funding shall be distributed to school districts that meet the requirements outlined in A.C.A. 6-20-604.

4.04 Any funding appropriated and available for declining enrollment funding or special needs isolated funding that is not distributed shall be prorated and distributed equally per average lost student to school districts that meet the qualifications of both declining enrollment funding and special needs isolated funding.

4.05 No school district shall receive both declining enrollment funding and student growth funding.

5.00 Net Revenues

5.01 By the end of each fiscal year, the net revenues for each district shall be calculated.

5.02 For a school district whose net revenues are less that the sum of ninety-eight percent (98%) of the uniform rate of tax multiplied by the total property assessment of the district, the Department shall distribute to the district the difference between the net revenues of the district and the sum of ninety-eight percent (98%) of the uniform rate of tax multiplied by the property assessment of the school district.

5.03 For a school district whose net revenues are more than the sum of ninety-eight percent (98%) of the uniform rate of tax multiplied by the property assessment of the district, the district shall repay the department an amount equal to the difference between the net revenues of the district and the sum of ninety-eight percent (98%) of the uniform rate of tax multiplied by the property assessment of the district.

6.00 Student Growth Funding

6.01 Student growth funding for public school districts will be calculated and distributed after each quarter based on the following method:

6.01.1 After the end of the first quarter, one quarter (1/4) of the per student foundation funding for the school district shall be multiplied by the increase, if any, in the school district's quarterly average daily membership for the first quarter of the current school year over the average daily membership of the previous school year.

6.01.2 After the end of the second quarter, one quarter (1/4) of the per student foundation funding for the school district shall be multiplied by the increase, if any, in the school district's quarterly

average daily membership for the second quarter of the current school year over the average daily membership of the previous school year.

6.01.3 After the end of the third quarter, one quarter (1/4) of the per student foundation funding for the school district shall be multiplied by the increase, if any, in the school district's quarterly average membership of the previous school year.

6.01.4 After the end of the fourth quarter, one quarter (1/4) of the per student foundation funding for the school district shall be multiplied by the increase, if any, in the school district's quarterly average daily membership for the fourth quarter of the current school year over the average daily membership of the previous school year.

6.02 The completed fourth quarter average daily membership count will not be available until the following school fiscal year. Therefore, the final distribution for each school year shall be calculated as one half (1/2) of the per student foundation funding for the school district multiplied by the increase, if any, of the school district's quarterly average daily membership for the third quarter of the most current completed school year over the average daily membership of the previous school year.

6.03 After the calculation in section 6.01 is completed, an adjustment shall be made in the district's growth funding for the district in the following school year to be based on actual fourth quarter growth as determined in section 6.01.4 or the school district shall refund the overpayment in growth funding to the Department of Education.

6.04 Increases in average daily membership resulting solely from consolidation or annexation shall be excluded from the growth funding calculation

6.05 No district shall receive both declining enrollment funding and student growth funding.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING STANDARDS FOR ACCREDITATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS
~~January 2005~~

1.0 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts.

1.02 These rules are promulgated pursuant to ~~A.C.A~~. Ark. Code Ann. §§ 6-11-105, 6-15-207, ~~A.C.A~~. §25-15-200 et seq., and ~~A.C.A. §6-15-207 (Act 1467 of 2003~~) Acts 219 and 1015 of 2007.

1.03 These rules replace previously adopted Rules Governing Standards for Accreditation of Arkansas Public Schools revised ~~December 2003~~ January 2005.

2.0 PURPOSE

2.01 These rules are to set forth the Standards for Accreditation of Arkansas public schools and school districts.

2.02 The purpose of these rules is to describe the process whereby Arkansas public schools or school districts will be cited or placed in probationary status for failure to meet Standards for Accreditation.

2.03 The purpose of these rules is to set forth the enforcement actions that may be applied to Arkansas public schools or school districts that fail to meet Standards for Accreditation.

3.0 DEFINITIONS – For purpose of these Rules, the following terms mean:

3.01 “Cited” - Accredited-cited status assigned to a school or school district that fails to meet any standard identified as a cited violation in these rules.

3.02 “Department” - Arkansas Department of Education.

3.03 “Enforcement action” - intervention by the State to require compliance of a school or a school district that fails to meet Standards for Accreditation of Arkansas Public Schools and School Districts.

3.04 "Probationary" - Accredited-probationary status assigned to a school or school district that fails to meet any standard identified as a probationary violation in these rules or fails to correct by the specified deadline a violation for which it acquired cited status.

3.05 "Public School District/Public School" - those school districts and schools (including open-enrollment charter schools) created pursuant to Title 6 of Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program except specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to ~~A.C.A~~. Ark. Code Ann. §§ 6-15-501; ~~A.C.A. §~~ 9-28-205, and ~~A.C.A. §~~ 12-29-301, et seq., or other provisions of Arkansas law.

3.06 "Standards for Accreditation" - a series of requirements that specify what a school or school district shall meet in order to be fully accredited by the Arkansas Department of Education.

3.07 "State Board of Education" - Arkansas State Board of Education.

4.0 CITED STATUS

4.01 A school district, which is deemed to have failed to meet any standard defined with a cited status in these rules and is referenced as applicable to a school district, shall be assigned cited status.

4.02 A school, which is deemed to have failed to meet any standard defined with a cited status in these rules and is referenced as applicable to a school, shall be assigned cited status.

4.03 No school or school district shall maintain a cited status for violation of any particular standard for a time period greater than two (2) consecutive school years including the year the cited status is assigned, unless provided otherwise in these rules.

4.04 Any school or school district that fails to remedy itself from cited status for violation of a particular standard after a two (2) year time period shall be assigned accredited-probationary status.

4.05 For the purpose of these Rules, D means district, S means school, C means cite, P means probation, and Policy means a policy is required.

5.0 PROBATIONARY STATUS

5.01 A school district shall be assigned a probationary status which is deemed to have failed to meet any standard defined with a probationary status in these rules or was in cited status for the same violation the previous two (2) consecutive years and is referenced as applicable to a school district.

5.02 A school shall be assigned a probationary status which is deemed to have failed to meet any standard defined with a probationary status in these rules or was in cited status for the same violation the previous two (2) consecutive years and is referenced as applicable to a school.

5.03 No school or school district shall maintain a probationary status for violation of any standard for more than two (2) consecutive school years including the year the probationary status is declared.

5.04 Any school or school district that fails to remedy itself from probationary status after the two (2) year time period will be subject to mandates of ~~A.C.A.~~ Ark. Code Ann. § 6-15-207 (Act 1467 of 2003).

STANDARDS FOR ACCREDITATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS

D/P **6.0** **STANDARD I** **EQUAL EDUCATIONAL OPPORTUNITIES**

All school districts' policies and actions shall be nondiscriminatory and shall be in compliance with state and federal laws.

7.0 **STANDARD II** **GOALS AND ADMINISTRATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS**

Policy 7.01 STATE AND NATIONAL GOALS

It is well established by history and law that education is a state responsibility. As a framework for school district planning, a set of statewide and national goals for education and a long-term plan to meet these goals have been developed.

7.02 SCHOOL DISTRICT GOALS

D/P 7.02.1 Each school district in Arkansas shall be required to develop, with appropriate staff and community participation, a comprehensive plan. School district goals shall be compatible with state and national educational goals and shall address local needs. The plan shall be filed with and reviewed by the Department annually.

D/C 7.02.2 Each school district shall provide and publish, in a newspaper with general circulation in the district before November 15 of each school year, a report to the public detailing progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies. If there is no paper media with general circulation, notification shall be mailed to parents.

S/C 7.02.3 Each school shall systematically and, at least annually, explain its policies, programs, and goals to the community in a public meeting that provides opportunities for parents and other members of the community to ask questions and make suggestions concerning the school program.

7.03 SCHOOL DISTRICT ADMINISTRATION

D/P 7.03.1 OPERATING POLICIES AND PROCEDURES

Each school board shall adopt written policies for the operation of the school district in accordance with guidelines established by the Department.

7.03.2 RECORDS AND REPORTS

S/P 7.03.2.1 Each school shall maintain all reports and records necessary for effective planning, operation, and education.

Policy 7.03.2.2 Each school district shall annually submit an accurate and timely report to the Department appraising its students' performance. The report shall be prepared in accordance with guidelines developed by the Department.

7.03.3 SCHOOL BOARDS

D/C 7.03.3.1 Each school board, prior to November 15 of each year, shall hold a public meeting, at a time and place convenient for a majority of the school patrons and employees, to review and discuss its annual report detailing progress toward accomplishing its district's program objectives, accreditation standards, and proposals to correct deficiencies.

D/C 7.03.3.2 All accreditation and evaluation studies and reports shall be reported and discussed in a public meeting at a time and place convenient for a majority of the school patrons and employees.

7.04 SCHOOL GOALS

S/P 7.04.1 The administrators, teachers, other school staff, and parents of each school shall develop the annual comprehensive school improvement plan to monitor that school's progress and to project its continuing needs. The annual school improvement plan shall be filed with and reviewed by the Department.

S/P 7.04.2 Schools shall review each curriculum area annually to ensure alignment with state standards.

8.0 STANDARD III ACTIVE COMMUNITY INVOLVEMENT

D/P 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.

S/C 8.02 Each individual school shall investigate and, where feasible, utilize community resources in the instructional program of the school.

9.0 STANDARD IV CURRICULUM

9.01 COURSE CONTENT FRAMEWORKS

Policy 9.01.1 The Department shall appoint committees to write curriculum frameworks based on the adopted Arkansas Student Learning Expectations. Each committee shall consist of teachers and instructional supervisory personnel from public schools assisted by teachers from institutions of higher education. Committees will meet periodically to review, revise, and update the curriculum frameworks.

S/P 9.01.2 Each accredited school shall use these curriculum frameworks to plan instruction leading to student demonstration of proficiency in the Arkansas content standards.

Policy 9.01.3 The Department, with advice from public schools and institutions of higher education, shall devise an assessment system that will measure progress toward meeting the content standards expressed in the Arkansas Curriculum Frameworks. These evaluations shall serve as a major factor in determining the accreditation status of public schools.

Policy 9.02 EARLY CHILDHOOD EDUCATION CURRICULUM

The early childhood education curriculum shall be developmentally appropriate for the age span of the children within the groups and implemented with attention to the different needs, interests, and developmental levels of those individual children. This curriculum shall be aligned to Arkansas Better Chance standards.

S/P 9.03 CURRICULUM

S/P 9.03.1 SMART CORE AND COMMON CORE

9.03.1.1 Guidelines for the development of Smart Core curriculum policies and informed consent document shall be established by the Department. Each school district shall adopt written Smart Core curriculum policies consistent with those guidelines.

9.03.1.2 The Smart Core curriculum is contained within the 38 units that must be taught each year. (See 14.03.1 for a listing of Smart Core requirements)

9.03.1.3 In order to ensure that every child has access to a rigorous curriculum, beginning with the seventh grade class of 2004-2005, the Smart Core curriculum and common core curriculum will be a standard component of the required course of study to graduate from Arkansas public schools.

9.03.1.4 All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in the common core.

9.03.1.5 Each school district shall adopt written policies that inform parents about the Smart Core curriculum and the required course of study for graduation.

9.03.1.6 Each district's written policies regarding Smart Core curriculum and the required course of study for graduation shall be included in the student handbook and filed with the Department.

9.03.1.7 Local districts and individual schools shall involve parents, staff, and students in the formulation and review of the Smart Core curriculum and the course of study for the graduation policy.

9.03.1.8 Students and parents shall acknowledge that they have received the school's policy regarding Smart Core curriculum and the required course of study for graduation by a signed statement. The school shall document procedures and methods used to inform parents and students of this policy. Parents shall sign an Informed Consent document provided by the Department. Teachers, administrators, and counselors shall be provided with appropriate training in this policy.

9.03.1.9 The core curriculum for grades K-8 shall encompass all types of developmentally appropriate learning experiences and provide for differences in rates of learning among children. It shall emphasize overarching processes of reasoning and problem solving, communicating, connecting (linking knowledge, skills, and other understandings within and across disciplines to real-life situations), and internalizing (acting on the learning to make it meaningful, useful, and worthwhile). English Language Acquisition Standards shall also be used for all English Language Learners (ELL) students at all grade levels.

S/P 9.03.2 GRADES K-4

Reading, writing, and mathematics shall be incorporated into all curriculum areas. All students shall receive instruction in each content area annually.

9.03.2.1 Language Arts

Reading
Writing
Listening, Speaking, Viewing

9.03.2.2 Mathematics

Number sense, properties, and operations
Measurement
Geometry and spatial sense
Data analysis and statistics
Patterns, algebra, and functions

9.03.2.3 Social Studies

History and culture of Arkansas (a unit at each grade level with emphasis at grade 4), the nation, and the world (including foreign language experiences)
Geography
Economics
Civic education
Social sciences processes and skills

9.03.2.4 Science

Life science systems
Earth/space systems
Physical systems
Environmental education

9.03.2.5 Tools for Learning

Technical skills: research and information skills, use of computers and calculators
Data gathering: use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews

9.03.2.6 Fine Arts

Visual arts instruction, appreciation, and application
Performing arts instruction, appreciation, and application

9.03.2.7 Practical Living Skills/Career Exploration

9.03.2.8 Health and Safety Education and Physical Education

S/P 9.03.3 GRADES 5-8
Reading, writing, and mathematics shall be incorporated into all curriculum areas. All students shall receive instruction in each content area annually.

9.03.3.1 Language Arts

Reading
Writing
Listening, Speaking, Viewing

9.03.3.2 Mathematics

Number sense, properties, and operations
Measurement
Geometry and spatial sense
Data analysis and statistics
Patterns, algebra, and functions

9.03.3.3 Science

Life science systems
Earth/space systems
Physical systems
Environmental education

9.03.3.4 Social Studies

History and culture of Arkansas (a unit at grades 5 and 6, with emphasis at grade 5), the nation, and the world (including foreign language experiences)
Geography
Economics
Civic education
Social science process skills

9.03.3.5 Physical Education

9.03.3.6 Fine Arts

Visual arts instruction, appreciation, and application
Performing arts instruction, appreciation, and application

9.03.3.7 Health and Safety

9.03.3.8 Tools for Learning

Technical skills: research and information skills, use of computers and calculators
Data gathering: use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews

9.03.3.9 Career and Technical Education

9.03.3.10 Each school shall teach annually reading and mathematics skills to assist those students who need such additional instruction to make satisfactory progress in their required courses.

9.03.3.11 A unit of Arkansas history shall be taught as a social studies subject at each elementary grade level in every public elementary school in this state with greater emphasis at the fourth (4th) and fifth (5th) grade levels, and at least one (1) full semester of Arkansas history shall be taught to all students at the 7th, 8th, 9th, 10th, 11th, or 12th grade level in every public secondary school in this state.

9.03.3.12 Upon approval by the Department, courses taught in grades 5-8 may be offered for high school graduation credit. Courses shall have the same rigor as those taught in high school, but content for a single course may be taught over a two-year period. Teachers shall be certified in the subject area taught with students participating in appropriate End-of-Course examinations. Schools shall have appropriate follow-up curriculum in place for students adopting an accelerated schedule.

S/P 9.03.4 GRADES 9-12

Reading, writing, and mathematics shall be incorporated into all curriculum areas. The following courses shall be taught annually for a total of 38 units, except as otherwise allowed in Ark. Code Ann. §§ 6-15-213 and 6-15-214, as articulated in these rules.

9.03.4.1 Language Arts - 6 units

4 units English
1 unit oral communications or ½ unit oral communications and ½ unit drama
1 unit journalism
(Other options as approved by the Department)

9.03.4.2 Science - 5 units (Active student participation in laboratory experience is required for a minimum of 20% of instructional time.)

1 unit biology
1 unit chemistry
1 unit physics
(Other options as approved by the Department)

9.03.4.3 Mathematics - 6 units

1 unit Algebra I
1 unit geometry
1 unit Algebra II
1 unit pre-calculus mathematics to include trigonometry
(Other options as approved by the Department)

9.03.4.4 Foreign Languages - 2 units of the same language

9.03.4.5 Fine Arts - 3 ½ units

1 unit art
1 unit instrumental music
1 unit vocal music
½ unit survey of fine arts or an advanced art or an advanced music course

9.03.4.6 Computer Applications with emphasis on current applications-1 unit

9.03.4.7 Social Studies - 4 units

1 unit American history with emphasis on 20th Century America
1 unit world history
1 unit civics or civics/government
½ unit of Arkansas history if not taught in grade 7 or 8
(Other options as approved by the Department)

9.03.4.8 Health and Safety Education and Physical Education - 1½ units

1 unit physical education
½ unit health and safety education

9.03.4.9 Career and Technical Education - 9 units of sequenced career and technical education courses (programs of study) representing three (3) occupational areas.
In addition to the currently approved programs, districts may develop and request approval for innovative programs of study based on community and student needs.

9.03.4.10 The course offerings should include appropriate Advanced Placement (AP) courses. Weighted credit/additional quality points for designated AP courses will be contingent upon the teacher completing training as required by the Department and the student taking the applicable AP examinations.

9.03.4.10.1 Any school district meeting the following conditions may petition the Department to count an appropriate approved AP course in the place of a specified required 38 unit course in the subject areas of mathematics, English, science and social studies under the following conditions:

9.03.4.10.2 The public school district has a qualified teacher for the required 38 unit course;

9.03.4.10.3 No students enrolled in the required 38 unit course;

9.03.4.10.4 An AP course in the same subject area as the required course has students enrolled in the 38 unit course;

9.03.4.10.5 The public school district teaches all other 38 unit courses required by the Standards for Accreditation; and

9.03.4.10.6 The public school district teaches the required 38 unit course to any student who enrolls in the public school district after the school year begins.

9.03.4.10.7 The public school district may teach the required course to a new student:
- i. In a traditional classroom setting;
- ii. Through distance learning with a qualified teacher, or
- iii. By modifying the AP course on an individual level to accommodate the new student.

9.03.04.10.8 The public school district shall notify the Department in writing after registration in the spring prior to the beginning of the new school year and immediately after the school year begins if no students enrolled in the required course and the public school district will seek to meet the Standards for Accreditation using the AP course.

9.03.4.10.9 Upon receiving the public school district's written notification and after spring registration and after verifying the information, the Department shall permit the public school district to meet the Standards for Accreditation by teaching the AP course in place of the required course.

9.03.4.10.10 If a new student enrolls in the required course, the public school district shall immediately notify the Department in writing.

9.03.4.11 Additional foreign language courses such as the Level III and IV of the same foreign language and other foreign language should be included.

9.03.4.12 If a course required to be taught by a school district under the State Board of Education's Standards for Accreditation has an enrollment of one (1) or more students and all students enrolled in the course leave the school district after the course has commenced but before the completion of the course in each given school year or school semester the course is to be taught, and no other students that are eligible to take the course enroll to attend the school district campus where the course is required to be taught, the course shall be considered as taught by the school district in compliance with the Standards for Accreditation under the folllowing conditions:

9.03.4.12.1 The school district superintendent certifies in writing that no student was enrolled in the district and was eligible to take the required course enrolled to attend the school district campus where the course was required to be taught after the initial student or students left the school district;

9.03.4.12.2 The school district provides written proof, as required by the Department, that the school district had the course scheduled to be taught on the school district's master course schedule during the entire time the course was required to be taught;

9.03.4.12.3 The school district provides written proof, as required by the Department, that the school district had a properly certified teacher employed and able to teach the required course during the entire time the course was required to be taught and the course was listed on the school district's master course schedule;

9.03.4.12.4 The Department, upon review of proper records of the district and information certified by the school district superintendent, confirms that the school district satisfied the requirements of Sections 9.03.4.12 - 9.03.4.12.3 of these rules and verifies that the information submitted pursuant to Sections 9.03.4.12 - 9.03.4.12.3 of these rules is correct; and

9.03.4.12.5 At the end of the school semester in which the course was required to be taught, the school district petitions the State Board of Education, in writing, for a waiver of the Standards for Accreditation requirement that the particular course be taught for that school semester.

9.03.4.12.6 The State Board of Education shall waive the requirement for only the semester in which the student or students left the school district.

9.03.4.12.7 The superintendent and the school board president of the school district seeking the waiver shall appear before the State Board of Education to present their request for a waiver.

9.03.4.12.8 Representatives of the Department shall appear before the State Board of Education to confirm and verify the information required to be filed with the Department under this section.

9.03.4.12.9 Upon satisfaction of the requirements of Sections 9.03.4.12 - 9.03.4.12.8 of these rules, the State Board of Education shall waive the requirement that the course be taught on a semester basis.

10.0 STANDARD V INSTRUCTION

10.01 REQUIRED TIME FOR INSTRUCTION AND SCHOOL CALENDAR

D/P 10.01.1 Student-teacher interaction time shall be for a minimum of 178 days, except as waived by the Department for professional development.

D/P 10.01.2 All public school teacher/administrator contracts (elementary, secondary, vocational - exception vocational agriculture) shall be a minimum of 190 days.

D/P 10.01.3 At least ten (10) days or sixty (60) hours shall be used for professional development and in-service training and at least two (2) days shall be used for parent/teacher conferences.

D/S/P 10.01.4 The planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) hours per week.

10.02 CLASS SIZE AND TEACHING LOAD

Policy 10.02.1 Early childhood education programs shall be no more than ten (10) students to one (1) teacher in a classroom or no more than twenty (20) students to one (1) teacher and a qualified adult aide.

S/P 10.02.2 Kindergarten shall be no more than twenty (20) students to one (1) teacher in a classroom. However, kindergarten class maximum may be no more than twenty-two (22) with a one half time instructional aide being employed for those classes.

S/P 10.02.3 The average student/teacher ratio for grades one through three in a school district shall be no more than twenty-three (23) students per teacher in a classroom. There shall be no more than twenty-five (25) students per teacher in any classroom.

S/P 10.02.4 The average student/teacher ratio for grades four through six in a school district shall be no more than twenty-five (25) students per teacher in a classroom. There shall be no more than twenty-eight (28) students per teacher in any classroom.

S/P 10.02.5 In grades seven through twelve, a teacher shall not be assigned more than one hundred fifty (150) students; an individual academic class shall not exceed thirty (30) students, provided that, in exceptional cases or for courses that lend themselves to large group instruction, these ratios may be increased.

D/C 10.03 INSTRUCTIONAL MATERIALS

School districts shall adopt instructional materials which provide complete coverage of a subject as described in that subject's curriculum frameworks and which fit the achievement levels of the students assigned to each teacher.

10.04 DISCIPLINE

D/P 10.04.1 Guidelines for the development of student discipline policies shall be established by the Department. Each school district shall adopt written discipline policies consistent with those guidelines that include a code of student behavior.

D/P 10.04.2 Each district's written policies shall be filed with the Department.

D/S/P 10.04.3 Local districts and individual schools shall involve parents, staff, and students in the formulation and review of their student discipline policies, rules, and procedures.

S/P 10.04.4 Schools shall inform students and parents of the rules and procedures by which the school is governed. Schools shall make the students aware of the behavior that will call for disciplinary action, as well as the types of corrective actions that may be imposed.

S/P 10.04.5 Students and parents shall acknowledge that they have received the school's discipline policies by a signed statement. The school shall document procedures and methods used to inform parents and students of the policy.

D/S/P 10.04.6 Teachers and administrators, classified school employees, and volunteers shall be provided with appropriate student discipline training as required by ~~A.C.A.~~ Ark. Code Ann. § 6-18-502.

D/C 10.05 EXTRACURRICULAR ACTIVITIES

Each school district shall adopt a written policy on extracurricular and non-instructional activities and their appropriate place in the school program. The policy shall limit and control interruptions of instructional time in the classroom and the number of absences for such activities.

D/C 10.06 REQUIREMENTS FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

Each school district shall adopt a written policy specifying the requirements students must meet to be eligible to participate in extracurricular activities.

D/C 10.07 HOMEWORK AND INDEPENDENT STUDY SKILLS

Each school district shall adopt a written policy for appropriate and meaningful homework. The policy shall promote the development of students' independent study skills and work to be done outside the classroom which will reinforce and strengthen academic skills, broaden the educational experiences of students, and relate those experiences to the real life of the community. Parents shall be notified of the policy at the beginning of each school year.

D/C 11.0 STANDARD VI ATTENDANCE AND ENROLLMENT

11.01 MANDATORY ATTENDANCE

All children who are ages five (5) through seventeen (17) on or before September 15 are required to be in school that school year with the exception of five-year-old children for whom kindergarten has been waived by the parent, guardian, or person having custody or charge; students who have received a high school diploma or its equivalent; or students who are enrolled in a postsecondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.

S/C 11.02 INITIAL ENROLLMENT

A birth certificate, Social Security Number, or other documentation, as provided by law, shall be required to enroll in school.

Policy 11.03 EARLY CHILDHOOD EDUCATION PROGRAMS

It is recommended that school districts provide the opportunity for each child age three (3) on or before September 15 to enroll in an approved early childhood education program. No parent or guardian shall be required to enroll a child in an early childhood education program at age three (3).

D/P 11.04 KINDERGARTEN

Each school district must provide a full-day kindergarten for each child age five (5) on or before September 15. A parent or guardian shall sign a waiver if they elect not to enroll a child in kindergarten at age five (5). Any six-year-old child who has not completed a state accredited kindergarten program prior to public school enrollment shall be evaluated by the school district to determine whether placement for the child shall be in kindergarten or the first grade.

D/S/P 11.05 IMMUNIZATION REQUIREMENTS

All schools and school districts shall meet immunization requirements established by state and federal laws.
All enrolling kindergarten students shall furnish evidence of a comprehensive and developmental preschool examination.

12.0 STANDARD VII STUDENT PERFORMANCE

D/S/P 12.01 PERFORMANCE OF ALL STUDENTS

Schools shall be responsible for assessing each student's progress at each grade level in acquiring mastery of the competencies, skills, and other subjects required by law and Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) regulations. Assessment data may include performance assessments, competency test scores, standardized test scores, subject matter mastery test scores, and observations of teachers and parent(s) or guardian(s).

S/P 12.02 GRADING

Grades assigned to students for performance in a course shall reflect only the extent to which a student has achieved the expressed academic objectives of the course. Grades that are aligned with other educational objectives such as the student learning expectations contained in the curriculum frameworks may also be given.

S/P 12.03 SPECIAL EDUCATION STUDENTS

Students with special needs shall have equal access to programs that meet the criteria for their identified Individualized Education Program and shall receive services in the least restrictive environment that meets their needs.

12.04 SCHOOL REPORTING OF STUDENTS' PERFORMANCE

D/C 12.04.1 Each local district shall adopt a written policy requiring teachers to communicate with the parent(s) or guardian(s) of each student during the school year to discuss the student's academic progress and requiring more frequent communication with the parent(s) or guardian(s) of students not performing at the level expected for their grade.

S/C 12.04.2 Each school shall schedule no fewer than two (2) parent-teachers conferences per school year to encourage communication with parents.

S/C 12.04.3 All grade level conferences with parent(s) and or guardian(s) shall be scheduled at a time and place to best accommodate those participating in the conference. The school shall document participation or nonparticipation in required conferences. If a student is to be retained at any grade level, notice of retention and the reasons for retention shall be communicated promptly in a personal conference.

12.05 TRANSFER BETWEEN SCHOOLS

D/C 12.05.1 Any student transferring from a school accredited by the Department to another school accredited by the Department shall be placed into the same grade the student would have been in had the student remained at the former school.

D/C 12.05.2 Any student transferring from home school or a school that is not accredited by the Department to a school that is accredited by the Department shall be evaluated by the staff of that accredited school to determine that student's proper placement in the accredited school.

13.0 STANDARD VIII SCHOOL PERFORMANCE

Data from the performance indicators shall be used by the Department and schools in establishing goals and objectives for school improvement.

14.0 STANDARD IX GRADUATION REQUIREMENTS

S/P 14.01 For the graduating classes of 2004-2005, 2005-2006, 2006-2007, and 2007-2008, a minimum total of twenty-one (21) units shall be earned by a student in order for that student to be entitled to graduate from an Arkansas public high school. Only one (1) of the required units may be in a physical education course. The twenty-one (21) units must be satisfied from those twenty-one units which were in existence prior to the last rule change to Section 14 of the Standards by the State Board of Education in December 2003. Specifically, those units, at a minimum, are as follows:

COMMON CORE - Fifteen (15) units

English - four (4) units
Oral Communications – one half (½) unit

Social Studies – three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half (½) unit of civics or government]
Mathematics -three (3) units [one (1) unit of algebra or its equivalent* and one (1) unit of geometry or its equivalent.* All math units must build on the base of algebra and geometry knowledge and skills.]
Science – three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science]
Physical Education – one half (½) unit
Health and Safety – one half (½) unit
Fine Arts – one half (½) unit
* A two-year algebra equivalent or a two-year geometry equivalent may be counted as two units of the three (3) unit requirement.

D/C CAREER FOCUS – Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.
Local school districts may require additional units for graduation beyond the fifteen (15) common core and the career focus units. These may be academic and/or technical areas. All the common core and career focus units must total at least twenty-one (21) units to graduate.

D/S/P 14.02 For the graduating classes of 2008-2009 and each graduating class thereafter, a minimum total of twenty-two (22) units shall be earned by a student in order for that student to be entitled to graduate from an Arkansas public high school. Only one (1) of the required units may be in a physical education course. Specifically, for the graduating class of 2008-2009, the required units, at a minimum, are as follows:

COMMON CORE - Sixteen (16) units

English - four (4) units
Oral Communications – one half (½) unit
Social Studies – three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half (½) unit of civics or government]
Mathematics -four (4) units [one (1) unit of algebra or its equivalent* and one (1) unit of geometry or its equivalent.* All math units must build on the base of algebra and geometry knowledge and skills.] Comparable concurrent credit college courses may be substituted where applicable.
Science – three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science]
Physical Education – one half (½) unit
Health and Safety – one half (½) unit
Fine Arts – one half (½) unit
* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

D/C CAREER FOCUS – Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

D/S/P 14.03 Specifically, for the graduating classes of 2009-2010 and all graduating classes thereafter, the required twenty-two (22) units, at a minimum, shall be taken from the "Smart Core" curriculum or from the "Common Core" curriculum. All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in Common Core. The required twenty-two (22) units, at a minimum, are to be taken from the Smart Core or Common Core as follows:

SMART CORE - Sixteen (16) units

English - four (4) units - 9th, 10th, 11th, 12th
Mathematics - four (4) units [All students must take a mathematics course in grade 11 or grade 12 and complete Algebra II.] Comparable concurrent credit college courses may be substituted where applicable.

Algebra I or Algebra A & B (Grades 7-8 or 8-9)
Geometry or Investigating Geometry or Geometry A & B (Grades 8-9 or 9-10)
Algebra II
Fourth math unit range of options: (choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an Advanced Placement math)
Natural Science - three (3) units with lab experience chosen from Physical Science, Biology or Applied Biology/Chemistry, Chemistry, Physics or Principles of Technology I & II or PIC Physics
Social Studies - three (3) units
Civics or Civics/American Government
World History
American History
Oral Communications - one half (½) unit
Physical Education - one half (½) unit
Health and Safety - one half (½) unit
Fine Arts - one half (½) unit

D/C

CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Smart Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Smart Core and career focus units must total at least twenty-two (22) units to graduate.

COMMON CORE - Sixteen (16) units

English - four (4) units
Oral Communications - one half (½) unit
Social Studies - three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half (½) unit of civics or government]
Mathematics - four (4) units [one (1) unit of algebra or its equivalent* and one (1) unit of geometry or its equivalent.* All math units must build on the base of algebra and geometry knowledge and skills.] Comparable concurrent credit college courses may be substituted where applicable.

Science - three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science]
Physical Education - one half (½) unit
Health and Safety - one half (½) unit
Fine Arts - one half (½) unit
* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

D/C CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Common Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Common Core and career focus units must total at least twenty-two (22) units to graduate.

S/P 14.04 A unit of credit shall be defined as the credit given for a course which meets for a minimum of 120 clock hours. A minimum average six-hour day or minimum thirty (30) hour week is required.

S/P 14.05 SPECIAL EDUCATION

14.05.1 For a student with disabilities, the Individualized Education Program (IEP) serves as the student's "graduation plan."

14.05.2 Beginning not later than age 14, or earlier if determined appropriate by a student's IEP Team, transition planning must be initiated to prepare a student for exit from a secondary education program to post-secondary life. This includes planning for the student's exit from school due to graduation. For a student with disabilities, fulfillment of the requirements set forth in the student's IEP constitutes the basis for graduation from high school.

15.0 STANDARD X PERSONNEL

D/P 15.01 SCHOOL DISTRICT SUPERINTENDENT

Each school district shall employ a full-time superintendent when enrollment exceeds three hundred (300). A full-time superintendent may, at the discretion of the local school district, teach no more than two (2) classes per day.

S/P 15.02 PRINCIPALS

Each school shall employ at least a half-time principal. A full-time principal shall be employed when a school's enrollment reaches three hundred (300). A school district superintendent may be permitted to serve as a half-time principal when district enrollment is

less than 300 providing the superintendent is appropriately certified and is not already teaching classes. Schools with an enrollment exceeding five hundred (500) shall employ at least one full-time principal and a half-time assistant principal, instructional supervisor, or curriculum specialist.

15.03 LICENSURE AND RENEWAL

D/S/P 15.03.1 All administrative, teaching, and other personnel shall hold a current, valid Arkansas license as required by law.

D/S/C 15.03.2 All administrative, teaching, and other personnel shall meet appropriate State licensure and renewal requirements for the position to which they are assigned.

D/S/C 15.03.3 A person not fully qualified for a position may be used in emergencies only and may not be replaced by a person not fully qualified for the position, unless appropriate documentation is provided to the Department describing efforts to hire a qualified individual.

Policy 15.03.4 Licensure renewal in a subject area shall require intervening educational experience related to that subject area.

Policy 15.03.5 Licensure renewal for administrative and other personnel shall require appropriate intervening educational experience related to their responsibilities.

Policy 15.03.6 Issuance and revocation of a license shall be in accordance with Arkansas Code and State Board of Education regulations promulgated for such action.

Policy 15.03.7 The State licensure system shall include a process designed to provide qualified individuals applying for a license an alternative to completion of a traditional teacher education program.

15.04 PROFESSIONAL DEVELOPMENT AND IN-SERVICE TRAINING

D/P 15.04.1 Each school district shall have flexibility in establishing plans for professional development and in-service training, provided the plans meet standards and rules for professional development as established by the Department. Beginning with the 2004-2005 school year, and each year thereafter, a minimum of sixty (60) hours of professional development, to include six (6) hours of technology, is required for teachers and administrators annually.

D/P 15.04.1.1 Each teacher 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 required for professional development.

D/P 15.04.1.2 Each administrator 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 required sixty (60) hours of professional development.

15.04.2 For each administrator, the sixty (60) hour professional development requirement shall include training in data disaggregation, instructional leadership, and fiscal management.

16.0 STANDARD XI SUPPORT SERVICES

Support services shall be designed to be comprehensive and integral to the process of schooling and the development of all students. Each school district for each school building site shall develop and implement a written plan, as set forth in current laws. The plans shall be based upon the needs identified by parents, teachers, principals, students, and other agencies with which the school district works.

16.01 GUIDANCE AND COUNSELING

S/P 16.01.1 Each school shall provide a developmentally appropriate guidance program to aid students in educational, personal/social, and career development.

S/C 16.01.2 Each school shall provide supportive personnel and appropriate facilities to ensure effective counseling to meet individual needs of students.

D/P 16.01.3 Each school shall assign appropriate certified counselor staff with the district being required to maintain an overall ratio of one (1) to four hundred fifty (450).

16.02 MEDIA SERVICES

D/C 16.02.1 Sufficient resources shall be budgeted and spent yearly for purchasing and maintaining an appropriate, current collection.

S/C 16.02.2 A process to provide for input from teachers, parents, and students in the acquisition of instructional materials shall be implemented. These materials shall enhance and support the goals of the school improvement plan.

S/P 16.02.3 The role of the library media center shall support technology as a tool for learning. Each school with fewer than three hundred (300) students enrolled shall employ at least a half-time, licensed library media specialist. A school with three hundred (300) or more students enrolled shall employ a full-time licensed library media specialist. Schools enrolling fifteen hundred (1,500) or more students shall employ two full-time, licensed library media specialists. The library media specialist(s) shall ensure that access to records and resource data bases shall be available to students. The media specialist(s) shall assist students in the development and use of research skills.

S/C 16.02.4 The school media collection shall consist of a balance of print, nonprint, and electronic media adequate in quality and quantity to meet the needs of the developmentally appropriate curricular program. The minimum book collection, exclusive of textbooks, shall be three thousand (3,000) volumes, or at least eight (8) books per student enrolled, whichever figure is larger. A minimum technology requirement will be one (1) computer per media center with multimedia/networking capacity for administrative purposes only.

16.03 HEALTH AND SAFETY SERVICES

D/P 16.03.1 Each school district shall have a health services program under the direction of a licensed nurse. The program shall include screening, referral, and follow-up procedures for all students.

S/C 16.03.2 Each school shall provide facilities, equipment, and materials necessary for operation of a school health services program.

S/C 16.03.3 The school health services program shall provide and maintain current health appraisal records for all students in accordance with guidelines developed by the Department.

S/C 16.03.4 Each school shall take proper measures to ensure the safety of its students and protect against injuries which may occur in or on the school facilities or site.

S/C 16.03.5 In accordance with ~~A.C.A.~~ Ark. Code Ann. §6-18-1005, health services shall include but not be limited to: (1) Students with special health care needs, including the chronically ill, medically fragile, technology dependent, and students with other health impairments shall have an Individualized Healthcare Plan. (2) Invasive medical procedures required by students and provided at school shall be performed by trained, licensed personnel who are licensed to perform the task; the regular classroom teacher shall not perform these tasks. (3) Custodial Healthcare services required by students under an Individualized Healthcare Plan shall be provided by trained school employees other than the regular classroom teachers.

17.0 STANDARD XII SPECIAL EDUCATION

Special education programs and special schools shall be accredited in accordance with applicable laws and rules adopted by the State Board of Education.

18.0 STANDARD XIII GIFTED AND TALENTED EDUCATION

S/C 18.01 Each school district shall develop procedures to identify gifted and talented students in accordance with guidelines established by the Department.

D/P 18.02 Each school district shall provide educational opportunities for students identified as gifted and talented appropriate to their ability.

S/C 18.03 Each school shall use procedures to evaluate the effectiveness of the provisions of these educational opportunities.

19.0 STANDARD XIV SUPPLEMENTARY EDUCATIONAL OPPORTUNITIES

D/C 19.01 Each school district shall develop and implement programs which take advantage of educational opportunities outside the traditional classroom.

D/C 19.02 Each school district shall provide opportunities for qualified students to enroll in courses at institutions of higher education.

D/P 19.03 Each school district shall provide appropriate alternative program(s) for students who are identified as requiring such programs to continue their education.

Policy 19.04 Each school district should provide opportunities for summer school and adult education programs.

20.0 STANDARD XV FACILITIES AND EQUIPMENT

D/P 20.01 School facilities shall be planned and constructed in accordance with the laws of the State of Arkansas and the regulations of the Arkansas Department of Health, the office of the State Fire Marshall, and the Department.

D/C 20.02 Each room shall be furnished with equipment and instructional materials necessary to provide the environment and working conditions appropriate for subjects or activities assigned.

21.0 STANDARD XVI AUXILIARY SERVICES

Policy Auxiliary services, such as transportation and food services, shall be provided in accordance with applicable laws, regulations, and guidelines developed by the Department.

22.0 STANDARD XVII COOPERATION AMONG SCHOOL DISTRICTS

School districts may comply with these standards through cooperative efforts among themselves. All plans for cooperation among school districts and institutions of higher learning for the purpose of complying with these standards shall be submitted for approval to the Department.

23.0 STANDARD XVIII ACCREDITATION OF SCHOOLS

Policy 23.01 COMPLIANCE WITH STANDARDS

A school or district shall be accredited on the basis of its complying with these standards and state law related to these standards.

Policy 23.02 DEPARTMENT GUIDELINES

The Department shall prepare guidelines to be used in the evaluation of schools or districts to determine whether they are in compliance with these standards. The guidelines will provide for the design and format for reports required to be submitted to the Department to indicate the extent to which school districts and schools are in compliance. The guidelines will include criteria for measuring each standard and the documentation required to indicate compliance with the standard. Required reports will be submitted to the Department by October 15 of each year.

Policy 23.03 ACCREDITATION PROCESS

The Department shall annually review all reports and investigate any suspected deficiencies in meeting standards. All written complaints charging violations of standards received by the Department shall be investigated. Each year the Department shall make an on-site visit to a selected number of school districts and review the schools for compliance with the standards. The Department shall notify all school districts and schools not meeting the Standards for Accreditation of deficiencies by May 15 of each year.

23.04 ACCREDITATION

S/P 23.04.1 Any school or district, which falls below current Standards for Accreditation, as determined by the Department, shall be notified in writing as being classified in either cited or probationary status by May 15 of each year.

Policy 23.04.2 School districts shall be notified of a school's or school district's probationary status and advised that the school will be classified as probationary for no more than two (2) school years, after which time they shall be classified as not accredited. Schools classified as not accredited are subject to enforcement actions as described herein pursuant to ~~A.C.A~~. Ark. Code Ann. §6-15-207.

23.04.3 The Department shall review by May 15 annually, pertinent information from every school district to ensure that the district and schools are in compliance with current Standards for Accreditation, and shall make an on-site review of each school's compliance at least every two (2) years or more frequently if deemed necessary by the Department.

23.04.4 A comprehensive evaluation shall be conducted in accordance with guidelines established by the Department (i.e., with the Department prescribed procedures and school improvement planning processes). The Department shall use teams of evaluators that may include representatives from the Department, colleges and universities, and teachers and administrators from other districts. The Department shall report the conclusions of the evaluation team to the local school within thirty (30) days. (Conform to Standards Review and the Arkansas Consolidated School Improvement Plan [ACSIP])

23.04.5 The Department shall provide school improvement teams to local school districts needing assistance in meeting the standards or when it is determined a school has deficiencies. The school improvement team shall recommend action that the school should take to improve its program and eliminate deficiencies.

Policy 23.04.6 Any person who knowingly submits falsified information requested or required by the Department may be subject to licensure action pursuant to ~~A.C.A.~~ Ark. Code Ann. §6-17-410 and other relevant state and federal law.

24.0 SPECIFIC TIME FRAME FOR CITATIONS OR PROBATIONS

CITATIONS:

24.01 A school or school district will be placed in cited status for licensure deficiencies for the second and third year of an individual's Additional Licensure Plan (ALP). This status will continue for the length of time prescribed by the individual's approved Additional Licensure Plan, not to exceed two (2) years. Any school employing a teacher not completing the ALP process after the two (2) year cited process shall be assigned accredited-probationary status.

24.02 A school or school district will be placed in cited status for improper ratios and class sizes caused by unexpected population shifts. Such status may extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school shall be assigned probationary status.

24.03 A school district will be placed in cited status for failing to hold the Annual Report to the Public School Board meeting prior to November 15. Such status will extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school district shall be assigned probationary status.

24.04 A school district will be placed in cited status for providing a late Annual Accreditation Report to the Department. Such status will extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school district shall be assigned probationary status.

PROBATIONS: For the following violations, any school district or school that fails to meet the identified date of corrections will be recommended to the State Board of Education for loss of accreditation.

24.05 A school will be placed in probationary status for high school classes which meet less than 120 clock hours (to be corrected within thirty days).

24.06 A school will be placed in probationary status for an instructional day that is less than six (6) hours per day or thirty (30) hours each week (to be corrected within thirty days).

24.07 A school will be placed in probationary status for any staff member(s) not holding a valid Arkansas license. Such status will not extend beyond January 30 of the current school year.

24.08 A school or school district will be placed in probationary status for failing to employ a superintendent, principal, assistant principal (if required), nurse, or counselor. Such status will extend to the first day of the next academic semester.

24.09 A school will be placed in probationary status for lack of written policies mandated by law or the Standards for Accreditation (to be corrected in 60 days).

24.10 A school will be placed in probationary status for lack of a guidance program. Such status will extend to the first day of the next academic semester.

24.11 A school district will be placed in probationary status for lack of a health services program. Such status will extend to the first day of the next academic semester.

24.12 A school district will be placed in probationary status for lack of a gifted and talented program. Such status will extend to the first day of the next academic semester.

24.13 A school or school district will be placed in probationary status for lack of a media services program. Such status will extend to the first day of the next academic semester.

24.14 A school district will be placed in probationary status for lack of a special education program. Such status will extend to the first day of the next academic semester.

24.15 A school will be placed in probationary status for improper ratios/class sizes NOT CAUSED by unexpected population shifts (to be corrected in 30 days).

24.16 A school district will be placed in probationary status for failing to file an accurate or complete Equity Compliance Report. Such status will extend to the first day of the next academic semester, but cannot extend beyond October 15 of the next year.

24.17 A school or school district shall be placed in probationary status for failing to teach the required courses mandated by these Standards for Accreditation. Such status will extend to the first day of the next academic semester, but cannot extend beyond October 15 of the next school year.

24.18 A local school or school district shall be placed in probationary status for violations of the law (e.g., ~~A.C.A.~~ Ark. Code Ann. §§ 6-16-132, ~~A.C.A. §~~6-16-130, ~~A.C.A. §~~6-15-1101, ~~A.C.A. §~~6-17-309, ~~A.C.A. §~~6-18-223, or ~~A.C.A. §~~6-15-1601 et seq.). Such status shall extend to the official review date issued by the Department.

25.0 ENFORCEMENT OF STANDARDS FOR ACCREDITATION

25.01 The State Board of Education may, on its own motion or upon petition from the Department, take any number of the following actions, listed in paragraph 25.03, to address a school or school district which has failed to meet all Standards for Accreditation any time after a school or school district has received notice of being placed in probationary status pursuant to paragraph 23.04.1. The Department shall petition the State Board of Education for enforcement action in the time period provided in these rules when a school or school district has failed to remedy all probationary violations when a specific time period for correction is required regarding a particular standard.

25.02 The State Board of Education shall take at least one of the following actions, listed in paragraph 25.03, to address any school or school district which has failed to meet all Standards for Accreditation for two (2) consecutive school years including the year the probationary status was issued to the school or school district, unless the State Board of Education, at its discretion, issues written findings supported by a majority of the board, that the school district could not meet current standards for the relevant time period due to impossibility caused by external forces beyond the school district's control.

25.03 The State Board of Education shall be allowed to take the following actions to address any school or school district on probationary status for failing to meet the Standards for Accreditation:

25.03.1 Require a school district to reorganize, or to reassign the administrative, instructional, or support staff of a public school;

25.03.2 Require a school or school district to institute and fully implement a curriculum that is based on State academic content and achievement standards, including providing appropriate professional development at the cost of the school district;

25.03.3 Remove a particular school from the jurisdiction of a school district and establish alternative public governance and supervision of such school or schools;

25.03.4 Require a school district to close down or dissolve a particular school or schools within a school district;

25.03.5 Annex a school district or districts or parts thereof with another receiving school district or districts pursuant to the authority of ~~A.C.A.~~ Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;

25.03.6 Consolidate a school district or districts or parts thereof with another school district or districts or parts thereof to form a resulting district pursuant to the authority of ~~A.C.A~~. Ark. Code Ann. §6-13-1401 et seq. and this subchapter;

25.03.7 Reconstitute the leadership of a school district by removing permanently or suspending on a temporary basis the superintendent of the school district or any particular board members of a school district. The State Board of Education shall have the authority to appoint an administrator or to call for the election of new school board members to administer the affairs and provide governance of the school district, or both;

25.03.8 Take any other appropriate action allowed by law which is determined by the State Board of Education to assist and address a school or school district failing to meet the Standards for Accreditation.

25.03.9 LOSS OF ACCREDITATION

25.04 PUBLICATION AND DISSEMINATION

25.04.1 When any school of a school district or the school district is determined by the State Board of Education to be in probationary status for failure to meet the Standards for Accreditation, that school district, after exhausting its rights to appeal, shall:

25.04.1.1 Publish the probationary status determination and findings of the State Board of Education to the public and the parents or care giver of each student enrolled in the school or school district determined to have failed to meet the Standards for Accreditation;

25.04.1.2 The public notice shall be in an understandable and uniform format;

25.04.1.3 The public notice shall be published or disseminated, immediately after the State Board of Education's determination, on the web-site of the school district and published at least one (1) time a week for two (2) consecutive weeks in a local newspaper of general circulation in the affected school district.

26.0 RIGHT OF APPEAL

26.01 In the event a district or school believes the Department has improperly determined that any school or school district has failed to meet Standards for Accreditation, the school district shall have a right to file its written appeal with the office of the Director of the Department.

26.02 Any such appeal shall be held in an open hearing, and the decision of the Board shall be in open session. The appeal must be filed not later than May 30 following the May 15 written notification, and the State Board of Education hearing must be held prior to August 15 of the same calendar year.

26.03 The State Board of Education may confirm the classification of a school or school district accreditation status, as determined by the Department, or it may sustain the appeal of the district.

26.04 Pursuant to the ~~A.C.A.~~ Ark. Code Ann. § 6-15-203, an appeal from the ruling of the Board may be made by a school district to the Pulaski County Circuit Court provided such appeal is made pursuant to the Arkansas Administrative Procedures Act, ~~A.C.A.~~ Ark. Code Ann. § 25-15-201 et seq.

27.0 WAIVER AUTHORITY AND PROCESS

27.01 The State Board on its own motion, or on petition from the Department, or from a school district may, upon a showing of just cause in a public hearing of the State Board, grant a waiver of any accreditation standard for a time period of no longer than one (1) school year, except that no curricula, student performance, school performance, or any standard required by law may be waived for any time period.

27.02 Any petition for waiver of any accreditation standard by a school district shall be filed in the Office of the Director of the Department thirty (30) calendar days prior to the State Board of Education hearing the waiver petition. The State Board may waive the thirty (30) day time requirement, when in the State Board of Education's determination, circumstances prevent the petition from being filed within the thirty (30) day time frame.

27.03 Any hearing of the State Board of Education concerning a waiver of any accreditation standard shall be conducted in a public hearing of a properly announced regular or special meeting of the State Board of Education in accord with Arkansas law.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE ARKANSAS MANDATORY ATTENDANCE REQUIREMENTS FOR STUDENTS IN GRADES NINE THROUGH TWELVE

~~May 24, 2004~~
amendments proposed
June 2007

1.0 Authority

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Mandatory Attendance Requirements for Students in Grades Nine through Twelve.

1.02 The State Board of Education promulgates these rules pursuant to the regulatory authority provided in Arkansas Code Annotated §§ 6-18-211, 6-16-102, and 6-11-105 and Act 985 of 2007.

2.0 Purpose of Rules

2.01 The purpose of these rules is to implement and establish the process Governing the Mandatory Full School Day Attendance Requirements for Students in Grades Nine through Twelve.

3.0 Definitions

3.01 "School day" means a day in which classes are in session, the school is required to provide no fewer than six (6) hours of planned instructional time, and students receive instructional time that does not average less than six (6) hours. Any day in which fewer than six (6) hours of instructional time is provided to students shall be counted as one-half (1/2) of a school day if at least three (3) hours of instructional time is provided to students. Any day in which fewer than three (3) hours of instructional time is provided to students shall not be counted as part of a school day.

3.02 Extracurricular classes" mean school sponsored activities which may include special interest, fine arts, technical, scholastic, intramural, and interscholastic opportunities outside Arkansas Department of Education approved courses that do not count toward graduation requirements or classes that have not been approved by the Arkansas Department of Education for academic credit.

3.03 "Financial hardships" means harm or suffering caused by a student's inability to obtain or provide basic life necessities of food, clothing, and shelter for the student or the student's family.

3.04 "Planned instructional time" means regularly scheduled class periods during the school day in which the teacher is providing instruction for students aligned with the Arkansas Department of Education Curriculum Frameworks.

3.05 "Placement hardship" means any student dropped from a course of study or removed from a job during the semester and is unable to be placed in another placement or course of study.

3.06 "State Board of Education" means the Arkansas State Board of Education.

4.0 Implementation

4.01 ~~Beginning with the 2004-2005 school year and every school year thereafter,~~ Students in grades nine through twelve (9-12) shall be required to schedule and attend a full school day.

4.02 Students in a public high school in Arkansas in grades nine through twelve (9-12) are required to enroll in no fewer than three hundred fifty (350) minutes of planned instructional time each school day as a requirement for graduation.

5.0 Local School Board Policies

5.01 The school board of directors of every public school district may adopt policies to allow students to be assigned to no more than one (1) class period each day for a study hall that the student shall be required to attend and participate in for a full class period per day of self-study or organized tutoring in the school building to be included as planned instructional time.

5.02 The school board of directors of every public school district may adopt policies to allow students to be assigned to no more than one (1) class period each day for organized and scheduled student extracurricular classes that the student shall be required to attend and participate in for a full class period per day to be included as planned instructional time. If the extracurricular class is related to a seasonal activity, the class must continue to meet after the season ends to be counted toward the requirement of planned instructional time.

5.03 Local school boards of directors may adopt policies for granting waivers to students who would experience proven financial hardships if required to attend a full school day.

5.04 Local school boards directors may adopt placement policies granting waivers for students who are dropped from courses, concurrent credit classes, or removed or fired from employment.

6.00 Courses and Programs

6.01 Enrollment and attendance in vocational-educational training courses, college courses, school work programs, and other department-sanctioned educational programs may be used to satisfy the requirements of the Arkansas Department of Education Rules Governing the Mandatory Attendance Requirements for Students in Grades Nine through Twelve even if the programs are not located at the public schools.

6.02 Enrollment and attendance at a post-secondary institution by an eligible student for credit shall be counted by the high school at a ratio of three (3) hours of the required 30-hour week for every credit; e.g., two (2) credits shall be the equivalent of six (6) hours of the required 30-hour week; three (3) credits shall be the equivalent of nine (9) hours of the required 30-hour week; four (4) credits shall be the equivalent of twelve (12) hours of the required 30-hour week; five (5) credits shall be the equivalent of fifteen (15) hours of the required 30-hour week; six (6) credits shall be the equivalent of eighteen (18) hours of the required 30-hour week; seven (7) credits shall be the equivalent of twenty-one (21) hours of the required 30-hour week; eight (8) credits shall be the equivalent of twenty-four (24) hours of the required 30-hour week; nine (9) credits shall be the equivalent of twenty-seven (27) hours of the required 30-hour week; ten (10) credits shall be the equivalent of thirty (30) hours of the required 30-hour week.

7.00 Exceptions to the Arkansas Department of Education Rules Governing the Mandatory Attendance Requirements for Students in Grades Nine through Twelve

7.01 Nothing in these rules precludes a student who has met all graduation requirements from graduating early.

7.02 A student who has graduated early from high school is no longer obligated to attend a public high school under the compulsory attendance provisions of § 6-18-201, the mandatory attendance provisions of § 6-18-211 or any other provision of law.

7.03 No public school district is legally required or obligated to enroll or provide educational resources to those persons who have graduated from high school.

Arkansas Department of Education
Rule Governing the
Monitoring of Arkansas Comprehensive School Improvement Plans (ACSIP)

Proposed June 2007

1.0 Regulatory Authority

1.01 This Rule shall be known as the Arkansas Department of Education Rule Governing the Monitoring of Arkansas Comprehensive School Improvement Plans.

1.02 The State Board of Education promulgates this Rule pursuant to Ark. Code Ann. §§ 6-15-424, 6-15-426, 6-20-2301 through 6-20-2305, and 10-3-2101 et seq. and Act 807 of 2007.

2.0 Purpose

2.01 To expand the monitoring process to include a comprehensive compliance review of the development and implementation of educational strategies, assessment, academic accountability and resources as outlined in each public school and public school district's Arkansas Comprehensive School Improvement Plan (ACSIP).

2.02 To monitor the use of "Instructional Facilitators" in school improvement plans.

2.03 To ensure compliance with federal and state law and State Board of Education policies.

2.04 To provide technical assistance for program improvement.

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3.0 Definitions

For the purpose of this Rule:

3.01 "Alternative Learning Environment (ALE)" – a student intervention program in compliance with Ark. Code Ann. §§ 6-18-508 and 6-18-509 that seeks to eliminate traditional barriers to student learning.

3.02 "Arkansas Comprehensive Assessment Program" – means the testing component of Arkansas Comprehensive, Testing, Assessment and Accountability Program, which shall consist of developmentally appropriate assessments as required by the State Board of Education, or other assessments which are based on researched best practices as determined by qualified experts which would be in compliance with federal and state law, End-of-Course tests for designated grades and content areas, and the high school literacy test.

3.03 "Arkansas Comprehensive Testing, Assessment and Accountability Program" – means a comprehensive system that focus on high academic

standards, professional development, student assessments, and accountability for all schools.

3.04 "Arkansas Comprehensive School Improvement Plan (ACSIP)" – a plan developed by a local school team based on an analysis of student performance data and other relevant data that provides a plan of action to address deficiencies in student performance as evidenced in the Arkansas Comprehensive Assessment Program as defined in Section 3.02. This plan shall be reviewed annually and monitored at least every two years. Additionally, this plan shall become the application for all instructional federal programs as administered by the Arkansas Department of Education.

3.05 "Benchmarks/Grade-Level Benchmarks" – Academic Content Standards and/or grade-level statements of what a student should know and be able to do. The Grade-Level Benchmarks provide guidance to classroom teachers in planning instruction aligned with the Academic Content Standards.

3.05.1 "Benchmark Statements" – Statements that indicate the anticipated score or status advancement of a particular student population, on a particular measurement instrument, by a specified time. These measurement statements may incorporate the appropriate AYP target(s).

3.06 "Board" – The Arkansas State Board of Education.

3.07 "Categorical Funding"-

3.08 "Compliance" – Documenting that the district adheres to applicable statutes and regulations.

3.09 "Department" – The Arkansas Department of Education.

3.10 "District Improvement Plan" – a compilation of the individual school improvement plans which align the district's resources to meet the needs of the individual schools' plans. The main focus of the district improvement plan shall be to ensure that all students have an opportunity to demonstrate proficiency on all portions of state-mandated criterion-referenced assessments.

3.11 "English Language Learners (ELL)" – are students identified by the State Board of Education (Board) as not proficient in the English language based upon approved English proficiency assessment instruments administered annually in the fall of the current school year, which assessments measure oral, reading, and writing proficiency.

3.12 "Grade Level" – performance of a student (or group of students) at the proficient level on benchmark assessments at the specified grade that is age-appropriate for that student(s).

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3.13 "Instructional Facilitator" – assist in curriculum alignment with state curriculum documents; alignment of classroom assessment with statewide exams; instructional strategies; development and implementation of training; choosing standards-based instructional materials; understanding of current research; integrating technology into instruction; assist in the implementation of the components of the Arkansas Comprehensive School Improvement Planning (ACSIP) process.

3.14 "Interventions" – research-based programs, initiatives, or strategies designed to address the student academic, behavioral and social needs identified in the data analysis.

3.15 "Monitoring" – the process of collecting information from schools and school districts to determine compliance with the implementation of school improvement plans, promote collaborative planning and budgeting, and provide technical assistance for program improvement.

3.15.1 "Monitoring of Results – The examination of in-class practice and student learning results as identified by school improvement plans to determine the impact of school programs and activities.

3.16 "NSLA" - National School Lunch Act.

3.17 "National School Lunch Students" – are those students from low socio-economic backgrounds as indicated by eligibility for free or reduced-priced meals under the National School Lunch Act as determined on October 1 of the previous school year.

3.18 "Professional Development" – is a coordinated set of planned learning activities for school teachers and administrators that are based on research, are standards-based and continuous.

3.18.1 Professional development shall result in individual, school-wide, and district-wide improvement designed to ensure that all students demonstrate proficiency in the state academic standards.

3.19 "Program" – Any or all of the districts sponsored or district-supported educational opportunities for students, either within or beyond the school day.

3.20 "Public School District/Public School" – those school districts and schools (including open-enrollment charter schools) created pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program except 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 through 12-29-310, or other provisions of Arkansas law.

3.21 "School Improvement" – the initial classification applied to a school that fails to meet adequate yearly progress for two successive years.

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3.22 "School Year" – is the year beginning July 1 of one calendar year and ending June 30 of the next calendar year.

4.0 Implementation

4.01 Beginning with the 2007-2008 school year and each year thereafter, the Arkansas Department of Education will conduct periodic comprehensive on-site monitoring reviews of school and school district's school improvement plans to verify that activities are being implemented in accordance with the approved application.

5.0 Arkansas Comprehensive School Improvement Plan

5.01 Each public school or school district shall develop and file with the department an Arkansas Comprehensive School Improvement Plan (ACSIP) focused on student achievement.

5.02 The purpose of ACSIP is to provide equal opportunity for all students, including identifiable subgroups, to meet the expected performance levels established by the Board on all State assessments. The plan:

5.02.1 Identifies a challenging set of goals and sets forth actions that will be taken to achieve the goals. It specifies the responsibilities of the school district and its schools. The plan includes periodic benchmarks, measurements processes, and evaluation protocols.

5.02.2 Is based on an analysis of data produced by the Arkansas Comprehensive Testing Program and other reliable measures of student learning to determine classroom, school, and school district academic performance.

5.02.3 Includes the public school or school districts use of categorical funding for:

(A) Alternative Learning Environments (ALE)
(B) Professional Development
(C) English-Language Learners (ELL); and
(D) National School Lunch Students, as defined by § 6-20-2303 (12) (A).

5.02.4 Specifies allocation of funding and resources including tutors, teachers' aides, counselors, social workers, and nurses.

5.02.5 Outlines a process for evaluating the effectiveness of the strategies and activities indicated in the plan.

5.02.6 Includes a cross section of teachers, experts, parents and other stakeholders as plan developers.

5.03 An improvement plan is subject to annual review.

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5.04 Any public school or school district classified as in school improvement under § 6-15-425 shall develop and file with the Department a revised comprehensive school improvement plan each year, meeting the requirements of this section and containing any additional requirements determined necessary by the department to ensure that all students in the public school or school district have an opportunity to demonstrate proficiency on all portions of the state-mandated assessments.

5.05 The district has the primary responsibility for ensuring that the school in school improvement receives technical assistance as it develops or revises its school plan and throughout the plan's implementation.

5.06 Technical assistance for a school identified for improvement must focus on strengthening and improving the school's instructional program. Specifically, the district must ensure that the school in need of improvement receives technical assistance based on scientifically based research in the following areas:

(A) Assessment and Data Analysis: including purposes and use of data
(B) Identification and Implementation of Strategies, and
(C) Budget Analysis

5.07 At the end of each school year, the school district shall evaluate the implementation and impact of programs (interventions or actions) included in the comprehensive school improvement plan to ensure that the programs are providing intervention and prevention services designed to increase student achievement.

5.08 Evaluation results must be included in the comprehensive school improvement plan for the following year.

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6.0 Comprehensive Monitoring

6.01 The Department shall periodically monitor each public school's and school district's compliance regarding its comprehensive school improvement plan. A team of reviewers shall conduct a comprehensive site visit to:

6.01.1 Determine whether the evaluation conducted by the public school or school district under Sec. 5.07 of this Rule was conducted properly;

6.01.2 Assess the areas in which the public school or school district needs to revise its plan;

6.01.3 Review the school/district's performance during the preceding two years, including the documented academic performance of its students;

6.01.4 Provide a general assessment of educational practices and the use of public school funding under the Public School Funding Act of 2003, Ark. Code Ann. §§ 6-20-2301 et seq. for the following:

6.01.4.1 Instructional facilitators, as that term is defined by the State Board of Education in Sec. 3.13 of this Rule;

6.01.4.2 Alternative Learning Environments (ALE), Professional Development, English-language learners (ELL), and National School Lunch Students identifying specific:

- Educational strategies;
- Resources used, including tutors, teachers' aides, counselors, social workers, and nurses; and

6.01.4.3 The implementation of programs for students whose academic achievement is below proficient.

6.02 Make recommendations regarding the review findings for the purpose of improving educational practices beyond the level of minimum compliance to foster practices of continuous improvement.

6.03 Determine that the public school district including all related schools and programs is in compliance with state laws and Board policies.

7.0 Procedures for Comprehensive Monitoring

7.01 On-Site Monitoring – Monitoring teams, consisting of ADE staff, shall conduct periodic on-site reviews. The number of team members will vary, depending on the size of the school district and the number of program areas to be reviewed. The on-site review will be conducted in a revolving cycle. However, monitoring for specific issues and/or programs may be conducted at any time at the discretion of the Commissioner of the Arkansas Department of Education.

7.02 Preparation for On-Site Visit – An annual schedule for monitoring will be developed and distributed prior to the beginning of the new academic year. The monitoring team leader will inform the school district superintendent of the on-site monitoring visit at least one month prior to the visit. The team leader, in collaboration with the superintendent, will establish a proposed schedule of activities.

7.03 The monitoring process may include any of the following, as well as any additional procedures and policies as approved by the State Board.

7.03.1 Administrative Review – This portion of the visit will look at procedures that are typically the responsibility of district level staff. District administrators are asked to provide the monitoring team

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with an overview of how the coordination of funding is impacting student achievement and teacher effectiveness.

7.03.2 Program Evaluation – This portion of the visit will include a review of how district staff collects data from district schools and how the data is used for evaluation purposes and to update or revise the school improvement plan.

7.03.3 School Level Review – This section of the review is conducted at the schools. Reviewers collect data on the implementation of the district's programs.

7.03.4 Interviews – Interviews with selected persons will be conducted, either individually or as a group, for the purpose of verifying and gathering information. Interviews will be conducted at the district and/or school and program site.

7.04 Written Monitoring Report – A Draft Report addressing specific findings will be forwarded to the Superintendent by the Arkansas Department of Education via the U.S. Postal Service, return receipt requested, within thirty (30) school days of the exit conference. The Draft Report's finding will be preliminary findings and are subject to change upon comment or review of existing and additional information. The Final Report will be sent within sixty (60) business days via the U.S. Postal Service, return receipt requested, from the conclusion of the exit conference.

7.04.1 This report provides a rating for each compliance criterion; those ratings are:

7.04.1.1 "Implemented" - meaning at least substantially implemented; program requirements have been fulfilled.

7.04.1.2 "Implementation in Progress," - is used for criteria containing new requirements (results of Scholastic Audit Recommendations) and means that the district is either training staff or beginning to implement the new requirement in such a way that the on-site team anticipates that the new requirements will be implemented by the end of the school year or within the required time frame.

7.04.1.3 "Partially Implemented" – program requirements have been implemented in part but not in total.

7.04.1.4 "Not Implemented" - meaning at least substantially not implemented; no action has occurred toward the implementation of program requirements.

7.04.1.5 "Not Applicable" - does not apply.

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7.04.2 The report will include findings for each criterion that it rates "Partially Implemented" or "Not Implemented," explaining the basis for the rating. Areas in need of further technical assistance may also be included.

7.04.3 Technical assistance plans may be developed to assist districts in meeting compliance.

7.05 Monitoring Report Response –The Superintendent or designee will have 10 days to review the report for factual accuracy prior to dissemination of the final report. Formal written response by the school district with regards to any required corrective action will be due to the Department thirty (30) days after the Final Report is mailed.

7.05.1 The response must outline the planned implementation of corrective actions issued for findings, including timelines for completion of the corrective action.

7.05.2 These corrective actions are subject to the Department's review and approval.

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ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE GUIDELINES, PROCEDURES, AND ENFORCEMENT OF THE ARKANSAS PUBLIC SCHOOL CHOICE ACT
~~August 2003~~

1.00 PURPOSE

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Guidelines, Procedures, and Enforcement of the Arkansas Public School Choice Act.

2.00 AUTHORITY

2.01 The Arkansas State Board of Education's authority for promulgating these rules is pursuant to Ark. Code Ann. §§ 6-11-105, ~~§~~ 6-15-429, ~~and §~~ 6-18-206~~.~~and Act 552 of 2007.

3.00 DEFINITIONS

3.01 Student – for purposes of this rule means any person legally enrolled or entitled to be enrolled in a public school district in Arkansas.

3.02 Resident district - for purposes of this rule means the public school district where a student is considered to reside pursuant to Ark. Code Ann. § 6-18-202.

3.03 Non-resident district - for purposes of this rule means the public school district a student last made legal application to attend pursuant to the Arkansas Public School Choice Act for the current school year.

3.04 Application - for purposes of this rule means a request submitted to a non-resident district to transfer from a student's resident district to a non-resident district on the official form approved by the Arkansas Department of Education.

3.05 Board - for purposes of this rule means the Arkansas State Board of Education.

3.06 Department - for purposes of this rule means the Arkansas Department of Education.

3.07 Minority - for purposes of this rule minority includes the following racial groups: African American, Hispanic, Asian or Pacific Islander, American Indian or Alaskan Native.

3.08 Majority - for purposes of this rule majority includes the following racial group: Caucasian.

4.00 PROCESS AND PROCEDURES FOR SCHOOL DISTRICT PARTICIPATION IN PUBLIC SCHOOL CHOICE PROGRAM

4.01 Each school district shall participate in public school choice consistent with this section.

4.02 Every school district must adopt a resolution setting forth specific standards for acceptance and rejection of applications.

4.02.1 Such standards may include the capacity of a school program, class, grade level, or school building.

4.02.2 School districts shall not be required to add teachers, staff, or classrooms or in any way exceed current requirements or standards established by existing law when considering whether to accept an application.

4.02.3 A school district's standards shall include a statement that priority will be given to applications of siblings or step-siblings residing in the same residence or household of students already attending the district by choice where an application has been filed.

4.02.4 A school district's standards for acceptance and rejection of applications shall not include a student's previous academic achievement, athletic or extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings except that an expulsion from another school district may be included as a standard.

4.03 A district shall make public announcements over the broadcast media and in print media at such times and in such manner so as to inform parents or guardians of students in adjoining districts of the availability of the program, the July 1 application deadline, and the requirements and procedure for nonresident students to participate in the program.

5.00 PROCESS AND PROCEDURES FOR APPLICATIONS FOR TRANSFER PURSUANT TO THE PUBLIC SCHOOL CHOICE PROGRAM

5.01 Any student may make application to enroll and attend a school in a district in which the student does not reside, subject to the restrictions and procedures contained in this rule and regulation and Arkansas law.

5.01.1 Before a student may attend a school in a nonresident district, the student's parent or guardian must submit an application on the

form approved by and provided by the Department (see attached application) to the nonresident district.

5.01.2 The application to the nonresident district must be postmarked no later than July 1 of the year the student would begin the fall semester in the nonresident school district.

5.02 Any student attending a resident district classified as being in academic distress shall be eligible and entitled to apply to transfer to another geographically contiguous nonresident district not in academic distress during the time period a district is classified as being in academic distress subject to the restrictions allowed in 5.02.1 and 8.00.

5.02.1 Any student submitting an application under this section shall not be required to file the petition by the July 1 deadline, but shall meet all other requirements and conditions of this rule.

5.03 Within thirty (30) days of receipt of an application for public school choice transfer from a nonresident student, the nonresident district shall notify the parent or guardian and the resident district in writing (via first class United States mail) as to whether the nonresident district accepted or rejected the student's application.

5.03.1 If the application is rejected, the nonresident district must state in the notification letter the specific reason~~s~~ for rejection.

5.03.2 If the application is accepted, the nonresident district shall state in the notification letter:

a. An absolute deadline for the student to enroll in the district, or the acceptance notification is null; and

b. Any instructions for the renewal procedures established by the district.

5.04 <u>Any student who accepts a school choice transfer may return to his or her school district during the course of the school year.</u>

<u>5.04.1 If a transferred student returns to his or her resident district during the school year, the student's transfer is voided and the student shall reapply for any future transfer.</u>

~~5.04~~<u>5.05</u>Any student that submitted a valid application for transfer, which was denied a transfer by the nonresident district, may petition the Board to reconsider the application for transfer. The petitioning party shall set forth its arguments and evidence supporting the request for the Board's reconsideration of the application along with a copy of the nonresident district's notification of rejection letter.

~~5.04.1~~ 5.05.1The petition for reconsideration before the Board shall be in writing and shall be postmarked (via certified first class United States mail, return receipt requested) no later than ten (10) days after the student or student's parents or guardian receives notice of rejection from the nonresident district. Any request for a hearing before the Board must be made in the petition for reconsideration.

~~5.04.2~~ 5.05.2The petitioning party must mail or personally file their petition for reconsideration of the application to the nonresident district with the Office of the Director of the Department.

~~5.04.3~~ 5.05.3The nonresident district may submit in writing additional information, evidence or arguments supporting its rejection of the student's application.

~~5.04.4~~ 5.05.4The Board, at its sole discretion, may grant a public hearing on the petition for reconsideration or consider without a public hearing the petition, briefs and evidence submitted in writing before issuing its final decision on the petition for reconsideration of the application.

~~5.04.5~~ 5.05.5The Board may require the nonresident district to reconsider its rejection of the student application by a date established by the Board before deciding whether to grant the petition for reconsideration of the application.

~~5.04.6~~ 5.05.6The Board, at its discretion, shall have the authority to require any person associated with the student application (i.e. student, parent, guardian, etc.), the nonresident district or the resident district to appear in person or by pleading before the Board as a witness on the matter of a petition for reconsideration of an application.

6.00 TRANSPORTATION OF STUDENTS IN PUBLIC SCHOOL CHOICE PROGRAM

6.01 Transportation of a student from the resident district to a nonresident district is the responsibility of the student or the student's parents or guardians.

6.01.1 When a student transfers under section 5.02, the cost of transportation of a student from the resident district to the nonresident district shall be the responsibility of the resident district.

6.02 The nonresident district may enter into a written agreement with the student, student's parents or guardians, or resident school district to provide transportation to or from any place in the resident district to the nonresident district, or both.

6.03 A nonresident district shall terminate transportation services to a student upon receipt of written notice (via certified first class United States mail, return receipt requested) from the Department to cease and desist transporting a student from the student's resident district.

7.00 NONRESIDENT DISTRICT'S RESPONSIBILITIES

7.01 The nonresident district shall accept all credits toward graduation of a student that were awarded by another district.

7.02 The nonresident district shall award a diploma to a nonresident student accepted for transfer under the Public School Choice Program if that student meets the nonresident district's graduation requirements.

7.03 The nonresident student accepted for transfer under the Public School Choice Program shall be counted as a part of the average daily membership of the nonresident district to which the student transferred.

8.00 PROVISIONS FOR AND LIMITATIONS ON PUBLIC SCHOOL CHOICE TRANSFERS

8.01 No student may transfer to a nonresident district where the percentage of enrollment for the student's race exceeds that percentage in the student's resident district, except as provided in 8.01.1 and 8.01.2.

8.01.1 A transfer is permitted if (1) the transfer is between districts within the same county; and (2) if the transfer does not result in either district exceeding the acceptable range of variance for representation of minority/majority students. The acceptable range of variance is determined as provided in Section 8.02, or

8.01.2 A transfer is permitted if each school district ~~within the county~~ <u>affected by the transfer</u> does not have a critical mass of minority percentages of more than ten percent (10%) of any single race and the transfer is between two school districts in the same county.

8.02 The Department shall each year compute the minority/majority racial percentage(s) of the public school population for each county from the October Annual School Report. School districts may vary in the under-representation or over-representation of minority/majority students by a maximum of twenty-five percent (25%) of the difference in

majority/minority percentages for the county as determined by the Department. For example, when the Department has calculated the county's racial balance for each student race category, each district is allowed an over-representation or under-representation of minority or majority students of a range of up to twenty-five (25%) of the county's racial balance.

8.03 No student transfer shall be permitted under the Public School Choice Program when such a transfer would conflict with a district's desegregation court order or a district's court-approved desegregation plan.

9.00 REPORTING AND MONITORING OBLIGATIONS

9.01 The Department shall monitor school districts for compliance with the Public School Choice law (Ark. Code Ann. § 6-18-206) and these rules.

9.02 Each school district shall provide to the Department, within thirty (30) working days of receipt of a written request from the Department, any information or reports the Department deems necessary for review and determination of the school district's compliance with the Public School Choice law and these rules.

9.03 All school districts shall report to the Equity Assistance Center of the Department on an annual basis the race, gender, and other pertinent information needed to properly monitor compliance with the provisions of this section.

9.04 The reports may be on those forms that are prescribed by the Department, or the data may be submitted electronically by the district using a format authorized by the Department.

9.05 The Department may withhold state aid from any school district that fails to file its report each year or fails to file any other information with a published deadline requested from school districts by the Equity Assistance Center, so long as thirty (30) calendar days are given between the request for the information and the published deadline, except when the request comes from a member or committee of the General Assembly.

10.00 DISPUTES

10.01 Any school district may petition the State Board of Education to resolve alleged disputes arising under subsections (b) – (f) of Ark. Code Ann. § 6-18-206.

10.02 Any school district seeking to petition the State Board of Education must submit with its petition proof of public notice of the district's intent to petition the State Board. The public notice shall be published at least once per week for two consecutive weeks in a newspaper of general circulation in all the school districts impacted or involved in the alleged dispute.

10.03 The school district shall file its written petition with the Office of the Director of the Department at least thirty (30) working days prior to the State Board of Education meeting where the petition will be heard.

10.04 The school district shall provide proof in the petition that they have served (via certified first class United States mail, return receipt requested) a copy of their petition to the superintendent of all other school districts involved in the alleged dispute.

10.05 The petition shall set forth in writing the particular issues of dispute under the Public School Choice Program, the specific relief for which the petitioning party is requesting the Board to address, and shall list all school districts and other relevant parties in the dispute.

10.06 The petition shall set forth what efforts have been attempted by all relevant school boards and superintendents of the involved school districts to resolve the alleged dispute.

10.07 The petition shall state in writing whether the petitioning school district requests a hearing before the Board.

10.08 The Board, in its sole discretion, shall determine whether to grant a public hearing on a petition or to take action on the petition and pleadings submitted without granting a public hearing.

10.09 Any school district that is listed as a party in a petition to resolve a dispute shall file a written response with the Office of the Director of the Department. The written response shall be submitted for the Board's consideration along with the petition within ten (10) working days of receipt of notice of the petition.

10.10 The Board shall issue a written decision regarding all issues of alleged dispute mentioned in the petition, and the written decision shall be served on all the school districts listed as parties of dispute in the petition (via certified first class United States mail, return receipt requested) within twenty (20) working days of the Board's final decision.

10.11 Except for the procedures specifically set forth in Ark. Code Ann. § 6-18-206 and these rules, all hearings conducted by the Board shall be

conducted pursuant to the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et. seq..

Arkansas Department of Education
Rules for Advanced Placement and International
Baccalaureate Diploma Incentive Program
And
Rules Governing Advanced Placement Courses in the
Four Core Areas in Arkansas High Schools with
Guidelines for Endorsed Concurrent Enrollment
Courses
~~October 2005~~

1.00 Regulatory Authority

1.01 These Rules shall be known as the Arkansas Department of Education Rules Governing the Advanced Placement and International Baccalaureate Diploma Incentive Program and Rules Governing the Availability of Advanced Placement ~~c~~Courses in the ~~f~~Four ~~(4)~~ ~~c~~Core ~~a~~Areas In High School With Guidelines for Endorsed Concurrent Enrollment Courses. ~~of English, Math, Science and Social Studies and to Outline Teacher Training Requirements.~~

1.02 The State Board of Education enacted these Rules pursuant to its authority under Ark. Code Ann. §§6-11-105, ~~§6-16-201~~ 6-15-902, ~~§~~6-16-801 et. seq., 6-15-2006, ~~Act 102 of the Second Extraordinary Session of 2003 and Act 2152 of 2005 of the 85th Arkansas General Assembly.~~ 6-16-1201 et. seq. and Act 936 of the 86th Arkansas General Assembly.

2.00 Purpose

2.01 The purpose of these Rules is to establish, organize, and administer a program designed to improve the course offerings available to middle school, junior high school and high school students throughout the state. The program established under this act will provide advanced educational courses that are easily accessible and will prepare students for admission to and success in a postsecondary educational environment.

2.02 To ensure that each school district provides high school students with the opportunity to enroll in at least one (1) College Board Advanced Placement course in the four (4) core areas of English, math, science, and social studies, and to outline teacher training requirements.

3.00 Definitions

3.01 "Additional Training Plan" (ATP) requires Advanced Placement (AP) and Pre-AP teachers to attend appropriate College Board training. Teachers in the plan have up to three (3) years to complete this requirement

3.02 "Advanced Placement Course" means a high school preparatory course for a College Board Advanced Placement test that incorporates all topics

specified by the College Board and the Educational Testing Service on its standard syllabus for a given subject area and is approved by the College Board and Educational Testing Service.

3.03 "College Board Advanced Placement Test" means the Advanced Placement test administered by the College Board and Educational Testing Service.

3.04 "College Board" means the College Board and Educational Testing Service.

3.05 ~~"Concurrent Enrollment"~~ "Endorsed concurrent enrollment" course means a college level course ~~or courses~~ offered by an institution of higher education in this state, ~~which~~ that upon completion would qualify for academic credit in both the institution of higher education and a public high school~~.~~ that:

3.05.1 Is one (1) of the four (4) core areas of math, English, science, and social studies;

3.05.2 Meets the requirements of Sections 10.00 – 10.06 of these Rules; and

3.05.3 Is listed in the Arkansas Course Transfer System of the Department of Higher Education.

3.06 "Department" means the Arkansas Department of Education, General Education.

3.07 "International Baccalaureate Diploma Program" (IB) means an international education program offered by the International Baccalaureate Organization (IBO).

3.08 "Pre-Advanced Placement" course means a middle school, junior high school, or high school level course that specifically prepares students to enroll and to participate in an Advanced Placement course.

3.09 "Program" means the Arkansas Advanced Placement and International Baccalaureate Diploma Incentive Program.

~~3.10 "State-Level Advanced Placement Committee" means a committee, constituted by the Director of General Education, Arkansas Department of Education, to administer funding of the program.~~

3.1~~1~~0 "Vertical Team" means a group of educators from different grade levels in a given discipline who work cooperatively to develop and implement a vertically aligned program aimed at helping students from diverse backgrounds acquire the academic skills necessary for success in the Advanced Placement Program and other challenging courses.

3.1~~2~~1 "Weighted Credit" means additional quality points for designated AP and IB

courses that will be contingent upon the teacher having obtained or is currently participating within the ATP program as required by Section 4.01 and 4.02 of this rule and as defined in the Uniform Grading Scale Rule 4.03 and 4.05 for IB teachers. Students desiring weighted credit must also take the applicable AP and/or IB examination after having completed the entire compatible AP and/or IB course.

4.00 Teacher Training

4.01 A teacher of an AP course must meet Arkansas Teacher Licensure requirements and must attend a College Board Advanced Placement Summer Institute. Teachers must attend no less than once every five (5) years to stay current on curriculum and program developments.

4.02 A teacher of an AP course who has not obtained the required training as stated in 4.01, will complete an Additional Training Plan (ATP) for Advanced Placement. The teacher will have three (3) years to complete the required training. Students enrolled in classes of teachers on an ATP earn the weighted credit contingent upon taking the appropriate AP exam (3.12).

4.03 A teacher of a Pre-AP course must meet Arkansas Teacher Licensure requirements and must attend a College Board sponsored or endorsed training institute or workshop in the teacher's content area. Pre-AP teachers must attend a College Board sponsored or endorsed training institute, or workshop in the teacher's content area no less than once every five (5) years to stay current on curriculum and program developments.

4.04 A teacher of a Pre-AP course who has not obtained the required training as stated in 4.03, will complete an Additional Training Plan (ATP) for Pre-Advanced Placement. The teacher will have three (3) years to complete the required training.

4.05 The teacher of the course offered under the International Baccalaureate Diploma Program meets Arkansas Teacher Licensure requirements and attends the training required by the International Baccalaureate Organization (IBO).

4.06 Weighted Credit for designated AP and IB courses will be contingent upon the AP teacher obtaining training as outlined in 4.01 and 4.02 and the IB teacher obtaining training as outlined in 4.05; the student taking the entire AP or the entire IB course offered in a particular subject; the student completing the applicable test offered by the College Board for AP courses at the end of the AP course or the applicable test offered by the IBO at the time prescribed by the IBO.

5.00 Teacher Training Subsidy

5.01 Teachers of Advanced Placement Courses, Pre-Advanced Placement Courses, or International Baccalaureate Diploma courses, must meet Arkansas Teacher

Licensure requirements and participate in training program(s) outlined in 4.01, 4.02, 4.03, 4.04 and 4.05 of these Rules.

5.02 A teacher designated by a local school district as an instructor of an Advanced Placement course, Pre-Advanced Placement Course, or an International Baccalaureate Diploma course, may apply to the Department for a grant to cover cost of tuition, expenses and materials of approved training programs, not to exceed six hundred fifty dollars ($650) per teacher contingent upon appropriated funding. Priority for training will be given to teachers who have not been previously trained. When a district offers a Pre-Advanced Placement program, the courses must follow a clearly recognizable sequence, i.e., 6th, 7th, 8th, 9th, 10th grade Pre-Advanced Placement English, 11th grade AP English Language and Composition, and 12th grade English Literature and Composition.

5.03 A teacher who is assigned to teach more than one Advanced Placement, Pre-Advanced Placement, or International Baccalaureate course (i.e., biology, chemistry, etc.) may apply for more than one teacher training stipend, contingent upon appropriated funding.

5.04 An Instructor of an endorsed concurrent enrollment course shall have:

5.04.1 No less than a master's degree that includes at least eighteen (18) hours of completed course work in the subject area of the endorsed concurrent enrollment course;

5.04.2 The instructor's credentials shall be approved by the academic unit or chief academic officer of the institution of higher education offering the endorsed concurrent enrollment course; and

5.04.3 The relevant credentials and experience necessary to teach from the syllabus approved by the institution of higher education granting the course credit.

6.00 Equipment Grant

6.01 Contingent upon appropriated funding, the Arkansas Department of Education may annually set aside funds from which schools providing Advanced Placement courses or International Baccalaureate Diploma courses may apply for one-time equipment and materials grant.

6.02 Equipment and materials grants will be administered by the Department of Education. The Arkansas Department of Education will establish a request for proposal form and disseminate it to each local school district on or before April 1 each year that funds are available.

6.03 A school may apply for a one-time equipment grant for each Advanced Placement course or International Baccalaureate course. (Two sections of a course such as Advanced Placement American History would be considered as one course.)

6.04 School districts with more than one high school providing Advanced Placement courses or International Baccalaureate courses, may apply for the one-time equipment grants for each high school.

7.00 Fees For Students

7.01 Contingent upon legislative appropriation and the availability of funding, the state may pay exam fees in full, or on a pro-rata basis the cost of the Advanced Placement Exam fee or the equivalent test fee under the International Baccalaureate Diploma Program, or both.

7.02 Each school requesting fee payment of students taking Advanced Placement Exams and/or International Baccalaureate exams must submit to the Department a copy of the invoice as generated and submitted to either the College Board or the International Baccalaureate Organization upon completion of the exams. The Department will contract with the College Board and Educational Testing Services for payment of AP exams contingent upon legislative approval and the availability of funds.

8.00 School Award for Exam Scores

8.01 Depending on the availability of funds, schools may be awarded up to fifty dollars ($50.00) for each score of a three (3) or better earned by a student on any Advanced Placement test or the equivalent on any International Baccalaureate Program Exam.

8.02 Schools must utilize the funds awarded from students' scores on the Advanced Placement test in the schools' Advanced Placement program and funds awarded from students scores on the International Baccalaureate tests in the schools International Baccalaureate program.

8.03 An annual report with detailed expenditures of funds awarded to schools from students' scores on the Advanced Placement exam(s)and International Baccalaureate tests will be submitted to the Office of Gifted and Talented, Arkansas Department of Education by July 1 of each school year.

9.00 Required Advanced Placement Courses

9.01 Beginning with the 2005-2006 school year, it is required that districts begin phasing in, over the next four (4) school years, AP courses with a minimum of one course per year in the four (4) core courses to have fully implemented the required four (4) core courses in English, math, science, and social studies by the beginning of the 2008-2009 school year.

9.02 AP teachers should begin attending AP summer institutes when available in order

to be ready for the 2008-2009 course implementation deadline.

9.03 In order to prepare students for the rigor inherent in AP courses, it is recommended to begin with the 2004-2005 school year by offering Pre-AP courses to prepare students for the demands of AP coursework. Aligned with the four (4) required AP courses, the Pre-AP courses will be fully operational by the 2008-2009 school year.

~~10.00 Concurrent Enrollment Course Approval Panel~~

~~10.01 There will be a panel known as the "Concurrent Enrollment Course Approval Panel" that will consist of six (6) members, each knowledgeable regarding AP coursework or Concurrent Enrollment coursework and a resident of the State of Arkansas at the time of appointment and throughout the term.~~

~~10.02 The six-member panel shall consist of three (3) persons appointed by the Director of the ADE and three (3) persons appointed by the Director of the Department of Higher Education (ADHE). Members shall serve at the pleasure of the director making the appointment.~~

~~10.03 If a vacancy occurs in an appointed position for any reason, the vacancy shall be filled by appointment by the director of the department that made the original appointment.~~

~~10.04 The Directors of the ADE and the ADHE shall alternate each year naming a person to serve as chairperson of the panel.~~

~~10.05 The Directors of the ADE and the ADHE shall draw lots to determine which director shall first appoint a chairperson.~~

~~10.06 The panel shall meet at times and places the chairperson deems necessary, but no meetings shall be held outside of the State of Arkansas.~~

~~10.07 The majority of the members of the panel shall constitute a quorum for the purpose of transacting business.~~

~~10.08 All action of the panel shall be by a majority of the full membership of the panel.~~

~~10.09 For the purpose of access and equity, the panel shall make recommendations to the ADE and the ADHE regarding the rules for offering of AP courses, or Concurrent Enrollment courses, or both.~~

~~10.10 The ADHE shall provide staff and office space for the panel.~~

~~10.11 Members of the panel shall serve without pay, but may receive expense reimbursement in accordance with Arkansas Code §25-16-902; to be paid by the~~

~~ADHE to the extent money is available.~~

10.00 Endorsed Concurrent Enrollment Course Requirements

10.01 The course must be a course offered by an institution of higher learning in this state that is:

10.01.1 Approved through the institution of higher learning's normal process; and

10.01.2 Listed in the institution of higher learning's catalog.

10.02 The course content and instruction must meet the same standards and adopt the same learning outcomes as those developed for a course taught on the campus of the institution of higher education, including without limitation:

10.02.1 The administration of any departmental exams applicable to the course; and

10.02.2 The use of substantially the same book and syllabus as is used at the college level.

10.03 The course must be taught by an instructor with the qualifications required under Sections 5.04 – 5.04.3 of these Rules.

10.04 The institution of higher education offering the course must:

10.04.1 Provide to the course instructor staff development, supervision and evaluation; and

10.04.2 Provide the students enrolled in the course with:

10.04.2.1 Academic guidance counseling; and

10.04.2.2 The opportunity to utilize the on-campus library or other academic resources of the institution of higher education.

10.05 To be eligible to enroll in an endorsed concurrent enrollment course, the student must:

10.05.1 Be admitted by the institution of higher education as a non-degree or non-certificate seeking student; and

10.05.2 Meet all of the prerequisites for the course in which he or she is

enrolled.

10.06 Credit for the endorsed concurrent enrollment course may only be awarded by the institution of higher education offering the course.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING NUTRITION AND PHYSICAL ACTIVITY STANDARDS AND BODY MASS INDEX FOR AGE ASSESSMENT PROTOCOLS IN ARKANSAS PUBLIC SCHOOLS

1.0 PURPOSE

1.01 The purpose of these rules is to establish the requirements and procedures for governing nutrition and physical activity standards and body mass index for age assessment protocols in Arkansas Public Schools.

2.0 REGULATORY AUTHORITY

2.01 These shall be known as the Arkansas Department of Education Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools.

2.02 These regulations are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann.§§ 6-16-132, 20-7-133, 20-7-134, ~~and~~ 20-7-135 and Acts 201 and 317 of 2007.

3.0 DEFINITIONS

For the purpose of these rules, the following terms mean:

3.01 Adult – A licensed or qualified physical education teacher or a classified employee trained and assigned to supervise physical education classes.

3.02 A la' carte - Food items and /or beverages, individually priced, provided by the non-profit school food service program. These items may or may not be part of the reimbursable meal.

3.03 Arkansas Child Health Advisory Committee - A state level committee that was established by Act 1220 of 2003 to develop nutrition and physical activity standards and make policy recommendations to the Arkansas Board of Education and the State Board of Health.

3.04 Arkansas Consolidated School Improvement Plan (ACSIP) - A plan of action to address deficiencies in student performance that is reviewed annually and monitored at least every two years.

3.05 Child Nutrition Programs - The federal child nutrition programs operated by Arkansas public and charter schools which include the National School Lunch Program, the School Breakfast Program, the After School Snack Program, the Special Milk Program and the Summer Feeding Program, as established by the Richard B. Russell National School Lunch Act and the Child Nutrition Act of

1966 (as amended through PL-108-269, July 2, 2004).

3.06 Competitive Foods - Foods and beverages sold or made available to students that compete with the school's operation of the National School Lunch Program, School Breakfast Program and/or After School Snack Program, including, but not limited to, food and beverages sold or provided in vending venue (machines, ice chests, cabinets) in school stores or as part of school fundraisers to students on school premises during the declared school day.

Note: The federal definition of Competitive Foods, found in 7CFR 210.12(a)(1), is foods sold in competition with the National School Lunch Program to children in food service areas during the lunch period.

3.07 Declared School Day - The official schedule as required for students and staff in a specific Local Education Agency (LEA) location.

3.08 Elementary School - A campus with a designated Local Education Agency (LEA) number containing any combination of grades pre-kindergarten through sixth grade.

3.09 Foods of Minimal Nutritional Value (FMNV) - Foods of Minimal Nutritional Value refers to the four categories of foods and beverages (soda water, water ices, chewing gum, and certain candies) that are restricted by the United States Department of Agriculture (USDA) under the Child Nutrition Programs. Definitions within the federal regulations concerning the four categories of FMNV are

3.09.1 Certain Candies - Certain Candies are FMNV according to United States Department of Agriculture (USDA) Regulations, including any processed foods made predominantly from sweeteners or artificial sweeteners with a variety of minor ingredients that characterize the following types:

3.09.1.1 Candy Coated Popcorn - Popcorn that is coated with mixture made predominantly from sugar and corn syrup.

3.09.1.2 Fondant - A product consisting of microscopic-sized sugar crystals that are separated by a thin film of sugar and/or invert sugar in solution such as candy corn or soft mints.

3.09.1.3 Hard Candy - A product made predominantly from sugar (sucrose) and corn syrup that may be flavored and colored, is characterized by a hard, brittle texture, and includes such items as sour balls, lollipops, fruit balls, candy sticks, starlight mints, after-dinner mints, jaw breakers, sugar wafers, rock candy, cinnamon candies, breath mints and

cough drops.

3.09.1.4 Jellies and Gums - A mixture of carbohydrates that are combined to form a stable gelatinous system of jellylike character and are generally flavored and colored, and include gum drops, jelly beans, jellied and fruit-flavored slices.

3.09.1.5 Licorice - A product made predominantly from sugar and corn syrup that is flavored with an extract made from the licorice root.

3.09.1.6 Marshmallow Candies - An aerated confection composed of sugar, corn syrup, invert sugar, 20 percent water, and gelatin or egg white to which flavors and colors may be added.

3.09.1.7 Spun Candy - A product that is made from sugar that has been boiled at high temperature and spun at a high speed in a special machine.

3.09.2 Chewing Gum - Chewing gum is a FMNV according to United States Department of Agriculture (USDA) regulations and include any flavored products from natural or synthetic gums and other ingredients that form an insoluble mass for chewing.

3.09.3 Soda Water - Soda water is a FMNV according the United States Department of Agriculture (USDA) regulations and includes any carbonated beverage. No product shall be excluded from this definition because it contains discrete nutrients added to the food such as vitamins, minerals, and protein.

3.09.4 Water Ices - Water ices are FMNV according to United States Department of Agriculture (USDA) regulations and include any frozen, sweetened water and flavored ice with the exception of products that contain fruit or fruit juice.

3.10 Fried Food – Foods that are cooked by total or partial immersion into hot oil or other fat, commonly referred to as “deep fat frying” or “pan frying”.

3.11 Healthy Nutrition Environment - A healthy school nutrition environment gives students consistent, reliable health information and ample opportunity to use it. (Source: United States Department of Agriculture.)

3.12 High School – Public school(s) having some combination of grades 9-12.

3.13 Junior High School - Public school(s) having some combination of grades 7- 9.

3.14 Local Wellness Policy – A policy required for public schools participating in a nutrition program authorized by the Richard B. Russell National School Lunch Act (42 U. S. C. 1751 et seq.) or the Child Nutrition Act of 1966 (42 U. S. C. 1771 et seq.)

3.15 Middle School - Public school(s) having some combination of grades 5-8.

3.16 Physical Activity - Any bodily movement produced by skeletal muscles that results in energy expenditure.

3.17 Physical Education - A planned, sequential K-12 curriculum that provide cognitive content and learning experiences in a variety of activity areas including basic movement skills; physical fitness, rhythms, and dance; games; team, dual, and individual sports; tumbling and gymnastics; and aquatics.

3.18 Regular Basis - A regularly repeated or continuing occurrence at a specific school site. For example: every day, or on a particular day each week, or repeated on a defined schedule.

3.19 Reimbursable Meal - A meal which meets the United States Department of Agriculture (USDA) criteria for reimbursement for one of the Child Nutrition Programs in Arkansas.

3.20 School Events – Any occasion such as field day, holiday, school recognition activities, end of school events, etc. designated at the discretion of the school administration.

3.21 School Fundraisers - For purposes of this rule, all food and beverage items sold by school administrators or school classified or certified staff (principals, coaches, teachers, club sponsors, etc.), students or student groups, parents or parent groups, or any other person, company or organization directly associated with the school programs.

3.22 School Health Index - The *School Health Index* (SHI) is a self-assessment and planning guide designed by the Centers for Disease Control (CDC) to help schools identify strengths and weaknesses of the school's health promotion policies and programs, develop an action plan for improving student health, and involving teachers, parents, students and various members of the community in improving the school's policies and programs.

3.23 School Nutrition and Physical Activity Advisory Committee - (SNPAA) A ~~local~~ committee operating within each public school district, that shall help raise the awareness of the importance of nutrition and physical activity and shall include members from the school district's governing board~~s~~, school administrators, food service personnel, teacher organizations, parents, students and professional groups such as nurses and community members.

3.24 School Site - Any and all locations associated with a Local Education Agency (LEA) number.

3.25 Vending - Means to sell or give away foods and beverages anywhere at a school site on a regular basis, including but not limited to a classroom, school store or concession stand, or equipment such as heated cabinets, hot or cold vending machines, ice chests coolers, etc.

3.26 Licensed Teacher – An individual who holds a valid Arkansas teaching license with a certification or approval in the subject area to be taught.

3.27 Body Mass Index (BMI) - Weight in pounds divided by height in inches squared multiplied by 703 (metric: weight in kilograms divided by height in meters squared).

3.28 Community Health Nurse Specialist (CHN) – Arkansas Department of Health Nurses located at educational cooperatives.

3.29 School Nurse - Nurses employed by school districts.

3.30 Body Mass Index Percentile for Age - An indicator to assess the size and growth patterns of individual children based on the Centers for Disease Control and Prevention's (CDC) BMI-for–age growth charts for boys and girls.

3.31 Student Health Report – A written notice to parents with student's health screening information.

3.32 Written Refusal – A document to school district requesting a child NOT be included in assessing BMI.

3.33 Certificate of completion - Document provided upon completion of BMI assessment training protocol.

3.34 Recorder - Person who writes down student heights and weights or enters measurements into database.

3.35 BMI for age assessment protocols- A detailed plan designed to describe appropriate procedure for assessment.

3.36 BMI for age assessment- Calculating the height and weight as in the definition for BMI and applying the CDC growth charts for age and gender.

3.37 Height – A standing measurement in inches or meters.

3.38 Weight – A measurement in pounds or kilograms.

3.39 Stadiometer – An instrument for measuring standing height.

3.40 Digital Scale – An instrument for measuring weight.

3.41 Carpenter's square – An instrument for ensuring a level reading of height.

3.42 Confidential - Information marked or intended for a specific person or persons.

3.43 Private - Not openly or in public.

3.44 Designee – A person approved or designated by school district.

4.0 SCHOOL NUTRITION AND PHYSICAL ACTIVITY ADVISORY COMMITTEE

4.01 The committee will assist in the development of local policies that address issues and goals, including, but not limited to the following

4.01.1 Assist with the implementation of nutrition and physical activity standards developed by the committee with the approval of the Arkansas Department of Education and the State Board of Health;

4.01.2 Integrate nutrition and physical activity in the overall curriculum;

4.01.3 Ensure that professional development for staff includes nutrition and physical activity issues;

4.01.4 Ensure that students receive nutrition education and engage in healthy levels of vigorous physical activity;

4.01.5 Improve the quality of physical education curricula and increasing training of physical education teachers;

4.01.6 Enforce existing physical education requirements; and

4.01.7 Pursue vending contracts that both encourage healthy eating by students and reduce school dependence on profits from the sale of foods of minimal nutritional value.

4.02 The School Nutrition and Physical Activity Advisory Committee shall be structured in a way as to ensure age-appropriate recommendations that are correlated to the current grade configuration of the school district utilizing one

of the following options:

4.02.1 Establish a School Nutrition and Physical Activity Advisory Committee at each school in addition to the district committee;

4.02.2 Establish subcommittees of the District Committee, representing the appropriate age and grade configuration for that school district; and

4.02.3 Include representatives from each appropriate grade level group (elementary, middle, junior and senior high) on the membership of the district committee;

4.03 Beginning with the 2005 school year, at a minimum, the School Nutrition and Physical Activity Advisory Committee will:

4.03.1 Annually, assess each school campus, using the School Health Index for Physical Activity, Healthy Eating and a Tobacco-Free Lifestyle using the following modules:
#1 - School Health Policies and Environment,
#2 - Health Education,
#3 - Physical Education and other Physical Activity Programs,
#4 - Nutrition Services, and
#8 - Family and Community Involvement Assessment;

4.03.2 Compare the physical education and health education assessment from the *School Health Index* to the standards defined by the Arkansas Department of Education Physical Education and Health Curriculum Framework;

4.03.3 Compile the results of the School Health Index and provide a copy to the ~~school~~ principal of each school in the district to be included in the individual school improvement plan (ACSIP);

4.03.4 Provide the annual completed *School Health Index* assessment results and the physical activity standards comparison to the ~~school~~ principal of each school in the district to be included in the district's Arkansas Consolidated S~~s~~chool I~~i~~mprovement P~~p~~lan (ACSIP) and to the local school board;

4.03.5 Assist the schools in implementing the Arkansas Child Health Advisory Committee recommendations for all foods and beverages sold or served anywhere on the school campus, including all foods and beverages other than those offered as part of reimbursable meals, including a la carte, vending machines, snack bars, fund raisers, school stores, class parties, and other venues that compete with healthy school meals;

4.03.6 Maintain and update annually a written list of recommended locally available, healthier options for food and beverages available for sale to students;

4.03.7 Encourage the use of non-food alternatives for fund-raisers;

4.03.8 Review and make written recommendations to the local school board regarding the components to be included in food and beverage vending contracts; and

4.03.9 Include as part of the district's annual report to parents and the community the amount of funds received and expenditures made from competitive food and beverage contracts.

4.04 The Local Wellness Policy is required under the current version of the Richard B. Russell National School Lunch Act (42 U.S.C.1751 et seq.) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.).

4.04.1 Not later than the first day of the school year beginning after June 30, 2006, each local educational agency participating in a program authorized by the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.) shall establish a local school wellness policy for schools under the local educational agency that

4.04.1.1 Includes goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the local educational agency determines is appropriate;

4.04.1.2 Includes nutrition guidelines selected by the local educational agency for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity;

4.04.1.3 Provides an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issues by the Secretary of Agriculture pursuant to subsections (a) and (b) of Section 10 of the Child Nutrition Act (42 U.S.C. 1779) and Sections 9(f)(1) and 17 (a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)), as those regulations and guidance apply to public schools;

4.04.1.4 Establishes a plan for measuring implementation of the local wellness policy, including designation of 1 or more persons within the local educational agency or at each school, as appropriate, charged with the operational responsibility for ensuring that the school meets the local wellness policy; and

4.04.1.5 Involves parents, students, representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy.

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5.0 GENERAL REQUIREMENTS FOR FOOD AND BEVERAGES IN PUBLIC SCHOOLS

5.01 Access to Foods and Beverages in Public Schools

5.01.1 Elementary students will not have access to vended food and beverages anytime, anywhere on school premises during the declared school day.

5.01.2 Effective July 1, 2005, during the declared school day, an elementary school site may not serve, provide access to, through direct or indirect sales, or use as a reward, any FMNV or competitive food. This includes FMNV and competitive foods given, sold, or provided by school administrators, or staff (principals, coaches, teachers, club sponsors, etc.) students or student groups, parents or parent groups, or any other person, company or organization associated with the school site. Exceptions to this requirement are listed in 5.02.

5.01.3 In elementary schools, the Child Nutrition Program may only sell food items in the cafeteria, during meal periods that are already offered as a component of a reimbursable meal during the school year, including extra milk, fresh fruits, vegetables, and/or an extra meal meeting the same requirements of the reimbursable meal. School food service departments shall not sell or give extra servings of desserts, french fries and/or ice cream.

5.01.4 Effective July 1, 2005, during the declared school day, at middle, junior high and high school sites, schools shall not serve, provide access to, through direct or indirect sales, or use as a reward, any FMNV or competitive food to students anywhere on school premises until 30 minutes after the last lunch period has ended. This includes FMNV and competitive foods given, sold or provided by school administrators, or staff (principals, coaches, teachers, club sponsors, etc.) students or student groups, parents or parent groups, or any other person, company or organization associated with the school site.

5.01.5 In middle, junior high, and high schools, the Child Nutrition Program may only sell food items in the cafeteria, during meal periods that are already offered as a component of a reimbursable meal during the school year, including extra milk, fresh fruits, vegetables, unsweetened unflavored water, and/or other food/beverage items that meet standards of maximum portion size and/or an extra meal meeting the same requirements of the reimbursable meal.

5.02 Exceptions to Limiting Access to Foods and Beverages in All Schools

5.02.1 Parents Rights - This policy does not restrict what parents may provide for their own child's lunch or snacks. Parents may provide FMNV or candy items for their own child's consumption, but they may not provide restricted items to other children at school.

5.02.2 School Nurses - This policy does not apply to school nurses using FMNVs or candy during the course of providing health care to individual students.

5.02.3 Special Needs Students – This policy does not apply to special needs students whose Individualized Education Program (IEP) plan indicates the use of an FMNV or candy for behavior modification (or other suitable need).

5.02.4 School Events - Students may be given any food and/or beverage items during the school day for up to nine different events each school year to be determined and approved by school officials. These items may not be given during meal times in the areas where school meals are being served or consumed.

5.02.5 Snacks During the Declared School Day – Snacks may be provided or distributed by the school as part of the planned instructional program, for example, afternoon snack for kindergarten students who eat early lunch. Snacks shall meet the United States Department of Agriculture Child and Adult Care Snack Patterns.

5.02.6 Foods for Instructional Purposes – Foods integrated as a vital part of the instructional program are allowed at any time. Examples include edible manipulatives such as a square of cheese to teach fractions, a nutrition food experience, food production in family and consumer science units, and food science units.

5.03 New or renewed vending contracts for carbonated and sweetened non-carbonated beverages will be restricted to no more than 12 ounces per vended container. This requirement does not apply to contracts with an effective date on or before August 8, 2005.

6.0 NUTRITION STANDARDS FOR FOODS AND BEVERAGES

6.01 As of July 1, 2005, the Arkansas Child Health Advisory Committee nutrition standards will apply to all foods and beverages served, sold, or made available to students on elementary, middle, junior high and high school campuses (except the reimbursable school meals, which are governed by United States Department of Agriculture (USDA) federal regulations).

6.02 A list of the maximum portion size restrictions and nutrition standards will be provided to school districts. This list, effective July 1, 2005, will apply to all foods and beverages served, sold, or made available to students during the declared school day at any school site with the exception of reimbursable school meals which have nutrition standards governed by the United States Department of Agriculture (USDA) federal law and regulations.

6.02.1 Prior to each school year, on or before April 1, the updated list of maximum portion sizes and nutrition standards for foods and beverages will be developed by the Arkansas Child Health Advisory Committee and distributed by the Arkansas Department of Education (ADE) via ADE Director's Memo Communication.

6.02.2 Compliance will be monitored by the Arkansas Department of Education in addition to the self-monitoring by the Local School Nutrition and Physical Activity Advisory Committee.

6.02.3 All FMNV or competitive food beverages sold to students will be restricted to no more than 12 ounces per vended container. The only exception for a larger portion size will be unsweetened unflavored water.

6.02.4 A choice of two (2) fruits and/or 100% fruit juices must be offered for sale at the same time and place whenever competitive foods are sold. Fruits should be fresh whenever possible. Frozen and canned fruits should be packed in natural juice, water, or light syrup.

6.02.5 At the point of choice, at least 50% of beverage selections in vending machines, school stores and other sales venues shall be 100% fruit juice, low-fat or fat-free milk, and unflavored unsweetened water.

6.02.6 At middle school and high school levels, local leaders are encouraged to implement vending policies that encourage healthy eating by students.

6.02.7 Beginning August 8, 2005 any modification or revisions of vending contracts in existence prior to August 8, 2005, must be in full compliance with all sections of the Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools as approved by the State Board of Education.

6.02.8 Nothing in these rules shall be construed to prohibit or limit the sale or distribution of any food or beverage item through fund raisers by students, teachers, or other groups when the items are sold off the school campus.

7.0 NUTRITION EDUCATION

7.01 The Arkansas Department of Education shall promote grade- appropriate nutrition education as part of a broad based integrated health education program that is aligned with the Arkansas Physical Education and Health Education Framework. The Child Nutrition Unit of the Department of Education shall review nutrition standards prior to implementation. Examples of integration into the curriculum include comprehensive health education courses and Workforce Education courses which are taught within Family and Consumer Sciences, such as Nutrition and Wellness and/or Foods and Nutrition.

7.02 The Arkansas Department of Education and the Department of Workforce Education will provide technical assistance in helping schools integrate health education curricula that will include the nutrition components.

7.03 Implementation of grade-appropriate nutrition education through a comprehensive education program will be included in the school improvement process.

8.0 HEALTHY SCHOOL ENVIRONMENT

8.01 No food or beverage shall be used as rewards for academic, classroom or sport performances and/or activities. For exceptions to this requirement, see section 5.02 of this rule.

8.02 All school cafeterias and dining areas should reflect healthy nutrition environments.

8.03 Schools should ensure that all students have access to school meals. Schools should not establish policies, class schedules, bus schedules or other barriers that directly or indirectly restrict meal access.

8.04 Drinking water via water fountains or other service receptacle should be available without charge to all students on campus according to Arkansas Department of Health ~~Health Department~~ standards.

9.0 PHYSICAL EDUCATION AND PHYSICAL ACTIVITY STANDARDS

~~9.01 Public schools must establish strategies to achieve thirty (30) minutes of physical activity each day in grades K-12 and must have begun implementation of those strategies before the end of the 2005-2006 school year~~.

9.0~~3~~1

9.01 Beginning in the school year 2005- ~~06~~2006, at a minimum, school districts will work with ~~the~~ their local School Nutrition and Physical Activity Advisory Committee to:

9.0~~3~~.1

9.01.1 Encourage participation in extracurricular programs that support physical activity, e.g., as walk-to-school programs, biking clubs, after-school walking etc.;

9.0~~3~~.2

9.01.2 Encourage the implementation of developmentally appropriate physical activity in after-school childcare programs for participating children;

9.0~~3~~.3

9.01.3 Promote the reduction of time youth spend engaged in sedentary activities such as watching television and playing video games;

9.0~~3~~.4

9.01.4 Encourage the development of and participation in family-oriented community-based physical activity programs, and;

9.0~~3~~.5

9.01.5 Incorporate into the school ACSIP the strategies to be employed to achieve the ~~activities required in Section 9.01 Physical Activity Standards, Section 9.0.1.~~ requirements set forth in section 9.0 of these rules.

9.02. Beginning in the school year 2006-2007, physical education classes in grades kindergarten through six (K-6) will have a maximum student to adult ratio of 30:1. At least one of the adults supervising, as referenced in this section, must be a ~~certified~~ licensed or qualified physical education teacher with the responsibility for instruction. Classified personnel may assist in fulfilling this requirement.

9.03 Beginning in the 2007-2008 school year, the Arkansas Department of Education will devise and implement standards regarding the amount of instructional time to be devoted to various curriculum components.~~, to ensure~~ These standards will ensure that the physical education curriculum and physical activity requirements for every public school student who is physically fit and able to participate shall be:

9.0~~5~~.1

9.03.1 Public school students in grades K-6 will receive sixty (60) minutes of scheduled physical education training and instruction, and ninety (90) minutes of physical activity each calendar week of the school year. The physical activity may include additional physical education classes, physical activity during the regular school day through activities such as daily recess periods, walking programs, ~~Elementary Public school students in grades K-6 will receive at a minimum a total of 150 minutes per week of physical activity. Sixty (60) minutes of scheduled Physical Education and Ninety (90) minutes of Physical Activity each calendar week of the school year. 150 minutes shall include 60 minutes of scheduled physical education. The Physical Activity may include additional scheduled Physical Education classes, Physical Activity during the regular school day through activities such as daily recess periods, walking programs, intramurals, and the integration of Physical Activity into the academic curriculum.~~ intramurals and the integration of physical activity into the academic curriculum.

9.0~~5~~.2

9.03.2 Public school students who attend a school organized to teach grades five (5) through eight (8), or any combination thereof, shall receive Sixty (60) minutes of physical education each calendar week of the school year or an equivalent amount of time each school year with no additional physical activity requirement. ~~in grades K-6 will receive sixty (60) minutes of scheduled physical education and ninety (90) minutes of physical activity each calendar week of the school year. 7-8 who attend a school organized to teach grades five through eight (5-8), or any combination thereof, shall receive Sixty (60) minutes of Physical Education each calendar week of the school year or an equivalent amount of time each school year, with no additional Physical Activity requirement. a minimum of 150 minutes of physical activity weekly This requirement may be met through scheduled physical education classes, physical activity during the regular school day through activities such as walking programs, intramurals, activity periods, and the integration of physical activity into the academic curriculum.~~

9.0~~5~~.3

9.03.3 Public school students in grades 9-12 shall be required to take one-half

(½) unit ~~one semester~~ of physical education to comply with current Arkansas Standards ~~of~~ for Accreditation, as required for graduation, with no additional requirement for ~~P~~physical ~~A~~activity. ~~In addition, students in grades 9-12 shall receive a minimum of 150 minutes of physical activity weekly. This requirement may be met through scheduled physical education classes, physical activity during the regular school day through activities such as walking programs, intramurals, activity periods, the integration of physical activity into the academic curriculum, lifestyle wellness education from the Department of Workforce Education, and organized physical activity courses~~.

9.03.4 Nothing in this act prohibits ~~A~~a public school student's elective enrollment, voluntary participation, or a voluntary requirement put in place by the school district in ~~P~~physical ~~A~~education or ~~P~~physical ~~A~~activity as a part of the public school curriculum or extra-curricular activities; or ~~shall not be prohibited.~~

9.03.5 A school district's decision to require physical education or physical activity in excess of the amounts required in Sections 9.03.1, 9.03.2, and 9.03.3, shall not be prohibited.

9.04 Beginning in the 2008-2009 school year, for grades K-6, the district will employ at least one ~~certified~~ licensed and/or qualified ~~P~~physical ~~E~~education full-time equivalent (FTE) teacher for every 500 students. This ~~certified~~ licensed and/or qualified ~~P~~physical ~~E~~education teacher will directly supervise ~~P~~physical ~~E~~education instruction.

9.06 Beginning with the 2012 school year, all personnel teaching ~~P~~physical ~~E~~education in grades K-12 will hold a ~~P~~physical ~~E~~education ~~certification~~ license appropriate for grade levels being taught.

10.0 SCREENING PROCESS FOR BMI ASSESSMENT

10.01 Beginning in the 2007-2008 school year, all children in Kindergarten (K), grade two (2), grade four (4), grade six (6), grade eight (8), and grade ten (10) shall have their height and weight assessed to calculate the body mass index for age percentile.

10.01.1 This requirement applies to public schools.

10.01.2 The responsibility for the enforcement of this section rests equally with each school district.

10.01.3 Nothing in this act shall preclude voluntary screening of any educational grade or preclude the referral of any child, regardless of

grade, whom the parent, teacher or school nurse feels should be screened or examined unless the school has received written refusal from the student's guardian.

10.01.4 Follow the approved screening process as outlined in the Height and Weight Measurement Training Manual.

10.02 Screening equipment shall include but is not limited to:

10.02.1 Stadiometer

10.02.2 Scales for measuring weight

10.02.3 Carpenter's square

10.03 TRAINING/ASSURANCE

10.03.1 The Arkansas Department of Education in conjunction with the Arkansas Department of Health shall develop standards for training school nurses or other school designees to perform body mass index for age assessments.

10.03.2 The Department of Health in consultation with the Department of Education shall assign all community health nurses under its supervision to work with schools to assure that body mass index for age assessment protocols are followed by school employees or their designees who conduct body mass index for age assessments and other student health screenings.

10.04 REPORTING

10.04.1 Beginning with kindergarten and then in even numbered grades, schools will be required to include, as a part of a student health report to parents, a body mass index percentile by age for each student in a private and confidential manner.

10.05 EXEMPTIONS

10.05.1 Students in grades eleven (11) through twelve (12) shall be exempt from any policy or requirement of a public school or the state for measuring or reporting body mass index.

10.05.2 Parents who refuse to have their child participate in the body mass index percentile for age assessed and reported, must provide written documentation of the refusal to the school.