



AGENDA

STATE BOARD OF EDUCATION

June 13, 2011

Arkansas Department of Education

Auditorium, State Education Building

9:00 AM

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Reports

Report-1 Chair's Report

Presenter: Dr. Naccaman Williams

Report-2 Commissioner's Report

Presenter: Dr. Tom Kimbrell

Report-3 Coordinated School Health: A Framework for Health in Arkansas 2009-2010

The Arkansas Center for Health Improvement was funded by the Arkansas Department of Education Office of Coordinated School Health to evaluate the Arkansas public schools that are implementing coordinated school health. The overall aim of the evaluation was to test the effectiveness of coordinated school health on a clinical (body mass index), academic (test scores) and behavioral (disciplinary actions) aspects of the students in Arkansas public schools.

Presenter: Laura McDowell, Kenley Money and Michelle Justus

Report-4 Informational Update on Common Core State Standards and PARCC

This information is provided to keep the State Board of Education apprised of the Department's work and activities associated with college and career readiness.

Presenter: Dr. Laura Bednar

Consent Agenda

C-1 Minutes - May 2011

Presenter: Phyllis Stewart

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 Arkansas Department of Education (ADE) is required to file a monthly Project Management Tool (PMT) 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. The June report summarizes the PMT for May.

Presenter: Dr. Charity Smith and Willie Morris

C-3 Newly Employed, Promotions, and Separations

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

Presenter: Beverly Williams and Clemetta Hood

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

Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Requests were received from eight school districts covering a total of 13 waivers. Long-term substitute waivers were requested from six school districts for a total of seven waivers. None of these requests were from a district in academic distress. These requests have been reviewed, either approved or denied by Department staff and are consistent with program guidelines.

Presenter: Beverly Williams

C-5 Review of Loan and Bond Applications

Pursuant to Arkansas Code Annotated § 6-20-805 and § 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. It is recommended that the State Board of Education review the following: Revolving Loans – 2 School Bus – Recommend Approval - Commercial Bonds – 11 2nd Lien Bond Applications – Recommend Approval; 5 Voted Bond Applications – Recommend Approval

Presenter: Cindy Hollowell and Amy Woody

C-6 Consideration of Recommendation of the Professional Licensure Standards Board for Probation of the Teaching License for One (1) Year and a Fine of \$75 for Case #11-001 – John Adair Dawson

The Professional Licensure Standards Board Subcommittee on Ethics is recommending a one (1) year probation of the teaching license of John Dawson and a Fine of \$75 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. On December 12, 2010, Mr. Dawson rejected the sub-committee's recommendation and requested an evidentiary hearing which was scheduled for March 11, 2011. Mr. Dawson failed to appear for that hearing and his time for appeal has expired; therefore, the Subcommittee's previous Reasonable Belief Determination and Recommendation stands as the recommendation on this case. Mr. Dawson was so notified by certified mail on March 31, 2011.

Presenter: Michael Smith

C-7 Consideration of Recommendation of the Professional Licensure Standards Board for Probation of the Teaching License for One (1) Year and a Fine of \$75 for Case #11-036 – Dayton Lavon Kitchens

The Professional Licensure Standards Board Subcommittee on Ethics is recommending a one (1) year probation of the teaching license of Dayton Kitchens and a fine of \$75 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Presenter: Michael Smith

C-8 Consideration of Recommendation of the Professional Licensure Standards Board for Permanent Revocation of the Teaching License for Case #11-049 – Joe Harold Morris

The Professional Licensure Standards Board Subcommittee on Ethics is recommending the permanent revocation of the teaching license of Joe Harold Morris for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Presenter: Michael Smith

C-9 Consideration of Recommendation of the Professional Licensure Standards Board for Suspension of the Teaching License for One (1) Year and a Fine of \$100 for Case #10-053 – Chester Lucas

The Professional Licensure Standards Board Subcommittee on Ethics is recommending a one (1) year suspension of the teaching license of Chester Lucas and a fine of \$100 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Presenter: Michael Smith

C-10 Consideration of Recommendation of the Professional Licensure Standards Board for Suspension of the Teaching License for Two (2) Years and a Fine of \$100 for Case #10-078 – Nathan Andrew Page

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a two (2) year suspension of the teaching license of Nathan Page and a fine of \$100 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Mr. Page and his attorney were notified of the PLSB subcommittee's recommendation by certified mail on March 23, 2011 and again on April 21, 2011.

Additional attempts for a response were made to Mr. Page's attorney on May 24, 2011, via email and three (3) phone calls. They have still failed to respond by either accepting or rejecting the recommendation, nor have they requested an evidentiary hearing. The timeline for any hearing has now lapsed.

Presenter: Michael Smith

Action Agenda

A-1 Consideration for Approval: Arkansas Better Chance 2011-12 Funding Recommendations

Pursuant to the authority granted the State Board of Education, DHS/Division of Child Care and Early Childhood Education requests approval of the attached funding recommendations under the Arkansas Better Chance program.

Presenter: Jamie Morrison

A-2 Request for Open-Enrollment Public Charter School Charter Amendment: Arkansas Virtual Academy

The Arkansas Virtual Academy is an open-enrollment public charter school located in Little Rock, Arkansas, and presently serves students statewide. The current charter contract for the school goes through June 30, 2012. Grades K-8 are now being served with a maximum enrollment cap of 500. The entity is requesting a hearing before the State Board of Education to increase their enrollment from 500 to 1,500.

Presenter: Dr. Mary Ann Duncan and Scott Sides

A-3 Hearing on PLSB Case # 10-005 A – Alice McConnell; Case # 10-005 B – Ruthann

Nunnally and Case # T-10-001 – Ruthann Nunnally

Former Weiner School District Superintendent Chuck Hanson filed a complaint alleging that Alice McConnell (then high school principal) and Ruthann Nunnally (then Advanced Placement test coordinator) violated Standards 2 and 3 in May 2009 when they ordered the Advanced Placement (AP) tests late costing the school district an extra \$1434.00, administered the AP English Literature exam on a day not authorized by AP Central, and directed the teachers administering the test and the students to “back date” the test as if it was given on the correct date. Questions were raised by the teachers administering the test and some of the students and eventually AP Central invalidated the test and no student received credit for any score on the exam.*

*The Professional Licensure Standards Board Ethics Subcommittee recommends one (1) year suspensions of Ms. McConnell’s and Ms. Nunnally’s teaching licenses for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom; Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice; and Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. Both educators requested an evidentiary hearing before the PLSB Subcommittee. The hearing was held on March 11, 2011. Ms. Nunnally was present. Ms. McConnell did not appear. The recommendation was sustained. Ms. McConnell is now represented by attorney, Clayton Blackstock. [*Weiner is now part of the Harrisburg school district.]*

Presenter: Katherine Donovan

A-4 Consideration for Approval: Declaration of Critical Academic Shortage Areas as Required by Ark. Code Ann. § 6-81-601 et seq. and Ark. Code Ann. § 6-85-109

Pursuant to Ark. Code. Ann. § 6-81-601 et seq. and Ark. Code Ann. § 6-85-109 it is recommended that the State Board of Education declare the attached list of licensure areas as the Critical Academic Shortage Areas for the 2011-2012 school year.

Presenter: Beverly Williams

A-5 Consideration for Approval: Nomination for the Professional Licensure Standards Board to Replace a Member Who is Retiring

Pursuant to § 6-17-422 members of the PLSB serve rotating terms. One (1) member of the Professional Licensure Standards Board will retire on June 30, 2011. The nomination to fill this position is as follows:

Mrs. Jo E. (Jody) Vines, Principal of Washington Middle School in the El Dorado School District, has been nominated by the Arkansas Association of Middle Level Administrators to fulfill the remaining year of retiring member Ms. Carolyn Odom’s term. Ms. Vines’ term will expire June 30, 2012.

Presenter: Beverly Williams

A-6 Consideration for Approval: Accreditation Statue Report for Arkansas Public Schools and School Districts 2010-2011

2010-2011 ACCREDITATION SUMMARY

Total Districts 242 + 17 Open Enrollment Charters

Total Schools 1070

Schools Accredited Status 859

<i>Schools Accredited-Cited Status</i>	<i>184</i>
<i>Schools Accredited-Probationary Status</i>	<i>27</i>
<i>Districts Accredited-Cited Status</i>	<i>45</i>
<i>Districts Accredited-Probationary Status</i>	<i>1</i>

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.

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

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.*

Presenter: *Dr. Charity Smith and Johnnie Walters*

A-7 Consideration for Approval: Two Developmental Reading Courses

Two reading courses, one designed for middle school students and one designed for high school students, are submitted for approval by the State Board of Education. A committee constituted in accordance with the law and consisting of classroom teachers and instructional supervisory personnel from public schools, assisted by teachers from institutions of higher education contributed to the development of these courses.

The committee met from July 12, 2010 to December 3, 2010 to review the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CCSS) to research best practices in teaching reading, and to write the courses. Both reading courses align to the Arkansas English Language Arts Curriculum Framework and the CCSS.

Presenter: *Dr. Laura Bednar*

A-8 Consideration for Emergency Approval: Open-Enrollment Public Charter School New Application and District Conversion or Limited Public Charter School New Application

Ark. Code Ann. § 6-23-201 & 301 require the State Board to adopt application forms for those wishing to apply for a charter to open an open-enrollment, district conversion, or limited public charter school. According to the schedule previously adopted by the State Board, applications for open-enrollment charter schools will be due August 31, and letters of intent are due June 30. Because of the short amount of time until the application due date, and because of changes in the applications required by Act 993 of 2011, consideration of approval of these application forms on an

emergency basis is requested.

Presenter: Dr. Mary Ann Duncan and Mark White

A-9 Consideration for Approval for Public Comment: Proposed Open-Enrollment Public Charter School New Application and District Conversion or Limited Public Charter School New Application

Ark. Code Ann. § 6-23-201 & 301 require the State Board to adopt application forms for those wishing to apply for a charter to open an open-enrollment, district conversion, or limited public charter school. Consideration of approval of these application forms for public comment is requested.

Presenter: Dr. Mary Ann Duncan and Mark White

A-10 Consideration for Approval for Public Comment: Repeal of Current Arkansas Department of Education Rules Governing Public Charter Schools

The current rule pertaining to public charter schools should be repealed so that it can be replaced with a new public charter school rule that includes open-enrollment, conversion, and limited public charter schools. The Arkansas Department of Education respectfully requests that the proposed repeal of these rules be approved for public comment.

Presenter: Dr. Mary Ann Duncan and Jeremy Lasiter

A-11 Consideration for Approval for Public Comment: Repeal of Current Arkansas Department of Education Rules Governing Limited Public Charter Schools

The current rule pertaining to limited public charter schools should be repealed so that it can be replaced by a new public charter school rule that includes open-enrollment, conversion, and limited public charter schools. The Arkansas Department of Education respectfully requests that the proposed repeal of these rules be approved for public comment.

Presenter: Dr. Mary Ann Duncan and Jeremy Lasiter

A-12 Consideration for Approval for Public Comment: Arkansas Department of Education Rules Governing Public Charter Schools

Acts 987, 989 and 993 of 2011 significantly amended the Arkansas Charter Schools Act. Those statutory amendments, combined with the recent recommendations made to the State Board by the National Association of Charter School Authorizers, make it necessary to revise the current public charter school rules. At this time, the Arkansas Department of Education maintains two separate public charter school rules. One rule addresses open-enrollment and conversion public charter schools and the other addresses limited public charter schools. The Arkansas Department of Education recommends that the current rules be repealed and replaced with a new rules that addresses open-enrollment, conversion, and limited public charter schools. Accordingly, the Arkansas Department of Education respectfully requests that these proposed rules be approved for public comment.

Presenter: Dr. Mary Ann Duncan and Jeremy Lasiter

A-13 Consideration for Approval for Public Comment: Amend Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools

The Arkansas Department of Education Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools, last approved by the State Board in 2007, need to be updated to be in accordance with applicable federal and state law. The Arkansas Department of Education respectfully requests that these proposed rules be approved for public comment.

Presenter: Dr. Laura Bednar and Jeremy Lasiter

**Minutes
State Board of Education Meeting
Monday, May 16, 2011**

The State Board of Education met Monday, May 16, 2011, in the auditorium of the Department of Education building. Dr. Naccaman Williams, Chairman, called the meeting to order at 9 a.m.

Present: Dr. Naccaman Williams, Chairman; Dr. Ben Mays, Vice-Chair; Sherry Burrow; Jim Cooper; Brenda Gullett; Sam Ledbetter; Alice Mahony; Vicki Saviers; Toyce Newton; Dr. Tom Kimbrell, Commissioner; and Vandy Nash, Arkansas Teacher of the Year

Absent: None

Reports

Chair's Report:

Chairman Williams said he visited the Children's House in northwest Arkansas and was impressed with the work of the ABC program.

Dr. Williams gave an account of a conversation he had with U.S. Department of Education Assistant Deputy Secretary Michael Yudin regarding the state's request for flexibility in how schools are held accountable for meeting proficiency targets under No Child Left Behind. He said the Department was denying waivers because the reauthorization of ESEA was the best way to help states. He said if ESEA was not authorized by late summer the Department could take a different position regarding waivers.

Commissioner's Report:

Dr. Kimbrell announced the Department would host a reception June 13, 8:30-9:30 a.m. to honor Dr. Williams and Ms. Burrow for their years of service on the State Board of Education. The board meeting will begin at 9:30 a.m.

Recognition of Master Principal Awardees – Arkansas Leadership Academy

Dr. Kimbrell, along with Dr. Debbie Davis and Diana Peer representing the Arkansas Leadership Academy, presented recognition awards to the following principals who met all qualifications for completion of the Master Principal Program.

- Glenda Bryan, Avondale Elementary, Marion School District
- Dondi Frisinger, Walker Elementary, Springdale School District

- Cathy Koch, Upper Elementary 5th Grade, Russellville School District
- Cynthia Voss, Shaw Elementary, Springdale School District
- Cynthia Covington, Allen Elementary, Siloam Springs School District

Coordinated School Health: NASBE/ASTHO, Collaborating for Success: Advancing School Health Policies

Laura McDowell, Coordinated School Health Coordinator, and Ms. Brenda Gullett shared information they learned at the NASBE/ASTHO conference regarding the connection between student achievement and school health. They expressed hope that Arkansas would emphasize the importance of health and nutrition when implementing the Common Core State Standards.

Arkansas School Performance Report

Dr. Charity Smith, Assistant Commissioner of Accountability, reviewed the 2010 Annual Performance Report. Dr. Smith explained the seven indicators outlined in the report: Student Achievement; School Performance; Retention; Teacher Quality; Choice; and School Funding.

Arkansas Graduation Rate

Dr. Smith explained that the U.S. Department of Education amended existing regulations designed to establish a uniform and accurate measure of the high school graduation rate comparable across states by including new requirements for calculating graduation rate. The new regulations require states and local educational agencies (LEAs) to report on their annual report cards a four-year adjusted cohort graduation rate, disaggregated by subgroups, at the school, LEA, and state levels, respectively.

Consent Agenda

Mr. Cooper moved, seconded by Ms. Newton, approval of the Consent Agenda. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes of the April 11, 2011, Board Meeting
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations
- Waivers to School Districts for Teachers Teaching Out of Area for Longer than 30 Days
- Sanctions for Teachers as Recommended by the Professional Licensure Standards Board

- Elizabeth Hopson-Scott
- Taneisha Tane Flowers
- Scott Alan Walston
- Lee Sadler

Action Agenda

(Complete records of the hearings are available in the State Board office.)

Arkansas Better Chance 2010-11 Funding Recommendation

Jamie Morrison, ABC Program Administrator, presented funding recommendations for 19 proposals totaling \$2,075,020.

Ms. Gullett moved, seconded by Ms. Mahony, approval of the recommendations. The motion carried unanimously.

Consideration for Awarding Waiver Day – Alpena School District

Dr. Kimbrell said the state requires public school students to attend class 178 days. He recommended the board evaluate the 178-day requirement to determine if it is a standard that should be adhered to or whether it's a target. He suggested the board handle waiver requests for flooding and severe weather as it did for districts with days lost due to inclement winter weather.

James Trammell, Alpena School District Superintendent, reported his district cancelled school April 26 because of flooding, power outage and no phone service. Mr. Trammell requested a one-day waiver making the 2010-2011 school year a total of 177 instructional days.

Mr. Cooper moved, seconded by Dr. Mays, to grant the one-day waiver. The motion carried unanimously.

Consideration for Awarding Waiver Day – Beebe School District

Dr. Belinda Shook, Beebe School District Superintendent, said her district was closed three days, April 27, 28 and 29 after a tornado damaged the elementary school roof and caused power outage at the main campus. Dr. Shook requested a waiver of three days making the 2010-2011 school year a total of 175 instructional days.

Ms. Burrow moved, seconded by Ms. Newton, to grant the three-day waiver. The motion failed in a roll call vote.

Yeas: Burrow, Cooper, Newton, Saviers

Nays: Gullett, Ledbetter, Mahony, Mays, Williams

Mr. Ledbetter moved, seconded by Dr. Mays, to grant the Beebe School District a one-day waiver. The motion carried unanimously.

Consideration for Awarding Waiver Day – Clinton School District

James McGaha, Clinton School District Superintendent, reported his district was closed April 28-29 after severe weather caused the district to lose its water supply. Mr. McGaha requested a waiver of two days making the 2010-2011 school year a total of 176 instructional days.

Ms. Newton moved, seconded by Ms. Burrow, to grant the district a one-day waiver. The motion carried unanimously.

Consideration for Awarding Waiver Day – Des Arc School District

Rick Green, Des Arc School District Superintendent, said his district missed eight days due to flooding. Mr. Green requested a waiver of eight days making the 2010-2011 school year a total of 170 instructional days.

Dr. Mays moved, seconded by Ms. Saviers, to grant the district a waiver of three days. The motion carried unanimously.

Consideration for Awarding Waiver Day – Huntsville School District

Superintendent Shelby Sisemore, Huntsville School District, said his district missed one day due to flooding and washed out roads. Mr. Sisemore requested a one-day waiver making the 2010-2011 school year a total of 177 instructional days.

Mr. Ledbetter moved, seconded by Ms. Mahony, to approve a one-day waiver for the district. The motion carried unanimously.

Consideration for Awarding Waiver Days – Pulaski County Special School District

Dr. Charles Hopson, Superintendent of the Pulaski County Special School District, said individual schools in the district were closed one, two or three days as result of the severe weather in late April. He asked the Board to waive those days. He also asked that the entire district receive a two-day waiver for missed days May 3 and 4.

Ms. Mahony moved, seconded by Ms. Saviers, to deny a request for a two-day waiver for the entire district but to grant waivers to individual schools in the district. The motion carried unanimously.

Consideration for Awarding Waiver Days – Vilonia School District

Dr. Frank Mitchell, Vilonia School District Superintendent, reported his district was closed April 26-29 after a tornado left much of the community in ruins. Dr. Mitchell requested a waiver of four days making the 2010-2011 school year a total of 174 instructional days.

Ms. Mahony moved, seconded by Ms. Newton, to grant the district a waiver of four days. The motion carried unanimously.

Request for Open Enrollment Public Charter School Charter Amendment: Little Rock Preparatory Academy

Dr. Mary Ann Duncan, Charter School Program Coordinator, presented a request from Little Rock Preparatory Academy to amend its charter.

Ben Lindquist, Executive Director of Little Rock Preparatory Academy, presented a proposal that called for affiliating with Exalt Education to manage the school; adding grades K-4; a waiver that would allow flexibility in the number of board members; and a waiver of class size that would align with Exalt's primary design.

Board members asked why the request submitted to the Department and included in the agenda materials did not include affiliation with Exalt, a charter management organization.

Mr. Cooper moved, seconded by Ms. Burrow, to deny the request for affiliation with Exalt but approved the expansion of grade levels K-4 and the class size waiver up to 34 students. The motion carried unanimously.

Consideration for Approval of the Arkansas Department of Education's Recommendation to Cease Norm-Referenced Testing of Kindergartners as Part of the Large-Scale Assessment Program

Dr. Gayle Potter, Director of Assessment, presented a recommendation to discontinue the use of norm-referenced testing of kindergartners as part of the state's large-scale assessment program.

Commissioner Kimbrell said many across the state questioned the age appropriateness of the ITBS Level 6 test administered this year. Because of that, the last three sections of the test were not scored. He said the Department would focus on an age appropriate screener and the use of formative assessment for kindergartners.

Ms. Mahony said a precedent had been set a few years ago and suggested the kindergarten test be voided.

Dr. Kimbrell voiced opposition to voiding the test. He recommended the scores be sent to the schools.

Ms. Newton moved, seconded by Ms. Gullett, to approve the recommendation to cease norm-referenced testing of kindergarten students. The motion carried unanimously.

Ms. Mahony requested voiding the kindergarten test be place on the agenda for the June meeting.

Request for Change in Boundary Lines between the Foreman School District No. 25 of Little River County and the Horatio School District No. 55 of Sevier County

Jeremy Lasiter, General Counsel, presented draft procedures for the hearing.

Ms. Saviers moved, seconded by Ms. Newton, approval of the procedures. The motion carried unanimously.

George Matteson, legal counsel for Foreman, explained the former Winthrop School District voluntarily merged with the Horatio School District in 1992. Approximately 71 students with a Winthrop address attend the Foreman District. However, the district receives no contribution from ad valorem property tax assessments of real and personal property located within the former Winthrop District.

He request the Board modify the boundary between the Foreman and Horatio districts.

Jay Bequette, legal counsel for Horatio, argued the boundary change would thrust the Horatio District into fiscal distress and would negatively affect the district's desegregation efforts.

Dr. Mays moved, seconded by Mr. Ledbetter, to deny the request for boundary change. The motion carried unanimously.

Classification of District in Fiscal Distress—North Little Rock School District

Bill Goff, Assistant Commissioner for Fiscal Services, presented a recommendation to classify the North Little Rock School District as fiscally distressed as a result of repeated audit findings regarding failure to reconcile bank statements. The district did not appeal the designation.

Ms. Gullett moved, seconded by Ms. Saviers, to classify the North Little Rock School District as being in fiscal distress. The motion carried unanimously.

Classification of District in Fiscal Distress—Earle School District

Bill Goff presented a recommendation to classify the Earle School District as fiscally distressed as a result of declining fund balance. The district appealed the classification.

Jay Bequette, legal counsel for Earle, and Superintendent Ricky Nicks, said the district eliminated staff, closed a campus and sold farm land for \$1.5 million to balance its budget.

Ms. Gullett moved, seconded by Ms. Newton, to classify the Earle School District as being in fiscal distress. The motion carried unanimously.

Classification of District in Fiscal Distress—Pulaski County Special School District

Bill Goff presented a recommendation to classify the Pulaski County Special School District as fiscally distressed because of financial irregularities cited in audits and legislative reports of recent years. Mr. Goff said the audit findings and issues documented over the last three years and delayed corrective actions caused the Department to question the district's willingness to implement its policies and procedures to address the findings. The district appealed the classification.

Commissioner Kimbrell said the fiscal distress classification was not politically motivated or an attempt to take control of the district as sometimes rumored.

Sam Jones, legal counsel for Pulaski County Special School District, said since Superintendent Hopson was hired the district put in place policies to address the irregularities.

Board members expressed concern regarding the district's failure to implement its policies and financial control measures.

Ms. Newton moved, seconded by Ms. Burrow, to classify the Pulaski County Special School District as fiscally distressed. The motion carried unanimously.

Consideration of Acceptance of Surrender of Teacher License—Craig Wadley

Craig Wadley surrendered his teacher license after conviction of a disqualifying offense.

Mr. Ledbetter moved, seconded by Dr. Mays, to accept the surrender of the teaching license of Craig Wadley. The motion carried unanimously.

Hearing on Waiver Request for Certified Teacher License—David Yarbrough

David Yarbrough requested the Board grant a waiver of his conviction of theft of property from the Guy-Perkins School District for misappropriation of band booster funds and district activity funds while he was the music director.

Mr. Yarbrough explained that the money had been deposited in the wrong account but all monies were used for students. He said the fine was paid, and he was now eligible to have his record expunged.

Mr. Ledbetter moved, seconded by Ms. Newton, to deny the waiver. The motion carried unanimously.

Hearing on Waiver Request for Certified Teacher License—John Ford

John Ford was convicted of a disqualifying offense—theft of property and breaking and entering—in 1981. He completed a 10-year suspended imposition of sentence and his record was sealed June 10, 2010.

Mr. Ford requested a waiver in order to be eligible for his initial teacher license.

Ms. Mahony moved, seconded by Ms. Newton, to grant the waiver with the stipulation that while serving two years probation there would be no violation of Code of Ethics. The motion carried unanimously.

Hearing on Waiver Request for Certified Teacher License—Rodney Major

Rodney Major's teacher license had been revoked in Alabama and Mississippi, but later reinstated. He is currently on probation for violation of the Ethics Code standard 1.

Mr. Major requested the board grant him a waiver.

Ms. Mahony moved, seconded by Dr. Mays, to table the request. The motion carried unanimously.

Consideration of Approval for Public Comment: Amended Rules Governing Athletic Expenditures for Public Schools

In presenting the amended Rules Governing Athletic Expenditures, Bill Goff said the amended rules would provide a more reasonable allocation method for school districts to use in recording the cost of property insurance, utilities and other facilities costs that pertain to athletics.

Mr. Mahony moved, seconded by Ms. Gullett, to approve for public comment the Rules Governing Athletic Expenditures for Public Schools. The motion carried unanimously.

Consideration of Approval for Public Comment: Repeal Rules Governing Use of Net Athletic Gate Receipts by Public Schools

Bill Goff stated the provisions of this rule are included in amended rules governing athletic expenditures; therefore, the rule is no longer necessary.

Mr. Ledbetter moved, seconded by Ms. Saviers, to approve for public comment Repeal Rules Governing Use of Net Athletic Gate Receipts by Public Schools. The motion carried unanimously.

Consideration of Approval of Nominated Members for the Professional Licensure Standards Board to Replace Members Whose Terms are Expiring June 30, 2011

Beverly Williams, Assistant Commissioner of Human Resources and Licensure, presented the nominated members for the PLSB whose terms will expire June 30, 2014. They are: Brad Baine, Dean of College Education, Williams Baptist College; Evelyn Thrower, Special Education Teacher and Media Center Director at Bearden High School; and Dr. Randy Willison, Superintendent of Batesville School District.

Ms. Burrow moved, seconded by Mr. Ledbetter, to approve the nominations. The motion carried unanimously.

Election of Officers: State Board of Education for Fiscal Year 2011-2012

The nominating committee presented the nomination of Dr. Ben Mays as chairman and Jim Cooper as vice-chair.

Mr. Ledbetter moved, seconded by Ms. Saviers, to accept the nominations. The motion carried unanimously.

Consideration for Awarding Waiver Days – Maynard School District

Larry Sullenger, Superintendent of the Maynard School District, said his district was closed April 26-27, 2011 because of flooding that closed roads in the area. He requested a waiver of the two days making the 2010-2011 school year a total of 176 instructional days.

Ms. Mahony moved, seconded by Ms. Burrow, to grant the two-day waiver. The motion carried unanimously.

Consideration for Awarding Waiver Days – South Pike County School District

Superintendent Curtis Turner said the Delight campus in his district was closed two days in late April because of power outage. He requested a waiver of the two days.

Ms. Gullett moved, seconded by Ms. Mahony, to grant a one-day waiver to the Delight campus. The motion carried unanimously.

Request to Address the Board

Linda Shelby, a member of the Helena-West Helena community, reported a review of employees of the Helena-West Helena School District effected by the reduction in force revealed a three percent reduction in salary for the remaining employees was not necessary.

Dr. Williams said the Department was working with the school district. He assured Ms. Shelby the Board heard what she was saying and understood the message.

Adjournment

The meeting adjourned at 6:39 p.m.

These minutes were recorded by Phyllis Stewart.

ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
MAY 31, 2011

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of May 2011.

IMPLEMENTATION PHASE ACTIVITY

I. Financial Obligations

- A. As of April 30, 2011, State Foundation Funding payments paid for FY 10/11 totaled \$47,815,569 to LRSD, \$29,278,629 to NLRSD, and \$36,256,388 to PCSSD.
- B. As of April 30, 2011, the Magnet Operational Charge paid for FY 10/11 totaled \$12,367,991. The allotment for FY 10/11 was \$15,051,190.
- C. As of April 30, 2011, the M-to-M incentive checks paid for FY 10/11 totaled \$3,784,944 to LRSD, \$4,652,156 to NLRSD, and \$8,082,794 to PCSSD.
- D. ADE pays districts three equal installments each year for their transportation budgets.
 - 1. In September 2010, General Finance made the last one-third payment to the Districts for their FY 09/10 transportation budget. As of September 30, 2010, transportation payments for FY 09/10 totaled \$4,054,730.00 to LRSD, \$1,471,255.67 to NLRSD, and \$2,544,356.20 to PCSSD.
 - 2. In September 2010, General Finance made the first one-third payment to the Districts for their FY 10/11 transportation budget. As of September 30, 2010, transportation payments for FY 10/11 totaled \$1,354,368.33 to LRSD, \$510,218.13 to NLRSD, and \$905,109.15 to PCSSD.
 - 3. In February 2011, General Finance made the second one-third payment to the Districts for their FY 10/11 transportation budget. As of February 28, 2011, transportation payments for FY 10/11 totaled \$2,708,736.66 to LRSD, \$1,020,436.26 to NLRSD, and \$1,810,218.30 to PCSSD.
- E. Bids were opened on May 7, 2010 for sixteen Magnet and M-to-M buses. The low bid was by Diamond State Bus Sales for a total of \$1,135,960. There are fourteen 65 passenger buses at \$71,210 per unit and two 47 passenger units at \$69,510 per unit. Little Rock will get 8 - 65 passenger buses. Pulaski County Special will get 4 - 65 passenger buses and 2 - 47 passenger buses. North Little Rock will get 2 - 65 passenger buses. In September 2010, 16 new Magnet and M-to-M buses were delivered to the districts in Pulaski County. Finance paid Diamond States Bus Sales \$1,135,960.
- F. In July 2010, Finance paid the Magnet Review Committee \$92,500. This was the total amount due for FY10/11.
- G. In July 2010, Finance paid the Office of Desegregation Monitoring \$200,000. This was the total amount due for FY 10/11.

II. Monitoring Compensatory Education

On April 7, 2011, the ADE Implementation Phase Working Group met to review the Implementation Phase activities for the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. There was discussion about the lawsuit from the Little Rock School District that accuses the state of violating the desegregation agreement by approving charter schools in Pulaski County. The ADE has asked U.S. District Judge Brian Miller to reject the Little Rock School District subpoena of information about students attending charter schools. An attorney for the ADE stated that the requested information could not be released because of Federal student privacy regulations. Judge Miller said that he would delay a decision about the subpoena until after his decision about whether or not the Pulaski County Special and North Little Rock districts should be given unitary status. A report released by Attorney General Dustin McDaniel stated that some of the desegregation funding provided to the Pulaski County Special and North Little Rock districts was placed in their general funds instead of being used for desegregation purposes. The financial records for the Little Rock School District are being analyzed. The 88th Arkansas General Assembly passed an act to provide oversight of and accountability for state desegregation funding received and expended by the Pulaski County school districts. The next Implementation Phase Working Group Meeting is scheduled for July 7, 2011 at 1:30 p.m. in room 201-A at the ADE.

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

The ADE attorney is reviewing laws and regulations to look for any that may impede desegregation.

V. Commitment to Principles

On May 16, 2011, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of April.

VI. Remediation - Evaluate the impact of the use of resources for technical assistance

On March 17, 2011, ADE staff met with the grant writing team at Jacksonville High School in the PCSSD. The group established accounts to allow PCSSD staff to pull reports for use as perceptual data. ADE staff reviewed and assisted with data needed to evaluate grant goals.

On March 29, 2011, the ADE conducted a webinar to train district personnel on issues related to measuring Adequate Yearly Progress (AYP). Topics included four-year adjusted cohort graduation rate, extended year graduation rate, documentation required for adjusting the graduation cohort, graduation lag, graduation rate used in AYP, updating enrollment information before data for test labels is pulled, and restrictions on restarting the school improvement timeline for schools.

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

On April 1, 2011, ADE staff provided Instructional Facilitator Training in the PCSSD Administrative Building for K-12 Instructional Facilitators. The training discussed using formative assessment to drive instruction.

On April 13, 2011, ADE staff conducted a pre-conference, classroom observation and planning visit at Landmark Elementary in the PCSSD. A classroom teacher support pre-conference identified areas for specific feedback. Following the observation, feedback was provided and next steps were planned.

On April 14, 2011, ADE staff conducted a classroom observation, post-conference and planning visit at Landmark Elementary in the PCSSD. A classroom teacher was observed for previously identified instructional strategies. Feedback was provided during the post-conference. Planning for instruction based on student data and feedback continued.

On April 15, 2011, ADE State Specialty Team (SST) members conducted a professional development meeting with PCSSD administrators at the ADE. The purpose of the meeting was to identify, plan, and coordinate delivery and support of professional development to be provided to instructional facilitators and lead teachers.

On April 19, 22 and 27, 2011, ADE staff conducted visits on classroom observation at Landmark Elementary in the PCSSD. A teacher was observed and coached for previously identified instructional strategies. Feedback was provided during the post-conference. ADE staff helped with planning for instruction and preparation for other site-based observations.

On April 28, 2011, ADE staff conducted an Effective Literacy Site-Based Observation visit at Landmark Elementary in the PCSSD. A group of second grade teachers observed the literacy block. The focus of the observation was to observe instruction that addressed the needs of the transitional level learner and the extent of implementation of learned strategies based on professional development received to date. Nine district personnel attended.

On April 29, 2011, ADE staff conducted professional development visits at Sylvan Hills Middle School, Sylvan Hills High School and Maumelle Middle School in the PCSSD. Grade level teams of instructional facilitators observed three classroom teachers' frequency and use of different levels of questioning. Debriefing and professional development followed observations for the purpose of reflection and planning.

IX. Recruitment of Minority Teachers

In December 2010, the ADE Office of Professional Licensure sent a request to the three Pulaski County school districts asking for a list of anticipated teacher shortage areas by grade and subject.

During the month of December 2010, the ADE Office of Professional Licensure contacted all institutions of higher education with teacher education programs requesting a listing of minority graduates for the fall of 2010.

In December 2010, the ADE Professional Licensure Unit contacted all Pulaski County school districts asking for a statement evaluating the effectiveness of ADE minority recruitment assistance.

X. Financial Assistance to Minority Teacher Candidates

Ms. Lisa Smith of the Arkansas Department of Higher Education reported minority scholarships for Fiscal Year 2010-2011 on April 11, 2011. 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 are as follows:

STAR	Male	Male	Female	Female	Total	Total
Race	Count	Award	Count	Award	Count	Award
White	13	60,000	61	232,500	74	292,500
Black	1	3,000	9	28,500	10	31,500
Hispanic			1	3,000	1	3,000
Other			2	9,000	2	9,000
Totals	14	63,000	73	273,000	87	336,000

MTS	Male	Male	Female	Female	Total	Total
Race	Count	Award	Count	Award	Count	Award
Black	3	12,500	7	27,500	10	40,000
Asian			1	5,000	1	5,000
Native Amer			1	5,000	1	5,000
Totals	3	12,500	9	37,500	12	50,000

MMF	Male	Male	Female	Female	Total	Total
Race	Count	Award	Count	Award	Count	Award
Black	1	3,750	8	21,250	9	25,000
Totals	1	3,750	8	21,250	9	25,000

XI. Minority Recruitment of ADE Staff

The MRC met on March 25, 2011 at the ADE. A report was presented at the meeting that showed ADE employees in grades C121 to C129 by race and section for the quarter ending December 31, 2010. A graph was also presented that showed the percentage of black, white and other employees for the ADE as a whole and by division. During the quarter ending December 31, 2010, the following three groups met the Desegregation Agreement target of 25% black: Central Administration, Academic Accountability, and Research & Technology. The ADE as a whole was 19.65% black.

XII. School Construction

This goal is completed. No additional reporting is required.

XIII. Assist PCSSD by communicating with local colleges and universities to facilitate lowering the cost of Black History course offerings to its certified staff

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 - Follow-up and assist schools that have difficulty realizing their school improvement objectives

On May 10, 2011, ten school improvement advisors from the Arkansas Department of Education, Division of Learning Services, conducted the Cycle V desegregation monitoring of the Pulaski County Special School District as part of the Court ordered Desegregation Implementation Plan. The schools visited were Murrell Taylor Elementary, Cato Elementary, Crystal Hill Elementary, Landmark Elementary, Baker Interdistrict Elementary and Warren Dupree Elementary. During the May 10 visit, 61 classrooms were monitored for the following under Student Engagement: the focus/objective for learning was clearly observable (posted or lesson activity was centered on the objective); students were actively involved/engaged in the learning (students offered answers or asked questions); and the teacher's choice of delivery for instruction was appropriate. Overall, most classroom teachers were prepared, objectives were clear, students were actively engaged in the lesson and delivery was appropriate. Technology was available in most classrooms and was in use in many classes. During the Cycle V monitoring various staff were interviewed concerning data and data analysis. All campuses overwhelmingly used formative data. Most campuses presented a data notebook as part of their discussion. The Cycle V visit encouraged building teams to consider their school improvement plan as a lesson plan for the building with great emphasis on program evaluation and progress monitoring of programs.

XVI. *Monitor School Improvement Plans - Follow-up and assist schools that have difficulty realizing their school improvement objectives (Continued)*

On May 11, 2011, nine school improvement advisors from the Arkansas Department of Education, Division of Learning Services, conducted the Cycle V desegregation monitoring of the North Little Rock School District as part of the Court ordered Desegregation Implementation Plan. The schools visited were Amboy Elementary, Crestwood Elementary, Indian Hills Elementary, Lakeview Elementary, Lynch Drive Elementary, Meadow Park Elementary and Seventh Street Elementary. During the May 11 visit, no fewer than 62 classrooms, including Special Needs, Fine Arts, ALE and Intervention, were monitored for the following under Student Engagement: the focus/objective for learning was clearly observable (posted or lesson activity was centered on the objective); students were actively involved/engaged in the learning (students offered answers or asked questions); and the teacher's choice of delivery for instruction was appropriate. Overall, it was the conclusion of the school improvement team that classroom teachers were prepared, objectives were clear, students were actively engaged in the lesson and delivery was appropriate. Technology was available in most classrooms and was observed being utilized by students in many instances. All campuses overwhelmingly used benchmark and formative assessment data. Most campuses presented a data notebook/wall as part of their discussion. The Cycle V visit encouraged building teams to consider their school improvement plan as a lesson plan for the building with great emphasis on program evaluation and progress monitoring of programs.

On May 17, 2011, ten school improvement advisors from the Arkansas Department of Education, Division of Learning Services, conducted the Cycle V desegregation monitoring of the Little Rock School District as part of the Court ordered Desegregation Implementation Plan. The schools visited were Carver Elementary, Geyer Springs Elementary, Gibbs Elementary, Pulaski Heights Middle, Martin Luther King Elementary, Mabelvale Elementary, Meadow Cliff Elementary and Hall High. During the May 17 visit, approximately 50 classrooms were monitored for the following under Student Engagement: the focus/objective for learning was clearly observable (posted or lesson activity was centered on the objective); students were actively involved/engaged in the learning (students offered answers or asked questions); and the teacher's choice of delivery for instruction was appropriate. Overall, most classroom teachers were prepared, objectives were clear, students were actively engaged in the lesson and delivery was appropriate. Technology was available in most classrooms and was in use in many classes. During the Cycle V monitoring various staff were interviewed concerning data and data analysis. All campuses overwhelmingly used formative data. Most campuses presented a data notebook/wall as part of their discussion. The Cycle V visit encouraged building teams to consider their school improvement plan as a lesson plan for the building with great emphasis on Needs Assessment summary statements, program evaluation and progress monitoring of programs.

XVII. *Data Collection*

The ADE Office of Public School Academic Accountability has released the 2010 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 produces a school performance report for each individual public school in the state.

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.

NEWLY EMPLOYED FOR THE PERIOD OF April 16, 2011 – May 20, 2011

Sandra Crawley – Public School Program Advisor, Grade C122, Division of Learning Services, Special Education, effective 04/18/11.

Laura Green – ADE Program Administrator, Grade C124, Division of Learning Services, Federal Programs, effective 05/16/11.

*Tracie Thomas – Fiscal Support Analyst, Grade C115, Division of Fiscal and Administrative Services, Arkansas Public School Computer Network (APSCN), effective 04/18/11.

Tracy Tucker – ADE Special Advisor, Grade N908, Division of Learning Services, Curriculum and Instruction, effective 04/18/11.

PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF April 16, 2011 – May 20, 2011

Tracii Laettner – from Fiscal Support Analyst, Grade C115, Division of Human Resources /Licensure, Teacher Quality, to Accountant I, Grade C116, Division of Human Resources /Licensure, Teacher Quality, effective 05/16/11.

SEPARATIONS FOR THE PERIOD OF April 16, 2011 – May 20, 2011

Samuel Barnhart – Information Systems Business Analyst, Grade C122, Division of Research and Technology, Data Reporting and Systems, effective 05/06/11. 5 Years, 6 months, 15 days. Code: 12

*Luverda Clay – Public School Program Advisor, Grade C122, Division of Academic Accountability, Standard Assurance, effective 04/29/11. 7 Years, 5 months, 17 days. Code: Retirement

Marcia Harding – ADE Special Education Division Manager, Grade C129, Division of Learning Services, Special Education, effective 05/04/11. 30 Years, 7 months, 20 days. Code: Retirement

Mickey Hart – School Bus Driver Trainer, Grade C116, Division of Public School Academic Facilities and Transportation (DPSAFT), effective 05/20/11. 5 Years, 1 months, 23 days. Code: 01

Max Kolstad – ADE APSCN Applications Manager, Division of Fiscal and Administrative Services, Arkansas Public School Computer Network (APSCN), effective 05/06/11. 0 Years, 10 months, 19 days. Code: 01

*Minority

AASIS Code:

01 – Voluntary Termination

12 – Relocation

Retirement

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/Denied
4801	Brinkley School District	1	Main, Mark	Social Studies	200	Mathematics 7-12	10-11	Granted
	Butterfly Learning Center	1	Martinez, Denise	ECE P-4, Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4	10-11	Granted
5602	Harrisburg School District	2	Gibbs, Heather	Middle Level Education	230	Sp Education Instructional Specialist 4-12	10-11	Granted
			Gibbs, Heather	Middle Level Education	231	Sp Ed Ech Inst Specialist P-4	10-11	Granted
2604	Jessieville School District	1	Cozzi, Kimberly	English, MS Language Arts	004	Spanish 7-12	02-03, 03-04, 04-05	Denied
0405	Rogers School District	1	Harbison, Stephen	PE	236	Physical Education, Wellness & Leisure 7-12	10-11	Granted
	Stepping Stone, DDS	3	Edwards, Jessica	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11	Granted
			Paxton, Alana	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11	Granted
			Roberts, Patrice	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11	Granted
	Texarkana Special Education Center	3	Angelico, Rachel	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11	Granted
			King, Sarah	NO LICENSE	231	Sp Ed Ech Inst Specialist P-4	10-11	Denied
			McIntosh, Jessica	NO LICENSE	231	Sp Ed Ech Inst Specialist P-4	10-11	Denied
	The Learning Center of Northeast Arkansas, Inc.	1	Gillentine, Stephanie	ECE P-4, Elem K-6	231	Sp Ed Ech Inst Specialist P-4	10-11	Granted
8	# Districts Requesting Waivers this Month	13	# Waivers Requested this Month					
				# Waivers Granted this Month	10			
				#Waivers Denied this Month	3			
				Total Waivers this Month	13			

Waivers Requested for Long Term Substitute Teachers
June 2011

LEA	District	# Waivers Requested	Substitute Name	Subject	Teacher of Record	Granted/Denied
2104	Dumas School District	1	Bailey, Dorothy	Study Skills	Chatman, Valerie	Granted
6602	Greenwood School District	1	Oswalt, Sandra	English	Adams, Nikki	Granted
4401	Huntsville School District	1	Stone, Brittany	MS Science	Pittman, Melissa	Granted
1804	Marion School District	2	Handke, Elizabeth	Special Education	Ray, Michelled	Granted
			Campbell, Ebony	FACS	Elliott, Judy	Granted
2808	Paragould School District	1	Wilcox, Carla	Science	Williams, Brooke	Granted
3806	Sloan-Hendrix School District	1	Dail, Jennifer	PE/Language Arts	Matheny, Chelsea	Granted
# School Districts Requesting Waivers for Substitute Teachers this Month		# Substitute Waivers Requested		# Substitute Waivers Granted this Month		7
6		7				

Section 1

Revolving Loans to School Districts

Pursuant to Arkansas Code Annotated § 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 § 26-26-1901 et seq. 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 13, 2011
APPLICATIONS FOR REVOLVING LOANS

REVOLVING LOAN APPLICATIONS:

2	Bus	\$	293,449.00
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**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
REVOLVING LOANS
BUS
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Hartford	Sebastian	356	\$118,104	\$1,298,104	Purchasing a school bus.
Horatio	Sevier	827	\$175,345	\$6,796,316	Purchase of a 77 passenger BlueBird conventional vision bus and an 89 passenger Type D rear engine BlueBird bus.

Section 2

Second Lien Bonds

Arkansas Code Annotated § 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 13, 2011
APPLICATIONS FOR COMMERCIAL BONDS

COMMERCIAL BOND APPLICATIONS:

11 2nd Lien	\$	11,620,000.00
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**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
2ND LIEN
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Clinton	Van Buren	1,322	\$935,000	\$8,081,782	Constructing, refurbishing, remodeling and equipping school facilities (\$916,300) and cost of issuance and underwriter's discount allowance (\$18,700).
Dover	Pope	1,357	\$670,000	\$11,280,000	Constructing, refurbishing, remodeling and equipping school facilities (\$656,600) and cost of issuance and underwriter's discount allowance (\$13,400).
Green Forest	Carroll	1,228	\$925,000	\$9,080,000	Constructing and equipping new school facilities, renovating and equipping various existing facilities (\$906,508) and cost of issuance and underwriter's discount allowance (\$18,492).
Greenwood	Sebastian	3,540	\$925,000	\$38,214,647	Constructing and equipping new school facilities to include but not be limited to, a new agri facility, and renovating and equipping various existing facilities for classrooms (\$906,500) and cost of issuance and underwriter's discount allowance (\$18,500).
Hampton	Calhoun	598	\$1,550,000	\$8,077,257	Constructing, refurbishing, remodeling and equipping school facilities (\$1,502,250) and cost of issuance and underwriter's discount allowance (\$47,750).
Lincoln Consolidated	Washington	1,303	\$925,000	\$17,480,000	Constructing and equipping new school facilities, renovating and equipping various existing facilities (\$906,500) and cost of issuance and underwriter's discount allowance (\$18,500).
McCrary	Woodruff	655	\$630,000	\$2,990,000	Constructing, refurbishing, remodeling and equipping school facilities (\$600,580) and cost of issuance and underwriter's discount allowance (\$29,420).
Mineral Springs	Howard	499	\$1,045,000	3,539,443	Funding the following non-partnership projects: resurfacing football field (\$575,000), constructing and equipping an indoor physical education facility with weight room (\$200,000), paint exterior of elementary (\$100,000), refinish outside structures (\$110,000), purchase Kindles for 6-8th graders (\$15,000), and for cost of issuance and underwriter's discount allowance (\$45,000) with any remaining funds to be used for other capital projects and equipment purchases.

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Mountain Home	Baxter	3,972	\$925,000	\$42,383,550	Making renovations to the old gym at the high school, replacement of the press box at Bomber Stadium; improvements to Dunbar Auditorium; improvements to the junior high class building; additions and/or modifications to bleachers at Bomber Stadium, remodeling the high school cafeteria; general improvements to high school hallways and interior doors; FCS, art, NJROTC, and Med Pro classroom remodels and expansions; replacing siding and roof on the agri barn; renovations to hallways at the junior high school; and improvements to walkways outside the high school gym (\$906,500); and cost of issuance and underwriter's discount allowance (\$18,500) with any remaining funds to be used for other capital projects and/or equipment purchases.
Pangburn	White	737	\$2,325,000	\$11,016,131	Funding the District's portion of the following partnership project: completing the construction of the high school (\$1,750,000); and the following non-partnership projects: purchasing land, equipping the high school, elementary school and arena (\$500,000); and cost of issuance and underwriter's discount allowance (\$75,000) with any remaining funds to be used for other capital projects and/or equipment purchases.
Wonderview	Conway	412	\$765,000	\$5,440,000	Building and equipping a baseball and softball complex and constructing a new track (\$749,700) and cost of issuance and underwriter's discount allowance (\$15,300) with any remaining funds to be used for other capital projects and equipment purchases.

Section 3

Voted Bonds

Arkansas Code Annotated § 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 therefor, for purchasing new or used school buses, for refurbishing school buses, for the professional development and training of teachers or other programs authorized under the federally recognized Qualified Zone Academy Bond program, 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 13, 2011
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

5 Voted	\$ 216,720,000.00
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**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
VOTED
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Jasper	Newton	897	\$4,830,000	\$6,929,065	Refunding the outstanding bond issues dated 2/1/2003 (\$128,328.13), 11/1/2003 (\$164,307.50), 12/1/2003 (\$262,195) and 11/1/2006 (\$2,640,310.63); re-roof classroom buildings, construct and equip a cafeteria and fine arts classrooms on Kingston campus; upgrade electrical service and wiring on the Jasper campus; and any remaining funds will be used for constructing remodeling, and equipping school facilities (\$1,505,544.74); and cost of issuance and underwriter's discount allowance (\$129,315).
Nashville	Howard	1,905	\$13,200,000	\$13,715,000	Refunding the Districts 5/1/2001 and 8/1/2003 bond issues (\$1,595,000) and 12/30/2008 postdated warrants (\$1,012,788.90) and funding the District's portion of the following partnership projects: constructing and equipping additions and renovations to the high school Project #1112-3105-007 (\$4,000,000); new gymnasium Project #1112-3105-800 (\$4,000,000); new cafeteria/kitchen Project #1213-3105-110 (\$1,350,000); junior high addition Project #1314-3105-005; and for cost of issuance, underwriter's discount allowance and escrow contingencies (\$592,211.10) with any remaining funds to be used for other capital projects and equipment purchases.
Omaha	Boone	423	\$3,825,000	\$4,328,567	Refunding the outstanding bond issues dated 5/1/2004 (\$1,244,445), 12/1/2004 (\$653,209), and 12/1/2006 (\$566,840); renovation and conversion of the Fine Arts building into four high school classrooms; demolition of the middle school building; constructing and equipping a multi-purpose room with a stage and four intermediate grade classrooms; adding and equipping of elementary classrooms, counselor and principal offices and general reception area; and construction of enclosed walkway (\$1,254,408); cost of issuance and underwriter's discount allowance (\$106,100) with any remaining funds to be used for constructing, refurbishing, remodeling, and equipping school facilities.

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Springdale	Washington	18,088	\$178,800,000	\$178,800,000	Refunding all outstanding bonded indebtedness (\$136,791,371); building and equipping a new middle school and new junior high school (\$38,000,000); contingency and rounding (\$18,029) and cost of issuance and underwriter's discount allowance (\$3,990,600) with any remaining funds to be used for constructing, refurbishing, remodeling and equipping school facilities.
Two Rivers	Yell	891	\$16,065,000	\$18,746,196	Refunding the outstanding bonds dated 9/1/03 (01a), 11/1/04 (Perry-Casa) and 10/1/04 (\$3,854,697); constructing and equipping a new elementary school building, constructing and equipping a new sports complex (\$11,830,873) and cost of issuance and underwriter's discount allowance (\$379,430) with any remaining funds to be used for constructing, refurbishing, remodeling and equipping school facilities.

Agency	Purpose of Grant	Amount
15th Street Church of God in Christ	direct services/center	\$ 291,600.00
ABC Children's Academy and Developmental Center, Inc.	direct services/center	\$ 1,117,800.00
ABC Preparatory Academy	direct services/center	\$ 97,200.00
Academy of Learning	direct services/center	\$ 291,600.00
ACH Child Enrichment Center	direct services/center	\$ 97,200.00
Amber Lane Precious Ones	direct services/center	\$ 48,600.00
Arch Ford Education Cooperative	direct services/center	\$ 97,200.00
Arkadelphia School District	direct services/center	\$ 291,600.00
ASU Programs for Children and Families in the Delta	direct services/center	\$ 2,993,760.00
Atkins School District	direct services/center	\$ 194,400.00
Augusta School District	direct services/center	\$ 291,600.00
Barton-Lexa School District	direct services/center	\$ 97,200.00
Batesville School District	direct services/center	\$ 729,000.00
Beebe School District	direct services/center	\$ 388,800.00
Benton Co. Sunshine School	direct services/center	\$ 145,800.00
Bentonville School District	direct services/center	\$ 1,166,400.00
Bigelow Assembly of God/Community Christian Academy	direct services/center	\$ 97,200.00
Black River Area Development	direct services/center	\$ 422,820.00
Blevins School District	direct services/center	\$ 72,900.00
Blytheville School District	direct services/center	\$ 194,400.00
BOST	direct services/center	\$ 145,800.00
Bottles to Buses	direct services/center	\$ 194,400.00
Bradford School District	direct services/center	\$ 97,200.00
Bright Beginnings-NLR	direct services/center	\$ 145,800.00
Bright Beginnings (Mays)	direct services/center	\$ 77,760.00
Brinkley School District	direct services/center	\$ 155,520.00
Brookland School District	direct services/center	\$ 296,460.00
Buffalo Island Central School District	direct services/center	\$ 145,800.00
Busy Bee	direct services/center	\$ 97,200.00
Cabot School District	direct services/center	\$ 874,800.00
Camden-Fairview School District	direct services/center	\$ 291,600.00
Carlisle School District	direct services/center	\$ 194,400.00
Carroll Co. Learning Center	direct services/center	\$ 179,820.00

Cave City School District	direct services/center	\$ 291,600.00
CB King Memorial School	direct services/center	\$ 194,400.00
Cedar Ridge School District	direct services/center	\$ 388,800.00
Central Arkansas Development Council	direct services/center	\$ 388,800.00
Child Development, Inc.	direct services/center	\$ 1,885,680.00
Clarendon School District	direct services/center	\$ 116,640.00
Cleveland Co. School District	direct services/center	\$ 136,080.00
Clinton School District	direct services/center	\$ 194,400.00
Community Outreach Partnership Enrichment	direct services/center	\$ 194,400.00
Community Preschool	direct services/center	\$ 68,040.00
Concord School District	direct services/center	\$ 413,100.00
Conway School District	direct services/center	\$ 874,800.00
Cossatot Community College	direct services/center	\$ 184,680.00
Crossett School District	direct services/center	\$ 388,800.00
Crowley's Ridge Education Cooperative	direct services/center	\$ 680,400.00
D.R.E.A.M.	direct services/center	\$ 97,200.00
Danville School District	direct services/center	\$ 194,400.00
Dawson Education Cooperative	direct services/center	\$ 2,041,200.00
Decatur School District	direct services/center	\$ 170,100.00
DeQueen Mena Education Cooperative	direct services/center	\$ 3,304,800.00
Dermott School District	direct services/center	\$ 48,600.00
Des Arc School District	direct services/center	\$ 97,200.00
Dewitt School District	direct services/center	\$ 97,200.00
Dollarway School District	direct services/center	\$ 670,680.00
Drew Central School District	direct services/center	\$ 291,600.00
Dumas Public Schools	direct services/center	\$ 72,900.00
Earle School District	direct services/center	\$ 155,520.00
Early Horizons Child Development Center	direct services/center	\$ 194,400.00
East End (Bigelow) School District	direct services/center	\$ 97,200.00
East Poinsett County School District	direct services/center	\$ 291,600.00
Easter Seals-GPCDC	direct services/center	\$ 97,200.00
Emmanuel Learning Center	direct services/center	\$ 291,600.00
EOA of Washington County	direct services/center	\$ 106,920.00
Ermer's Learning Academy	direct services/center	\$ 97,200.00

Eureka Springs School District	direct services/center	\$ 194,400.00
Exploration Station, The	direct services/center	\$ 194,400.00
Families and Children Together	direct services/center	\$ 972,000.00
Fayetteville School District	direct services/center	\$ 583,200.00
First Baptist Church/Circle of Love CDC	direct services/center	\$ 97,200.00
First Presbyterian Church Warren	direct services/center	\$ 194,400.00
First Step, Inc.	direct services/center	\$ 97,200.00
Flippin School District	direct services/center	\$ 291,600.00
Focus, Inc.	direct services/center	\$ 194,400.00
Forrest City School District	direct services/center	\$ 972,000.00
Fort Smith Public Schools	direct services/center	\$ 1,069,200.00
Fouke School District	direct services/center	\$ 286,740.00
Frank C. Steudlein Learning Center	direct services/center	\$ 145,800.00
Friendship Community Care	direct services/center	\$ 588,060.00
Glen Rose School District	direct services/center	\$ 126,360.00
Gram's House	direct services/center	\$ 145,800.00
Grandma's Child Care	direct services/center	\$ 72,900.00
Gravette School District	direct services/center	\$ 194,400.00
Great Beginnings CC & Enrichment Center	direct services/center	\$ 97,200.00
Greenbrier School District	direct services/center	\$ 291,600.00
Greene Co. Tech School District	direct services/center	\$ 680,400.00
Greenwood School District	direct services/center	\$ 291,600.00
Growing God's Kingdom	direct services/center	\$ 534,600.00
Gurdon School District	direct services/center	\$ 194,400.00
Guy-Perkins SD	direct services/center	\$ 72,900.00
Hamburg School District	direct services/center	\$ 680,400.00
Hampton School District	direct services/center	\$ 97,200.00
Happy Day Christian Preschool	direct services/center	\$ 48,600.00
Happyland	direct services/center	\$ 194,400.00
Harrison School District	direct services/center	\$ 97,200.00
Hazen School District	direct services/center	\$ 116,640.00
Head of the Class	direct services/center	\$ 194,400.00
Head Start Child & Family Services	direct services/center	\$ 583,200.00
Helping Hand Preschool	direct services/center	\$ 145,800.00

Hermitage School District	direct services/center	\$ 179,820.00
His Little Lambs	direct services/center	\$ 77,760.00
Hogan's Happy Times	direct services/center	\$ 97,200.00
Hope For the Young-Fort Smith	direct services/center	\$ 189,540.00
Hope School District	direct services/center	\$ 680,400.00
Hot Springs Child Care Center	direct services/center	\$ 631,800.00
Hot Springs School District	direct services/center	\$ 291,600.00
Hours of Joy	direct services/center	\$ 97,200.00
Hoxie School District	direct services/center	\$ 243,000.00
Huntsville School District	direct services/center	\$ 97,200.00
In His Image Youth Development Center, Inc.	direct services/center	\$ 777,600.00
Izard Co. Consolidated School District	direct services/center	\$ 145,800.00
Jackson Co. School District	direct services/center	\$ 291,600.00
Jellybean Junction	direct services/center	\$ 97,200.00
Jonesboro School District	direct services/center	\$ 388,800.00
Kareer Kids	direct services/center	\$ 291,600.00
Kid to Kid	direct services/center	\$ 97,200.00
Kiddie Kampus	direct services/center	\$ 68,040.00
Kiddie Kollege Day Care Center, Inc.	direct services/center	\$ 218,700.00
Kids 1st	direct services/center	\$ 97,200.00
Kids Place Learning Center, Inc.	direct services/center	\$ 437,400.00
Kids R Kids	direct services/center	\$ 48,600.00
Kidz Kare, Inc.	direct services/center	\$ 194,400.00
Lakeside (Chicot) School District	direct services/center	\$ 486,000.00
Lakeside(Hot Springs) School District	direct services/center	\$ 354,780.00
Lamar School District	direct services/center	\$ 194,400.00
Lavaca School District	direct services/center	\$ 267,300.00
Lead Hill School District	direct services/center	\$ 194,400.00
Leap Forward Academy	direct services/center	\$ 97,200.00
Lee County School District	direct services/center	\$ 534,600.00
Lil Motivators Academy Childcare, Inc.	direct services/center	\$ 97,200.00
Lil Treasures	direct services/center	\$ 97,200.00
Lincoln Child Care Center	direct services/center	\$ 369,360.00
Lincoln Consolidated Schools	direct services/center	\$ 194,400.00

Linden Street Child Care	direct services/center	\$ 291,600.00
Little Angels	direct services/center	\$ 97,200.00
Little Angels Child Care of Prescott	direct services/center	\$ 97,200.00
Little Kids Daycare	direct services/center	\$ 165,240.00
Little Leaps	direct services/center	\$ 194,400.00
Little Ones Learning Academy	direct services/center	\$ 97,200.00
Little Rock School District	direct services/center	\$ 5,321,700.00
Little Scholars	direct services/center	\$ 97,200.00
Little Scholars of Maumelle	direct services/center	\$ 97,200.00
Little Zion Learning Center	direct services/center	\$ 97,200.00
London Bridges Child Care, Inc.	direct services/center	\$ 97,200.00
Lucas Daycare and Preschool	direct services/center	\$ 77,760.00
Magnolia School District	direct services/center	\$ 583,200.00
Mainstreet Kids	direct services/center	\$ 291,600.00
Mammoth Spring School District	direct services/center	\$ 126,360.00
Manila School District	direct services/center	\$ 194,400.00
Mansfield ABC, Inc.	direct services/center	\$ 291,600.00
Marion School District	direct services/center	\$ 291,600.00
Marmaduke School District	direct services/center	\$ 136,080.00
Marvell School District	direct services/center	\$ 145,800.00
Mayflower School District	direct services/center	\$ 145,800.00
McCrary School District	direct services/center	\$ 97,200.00
McGehee School District	direct services/center	\$ 291,600.00
Melbourne School District	direct services/center	\$ 97,200.00
Midland School District	direct services/center	\$ 291,600.00
Mineral Springs School District	direct services/center	\$ 218,700.00
Miss Livy's Preschool for Creative Kids, Inc.	direct services/center	\$ 194,400.00
Miss Mary's Preschool	direct services/center	\$ 48,600.00
Mississippi Co. Economic Opportunity	direct services/center	\$ 1,394,820.00
Monticello School District	direct services/center	\$ 194,400.00
Mother Goose	direct services/center	\$ 97,200.00
Mother's Touch FCCH	direct services/center	\$ 77,760.00
Mountain View School District	direct services/center	\$ 291,600.00
Mountainburg School District	direct services/center	\$ 97,200.00

Mrs. Kim's FHDC	direct services/center	\$ 48,600.00
Mrs. Melissa's Preschool	direct services/center	\$ 48,600.00
Mrs. Sha's FCCH	direct services/center	\$ 48,600.00
Ms. Christi's FCCH	direct services/center	\$ 48,600.00
Mt. Vernon-Enola School District	direct services/center	\$ 97,200.00
My First School	direct services/center	\$ 97,200.00
Nemo Vista School District	direct services/center	\$ 97,200.00
Nettleton School District	direct services/center	\$ 437,400.00
Nevada Co. ARC	direct services/center	\$ 136,080.00
New Horizons Daycare, Inc.	direct services/center	\$ 72,900.00
Newport School District	direct services/center	\$ 495,720.00
Noah's Ark	direct services/center	\$ 194,400.00
North Central Arkansas Development Council	direct services/center	\$ 97,200.00
North Little Rock School District	direct services/center	\$ 2,643,840.00
Northeast Ark. Education Cooperative	direct services/center	\$ 1,176,120.00
Omaha School District	direct services/center	\$ 194,400.00
Open Arms Learning Center	direct services/center	\$ 97,200.00
Osceola School District	direct services/center	\$ 194,400.00
Ouachita Industries, Inc.	direct services/center	\$ 97,200.00
Ouachita School District	direct services/center	\$ 97,200.00
OUR Education Cooperative	direct services/center	\$ 1,521,180.00
Ozark Guidance Center	direct services/center	\$ 77,760.00
Palestine-Wheatley School District	direct services/center	\$ 145,800.00
Pangburn School District	direct services/center	\$ 131,220.00
Paragould School District	direct services/center	\$ 612,360.00
Paris School District	direct services/center	\$ 777,600.00
Parkway Daycare and Learning Center	direct services/center	\$ 97,200.00
Pine Bluff School District	direct services/center	\$ 388,800.00
Play School Day Care Center, Inc.	direct services/center	\$ 607,500.00
Pnuts Playhouse	direct services/center	\$ 24,300.00
Pocahontas School District	direct services/center	\$ 194,400.00
Prekinder Preschool Development Ctr	direct services/center	\$ 97,200.00
Pulaski Co. Special School District	direct services/center	\$ 3,207,600.00
Quality Child Care	direct services/center	\$ 388,800.00

Rainbow of Challenges, Inc./School of Hope	direct services/center	\$ 388,800.00
Riverview School District	direct services/center	\$ 194,400.00
Rogers School District	direct services/center	\$ 1,360,800.00
Rose Bud School District	direct services/center	\$ 87,480.00
Rosie & Jackie's	direct services/center	\$ 486,000.00
Sandy's Day Care	direct services/center	\$ 97,200.00
Sarah's Precious Day Care	direct services/center	\$ 97,200.00
Scholastic Academy	direct services/center	\$ 291,600.00
SEACBEC/Warren	direct services/center	\$ 583,200.00
Searcy Co. School District	direct services/center	\$ 194,400.00
Sheridan School District	direct services/center	\$ 388,800.00
Siloam Springs School District	direct services/center	\$ 583,200.00
Smackover School District	direct services/center	\$ 291,600.00
Small Fry Child Care	direct services/center	\$ 29,160.00
Small World Preschool	direct services/center	\$ 388,800.00
South Ark Dev Center for Children/Families	direct services/center	\$ 194,400.00
South Central Education Cooperative	direct services/center	\$ 1,054,620.00
South Conway Co. School District	direct services/center	\$ 388,800.00
South Mississippi County School District	direct services/center	\$ 184,680.00
Southside Bee Branch School District	direct services/center	\$ 97,200.00
Southside Church of Prescott	direct services/center	\$ 97,200.00
Southside School District	direct services/center	\$ 364,500.00
Springdale School District	direct services/center	\$ 2,624,400.00
Star City School District	direct services/center	\$ 340,200.00
Stepping Stone School for Exceptional Children	direct services/center	\$ 97,200.00
Straightway Preschool Academy	direct services/center	\$ 97,200.00
Stuttgart School District	direct services/center	\$ 170,100.00
Sunrise Learning Academy	direct services/center	\$ 165,240.00
SW Arkansas Community Development	direct services/center	\$ 145,800.00
Tender Loving Care	direct services/center	\$ 291,600.00
Texarkana Arkansas School District #7	direct services/center	\$ 801,900.00
Touched By An Angel	direct services/center	\$ 97,200.00
Trumann School District	direct services/center	\$ 388,800.00
Two Rivers School District	direct services/center	\$ 379,080.00

United Methodist Children's Home	direct services/center	\$ 82,620.00
University of Ark at Pine Bluff	direct services/center	\$ 140,940.00
University of Ark Community College	direct services/center	\$ 48,600.00
Valley View School District	direct services/center	\$ 291,600.00
Van Buren School District	direct services/center	\$ 388,800.00
Vilonia School District	direct services/center	\$ 437,400.00
Waldron School District	direct services/center	\$ 486,000.00
Wee Care Learning Center	direct services/center	\$ 48,600.00
West Memphis School District	direct services/center	\$ 437,400.00
Western Arkansas Child Development	direct services/center	\$ 2,259,900.00
Western Yell Co. School District	direct services/center	\$ 145,800.00
Westside (Craighead Co.) School District	direct services/center	\$ 170,100.00
White Co. Central School District	direct services/center	\$ 194,400.00
White River Preschool	direct services/center	\$ 97,200.00
Wonderview School District	direct services/center	\$ 97,200.00
Wynne Community Enlightenment	direct services/center	\$ 121,500.00
York Williams Child Development Center	direct services/center	\$ 63,180.00
ACH-Central Arkansas HIPPY	direct-services/homevisit	\$ 213,500.00
ACH-Eastern Arkansas HIPPY	direct-services/homevisit	\$ 227,500.00
ACH-Lee County HIPPY	direct-services/homevisit	\$ 94,500.00
ACH-Quitman HIPPY	direct-services/homevisit	\$ 94,500.00
Arkansas River Education Cooperative HIPPY	direct-services/homevisit	\$ 1,050,000.00
Arkansas River Education Cooperative PAT	direct-services/homevisit	\$ 105,000.00
Batesville School District PAT	direct-services/homevisit	\$ 98,000.00
Benton Co. Sunshine School PAT	direct-services/homevisit	\$ 47,250.00
Benton School District HIPPY	direct-services/homevisit	\$ 96,250.00
Bentonville School District PAT	direct-services/homevisit	\$ 47,250.00
Boston Mountain Education Cooperative HIPPY	direct-services/homevisit	\$ 525,000.00
Camden-Fairview School District HIPPY	direct-services/homevisit	\$ 245,000.00
Centers for Youth and Families HIPPY	direct-services/homevisit	\$ 52,500.00
Central Arkansas Development Council HIPPY	direct-services/homevisit	\$ 94,500.00
Dawson Education Cooperative HIPPY	direct-services/homevisit	\$ 175,000.00
DeQueen Mena Education Cooperative HIPPY	direct-services/homevisit	\$ 141,750.00
Earle School District HIPPY	direct-services/homevisit	\$ 105,000.00

Forrest City School District HIPPY	direct-services/homevisit	\$ 189,000.00
Fort Smith Public Schools PAT	direct-services/homevisit	\$ 175,000.00
Greenbrier School District (Faulkner Co) HIPPY	direct-services/homevisit	\$ 330,750.00
Heber Springs School District HIPPY	direct-services/homevisit	\$ 105,000.00
Helena-West Helena School District HIPPY	direct-services/homevisit	\$ 350,000.00
Inspired Communities PAT	direct-services/homevisit	\$ 82,250.00
Jefferson Comprehensive Care PAT	direct-services/homevisit	\$ 141,750.00
Jonesboro Urban Renewal Housing Authority HIPPY	direct-services/homevisit	\$ 245,000.00
Jonesboro Urban Renewal Housing Authority PAT	direct-services/homevisit	\$ 134,750.00
Northeast Ark. Education Cooperative HIPPY	direct-services/homevisit	\$ 94,500.00
OUR Education Cooperative HIPPY	direct-services/homevisit	\$ 455,000.00
Pulaski Co. Special School District HIPPY	direct-services/homevisit	\$ 236,250.00
Rogers School District HIPPY	direct-services/homevisit	\$ 147,000.00
Sisters of Our Lady of Charity (St. Michael's) HIPPY	direct-services/homevisit	\$ 157,500.00
Southeast Ark. Education Cooperative HIPPY	direct-services/homevisit	\$ 980,000.00
Southside School District HIPPY	direct-services/homevisit	\$ 148,750.00
Southwest Ark. Education Cooperative HIPPY	direct-services/homevisit	\$ 105,000.00
SW Arkansas Development Council HIPPY	direct-services/homevisit	\$ 236,250.00
West Memphis School District HIPPY	direct-services/homevisit	\$ 262,500.00
West Side (Greers Ferry) School District HIPPY	direct-services/homevisit	\$ 47,250.00
Western Arkansas Child Development HIPPY	direct-services/homevisit	\$ 273,000.00
Wilbur D. Mills Education Cooperative HIPPY	direct-services/homevisit	\$ 1,384,250.00
University of Arkansas at Fayetteville	Professional development	\$ 250,000.00
Arkansas Children's Hospital	Professional Development	\$ 217,000.00
Early Childhood Services	Professional Development	\$ 15,000.00
Arkansas Children's Hospital HIPPY	Monitoring/Technical Assist	\$ 390,000.00
Jefferson Comprehensive Care PAT	Monitoring/Technical Assist	\$ 69,000.00
Total		\$ 102,818,730.00



ARKANSAS
VIRTUAL ACADEMYSM

10802 Executive Center Drive
Suite 205
Little Rock, AR 72211
ph 501.664.4225
fx 501.664.4226
www.arva.org

May 12, 2011

Arkansas State Board of Education
Dr. Naccaman Williams, Chairman
Four Capitol Mall, Room 302-B
Little Rock, AR 72201

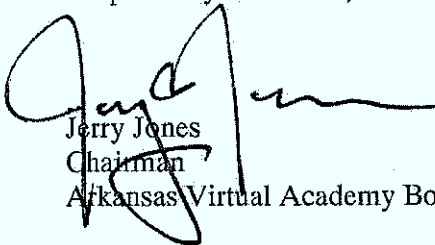
Re: Request for Hearing

Dear Dr. Williams:

In accordance with the decision voted on May 4, 2011, the Arkansas Virtual Academy Board of Directors is seeking an amendment to our charter. We are requesting a hearing before the Arkansas State Board of Education at the meeting to be held on Monday, June 13, 2011. Specific information pertinent to this request will be forthcoming for your review.

Please do not hesitate to contact the Arkansas Virtual Academy office at (501) 664-4225 should you have any questions.

Respectfully submitted,



Jerry Jones
Chairman
Arkansas Virtual Academy Board of Directors

RECEIVED
MAY 16 2011
CHARTER SCHOOL OFFICE



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

May 23, 2011

State Board
Of Education

Dr. Naccaman Williams
Springdale
Chair

Dr. Ben Mays
Clinton
Vice Chair

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Vicki Saviers
Little Rock

Mr. Scott Sides
Arkansas Virtual Academy
10802 Executive Center Dr. Suite 205
Little Rock, AR 72211

Re: Notice of State Board Meeting

Dear Mr. Sides,

This letter is to inform you that your request for a hearing regarding Arkansas Virtual Academy will be considered at the State Board of Education's meeting on June 13, 2011. The meeting is scheduled to begin at 9:00 a.m., and will be held in the auditorium of the Arch Ford Education Building at Four Capitol Mall in Little Rock.

Please ensure that you have all the necessary personnel in attendance, as well as all documentation in order to address any questions from the Arkansas State Board of Education concerning your request.

Please feel free to contact the Charter School Office at (501) 683-5313, should you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Mary Ann Duncan".

Mary Ann Duncan, Ed.D
Charter Schools, Program Coordinator

MAD/jf

c/c: Jeremy Lasiter, General Counsel

Four Capitol Mall
Little Rock, AR
72201-1019
ArkansasEd.org



Enduring the Pressure Yields Precious Results

**REQUEST SUBMITTED TO INCREASE ENROLLMENT CAP
FOR THE 2011-2012 SCHOOL YEAR**

Respectfully submitted by:

The Arkansas Virtual Academy Board of Directors

In preparation for hearing before:

The Arkansas State Board of Education

Monday, June 13

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May 17, 2011

Dear Members of the Arkansas State Board of Education:

When our charter was granted in 2007, we knew well that the service that we would provide the students of Arkansas would positively impact many families. During the past four years it has become clear that many students benefit from this educational model, but many are not afforded the opportunity to participate because they are not drawn in the lottery held each April. We have an ethical responsibility to serve the students and families of the State of Arkansas who will benefit from the accountability and flexibility that this model provides. Each year, we carry more than 1000 students on a wait-list. Many apply each year and are never admitted due to the outcome of a random lottery.

Your having granted our charter demonstrated a vision for education in Arkansas that embraced robust technological tools as a means to support students and teachers. It is evident that the use of educational tools will play an increasingly fundamental role in delivering curriculum to students. The power of teachers and parents, working in partnership for students, supported by the latest and most advanced educational technology cannot be overstated. With the support, guidance and instruction provided through the parent-teacher partnership, the Online School delivers a curriculum that lends itself to more purposeful alignment than traditional means. This is because curriculum experts spend about 30 hours per lesson to create engaging lessons that are aligned specifically to Arkansas frameworks and learning standards.

Most importantly, we are student-focused and are uniquely positioned to treat each student as an individual learner with unique talents and needs. Students are not confined to a daily meeting space where students move through a year's content at a fairly inflexible pace. Working collaboratively, teachers and parents develop learning paths within the Online School unique to each student with careful consideration given to each student's strengths and growth opportunities. We successfully meet the needs of a broad range of students and families by providing multiple layers of support and all needed special education services.

To meet the needs of the students of Arkansas, we are seeking a total enrollment of 1500 students. This increase in enrollment cap will allow most students and families who

apply to be a part of a strong learning community. Students within the school also have many opportunities to network with other virtual learners across the country based on academic and social interests. It should be noted that virtual academies in states with similar populations, for example Utah and Nevada, serve 2800 and 1500 k-8 students, respectively. There is definitely a saturation point, and this model is not intended to overtake our traditional system. To put this in context, the impact of making this school available to wait-listed students is statistically insignificant, representing only 2.2 hundredths of 1% of students in the State of Arkansas.

Through this model, we can provide an excellent and individualized experience for students regardless of location. With your support, we can provide a state-wide opportunity to students and families and lead within this state as we, together, embrace and leverage technology that will be ever-present in our students' lives.

Respectfully submitted,

Jerry Jones
Arkansas Virtual Academy
Board of Directors, Chair

Arkansas Virtual Academy Fact Facts

Arkansas Virtual Academy (ARVA):

- Is completing its fourth year of operation as an open-enrollment statewide charter school
- Currently serves 500 students in grades k-8
- Has made AYP each year since its charter was granted
- Is fully accredited by the Arkansas Department of Education
- Is found to be in good standing each year by financial audit
- Maintains substantial compliance with expectations of the ADE
- Demonstrated substantial compliance in its 3 year special education audit during Fall 2010
- Uses the acclaimed k¹² Curriculum
- Is operated by a non-profit 501 (c) 3 board
- Is the only statewide virtual school in Arkansas
- Is the most technologically advanced approach to education employed within the State of Arkansas

ARVA's Current Students:

- 12% receive special education services
- 51% male
- 49% female
- 58% free & reduced eligibility
- 12% minority population
- 6% African American
- 3% Hispanic
- 1% Asian
- 1% American Indian
- <1% Native Hawaiian/Pacific Islander
- 85% White
- 4% declined to report

ARVA's Wait-List:

- Generally exceeds 1000 students
- The current wait-list includes 617 students

- The current wait-list would impact districts by 13 hundredths of one percent on average
- Is comprised of 56% students meeting free & reduced lunch criteria
- Is comprised of 17% minority students
- Is comprised of 58% students currently in public or charter schools, 10% students initially enrolling, 6% private school students, and 26% students who currently home-school
- In Pulaski county, 39% are minority students
- In Pulaski county, 33% are of African American descent

Current Wait-List Demographics

Gender

- Male – 332
- Female – 285

Ethnicity

- African American – 71 (12%)
- American Indian – 8 (1%)
- Hispanic – 11 (2%)
- Asian – 4 (<1%)
- Native Hawaiian – 1 (< 1%)
- Not Specified – 10 (2%)
- White – 512 (83%)

Free & Reduced Lunch Eligibility

- Eligible – 344 (56%)
- Not Eligible – 184 (30%)
- Unknown – 89 (14%)

Previous School Type

- Private School – 39 (6%)
- Initially Enrolling – 60 (10%)
- Public and Charter Schools – 358 (58%)
- Home-School – 160 (26%)

Wait-List in Pulaski County

Ethnicity

- African American – 33%
- American Indian – < 1%
- Asian – < 1%
- Hispanic – 2%
- Native Hawaiian – <1%
- Not Specified – <1%
- White – 61%

Little Rock School District

- 51 students of 617 are zoned within the Little Rock School District
- 41 % African American
- 6% Hispanic
- 49% meet free & reduced lunch criteria
- 51% are currently in a traditional public or public charter school
- 10% are initially enrolling
- 25% are currently enrolled in a private school
- 14% currently home-school

North Little Rock School District

- 14 students of 617 are zoned within the North Little Rock School District
- 43% African American
- 50% meet free & reduced lunch criteria
- 64% are currently in a traditional public or public charter school
- 14% are initially enrolling
- 21% currently home-school

Pulaski County Special School District

- 50 students of 617 are zoned within the Pulaski County Special School District
- 24% African American
- 2% American Indian
- 2% Asian
- 2% Native Hawaiian/Pacific Islander
- 60% meet free & reduced lunch criteria
- 52% are currently in a traditional public or public charter school

Background of the School

The mission of the Arkansas Virtual Academy (ARVA) is to support, guide, and assist families and colleagues in a positive way through teamwork to promote academic growth that leads to high achievement for the entire ARVA community.

By embracing change through teamwork and good communication, we will keep sight of our mission to assure family commitment to accomplish our purpose.

Who does ARVA serve?

In 2007-08 the Arkansas Virtual Academy began its first school year serving 500 students in grades kindergarten to eighth grade. Over 1,000 students applied for enrollment in the initial year. ARVA seeks to serve students who are looking for an alternative learning environment, one that offers opportunities for student discovery and meets their unique learning needs. Over the past three years ARVA has had an enrollment cap of 500 students. On average, the ARVA has 10-12% special education students.

When services are needed, they are provided by ARVA special education teachers, ARVA general education teachers and through contract service providers. ARVA's special education teachers meet with the parent and the IEP team to develop a comprehensive IEP for each student. All special education services are fully provided as required through the student's IEP. ARVA's self-paced learning environment has been very beneficial for boys and/or girls diagnosed with autism, Asperger's Syndrome, Tourette's Syndrome, and other disabilities and learning differences.

ARVA's student population is general comprised of about 49% females and 51% males; 58% of ARVA students are eligible for free or reduced lunch, and about 13% are minority students. Each year that ARVA has operated the number of applications that have been submitted for enrollment exceed the number of open "seats" for that school year (ARVA receives over 1000 applications for enrollment each year and in year 2 and 3 there were less than 150 seats open for new enrollments). Therefore, each year under the federal charter school guidelines, ARVA conducts a random anonymous lottery.

What is ARVA?

ARVA is a full-time virtual public school that takes the core elements of great schools: innovation, great curriculum, great teachers and accountability and utilizes a unique learning environment. Students are required to take all state required courses and have access to additional courses such as foreign languages starting at second grade.

Every student has an Arkansas certified teacher. Within the virtual model, teachers no longer need to spend numerous hours creating daily lessons, but rather, they are focused on working with students individually and in small groups. This student-focused approach allows teachers additional opportunity to discover the areas of academic strength and need to create appropriate point-in-time learning opportunities for students to develop content mastery.

How do you establish point-in-time learning opportunities to meet students where they are along their path of content mastery?

Prior to the start of the school year students go through an introduction to on-line learning course. As a part of this course students take a diagnostic assessment that measures their readiness and current content knowledge. Teachers and administrators review this report along with the student's prior state testing report and work with the student's learning coach to create individual learning goals and a path to meet those goals.

What is provided and what does an average day “look like” for ARVA students?

Students are shipped over 90 pounds of curriculum that corresponds to the online lessons students work through each day. When a student logs into their on-line account each day, he/she is presented his/her lessons for the day. Links to synchronous sessions with their teacher are also provided. Teachers develop online classrooms on a daily basis and provide open office hours for students to access the assistance of their teachers while working through their lessons.

The curriculum is developed to provide an “adaptive” learning environment that individualizes learning for the student. In an adaptive course, the system intelligently “adapts” to the student's skill and knowledge level, providing help and practice as needed. ARVA is proud to bring this state-of-the-art learning method to our students. Below are just two examples of the adaptive nature of the curriculum:

MARK¹² Reading (**M**astery. **A**cceleration. **R**emediation. **K**¹²) is designed for students in grades 3-5 who are reading two or more grades below grade level. The course gives students the opportunity to master missed concepts in a way that accelerates them through the remediation process. This engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support to guide their students to success and back to grade level.

Math + for Grades K-5: These exciting, research-based courses focus on computational fluency, conceptual understanding, and problem-solving. This engaging approach features new graphics and animations, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for learning coaches to guide their students to success.

What is presented through the On-Line School?

ARVA's On-Line School is a robust, powerful technological instrument which is the foundation of the k¹² learning program. The On-Line School hosts over 6,000 interactive, engaging and comprehensive lessons presented in a blend of printed and multimedia formats for each of the traditional subjects: language arts/English, math, history, science, art and music. Every ARVA student accesses the On-Line School on a daily basis and receives an individualized learning program adapting the academic level to allow progress at a pace and learning style that meets individual needs. ARVA's On-Line School includes a high-tech scheduling and assessment tools necessary to meet state and federal reporting requirements and allows for customized student-level instruction. Some features that On-Line School provides include:

- Scantron tests examine and determine a student's competency level in each subject ensuring the correct starting point within the k¹² learning program
- Assessments at the end of lessons, units and semesters measure the student's progress and knowledge of each subject
- Planning tools allow the teacher and parent to create schedules, lesson plans and view lesson lists
- Attendance tracking system reports student's number of instructional hours for every lesson in each subject

- Progress tools determine the pace and level of the student in each subject ensuring every student is making sufficient academic progress. The progress tool provides information on assessments mastered, specified skills to be accomplished and percentage of courses that have been successfully completed.
- Step-by-step hands-on activities
- Creative ideas for alternative learning approaches
- Information on additional material to prepare and enhance the lessons
- Teaching tips, keyword definitions and audio pronunciation guides
- Optional education activities, supplemental lessons and exercises

Unlike traditional textbooks and workbooks, the k¹² On-Line School is continuously monitored, updated and improved.

What additional instructional materials are provided?

Upon enrolling in the Arkansas Virtual Academy, students will receive 6-9 boxes of instructional materials (90-100 pounds of materials) to compliment the K12 On-Line School. The combination of online and interactive learning complimented with traditional textbooks and materials is what students and parents reported that they enjoy most about the k¹² on-line learning environment. Examples of materials students receive include:

- Books, workbooks and classical novels
- Math manipulatives
- Science experiment supplies
- K¹² proprietary phonics tile kits
- Art books and supplies
- U.S. and global maps
- Musical instruments and music instruction CDs

A detailed list of student materials for each grade is not listed due to the extensive length. For example, a 1st grader will receive over 100 items including:

- 57 Language Arts books, phonic readers and workbooks
- 7 math items with a textbook and manipulatives
- 8 history items - reading books, audio CDs, maps and a blow up globe
- 22 science items - reading books and a large variety of science experiment supplies (magnets, magnifying glass, graduated cylinder, safety goggles, grass seeds, pulley, etc.)

- 9 art items - art text books and art prints
- 8 music items - tambourine, slide whistle, CDs and song book. Together with the On-Line School, they comprise a high quality program

In today's educational environment many students are left behind. A traditional classroom of 20 to 30 students may serve the average population well; however, there are groups of students that desire and need a different learning environment to be successful. Whether greater flexibility is needed for a students to learn at their own pace, for students who have learning differences that require the flexibility to take frequent breaks, for students who are excelling and need enriching supplemental offerings, or for students who require more instructional time than the traditional classroom— the Arkansas Virtual Academy provides that flexibility. If we all agree that students learn in different ways, the flexibility of this model provides educators with a powerful tool to meet these individual needs.

Financial Impact to Districts of Current Wait-List

Please note: The current wait-list is comprised of 617 students. The impact to districts of 1000 additional students would be slightly greater than shown here, but it is important to remember that 26% of students on the wait-list are currently home-schooled, which implies no impact to districts. Overall, 1000 additional students represents a change of 2.2 hundredths of 1% of students.

	District	ARVA	% of Students
Academics Plus School District	603	0	0.0000
Alma School District	3415	3	0.0009
Alpena School District	561	1	0.0018
Arkadelphia School District	1953	2	0.0010
Arkansas School for the Blind	88	0	0.0000
Arkansas School for the Deaf	120	0	0.0000
Armored School District	457	0	0.0000
Ashdown School District	1509	0	0.0000
Atkins School District	968	1	0.0010
Augusta School District	476	0	0.0000
Bald Knob School District	1303	2	0.0015
Barton-Lexa School District	789	0	0.0000
Batesville School District	2964	3	0.0010
Bauxite School District	1490	2	0.0013
Bay School District	558	0	0.0000
Bearden School District	561	0	0.0000
Beebe School District	3204	3	0.0009
Benton County School of the Arts	728	2	0.0027
Benton School District	4666	2	0.0004
Bentonville School District	13530	39	0.0029
Bergman School District	1064	1	0.0009
Berryville School District	1867	5	0.0027
Bismarck School District	961	2	0.0021
Blevins School District	556	1	0.0018
Blytheville School District	2934	4	0.0014
Booneville School District	1366	0	0.0000
Bradford School District	493	0	0.0000
Bradley School District	390	0	0.0000

Brinkley School District	633	0	0.0000
Brookland School District	1624	1	0.0006
Bryant School District	7949	11	0.0014
Buffalo IS. Central School District	836	0	0.0000
Cabot School District	10052	14	0.0014
Caddo Hills School District	568	0	0.0000
Calico Rock School District	418	0	0.0000
Camden Fairview School District	2438	5	0.0021
Carlisle School District	758	1	0.0013
Cave City School District	1356	0	0.0000
Cedar Ridge School District	833	0	0.0000
Cedarville School District	934	2	0.0021
Centerpoint School District	1029	1	0.0010
Charleston School District	879	0	0.0000
Clarendon School District	539	1	0.0019
Clarksville School District	2515	4	0.0016
Cleveland County School District	842	3	0.0036
Clinton School District	1339	1	0.0007
Concord School District	452	0	0.0000
Conway School District	9256	15	0.0016
Corning School District	1036	1	0.0010
Cossatot River School District	1143	0	0.0000
Cotter School District	663	0	0.0000
County Line School District	485	0	0.0000
Covenant Keepers Charter School	164	0	0.0000
Cross County School District	628	0	0.0000
Crossett School District	1873	1	0.0005
Cutter-Morning Star School District	324	1	0.0031
Danville School District	879	0	0.0000
Dardanelle School District	1969	2	0.0010
Decatur School District	495	0	0.0000
Deer/Mt. Judea School District	296	0	0.0000
DeQueen School District	2383	2	0.0008
Dermott School District	418	1	0.0024
Des Arc School District	594	0	0.0000
DeWitt School District	1348	4	0.0030
Dierks School District	550	1	0.0018
Dollarway School District	1525	4	0.0026
Dover School District	1383	3	0.0022

Dreamland Academy	264	0	0.0000
Drew Central School District	972	2	0.0021
Dumas School District	1459	1	0.0007
Earle School District	701	0	0.0000
East End School District	639	0	0.0000
East Poinsett County School District	720	0	0.0000
El Dorado School District	4646	1	0.0002
Elkins School District	1151	5	0.0043
Emerson-Taylor School District	612	1	0.0016
England School District	757	0	0.0000
E-Stem School District	1231	0	0.0000
Eureka Springs School District	650	3	0.0046
Farmington School District	2177	4	0.0018
Fayetteville School District	8838	9	0.0010
Flippin School District	825	0	0.0000
Fordyce School District	949	3	0.0032
Foreman School District	548	0	0.0000
Forrest City School District	3175	4	0.0013
Fort Smith School District	13859	12	0.0009
Fouke School District	1042	0	0.0000
Fountain Lake School District	1213	3	0.0025
Genoa Central School District	932	0	0.0000
Gentry School District	1431	4	0.0028
Glen Rose School District	943	0	0.0000
Gosnell School District	1438	0	0.0000
Gravette School District	1785	6	0.0034
Green Forest School District	1206	3	0.0025
Greenbrier School District	3087	3	0.0010
Greene County Tech School District	3432	4	0.0012
Greenland School District	792	5	0.0063
Greenwood School District	3587	4	0.0011
Gurdon School District	758	0	0.0000
Guy-Perkins School District	449	2	0.0045
Haas Hall Academy	280	0	0.0000
Hackett School District	611	0	0.0000
Hamburg School District	1930	3	0.0016
Hampton School District	277	0	0.0000
Harmony Grove School District (Ouachita County)	531	0	0.0000
Harmony Grove School District (Saline County)	1295	1	0.0008

Harrisburg School District	1385	1	0.0007
Harrison School District	2790	8	0.0029
Hartford School District	343	0	0.0000
Hazen School District	637	0	0.0000
Heber Springs School District	1235	4	0.0032
Hector School District	852	1	0.0012
Helena-West Helena School District	1583	1	0.0006
Hermitage School District	468	0	0.0000
Highland School District	1626	1	0.0006
Hillcrest School District	415	0	0.0000
Hope School District	2493	1	0.0004
Horatio School District	871	1	0.0011
Hot Springs School District	3658	8	0.0022
Hoxie School District	952	3	0.0032
Hughes School District	424	3	0.0071
Huntsville School District	2342	3	0.0013
Imboden Charter School District	67	1	0.0149
Izard County Consolidated School District	510	0	0.0000
Jackson County School District	826	0	0.0000
Jacksonville Lighthouse Charter School	394	0	0.0000
Jasper School District	896	1	0.0011
Jessieville School District	890	1	0.0011
Jonesboro School District	5355	5	0.0009
Junction City School District	547	0	0.0000
Kipp Delta School District	640	0	0.0000
Kirby School District	419	1	0.0024
Lafayette County School District	763	0	0.0000
Lake Hamilton School District	4128	2	0.0005
Lakeside (Chicot County) School District	1156	1	0.0009
Lakeside (Garland County) School District	3037	4	0.0013
Lamar School District	1066	0	0.0000
Lavaca School District	856	4	0.0047
Lawrence County School District	1084	0	0.0000
Lead Hill School District	370	2	0.0054
Lee County School District	995	2	0.0020
Lincoln School District	1304	1	0.0008
Lisa Academy	476	0	0.0000
Lisa Academy North	1383	0	0.0000
Little Rock Prep Academy	80	0	0.0000

Little Rock School District	24226	52	0.0021
Lonoke School District	1847	2	0.0011
LR Urban Collegiate Charter	386	0	0.0000
Magazine School District	521	0	0.0000
Magnet Cove School District	655	4	0.0061
Magnolia School District	2810	4	0.0014
Malvern School District	2123	4	0.0019
Mammoth Spring School District	472	0	0.0000
Manila School District	995	0	0.0000
Mansfield School District	958	1	0.0010
Marion School District	4266	1	0.0002
Marked Tree School District	619	2	0.0032
Marmaduke School District	715	0	0.0000
Marvell School District	461	0	0.0000
Mayflower School District	1054	1	0.0009
Maynard School District	519	0	0.0000
McCrary School District	678	0	0.0000
McGehee School District	1129	0	0.0000
Melbourne School District	919	2	0.0022
Mena School District	1901	7	0.0037
Midland School District	522	0	0.0000
Mineral Springs School District	190	0	0.0000
Monticello School District	2089	6	0.0029
Mount Ida School District	513	0	0.0000
Mount Vernon-Enola School District	475	0	0.0000
Mountain Home School District	3995	5	0.0013
Mountain Pine School District	603	0	0.0000
Mountain View School District	1718	5	0.0029
Mountainburg School District	696	1	0.0014
Mulberry/Pleasant View Bi-County School District	401	0	0.0000
Nashville School District	1951	2	0.0010
Nemo Vista School District	494	0	0.0000
Nettleton School District	3171	3	0.0009
Nevada School District	403	0	0.0000
Newport School District	1440	3	0.0021
Norfolk School District	463	1	0.0022
Norphlet School District	409	0	0.0000
North Little Rock School District	8862	14	0.0016
OCABS Charter School	98	0	0.0000

Omaha School District	224	1	0.0045
Osceola School District	1399	0	0.0000
Ouachita River School District	723	1	0.0014
Ouachita School District	452	1	0.0022
Ozark Mountain School District	653	0	0.0000
Ozark School District	1838	1	0.0005
Palestine-Wheatley School District	673	2	0.0030
Pangburn School District	751	1	0.0013
Paragould School District	2919	1	0.0003
Paris School District	1122	0	0.0000
Parkers Chapel School District	654	1	0.0015
Pea Ridge School District	1639	1	0.0006
Perryville School District	1026	2	0.0019
Piggott School District	974	1	0.0010
Pine Bluff School District	4744	3	0.0006
Pocahontas School District	1816	3	0.0017
Pottsville School District	1614	0	0.0000
Poyen School District	274	0	0.0000
Prairie Grove School District	1741	5	0.0029
Prescott School District	1043	3	0.0029
Pulaski County Special School District	16828	52	0.0031
Quitman School District	622	0	0.0000
Rector School District	592	0	0.0000
Riverside School District	807	0	0.0000
Riverview School District	1301	1	0.0008
Rogers School District	14003	18	0.0013
Rose Bud School District	825	6	0.0073
Russellville School District	5175	6	0.0012
Salem School District	727	0	0.0000
Scranton School District	404	0	0.0000
Searcy County School District	527	7	0.0133
Searcy School District	4007	8	0.0020
Sheridan School District	4173	1	0.0002
Shirley School District	450	5	0.0111
Siloam Springs School District	3903	8	0.0020
Sloan-Hendrix School District	668	0	0.0000
Smackover School District	857	1	0.0012
South Conway School District	2222	1	0.0005
South Mississippi County School District	748	5	0.0067

South Pike County School District	754	0	0.0000
South Side School District	517	0	0.0000
Southside School District	1512	0	0.0000
Spring Hill School District	511	0	0.0000
Springdale School District	18810	11	0.0006
Star City School District	1653	1	0.0006
Stephens School District	355	0	0.0000
Strong-Huttig School District	455	0	0.0000
Stuttgart School District	1240	0	0.0000
Texarkana School District	4267	3	0.0007
Trumann School District	1533	0	0.0000
Two Rivers School District	909	0	0.0000
Valley Springs School District	966	2	0.0021
Valley View School District	2346	0	0.0000
Van Buren School District	5925	4	0.0007
Vilonia School District	3056	8	0.0026
Viola School District	419	0	0.0000
Waldron School District	1617	2	0.0012
Warren School District	1528	0	0.0000
Watson Chapel School District	3114	1	0.0003
West Fork School District	1227	8	0.0065
West Memphis School District	5691	0	0.0000
West Side School District	498	0	0.0000
Western Yell County School District	478	0	0.0000
Westside Consolidated School District	1614	0	0.0000
Westside School District	609	1	0.0016
White County Central School District	672	5	0.0074
White Hall School District	3034	1	0.0003
Wonderview School District	414	0	0.0000
Woodlawn School District	551	1	0.0018
Wynne School District	2873	4	0.0014
Yellville-Summit School District	818	4	0.0049
Total	464319	617	0.0013

Academic Gains and Comparisons

Three-Year Gains by Cohort

ACTAAP Data

Combined	2008	2009	2010	Gains
Literacy				
Grade 5 (N=43)	623	671	704	+81
Grade 6 (N=31)	653	710	720	+67
Grade 7 (N=35)	714	730	763	+49
Grade 8 (N=29)	710	724	772	+62
Math				
Grade 5 (N=43)	600	648	655	+55
Grade 6 (N=31)	630	653	655	+25
Grade 7 (N=35)	655	704	678	+33
Grade 8 (N=29)	677	687	678	+1
F & R Lunch	2008	2009	2010	Gains
Literacy				
Grade 5 (N=24)	606	658	669	+63
Grade 6 (N=17)	659	711	703	+44
Grade 7 (N=17)	649	676	726	+77
Grade 8 (N=18)	662	685	741	+79
Math				
Grade 5 (N=24)	581	637	641	+60
Grade 6 (N=17)	647	665	696	+49
Grade 7 (N=17)	619	677	709	+90
Grade 8 (N=18)	655	684	691	+36
Minority Populations	2008	2009	2010	Gains
Literacy				
Grade 5 (N=5)	538	642	630	+92
Grade 6 (N=2)	654	659	797	+143
Grade 7 (N=3)	703	761	757	+54
Grade 8 (N=4)	376	517	554	+178

Math				
Grade 5 (N=5)	549	597	577	+28
Grade 6 (N=2)	632	684	763	+131
Grade 7 (N=3)	642	671	691	+49
Grade 8 (N=4)	574	604	613	+39

Appendix A: How ARVA Helps Families-Accounts from ARVA Families

Note: When ARVA families were asked why they choose ARVA, the following stories were received. The original font, spacing, and detail have been kept to preserve the voice and tone of the reporting parents. Specific student information has been removed, and specific districts have been renamed the local district. This is not intended to make derogatory marks about the good work that many school districts do, but has been kept in the form received to relay the voice and feelings of parents. Accounts have been separated by a bolded black line.

Our daughter was in an overcrowded, "open-concept" elementary school. The noise from having no walls or structure was highly distracting to her while learning. This was combined with the fact that she was very shy by nature, so she began to be pushed to the background of the class. She began to suffer personally and educationally. When we were chosen for ARVA, the concern of some was that being shy, she would suffer from not being "socialized."

However, the complete opposite has occurred. She has come out of her shyness and become more confident since she is no longer in the background of a class full of students that were either disruptive or more aggressive than she was. She has gained this confidence due to this curriculum, in which she can work at her own pace and feel the satisfaction as she masters each lesson. The arts and music courses are wonderful extras as the local school systems did not offer both, only one. Art is in conjunction with the history lessons so the student can see the background of the art being studied - a logical learning tool.

My daughter is now in the 5th year of this program and excelling. Overall, we feel that ARVA saved our daughter from being stuck in a system of education that was neither fulfilling, nor beneficial for her personally. We know that our daughter is not the only child with this experience and are saddened to think that this program is not available to more children. I hope there will be consideration to opening this opportunity to more children.

Thank you for giving the opportunity to tell what a blessing ARVA is to my son and our family. He was on the list to be enrolled last year but it did not work out for us to be a part of the academy, thankfully this year we are. I am amazed at the curriculum and how well it is designed. My son has ADHD and it was very difficult for him to succeed in the public school setting. The administrators have worked out block scheduling for my child because of his issue w/ ADHD. Also I work evenings and not able to be home at night with my family. With our schedule this model is the only answer for us to be together. ARVA has made this possible for us. My son

really enjoys the online classes and is becoming more involved in the different clubs. We have been on several outings and I am thankful his little brother is able to participate as well. We are excited about the upcoming year and are very thankful for the opportunity to be a part of ARVA.

We wanted to take an opportunity to share how much ARVA has meant to us the last 10 months. We truly believe it has had a life-altering effect on our son.

Our son had been struggling in school since he began. Toward the end of his 1st grade year, we applied to the Arkansas Virtual Academy in the hopes that our son would be picked, and he could get one-on-one work we believe he needed. We weren't one of the lucky ones, and we were so disappointed.

The next year (2nd grade), he was continuing to struggle and was falling further and further behind. Due to bureaucratic red tape, our son was not receiving the help we knew he needed, his teacher knew he needed, even his speech therapist knew he needed. They actually had us in a position where we, his parents, the people who should be his greatest cheerleaders, were HOPING our child would do just bad enough on tests that he would get continued testing and, one day hopefully, the reading help he desperately needed.

The school was pulling him out for "intervention," but it only proved to be an increasing source of frustration for our child. In addition, he was falling further behind in class because of the lessons missed during the pull-outs.

We were at the end of our rope. We didn't have the money to get him private testing and reading therapy, and he wasn't doing poorly enough to get it through the brick-and-mortar school. Our prayers were answered on January 14, 2010 when we received a call that our name had been pulled from the waiting list of ARVA.

Shortly after enrolling, we received a call from the special education teacher about our son's need for continued speech therapy. In the course of that phone call, we expressed our deep concerns for his reading. In one 15 minute phone call, we got farther than we had in 1 ½ years of conferences, testing and pushing...after that phone call, our son was being scheduled for the testing he needed.

Sure enough, our son's testing showed a reading disorder, and he is now receiving reading therapy. In the 10 months we have been enrolled in ARVA, we have seen more confidence, self-esteem and progress than we had seen in 2 years at a traditional school. The one-on-one work combined with the reading therapy he is getting truly is making a difference in the life of our child.

We believe that our son would have gotten lost in the system and would have had major difficulty reaching his full potential had he not been selected to attend ARVA. We also believe

there are countless children who are in the same situation...children doing just well enough to not get the help they need and falling between the cracks of the system.

Our son's success story is just one example, we're sure, of how much ARVA can benefit the life of a child. We shudder to think what would have happened to our son had he continued in the situation he was in.

ARVA is a blessing to us. It has changed the course of our son's life, and we truly believe there are many more children who could benefit from the unique setting, curriculum and support that ARVA provides.

I want to share how important ARVA is to our family. ARVA gives us the opportunity to spend more time together as a family! I have three sons, an eleventh grader (who was in ARVA through 8th grade), a fourth grader, and one who will begin kindergarten next year with ARVA. Obviously the only one currently enrolled in ARVA is my fourth grade son.

ARVA gives us the opportunity to spend more time together as a family! We love the K12 curriculum and the ability to set our own schedule. Flexible scheduling allows us to spend more time on things that my son needs extra practice on such as reading comprehension and it also allows us to move at a faster pace in certain subject areas of math that he has already mastered. Without having so much time commuting back and forth to a school building we still have enough time to go to art lessons and guitar lessons.

ARVA makes learning fun by keeping everything interesting and adaptive to the individual abilities of my child. He is much more likely to remember a lesson if it is fun and has activities that help him visualize what he is studying. And ARVA is all about fun learning activities that make him want to know more and keep him asking questions! And having a learning environment at home relieves much of the stress of peer pressure, especially for a shy child who can be easily intimidated by a large classroom setting. He would be much less likely to raise his hand in a classroom of 20 to 30 kids if he didn't understand something than in a one on one learning session with a parent.

ARVA also prepares their students for Arkansas state testing by providing useful tools like Study Island, IXL and special Elluminate sessions to help the kids understand what the testing process will be like. We are in constant contact with our fourth grade teacher, Ms Kelley Williams, who is always there if we have any problems or questions in any subject area. Ms Kelley is also quick to offer rewards and praise for sufficient progress and outstanding work samples, which will

always bring a smile to my child's face!

ARVA is not a traditional approach to education, it is one that uses advanced technology to prepare our kids for what the future will be. It inspires them to ask questions and search for the answers. It lets them work at their own pace without getting lost in the mainstream. It also promotes self esteem and encourages them to try things that are different.

I can't tell you how much we miss ARVA for my eleventh grade son. We have not been able to find anything that even gets close to being as awesome as ARVA! And we look forward to adding our youngest into the kindergarten program next year. It is truly a great school!

After my oldest son finished ARVA in eighth grade, we were hopeful that the high school grades would soon be available, so we put him in the K12 lcademy for 9th grade. We LOVED it! But being a little pricey for us, we decided that we could not do it again for 10th grade. So in 10th grade we used the Abeka curriculum and HATED it. This year we have just kind of adapted our own curriculum for him. We are going to have him retake Algebra II with K12 starting in January, since we missed the fall enrollment and feel like he doesn't have a really good grasp of it. Needless to say we really miss ARVA for him.

Going to a brick and mortar school was just something that he felt he did not want to do, and I actually agreed with him. He is very interested in art and is also very good at it. He has won many art contests and even has his artwork on the front cover of the Downy Publishing Bryant/Benton phonebook. He also creates custom Lego figures that he sells on Ebay and has sold many to people all through the US and even in quite a few foreign countries. Having said this, he spends quite a bit of time on art and attends art class each week. All the kids that go to the local school district on our road leave on the schoolbus at 6:55 am and do not arrive home until 4:10 pm. Some days they also have homework... this does not leave much time for them. I believe that it is a better choice to spend your time at home, without all the wasted time of commuting, lunch breaks and covering lessons that he already knows. Teaching your children at home is not a good choice for everyone, but it is one that seems to fit our needs very well.

You might also like to know that I have a friend, who lives down the road from me whose kindergarten daughter was in a private school that they were unhappy with. She has pulled her out of school and is using the K12 homeschool curriculum. She is also on the ARVA waiting list.

My son is currently enrolled in the second grade with ARVA. We made it in by lottery when he was to begin Kindergarten. He was diagnosed with anaphylactic food allergies at 18 months old. His allergies were so severe that he would blister if his skin came in contact with food

residue. Since that time he has improved but situations with food can still be very dangerous for him. He is currently allergic to eggs, milk, and peanuts.

Prior to his diagnosis I was a Speech-Language Pathologist employed in the public School system for eight years. I have always been very pro-public school. When it became clear that the typical public school setting would not be safe for my son I was very discouraged, because even as a previous teacher I did not feel equipped to home school. When I learned about ARVA it was the answer to our families prayers, and truly a gift from God. I want my child to have access to a strong curriculum and for me to have the support of a team of teachers who can help if ever we hit bumps in the road.

In addition to his food Allergies my son also has a fine motor deficit and has required the services of an OT for the past 2 years. It was because he had access to the services provided by the public school system that he has received the treatment that he needs. Because of these services he has made great strides in his handwriting. But like all children he is a mixture of strengths and weakness. He is a very strong reader with an amazing imagination (of course I am his mother so everything he does is amazing). Based on his teacher's recommendation he has been able to access the ALP through ARVA.

Because of the environment created by ARVA my son has been able to be safe and learn in a way that addresses his weakness and builds on his strengths.

I would also like to add a few opinions/insights that played into our decision to enroll in ARVA and why as a former teacher I believe that ARVA is not only the best for my child, but it is also the best use of public education resources in general:

1. Most nurses in brick and mortar schools are only there part time. That would mean that there would be times when he would not have trained medical personnel on site, or the district would have to pay extra to employ more staff to cover this need.
 2. If the school could not provide this then it might be necessary to have teacher tutor him at home through home based education. It is much more effective for a virtual teacher to address this like ARVA does.
 3. If he were enrolled in a typical school we would be asking the classroom teacher to educate the other 20-30 students in their class and keep him safe. While I believe that any teacher would be more than willing to do this and that every child has the right to be educated in a public setting, for us ARVA creates a setting where my child can be safe and we can concentrate on his education not his food allergies.
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Arkansas Does More than Educate; It Protects the Medically Fragile

My son; His Story

Often, it is as if I am raising a child that should be kept in a suit of armor anytime he is around the general public. My son has chronic, incurable, and rare neurological diseases. The diseases cause chronic fatigue, repetitive headaches, muscle spasms and a reduction in coordination. Additionally, he has a reduced ability to conduct fine motor skills. At the age of ten he still writes like a four or five year old. He only built enough strength in his fingers to button at age eight and it takes him thirty minutes to button his shirt. We must cover his entire clothes if he eats spaghetti or rice and gravy. His lack of writing capabilities, buttoning and using a utensil to eat is not caused by a learning deficit, rather, it is the result of permanent nerve change that will never change back. Our current efforts are in preventing atrophy and stabilizing his environment to prevent bodily injury.

Chiari Malformation and Syringomyelia are his two major diagnosis. More information about these rare diseases may be found here at www.conquerchiari.org. Progression of the symptoms, if not stopped by surgical intervention, will eventually result in paralysis, loss of vision, loss of hearing and sometimes the inability of organs to function properly. My little boy is a fortunate child, as his life was saved by the fine neurosurgeons at Arkansas Children's Hospital just two months after we evacuated to Arkansas due to Hurricane Rita, in 2005. However, surgery is not a cure. Adaptations became a must for a child with these diagnoses as a blow, fall or jarring to his head or spinal cord can result in loss of life or extensive medical treatment to curtail paralysis, severe muscle spasms or future damage to his fragile system.

To view my child first hand you would never recognize the severity of his disease, unless his hair was recently trimmed short exposing the scar on the back of his neck and head. Upon first observation by a fellow student or teacher he appears to be the average boy. However, he may never play contact sports, slide down a slide with other children, get punched in the head or spinal cord or participate in average health and physical education activities such as jumping jacks. When bedlam or multiple noises break out in the average brick and mortar classroom, the headaches begin for my child to such severity he cannot concentrate. He is, for life, supposed to refrain from lifting or carrying more than ten pounds. A rolling book-sack sticks out like a sore thumb. He is unable to zip or unzip his pants, a severe issue of embarrassment in the boys bathroom at the age of ten.

My son scores well academically. He has adapted in ways I never imagined. He has always read and comprehended words at least two grade levels above his age bracket. Yet, inclusion in the brick and mortar schools without a suit of armor was like a death threat every day. His medical condition kept him off the playground in first grade as the school could not accept the liability of a push or a shove from the other children. He was able to go on the playground with them in second grade, third and fourth grade with restrictions and an adult next to him. In spite of the precautions taken by school staff, accidents happened anyway. A shove in the hallway during lunch line, a flying football across the field at recess hitting him in the head, repetitive loss of balance just to name a few incidents that resulted in increases in severe muscle spasms. With increase in spasms and headaches came additional fatigue and hours of physical therapy as my child missed more and more school upwards of seventy days in fourth grade. He is unable to walk extended periods of time as his legs begin to lose feeling in some areas and ache in others. The stress became so much for my son that he began to have tachycardia during fourth grade.

Emotionally, my child began to feel so out of place, afraid of injury and or bullying. He could not participate in standard kids activities and had to use slant boards and smaller chairs for posturing to reduce neck strain. Lack of fine motor coordination made it difficult for him to eat in the cafeteria and he began to skip meals because he was too embarrassed to use his fingers rather than a fork. The accidents at school and the absences grew stronger and stronger as he progressed through the brick and mortar system. We stayed up many a late night with my helping write for him as he dictated his homework and makeup assignments. The only optimism I held for my child is that he is smart and a survivor of much tragedy in his young life. I remained a proactive parent throughout his journey.

Finally, as fifth grade approached I made the decision with my son and his therapist (for dealing with his chronic medical) to have my child learn at home. He had been in the lottery for Arkansas Virtual Academy since first grade. About one month into the fifth grade of homeschooling, I got a call from Arkansas Virtual Academy. It took me no time at all to accept the enrollment for my child. Not only has there been an improvement in my son's physical body, there has been a relaxation for him in removing the stigmatization of fitting in a boisterous academic setting. He has a new attitude about learning and meeting his teacher online in the classroom with his new found classmates. The curriculum is challenging and much better than anything I, as a single parent, could afford. On a day when his neck may be spasmodic or headaches are persistent he is able to still attend school in his pajamas.

My child is producing better work that I was able to visualize with more individualized attention that I give him as a learning coach.

With ARVA as my child's school, he will be able to attend safely without body armor to protect his physical body and without emotional armor to prevent the bullying that naturally comes from other children that consider him "different" or "big headed". It is my hope and prayer that ARVA will either expand its program beyond eighth grade in the next four years, so he may attend ARVA in high school, or that his grade level production will be so academically high he can gain entrance into the Arkansas School of Science, Mathematics and the Arts. With my son's dreams of a science degree or a degree in paleontology, ARVA by his side and proactive parenting, I know I will raise a productive, contributing member of society.

My son's story is just one story. Thousands of children have chronic medical and often major disabilities that affect them physiologically. If Stephen Hawking can produce from the confines of his disease, with such a well developed mind, so can the children of Arkansas. Of those thousands of children that have to climb obstacles each day to dress, shower, bathe and often eat; how wonderful would it be for children who have to jump through hoops on a daily and often hourly basis to have life; how wonderful if all those children could also have opportunity to excel through the ARVA program in academics?

Three years ago Hurricanes Gustave and Ike decimated southern Louisiana and parts of Texas. My family was well established in New Iberia Louisiana, home of the infamous Tabasco sauce. I served as a High School athletic director and my wife worked from home as an IT/Graphics specialist for a private University in Ohio. I was fortunate enough to work on a campus where I could still see my kiddos everyday in their pre-k classes. Once the hurricanes hit Louisiana we evacuated to Hot Springs AR. The only viable hotels were either in Houston or Hot Springs. We were blessed to choose Hot Springs rather than Houston since Houston ended up getting nailed by IKE. Once we assessed the destruction on our house in Louisiana we decided to just take a shot here in Arkansas. The largest hurdle for us was to establish our children in a quality education. We came across ARVA and knew that it was a perfect fit for us as a family. We applied and were accepted! What a great opportunity has been afforded to us. We have arranged our whole direction and lives as a family around our two daughters attending school at home. The education is top notch, the teachers are special and the logistics seem to get better and better. ARVA facilitates a worthy education to families of diverse lifestyles and needs. I am sincerely thankful for all that ARVA has invested into my dreams to know and grow with my children. I am convinced that this is the best model for primary education and that ARVA is committed to providing stellar opportunities for families that are willing to work hard at it.

I am writing this letter to let you know how much ARVA has meant to me and my children.

I have two children, one in the 5th grade and one in the 7th grade. I have always homeschooled my children and felt like it was very important for them to receive individual instruction that a home school environment would provide.

As my children started middle school, I began to question the completeness of the curriculum that we were using and began pursuing another direction. I was introduced to ARVA by a neighbor and immediately loved what I saw! The fact that ARVA is a virtual academy still would give me the hands on approach to education that I desired and the ability to keep my children at home. It also would give me a very high standard curriculum that was governed by the Board of Education, so I knew my children would be taught everything that they needed to be taught for their grade level.

We are now well into our third year in Arkansas Virtual Academy. I have to say that the curriculum and the teachers have well surpassed what I imagined it would be. Having highly-qualified teachers on staff and in constant contact with my children has been a God send! I don't think we could have made it through Math without the superior programs that ARVA has to offer.

I am really hoping that by the time my children reach grades 9 – 12, that ARVA will be able to continue to provide the education that my children need. I don't know of any other curriculum or school that could better prepare my children for college.

Our daughter is enrolled in ARVA -- grade 4. We chose ARVA because she has an anxiety disorder (GAD). Previously she was enrolled in the local school district. While our daughter was a good student (always making Honor Roll and having no disciplinary problems) she was miserable. When we picked her up at the end of the day, she would actually be in physical pain from the stress/muscle tension. She eventually developed OCD. We had been on the waiting list for ARVA and we feel so fortunate that her name was drawn in the lottery last year. She is doing much better now that she is getting to learn at home. She has far less anxiety when she is at home and I feel confident that she is not missing out on her education because ARVA is a public school. We also have the opportunity to be included in field trips which help to stretch her comfort level and help her to grow socially. ARVA is the perfect school for us and my heart goes out to all those who are waiting to get in and may never get to.

I home schooled my son before there were any charter schools that I knew about due to having to had a 14 hour surgery that obliterated his hearing out of his left ear due to a benign tumor that was removed. The doctors did not know how he would come out of this surgery and what he would actually remember in terms of his life before surgery, including his schooling. They said I would need to home school him for at least two years and I saw no problem with that since I had

home schooled him before at two different times and he had done fine. Well, the ENT specialist and the neurosurgeon were right he did forget everything in Science and Math and probably other things as well, but those were the most profound. Prior to the surgery, in public school, he was bullied at school and used as a punching bag daily, so a home based education saved my son humiliation by his peers prior to surgery and then allowed him to self pace to get his knowledge back after surgery. It was a lifesaver for him in so many ways. He graduated at 16 and stayed at home struggling with what road to take, he is currently 21 years of age and in ITT Technical Institute majoring in Drafting and Design, making straight A's! So, that is a happy ending to a long road made easier by home schooling.

Now, my daughter currently goes to your ARVA and was one of the lucky ones that was chosen by chance last year and we started school three weeks late, but ended with a good result two days early and doing very well on the state testing!

Now, I knew I was being called to the school in Kindergarten almost daily to speak with the principal, but my daughter would NOT tell me why, well here it is 3-4 years later and she is just now telling me that she was bullied in school as well and her peers had done things in class and on the playground and blamed her for it. They had told her that if she did not take the blame for them, they would band together and beat her up, so she was scared to death and did NOT tell me about it until this past year (3rd grade) and this year (4th grade) when she felt safe away from the kids. The principal, teacher and I asked my daughter why she was in the principal's office, but she would not tell us. I thought with her being a girl she would escape the bullying done to my son in public school, but not so.

I have been impressed with the school over the past two years, your curriculum is top notch, the teachers try very hard to work with the learning coaches to make each year run smoothly, the outings provide interaction for the kids to get to know each other. It is a school that puts learning first and family togetherness as a priority. I would highly recommend this school to any family and I hope due to the socioeconomic situations hitting families and single-parent families that you are able to open this school enrollment further to help save kids from the streets, drugs and other things that our kids face today. I also hope that you guys are able to expand the school to include high school as well. ARVA has impacted this community in a very positive light and I would recommend this charter school to any family or single-parent family or blended family units.

Learning at home is a wonderful opportunity. My parents chose to start home-schooling me when I was in the 8th grade due to things happening in the local brick & mortar schools that could/should have been prevented. I believe they made the right choice for me. This experience helped me make a clear decision on how to educate my own children.

My oldest daughter was born prematurely, and because of this her Achilles tendons in her heels never grew to the correct lengths. This problem was noted very early on when she began pulling up and walking. She did not have the ability to place her heels on the ground, when walking. Her doctors refer to it as "toe-walking". She has always walked on tip toes,

and with both feet turned out to the sides. She began wearing AFO's (leg braces) at age 2, and has had 4 sets total, along with Physical Therapy to try and help stretch her heel cords. Despite the measures we have taken to help correct it, she still struggles to be able to walk with heels down. For this reason, and others, she needed special care here at home, that the local public school would not be able to provide. She is often asked why she walks this way, and it makes her uncomfortable because it is something beyond her control.

Teasing is something that can occur anywhere, but being able to handle the situation is different when you are in an environment where educators' words do nothing to affect one child's wrong behavior, and the parent chooses to overlook the misbehavior. She experienced teasing first hand at age 4, while attending a local public preschool, for only a few short months (Aug.-Oct.) while I had to go to work.

Children came to school talking about inappropriate things, or teasing/bullying her & others. These attitudes were not being corrected at home, and thus they would come to school with them...as if it was the school's sole responsibility to correct the problem. Thus it continues, and makes a child discouraged about coming to school, only to be hurt by others.

The local brick & mortar school was 15 miles from us, and was not even considered based on distance, and the discouraging situations I think children shouldn't even be introduced to at their age. This was not about the educators or curriculum. I have 9 school teachers in my family that work in the public school systems in two different states, and completely understand what they face with parents & children on a daily basis. I highly admire their dedication to enriching children's lives.

The search for the best school option for our family was well under way. With 3 small children at home, at the time, I knew we needed something that would suit my needs and theirs for years to come. My oldest daughter already knew how to read, write, add, etc... before Kindergarten even started. She always showed excitement when learning something new. Being advanced for her age was another reason we chose to educate at home. I had been looking online at several different home-school options, including the ones that were used when my parents taught me at home. Although, I still consider those curriculums to be a good choice, I was wanting something that would not only educate my children, but to instill a love of learning in them. I was looking for more than just meeting the standard, and teaching to the test. During my search online, I decided to see if that school option was still available. Luckily, for my family it was. I immediately requested more information, printed off an application, and the enrollment process began. Thankfully, we were accepted in the Spring of 2007 ARVA lottery.

Four years ago we joined the Arkansas Virtual Academy family. My children confirmed that ARVA was the right choice for our family. My oldest

daughter (age 8) is now in the 3rd grade, and working above level in Math. She is comfortable & happy doing school work at home, and due to the challenges with her heel cords, she says she would rather not go to 'regular' school to be teased. This year, my 5 year old entered Kindergarten with ARVA, and is loving it. She is also advanced for her age. Like her older sister, she knew how to read, write, add, and spell many words before Kindergarten even started. Their younger brother (age 3) and sister (21 mo.) follow them everywhere with books, puzzles, and blocks already showing their love for learning. Pure joy!!

Education starts at home. It is a blessing to share my days with my children. It is an awesome feeling to know I played such a huge role in educating my children, with the help of the Arkansas Virtual Academy. I am often asked, "why don't you send them to public school?" I am quick to respond, "my children are enrolled in the best public school in the state of Arkansas. They are getting a top notch education by having school come home to them. They are experiencing learning in a whole new way that should have been available years ago. There are more opportunities being educated this way, than any I have ever come across. They learn at their pace, there are no boundaries here. Each day is a new & exciting challenge. I choose to not set limits on their education." We as parents can learn a lot from our children simply by listening. If more parents listened to their children's needs, they would see this school choice just may be the best option for them also.

Thank you for this wonderful opportunity to share how ARVA has blessed our family.

ARVA Mom to 3 giggling girls' and
1 silly lil' guy... with one more lil' one on the way. ARVA lookout.. Here they come. :-)

My name is Staci Murry and we have two children in ARVA. I do have two other sons (step) that graduated from a brick and mortar school (one just last year). Our daughter is in the 8th grade and our son who is in the 6th grade. We've been in ARVA since our daughter was in 5th and our son was in 3rd. This is our story.

We started ARVA after being on the waiting list for more than a year. We had taken the younger ones out of public school when our daughter was 1/2 way through 3rd grade and our son 1/2 way through 1st grade. We homeschooled them on our own for a year and a half before being drawn in the lottery for ARVA. We had done lots of research on homeschooling, private, and ARVA way before we took our children out of the b & m school. I should say that my husband and I were both graduates from public schools. No one in either of our families had ever homeschooled so this was a big step for us...wanting what was best for our children. Believe me we had lots of input from lots of friends and family.

ARVA has been an awesome program for us. It has allowed us to have lessons already planned and teachers there for support if and when it was needed. The curriculum is way beyond what was expected and I think it exceeds the brick and mortar schools. It has given my children the confidence of being able to go above and beyond what is expected if they choose to in a lot less time than b & m schools. One of the benefits with ARVA is that you are not on a set time table of when you have to school. You have to meet a certain number of hours, but you can choose when those hours are during the day. You can work ahead if you choose too...to give your children a cushion in case life interferes.

For us this was such a good thing. My mom was diagnosed with cancer (stage 4) and I was there for her...though she lived several hours away. So with this we could work around doctor appointments, travel, and just spending meaningful time with their grandmother and still be able to do school. Plus we were able to build time in because we knew what the outcome was going to be...so we could take the time off when it was needed. ARVA was outstanding working with us during this time...the teacher's were awesome. The best part was that my children didn't get behind and we didn't have that stress of trying to catch up. I know that the b & m aren't (I had my step son in b & m and he misses a lot of that time with his grandmother because he couldn't miss that much during school hours). They weren't that understanding because attendance had to be met which he couldn't school in the evenings). My step son had days of makeup work to complete when we got back home from the funeral. So that is just one of the huge things that ARVA is so awesome at.

I like that if my child has a problem understanding something that we can stay on it until they get it...and ARVA throws it back in throughout the lessons just to make sure. On the flip side if my child knows something we can move on not stay on it for days because the other 25 kids don't get it. And only having 2 children I am able to see if they are struggling with something. Plus the assessments or the elluminate sessions with their teachers or math coaches also gives them extra help if they need it or just the socialization of participating with their classmates.

When we came to ARVA my daughter was terrified of the benchmark tests. I remember the first year of homeschooling when I took her she was in tears...(she had scored basic in math the year before & advanced in reading). So in public school she had to go to tutoring for math...then she had a special class to go to for reading...so was out of classroom a lot missing what the class was studying and struggling to stay caught up. So with us telling her that all we asked was she do her best (at everything...not just a test)...and the help of ARVA's teachers she has gotten a lot of her confidence back on taking tests...no more tears. Yeah! And her tests scores have shown that confidence...even last year during testing when her grandma was doing so bad...she passed a few days after testing...but my daughter still scored average even during that stressful time.

ARVA is just a wonderful program and we are hoping that will be able to expand all the way to 12th grade. This will be my daughter's last year at ARVA unless it is changed and this has caused a lot of discussion in our household. I think it would be an awesome program to graduate from and give her the skills that she is going to need in college. ARVA gives the children more and more responsibility for getting their work done on their own and doesn't let them go on unless they are at a certain level. But it also gives them the support of their learning coach, teachers, and math coaches to give them help and support if they don't quite understand something. It also gives them the skills to know where to look for answers beyond all of us. ARVA has been an awesome program for our children.

I lost my daughter in 2001 and began to raise her two daughters. In 2006 I was a 56 year widow and was permanently laid off from my job of 33 years. I had been steadily more and more disgusted with the local school district. It was underachieving and was going into financial distress. Public schools are dangerous. There is too much violence. After going back and forth between the superintendent and the elementary school principal over a matter, each one blaming the other, I had taken all I could take. I decided to take the girls out of school.

With our school being in financial distress, we could enroll our students in another school district. But that meant that they would have to get up much earlier to travel to another town and there was the expense of transportation. I began researching home schooling and I found the Arkansas Virtual Academy web site but it was too late to get into the lottery.

I home schooled my 2nd grader and 7th grader the 2006 - 2007 school year. I watched the ARVA web site constantly. As soon as I could I filled out the application and sent it in.

We were lucky and were picked and began ARVA in the 2007 - 2008 school year.

My oldest granddaughter was in the eighth grade. She loved ARVA but was only able to attend the one year. I enrolled her in Keystone National High School. It is expensive for me but putting her back in the regular school was no option. I have taken a part time job to help pay the expense. Each year I have hoped that ARVA would be able to expand so that I could get her back in.

My youngest granddaughter is in the 6th grade this year. She is doing very well and has made high scores on her benchmark test every year.

ARVA's curriculum is more advanced than what the students are being taught in the regular public schools. There is no peer pressure or school politics to deal with. They just have to get up and do their lessons. This means that all their energy is focused on lessons.

I'm sure our experience with homeschooling has been very similar to others. We began homeschooling because we as parents, and our children felt much time was being wasted in the traditional school setting. They wanted more time to explore things that truly interested them and be able to set their own pace for learning.

After much research, talking to K12 "stars", and talking to parents using the program we decided K12 would be a good fit for us. After being on the waiting list for 6 months, we gave up on ARVA

and purchased K12 for our 5th and 7th graders. It was a great year due, at least in part, to a fantastic curriculum. When they returned back to traditional school, because we could not afford to purchase K12 for the next year, we realized what an enriching curriculum it is. Both students were ahead in their class in every subject.

We didn't get accepted into ARVA in time for the older children, but we are currently using K12 through ARVA for my youngest child. We really appreciate the opportunity to use the K12 curriculum through ARVA. It affords us the freedom to move rapidly through concepts she easily grasps, and spend a little more time on the harder things. The enriching program enables us to dig deeper into subjects that interest my daughter. Having ready access to a teacher and math tutor is a tremendous help. We never feel we are "stuck" or on our own. My daughter feels well prepared when testing time comes. The curriculum has fostered a love for learning and a motivation to be able to work independently. I feel K12 has greatly enriched my children's education.

We are currently in 7th grade with K12 and are grateful that Arkansas Virtual Academy has provided us a choice in our child's education. Because of that choice, we feel our child is getting the best education possible.

I have two children in ARVA. In 2005 my son would turn 5 in September so school was looming in the very near future. A friend of mine is a teacher and was home schooling one of her children and my son came to me and said "momma I want stay at home and go to school." I was not sure if I could do that, so I talked to my friend and she said she would help me. She gave me kindergarten and first grade lesson's to do and came by the house to test my son when she tested her students, but I was worried about what I was going to do when he got older and needed more. I wanted him to have the very best education he could get and I knew I could not do it on my own.

Traditional public school is not an option at all, bullies, drugs and teachers being over stressed and stretched. Children are always learning the wrong things on the playgrounds and in classrooms. So one afternoon we were at Waffle house and we meet this lady who told us about ARVS it sounded like a dream come true, except when I found out about the lottery I was scared. I pushed forward and got the application filled it out and crossed my fingers and prayed. I got a letter that said we were picked and we were so happy I cried! I went to the parent meeting and found out I had started Eric in school a year early so he would have to start in kindergarten which upset me, he had worked so hard and accomplished so much that past year. They said he had to take some test so they could see where he stood. We turned in the test and waited. When they called they asked if I would consider putting Eric in third grade I said "WOW, but I think second grade would be better!" So we were enrolled and our journey began.

Our teacher was always there for every question I had. That made it easier for me. I finally had a support system in case I doubted myself. She reassured me I was on the right track and to

keep up the good work. I love the fact that we have to log attendance, take state test and are not just free falling. That is why we are still with the virtual school. When it was time for my daughter to start school there was no question, she would definitely go to ARVA. We have an almost 3 year old and he will also be enrolled in ARVA when the time comes. ARVA and K 12 offer the very best as far as I am concerned. I went to public and private schools here in the state of Arkansas and they never offered anything like K 12 has to offer. My children will always be in ARVA and K 12.

Being in ARVA is so perfect for us. There is always family time. We are not going in all different directions; we go in our kitchen/classroom to go to school. If they have a question I am right here to help them. Their dad works 2nd shift so they always get to see him. If they were in brick and mortar school they would only get to see him on the weekends. If we have to go to the doctor's office we go and come back home to get right back on our school work. There is no missing half a day of school for a 30 minute trip to the orthodontic's office. They get to go everywhere with me. They are learning how to shop for food, buy stamps and all the stuff you need to know in the everyday life of an adult. Brick and mortar school children are at school when mom and dad do all this. They are also learning what it takes to keep a household running. They know a house does not clean itself and dinner does not just appear. They always get their work done every day and it is always done right.

I feel that ARVA is not only good for my children it is good for me too. It makes me a better parent, by doing this I am not putting the education and the raising of my children in a stranger's hands it is all in my hands. If they fail in any way it is my fault, so I have to work harder to better myself so my children have the very best in life. A home-based education is the ultimate discipline for a parent, you have to get and keep everything in order so you can be the best you can be for your children. It is all about the children making sure their needs are met educationally, emotionally and physically. Children must feel safe in their learning environment where else but home can all these needs be met. No matter what my students/children need I can and will meet those needs. I am their mother, their teacher and their guide through life. No brick and mortar teacher can take care of any child this way. They do not have the time or the energy. I have both. This is why I choose to home school my children with the help of ARVA.

We feel that we have been truly blessed to be a part of the Arkansas Virtual Academy School.

Our oldest daughter started to our community public school her kindergarten year and the very first year the pressure began when the teacher started in that she was ADD.

We knew that there was no way that she was and even researched it to make sure that there were no signs of it.

Her teacher retained her after the first year of kindergarten and we had a great and successful

year her second year of repeating the same grade except that she had a lot of trouble reading. Then came the horrid, dreadful 1st grade.

Our daughter was falling behind fast, struggling to read beginner readers, her work was sloppy, comprehension was way down, every day was a struggle. She cried in the mornings not wanting to go to school, she had tutoring after school and after tutoring we spent endless nights of being eight-o'clock before the homework was done, then we had to grab a bite of supper then off to bed she went to rest before another dreadful day of the same process to begin again.

We were tired as parents, not to mention our daughter who had to go through the struggle day after day and were only told that she was just being stubborn and we were going to have to do something to get her attention.

I would have understood this if she would have been unruly, hyperactive, defiant or some other situation, but none of this was true about our daughter, our daughter was starting to give up.

We had her eyes checked and she had 20/20 vision, but the eye Dr. said that she had a condition that was called Convergence Insufficiency, which meant that the muscles behind our daughters eyes had not developed and she did not have control over her eyes to bring them into a single focus. This made her words jump around on the page. When she tried to bring her work into focus, she would be seeing double which made it impossible for her to see what she was reading. We started therapy on her eyes and tried to explain the situation to the school which was to no avail. The teacher only told me that she did not believe it and that she believed that my daughter was ADD and that I was neglecting her to not put her on the medicine for ADD.

We spoke to the school Principle and Counselor who had good intentions, but once given to the teacher they were not kept. They gave her a 504 plan and said that she would only have to do the odd or even numbers on her page, but on the completed pages that she brought home from school it would be finished entirely and there seemed to always be extra work that had not been finished at school that had to be added to the pile of homework.

Another conference to speak to the teacher about this only brought defense to cover the teachers' tracks and a promise to follow the 504 plan, which was forgotten about again eventually.

The teacher would send my daughter out of the class to a room all by herself to take test because she had to have a more than normal time limit to finish it. Day after day she was kept in from her recesses because she needed to finish her work which caused even more of a burn out.

We asked for more help but was told there was nothing else available and that there was just no time to give the special attention to my daughter that was needed.

Then we started looking for a different option. We wanted a credited school that we didn't feel would be wasting her time and then we found K-12 on-line.

At first it sounded too good to be true, I called the 800 number and spoke to someone who explained everything. Then our hopes got high only to be told that Arkansas had a cap of 500 and that the only way in, was to put our daughter's application in a lottery and hope that she was chosen, but if not, she would be put on a waiting list until her name came up.

We enrolled her and hoped for the best. Everyday was filled with anticipation, then finally a phone call came to let us know she was in.

Arkansas Virtual Academy has been the one of the most wonderful decisions we have ever made. We spoke to people who knew exactly what we were talking about. The teachers were so helpful, it blew us away. They helped us with her therapy and introduced us to a different doctor that had an even better therapy plan that has made a tremendous change in our daughter's reading abilities.

Through ARVA we have had access to the Barton Reading program, as well as other programs, and they follow the 504 plan down to the last dot.

We no longer have to fight the school system to get them to understand our daughter's diagnosis and try to get them to help us.

We get to stay busy keeping up with all the programs that ARVA offers us to help our daughter with her eye sight and to reestablish the basic reading skills that every child needs to read and we are having great success.

For the 1st year since our daughter has started to school, I can actually walk away for a few minutes and she doesn't have to depend on me to read everything to her and she can comprehend what she is reading.

ARVA is providing the resources that is giving my daughter the freedom to accomplish goals on her own, We are so happy that we are a part of ARVA and it makes me wish that every child had the open door for them to school in an environment that will not leave them trailing behind for the rest of their lives, but will boost their own abilities and confidence to accomplish everything in life that they could ever dream.

We are grandparents who adopted our grandson. This is our 4th year with ARVA and he is in 3rd grade, which means this is the only school he has attended. (He did attend a part-time preschool prior to this.)

I was a classroom teacher for 20 years. When our son was ready to start kindergarten, we had to make a decision on his school. We researched regular homeschooling, ARVA, and the local schools, and we decided on ARVA. I retired from teaching to do this, and did not want to be tied down to a school schedule. We can have school on "snow days" and finish our program earlier in May than the regular schools.

Probably our number one reason started out being the flexibility of doing school at our convenience. We could have lessons when it was convenient for us, on weekends, or evenings, or while traveling. We have a travel trailer and laptop and can log in almost anywhere on free WiFi. We can have wonderful field trips while traveling--visiting local museums, etc.

Another reason is the wonderful curriculum provided for us. I don't have

to be concerned with lesson plans, resources, etc. They are all right there for us, including manipulatives for math, supplies for art, etc.

I also appreciate the fact that we can concentrate on areas that he needs to work on. If he understands a math concept, we don't have to do numerous problems in that area. We can move on to something he needs to learn. He is working ahead of grade level in math. On the other hand, if there is something he needs to work on, we can spend as long as we need on that concept before moving on. The learning coach is like having a full time private tutor.

In kindergarten, as he struggled with learning to read (ARVA provided Headsprout for us), we discovered he had a vision problem. Fortunately, we had a vision therapist close to our home here in Arkansas. Throughout first grade, with a 504 plan from ARVA which provided financial aid for that, we took him to vision therapy for 8 months. He graduated from vision therapy being where he needed to be in reading. Now he can read well and has a great vocabulary.

There are many opportunities available for our son to participate in activities with other children--church, soccer, scouts, field trips with homeschool groups as well as ARVA, local library programs, etc. As an educator with a Masters in Education, I think ARVA is one of the greatest opportunities available in our state.

My husband and I adopted 4 special needs children 6 years ago. My husband and I decided to homeschool our biological son so he would have some personal attention from us during the day, because the 4 we adopted were very needy after school. Our biological son is also a very quick learner and I didn't want him to be bored in public school. We applied for ARVA and thankfully were accepted for Kindergarten.

My son and I enjoyed Kindergarten very much and he learned so much! The K12 curriculum was very thorough. I my son learned more that year than he would have if I would have used other curriculum or if he was in public school. (I have experienced the brick and mortar public school with my older 4 children) He is now in his 4th year with ARVA and my husband and I are both very pleased.

I feel that my son has benefited from the k12 curriculum, the supplemental programs (Headsprout, study island, ixl.com, etc), and the accountability that ARVA provides. He is reaching his fullest potential academically, socially, and emotionally. ARVA has been such a blessing and I wish it were available for more people.

My son started ARVA in Kindergarten and is now a second grader. The year before he started school, I researched homeschooling verses brick and mortar schools. Homeschooling just seemed right for our family, but there were concerns. Would I follow through with it, am I capable of doing it? It was a huge decision and not one I took lightly. After deciding to homeschool, I began researching different curriculums. There are many available, but the price of most put them out of reach. I found a cheaper way to go, that of making up my own curriculum, but that really scared me. What if I didn't cover everything needed for him to succeed? What if he failed Bench Mark tests because I didn't cover the right information? Not to mention, it's very time consuming to gather enough information to cover a whole year's worth of schooling. I felt discouraged. However, in my searching, I came across a website for Arkansas Virtual Academy. Reading over the information, I saw there would be oversight to keep me on track, a teacher to giving pointers and teaching tips and an outstanding curriculum, all at no cost. How perfect is that?! Then I read there were only 500 spots for students K-8 for the whole state of Arkansas. My heart sank. Fortunately though, my son was one of the lucky ones. He got in, unlike a friend of my who also tried to enroll their child that same year. This school has been the best thing ever for my family. Thank you ARVA!!!

I can't even begin to tell you what ARVA means to our family. We have 2 girls that began the program in 2009. At that time I had a 1st grader and 6th grader. We had tried a variety of different school settings before this time, homeschooling, private school and public school. Nothing seemed to fit perfectly for us. I felt at a loss in providing a great education while homeschooling. The private school situation didn't provide enough variety and offer enough challenge for my daughter plus completely being frustrated for paying for an above average education and not getting it. The public school setting didn't offer enough individualized attention and as you know the "good" kids get left alone and the ones who cause trouble get all the attention. So when I applied for ARVA I felt like it was our last chance at a good education and was so surprised when we got the call telling us our name had been drawn. It has been a perfect experience. There have been bugs in the system but those have been promptly addressed and fixed. We have loved, loved, loved the accountability that ARVA provides by providing top-notch teachers that check on us and keep us where we need to be. The curriculum is OUTSTANDING. We absolutely love what our children are learning, in some instances they can interact with each other during science or history lessons -- how fun is that. ARVA provides us the challenge we need on a daily basis to improve educationally. It empowers us to teach our own personal values on a daily basis. I hope that every child/parent who wants this kind of learning environment gets a chance at it because they want to and because they pay taxes. They deserve the same thing not because they get their name drawn out of a hat but because it is the best program for their children.

Sincerely,

Completely Satisfied Learning Coach!

After my son was born, my husband and I started considering alternatives to sending our child to a public school. Our thinking was to ensure our son got a quality education, without the problems many children face in our public schools. Growing up in a public school system, we had both seen bullying, and teasing of students at school and on the bus. The school I attended was and is considered a great school, but there were still a few problems with drugs, bullying and kids with problems. Since that time, it appears those problems have grown in our schools.

I was told by friend, who home schooled, about the K12 program. When my son was kindergarten age we applied for the school lottery, but didn't get in right away. Luckily for us, about a month after school started, we got into the program. Since that time, I have seen the school become a public school and improve its programs continually, striving to find great programs to help students and learning coaches.

Some skeptics may think our kids don't get enough social time, but that is not true. My son has met and made friends at this school in on-site meetings, at test sites, and can talk to them daily if he wants to over the phone, chat online and visit with them at school outings, and illuminate classroom meetings. His best friend in this school, lives in a neighborhood nearby, and they get to visit each other quite frequently. He also has joined the local Boys and Girls Club and played soccer. There are plenty of school outings planned across the state for education purposes and socialization as well as opportunities outside of school.

This has been a great opportunity for us be involved in our child's education. I know his problem areas and I can discuss them with his teacher for solutions. Another plus, is the school has supplied almost all the materials needed for the school year, so I don't have to worry about spending hundreds of dollars for school supplies like others do. A couple of years ago our local public school actually had a bomb threat and all the kids had to be evacuated. I was very thankful to know I didn't have to worry about my child being there.

We have been very satisfied with this school and the support it gives to us and our students. Another thing we are happy about is he has done very well on the benchmark tests each year.

Our story is fairly simple. We live in a failing educational district, and because we are not a minority, we are unable to send our children to another school out of district. The law in AR states that we have to attend a school in which has equal or more minorities as the district we live in and the other THREE options we have do not. We sent out children to a smaller school "illegally" for three years (my son and one year for my daughter) until we were threatened with jail time. I was lucky enough to be allowed to become part of the staff at a neighboring school district because of my Education Degree - to keep my children there until the end of the 2010 school year.

My son struggled through 3rd grade with a teacher that did not support him. He went from All A's and a 95 average to getting D's! He is an excellent student and did not get the support he needed. He is also a child who wants things perfect so it took him a long time to complete school work and if he did not complete it, it meant an F or (literally) 5 hours of homework at night. My daughter completed Kindergarten at a second grade reading level, doing 2nd grade math and they do not have accelerated programs in the district and she would have surely be held up in her educational development if we did not make this choice.

We were also lucky enough to win the lottery to become part of ARVA. It was a life changing decision, but one that was easy to make. ARVA and K12 has been a great benefit to each of the family members - my husband and I have more time with the children and can watch them develop the self confidence that a learner needs to continue education later in life. And the children have excelled in their learning AND have the support of teaching staff who will keep all of us on track and developing skills at a better pace than brick and mortar schools.

Thank you for everything!

My granddaughter has been with ARVA since the 3rd grade. Prior to ARVA, she attended a private church school from PK 3 to PK 4. From there she attended another private church school for her kindergarten year. At the end of the year, my daughter was told by her teacher that she was having problems reading. My daughter asked her what she needed to do. The teacher suggested a tutor. We got a tutor at \$20.00 per hour.

The teacher also said that she would have her retested before she started the first grade in the fall. We did everything we were told to do. The teacher did not have her tested and passed her on to the first grade. After the first two weeks of the first grade, the teacher said she was going to have to put her back into kindergarten. My daughter sent her back to her original private school. She completed another year of kindergarten and was passed to first grade. She did ok at the beginning of the first grade, but eventually her grades started dropping again. She was pulled out of first grade and completed the first grade by home school using Abbeka. Since this was strictly book work with no outside help, she didn't progress as quickly as she should have. For her second grade year, she went to a public school. She did ok, and was passed to the third grade. Her reading skills had not improved, but they passed her anyway. The school provided a resource teacher. She was pulled out of class for 75 minutes per day, to be placed in front of a computer where she worked independently. She had been tested by several doctors, and even enrolled in Learning RX. All learning RX did was get her totally confused. The only diagnosis doctors could find was that she had a learning disability. The information would go into her brain, but then when she needed it, she couldn't find it. In the third grade the teacher embarrassed her in front of the whole class because she would point out that my granddaughter had a different list of spelling words than the rest of the class.

After 11 weeks, my daughter decided to pull her out of school. The same day she made the decision an ARVA teacher called and said they had an opening and would she like to enroll. My daughter jumped at the chance. She has been in ARVA since then. Although her progress has been slow, we are seeing a definite improvement in her reading and math skills. ARVA teachers are wonderful. They are patient and are there for any required assistance. We have had special education teachers as well as a regular teacher. They have resources that we were never able to get through the private or public school system. They provide interaction with other homeschoolers through the planned outings they have. I believe totally in ARVA and feel that they provide a high degree of learning, not only through the materials they provide, but the teacher student interaction.

We were first introduced to a Virtual School when we lived in Texas. Harris county (Houston), started a beta program TXVA using the K12 curriculum. We were totally sold and enrolled my then 3rd grader. Unfortunately, we moved to Missouri before the year was out. Two years later, we find ourselves in AR due to a career change and were happy to hear that ARVA existed. Immediately, we put my son on the wait list for the 5th grade.

In our local school district, they tried a beta program using the K12 curriculum on a local basis. It was a dismal failure. Not the K12

curriculum, but the fact that I had to sit in the classroom with my son during his on-campus time. The teachers served as nothing more than administrators and I feel that going in to sit in the classroom with other students AND parents was a huge waste of time. We were all on different levels and at different places in the curriculum. Before the end of the year, there were only a few of us left.

Meanwhile, I have another son now in the 4th grade. He has ADHD and a reading disorder along with several other health disabilities. ARVA has been a LIFE SAVER for him and he was accepted for his 3rd grade year. The teachers and staff that have been involved in his progress have been tremendously helpful: Tara Richardson, Heather Stewart, Tammy Williams, Kelley Williams and for part of last year Leslie Chambers. His reading has improved by leaps and bounds due to the extra reading tutoring by Heather and Leslie and most importantly the new Mark 12 program. The resources ARVA has available to me and my special needs child are invaluable. Because his math level is on target or higher and he has the capability of understanding the other subjects and retaining them, ARVA and K12 gives him a complete education like no other can. Yes, it is a lot of work, but I can only imagine the stigma and how he would be left behind in a regular classroom.

We have been faced with another possible job move, and have looked at whether the state offers a Virtual Academy as a factor in whether we move or not to that state.

With regard to my son in 8th grade. We are faced with a dilemma. K12 costs a lot of money to an individual. We still face the possibility of moving out of state. Our family travels due to the fact that we have flight benefits as standbys and we include that in their total education. At ANY traditional school, traveling on an unscheduled basis is difficult-if not impossible.

I'm thankful that ARVA has been available for my younger son and only hope that changes can be made for the future of my older son and the students of AR.

Thanks for listening,

I would like to share our ARVA story with you. My son attended public school from Kindergarten through first grade. When we relocated to another city, he started having problems at school. He was having problems dealing with the transition. I began seeing behavioral pattern changes and he was becoming a very quiet child. My son had never had any problems at his previous school. When he attended the new school he was bullied. He also was not allowed to use the restroom on three different occasions. When I had confronted the teacher, she said she had specific times set for the restroom and this policy would be followed.

On one of these occasions, my son went through the entire day of school with his pants wet. I was extremely irritated and took him out of school.

I filled out the paperwork and bought materials for him to complete at home. I worried throughout this process that my son, six years of age at the time, was not learning on his level. My sister completed an online search and found the school. I completed the paperwork and was placed on the waiting list. I did not have to wait long. I believe the time frame was less than a couple of months. His first teacher was Lisa Williams. She was so kind and helpful. She made me feel assured that I was doing the right thing for my son. She had his academic levels increased during the first few months. I was so impressed with the curriculum and the process of completing assignments. I was able to have a say in my child's education and I knew he was safe. His reading comprehension expanded and his confidence grew.

I have seen many positive changes in my son. He feels more secure with his education and his personality has been restored to the happy child he once was. I have kept him in the school, now fourth grade, and also have a Kindergartener in the school this year as well. I have not had a teacher whom I did not like. All teachers have truly shown interest in my children's education and have helped them succeed. I also love the field trips the school plans. This gives the children an opportunity to interact while learning. I have no regrets regarding the placement of my children in the school. The time I waited on the list was well worth it. Thank you for your time.

My name is Debbie and I have a daughter who is enrolled in ARVA. She is in the 8th grade now. When we first started this school she was in 4th grade. She was struggling in our regular school and wasn't up to standards. Being concerned parents we decided to take another route for her education. We had asked many questions on why she wasn't learning like she should, most of our answers were that she was just slower than the other kids. This wasn't good enough for us. So we decided to find another way to help her.

Now we aren't well off and private school was out of the question for us. So I started to search around on the internet about home schooling. I had a friend a while back tell me about free schooling on line so I decided to look into it. I came across this school called Arkansas Virtual Academy (ARVA.) My husband and I talked about it and we decided to give it a try. So I called up the school and put in an application for her. To our surprise she was accepted. We were kind of worried at first, being she was going to be schooled at home. First not knowing what to expect, was she going to get the schooling she needed? We soon found out that it was more than we expected.

This school provided everything she needed. They provided her a computer, internet access, books, materials and an online teacher. She had everything she needed. She struggles in reading and they even provided her with tools on her computer to help her read. She was even

given access to a website that you could download her books in audio. She never received this at her brick and mortar school. We were just amazed at what they provided her. We could see our hope returning for our daughter.

Their curriculum is outstanding. Everything is in order and it is explained to you very thoroughly on how to coach your child so they can learn the lessons. She is provided with online learning classes in math and reading. The teachers are excellent. They will help you when you ask for it. In my options she is getting an excellent education. Better than when she was in the brick and mortar school. She has come a long ways from where she was. She has learned so much more.

I want to thank ARVA for everything they have done for us and hope and pray that they can go beyond the limits that are set. This school will benefit all the kids who are enrolled in it. The ones who are waiting should have a chance too. I know it has gave my daughter a chance. She now wants to be a teacher herself. Without ARVA I know this couldn't have happened. I just hope the higher power understands this and looks at the education of our children and gives them a chance. Thanks for the opportunity for my child.

My daughter was on the ARVA waiting list for two years before she was accepted. While waiting we used Calvert curriculum. We were accepted into ARVA early into third grade. It took the entire year for her to catch up to ARVA's K12 standards, and it was a very difficult struggle. I couldn't be more pleased with the results now. She was behind, caught up, and is now excelling thanks to ARVA and its support. If she had been able to get into ARVA earlier she would not have had to struggle to get where she is now. The frustration at being at the bottom of a long waiting list, slowly moving up, and then being told, "the school year is over; sorry, try again next year" almost made us give up.

I'm so glad we didn't. She is in 4th grade now & surprises me at how much she has learned and retained. Another surprise is that my 4 year old is also learning simply by being in the same room that I am teaching in. I think he is playing quietly by himself until he suddenly answers one of the questions that I have asked my daughter. In the two years he has been listening in, he has learned many of his multiplications, addition, subtraction, music, and even understands some of 4th grade literature. Because I follow the K12 plan religiously with my daughter, my 4 year old son is farther ahead in his education than I could have taught on my own. I'm so grateful that siblings receive priority enrollment, so that he can slide right into ARVA for Kindergarten. I know he will have a greater advantage at his early enrollment than she did

My family has been enrolled in ARVA since my oldest child was in 2nd grade. We were homeschooling prior to choosing ARVA for our children's education. Supporting the education of a child is a huge responsibility and shouldn't be taken lightly. My oldest child started having some learning problems that I noticed in the second grade. This concerned me as a parent and I wanted some help as to what direction or plan of action to take.

When I heard about ARVA it sounded like the perfect situation for our family. I wanted my children to be able to still go at their own pace without pressure to go faster because I knew my children had a slow learning curve compared to other children. After enrolling with ARVA I got the feedback that I wanted as a parent to help my children succeed plus they still got to go out there own pace. I'm not against a regular school setting but my children need a lot of extra help and I don't think a regular school setting could give them what they need like ARVA can. As a parent I want the best for my children and ARVA is that school. I get lots of feedback from the teachers and I feel confident that I'm going in the right direction with their education. ARVA has given me peace of mind that my children are getting what they need to succeed in life.

We have three children enrolled in ARVA. We are starting our fourth year in the program and we all love it. The books, curriculum and class work are easy to use and understand. K12 is an exceptionally well thought out program that meets all the educational needs of my children. They move along at a steady pace. It's a wonder and a pleasure to be a part of their learning experience.

My son is in 8th grade and his benchmark test scores remain in the upper 90th percentile. He is able to work independently at his own pace. There is no problem with him becoming board while a teacher is helping other students understand a concept that he easily mastered. He is challenged and looks forward to school each day.

There are many reasons why I chose to use a virtual program for my children. My twin daughters had a big part in my wanting to teach the children on line. Born five weeks early they both had health problems that forced them to spend their first three weeks in Children's Hospital.

Today as nine year-olds, my girls are both healthy and bright. As preemies sometimes they are both a little bit behind academically. With ARVA I am able to keep them both at the same grade

level and work with them one on one. They don't have to wait for my attention with new concepts and I am able to ensure that they have a clear understanding of a new lesson before moving on.

Because I can give my girls the attention they need, they both are doing very well in school. With the extra tools that ARVA provides for them they have constantly been improving in both reading and math.

As a whole ARVA has been outstanding in helping us reach out academic goals as a family. The teachers, tutors, and staff provide us with all the answers and help we need. I've never been met with anything other than kindness and help when dealing with them both on line and on the phone. They are a constant source of ideas and encouragement in managing the schooling of my children.

My granddaughter is 5 years old and did attend pre-K in public school last year. This was a disaster as she has mild autism (Pervasive Developmental Disorder) and celiac disease. We spent as much time at the school as my granddaughter did, just trying to allow the teacher to have time with her other students. Lunch was a bad time for her. She wanted what the other kids had to eat, and was not able so she would take food off of other students trays. Many times I had to go to the school to take a nap with her. She is so much happier here at home and able to learn at her own pace. Last year she was bullied and with her disabilities she didn't ever realize what was happening. I am so pleased and feel honored to be a part of ARVA.

My granddaughter had an excellent teacher in pre-k last year, but I feel it would not have been fair to her, the teacher or the other students to try to make her stay in a situation that we already knew did not work for her.

Thank you so much and Praise God for this opportunity.

After being disappointed with the B&M Schools and the value of education our children were receiving, we started looking for alternatives for our children and came upon Arkansas Virtual Academy. We were so thankful when we received the email that our kids were accepted into the program. This is our first year with ARVA, but we have already noticed a difference between the level of education they are receiving from the program that they weren't receiving from their prior school. At first I was a little apprehensive about starting the program, but since I have grown as a person and am excited about teaching my children every day. As they say, "You never stop learning.", and I am learning more along with my kids!

Arkansas Virtual Academy has been a godsend. My kids are enjoying school more than they

were in the B&M schools and are taking more pride in their schoolwork and responsibilities. I love to see those little light bulbs come on in their head and the smiles on their faces when they are learning!

I'm not going to lie, some days are harder than others, the kids move at a slower pace and I get a little frustrated, but in the end I've learned, everyone learns at their own pace...so I just breathe and slow things down. Being a part of their education is the best part of it all. I didn't have that with B&M schools. A progress report/report card only tells so much, actually being a part of their education and knowing where they are lacking and what needs to improved on is such a help. With B&M schools, my children never once brought a textbook home or even worksheets for extra homework, so I felt like I never knew what my kids were doing in school. I love that ARVA provides textbooks with worksheets and optional lessons. Optional lessons are the busywork for the kids, when they are in between lessons or while I'm teaching my other child, they get that extra practice. Having the tools to educate my children helps me get a better understanding on what they are actually learning.

Appendix B: Fiscal Year 2012 Budget

RETURN TO MODEL INDEX

SCHOOL P&L - ROLL-UP ALL FUNDING

ALL FUNDING ROLL-UP P&L (M)

	Total FY12 Budget	Total FY12 Budget % of Bas	FY12 % Change from FY11	BUDGET											
				BUDGET Jul-11	BUDGET Aug-11	BUDGET Sep-11	BUDGET Oct-11	BUDGET Nov-11	BUDGET Dec-11	BUDGET Jan-12	BUDGET Feb-12	BUDGET Mar-12	BUDGET Apr-12	BUDGET May-12	BUDGET Jun-12
Managed Enrollments															
K-8	1,500	0.0%		1,500	1,434	1,501	1,490	1,518	1,524	1,529	1,523	1,492	1,483	1,471	1,471
HS	-	0.0%		-	-	-	-	-	-	-	-	-	-	-	-
Funding Enrollment (Avg. for Totals)	1,500	0.0%		1,500	1,434	1,501	1,490	1,518	1,524	1,529	1,523	1,492	1,483	1,471	1,471
Funding Sources:															
Basic Formula Funding - K-8 and HS	\$ 9,216,614	0.0%		\$ 768,051	\$ 768,051	\$ 768,051	\$ 768,051	\$ 768,051	\$ 768,051	\$ 768,051	\$ 768,051	\$ 768,051	\$ 768,051	\$ 768,051	\$ 768,051
Special Education Funding - K-8 and HS	-	0.0%		-	-	-	-	-	-	-	-	-	-	-	-
Title VI-B	268,518	0.0%		22,376	22,376	22,376	22,376	22,376	22,376	22,376	22,376	22,376	22,376	22,376	22,376
Title III	406,527	0.0%		33,377	33,377	33,377	33,377	33,377	33,377	33,377	33,377	33,377	33,377	33,377	33,377
ARRA-DEA	20,574	0.0%		1,715	1,715	1,715	1,715	1,715	1,715	1,715	1,715	1,715	1,715	1,715	1,715
ARRA-Stabilization	15,000	0.0%		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
Title IIA	17,000	0.0%		1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417
State Capital	20,000	0.0%		1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Washon Board Grant	24,000	0.0%		2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Education Job Funding	95,100	0.0%		7,925	7,925	7,925	7,925	7,925	7,925	7,925	7,925	7,925	7,925	7,925	7,925
Interest Income / Other	-	0.0%		-	-	-	-	-	-	-	-	-	-	-	-
Total Funding	\$ 10,071,233	100.0%	0.0%	\$ 830,778	\$ 830,778	\$ 830,778	\$ 830,778	\$ 830,778	\$ 830,778	\$ 830,778	\$ 830,778	\$ 830,778	\$ 830,778	\$ 830,778	\$ 830,778
Instruction - Teachers															
Salary - Regular	\$ 884,500	8.8%	0.0%	\$ 23,200	\$ 78,300	\$ 78,300	\$ 78,300	\$ 78,300	\$ 78,300	\$ 78,300	\$ 78,300	\$ 78,300	\$ 78,300	\$ 78,300	\$ 78,300
Salary - Special Ed	239,533	2.4%	0.0%	6,033	22,700	22,700	22,700	22,700	22,700	20,000	20,000	20,000	20,000	20,000	20,000
Salary - ICs / Advisors / Counselors	-	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
Salary - Title	208,800	2.1%	0.0%	17,400	17,400	17,400	17,400	17,400	17,400	17,400	17,400	17,400	17,400	17,400	17,400
Salary - Other	44,811	0.4%	0.0%	6,687	6,687	6,687	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750
Salary - Part-Time Regular	-	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
Salary - Part-Time Special	-	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
Salary - Part-Time ICs / Advisors / Counselors	-	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
Benefits	371,964	3.7%	0.0%	14,396	33,773	33,773	32,711	32,711	32,711	31,982	31,982	31,982	31,982	31,982	31,982
Bonus	48,340	0.5%	0.0%	8,057	8,057	8,057	-	-	-	-	-	-	-	-	-
Travel	76,000	0.8%	0.0%	3,198	3,198	3,198	3,178	3,178	3,178	3,178	3,178	3,178	3,178	3,178	3,178
Phone	36,000	0.4%	0.0%	1,515	1,515	1,515	3,495	3,495	3,297	3,297	3,297	3,297	3,297	3,297	3,297
Instructional Materials	28,800	0.3%	0.0%	9,560	9,560	9,560	-	-	-	-	-	-	-	-	-
Custodian Salary	72,435	0.7%	0.0%	-	6,585	6,585	6,585	6,585	6,585	6,585	6,585	6,585	6,585	6,585	6,585
K12 Charges-Ed Party Teacher	-	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
Teacher Layoffs	54,250	0.6%	0.0%	15,021	15,021	15,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021
Non-Instructional Materials & Supplies	125,000	1.3%	0.0%	1,000	1,000	1,000	1,000	1,000	835	835	835	835	1,165	1,165	1,165
Conf. Teacher Training & Prof. Dev	57,000	0.6%	0.0%	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750
Printing, Mailing, Postage	1,650	0.0%	0.0%	138	138	138	138	138	138	138	138	138	138	138	138
Tuition check	9,900	0.1%	0.0%	825	825	825	825	825	825	825	825	825	825	825	825
ISP	19,800	0.2%	0.0%	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650	1,650
Non-K12 Other	-	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
Total Instruction - Teachers	\$ 2,165,663	21.6%	0.0%	\$ 112,430	\$ 211,159	\$ 211,159	\$ 186,762	\$ 186,762	\$ 186,762	\$ 176,010	\$ 176,010	\$ 185,692	\$ 185,692	\$ 185,692	\$ 185,692
				13.5%	25.1%	25.1%	21.9%	21.9%	21.9%	21.1%	21.1%	22.1%	22.1%	22.1%	22.1%
Instruction - Students															
Proctored Exams & Test Administration	\$ 380,012	1.8%	0.0%	\$ -	\$ 6,000	\$ 6,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian Salary	2,721,967	27.0%	0.0%	-	345,553	257,210	257,210	263,747	266,484	269,763	270,781	267,346	266,270	264,846	264,846
Instructional Materials	1,561,865	15.6%	0.0%	-	714,608	155,624	90,448	108,162	92,046	92,046	92,046	72,331	71,752	71,275	71,275
Computer, Peripherals, & Software	381,037	3.8%	0.0%	-	65,157	41,187	36,941	33,989	34,633	33,900	33,273	33,047	30,683	30,683	30,683
ISP	90,000	0.9%	0.0%	3,000	3,000	3,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000
Salon Tax	-	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
K12 Charges Other	15,300	0.2%	0.0%	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275	1,275
Non-K12 Other	-	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
Total Instruction - Students	\$ 4,958,181	49.6%	0.0%	\$ 10,275	\$ 1,035,254	\$ 1,044,297	\$ 754,932	\$ 754,932	\$ 754,932	\$ 754,932	\$ 754,932	\$ 754,932	\$ 754,932	\$ 754,932	\$ 754,932
				1.2%	123.3%	125.3%	90.9%	90.9%	90.9%	90.9%	90.9%	90.9%	90.9%	90.9%	90.9%
Student and Family Services															
Special Ed Contracted Svcs & Other Related Exp.	\$ 268,518	2.7%	0.0%	\$ 22,376	\$ 22,376	\$ 22,376	\$ 22,376	\$ 22,376	\$ 22,376	\$ 22,376	\$ 22,376	\$ 22,376	\$ 22,376	\$ 22,376	\$ 22,376
Field Trips	4,500	0.0%	0.0%	-	-	-	750	750	750	-	-	-	750	750	750
Hybrid Program	-	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
School Events	4,500	0.0%	0.0%	-	-	-	750	750	750	-	-	-	750	750	750
Annual School Reports	-	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
School Promotions	-	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
Non-K12 Other	15,000	0.1%	0.0%	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
Total Student and Family Services	\$ 292,518	2.9%	0.0%	\$ 24,626	\$ 24,626	\$ 24,626	\$ 25,126	\$ 25,126	\$ 25,126	\$ 24,626	\$ 24,626	\$ 24,626	\$ 25,126	\$ 25,126	\$ 25,126
				3.1%	1.7%	1.7%	3.0%	3.0%	3.0%	2.9%	2.9%	2.9%	3.0%	3.0%	3.0%
School Administration & Governance															
Educational Services	\$ 1,445,239	14.5%	0.0%	\$ 120,438	\$ 120,438	\$ 120,438	\$ 120,438	\$ 120,438	\$ 120,438	\$ 120,438	\$ 120,438	\$ 120,438	\$ 120,438	\$ 120,438	\$ 120,438
Overnight/Spouse Fee	-	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
Legal Services	15,000	0.1%	0.0%	3,750	3,750	3,750	500	500	500	-	-	-	750	750	750
Payroll Services	-	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
Auditing - External	20,500	0.2%	0.0%	3,417	3,417	3,417	3,417	3,417	3,417	-	-	-	-	-	-
Board Development & Training	24,000	0.2%	0.0%	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Administrative Travel	5,000	0.0%	0.0%	417	417	417	417	417	417	333	333	333	333	333	333
Administrative Phone	6,500	0.1%	0.0%	542	542	542	542	542	542	542	542	542	542	542	542
Non-K12 Other	-	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
Total School Administration & Governance	\$ 1,516,239	15.2%	0.0%	\$ 130,663	\$ 130,663	\$ 130,438	\$ 120,438	\$ 120,438	\$ 120,438	\$ 120,438	\$ 120,438	\$ 120,438	\$ 120,438	\$ 120,438	\$ 120,438
				15.5%	15.5%	15.5%	15.2%	15.2%	15.2%	14.7%	14.7%	14.7%	14.8%	14.8%	14.8%
Technology															
Technology Services	\$ 705,413	7.0%	0.0%	\$ 58,784	\$ 58,784	\$ 58,784	\$ 58,784	\$ 58,784	\$ 58,784	\$ 58,784	\$ 58,784	\$ 58,784	\$ 58,784	\$ 58,784	\$ 58,784
Non-K12 Other	-	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
Total Technology	\$ 705,413	7.0%	0.0%	\$ 58,784	\$ 58,784	\$ 58,784	\$ 58,784	\$ 58,784	\$ 58,784	\$ 58,784	\$ 58,784	\$ 58,784	\$ 58,784	\$ 58,784	\$ 58,784
				7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%	7.0%
Insurance / Facilities / Other															
Rent	\$ 75,000	0.7%	0.0%	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250
Maintenance/Repair Facility	-	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
Water & Electric	-	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-	-



ARKANSAS DEPARTMENT OF EDUCATION

Critical Academic Licensure Shortage Areas 2011-2012 School Year

Pursuant to A.C.A. § 6-81-601 et seq. and A.C.A. § 6-85-109, the Arkansas Department of Education has designated the following areas as critical academic licensure/endorsement shortage areas for the 2011-2012 school year.

Licensure Areas:

Mathematics (Secondary)

Mathematics (7-12)

Middle Childhood

Mathematics/Science (4-8)

English/Language Arts/Social Studies (4-8)

Special Education

Deaf Education

Visually Impaired

Speech Language Pathologist/

Speech Therapist

Special Education Instructional

Specialist (P-4 and 4-12) **or**

(Old Licenses: {K-12} Mildly Handicapped,

Moderately/Profound Handicapped

Severely Emotionally Disturbed)

Science (Secondary)

Life/Earth Science (7-12)

Physical/Earth Science (7-12)

or (Old Licenses: Biology/Chemistry/
Physical Science/Physics)

Foreign Language(s) – All areas

Endorsements:

Library Media

School Counselor

Gifted and Talented

Algebra 1 Middle School

5th/6th Grade Endorsement

English as Second Language (ESL)

Middle School (5-8)

(Old Licenses by subject:)

English (056)

Math (111)

Social Studies (159)

Science (139)

Bldg. Level Administrators

ACCREDITATION STATUS REPORT
2010-2011

area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
9	Pulaski	Academics Plus Charter Middle School	6040700	Academics Plus				
9	Pulaski	Academics Plus Charter Middle School	6040702	Academics+ Middle Sch	A			
9	Pulaski	Academics Plus Charter High School	6040703	Academics+ HS	A			
7	Crawford	Alma	1701000					
7	Crawford	Alma	1701001	Alma Intermediate	A			
7	Crawford	Alma	1701002	Alma HS	A			
7	Crawford	Alma	1701003	Alma Middle School	A			
7	Crawford	Alma	1701004	Alma Primary School	A			
2	Boone	Alpena	501000					
2	Boone	Alpena	501001	Alpena Elem	A			
2	Boone	Alpena	501002	Alpena HS	A			
9	Pulaski	Ar Virtual Charter	6043700	Arkansas Virtual Academy				
9	Pulaski	Ar Virtual Charter	6043701	Arkansas Virtual Academy	A			
9	Pulaski	Ark Sch for Blind	6091000	Ark. School for the Blind				
9	Pulaski	Ark Sch for Blind	6091001	Ark. School for the Blind Elem Sch	pa			
9	Pulaski	Ark Sch for Blind	6091002	Ark. School for the Blind High Sch	pa			
9	Pulaski	Ark Sch for Deaf	6092000	Ark. School for the Deaf				
9	Pulaski	Ark Sch for Deaf	6092001	Ark. School for the Deaf Elem Sch	pa			
9	Pulaski	Ark Sch for Deaf	6092002	Ark. School for the Deaf High Sch	pa			
5	Clark	Arkadelphia	1002000					
5	Clark	Arkadelphia	1002006	CENTRAL PRIMARY	A			
5	Clark	Arkadelphia	1002007	LOUISA PERRITT PRIMARY	A			
5	Clark	Arkadelphia	1002008	PEAKE ELEMENTARY		C		LICENSURE
5	Clark	Arkadelphia	1002009	GOZA MIDDLE	A			
5	Clark	Arkadelphia	1002010	ARKADELPHIA HIGH	A			
3	Mississippi	Armored	4701000				P	COUNSELOR FTE/5% VAR

ACCREDITATION STATUS REPORT
2010-2011

area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
3	Mississippi	Armored	4701001	Armored Elem			P2	COUNSELOR FTE
3	Mississippi	Armored	4701002	Armored HS			P2	COUNSELOR FTE
5	Little River	Ashdown	4101000					
5	Little River	Ashdown	4101001	L. F. Henderson Intern	A			
5	Little River	Ashdown	4101002	C. D. Franks Elem Sch		C		LICENSE
5	Little River	Ashdown	4101003	Ashdown Junior HS	A			
5	Little River	Ashdown	4101004	Ashdown HS		C		LICENSE
5	Little River	Ashdown	4101005	Margaret Daniels Primary		C		LICENSE
7	Pope	Atkins	5801000					
7	Pope	Atkins	5801001	Atkins Elem Sch	A			
7	Pope	Atkins	5801002	Atkins HS	A			
7	Pope	Atkins	5801003	Atkins Middle Sch	A			
4	Woodruff	Augusta	7401000			C		5% VARIANCE
4	Woodruff	Augusta	7401001	Augusta Elem.			P	LICENSE
4	Woodruff	Augusta	7401003	Augusta High		C		LICENSE
4	Woodruff	Augusta	7401007	Cotton Plant Elem.		C		LICENSE
8	White	Bald Knob	7301000					
8	White	Bald Knob	7301001	H.L. Lubker Elem		C		LICENSE
8	White	Bald Knob	7301003	Bald Knob HS	A			
8	White	Bald Knob	7301004	Bald Knob Middle Sch	A			
4	Phillips	Barton-Lexa	5401000					
4	Phillips	Barton-Lexa	5401002	Barton-Lexa Elem Sch		C		LICENSE
4	Phillips	Barton-Lexa	5401003	Barton-Lexa HS	A			
3	Independence	Batesville	3201000			C		LATE SUBM / 5% VARI
3	Independence	Batesville	3201001	Central Elem Sch	A			
3	Independence	Batesville	3201003	West Elem Sch	A			
3	Independence	Batesville	3201004	Batesville Junior HS	A			
3	Independence	Batesville	3201005	Batesville HS	A			
3	Independence	Batesville	3201009	Eagle Mountain Elem.	A			
3	Independence	Batesville	3201042	Sulphur Rock Elementary	A			
6	Saline	Bauxite	6301000					
6	Saline	Bauxite	6301001	Pine Haven Elementary	A			
6	Saline	Bauxite	6301002	Bauxite High	A			
3	Craighead	Bay	1601000			C		5% VARIANCE
3	Craighead	Bay	1601001	Bay Elem	A			

ACCREDITATION STATUS REPORT
2010-2011

area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
3	Craighead	Bay	1601002	Bay HS	A			
5	Ouachita	Bearden	5201000			C		5% VARIANCE ATHLETICS
5	Ouachita	Bearden	5201001	Bearden Elem	A			
5	Ouachita	Bearden	5201002	Bearden HS		C		LICENSURE
8	White	Beebe	7302000					
8	White	Beebe	7302008	Beebe Elem	A			
8	White	Beebe	7302009	Beebe Junior High Sch		C		LICENSURE
8	White	Beebe	7302010	Beebe HS	A			
8	White	Beebe	7302011	Beebe Middle Sch		C		LICENSURE
8	White	Beebe	7302013	Badger Elem	A			
8	White	Beebe	7302014	Beebe Early Childhood	A			
8	White	Beebe	7302703	Badger Academy	A			
6	Saline	Benton	6302000					
6	Saline	Benton	6302006	Caldwell Elementary		C		LICENSURE
6	Saline	Benton	6302007	Angie Grant Elementary	A			
6	Saline	Benton	6302008	Perrin Elementary	A			
6	Saline	Benton	6302009	Ringgold Elementary	A			
6	Saline	Benton	6302010	Benton Junior High	A			
6	Saline	Benton	6302011	Benton Middle Sch	A			
6	Saline	Benton	6302012	Benton HS	A			
1	Benton	Benton Co S/A	440700	Benton C. School of Arts				
1	Benton	Benton Co S/A	440701	Benton C. School of Arts K-8	A			
1	Benton	Benton Co S/A	440703	NW Ark Acad FA HS 9-12	A			
1	Benton	Bentonville	401000					
1	Benton	Bentonville	401001	T Jefferson Elem	A			
1	Benton	Bentonville	401002	Washington JRHS	A			
1	Benton	Bentonville	401003	Bentonville HS		C		LICENSURE
1	Benton	Bentonville	401004	R. E. Baker Elem	A			
1	Benton	Bentonville	401005	Old High MS	A			
1	Benton	Bentonville	401006	Sugar Creek Elem		C		LICENSURE
1	Benton	Bentonville	401007	Apple Glen Elem	A			
1	Benton	Bentonville	401008	Spring Hill MS		C		LICENSURE
1	Benton	Bentonville	401009	Elm Tree Elem	A			
1	Benton	Bentonville	401010	Lincoln JRHS	A			
1	Benton	Bentonville	401011	M. M. Jones Elem	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
1	Benton	Bentonville	401012	Central Park @ Morningstar	A			
1	Benton	Bentonville	401013	Ruth Hale Barker MS	A			
1	Benton	Bentonville	401014	Centerton-Gamble Elem	A			
1	Benton	Bentonville	401015	Cooper Elem		C		LICENSURE
2	Boone	Bergman	502000					
2	Boone	Bergman	502006	Bergman Elem Sch	A			
2	Boone	Bergman	502007	Bergman HS	A			
2	Boone	Bergman	502008	Bergman MS	A			
2	Carroll	Berryville	801000					
2	Carroll	Berryville	801001	Berryville Elem Sch	A			
2	Carroll	Berryville	801002	Berryville HS	A			
2	Carroll	Berryville	801003	Berryville Middle Sch	A			
2	Carroll	Berryville	801004	Berryville Intern Sch	A			
6	Hot Spring	Bismarck	3001000			C		LICENSURE
6	Hot Spring	Bismarck	3001001	Bismarck Elem Sch	A			
6	Hot Spring	Bismarck	3001002	Bismarck Middle Sch		C		LICENSURE
6	Hot Spring	Bismarck	3001003	Bismarck HS	A			
5	Hempstead	Blevins	2901000			C		LICENSURE
5	Hempstead	Blevins	2901001	Blevins Elem Sch	A			
5	Hempstead	Blevins	2901002	Blevins HS	A			
3	Mississippi	Blytheville	4702000			C		5% VARIANCE
3	Mississippi	Blytheville	4702006	Central Elem		C		LICENSURE
3	Mississippi	Blytheville	4702007	Blytheville Kindergarten Ctr.		C		LICENSURE
3	Mississippi	Blytheville	4702008	Blytheville Primary	A			
3	Mississippi	Blytheville	4702011	Blytheville Int	A			
3	Mississippi	Blytheville	4702012	Blytheville MS	A			
3	Mississippi	Blytheville	4702013	Blytheville HS	A			
3	Mississippi	Blytheville	4702703	Blytheville Charter	A			
7	Logan	Booneville	4201000			C		LICENSURE
7	Logan	Booneville	4201001	Booneville Elementary	A			
7	Logan	Booneville	4201002	Booneville High	A			
7	Logan	Booneville	4201003	Booneville Jr. High	A			
8	White	Bradford	7303000					
8	White	Bradford	7303014	Bradford Elem	A			
8	White	Bradford	7303015	Bradford HS	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
5	LaFayette	Bradley	3701000					
5	LaFayette	Bradley	3701001	Bradley Elem		C		LICENSURE
5	LaFayette	Bradley	3701002	Bradley HS		C		LICENSURE
4	Monroe	Brinkley	4801000			C		5% VARIANCE
4	Monroe	Brinkley	4801001	C.B. Parlee Elem.	A			
4	Monroe	Brinkley	4801003	Brinkley HS			P	CURRICULUM
3	Craighead	Brookland	1603000					
3	Craighead	Brookland	1603006	Brookland Elem	A			
3	Craighead	Brookland	1603007	Brookland HS		C		LICENSURE
3	Craighead	Brookland	1603009	Brookland MS		C		LICENSURE
6	Saline	Bryant	6303000					
6	Saline	Bryant	6303020	Bryant Elementary	A			
6	Saline	Bryant	6303022	Bryant HS		C		LICENSURE
6	Saline	Bryant	6303023	Salem Elementary	A			
6	Saline	Bryant	6303024	Robert L. Davis Elementary	A			
6	Saline	Bryant	6303025	Springhill Elementary	A			
6	Saline	Bryant	6303026	Bryant Middle		C		LICENSURE
6	Saline	Bryant	6303027	Collegeville Elementary	A			
6	Saline	Bryant	6303028	Bethel MS		C		LICENSURE
6	Saline	Bryant	6303029	Hurricane Creek Elementary	A			
6	Saline	Bryant	6303036	Paron Elementary	A			
3	Craighead	Buffalo Island	1605000			C		5% VARIANCE
3	Craighead	Buffalo Island		Buffalo Island Central West Elem	A			
3	Craighead	Buffalo Island	1605060		A			
3	Craighead	Buffalo Island	1605061	Buffalo Island East Elem	A			
3	Craighead	Buffalo Island	1605062	Buffalo Island Central JHS		C		LICENSURE
3	Craighead	Buffalo Island	1605063	Buffalo Island Central High	A			
8	Lonoke	Cabot	4304000					
8	Lonoke	Cabot	4304001	Eastside Elem	A			
8	Lonoke	Cabot	4304002	Central Elem	A			
8	Lonoke	Cabot	4304004	Cabot Jr. High South	A			
8	Lonoke	Cabot	4304005	Cabot High	A			
8	Lonoke	Cabot	4304006	Westside Elem		C		LICENSURE
8	Lonoke	Cabot	4304007	Southside Elem	A			
8	Lonoke	Cabot	4304008	Northside Elem	A			
8	Lonoke	Cabot	4304009	Ward Central	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
8	Lonoke	Cabot	4304010	Middle Sch South		C		LICENSURE
8	Lonoke	Cabot	4304011	Cabot Jr. High North	A			
8	Lonoke	Cabot	4304012	Middle Sch North		C		LICENSURE
8	Lonoke	Cabot	4304013	Magness Creek Elem		C		LICENSURE
8	Lonoke	Cabot	4304014	Stagecoach Elem		C		LICENSURE
8	Lonoke	Cabot	4304703	Academic Center	A			
6	Montgomery	Caddo Hills	4901000					
6	Montgomery	Caddo Hills	4901001	Caddo Hills Elementary Sch		C		LICENSURE
6	Montgomery	Caddo Hills	4901003	Caddo Hills HS	A			
2	Izard	Calico Rock	3301000			C		5% VARIANCE
2	Izard	Calico Rock	3301001	Calico Rock Elem Sch		C		LICENSURE
2	Izard	Calico Rock	3301002	Calico Rock HS		C		LICENSURE
5	Ouachita	Camden Fairview	5204000					
5	Ouachita	Camden Fairview	5204021	Fairview Elem	A			
5	Ouachita	Camden Fairview	5204023	Camden Fairview HS	A			
5	Ouachita	Camden Fairview	5204025	Ivory Primary	A			
5	Ouachita	Camden Fairview	5204026	Camden Fairview Int	A			
5	Ouachita	Camden Fairview	5204028	Camden Fairview MS	A			
8	Lonoke	Carlisle	4303000					
8	Lonoke	Carlisle	4303012	Carlisle Elem		C		LICENSURE
8	Lonoke	Carlisle	4303013	Carlisle High	A			
2	Sharp	Cave City	6802000					
2	Sharp	Cave City	6802001	Cave City Elem Sch	A			
2	Sharp	Cave City	6802002	Cave City HS	A			
2	Sharp	Cave City	6802005	Evening Shade Elem. Sch	A			
2	Sharp	Cave City	6802007	CaveCity Middle sch	A			
2	Sharp	Cave City	6802008	Cave City Intermediate	A			
3	Independence	Cedar Ridge	3212000			C		5% VARIANCE / ALCP
3	Independence	Cedar Ridge	3212010	Cord-Charlotte Elem Sch	A			
3	Independence	Cedar Ridge	3212026	Newark Elem Sch	A			
3	Independence	Cedar Ridge	3212027	Cedar Ridge HS		C		LICENSURE
7	Crawford	Cedarville	1702000					
7	Crawford	Cedarville	1702008	Cedarville Elementary	A			
7	Crawford	Cedarville	1702009	Cedarville High School	A			
7	Crawford	Cedarville	1702010	Cedarville Middle School	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
5	Pike	Centerpoint	5502000					
5	Pike	Centerpoint	5502006	Centerpoint Primary Sch	A			
5	Pike	Centerpoint	5502008	Centerpoint Intermediate Sch	A			
5	Pike	Centerpoint	5502010	Centerpoint HS		C		LICENSURE
7	Franklin	Charleston	2402000					
7	Franklin	Charleston	2402006	Charleston Elementary	A			
7	Franklin	Charleston	2402007	Charleston High	A			
4	Monroe	Clarendon	4802000					
4	Monroe	Clarendon	4802008	Clarendon Elem.	A			
4	Monroe	Clarendon	4802010	Clarendon HS		C		LICENSURE
7	Johnson	Clarksville	3601000					
7	Johnson	Clarksville	3601001	Pyron Elementary	A			
7	Johnson	Clarksville	3601002	Kraus Middle School	A			
7	Johnson	Clarksville	3601003	Clarksville Primary	A			
7	Johnson	Clarksville	3601004	Clarksville Jr. High	A			
7	Johnson	Clarksville	3601005	Clarksville High	A			
4	Cleveland	Cleveland Co	1305000					
4	Cleveland	Cleveland Co	1305001	Kingsland Elem	A			
4	Cleveland	Cleveland Co	1305009	Rison Elem	A			
4	Cleveland	Cleveland Co	1305010	Rison HS		C		LICENSURE
8	Van Buren	Clinton	7102000					
8	Van Buren	Clinton	7102005	Cowser Elem Sch	A			
8	Van Buren	Clinton	7102006	Clinton HS	A			
8	Van Buren	Clinton	7102007	Clinton Intermediate Sch	A			
8	Van Buren	Clinton	7102008	Clinton Jr. HS	A			
8	Cleburne	Concord	1201000					
8	Cleburne	Concord	1201001	Concord Elem Sch	A			
8	Cleburne	Concord	1201002	Concord HS			P	CURRICULUM
8	Faulkner	Conway	2301000					
8	Faulkner	Conway	2301001	Ida Burns Elementary	A			
8	Faulkner	Conway	2301002	Sallie Cone Elementary	A			
8	Faulkner	Conway	2301003	Ellen Smith Elementary	A			
8	Faulkner	Conway	2301004	Carl Stuart Middle Sch	A			
8	Faulkner	Conway	2301005	Conway HS East	A			
8	Faulkner	Conway	2301006	Conway HS West	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
8	Faulkner	Conway	2301008	Julia Lee Moore Elem	A			
8	Faulkner	Conway	2301009	Florence Mattison Elem	A			
8	Faulkner	Conway	2301010	Marguerite Vann Elem	A			
8	Faulkner	Conway	2301011	Jim Stone Elem	A			
8	Faulkner	Conway	2301012	Theodore Jones Elem	A			
8	Faulkner	Conway	2301013	Bob Courtyard Middle	A			
8	Faulkner	Conway	2301016	Ruth Doyle Intern	A			
8	Faulkner	Conway	2301017	Ray & Phyllis Simon Intern	A			
8	Faulkner	Conway	2301018	Woodrow Cummins Ele	A			
2	Clay	Corning	1101000			C		5% VARIANCE
2	Clay	Corning	1101004	Corning HS	A			
2	Clay	Corning	1101005	Central Elementary	A			
2	Clay	Corning	1101006	Park Elementary	A			
6	Polk	Cossatot River	5707000					
6	Polk	Cossatot River	5707018	Van Cove HS		C		LICENSE
6	Polk	Cossatot River	5707019	Van Cove Elem Sch		C		LICENSE
6	Polk	Cossatot River	5707016	Umpire Elem Sch		C		LICENSE
6	Polk	Cossatot River	5707017	Umpire HS		C		LICENSE
6	Polk	Cossatot River	5707021	Wickes Elem Sch		C		LICENSE
6	Polk	Cossatot River	5707022	Wickes HS		C		LICENSE
2	Baxter	Cotter	302000					
2	Baxter	Cotter	302006	Amanda Gist Elem Sch		C		LICENSE
2	Baxter	Cotter	302007	Cotter HS		C		LICENSE
7	Franklin	County Line	2403000					
7	Franklin	County Line	2403011	County Line Elementary	A			
7	Franklin	County Line	2403012	County Line High		C		LICENSE
9	Pulaski	Covenant Keepers Charter	6044700	Covenant Keepers				
9	Pulaski	Covenant Keepers Charter	6044701	Covenant Keepers	A			
3	Cross	Cross County	1901000					
3	Cross	Cross County	1901004	Cross County High	A			
3	Cross	Cross County	1901006	Cross Co. Elem		C		LICENSE
4	Ashley	Crossett	201000					
4	Ashley	Crossett	201001	Crossett Elem Sch	A			
4	Ashley	Crossett	201006	Crossett HS	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
4	Ashley	Crossett	201008	Crossett MS	A			
6	Garland	Cuttler-Morning Star	2601000					
6	Garland	Cuttler-Morning Star	2601001	Cuttler-Morning Star Elem.	A			
6	Garland	Cuttler-Morning Star	2601002	Cuttler-Morning Star High			P2	LICENSURE
8	Yell	Danville	7503000					
8	Yell	Danville	7503005	S. C. Tucker Elementary	A			
8	Yell	Danville	7503006	Danville High	A			
8	Yell	Danville	7503007	Danville Middle School	A			
8	Yell	Dardanelle	7504000					
8	Yell	Dardanelle	7504009	Dardanelle Elementary	A			
8	Yell	Dardanelle	7504010	Dardanelle Middle Sch	A			
8	Yell	Dardanelle	7504011	Dardanelle HS	A			
8	Yell	Dardanelle	7504013	Dardanelle Primary Sch	A			
1	Benton	Decatur	402000					
1	Benton	Decatur	402008	Decatur Elem	A			
1	Benton	Decatur	402009	Decatur HS	A			
2	Newton	Deer/Mt. Judea	5106000					
2	Newton	Deer/Mt. Judea	5106009	Mt. Judea Elem Sch		C		LICENSURE
2	Newton	Deer/Mt. Judea	5106010	Mt. Judea HS		C		LICENSURE
2	Newton	Deer/Mt. Judea	5106001	Deer Elementary	A			
2	Newton	Deer/Mt. Judea	5106002	Deer HS	A			
5	Sevier	DeQueen	6701000					
5	Sevier	DeQueen	6701001	DeQueen Elem Sch	A			
5	Sevier	DeQueen	6701002	DeQueen Primary Sch	A			
5	Sevier	DeQueen	6701003	DeQueen HS	A			
5	Sevier	DeQueen	6701004	DeQueen Middle Sch	A			
5	Sevier	DeQueen	6701005	DeQueen Junior HS	A			
4	Chicot	Dermott	901000			C		5% VARIANCE
4	Chicot	Dermott	901001	Dermott Elem Sch	A			
4	Chicot	Dermott	901003	Dermott HS	A			
4	Prairie	Des Arc	5901000			C		LICENSURE
4	Prairie	Des Arc	5901001	Des Arc Elem.		C		LICENSURE
4	Prairie	Des Arc	5901002	Des Arc High	A			
4	Arkansas	DeWitt	101000					
4	Arkansas	DeWitt	101001	DeWitt Elem Sch	A			
4	Arkansas	DeWitt	101003	DeWitt Middle Sch	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
4	Arkansas	DeWitt	101004	DeWitt HS	A			
4	Arkansas	DeWitt	101008	Gillett Elem Sch	A			
5	Howard	Dierks	3102000					
5	Howard	Dierks	3102001	JoAnn Walters Elem Sch	A			
5	Howard	Dierks	3102002	Dierks HS		C		LICENSURE
6	Jefferson	Dollarway	3502000					
6	Jefferson	Dollarway	3502005	Martin Elem Sch		C		LICENSURE
6	Jefferson	Dollarway	3502006	Matthews Elem Sch	A			
6	Jefferson	Dollarway	3502009	R.F. Moorehead MS	A			
6	Jefferson	Dollarway	3502010	Dollarway HS			P	LICENSURE
6	Jefferson	Dollarway	3502011	Townsend Park Elem Sch	A			
7	Pope	Dover	5802000					
7	Pope	Dover	5802006	Dover HS			P	CURRICULUM
7	Pope	Dover	5802008	Dover Middle Sch	A			
7	Pope	Dover	5802009	Dover Elem School	A			
9	Pulaski	Dreamland Charter	6042700	Dreamland Academy				
9	Pulaski	Dreamland Charter	6042701	Dreamland Academy	A			
4	Drew	Drew Central	2202000					
4	Drew	Drew Central	2202004	Drew Central Elem Sch	A			
4	Drew	Drew Central	2202005	Drew Central HS		C		LICENSURE
4	Drew	Drew Central	2202007	Drew Central MS			P	LICENSURE
4	Desha	Dumas	2104000			C		LICENSURE
4	Desha	Dumas	2104017	Central Elem Sch		C		LICENSURE
4	Desha	Dumas	2104018	Reed Elem Sch	A			
4	Desha	Dumas	2104020	Dumas Junior HS	A			
4	Desha	Dumas	2104021	Dumas HS	A			
5	Pulaski	DYS	6094000					
5	Pulaski	DYS	6094003	Six Campuses	A			
4	Crittenden	Earle	1802000					
4	Crittenden	Earle	1802005	Earle Elem	A			
4	Crittenden	Earle	1802007	Earle High	A			
8	Perry	East End	5301000					
8	Perry	East End	5301001	Anne Watson Elem		C		LICENSURE
8	Perry	East End	5301002	Bigelow HS		C		LICENSURE
3	Poinsett	East Poinsett Co	5608000					

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
3	Poinsett	East Poinsett Co	5608034	Lepanto Elem Sch	A			
3	Poinsett	East Poinsett Co	5608035	Tyronza Elem Sch	A			
3	Poinsett	East Poinsett Co	5608037	East Poinsett Co. HS	A			
5	Union	El Dorado	7001000					
5	Union	El Dorado	7001001	Hugh Goodwin Elem	A			
5	Union	El Dorado	7001004	Northwest Elem	A			
5	Union	El Dorado	7001005	Retta Brown Elem	A			
5	Union	El Dorado	7001009	Yocum Elem	A			
5	Union	El Dorado	7001010	Barton JHS	A			
5	Union	El Dorado	7001011	Washington MS	A			
5	Union	El Dorado	7001012	El Dorado HS		C		LICENSURE
5	Union	El Dorado	7001056	Union Elem	A			
1	Washington	Elkins	7201000					
1	Washington	Elkins	7201001	Elkins Elem		C		LICENSURE
1	Washington	Elkins	7201002	Elkins HS		C		LICENSURE
1	Washington	Elkins	7201003	Elkins MS	A			
1	Washington	Elkins	7201004	Elkins Primary	A			
5	Columbia	Emerson-Taylor	1408000					
5	Columbia	Emerson-Taylor	1408001	Emerson Elem	A			
5	Columbia	Emerson-Taylor	1408002	Emerson HS	A			
5	Columbia	Emerson-Taylor	1408018	Taylor Elem	A			
5	Columbia	Emerson-Taylor	1408019	Taylor HS	A			
8	Lonoke	England	4302000					
8	Lonoke	England	4302017	England Elem		C		LICENSURE
8	Lonoke	England	4302018	England High	A			
9	Pulaski	E-Stem Charter	6045700	E-Stem Elem				
9	Pulaski	E-Stem Charter	6045701	E-Stem Elem	A			
9	Pulaski	E-Stem Charter	6046700	E-Stem MS				
9	Pulaski	E-Stem Charter	6046702	E-Stem MS	A			
9	Pulaski	E-Stem Charter	6047700	E-Stem HS				
9	Pulaski	E-Stem Charter	6047703	E-Stem HS	A			
2	Carroll	Eureka Springs	802000					
2	Carroll	Eureka Springs	802006	Eureka Springs Elem Sch	A			
2	Carroll	Eureka Springs	802007	Eureka Springs HS	A			
2	Carroll	Eureka Springs	802008	Eureka Springs Middle Sch	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
1	Washington	Farmington	7202000					
1	Washington	Farmington	7202005	G. Ledbetter Elem	A			
1	Washington	Farmington	7202006	Farmington HS	A			
1	Washington	Farmington	7202007	RG Lynch MS	A			
1	Washington	Farmington	7202008	JP Williams Elem	A			
1	Washington	Farmington	7202009	B Folsom Elem	A			
1	Washington	Fayetteville	7203000					
1	Washington	Fayetteville	7203010	Asbell Elem		C		LICENSURE
1	Washington	Fayetteville	7203012	Butterfield Elem	A			
1	Washington	Fayetteville	7203013	Happy Hollow Elem	A			
1	Washington	Fayetteville	7203015	Leverett Elem	A			
1	Washington	Fayetteville	7203016	Root Elem	A			
1	Washington	Fayetteville	7203017	Washington Elem	A			
1	Washington	Fayetteville	7203018	Ramay JRHS	A			
1	Washington	Fayetteville	7203019	Woodland JRHS	A			
1	Washington	Fayetteville	7203020	Fayetteville HS East	A			
1	Washington	Fayetteville	7203022	Holcomb Elem	A			
1	Washington	Fayetteville	7203023	Vandergriff Elem	A			
1	Washington	Fayetteville	7203024	McNair Elem	A			
1	Washington	Fayetteville	7203025	Holt MS	A			
1	Washington	Fayetteville	7203027	Owl Creek Elem		C		LICENSURE
2	Marion	Flippin	4501000					
2	Marion	Flippin	4501001	Flippin Elem Sch	A			
2	Marion	Flippin	4501002	Flippin HS	A			
2	Marion	Flippin	4501003	Flippin Middle School	A			
5	Dallas	Fordyce	2002000					
5	Dallas	Fordyce	2002007	Fordyce HS		C		LICENSURE
5	Dallas	Fordyce	2002008	Fordyce Elem	A			
5	Dallas	Fordyce	2002009	Fordyce MS		C		LICENSURE
5	Little River	Foreman	4102000					
5	Little River	Foreman	4102008	Oscar Hamilton Elem Sch		C		LICENSURE
5	Little River	Foreman	4102010	Foreman HS	A			
4	Saint Francis	Forrest City	6201000					
4	Saint Francis	Forrest City	6201003	Central Elem	A			
4	Saint Francis	Forrest City	6201010	Forrest City Jr High	A			
4	Saint Francis	Forrest City	6201011	Forrest City HS	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
4	Saint Francis	Forrest City	6201014	Stewart Elementary	A			
4	Saint Francis	Forrest City	6201702	Lincoln Acad of Excellence	A			
7	Sebastian	Fort Smith	6601000					
7	Sebastian	Fort Smith	6601001	Ballman Elementary	A			
7	Sebastian	Fort Smith	6601002	Barling Elementary	A			
7	Sebastian	Fort Smith	6601003	Beard Elementary	A			
7	Sebastian	Fort Smith	6601006	Bonneville Elementary	A			
7	Sebastian	Fort Smith	6601007	Carnall Elementary	A			
7	Sebastian	Fort Smith	6601008	Cavanaugh Elementary	A			
7	Sebastian	Fort Smith	6601010	Fairview Elementary	A			
7	Sebastian	Fort Smith	6601011	Howard Elementary	A			
7	Sebastian	Fort Smith	6601012	Raymond Orr Elementary	A			
7	Sebastian	Fort Smith	6601014	Albert Pike Elementary	A			
7	Sebastian	Fort Smith	6601016	Spradling Elementary	A			
7	Sebastian	Fort Smith	6601017	Sunnymeade Elementary	A			
7	Sebastian	Fort Smith	6601018	Sutton Elementary	A			
7	Sebastian	Fort Smith	6601019	Trusty Elementary	A			
7	Sebastian	Fort Smith	6601020	L.A. Chaffin Junior High	A			
7	Sebastian	Fort Smith	6601021	William O. Darby Jr. High	A			
7	Sebastian	Fort Smith	6601022	Dora Kimmons Jr. High	A			
7	Sebastian	Fort Smith	6601023	Ramsey Junior High	A			
7	Sebastian	Fort Smith	6601024	Northside High School	A			
7	Sebastian	Fort Smith	6601025	Southside High School	A			
7	Sebastian	Fort Smith	6601029	John P. Woods Elem.	A			
7	Sebastian	Fort Smith	6601030	Harry Morrison Elem.	A			
7	Sebastian	Fort Smith	6601031	Elmer H. Cook Elem.	A			
7	Sebastian	Fort Smith	6601032	Tilles Elementary	A			
7	Sebastian	Fort Smith	6601033	Euper Lane Elementary	A			
5	Miller	Fouke	4603000					
5	Miller	Fouke	4603010	Fouke HS			P	LICENSURE
5	Miller	Fouke	4603011	Paulette Smith MS	A			
5	Miller	Fouke	4603009	Fouke Elem Sch	A			
6	Garland	Fountain Lake	2602000					
6	Garland	Fountain Lake	2602005	Fountain Lake Elem.	A			
6	Garland	Fountain Lake	2602006	Fountain Lake High	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
6	Garland	Fountain Lake	2602007	Fountain Lake MS	A			
5	Miller	Genoa Central	4602000					
5	Miller	Genoa Central	4602005	Genoa Central Elem Sch	A			
5	Miller	Genoa Central	4602006	Genoa Central HS	A			
5	Miller	Genoa Central	4602007	Gary E. Cobb MS Sch	A			
1	Benton	Gentry	403000					
1	Benton	Gentry	403013	Gentry Intern		C		LICENSURE
1	Benton	Gentry	403014	Gentry HS	A			
1	Benton	Gentry	403015	Gentry MS	A			
1	Benton	Gentry	403016	Gentry Primary		C		LICENSURE
6	Hot Spring	Glen Rose	3002000					
6	Hot Spring	Glen Rose	3002007	Glen Rose Elem Sch	A			
6	Hot Spring	Glen Rose	3002009	Glen Rose HS	A			
6	Hot Spring	Glen Rose	3002010	Glen Rose Middle Sch	A			
3	Mississippi	Gosnell	4708000					
3	Mississippi	Gosnell	4708028	Gosnell Elem		C		LICENSURE
3	Mississippi	Gosnell	4708031	Gosnell HS	A			
1	Benton	Gravette	404000					
1	Benton	Gravette	404022	Gravette HS		C		GRADE LEVEL
1	Benton	Gravette	404023	G. Duffy Elem	A			
1	Benton	Gravette	404024	Gravette MS	A			
1	Benton	Gravette	404025	Gravette Upper Elem	A			
2	Carroll	Green Forest	803000					
2	Carroll	Green Forest	803011	Green Forest Elem Sch	A			
2	Carroll	Green Forest	803012	Green Forest HS	A			
2	Carroll	Green Forest	803013	Green Forest Inter. Sch	A			
8	Faulkner	Greenbrier	2303000					
8	Faulkner	Greenbrier	2303016	Greenbrier Eastside Elem	A			
8	Faulkner	Greenbrier	2303017	Greenbrier HS	A			
8	Faulkner	Greenbrier	2303018	Greenbrier Middle Sch	A			
8	Faulkner	Greenbrier	2303019	Greenbrier Westside Elem	A			
8	Faulkner	Greenbrier	2303020	Greenbrier Junior High		C		LICENSURE
8	Faulkner	Greenbrier	2303021	Wooster Elementary	A			
3	Greene	Greene Co Tech	2807000					
3	Greene	Greene Co Tech	2807004	Greene Co. Tech. Elem	A			
3	Greene	Greene Co Tech	2807007	Greene Co. Tech. Int	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
3	Greene	Greene Co Tech	2807008	Greene Co. Tech. HS	A			
3	Greene	Greene Co Tech	2807009	Greene Co. Tech. JHS	A			
3	Greene	Greene Co Tech	2807010	Greene Co. Tech. Primary	A			
1	Washington	Greenland	7204000					
1	Washington	Greenland	7204027	Greenland Elem	A			
1	Washington	Greenland	7204028	Greenland HS	A			
1	Washington	Greenland	7204029	Greenland MS	A			
7	Sebastian	Greenwood	6602000					
7	Sebastian	Greenwood	6602041	North Main Intermediate	A			
7	Sebastian	Greenwood	6602042	Raymond Wells Jr. High	A			
7	Sebastian	Greenwood	6602043	Greenwood High	A			
7	Sebastian	Greenwood	6602044	Westwood Primary	A			
7	Sebastian	Greenwood	6602045	East Hills Middle	A			
5	Clark	Gurdon	1003000					
5	Clark	Gurdon	1003016	GURDON PRIMARY	A			
5	Clark	Gurdon	1003017	CABE MIDDLE		C		LICENSURE
5	Clark	Gurdon	1003018	Gurdon HS	A			
8	Faulkner	Guy-Perkins	2304000					
8	Faulkner	Guy-Perkins	2304021	Guy-Perkins Elem	A			
8	Faulkner	Guy-Perkins	2304022	Guy-Perkins HS		C		LICENSURE
1	Washington	Haas-Hall Charter	7240703	Haas-Hall Academy	A			
7	Sebastian	Hackett	6603000					
7	Sebastian	Hackett	6603047	Hackett Elementary		C		LICENSURE
7	Sebastian	Hackett	6603048	Hackett High	A			
4	Ashley	Hamburg	203000					
4	Ashley	Hamburg	203016	Allbritton Upper Elem Sch	A			
4	Ashley	Hamburg	203017	Hamburg Junior HS			P	LICENSURE
4	Ashley	Hamburg	203018	Hamburg HS	A			
4	Ashley	Hamburg	203019	Wilnot Elem Sch	A			
4	Ashley	Hamburg	203027	Portland Elem Sch	A			
4	Ashley	Hamburg	203028	Noble Lower Elem Sch	A			
4	Calhoun	Hampton	701000					
4	Calhoun	Hampton	701001	Hampton Elem	A			
4	Calhoun	Hampton	701002	Hampton HS		C		LICENSURE
5	Ouachita	Harmony Grove	5205000					

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
5	Quachita	Harmony Grove	5205011	Sparkman Elem	A			
5	Quachita	Harmony Grove	5205012	Sparkman HS	A			
5	Quachita	Harmony Grove	5205028	Harmony Grove Elem	A			
5	Quachita	Harmony Grove	5205029	Harmony Grove HS	A			
6	Saline	Harmony Grove	6304000					
6	Saline	Harmony Grove	6304029	Westbrook Elementary	A			
6	Saline	Harmony Grove	6304030	Harmony Grove High	A			
6	Saline	Harmony Grove	6304031	Harmony Grove Middle	A			
3	Poinsett	Harrisburg	5602000			C		5% VARIANCE
3	Poinsett	Harrisburg	5602005	Harrisburg Elementary	A			
3	Poinsett	Harrisburg	5602007	Harrisburg HS		C		LICENSURE
3	Poinsett	Harrisburg	5602008	Harrisburg Middle Sch		C		LICENSURE
3	Poinsett	Harrisburg	5602031	Weiner Elem Sch	A			
3	Poinsett	Harrisburg	5602032	Weiner HS	A			
2	Boone	Harrison	503000					
2	Boone	Harrison	503011	Eagle Heights Elem Sch	A			
2	Boone	Harrison	503012	Forest Heights Elem Sch	A			
2	Boone	Harrison	503013	Skyline Heights Elem.	A			
2	Boone	Harrison	503014	Woodland Heights Elem Sch	A			
2	Boone	Harrison	503015	Harrison Junior HS	A			
2	Boone	Harrison	503016	Harrison HS	A			
2	Boone	Harrison	503018	Harrison Middle Sch	A			
7	Sebastian	Hartford	6604000					
7	Sebastian	Hartford	6604051	Hartford Elementary		C		LICENSURE
7	Sebastian	Hartford	6604052	Hartford High	A			
4	Prairie	Hazen	5903000			C		5% VARIANCE
4	Prairie	Hazen	5903011	Hazen Elem			P	CLASS SIZE
4	Prairie	Hazen	5903012	Hazen High	A			
8	Cleburne	Heber Springs	1202000			C		LICENSURE
8	Cleburne	Heber Springs	1202005	Heber Springs Elem Sch		C		LICENSURE
8	Cleburne	Heber Springs	1202006	Heber Springs High Sch	A			
8	Cleburne	Heber Springs	1202007	Heber Springs Middle Sch	A			
7	Pope	Hector	5803000					
7	Pope	Hector	5803009	Hector Elem Sch	A			
7	Pope	Hector	5803010	Hector HS	A			
4	Phillips	Helena	5403000			C		INADEQUATE AUDIT

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
4	Phillips	Helena/W Helena	5403011	Beech Crest Elem Sch	A			
4	Phillips	Helena/W Helena	5403015	J. F. Wahl Elem Sch	A			
4	Phillips	Helena/W Helena	5403016	West Side Elem Sch	A			
4	Phillips	Helena/W Helena	5403017	Woodruff Kindergarten	A			
4	Phillips	Helena/W Helena	5403018	Miller Junior HS	A			
4	Phillips	Helena/W Helena	5403019	Central HS			P	CURRICULUM
4	Bradley	Hermitage	601000					
4	Bradley	Hermitage	601006	Hermitage Elem	A			
4	Bradley	Hermitage	601007	Hermitage HS	A			
2	Sharp	Highland	6804000					
2	Sharp	Highland	6804009	Cherokee Elem Sch		C		LICENSURE
2	Sharp	Highland	6804010	Highland HS	A			
2	Sharp	Highland	6804011	Highland Middle Sch	A			
2	Lawrence	Hillcrest	3809000					
2	Lawrence	Hillcrest	3809014	Hillcrest Elem Sch	A			
2	Lawrence	Hillcrest	3809023	Hillcrest HS	A			
5	Hempstead	Hope	2903000					
5	Hempstead	Hope	2903007	Wm J. Clinton Primary	A			
5	Hempstead	Hope	2903008	Beryl Henry Upper Elem	A			
5	Hempstead	Hope	2903011	Yerger Junior HS	A			
5	Hempstead	Hope	2903012	Hope HS	A			
5	Hempstead	Hope	2903013	Garland Learn Center	A			
5	Sevier	Horatio	6703000					
5	Sevier	Horatio	6703012	Horatio Elem Sch	A			
5	Sevier	Horatio	6703013	Horatio HS	A			
6	Garland	Hot Springs	2603000					
6	Garland	Hot Springs	2603011	Gardner Magnet		C		LICENSURE
6	Garland	Hot Springs	2603013	Summit School		C		LICENSURE
6	Garland	Hot Springs	2603015	Oaklawn Magnet	A			
6	Garland	Hot Springs	2603016	Park Magnet	A			
6	Garland	Hot Springs	2603020	Hot Springs Middle		C		LICENSURE
6	Garland	Hot Springs	2603021	Hot Springs High	A			
6	Garland	Hot Springs	2603023	Langston Magnet	A			
6	Garland	Hot Springs	2603024	Hot Springs Intern	A			
2	Lawrence	Hoxie	3804000					

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
2	Lawrence	Hoxie	3804009	Hoxie Elem Sch	A			
2	Lawrence	Hoxie	3804010	Hoxie HS	A			
2	Lawrence	Hoxie	3804013	Hoxie MS			P	LIB/MEDIA FTE
4	Saint Francis	Hughes	6202000					
4	Saint Francis	Hughes	6202022	Mildred Jackson Elem		C		LICENSURE
4	Saint Francis	Hughes	6202024	Hughes HS	A			
1	Madison	Huntsville	4401000					
1	Madison	Huntsville	4401001	Watson Elem Sch	A			
1	Madison	Huntsville	4401002	Huntsville Middle Sch	A			
1	Madison	Huntsville	4401003	Huntsville HS	A			
1	Madison	Huntsville	4401004	Huntsville Intermediate Sch	A			
1	Madison	Huntsville	4401011	St. Paul Elem Sch		C		LICENSURE
1	Madison	Huntsville	4401012	St. Paul HS	A			
2	Lawrence	Imboden	3840700	Imboden Area Charter Sch				
2	Lawrence	Imboden	3840701	Imboden Area Charter Sch		C		LICENSURE
2	Izard	Izard County Cons.	3306000					
2	Izard	Izard County Cons.	3306014	Izard Co Consolidated Elem	A			
2	Izard	Izard County Cons.	3306015	Izard Co Consolidated HS	A			
2	Izard	Izard County Cons.	3306016	Izard Co Consolidated MS		C		LICENSURE
3	Jackson	Jackson Co.	3405000					
3	Jackson	Jackson Co.	3405019	Swift Elementary	A			
3	Jackson	Jackson Co.	3405024	Tuckerman Elem Sch	A			
3	Jackson	Jackson Co.	3405025	Tuckerman HS	A			
9	Pulaski	Jacksonville	6050700	Lighthouse Charter				
9	Pulaski	Jacksonville	6050702	Lighthouse Charter	A			
2	Newton	Jasper	5102000					
2	Newton	Jasper	5102005	Jasper Elem Sch		C		LICENSURE
2	Newton	Jasper	5102006	Jasper HS		C		LICENSURE
2	Newton	Jasper	5102007	Kingston Elem Sch	A			
2	Newton	Jasper	5102008	Kingston HS		C		LICENSURE
2	Newton	Jasper	5102023	Oark Elementary Sch	A			
2	Newton	Jasper	5102024	Oark HS		C		LICENSURE
6	Garland	Jessieville	2604000					
6	Garland	Jessieville	2604029	Jessieville Elem	A			
6	Garland	Jessieville	2604030	Jessieville High	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
6	Garland	Jessieville	2604031	Jessieville Middle	A			
3	Craighead	Jonesboro	1608000			C		LICENSURE
3	Craighead	Jonesboro	1608017	Math & Science Magnet		C		LICENSURE
3	Craighead	Jonesboro	1608019	Visual & Performing Art Magnet	A			
3	Craighead	Jonesboro	1608020	Health /Wellness Envi. Magnet	A			
3	Craighead	Jonesboro	1608021	International Studies Magnet	A			
3	Craighead	Jonesboro	1608022	Microsociety Magnet	A			
3	Craighead	Jonesboro	1608023	Annie Camp JHS	A			
3	Craighead	Jonesboro	1608024	Douglas MacArthur JHS	A			
3	Craighead	Jonesboro	1608025	Jonesboro HS	A			
3	Craighead	Jonesboro	1608026	Kindergarten Center	A			
5	Union	Junction City	7003000			C		5% VARIANCE ATHLETICS
5	Union	Junction City	7003027	Junction City Elem	A			
5	Union	Junction City	7003028	Junction City HS	A			
4	Phillips	KIPP Charter	5440700					
4	Phillips	KIPP Charter	5440701	KIPP ES	A			
4	Phillips	KIPP Charter	5440702	KIPP MS	A			
4	Phillips	KIPP Charter	5440703	KIPP HS	A			
4	Phillips	KIPP Charter	5440705	KIPP Blytheville	A			
5	Pike	Kirby	5503000					
5	Pike	Kirby	5503010	Kirby Elem Sch	A			
5	Pike	Kirby	5503011	Kirby HS	A			
5	LaFayette	La Fayette County	3704000					
5	LaFayette	La Fayette County	3704007	Lafayette Co Elem West		C		LICENSURE
5	LaFayette	La Fayette County	3704013	Lafayette County HS	A			
6	Garland	Lake Hamilton	2605000					
6	Garland	Lake Hamilton	2605033	Lake Hamilton Elem	A			
6	Garland	Lake Hamilton	2605034	Lake Hamilton High	A			
6	Garland	Lake Hamilton	2605035	Lake Hamilton Jr. High	A			
6	Garland	Lake Hamilton	2605036	Lake Hamilton Intermediate	A			
6	Garland	Lake Hamilton	2605037	Lake Hamilton Middle		C		LICENSURE
6	Garland	Lake Hamilton	2605038	Lake Hamilton Primary			P	CURRICULUM
4	Chicot	Lakeside	903000					
4	Chicot	Lakeside	903007	Eudora Elem Sch	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
4	Chicot	Lakeside	903015	Lakeside Lower Elem	A			
4	Chicot	Lakeside	903016	Lakeside Upper Elem Sch	A			
4	Chicot	Lakeside	903017	Lakeside Middle Sch	A			
4	Chicot	Lakeside	903018	Lakeside HS	A			
6	Garland	Lakeside	2606000					
6	Garland	Lakeside	2606039	Lakeside Primary	A			
6	Garland	Lakeside	2606042	Lakeside Intermediate	A			
6	Garland	Lakeside	2606043	Lakeside Middle	A			
6	Garland	Lakeside	2606044	Lakeside HS 8-12	A			
7	Johnson	Lamar	3604000					
7	Johnson	Lamar	3604018	Lamar Elementary	A			
7	Johnson	Lamar	3604019	Lamar High	A			
7	Johnson	Lamar	3604020	Lamar Middle	A			
7	Sebastian	Lavaca	6605000					
7	Sebastian	Lavaca	6605056	Lavaca Elementary	A			
7	Sebastian	Lavaca	6605057	Lavaca High		C		LICENSE
7	Sebastian	Lavaca	6605058	Lavaca Middle School		C		LICENSE
2	Lawrence	Lawrence County	3810000			C		5% VARIANCE
2	Lawrence	Lawrence County	3810001	Black Rock Elementary	A			
2	Lawrence	Lawrence County	3810002	Black Rock HS		C		LICENSE
2	Lawrence	Lawrence County	3810026	Walnut Ridge Elem Sch		C		LICENSE
2	Lawrence	Lawrence County	3810027	Walnut Ridge HS			P	LIB/MEDIA FTE
2	Boone	Lead Hill	506000					
2	Boone	Lead Hill	506031	Lead Hill Elem Sch			P	LICENSE
2	Boone	Lead Hill	506032	Lead Hill HS			P	LICENSE
4	Lee	Lee County	3904000					
4	Lee	Lee County	3904005	Whitten Elem.	A			
4	Lee	Lee County	3904006	Anna Strong Middle	A			
4	Lee	Lee County	3904008	Lee High	A			
1	Washington	Lincoln	7205000					
1	Washington	Lincoln	7205031	Lincoln Elem	A			
1	Washington	Lincoln	7205032	Lincoln HS	A			
1	Washington	Lincoln	7205033	Lincoln MS	A			
1	Washington	Lincoln	7205703	Lincoln ACE	A			
9	Pulaski	Lisa Charter	6041700	Lisa Academy				

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
9	Pulaski	Lisa Charter	6041702	Lisa Academy Middle School	A			
9	Pulaski	Lisa Charter	6041703	Lisa Academy HS	A			
9	Pulaski	Lisa NLR Charter	6048700	Lisa Academy NLR				
9	Pulaski	Lisa NLR Charter	6048701	Lisa Academy NLR MS	A			
9	Pulaski	Lisa NLR Charter	6048702	Lisa Academy NLR HS	A			
9	Pulaski	Little Rock	6001000			C		LICENSURE
9	Pulaski	Little Rock	6001001	Central HS		C		LICENSURE
9	Pulaski	Little Rock	6001002	Hall HS	A			
9	Pulaski	Little Rock	6001003	Mann Magnet	A			
9	Pulaski	Little Rock	6001004	Metropolitan Vo-Tech	A			
9	Pulaski	Little Rock	6001005	Parkview Magnet	A			
9	Pulaski	Little Rock	6001006	Booker Arts Elem	A			
9	Pulaski	Little Rock	6001007	Dunbar MS	A			
9	Pulaski	Little Rock	6001009	Forest Heights MS		C		LICENSURE
9	Pulaski	Little Rock	6001010	Pulaski Heights MS	A			
9	Pulaski	Little Rock	6001013	Henderson MS	A			
9	Pulaski	Little Rock	6001017	Bale Elem	A			
9	Pulaski	Little Rock	6001018	Brady Elem	A			
9	Pulaski	Little Rock	6001020	McDermott Elem	A			
9	Pulaski	Little Rock	6001021	Carver Elem	A			
9	Pulaski	Little Rock	6001024	Forest Park Elem	A			
9	Pulaski	Little Rock	6001025	Franklin Elem	A			
9	Pulaski	Little Rock	6001027	Gibbs Elem	A			
9	Pulaski	Little Rock	6001029	Western Hills Elem	A			
9	Pulaski	Little Rock	6001030	Jefferson Elem	A			
9	Pulaski	Little Rock	6001033	Meadowcliff Elem	A			
9	Pulaski	Little Rock	6001035	M.L. King Elem	A			
9	Pulaski	Little Rock	6001038	Pulaski Heights Elem	A			
9	Pulaski	Little Rock	6001040	Romine Elem	A			
9	Pulaski	Little Rock	6001041	Stephens Elem	A			
9	Pulaski	Little Rock	6001042	Washington Elem		C		LICENSURE
9	Pulaski	Little Rock	6001043	Williams Elem	A			
9	Pulaski	Little Rock	6001044	Wilson Elem	A			
9	Pulaski	Little Rock	6001047	Terry Elem		C		LICENSURE
9	Pulaski	Little Rock	6001048	Fullbright Elem	A			
9	Pulaski	Little Rock	6001050	Rockefeller Elem	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
9	Pulaski	Little Rock	6001052	Baseline Elem	A			
9	Pulaski	Little Rock	6001055	D O'Dodd Elem	A			
9	Pulaski	Little Rock	6001056	Geyer Springs Elem	A			
9	Pulaski	Little Rock	6001057	Mabelvale Elem		C		LICENSURE
9	Pulaski	Little Rock	6001058	Otter Creek Elem	A			
9	Pulaski	Little Rock	6001059	Wakefield Elem	A			
9	Pulaski	Little Rock	6001062	Mabelvale MS	A			
9	Pulaski	Little Rock	6001063	J.A. Fair HS	A			
9	Pulaski	Little Rock	6001064	MCClellan HS	A			
9	Pulaski	Little Rock	6001067	Alternative Learning Agencies				
9	Pulaski	Little Rock	6001068	Accelerated Learn. Prog	A			
9	Pulaski	Little Rock	6001070	Hamilton Learn. Acad.		C		LICENSURE
9	Pulaski	Little Rock	6001071	Watson Inter.		C		LICENSURE
9	Pulaski	Little Rock	6001072	Chicot Elem		C		LICENSURE
9	Pulaski	Little Rock	6001073	Don Roberts Elem	A			
9	Pulaski	Little Rock	6001702	Cloverdale Aerospace Chtr	A			
9	Pulaski	Little Rock	6001703	Felder Alt. Acad.	A			
8	Lonoke	Lonoke	4301000					
8	Lonoke	Lonoke	4301027	Lonoke Elem		C		LICENSURE
8	Lonoke	Lonoke	4301028	Lonoke Middle		C		LICENSURE
8	Lonoke	Lonoke	4301029	Lonoke High	A			
8	Lonoke	Lonoke	4301030	Lonoke Primary	A			
9	Pulaski	LR Preparatory Academy	6049700	LR Preparatory Academy				
9	Pulaski	LR Preparatory Academy	6049702	LR Preparatory Academy	A			
9	Pulaski	LR Urban Collegiate Preparatory Charter	6051700	LR Urban Collegiate Preparatory Charter				
9	Pulaski	LR Urban Collegiate Preparatory Charter	6051701	LR Urban Collegiate Preparatory Charter School		C		CLOSED
7	Logan	Magazine	4202000					
7	Logan	Magazine	4202007	Magazine Elementary	A			
7	Logan	Magazine	4202008	Leftwich High School		C		LICENSURE

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
6	Hot Spring	Magnet Cove	3003000					
6	Hot Spring	Magnet Cove	3003013	Magnet Cove Elem Sch		C		LICENSURE
6	Hot Spring	Magnet Cove	3003014	Magnet Cove HS		C		LICENSURE
5	Columbia	Magnolia	1402000					
5	Columbia	Magnolia	1402006	Central Elem	A			
5	Columbia	Magnolia	1402007	East-West Elem	A			
5	Columbia	Magnolia	1402008	Magnolia JHS	A			
5	Columbia	Magnolia	1402009	Magnolia HS	A			
6	Hot Spring	Malvern	3004000					
6	Hot Spring	Malvern	3004021	Malvern Elem Sch	A			
6	Hot Spring	Malvern	3004022	Malvern Junior HS	A			
6	Hot Spring	Malvern	3004023	Malvern HS	A			
6	Hot Spring	Malvern	3004025	Wilson Intermediate Sch	A			
2	Fulton	Mammoth Spring	2501000					
2	Fulton	Mammoth Spring	2501001	Mammoth Spring Elem. Sch	A			
2	Fulton	Mammoth Spring	2501002	Mammoth Spring HS	A			
3	Mississippi	Manila	4712000					
3	Mississippi	Manila	4712043	Manila Elem	A			
3	Mississippi	Manila	4712044	Manila HS	A			
3	Mississippi	Manila	4712045	Manila MS		C		LICENSURE
7	Sebastian	Mansfield	6606000					
7	Sebastian	Mansfield	6606060	Mansfield Elementary	A			
7	Sebastian	Mansfield	6606061	Mansfield Middle School	A			
7	Sebastian	Mansfield	6606062	Mansfield High School	A			
4	Crittenden	Marion	1804000					
4	Crittenden	Marion	1804011	Avondale Elem		C		LICENSURE
4	Crittenden	Marion	1804012	Marion Elem	A			
4	Crittenden	Marion	1804014	Marion Jr. High		C		LICENSURE
4	Crittenden	Marion	1804015	Marion High	A			
4	Crittenden	Marion	1804016	Marion Middle	A			
4	Crittenden	Marion	1804017	Marion Intermediate		C		LICENSURE
3	Poinsett	Marked Tree	5604000			C		LICENSURE
3	Poinsett	Marked Tree	5604015	Marked Tree Elem Sch	A			
3	Poinsett	Marked Tree	5604017	Marked Tree HS	A			
3	Poinsett	Marked Tree	5604018	Marked Tree MS	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
3	Greene	Marmaduke	2803000			C		5% VARIANCE
3	Greene	Marmaduke	2803016	Marmaduke Elem	A			
3	Greene	Marmaduke	2803017	Marmaduke HS	A			
4	Phillips	Marvell	5404000			C		5% VARIANCE
4	Phillips	Marvell	5404030	Marvell Primary Sch	A			
4	Phillips	Marvell	5404032	Marvell HS	A			
8	Faulkner	Mayflower	2305000					
8	Faulkner	Mayflower	2305025	Mayflower Elem		C		LICENSURE
8	Faulkner	Mayflower	2305026	Mayflower HS	A			
8	Faulkner	Mayflower	2305027	Mayflower Middle Sch			P	LICENSURE
2	Randolph	Maynard	6102000					
2	Randolph	Maynard	6102005	Maynard Elem Sch		C		LICENSURE
2	Randolph	Maynard	6102006	Maynard HS		C		LICENSURE
4	Woodruff	McCrory	7403000					
4	Woodruff	McCrory	7403012	McCrory Elem.		C		LICENSURE
4	Woodruff	McCrory	7403013	McCrory High	A			
4	Desha	McGehee	2105000					
4	Desha	McGehee	2105026	McGehee Elem Sch	A			
4	Desha	McGehee	2105028	McGehee HS	A			
2	Izard	Melbourne	3302000			C		5% VARIANCE
2	Izard	Melbourne	3302005	Melbourne Elem Sch	A			
2	Izard	Melbourne	3302006	Melbourne HS	A			
2	Izard	Melbourne	3302010	Mt. Pleasant Elem Sch	A			
6	Polk	Mena	5703000					
6	Polk	Mena	5703009	Louise Durham Elem Sch	A			
6	Polk	Mena	5703010	Holly Harshman Elem Sch	A			
6	Polk	Mena	5703011	Mena Middle Sch	A			
6	Polk	Mena	5703012	Mena HS	A			
6	Polk	Mena	5703013	Mena Upper Elem School	A			
3	Independence	Midland	3211000			C		5% VARIANCE
3	Independence	Midland	3211022	Midland Elem Sch	A			
3	Independence	Midland	3211035	Midland HS	A			
5	Howard	Mineral Springs	3104000					
5	Howard	Mineral Springs	3104005	Mineral Springs Elem Sch		C		LICENSURE
5	Howard	Mineral Springs	3104006	Mineral Springs HS	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
5	Howard	Mineral Springs	3104021	Saratoga Elem Sch		C		LICENSURE
5	Howard	Mineral Springs	3104022	Saratoga HS	A			
4	Drew	Monticello	2203000			C		LICENSURE
4	Drew	Monticello	2203010	Monticello Elem Sch	A			
4	Drew	Monticello	2203011	Monticello Middle Sch	A			
4	Drew	Monticello	2203012	Monticello HS			P	CURRICULUM
4	Drew	Monticello	2203014	Monticello Intermediate Sch		C		LICENSURE
6	Montgomery	Mount Ida	4902000					
6	Montgomery	Mount Ida	4902006	Mount Ida Elem Sch	A			
6	Montgomery	Mount Ida	4902007	Mount Ida HS	A			
2	Baxter	Mountain Home	303000			C		5% VARIANCE
2	Baxter	Mountain Home	303013	Nelson Wilks Herron Elem	A			
2	Baxter	Mountain Home	303014	Pinkston Middle Sch	A			
2	Baxter	Mountain Home	303018	Mountain Home Kinder.	A			
2	Baxter	Mountain Home	303019	Mountain Home JRHS	A			
2	Baxter	Mountain Home	303024	Hackler Interim	A			
2	Baxter	Mountain Home	303703	Mtn. Home High Career Acad	A			
6	Garland	Mountain Pine	2607000					
6	Garland	Mountain Pine	2607046	Mountain Pine Elem		C		LICENSURE
6	Garland	Mountain Pine	2607047	Mountain Pine High	A			
7	Crawford	Mountainburg	1703000					
7	Crawford	Mountainburg	1703012	Mountainburg Elementary	A			
7	Crawford	Mountainburg	1703013	Mountainburg High	A			
7	Crawford	Mountainburg	1703022	Mountainburg Middle	A			
8	Faulkner	Mt. Vernon-Enola	2306000					
8	Faulkner	Mt. Vernon-Enola	2306029	Mt. Vernon-Enola Elem	A			
8	Faulkner	Mt. Vernon-Enola	2306030	Mt. Vernon-Enola HS	A			
2	Stone	Mt. View	6901000					
2	Stone	Mt. View	6901006	Mt. View MS	A			
2	Stone	Mt. View	6901007	Mt. View HS	A			
2	Stone	Mt. View	6901011	Rural Special Elem. Sch	A			
2	Stone	Mt. View	6901012	Rural Special HS	A			
2	Stone	Mt. View	6901015	Timbo Elem Sch	A			
2	Stone	Mt. View	6901016	Timbo HS	A			
2	Stone	Mt. View	6901005	Mt. View Elem.	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
7	Crawford	Mulberry	1704000					
7	Crawford	Mulberry/Pleasant View Bi-County	1704016	Marvin Elementary	A			
7	Crawford	Mulberry/Pleasant View Bi-County	1704017	Mulberry High	A			
7	Crawford	Mulberry/Pleasant View Bi-County	1704018	Pleasant Jr. High	A			
7	Crawford	Mulberry/Pleasant View Bi-County	1704022	Millsap Intermediate	A			
5	Howard	Nashville	3105000					
5	Howard	Nashville	3105009	Nashville Elem Sch	A			
5	Howard	Nashville	3105010	Nashville Junior HS	A			
5	Howard	Nashville	3105011	Nashville HS	A			
5	Howard	Nashville	3105012	Nashville Primary Sch	A			
8	Conway	Nemo Vista	1503000					
8	Conway	Nemo Vista	1503016	Nemo Vista Elem Sch		C		LICENSURE
8	Conway	Nemo Vista	1503017	Nemo Vista HS		C		LICENSURE
8	Conway	Nemo Vista	1503018	Nemo Vista MS		C		LICENSURE
3	Craighead	Nettleton	1611000			C		5% VARIANCE
3	Craighead	Nettleton	1611039	Fox Meadow Elem	A			
3	Craighead	Nettleton	1611040	University Heights Elem	A			
3	Craighead	Nettleton	1611041	Nettleton JHS		C		LICENSURE
3	Craighead	Nettleton	1611042	Nettleton HS		C		LICENSURE
3	Craighead	Nettleton	1611043	Nettleton Int	A			
3	Craighead	Nettleton	1611045	Fox Meadow Int	A			
3	Craighead	Nettleton	1611046	Nettleton MS	A			
5	Nevada	Nevada	5008000					
5	Nevada	Nevada	5008013	Nevada Elem	A			
5	Nevada	Nevada	5008014	Nevada HS	A			
3	Jackson	Newport	3403000			C		5% VARIANCE-ATHLETICS
3	Jackson	Newport	3403012	Newport Junior HS		C		LICENSURE
3	Jackson	Newport	3403013	Newport HS		C		LICENSURE
3	Jackson	Newport	3403014	Newport Elem		C		LICENSURE
2	Baxter	Norfolk	304000			C		5% VARIANCE
2	Baxter	Norfolk	304021	Norfolk Elem Sch		C		LICENSURE
2	Baxter	Norfolk	304022	Norfolk HS		C		LICENSURE

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
5	Union	Norphlet	7006000					
5	Union	Norphlet	7006035	Norphlet Elem		C		LICENSURE
5	Union	Norphlet	7006036	Norphlet HS		C		LICENSURE
9	Pulaski	North Little Rock	6002000					
9	Pulaski	North Little Rock	6002050	Amboy Elem	A			
9	Pulaski	North Little Rock	6002053	Belwood Elem	A			
9	Pulaski	North Little Rock	6002054	Boone Park Elem		C		LICENSURE
9	Pulaski	North Little Rock	6002055	Crestwood Elem	A			
9	Pulaski	North Little Rock	6002056	Glenview Elem	A			
9	Pulaski	North Little Rock	6002057	Indian Hills Elem	A			
9	Pulaski	North Little Rock	6002058	Lakewood Elem		C		LICENSURE
9	Pulaski	North Little Rock	6002059	Poplar Street MS	A			
9	Pulaski	North Little Rock	6002060	Lynch Drive Elem	A			
9	Pulaski	North Little Rock	6002061	Meadow Park Elem	A			
9	Pulaski	North Little Rock	6002063	North Heights Elem	A			
9	Pulaski	North Little Rock	6002064	Park Hill Elem	A			
9	Pulaski	North Little Rock	6002065	Pike View Elem	A			
9	Pulaski	North Little Rock	6002069	Seventh Street Elem	A			
9	Pulaski	North Little Rock	6002070	Lakewood MS	A			
9	Pulaski	North Little Rock	6002075	NLR HS East	A			
9	Pulaski	North Little Rock	6002076	NLR HS West	A			
9	Pulaski	North Little Rock	6002077	Rose City MS	A			
9	Pulaski	North Little Rock	6002702	Ridgeroad Charter MS	A			
1	Benton	NW Ark Acad	440703	NW Ark Acad FA HS 9-12	A			
3	Mississippi	OCABS	4740700					
3	Mississippi	OCABS	4740703	OCABS High School		C		LICENSURE
2	Boone	Omaha	504000					
2	Boone	Omaha	504022	Omaha Elem Sch		C		LICENSURE
2	Boone	Omaha	504023	Omaha HS	A			
3	Mississippi	Osceola	4713000			C		5% VARIANCE
3	Mississippi	Osceola	4713050	Osceola MS	A			
3	Mississippi	Osceola	4713051	Osceola HS	A			
3	Mississippi	Osceola	4713052	North Elem	A			
3	Mississippi	Osceola	4713053	Osceola Elem	A			
3	Mississippi	Osceola	4713054	Osceola Acad. Center	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
6	Hot Spring	Ouachita	3005000					
6	Hot Spring	Ouachita	3005029	Ouachita Elem Sch	A			
6	Hot Spring	Ouachita	3005030	Ouachita HS	A			
6	Polk	Ouachita River	5706000					
6	Polk	Ouachita River	5706001	Acorn Elementary Sch	A			
6	Polk	Ouachita River	5706002	Acorn HS	A			
6	Polk	Ouachita River	5706010	Oden Maddox Elem Sch	A			
6	Polk	Ouachita River	5706011	Oden HS	A			
7	Franklin	Ozark	2404000					
7	Franklin	Ozark	2404004	Ozark 7th Grade School	A			
7	Franklin	Ozark	2404005	Ozark Kindergarten School	A			
7	Franklin	Ozark	2404015	Elgin Milton Elementary	A			
7	Franklin	Ozark	2404016	Ozark Junior High	A			
7	Franklin	Ozark	2404017	Ozark High School	A			
2	Searcy	Ozark Mountain	6505000					
2	Searcy	Ozark Mountain	6505009	St. Joe Elementary	A			
2	Searcy	Ozark Mountain	6505010	St. Joe HS	A			
2	Searcy	Ozark Mountain	6505011	Bruno-Pyatt HS		C		LICENSURE
2	Searcy	Ozark Mountain	6505012	Bruno-Pyatt Elem Sch	A			
2	Searcy	Ozark Mountain	6505013	Western Grove Elem	A			
2	Searcy	Ozark Mountain	6505014	Western Grove HS	A			
4	Saint Francis	Palestine-Wheatley	6205000					
4	Saint Francis	Palestine-Wheatley	6205027	Palestine-Wheatley ES	A			
4	Saint Francis	Palestine-Wheatley	6205028	Palestine-Wheatley HS			P	CURRICULUM
4	Saint Francis	Palestine-Wheatley	6205031	Palestine-Wheatley MS	A			
8	White	Pangburn	7309000					
8	White	Pangburn	7309038	Pangburn Elem Sch	A			
8	White	Pangburn	7309039	Pangburn HS		C		LICENSURE
3	Greene	Paragould	2808000					
3	Greene	Paragould	2808024	Baldwin Elem	A			
3	Greene	Paragould	2808027	Woodrow Wilson Elem	A			
3	Greene	Paragould	2808028	Oak Grove MS	A			
3	Greene	Paragould	2808042	Paragould JHS	A			
3	Greene	Paragould	2808043	Paragould HS	A			
3	Greene	Paragould	2808701	Oak Grove Charter	A			
7	Logan	Paris	4203000					

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
7	Logan	Paris	4203011	Paris Elementary	A			
7	Logan	Paris	4203012	Paris High	A			
7	Logan	Paris	4203013	Paris Middle	A			
5	Union	Parkers Chapel	7007000					
5	Union	Parkers Chapel	7007039	Parkers Chapel Elem	A			
5	Union	Parkers Chapel	7007040	Parkers Chapel HS	A			
9	Pulaski	PCSSD	6003000					
9	Pulaski	PCSSD	6003092	Baker Interdistrict Elem Sch	A			
9	Pulaski	PCSSD	6003093	Crystal Hill Elem Sch	A			
9	Pulaski	PCSSD	6003094	Bayou Meto Elem Sch	A			
9	Pulaski	PCSSD	6003095	Clinton Elem Sch	A			
9	Pulaski	PCSSD	6003099	Warren Dupree ES	A			
9	Pulaski	PCSSD	6003102	Harris Elem Sch	A			
9	Pulaski	PCSSD	6003103	Jacksonville Elem Sch	A			
9	Pulaski	PCSSD	6003104	Landmark Elem Sch	A			
9	Pulaski	PCSSD	6003105	Lawson Elem Sch	A			
9	Pulaski	PCSSD	6003106	Tolleson Elem Sch	A			
9	Pulaski	PCSSD	6003108	Oak Grove Elem Sch	A			
9	Pulaski	PCSSD	6003110	Joe T. Robinson Elem	A			
9	Pulaski	PCSSD	6003111	Scott Elem Sch	A			
9	Pulaski	PCSSD	6003112	Sherwood Elem Sch	A			
9	Pulaski	PCSSD	6003113	Sylvan Hills Elem Sch	A			
9	Pulaski	PCSSD	6003119	Jacksonville Middle School	A			
9	Pulaski	PCSSD	6003120	Fuller Middle Sch	A			
9	Pulaski	PCSSD	6003122	Sylvan Hills Middle Sch	A			
9	Pulaski	PCSSD	6003123	Jacksonville HS	A			
9	Pulaski	PCSSD	6003125	Wilbur D. Mills HS		C		LICENSURE
9	Pulaski	PCSSD	6003126	Oak Grove HS	A			
9	Pulaski	PCSSD	6003127	Robinson HS	A			
9	Pulaski	PCSSD	6003128	Sylvan Hills HS		C		LICENSURE
9	Pulaski	PCSSD	6003129	Cato Elem Sch	A			
9	Pulaski	PCSSD	6003130	Pinewood Elem Sch	A			
9	Pulaski	PCSSD	6003135	College Station Elem	A			
9	Pulaski	PCSSD	6003136	North Pulaski HS	A			
9	Pulaski	PCSSD	6003137	Arnold Drive Elem Sch		C		LICENSURE

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
9	Pulaski	PCSSD	6003139	Oakbrooke Elem Sch	A			
9	Pulaski	PCSSD	6003140	Northwood Middle Sch	A			
9	Pulaski	PCSSD	6003141	Murrell Taylor Elem Sch		C		LICENSURE
9	Pulaski	PCSSD	6003142	Pine Forest Elem Sch	A			
9	Pulaski	PCSSD	6003143	Robinson Middle Sch	A			
9	Pulaski	PCSSD	6003146	Bates Elem Sch	A			
9	Pulaski	PCSSD	6003149	Maumelle Middle Sch	A			
9	Pulaski	PCSSD	6003150	Chenal Elem	A			
1	Benton	Pea Ridge	407000					
1	Benton	Pea Ridge	407025	Pea Ridge Primary	A			
1	Benton	Pea Ridge	407026	Pea Ridge Elem (Intermed)	A			
1	Benton	Pea Ridge	407027	Pea Ridge HS	A			
1	Benton	Pea Ridge	407028	Pea Ridge MS	A			
8	Perry	Perryville	5303000					
8	Perry	Perryville	5303010	Perryville Elementary	A			
8	Perry	Perryville	5303011	Perryville HS	A			
2	Clay	Piggott	1104000					
2	Clay	Piggott	1104017	Piggott Elementary	A			
2	Clay	Piggott	1104018	Piggott HS	A			
6	Jefferson	Pine Bluff	3505000					
6	Jefferson	Pine Bluff	3505025	Belair Middle School	A			
6	Jefferson	Pine Bluff	3505026	Broadmoor Elem Sch	A			
6	Jefferson	Pine Bluff	3505030	Greenville Elem Sch	A			
6	Jefferson	Pine Bluff	3505034	Oak Park Elem Sch	A			
6	Jefferson	Pine Bluff	3505036	34th Avenue Elem Sch	A			
6	Jefferson	Pine Bluff	3505037	Southwood Elem Sch	A			
6	Jefferson	Pine Bluff	3505041	Southeast Middle Sch	A			
6	Jefferson	Pine Bluff	3505042	Pine Bluff HS	A			
6	Jefferson	Pine Bluff	3505044	Jack Robey Junior HS	A			
6	Jefferson	Pine Bluff	3505046	W. T. Cheney Elem Sch	A			
2	Randolph	Pocahontas	6103000					
2	Randolph	Pocahontas	6103009	Alma Spikes Elem Sch	A			
2	Randolph	Pocahontas	6103010	Pocahontas HS		C		LICENSURE
2	Randolph	Pocahontas	6103011	Pocahontas Upper Elem.	A			
2	Randolph	Pocahontas	6103012	Pocahontas Junior HS		C		LICENSURE

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
7	Pope	Pottsville	5804000					
7	Pope	Pottsville	5804013	Pottsville Elem Sch	A			
7	Pope	Pottsville	5804014	Pottsville HS	A			
7	Pope	Pottsville	5804015	Pottsville Middle Sch		C		LICENSURE
7	Pope	Pottsville	5804016	Pottsville JHS	A			
6	Grant	Poyen	2703000					
6	Grant	Poyen	2703009	Poyen Elem Sch	A			
6	Grant	Poyen	2703010	Poyen HS	A			
1	Washington	Prairie Grove	7206000					
1	Washington	Prairie Grove	7206035	Prairie Grove Elem	A			
1	Washington	Prairie Grove	7206036	Prairie Grove HS		C		LICENSURE
1	Washington	Prairie Grove	7206038	Prairie Grove MS	A			
1	Washington	Prairie Grove	7206039	Prairie Grove Intern	A			
5	Nevada	Prescott	5006000					
5	Nevada	Prescott	5006022	Prescott Elem	A			
5	Nevada	Prescott	5006023	McRae MS	A			
5	Nevada	Prescott	5006024	Prescott HS	A			
8	Cleburne	Quitman	1203000					
8	Cleburne	Quitman	1203010	Quitman Elementary		C		LICENSURE
8	Cleburne	Quitman	1203011	Quitman HS	A			
2	Clay	Rector	1106000			C		5% VARIANCE
2	Clay	Rector	1106022	Rector Elementary	A			
2	Clay	Rector	1106023	Rector HS	A			
3	Craighead	Riverside	1613000			C		5% VARIANCE
3	Craighead	Riverside	1613010	Riverside East Elem	A			
3	Craighead	Riverside	1613011	Riverside JHS	A			
3	Craighead	Riverside	1613031	Riverside West Elem	A			
3	Craighead	Riverside	1613032	Riverside HS	A			
8	White	Riverview	7307000					
8	White	Riverview	7307026	Judsonia Elementary	A			
8	White	Riverview	7307030	Kensett Elementary	A			
8	White	Riverview	7307032	Riverview HS	A			
8	White	Riverview	7307033	Riverview JHS	A			
1	Benton	Rogers	405000					
1	Benton	Rogers	405031	Eastside Elem	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
1	Benton	Rogers	405032	Garfield Elem	A			
1	Benton	Rogers	405033	Lowell Elem	A			
1	Benton	Rogers	405034	Northside Elem	A			
1	Benton	Rogers	405036	West Side Elem	A			
1	Benton	Rogers	405037	Elmwood JRHS	A			
1	Benton	Rogers	405039	Oakdale JRHS	A			
1	Benton	Rogers	405040	Grace Hill Elem		C		LICENSE
1	Benton	Rogers	405041	B. Grimes Elem	A			
1	Benton	Rogers	405042	Reagan Elem	A			
1	Benton	Rogers	405043	Frank Tillary Elem	A			
1	Benton	Rogers	405044	Joe Mathias Elem	A			
1	Benton	Rogers	405045	Kirksey MS	A			
1	Benton	Rogers	405046	Lingle MS	A			
1	Benton	Rogers	405047	Bellview Elem	A			
1	Benton	Rogers	405048	Rogers HS		C		NOT HQT
1	Benton	Rogers	405049	Jones Elem		C		LICENSE
1	Benton	Rogers	405050	Elza Tucker Elem		C		LICENSE
1	Benton	Rogers	405051	Old Wire Elem		C		LICENSE
1	Benton	Rogers	405052	Rogers Heritage HS	A			
8	White	Rose Bud	7310000			C		LICENSE
8	White	Rose Bud	7310042	Rose Bud Elementary		C		LICENSE
8	White	Rose Bud	7310043	Rose Bud HS			P	CURRICULUM
7	Pope	Russellville	5805000					
7	Pope	Russellville	5805017	Crawford Elem Sch	A			
7	Pope	Russellville	5805018	Dwight Elem Sch	A			
7	Pope	Russellville	5805019	London Elem Sch	A			
7	Pope	Russellville	5805020	Oakland Heights Elem	A			
7	Pope	Russellville	5805021	Sequoyah Elem Sch	A			
7	Pope	Russellville	5805022	Russellville Middle Sch	A			
7	Pope	Russellville	5805023	Russellville Jr. HS	A			
7	Pope	Russellville	5805024	Russellville HS	A			
7	Pope	Russellville	5805025	Center Valley Elem Sch	A			
7	Pope	Russellville	5805026	Russellville Upper Elem	A			
5	Pike	S. Pike County	5504000					
5	Pike	S. Pike County	5504001	Delight Elem Sch	A			

ACCREDITATION STATUS REPORT
2010-2011

area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
5	Pike	S. Pike County	5504002	Delight HS	A			
5	Pike	S. Pike County	5504014	Murfreesboro Elem Sch		C		LICENSURE
5	Pike	S. Pike County	5504015	Murfreesboro HS	A			
2	Fulton	Salem	2502000					
2	Fulton	Salem	2502005	Salem Elem Sch	A			
2	Fulton	Salem	2502006	Salem HS	A			
7	Logan	Scranton	4204000					
7	Logan	Scranton	4204016	Scranton Elementary	A			
7	Logan	Scranton	4204019	Scranton High	A			
8	White	Searcy	7311000					
8	White	Searcy	7311046	Sidney Deener Elem	A			
8	White	Searcy	7311047	McRae Elementary	A			
8	White	Searcy	7311050	Southwest Middle Sch	A			
8	White	Searcy	7311051	Ahlf Junior High Sch		C		LICENSURE
8	White	Searcy	7311052	Searcy HS	A			
8	White	Searcy	7311053	Westside Elem	A			
2	Searcy	Searcy County	6502000					
2	Searcy	Searcy County	6502001	Leslie Elem Sch	A			
2	Searcy	Searcy County	6502005	Marshall Elem Sch	A			
2	Searcy	Searcy County	6502006	Marshall HS	A			
6	Grant	Sheridan	2705000					
6	Grant	Sheridan	2705018	East End Elem Sch	A			
6	Grant	Sheridan	2705019	Sheridan Elem Sch			P	CURRICULUM
6	Grant	Sheridan	2705020	Sheridan Middle School	A			
6	Grant	Sheridan	2705021	Sheridan HS	A			
6	Grant	Sheridan	2705023	Sheridan Intermediate Sch		C		LICENSURE
6	Grant	Sheridan	2705024	East End Intermediate Sch		C		LICENSURE
8	Van Buren	Shirley	7104000					
8	Van Buren	Shirley	7104014	Shirley Elem Sch		C		LICENSURE
8	Van Buren	Shirley	7104015	Shirley HS		C		LICENSURE
1	Benton	Siloam Springs	406000					
1	Benton	Siloam Springs	406046	Northside Elem	A			
1	Benton	Siloam Springs	406047	Southside East Elem	A			
1	Benton	Siloam Springs	406048	Delbert Allen Elem	A			
1	Benton	Siloam Springs	406049	Siloam Springs MS	A			

ACCREDITATION STATUS REPORT
2010-2011

area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
1	Benton	Siloam Springs	406050	Siloam Springs HS		C		GRADE LEVEL
2	Lawrence	Sloan-Hendrix	3806000			C		5% VARIANCE
2	Lawrence	Sloan-Hendrix	3806018	Sloan-Hendrix Elem Sch	A			
2	Lawrence	Sloan-Hendrix	3806019	Sloan-Hendrix HS	A			
2	Lawrence	Sloan-Hendrix	3806020	Sloan-Hendrix MS	A			
5	Union	Smackover	7008000					
5	Union	Smackover	7008043	Smackover Elem	A			
5	Union	Smackover	7008045	Smackover HS	A			
8	Conway	So Conway Co	1507000					
8	Conway	So Conway Co	1507029	Morrilton Elem	A			
8	Conway	So Conway Co	1507031	Morrilton Intermediate	A			
8	Conway	So Conway Co	1507032	Morrilton Primary	A			
8	Conway	So Conway Co	1507036	Morrilton HS	A			
8	Conway	So Conway Co	1507037	Morrilton Junior HS	A			
3	Mississippi	So Mississippi Co	4706000			C		5% VARIANCE
3	Mississippi	So Mississippi Co	4706039	Luxora Elem	A			
3	Mississippi	So Mississippi Co	4706040	Wilson Elem	A			
3	Mississippi	So Mississippi Co	4706059	Keiser Elem	A			
3	Mississippi	So Mississippi Co	4706066	Rivercrest HS		C		LICENSEURE
8	Van Buren	South Side	7105000					
8	Van Buren	South Side	7105018	South Side Elem Sch	A			
8	Van Buren	South Side	7105019	South Side HS	A			
3	Independence	Southside	3209000			C		5% VARIANCE
3	Independence	Southside	3209038	Southside Elem Sch	A			
3	Independence	Southside	3209039	Southside HS	A			
3	Independence	Southside	3209041	Southside Middle Sch	A			
5	Hempstead	Spring Hill	2906000					
5	Hempstead	Spring Hill	2906025	Spring Hill Elementary Sch	A			
5	Hempstead	Spring Hill	2906026	Spring Hill HS	A			
1	Washington	Springdale	7207000					
1	Washington	Springdale	7207040	Elmdale Elem	A			
1	Washington	Springdale	7207041	Jones Elem	A			
1	Washington	Springdale	7207042	RE Lee Elem	A			
1	Washington	Springdale	7207044	J Tyson Elem	A			
1	Washington	Springdale	7207046	Westwood Elem	A			

ACCREDITATION STATUS REPORT
2010-2011

area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
1	Washington	Springdale	7207047	Central JRHS	A			
1	Washington	Springdale	7207048	Southwest JRHS	A			
1	Washington	Springdale	7207049	Springdale HS	A			
1	Washington	Springdale	7207050	Parson Hills Elem	A			
1	Washington	Springdale	7207051	TG Smith Elem	A			
1	Washington	Springdale	7207052	Walker Elem	A			
1	Washington	Springdale	7207053	George Elem	A			
1	Washington	Springdale	7207054	J.O. Kelly MS	A			
1	Washington	Springdale	7207055	H Tyson MS	A			
1	Washington	Springdale	7207057	B Young Elem	A			
1	Washington	Springdale	7207058	Harp Elem	A			
1	Washington	Springdale	7207059	Bayyari Elem	A			
1	Washington	Springdale	7207060	George JRHS	A			
1	Washington	Springdale	7207061	Hellstern MS	A			
1	Washington	Springdale	7207062	Har-Ber HS	A			
1	Washington	Springdale	7207063	Hunt Elem	A			
1	Washington	Springdale	7207064	Turnbow Elem	A			
1	Washington	Springdale	7207065	East/Monitor Elem	A			
1	Washington	Springdale	7207066	Willis Shaw Elem	A			
1	Washington	Springdale	7207067	Springdale Alt. School	A			
4	Lincoln	Star City	4003000					
4	Lincoln	Star City	4003014	Brown Elem Sch	A			
4	Lincoln	Star City	4003015	Star City Middle Sch	A			
4	Lincoln	Star City	4003016	Star City HS	A			
5	Quachita	Stephens	5206000			C		5% VARIANCE ATHLETICS
5	Quachita	Stephens	5206032	Stephens Elem			P	LICENSURE-OSR 82,103
5	Quachita	Stephens	5206033	Stephens HS			P	LICENSURE-OSR 115
5	Union	Strong	7009000					
5	Union	Strong	7009048	Gardner-Strong Elem	A			
5	Union	Strong	7009049	Strong HS	A			
4	Arkansas	Stuttgart	104000					
4	Arkansas	Stuttgart	104021	Park Avenue Elem Sch		C		LICENSURE
4	Arkansas	Stuttgart	104023	Meekins Middle Sch		C		LICENSURE
4	Arkansas	Stuttgart	104025	Stuttgart HS	A			
4	Arkansas	Stuttgart	104026	Stuttgart JHS		C		LICENSURE

ACCREDITATION STATUS REPORT
2010-2011

area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
5	Miller	Texarkana	4605000			C		LICENSURE
5	Miller	Texarkana	4605019	College Hill Elem		C		LICENSURE
5	Miller	Texarkana	4605020	Fairview Elem	A			
5	Miller	Texarkana	4605021	Vera Kilpatrick Elem	A			
5	Miller	Texarkana	4605022	Union Elem	A			
5	Miller	Texarkana	4605024	College Hill MS		C		LICENSURE
5	Miller	Texarkana	4605025	North Heights JHS		C		LICENSURE
5	Miller	Texarkana	4605026	Arkansas HS	A			
5	Miller	Texarkana	4605027	Edward D. Trice Elem	A			
3	Poinsett	Trumann	5605000					
3	Poinsett	Trumann	5605001	Intermediate Sch 5-6	A			
3	Poinsett	Trumann	5605021	Cedar Park Elem Sch	A			
3	Poinsett	Trumann	5605023	Trumann HS		C		LICENSURE
3	Poinsett	Trumann	5605024	Intermediate Sch 7-8	A			
8	Yell	Two Rivers	7510000					
8	Yell	Two Rivers	7510019	Two Rivers HS	A			
8	Yell	Two Rivers	7510024	Ola Elementary		C		LICENSURE
8	Yell	Two Rivers	7510028	Plainview-Rover Elementary	A			
2	Boone	Valley Springs	505000					
2	Boone	Valley Springs	505026	Valley Springs Elem Sch	A			
2	Boone	Valley Springs	505027	Valley Springs HS			P	LICENSURE
2	Boone	Valley Springs	505028	Valley Springs MS	A			
3	Craighead	Valley View	1612000					
3	Craighead	Valley View	1612047	Valley View Elem		C		LICENSURE
3	Craighead	Valley View	1612048	Valley View HS	A			
7	Crawford	Van Buren	1705000					
7	Crawford	Van Buren	1705020	City Heights Elementary	A			
7	Crawford	Van Buren	1705022	King Elementary	A			
7	Crawford	Van Buren	1705025	J.J. Izard Elementary	A			
7	Crawford	Van Buren	1705026	Butterfield Jr. High		C		LICENSURE
7	Crawford	Van Buren	1705027	Van Buren High			P	LICENSURE
7	Crawford	Van Buren	1705028	Central Middle School	A			
7	Crawford	Van Buren	1705029	James Tate Elementary	A			
7	Crawford	Van Buren	1705030	Parkview Elementary	A			
7	Crawford	Van Buren	1705031	Coleman Jr. High	A			
7	Crawford	Van Buren	1705032	Rena Elementary	A			

ACCREDITATION STATUS REPORT
2010-2011

area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
7	Crawford	Van Buren	1705033	Northridge Middle	A			
8	Faulkner	Vilonia	2307000					
8	Faulkner	Vilonia	2307033	Vilonia Elem Sch	A			
8	Faulkner	Vilonia	2307034	Vilonia HS	A			
8	Faulkner	Vilonia	2307035	Vilonia Primary Sch	A			
8	Faulkner	Vilonia	2307036	Vilonia Junior HS	A			
8	Faulkner	Vilonia	2307037	Vilonia Middle Sch	A			
8	Faulkner	Vilonia	2307701	Vilonia Acad of Tech	A			
8	Faulkner	Vilonia	2307702	Academy of Serv & Tech	A			
2	Fulton	Viola	2503000					
2	Fulton	Viola	2503009	Viola Elem Sch	A			
2	Fulton	Viola	2503010	Viola HS	A			
7	Scott	Waldron	6401000					
7	Scott	Waldron	6401001	Waldron Elem Sch	A			
7	Scott	Waldron	6401003	Waldron HS	A			
7	Scott	Waldron	6401004	Waldron Middle Sch	A			
4	Bradley	Warren	602000					
4	Bradley	Warren	602012	Eastside Primary	A			
4	Bradley	Warren	602013	Thomas C Brunson Elem	A			
4	Bradley	Warren	602014	Warren HS	A			
4	Bradley	Warren	602015	Warren MS	A			
6	Jefferson	Watson Chapel	3509000					
6	Jefferson	Watson Chapel	3509063	Edgewood Elem Sch	A			
6	Jefferson	Watson Chapel	3509064	L. L. Owen Elem Sch	A			
6	Jefferson	Watson Chapel	3509066	Coleman Elem Sch	A			
6	Jefferson	Watson Chapel	3509067	Watson Chapel HS	A			
6	Jefferson	Watson Chapel	3509068	Watson Chapel Junior HS	A			
1	Washington	West Fork	7208000					
1	Washington	West Fork	7208060	West Fork Elem		C		LICENSURE
1	Washington	West Fork	7208061	West Fork MS		C		LICENSURE
1	Washington	West Fork	7208062	West Fork HS	A			
4	Crittenden	West Memphis	1803000					
4	Crittenden	West Memphis	1803025	Bragg Elem Sch	A			
4	Crittenden	West Memphis	1803026	Faulk Elem Sch	A			
4	Crittenden	West Memphis	1803027	Jackson Elem Sch	A			

ACCREDITATION STATUS REPORT
2010-2011

area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for violation
4	Crittenden	West Memphis	1803028	Maddux Elem Sch	A			
4	Crittenden	West Memphis	1803029	Richland Elem Sch	A			
4	Crittenden	West Memphis	1803030	Weaver Elem Sch	A			
4	Crittenden	West Memphis	1803031	Wedlock Elem Sch	A			
4	Crittenden	West Memphis	1803032	Wonder Elem Sch	A			
4	Crittenden	West Memphis	1803033	East Junior HS	A			
4	Crittenden	West Memphis	1803034	West Junior HS	A			
4	Crittenden	West Memphis	1803035	Wonder Junior HS	A			
4	Crittenden	West Memphis	1803036	West Memphis HS		C		LICENSURE
8	Cleburne	West Side	1204000					
8	Cleburne	West Side	1204014	West Side Elementary	A			
8	Cleburne	West Side	1204015	West Side HS	A			
8	Yell	Western Yell	7509000					
8	Yell	Western Yell	7509030	Western Yell Co. Elementary	A			
8	Yell	Western Yell	7509033	Western Yell Co. HS	A			
3	Craighead	Westside	1602000			C		5% VARIANCE
3	Craighead	Westside	1602055	Westside HS	A			
3	Craighead	Westside	1602056	Westside Elem	A			
3	Craighead	Westside	1602058	Westside MS		C		LICENSURE
7	Johnson	Westside	3606000					
7	Johnson	Westside	3606025	Westside Elementary	A			
7	Johnson	Westside	3606026	Westside High	A			
8	White	White Co Central	7304000					
8	White	White Co Central	7304018	White Co Central Elem	A			
8	White	White Co Central	7304019	White Co Central HS	A			
6	Jefferson	White Hall	3510000					
6	Jefferson	White Hall	3510076	White Hall HS		C		LICENSURE
6	Jefferson	White Hall	3510077	Redfield Junior HS	A			
6	Jefferson	White Hall	3510078	Hardin Elem Sch	A			
6	Jefferson	White Hall	3510079	Moody Elem Sch	A			
6	Jefferson	White Hall	3510080	Taylor Elem Sch	A			
6	Jefferson	White Hall	3510081	White Hall Junior HS	A			
6	Jefferson	White Hall	3510084	Gandy Elem Sch	A			
8	Conway	Wonderview	1505000					
8	Conway	Wonderview	1505025	Wonderview Elem Sch	A			

2010-2011

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Approved Memos: Initial Accreditation Report

**ARKANSAS
DEPARTMENT
OF EDUCATION**

Version History

Title	Initial Accreditation Report
Memo Number	COM-11-043
Memo Date	3/15/2011
Attention	Co-op Directors; Superintendents
Memo Type	Informational
Response Required	Yes
Section	Academic Accountability
Regulatory Authority	Ark. Code Ann. §§ 6-15-203 and 6-15-206
Contact Person	Johnie Walters, Unit Leader
Phone Number	501-682-4380
E-Mail	Johnie.Walters@arkansas.gov

Memo Text

The Arkansas Department of Education (ADE) Standards Assurance Unit (SAU) reviews data submitted as part of the Cycle 2 reporting requirements to determine the initial accreditation of each district office and each school. The initial accreditation report for the 2010-2011 school year based on data submitted by the district as part of the Cycle 2 reporting including current information in the Arkansas Professional Licensure System, will be mailed under separate cover to each school district office. In addition to including a listing of violations/citations for the 2010-2011 school year, the report reflects the accreditation history for the previous two school years. An explanation of violation/citation numbers is attached to this memo.

Please review all information regarding each LEA in the district for accuracy (LEA number, school name, total number of schools, etc). Review initial violations listed for 2010-2011 and confirm that all citations are correct or submit written correction(s) to the assigned Standards Assurance specialist by Friday, April 15, 2011. If corrections are sent by e-mail, SAU specialists will respond to confirm receipt of e-mail; if there is no response to information submitted by the district, contact the assigned SAU specialist. The assigned specialist is listed as "supervisor" on the upper right corner of the reports first page. If no supervisor is listed, send to

Rickey.Jackson@arkansas.gov or
Kay.Gardner@arkansas.gov. Documentation of corrections
may be sent by mail, e-mail or fax and should include the LEA
number, building name and any of the following, as applicable:

- 1) Name and ADE Teacher's License Number of staff member
- 2) Job code or course code change
- 3) Grade level change
- 4) Class size change (APSCN_01 Class Count All Year)
- 5) Total students change (Master schedule matrix marking
period 3 or second semester)
- 6) FTE change; and/or
- 7) Student enrollment change to address FTE violation

For all individuals teaching for more than thirty (30) consecutive
days in a grade level or subject area not included on the
teaching license, the following documents are required to be on
file at the ADE:

--Additional Licensure Plan (ALP)

--ADE approved waiver letter, refer to "Rules Governing
Standards for Accreditation of Arkansas Public Schools and
School Districts" (July 2009) Sections 24.01 and 24.18.

Classes listed under "2400 Secondary Courses" are required
classes for which no course code was submitted. To provide
confirmation of teaching required courses listed in the "2400
Secondary Courses" violation, please submit applicable pages
of the current (grades 7-12) APSCN new master schedule
(APSCN_01 State Report MS Check). If staff changes have
occurred since the Cycle 2 report was submitted, send a copy
of contracts for additional staff to correct class size violations
and send a copy of contracts for changes in staff to correct
licensure violations.

Please note that the specific course code must be used to
prevent a citation; grade level entries must be appropriate for
the course code. For example, if the course code is 355810
Physical Education Grade 5 with students in grades 5-6
included, there will be a citation.

The assigned SAU specialist will enter acceptable changes
requested in writing by the district. The final accreditation status
for each school will be based on remaining violations/citations;
refer to ADE "Rules Governing Standards for Accreditation of
Arkansas Public Schools and School Districts" (July 2010). As
mandated by the Omnibus Quality Education Act (Act 1467 of
2003/Ark. Code Ann. § 6-15-203), final accreditation status will
be determined by May 15, 2011.

Right of Appeal (after May 15, 2011)

In the event a district believes the ADE 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
Commissioner of the Department of Education.

Any such appeal shall be held in an open hearing and the

decision of the State Board of Education (SBE) shall be in open session. The appeal must be filed not later than May 30 following the May 15 written notification; the SBE hearing must be held prior to August 15 of the same calendar year.

The SBE may confirm the accreditation status of a school as determined and recommended by the ADE or it may sustain the appeal of the district.

Pursuant to Ark. Code Ann. § 6-15-203(b)(5), an appeal of the ruling of the SBE may be made by a school district to the Pulaski County Circuit Court provided such appeal is made pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et. seq.

Standards Assurance Unit Specialists

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Standards Assurance Unit fax: 501-682-4618

Arkansas Department of Education
Standards Assurance Unit
Four Capitol Mall, Room 202 B
Little Rock, AR 72201

Attachments: Explanation of violations/citations

Attachments

ExplanationViolations-Citations120106.xls

Version: 28.0

Created at 3/15/2011 9:52 AM by Rickey Jackson (ADE)

Last modified at 3/18/2011 4:55 PM by Seth Blomeley

EXPLANATION OF VIOLATIONS/CITATIONS

Exception Code	Exception Description	Standard	Rule	Status *	Timeline
2400	SECNDARY COURSES	IV.	9.03.3	P	Must be corrected by the first day of the next semester
3210	KIND. CLASS SIZE	V.	10.02.2	P	Must be corrected within 30 days
3220	1-3 CLASS SIZE	V.	10.02.3	P	Must be corrected within 30 days
3230	4-6 CLASS SIZE	V.	10.02.4	P	Must be corrected within 30 days
3240	7-12 CLASS SIZE	V.	10.02.5	P	Must be corrected within 30 days
3241	7-12 TOTAL STUD.	V.	10.02.5	P	Must be corrected within 30 days
8101	SUPERINTENDENT	X.	15.01	P	Must be corrected by the first day of the next semester
8201	PRINCIPAL FTE	X.	15.02	P	Must be corrected by the first day of the next semester
8202	ASST. PRIN. FTE	X.	15.02	P	Must be corrected by the first day of the next semester
8311	NOT CERTIFIED	X.	15.03.1	P	Must be corrected by the first day of the next semester
8312	CERT. EXPIRED	X.	15.03.2	P	Must be corrected by the first day of the next semester
8313	JOB NOT CERT	X.	15.03.3	C	Must be completed by ALP deadline
8314	PROVISIONAL	X.	15.03.6	C	Must be completed by expiration date
8316	GRADE LEVEL	IV.	9.03.3	C	Must be corrected by the first day of the next semester
8317	NOT HQT	X.	15.03.3	C	Must be completed by ALP deadline
9131	COUNSELOR FTE	XI.	16.01.3	P	Must be corrected by the first day of the next semester
9231	LIB/MEDIA FTE	XI.	16.02.3	P	Must be corrected by the first day of the next semester
9241	TOTL BOOK VOLUME	XI.	16.02.4	P	Must be corrected by October 15
9410	NO SCHOOL NURSE	XI.	16.03.1	P	Must be corrected by the first day of the next semester
13000	NO G/T	XIII.	18.01	P	Must be corrected by the first day of the next semester
13100	NOT AP APPROVED	IV.	9.03.4.10	C	Must be completed by ATP deadline

* Status: C or P for cited or probationary violation of standard

(03/26/10)

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ARKANSAS
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Version History

Title	Annual Accreditation Report
Memo Number	COM-11-052
Memo Date	5/5/2011
Attention	Co-op Directors; Superintendents
Memo Type	Informational
Response Required	No
Section	Academic Accountability
Regulatory Authority	Ark. Code Ann. § 6-15-203
Contact Person	Johnie Walters
Phone Number	501-682-4380
E-Mail	johnie.walters@arkansas.gov

Memo Text

The Arkansas Department of Education (ADE) reviews Annual Accreditation Reports to determine the accreditation status of each school in each district in Arkansas. The status report mailed under separate cover will be the school district's final and official accreditation status report for the 2010-2011 school year. It will reflect a three-year history of accreditation. Please note the review date indicated for Probationary violation(s); evidence to correct Probationary violation(s) must be received by the Standards Assurance Unit on or before the review date, October 15, 2011. Read carefully items indicated in "Comments." Accreditation status resulting from the 2010-2011 On-campus Standards Review (OSR) will be noted in "Comments."

Included with the status report is a Corrected Exceptions Accreditation Status Report. This report lists changes to the Initial Accreditation Report. Please refer to Rules Governing Standards for Accreditation, Rule 24.01, for further information concerning teachers who are currently under an Additional Licensure Plan (ALP). A Licensure Completion Deadline (LCD) will be listed on the report for these teachers. The Corrected Exceptions Accreditation Status Report will assist school districts in preparing to submit future reports. Please review this information. Other notes indicating necessary exception corrections may include incorrect course codes, incorrect grade levels, invalid data or may indicate the district has corrected an exception that may have existed when the report was initially submitted. Please continue to work with the respective school district's Standards Assurance Specialist for additional information about the district's report.

Right Of Appeal

Approved Memos - Annual Accreditation Report

In the event that a school district believes the ADE has improperly determined that a school or school district has failed to meet Standards for Accreditation, the school district shall have a right to file its written appeal with:

Office of the Commissioner, ADE
Four State Capitol Mall, Room 304-A
Little Rock, AR 72201

Any such appeal shall be held in an open hearing and the decision of the State Board of Education (Board) shall be in open session. The appeal must be filed not later than May 31, 2011 following the May 15, 2011 written notification; the Board hearing must be held prior to August 15, 2011.

The Board may confirm the accreditation status of a school or school district recommended by the ADE or it may sustain the appeal of the district.

Pursuant to the 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, Ark. Code Ann. § 25-15-201 et seq.

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Created at 5/5/2011 10:10 AM by Rickey Jackson (ADE)

Last modified at 5/6/2011 12:17 PM by Seth Blomeley

MEMO



ARKANSAS
DEPARTMENT
OF EDUCATION

DATE: May 13, 2011
TO: District Superintendent
FROM: Johnie Walters, Standards Assurance Unit Leader
SUBJECT: Notification of Failure to Meet Standards for Accreditation

An Initial Accreditation Status Report (Report) was sent in March by this office as well as a copy of Commissioner's Communication Memo Number COM-11-043 (Memo). The Report included a list of initial probationary violations and/or citations for the 2010-2011 school year concerning one (1) or more of the schools in the district. The Memo indicated that the district was to review the initial violations and citations listed, confirm that all violations and citations were correct, or submit written corrections to the assigned Standards Assurance Specialist no later than April 15, 2011. If the district has been visited by Standards Assurance Unit (SAU) staff during this school year, you have also received notice after that visit of any violations and citations found during the On-campus Standards Review.

This letter is notification that the district has not been cleared of all initial violations and/or citations by the SAU. If you have already sent this office information concerning the violations, we will continue to review it and notify you of the district's final accreditation status later this month. Otherwise please take notice that the attached report is the final report on Standards for Accreditation Status for your schools or school district for the 2010-2011 school year. This report is required by Ark. Code Ann. § 6-15-203 to be issued by the Arkansas Department of Education (ADE) by May 15, 2011.

In the event that you believe that the ADE has improperly determined one (1) or more of your schools or your school district has failed to meet Standards for Accreditation, the school district has a right to file its written appeal to the State Board of Education (Board) with the ADE, Office of the Commissioner, Four State Capitol Mall, Room 304-A, Little Rock, AR 72201. The appeal must be filed not later than May 31, 2011; the Board hearing concerning your appeal must be held prior to August 15, 2011. Should you feel that any of the violations and/or citations listed in this Report are in error, submit corrected information to the SAU no later than May 31, 2010. The Board may confirm the accreditation status of a school as determined by the ADE or it may sustain the appeal of the district.

Thank you for your assistance in this process.

PROCESS FOR ACCREDITATION OF ARKANSAS SCHOOLS

- August-September Statewide Information System (SIS) Training
The Arkansas Department of Education provides coordinated training to all schools to prepare schools to enter correct data in the Arkansas Public School Computer Network (APSCN). This training occurs through each of the Education Service Cooperatives. Representatives of APSCN, School Finance, Standards Assurance Unit, Special Education, and other appropriate personnel do this training.
- September Preparation of Schools for On-Site Review (OSR)
The SAU provides an overview of the OSR – Every school will have an OSR visit once every four years. Information is disseminated through Administrative Forums at Education Cooperatives and upon request to large school districts. SAU provides a discussion of each item to be monitored and reviewed during the OSR visit.
- October 15 APSCN Cycle II Submission
Districts submit their Cycle II report showing all courses taught, all teachers' assignments, and all students' schedules.
- October-March On-Site Reviews
SAU teams monitor the school's compliance with all Standards for Accreditation, ADE rules, and Arkansas laws related to education. The teams review information prepared by the school, visit classrooms, interview teachers and students. The SAU supervisor prepares a report of the visit and returns it to the school within thirty working days.
- Winter Initial Accreditation Report
APSCN generates the Initial Accreditation Report and it is mailed to all school districts. This is based on data submitted by the school. It indicates violations that are caused by data entry errors by the school, errors in the report-generating program, or other errors that can be corrected.
- SAU specialists collaborate with Licensure, the Non-Traditional Licensure program, Career and Technical Education, Secondary Area Centers, and post-secondary schools to provide technical assistance to districts with licensure issues.
- April-May Technical Assistance to Correct Initial Accreditation Report
The SAU specialist assigned to each school will contact the school and review the Initial Accreditation Report and provide assistance in making appropriate corrections.
- May District Makes Corrections
Each school provides to SAU documentation for all corrections to be made. SAU enters all corrections into APSCN.
- May Final Accreditation Report
SAU recommends a status of Accredited, Accredited-Cited, or Accredited-

Probationary as determined by the Standards for Accreditation. The Final Accreditation Report for each school district is generated and mailed to the school district.

May-
August

Appeals Process

A school, which has been recommended for Accredited-Probationary status, may appeal that status to the State Board of Education. The State Board will hold a hearing to allow the school district to present its basis for appealing the status. The State Board will make the final determination of all schools' final accreditation statuses.

June-
August

Technical Assistance by SAU

SAU will help schools with an Accredited-Probationary status make changes to correct the violations that caused this status before the review date.

September
-October

Preliminary Review of Probationary Schools

SAU teams will make visits to schools assigned Accredited-Probationary status for certain violations prior to the review date to verify that corrections have been made.

A school assigned a final accreditation status of Accredited-Probationary will receive a review date of October 15. (Probations for the current school year must be corrected by October 15 of the following school year.) On-campus reviews will be conducted at individual schools with specific probationary violation(s) as evidenced on the previous year's final Accreditation Status Report. The reviews are designed to gather evidence of compliance prior to October 15 Accreditation Status Report review date and to offer technical assistance to ensure compliance prior to October 15.

Probationary violations requiring on-site review (evidence not available for desk audit by October 15 review date):

- required courses (mandated by Standards and/or law)
- 120 clock hours for a unit of credit
- class size
- daily instructional time

Following the on-site review, additional evidence may be needed prior to October 15 if the district is taking action to correct concerns evidenced during the review.

All other probationary violations are monitored by the SAU through a desk audit process including continuous communication with the superintendent and intra-agency personnel prior to the October 15 review date.

If the school is still in violation, the SAU is required to recommend Loss of Accreditation to the State Board of Education (SBE). The SBE has the option of upholding the recommendation or imposing any other appropriate sanction as identified in rule 25.03 of the Arkansas Department of Education Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts.

Critical Reading

English Language Arts Curriculum Framework

Revised 2010

Course Title: Critical Reading
Course/Unit Credit:
Course Number:
Teacher Licensure:
Grades: 9-12

Critical Reading

Critical Reading is a two-semester course designed to dramatically accelerate reading growth by strengthening comprehension outcomes in high school grades. In a context of meaningful content, on-going assessment, and focused explicit instruction, students will evaluate literary and informational texts and multicultural literature of diverse formats (e.g., print media, Web-based texts, literary and informational books and articles) and genres. In addition, students will engage in learning events tied to a variety of literary and informational texts with increasing complexity. Additionally, students will demonstrate competencies through purposeful applications based on individual and collective literacy goals. Critical Reading does not require Arkansas Department of Education approval.

Strand	Content Standard
Engaging the Reader	
	1. Students shall become self-directed readers by engaging in literacy experiences relevant to personal interests, goals, everyday life, or world events.
Comprehension Strategies	
	2. Students shall use a variety of strategies to comprehend literary and informational texts.
Response to Text	
	3. Students shall respond to a variety of texts through writing and extended discussion.
Vocabulary Development	
	4. Students shall increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.
Critical Literacy	
	5. Students shall engage in thinking critically about contemporary and historical texts and the corresponding social and cultural implications in a global society.

Strand: Engaging the Reader

Content Standard 1: Students shall become self-directed readers by engaging in literacy experiences relevant to personal interests, goals, everyday life, or world events.

		Connections to AR ELA	Connections to CCSS
ER.1.CR.1	Analyze personal literary interests by exploring and tracking reading preferences (e.g., peer and teacher reading conferences, reading logs/learning logs, surveys, self-assessments, personal interest inventories)	R.10	RL.10 RI.10
ER.1.CR.2	Set personal learning goals to develop silent reading <i>fluency</i> , reading stamina, and active participation in group work	R.10	RL.10 RI.10
ER.1.CR.3	Prepare for meaningful discussions, individually or collaboratively, through inquiry and analysis	OV.1 R.9, 10 IR.12	W.7, 8, 9 RL.1 RI.1 SL.1
ER.1.CR.4	Participate in collaborative learning routines (e.g., reciprocal teaching, <i>Socratic Seminars</i> , <i>Questioning the Author</i> , extended discussion, <i>blogging</i>) using diverse texts that offer multiple perspectives of real-world experiences between cultures and communities	OV.1 R.9, 10	RL.1, 9 RI.1, 3 SL.1, 2, 4, 6
ER.1.CR.5	Generate relevant questions and thoughtful solutions through collaborative inquiry-based and real-world experiences	R.9, 10 IR.12	W.7 SL.1
ER.1.CR.6	Engage in real-world literacy practices (e.g., Web quests, simulations of court and corporate environments, comparisons of opinion editorials, creation of public service announcements, construction of <i>multimedia</i> presentations)	W.5 R.10 IR.12	RL.7 RI.7 W.1, 2, 6 SL.5

Strand: Comprehension Strategies

Content Standard 2: Students shall use a variety of strategies to comprehend literary and informational texts.

		Connections to AR ELA	Connections to CCSS
CS.2.CR.1	Apply the integration of effective comprehension strategies (e.g., question, infer, summarize and/or paraphrase, determine central ideas, analyze, synthesize, evaluate) to improve understanding of increasingly complex texts	R.9, 10	RL.1, 2, 10 RI.1, 2, 10
CS.2.CR.2	Synthesize information and ideas to create meaning and to combine understanding with knowledge from other texts and sources	R.9, 10 IR.12	RL.7, 9 RI.7, 8, 9
CS.2.CR.3	Analyze literary devices (e.g., imagery, <i>extended metaphor</i> , word choice, allusion, paradox, irony) to develop deeper comprehension of texts	R.10	RL.2, 4 RI.4
CS.2.CR.4	Summarize literary and informational texts succinctly, individually and with peers	R.9, 10	RL.2 RI.2
CS.2.CR.5	Self-monitor comprehension by using fix-up strategies to repair or maintain understanding of text <ul style="list-style-type: none"> • Rereading • Slowing down for complex texts • Hypothesizing and/or predicting • Visualizing a picture • Writing questions or notes • Asking for help • Reading further to clarify • Chunking text • Stopping and thinking • Identifying the central idea of a paragraph, page, or passage • Underlining and/or highlighting 	R.9	RL.10 RI.10

Strand: Comprehension Strategies

Content Standard 2: Students shall use a variety of strategies to comprehend literary and informational texts.

		Connections to AR ELA	Connections to CCSS
CS.2.CR.6	Activate background knowledge before and during reading by making relevant connections	R.9	RL.10 RI.10
CS.2.CR.7	Analyze multiple text structures (e.g., description, compare and contrast, chronological, question/answer, problem/solution, definition) within a single text to clarify meaning	R.9, 10	RL.5 RI.5
CS.2.CR.8	Apply knowledge of text features (e.g., bold headings, sidebars, italicized words, tables, charts, graphs, pictures, <i>hyperlinks</i> , interactive diagrams) to determine key ideas and details	R.9 IR.12	RI.7
CS.2.CR.9	Use graphic organizers (e.g. discussion webs, two-column notes, concept maps) to organize, analyze, and evaluate important ideas in various formats	R.9, 10	W.2

Strand: Response to Text

Content Standard 3: Students shall respond to a variety of texts through writing and extended discussion.

		Connections to AR ELA	Connections to CCSS
RT.3.CR.1	Apply <i>protocols</i> for discussion in a variety of settings	OV.1, 2	SL.1, 2
RT.3.CR.2	Contribute meaningful responses in collaborative small and whole group settings, building on ideas of others	OV.1	SL.1, 2
RT.3.CR.3	Support claims with relevant evidence from multiple sources (e.g., interviews, graphs, charts, literary and informational texts)	W.4, 5, 6, 7 R.9, 10 IR.12	RL.1 RI.1, 7, 8, 9 W.1, 7, 8, 9 SL.1, 4 L.1, 2, 3
RT.3.CR.4	Compare and contrast multiple viewpoints from literary and informational texts, including historical and scientific texts written for a broad audience	R.9, 10	RI.3, RI.9
RT.3.CR.5	Generate, pose, and respond to questions in discussion and written formats	OV.1, 2 W.5, 6, 7 R.9, 10 IR.12	W.7, 9 SL.1, 6
RT.3.CR.6	Respond to literary and informational texts (e.g., quick write, visuals, dramatizations, <i>tableau</i> , <i>digital storytelling</i> , book trailers)	OV.1 W.5 R.10	W.2, 4, 9, 10 SL.1
RT.3.CR.7	Write as a tool for learning (e.g., personal reactions, note-taking, concept mapping, summarizing, reflecting, monitoring understanding, electronic journaling, <i>blogging</i> , <i>wiki</i>)	W.5	W.2, 8, 9, 10
RT.3.CR.8	Write to present and defend individual interpretations and/or author's point of view	W.5 R.10	RL.6 RI.6 W.1, 2, 9

Strand: Vocabulary Development

Content Standard 4: Students shall increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.

		Connections to AR ELA	Connections to CCSS
VD.4.CR.1	Infer the meaning of a word through contextual analysis (e.g., inserted definitions, synonyms, antonyms, provided examples, hints gathered from other sentences)	R.11	RL.4 RI.4 L.4
VD.4.CR.2	Apply knowledge from one text to determine word meaning in multiple texts	R.9, 11	L.4, 6
VD.4.CR.3	Develop vocabulary (e.g., academic, specialized and/or technical, <i>high utility</i>) through wide reading and extended classroom discussions	R.11	L.6
VD.4.CR.4	Analyze <i>etymology</i> , word relationships (e.g., synonyms, antonyms, analogies, <i>homographs</i>), and interdisciplinary connections	R.11	L.4, 5, 6
VD.4.CR.5	Apply a range of word learning strategies (e.g., <i>personal word walls</i> , vocabulary notebooks, semantic mapping, concept definition maps, <i>Frayer Model</i>) in order to internalize new vocabulary	R.11	L.4, 6
VD.4.CR.6	Select a variety of print (e.g., dictionary, glossary, thesaurus) and digital resources (e.g., online dictionary, visual dictionary) to determine and clarify meaning	R.11	L.4
VD.4.CR.7	Develop word consciousness to learn multiple meanings of words (e.g., oxymoron, word play, <i>palindromes</i> , <i>connotation</i> , <i>denotation</i>)	R.11	RL.4 RI.4 L.4, 5
VD.4.CR.8	Apply knowledge of <i>affixes</i> , <i>cognates</i> , and roots (e.g., Greek, Latin) to determine meaning of new words	R.11	L.4
VD.4.CR.9	Interpret figures of speech (e.g., metaphors, <i>euphemisms</i> , <i>hyperbole</i> , personification, <i>paradox</i>) to generate meaning	R.9	L.5

Strand: Critical Literacy

Content Standard 5: Students shall engage in thinking critically about contemporary and historical texts and the corresponding social and cultural implications in a global society.

		Connections to AR ELA	Connections to CCSS
CL.5.CR.1	Evaluate <i>multimedia</i> information for accuracy, quality, and credibility of sources (e.g., analyzing rigor, identifying bias, determining sponsorship, evaluating timeliness)	OV.3 R.9 IR.12	RL.7 RI.7,8 W.8 SL.2
CL.5.CR.2	Evaluate primary and secondary sources for bias, propaganda, and authenticity	R.9 IR.12	RI.1, 9 W.8, 9
CL.5.CR.3	Analyze the effects of stereotypical language in historical and contemporary documents on reader perception of and response to global events and culture	OV.3 IR.12	RI.9 SL.2
CL.5.CR.4	Compare and contrast multiple media on the same topic (e.g., Web sites, letters to the editor, position papers)	OV.3	RL.7, 9 RI.7, 9 SL.2
CL.5.CR.5	Identify missing perspectives and information in texts to determine author bias	OV.2 R.9, 10	RI.8
CL.5.CR.6	Critique historical and contemporary visual media to determine effect on intended audience (e.g., ads, political cartoons, candidate platforms, television and film messages, literary allusions in cartoons)	OV.3	RI.7 SL.2

Glossary for Critical Reading

Affixes	Word elements, such as prefixes or suffixes, that can only occur attached to a base, stem, or root.
Blogging	Participation in a Web site that contains an online personal journal with reflections, comments, and often <i>hyperlinks</i> provided by the writer
Cognates	Words from multiple languages with a common origin, such as English “brother” and German “bruder”
Connotation	The set of associations implied by a word in addition to its literal meaning
Denotation	The most specific or direct meaning of a word, in contrast to its figurative or associated meanings
Digital storytelling	The practice of using computer-based tools to tell stories
Etymology	The history of a word shown by tracing its development from its origin, transmission from one language to another, the analysis of its components, and the identification of its <i>cognates</i>
Euphemisms	Pleasant substitutions for more offensive expressions
Extended metaphor	A comparison between two unlike things that continues throughout a series of sentences in a paragraph or lines in a poem
Fluency	The ability to read with appropriate speed, expression, and accuracy
Frayer Model	An adaptation of the concept map. It includes the concept word, the definition, characteristics of the concept word, examples and non-examples of the concept word
High utility	Frequently encountered words
Homographs	One of two or more words that have the same spelling but differ in origin, meaning, and sometimes pronunciation
Hyperbole	An extravagant exaggeration
Hyperlinks	An electronic connection providing direct access from one web-based document to another.
Multimedia	Using, involving, or encompassing several media such as photographs, films, art, music, and digital productions
Palindromes	A word, phrase, number or other sequential unit that can be read the same way in either direction
Paradox	A statement that is apparently contradictory or opposed to common sense and yet is perhaps true
Personal word walls	A systematically organized collection of words in a personal journal or notebook
Protocols	Structures for examining student learning in democratic and orderly manner that allows students to voice their opinions, ideas, and concerns with one another, typically in pairs or small groups
Questioning the Author	A protocol of inquiries that students can make about the content they are reading; a strategy designed to encourage students to think beyond the words on the page and to consider the author's intent for the selection and his or her success at communicating it
Socratic Seminar	A method of teaching which enables students to think for themselves, dialogue with one another, and ask open-ended questions
Tableau	A description of a scene presented on a stage by silent and motionless costumed participants
Wiki	A collaborative Web site set up to allow user editing and adding of content

Strategic Reading

English Language Arts Curriculum Framework

Revised 2010

Course Title: Strategic Reading
Course/Unit Credit:
Course Number:
Teacher Licensure:
Grades: 6-8

Strategic Reading

Strategic Reading is a two-semester course designed to dramatically accelerate reading growth by strengthening comprehension outcomes in middle level grades. In a context of meaningful content, on-going assessment, and focused explicit instruction, students will synthesize literary and informational texts and multicultural literature of diverse formats (e.g., print media, Web-based texts, literary and informational books and articles) and genres. In addition, students will engage in learning events tied to a variety of literary and informational texts with increasing complexity. Additionally, students will demonstrate competencies through purposeful applications based on individual and collective literacy goals. Strategic Reading does not require Arkansas Department of Education approval.

Strand	Content Standard
Engaging the Reader	
	1. Students shall become self-directed readers by engaging in literacy experiences relevant to personal interests, goals, everyday life, or world events.
Comprehension Strategies	
	2. Students shall use a variety of strategies to comprehend literary and informational texts.
Response to Text	
	3. Students shall respond to a variety of texts through writing and extended discussion.
Vocabulary Development	
	4. Students shall increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.

Strand: Engaging the Reader

Content Standard 1: Students shall become self-directed readers by engaging in literacy experiences relevant to personal interests, goals, everyday life, or world events.

		Connections to AR ELA	Connections to CCSS
ER.1.SR.1	Analyze personal literary interests by exploring and tracking reading preferences (e.g., peer and teacher reading conferences, reading logs/learning logs, surveys, self-assessments, personal interest inventories)	R.10	RL.10 RI.10
ER.1.SR.2	Choose personal and content learning goals	R.10	RL.10 RI.10
ER.1.SR.3	Prepare for meaningful discussions, individually or collaboratively, through inquiry and analysis	OV.1 R.9, 10 IR.12	W.7, 8, 9 RL.1 RI.1 SL.1
ER.1.SR.4	Participate in extended discussions of diverse texts in a variety of genres that offer multiple perspectives of real-world experiences between cultures and communities	OV.1 R.9, 10	RL.1, 9 RI.1, 3 SL.1, 2, 4, 6
ER.1.SR.5	Develop questions and solutions through collaborative inquiry, using multiple resources	R.9, 10 IR.12	W.7 SL.1
ER.1.SR.6	Engage in real-world literacy practices (e.g., read and write letters to the editor, view and respond to <i>multimedia</i> presentations, navigate Web sites)	W.5 R.10 IR.12	RL.7 RI.7 W.1, 2, 6 SL.5
ER.1.SR.7	Participate in active <i>inquiry-based activities</i> including electronic and visual media	OV.3 IR.12	RL.7 RI.7 W.8 SL.2, 5

Strand: Comprehension Strategies

Content Standard 2: Students shall use a variety of strategies to comprehend literary and informational texts.

		Connections to AR ELA	Connections to CCSS
CS.2.SR.1	Apply effective comprehension strategies to improve understanding of literary and informational texts <ul style="list-style-type: none"> • Questioning • Inferring • Determining importance • Noting similarities and differences • Predicting • Summarizing and/or paraphrasing • Visualizing 	R.9, 10	RL.1, 2, 10 RI.1, 2, 10
CS.2.SR.2	Synthesize information and ideas within and across texts and/or media sources to create meaning	R.9, 10	RL.7, 9 RI.7, 8, 9
CS.2.SR.3	Summarize literary and informational texts succinctly, individually and with peers	R.9, 10	RL.2 RI.2
CS.2.SR.4	Self-monitor comprehension by using fix-up strategies to repair or maintain understanding of text <ul style="list-style-type: none"> • Rereading • Slowing down for complex texts • Hypothesizing and/or predicting • Visualizing a picture • Writing questions or notes • Asking for help • Reading further to clarify • Chunking text • Stopping and thinking • Identifying the central idea of a paragraph, page, or passage • Underlining and/or highlighting 	R.9	RL.10 RI.10

Strand: Comprehension Strategies

Content Standard 2: Students shall use a variety of strategies to comprehend literary and informational texts.

		Connections to AR ELA	Connections to CCSS
CS.2.SR.5	Activate background knowledge before and during reading by making relevant connections	R.9	RL.10 RI.10
CS.2.SR.6	Analyze text structure (e.g., description, compare and contrast, chronological, question/answer, problem/solution, definition) to clarify meaning	R.9, 10	RL.5 RI.5
CS.2.SR.7	Apply knowledge of text features (e.g., bold headings, sidebars, italicized words, tables, charts, graphs, pictures) to determine key ideas and details	R.9 IR.12	RI.7
CS.2.SR.8	Use graphic organizers to identify, organize, and remember important ideas in various formats	R.9, 10	W.2
CS.2.SR.9	Demonstrate growth in rate, <i>prosody</i> , and <i>automaticity</i> to build <i>fluency</i>	R.11	RL.10 RI.10

Strand: Response to Text

Content Standard 3: Students shall respond to a variety of texts through writing and extended discussion.

		Connections to AR ELA	Connections to CCSS
RT.3.SR.1	Apply <i>protocols</i> for discussion in a variety of settings	OV.1, 2	SL.1
RT.3.SR.2	Contribute meaningful responses in collaborative small and whole group settings, building on ideas of others	OV.1	SL.1, 2
RT.3.SR.3	Support claims with relevant evidence from multiple sources (e.g., interviews, graphs, charts, literary and informational texts)	W.4, 5, 6, 7 R.9, 10 IR.12	RL.1 RI.1, 7, 8, 9 W.1, 7, 8, 9 SL.1, 4 L.1, 2, 3
RT.3.SR.4	Compare and contrast multiple viewpoints from literary and informational texts	R.9, 10	RL.3, 9 RI.3, 9
RT.3.SR.5	Generate, pose, and respond to questions in discussion and written formats	OV.1, 2 W.5, 6, 7 R.9, 10 IR.12	W.7, 9 SL.1, 6
RT.3.SR.6	Respond to literary and informational texts (e.g., quick write, visuals, dramatizations, <i>tableau</i>)	OV.1 W.5 R.10	W.2, 4, 9, 10 SL.1
RT.3.SR.7	Write as a tool for learning (e.g., personal reactions, note-taking, concept mapping, summarizing, reflecting, monitoring understanding)	W.5	W.2, 8, 9, 10
RT.3.SR.8	Write to present and defend individual interpretations and/or author's point of view	W.5 R.10	RL.6 RI.6 W.1, 2, 9

Strand: Vocabulary Development

Content Standard 4: Students shall increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.

		Connections to AR ELA	Connections to CCSS
VD.4.SR.1	Infer word meaning from context	R.11	RL.4 RI.4 L.4
VD.4.SR.2	Apply knowledge from one text to determine word meaning in another text	R.9, 11	L.4, 6
VD.4.SR.3	Build vocabulary (e.g., academic, specialized and/or technical, <i>high utility</i>) through wide reading	R.11	L.6
VD.4.SR.4	Use word origins, word relationships (e.g., synonyms, antonyms, analogies, <i>homographs</i>), and personal connections to develop vocabulary.	R.11	L.4, 5, 6
VD.4.SR.5	Apply a range of word learning strategies (e.g., <i>personal word walls</i> , vocabulary notebooks, semantic mapping, concept definition maps, <i>Frayer Model</i>) in order to internalize new vocabulary	R.11	L.4, 6
VD.4.SR.6	Select a variety of print (e.g., dictionary, glossary, thesaurus) and digital resources (e.g., online dictionary, visual dictionary) to determine and clarify meaning	R.11	L.4
VD.4.SR.7	Develop word consciousness to learn multiple meanings of words (e.g., oxymoron, word play, <i>palindromes</i> , <i>connotation</i> , <i>denotation</i>)	R.11	RL.4 RI.4 L.4, 5
VD.4.SR.8	Apply knowledge of prefixes, suffixes, and root words to determine meaning of new words	R.11	L.4

Glossary for Strategic Reading

Automaticity	Acting or doing something spontaneously or unconsciously
Connotation	The set of associations implied by a word in addition to its literal meaning
Denotation	The most specific or direct meaning of a word, in contrast to its figurative or associated meanings
Fluency	The ability to read with appropriate speed, expression, and accuracy
Frayer Model	An adaptation of the concept map; includes the concept word, the definition, characteristics of the concept word, and examples and non-examples of the concept word
High utility	Frequently encountered words
Homographs	One of two or more words that have the same spelling but differ in origin, meaning, and sometimes pronunciation
Inquiry-based activities	Learning activities based around student questions
Multimedia	Using, involving, or encompassing several media such as photographs, films, art, music, and digital productions
Palindromes	A word, phrase, number, or other sequential unit that can be read the same way in either direction
Personal word walls	A systematically organized collection of words in a personal journal or notebook
Prosody	The rhythmic and intonational aspect of language
Protocols	Standard procedures of communication that allow students to voice their opinions, ideas, and concerns with one another in a democratic and orderly manner
Tableau	A description of a scene presented on a stage by silent and motionless costumed participants



ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School New Application

Deadline for Submission: August 31



Charter School: _____

Date Submitted: _____

Date Approved: _____

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room- 302-B 105-C
Little Rock, AR 72201
501.683.5313

Arkansas Department of Education Open-Enrollment Public Charter Schools

June 30	Deadline for open-enrollment letters of intent to be filed with the ADE.
August 31	Deadline for open-enrollment applications to be filed with the ADE, and superintendent of each public school district likely to be affected by proposed charter school.
September 30	Deadline for local school board where the proposed open-enrollment public charter school will be located to submit to the State Board and the applicant, written conclusions and results of any-its vote to approve or disapprove the charter application.
September 30	Deadline for local boards of school districts likely to be affected by the proposed open-enrollment public charter school to submit any written findings or statements to the SBE.
November/December	Tentative date for application submitted to the State Board of Education. Applications approved by the local school board will receive expedited consideration. (Pending hearing timelines.)

*Note - All information must be received in the Charter School Office of the Arkansas State Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. It is the responsibility of the applicant to strongly adhere to the charter application timeline. Please take under consideration the length of the time that may be required for your application to reach the Charter School Office, particularly when mailing your application. Should the deadline date fall on a weekend, all materials must be received no later than 4:00 p.m. the following Monday.

STATE BOARD OF EDUCATION

ARKANSAS DEPARTMENT OF EDUCATION

REQUIREMENTS FOR LETTER OF INTENT

To Apply For An **Open-Enrollment** Public School Charter

Applicants for open-enrollment public charter schools are required to send a one (1) page “**Letter of Intent to Apply for an Open-Enrollment Public School Charter**” to the Arkansas Department of Education.

Submit the letter of intent via certified mail to the Department of Education at the following address no later than the close of the business day (4:00 p.m.) **on June 30**, in order for the application to be considered by the State Board of Education at a later date:

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room [302-B405-C](#)
Little Rock, AR 72201

Required format to be followed for the letter of intent:

1. The letter of intent is to consist of only one (1) page;
2. Include the [full legal](#) name of the eligible entity which intends to apply for a charter. If a not-for-profit, specify [the](#) name on the [IRS 501-\(c\)-\(3\) application](#) and [the entity's current 501-\(c\)-\(3\) status](#).
3. Include the contact person's name, full address, daytime telephone number, FAX number, and e-mail address;
4. Give a description of the eligible entity which will be proposing the charter;
5. Give the name of the proposed open-enrollment public charter school;
6. Describe the location of the proposed open-enrollment public charter school;
7. Identify the grade levels of students to be served by the open-enrollment public charter school;
8. ~~Provide proposed student enrollment cap for~~ [Identify the number of students intended to be served by](#) the open-enrollment public charter school; and
9. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

The contact person for the proposed open-enrollment public charter school shall sign the letter.

A copy of the letter of intent shall also be sent via certified mail to the superintendent of the public school district where the proposed public charter school will be located.

**STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR AN OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION (Please type)

Name of Proposed Charter School: _____

Grade Level(s) for the School: _____ Student Enrollment cap: _____

Name of Sponsoring Entity: _____

The applicant is an "eligible entity" under the following category (check one):

- ☐ a public institution of higher education;
- ☐ a private nonsectarian institution of higher education;
- ☐ a governmental entity; or
- ☐ an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c) (3) of the Internal Revenue Code (provide evidence). (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501-(c)-(3) status must be attached to the application. Articles of incorporation or [a](#) letter acknowledging nonprofit status from the Secretary of State will not suffice). An eligible entity must have received formal tax exempt status under §501-(c)-(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Name of Contact Person: _____

Address (no P.O. Box please): _____ City: _____ ZIP: _____

Daytime Phone Number: (_____) _____ FAX: _____

E-mail: _____

Charter Site Address: _____ City: _____

ZIP: _____ Date of Proposed Opening: _____

Chief Operating Officer
of Proposed Charter: _____ Title: _____

Address: _____ City: _____

ZIP Code: _____ Daytime Telephone Number: _____

The proposed charter will be located in the _____ School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process.

Name:	Position:	State of Residence:
Name:	Position:	State of Residence:
Name:	Position:	State of Residence:
Name:	Position:	State of Residence:
Name:	Position:	State of Residence:
Name:	Position:	State of Residence:

List the current K-12 student enrollment of the district where the proposed public charter school will be located.

_____ (Total District Enrollment)

List the school districts from which students are expected to come (use additional sheets as necessary).

_____	_____	_____
_____	_____	_____
_____	_____	_____

B. GENERAL DESCRIPTION

In succinct terms describe the proposed school including grade levels offered, student populations served, educational focus, and any other essential characteristics.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

(Use additional sheets as necessary.)

C. GENERAL INSTRUCTIONS

APPLICATION REQUIREMENTS AND CONTENTS: The total number of pages prepared by the applicant in response to Section D of this application form including any attachments used to support those responses **cannot exceed 60 pages**. Any attachments required by the application form are not to be included in the count for the total number of pages and are indicated by the word “required” in the list of contents below. Do not use dividers or separators noting the various parts of the application. **All pages including attachments should be numbered and clearly referred to in the narrative text.**

The narrative responses should be given in the order requested. **Brevity and clarity are strongly encouraged.** The responses and all supporting attachments should be prepared/typed on white, 8 ½” x 11” paper (copied on one side only) suitable for reproduction. The type should be in 12 point font or larger and page margins of at least one (1) inch on all sides with page numbers clearly marked.

List of Contents:

The following is a list for the contents of the final application to be submitted to the State Board of Education. **The contents must be arranged in the order listed below:**

1. Sections A and B of the application form with all information provided (required)
2. Responses to all inquiries in Section D in the prescribed order and numbered accordingly
3. Applicant’s attachments (if any) supporting narrative responses
4. A copy of the school’s calendar and daily schedule (required)
5. Facility use agreement (required)
6. Proposed [two-year](#) budget [estimate](#) using [template worksheet](#) provided (required)
7. Proposed salary schedule for both administrative and teaching positions (required)
8. Evidence of status as eligible entity (required)
9. Evidence of parental and community support (required)
10. Signed Statement of Assurances Form (required)

Submit the original copy of the application with original pages for all attachments including original signatures on any attachment requiring a signature. **DO NOT STAPLE THE ORIGINAL APPLICATION PAGES NOR ANY OF THE ORIGINAL ATTACHMENTS.**

In addition to the original unbound copy of the application and all attachments, **please submit: Twelve (12) one sided bound/stapled copies (no notebooks); One (1) CD copy of the application** in Microsoft Word, or Adobe Acrobat pdf file. Please ensure that the information saved on the CD can be accessed. CD should be labeled with the name of the proposed school.

All application materials must be received by the Charter School Office at the Arkansas Department of Education by 4:00 p.m. on August 31. Please make sure that applications being submitted by United States Postal Service are done so in a timely manner as to be received in the Charter School Office by the deadline. Facsimile transmissions (FAX) will not be accepted, and any application received after this time will not be forwarded to the State Board of Education for consideration. Applications should be mailed or hand-delivered to:

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room [302-B405-G](#)
Little Rock, AR 72201

D. REQUIRED INFORMATION

The applicant for the proposed open-enrollment charter, if approved by the State Board of Education, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq, the State Board of Education Rules Governing Charter Schools, and the attached assurances. This is a narrative description of various components of the proposed charter school, and the responses to the following inquiries including any supporting attachment pages **must be limited to no more than 60 pages**.

Application Standards:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment public charter school. Provide copies of any supporting evidence received.
2. Provide documentation that each of the following requirements of Arkansas Code Annotated §6-23-302 were met:
 - A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from in which students will be drawn the school will likely be located.
 - B. The notice of the public hearing shall not be published in the classified or legal notice section of the newspaper. ~~The notice shall be published in no less than ten point type and shall be no less than two by four inches or four by two inches in size.~~
 - C. The last publication date of the notice shall be no less than seven days prior to the public meeting.
 - D. Within seven (7) calendar days following the first publication of the notice of the public hearing, letters announcing the public hearing shall be sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.
3. Describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, please answer the following specific questions:
 - A. Identify what individual job position(s) or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing;

(2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.

B. Specify how the final decision-maker(s) identified in response to (3)(A) above will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.

A-C. Explain how and to what extent the school's leadership will be accountable to parents.

3.4. Give the mission statement for the proposed open-enrollment public charter school.

4.5. Describe the educational need for the school.

5.6. Describe the educational program to be offered by the open-enrollment public charter school.

6.7. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter schools' initial five (5) year period.

7.8. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks. Also describe plans to transition the curriculum to the pending requirements of the Common Core Standards in accordance with the timeframe adopted by the State Board of Education.

8.9. Describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment public charter school.

9.10. Describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. *(See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (standards rules), Section 7.04.2.)*

10.11. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school. Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C). Should an applicant believe that the use of a weighted lottery is necessary~~required by federal court or administrative order~~, the applicant shall furnish a copy of the order~~state how they will comply with the requirements of Arkansas Code Annotated 6-23-306 (14) (c).~~

- 41.12. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each.
- 42.13. Explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget.
- 43.14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. Act 993 of 2011 requires that the Division of Legislative Audit conduct every new charter school's first-year audit unless the State Board approves otherwise. If the school wishes to utilize a licensed accountant or licensed certified public accountant to perform the first-year audit, please identify the accountant by name, firm, address, and phone number. A school's preference as stated in this Application may not be changed without prior approval of the State Board of Education.
- 14.15. Provide a statement affirming that the public charter school will participate in the Arkansas Public School Computer Network ~~for reporting education data~~, as required by state statute ~~or~~ and by State Board of Education rule, for reporting both education data and financial data, including grant funds or private donations received directly by the charter school itself.
- 15.16. Describe the facilities to be used. Give the present use of the facility ~~and the use for the past three (3) years~~. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter.

Please identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action on the application. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1000 feet of the facility.

17. For each and every individual specifically identified by name in Section A of the Application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:

(A) Any other individual specifically identified by name in Section A of the Application;

(B) Any individual or entity whom the sponsoring entity or charter school has contracted with, or intends to contract with, to provide any services or products for the proposed charter school; or

(C) The owner(s) of the facilities to be used.

For the purpose of this Standard, an individual has a financial relationship with another individual or entity if he or she:

(1) Receives compensation or benefits directly or indirectly from the entity or individual;

(2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; or

(3) Has a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

~~46-~~18. Describe the manner in which the school will make provisions for the following student services unless a waiver is being sought:

- A) Guidance Program
- B) Health Services
- C) Media Center
- D) Transportation
- E) Special Education
- F) Alternative Education
- G) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

| [17-19.](#) Describe the manner in which the school will make provisions for food services. Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

| [18-20.](#) Describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs.

| [19-21.](#) List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, -and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* that the open-enrollment public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the [need rationale](#) for each waiver requested.**

| [20-22.](#) Describe the potential impact of the proposed open-enrollment public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Attachments must be included in the following order:

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Facility use agreement (required)
- | • Proposed [two-year](#) budget [estimate](#) using [template worksheet](#) as provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of status as eligible entity (required)
- Evidence of parental and community support (applicant's attachments)
- Signed Statement of Assurances Form (required)
- Lease Agreement as provided (required)

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT AND LEASE AGREEMENT**

Lessor (Owner): _____

Lessee (Tenant): _____

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use
of the facility ~~and use for~~
~~prior three (3) years~~:

Premises: _____
address

square footage

Terms of Lease: _____

Rental Amount: _____

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

Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the ~~state~~ State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

Lessee:

Lessor:

By _____

By _____

Date _____

Date _____

Charter School Budget Information

The Budget [Template-Worksheet](#) has been developed for application purposes. It is intended to challenge the applicant to consider the many expenses incurred in the operation of a school. It is formatted to expedite the application process. Budget revenues must equal or exceed expenses for each school year.

Upon approval of the Open-Enrollment Public Charter School, the ADE Public School Finance and Administrative Support Section will provide technical assistance. At that time, a detailed budget will be developed specific to the terms of the Charter. That budget will also meet the data reporting requirements of the Arkansas Public School Computer Network.

The Budget [Template-Worksheet](#) is to be used as an estimate of the Revenues and Expenditures associated with the operation of the Open-Enrollment Public Charter School. The Expenditures section is a comprehensive overview of the normal expenses incurred in the operation of a school.

The following definitions are provided to assist the applicant in the completion of the Budget [TemplateWorksheet](#):

The "Number of Students" is the number of students expected to be enrolled in the open-enrollment public charter school. The description of student numbers including addition of students by year and or grade must clearly be defined within the application.

All public schools in Arkansas receive "foundation funding," a set amount of money per student based upon average daily membership, the amount determined necessary to provide all students with an adequate education.

Number of Positions, both certified and non-certified should be stated as the full time equivalent (FTE) of each position. For example, if the Charter will have 5 FTE's position at 1.00 and 3 part-time FTE's positions at .50 employees: the 5.00 FTE's position equal a total of 5.00 FTE's positions, the 3 part-time .50 FTE's positions equal a total of 1.50 FTE's positions, for a grand total of 6.50 FTE's positions.

Fringe Benefits at a minimum should include F.I.C.A., teacher retirement, health insurance, and unemployment obligations.

Two budget worksheets must be completed, one for the school's first year of operation and one for the school's second year of operation. The proposed budget should not rely on one-time grants or other funds that are not presently guaranteed.

Public Charter School Application
Estimated Budget Worksheet, Year One (2011-2012)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students () x \$6, <u>144023.00</u> State Foundation Funding		
3			
4	No. of Students () x \$ <u>51.0041.33</u> Professional Development		
5	<u>No. of Students () x eligible rate* NSLA Funding</u>		
6	Total State Charter School Aid		\$0.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (<i>Specifically Describe</i>)		
13			
14	Total Other Sources of Revenues		\$0.00
15			
16	TOTAL REVENUES		\$0.00

<u>Line#</u>	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (<i>No. of Positions</i>)		
21	Fringe Benefits		
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other (<i>Describe</i>)		\$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (<i>No. of Positions</i>)		
29	Fringe Benefits		
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other (<i>Describe</i>)		\$0.00

*NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals.
Below seventy percent (70%): \$506496.00 per student; between seventy and ninety percent (70-90%): \$1,012992.00 per student;
and ninety percent and above (90%): \$1, 518488.00 per student.

34	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions____)	_____	
37	Fringe Benefits	_____	
38	Purchased Services	_____	
39	Supplies and Materials	_____	
40	Equipment	_____	
41	Other (Describe)	_____	\$0.00
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions____)	_____	
45	Fringe Benefits	_____	
46	Purchased Services	_____	
47	Supplies and Materials	_____	
48	Equipment	_____	
49	Other (Describe)	_____	\$0.00
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions____)	_____	
53	Fringe Benefits	_____	
54	Purchased Services	_____	
55	Supplies and Materials	_____	
56	Equipment	_____	
57	Other (Describe)	_____	\$0.00
58			
59	Guidance Services:		
60	Salaries: (No. of Positions____)	_____	
61	Fringe Benefits	_____	
62	Purchased Services	_____	
63	Supplies and Materials	_____	
64	Equipment	_____	
65	Other (Describe)	_____	\$0.00
66			
67	Health Services:		
68	Salaries: (No. of Positions____)	_____	
69	Fringe Benefits	_____	
70	Purchased Services	_____	
71	Supplies and Materials	_____	
72	Equipment	_____	
73	Other (Describe)	_____	\$0.00

74	(Budget Continued)		
75	Media Services:		
76	Salaries: (No. of Positions____)	_____	
77	Fringe Benefits	_____	
78	Purchased Services	_____	
79	Supplies and Materials	_____	
80	Equipment	_____	
81	Other (Describe)	_____	\$0.00
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions____)	_____	
85	Fringe Benefits	_____	
86	Purchased Services	_____	
87	Supplies and Materials	_____	
88	Equipment	_____	
89	Other (Describe)	_____	\$0.00
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions____)	_____	
93	Fringe Benefits	_____	
94	Purchased Services	_____	
95	(include utilities)	_____	
96	Supplies and Materials	_____	
97	Equipment	_____	
98	Other (Describe)	_____	\$0.00
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions____)	_____	
102	Fringe Benefits	_____	
103	Purchased Services	_____	
104	Supplies and Materials	_____	
105	Equipment	_____	
106	Other (Describe)	_____	\$0.00
107			
108	Food Services:		
109	Salaries: (No. of Positions____)	_____	
110	Fringe Benefits	_____	
111	Purchased Services	_____	
112	Supplies and Materials	_____	
113	Equipment	_____	
114	Other (Describe)	_____	\$0.00

115	(Budget Continued)		
116	Data Processing:		
117	Salaries: (No. of Positions____)	_____	
118	Fringe Benefits	_____	
119	Purchased Services	_____	
120	Supplies and Materials	_____	
121	Equipment	_____	
122	Other (Describe)	_____	\$0.00
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions____)	_____	
126	Fringe Benefits	_____	\$0.00
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)	_____	
130	Please list upgrades:	_____	
131		_____	
132	Utilities (contract for one total year including facility upgrades)	_____	
133	Insurance (contract for one total year including facility upgrades):		
134	Property Insurance	_____	
135	Content Insurance	_____	\$0.00
136			
137	Debt Expenditures:	_____	\$0.00
138	Other Expenditures:		
139	(Describe)	_____	\$0.00
140			
141	TOTAL EXPENDITURES		\$0.00

|

Public Charter School Application
Estimated Budget Worksheet, Year Two (2012-2013)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
<u>1</u>	<u>State Public Charter School Aid:</u>		
<u>2</u>	<u>No. of Students () x \$6,267.00 State Foundation Funding</u>		
<u>3</u>			
<u>4</u>	<u>No. of Students () x \$52.00 Professional Development</u>		
<u>5</u>	<u>No. of Students () x eligible rate* NSLA Funding</u>		
<u>6</u>	<u>Total State Charter School Aid</u>	-	<u>\$0.00</u>
<u>7</u>			
<u>8</u>	<u>Other Sources of Revenues:</u>		
<u>9</u>	<u>Private Donations or Gifts</u>	-	
<u>10</u>	<u>Federal Grants (List the amount)</u>	-	
<u>11</u>	<u>Special Grants (List the amount)</u>	-	
<u>12</u>	<u>Other (Specifically Describe)</u>	-	
<u>13</u>			
<u>14</u>	<u>Total Other Sources of Revenues</u>		<u>\$0.00</u>
<u>15</u>			
<u>16</u>	<u>TOTAL REVENUES</u>		<u>\$0.00</u>
<u>17</u>			
<u>18</u>	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
<u>19</u>	<u>Administration:</u>		
<u>20</u>	<u>Salaries: (No. of Positions)</u>	-	
<u>21</u>	<u>Fringe Benefits</u>	-	
<u>22</u>	<u>Purchased Services</u>	-	
<u>23</u>	<u>Supplies and Materials</u>	-	
<u>24</u>	<u>Equipment</u>	-	
<u>25</u>	<u>Other (Describe)</u>	-	<u>\$0.00</u>
<u>26</u>			
<u>27</u>	<u>Regular Classroom Instruction:</u>		
<u>28</u>	<u>Salaries: (No. of Positions)</u>	-	
<u>29</u>	<u>Fringe Benefits</u>	-	
<u>30</u>	<u>Purchased Services</u>	-	
<u>31</u>	<u>Supplies and Materials</u>	-	
<u>32</u>	<u>Equipment</u>	-	
<u>33</u>	<u>Other (Describe)</u>	-	<u>\$0.00</u>

**NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student.*

34	<u>(Budget Continued)</u>		
35	<u>Special Education:</u>		
36	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
37	<u>Fringe Benefits</u>	<u>-</u>	
38	<u>Purchased Services</u>	<u>-</u>	
39	<u>Supplies and Materials</u>	<u>-</u>	
40	<u>Equipment</u>	<u>-</u>	
41	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
42			
43	<u>Gifted and Talented Program:</u>		
44	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
45	<u>Fringe Benefits</u>	<u>-</u>	
46	<u>Purchased Services</u>	<u>-</u>	
47	<u>Supplies and Materials</u>	<u>-</u>	
48	<u>Equipment</u>	<u>-</u>	
49	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
50			
51	<u>Alternative Education Program:</u>		
52	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
53	<u>Fringe Benefits</u>	<u>-</u>	
54	<u>Purchased Services</u>	<u>-</u>	
55	<u>Supplies and Materials</u>	<u>-</u>	
56	<u>Equipment</u>	<u>-</u>	
57	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
58			
59	<u>Guidance Services:</u>		
60	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
61	<u>Fringe Benefits</u>	<u>-</u>	
62	<u>Purchased Services</u>	<u>-</u>	
63	<u>Supplies and Materials</u>	<u>-</u>	
64	<u>Equipment</u>	<u>-</u>	
65	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
66			
67	<u>Health Services:</u>		
68	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
69	<u>Fringe Benefits</u>	<u>-</u>	
70	<u>Purchased Services</u>	<u>-</u>	
71	<u>Supplies and Materials</u>	<u>-</u>	
72	<u>Equipment</u>	<u>-</u>	
73	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>

<u>74</u>	<u>(Budget Continued)</u>		
<u>75</u>	<u>Media Services:</u>		
<u>76</u>	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
<u>77</u>	<u>Fringe Benefits</u>	<u>-</u>	
<u>78</u>	<u>Purchased Services</u>	<u>-</u>	
<u>79</u>	<u>Supplies and Materials</u>	<u>-</u>	
<u>80</u>	<u>Equipment</u>	<u>-</u>	
<u>81</u>	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
<u>82</u>			
<u>83</u>	<u>Fiscal Services:</u>		
<u>84</u>	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
<u>85</u>	<u>Fringe Benefits</u>	<u>-</u>	
<u>86</u>	<u>Purchased Services</u>	<u>-</u>	
<u>87</u>	<u>Supplies and Materials</u>	<u>-</u>	
<u>88</u>	<u>Equipment</u>	<u>-</u>	
<u>89</u>	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
<u>90</u>			
<u>91</u>	<u>Maintenance and Operation:</u>		
<u>92</u>	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
<u>93</u>	<u>Fringe Benefits</u>	<u>-</u>	
<u>94</u>	<u>Purchased Services</u>		
<u>95</u>	<u>(include utilities)</u>	<u>-</u>	
<u>96</u>	<u>Supplies and Materials</u>	<u>-</u>	
<u>97</u>	<u>Equipment</u>	<u>-</u>	
<u>98</u>	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
<u>99</u>			
<u>100</u>	<u>Pupil Transportation:</u>		
<u>101</u>	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
<u>102</u>	<u>Fringe Benefits</u>	<u>-</u>	
<u>103</u>	<u>Purchased Services</u>	<u>-</u>	
<u>104</u>	<u>Supplies and Materials</u>	<u>-</u>	
<u>105</u>	<u>Equipment</u>	<u>-</u>	
<u>106</u>	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
<u>107</u>			
<u>108</u>	<u>Food Services:</u>		
<u>109</u>	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
<u>110</u>	<u>Fringe Benefits</u>	<u>-</u>	
<u>111</u>	<u>Purchased Services</u>	<u>-</u>	
<u>112</u>	<u>Supplies and Materials</u>	<u>-</u>	
<u>113</u>	<u>Equipment</u>	<u>-</u>	
<u>114</u>	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>

<u>115</u>	<u>(Budget Continued)</u>		
<u>116</u>	<u>Data Processing:</u>		
<u>117</u>	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
<u>118</u>	<u>Fringe Benefits</u>	<u>-</u>	
<u>119</u>	<u>Purchased Services</u>	<u>-</u>	
<u>120</u>	<u>Supplies and Materials</u>	<u>-</u>	
<u>121</u>	<u>Equipment</u>	<u>-</u>	
<u>122</u>	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
<u>123</u>			
<u>124</u>	<u>Substitute Personnel:</u>		
<u>125</u>	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
<u>126</u>	<u>Fringe Benefits</u>	<u>-</u>	<u>\$0.00</u>
<u>127</u>			
<u>128</u>	<u>Facilities:</u>		
	<u>Lease/Purchase (contract for one total</u>		
<u>129</u>	<u>year including facility upgrades)</u>		
<u>130</u>	<u>Please list upgrades:</u>		
<u>131</u>			
	<u>Utilities (contract for one total year</u>		
<u>132</u>	<u>including facility upgrades)</u>		
	<u>Insurance (contract for one total year</u>		
<u>133</u>	<u>including facility upgrades):</u>		
<u>134</u>	<u>Property Insurance</u>		
<u>135</u>	<u>Content Insurance</u>		<u>\$0.00</u>
<u>136</u>			
<u>137</u>	<u>Debt Expenditures:</u>	<u>-</u>	<u>\$0.00</u>
<u>138</u>	<u>Other Expenditures:</u>		
<u>139</u>	<u>(Describe)</u>	<u>-</u>	<u>\$0.00</u>
<u>140</u>			
<u>141</u>	<u>TOTAL EXPENDITURES</u>		<u>\$0.00</u>

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the- President of the ~~501 (c) (3)~~ Board of Directors of the proposed public charter school's sponsoring entity ~~public charter school~~ certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The proposed open-enrollment public charter school shall be open to all students, on a space--available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools.- The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The proposed open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not waived by the approved charter.
5. An open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

-However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.
- 5.6. The proposed open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
- 6.7. The proposed open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

~~7.8.~~ The proposed open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a school district is covered.

~~8.9.~~ The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.

~~9.10.~~ The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or the public school districts ~~within the proximity of the open-enrollment public charter school~~ to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

~~10.11.~~ The proposed open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

~~11. The proposed open-enrollment public charter school shall not use any funds it receives from the state for any sectarian program or activity or as collateral for debt.~~

12. The charter applicant should know that certain provisions of state law shall not be waived. The proposed open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:

(a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;

(b) Conducting criminal background checks for employees;

(c) High school graduation requirements as established by the State Board of Education;

(d) Special education programs as provided by this title;

(e) Public school accountability under this title;

(e)(f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and

| (f)(g) Health and safety codes as established by the State Board of Education and local governmental entities.

13. The facilities of the proposed public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
14. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the Open Enrollment Public Charter School or upon nonrenewal or revocation of the charter, all net assets of the Open Enrollment Public Charter School, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the Open Enrollment Public Charter School. If the Open Enrollment Public Charter School used state or federal funds to purchase or finance personal property, real property or fixtures for use by the Open Enrollment Public Charter School, the State Board of Education may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

Signature of _____ Date: _____
President of the 501 (c) (3) Sponsoring Entity Board of the Proposed Charter Directors

Print or type name

Open-Enrollment Public Charter School Application Checklist

- ☐ Submit one (1) page letter of intent by certified mail, following the letter of intent guidelines to ADE Charter School Office. Letter of intent must be received by the Charter School Office no later than 4:00 p.m., June 30.
- ☐ Submit copy of letter of intent to superintendent of local district by certified mail. Letter of intent must be received by the local district no later than 4:00 p.m., June 30. Provide verification in the form of certified mail receipts and a copy of the letter to ADE Charter School Office. Documentation shall be included in the charter school application.
- ☐ Publish the notice of public hearing following these requirements
 - A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) in from which students will be drawn the school will likely be located.
 - B. The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten point type and shall be no less than two by four inches or four by two inches in size.
 - C. The last publication of notice shall be no less than seven days prior to the public meeting.
 - D. Within seven (7) calendar days following the first publication of the notice of the public hearing, letters announcing the public hearing shall be sent to the superintendents of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendents of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

Documentation that these requirements have been met must be included in the charter school application.

- ☐ Conduct the public hearing; include results of the public hearing in the charter school application.

☐ Additional check points for the charter application

- ◆ Responses to section D of the application, including attachments, cannot exceed 60 pages
- ◆ Sections A and B of the application form are completed
- ◆ Facilities utilization agreement must be included along with lease agreement (Form Exhibit B)
- ◆ Copy of proposed [two-year](#) budget [estimate](#) must be included
- ◆ Copy of the proposed school calendar must be included
- ◆ Copy of the proposed daily schedule must be included
- ◆ Copy of proposed salary schedule must be included
- ◆ Documentation of status as eligible entity must be included
- ◆ Evidence of parental and community support
- ◆ Signed statement of assurance page must be included

☐ Submit final copies of the charter school application to ADE Charter School Office as follows:

- 1 original copy with original signatures (unbound)
- 12 ~~6~~ copies of the original (bound/stapled, no notebooks)
- 1 cd copy in either Microsoft Word ~~WordPerfect~~, or Adobe Acrobat ~~pdf~~ [PDF](#) (labeled)

☐ Submit final copy of the charter school application to the attention of the superintendent of the public school district where the open-enrollment public charter school will be located by August 31. Include verification in the form of certified mail receipt and a copy of the letter as attachment in the charter school application.

☐ Submit copies of charter school application to the superintendent of all school districts to be affected by the proposed charter school by certified mail ~~to the~~ by August 31. Include verification in the form of certified mail receipts and a copy of the letter as attachment in the charter school- application.

☐ If the local school board denies the application for an open-enrollment public charter school and the applicant intends to appeal the decision, a letter of appeal by certified mail must be submitted to the ADE Charter School Office within ten (10) days of receiving official notification of the local board's decision.

It is the applicant's responsibility to comply with all aspects of Arkansas Code Annotated § 6-23-101 et seq., the ADE Rules Governing Charter Schools, and the requirements outlined in the application for an open-enrollment public charter school. Contact the ADE Charter School Office for questions and for assistance with developing the application.

LEASE AGREEMENT [\(Sample\)](#)

This Agreement, made this _____ day of _____, between _____, whose address is _____ (the Lessor) and _____, whose address is _____, (the Lessee) Witnesseth:

1. Leased Premises. For and in consideration of the rents, covenants and agreements herein entered into and agreed upon by the Lessee as obligations to the Lessor, the Lessor lets, leases and demises until Lessee, subject to the terms and conditions contained herein, the following described property situated in _____ County, Arkansas:

(DESCRIPTION)

To have and to hold the premises unto the Lessee for and during the term herein stated, subject to the covenants, terms, conditions and liens herein contained.

2. Term. This lease shall commence on _____, and shall extend for a term of _____ [years] [months], ending at midnight on _____. [Note: If the lease is a periodic tenancy, rather than an estate for years, these provisions will have to be altered accordingly.]

3. Rent. Lessee agrees to pay to Lessor as rental for the full term of this lease the sum of \$_____, payable in _____ equal [monthly] installments of \$ _____ each, to be paid in advance on the first day of _____, and on the first day of each and every [month] thereafter during the term of this lease.

4. Signs. Lessee shall not erect or install any exterior signs or advertising of any kind without the written consent of Lessor having first been obtained. Lessee agrees not to utilize any form of advertising that may or shall be deemed objectionable to Lessor or to the general public, including but not limited to loudspeakers, phonograph or related electronic equipment, radios, or similar devices which will be operated in such a manner as to project sound outside of the leased premises.

5. Lessor's Repairs. Lessor shall maintain the exterior walls, doors and roof of the structure[s] upon the leased premises in a reasonable state of repair [and shall make such repairs to the surface of the parking area] as may be required to keep and maintain the same in a good and tenantable condition. If Lessee is deprived of the use of [a substantial portion] [more than _____ percent] of the leased premises during the making of any such repairs by the Lessor, the rent shall be abated or proportionately reduced according to the extent to which Lessee is deprived of such use.

6. Lessee's Repairs. Lessee shall keep the interior of the building, including interior walls and doors, wiring, plumbing, and window and door glass, in good repair, and shall maintain the heating and air conditioning equipment, all at Lessee's expense. Lessee agrees to satisfy promptly any lien or valid claim asserted against the leased premises for work done or materials furnished. Lessee shall, at the termination, surrender or forfeiture of this lease, return the premises with the interior, including all of the above items, in as good and satisfactory condition as the same was at the beginning of the lease, normal wear and tear excepted.

7. Taxes. [Lessor] [Lessee] shall pay any and all ad valorem taxes and special improvement district taxes levied and assessed against the premises and the improvements located thereon during the term of this lease. Such taxes and assessments shall be pro-rated for any fractional calendar year.

8. Use. Lessee agrees to use the leased premises for the purpose of operating a public charter school and for no other purpose or purposes without the written consent of Lessor and the Arkansas State Board of Education having been obtained in advance.

9. Payment of Rent and Notices. The rent payable hereunder shall be paid to Lessor at _____. Any notice provided for herein shall be given by certified mail with postage prepaid, addressed, if to Lessor, at the address to which the rent is then paid, and if to Lessee, at _____. The person and the place to which notices are to be mailed may be changed by either party by notice to the other party.

10. Assignment. Lessee shall not assign this lease or sublet the leased premises without prior written consent of the Lessor and the Arkansas State Board of Education. Any such assignment or subletting shall in no way relieve Lessee from liability for the obligation imposed by this lease. Lessee may only be released from liability by a specific written release executed by Lessor.

11. Lessee's Default. If Lessee shall be in default as to the payment of rent for a period of [thirty (30) days], or as to any other covenant herein provided for more than [thirty (30) days] after receipt of notice from Lessor specifying such default, or if any petition be filed in bankruptcy, including petitions for arrangements and reorganizations, by or against Lessee and such petition be not dismissed within [thirty (30) days] after its filing, or if a receiver or trustee be appointed for Lessee by reason of Lessee's insolvency or inability to pay its creditors, Lessor shall have the right, without limitation upon any other rights which may be given Lessor by law or by any other provision of this lease agreement, to re-enter the leased premises and relet the same as agent for Lessee upon the best terms and conditions reasonably obtainable, and Lessee shall be liable to the Lessor for the difference, if any, between the rent so obtained and the minimum rent stipulated to be paid in this lease. Lessee agrees that in such event [he, it] will vacate the leased premises without further notice, and if it becomes necessary to bring any legal action to recover possession, Lessee agrees to pay a reasonable fee for the attorney of Lessor in such action. Lessor agrees that upon the occurrence of any event of default listed in this paragraph, Lessor shall give notice of default to the Arkansas Department of Education, Attn: Legal Services, Four Capitol Mall, Room 404-A, Little Rock, AR 72201.

12. Non-Waiver. It is agreed that the failure of Lessor to invoke any of the available remedies under this lease or under law in the event of one or more breaches or defaults by Lessee under the lease shall not be construed as a waiver of such provisions and conditions and shall not prevent Lessor from invoking such remedies in the event of any future breach or default.

13. Holdover. Lessee hereby agrees that upon the termination of this lease by expiration or by earlier termination for any reason whatsoever, Lessee will peaceably deliver possession of the leased premises to Lessor. In the event Lessee shall be permitted by Lessor to hold over after the expiration or termination of this lease, or any extension thereof, such holding over (in the absence of any written agreement to the contrary) shall be construed as a tenancy

from calendar month to calendar month at a monthly rental equal to the rental for the last month paid under this lease. A month-to-month tenancy arising by Lessee's holding over under this paragraph may be terminated by written notice from either party to the other party on or before the day on which any monthly rent is due with termination not becoming effective until the day on which the next following monthly rental would have otherwise become due. In the event it should become necessary for Lessor to institute any action at law to recover possession at the time of termination, whenever and however termination may occur, Lessee agrees that it will pay all costs and expenses of such action, including reasonable attorneys' fees.

14. Casualty. If at any time the leased premises, [or the building which forms the principal component of the leased premises,] should be damaged by fire, or other major casualty not the fault of Lessee, and the cost of repairing the damage does not exceed twenty percent (20%) of the value of the improvements of the premises herein leased, [or the building which forms the principal component part of the leased premises,] then Lessor shall as soon as reasonably practicable repair the damage caused by fire or other casualty. If, however, the damage should exceed twenty percent (20%) of the value of the improvements of the premises herein leased, [or the building which forms the principal component part of the leased premises,] then Lessor shall have the option of either repairing the premises as set out above or terminating this lease as of the date of fire or other casualty by notice to Lessee within thirty (30) days after such date. If the damage should render the leased premises untenable for the use of the Lessee's business as set forth herein, the rental from the date of fire, or other major casualty not the fault of Lessee, to the date of the completion of the restoration of the premises shall be abated, such abatement being figured on a pro rata basis of the rentals, herein provided.

15. Condemnation. In the event all of the leased premises or such part thereof as renders the leased premises unsuitable for use in the activity or business of the Lessee, shall be acquired or taken by eminent domain for any public or quasi-public purpose, then the term of this lease shall cease and terminate as of the date of taking.

In the event that a partial taking does not render the leased premises unsuitable for use in the activity or business of the Lessee, this lease shall continue in full force and effect with a reduction in the rent proportionate to the amount of usefulness or necessity of the leased premises actually taken.

All damages awarded as a result of any taking, except such damages as are herein defined as Lessee's damages, shall be awarded to Lessor. Lessee shall be entitled to receive all damages which are compensation for damages to the leasehold estate and for removal of Lessee's business, fixtures, furniture and equipment. Lessee's right to damages shall be a right against the taking authority alone, and Lessee shall not be entitled to recover any damages from Lessor.

16. Insurance on Improvements. [Lessee] shall maintain, at [Lessee's] expense, fire, hazard and extended coverage insurance, [including plate glass insurance,] in the amount of the replacement value of any improvements erected upon the leased premises. A certificate of such insurance shall be delivered to [Lessor] prior to the inception of this lease. [Lessee] shall reimburse [Lessor] for the premiums paid for such insurance upon receipt of notice of the amount due, if [Lessor] is required to pay such premiums.

17. Insurance on Lessee's Property. Lessee shall be solely responsible for maintaining insurance on [his, its] property, including but not limited to movables, trade fixtures installed by Lessee, furniture, furnishings and inventory.

18. Liability Insurance. Lessee shall, during the term of this lease, maintain public liability insurance on the leased premises and on the business operated by the Lessee or any subtenant occupying the leased premises. The limits of such public liability insurance shall not be less than _____ per person, _____ per accident, and _____ for property damage. The policy representing such insurance shall name Lessor, [its successor, or his heirs] and assigns, and Lessee as insured. Such policy shall contain a clause that the insurer will not cancel or change the insurance without giving Lessor, [its successors, or his heirs] or assigns, ten (10) days' written notice, and a certificate of such insurance shall be delivered to Lessor prior to the inception of this lease.

19. Common Areas. Any parking area or other common areas which Lessor may provide shall be for the joint use of Lessor, Lessee, other tenants of Lessor, and the customers, invitees and employees of Lessor, Lessee, and other tenants of Lessor; Lessor hereby grants to Lessee the right, during the term of this lease, to use any parking area and other common areas which may be provided in common with others entitled to the use thereof. The use thereof shall be subject to such reasonable regulations or limitations as Lessor shall make or require from time to time.

20. Compliance with Laws. Lessor and Lessee agree not to violate any law, ordinance, rule or regulation of any governmental authority having jurisdiction of the leased premises and, if required solely by reason of Lessee's type of business, to make nonstructural repairs, improvements and alterations to the interior of the building on the leased premises and the common areas required by such authority.

21. Trash. All trash and refuse deposited outside the building must be placed in sufficient receptacles furnished by Lessee [approved by the Public Works Department].

22. Title and Quiet Enjoyment. Lessor covenants and warrants that it is the owner in fee simple absolute of the leased premises and may lease the premises as herein provided. Upon payment by Lessee of the rents herein provided and upon the observance and performance of all the covenants, terms and conditions upon Lessee's part to be observed and performed, Lessee shall peaceably and quietly hold and enjoy the demised premises for the term hereby demised without hindrance or interruption by Lessor or any other person or persons lawfully or equitably claiming by, through or under Lessor, subject to the terms and conditions of this lease.

23. Succession. This lease agreement shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, successors and assigns.

24. Waste. Lessee agrees not to commit waste, nor permit waste to result or to be done to or upon the property and premises; not to conduct any business thereon or therein, nor store or permit to be stored thereon or therein any explosives, combustible substances or materials of any nature, which would increase the fire hazard or cause a premium to be charged for insurance higher than that charged for the present use of such property; and not to operate, nor permit to be operated, nor to exist thereon or therein, any public or private nuisance.

25. Assets. Lessor and Lessee agree that pursuant to Ark. Code Ann. § 6-23-506: Upon dissolution of the open-enrollment charter school or upon non-renewal of the charter, all net assets of the open-enrollment charter school purchased with public funds shall be deemed the property of the State, unless otherwise specified in the charter of the open-enrollment charter school. Lessor agrees to give the State reasonable time and opportunity to remove such assets from the premises upon any event of default or any re-entry or re-letting as allowed by paragraph 11.-

26. State Immunity. Lessor and Lessee agree that no indebtedness of any kind incurred or created by the open-enrollment charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the open-enrollment charter school shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions.

Furthermore, Lessor and Lessee agree that the Lessee shall not use the moneys received from the State pursuant to Ark. Code Ann. §§ 6-23-101, 6-23-201, 6-23-301, 6-23-401 or 6-23-501 et seq., for any sectarian programs or activity or as collateral for any debt, including any debt incurred by Lessee to Lessor pursuant to the provisions of the Lease Agreement.

27. Use of State Funds. Lessor and Lessee agree that Lessee shall not pay for any improvements, upgrades, additions or repairs to the leased facility described herein except as a reasonable part of the agreed upon rent payment described in paragraph 3 and those agreed upon Lessee repairs agreed upon in paragraph 67 of this Agreement. Furthermore, to the extent that any portion of rent payment in paragraph 3 or Lessee repairs in paragraph 67 are to be paid from State funding, the Lessor and Lessee shall provide a detailed budget and expenditure report specifying exactly that portion of rent payment or repair cost concerning any improvements, upgrades, additions or repairs to the lease facility and the amount of State funds to be used to support those components of the rent or repair cost to the Lessee.

28. State Approval. Lessor and Lessee agree that to the extent this Lessee will use any State funds from the Arkansas Public School Fund to pay the obligations of this lease agreement, the Lessee is first required to submit a copy of a detailed lease agreement (along with attached budget and expenditure report) setting forth all terms required herein along with any other relevant information required by the ~~Arkansas State Board~~Arkansas Department of Education and obtain the express approval of the ~~Arkansas State Board~~Commissioner of Education; otherwise this Agreement shall be considered null and void. Furthermore, neither the Lessor nor the Lessee shall change the terms or conditions of this Agreement without first obtaining the express approval of the ~~Arkansas State Board~~Commissioner of Education. Any such change without the express approval of the ~~Arkansas State Board~~Commissioner of Education shall be considered null and void to the extent State funds are used as consideration to meet the obligations contained herein. Notwithstanding any other provision herein, the Lessor and Lessee agree that the State of Arkansas, the Arkansas State Board of Education, the Commissioner of Education, and the Arkansas Department of Education are neither parties to nor third-party beneficiaries of this Lease Agreement.

29. Health, Safety, Facility and Zoning Codes. The Lessor and Lessee agree that the above described lease facility and the location of the facility comply with and meet all health,

safety, facility and proper zoning codes of the State of Arkansas or any political subdivisions of the State. Specifically, the Lessor agrees covenants and warrants that the above described lease facility meets all state and local laws, regulations and ordinances with regard to fire, safety and health code conditions and requirements and that the facility is properly located in an appropriate zoned area sufficiently removed from any adult novelty, liquor or gaming locations of business or transaction so as to comply with state or local laws, ordinances or regulations and thus be in compliance with Ark. Code Ann. § 6-23-401.

30. Severability. Each paragraph of this lease agreement is severable from all other paragraphs. In the event any court of competent jurisdiction determines that any paragraph or subparagraph is invalid or unenforceable for any reason, all remaining paragraphs and subparagraphs will remain in full force and effect.

31. Interpretation. This lease agreement shall be interpreted according to and enforced under the laws of the State of Arkansas.

32. Entire Agreement. This lease agreement contains the entire agreement of both parties hereto, and no other oral or written agreement shall be binding on the parties hereto. This lease agreement supersedes all prior agreements, contracts and understandings of any kind between the parties relating to the subject matter thereof. This agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

33. Notice. All notices, requests, demands and other communications required by or permitted hereunder shall be in writing and shall be deemed to have been duly given when received by the party to whom directed; provided, however, that notice shall be conclusively deemed given at the time of its deposit in the United States mail when sent by certified mail, postage prepaid, to the other party at the following addresses (or at such other addresses as shall be given in writing by either party to the other):

[List Addresses]

34. Release of Dower: The undersigned, wife of Lessor herein, does hereby release and relinquish unto Lessee, for the term hereof and any extension thereof, all rights of dower and homestead which she has in the leasehold estate conveyed hereby to Lessee.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals on this _____ day of _____.

Lessor

[Spouse of Lessor]

Lessee

[ACKNOWLEDGMENT]

____ THIS AGREEMENT made between _____ (the Lessor) and
____ (the Lessee), WITNESSETH:

____ For and in consideration of the covenants and agreements hereinafter contained, Lessor
does hereby let, lease and demise unto Lessee, and Lessee does hereby lease from Lessor, the
following described premises in the City of _____, County of
_____, State of Arkansas:

Arkansas Department of Education

Charter School Application Evaluation Instrument

The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education ("ADE") for the establishment of new public charter schools. This instrument is only intended to provide clarity, transparency and consistency in the charter school application review process.

The ADE will use the following instrument only to evaluate the quality of a charter school application against the criteria stated herein. For each of the application requirements, the criteria define the characteristics and elements of a response that meet the standard for charter approval. The following definitions will guide the rating of each information requirement:

- | | |
|--------------------------------------|--|
| Meets the Standard: | The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate. |
| Partially Meets the Standard: | The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information. |
| Does Not Meet the Standard: | The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice. |

Arkansas Department of Education

Open-Enrollment Public Charter School Application Evaluation

EVALUATION RUBRIC

Name of Proposed School:

Eligible entity status:

- ☐ Public institution of higher education
☐ Private nonsectarian institution of higher education
☐ Governmental entity
☐ Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application Pending/ Approved

Part 1: PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with ADE on time and included all necessary information.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

Part 2: REQUIRED INFORMATION

STANDARDS 1 and 2 OF APPLICATION: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description of the results of the public hearing;
- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents and school board members in contiguous school districts.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 3 OF APPLICATION: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and how those groups will relate to one another.

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 4 OF APPLICATION: MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom and to what degree.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is manageable and measurable.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 5 OF APPLICATION: EDUCATIONAL NEED

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas. Along with the mission statement, this section outlines the basic rationale for the new school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of educational need that presents a clear option for students, and
- Valid and reliable data that substantiates the educational need for the school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 6 OF APPLICATION: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population; and
- A clear organization of the school in terms of both length of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 7 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
 - Reading;
 - Reading Comprehension;
 - Mathematics; and
 - Mathematic Reasoning;
- Goals that clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 8 OF APPLICATION: CURRICULUM DEVELOPMENT AND ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school, and illustrate alignment with Arkansas Curriculum Frameworks [and Common Core Standards](#).

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.
- [Evidence that the Applicant is prepared to transition its curriculum as necessary to satisfy the requirements and timeframe of the Common Core Standards.](#)

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 9 OF APPLICATION: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

A response that meets the standard will present:

- The specific geographical area served by the charter school; and
- Information on the school districts within the geographical area that may be affected (including data on the expected number of students to transfer to the charter school).

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 10 OF APPLICATION: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed and reported.

Evaluation Criteria:

A response that meets the standard will present:

- A clear and conceptually sound plan for documenting and reporting student performance data;
- A timeline for data compilation and completion of an annual report to parents, the community and the State Board of Education that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 11 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 12 OF APPLICATION: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional standards that all employees will be held to.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 13 OF APPLICATION: BUSINESS AND BUDGETING PLAN

The Business & Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

A response that meets the standard will present:

- An appropriate plan for how the school will manage procurement activities;
- A description of the personnel required to carry out business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget; and
- A balanced [two-year](#) budget [estimate](#) that accurately reflects the revenue currently available to the school and expenditures for program implementation, [and does not rely on one-time grants or other funds that are not presently guaranteed](#).

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 14 OF APPLICATION: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit should be conducted. This section should also include an outline for the information that will need to be reported to ADE and the community.

Evaluation Criteria:

A response that meets the standard will present:

- A sound plan for annually auditing school's financial and programmatic operations.
- If the Application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Act 993 of 2011 and is not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 15 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 16 OF APPLICATION: FACILITIES

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Evaluation Criteria:

A response that meets the standard will present:

- An informed understanding of the facility needs of the school over the term of its charter.
- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan.
- A sound plan for continued operation, maintenance and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - members of the local board of the public school district where the charter school will be located;
 - the employees of the public school district where the charter school will be located;
 - the sponsor of the charter school; and
 - employees, directors and/or administrators of the charter school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Facilities Review Report	

STANDARD 17 OF APPLICATION: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and detail how conflicts will be addressed.

Evaluation Criteria:

A response that meets the standard will present full disclosure of any potential conflicts of interest and detail how conflicts will be addressed.

<u>Does Not Meet the Standard</u>	<u>Partially Meets the Standard</u>	<u>Meets the Standard</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Strengths</u>	<u>Reference</u>

<u>Concerns and Additional Questions</u>	<u>Reference</u>

STANDARD 18 OF APPLICATION: STUDENT SERVICES

The Student Services section should describe how the school will address services for its student body.

Evaluation Criteria:

A response that meets the standard will present unless a waiver is being sought:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- A transportation plan that will serve all eligible students;
- A food service plan that will serve all eligible students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- An alternative education plan for eligible students, including those determined to be at-risk, or those that are bilingual or have limited English proficiency; and
- Plans for a gifted and talented program for eligible students.

<u>Does Not Meet the Standard</u>	<u>Partially Meets the Standard</u>	<u>Meets the Standard</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Strengths</u>	<u>Reference</u>

<u>Concerns and Additional Questions</u>	<u>Reference</u>

STANDARD ~~18~~ 19 OF APPLICATION: FOODSTUDENT SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all eligible students.
- [A management plan that reflects a clear understanding of federal law and requirements if the proposed charter school intends to participate in the National School Lunch program.](#)

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD ~~19~~ 20 OF APPLICATION: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students will make a positive impact on the school and its educational program.

Evaluation Criteria:

A response that meets the standard will present:

- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 20.1 OF APPLICATION: WAIVERS

The Waivers section should ~~provide~~ describe any waiver from local or state law ~~for~~ which the charter is seeking.

Evaluation Criteria:

A response that meets the standard will present:

- A ~~persuasive explanation justification~~ of ~~any each and every~~ waiver requests; and
- A ~~compelling description justification~~ of how the ~~school will address any waivers~~ waiver requests relate to the school's educational program.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths Legal Comments	Reference
Concerns and Additional Questions	Reference

STANDARD 21.2 OF APPLICATION: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Legal Comments	Reference
Concerns and Additional Questions	Reference

ADDITIONAL COMMENTS:

Emergency Adoption

WHEREAS, Ark. Code Ann. § 6-23-301(a)(1) requires the State Board of Education to adopt an application form, schedule, and procedure for entities wishing to establish open-enrollment public charter schools; and

WHEREAS, the 88th General Assembly enacted Act 993 with an emergency clause, rendering it effective as of April 1, 2011; and

WHEREAS, Act 993 of 2011 made multiple changes to the Arkansas Charter Schools Act of 1999, several of which rendered the existing Open-Enrollment Public Charter School Application inconsistent with the Act as amended; and

WHEREAS, existing State Board rule already establishes a schedule for accepting applications for new open-enrollment public charter schools, with letters of intent being due under that schedule by June 30; and

WHEREAS, to meet the deadlines of the existing application schedule, changes in the application necessitated by Act 993 of 2011 must become effective immediately; and

WHEREAS, this application is critical to the Arkansas public educational system in that without it the State Board of Education will be unable to adequately fulfill its legal obligations under the Arkansas Charter Schools Act of 1999, which may impact the fiscal welfare and peril of certain students;

THEREFORE, the Arkansas State Board of Education hereby determines that imminent peril to the schools and school districts of this state, as articulated above, will exist if this Application is not promulgated on an emergency basis. Therefore, an emergency is declared to exist and the Arkansas State Board of Education promulgates this application as an emergency rule pursuant to Ark. Code Ann. § 25-15-204. This application shall become effective immediately upon filing.



ARKANSAS DEPARTMENT OF EDUCATION

District Conversion or Limited Public Charter School New Application

Deadline for Submission: October 31



Charter School: _____

Date Submitted: _____

Date Approved: _____

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B105-C
Little Rock, AR 72201
501.683.5313

Arkansas Department of Education
District Conversion or Limited Public Charter Schools

August 31, 2008 *	Deadline for conversion <u>or limited</u> charter letters of intent to be filed with the ADE.
October 31, 2008 *	Deadline for conversion <u>or limited</u> charter applications to be submitted with letter of support from the school board to the ADE.
January/February 2009 *	Tentative date for application submitted to the State Board of Education. (Pending hearing timelines.)

*Note - All information must be **received** (not postmarked) in the Charter School Office of the Arkansas State Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. It is the responsibility of the applicant to strongly adhere to the charter application timeline. Please take into consideration the length of the time that may be required for your application to reach the Charter School Office, particularly when mailing your application. Should the deadline date fall on a weekend, all materials must be received no later than 4:00 p.m. the following Monday.

STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION

REQUIREMENTS FOR LETTER OF INTENT

To Apply For A **District Conversion** or Limited Public School Charter

Applicants for district conversion or limited public charter schools are required to send a one (1) page “**Letter of Intent to Apply for a ~~Conversion-District~~ Conversion or Limited Public School Charter**” to the Arkansas Department of Education.

Submit the letter of intent via certified mail to the Department of Education at the following address no later than the close of the business day (4:00 p.m.) **on August 31**, in order for the application to be considered by the State Board of Education at a later date:

Arkansas Department of Education
Charter School Office
Four- Capitol Mall, Room 302-B105-G
Little Rock, AR 72201

Required format to be followed for the letter of intent:

1. The letter of intent is to consist of only one (1) page;
2. Identify the school district which intends to apply for a charter;
3. Include the contact person’s name, full address, daytime telephone number, FAX number, and e-mail address;
4. Give the name of the school which intends to apply for a charter
5. Give the name of the proposed ~~district conversion~~ charter school;
- 5-6. State whether the proposed charter school will be a district conversion public charter school or limited public charter school;
- 6-7. Describe the location of the proposed district conversion or limited public charter school;
- 7-8. Identify the grade levels of students to be served by the district conversion or limited public charter school;
- 8-9. Provide proposed student enrollment cap for district conversion or limited public charter school; and
- 9-10. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

The superintendent of the school district for the proposed district conversion or limited public charter school should sign the letter.

**STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR A DISTRICT CONVERSION OR LIMITED
PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION (Please type.)

Name of Proposed Charter School: _____

Grade Level(s) for the School: _____ Student Enrollment cap: _____

Name of School District: _____

Name of Contact Person: _____

Address (no P.O. Box please): _____ City: _____ ZIP: _____

Daytime Phone Number: (_____) _____ FAX: _____

E-mail: _____

Charter Site Address: _____

City: _____ ZIP Code: _____

Date of Proposed Opening: _____

Name of Superintendent: _____

Address: _____

City: _____ Zip Code: _____

Phone Number: _____ FAX: _____

E-mail: _____

B. GENERAL DESCRIPTION

In succinct terms describe the proposed school including grade levels offered, student populations served, educational focus, and any other essential characteristics.

[illegible]

(Use additional sheets as necessary.)

C. GENERAL INSTRUCTIONS

APPLICATION REQUIREMENTS AND CONTENTS: The total number of pages prepared by the applicant in response to Section D. of this application form plus any attachments used to support those responses **cannot exceed 30 pages**. Any attachments required by the application form are not to be included in the count for the total number of pages and are indicated by the word “required” in the list of contents below. Do not use dividers or separators noting the various parts of the application. **All pages and attachments should be numbered and attachments clearly referred to in the narrative text.**

The narrative responses should be given in the order requested. **Brevity and clarity are strongly encouraged.** The responses and all supporting attachments should be prepared/typed on white, 8 ½” x 11” paper (copied on one side only) suitable for reproduction. The type should be in 12 point font or larger and page margins of at least one inch on all sides with page numbers clearly marked.

List of Contents:

The following is a list for the contents of the final application to be submitted to the State Board of Education. **The contents must be arranged in the order listed below:**

1. Sections A and B of the application form with all information provided (required)
2. Responses to all inquiries in Section D. in the prescribed order and numbered accordingly
3. Applicant’s attachments (if any) supporting narrative responses
4. A copy of the school’s calendar and daily schedule (required)
5. Proposed [two-year](#) budget using [template worksheet](#) provided (required)
6. Proposed salary schedule for both administrative and teaching positions (required)
7. Evidence of parental and community support (required)
8. Signed Statement of Assurances Form (required)

Submit the original copy of the application with original pages for all attachments including original signatures on any attachment requiring a signature. **DO NOT STAPLE THE ORIGINAL APPLICATION PAGES OR ANY OF THE ORIGINAL ATTACHMENTS.**

In addition to the original unbound copy of the application and all attachments, **please submit: Twelve (12) one sided bound/stapled copies (no notebooks); One (1) CD copy of the application** in Microsoft Word, or Adobe Acrobat [PDFpdf](#) file. Please ensure that the information saved on the CD can be accessed. CD should be labeled with the name of the proposed school.

All application materials must be received by the Charter School Office at the Arkansas Department of Education by 4:00 p.m. on October 31. Please make sure that applications being submitted by United States Postal Service are done so in a timely manner as to be received in the Charter School Office by the deadline. Facsimile transmissions (FAX) will not be accepted, and any application received after this time will not be forwarded to the State Board of Education for consideration. Applications should be mailed or hand-delivered to:

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room [302-B405-G](#)
Little Rock, AR 72201

D. REQUIRED INFORMATION

The applicant for the proposed [district](#) conversion [or limited](#) public charter, if approved by the State Board of Education, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the ~~State Board~~[Arkansas Department](#) of Education Rules Governing Charter Schools, and the attached assurances. This is a narrative description of various components of the proposed charter school, and the responses to the following inquiries including any supporting attachment pages **must be limited to no more than 30 pages**.

Application Standards:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this district conversion [or limited](#) public charter school. Provide verification that notice of the public hearing was distributed to the community, certified school personnel, and parents of all students enrolled in the public schools in the community to be served by the proposed charter school. Also, include verification that notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district.
2. Give the mission statement of the proposed district conversion [or limited](#) public charter school.
3. Describe the educational need for the school.
4. Describe the educational program to be offered by the district conversion [or limited](#) public charter school.
5. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter schools' initial five (5) year period.
6. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks. [Also describe plans to transition the curriculum to the pending requirements of the Common Core Standards in accordance with the timeframe adopted by the State Board of Education.](#)
7. Describe the enrollment criteria and the student selection process.- Include a statement of what student selection method will be utilized in the event that more students apply for admission to the district conversion [or limited](#) public charter school than can be accommodated under the terms of the charter.

8. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. - List the types of administrative positions, teaching positions, and support positions and how many of each.
9. Describe the manner in which the school will make provisions for the following student services:
 - (A) Guidance Program
 - (B) Health Services
 - (C) Media Center
 - (D) Transportation
 - (E) Food Services
 - (F) Special Education
 - (G) Alternative Education
 - (H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

10. Provide a statement [affirming](#) that the charter school will participate in the Arkansas Public School Computer Network ~~for reporting education data~~, as required by state statute or by State Board of Education rule, [for reporting education and financial data, including grants or private donations received by the school](#).
11. Describe the facilities to be used. Give the present use of the facility and the use for the past three (3) years. Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance.

Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action on the application. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1000 feet of the facility.

12. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), Arkansas Department of Education rules, and the *Standards for Accreditation of Arkansas Public Schools and School Districts* that the Title 6 of the Arkansas Code Annotated (Education Code) and the rules and regulations, including sections of the *Standards for Rules as allowed, established by the State Board that the* district conversion public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific statute, rule, or standard State Board rules requested to be waived by title and section number if applicable. **Provide a brief description of the need for each waiver requested.**

If the application is for a limited public charter school, the only waivers which may be requested are those waivers listed in Ark. Code Ann. § 6-23-601. This limitation applies only to limited public charter schools.

12.13. Describe the potential impact of the proposed district conversion or limited public charter school on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

14. Describe how the parents or guardians of the enrolled students will be involved with the school and its educational program.

Standards 15, 16, & 17 apply only to applications for limited public charter schools. They do not apply to applications for district conversion public charter schools.

15. **If the application is for a limited public charter school, describe how the licensed employees of the school will be involved in:**

A. Developing and implementing a school improvement plan that addresses how the school will improve student learning and meet the state education goals; and

B. Identifying performance criteria.

16. **If the application is for a limited public charter school, describe how the school will enhance teacher performance and improve employee salaries, professional opportunities, and professional growth experiences.**

17. **If the application is for a limited public charter school, describe the alternative comprehensive staffing model by summarizing the job descriptions of the instructional personnel. Specifically the qualifications and compensation for each position. Identify the number of administrative positions, teaching positions, and support positions.**

Attachments must be included in the following order:

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Proposed [two-year](#) budget using [template worksheet](#) as provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of parental and community support (required)
- Signed Statement of Assurances Form (required)

Charter School Budget Information

The Budget [Template Worksheet](#) has been developed for application purposes. It is intended to challenge the applicant to consider the many expenses incurred in the operation of a school.– It is formatted to expedite the application process.– Budget revenues must equal or exceed expenses for each school year.

Upon approval of the District Conversion [or Limited](#) Public Charter School, the ADE Public School Finance and Administrative Support Section will provide technical assistance. At that time, a detailed budget will be developed specific to the terms of the Charter. That budget will also meet the data reporting requirements of the Arkansas Public School Computer Network.

The Budget [Template Worksheet](#) is to be used as an estimate of the Revenues and Expenditures associated with the operation of the District Conversion [or Limited](#) Public Charter School. The Expenditures section is a comprehensive overview of the normal expenses incurred in the operation of a school.

The following definitions are provided to assist the applicant in the completion of the Budget [Template Worksheet](#):

The “Number of Students” is the number of students expected to be enrolled in the district conversion [or limited](#) public charter school. The description of student numbers including addition of students by year and or grade must clearly be defined within the application.

~~All public schools in Arkansas receive “foundation funding,” a set amount of money per student based upon average daily membership, the amount determined necessary to provide all students with an adequate education. All public schools in Arkansas receive “foundation funding,” a set amount of money per student based upon daily membership. On top of the foundation funding amount, which was the amount determined necessary to provide all students with an adequate education public schools also receive “enhancement funding,” which allows the state to fund education at an amount above what is required for adequacy. This amount will change each fiscal year. It is calculated in July. For further clarification of student funding please refer to Arkansas Code Annotated § 6-20-2305.~~

Number of Positions, both certified and non-certified should be stated as the full time equivalent (FTE) of each position. For example, if the Charter will have 5 FTE’s position at 1.00 and 3 part-time FTE’s positions at .50 employees: the 5.00 FTE’s position equal a total of 5.00 FTE’s positions, the 3 part-time .50 FTE’s positions equal a total of 1.50 FTE’s positions, for a grand total of 6.50 FTE’s positions.

Fringe Benefits at a minimum should include F.I.C.A., teacher retirement, health insurance, and unemployment obligations.

Two budget worksheets must be completed, one for the school's first year of operation and one for the school's second year of operation. The proposed budget should not rely on one-time grants or other funds that are not presently guaranteed.

Public Charter School Application
Estimated Budget Worksheet, Year One (2011-2012) Template

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students () x \$6, <u>144023.00</u> State Foundation Funding		
3			
4	No. of Students () x \$ <u>51.0041.33</u> -Professional Development		
5	No. of Students () x eligible rate* NSLA Funding		
6	Total State Charter School Aid		\$0.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (<i>Specifically Describe</i>)		
13			
14	Total Other Sources of Revenues		\$0.00
15			
16	TOTAL REVENUES		\$0.00
17			
18	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (<i>No. of Positions</i>)		
21	Fringe Benefits		
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other (<i>Describe</i>)		\$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (<i>No. of Positions</i>)		
29	Fringe Benefits		
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other (<i>Describe</i>)		\$0.00

*NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals.
Below seventy percent (70%): \$506496.00 per student; between seventy and ninety percent (70-90%): \$1,012992.00 per student;
and ninety percent and above (90%): \$1, 518488.00 per student.

34	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions____)	_____	
37	Fringe Benefits	_____	
38	Purchased Services	_____	
39	Supplies and Materials	_____	
40	Equipment	_____	
41	Other (Describe)	_____	\$0.00
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions____)	_____	
45	Fringe Benefits	_____	
46	Purchased Services	_____	
47	Supplies and Materials	_____	
48	Equipment	_____	
49	Other (Describe)	_____	\$0.00
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions____)	_____	
53	Fringe Benefits	_____	
54	Purchased Services	_____	
55	Supplies and Materials	_____	
56	Equipment	_____	
57	Other (Describe)	_____	\$0.00
58			
59	Guidance Services:		
60	Salaries: (No. of Positions____)	_____	
61	Fringe Benefits	_____	
62	Purchased Services	_____	
63	Supplies and Materials	_____	
64	Equipment	_____	
65	Other (Describe)	_____	\$0.00
66			
67	Health Services:		
68	Salaries: (No. of Positions____)	_____	
69	Fringe Benefits	_____	
70	Purchased Services	_____	
71	Supplies and Materials	_____	
72	Equipment	_____	
73	Other (Describe)	_____	\$0.00

74	(Budget Continued)		
75	Media Services:		
76	Salaries: (No. of Positions____)	_____	
77	Fringe Benefits	_____	
78	Purchased Services	_____	
79	Supplies and Materials	_____	
80	Equipment	_____	
81	Other (Describe)	_____	\$0.00
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions____)	_____	
85	Fringe Benefits	_____	
86	Purchased Services	_____	
87	Supplies and Materials	_____	
88	Equipment	_____	
89	Other (Describe)	_____	\$0.00
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions____)	_____	
93	Fringe Benefits	_____	
94	Purchased Services	_____	
95	(include utilities)	_____	
96	Supplies and Materials	_____	
97	Equipment	_____	
98	Other (Describe)	_____	\$0.00
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions____)	_____	
102	Fringe Benefits	_____	
103	Purchased Services	_____	
104	Supplies and Materials	_____	
105	Equipment	_____	
106	Other (Describe)	_____	\$0.00
107			
108	Food Services:		
109	Salaries: (No. of Positions____)	_____	
110	Fringe Benefits	_____	
111	Purchased Services	_____	
112	Supplies and Materials	_____	
113	Equipment	_____	
114	Other (Describe)	_____	\$0.00

115	(Budget Continued)	
116	Data Processing:	
117	Salaries: (No. of Positions____)	_____
118	Fringe Benefits	_____
119	Purchased Services	_____
120	Supplies and Materials	_____
121	Equipment	_____
122	Other (Describe)	_____ \$0.00
123		
124	Substitute Personnel:	
125	Salaries: (No. of Positions____)	_____
126	Fringe Benefits	_____ \$0.00
127		
128	If Applicable: Facilities	
129	Lease/Purchase (contract for one total year including facility upgrades)	_____
130	Please list upgrades:	_____
131		_____
132	If Applicable: Utilities (contract for one total year including facility upgrades)	_____
133	If Applicable: Insurance (contract for one total year including facility upgrades):	
134	If Applicable: Property Insurance	_____
135	If Applicable: Content Insurance	_____ \$0.00
136		
137	Debt Expenditures:	_____ \$0.00
138	Other Expenditures:	
139	(Describe)	_____ \$0.00
140		
141	TOTAL EXPENDITURES	<div style="border: 1px solid black; padding: 2px; display: inline-block;">\$0.00</div>

|

Public Charter School Application
Estimated Budget Worksheet, Year Two (2012-2013)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
<u>1</u>	<u>State Public Charter School Aid:</u>		
<u>2</u>	<u>No. of Students () x \$6,267.00 State Foundation Funding</u>		
<u>3</u>			
<u>4</u>	<u>No. of Students () x \$52.00 Professional Development</u>		
<u>5</u>	<u>No. of Students () x eligible rate* NSLA Funding</u>		
<u>6</u>	<u>Total State Charter School Aid</u>	_____	<u>\$0.00</u>
<u>7</u>			
<u>8</u>	<u>Other Sources of Revenues:</u>		
<u>9</u>	<u>Private Donations or Gifts</u>	_____	
<u>10</u>	<u>Federal Grants (List the amount)</u>	_____	
<u>11</u>	<u>Special Grants (List the amount)</u>	_____	
<u>12</u>	<u>Other (Specifically Describe)</u>	_____	
<u>13</u>			
<u>14</u>	<u>Total Other Sources of Revenues</u>		<u>\$0.00</u>
<u>15</u>			
<u>16</u>	<u>TOTAL REVENUES</u>		<u>\$0.00</u>
<u>17</u>			
<u>18</u>	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
<u>19</u>	<u>Administration:</u>		
<u>20</u>	<u>Salaries: (No. of Positions)</u>	_____	
<u>21</u>	<u>Fringe Benefits</u>	_____	
<u>22</u>	<u>Purchased Services</u>	_____	
<u>23</u>	<u>Supplies and Materials</u>	_____	
<u>24</u>	<u>Equipment</u>	_____	
<u>25</u>	<u>Other (Describe)</u>	_____	<u>\$0.00</u>
<u>26</u>			
<u>27</u>	<u>Regular Classroom Instruction:</u>		
<u>28</u>	<u>Salaries: (No. of Positions)</u>	_____	
<u>29</u>	<u>Fringe Benefits</u>	_____	
<u>30</u>	<u>Purchased Services</u>	_____	
<u>31</u>	<u>Supplies and Materials</u>	_____	
<u>32</u>	<u>Equipment</u>	_____	
<u>33</u>	<u>Other (Describe)</u>	_____	<u>\$0.00</u>

**NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student.*

34	<u>(Budget Continued)</u>		
35	<u>Special Education:</u>		
36	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
37	<u>Fringe Benefits</u>	<u>-</u>	
38	<u>Purchased Services</u>	<u>-</u>	
39	<u>Supplies and Materials</u>	<u>-</u>	
40	<u>Equipment</u>	<u>-</u>	
41	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
42			
43	<u>Gifted and Talented Program:</u>		
44	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
45	<u>Fringe Benefits</u>	<u>-</u>	
46	<u>Purchased Services</u>	<u>-</u>	
47	<u>Supplies and Materials</u>	<u>-</u>	
48	<u>Equipment</u>	<u>-</u>	
49	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
50			
51	<u>Alternative Education Program:</u>		
52	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
53	<u>Fringe Benefits</u>	<u>-</u>	
54	<u>Purchased Services</u>	<u>-</u>	
55	<u>Supplies and Materials</u>	<u>-</u>	
56	<u>Equipment</u>	<u>-</u>	
57	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
58			
59	<u>Guidance Services:</u>		
60	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
61	<u>Fringe Benefits</u>	<u>-</u>	
62	<u>Purchased Services</u>	<u>-</u>	
63	<u>Supplies and Materials</u>	<u>-</u>	
64	<u>Equipment</u>	<u>-</u>	
65	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
66			
67	<u>Health Services:</u>		
68	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
69	<u>Fringe Benefits</u>	<u>-</u>	
70	<u>Purchased Services</u>	<u>-</u>	
71	<u>Supplies and Materials</u>	<u>-</u>	
72	<u>Equipment</u>	<u>-</u>	
73	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>

<u>74</u>	<u>(Budget Continued)</u>		
<u>75</u>	<u>Media Services:</u>		
<u>76</u>	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
<u>77</u>	<u>Fringe Benefits</u>	<u>-</u>	
<u>78</u>	<u>Purchased Services</u>	<u>-</u>	
<u>79</u>	<u>Supplies and Materials</u>	<u>-</u>	
<u>80</u>	<u>Equipment</u>	<u>-</u>	
<u>81</u>	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
<u>82</u>			
<u>83</u>	<u>Fiscal Services:</u>		
<u>84</u>	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
<u>85</u>	<u>Fringe Benefits</u>	<u>-</u>	
<u>86</u>	<u>Purchased Services</u>	<u>-</u>	
<u>87</u>	<u>Supplies and Materials</u>	<u>-</u>	
<u>88</u>	<u>Equipment</u>	<u>-</u>	
<u>89</u>	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
<u>90</u>			
<u>91</u>	<u>Maintenance and Operation:</u>		
<u>92</u>	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
<u>93</u>	<u>Fringe Benefits</u>	<u>-</u>	
<u>94</u>	<u>Purchased Services</u>		
<u>95</u>	<u>(include utilities)</u>	<u>-</u>	
<u>96</u>	<u>Supplies and Materials</u>	<u>-</u>	
<u>97</u>	<u>Equipment</u>	<u>-</u>	
<u>98</u>	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
<u>99</u>			
<u>100</u>	<u>Pupil Transportation:</u>		
<u>101</u>	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
<u>102</u>	<u>Fringe Benefits</u>	<u>-</u>	
<u>103</u>	<u>Purchased Services</u>	<u>-</u>	
<u>104</u>	<u>Supplies and Materials</u>	<u>-</u>	
<u>105</u>	<u>Equipment</u>	<u>-</u>	
<u>106</u>	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
<u>107</u>			
<u>108</u>	<u>Food Services:</u>		
<u>109</u>	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
<u>110</u>	<u>Fringe Benefits</u>	<u>-</u>	
<u>111</u>	<u>Purchased Services</u>	<u>-</u>	
<u>112</u>	<u>Supplies and Materials</u>	<u>-</u>	
<u>113</u>	<u>Equipment</u>	<u>-</u>	
<u>114</u>	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>

<u>115</u>	<u>(Budget Continued)</u>		
<u>116</u>	<u>Data Processing:</u>		
<u>117</u>	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
<u>118</u>	<u>Fringe Benefits</u>	<u>-</u>	
<u>119</u>	<u>Purchased Services</u>	<u>-</u>	
<u>120</u>	<u>Supplies and Materials</u>	<u>-</u>	
<u>121</u>	<u>Equipment</u>	<u>-</u>	
<u>122</u>	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
<u>123</u>			
<u>124</u>	<u>Substitute Personnel:</u>		
<u>125</u>	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
<u>126</u>	<u>Fringe Benefits</u>	<u>-</u>	<u>\$0.00</u>
<u>127</u>			
<u>128</u>	<u>Facilities:</u>		
<u>129</u>	<u>Lease/Purchase (contract for one total year including facility upgrades)</u>	<u>-</u>	
<u>130</u>	<u>Please list upgrades:</u>	<u>-</u>	
<u>131</u>		<u>-</u>	
<u>132</u>	<u>Utilities (contract for one total year including facility upgrades)</u>	<u>-</u>	
<u>133</u>	<u>Insurance (contract for one total year including facility upgrades):</u>	<u>-</u>	
<u>134</u>	<u>Property Insurance</u>	<u>-</u>	
<u>135</u>	<u>Content Insurance</u>	<u>-</u>	<u>\$0.00</u>
<u>136</u>			
<u>137</u>	<u>Debt Expenditures:</u>	<u>-</u>	<u>\$0.00</u>
<u>138</u>	<u>Other Expenditures:</u>		
<u>139</u>	<u>(Describe)</u>	<u>-</u>	<u>\$0.00</u>
<u>140</u>			
<u>141</u>	<u>TOTAL EXPENDITURES</u>		<u>\$0.00</u>

DISTRICT CONVERSION or LIMITED PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the Superintendent of the School District of the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school and, if the application is approved, the local board, administration, and staff of the district conversion or limited public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The proposed district conversion or limited public charter school shall be open to all students, on a space available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, although the charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed district conversion or limited public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion or limited public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The proposed district conversion or limited public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not so waived by the approved charter.
6. The proposed district conversion or limited public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of the school district is covered.
7. The proposed district conversion or limited public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

- | 8. The employees and volunteers of the district conversion [or limited](#) public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
- | 9. The district conversion [or limited](#) public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
- | 10. The charter applicant should know that certain provisions of state law shall not be waived. The proposed district conversion [or limited](#) public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
- (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title; and
 - (f) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the proposed charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

Signature of Superintendent of School District

Date: _____

Print or type name

District Conversion or Limited Public Charter School Application Checklist

- ☐ Submit one (1) page letter of intent, following the letter of intent guidelines, to ADE Charter School Office by certified mail. Letter of intent must be received by the Charter School Office no later than 4:00 p.m., ~~1:00 p.m.~~ Deadline August 31.
- ☐ Notice of the public hearing shall be ~~hearing~~:

A. Distributed to the community, certified personnel, and the parents of all students enrolled at the public school for which the district initiated the application; and

B. Published in a newspaper having general circulation in the public school district at least three (3) weeks prior to the date of the meeting.

Documentation that these requirements have been met must be included in the charter school application.

- ☐ Conduct the public hearing; include results of the public hearing in the charter school application.
- ☐ Additional check points for the charter application
 - ◆ Responses to section D of the application, including attachments, cannot exceed 30 pages
 - ◆ Sections A and B of the application form are completed
 - ◆ Copy of proposed two-year budget must be included
 - ◆ Copy of the proposed school calendar must be included
 - ◆ Copy of the proposed daily schedule must be included
 - ◆ Copy of proposed salary schedule must be included
 - ◆ Evidence of parental and community support must be included
 - ◆ Signed statement of assurance page must be included
- ☐ ~~Submit~~ Submit final copies of the charter school application to ADE Charter School Office as follows:
 - ◆ 1 original copy with original signatures (unbound)
 - ◆ 12 copies of the original (bound/stapled, no notebooks)
 - ◆ 1 cd copy in either Microsoft Word, ~~or~~ or Adobe Acrobat PDFpdf (labeled)

It is the applicant's responsibility to comply with all aspects of Arkansas Code Annotated § 6-23-101 et seq., the ADE Rules Governing Charter Schools, and the requirements outlined in the application for an district conversion public charter school. Contact the ADE Charter School Office for questions and for assistance with developing the application.

Arkansas Department of Education

Charter School Application Evaluation Instrument

The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education (“ADE”) for the establishment of new public charter schools. This instrument is only intended to provide clarity, transparency and consistency in the charter school application review process.

The ADE will use the following instrument only to evaluate the quality of a charter school application against the criteria stated herein. For each of the application requirements, the criteria define the characteristics and elements of a response that meet the standard for charter approval. The following definitions will guide the rating of each information requirement:

Meets the Standard:	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
Partially Meets the Standard:	The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information.
Does Not Meet the Standard:	The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issue in concept and/or ability to meet the requirement in practice.

Arkansas Department of Education

District Conversion [or Limited](#) Public Charter School Application Evaluation

EVALUATION RUBRIC

Name of Proposed School:

Sponsoring School District:

Part 1: PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with ADE on time and included all necessary information.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

Part 2: REQUIRED INFORMATION

STANDARDS 1 OF APPLICATION: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- A thorough description of the results of the public hearing.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

STANDARD 2 OF APPLICATION: MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom and to what degree.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is, manageable and measurable.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

STANDARD 3 OF APPLICATION: EDUCATIONAL NEED

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas. Along with the mission statement, this section outlines the basic rationale for the new school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of educational need that presents a clear option for students;
- A clear description of a plan for school improvement that addresses how the conversion [or limited](#) public charter school will improve student learning and meet state education goals; and
- Valid and reliable data that substantiates the educational needs.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 4 OF APPLICATION: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed; A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population; and
- A clear organization of the school in terms of both length of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 5 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
 - Reading;
 - Reading Comprehension;
 - Mathematics; and
 - Mathematic Reasoning;
- Goals that clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 6: CURRICULUM DEVELOPMENT & ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school, and illustrate alignment with Arkansas Curriculum Frameworks [and Common Core Standards](#).

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.
- [Evidence that the Applicant is prepared to transition its curriculum as necessary to satisfy the requirements and timeframe of the Common Core Standards.](#)

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 7 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair and in accordance with applicable law; and
- A process for student selection should there be more student applications than can be accommodated under the terms of the charter.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

STANDARD 8 OF APPLICATION: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional standards to which ~~that~~ all employees will be held ~~to~~.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

STANDARD 9 OF APPLICATION: STUDENT SERVICES

The Student Services section should describe how the school will address student services ~~for its student body~~.

Evaluation Criteria:

A response that meets the standard will present:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- A transportation plan that will serve all eligible students;
- A food service plan that will serve all eligible students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- An alternative education plan for eligible students, including those determined to be at-risk, or those that are bilingual or have limited English proficiency; and
- Plans for a gifted and talented program for eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

STANDARD 10 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all state statutory requirements regarding the APSCN educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

STANDARD 11 OF APPLICATION: FACILITIES

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Evaluation Criteria:

A response that meets the standard will present:

- An informed understanding of the facility needs of the school over the term of its charter.
- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan.
- A sound plan for continued operation, maintenance and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - members of the local board of the public school district where the charter school will be located; and
 - the employees of the public school district where the charter school will be located.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Facilities Review Report	

STANDARD 12 OF APPLICATION: WAIVERS

The Waivers section should ~~provide~~ describe any waiver from local or state law ~~for~~ which the charter is seeking.

Evaluation Criteria:

A response that meets the standard will present:

- ~~An persuasive explanation of each and every waiver request; and~~
- ~~A compelling description of how the waiver requests relate to the school's educational program.~~
- ~~A persuasive explanation of any waiver requests; and~~
- ~~A compelling description of how the school will address any waivers.~~

<u>Does Not Meet the Standard</u>	<u>Partially Meets the Standard</u>	<u>Meets the Standard</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Legal Comments	Reference
Concerns and Additional Questions	Reference

STANDARD 13 OF APPLICATION: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Legal Comments	Reference
Concerns and Additional Questions	Reference

STANDARD 14 OF APPLICATION: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students will make a positive impact on the school and its educational program.

Evaluation Criteria:

A response that meets the standard will present:

- A plan to involve parents and guardians of students to be enrolled in the school, as well as ~~certified employees and~~ the broader community, in the process of carrying out the terms of the charter, and
- A description of how ~~certified employees and~~ parents of students will be involved in developing, implementing, and evaluating the school improvement plan and identifying performance criteria

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

Standards 15, 16, 17 apply only to limited public charter schools. They do not apply to district conversion charter schools.

STANDARD 15 OF APPLICATION: LICENSED EMPLOYEE INVOLVEMENT

The Licensed Employee Involvement section should describe how licensed employees of the school will be involved in developing and implementing the school improvement plan and in identifying performance criteria.

Evaluation Criteria:

A response that meets the standard will present:

- A comprehensive plan to involve licensed employees in the process of carrying out the terms of the charter, and
- A description of how licensed employees will be involved in developing, implementing, and evaluating the school improvement plan and identifying performance criteria

<u>Does Not Meet the Standard</u>	<u>Partially Meets the Standard</u>	<u>Meets the Standard</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Strengths</u>	<u>Reference</u>
<u>_____</u>	<u>_____</u>

<u>Concerns and Additional Questions</u>	<u>Reference</u>
<u>_____</u>	<u>_____</u>

STANDARD 16 OF APPLICATION: TEACHER ENHANCEMENT

The Teacher Enhancement section should describe how the school will enhance teacher performance and improve employee salaries, professional opportunities, and professional growth experiences.

Evaluation Criteria:

A response that meets the standard will present:

- A comprehensive plan to enhance teacher performance and improve employee salaries; and
- A detailed description of professional opportunities and experiences for professional growth.

<u>Does Not Meet the Standard</u>	<u>Partially Meets the Standard</u>	<u>Meets the Standard</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Strengths</u>	<u>Reference</u>
<u>_____</u>	<u>_____</u>

<u>Concerns and Additional Questions</u>	<u>Reference</u>
<u>_____</u>	<u>_____</u>

STANDARD 17 OF APPLICATION: STAFFING MODEL

The Staffing Model section should describe the alternative comprehensive staffing model by summarizing the job descriptions of the instructional personnel, specifically the qualifications and compensation for each position, and should identify the number of administrative, teaching, and support positions.

Evaluation Criteria:

A response that meets the standard will present:

- A detailed list of job descriptions for all instructional personnel that specifies the qualifications and compensation for each position; and
- A list of the number of administrative positions, teaching positions, and support positions.

<u>Does Not Meet the Standard</u>	<u>Partially Meets the Standard</u>	<u>Meets the Standard</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Strengths</u>	<u>Reference</u>
_____	_____
<u>Concerns and Additional Questions</u>	<u>Reference</u>
_____	_____

ADDITIONAL COMMENTS:

Emergency Adoption

WHEREAS, Ark. Code Ann. § 6-23-301(a)(1) requires the State Board of Education to adopt an application form, schedule, and procedure for entities wishing to establish district conversion or limited public charter schools; and

WHEREAS, the 88th General Assembly enacted Act 993 with an emergency clause, rendering it effective as of April 1, 2011; and

WHEREAS, Act 993 of 2011 made multiple changes to the Arkansas Charter Schools Act of 1999, several of which rendered the existing District Conversion and Limited Public Charter School Application inconsistent with the Act as amended; and

WHEREAS, existing State Board rule already establishes a schedule for accepting applications for new district conversion or limited public charter schools, with letters of intent being due under that schedule by June 30; and

WHEREAS, to meet the deadlines of the existing application schedule, changes in the application necessitated by Act 993 of 2011 must become effective immediately; and

WHEREAS, this application is critical to the Arkansas public educational system in that without it the State Board of Education will be unable to adequately fulfill its legal obligations under the Arkansas Charter Schools Act of 1999, which may impact the fiscal welfare and peril of certain students;

THEREFORE, the Arkansas State Board of Education hereby determines that imminent peril to the schools and school districts of this state, as articulated above, will exist if this Application is not promulgated on an emergency basis. Therefore, an emergency is declared to exist and the Arkansas State Board of Education promulgates this application as an emergency rule pursuant to Ark. Code Ann. § 25-15-204. This application shall become effective immediately upon filing.



ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School New Application

Deadline for Submission: August 31



Charter School: _____

Date Submitted: _____

Date Approved: _____

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room- 302-B 105-C
Little Rock, AR 72201
501.683.5313

Arkansas Department of Education Open-Enrollment Public Charter Schools

June 30	Deadline for open-enrollment letters of intent to be filed with the ADE.
August 31	Deadline for open-enrollment applications to be filed with the ADE, and superintendent of each public school district likely to be affected by proposed charter school.
September 30	Deadline for local school board where the proposed open-enrollment public charter school will be located to submit to the State Board and the applicant, written conclusions and results of any-its vote to approve or disapprove the charter application.
September 30	Deadline for local boards of school districts likely to be affected by the proposed open-enrollment public charter school to submit any written findings or statements to the SBE.
November/December	Tentative date for application submitted to the State Board of Education. Applications approved by the local school board will receive expedited consideration. (Pending hearing timelines.)

*Note - All information must be received in the Charter School Office of the Arkansas State Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. It is the responsibility of the applicant to strongly adhere to the charter application timeline. Please take under consideration the length of the time that may be required for your application to reach the Charter School Office, particularly when mailing your application. Should the deadline date fall on a weekend, all materials must be received no later than 4:00 p.m. the following Monday.

STATE BOARD OF EDUCATION

ARKANSAS DEPARTMENT OF EDUCATION

REQUIREMENTS FOR LETTER OF INTENT

To Apply For An **Open-Enrollment** Public School Charter

Applicants for open-enrollment public charter schools are required to send a one (1) page “**Letter of Intent to Apply for an Open-Enrollment Public School Charter**” to the Arkansas Department of Education.

Submit the letter of intent via certified mail to the Department of Education at the following address no later than the close of the business day (4:00 p.m.) **on June 30**, in order for the application to be considered by the State Board of Education at a later date:

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room [302-B405-C](#)
Little Rock, AR 72201

Required format to be followed for the letter of intent:

1. The letter of intent is to consist of only one (1) page;
2. Include the [full legal](#) name of the eligible entity which intends to apply for a charter. If a not-for-profit, specify [the](#) name on the [IRS 501-\(c\)-\(3\) application](#) and [the entity's current 501-\(c\)-\(3\) status](#).
3. Include the contact person's name, full address, daytime telephone number, FAX number, and e-mail address;
4. Give a description of the eligible entity which will be proposing the charter;
5. Give the name of the proposed open-enrollment public charter school;
6. Describe the location of the proposed open-enrollment public charter school;
7. Identify the grade levels of students to be served by the open-enrollment public charter school;
8. ~~Provide proposed student enrollment cap for~~ [Identify the number of students intended to be served by](#) the open-enrollment public charter school; and
9. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

The contact person for the proposed open-enrollment public charter school shall sign the letter.

A copy of the letter of intent shall also be sent via certified mail to the superintendent of the public school district where the proposed public charter school will be located.

**STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR AN OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION (Please type)

Name of Proposed Charter School: _____

Grade Level(s) for the School: _____ Student Enrollment cap: _____

Name of Sponsoring Entity: _____

The applicant is an "eligible entity" under the following category (check one):

- ☐ a public institution of higher education;
- ☐ a private nonsectarian institution of higher education;
- ☐ a governmental entity; or
- ☐ an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c) (3) of the Internal Revenue Code (provide evidence). (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501-(c)-(3) status must be attached to the application. Articles of incorporation or a letter acknowledging nonprofit status from the Secretary of State will not suffice). An eligible entity must have received formal tax exempt status under §501-(c)-(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Name of Contact Person: _____

Address (no P.O. Box please): _____ City: _____ ZIP: _____

Daytime Phone Number: (_____) _____ FAX: _____

E-mail: _____

Charter Site Address: _____ City: _____

ZIP: _____ Date of Proposed Opening: _____

Chief Operating Officer
of Proposed Charter: _____ Title: _____

Address: _____ City: _____

ZIP Code: _____ Daytime Telephone Number: _____

The proposed charter will be located in the _____ School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process.

Name:	Position:	State of Residence:
Name:	Position:	State of Residence:
Name:	Position:	State of Residence:
Name:	Position:	State of Residence:
Name:	Position:	State of Residence:
Name:	Position:	State of Residence:

List the current K-12 student enrollment of the district where the proposed public charter school will be located.

_____ (Total District Enrollment)

List the school districts from which students are expected to come (use additional sheets as necessary).

_____	_____	_____
_____	_____	_____
_____	_____	_____

B. GENERAL DESCRIPTION

In succinct terms describe the proposed school including grade levels offered, student populations served, educational focus, and any other essential characteristics.

[illegible]

(Use additional sheets as necessary.)

C. GENERAL INSTRUCTIONS

APPLICATION REQUIREMENTS AND CONTENTS: The total number of pages prepared by the applicant in response to Section D of this application form including any attachments used to support those responses **cannot exceed 60 pages**. Any attachments required by the application form are not to be included in the count for the total number of pages and are indicated by the word “required” in the list of contents below. Do not use dividers or separators noting the various parts of the application. **All pages including attachments should be numbered and clearly referred to in the narrative text.**

The narrative responses should be given in the order requested. **Brevity and clarity are strongly encouraged.** The responses and all supporting attachments should be prepared/typed on white, 8 ½” x 11” paper (copied on one side only) suitable for reproduction. The type should be in 12 point font or larger and page margins of at least one (1) inch on all sides with page numbers clearly marked.

List of Contents:

The following is a list for the contents of the final application to be submitted to the State Board of Education. **The contents must be arranged in the order listed below:**

1. Sections A and B of the application form with all information provided (required)
2. Responses to all inquiries in Section D in the prescribed order and numbered accordingly
3. Applicant’s attachments (if any) supporting narrative responses
4. A copy of the school’s calendar and daily schedule (required)
5. Facility use agreement (required)
6. Proposed [two-year](#) budget [estimate](#) using [template worksheet](#) provided (required)
7. Proposed salary schedule for both administrative and teaching positions (required)
8. Evidence of status as eligible entity (required)
9. Evidence of parental and community support (required)
10. Signed Statement of Assurances Form (required)

Submit the original copy of the application with original pages for all attachments including original signatures on any attachment requiring a signature. **DO NOT STAPLE THE ORIGINAL APPLICATION PAGES NOR ANY OF THE ORIGINAL ATTACHMENTS.**

In addition to the original unbound copy of the application and all attachments, **please submit: Twelve (12) one sided bound/stapled copies (no notebooks); One (1) CD copy of the application** in Microsoft Word, or Adobe Acrobat pdf file. Please ensure that the information saved on the CD can be accessed. CD should be labeled with the name of the proposed school.

All application materials must be received by the Charter School Office at the Arkansas Department of Education by 4:00 p.m. on August 31. Please make sure that applications being submitted by United States Postal Service are done so in a timely manner as to be received in the Charter School Office by the deadline. Facsimile transmissions (FAX) will not be accepted, and any application received after this time will not be forwarded to the State Board of Education for consideration. Applications should be mailed or hand-delivered to:

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room [302-B405-G](#)
Little Rock, AR 72201

D. REQUIRED INFORMATION

The applicant for the proposed open-enrollment charter, if approved by the State Board of Education, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq, the State Board of Education Rules Governing Charter Schools, and the attached assurances. This is a narrative description of various components of the proposed charter school, and the responses to the following inquiries including any supporting attachment pages **must be limited to no more than 60 pages**.

Application Standards:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this open-enrollment public charter school. Provide copies of any supporting evidence received.
2. Provide documentation that each of the following requirements of Arkansas Code Annotated §6-23-302 were met:
 - A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) from in which students will be drawn the school will likely be located.
 - B. The notice of the public hearing shall not be published in the classified or legal notice section of the newspaper. ~~The notice shall be published in no less than ten point type and shall be no less than two by four inches or four by two inches in size.~~
 - C. The last publication date of the notice shall be no less than seven days prior to the public meeting.
 - D. Within seven (7) calendar days following the first publication of the notice of the public hearing, letters announcing the public hearing shall be sent to the superintendent of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.
3. Describe the governing structure of the open-enrollment charter, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, please answer the following specific questions:
 - A. Identify what individual job position(s) or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing;

(2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.

B. Specify how the final decision-maker(s) identified in response to (3)(A) above will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.

A-C. Explain how and to what extent the school's leadership will be accountable to parents.

3.4. Give the mission statement for the proposed open-enrollment public charter school.

4.5. Describe the educational need for the school.

5.6. Describe the educational program to be offered by the open-enrollment public charter school.

6.7. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter schools' initial five (5) year period.

7.8. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks. Also describe plans to transition the curriculum to the pending requirements of the Common Core Standards in accordance with the timeframe adopted by the State Board of Education.

8.9. Describe the geographical area to be served by the charter, and list all school districts within the geographical area that may be affected by the open-enrollment public charter school.

9.10. Describe the plan for the school officials to provide an annual report to parents, the community, and the State Board of Education that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. *(See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (standards rules), Section 7.04.2.)*

10.11. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school. Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C). Should an applicant believe that the use of a weighted lottery is necessary~~required by federal court or administrative order~~, the applicant shall furnish a copy of the order~~state how they will comply with the requirements of Arkansas Code Annotated 6-23-306 (14) (c).~~

- 41.12. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions and how many of each.
- 42.13. Explain how the school will conduct its business office, with what personnel, and describe the process by which the governance structure of the school will adopt an annual budget.
- 43.14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. Act 993 of 2011 requires that the Division of Legislative Audit conduct every new charter school's first-year audit unless the State Board approves otherwise. If the school wishes to utilize a licensed accountant or licensed certified public accountant to perform the first-year audit, please identify the accountant by name, firm, address, and phone number. A school's preference as stated in this Application may not be changed without prior approval of the State Board of Education.
- 14.15. Provide a statement affirming that the public charter school will participate in the Arkansas Public School Computer Network ~~for reporting education data~~, as required by state statute ~~or~~ and by State Board of Education rule, for reporting both education data and financial data, including grant funds or private donations received directly by the charter school itself.
- 15.16. Describe the facilities to be used. Give the present use of the facility ~~and the use for the past three (3) years~~. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter.

Please identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action on the application. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1000 feet of the facility.

17. For each and every individual specifically identified by name in Section A of the Application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:

(A) Any other individual specifically identified by name in Section A of the Application;

(B) Any individual or entity whom the sponsoring entity or charter school has contracted with, or intends to contract with, to provide any services or products for the proposed charter school; or

(C) The owner(s) of the facilities to be used.

For the purpose of this Standard, an individual has a financial relationship with another individual or entity if he or she:

(1) Receives compensation or benefits directly or indirectly from the entity or individual;

(2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; or

(3) Has a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

~~46-~~18. Describe the manner in which the school will make provisions for the following student services unless a waiver is being sought:

- A) Guidance Program
- B) Health Services
- C) Media Center
- D) Transportation
- E) Special Education
- F) Alternative Education
- G) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

| [17-19.](#) Describe the manner in which the school will make provisions for food services. Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

| [18-20.](#) Describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs.

| [19-21.](#) List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, -and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* that the open-enrollment public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable. **Provide a brief description of the [need rationale](#) for each waiver requested.**

| [20-22.](#) Describe the potential impact of the proposed open-enrollment public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Attachments must be included in the following order:

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Facility use agreement (required)
- | • Proposed [two-year](#) budget [estimate](#) using [template worksheet](#) as provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of status as eligible entity (required)
- Evidence of parental and community support (applicant's attachments)
- Signed Statement of Assurances Form (required)
- Lease Agreement as provided (required)

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT AND LEASE AGREEMENT**

Lessor (Owner): _____

Lessee (Tenant): _____

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use
of the facility ~~and use for~~
~~prior three (3) years~~:

Premises: _____
address

square footage

Terms of Lease: _____

Rental Amount: _____

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

Statutory Language Concerning No Indebtedness: No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the ~~state~~ State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

Lessee:

Lessor:

By _____

By _____

Date _____

Date _____

Charter School Budget Information

The Budget [Template-Worksheet](#) has been developed for application purposes. It is intended to challenge the applicant to consider the many expenses incurred in the operation of a school. It is formatted to expedite the application process. Budget revenues must equal or exceed expenses for each school year.

Upon approval of the Open-Enrollment Public Charter School, the ADE Public School Finance and Administrative Support Section will provide technical assistance. At that time, a detailed budget will be developed specific to the terms of the Charter. That budget will also meet the data reporting requirements of the Arkansas Public School Computer Network.

The Budget [Template-Worksheet](#) is to be used as an estimate of the Revenues and Expenditures associated with the operation of the Open-Enrollment Public Charter School. The Expenditures section is a comprehensive overview of the normal expenses incurred in the operation of a school.

The following definitions are provided to assist the applicant in the completion of the Budget [TemplateWorksheet](#):

The “Number of Students” is the number of students expected to be enrolled in the open-enrollment public charter school. The description of student numbers including addition of students by year and or grade must clearly be defined within the application.

All public schools in Arkansas receive “foundation funding,” a set amount of money per student based upon average daily membership, the amount determined necessary to provide all students with an adequate education.

Number of Positions, both certified and non-certified should be stated as the full time equivalent (FTE) of each position. For example, if the Charter will have 5 FTE’s position at 1.00 and 3 part-time FTE’s positions at .50 employees: the 5.00 FTE’s position equal a total of 5.00 FTE’s positions, the 3 part-time .50 FTE’s positions equal a total of 1.50 FTE’s positions, for a grand total of 6.50 FTE’s positions.

Fringe Benefits at a minimum should include F.I.C.A., teacher retirement, health insurance, and unemployment obligations.

[Two budget worksheets must be completed, one for the school’s first year of operation and one for the school’s second year of operation. The proposed budget should not rely on one-time grants or other funds that are not presently guaranteed.](#)

Public Charter School Application
Estimated Budget Worksheet, Year One (2011-2012)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students () x \$6, <u>144023.00</u> State Foundation Funding		
3			
4	No. of Students () x \$ <u>51.0041.33</u> Professional Development		
5	<u>No. of Students () x eligible rate* NSLA Funding</u>		
6	Total State Charter School Aid		\$0.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (<i>Specifically Describe</i>)		
13			
14	Total Other Sources of Revenues		\$0.00
15			
16	TOTAL REVENUES		\$0.00

<u>Line#</u>	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
19	Administration:		
20	Salaries: (<i>No. of Positions</i>)		
21	Fringe Benefits		
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other (<i>Describe</i>)		\$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (<i>No. of Positions</i>)		
29	Fringe Benefits		
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other (<i>Describe</i>)		\$0.00

*NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals.
Below seventy percent (70%): \$506496.00 per student; between seventy and ninety percent (70-90%): \$1,012992.00 per student;
and ninety percent and above (90%): \$1, 518488.00 per student.

34	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions____)	_____	
37	Fringe Benefits	_____	
38	Purchased Services	_____	
39	Supplies and Materials	_____	
40	Equipment	_____	
41	Other (Describe)	_____	\$0.00
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions____)	_____	
45	Fringe Benefits	_____	
46	Purchased Services	_____	
47	Supplies and Materials	_____	
48	Equipment	_____	
49	Other (Describe)	_____	\$0.00
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions____)	_____	
53	Fringe Benefits	_____	
54	Purchased Services	_____	
55	Supplies and Materials	_____	
56	Equipment	_____	
57	Other (Describe)	_____	\$0.00
58			
59	Guidance Services:		
60	Salaries: (No. of Positions____)	_____	
61	Fringe Benefits	_____	
62	Purchased Services	_____	
63	Supplies and Materials	_____	
64	Equipment	_____	
65	Other (Describe)	_____	\$0.00
66			
67	Health Services:		
68	Salaries: (No. of Positions____)	_____	
69	Fringe Benefits	_____	
70	Purchased Services	_____	
71	Supplies and Materials	_____	
72	Equipment	_____	
73	Other (Describe)	_____	\$0.00

74	(Budget Continued)		
75	Media Services:		
76	Salaries: (No. of Positions____)	_____	
77	Fringe Benefits	_____	
78	Purchased Services	_____	
79	Supplies and Materials	_____	
80	Equipment	_____	
81	Other (Describe)	_____	\$0.00
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions____)	_____	
85	Fringe Benefits	_____	
86	Purchased Services	_____	
87	Supplies and Materials	_____	
88	Equipment	_____	
89	Other (Describe)	_____	\$0.00
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions____)	_____	
93	Fringe Benefits	_____	
94	Purchased Services	_____	
95	(include utilities)	_____	
96	Supplies and Materials	_____	
97	Equipment	_____	
98	Other (Describe)	_____	\$0.00
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions____)	_____	
102	Fringe Benefits	_____	
103	Purchased Services	_____	
104	Supplies and Materials	_____	
105	Equipment	_____	
106	Other (Describe)	_____	\$0.00
107			
108	Food Services:		
109	Salaries: (No. of Positions____)	_____	
110	Fringe Benefits	_____	
111	Purchased Services	_____	
112	Supplies and Materials	_____	
113	Equipment	_____	
114	Other (Describe)	_____	\$0.00

115	(Budget Continued)		
116	Data Processing:		
117	Salaries: (No. of Positions____)	_____	
118	Fringe Benefits	_____	
119	Purchased Services	_____	
120	Supplies and Materials	_____	
121	Equipment	_____	
122	Other (Describe)	_____	\$0.00
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions____)	_____	
126	Fringe Benefits	_____	\$0.00
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)	_____	
130	Please list upgrades:	_____	
131		_____	
132	Utilities (contract for one total year including facility upgrades)	_____	
133	Insurance (contract for one total year including facility upgrades):		
134	Property Insurance	_____	
135	Content Insurance	_____	\$0.00
136			
137	Debt Expenditures:	_____	\$0.00
138	Other Expenditures:		
139	(Describe)	_____	\$0.00
140			
141	TOTAL EXPENDITURES		<div style="border: 1px solid black; padding: 2px;">\$0.00</div>

|

Public Charter School Application
Estimated Budget Worksheet, Year Two (2012-2013)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
<u>1</u>	<u>State Public Charter School Aid:</u>		
<u>2</u>	<u>No. of Students () x \$6,267.00 State Foundation Funding</u>		
<u>3</u>			
<u>4</u>	<u>No. of Students () x \$52.00 Professional Development</u>		
<u>5</u>	<u>No. of Students () x eligible rate* NSLA Funding</u>		
<u>6</u>	<u>Total State Charter School Aid</u>		<u>\$0.00</u>
<u>7</u>			
<u>8</u>	<u>Other Sources of Revenues:</u>		
<u>9</u>	<u>Private Donations or Gifts</u>		
<u>10</u>	<u>Federal Grants (List the amount)</u>		
<u>11</u>	<u>Special Grants (List the amount)</u>		
<u>12</u>	<u>Other (Specifically Describe)</u>		
<u>13</u>			
<u>14</u>	<u>Total Other Sources of Revenues</u>		<u>\$0.00</u>
<u>15</u>			
<u>16</u>	<u>TOTAL REVENUES</u>		<u>\$0.00</u>
<u>17</u>			
<u>18</u>	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
<u>19</u>	<u>Administration:</u>		
<u>20</u>	<u>Salaries: (No. of Positions)</u>		
<u>21</u>	<u>Fringe Benefits</u>		
<u>22</u>	<u>Purchased Services</u>		
<u>23</u>	<u>Supplies and Materials</u>		
<u>24</u>	<u>Equipment</u>		
<u>25</u>	<u>Other (Describe)</u>		<u>\$0.00</u>
<u>26</u>			
<u>27</u>	<u>Regular Classroom Instruction:</u>		
<u>28</u>	<u>Salaries: (No. of Positions)</u>		
<u>29</u>	<u>Fringe Benefits</u>		
<u>30</u>	<u>Purchased Services</u>		
<u>31</u>	<u>Supplies and Materials</u>		
<u>32</u>	<u>Equipment</u>		
<u>33</u>	<u>Other (Describe)</u>		<u>\$0.00</u>

**NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student.*

34	<u>(Budget Continued)</u>		
35	<u>Special Education:</u>		
36	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
37	<u>Fringe Benefits</u>	<u>-</u>	
38	<u>Purchased Services</u>	<u>-</u>	
39	<u>Supplies and Materials</u>	<u>-</u>	
40	<u>Equipment</u>	<u>-</u>	
41	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
42			
43	<u>Gifted and Talented Program:</u>		
44	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
45	<u>Fringe Benefits</u>	<u>-</u>	
46	<u>Purchased Services</u>	<u>-</u>	
47	<u>Supplies and Materials</u>	<u>-</u>	
48	<u>Equipment</u>	<u>-</u>	
49	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
50			
51	<u>Alternative Education Program:</u>		
52	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
53	<u>Fringe Benefits</u>	<u>-</u>	
54	<u>Purchased Services</u>	<u>-</u>	
55	<u>Supplies and Materials</u>	<u>-</u>	
56	<u>Equipment</u>	<u>-</u>	
57	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
58			
59	<u>Guidance Services:</u>		
60	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
61	<u>Fringe Benefits</u>	<u>-</u>	
62	<u>Purchased Services</u>	<u>-</u>	
63	<u>Supplies and Materials</u>	<u>-</u>	
64	<u>Equipment</u>	<u>-</u>	
65	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
66			
67	<u>Health Services:</u>		
68	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
69	<u>Fringe Benefits</u>	<u>-</u>	
70	<u>Purchased Services</u>	<u>-</u>	
71	<u>Supplies and Materials</u>	<u>-</u>	
72	<u>Equipment</u>	<u>-</u>	
73	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>

<u>74</u>	<u>(Budget Continued)</u>		
<u>75</u>	<u>Media Services:</u>		
<u>76</u>	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
<u>77</u>	<u>Fringe Benefits</u>	<u>-</u>	
<u>78</u>	<u>Purchased Services</u>	<u>-</u>	
<u>79</u>	<u>Supplies and Materials</u>	<u>-</u>	
<u>80</u>	<u>Equipment</u>	<u>-</u>	
<u>81</u>	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
<u>82</u>			
<u>83</u>	<u>Fiscal Services:</u>		
<u>84</u>	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
<u>85</u>	<u>Fringe Benefits</u>	<u>-</u>	
<u>86</u>	<u>Purchased Services</u>	<u>-</u>	
<u>87</u>	<u>Supplies and Materials</u>	<u>-</u>	
<u>88</u>	<u>Equipment</u>	<u>-</u>	
<u>89</u>	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
<u>90</u>			
<u>91</u>	<u>Maintenance and Operation:</u>		
<u>92</u>	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
<u>93</u>	<u>Fringe Benefits</u>	<u>-</u>	
<u>94</u>	<u>Purchased Services</u>	<u>-</u>	
<u>95</u>	<u>(include utilities)</u>	<u>-</u>	
<u>96</u>	<u>Supplies and Materials</u>	<u>-</u>	
<u>97</u>	<u>Equipment</u>	<u>-</u>	
<u>98</u>	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
<u>99</u>			
<u>100</u>	<u>Pupil Transportation:</u>		
<u>101</u>	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
<u>102</u>	<u>Fringe Benefits</u>	<u>-</u>	
<u>103</u>	<u>Purchased Services</u>	<u>-</u>	
<u>104</u>	<u>Supplies and Materials</u>	<u>-</u>	
<u>105</u>	<u>Equipment</u>	<u>-</u>	
<u>106</u>	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
<u>107</u>			
<u>108</u>	<u>Food Services:</u>		
<u>109</u>	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
<u>110</u>	<u>Fringe Benefits</u>	<u>-</u>	
<u>111</u>	<u>Purchased Services</u>	<u>-</u>	
<u>112</u>	<u>Supplies and Materials</u>	<u>-</u>	
<u>113</u>	<u>Equipment</u>	<u>-</u>	
<u>114</u>	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>

115	(Budget Continued)		
116	Data Processing:		
117	Salaries: (No. of Positions)	-	
118	Fringe Benefits	-	
119	Purchased Services	-	
120	Supplies and Materials	-	
121	Equipment	-	
122	Other (Describe)	-	\$0.00
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions)	-	
126	Fringe Benefits	-	\$0.00
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)		
130	Please list upgrades:		
131			
132	Utilities (contract for one total year including facility upgrades)		
133	Insurance (contract for one total year including facility upgrades):		
134	Property Insurance		
135	Content Insurance		\$0.00
136			
137	Debt Expenditures:	-	\$0.00
138	Other Expenditures:		
139	(Describe)	-	\$0.00
140			
141	TOTAL EXPENDITURES		\$0.00

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the- President of the ~~501 (c) (3)~~ Board of Directors of the proposed public charter school's sponsoring entity ~~public charter school~~ certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The proposed open-enrollment public charter school shall be open to all students, on a ~~space-~~available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools.- The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. The proposed open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not waived by the approved charter.
5. An open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

-However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.
- 5.6. The proposed open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
- 6.7. The proposed open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

~~7.8.~~ The proposed open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a school district is covered.

~~8.9.~~ The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.

~~9.10.~~ The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or the public school districts ~~within the proximity of the open-enrollment public charter school~~ to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

~~10.11.~~ The proposed open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

~~11. The proposed open-enrollment public charter school shall not use any funds it receives from the state for any sectarian program or activity or as collateral for debt.~~

12. The charter applicant should know that certain provisions of state law shall not be waived. The proposed open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:

(a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;

(b) Conducting criminal background checks for employees;

(c) High school graduation requirements as established by the State Board of Education;

(d) Special education programs as provided by this title;

(e) Public school accountability under this title;

~~(e)(f)~~ Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and

| (f)(g) Health and safety codes as established by the State Board of Education and local governmental entities.

13. The facilities of the proposed public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
14. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant should know that any fees associated with the closing of the school including but not limited to removal of furniture, equipment, general expenses, etc, are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the Open Enrollment Public Charter School or upon nonrenewal or revocation of the charter, all net assets of the Open Enrollment Public Charter School, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the Open Enrollment Public Charter School. If the Open Enrollment Public Charter School used state or federal funds to purchase or finance personal property, real property or fixtures for use by the Open Enrollment Public Charter School, the State Board of Education may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

Signature of _____ Date: _____
| President of the 501 (c) (3) Sponsoring Entity Board of the Proposed Charter Directors

Print or type name

Open-Enrollment Public Charter School Application Checklist

- ☐ Submit one (1) page letter of intent by certified mail, following the letter of intent guidelines to ADE Charter School Office. Letter of intent must be received by the Charter School Office no later than 4:00 p.m., June 30.
- ☐ Submit copy of letter of intent to superintendent of local district by certified mail. Letter of intent must be received by the local district no later than 4:00 p.m., June 30. Provide verification in the form of certified mail receipts and a copy of the letter to ADE Charter School Office. Documentation shall be included in the charter school application.
- ☐ Publish the notice of public hearing following these requirements
 - A. The notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district(s) in from which students will be drawn the school will likely be located.
 - B. The notice of public hearing shall not be published in the classified or legal notice section of the newspaper. The notice shall be published in no less than ten point type and shall be no less than two by four inches or four by two inches in size.
 - C. The last publication of notice shall be no less than seven days prior to the public meeting.
 - D. Within seven (7) calendar days following the first publication of the notice of the public hearing, letters announcing the public hearing shall be sent to the superintendents of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendents of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

Documentation that these requirements have been met must be included in the charter school application.

- ☐ Conduct the public hearing; include results of the public hearing in the charter school application.

☐ Additional check points for the charter application

- ◆ Responses to section D of the application, including attachments, cannot exceed 60 pages
- ◆ Sections A and B of the application form are completed
- ◆ Facilities utilization agreement must be included along with lease agreement (Form Exhibit B)
- ◆ Copy of proposed [two-year](#) budget [estimate](#) must be included
- ◆ Copy of the proposed school calendar must be included
- ◆ Copy of the proposed daily schedule must be included
- ◆ Copy of proposed salary schedule must be included
- ◆ Documentation of status as eligible entity must be included
- ◆ Evidence of parental and community support
- ◆ Signed statement of assurance page must be included

☐ Submit final copies of the charter school application to ADE Charter School Office as follows:

- 1 original copy with original signatures (unbound)
- 12 ~~6~~ copies of the original (bound/stapled, no notebooks)
- 1 cd copy in either Microsoft Word ~~WordPerfect~~, or Adobe Acrobat ~~pdf~~ [PDF](#) (labeled)

☐ Submit final copy of the charter school application to the attention of the superintendent of the public school district where the open-enrollment public charter school will be located by August 31. Include verification in the form of certified mail receipt and a copy of the letter as attachment in the charter school application.

☐ Submit copies of charter school application to the superintendent of all school districts to be affected by the proposed charter school by certified mail ~~to the~~ by August 31. Include verification in the form of certified mail receipts and a copy of the letter as attachment in the charter school- application.

☐ If the local school board denies the application for an open-enrollment public charter school and the applicant intends to appeal the decision, a letter of appeal by certified mail must be submitted to the ADE Charter School Office within ten (10) days of receiving official notification of the local board's decision.

It is the applicant's responsibility to comply with all aspects of Arkansas Code Annotated § 6-23-101 et seq., the ADE Rules Governing Charter Schools, and the requirements outlined in the application for an open-enrollment public charter school. Contact the ADE Charter School Office for questions and for assistance with developing the application.

LEASE AGREEMENT [\(Sample\)](#)

This Agreement, made this _____ day of _____, between _____, whose address is _____ (the Lessor) and _____, whose address is _____, (the Lessee) Witnesseth:

1. Leased Premises. For and in consideration of the rents, covenants and agreements herein entered into and agreed upon by the Lessee as obligations to the Lessor, the Lessor lets, leases and demises until Lessee, subject to the terms and conditions contained herein, the following described property situated in _____ County, Arkansas:

(DESCRIPTION)

To have and to hold the premises unto the Lessee for and during the term herein stated, subject to the covenants, terms, conditions and liens herein contained.

2. Term. This lease shall commence on _____, and shall extend for a term of _____ [years] [months], ending at midnight on _____. [Note: If the lease is a periodic tenancy, rather than an estate for years, these provisions will have to be altered accordingly.]

3. Rent. Lessee agrees to pay to Lessor as rental for the full term of this lease the sum of \$_____, payable in _____ equal [monthly] installments of \$ _____ each, to be paid in advance on the first day of _____, and on the first day of each and every [month] thereafter during the term of this lease.

4. Signs. Lessee shall not erect or install any exterior signs or advertising of any kind without the written consent of Lessor having first been obtained. Lessee agrees not to utilize any form of advertising that may or shall be deemed objectionable to Lessor or to the general public, including but not limited to loudspeakers, phonograph or related electronic equipment, radios, or similar devices which will be operated in such a manner as to project sound outside of the leased premises.

5. Lessor's Repairs. Lessor shall maintain the exterior walls, doors and roof of the structure[s] upon the leased premises in a reasonable state of repair [and shall make such repairs to the surface of the parking area] as may be required to keep and maintain the same in a good and tenantable condition. If Lessee is deprived of the use of [a substantial portion] [more than _____ percent] of the leased premises during the making of any such repairs by the Lessor, the rent shall be abated or proportionately reduced according to the extent to which Lessee is deprived of such use.

6. Lessee's Repairs. Lessee shall keep the interior of the building, including interior walls and doors, wiring, plumbing, and window and door glass, in good repair, and shall maintain the heating and air conditioning equipment, all at Lessee's expense. Lessee agrees to satisfy promptly any lien or valid claim asserted against the leased premises for work done or materials furnished. Lessee shall, at the termination, surrender or forfeiture of this lease, return the premises with the interior, including all of the above items, in as good and satisfactory condition as the same was at the beginning of the lease, normal wear and tear excepted.

7. Taxes. [Lessor] [Lessee] shall pay any and all ad valorem taxes and special improvement district taxes levied and assessed against the premises and the improvements located thereon during the term of this lease. Such taxes and assessments shall be pro-rated for any fractional calendar year.

8. Use. Lessee agrees to use the leased premises for the purpose of operating a public charter school and for no other purpose or purposes without the written consent of Lessor and the Arkansas State Board of Education having been obtained in advance.

9. Payment of Rent and Notices. The rent payable hereunder shall be paid to Lessor at _____. Any notice provided for herein shall be given by certified mail with postage prepaid, addressed, if to Lessor, at the address to which the rent is then paid, and if to Lessee, at _____. The person and the place to which notices are to be mailed may be changed by either party by notice to the other party.

10. Assignment. Lessee shall not assign this lease or sublet the leased premises without prior written consent of the Lessor and the Arkansas State Board of Education. Any such assignment or subletting shall in no way relieve Lessee from liability for the obligation imposed by this lease. Lessee may only be released from liability by a specific written release executed by Lessor.

11. Lessee's Default. If Lessee shall be in default as to the payment of rent for a period of [thirty (30) days], or as to any other covenant herein provided for more than [thirty (30) days] after receipt of notice from Lessor specifying such default, or if any petition be filed in bankruptcy, including petitions for arrangements and reorganizations, by or against Lessee and such petition be not dismissed within [thirty (30) days] after its filing, or if a receiver or trustee be appointed for Lessee by reason of Lessee's insolvency or inability to pay its creditors, Lessor shall have the right, without limitation upon any other rights which may be given Lessor by law or by any other provision of this lease agreement, to re-enter the leased premises and relet the same as agent for Lessee upon the best terms and conditions reasonably obtainable, and Lessee shall be liable to the Lessor for the difference, if any, between the rent so obtained and the minimum rent stipulated to be paid in this lease. Lessee agrees that in such event [he, it] will vacate the leased premises without further notice, and if it becomes necessary to bring any legal action to recover possession, Lessee agrees to pay a reasonable fee for the attorney of Lessor in such action. Lessor agrees that upon the occurrence of any event of default listed in this paragraph, Lessor shall give notice of default to the Arkansas Department of Education, Attn: Legal Services, Four Capitol Mall, Room 404-A, Little Rock, AR 72201.

12. Non-Waiver. It is agreed that the failure of Lessor to invoke any of the available remedies under this lease or under law in the event of one or more breaches or defaults by Lessee under the lease shall not be construed as a waiver of such provisions and conditions and shall not prevent Lessor from invoking such remedies in the event of any future breach or default.

13. Holdover. Lessee hereby agrees that upon the termination of this lease by expiration or by earlier termination for any reason whatsoever, Lessee will peaceably deliver possession of the leased premises to Lessor. In the event Lessee shall be permitted by Lessor to hold over after the expiration or termination of this lease, or any extension thereof, such holding over (in the absence of any written agreement to the contrary) shall be construed as a tenancy

from calendar month to calendar month at a monthly rental equal to the rental for the last month paid under this lease. A month-to-month tenancy arising by Lessee's holding over under this paragraph may be terminated by written notice from either party to the other party on or before the day on which any monthly rent is due with termination not becoming effective until the day on which the next following monthly rental would have otherwise become due. In the event it should become necessary for Lessor to institute any action at law to recover possession at the time of termination, whenever and however termination may occur, Lessee agrees that it will pay all costs and expenses of such action, including reasonable attorneys' fees.

14. Casualty. If at any time the leased premises, [or the building which forms the principal component of the leased premises,] should be damaged by fire, or other major casualty not the fault of Lessee, and the cost of repairing the damage does not exceed twenty percent (20%) of the value of the improvements of the premises herein leased, [or the building which forms the principal component part of the leased premises,] then Lessor shall as soon as reasonably practicable repair the damage caused by fire or other casualty. If, however, the damage should exceed twenty percent (20%) of the value of the improvements of the premises herein leased, [or the building which forms the principal component part of the leased premises,] then Lessor shall have the option of either repairing the premises as set out above or terminating this lease as of the date of fire or other casualty by notice to Lessee within thirty (30) days after such date. If the damage should render the leased premises untenable for the use of the Lessee's business as set forth herein, the rental from the date of fire, or other major casualty not the fault of Lessee, to the date of the completion of the restoration of the premises shall be abated, such abatement being figured on a pro rata basis of the rentals, herein provided.

15. Condemnation. In the event all of the leased premises or such part thereof as renders the leased premises unsuitable for use in the activity or business of the Lessee, shall be acquired or taken by eminent domain for any public or quasi-public purpose, then the term of this lease shall cease and terminate as of the date of taking.

In the event that a partial taking does not render the leased premises unsuitable for use in the activity or business of the Lessee, this lease shall continue in full force and effect with a reduction in the rent proportionate to the amount of usefulness or necessity of the leased premises actually taken.

All damages awarded as a result of any taking, except such damages as are herein defined as Lessee's damages, shall be awarded to Lessor. Lessee shall be entitled to receive all damages which are compensation for damages to the leasehold estate and for removal of Lessee's business, fixtures, furniture and equipment. Lessee's right to damages shall be a right against the taking authority alone, and Lessee shall not be entitled to recover any damages from Lessor.

16. Insurance on Improvements. [Lessee] shall maintain, at [Lessee's] expense, fire, hazard and extended coverage insurance, [including plate glass insurance,] in the amount of the replacement value of any improvements erected upon the leased premises. A certificate of such insurance shall be delivered to [Lessor] prior to the inception of this lease. [Lessee] shall reimburse [Lessor] for the premiums paid for such insurance upon receipt of notice of the amount due, if [Lessor] is required to pay such premiums.

17. Insurance on Lessee's Property. Lessee shall be solely responsible for maintaining insurance on [his, its] property, including but not limited to movables, trade fixtures installed by Lessee, furniture, furnishings and inventory.

18. Liability Insurance. Lessee shall, during the term of this lease, maintain public liability insurance on the leased premises and on the business operated by the Lessee or any subtenant occupying the leased premises. The limits of such public liability insurance shall not be less than _____ per person, _____ per accident, and _____ for property damage. The policy representing such insurance shall name Lessor, [its successor, or his heirs] and assigns, and Lessee as insured. Such policy shall contain a clause that the insurer will not cancel or change the insurance without giving Lessor, [its successors, or his heirs] or assigns, ten (10) days' written notice, and a certificate of such insurance shall be delivered to Lessor prior to the inception of this lease.

19. Common Areas. Any parking area or other common areas which Lessor may provide shall be for the joint use of Lessor, Lessee, other tenants of Lessor, and the customers, invitees and employees of Lessor, Lessee, and other tenants of Lessor; Lessor hereby grants to Lessee the right, during the term of this lease, to use any parking area and other common areas which may be provided in common with others entitled to the use thereof. The use thereof shall be subject to such reasonable regulations or limitations as Lessor shall make or require from time to time.

20. Compliance with Laws. Lessor and Lessee agree not to violate any law, ordinance, rule or regulation of any governmental authority having jurisdiction of the leased premises and, if required solely by reason of Lessee's type of business, to make nonstructural repairs, improvements and alterations to the interior of the building on the leased premises and the common areas required by such authority.

21. Trash. All trash and refuse deposited outside the building must be placed in sufficient receptacles furnished by Lessee [approved by the Public Works Department].

22. Title and Quiet Enjoyment. Lessor covenants and warrants that it is the owner in fee simple absolute of the leased premises and may lease the premises as herein provided. Upon payment by Lessee of the rents herein provided and upon the observance and performance of all the covenants, terms and conditions upon Lessee's part to be observed and performed, Lessee shall peaceably and quietly hold and enjoy the demised premises for the term hereby demised without hindrance or interruption by Lessor or any other person or persons lawfully or equitably claiming by, through or under Lessor, subject to the terms and conditions of this lease.

23. Succession. This lease agreement shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, successors and assigns.

24. Waste. Lessee agrees not to commit waste, nor permit waste to result or to be done to or upon the property and premises; not to conduct any business thereon or therein, nor store or permit to be stored thereon or therein any explosives, combustible substances or materials of any nature, which would increase the fire hazard or cause a premium to be charged for insurance higher than that charged for the present use of such property; and not to operate, nor permit to be operated, nor to exist thereon or therein, any public or private nuisance.

25. Assets. Lessor and Lessee agree that pursuant to Ark. Code Ann. § 6-23-506: Upon dissolution of the open-enrollment charter school or upon non-renewal of the charter, all net assets of the open-enrollment charter school purchased with public funds shall be deemed the property of the State, unless otherwise specified in the charter of the open-enrollment charter school. Lessor agrees to give the State reasonable time and opportunity to remove such assets from the premises upon any event of default or any re-entry or re-letting as allowed by paragraph 11.-

26. State Immunity. Lessor and Lessee agree that no indebtedness of any kind incurred or created by the open-enrollment charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the open-enrollment charter school shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions.

Furthermore, Lessor and Lessee agree that the Lessee shall not use the moneys received from the State pursuant to Ark. Code Ann. §§ 6-23-101, 6-23-201, 6-23-301, 6-23-401 or 6-23-501 et seq., for any sectarian programs or activity or as collateral for any debt, including any debt incurred by Lessee to Lessor pursuant to the provisions of the Lease Agreement.

27. Use of State Funds. Lessor and Lessee agree that Lessee shall not pay for any improvements, upgrades, additions or repairs to the leased facility described herein except as a reasonable part of the agreed upon rent payment described in paragraph 3 and those agreed upon Lessee repairs agreed upon in paragraph 67 of this Agreement. Furthermore, to the extent that any portion of rent payment in paragraph 3 or Lessee repairs in paragraph 67 are to be paid from State funding, the Lessor and Lessee shall provide a detailed budget and expenditure report specifying exactly that portion of rent payment or repair cost concerning any improvements, upgrades, additions or repairs to the lease facility and the amount of State funds to be used to support those components of the rent or repair cost to the Lessee.

28. State Approval. Lessor and Lessee agree that to the extent this Lessee will use any State funds from the Arkansas Public School Fund to pay the obligations of this lease agreement, the Lessee is first required to submit a copy of a detailed lease agreement (along with attached budget and expenditure report) setting forth all terms required herein along with any other relevant information required by the ~~Arkansas State Board~~Arkansas Department of Education and obtain the express approval of the ~~Arkansas State Board~~Commissioner of Education; otherwise this Agreement shall be considered null and void. Furthermore, neither the Lessor nor the Lessee shall change the terms or conditions of this Agreement without first obtaining the express approval of the ~~Arkansas State Board~~Commissioner of Education. Any such change without the express approval of the ~~Arkansas State Board~~Commissioner of Education shall be considered null and void to the extent State funds are used as consideration to meet the obligations contained herein. Notwithstanding any other provision herein, the Lessor and Lessee agree that the State of Arkansas, the Arkansas State Board of Education, the Commissioner of Education, and the Arkansas Department of Education are neither parties to nor third-party beneficiaries of this Lease Agreement.

29. Health, Safety, Facility and Zoning Codes. The Lessor and Lessee agree that the above described lease facility and the location of the facility comply with and meet all health,

safety, facility and proper zoning codes of the State of Arkansas or any political subdivisions of the State. Specifically, the Lessor agrees covenants and warrants that the above described lease facility meets all state and local laws, regulations and ordinances with regard to fire, safety and health code conditions and requirements and that the facility is properly located in an appropriate zoned area sufficiently removed from any adult novelty, liquor or gaming locations of business or transaction so as to comply with state or local laws, ordinances or regulations and thus be in compliance with Ark. Code Ann. § 6-23-401.

30. Severability. Each paragraph of this lease agreement is severable from all other paragraphs. In the event any court of competent jurisdiction determines that any paragraph or subparagraph is invalid or unenforceable for any reason, all remaining paragraphs and subparagraphs will remain in full force and effect.

31. Interpretation. This lease agreement shall be interpreted according to and enforced under the laws of the State of Arkansas.

32. Entire Agreement. This lease agreement contains the entire agreement of both parties hereto, and no other oral or written agreement shall be binding on the parties hereto. This lease agreement supersedes all prior agreements, contracts and understandings of any kind between the parties relating to the subject matter thereof. This agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

33. Notice. All notices, requests, demands and other communications required by or permitted hereunder shall be in writing and shall be deemed to have been duly given when received by the party to whom directed; provided, however, that notice shall be conclusively deemed given at the time of its deposit in the United States mail when sent by certified mail, postage prepaid, to the other party at the following addresses (or at such other addresses as shall be given in writing by either party to the other):

[List Addresses]

34. Release of Dower: The undersigned, wife of Lessor herein, does hereby release and relinquish unto Lessee, for the term hereof and any extension thereof, all rights of dower and homestead which she has in the leasehold estate conveyed hereby to Lessee.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals on this _____ day of _____.

Lessor

[Spouse of Lessor]

Lessee

[ACKNOWLEDGMENT]

____ THIS AGREEMENT made between _____ (the Lessor) and
____ (the Lessee), WITNESSETH:

____ For and in consideration of the covenants and agreements hereinafter contained, Lessor
does hereby let, lease and demise unto Lessee, and Lessee does hereby lease from Lessor, the
following described premises in the City of _____, County of
_____, State of Arkansas:

Arkansas Department of Education

Charter School Application Evaluation Instrument

The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education ("ADE") for the establishment of new public charter schools. This instrument is only intended to provide clarity, transparency and consistency in the charter school application review process.

The ADE will use the following instrument only to evaluate the quality of a charter school application against the criteria stated herein. For each of the application requirements, the criteria define the characteristics and elements of a response that meet the standard for charter approval. The following definitions will guide the rating of each information requirement:

- | | |
|--------------------------------------|--|
| Meets the Standard: | The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate. |
| Partially Meets the Standard: | The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information. |
| Does Not Meet the Standard: | The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice. |

Arkansas Department of Education

Open-Enrollment Public Charter School Application Evaluation

EVALUATION RUBRIC

Name of Proposed School:

Eligible entity status:

- ☐ Public institution of higher education
☐ Private nonsectarian institution of higher education
☐ Governmental entity
☐ Nonsectarian organization exempt from taxes under Section 501(c) (3)

Status of 501(c) (3) Application Pending/ Approved

Part 1: PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with ADE on time and included all necessary information.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

Part 2: REQUIRED INFORMATION

STANDARDS 1 and 2 OF APPLICATION: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description of the results of the public hearing;
- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents and school board members in contiguous school districts.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 3 OF APPLICATION: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and how those groups will relate to one another.

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 4 OF APPLICATION: MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom and to what degree.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is manageable and measurable.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 5 OF APPLICATION: EDUCATIONAL NEED

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas. Along with the mission statement, this section outlines the basic rationale for the new school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of educational need that presents a clear option for students, and
- Valid and reliable data that substantiates the educational need for the school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 6 OF APPLICATION: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population; and
- A clear organization of the school in terms of both length of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 7 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
 - Reading;
 - Reading Comprehension;
 - Mathematics; and
 - Mathematic Reasoning;
- Goals that clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 8 OF APPLICATION: CURRICULUM DEVELOPMENT AND ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school, and illustrate alignment with Arkansas Curriculum Frameworks [and Common Core Standards](#).

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.
- [Evidence that the Applicant is prepared to transition its curriculum as necessary to satisfy the requirements and timeframe of the Common Core Standards.](#)

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 9 OF APPLICATION: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

A response that meets the standard will present:

- The specific geographical area served by the charter school; and
- Information on the school districts within the geographical area that may be affected (including data on the expected number of students to transfer to the charter school).

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 10 OF APPLICATION: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed and reported.

Evaluation Criteria:

A response that meets the standard will present:

- A clear and conceptually sound plan for documenting and reporting student performance data;
- A timeline for data compilation and completion of an annual report to parents, the community and the State Board of Education that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 11 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 12 OF APPLICATION: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional standards that all employees will be held to.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 13 OF APPLICATION: BUSINESS AND BUDGETING PLAN

The Business & Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

A response that meets the standard will present:

- An appropriate plan for how the school will manage procurement activities;
- A description of the personnel required to carry out business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget; and
- A balanced [two-year](#) budget [estimate](#) that accurately reflects the revenue currently available to the school and expenditures for program implementation, [and does not rely on one-time grants or other funds that are not presently guaranteed](#).

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 14 OF APPLICATION: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit should be conducted. This section should also include an outline for the information that will need to be reported to ADE and the community.

Evaluation Criteria:

A response that meets the standard will present:

- A sound plan for annually auditing school's financial and programmatic operations.
- If the Application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Act 993 of 2011 and is not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 15 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 16 OF APPLICATION: FACILITIES

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Evaluation Criteria:

A response that meets the standard will present:

- An informed understanding of the facility needs of the school over the term of its charter.
- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan.
- A sound plan for continued operation, maintenance and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - members of the local board of the public school district where the charter school will be located;
 - the employees of the public school district where the charter school will be located;
 - the sponsor of the charter school; and
 - employees, directors and/or administrators of the charter school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Facilities Review Report	

STANDARD 17 OF APPLICATION: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and detail how conflicts will be addressed.

Evaluation Criteria:

A response that meets the standard will present full disclosure of any potential conflicts of interest and detail how conflicts will be addressed.

<u>Does Not Meet the Standard</u>	<u>Partially Meets the Standard</u>	<u>Meets the Standard</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Strengths</u>		<u>Reference</u>
<hr/>		<hr/>
<u>Concerns and Additional Questions</u>		<u>Reference</u>
<hr/>		<hr/>

STANDARD 18 OF APPLICATION: STUDENT SERVICES

The Student Services section should describe how the school will address services for its student body.

Evaluation Criteria:

A response that meets the standard will present unless a waiver is being sought:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- A transportation plan that will serve all eligible students;
- A food service plan that will serve all eligible students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- An alternative education plan for eligible students, including those determined to be at-risk, or those that are bilingual or have limited English proficiency; and
- Plans for a gifted and talented program for eligible students.

<u>Does Not Meet the Standard</u>	<u>Partially Meets the Standard</u>	<u>Meets the Standard</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Strengths</u>		<u>Reference</u>
<hr/>		<hr/>
<u>Concerns and Additional Questions</u>		<u>Reference</u>
<hr/>		<hr/>

STANDARD ~~18~~ 19 OF APPLICATION: FOODSTUDENT SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all eligible students.
- [A management plan that reflects a clear understanding of federal law and requirements if the proposed charter school intends to participate in the National School Lunch program.](#)

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD ~~19~~ 20 OF APPLICATION: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students will make a positive impact on the school and its educational program.

Evaluation Criteria:

A response that meets the standard will present:

- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 20.1 OF APPLICATION: WAIVERS

The Waivers section should ~~provide~~ describe any waiver from local or state law ~~for~~ which the charter is seeking.

Evaluation Criteria:

A response that meets the standard will present:

- A ~~persuasive explanation justification~~ of ~~any each and every~~ waiver requests; and
- A ~~compelling description justification~~ of how the ~~school will address any waivers~~ waiver requests relate to the school's educational program.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths Legal Comments	Reference
Concerns and Additional Questions	Reference

STANDARD 21.2 OF APPLICATION: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Legal Comments	Reference
Concerns and Additional Questions	Reference

ADDITIONAL COMMENTS:



ARKANSAS DEPARTMENT OF EDUCATION

District Conversion or Limited Public Charter School New Application

Deadline for Submission: October 31



Charter School: _____

Date Submitted: _____

Date Approved: _____

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B105-C
Little Rock, AR 72201
501.683.5313

Arkansas Department of Education
District Conversion or Limited Public Charter Schools

August 31, 2008 *	Deadline for conversion <u>or limited</u> charter letters of intent to be filed with the ADE.
October 31, 2008 *	Deadline for conversion <u>or limited</u> charter applications to be submitted with letter of support from the school board to the ADE.
January/February 2009 *	Tentative date for application submitted to the State Board of Education. (Pending hearing timelines.)

*Note - All information must be **received** (not postmarked) in the Charter School Office of the Arkansas State Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. It is the responsibility of the applicant to strongly adhere to the charter application timeline. Please take into consideration the length of the time that may be required for your application to reach the Charter School Office, particularly when mailing your application. Should the deadline date fall on a weekend, all materials must be received no later than 4:00 p.m. the following Monday.

STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION

REQUIREMENTS FOR LETTER OF INTENT

To Apply For A **District Conversion** or Limited Public School Charter

Applicants for district conversion or limited public charter schools are required to send a one (1) page “**Letter of Intent to Apply for a ~~Conversion-District~~ Conversion or Limited Public School Charter**” to the Arkansas Department of Education.

Submit the letter of intent via certified mail to the Department of Education at the following address no later than the close of the business day (4:00 p.m.) **on August 31**, in order for the application to be considered by the State Board of Education at a later date:

Arkansas Department of Education
Charter School Office
Four- Capitol Mall, Room 302-B105-G
Little Rock, AR 72201

Required format to be followed for the letter of intent:

1. The letter of intent is to consist of only one (1) page;
2. Identify the school district which intends to apply for a charter;
3. Include the contact person’s name, full address, daytime telephone number, FAX number, and e-mail address;
4. Give the name of the school which intends to apply for a charter
5. Give the name of the proposed ~~district conversion~~ charter school;
- 5-6. State whether the proposed charter school will be a district conversion public charter school or limited public charter school;
- 6-7. Describe the location of the proposed district conversion or limited public charter school;
- 7-8. Identify the grade levels of students to be served by the district conversion or limited public charter school;
- 8-9. Provide proposed student enrollment cap for district conversion or limited public charter school; and
- 9-10. Provide a one-paragraph description of the purpose or special emphasis of the proposed school.

The superintendent of the school district for the proposed district conversion or limited public charter school should sign the letter.

**STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR A DISTRICT CONVERSION OR LIMITED
PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION (Please type.)

Name of Proposed Charter School: _____

Grade Level(s) for the School: _____ Student Enrollment cap: _____

Name of School District: _____

Name of Contact Person: _____

Address (no P.O. Box please): _____ City: _____ ZIP: _____

Daytime Phone Number: (_____) _____ FAX: _____

E-mail: _____

Charter Site Address: _____

City: _____ ZIP Code: _____

Date of Proposed Opening: _____

Name of Superintendent: _____

Address: _____

City: _____ Zip Code: _____

Phone Number: _____ FAX: _____

E-mail: _____

B. GENERAL DESCRIPTION

In succinct terms describe the proposed school including grade levels offered, student populations served, educational focus, and any other essential characteristics.

[illegible]

(Use additional sheets as necessary.)

C. GENERAL INSTRUCTIONS

APPLICATION REQUIREMENTS AND CONTENTS: The total number of pages prepared by the applicant in response to Section D. of this application form plus any attachments used to support those responses **cannot exceed 30 pages**. Any attachments required by the application form are not to be included in the count for the total number of pages and are indicated by the word “required” in the list of contents below. Do not use dividers or separators noting the various parts of the application. **All pages and attachments should be numbered and attachments clearly referred to in the narrative text.**

The narrative responses should be given in the order requested. **Brevity and clarity are strongly encouraged.** The responses and all supporting attachments should be prepared/typed on white, 8 ½” x 11” paper (copied on one side only) suitable for reproduction. The type should be in 12 point font or larger and page margins of at least one inch on all sides with page numbers clearly marked.

List of Contents:

The following is a list for the contents of the final application to be submitted to the State Board of Education. **The contents must be arranged in the order listed below:**

1. Sections A and B of the application form with all information provided (required)
2. Responses to all inquiries in Section D. in the prescribed order and numbered accordingly
3. Applicant’s attachments (if any) supporting narrative responses
4. A copy of the school’s calendar and daily schedule (required)
5. Proposed [two-year](#) budget using [template worksheet](#) provided (required)
6. Proposed salary schedule for both administrative and teaching positions (required)
7. Evidence of parental and community support (required)
8. Signed Statement of Assurances Form (required)

Submit the original copy of the application with original pages for all attachments including original signatures on any attachment requiring a signature. **DO NOT STAPLE THE ORIGINAL APPLICATION PAGES OR ANY OF THE ORIGINAL ATTACHMENTS.**

In addition to the original unbound copy of the application and all attachments, **please submit: Twelve (12) one sided bound/stapled copies (no notebooks); One (1) CD copy of the application** in Microsoft Word, or Adobe Acrobat [PDFpdf](#) file. Please ensure that the information saved on the CD can be accessed. CD should be labeled with the name of the proposed school.

All application materials must be received by the Charter School Office at the Arkansas Department of Education by 4:00 p.m. on October 31. Please make sure that applications being submitted by United States Postal Service are done so in a timely manner as to be received in the Charter School Office by the deadline. Facsimile transmissions (FAX) will not be accepted, and any application received after this time will not be forwarded to the State Board of Education for consideration. Applications should be mailed or hand-delivered to:

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room [302-B405-G](#)
Little Rock, AR 72201

D. REQUIRED INFORMATION

The applicant for the proposed [district](#) conversion [or limited](#) public charter, if approved by the State Board of Education, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the ~~State Board~~[Arkansas Department](#) of Education Rules Governing Charter Schools, and the attached assurances. This is a narrative description of various components of the proposed charter school, and the responses to the following inquiries including any supporting attachment pages **must be limited to no more than 30 pages**.

Application Standards:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this district conversion [or limited](#) public charter school. Provide verification that notice of the public hearing was distributed to the community, certified school personnel, and parents of all students enrolled in the public schools in the community to be served by the proposed charter school. Also, include verification that notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district.
2. Give the mission statement of the proposed district conversion [or limited](#) public charter school.
3. Describe the educational need for the school.
4. Describe the educational program to be offered by the district conversion [or limited](#) public charter school.
5. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter schools' initial five (5) year period.
6. Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks. [Also describe plans to transition the curriculum to the pending requirements of the Common Core Standards in accordance with the timeframe adopted by the State Board of Education.](#)
7. Describe the enrollment criteria and the student selection process.- Include a statement of what student selection method will be utilized in the event that more students apply for admission to the district conversion [or limited](#) public charter school than can be accommodated under the terms of the charter.

8. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. - List the types of administrative positions, teaching positions, and support positions and how many of each.
9. Describe the manner in which the school will make provisions for the following student services:
 - (A) Guidance Program
 - (B) Health Services
 - (C) Media Center
 - (D) Transportation
 - (E) Food Services
 - (F) Special Education
 - (G) Alternative Education
 - (H) Gifted and Talented Program

Please note that under federal guidelines students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

10. Provide a statement [affirming](#) that the charter school will participate in the Arkansas Public School Computer Network ~~for reporting education data~~, as required by state statute or by State Board of Education rule, [for reporting education and financial data, including grants or private donations received by the school](#).
11. Describe the facilities to be used. Give the present use of the facility and the use for the past three (3) years. Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance.

Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. The facility will be inspected by staff of the ADE or its designee prior to any State Board of Education action on the application. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1000 feet of the facility.

12. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), Arkansas Department of Education rules, and the *Standards for Accreditation of Arkansas Public Schools and School Districts* that the Title 6 of the Arkansas Code Annotated (Education Code) and the rules and regulations, including sections of the *Standards for Rules as allowed, established by the State Board that the* district conversion public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific statute, rule, or standard State Board rules requested to be waived by title and section number if applicable. **Provide a brief description of the need for each waiver requested.**

If the application is for a limited public charter school, the only waivers which may be requested are those waivers listed in Ark. Code Ann. § 6-23-601. This limitation applies only to limited public charter schools.

- 12.13. Describe the potential impact of the proposed district conversion or limited public charter school on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

14. Describe how the parents or guardians of the enrolled students will be involved with the school and its educational program.

Standards 15, 16, & 17 apply only to applications for limited public charter schools. They do not apply to applications for district conversion public charter schools.

15. **If the application is for a limited public charter school, describe how the licensed employees of the school will be involved in:**

A. Developing and implementing a school improvement plan that addresses how the school will improve student learning and meet the state education goals; and

B. Identifying performance criteria.

16. **If the application is for a limited public charter school, describe how the school will enhance teacher performance and improve employee salaries, professional opportunities, and professional growth experiences.**

17. **If the application is for a limited public charter school, describe the alternative comprehensive staffing model by summarizing the job descriptions of the instructional personnel. Specifically the qualifications and compensation for each position. Identify the number of administrative positions, teaching positions, and support positions.**

Attachments must be included in the following order:

- Applicant's attachments (if any) supporting narrative responses
- A copy of the school's calendar and daily schedule (required)
- Proposed [two-year](#) budget using [template worksheet](#) as provided (required)
- Proposed salary schedule for both administrative and teaching positions (required)
- Evidence of parental and community support (required)
- Signed Statement of Assurances Form (required)

Charter School Budget Information

The Budget [Template Worksheet](#) has been developed for application purposes. It is intended to challenge the applicant to consider the many expenses incurred in the operation of a school.– It is formatted to expedite the application process.– Budget revenues must equal or exceed expenses for each school year.

Upon approval of the District Conversion [or Limited](#) Public Charter School, the ADE Public School Finance and Administrative Support Section will provide technical assistance. At that time, a detailed budget will be developed specific to the terms of the Charter. That budget will also meet the data reporting requirements of the Arkansas Public School Computer Network.

The Budget [Template Worksheet](#) is to be used as an estimate of the Revenues and Expenditures associated with the operation of the District Conversion [or Limited](#) Public Charter School. The Expenditures section is a comprehensive overview of the normal expenses incurred in the operation of a school.

The following definitions are provided to assist the applicant in the completion of the Budget [Template Worksheet](#):

The “Number of Students” is the number of students expected to be enrolled in the district conversion [or limited](#) public charter school. The description of student numbers including addition of students by year and or grade must clearly be defined within the application.

~~All public schools in Arkansas receive “foundation funding,” a set amount of money per student based upon average daily membership, the amount determined necessary to provide all students with an adequate education. All public schools in Arkansas receive “foundation funding,” a set amount of money per student based upon daily membership. On top of the foundation funding amount, which was the amount determined necessary to provide all students with an adequate education public schools also receive “enhancement funding,” which allows the state to fund education at an amount above what is required for adequacy. This amount will change each fiscal year. It is calculated in July. For further clarification of student funding please refer to Arkansas Code Annotated § 6-20-2305.~~

Number of Positions, both certified and non-certified should be stated as the full time equivalent (FTE) of each position. For example, if the Charter will have 5 FTE’s position at 1.00 and 3 part-time FTE’s positions at .50 employees: the 5.00 FTE’s position equal a total of 5.00 FTE’s positions, the 3 part-time .50 FTE’s positions equal a total of 1.50 FTE’s positions, for a grand total of 6.50 FTE’s positions.

Fringe Benefits at a minimum should include F.I.C.A., teacher retirement, health insurance, and unemployment obligations.

Two budget worksheets must be completed, one for the school's first year of operation and one for the school's second year of operation. The proposed budget should not rely on one-time grants or other funds that are not presently guaranteed.

Public Charter School Application
Estimated Budget Worksheet, Year One (2011-2012)/Template

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
1	State Public Charter School Aid:		
2	No. of Students (<u> </u>) x \$6, <u>144023.00</u> State Foundation Funding		
3			
4	No. of Students (<u> </u>) x \$ <u>51.0041.33</u> -Professional Development		
5	No. of Students (<u> </u>) x eligible rate* NSLA Funding		
6	Total State Charter School Aid		\$0.00
7			
8	Other Sources of Revenues:		
9	Private Donations or Gifts		
10	Federal Grants (List the amount)		
11	Special Grants (List the amount)		
12	Other (<i>Specifically Describe</i>)		
13			
14	Total Other Sources of Revenues		\$0.00
15			
16	TOTAL REVENUES		\$0.00
17			
	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
18			
19	Administration:		
20	Salaries: (<i>No. of Positions</i> <u> </u>)		
21	Fringe Benefits		
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other (<i>Describe</i>)		\$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: (<i>No. of Positions</i> <u> </u>)		
29	Fringe Benefits		
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other (<i>Describe</i>)		\$0.00

*NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals.
Below seventy percent (70%): \$506496.00 per student; between seventy and ninety percent (70-90%): \$1,012992.00 per student;
and ninety percent and above (90%): \$1, 518488.00 per student.

34	(Budget Continued)		
35	Special Education:		
36	Salaries: (No. of Positions____)	_____	
37	Fringe Benefits	_____	
38	Purchased Services	_____	
39	Supplies and Materials	_____	
40	Equipment	_____	
41	Other (Describe)	_____	\$0.00
42			
43	Gifted and Talented Program:		
44	Salaries: (No. of Positions____)	_____	
45	Fringe Benefits	_____	
46	Purchased Services	_____	
47	Supplies and Materials	_____	
48	Equipment	_____	
49	Other (Describe)	_____	\$0.00
50			
51	Alternative Education Program:		
52	Salaries: (No. of Positions____)	_____	
53	Fringe Benefits	_____	
54	Purchased Services	_____	
55	Supplies and Materials	_____	
56	Equipment	_____	
57	Other (Describe)	_____	\$0.00
58			
59	Guidance Services:		
60	Salaries: (No. of Positions____)	_____	
61	Fringe Benefits	_____	
62	Purchased Services	_____	
63	Supplies and Materials	_____	
64	Equipment	_____	
65	Other (Describe)	_____	\$0.00
66			
67	Health Services:		
68	Salaries: (No. of Positions____)	_____	
69	Fringe Benefits	_____	
70	Purchased Services	_____	
71	Supplies and Materials	_____	
72	Equipment	_____	
73	Other (Describe)	_____	\$0.00

74	(Budget Continued)		
75	Media Services:		
76	Salaries: (No. of Positions____)	_____	
77	Fringe Benefits	_____	
78	Purchased Services	_____	
79	Supplies and Materials	_____	
80	Equipment	_____	
81	Other (Describe)	_____	\$0.00
82			
83	Fiscal Services:		
84	Salaries: (No. of Positions____)	_____	
85	Fringe Benefits	_____	
86	Purchased Services	_____	
87	Supplies and Materials	_____	
88	Equipment	_____	
89	Other (Describe)	_____	\$0.00
90			
91	Maintenance and Operation:		
92	Salaries: (No. of Positions____)	_____	
93	Fringe Benefits	_____	
94	Purchased Services	_____	
95	(include utilities)	_____	
96	Supplies and Materials	_____	
97	Equipment	_____	
98	Other (Describe)	_____	\$0.00
99			
100	Pupil Transportation:		
101	Salaries: (No. of Positions____)	_____	
102	Fringe Benefits	_____	
103	Purchased Services	_____	
104	Supplies and Materials	_____	
105	Equipment	_____	
106	Other (Describe)	_____	\$0.00
107			
108	Food Services:		
109	Salaries: (No. of Positions____)	_____	
110	Fringe Benefits	_____	
111	Purchased Services	_____	
112	Supplies and Materials	_____	
113	Equipment	_____	
114	Other (Describe)	_____	\$0.00

115	(Budget Continued)	
116	Data Processing:	
117	Salaries: (No. of Positions____)	_____
118	Fringe Benefits	_____
119	Purchased Services	_____
120	Supplies and Materials	_____
121	Equipment	_____
122	Other (Describe)	_____ \$0.00
123		
124	Substitute Personnel:	
125	Salaries: (No. of Positions____)	_____
126	Fringe Benefits	_____ \$0.00
127		
128	If Applicable: Facilities	
129	Lease/Purchase (contract for one total year including facility upgrades)	_____
130	Please list upgrades:	_____
131		_____
132	If Applicable: Utilities (contract for one total year including facility upgrades)	_____
133	If Applicable: Insurance (contract for one total year including facility upgrades):	
134	If Applicable: Property Insurance	_____
135	If Applicable: Content Insurance	_____ \$0.00
136		
137	Debt Expenditures:	_____ \$0.00
138	Other Expenditures:	
139	(Describe)	_____ \$0.00
140		
141	TOTAL EXPENDITURES	<div style="border: 1px solid black; padding: 2px; display: inline-block;">\$0.00</div>

|

Public Charter School Application
Estimated Budget Worksheet, Year Two (2012-2013)

<u>Line#</u>	<u>Revenues</u>	<u>Amount</u>	<u>Total</u>
<u>1</u>	<u>State Public Charter School Aid:</u>		
<u>2</u>	<u>No. of Students () x \$6,267.00 State Foundation Funding</u>		
<u>3</u>			
<u>4</u>	<u>No. of Students () x \$52.00 Professional Development</u>		
<u>5</u>	<u>No. of Students () x eligible rate* NSLA Funding</u>		
<u>6</u>	<u>Total State Charter School Aid</u>	_____	<u>\$0.00</u>
<u>7</u>			
<u>8</u>	<u>Other Sources of Revenues:</u>		
<u>9</u>	<u>Private Donations or Gifts</u>	_____	
<u>10</u>	<u>Federal Grants (List the amount)</u>	_____	
<u>11</u>	<u>Special Grants (List the amount)</u>	_____	
<u>12</u>	<u>Other (Specifically Describe)</u>	_____	
<u>13</u>			
<u>14</u>	<u>Total Other Sources of Revenues</u>		<u>\$0.00</u>
<u>15</u>			
<u>16</u>	<u>TOTAL REVENUES</u>		<u>\$0.00</u>
<u>17</u>			
<u>18</u>	<u>Expenditures</u>	<u>Amount</u>	<u>Total</u>
<u>19</u>	<u>Administration:</u>		
<u>20</u>	<u>Salaries: (No. of Positions)</u>	_____	
<u>21</u>	<u>Fringe Benefits</u>	_____	
<u>22</u>	<u>Purchased Services</u>	_____	
<u>23</u>	<u>Supplies and Materials</u>	_____	
<u>24</u>	<u>Equipment</u>	_____	
<u>25</u>	<u>Other (Describe)</u>	_____	<u>\$0.00</u>
<u>26</u>			
<u>27</u>	<u>Regular Classroom Instruction:</u>		
<u>28</u>	<u>Salaries: (No. of Positions)</u>	_____	
<u>29</u>	<u>Fringe Benefits</u>	_____	
<u>30</u>	<u>Purchased Services</u>	_____	
<u>31</u>	<u>Supplies and Materials</u>	_____	
<u>32</u>	<u>Equipment</u>	_____	
<u>33</u>	<u>Other (Describe)</u>	_____	<u>\$0.00</u>

**NSLA Funding eligibility rate: the amount of funding is based on the percentage of students eligible for free or reduced price meals. Below seventy percent (70%): \$517.00 per student; between seventy and ninety percent (70-90%): \$1,033.00 per student; and ninety percent and above (90%): \$1,549.00 per student.*

34	<u>(Budget Continued)</u>		
35	<u>Special Education:</u>		
36	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
37	<u>Fringe Benefits</u>	<u>-</u>	
38	<u>Purchased Services</u>	<u>-</u>	
39	<u>Supplies and Materials</u>	<u>-</u>	
40	<u>Equipment</u>	<u>-</u>	
41	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
42			
43	<u>Gifted and Talented Program:</u>		
44	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
45	<u>Fringe Benefits</u>	<u>-</u>	
46	<u>Purchased Services</u>	<u>-</u>	
47	<u>Supplies and Materials</u>	<u>-</u>	
48	<u>Equipment</u>	<u>-</u>	
49	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
50			
51	<u>Alternative Education Program:</u>		
52	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
53	<u>Fringe Benefits</u>	<u>-</u>	
54	<u>Purchased Services</u>	<u>-</u>	
55	<u>Supplies and Materials</u>	<u>-</u>	
56	<u>Equipment</u>	<u>-</u>	
57	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
58			
59	<u>Guidance Services:</u>		
60	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
61	<u>Fringe Benefits</u>	<u>-</u>	
62	<u>Purchased Services</u>	<u>-</u>	
63	<u>Supplies and Materials</u>	<u>-</u>	
64	<u>Equipment</u>	<u>-</u>	
65	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
66			
67	<u>Health Services:</u>		
68	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
69	<u>Fringe Benefits</u>	<u>-</u>	
70	<u>Purchased Services</u>	<u>-</u>	
71	<u>Supplies and Materials</u>	<u>-</u>	
72	<u>Equipment</u>	<u>-</u>	
73	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>

<u>74</u>	<u>(Budget Continued)</u>		
<u>75</u>	<u>Media Services:</u>		
<u>76</u>	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
<u>77</u>	<u>Fringe Benefits</u>	<u>-</u>	
<u>78</u>	<u>Purchased Services</u>	<u>-</u>	
<u>79</u>	<u>Supplies and Materials</u>	<u>-</u>	
<u>80</u>	<u>Equipment</u>	<u>-</u>	
<u>81</u>	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
<u>82</u>			
<u>83</u>	<u>Fiscal Services:</u>		
<u>84</u>	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
<u>85</u>	<u>Fringe Benefits</u>	<u>-</u>	
<u>86</u>	<u>Purchased Services</u>	<u>-</u>	
<u>87</u>	<u>Supplies and Materials</u>	<u>-</u>	
<u>88</u>	<u>Equipment</u>	<u>-</u>	
<u>89</u>	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
<u>90</u>			
<u>91</u>	<u>Maintenance and Operation:</u>		
<u>92</u>	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
<u>93</u>	<u>Fringe Benefits</u>	<u>-</u>	
<u>94</u>	<u>Purchased Services</u>	<u>-</u>	
<u>95</u>	<u>(include utilities)</u>	<u>-</u>	
<u>96</u>	<u>Supplies and Materials</u>	<u>-</u>	
<u>97</u>	<u>Equipment</u>	<u>-</u>	
<u>98</u>	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
<u>99</u>			
<u>100</u>	<u>Pupil Transportation:</u>		
<u>101</u>	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
<u>102</u>	<u>Fringe Benefits</u>	<u>-</u>	
<u>103</u>	<u>Purchased Services</u>	<u>-</u>	
<u>104</u>	<u>Supplies and Materials</u>	<u>-</u>	
<u>105</u>	<u>Equipment</u>	<u>-</u>	
<u>106</u>	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>
<u>107</u>			
<u>108</u>	<u>Food Services:</u>		
<u>109</u>	<u>Salaries: (No. of Positions)</u>	<u>-</u>	
<u>110</u>	<u>Fringe Benefits</u>	<u>-</u>	
<u>111</u>	<u>Purchased Services</u>	<u>-</u>	
<u>112</u>	<u>Supplies and Materials</u>	<u>-</u>	
<u>113</u>	<u>Equipment</u>	<u>-</u>	
<u>114</u>	<u>Other (Describe)</u>	<u>-</u>	<u>\$0.00</u>

115	(Budget Continued)		
116	Data Processing:		
117	Salaries: (No. of Positions)	-	
118	Fringe Benefits	-	
119	Purchased Services	-	
120	Supplies and Materials	-	
121	Equipment	-	
122	Other (Describe)	-	\$0.00
123			
124	Substitute Personnel:		
125	Salaries: (No. of Positions)	-	
126	Fringe Benefits	-	\$0.00
127			
128	Facilities:		
129	Lease/Purchase (contract for one total year including facility upgrades)		
130	Please list upgrades:		
131			
132	Utilities (contract for one total year including facility upgrades)		
133	Insurance (contract for one total year including facility upgrades):		
134	Property Insurance		
135	Content Insurance		\$0.00
136			
137	Debt Expenditures:	-	\$0.00
138	Other Expenditures:		
139	(Describe)	-	\$0.00
140			
141	TOTAL EXPENDITURES		\$0.00

DISTRICT CONVERSION or LIMITED PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the Superintendent of the School District of the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school and, if the application is approved, the local board, administration, and staff of the district conversion or limited public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The proposed district conversion or limited public charter school shall be open to all students, on a space available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, although the charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed district conversion or limited public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion or limited public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The proposed district conversion or limited public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not so waived by the approved charter.
6. The proposed district conversion or limited public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of the school district is covered.
7. The proposed district conversion or limited public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

- | 8. The employees and volunteers of the district conversion [or limited](#) public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
- | 9. The district conversion [or limited](#) public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
- | 10. The charter applicant should know that certain provisions of state law shall not be waived. The proposed district conversion [or limited](#) public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
- (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title; and
 - (f) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the proposed charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

Signature of Superintendent of School District

Date: _____

Print or type name

District Conversion or Limited Public Charter School Application Checklist

- ☐ Submit one (1) page letter of intent, following the letter of intent guidelines, to ADE Charter School Office by certified mail. [Letter of intent must be received by the Charter School Office no later than 4:00 p.m., Deadline](#) August 31.
- ☐ Notice of the public [hearing](#) shall be ~~hearing~~:

A. Distributed to the community, certified personnel, and the parents of all students enrolled at the public school for which the district initiated the application; and

B. Published in a newspaper having general circulation in the public school district at least three (3) weeks prior to the date of the meeting.

Documentation that these requirements have been met must be included in the charter school application.

- ☐ Conduct the public hearing; include results of the public hearing in the charter school application.
- ☐ Additional check points for the charter application
 - ◆ Responses to section D of the application, including attachments, cannot exceed 30 pages
 - ◆ Sections A and B of the application form are completed
 - ◆ Copy of proposed [two-year](#) budget must be included
 - ◆ Copy of the proposed school calendar must be included
 - ◆ Copy of the proposed daily schedule must be included
 - ◆ Copy of proposed salary schedule must be included
 - ◆ Evidence of parental and community support must be included
 - ◆ Signed statement of assurance page must be included
- ☐ ~~Submit~~ Submit final copies of the charter school application to ADE Charter School Office as follows:
 - ◆ 1 original copy with original signatures (unbound)
 - ◆ 12 copies of the original (bound/stapled, no notebooks)
 - ◆ 1 cd copy in either Microsoft Word, ~~or~~ or Adobe Acrobat [PDFpdf](#) (labeled)

It is the applicant's responsibility to comply with all aspects of Arkansas Code Annotated § 6-23-101 et seq., the ADE Rules Governing Charter Schools, and the requirements outlined in the application for an district conversion public charter school. Contact the ADE Charter School Office for questions and for assistance with developing the application.

Arkansas Department of Education

Charter School Application Evaluation Instrument

The following instrument will be used to evaluate applications submitted to the Arkansas Department of Education (“ADE”) for the establishment of new public charter schools. This instrument is only intended to provide clarity, transparency and consistency in the charter school application review process.

The ADE will use the following instrument only to evaluate the quality of a charter school application against the criteria stated herein. For each of the application requirements, the criteria define the characteristics and elements of a response that meet the standard for charter approval. The following definitions will guide the rating of each information requirement:

Meets the Standard:	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
Partially Meets the Standard:	The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information.
Does Not Meet the Standard:	The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issue in concept and/or ability to meet the requirement in practice.

Arkansas Department of Education

District Conversion [or Limited](#) Public Charter School Application Evaluation

EVALUATION RUBRIC

Name of Proposed School:

Sponsoring School District:

Part 1: PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

A response that meets the standard will guarantee that:

- A Letter of Intent was filed with ADE on time and included all necessary information.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

Part 2: REQUIRED INFORMATION

STANDARDS 1 OF APPLICATION: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- A thorough description of the results of the public hearing.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 2 OF APPLICATION: MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom and to what degree.

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is, manageable and measurable.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 3 OF APPLICATION: EDUCATIONAL NEED

The Educational Need section should indicate how the school intends to offer a viable educational option for students in Arkansas. Along with the mission statement, this section outlines the basic rationale for the new school.

Evaluation Criteria:

A response that meets the standard will present:

- A description of educational need that presents a clear option for students;
- A clear description of a plan for school improvement that addresses how the conversion [or limited](#) public charter school will improve student learning and meet state education goals; and
- Valid and reliable data that substantiates the educational needs.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 4 OF APPLICATION: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed; A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population; and
- A clear organization of the school in terms of both length of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 5 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
 - Reading;
 - Reading Comprehension;
 - Mathematics; and
 - Mathematic Reasoning;
- Goals that clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 6: CURRICULUM DEVELOPMENT & ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school, and illustrate alignment with Arkansas Curriculum Frameworks [and Common Core Standards](#).

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.
- [Evidence that the Applicant is prepared to transition its curriculum as necessary to satisfy the requirements and timeframe of the Common Core Standards.](#)

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

STANDARD 7 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random lottery selection process.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair and in accordance with applicable law; and
- A process for student selection should there be more student applications than can be accommodated under the terms of the charter.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

STANDARD 8 OF APPLICATION: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional standards to which ~~that~~ all employees will be held ~~to~~.

Evaluation Criteria:

A response that meets the standard will present:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

STANDARD 9 OF APPLICATION: STUDENT SERVICES

The Student Services section should describe how the school will address student services ~~for its student body~~.

Evaluation Criteria:

A response that meets the standard will present:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- A transportation plan that will serve all eligible students;
- A food service plan that will serve all eligible students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- An alternative education plan for eligible students, including those determined to be at-risk, or those that are bilingual or have limited English proficiency; and
- Plans for a gifted and talented program for eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

STANDARD 10 OF APPLICATION: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state educational data reporting system.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all state statutory requirements regarding the APSCN educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference

STANDARD 11 OF APPLICATION: FACILITIES

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Evaluation Criteria:

A response that meets the standard will present:

- An informed understanding of the facility needs of the school over the term of its charter.
- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan.
- A sound plan for continued operation, maintenance and repair of the facility.

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and school are in agreement over the use of the facility and its equipment.

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - members of the local board of the public school district where the charter school will be located; and
 - the employees of the public school district where the charter school will be located.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference
Facilities Review Report	

STANDARD 12 OF APPLICATION: WAIVERS

The Waivers section should ~~provide~~ describe any waiver from local or state law ~~for~~ which the charter is seeking.

Evaluation Criteria:

A response that meets the standard will present:

- ~~An persuasive explanation of each and every waiver request; and~~
- ~~A compelling description of how the waiver requests relate to the school's educational program.~~
- ~~A persuasive explanation of any waiver requests; and~~
- ~~A compelling description of how the school will address any waivers.~~

<u>Does Not Meet the Standard</u>	<u>Partially Meets the Standard</u>	<u>Meets the Standard</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Legal Comments	Reference
Concerns and Additional Questions	Reference

STANDARD 13 OF APPLICATION: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Legal Comments	Reference
Concerns and Additional Questions	Reference

STANDARD 14 OF APPLICATION: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students will make a positive impact on the school and its educational program.

Evaluation Criteria:

A response that meets the standard will present:

- A plan to involve parents and guardians of students to be enrolled in the school, as well as ~~certified employees and~~ the broader community, in the process of carrying out the terms of the charter, and
- A description of how ~~certified employees and~~ parents of students will be involved in developing, implementing, and evaluating the school improvement plan and identifying performance criteria

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Concerns and Additional Questions	Reference

Standards 15, 16, 17 apply only to limited public charter schools. They do not apply to district conversion charter schools.

STANDARD 15 OF APPLICATION: LICENSED EMPLOYEE INVOLVEMENT

The Licensed Employee Involvement section should describe how licensed employees of the school will be involved in developing and implementing the school improvement plan and in identifying performance criteria.

Evaluation Criteria:

A response that meets the standard will present:

- A comprehensive plan to involve licensed employees in the process of carrying out the terms of the charter, and
- A description of how licensed employees will be involved in developing, implementing, and evaluating the school improvement plan and identifying performance criteria

<u>Does Not Meet the Standard</u>	<u>Partially Meets the Standard</u>	<u>Meets the Standard</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Strengths</u>	<u>Reference</u>
_____	_____

<u>Concerns and Additional Questions</u>	<u>Reference</u>
_____	_____

STANDARD 16 OF APPLICATION: TEACHER ENHANCEMENT

The Teacher Enhancement section should describe how the school will enhance teacher performance and improve employee salaries, professional opportunities, and professional growth experiences.

Evaluation Criteria:

A response that meets the standard will present:

- A comprehensive plan to enhance teacher performance and improve employee salaries; and
- A detailed description of professional opportunities and experiences for professional growth.

<u>Does Not Meet the Standard</u>	<u>Partially Meets the Standard</u>	<u>Meets the Standard</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Strengths</u>	<u>Reference</u>
_____	_____

<u>Concerns and Additional Questions</u>	<u>Reference</u>
_____	_____

STANDARD 17 OF APPLICATION: STAFFING MODEL

The Staffing Model section should describe the alternative comprehensive staffing model by summarizing the job descriptions of the instructional personnel, specifically the qualifications and compensation for each position, and should identify the number of administrative, teaching, and support positions.

Evaluation Criteria:

A response that meets the standard will present:

- A detailed list of job descriptions for all instructional personnel that specifies the qualifications and compensation for each position; and
- A list of the number of administrative positions, teaching positions, and support positions.

<u>Does Not Meet the Standard</u>	<u>Partially Meets the Standard</u>	<u>Meets the Standard</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Strengths</u>	<u>Reference</u>
_____	_____
<u>Concerns and Additional Questions</u>	<u>Reference</u>
_____	_____

ADDITIONAL COMMENTS:

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING PUBLIC CHARTER SCHOOLS**

October 12, 2009

1.00 — Regulatory Authority

1.01 — These rules shall be known as the ~~Arkansas Department of Education Rules Governing Public Charter Schools.~~

1.02 — The State Board of Education enacted these rules pursuant to its authority under ~~Arkansas Code Annotated §6-11-105, 6-23-101 et seq., 25-15-201 et seq., and Act 1469 of 2009.~~

2.00 — Purpose of Regulations

2.01 — The purposes of these rules are to implement ~~Arkansas Code Annotated §6-23-101, et seq.~~ and to establish the requirements and procedures for the application of a public charter school, for monitoring a school once it has been granted a charter by the State Board of Education (State Board), for renewal, modification, and revocation of a charter granted by the State Board of Education, and for disbursing funds to a public charter school.

3.00 — Definitions

For the purpose of these rules:

3.01 — “Debt” is defined as a financial obligation incurred by a public charter school, which is due in more than 365 days.

3.02 — “Average daily membership (ADM)” is defined as the total number of days attended plus the total number of days absent by students in grades kindergarten through twelve (K-12) during the first three (3) quarters of each school year, divided by the number of school days actually taught in the school during that period of time rounded up to the nearest hundredth.

3.03 — “Local School Board” means a board of directors exercising the control and management of a public school district. In addition for the purposes of these rules a local school board refers to the board of directors of the school district where the public charter school will be physically located.

3.04 — “Public school district in which enrollment is likely to be affected” is defined as the school districts in the geographical area surrounding the proposed open-enrollment public charter school from which students are likely to be drawn across district lines for enrollment in the public charter school.

- 3.05 — “Application” is defined as the proposal for obtaining ~~conversion public charter school status, open enrollment public charter school status, or limited public charter school status~~ presented to the State Board of Education requesting to enter into a charter that describes the school and provides all of the information required by law and the Arkansas Department of Education, in the form prescribed by the Charter School Office. The term application shall be synonymous with the term petition, and the terms are interchangeable throughout these rules. The application, in addition to any conditions or requirements agreed upon by the State Board, will serve as the terms and conditions of the charter.
- 3.06 — “Letter of Intent” is defined as a written notice submitted to the Department of Education Charter School Office that a public school district or an eligible entity intends to file a charter school application. Such letter of intent shall be submitted on forms provided by the Department of Education by the established deadline.
- 3.07 — “Eligible entity” is defined as a public or private, nonsectarian institution of higher education; governmental entity, or organization, which has applied for tax exempt status under §501(c)(3) of the Internal Revenue Code at the time of application for the open enrollment charter. The eligible entity must have status as a tax exempt organization under § 501(c) (3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.
- 3.08 — “Charter” is defined as a performance based contract between the State Board of Education and an approved applicant for public charter school status which exempts the public charter school from specified state and local rules, regulations, policies, and procedures for an initial five-year (5) period and which operates under the specific terms of a charter granted by the State Board of Education.
- 3.09 — “Public charter school” is defined as a ~~conversion public charter school, an open-enrollment public charter school, or a limited public charter school.~~
- 3.10 — “Open-enrollment public charter school” is defined as a public school that is operating under the terms of a charter granted by the s State Board of Education on the application of an eligible entity, may draw its students from any public school district in this state, and is recognized as a local educational agency under the Elementary and Secondary Education Act of 1965, 20 U.S.C. §7801, as it existed on April 10, 2009.
- 3.11 — “Conversion public charter school” is defined as an existing public school which has is converted to a school under the terms of a charter approved by the local school board and the State Board of Education.
- 3.12 — “Limited public charter school” is defined as a public school that has converted to operating under the terms of a limited public charter approved by the local school board and the State Board of Education.

- 3.13 — ~~“Founding member” is defined as any individual who is either a member or an employee of the eligible entity applying for the initial charter for an open-enrollment public charter school or a member of the initial governing non-advisory board of the open-enrollment public charter school.~~
- 3.14 — ~~“Parent” is defined as any parent, legal guardian, or other person having custody or charge of a school-age child.~~
- 3.15 — ~~“Public school” is defined as a school that is part of a public school district under the control and management of a local school board.~~
- 3.16 — ~~“License” is that authority granted by the State Board of Education to an already existing open-enrollment public charter sponsoring entity for the purpose of establishing another open-enrollment public charter school with a limit of only one charter license to be approved for each additional open-enrollment public charter school to be established under an already existing open-enrollment charter provided the applicant for a charter license meets the following minimum conditions: (1) open-enrollment public school charter from the State Board of Education, and (2) meets the requirements of Section 10.05.1 of these Rules.~~

4.00 — Observance of Anti-Discrimination Laws

- 4.01 — ~~All public charter schools shall observe and comply with all anti-discrimination law, both federal and state, except where otherwise exempted under federal charter school law as provided in § 10.02.02.~~
- 4.02 — ~~For the purposes of the Individuals with Disabilities Education Act (IDEA) and these rules, all public charter schools are responsible for ensuring that the requirements of IDEA are met.~~
- 4.03 — ~~For the purposes of Section 504 of the Rehabilitation Act and these rules, all public charter schools are responsible for ensuring that the requirements of Section 504 are met.~~

5.00 — Application Process, Schedule, Forms and Technical Assistance

- 5.01 — ~~A procedure for establishing a public charter school shall be published by the Department of Education at least thirty (30) days prior to the hearing of a charter school application or license request or issue, as approved by the State Board of Education. If all dates and requirements in the procedures for establishing a public charter school are not strictly followed, the State Board may refuse to consider the application for a charter.~~
- 5.02 — ~~Application forms and other documents needed for the public charter school application process shall be provided by the Department of Education Charter~~

School Office and are attached as "Appendix A" to these Rules and incorporated into these Rules as if fully set forth herein.

~~5.03 — Any requests for technical assistance by a charter applicant shall be made to the Department of Education Charter School Office.~~

~~5.04 — A public school district is not eligible to apply for an open enrollment public charter.~~

~~6.00 — Conversion Public Charter School — Application Approval Procedures~~

~~6.01 — Each conversion public charter applicant must submit, by certified mail on or before the established deadline, to the Department of Education Charter School Office a letter of intent signed by the school board president.~~

~~6.02 — Each charter applicant shall prepare an application that describes the elements of the applicant's plan for establishing a conversion public charter school. The application shall be on a form provided by the Department of Education. If requested, the Department of Education Charter School Office shall give technical assistance in preparing the application.~~

~~6.03 — A public school application for a conversion public charter school may include, but shall not be limited to, the following purposes:~~

~~6.03.01 — Adopting research-based school or instructional designs, or both, that focus on improving student and school performance;~~

~~6.03.02 — Addressing school improvement status resulting from sanctions listed in Arkansas Code Annotated § 6-15-207(e)(8) and 6-15-429(a) and (b); or~~

~~6.04.03 — Partnering with other districts or schools to address students' needs in a geographical location or multiple locations.~~

~~7.00 — Responsibilities of the State Board of Education — Conversion Public Charter Schools~~

~~7.01 — The State Board shall not approve a conversion public charter school application from a district that has not been approved by the district's local board.~~

~~7.02 — The Department of Education shall review the applications and present to the State Board a written evaluation of the application. A copy of the evaluation shall be sent to the applicant. The applicant will be allowed to submit a written response to the evaluation by an established deadline. The applicant will not be allowed to supplement the original application with additional documents or new information prior to the State Board review.~~

~~7.03—The State Board shall review the applications for proposed public charter schools. The State Board shall vote whether or not to award charters. The State Board may place conditions on the charters it awards.~~

~~7.04—The State Board of Education may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or receive technical assistance to correct deficiencies in the application.~~

~~7.05—The decision of the State Board of Education shall be final.~~

~~8.00—Open Enrollment Public Charter School—Application Approval Procedures~~

~~8.01—Each open enrollment public charter applicant must submit to the Department of Education Charter School Office a letter of intent sent by certified mail and received by the Department on or before the established deadline. A copy of the letter of intent shall also be sent by certified mail to the superintendent of each public school district from which the open enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any public school district that is contiguous to the public school district in which the open enrollment public charter school will be located.~~

~~8.02—Within seven (7) calendar days following the first publication of the notice of the public hearing, letters announcing the public hearing shall be sent to the superintendent of each public school district from which the open enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any public school district that is contiguous to the public school district in which the open enrollment public charter school will be located.~~

~~8.03—Each charter applicant shall prepare an application that describes the elements of the applicant's plan for establishing a public charter school. The application shall be on a form provided by the Department of Education. If requested, the Department of Education Charter School Office shall give technical assistance in preparing the application.~~

~~8.04—The application shall be received by the Department on or before the established deadline. Each open enrollment public charter applicant shall send a copy of the application to all public school districts in which enrollment is likely to be affected by the public charter school by the established deadline. The application shall be sent by certified mail to the Superintendent(s) as required in § 8.01 by the established deadline. Documentation shall be provided to the Department of Education, in the form of copies of certified mail receipts that the applications were sent.~~

8.05 — ~~The board of the public school districts in which enrollment is likely to be affected by the proposed public charter school may review the open enrollment public charter school application and submit any written findings or statements of the board, signed by the board president, to the Department of Education Charter School Office by an established deadline. The school board shall send a copy of the written findings or statements to the applicant by certified mail. Failure to submit this information will constitute the conclusion that the proposed public charter school will have no impact on the district.~~

8.06 — ~~The local board of the district where the proposed public charter school is to be located shall review the open enrollment public charter school application. The local board shall vote to approve or disapprove the application and prepare written findings. The results of the vote and the written findings shall be sent by certified mail to the Department of Education Charter School Office and to the public charter school applicant by an established deadline. An affected school district may submit written comments concerning the application to the State Board to be considered at the time of the State Board's review of the application by a deadline to be established by the State Board.~~

8.07 — ~~The applicant for an open enrollment public charter school whose application is disapproved by the local board shall have the immediate right to proceed with a written notice of appeal to the State Board of Education. To exercise the right to appeal, the applicant must send written notice of appeal to the State Board within ten (10) calendar days after receiving notice of the local board's disapproval of the application for an open enrollment public charter school. The notice of appeal shall be sent by certified mail to the State Board of Education and to the local board of the district where the proposed public charter school is to be located.~~

9.00 — Responsibilities of the State Board of Education — Open Enrollment Public Charter Schools

9.01 — ~~The Department of Education shall review the applications and present to the State Board a written evaluation of the application. It is recommended that the evaluation form attached to these Rules as "Appendix C" and incorporated into these Rules as if fully set forth herein to be used by the Department in evaluating applications. A copy of the evaluation shall be sent to the applicant. The applicant will be allowed to submit a written response to the evaluation by an established deadline. The applicant will not be allowed to supplement the original application with additional documents or new information prior to the State Board review. The State Board of Education may request the Department of Education to contract with outside agencies to provide services concerning the review and evaluation of charter applications.~~

9.02 — ~~In the event an application is denied by the local board, the State Board shall hold a hearing within forty five (45) calendar days after receipt of the notice of appeal~~

at a location where all interested parties may appear and present relevant information regarding the proposed open enrollment public charter school.

~~9.02.01 — The charter applicant shall have a period of time to be set at the discretion of the State Board as required by Section 5.01 of these Rules to present its arguments to the State Board for approval of the proposed public charter school. The local school board and boards of districts likely to be affected by the proposed public charter school shall have a combined period of time, to be set at the discretion of the State Board, to present the arguments for disapproval of the proposed public charter school to the State Board. The charter applicant shall then have a period of time, to be set at the discretion of the State Board, to respond to the arguments of the local school board and boards of districts likely to be affected by the proposed charter school. The State Board shall follow the presentations with discussion of the charter application and possible questions to the public school board representative(s) and/or the charter applicant.~~

~~9.03 — The State Board shall review the applications for proposed public charter schools and utilize the same procedures set forth in Section 9.02.01 of these Rules. The Board shall vote whether or not to award charters to locally approved applications. The State Board may place conditions on the charters it awards.~~

~~9.04 — The State Board of Education may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or to receive technical assistance to correct deficiencies in the application.~~

~~9.05 — The decision of the State Board shall be final.~~

10.00 — Content of Application and Charter

~~10.01 — The public charter school application shall include, but is not limited to the following:~~

~~10.01.01 — educational mission;~~

~~10.01.02 — educational need;~~

~~10.01.03 — description of public hearing results;~~

~~10.01.04 — description of educational plan, which clearly addresses how the public charter school will improve student learning and academic achievement and meet or exceed state goals;~~

~~10.01.05 — description of governance and organizational structure;~~

- ~~10.01.06—description of facilities to be used, location of the proposed school, and the present use of the facility and the use for the past three (3) years; and a statement of the current permissible uses from the local zoning authority~~
- ~~10.01.07—copies of annual budget and financial plan (including all sources of funding);~~
- ~~10.01.08—establishes the entity has applied for tax exempt status under § 501(c)(3) of the Internal Revenue Code of 1986;~~
- ~~10.01.09—agreement to provide annual report of progress toward meeting performance goals to parents, community, local board and State Board;~~
- ~~10.01.10—description of admission procedure;~~
- ~~10.01.11—description of support services;~~
- ~~10.01.12—identification of regulations, if any, to be waived, with rationale for waiver request;~~
- ~~10.01.13—school calendar and school day schedule; and~~
- ~~10.01.14—description of age or grade range of pupils to be enrolled.~~
- ~~10.02—In addition to the requirements identified in Section 10.01 of these Rules, an application for an open enrollment public charter school shall include, but is not limited to, the following:~~
 - ~~10.02.01—specification of period for which the charter or any charter renewal is valid, contingent upon acceptable student performance levels established within the state accountability system;~~
 - ~~10.02.02—prohibition of discrimination in admission on the basis of gender, national origin, race, ethnicity, religion, disability, academic or athletic eligibility, except as follows: the open enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools, except as allowed in § 4.00; although the charter may provide for the exclusion of a student who has been expelled from another public school district;~~
 - ~~10.02.03—specification of the qualifications to be met by professional employees of the program;~~
 - ~~10.02.04—description of budget process;~~

- ~~10.02.05—description of annual audit of financial and programmatic operations, including how the charter school will provide information needed by the public school district in which the charter school is located;~~
- ~~10.02.06—description of facility to be used and its location including the terms of the facility utilization agreement if the facility for the public charter school is owned or leased from a sectarian organization. All facilities lease agreements by applicants shall provide as much information as possible but should supply the general information required. The lease agreement form as attached to these Rules as Appendix B is provided as a standard form lease that may be used by the applicant, ;~~
- ~~10.02.07—description of geographical area, school district or school attendance area to be served by the program;~~
- ~~10.02.08—description of admission and enrollment criteria and student recruitment and selection processes, including provision for a random, anonymous student selection method if more eligible students apply for a first-time admission than the public charter school is able to accept; and~~
- ~~10.02.09—a statement that the eligible entity will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions including hiring and retention of administrators, teachers, and other employees, except as permitted in § 4.00 and 10.02.02.~~

~~10.03—Preference for Approval of Open Enrollment Public Charter Schools~~

~~The State Board shall give preference in approving an application for an open-enrollment public charter school to be located in any public school district:~~

- ~~10.03.1—Where the percentage of students who qualify for free or reduced price lunches is above the average for the state;~~
- ~~10.03.2—Where the district has been classified by the State Board as in academic distress under Ark. Code Ann. § 6-15-428; or~~
- ~~10.03.3—Where the district has been classified by the Department of Education as in some phase of school improvement under Ark. Code Ann. § 6-15-426 or some phase of fiscal distress under § 6-20-1902 et seq., if the fiscal distress status is a result of administrative fiscal mismanagement, as determined by the State Board.~~

~~10.04—The State Board may grant no more than a total twenty-four (24) charters for open-enrollment public charter schools, a charter applicant's school campus shall be limited to a single open-enrollment public charter school per charter except as allowed in Section 10.05 of these Rules.~~

~~10.04.1—An open-enrollment public charter school shall not open in the service area of a public school district administratively reorganized pursuant to the provisions of § 6-13-1601 et seq. until after the third year of the administrative reorganization.~~

11.00—License Applicants

~~11.01—In accordance with Ark. Code Ann. § 6-23-304, the Knowledge Is Power Program instructional program is recognized as an effective method for meeting the statutory purpose and intent of Ark. Code Ann. § 6-23-101 et seq., closing the achievement gap in public schools for economically disadvantaged, racial and ethnic subgroups, Ark. Code Ann. § 6-15-401 et seq. and Ark. Code Ann. § 6-15-1601 et seq., and otherwise providing an alternative, proven, adequate and equitable education to Arkansas students.~~

~~11.01.1—Any charter applicant that receives an approved open-enrollment public charter under Section 10.04 of these rules may petition the State Board at any time for a charter school to be opened no earlier than July 1 of the following school year for additional licenses to establish an open-enrollment public charter school in any of the various congressional districts in Arkansas provided that the applicant meets the following conditions, subject to the normal application, review, and approval process of the State Board, with the exception that the license request does not have to be initially sent to the local board for its consideration:~~

~~11.01.1.1—The approved open-enrollment public charter applicant has demonstrated success in student achievement gains, as defined by the State Board; and~~

~~11.01.1.2—The approved open-enrollment public charter applicant has not been subject to any disciplinary action by the State Board; has not been classified as in school improvement, academic or fiscal distress; and has not had its open-enrollment public charter placed on probation, suspended or revoked; pursuant to Arkansas Code Annotated § 6-23-105; and~~

~~11.01.1.3 — The State Board of Education determines in writing by majority of a quorum of the State Board present that the open enrollment public charter applicant has generally established the educational program results and criteria set forth in Section 10.05.1 of these rules.~~

~~11.02 — Applicants for a license under this section of the rules are relieved from compliance with sections 8.01 and 8.02.~~

~~11.03 — The State Board shall consider any such license petition within ninety (90) business days after it receives the petition, utilizing the same procedures set forth in Section 9.02.01 of these Rules.~~

~~12.00 — Enrollment~~

~~12.01 — Enrollment for an existing public school converted to a public charter school will be determined in the manner similar to the enrollment procedures for the school district in which the public charter school is located or similar to the enrollment procedures for district magnet schools.~~

~~12.02 — If more eligible students apply for admission than the public charter school is able to accept, then the public charter school shall create an enrollment process based upon a random anonymous student selection method.~~

~~12.03 — While a public charter school may operate on a traditional calendar or a year long calendar, all public charter schools shall begin the school year in the fall.~~

~~12.04 — Documented student enrollment as of July 30 of each school year shall be reported by open enrollment public charter schools.~~

~~12.05 — An open enrollment public charter school may allow a preference for children of the founding members of the eligible entity. The number of enrollment preferences granted to the children of founding members shall not exceed ten percent (10%) of the total number of students enrolled in the open enrollment public charter school and siblings of students currently enrolled in the school.~~

~~12.06 — A public charter school may allow the use of a weighted lottery in the student selection process when necessary to comply with Title VI of the federal Civil Rights Act of 1964, Title IX of the federal Education Amendments of 1972, the equal protection clause of the Fourteenth Amendment to the United States Constitution, a court order, or a federal or state law requiring desegregation, as permitted by the Charter Schools Program, Title V, Part B, Non-Regulatory Guidance of the United States of the Department of Education, July, 2004.~~

13.00—Funding**13.01—Funding for Public Charter Schools**

- ~~13.01.01—An existing public school converted to a public charter school shall receive funds equal to the amount apportioned by the district from state and local revenue per average daily membership.~~
- ~~13.01.02—An open-enrollment public charter school shall receive funds equal to the amount that any a public school would receive under 6-20-2305 (a) and (b) as well as any other funding that the public charter school is entitled to receive under law.~~
- ~~13.01.03 For the first year of operation and for the first year the open-enrollment public charter school adds a new grade, the foundation funding and enhanced educational funding for an open-enrollment public charter school is determined as follows: an initial funding estimate shall be based upon the enrollment as of July 30 of the current school year. In December, funding will be adjusted based upon the current year first quarter average daily membership; and a final adjustment will be made after the current three-quarter average daily membership is established. For the second year and each school year thereafter (if new grade(s) have not been added), the previous year's average daily membership will be used to calculate foundation funding and any enhanced educational funding amounts. Charter schools receiving foundation funding based on prior year three-quarter ADM are eligible to receive student growth funding pursuant to §6-20-2305.~~
- ~~13.01.04—For the first year of operation, free or reduced price meal eligibility data as reported by October 1 of the current school year will be used to calculate the national school lunch state categorical funding under the State Board rules governing special needs funding, and for the second year and each school year of operation thereafter, the previous year's October 1 national school lunch student count as specified in State Board rules governing special needs funding will be used to calculate national school lunch state categorical funding for the open-enrollment public charter school.~~
- ~~13.01.05—In the first year of operation the open-enrollment public charter school shall receive professional development funding based upon the initial projected enrollment student count as of July 30 of the current school year multiplied by the per-student professional development funding amount under §6-20-2305 (b) (5) for that school year. For the second year and each school year thereafter, professional development funding will be based upon the previous year's average daily~~

~~membership multiplied by the per-student professional development funding amount under §6-20-2305 (b) (5) for that school year.~~

- ~~13.01.06 The Department of Education shall distribute other categorical funding under §6-20-2305 (a) and (b) for which an open-enrollment public charter school is eligible as provided by state law and rules promulgated by the state board. Funding for Alternative Learning Education (ALE) students will be funded pursuant to §6-20-2305.~~
- ~~13.01.07 An open enrollment public charter school shall not be denied foundation funding, enhanced educational funding or categorical funding in any year of operation provided that the open-enrollment public charter school submits to the department the number of students eligible for funding through the Arkansas Public School Computer Network (APSCN) reporting process as specified in applicable rules.~~
- ~~13.02 The Department of Education shall establish procedures to ensure that every public charter school receives the Federal funds for which the public charter school is eligible.~~
 - ~~13.02.01 The Department of Education shall take such measures as necessary to ensure that a public charter school receives the federal funds for which the school is eligible not later than five (5) months after the public charter school first opens, notwithstanding the fact that the identity and characteristics of the students enrolling in the public charter school are not fully and completely determined until that public charter school actually opens.~~
 - ~~13.02.02 The measures shall also ensure that every public charter school expanding its enrollment in any subsequent year of operation receives the federal funding for which the public charter school is eligible not later than five (5) months after such expansion.~~
- ~~13.03 The submission to an annual certified audit as required by Arkansas Code Annotated §6-23-101 et seq., shall be made according to Arkansas Law and to the Department of Education fiscal regulations and time lines. Failure to submit such audit in a timely manner shall result in suspension of state aid payments until such audit is received by the Department of Education. The school's fiscal year shall run from July 1 through June 30.~~
- ~~13.04 All open enrollment public charter schools operated by an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code are subject to the same auditing and accounting requirements as any other public school district in the state.~~

~~13.05—An open enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt. However, open enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by 6-20-402. No indebtedness of an open enrollment public charter school shall ever become a debt of the state of Arkansas.~~

~~14.00—Evaluation, Monitoring and Reporting Requirements of the Public Charter Schools~~

~~14.01—The Arkansas Department of Education shall conduct an annual evaluation of all public charter schools. The Department may choose to contract with an outside party to conduct such an annual evaluation. The evaluation shall include, but not be limited to, consideration of the following:~~

~~14.01.01—student scores under the statewide assessment program described in § 6-15-433;~~

~~14.01.02—student attendance;~~

~~14.01.03—student grades;~~

~~14.01.04—student discipline incidents~~

~~14.01.05—socioeconomic data on students' families;~~

~~14.01.06—parent satisfaction with the school;~~

~~14.01.07—student satisfaction with the schools;~~

~~14.01.08—on-site monitoring of the facility; and~~

~~14.01.09—other terms of the school's charter.~~

~~14.02—The State Board of Education may require the charter holder to appear before the State Board to discuss the results of the evaluation and to present further information to the State Board as the Department or State Board deems necessary.~~

~~14.03—As a condition of its charter, each public charter school is required to provide an annual report to parents, the community and the State Board that details its progress in meeting its academic performance objectives.~~

~~14.04—Each public charter school shall participate in the Arkansas Public School Computer Network reporting requirements.~~

- ~~14.05 Each public charter school shall provide to the Department of Education the same data required of other public schools, unless such data requirement is waived by the terms of the charter.~~

~~15.00 Basis and Procedure for Public Charter Modification, or Charter School Probation, Revocation, or Denial of Renewal.~~

- ~~15.01 The State Board may modify the charter of a public charter school or it may place a public charter school on probation or revoke its charter or deny renewal of its charter at any time the State Board deems it necessary to do so.~~
- ~~15.02 The State Board shall notify the chief operating officer of the public charter school of the alleged violation of the school's charter or of the offense in question. The notice shall include the State Board's proposed action. The notice shall be delivered by certified mail to the chief operating officer of the public charter school.~~
- ~~15.03 The chief operating officer of the public charter school, on behalf of the charter school, may request, in writing, a hearing before the State Board.~~
- ~~15.04 The State Board shall hold a hearing, if requested, within forty-five (45) calendar days of receipt of the hearing request.~~
- ~~15.05 The hearing shall be held at the location of the regular or special meeting of the State Board of Education.~~
- ~~15.05.01 Notice of the hearing shall be provided to the superintendent and the president of the local school board of the school district where the conversion public charter school is located or to the chief operating officer of the open enrollment public charter school.~~
- ~~15.05.02 The hearing shall be open to the public.~~
- ~~15.06 The decision of the State Board shall be final.~~

~~16.00 Impact on Desegregation Efforts~~

- ~~16.01 The applicant petitioners for each application for a proposed public charter school must include a written evaluation describing the potential impact on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.~~
- ~~16.02 The local board shall also prepare a written evaluation of the potential impact the proposed public charter school will have on the efforts of the public school district or districts to comply with court orders and statutory obligations to create~~

~~and maintain a unitary system of desegregated public schools. This evaluation shall be forwarded to the State Board.~~

~~16.03 — Technical assistance in this review may be provided by the Department of Education's section on Accountability and its unit on Desegregation Monitoring.~~

~~16.04 — The State Board of Education shall not approve any public charter school which hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or districts in this state.~~

17.00 — Renewal of Charters

~~17.01 — Each open enrollment public charter school and conversion public charter school must apply for renewal of its charter prior to expiration on a form prescribed by the Charter School Office, by a deadline set by the Charter School Office.~~

~~17.02 — A charter may be renewed by the State Board of Education for up to a five (5) year period. The State Board may decide not to renew a charter or to renew a charter for a period less than five years.~~

18.00 — Assets of School as Property of State

~~18.01 — Any holder of a charter for an open enrollment public charter school must give the Department at least thirty (30) business days' notice of its intent to cease operation as an open enrollment public charter school to allow the charter holder and the Department sufficient time to accomplish those items necessary and required to close the charter school.~~

~~18.02 — Upon dissolution of an open enrollment public charter school or upon non-renewal or revocation of the charter, all net assets of the open enrollment public charter school, including any interest or real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of an open enrollment charter school.~~

~~18.03 — If the open enrollment public charter school used state funds to purchase or finance personal property, real property, or fixtures for use by the open enrollment public charter school, the State Board of Education may require that the property be sold.~~

~~18.04 — The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase. The open enrollment public charter school will assume sole responsibility of all expenditures at the close of the school.~~

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING LIMITED PUBLIC CHARTER SCHOOLS
October 12, 2009

1.00—Regulatory Authority

- 1.01—These rules shall be known as the Arkansas Department of Education Rules Governing Limited Public Charter Schools.
- 1.02—The State Board of Education enacted these rules pursuant to its authority under Arkansas Code Annotated §§6-11-105, 6-23-206, and 6-23-201 et seq.

2.00—Purpose of Regulations

- 2.01—The purposes of these rules are to implement §6-23-601, and to establish the requirements and procedures for the application of a limited public charter school and for monitoring a school once it has been granted a limited charter by the State Board of Education.

3.00—Definitions

For the purpose of these rules:

- 3.01—“Limited Public Charter School” is defined as a public school operating under the terms of a charter approved by the State Board of Education for the purposes of implementing an alternative comprehensive staffing and compensation program designed to enhance student and teacher performance and improve employee salaries, opportunities, and incentives.
- 3.02—“Application” is defined as the proposal for obtaining conversion public charter school status, open-enrollment public charter school status, or limited public charter school status presented to the State Board of Education requesting to enter into a charter that describes the school and provides all of the information required by law and the Arkansas Department of Education, in the form prescribed by the Charter School Office. The term application shall be synonymous with the term petition, and the terms are interchangeable throughout these rules. The application, in addition to any conditions or requirements agreed upon by the State Board, will serve as the terms and conditions of the charter.
- 3.03—“Letter of Intent” is defined as a written notice submitted to the Department of Education Charter School Office that a public school district intends to file a limited public charter school application. Such letter of intent shall be submitted on forms provided by the Department of Education.

4.00—~~Observance of Anti-Discrimination Laws~~

- 4.01—~~All limited charter schools shall observe and comply with all anti-discrimination laws, both federal and state.~~
- 4.02—~~For the purposes of the Individuals with Disabilities Education Act (IDEA) and these rules, all limited public charter schools are responsible for ensuring that the requirements of IDEA are met.~~
- 4.03—~~For the purposes of Section 504 of the Rehabilitation Act and these rules, all limited public charter schools are responsible for ensuring that the requirements of Section 504 are met.~~

5.00—~~Application Process, Schedule, Forms and Technical Assistance~~

- 5.01—~~A procedure for establishing a limited public charter school shall be published by the Department of Education, as approved by the State Board of Education. All dates and requirements in the procedures for establishing a limited public charter school shall be strictly followed by the charter applicant.~~
- 5.02—~~Application forms and other documents needed for the limited public charter school application process shall be provided by the Department of Education.~~
- 5.03—~~Any requests for technical assistance by a charter applicant shall be made to the Department of Education Charter School Office.~~

6.00—~~Limited Public Charter School—Application Approval Procedures~~

- 6.01—~~Each limited public charter applicant must submit, by certified mail on or before the established deadline, to the Department of Education Charter School Office a letter of intent signed by the school board president.~~
- 6.02—~~Each limited charter applicant shall prepare an application that describes the elements of the applicant's plan for establishing a limited public charter school. The application shall be on a form provided by the Department of Education. Technical assistance in preparing the application may be requested from the Department of Education Charter School Office.~~
- 6.03—~~The application shall be reviewed by the local board of the public school district as a regular agenda item at their local board meeting. The local board shall vote to approve or disapprove the application. If approved, the local board shall forward the application with sufficient written proof of the local boards' approval of the application to the State Board of Education.~~

~~7.00 — Responsibilities of the State Board of Education — Limited Public Charter Schools~~

- ~~7.01 — The State Board shall not approve a limited public charter school application that has not been approved by the district's local board.~~
- ~~7.02 — The Department of Education shall review the application and present to the State Board a written evaluation of the application. A copy of the evaluation shall be sent to the applicant. The applicant will be allowed to submit a written response to the evaluation by an established deadline. The applicant will not be allowed to supplement the original application with additional documents or new information prior to the State Board review.~~
- ~~7.03 — The State Board shall review the applications for proposed limited public charter schools. The State Board shall vote whether or not to award charters to approved applications. The State Board may place conditions on the charters it awards.~~
- ~~7.04 — The State Board of Education may defer the vote to approve or disapprove a limited charter application in order to allow a limited charter applicant to make modifications or receive technical assistance to correct deficiencies in the application.~~
- ~~7.05 — The decision of the State Board of Education shall be final.~~

~~8.00 — Content of Application and Charter~~

- ~~8.01 — The limited public charter school application shall include, but is not limited to the following:~~
 - ~~8.01.01 — identification of the rules and the provisions of Title 6 of the Arkansas Code, if any, to be waived, with rationale for waiver request as allowed by Arkansas Code Annotated §6-23-601 (b) (1);~~
 - ~~8.01.02 — description of a plan for school improvement that addresses how the school will improve student learning and meet the state education goals;~~
 - ~~8.01.03 — description of how the certified employees at the limited public charter school will be involved developing and implementing the school improvement plan and in identifying performance criteria; and~~
 - ~~8.01.04 — description of the performance criteria that will be used during the initial period of the charter to measure the progress of the limited~~

public charter school in improving student learning and meeting or exceeding the state education goals.

8.02—In addition to the requirements identified in section 8.01, an application for a limited public charter school shall include, but is not limited to, the following:

8.02.01—~~description of admission, enrollment criteria and student selection processes, including a provision for a random, anonymous student selection method if more eligible students apply for a first-time admission than the limited public charter school is able to accept, except as allowed for in Arkansas Code Annotated §6-23-306;~~

8.02.02—~~a statement that the school district will not discriminate in admission on the basis of gender, national origin, race, ethnicity, religion, disability, academic or athletic eligibility, although the charter may provide for the exclusion of a student who has been expelled from another public school district;~~

8.02.03—~~A limited public charter school located in a school district under court ordered desegregation may use a weighted lottery in the student selection process in accordance with Arkansas Code Annotated §6-23-306; and~~

8.02.04—~~a statement that the school district will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions including hiring and retention of administrators, teachers, and other employees.~~

9.00—Enrollment

9.01—~~Enrollment for a limited public charter school will be determined in the manner similar to the enrollment procedures for the school district in which the limited public charter school is located.~~

9.02—~~If more eligible students apply for admission than the limited public charter school is able to accept, then the limited public charter school shall create an enrollment process based upon a random anonymous student selection method, except as allowed for in Arkansas Code Annotated §6-23-306.~~

10.00—Funding

10.01—~~A limited public charter school shall receive funds equal to the amount apportioned by the district from state and local revenue per average daily membership.~~

~~10.02 The Department of Education shall establish procedures to ensure that every limited public charter school receives the Federal funds for which the limited public charter school is eligible.~~

~~10.03 The submission of an annual certified audit as required by Arkansas Code Annotated §6-23-101 et seq. shall be made according to Arkansas Law and to the Department of Education fiscal regulations and time lines. Failure to submit such audit in a timely manner would result in suspension of state aid payments until such audit is received by the Department of Education. The school's fiscal year shall run from July 1 through June 30.~~

~~11.00 Evaluation, Monitoring and Reporting Requirements of Limited Public Charter Schools~~

~~11.01 The Arkansas Department of Education shall conduct an annual evaluation of all limited public charter schools, which shall include, but not be limited to, consideration of the following:~~

~~11.01.01 student scores on assessment instruments; and~~

~~11.01.02 other terms of the school's charter.~~

~~11.02 As a condition of its charter, each limited public charter school is required to provide an annual report to parents, the community, and the State Board that details its progress in meeting its academic performance objectives.~~

~~11.03 Each limited public charter school will participate in the Arkansas Public School Computer Network reporting requirements.~~

~~11.04 Each limited public charter school shall provide to the Department of Education the same data required of other public schools, unless such data requirement is waived by the terms of the charter.~~

~~12.00 Basis and Procedure for Charter Modification, or Limited Public Charter School Probation, Revocation, or Denial of Renewal.~~

~~12.01 The State Board may modify the charter of a limited public charter school or it may place a limited public charter school on probation or revoke its charter or deny renewal of its charter at any time the Board deems it necessary to do so.~~

~~12.02 The State Board shall notify the superintendent of the sponsoring school district of the alleged violation of the school's charter or of the offense in question. The notice shall include the State Board's proposed action. The notice shall be delivered by certified mail to the superintendent of the school district where the limited public charter school is located.~~

~~12.03 The superintendent of the school district where the limited public charter school is located, on behalf of the limited public charter school, may request, in writing, a hearing before the State Board.~~

~~12.04 The State Board shall hold a hearing, if requested, within forty-five (45) calendar days of receipt of the hearing request.~~

~~12.05 The hearing shall be held at the facility at which the limited public charter school is located.~~

~~12.05.01 Notice of the hearing shall be provided to the superintendent and the president of the local school board of the school district where the limited public charter school is located.~~

~~12.05.02 The hearing shall be open to the public.~~

~~12.06 The decision of the State Board shall be final.~~

~~13.00 Impact on Desegregation Efforts~~

~~13.01 The petitioners of each application for a proposed limited public charter school must include a written evaluation describing the potential impact on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.~~

~~13.02 The local board shall also prepare a written evaluation of the potential impact the proposed limited public charter school will have on the efforts of the school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. This evaluation shall be forwarded to the State Board.~~

~~13.03 Each application for a proposed limited public charter school shall be examined for its effect on the minority and majority percentages of student enrollment in the public school districts within the limited public charter school's proposed population outreach.~~

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING PUBLIC CHARTER SCHOOLS**

1.00 REGULATORY AUTHORITY AND PURPOSE

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing Public Charter Schools.

1.02 The State Board of Education enacted these rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-23-101 et seq., 25-15-201 et seq., and Acts 987, 989, and 993 of 2011.

2.00 LEGISLATIVE AND REGULATORY INTENT

2.01 It is the intent of the Arkansas General Assembly, and of these rules, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain public schools that operate independently from the existing structure of local school districts as a method to accomplish the following:

2.01.1 Improve student learning;

2.01.2 Increase learning opportunities for all students, with special emphasis on expanding learning experiences for students who are identified as low-achieving;

2.01.3 Encourage the use of different and innovative teaching methods;

2.01.4 Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;

2.01.5 Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system; and

2.01.6 Hold the schools established under this chapter accountable for meeting measurable student achievement standards.

Source: Ark. Code Ann. § 6-23-102

3.00 DEFINITIONS

- 3.01 “Academic Eligibility” means qualified for selection or admission based upon academic performance.
- 3.02 “Affected School District” means each public school district from which an open-enrollment public charter school is expected to draw students for the purposes of enrollment; the public school district in which the open-enrollment public charter school will be located; and each public school district that is contiguous to the public school district in which the open-enrollment public charter school will be located.
- 3.03 “Athletic Eligibility” means qualified for selection or admission based upon athletic performance or upon athletic eligibility requirements set forth by the Arkansas Activities Association.
- 3.04 “Application” means the proposal by a public school district or eligible entity for obtaining or renewing conversion public charter school status, open-enrollment public charter school status, or limited public charter school status. “Application” also includes a request made by an existing conversion public charter school, open-enrollment public charter school, or limited public charter school to change the physical location of the school, to amend the school’s charter, or to seek approval for licenses to open more schools. Source: Ark. Code Ann. § 6-23-103(1)
- 3.05 “Average daily membership” means the total number of days of school attended plus the total number of days absent by students in kindergarten through grade twelve (K-12) during the first three (3) quarters of each school year divided by the number of school days actually taught in the school district during that period of time rounded up to the nearest hundredth. Open-enrollment public charter school students who are enrolled in a curriculum that fulfills the requirements established by the State Board of Education under the Standards for Accreditation of Arkansas Public Schools and School Districts may be counted for average daily membership. Source: Current rule as modified by Ark. Code Ann. § 6-20-2303(3).
- 3.06 “Charter,” or “charter contract” means a performance-based contract for an initial five-year period between the State Board of Education and an approved applicant for public charter school status that exempts the public charter school from state

and local rules, regulations, policies, and procedures specified in the contract and from the provisions of Title 6 of the Arkansas Code specified in the contract.

Source: Ark. Code Ann. § 6-23-103(2). For the purposes of these rules, the initial five-year period of a charter begins to run on the July 1 following approval of the charter unless otherwise specified by the State Board. The period for any subsequent renewal of an initial charter shall begin to run on the July 1 following approval of the renewal.

3.07 “Conversion public charter school” means a public school that has converted to operating under the terms of a charter approved by the local school board and the State Board of Education. Source: Ark. Code Ann. § 6-23-103(3).

3.08 “Debt” means a financial obligation incurred by a public charter school which is due in more than 365 days, or any short term line-of-credit issued by a financial institution that exceeds ten thousand dollars (\$10,000). Source: Current rule as modified herein.

3.09 “Eligible entity” means:

3.09.1 A public institution of higher education;

3.09.2 A private nonsectarian institution of higher education;

3.09.3 A governmental entity; or

3.09.4 An organization that:

3.09.4.1 Is nonsectarian in its program, admissions policies, employment practices, and operations, and

3.09.4.2 Has applied for tax exempt status under § 501(c)(3) of the Internal Revenue Code of 1986. The eligible entity must obtain status as a tax-exempt organization under § 501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Source: Ark. Code Ann. § 6-23-103(4).

3.10 “Founding member” means any individual who is either:

3.10.1 A member or an employee of the eligible entity applying for the initial charter for an open-enrollment public charter school; or

3.10.2 A member of the initial governing nonadvisory board of the open-enrollment public charter school.

Source: Ark. Code Ann. § 6-23-103(5).

3.11 “Letter of Intent” means a written notice submitted to the Department of Education Charter School Office that a public school district or an eligible entity intends to file a charter school application. The letter of intent shall be submitted by the established deadline on forms provided by the Department of Education.

Source: Current rule.

3.12 “Limited Public Charter School” means a public school that has converted to operating under the terms of a limited public charter approved by the local school board and the State Board. Source: Ark. Code Ann. § 6-23-103(6).

3.13 “License” means the authority granted by the State Board of Education to an already-existing open-enrollment public charter sponsoring entity for the purpose of establishing another open-enrollment public charter school provided the applicant for a charter license meets the following minimum conditions: (1) maintains an existing open-enrollment public charter school charter from the State Board of Education; and (2) meets the requirements of Section 6.05 of these rules.

Source: Current rule and Ark. Code Ann. § 6-23-304.

3.14 “Local school board” means a board of directors exercising the control and management of a public school district. For the purposes of these rules, “local school board” also refers to the board of directors of a school district where a public charter school will be physically located. Source: Current rule and Ark. Code Ann. § 6-23-103(7).

3.15 “Net assets” refers to the status of particular items upon the occurrence of the dissolution, nonrenewal, or revocation of the charter, with the purpose being to identify publicly-funded unencumbered assets as property of the state at that point. Source: Attorney General Opinion No. 2007-204

3.16 “Open-enrollment public charter school” means a public school that:

3.16.1 Is operating under the terms of a charter granted by the State Board of Education on the application of an eligible entity;

3.16.2 May draw its students from any public school district in this state; and

3.16.3 Is a local educational agency under the Elementary and Secondary Education Act of 1965, 20 U.S.C. § 7801, as it existed on April 10, 2009.

3.16.4 “Open-enrollment public charter school” also possesses the same meaning as given the term “charter school” in the Elementary and Secondary Education Act of 1965, 20 U.S.C. § 7221i, as it existed on April 10, 2009.

Source: Ark. Code Ann. § 6-23-103(8).

3.17 “Parent” means any parent, legal guardian, or other person having custody or charge of a school-age child. Source: Ark. Code Ann. § 6-23-103(9).

3.18 “Public school” means a school that is part of a public school district under the control and management of a local school board. Source: Ark. Code Ann. § 6-23-103(10).

3.19 “Public charter school” means a conversion public charter school, an open-enrollment public charter school, or a limited public charter school. Source: Ark. Code Ann. § 6-23-103(11).

3.20 “Sectarian” means of or relating to a particular religious sect. Source: Black’s Law Dictionary, 8th Ed., 2004.

4.00 RULES APPLICABLE TO ALL PUBLIC CHARTER SCHOOLS

4.01 Charter Form for Public Charter Schools – Requirements – Revision

4.01.1 A charter for a public charter school shall:

4.01.1.1 Be in the form of a written contract signed by the Chair of the State Board of Education and the chief operating officer of the public charter school;

4.01.1.2 Satisfy the requirements of Title 6, Chapter 23 of the Arkansas Code and of these rules; and

4.01.1.3 Ensure that the information required under Ark. Code Ann. § 6-23-404 is consistent with the information provided in the application and any modification that the State Board of Education may require.

4.01.2 Any revision or amendment of the charter for a public charter school may be made only with the approval of the State Board.

Source: Ark. Code Ann. § 6-23-104

4.02 State Board Hearing Notice Requirements

4.02.1 For initial applications for a public charter school, the public charter school applicant shall submit its initial application according to a schedule set forth by the State Board of Education.

4.02.2 For renewal applications for a public charter school, the public charter school applicant shall submit its renewal application according to a schedule set forth by the State Board of Education.

4.02.3 For applications seeking State Board approval for a change in the physical location of a public charter school, the public charter school applicant shall submit such an application not later than forty-five (45) days prior to the date of the State Board meeting at which the application will be heard. For open-enrollment public charter schools, each such application shall be contemporaneously sent by the applicant to the superintendent of the local school district in which the public charter school is located.

4.02.4 For applications seeking State Board approval for amendments to a public school charter, the public charter school applicant shall submit such an application not later than forty-five (45) days prior to the date of the State Board meeting at which the application will be heard. For open-enrollment public charter schools, each such application shall be contemporaneously sent by the applicant to the superintendent of the local school district in which the public charter school will be located.

4.02.5 For applications seeking State Board approval for licenses for an existing open-enrollment public charter school, the open-enrollment public charter school applicant shall submit such an application for license not later than forty-five (45) days prior to the date of the State Board meeting at which the application will be heard. Each such application shall be contemporaneously sent by the applicant to the superintendent of the local school district in which the public charter school will be located.

4.03 Basis and Procedure for Public Charter School Probation or Charter Modification, Revocation or Denial of Renewal

4.03.1 The State Board of Education may place a public charter school on probation or may modify, revoke, or deny renewal of its charter if the State Board determines that the persons operating the public charter school:

4.03.1.1 Committed a material violation of the charter, including failure to satisfy accountability provisions prescribed by the charter;

4.03.1.2 Failed to satisfy generally accepted accounting standards of fiscal management;

4.03.1.3 Failed to comply with this Title 6, Chapter 23 of the Arkansas Code or other applicable law or regulation; or

4.03.1.4 Failed to meet academic or fiscal performance criteria deemed appropriate and relevant for the public charter school by the State Board.

4.03.1.5 Pursuant to the federal mandate contained in P.L. 111-117, 123 Stat. 3264, the State Board will consider increases in student academic achievement for all groups of students described in Section 1111 (b)(2)(C)(v) of the Elementary and Secondary Education Act as a primary factor in determining whether to non-renew or revoke a public charter school's charter. However, any one of the circumstances listed in Sections 4.03.1.1 through 4.03.1.4 of these rules may be reason enough to non-renew or revoke a public charter school's charter.

4.03.2 Any action the State Board may take under Ark. Code Ann. § 6-23-105 and Section 4.02 of these rules shall be based on the best interests of the public charter school's students, the severity of the violation, and any previous violation the public charter school may have committed.

4.03.3 The State Board's procedures for placing a public charter school on probation or modifying, revoking, or denying renewal of the school's charter can be found in these rules as follows:

4.03.3.1 Conversion public charter schools: Section 5.07

4.03.3.2 Open-enrollment public charter schools: Section 6.24

4.03.3.3 Limited public charter schools: Section 7.12

4.03.4 There is no further right of appeal beyond the determination of the State Board.

4.03.5 The Arkansas Administrative Procedure Act, § 25-15-201 et seq., shall not apply to any hearing concerning a public charter school.

Source: Ark. Code Ann. § 6-23-105.

4.04 Impact on School Desegregation Efforts

4.04.1 The applicants for a public charter school, local school board in which the proposed public charter school would be located, and the State Board shall carefully review the potential impact of an application for a public charter school on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

4.04.2 The State Board shall attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system.

4.04.3 The State Board shall not approve any public charter school under Title 6, Chapter 23, or any other act or any combination of acts that hampers,

delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.

4.04.4 A public charter school or applicant shall provide to the Department of Education, with a copy to the local school board for the school district in which the public charter school will be located, a desegregation analysis carefully reviewing the potential impact of the public charter school's application or request on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools:

4.04.4.1 In its initial application for a public charter school charter;

4.04.4.2 In its renewal application for its existing public charter school charter;

4.04.4.3 It is application to change the physical location of its existing charter school;

4.04.4.4 In any application to amend its existing charter to increase its enrollment cap or add grade levels; and

4.04.4.5 For an existing open-enrollment public charter school, in any application for a license.

4.04.5 The local school board of the school district in which the proposed public charter school is or will be located may provide to the Department of Education, with a copy to the public charter school applicant, a desegregation analysis carefully reviewing the potential impact of an application for a public charter school on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools:

4.04.5.1 Not later than twenty (20) days prior to the State Board's consideration of an initial application of a public charter school;

- 4.04.5.2 Not later than twenty (20) days prior to the State Board's consideration of a renewal application of a public charter school;
- 4.04.5.3 Not later than twenty (20) days prior to the State Board's consideration of a change in the physical location of a public charter school;
- 4.04.5.4 Not later than twenty (20) days prior to the State Board's consideration of a proposed amendment to a public charter that includes an increased enrollment cap or the addition of grade levels; and
- 4.04.4.5 Not later than twenty (20) days prior to the State Board's consideration of a proposed license for an existing open-enrollment public charter school.
- 4.04.5.6 Failure of the local school board of the district in which the proposed public charter school will be located to submit to the Department of Education a desegregation analysis as set forth above shall result in a waiver of the local school board's right to submit such a desegregation analysis to the State Board.
- 4.04.6 In accordance with Section 4.04 of these rules, the Department of Education staff shall submit to the State Board, with copies to the public charter school or applicant and the local school board of the school district in which the public charter school is or will be located, a desegregation analysis:
- 4.04.6.1 Not later than ten (10) days prior to the State Board's consideration of an initial application of a public charter school;
- 4.04.6.2 Not later than ten (10) days prior to the State Board's consideration of a renewal application of a public charter school;

- 4.04.6.3 Not later than ten (10) days prior to the State Board's consideration of a change in physical location of a public charter school;
- 4.04.6.4 Not later than ten (10) days prior to the State Board's consideration of a proposed amendment to a public charter that includes an increased enrollment cap or the addition of grade levels;
- 4.04.6.5 Not later than ten (10) days prior to the State Board's consideration of an application for a license for an existing open-enrollment public charter school; and
- 4.04.6.5 At any other time as directed by the State Board or the Commissioner of Education.
- 4.04.6.6 The Department of Education's desegregation analysis will include as attachments the desegregation analyses provided by the applicant for a public charter school and the local school board in which the public charter school will be located.

Source: Ark. Code Ann. § 6-23-106.

4.05 Observance of Anti-Discrimination Laws

- 4.05.1 All public charter schools shall observe and comply with all anti-discrimination laws, both federal and state, except where otherwise exempted under federal charter school law.
- 4.05.2 All public charter schools are responsible for meeting the requirements of the Individuals with Disabilities Act (IDEA) and these rules.
- 4.05.3 All public charter schools are responsible for meeting the requirements of Section 504 of the Rehabilitation Act.

Source: Current rules as modified.

4.06 Reporting Requirements

4.06.1 Within ten (10) calendar days of the close of the first quarter of each school year, a public charter school shall submit a written report to the Department of Education that contains the following information for the current school year:

4.06.1.1 The number of applications for enrollment received;

4.06.1.2 The number of applicants with a disability identified under the Individuals with Disabilities Act, 20 U.S.C. § 1400 et seq.; and

4.06.1.3 The number of applications for enrollment the public charter school denied and an explanation of the reason for each denial.

4.06.2 Within ten (10) calendar days of the close of the fourth quarter of each school year, a public charter school shall submit a written report to the Department of Education that contains the following information for the current school year:

4.06.2.1 The number of students in each of the following categories:

4.06.2.1.1 Students who dropped out of the public charter school during the school year;

4.06.2.1.2 Students who were expelled during the school year by the public charter school;

4.06.2.1.3 Students who were enrolled in the public charter school but for a reason other than those cited under Sections 4.06.2.1.1 and 4.06.2.1.2 did not complete the school year at the public charter school;

4.06.2.1.4 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to another open-enrollment public charter school;

- 4.06.2.1.5 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to a private school;
- 4.06.2.1.6 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to a home school;
- 4.06.2.1.7 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to a school outside of Arkansas; and
- 4.06.2.1.8 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to a traditional public school district within Arkansas.
- 4.06.2.1.9 The report shall identify the dates of transfer for all students identified in Section 4.06.2.1.8.
- 4.06.2.2 For all students enrolled in the public charter school, the scores for assessments required under the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., including without limitation benchmark assessments and end-of-course assessments
- 4.06.2.3 If there is any discrepancy in the number of students for whom scores are reported under Section 4.06.2.2 of these rules, and the number of students enrolled at the beginning of the school year, the public charter school shall explain in the report the reason for the discrepancy.
- 4.06.3 The Department of Education shall not exempt a public charter school from the reporting required under Section 4.06 of these rules.
- 4.06.4 The Department of Education shall publish a copy of each report on the department's website.

4.06.5 If a public charter school fails to comply with Ark. Code Ann. § 6-23-107 and Section 4.06 of these rules, the Department of Education shall note the failure in the annual evaluation of the public charter school.

4.06.6 Every public charter school shall furnish any other information, record, or report requested by the Department of Education Charter School Office unless disclosure of the information, record, or report is explicitly prohibited by court order or by federal or state law.

4.06.7 The Department of Education Charter School Office shall, at least annually, post on the Department of Education's website a list of deadlines for which legally required reports are due from the public charter school to the Department of Education.

Source: Ark. Code Ann. § 6-23-107 – Act 993 of 2011.

4.07 Public Charter Schools Receiving Federal Dissemination Grants from the Arkansas Department of Education

4.07.1 Public Charter Schools that receive federal dissemination grant funds from the Department of Education shall, by July 1 of each year, provide the Department of Education Charter School Office with a list of the public charter school's best or promising practices.

4.07.2 By August 1 of each year, the Department of Education Charter School Office will post a link of each public charter school's best or promising practices on the Department of Education's website.

4.08 Application Process, Schedule and Forms

4.08.1 A procedure for establishing a public charter school shall be published by the Department of Education as approved by the State Board.

4.08.2 All dates and requirements listed in the procedures for establishing a public charter school shall be strictly followed by the public charter school applicant.

4.08.3 If all dates and requirements listed in the procedures for establishing a public charter school are not strictly followed by the public charter school applicant, the State Board may refuse to consider the application.

- 4.08.4 Application forms and other documents needed for the public charter school application process shall be provided by the Arkansas Department of Education Charter School Office and are incorporated into these rules as if fully set forth herein.
- 4.08.5 Any requests for technical assistance by a charter applicant shall be made to the Arkansas Department of Education Charter School Office.
- 4.08.6 Letter of Intent: Each public charter school letter of intent shall be submitted by the potential applicant by certified mail or hand delivery and must be received by the Department of Education Charter School Office on or before the established deadline. The Department of Education Charter School Office may refuse to process or review any letter of intent not received by the established deadline.
- 4.08.7 Charter Application: Each public charter school application shall be submitted by the applicant by certified mail or hand delivery and must be received by the Department of Education Charter School Office on or before the established deadline. The Department of Education Charter School Office may refuse to process or review any application not received by the established deadline.
- 4.08.8 The Department of Education shall review the application for a public charter school and present to the State Board a written evaluation of the application. The Department's evaluation shall be sent to the public charter school applicant.
- 4.08.9 The public charter school applicant shall be allowed an opportunity to submit a written response to the Arkansas Department of Education's evaluation by an established deadline.
- 4.08.10 The Department of Education may require additional information from a charter applicant to be delivered by the charter applicant in oral or written form, or both.

5.00 RULES APPLICABLE TO CONVERSION PUBLIC CHARTER SCHOOLS

5.01 Application for Conversion Public Charter School Status

5.01.1 Any public school district may apply to the State Board for conversion public charter school status for a public school in the public school district in accordance with a schedule approved by the State Board. The State Board shall not approve an application for conversion public charter school status that has not first been approved by the school district's board of directors.

5.01.2 A public school district's application for conversion public charter school status for the public school may include, without limitation, the following purposes:

5.01.2.1 Adopting research-based school or instructional designs, or both, that focus on improving student and school performance;

5.01.2.2 Addressing school improvement status resulting from sanctions listed in Ark. Code Ann. §§ 6-15-207(c)(8) and 6-15-429(a) and (b); or

5.01.2.3 Partnering with other public school districts or public schools to address students' needs in a geographical location or multiple locations.

5.01.3 An application for a conversion public charter school shall:

5.01.3.1 Describe the results of a public hearing called by the local school board for the purpose of assessing support of an application for conversion public charter school status.

5.01.3.2 Notice of the public hearing shall be:

5.01.3.2.1 Distributed to the community, licensed personnel, and the parents of all students enrolled at the public school for which the public school district initiated the application; and

- 5.01.3.2.2 Published in a newspaper having general circulation in the public school district at least three (3) weeks prior to the date of the meeting;
- 5.01.3.3 Describe a plan for school improvement that addresses how the conversion public charter school will improve student learning and meet the state education goals;
- 5.01.3.4 Outline proposed performance criteria that will be used during the initial five-year period of the charter to measure the progress of the conversion public charter school in improving student learning and meeting or exceeding the state education goals;
- 5.01.3.5 Describe how the licensed employees and parents of the students to be enrolled in the conversion public charter school will be involved in developing and implementing the school improvement plan and identifying performance criteria;
- 5.01.3.6 Describe how the concerns of licensed employees and parents of students enrolled in the conversion public charter school will be solicited and addressed in evaluating the effectiveness of the improvement plan; and
- 5.01.3.7 List the specific provisions of Title 6 of the Arkansas Code and the specific rules and regulations promulgated by the State Board from which the public charter school will be exempt.
- 5.01.4 A licensed teacher employed by a public school in the school year immediately preceding the effective date of a charter for a public school conversion within that public school district may not be transferred to or be employed by the conversion public charter school over the licensed teacher's objection, nor shall that objection be used as a basis to deny continuing employment within the public school district in another public school at a similar grade level.
- 5.01.5 If the transfer of a teacher within the public school district is not possible because only one (1) public school exists for that teacher's certification

level, then the local school board shall call for a vote of the licensed teachers in the proposed conversion public charter school site and proceed, at the local school board's option, with the conversion public charter school application if a majority of the licensed teachers approve the proposal.

Source: Ark. Code Ann. § 6-23-201.

5.02 Authorization for Conversion Public Charter School Status

5.02.1 As requested by the conversion public charter school applicant, the State Board shall review the application for conversion public charter school status and may approve any application that:

5.02.1.1 Provides a plan for improvement at the school level for improving student learning and for meeting or exceeding the state education goals;

5.02.1.2 Includes a set of performance-based objectives and student achievement objectives for the term of the charter and the means for measuring those objectives on at least a yearly basis;

5.02.1.3 Includes a proposal to directly and substantially involve the parents of students to be enrolled in the conversion public charter school, as well as the licensed employees and the broader community, in the process of carrying out the terms of the charter; and

5.02.1.4 Includes an agreement to provide a yearly report to parents, the community, the local school board, and the State Board that indicates the progress made by the conversion public charter school in meeting the performance objectives during the previous year.

Source: Ark. Code Ann. § 6-23-202.

5.03 Resubmission of Conversion Public Charter School Applications

5.03.1 The State Board may allow applicants to resubmit applications for conversion public charter school status if the original application was, in the opinion of the State Board, deficient in one (1) or more respects.

5.03.2 The Department of Education may provide technical assistance to the conversion public charter school applicants in the creation or modification of these applications.

Source: Ark. Code Ann. § 6-23-203

5.04 Public Conversion Charter School Renewal: The State Board is authorized to renew charters of conversion public charter schools on a one-year or multiyear basis, not to exceed five (5) years, after the initial five-year period if the renewal is approved by the local school board.

Source: Ark. Code Ann. § 6-23-204

5.05 Teacher Hires when Charter Revoked: If a licensed teacher employed by a public school district in the school year immediately preceding the effective date of the charter is employed by a conversion public charter school and the charter is revoked, the licensed teacher will receive a priority in hiring for the first available position for which the licensed teacher is qualified in the public school district where the licensed teacher was formerly employed.

5.06 State Board Hearing Procedures Related to Conversion Public Charter Schools (Initial Application, Renewal, or Application for Charter Amendment)

5.06.1 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by a certified court reporter.

5.06.2 The conversion public charter school applicant shall have twenty (20) minutes to present its case to the State Board for approval of the proposed conversion public charter school. The Chair of the State Board may grant additional time, if necessary.

5.06.3 Parties opposed to the conversion public charter school application, if any, shall have twenty (20) minutes to present their case to the State Board for

disapproval of the proposed conversion public charter school. The Chair of the State Board may grant additional time, if necessary.

5.06.4 The conversion public charter school applicant shall have five (5) minutes to respond to any arguments in opposition to the conversion public charter school application. The Chair of the State Board may grant additional time, if necessary.

5.06.5 The State Board will follow the presentation with discussion of the conversion public charter school application and questions, if any, to the conversion public charter school applicant, opposing parties, or both.

5.06.6 The State Board may issue a final decision at the hearing or take the matter under advisement until a future scheduled board meeting.

5.06.7 The State Board may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or receive technical assistance to correct deficiencies in the application.

5.07 State Board Hearing Procedures Related to Conversion Public Charter Schools (State Board Modification, Probation or Revocation of Charter)

5.07.1 Not later than twenty (20) days prior to the State Board meeting at which the matter of modification, probation or revocation will be considered, the Department of Education shall provide written notice of the reason(s) for the proposed action, as well as of the time and location of such hearing, to the conversion public charter school.

5.07.2 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by a certified court reporter.

5.07.3 Arkansas Department of Education staff shall have twenty (20) minutes to present its case to the State Board for modification, probation, or revocation of a conversion public charter school charter. The Chair of the State Board may grant additional time, if necessary.

5.07.4 The conversion public charter school shall have twenty (20) minutes to present its case to the State Board for regarding the proposed modification.

probation, or revocation of the conversion public charter school charter.
The Chair of the State Board may grant additional time, if necessary.

5.07.5 The State Board will follow the presentation with discussion of the matter and questions, if any, to representatives from the Department of Education, the conversion public charter school, or both.

5.07.6 The State Board may issue a final decision at the hearing or take the matter under advisement until a future scheduled board meeting.

6.00 RULES APPLICABLE TO OPEN ENROLLMENT PUBLIC CHARTER SCHOOLS

6.01 Application for an Open-Enrollment Public Charter School

6.01.1 Pursuant to Title 6, Chapter 23 of the Arkansas Code and these rules, an eligible entity may apply to the State Board to grant a charter for an open-enrollment public charter school to operate in a facility of a commercial or nonprofit entity or a public school district.

6.01.2 The State Board shall adopt an application form, schedule, and a procedure that must be used to apply for an open-enrollment public charter school.

6.01.3 The State Board shall adopt criteria to use in selecting a program for which an open-enrollment public charter may be granted.

6.01.4 The application to the State Board for an open-enrollment public charter school shall be made in accordance with a schedule approved by the State Board.

6.01.5 The application form must provide space for including all information required under Title 6, Chapter 23 and these rules to be contained in the charter.

6.01.6 The application for an open-enrollment public charter school shall:

6.01.6.1 Describe the results of a public hearing called by the applicant for the purpose of assessing support for an application for an open-enrollment public charter school.

6.01.6.1.1 Notice of the public hearing shall be published one (1) time a week for three (3) consecutive weeks in a newspaper having general circulation in the public school district in which the open-enrollment public charter school is likely to be located.

6.01.6.1.1.1 The last publication of notice shall be no less than seven (7) days prior to the public meeting.

6.01.6.1.1.2 The notice shall not be published in the classified or legal notice section of the newspaper.

6.01.6.1.2 Within seven (7) calendar days following the first publication of notice required under Section 6.01.6.1.1 of these rules, letters announcing the public hearing shall be sent to the superintendent of each of the public school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any public school district that is contiguous to the public school district in which the open-enrollment public charter school will be located.

6.01.6.1.3 An affected school district may submit written comments concerning the application to the State Board to be considered at the time of the State Board's review of the application.

6.01.6.2 Describe a plan for academic achievement that addresses how the open-enrollment public charter school will

improve student learning and meet the state education goals;

6.01.6.3 Outline the proposed performance criteria that will be used during the initial five-year period of the open-enrollment public charter school operation to measure its progress in improving student learning and meeting or exceeding the state education goals;

6.01.6.4 List the specific provisions of Title 6 of the Arkansas Code and the specific rules and regulations promulgated by the State Board from which the open-enrollment public charter school seeks to be exempted;

6.01.6.5 Describe the facility to be used for the open-enrollment public charter school and state the facility's current use.

6.01.6.5.1 If the facility to be used for an open-enrollment public charter school is a public school district facility, the open-enrollment public charter school must operate in the facility in accordance with the terms established by the local school board of the public school district in an agreement governing the relationship between the open-enrollment public charter school and the public school district.

6.01.6.5.2 If the facility that will be used for the open-enrollment public charter school is owned by or leased from a sectarian organization, the terms of the facility agreement must be disclosed to the State Board.

6.01.6.6 Include a detailed budget and a governance plan for the operation of the open-enrollment public charter school.

6.01.7 Review and Approval by the Local School Board:

6.01.7.1 The application may be reviewed and approved by the local school board of the public school district in which the proposed open-enrollment public charter school will operate.

6.01.7.2 Any decision by the local school board approving or disapproving the application must be made within forty-five (45) days of the local school board's receipt of the application.

6.01.7.2 The applicant may submit to the State Board for expedited review an application approved by the local school board under Section 6.01.7.1 of these rules.

6.01.8 Review and Disapproval by the Local School Board:

6.01.8.1 If the local school board disapproves the application, the applicant shall have an immediate right to proceed with a written notice of appeal to the State Board.

6.01.8.2 The State Board shall hold a hearing within forty-five (45) calendar days after receipt of the notice of appeal or a request for review, unless the applicant and the local school board agree to a later date.

6.01.8.3 All interested parties may appear at the hearing and present relevant information regarding the application.

6.02 A licensed teacher employed by a public school district in the school year immediately preceding the effective date of a charter for an open-enrollment public charter school operated at a public school facility may not be transferred to or be employed by the open-enrollment public charter school over the licensed teacher's objections.

Source: Ark. Code Ann. §§ 6-23-301 and 6-23-302 as amended by Act 993 of 2011

6.03 Authorization for an Open-Enrollment Public Charter School

6.03.1 As requested by the applicant for an open-enrollment public charter school, the State Board shall review the application for an open-enrollment public charter school and may approve any application that:

- 6.03.1.1 Provides a plan for academic achievement that addresses how the open-enrollment public charter school proposes to improve student learning and meet the state education goals;
- 6.03.1.2 Includes a set of performance criteria that will be used during the initial five-year period of the open-enrollment public charter school's operation to measure its progress in meeting its academic performance goals;
- 6.03.1.3 Includes a proposal to directly and substantially involve the parents of students to be enrolled in the open-enrollment public charter school, the licensed employees, and the broader community in carrying out the terms of the open-enrollment charter;
- 6.03.1.4 Includes an agreement to provide an annual report to parents, the community, and the State Board that demonstrates the progress made by the open-enrollment public charter school during the previous academic year in meeting its academic performance objectives;
- 6.03.1.5 Includes a detailed budget, a business plan, and a governance plan for the operation of the open-enrollment public charter school; and
- 6.03.1.6 Establishes the eligible entity's status as a tax-exempt organization under § 501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Source: Ark. Code Ann. § 6-23-303

6.04 Other Application Requirements – Preference for Certain Districts

6.04.1 The State Board may approve or deny an application based on:

6.04.1.1 Criteria provided by law or by rule adopted by the State Board;

6.04.1.2 Findings of the State Board relating to improving student performance and encouraging innovative programs;

6.04.1.3 Written findings or statements received by the State Board from any public school district likely to be affected by the open-enrollment public charter school.

6.04.2 The State Board shall give preference in approving an application for an open-enrollment public charter school to be located in any public school district:

6.04.2.1 When the percentage of students who qualify for free or reduced-price lunches is above the average for the state;

6.04.2.2 When the district has been classified by the State Board as in academic distress under Ark. Code Ann. § 6-15-428; or

6.04.2.3 When the district has been classified by the Department of Education as in some phase of school improvement status under Ark. Code Ann. § 6-15-426 or some phase of fiscal distress under the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq., if the fiscal distress status is a result of administrative fiscal mismanagement, as determined by the State Board.

6.04.3 The State Board may grant no more than a total of twenty-four (24) charters for open-enrollment public charter schools except as provided under Section 6.04.3.1 below.

6.04.3.1 If the cap on the number of charters available for an open-enrollment public charter schools is within two (2) charters of meeting any existing limitation or cap on available open-enrollment charters, the number of available charters shall

automatically increase by five (5) slots more than the most recent existing limitation or cap on open-enrollment charters.

6.04.3.2 By March 1 each year, the Department of Education shall issue a Commissioner's Memo stating the existing limitation on the number of charters available for open-enrollment public charter schools and the number of charters available for open-enrollment public charter schools during the next application cycle.

6.04.4 An open-enrollment public charter applicant's school campus shall be limited to a single open-enrollment public charter school per charter except as allowed in Section 6.05 of these rules.

6.04.5 An open-enrollment public charter school shall not open in the service area of a public school district administratively reorganized under Ark. Code Ann. § 6-13-1601 et seq., until after the third year of the administrative reorganization.

6.04.6 A private or parochial elementary or secondary school shall not be eligible for open-enrollment public charter school status.

Source: Ark. Code Ann. § 6-23-304 as amended by Act 987 of 2011

6.05 Open-Enrollment Public Charter School Licenses

6.05.1 A charter applicant that receives an approved open-enrollment public charter may petition the State Board for additional licenses to establish an open-enrollment public charter school in any of the various congressional districts in Arkansas if the applicant meets the following conditions:

6.05.1.1 The approved open-enrollment public charter applicant has demonstrated success in student achievement gains, as defined by the State Board;

6.05.1.2 The approved open-enrollment public charter applicant has not:

- 6.05.1.2.1 Been subject to any disciplinary action by the State Board;
- 6.05.1.2.2 Been classified as in school improvement or academic or fiscal distress;
- 6.05.1.2.3 Had its open-enrollment public charter placed on charter school probation or suspended or revoked under Ark. Code Ann. § 6-23-105 or Section 4.02 of these rules; and
- 6.05.1.2.4 The State Board determines in writing by a majority of a quorum of the State Board present that the open-enrollment public charter applicant has generally established the educational program results and criteria set forth in Section 6.05 of these rules.

Source: Ark. Code Ann. § 6-23-304 as amended by Act 993 of 2011

6.06 Resubmission of Open-Enrollment Public Charter School Applications

- 6.06.1 If the State Board disapproves an application for an open-enrollment public charter school, the state board shall notify the applicant in writing of the reasons for such disapproval.
- 6.06.2 The State Board may allow the applicant for an open-enrollment public charter school to resubmit its application if the original application was found to be deficient by the State Board.
- 6.06.3 The Department of Education may provide technical assistance to the applicant for an open-enrollment public charter school in the creation or modification of its application.

Source: Ark. Code Ann. § 6-23-305

6.07 Contents of Open-Enrollment Public Charters

6.07.1 An open-enrollment public charter granted by the State Board shall:

6.07.1.1 Describe the educational program to be offered;

6.07.1.2 Specify the period for which the open-enrollment public charter or any renewal is valid;

6.07.1.3 Provide that the continuation or renewal of the open-enrollment public charter is contingent on acceptable student performance on assessment instruments adopted by the State Board and on compliance with any accountability provision specified by the open-enrollment public charter, by a deadline, or at intervals specified by the open-enrollment public charter;

6.07.1.4 Establish the level of student performance that is considered acceptable for the purposes of Section 6.07.1.3 of these rules;

6.07.1.5 Specify any basis, in addition to a basis specified by Title 6, Chapter 23 of the Arkansas Code or Section 4.02 of these rules, on which the open-enrollment public charter school may be placed on probation or its charter revoked or on which renewal of the open-enrollment public charter school may be denied;

6.07.1.6 Prohibit discrimination in admissions policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows:

6.07.1.6.1 The open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools;

6.07.1.6.2 Consistent with the requirements of Section 6.07.1.14.3 of these rules, the open-enrollment public charter school may allow

a weighted lottery to be used in the student selection process when necessary to comply with Title VI of the federal civil rights act of 1964, Title IX of the federal Education Amendments of 1972, the equal protection clause of the Fourteenth Amendment to the United States Constitution, a court order, or a federal or state law requiring desegregation; and

6.07.1.6.3 The open-enrollment public charter may provide for the exclusion of a student who has been expelled from another public school district in accordance with Title 6 of the Arkansas Code.

6.07.1.7 Specify the grade levels to be offered;

6.07.1.8 Describe the governing structure of the program;

6.07.1.9 Specify the qualifications to be met by professional employees of the program;

6.07.1.10 Describe the process by which the persons providing the program will adopt an annual budget;

6.07.1.11 Describe the manner in which the annual audit of the financial and programmatic operations of the program is to be conducted, including the manner in which the persons providing the program will provide information necessary for the public school district in which the program is located to participate;

6.07.1.12 Describe the facilities to be used, including the terms of the facility utilization agreement if the facility for the open-enrollment public charter school is owned or leased from a sectarian organization;

6.07.1.13 Describe the geographical area, public school district, or school attendance area to be served by the program;

6.07.1.14 Specify the methods for applying for admission, enrollment criteria, and student recruitment and selection processes.

6.07.1.14.1 Except as provided in Section 6.07.1.14.2 of these rules, if more eligible students apply for a first-time admission than the open-enrollment public charter school is able to accept by the annual deadline that the open-enrollment public charter school has established for the receipt of applications for the next school year, the open-enrollment public charter must require the open-enrollment public charter school to use a random, anonymous student selection method that shall be described in the charter application.

6.07.1.14.1.1 If there are still more applications for admissions than the open-enrollment public charter school is able to accept after the completion of the random, anonymous student selection method, then the open-enrollment public charter school shall place the applicants on a waiting list for admission.

6.07.1.14.1.2 The waiting list is valid until the next time the open-enrollment public charter school is required to conduct a random, anonymous student selection.

6.07.1.14.2 However, an open-enrollment public charter school may allow a preference for:

6.07.1.14.2.1 Children of the founding members of the eligible entity. The number of enrollment preferences granted to children of founding members shall not exceed ten percent (10%) of the total number of students enrolled in the open-enrollment public charter school; and

6.07.1.14.2.2 Siblings of students currently enrolled in the open-enrollment public charter school.

6.07.1.14.3 The open-enrollment public charter may use a weighted lottery in the student selection process only when necessary to comply with a:

6.07.1.14.3.1 Federal court order; or

6.07.1.14.3.2 Federal administrative order issued by an appropriate federal agency having proper authority to enforce remedial measures necessary to comply with Title VI of the federal Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and the equal protection clause of the Fourteenth Amendment to the United States Constitution.

6.07.1.15 Include a statement that the eligible entity will not discriminate on the basis of race, sex, national origin,

ethnicity, religion, age, or disability in employment decisions, including hiring and retention of administrators, teachers, and other employees whose salaries or benefits are derived from any public moneys.

Source: Ark. Code Ann. § 6-23-306 as amended by Act 993 of 2011

6.08 Renewal of an Open-Enrollment Charter: After the initial five-year period of an open-enrollment public charter, the State Board of Education may renew the open-enrollment public charter on a one-year or multiyear basis, not to exceed twenty (20) years.

Source: Ark. Code Ann. § 6-23-307 as amended by Act 993 of 2011

6.09 Priority Hiring for Teachers: If a licensed teacher employed by a public school district in the school year immediately preceding the effective date of the open-enrollment public charter is employed by an open-enrollment public charter school and the open-enrollment public charter is revoked, the licensed teacher will receive a priority in hiring for the first available position for which the licensed teacher is qualified in the school district where the licensed teacher was formerly employed.

Source: Ark. Code Ann. § 6-23-308

6.10 Status Report: The State Board shall report on the status of the open-enrollment public charter school programs to the General Assembly each biennium and to the House Interim Committee on Education and the Senate Interim Committee on Education during the interim between regular sessions of the General Assembly.

Source: Ark. Code Ann. § 6-23-310

6.11 Authority under a Charter for Open-Enrollment Public Charter Schools

6.11.1 An open-enrollment public charter school:

6.11.1.1 Shall be governed by an eligible entity that is fiscally accountable under the governing structure as described by the charter;

- 6.11.1.2 Shall provide instruction to students at one (1) or more elementary or secondary grade levels as provided by the charter;
- 6.11.1.3 Shall retain the authority to operate under the charter contingent on satisfactory student performance as provided by the charter in accordance with Title 6, Chapter 23 of the Arkansas Code and these rules;
- 6.11.1.4 Shall have no authority to impose taxes;
- 6.11.1.5 Shall not incur any debts without the prior review and approval of the Commissioner of Education;
- 6.11.1.5.1 Requests for approval of debt must be submitted to the Commissioner of Education by the open-enrollment public charter school no later than thirty (30) days prior to the date upon which the debt will be incurred.
- 6.11.1.5.2 The Commissioner, at his or her sole discretion, and based upon good cause shown by the applicant, may accept the request for approval of debt no later than fourteen (14) days prior to the date upon which the debt will be incurred.
- 6.11.1.6 Shall not charge students tuition or fees that would not be allowable charges in the public school districts; and
- 6.11.1.7 Shall not be religious in its operations or programmatic offerings.
- 6.11.2 An open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code and any rule and regulation promulgated by the State Board under Title 6 of the Arkansas Code relating to:
- 6.11.2.1 Monitoring compliance with Title 6 of the Arkansas Code, as determined by the Commissioner;

6.11.2.2 Public school accountability under Title 6 of the Arkansas Code;

6.11.2.3 High school graduation requirements as established by the State Board;

6.11.2.4 Special education programs as provided by Title 6 of the Arkansas Code;

6.11.2.5 Conducting criminal background checks for employees as provided by Title 6 of the Arkansas Code;

6.11.2.6 Health and safety codes as established by the State Board and local governmental entities; and

6.11.2.7 Ethical guidelines and prohibitions as established by Ark. Code Ann. § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest.

Source: Ark. Code Ann. § 6-23-401

6.12 Enrollment Numbers and Deadline:

6.12.1 An open-enrollment public charter school may enroll a number of students not to exceed the number of students specified in its charter.

6.12.2 Any student enrolling in an open-enrollment public charter school shall enroll in that school by the deadline established in Ark. Code Ann. § 6-23-402 for the upcoming school year during which the student will be attending the open-enrollment public charter school.

6.12.3 However, if a student enrolled by the deadline established in Ark. Code Ann. § 6-23-402 should no longer choose to attend the open-enrollment public charter school or if the open-enrollment public charter school has not yet met its enrollment cap, the open-enrollment public charter school may enroll a number of replacement or additional students not to exceed the enrollment cap of the open-enrollment public charter school.

6.12.4 Open-enrollment public charter schools shall keep records of attendance in accordance with the law and submit quarterly attendance reports to the Department of Education.

Source: Ark. Code Ann. § 6-23-402 as amended by Acts 989 and 993 of 2011

6.13 Annual Audit of Open-Enrollment Public Charter School Required:

6.13.1 Any other provision of the Arkansas Code or these rules notwithstanding, an open-enrollment public charter school shall be subject to the same auditing and accounting requirements as any other public school district in the state.

6.13.2 An open-enrollment public charter school shall prepare an annual certified audit of the financial condition and transactions of the open-enrollment public charter school as of June 30 each year in accordance with auditing standards generally accepted in the United States and Government Auditing Standards issued by the Comptroller General of the United States, and containing any other data as determined by the State Board.

6.13.3 If the school is an open-enrollment public charter school in its first year of operation, the Legislative Auditor shall prepare the required annual financial audit for the school unless:

6.13.3.1 The open-enrollment public charter school chooses to retain the services of a licensed certified public accountant in public practice in good standing with the Arkansas State Board of Public Accountancy; and

6.13.3.2 The State Board of Education approves the open-enrollment public charter school's use of an entity other than the Legislative Auditor to prepare the annual financial audit.

6.13.4 No open-enrollment public charter school shall engage an accountant or accounting firm to conduct any audit if the accountant or accounting firm is listed on any ineligibility list maintained by the Department of Education or the Division of Legislative Audit.

Source: Ark. Code Ann. §§ 6-23-403, 6-23-505, and 10-4-413 as amended by Act 993 of 2011.

6.14 Evaluation of Open-Enrollment Public Charter Schools:

6.14.1 The Department of Education shall cause to be conducted an annual evaluation of open-enrollment public charter schools.

6.14.2 An annual evaluation shall include, without limitation, consideration of:

6.14.2.1 Student scores under the statewide assessment program described in Ark. Code Ann. § 6-15-433;

6.14.2.2 Student attendance;

6.14.2.3 Student grades;

6.14.2.4 Incidents involving student discipline;

6.14.2.5 Socioeconomic data on students' families;

6.14.2.6 Parental satisfaction with the schools;

6.14.2.7 Student satisfaction with the schools; and

6.14.2.8 The open-enrollment public charter school's compliance with Ark. Code Ann. § 6-23-107 and Section 4.06 of these rules.

6.14.3 The State Board may require the charter holder to appear before the State Board to discuss the results of the evaluation and to present further information to the State Board as the Department of Education or the State Board deems necessary.

Source: Ark. Code Ann. § 6-23-404 as amended by Act 993 of 2011

6.15 Monthly Reports: An open-enrollment public charter school in its initial school year of operation shall provide monthly reports on its enrollment status and compliance with its approved budget for the current school year to the Department of Education.

Source: Ark. Code Ann. § 6-23-405 as added by Act 993 of 2011

6.16 Department of Education Review: The Department of Education shall:

6.16.1 Conduct an end-of-semester review of each open-enrollment public charter school that is in its initial school year of operation at the end of the first semester and at the end of the school year; and

6.16.2 Report to the State Board on the open-enrollment public charter school's:

6.16.2.1 Overall financial condition; and

6.16.2.2 Overall condition of student enrollment.

Source: Ark. Code Ann. § 6-23-406 as added by Act 993 of 2011

6.17 Funding for Open-Enrollment Public Charter Schools

6.17.1 An open-enrollment public charter school shall receive funds equal to the amount that a public school would receive under Ark. Code Ann. § 6-20-2305(a) and (b) as well as any other funding that a public charter school is entitled to receive under law or under rules promulgated by the State Board.

6.17.2 For the first year of operation and any year the open-enrollment public charter school adds a new grade, the foundation funding for an open-enrollment public charter school is determined as follows:

6.17.2.1 The initial funding estimate shall be based on enrollment as of the deadline established by Ark. Code Ann. § 6-23-501;

6.17.2.2 In December, funding will be adjusted based upon the first quarter average daily membership; and

6.17.2.3 A final adjustment will be made after the current three-quarter average daily membership is established.

6.17.3 For the second year and each school year thereafter, the previous year's average daily membership will be used to calculate foundation funding amounts.

6.17.4 National school lunch state categorical funding under Ark. Code Ann. § 6-20-2305(b)(4) shall be provided to an open-enrollment public charter school as follows:

6.17.4.1 For the first year of operation and in any year when a grade is added, free or reduced-price meal eligibility data as reported by October 1 of the current school year will be used to calculate the national school lunch state categorical funding under the State Board rules governing special needs funding; and

6.17.4.2 For the second year and each school year of operation thereafter, the previous year's October 1 national school lunch student count as specified in State Board rules governing special needs funding will be used to calculate national school lunch state categorical funding for the open-enrollment public charter school.

6.17.5 Professional development funding under Ark. Code Ann. § 6-20-2305(b)(5) shall be provided to an open-enrollment public charter school for the first year of operation and in any year in which a grade is added as follows:

6.17.5.1 In the first year of operation and in any year when a grade is added, the open-enrollment public charter school shall receive professional development funding based upon the initial projected enrollment student count as of the date required by Ark. Code Ann. § 6-23-501 multiplied by the per-student professional development funding amount under Ark. Code Ann. § 6-20-2305(b)(5) for that school year.

6.17.5.2 For the second year and each school year thereafter, professional development funding will be based upon the previous year's average daily membership multiplied by the per-student professional development funding amount for that school year.

6.17.6 The Department of Education shall distribute other categorical funding under Ark. Code Ann. § 6-20-2305(a) and (b) for which an open-

enrollment public charter school is eligible as provided by state law and rules promulgated by the State Board.

6.17.7 An open-enrollment public charter school shall not be denied foundation funding or categorical funding in the first year or any year of operation provided that the open-enrollment public charter school submits to the Department of Education the number of students eligible for funding as specified in applicable rules.

6.17.8 Foundation funding for an open-enrollment public charter school shall be paid in twelve (12) installments each fiscal year.

6.17.9 An open-enrollment public charter school may receive any state and federal aids, grants, and revenue as may be provided by law.

6.17.10 Open-enrollment public charter schools may receive gifts and grants from private sources in whatever manner is available to public school districts.

6.17.11 An open-enrollment public charter school shall have a right of first refusal to purchase or lease for fair market value a closed public school facility or unused portions of a public school facility located in a public school district from which it draws students if the public school district decides to sell or lease the public school facility.

6.17.11.1 The public school district may not require lease payments that exceed the fair market value of the property.

6.17.11.2 The application of this Section 6.17.11 is subject to the rights of a repurchase under Ark. Code Ann. § 6-13-103 regarding property taken by imminent domain.

6.17.11.3 A public school district is exempt from the requirements of this Section 6.17.11 if the public school district, through an open bid process, receives and accepts an offer to lease or purchase the property from a purchaser other than the open-enrollment public charter school for an amount that exceeds the fair market value.

6.17.11.4 The purposes of this Section 6.17.11 are to:

6.17.11.4.1 Acknowledge that taxpayers intended a public school facility to be used as a public school; and

6.17.11.4.2 Preserve the option to continue that use.

6.17.11.5 Nothing in this Section 6.17.11 is intended to diminish the opportunity for an Arkansas Better Chance program to bid on the purchase or lease of the public school facility on an equal basis as the open-enrollment public charter school.

Source: Ark. Code Ann. § 6-23-501 as amended by Acts 989 and 993 of 2011

6.18 Source of Funding for Open-Enrollment Public Charter Schools

6.18.1 Open-enrollment public charter schools shall be funded each year through funds set aside from funds appropriated to state foundation funding aid in the Public School Fund.

6.18.2 The amount set aside shall be determined by the State Board.

Source: Ark. Code Ann. § 6-23-502

6.19 Use of Funding by Open-Enrollment Public Charter Schools

6.19.1 An open-enrollment public charter school may not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt.

6.19.2 No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

6.19.3 Every contract or lease into which an open-enrollment public charter school enters shall include the wording of Section 6.19.2 of these rules.

Source: Ark. Code Ann. § 6-23-503

6.20 Employee Benefits: Employees of an open-enrollment public charter school shall be eligible to participate in all benefits programs available to public school employees.

Source: Ark. Code Ann. § 6-23-504

6.21 Deposit and Management of Charter School Funds

6.21.1 All charter school funds, including state foundation funding, other state funding, federal funding, and grants and private donations made directly to a charter school, shall be deposited into a bank account titled in the name of the charter school.

6.21.2 Non-charter school funds of the sponsoring entity shall be deposited in a separate bank account titled in the name of the sponsoring entity and shall not be commingled with charter school funds.

6.21.3 If the charter school operates an approved federal child nutrition program, food service revenues shall be deposited and managed as required by federal law and by any regulations promulgated by the Arkansas Department of Education Child Nutrition Unit or the Arkansas Department of Human Services.

6.21.4 Charter schools may, but are not required to, secure bank accounts as detailed in Ark. Code Ann. § 6-20-222.

6.22 Assets of Open-Enrollment Public Charter School as Property of State

6.22.1 Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school.

6.22.2 If the open-enrollment public charter school used state funds to purchase or finance personal property, real property, or fixtures for use by the open-enrollment public charter school, the State Board may require that the property be sold.

6.22.3 The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

Source: Ark. Code Ann. § 6-23-506

6.23 State Board Hearing Procedures Related to Open-Enrollment Public Charter Schools (Initial Application, Renewal, or Application for Charter Amendment)

6.23.1 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by a certified court reporter.

6.23.2 The open-enrollment public charter school applicant shall have twenty (20) minutes to present its case to the State Board for approval of the proposed open-enrollment public charter school. The Chair of the State Board may grant additional time, if necessary.

6.23.3 Parties opposed to the open-enrollment public charter school application, if any, shall have twenty (20) minutes to present its case to the State Board for disapproval of the proposed open-enrollment public charter school. The Chair of the State Board may grant additional time, if necessary.

6.23.4 The open-enrollment public charter school applicant shall have five (5) minutes to respond to any arguments in opposition to the open-enrollment public charter school application. The Chair of the State Board may grant additional time, if necessary.

6.23.5 The State Board will follow the presentation with discussion of the open-enrollment public charter school application and questions, if any, to the open-enrollment public charter school applicant, opposing parties, or both.

6.23.6 The State Board may issue a final decision at the hearing or take the matter under advisement until a future scheduled board meeting.

6.23.7 The State Board may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or receive technical assistance to correct deficiencies in the application.

6.23.8 During the roll call vote on each open-enrollment public charter initial application, if a particular State Board member votes against the initial application, that State Board member should state his or her reasons for disapproval as necessary to comply with Ark. Code Ann. § 6-23-305.

6.24 State Board Hearing Procedures Related to Open-Enrollment Public Charter Schools (State Board Modification, Probation or Revocation of Charter)

6.24.1 Not later than twenty (20) days prior to the State Board meeting at which the matter of modification, probation or revocation will be considered, the Department of Education shall provide written notice of the reason(s) for the proposed action, as well as of the time and location of such hearing, to the open-enrollment public charter school.

6.24.2 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by a certified court reporter.

6.24.3 Arkansas Department of Education staff shall have twenty (20) minutes to present its case to the State Board for modification, probation, or revocation of an open-enrollment public charter school charter. The Chair of the State Board may grant additional time, if necessary.

6.24.4 The open-enrollment public charter school shall have twenty (20) minutes to present its case to the State Board for regarding the proposed modification, probation, or revocation of the open-enrollment public charter school charter. The Chair of the State Board may grant additional time, if necessary.

6.24.5 The State Board will follow the presentation with discussion of the matter and questions, if any, to representatives from the Department of Education, the open-enrollment public charter school, or both.

6.24.6 The State Board may issue a final decision at the hearing or take the matter under advisement until a future scheduled board meeting.

7.00 RULES APPLICABLE TO LIMITED PUBLIC CHARTER SCHOOLS

7.01 Any public school may apply to the State Board for limited public charter school status for alternative comprehensive staffing and compensation programs designed to enhance student and teacher performance and improve employee salaries, opportunities, and incentives, to be known as a "limited public charter school." The State Board shall not approve an application for limited public charter school status that has not first been approved by the school district's board of directors.

7.02 A limited public charter school shall be for the purpose of instituting alternative staffing practices in accordance with a schedule approved by the State Board.

7.03 A limited public charter school shall be initially established for no more than five (5) years and may be renewed on a one-year or multiyear basis, not to exceed five (5) years per charter renewal.

7.04 The application for a limited public charter school shall:

7.04.1 Contain the provisions of Title 6 of the Arkansas Code and the specific rules and regulations promulgated by the State Board from which the limited public charter school will be exempt.

7.04.1.1 The provisions from which the public school district may be exempt for the limited public charter school only shall be limited to the following:

7.04.1.1.1 The duty-free lunch period requirements set forth in Ark. Code Ann. § 6-17-111;

7.04.1.1.2 The daily planning period requirements set forth in Ark. Code Ann. § 6-17-114;

7.04.1.1.3 The committee on personnel policies requirements set forth in Ark. Code Ann. § 6-17-201 et seq., and

7.04.1.1.4 Standards for accreditation set forth in the Arkansas Code, set forth by the Department of Education, or set forth by the State Board.

- 7.04.1.2 No limited public charter school may be allowed an exemption that would allow a full-time licensed employee to be paid less than the salary provided in the public school district's salary schedule for that employee;
- 7.04.2 Describe a plan for school improvement that addresses how the limited public charter school will improve student learning and meet the state education goals;
- 7.04.3 Describe how the licensed employees at the limited public charter school will be involved in developing and implementing the school performance plan set forth in Section 7.04.2 of these rules and in identifying performance criteria;
- 7.04.4 Outline proposed performance criteria that will be used during the initial five-year period of the charter to measure the progress of the limited public charter school in improving student learning and meeting or exceeding the state education goals; and
- 7.04.5 Be reviewed as a regular agenda item and approved after sufficient public comment by the local school board and the State Board.
- 7.05 Any application to obtain limited public charter school status approved by a local school board shall be forwarded by the local school board to the State Board.
- 7.06 If a local school board does not approve a public school's application, the local school board shall inform the applicants and faculty of the public school of the local school board's reasons for not approving the application.
- 7.07 A licensed teacher employed by a public school in the year immediately preceding the effective date of a limited public charter for a limited public charter school within that public school district may not be transferred to or be employed by the limited public charter school over the licensed teacher's objections, nor shall that objection be used as a basis to deny continuing employment within the public school district in another public school at a similar grade level.
- 7.08 If the transfer of a teacher within a public school district is not possible because only one (1) public school exists for the teacher's certification level, then the local school board shall call for a vote of the licensed teachers in the proposed limited

public charter school site and proceed, at the local school board's option, with the limited public charter school application if a majority of the licensed teachers approve the proposal.

7.09 A licensed teacher choosing to join the staff of a limited public charter school shall be employed by the district by a written contract as set forth in Ark. Code Ann. § 6-13-620, with the contract being subject to the provisions of the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.

7.09.1 The licensed teacher shall also enter into a separate supplemental contract specifically for the teacher's employment in the limited public charter school, with the supplemental contract being exempt from the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., and from Ark. Code Ann. § 6-17-807.

7.09.2 Termination of the supplemental contract shall not be used as a basis to deny continued employment of the teacher within the public school district in another public school at a similar grade level.

7.10 Limited public charter schools shall be evaluated annually by the Department of Education based on criteria approved by the State Board, including without limitation:

7.10.1 Student performance data in order to determine progress in student achievement that has been achieved by the limited public charter school; and

7.10.2 The limited public charter school's compliance with Ark. Code Ann. § 6-23-107 and Section 4.05 of these rules.

7.10.3 The Department of Education shall annually report its evaluation to the State Board.

7.10.4 Based upon that evaluation, the State Board may revoke a limited public charter.

Source: Ark. Code Ann. § 6-23-601 as amended by Act 993 of 2011

7.11 State Board Hearing Procedures Related to Limited Public Charter Schools
(Initial Application, Renewal, or Application for Charter Amendment)

7.11.1 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by a certified court reporter.

7.11.2 The limited public charter school applicant shall have twenty (20) minutes to present its case to the State Board for approval of the proposed limited public charter school. The Chair of the State Board may grant additional time, if necessary.

7.11.3 Parties opposed to the limited public charter school application, if any, shall have twenty (20) minutes to present its case to the State Board for disapproval of the proposed limited public charter school. The Chair of the State Board may grant additional time, if necessary.

7.11.4 The limited public charter school applicant shall have five (5) minutes to respond to any arguments in opposition to the limited public charter school application. The Chair of the State Board may grant additional time, if necessary.

7.11.5 The State Board will follow the presentation with discussion of the limited public charter school application and questions, if any, to the limited public charter school applicant, opposing parties, or both.

7.11.6 The State Board may issue a final decision at the hearing or take the matter under advisement until a future scheduled board meeting.

7.12 State Board Hearing Procedures Related to Conversion Public Charter Schools
(State Board Modification, Probation or Revocation of Charter)

7.12.1 Not later than twenty (20) days prior to the State Board meeting at which the matter of modification, probation or revocation will be considered, the Department of Education shall provide written notice of the reason(s) for the proposed action, as well as of the time and location of such hearing, to the limited public charter school.

7.12.1 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by a certified court reporter.

7.12.2 Arkansas Department of Education staff shall have twenty (20) minutes to present its case to the State Board for modification, probation, or revocation of a limited public charter school charter. The Chair of the State Board may grant additional time, if necessary.

7.12.3 The limited public charter school shall have twenty (20) minutes to present its case to the State Board for regarding the proposed modification, probation, or revocation of the limited public charter school charter. The Chair of the State Board may grant additional time, if necessary.

7.12.4 The State Board will follow the presentation with discussion of the matter and questions, if any, to representatives from the Department of Education, the conversion public charter school, or both.

7.12.5 The State Board may issue a final decision at the hearing or take the matter under advisement until a future scheduled board meeting.

8.00 RULES APPLICABLE TO THE CLOSURE OR DISSOLUTION OF PUBLIC CHARTER SCHOOLS

8.01 Required Notices

8.01.1 No later than seven (7) days after the State Board votes to non-renew or revoke the charter, or the charter otherwise dissolves, the charter school or sponsoring entity shall furnish to the Department of Education:

8.01.1.1 A complete inventory of all personal property, real property, equipment, and fixtures owned or financed by the charter school, with documentation showing a description of each asset, serial number, tag number, location, estimated value, any encumbrance on the asset including recorded security interest or lien, and the source of funds for each purchase;

8.01.1.2 The account number and financial institution contact information for every account in which the charter school

or sponsoring entity deposited any state or federal funds at any time, and complete bank statements for the twelve (12) months preceding the effective date of closure;

8.01.1.3 A complete list of all debts or obligations owed by the charter school and still outstanding as of the effective date of closure, including all outstanding checks or warrants;

8.01.1.4 A complete list of all accounts receivable owed to the charter school and still outstanding as of the effective date of closure; and

8.01.1.5 Complete contact information for every member of the charter school's board or governing entity.

8.01.2 No later than seven (7) days after the State Board votes to non-renew or revoke the charter, or the charter otherwise dissolves, the charter school or sponsoring entity shall send written notice of closure to:

8.01.2.1 The parents and legal guardians of all students;

8.01.2.2 All employees of the charter school;

8.01.2.3 All creditors of the charter school; and

8.01.2.3 Every school district in which any students of the charter school reside.

8.01.3 Every notice sent pursuant to Section 8.01.2 above must include:

8.01.3.1 The effective date of closure and last day of regular instruction; and

8.01.3.2 Contact information of the person employed or retained by the charter school or sponsoring entity to handle inquiries regarding the closure.

8.01.4 Parental notices sent pursuant to Section 8.01.2 must additionally include:

8.01.4.1 The student's school district of residence, and the contact information for that district's enrollment office;

8.01.4.2 A statement that parents should contact the resident school district or any charter school where the student intends to enroll and should ask that school or district to request transfer of the student's educational records from the closing charter school; and

8.04.4.3 Contact information for the individual or entity charged with storage of student records after the school's closure.

8.01.5 Employee notices sent pursuant to Section 8.01.2 must additionally include the date of termination of all employee benefits (health insurance, etc.), along with any COBRA or other documentation required by law.

8.01.6 The deadline for any notice required by this Section may be extended by the Department of Education Charter School Office for good cause.

8.02 Assets of Open-Enrollment Public Charter School as Property of State

8.02.1 Upon the dissolution, non-renewal, or revocation of an open-enrollment public charter, all net assets of the open-enrollment public charter school purchased with public funds, including any interest in real property, shall be deemed the property of the state, unless otherwise specified in the charter or by federal law.

8.02.2 The Commissioner of Education or his or her designee shall take all steps necessary to protect and recover any and all state assets in the possession or control of the former charter school or the sponsoring entity.

8.02.2.1 If any state or federal funds remain in any bank account(s) titled in the name of the charter school or sponsoring entity, the Commissioner of Education or his or her designee shall notify the financial institution that the account(s) holds state or federal funds and shall direct that the account(s) be immediately frozen, subject to further direction by the Commissioner or his or her designee.

- 8.02.2.2 Any funds remaining in any bank account(s) titled in the name of the charter school shall be presumed to be state or federal funds until such time as the sponsoring entity furnishes documentation showing otherwise.
- 8.02.2.3 The Commissioner or his or her designee shall secure and arrange for the recovery and storage of all personal property, equipment, and fixtures purchased or financed in whole or in part with any state or federal funds. Any personal property or equipment contained within the charter school facility shall be presumed to have been purchased or financed in whole or in part with state or federal funds until such time as the sponsoring entity furnishes documentation showing otherwise.
- 8.02.2.4 At all times, the charter school, the sponsoring entity, and their officers, agents, and employees, must protect the school's assets against theft, misappropriation, and deterioration.

8.03 Distribution of Property

8.03.1 Upon the dissolution, non-renewal, or revocation of an open-enrollment public charter, the following property shall be sold, unless the Commissioner of Education determines otherwise:

- 8.03.1.1 Real property or fixtures purchased or financed in whole or in part by the open-enrollment public charter school with state funds;
- 8.03.1.2 Real property or fixtures purchased or financed in whole or in part by the sponsoring entity with federal grant funds administered by the Department of Education, unless federal law requires some other method of distribution;
- 8.03.1.3 Personal property encumbered by a recorded security interest or lien and purchased or financed by the open-enrollment public charter school in whole or in part with state funds;

8.03.1.4 Personal property purchased or financed in whole or in part with state funds by an open-enrollment public charter school that never received federal funds and never directly benefited from a federal grant administered by the Department of Education; and

8.03.1.5 Any other personal property not distributed as provided by Sections 8.03.3 and 8.03.4 below.

8.03.2 The state has a perfected priority security interest in the net proceeds from the sale or liquidation of property sold pursuant to Section 8.03.1 above to the extent of the public funds used in the purchase.

8.03.3 If the open-enrollment public charter school at any time operated an approved federal child nutrition program, all commodities and foodservice equipment purchased in whole or in part with federal funds or with nutrition program revenues shall be sold or transferred as directed by the Arkansas Department of Education Child Nutrition Unit.

8.03.4 If the open-enrollment public charter school or its sponsoring entity received a federal grant administered by the Department of Education, then all other personal property, including furniture, equipment and supplies, purchased with state or federal funds may be redistributed to other Arkansas public charter schools or traditional public schools as allowed by federal law.

8.04 Distribution of Funds

8.04.1 Upon the dissolution, non-renewal, or revocation of an open-enrollment public charter, the Commissioner of Education or his or her designee shall assert control over any funds deemed the property of the state under Section 8.02 above.

8.04.2 In order to comply with federal and state law, the Commissioner of Education shall use such funds to satisfy the following obligations of the charter school in the order listed:

8.04.2.1 Domestic support obligations withheld from an employee's wages in compliance with a court order prior to the effective date of dissolution, non-renewal, or revocation;

8.04.2.2 Federal tax liens imposed by the Internal Revenue Code for taxes or payroll tax withholding owed;

8.04.2.3 Any state tax lien or certificate of indebtedness issued by the Arkansas Department of Finance and Administration for taxes or payroll tax withholding owed;

8.04.2.4 Any debt owed to the Arkansas Department of Education Child Nutrition Unit for penalties or reimbursement of overpayments;

8.04.2.5 Any debt owed to the Department of Education or other state agency for reimbursement of any other overpayment of federal funds;

8.04.2.6 Unpaid contributions to the Arkansas Teacher Retirement System accrued prior to the effective date of dissolution, non-renewal, or revocation;

8.04.2.7 Unpaid contributions to the Employee Benefits Division of the Arkansas Department of Finance & Administration accrued prior to the effective date of dissolution, non-renewal, or revocation; and

8.04.2.8 Unpaid employee wages accrued prior to the effective date of dissolution, non-renewal, or revocation in accordance with the school's salary schedule in effect as of the beginning of the current school year.

8.04.3 Any remaining funds deemed the property of the state under Section 8.02 above shall be deposited into the State Treasury to the credit of the Department of Education Public School Fund Account.

8.05 Distribution of Records

8.05.1 The charter school or sponsoring entity must promptly submit all student records to the transfer school, including:

- 8.05.1.1 Individualized Education Programs (IEPs) and all records regarding special education and supplemental services;
- 8.05.1.2 Student health / immunization records;
- 8.05.1.3 Attendance records;
- 8.05.1.4 Testing materials, including scores, test booklets, etc. required to be maintained by the School; and
- 8.05.1.5 All other student records.
- 8.05.1.6 All end-of-school-year grades and evaluations must be completed and made part of the student records, including any IEP, Committee on Special Education meetings, or progress reports.
- 8.05.1.7 To the extent that testing scores, etc. are schedule to arrive after the school closure, arrangements should be made with the testing agent to forward such material to the transfer school.
- 8.05.2 No later than thirty (30) days after closure or dissolution of the charter, the charter school or sponsoring entity shall send each employee of the charter school;
 - 8.05.2.1 Copies of his or her contracts, evaluations, recommendation letters, and any other proof of employment and/or termination;
 - 8.05.2.2 Documentation of staff development hours; and
 - 8.05.2.3 Notice that employees must keep this documentation for their records as the state will have no way of providing proof of employment after the school is closed.
- 8.05.3 If the charter school operated an approved federal child nutrition program, all child nutrition records shall be delivered to the Arkansas Department of Education Child Nutrition Unit on a schedule established by the Unit.

8.05.4 Any student records remaining in the possession of the charter school or sponsoring entity, or in the possession of any other entity or individual designated by the charter school or sponsoring entity, shall be maintained in a manner sufficient to protect student privacy rights in accordance with the Federal Educational Rights and Privacy Act of 1974, as amended.

8.05.5 The sponsoring entity shall maintain all relevant corporate or governance records for at least five (5) years after the effective date of closure, specifically including but not limited to:

8.05.5.1 All board minutes, policies, and bylaws of the charter school board or governing entity;

8.05.5.2 Bonds, mortgages, loan agreements, and all other financing instruments;

8.05.5.3 Lease agreements;

8.05.5.4 Accounting and bank records;

8.05.5.5 Payroll and tax records as required by federal law;

8.05.5.6 Grant records as specified by 34 C.F.R. § 80.42 or other relevant federal or state law; and

8.05.5.7 Any other document required by law to be maintained.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING NUTRITION AND PHYSICAL ACTIVITY STANDARDS
AND BODY MASS INDEX FOR AGE ASSESSMENT PROTOCOLS IN ARKANSAS
PUBLIC SCHOOLS
August 2007

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, 20-7-135 and Acts 201 and 317 of 2007 and Act 981 of 2011.

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~~1~~ A la² 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~~2~~ Arkansas Child Health Advisory Committee - A state level committee that was established by ~~Act 1220 of 2003~~ Ark. Code Ann. § 20-7-133 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~~3~~ 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.

- 3.054 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).
- 3.065 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.
- 3.076 BMI for age assessment protocols- A detailed plan designed to describe appropriate procedure for assessment.
- 3.087 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.
- 3.098 Carpenter's square – An instrument for ensuring a level reading of height.
- ~~3.10 Certificate of completion – A document provided upon completion of BMI assessment training protocol.~~
- 3.119 Child Nutrition Programs - The federal child nutrition programs operated by Arkansas public ~~and charter~~ schools, including public 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 (42 U.S.C. § 1751 et seq.) and the Child Nutrition Act of 1966 (as amended through PL-108-269, July 2, 2004) (42 U.S.C. § 1771 et seq.).
- 3.1210 Community Health Nurse Specialist (CHN) – Arkansas Department of Health Nurses located at educational cooperatives.
- 3.1311 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 7 CFR 210.12(a)(1) ~~210.11(a)(1)~~, is any foods sold in competition with the National School Lunch Program to children in food service areas during the lunch periods.

- 3.1412 Confidential - Information marked or intended for a specific person or persons.

- 3.4513 Declared School Day - The official schedule as required for students and staff in a specific Local Education Agency (LEA) location.
- 3.4614 Designee – A person approved or designated by school district.
- 3.4715 Digital Scale or Scale – ~~A~~ digital instrument for measuring weight.
- 3.4816 Elementary School - A campus with a designated Local Education Agency (LEA) number containing any combination of grades ~~pre-kindergarten~~ through sixth grade.
- 3.4917 Foods of Minimal Nutritional Value (FMNV) – The phrase “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:
- 3.4917.1 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:
- 3.4917.1.1 Candy Coated Popcorn - Popcorn that is coated with mixture made predominantly from sugar and corn syrup.
- 3.4917.1.2 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.
- 3.4917.1.3 Hard Candy - A product made predominantly from sugar (sucrose) and corn syrup ~~that~~ which 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~~ sour balls, fruit balls, candy sticks, lollipops, starlight mints, after dinner mints, sugar wafers, rock candy, cinnamon candies, breath mints, jaw breakers and cough drops.
- 3.4917.1.4 Jellies and Gums - A mixture of carbohydrates ~~that~~ which 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.

3.4917.1.5 Licorice - A product made predominantly from sugar and corn syrup that which is flavored with an extract made from the licorice root.

3.4917.1.6 Marshmallow Candies - An aerated confection composed ~~of as~~ sugar, corn syrup, invert sugar, 20 percent water, and gelatin or egg white to which flavors and colors may be added.

3.4917.1.7 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.

3.4917.2 Chewing Gum - Chewing gum is a FMNV according to United States Department of Agriculture (USDA) regulations and includes any flavored products from natural or synthetic gums and other ingredients that form an insoluble mass for chewing.

3.4917.3 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~~ is a class of beverages made by absorbing carbon dioxide in potable water. The amount of carbon dioxide used is not less than that which will be absorbed by the beverage at a pressure of one atmosphere and at a temperature of 60 degrees F. It either contains no alcohol or only such alcohol, not in excess of 0.5 percent by weight of the finished beverage, as is contributed by the flavoring ingredient used. No product is excluded from this definition because it contains artificial sweeteners or discrete nutrients added to the food such as vitamins, minerals and proteins.

3.4917.4 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.

~~3.20 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."~~

3.2118 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.)

- 3.2219 Height – A standing measurement in inches or meters.
- 3.230 High School – Public school(s) having some combination of grades 9-12.
- 3.241 Junior High School - Public school(s) having some combination of grades 7- 9.
- ~~3.25 Licensed Teacher – An individual who holds a valid Arkansas teaching license with a certification or approval in the subject area to be taught.~~
- 3.262 Local Wellness Policy – A policy required by federal law 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.)
- 3.273 Middle School - Public school (s) having some combination of grades 5-8.
- 3.284 Physical Activity - Any bodily movement produced by skeletal muscles that results in energy expenditure.
- 3.295 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.
- 3.3026 Private - Not openly or in public.
- ~~3.31 Recorder – A person who writes down student heights and weights or enters measurements into database.~~
- 3.3227 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.
- 3.3328 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.
- 3.3429 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.
- 3.350 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.

- 3.361 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.
- 3.372 Stadiometer – An instrument for measuring standing height.
- 3.383 Student Health Report – A written notice to parents with student's health screening information.
- 3.394 School Nurse - Nurses employed by school districts.
- 3.4035 School Nutrition and Physical Activity Advisory Committee - (SNPAA) A 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 boards, school administrators, food service personnel, teacher organizations, parents, students and professional groups such as nurses and community members. The SNPAA may also be referred to as the "Wellness Committee."
- 3.4136 School Site - Any and all locations associated with a Local Education Agency (LEA) number.
- 3.4237 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.
- 3.4338 Weight – A measurement in pounds or kilograms.
- 3.4439 Written Refusal – A document to school district requesting a child ~~NOT~~ not be included in assessing BMI.

For the purposes of any protocols developed pursuant to these rules, the following terms mean:

- 3.40 Certificate of Completion – A document provided upon completion of BMI assessment training protocol.

3.41 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.”

3.42 Recorder – A person who writes down student heights and weights or enters measurements into a database.

4.0 CHILD HEALTH ADVISORY COMMITTEE

4.01 There is created a Child Health Advisory Committee to consist of twenty (20) members.

4.02 The Committee will consist of the following eleven (11) members appointed by the Director of the Department of Health:

4.02.1 One (1) member to represent the Department of Health;

4.02.2 One (1) member to represent the Arkansas Dietetic Association;

4.02.3 One (1) member to represent the American Academy of Pediatrics, Arkansas Chapter;

4.02.4 One (1) member to represent the Arkansas Academy of Family Practice;

4.02.5 One (1) member to represent the Arkansas Association for Health, Physical Education, Recreation and Dance;

4.02.6 One (1) member to represent jointly the Arkansas Heart Association, the American Cancer Society, and the American Lung Association;

4.02.7 One (1) member to represent the Fay W. Boozman College of Public Health of the University of Arkansas for Medical Sciences;

4.02.8 One (1) member to represent the Arkansas Center for Health Improvement;

4.02.9 One (1) member to represent the Arkansas Advocates for Children and Families;

4.02.10 One (1) member to represent the University of Arkansas Cooperative Extension Service; and

4.02.11 One (1) member to represent the Office of Minority Health and Health Disparities of the Department of Health.

4.03 The Committee will also consist of the following nine (9) members appointed by the Commissioner of Education:

4.03.1 One (1) member to represent the Department of Education;

4.03.2 One (1) member to represent the Arkansas School Food Service Association (now known as the Arkansas School Nutrition Association);

4.03.3 One (1) member to represent the Arkansas School Nurses Association;

4.03.4 One (1) member to represent the Arkansas Association of Educational Administrators;

4.03.5 One (1) member to represent the Arkansas Parent Teacher Association;

4.03.6 One (1) member to represent the Arkansas Association of School Business Officials;

4.03.7 One (1) member to represent the Arkansas Association for Supervision and Curriculum Development; and

4.03.8 One (1) member who is a classroom teacher.

4.04 Terms of the committee members will be three (3) years.

4.05 If a vacancy occurs, the officer who made the original appointment shall appoint a person who represents the same constituency as the member being replaced.

4.06 The committee will elect one (1) of its members to act as chair for a term of one (1) year.

4.07 A majority of the members shall constitute a quorum for the transaction of business.

4.08 The committee shall meet at least monthly and will make recommendations to the State Board of Education and the State Board of Health consistent with the intent and purpose of these rules and with Ark. Code Ann. §§ 20-7-133, 20-7-134 and 20-7-135.

4.09 The committee shall develop nutrition and physical activity standards and policy recommendations with consideration of the following:

4.09.1 Foods sold individually in school cafeterias but outside the regulated National School Lunch Program;

4.09.2 Competitive foods as defined by the United States Department of Agriculture as the definition is in existence on January 1, 2003, and offered at schools typically through vending machines, student stores, school fundraisers, food carts, or food concessions;

4.09.3 The continuing professional development of food service staff;

4.09.4 The expenditure of funds derived from competitive food and beverage contracts;

4.09.5 Physical education and activity;

4.09.6 Systems to ensure the implementation of nutrition and physical activity standards; and

4.09.7 The monitoring and evaluating of results and reporting of outcomes.

4.10 The committee shall examine the progress of the Arkansas Coordinated School Health Program and make recommendations to the Department of Education and the Department of Health concerning the implementation of the Arkansas Coordinated School Health Program.

5.0 IMPLEMENTATION OF NUTRITION AND PHYSICAL ACTIVITY STANDARDS

5.01 After having consulted the Child Health Advisory Committee and the State Board of Health, the State Board of Education shall promulgate appropriate rules and regulations to ensure that nutrition and physical activity standards and body mass index for age assessment protocols are implemented to provide students with the skills, opportunities, and encouragement to adopt healthy lifestyles.

5.02 Every school district shall:

5.02.1 Prohibit for elementary school students in-school access to vending machines offering food and beverages;

5.02.2 Require schools to include as part of the annual report to parents and the community the amounts and specific sources of funds received and expenditures made from competitive food and beverage contracts;

5.02.3 Beginning with kindergarten and then in even-numbered grades, require schools to include as a part of a student health report to parents a body mass index percentile by age for each student; and

5.02.4 Permit any parent to refuse to have his or her child's body mass index percentile for age assessed and reported, by providing a written refusal to the school.

5.02.5 Students in grades eleven through twelve (11-12) are exempt from any policy or requirement of a public school or the state for measuring or reporting body mass index.

5.03 The Department of Education shall:

5.03.1 Begin the implementation of standards developed by the committee and approved by the Department of Education; and

5.03.2 Annually monitor and evaluate the implementation and effectiveness of the nutrition and physical activity standards.

46.0 SCHOOL NUTRITION AND PHYSICAL ACTIVITY ADVISORY COMMITTEE

6.01 Every school district shall convene a school nutrition and physical activity advisory committee that shall include members from school district governing boards, school administrators, food service personnel, teacher organizations, parents, students, and professional groups such as nurses and community members.

46.042 The school nutrition and physical activity advisory committee will help raise awareness of the importance of nutrition and physical activity and assist in the development of local policies that address issues and goals, including, but not limited to the following:

46.042.1 Assist with the implementation of nutrition and physical activity standards developed by the school nutrition and physical advisory committee with the approval of the Arkansas Department of Education and the State Board of Health;

46.042.2 Integrate nutrition and physical activity into the overall curriculum;

46.042.3 Ensure that professional development for staff includes nutrition and physical activity issues;

~~46.042.4~~ 46.025.4 Ensure that students receive nutrition education and engage in healthy levels of vigorous physical activity;

~~46.042.5~~ 46.025.5 Improve the quality of physical education curricula and increasing training of physical education teachers;

~~46.042.6~~ 46.025.6 Enforce existing physical education requirements; and

~~46.042.7~~ 46.025.7 Pursue ~~vending~~ contracts that both encourage ~~healthy~~ healthful eating by students and reduce school dependence on profits from the sale of foods of minimal nutritional value.

6.03 Every school district shall begin the implementation of standards developed by the Child Health Advisory Committee with the approval of the Department of Education and the State Board of Health.

6.04 Every school district shall require that goals and objectives for nutrition and physical activity be incorporated into the annual school planning and reporting process.

46.025 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:

46.025.1 Establish a School Nutrition and Physical Activity Advisory Committee at each school in addition to the district committee;

46.025.2 Establish subcommittees of the District Committee, representing the appropriate age and grade configuration for that school district; ~~and or~~

46.025.3 Include representatives from each appropriate grade level group (elementary, middle, junior and senior high) on the membership of the district committee;

46.036 ~~Beginning with the 2005 school year, at~~ At a minimum, the School Nutrition and Physical Activity Advisory Committee will:

46.036.1 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;

46.036.2 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;

46.036.3 Compile the results of the School Health Index and provide a copy to the principal of each school in the district to be included in the individual school improvement plan (ACSIP);

46.036.4 Provide the annual completed School Health Index assessment results and the physical activity standards comparison to the principal of each school in the district to be included in the district's Arkansas Consolidated School Improvement Plan (ACSIP) and to the local school board;

46.036.5 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;

46.036.6 Maintain and update annually a written list of recommended locally available, healthier options for food and beverages available for sale to students;

46.036.7 Encourage the use of non-food alternatives for fund-raisers;

46.036.8 Review and make written recommendations to the local school board regarding the components to be included in food and beverage vending contracts; and

46.036.9 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.

46.047 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.).

46.047.1 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:

46.047.1.1 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;

46.047.1.2 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;

46.047.1.3 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;

46.047.1.4 Establishes a plan for measuring implementation of the local wellness policy, including designation of ~~+~~ one (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

46.047.1.5 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.

6.08 The Department of Education and the Department of Health shall report annually on progress in implementing nutrition and physical education standards to the chairs of the House Interim Committee on Public Health, Welfare, and Labor and the Senate Interim Committee on Public Health, Welfare, and Labor, the House Interim Committee on Education and the Senate Interim Committee on Education.

6.09 The State Board of Education shall submit to the House Interim Committee on Education and the Senate Interim Committee on Education for the committees' review any proposed rules regarding physical education or physical activity standards for grades kindergarten through twelve (K-12).

7.0 PHYSICAL EDUCATION REQUIREMENTS AND STANDARDS

7.01 The physical education curriculum and physical activity requirements for every public school student who is physically fit and able to participate are:

7.01.1 Except as provided in Section 7.01.2 of these rules, for students in kindergarten through grade six (K-6):

7.01.1.1 Sixty (60) minutes of physical education training and instruction each calendar week of the school year; and

7.01.1.2 Ninety (90) minutes of physical activity each calendar week of the school year, which may include without limitation daily recess, physical education instruction in addition to the requirement of Section 7.01.1.1 of these rules, or intramural sports;

7.01.2 For students in grades five through eight (5-8) who attend a public school organized to teach grades five through eight (5-8) or any combination thereof, sixty (60) minutes of physical education training and instruction each calendar week of the school year on an equivalent amount of time in each school year, with no additional requirement for physical activity; and

7.01.3 For students in grades nine through twelve (9-12) one-half (1/2) unit of physical education as required for high school graduation, with no additional requirement for physical activity.

7.02 Nothing in these rules prohibits:

7.02.1 A public school student's elective enrollment or voluntary participation in physical activity or physical education as a part of public school curriculum or extra-curricular activities; or

7.02.2 A school district's decision to require physical education instruction or physical activity in excess of the amounts identified in Section 7.01 of these rules.

- 7.03 The physical education training and instruction shall be designed to:
- 7.03.1 Improve the health of this state's school children;
 - 7.03.2 Increase knowledge about the health benefits of physical activity and exercise;
 - 7.03.3 Develop behavioral and motor skills that promote a lifelong commitment to healthy physical activity;
 - 7.03.4 Promote health-focused activity among children and adolescents; and
 - 7.03.5 Encourage physical activity outside of physical education.
- 7.04 Suitable modified courses shall be provided for students physically or mentally unable or unfit to take the course or courses prescribed for other pupils.
- 7.05 A student may be exempted from physical education and physical activity requirements by seeking a waiver from the local school board of directors. The local school board of directors may grant such a waiver based upon the following criteria:
- 7.05.1 The student must present a statement by the student's attending physician indicating that participation in physical education and physical activity will jeopardize the student's health or well-being; or
 - 7.05.2 The parent and student must show that attending physical education classes will violate the student's religious beliefs and would not be merely a matter of personal objection. The parent or student must be members of a recognized religious faith that objects to physical education as part of its official doctrine or creed.
 - 7.05.3 The local school board of directors shall encourage a student granted a waiver under Section 7.05 of these rules to take, as an alternative to physical education, appropriate instruction in health education or other instruction in lifestyle modification if an exemption is granted.
- 7.06 Each school shall develop a physical education program that fits effectively and efficiently into the school's existing organization and into the standards and curriculum frameworks adopted by the State Board of Education, while incorporating the goals of these rules.
- 7.07 Nothing in Section 7.0 of these rules shall be construed to require any school or school district to hire personnel certified in physical education.

7.08 The State Board of Education shall submit to the House Interim Committee on Education and the Senate Interim Committee on Education for the committees' review any proposed rules regarding physical education or physical activity standards for grades kindergarten through twelve (K-12) developed pursuant to Section 7.0 of these rules that exceed the maximums identified in Section 7.01 of these rules.

7.09 At a minimum, school districts will work with their local School Nutrition and Physical Activity Advisory Committee to:

7.09.1 Encourage participation in extracurricular programs that support physical activity, such as walk-to-school programs, biking clubs, after-school walking etc.;

7.09.2 Encourage the implementation of developmentally appropriate physical activity in after-school childcare programs for participating children;

7.09.3 Promote the reduction of time youth spend engaged in sedentary activities such as watching television and playing video games;

7.09.4 Encourage the development of and participation in family-oriented community-based physical activity programs, and;

7.09.5 Incorporate into the school ACSIP the strategies to be employed to achieve the requirements set forth in section 7.0 of these rules.

7.10 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 must be a licensed or qualified physical education teacher with the responsibility for instruction. Classified personnel may assist in fulfilling this requirement. For the purposes of this section, and "adult" is a licensed or qualified physical education teacher or a classified employee trained and assigned to supervise physical education classes.

85.0 GENERAL REQUIREMENTS FOR FOOD AND BEVERAGES IN PUBLIC SCHOOLS

85.01 Access to Foods and Beverages in Public Schools

85.01.1 Elementary students will not have access to vended food and beverages anytime, anywhere on school premises during the declared school day.

85.01.2 ~~Effective July 1, 2005, during~~ 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~~ Section 8.02 of these rules.

85.01.3 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.

85.01.4 ~~Effective July 1, 2005, during~~ 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~~ thirty (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.

85.01.5 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.

85.02 Exceptions to Limiting Access to Foods and Beverages in All Schools

85.02.1 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.

85.02.2 School Nurses - This policy does not apply to school nurses using FMNVs or candy during the course of providing health care to individual students.

85.02.3 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).

85.02.4 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.

85.02.5 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.

85.02.6 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.

85.03 New or renewed vending contracts for carbonated and sweetened non-carbonated beverages will be restricted to no more than ~~42~~ twelve (12) ounces per vended container. This requirement does not apply to contracts with an effective date on or before August 8, 2005.

62.0 NUTRITION STANDARDS FOR FOODS AND BEVERAGES

69.01 ~~As of July 1, 2005, the~~ 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).

69.02 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.

69.02.1 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.

69.02.2 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.

69.02.3 All FMNV or competitive food beverages sold to students will be restricted to no more than ~~12~~ twelve (12) ounces per vended container. The only exception for a larger portion size will be unsweetened unflavored water.

69.02.4 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.

69.02.5 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.

69.02.6 At middle school and high school levels, local leaders are encouraged to implement vending policies that encourage healthy eating by students.

69.02.7 ~~Beginning August 8, 2005 any~~ 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.

69.02.8 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.

710.0 NUTRITION EDUCATION

- 710.01** 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~~ Career Education courses which are taught within Family and Consumer Sciences, such as Nutrition and Wellness and/or Foods and Nutrition.
- 710.02** The Arkansas Department of Education and the Department of ~~Workforce~~ Career Education will provide technical assistance in helping schools integrate health education curricula that will include the nutrition components.
- 710.03** Implementation of grade-appropriate nutrition education through a comprehensive education program will be included in the school improvement process.

811.0 HEALTHY SCHOOL ENVIRONMENT

- 811.01** 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~~ Section 8.02 of ~~this~~ these rules.
- 811.02** All school cafeterias and dining areas should reflect healthy nutrition environments.
- 811.03** 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.
- 811.04** 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 standards.

9.0 — ~~PHYSICAL EDUCATION AND PHYSICAL ACTIVITY STANDARDS~~

- 9.01** — ~~Beginning in the school year 2005-2006, at~~ At a minimum, school districts will work with their local School Nutrition and Physical Activity Advisory Committee to:
- 9.01.1** — ~~Encourage participation in extracurricular programs that support~~

physical activity, e.g., such as walk to school programs, biking clubs, after school walking etc.;

9.01.2 Encourage the implementation of developmentally appropriate physical activity in after school childcare programs for participating children;

9.01.3 Promote the reduction of time youth spend engaged in sedentary activities such as watching television and playing video games;

9.01.4 Encourage the development of and participation in family oriented community based physical activity programs, and;

9.01.5 Incorporate into the school ACSIP the strategies to be employed to achieve the 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 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 The Arkansas Department of Education will devise and implement standards regarding the amount of instructional time to be devoted to various curriculum components. 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:

9.03.1 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, intramurals and the integration of physical activity into the academic curriculum.

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.

9.03.3 Public school students in grades 9-12 shall be required to take one-half ($\frac{1}{2}$) unit of physical education to comply with current Arkansas

Standards for Accreditation, as required for graduation, with no additional requirement for physical activity.

~~9.03.4 Nothing in this act prohibits a public school student's elective enrollment, voluntary participation, or a voluntary requirement put in place by the school district in physical education or physical activity as a part of the public school curriculum or extra-curricular activities.~~

~~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 licensed and/or qualified physical education full-time equivalent (FTE) teacher for every 500 students. This licensed and/or qualified physical education teacher will directly supervise physical education instruction.~~

~~9.06 Beginning with the 2012 school year, all personnel teaching physical education in grades K-12 will hold a physical education license appropriate for grade levels being taught.~~

1012.0 SCREENING PROCESS FOR BMI ASSESSMENT

~~1012.01~~ Beginning in the 2007-2008 school year, all All children in Kindergarten (K), grade two (2), grade (4), grade six (6), grade eight (8), and grade ten (10) shall have their height and weight assessed to calculate body mass index for age percentile.

~~1012.01.1~~ This requirement applies to public schools.

~~1012.01.2~~ The responsibility for enforcement of this section rests equally with each school district.

~~1012.01.3~~ Nothing in ~~this act~~ these rules 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.

~~1012.01.4~~ Follow Each school district shall follow the approved screening process as outlined in the Height and Weight Measurement Training Manual.

~~40~~12.02 Screening equipment shall include but is not limited to:

~~40~~12.02.1 Stadiometer

~~40~~12.02.2 Scales for measuring weight

~~40~~12.02.3 Carpenter's square

~~40~~12.03 TRAINING/ASSURANCE

~~40~~12.03.1 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.

~~40~~12.03.2 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.

~~40~~12.04 REPORTING

~~40~~12.04.1 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.~~