AGENDA
STATE BOARD OF EDUCATION

June 11, 2012
Arkansas Department of Education
Arch Ford Education Building Auditorium
9:00 AM

Back Print

Reports

Report-1 Chair's Report

Presenter: *Dr. Ben Mays*

Report-2 Commissioner's Report

Presenter: *Dr. Tom W. Kimbrell*

Report-3 Recognition of Mountain Home School District Robotics Team

The Mountain Home robotics team, the Baxter Bomb Squad, took first place honors in the World Championship competition. The Department would like to publicly recognize the achievement of these world champions.

Presenter: *Dr. Tom Kimbrell*

Report-4 Effective Professional Development and Personal Research Project

As the 2011 Teacher of the Year, I have had many opportunities to talk with teachers around the state and to be involved in the discussion of effective public school education from a new perspective: that of the board and members of the ADE. This discussion made me curious, and led me to research the impact of the community on student achievement. I want to share the results of that research.

One conclusion reached was the urgent need for quality, relevant professional development for teachers to help them maximize student achievement. This year, I have been involved in professional development both as a learner and as an educator. I want to share three of the most effective professional development opportunities available to Arkansas educators.

Presenter: *Kathy Powers*

Report-5 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 activities associated with college and career readiness.

Presenter: *Dr. Laura Bednar*

Report-6 Special Report on Athletic Expenditures for Selected Arkansas Public School Districts for Year Ended June 30, 2011

The Special Report on Athletic Expenditures submitted by the Legislative Joint Auditing Committee, Division of Legislative Audit, dated April 16, 2012, is submitted at the request of Arkansas State Board of Education for review and discussion. The report covers the athletic expenses of selected districts chosen on a rotating basis to ensure all districts are evaluated at least once every five years.

Presenter: *Mark White and Kathleen Crain*

Consent Agenda

C-1 Minutes - May 14, 2012

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 timelines presented in the Plan. The June report summarizes the PMT for May.

Presenter: *John Hoy 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: *Dr. Karen Cushman 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. A request was received from one school district covering one teaching position. One school district requested a waiver for one long-term substitute. These requests have been reviewed, either approved or denied by Department Staff and are consistent with program guidelines.

Presenter: *Dr. Karen Cushman*

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 refunding 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 --3 School Bus Applications – Recommend Approval; Commercial Bonds –8 2nd Lien Bond Applications – Recommend Approval, 2 Voted Applications – Recommend Approval

Presenter: *Cindy Hollowell and Amy Woody*

C-6 Consideration of Voluntary Surrender of Teacher License – William Way Thomas

William Way Thomas has consented to the voluntary surrender of his teaching license with the understanding that Arkansas law does not provide for the voluntary surrender of a teaching license. The Board's acceptance of Mr. Thomas' voluntary surrender will result in the permanent revocation of his license.

Presenter: *Katherine Donoven*

C-7 Consideration of the Recommendation of the Professional Licensure Standards Board for Suspension of the Teaching License and a Fine of $100 for Case #11-094 – Joan Miller Bowling

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending suspension of the teaching license of Joan Bowling 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; 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.

Ms. Bowling was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated April 20, 2012, and accepted the recommendation of the Ethics subcommittee in writing.

Presenter: *Michael Smith*

C-8 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Warning and HIPPA Related Training for Case #12-053 – Paula J. Velazquez

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending written warning to Paula Velazquez and HIPPA related training for violation of Standard 6: An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law.

Ms. Velazquez was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated April 20, 2012, and accepted the recommendation of the Ethics subcommittee in writing.

Presenter: *Michael Smith*

C-9 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Warning for Case #12-071 –David Westenhover

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending written warning to David Westenhover for violation of Standard 7: An educator refrains from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs while on school premises or at school-sponsored activities involving students.

Mr. Westenhover was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated May 18, 2012, and accepted the recommendation of the Ethics subcommittee in writing.

Presenter: *Michael Smith*

Action Agenda

A-1 Consideration of 2012-13 Arkansas Better Chance Grant Renewals

The Division of Child Care and Early Childhood Education and the Arkansas Better Chance Program respectfully request the approval of additional 2011-12 grants, as well as, the approval of 2012-13 renewal grants.

Presenter: *Paige Cox*

A-2 Standards Assurance Unit Summary of Events Report for 2011-2012 School Year

Each year the Department of Education summarizes the activities of the Standards Assurance Assurance unit.

Presenter: *Johnie Walters*

A-3 Final Accreditation Status Report of Arkansas Public Schools and School Districts for 2011-2012 School Year

Each year the Department of Education makes on-site visits to a selected number of school districts and reviews the schools for compliance with the standards. In addition, the Department annually reviews reports and investigates suspected deficiencies in schools meeting standards. All school districts and schools not meeting the Standards for Accreditation are notified of deficiencies by May 15.

Presenter: *Johnie Walters*

A-4 White County Central School District Appeal of the Accredited-Probationary Status to White County Central High School

White County Central has appealed the assigned status of Accredited – Probationary to White County Central High School. The district was in violation of Rule 9.03.4.11.8 regarding the notification of the Arkansas Department of Education of intent to use an Advanced Placement (AP) course to meet the requirements of the 38 courses mandated to be taught in Arkansas public schools.

Presenter: *Johnie Walters*

A-5 Consideration of the Accredited Probationary Status of Dollarway High School for Two Consecutive Years

Dollarway High School has been identified as being in probationary status for two consecutive school years: 2010-11 Licensure Violation; 2011-12 OSR Items –Transcript Irregularities. The school district was notified in writing and received an invitation to appear before the state board.

Presenter: *Johnie Walters*

A-6 Consideration of Request for Open-Enrollment Public Charter School Charter Amendment: Little Rock Preparatory Academy

The State Board of Education approved the application for Little Rock Preparatory Academy at the November 4, 2008, meeting. Grades K-8 will be served with a maximum enrollment of 432. The entity is requesting a hearing before the State Board of Education to amend their current charter with additional waivers and permission to relocate the school's middle grades.

Presenter: *Dr. Laura Bednar and Mark White*

A-7 Renewal of Open-Enrollment Public Charter School: Dreamland Academy of Performing and Communication Arts, Little Rock, Arkansas

Dreamland Academy of Performing and Communication Arts is an open-enrollment public charter school located at 5615 Geyer Springs Road, Little Rock, Arkansas. Dreamland Academy serves students statewide in grades K-5 with a current enrollment cap of 300 students. The applicant is requesting renewal of their open-enrollment charter from the State Board of Education for up to twenty (20) years

Presenter: *Dr. Laura Bednar, Mark White, Estelle Matthis and John Hoy*

A-8 Review of Open Enrollment Public Charter School: Covenant Keepers College Preparatory Charter School

The State Board of Education (State Board) will consider as an agenda item the Covenant Keepers College Preparatory Charter School. Pursuant to Ark. Code 6-23-105, the State Board may place the school on probation or may modify or revoke its charter.

Presenter: *Dr. Laura Bednar*

A-9 Hearing on Waiver Request for Certified Teacher License – Darrenlee Branch

Darrenlee Branch has applied for an initial license and has requested a State Board waiver of two 1999 felony violations of the Uniform Controlled Substances Act, which are disqualifying offenses for holding an Arkansas teaching license. Governor Beebe pardoned both felonies in February 2010. Arkansas Code Annotated section 6-17-410 states that the State Board of Education "shall not issue a first-time license… if the educator has pled guilty or nolo contendre to or has been found guilty of…" of a disqualifying offense under Ark. Code Ann. § 6-17-410 unless a waiver is granted. The Arkansas Department of Education has access to and must consider any criminal background check reflecting a guilty plea, or nolo contendre (no contest) or being found guilty by a jury or judge for any offense listed in §6-17-410, including records that have been expunged, sealed, or subject to a pardon. Mr. Branch is not represented by counsel.

Presenter: *Katherine Donoven*

A-10 Hearing on Waiver Request for Certified Teacher License – Charlotte Brown

Charlotte Brown has applied and been accepted to the nontraditional licensing program, has applied for a license, and has requested a waiver of her 2005 theft of public benefits disqualifying offense. Arkansas Code Annotated section 6-17-410 states that the State Board of Education "shall not issue a first-time license… if the educator has pled guilty or nolo contendre to or has been found guilty of…" of a disqualifying offense under Ark. Code Ann. § 6-17-410 unless a waiver is granted. The Arkansas Department of Education has access to and must consider any criminal background check reflecting a guilty plea, or nolo contendre (no contest) or being found guilty by a jury or judge for any offense listed in §6-17-410, including records that have been expunged, sealed, or subject to a pardon. Ms. Brown is not represented by counsel.

Presenter: *Katherine Donoven*

A-11 Consideration of Waiver of National Board for Professional Teaching Standards Repayment of State Funds – Sherry Kavian

Recommendation that the repayment waiver for fees expended by the state for 2008 NBPTS candidate, Sherry Kavian, be considered and granted due to health and/or extenuating circumstances as outlined below. The State Board of Education has the authority to waive repayment of state monies in cases of death, disability, or extenuating circumstances. The law governing the National Board support program is attached. Please refer to Arkansas Code 6-17-413, Section 1(b)(1), (b)(2), and (b)(4) and Section 3.01 of the National Board rules. Mrs. Kavian has provided documentation of her accident as well as a letter of explanation. She is currently teaching full time in the Huntsville School District. It is the opinion of the ADE that she should be considered for the extenuating circumstances waiver.

Presenter: *Michael Rowland*

A-12 Consideration of Waiver of National Board for Professional Teaching Standards Repayment of State Funds – James Wagner

As ADE continues to close outstanding NBPTS accounts; unresolved balances are being reviewed. These cannot be

waived or closed without the approval of the State Board. Recommendation that the repayment waiver for fees expended by the state for James Wagner be considered and granted due to health and/or extenuating circumstances as outlined. The State Board of Education has the authority to waive repayment of State monies in cases of death, disability, or extenuating circumstances as set forth in Ark. Code Ann. § 6-17-413, Section 1(b)1, (b)(2), and (b)(4) and Section 3.01 of the National Board rules. Mr. Wagner provided medical documentation as well as a letter of explanation. He is currently teaching full time in the England School District and is eligible to receive the state NBCT bonus. It is the opinion of the ADE that Mr. Wagner be considered for the extenuating circumstances waiver.

Presenter: *Michael Rowland*

A-13 Consideration of Recommendation for New Praxis II Cut Scores in Professional School Counselor to be Effective September 1, 2012.

Educational Testing Service (ETS) provided the following information from a multi-state standard setting study for a new Praxis II test: Professional School Counselor (0421). This new test will contain all multiple-choice items and will replace the existing 0420 test. A National Advisory Committee of expert practitioners and preparation faculty defined the content of the test, and a national survey of the field confirmed the content. For the Praxis Professional School Counselor test, the recommended passing score is 71 (out of a possible 110 raw-score points). The scaled score associated with a raw score of 71 is 156 (on a 100 - 200 scale). The ADE recommends dropping School Guidance and Counseling (0420) effective September 1, 2012, and adopting Professional School Counselor (0421).

Presenter: *Michael Rowland*

A-14 Consideration of Nominated Members for the Professional Licensure Standards Board to Replace Members Whose Terms are Expiring June 30, 2012

Pursuant to § 6-17-422 members of the PLSB serve rotating terms. Five (5) members of the Professional Licensure Standards Board will complete their three year terms on June 30, 2012. Nominations to fill these positions are: Brenda Brown, Kindergarten Teacher, Helena/West Helena School District, has been nominated for re-appointment by the Arkansas Education Association to represent P-4 grades. Michael Poore, Superintendent, Bentonville School District, has been nominated by Arkansas Association of Educational Administrators to replace Dr. Jerry Guess and to represent Public School Superintendents. Jody Vines, Principal, Washington Middle School, El Dorado School District, has been nominated for re-appointment by the Arkansas Association of Educational Administrators to represent P – 8 Building Level Leaders. Dr. Mitch Holifield, Department Chair of Educational Leadership, Arkansas State University, has been nominated for re-appointment by Arkansas Professors of Educational Administrators to represent Educational Leadership. Debbie Miller, Director of Instructional Services, Conway School District, has been nominated by Arkansas Association of Supervision and Curriculum Development to replace Sheila Jacobs and to represent Program Curriculum. The terms of these members will be July 1, 2012, through June 30, 2015.

Presenter: *Dr. Karen Cushman*

A-15 Election of Officers: State Board of Education for Fiscal Year 2012-2013

In accordance with the Operating Guidelines, a Nominating Committee was formed at the February 13, 2012, meeting. Members include Brenda Gullett, Chair; Sam Ledbetter and Toyce Newton. The Committee reported their recommended slate of officers at the May 14, 2012. Nominations are: Chairman--Jim Cooper; Vice-Chairman--Brenda Gullett.

Presenter: *Dr. Ben Mays*

A-16 Consideration for Final Approval: Arkansas Department of Education Rules Governing Education Service Cooperatives

On March 12, 2012, the State Board of Education approved for public comment the proposed Arkansas Department of

Education Rules Governing Education Service Cooperatives. A public hearing was held April 5, 2012. The public comment period expired April 16, 2012. No formal public comments were received. Arkansas Department of Education staff met with leaders from education service cooperatives to revise the rule as indicated. Department staff respectfully requests that the State Board give its final approval to the proposed rules as modified.

Presenter: *Jeremy Lasiter and Dr. Charles Watson*

A-17 Consideration for Final Approval: Revisions to the Arkansas Department of Education Rules Governing Public Charter Schools

On April 10, 2012, the State Board of Education approved for public comment proposed revisions to the Arkansas Department of Education Rules Governing Public Charter Schools. A public hearing was held on May 4, 2012. The public comment period expired on May 18, 2012. No revisions to the rule were made based upon the public comments received. Department staff respectfully requests that the State Board give its final approval to the proposed rules.

Presenter: *Jeremy Lasiter and Mark White*

A-18 Consideration for Emergency Approval: Open-Enrollment 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 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 other rules changes, consideration of approval of these application forms on an emergency basis is requested.

Presenter: *Mark White and Dr. Laura Bednar*

A-19 Consideration for Final Approval: Arkansas Department of Education Rules Governing the Teacher Excellence and Support System

On April 10, 2012, the State Board of Education approved for public comment the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System. A public hearing was held May 4, 2012. The public comment period expired May 18, 2012. Minor revisions were made to the rule based upon the public comments received. Department staff respectfully requests that the State Board give its final approval to the proposed rules.

Presenter: *Dr. Karen Cushman and Jeremy Lasiter*

A-20 Consideration for Public Comment: Proposed Revisions to the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System - June 2012

Staff from the United States Department of Education (USDOE) recommended that the Arkansas State Board of Education (State Board) and the Arkansas Department of Education (ADE) consider revisions to the student growth measures contained within the existing Teacher Excellence and Support System rules. In accordance with USDOE recommendations, ADE staff revised Sections 5.00 and 14.00 of the Teacher Excellence and Support System rules. ADE staff respectfully requests that the State Board approve the proposed rules for public comment.

Presenter: *Dr. Karen Cushman*

A-21 Consideration for Approval for Public Comment: Proposed Arkansas Department of Education Rules Governing Educator Licensure

In response to recommendations from the Licensure Task Force and the Professional Licensure Standards Board, the Department proposes to combine seven of the Department's existing licensure rules into a single rule governing licensure. The proposed rules incorporate many of the changes recommended by the Task Force, as well as other

changes recommended by the Department. The Arkansas Department of Education respectfully requests the State Board to approve and release these proposed new rules for public comment.

Presenter: *Mark White and Dr. Karen Cushman*

A-22 **Consideration for Approval for Public Comment: Repeal of Current Arkansas Department of Education Rules Governing Addition of Areas of Licensure or Endorsement**

The substantive provisions of these rules have been incorporated into the proposed new Rules Governing Educator Licensure. The Arkansas Department of Education respectfully requests that the proposed repeal of these rules be approved for public comment.

Presenter: *Mark White and Dr. Karen Cushman*

A-23 **Consideration for Approval for Public Comment: Repeal of Current Arkansas Department of Education Rules Governing Initial and Standard/Advanced Level School Administrator Licensure**

The substantive provisions of these rules have been incorporated into the proposed new Rules Governing Educator Licensure. The Arkansas Department of Education respectfully requests that the proposed repeal of these rules be approved for public comment.

Presenter: *Mark White and Dr. Karen Cushman*

A-24 **Consideration for Approval for Public Comment: Repeal of Current Arkansas Department of Education Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure**

The substantive provisions of these rules have been incorporated into the proposed new Rules Governing Educator Licensure. The Arkansas Department of Education respectfully requests that the proposed repeal of these rules be approved for public comment.

Presenter: *Mark White and Dr. Karen Cushman*

A-25 **Consideration for Approval for Public Comment: Repeal of Current Arkansas Department of Education Rules Governing Licensure of Speech Language Pathologists by the State Board of Education**

The substantive provisions of these rules have been incorporated into the proposed new Rules Governing Educator Licensure. The Arkansas Department of Education respectfully requests that the proposed repeal of these rules be approved for public comment.

Presenter: *Mark White and Dr. Karen Cushman*

A-26 **Consideration for Approval for Public Comment: Repeal of Current Arkansas Department of Education Rules Governing Requirements And Procedures For Renewing A Standard/Professional Arkansas Teaching License**

The substantive provisions of these rules have been incorporated into the proposed new Rules Governing Educator Licensure. The Arkansas Department of Education respectfully requests that the proposed repeal of these rules be approved for public comment.

Presenter: *Mark White and Dr. Karen Cushman*

A-27 **Consideration for Approval for Public Comment: Repeal of Current Arkansas Department of Education Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More Than Thirty (30) Consecutive

School Days During a School Year and for Granting Waivers

The substantive provisions of these rules have been incorporated into the proposed new Rules Governing Educator Licensure. The Arkansas Department of Education respectfully requests that the proposed repeal of these rules be approved for public comment.

Presenter: *Mark White and Dr. Karen Cushman*

A-28 **Consideration for Approval for Public Comment: Repeal of Current Arkansas Department of Education Rules Governing Teacher Licensure by Reciprocity**

The substantive provisions of these rules have been incorporated into the proposed new Rules Governing Educator Licensure. The Arkansas Department of Education respectfully requests that the proposed repeal of these rules be approved for public comment.

Presenter: *Mark White and Dr. Karen Cushman*

A-29 **Consideration for Approval for Public Comment: Revisions to the Arkansas Department of Education Rules Governing the Code of Ethics for Arkansas Educators**

The proposed amendments streamline the State Board of Education hearing process for ethics cases in which the educator requests the State Board to review a recommendation by the PLSB Subcommittee. These amendments also align the rules with the Administrative Procedures Act, Ark. Code Ann. § 25-15-210.

Presenter: *Dr. Karen Cushman and Katherine Donoven*

A-30 **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: *Mark White and Dr. Laura Bednar*

A-31 **Consideration for Public Comment: Revisions to the Arkansas Department of Education Rules Governing Public School Student Services**

Acts 1172 and 1204 of 2011 amended Arkansas law related to public school student services programs. The current Arkansas Department of Education rule was last revised in September 1999. Accordingly, Department staff respectfully requests that the State Board approve the proposed rules for public comment.

Presenter: *Jeremy C. Lasiter*

A-32 **Consideration for Public Comment: Revisions to the Arkansas Department of Education Rules Governing Technology Training Centers in Education Service Cooperatives**

Last revised in October 1996, the Arkansas Department of Education (ADE) Rules Governing Technology Training Centers in Education Service Cooperatives should be revised to reflect existing statutory law and ADE requirements. Accordingly, Department staff respectfully requests that the State Board approve the proposed rules for public comment.

Presenter: *Jeremy Lasiter*

A-33 **Consideration for Public Comment: Revisions to the Arkansas Department of**

Education Rules Identifying and Governing the Arkansas Fiscal Assessment and Accountability Program

The State Board of Education recently approved for public comment proposed rules related to education service cooperatives. Those proposed rules included procedures related to education service cooperatives in fiscal distress. The current Arkansas Department of Education Rules Identifying and Governing the Arkansas Fiscal Assessment and Accountability Program should be revised to remove references to fiscal distress for education service cooperatives. The rules should also be reformatted and updated to mirror existing statutory requirements. Accordingly, Department staff respectfully requests that the State Board approve the proposed rules for public comment.

Presenter: *Jeremy Lasiter and Hazel Burnett*

Minutes
State Board of Education Meeting
Monday, May 14, 2012

The State Board of Education met Monday, May 14, 2012, in the auditorium of the Department of Education building. Dr. Ben Mays, Chair, called the meeting to order at 9 a.m.

Present: Dr. Ben Mays, Chair; Jim Cooper, Vice Chair; Joe Black; Brenda Gullett; Sam Ledbetter; Alice Mahony; Toyce Newton; Mireya Reith; Vicki Saviers; Dr. Tom Kimbrell, Commissioner; and Kathy Powers, Teacher of the Year

Absent: None

Reports

Chair's Report:

Dr. Mays noted the artwork on display in the lobby was the 2012 Nutrition Education Poster Contest winners.

Ms. Saviers and Mr. Black said they visited Cross County School District to see the New Tech High School in operation. Both reported the school's innovative teaching model was exciting for the rural school.

Ms. Mahony mentioned she accompanied fourth grade students and teachers from El Dorado to Dolphin Island for an ocean educational experience. Ms. Mahony also announced she and Ms. Newton would again be hosting the Girls Learning About Math and Science Conference the following day.

Commissioner's Report

Dr. Kimbrell said consultation with US Department of Education (USDE) staff to provide clarification for components of the state's application for ESEA Flexibility was ongoing. He said USDE was struggling with Arkansas's teacher evaluation system, particularly how a teacher's performance will impact student academic growth.

The Commissioner said the iterative process should result in an approved plan within a couple weeks. He said those schools identified as priority should know the ADE will have a more active role in their school improvement efforts.

Ms. Saviers reiterated her desire for the state to take a stronger role in failing school districts.

Dr. Kimbrell explained that once approval was granted, a revision of the academic distress rule would be submitted for State Board approval to allow the Department to deal with the school system.

Mr. Ledbetter said it would be a travisty to not move as qucikly as possible and suggested a rule be adopted on an emergency basis.

Dr. Kimbrell said the rule would come before the Board in June.

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: Lori Griffin of Elgin B. Milton Primary School in Ozark; Brenda Tash of Center Valley Elementary in Russellville; Cathy Riggins who serves in Vilonia; and Tanya Sharp of Elm Tree Elementary in Bentonville.

National Title I Distinguished School Program

Fouke Elementary School in the Fouke School District was recognized for its schoolwide academic performance and the innovative programs that contributed to its success. The school represented the state at the National Title I conference.

Informational Update on Common Core State Standards and PARCC

Dr. Laura Bednar, Assistant Commissioner of Learning Services, said more information and resources were being provided by PARCC to assist the state's educators in the implementation of Common Core State Standards. She said educators from across the state would serve on committees to assist with item development and aligning instructional resources with Common Core.

Dr. Bednar also gave a briefing on an recent activity in Northwest Arkansas sponsored by the Springdale School District designed to bring K-12 and Higher Education together to embrace Common Core. She predicted more engagement with Higher Education to ensure the success of the new learning standards.

Special Report on Athletic Expenditures for Selected Arkansas Public School Districts for Year Ended June 30, 2010

Kathleen Crain, Interim Assistant Commissioner for Fiscal Services, presented the Special Report on Athletic Expenditures submitted by the Legislative Joint Auditing Committee dated January 14, 2011. The report covered the athletic expenses of selected districts chosen on a rotating basis and a re-examination of

districts that underreported spending by more than ten percent the previous audit year.

Total athletic expenditures reported to the Department prior to review adjustments for the districts examined was $20.5 million. Expenditures for 15 of the districts reviewed were adjusted in excess of ten percent. Those ranged from $9,443 at Sloan Hendrix to $292,591 at Mountain Home and a range of 11.7 percent at Midland School District to 178.6 percent at Armorel School District.

Consent Agenda

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

Items included in the Consent Agenda:

- Minutes of the April 9-10, 2012 Board Meetings
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations
- Waivers to Educational Agencies for Teachers Teaching Out of Area for Longer than 30 Days
- Sanction for Teachers as Recommended by the Professional Licensure

    - Zachry Donald Wilson
    - Charlotte Maxine Ellison
    - Brendon James Harris
    - Nevada Ray Mills
    - Arlene Bridges
    - Glen Howard Knod
    - Nathan Allen Miller
    - Alex Glenn Scarborough
    - Ted Jester

Action Agenda

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

Consideration of ABC Funding Request for CDI-Denver

The Division of Childcare and Early Childhood Education requested $113,792 in additional funding for CDI-Denver. Paige Cox, staff representative, said the balance transfer from CDI- Russellville to CDI-Denver was not sufficient to cover the amount needed to support the ABC program for the remainder of the year.

Mr. Ledbetter moved, seconded by Mr.Cooper, approval of the request. The

motion carried unanimously.

Renewal of District Conversion Public Charter School: Badger Academy, Beebe School District

Badger Academy, a District Conversion Public Charter School located within the Beebe School District, requested renewal of its charter. The school serves students in grades 7-12 who are at risk of dropping out of school.

Ms. Mahony moved, seconded by Mr. Ledbetter, to renew the charter for one year and re-evaluate the schools's progress after one year. The motion failed five to three in a roll call vote.

Black-no
Cooper-no
Gullett-no
Ledbetter-yes
Mahony-yes
Newton-yes
Reith-no
Saviers-no

Ms. Newton moved, seconded by Ms. Saviers, a five-year renewal of the charter as recommended by the Charter Review Council. The motion carried seven to one.

Black-yes
Cooper-yes
Gullett-yes
Ledbetter-yes
Mahony-no
Newton-yes
Reith-yes
Saviers-yes

Request for District Conversion Public Charter School Hearing: North Little Rock School District-Ridgeroad Middle Charter School

The North Little Rock School District requested approval to voluntarily surrender the charter of Ridgeroad Middle Charter School effective June 30, 2012. The school serves grades 7-8 with a maximum enrollment of 700.

Superintendent Ken Kirspel said the district was reorganizing and reducing the number of campuses from 21 to 13 to better serve students be more efficient.

Ms. Saviers moved, seconded by Ms. Gullett, approval of the surrender of the

charter. The motion carried unanimously.

Request for Open-Enrollment Public Charter School Charter Amendment: KIPP Blytheville College Preparatory School

KIPP Blytheville College Preparatory School requested approval of a grade expansion and a new location. School officials asked permission to add fourth grade and to move the school from a leased space to its own new 24-classroom facility.

Speaking against the request, Blytheville School District Superintendent Richard Atwill questioned why the school's construction was underway and recruitment of fourth graders was taking place prior to State Board approval.

KIPP's Executive Director Scott Shirey said the state had given permission to acquire a building loan prior to a state rule change that now requires approval from the State Board. He said the school did advertise for fourth graders, but the lottery wasn't until June so no fourth grader is currently enrolled.

Ms. Gullett expressed disappointment that KIPP gave the community the impression the grade expansion and relocation was a certainty.

Mr. Shirey agreed the school should have waited to begin advertising for fourth grade.

Mr. Ledbetter moved, seconded by Ms. Newton, approval to add fourth grade and allow the relocation. The motion carried seven to one in a roll call vote.

Black-yes
Cooper-yes
Gullett-yes
Ledbetter-yes
Mahony-no
Newton-yes
Reith-yes
Savier-yes

Classification of District in Fiscal Distress-Alpena School District

Department of Education staff announced the Alpena School District had been idetified for fiscal distress status because of declining legal fund balance. Those balances dropped from $521,289 in 2008-09 to $380,122 in 2010-11. In that same period enrollment dropped from 579 to 554 students. The Department recommended the State Board classify the Alpena School District in fiscal distress effective May 14, 2012.

Mr. Cooper moved, seconded by Ms. Newton, to classify the Alpena School District in fiscal distress. The motion carried unanimously.

Classification of District in Fiscal Distress-Bismarck School District

Department of Education staff stated the Bismarck School District had been identified for fiscal distress status because of declining legal fund balance. That year-end balance dropped from $1.5 million in 2008-09 to $900,000 in 2010-11. The district's enrollment increased during that same time from 934 to 978. The Department recommended the State Board classify the Bismarck District in fiscal distress effective May 14, 2012.

Bismarck Superintendent Susan Stewart-Harper said the district's financial problems were in part the result of $300,000 in change orders in the construction of the new green high school and subequent costs for maintenance and operation of the building.

Mr Cooper moved, seconded by Ms. Gullett, to clasify the Bismarck School District in fiscal distress. The motion carried unanimously.

Classification of District in Fiscal Distress-Drew Central School District

Department staff recommended the State Board classify the Drew Central School District in fiscal distress status. The district's year-end legal balance of $627,557 in 2009-10 dropped to $446,609 in 2010-11.

Drew Central Superintendent Wayne Fawcett said the district was losing students to other areas of the state. He said the district's loss of 46 students during the 2011-12 school year would likely reduce the amount state funding the district would receive for school year 2012-13. The district is implementing $600,000 in budget cuts for the coming year.

Mr. Cooper moved, seconded by Ms. Newton, to classify Drew Central School District in fiscal distress. The motion carried.

Consideration for Final Approval: Revisions to Arkansas Department of Education Rules the Code of Ethics for Arkansas Educators

Act 1045 of 2011 amended the Arkansas Code concerning the enforcement of ethics violations by Arkansas educators. Revisions to these Rules reflect changes pursuant to Act 1045 as well as other changes to enhance the procedures and practices of implementation. The State Board was requested to give final approval to the rule revisions.

Ms. Saviers moved, seconded by Ms. Newton, final apporval of the rules. The

motion carried unanimously.

Consideration for Final Approval: Proposed Arkansas Department of Education Rules Governing Parental Involvement Plans

Act 1002 of 2011 directed the Department to develop rules governing parental involvement plans. Following a public comment period two minor changes were made. The State Board was requested to give final approval to the rules.

Mr. Cooper moved, seconded by Ms. Saviers, final approval. The motion carried unanimously.

Consideration for Approval for Public Comment: Arkansas Department of Education Rules Governing the Closure of Isolated Schools

Act 1131 of 2011, now codified at Ark. Code Ann. § 6-20-602, revised Arkansas law concerning the closure of isolated schools. The proposed rules include the revisions contained in Act 1131 of 2011 and create a procedure for the State Board to follow when considering the closure of an isolated school.

The State Board was requested to approve the proposed rules for public comment.

Mr. Cooper moved, seconded by Ms. Reith, to approve the rules for public comment. The motion carried unanimously.

Consideration for Approval for Public Comment: Arkansas Department of Education Rules Governing the Consolidation and Annexation of School Districts (A-11)

Acts 989 and 1217 of 2011 revised Arkansas law concerning the consolidation and annexation of school districts. The proposed rules include the revisions contained in Acts 989 and 1217 of 2011.

The State Board of Education previously approved two separate rules governing the consolidation and annexation of school districts. A third rule governs the distribution of consolidation and annexation incentive funding. The proposed rules combine the separate rules into one and update their provisions to be consistent with current state law.

The State Board was requested to approve the proposed rules for public comment.

Consideration for Approval for Public Comment: Repeal of Arkansas Department of Education Rules Governing Administrative Consolidation or Annexation of Public School Districts and Boards of Directors of

Local School Districts (A-12)

Acts 989 and 1217 of 2011 revised Arkansas law concerning the consolidation and annexation of school districts. The State Board of Education previously approved two separate rules, including this rule, which govern the consolidation and annexation of school districts.

Department staff recommended this rule be repealed so it can be combined with the other rule governing consolidation and administration of school districts and updated in accordance with Acts 989 and 1217 of 2011. The State Board was requested to approve the proposed repeal for public comment.

Consideration for Approval for Public Comment: Repeal of Arkansas Department of Education Rules Governing Consolidation or Annexation of Public School Districts and Boards of Directors of Local School Districts (A-13)

Acts 989 and 1217 of 2011 revised Arkansas law concerning the consolidation and annexation of school districts. The State Board of Education previously approved two separate rules, including this rule, which govern the consolidation and annexation of school districts. Department staff recommended this rule be repealed and combined with the other rule governing consolidation and administration of school districts and updated in accordance with Acts 989 and 1217 of 2011.

State Board approval to release the proposed repeal for public comment was requested.

Consideration for Approval for Public Comment: Repeal of Arkansas Department of Education Rules Governing the Distribution of Consolidation/Annexation Incentive Funding (A-14)

Each fiscal year, the Arkansas General Assembly appropriates consolidation/annexation incentive funds to the Arkansas Department of Education. The State Board of Education last approved rules governing the distribution of those funds in November 2005. Department staff requested the State Board repeal the existing rules pertaining to consolidation/annexation incentive funding so that the content of those rules can be included in the revised Arkansas Department of Education Rules Governing the Consolidation and Annexation of School Districts.

State Board approval was requested to release the proposed repeal for public comment.

Ms. Gullett moved, seconded by Ms. Newton to release agenda items A-11 through A-14 for public comment. The motion carried unanimously.

Nominating Committee Report

In giving the report from the nominating committee, Mr. Ledbetter said the officer slate for State Board approval in June would include Mr. Cooper as Chair and Ms. Gullett as Vice-Chair.

Adjournment

The meeting adjourned at 2:10 p.m.

These minutes were recorded by Phyllis Stewart.

ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
MAY 31, 2012

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of May 2012.

IMPLEMENTATION PHASE ACTIVITY

I. Financial Obligations

A. As of April 30, 2012, State Foundation Funding payments paid for FY 11/12 totaled $50,469,962 to LRSD, $28,619,857 to NLRSD, and $35,139,086 to PCSSD.

B. As of April 30, 2012, the Magnet Operational Charge paid for FY 11/12 totaled $11,855,367. The allotment for FY 11/12 was $14,373,720.

C. As of April 30, 2012, the M-to-M incentive checks paid for FY 11/12 totaled $4,478,595 to LRSD, $5,590,822 to NLRSD, and $10,101,019 to PCSSD.

D. ADE pays districts three equal installments each year for their transportation budgets. North Little Rock was overpaid $271,487.69 over the last two payments. The current payment reflects what is due less the amount of the overpayment.

1. In December 2011, General Finance made the last one-third payment to the Districts for their FY 10/11 transportation budget. As of December 31, 2011, transportation payments for FY 10/11 totaled $3,977,759.00 to LRSD, $1,456,077.37 to NLRSD, and $2,320,249.40 to PCSSD.

2. In December 2011, General Finance made the first one-third payment to the Districts for their FY 11/12 transportation budget. As of December 31, 2011, transportation payments for FY 11/12 totaled $1,297,333.34 to LRSD, $515,623.32 to NLRSD, and $889,000.35 to PCSSD.

3. In February 2012, General Finance made the second one-third payment to the Districts for their FY 11/12 transportation budget. As of February 29, 2012, transportation payments for FY 11/12 totaled $2,594,666.67 to LRSD, $689,693.05 to NLRSD, and $1,778,000.70 to PCSSD.

E. On May 9, 2012, The Office of State Procurement was awarded the bid for the sixteen (16) Magnet and M to M buses from Diamond States Bus Sales in Conway, AR.
Three (3) 47 passenger buses @ $67,054.00 each
Thirteen (13) 65 passenger buses @ $68,575.00 each
Total bid award is for $1,092,637.00
Buses should be delivered sometime in August.

F. In July 2011, Finance paid the Magnet Review Committee $92,500. This was the total amount due for FY11/12.

G. In July 2011, Finance paid the Office of Desegregation Monitoring $200,000. This was the total amount due for FY 11/12.

II. Monitoring Compensatory Education

On April 5, 2012, 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. Mr. Scott Richardson, Assistant Attorney General, stated that on March 19, 2012, they were still waiting for Judge Marshall to release the State from the 1993 Settlement Agreement. The settlement schedules had not been discussed in the last two years. Mr. Richardson also stated that on March 29, 2012, the two main things that were submitted to the Courts were Charter Schools Open Enrollment and Achievement Gap. Mr. Morris stated the big issue is trying to address the nine (9) non-unitary areas in the last Court Order while in fiscal distress. The funding for the facilities in the Western part of the County is better than the funding for pre-existing facilities. On March 1, 2012, Dr. Stein received the PCSSD facilities plan. Due to bad weather conditions during Spring Break, Mr. Morris was unable to visit any facilities. Next week, if the weather permits, he will visit facilities that are not testing. The ADE will continue to have Implementation Phase Meetings until the desegregation case is totally finished. Transportation and facility funding are to continue being provided until being released from the Court. There has been no feedback on LRSD from Mr. Heller. The Charter School Laws are the only thing having a negative impact on their litigation. Mr. Jeremy Lasiter, ADE General Council for Legal Services, stated there has been no response to letters in the past 5-6 years. The next Implementation Phase Working Group Meeting is scheduled for July 12, 2012 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

In June 2011, the ADE sent letters to the school districts in Pulaski County asking if there were any new laws or regulations that may impede desegregation. The districts were asked to review laws passed during the 88th Legislative Session, and any new ADE rules or regulations.

V. Commitment to Principles

On May 14, 2012, 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 April 27, 2012, Suzanne Knowles conducted training on High-Stakes Algebra I Guidance. The training was clarification on removal of students from eligibility list. The training took place at ADE.

VII. Test Validation

On May 4, 2012, Jeremy Lasiter, ADE General Council for Legal Services, advised via email that he had been working with Dr. Gayle Potter and her team to come up with a description to be used in the PMT under the heading "Test Validation." Currently, the PMT references a report that was given back in 2001. The language is to be replaced with the following summary:

The Arkansas Department of Education (ADE) has, for over fifteen (15) years, implemented a rigorous, statistically sound and nationally recognized process for developing questions for its state standardized assessments. This process continues on an ongoing basis.

VII. Test Validation (Continued)

Before a question appears on a state standardized exam to measure student achievement, the question must survive a strict review process that lasts at least two (2) years. The process includes a review of each draft question by an internal team of ADE content specialists, a Content Committee, a Bias Review Committee and a Committee of Practitioners. The ADE also relies upon trained psychometricians, a Technical Advisory Committee (TAC), and the federal peer review process to conduct ongoing evaluations of the ADE's standardized testing procedures to ensure that those procedures are reliable, valid and controlled for bias.

Part of the two-year review process includes a review of each draft test question by the Bias Review Committee. The committee specifically reviews each draft test question for bias or lack of cultural sensitivity. The Bias Review Committee consists of approximately ten (10) educators, program specialists and administrators from throughout Arkansas. This committee is responsible for reviewing all reading passages, test questions, and writing prompts to make certain that the questions are controlled for bias and are not insensitive to specific groups or individuals. Once each draft question is field tested, the Bias Review Committee meets again to review the results using student data disaggregated by demographic group to review indications of possible bias with regard to a particular question. The Bias Review Committee has the power to reject a draft question altogether or require the draft question to be revised. If the Bias Review Committee orders a draft question to be revised, the entire two-year review process begins anew.

Only a draft question that has been found acceptable at every stage of the bias review process may be placed on an operational test to measure student achievement.

VIII. In-Service Training

On May 7, 2012, ADE conducted the Pulaski County Special School District Leadership Planning Meeting at the Pulaski County Special School District Administration Building. It regarded planning the 2012 year. The audience was ADE: Camile Wyllia and Dr. Robert Toney; PCSSD: Dr. Linda Remele and Sam Altschul.

On May 10, 2012, ADE conducted the Elementary Directors Meeting at the North Little Rock District Office. It regarded Planning for Fall 2012. The audience was ADE: June Haynie; NLR: Rosie Coleman.

On May 16, 2012, ADE staff provided Professional Development at Fuller Annex in the Pulaski County Special School District. It regarded CIV Institute 4 Learning Progressions in ELA and Math. The audience was ADE: Karyl Bearden and Pepper Wyllia; PCSSD: Michelle Pickett, Diane Huston, and JaJuan Chanele Williams.

On May 16, 2012, ADE staff provided Professional Development at Little Rock School District Metro. It regarded CIV Math CCSS Institute 4 Learning Progressions in Math. The audience was ADE: Sherri Thorne; Little Rock Math Coaches, and UALR STEM: Karen Rivers.

IX. Recruitment of Minority Teachers

On December 17, 2011 a listing of the Fall 2011, minority graduates from all teacher preparation programs was sent to the three Pulaski County Public School Districts.

X. Financial Assistance to Minority Teacher Candidates

On April 12, 2012, Ms. Lisa Smith of the Arkansas Department of Higher Education reported Minority Scholarships for Fiscal Year 2011-2012 have been phased out and no awards were given. These included the State Teacher Assistance Resource (STAR) Program, the Minority Teacher Scholars (MTS) Program, and the Minority Masters Fellows (MMF) Program.

XI. Minority Recruitment of ADE Staff

The MRC met on April 13, 2012 at the ADE. The MRC plan calls for ADE to maintain a 25% minority (black) employment rate in each division of the department and in the department as a whole for employees rated at Grade 21 and above (not including Grade 99's). Due to the revision in the employee grade system by the Office of Personnel Management, Grades C121 to C130 were used for the purpose of this report. 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 March 31, 2012, three of the divisions, Central Administration, Accountability and Research & Technology, exceeded the 25% threshold. The ADE as a whole was 20% 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 August 25, 2011, ADE staff held an ACSIP meeting at NLRSD. The meeting was held in Kristie Ratliff's office to discuss ACSIP requirements. Diane Gross discussed priorities, interventions, and actions and stressed that actions in the ACSIP plan must be very focused and clear. It was suggested that NLRSD put the budget codes in the action for the Bookkeeper's reference when paying out. The Peer Review Process for approving building plans was discussed.

In addition to the ACSIP, discussions were held about Title III and State ELL expenditures and making sure monies are being spent in a way the EL students are being served. The need for spending the dollars in the buildings where the students are located was also pointed out.

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 April 11, 2012, the ADE held a Desegregation Monitoring and Assistance Plan Meeting. Those in attendance were Margie Powell, Willie Morris, Aleta Fletcher, Terri Williams, Sherman Whitfield, and Dr. Brenda Bowles. During the meeting the following items were discussed:

- Dr. Bowles summarized the meeting on April 5, 2012 which included a discussion and review of academic and discipline interventions used to assist students by school.

- Dr. Bowles shared a draft of the Tiered System of Interventions for Discipline that was developed in preparation for the Discipline Committee Meeting(s) April 23-24, 2012 and discussed the purpose for developing the tiered system.

- The Discipline Committee members have been identified, with the exception of Joshua, and are currently confirming their attendance at the meeting.

- Dr. Bradley Scott, with EAC, will be in attendance at the Discipline Committee Meeting, to assist the District in developing a District Discipline Intervention System.

- Ms. Powell asked if the District Steering Committee had completed the scoring of the ACSIP Plans for each school. Dr. Bowles stated that it had been completed as of Tuesday's meeting on April 10, 2012.

- Dr. Bowles shared that data regarding retention for students in grades 6-12 by school, race, and gender provided by Dr. Clowers, will be made available for the Committee to peruse and discuss during the meeting(s).

- Mr. Morris inquired how the data was being used to make decisions with reference to interventions, retention, etc. Dr. Bowles stated that she defer those questions to Dr. Remele and Dr. Clowers.

- The group agreed to cancel our next schedule meeting on April 25, 2012 due to the Discipline Committee Meetings that week.

The next meeting is tentatively scheduled for **Wednesday, May 9, 2012 at 2:30 p.m.** in the Equity and Pupil Services Conference Room.

NEWLY EMPLOYED FOR THE PERIOD OF April 21, 2012– May 18, 2012

Brent Coney – Information Systems Business Analyst, Grade C122, Division of Research and Technology, Data Reporting and Systems, effective 04/23/12.

Greg Rogers – ADE Coordinator of Special Projects, Grade N905, Division of Fiscal and Administrative Services, Finance, effective 05/14/12.

PROMOTIONS/LATERAL TRANSFERS FOR THE PERIOD OF April 21, 2012– May 18, 2012

No promotions/lateral transfers during this period.

SEPARATIONS FOR THE PERIOD OF April 21, 2012– May 18, 2012

***Berthenia Gill – Public School Program Advisor, Grade C122, Division of Academic Accountability, Equity Assistance Center, effective 04/30/12. 28 Years, 5 months, 13 days. Retirement**

Siobh Wilkerson – Administrative Specialist II, Grade C109, Division of Learning Services, Charter/Home School, effective 05/11/12. 0 Years, 5 months, 23 days. 12

***Minority**

AASIS Codes:
12- Relocation
Retirement

Teachers Teaching Out of Area for More than 30 Days
June 2012 State Board Agenda

LEA	District	Teacher	# Waivers Requested	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
5204	Camden Fairview School Dist.	Lilly, Fred	1	MS Science; Secondary Principal	311	District Administrator P-12	11-12	Granted

Substitute Teachers for June 2012 State Board Agenda

LEA	District	Substitute Name	# Waivers Requested	Subject	Teacher of Record	Granted/ Denied
0104	Strong-Huttig School District	Fields, Duke	1	Music K-12	Hollis, Lisa	Granted

Section 1
Revolving Loans to School Districts

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

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

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

STATE BOARD OF EDUCATION MEETING

JUNE 11, 2012

APPLICATIONS FOR REVOLVING LOANS

REVOLVING LOAN APPLICATIONS:

3	**School Bus**	**$**	**255,980.00**

SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
REVOLVING LOANS
SCHOOL BUS
RECOMMEND APPROVAL

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Danville	Yell	888	$83,980.00	4.09%	$1,573,517	Purchasing a route bus.
Mineral Springs	Howard	487	$62,000.00	4.84%	$3,507,481	Purchasing two used school buses (2004 IHC 72 passenger) at the purchase price of $31,000 each.
Omaha	Boone	421	$110,000.00	14.44%	$4,254,088	Purchasing two 2007 – 66 passenger buses.

Section 2
Second Lien Bonds

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

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

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

STATE BOARD OF EDUCATION MEETING

JUNE 11, 2012

APPLICATIONS FOR COMMERCIAL BONDS

COMMERCIAL BOND APPLICATIONS:

8	**2nd Lien**	**$**	**24,725,000.00**
8		**$**	**24,725,000.00**

SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
2ND LIEN
RECOMMEND APPROVAL

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Arkadelphia	Clark	1,964	$635,000	4.98%	$9,295,000	Funding the District's portion of the following partnership program projects: technology upgrade and conversion of 2 classrooms at the high school Project #1112-1002-072 ($50,000), renovation of Historic Peake High School Project #1112-1002-002 ($550,000) and cost of issuance and underwriter's discount allowance ($35,000) with any remaining funds to be used for other capital projects and equipment purchases.
Benton	Saline	4,609	$5,145,000	18.08%	$66,375,000	Funding the following non-partnership projects: completing the construction and equipping of the athletic complex to include home side bleachers, parking, press box, concessions, restrooms, storage, plaza, relocation of bandstand, and ticket booth Project #1112-6302-726 ($5,000,000) and cost of issuance and underwriter's discount allowance ($145,000) with any remaining funds to be used for other capital projects and equipment purchases.
Farmington	Washington	2,217	$9,695,000	20.90%	$29,903,595	Erecting and equipping new school facilities and renovating and equipping existing facilities ($9,500,000) and cost of issuance and underwriter's discount allowance ($195,000).
Fayetteville	Washington	8,932	$1,920,000	12.73%	$168,024,458	Renovating and equipping existing school facilities ($1,855,680) and cost of issuance and underwriter's discount allowance ($64,320).
Hope	Hempstead	2,437	$655,000	11.57%	$19,875,000	Resurfacing the school's football field Project #1213-2903-701 ($620,000) and cost of issuance and underwriter's discount allowance ($35,000) with any remaining funds to be used for other capital projects and equipment purchases.

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
McGehee	Desha	1,120	$1,100,000	6.06%	$7,140,403	Funding the District's portion of the following partnership projects: elementary school roofing Project #1314-2105-006 ($520,000), elementary school foundation Project #1314-2105-009 ($120,000), renovation of the 7-12 auditorium Project #1314-2105-004 ($125,000); and the District's portion of non-partnership projects of: resurfacing of the track Project #1314-2105-007 ($250,000) and renovation of gym seating Project #1314-2105-008 ($35,000); and for cost of issuance and underwriter's discount allowance ($50,000) with any remaining funds to be used for other capital projects and equipment purchases.
Russellville	Pope	5,100	$3,505,000	7.25%	$55,403,775	Completing construction on the Russellville High School Performing Arts Center and STEM Center project, to include new furnishing and equipment ($1,700,000), construct two new safe rooms ($800,000), complete construction on the Russellville Junior High safe room ($500,000), furnish and equipment safe rooms at Russellville High School, Russellville Junior High, Russellville Middle School, Upper Elementary 5th Grade, Center Valley Elementary, Crawford Elementary, Dwight Elementary, London Elementary, Oakland Heights Elementary, and Sequoya Elementary Schools ($110,000), purchase and install LED signs for all K-12 schools ($90,000), renovation of office area and south parking lot at Sequoya Elementary School ($200,000) and cost of issuance and underwriter's discount allowance ($105,000) with any remaining funds to be used for other capital projects and equipment purchases.
Two Rivers	Yell	844	$2,070,000	14.21%	$8,652,073	Constructing and equipping a new elementary school building ($2,002,320), cost of issuance and underwriter's discount allowance ($67,680) with any remaining funds to be used for constructing, refurbishing, remodeling and equipping school facilities.

Section 3
Voted Bonds

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

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

STATE BOARD OF EDUCATION MEETING

JUNE 11, 2012

APPLICATIONS FOR COMMERCIAL BONDS

COMMERCIAL BOND APPLICATIONS:

2	**Voted**	**$**	**132,995,000.00**
2		**$**	**132,995,000.00**

SCHOOL DISTRICTS FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
VOTED
RECOMMEND APPROVAL

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Bentonville	Benton	14,102	$130,540,000	20.33%	$327,725,000	Constructing and equipping a new high school campus and other new buildings ($120,083,500), HVAC improvements ($1,500,000), technology ($6,000,000) and cost of issuance and underwriter's discount allowance ($2,956,500) with any remaining funds to be used for constructing, refurbishing, remodeling and equipping school facilities.
Fayetteville	Washington	8,932	$2,455,000	12.73%	$168,024,458	Constructing, renovating and equipping school facilities ($2,370,000) and cost of issuance and underwriter's discount allowance ($85,000).

2011-12 Summary of Activities
Standards Assurance Unit

Dr. Tom Kimbrell, Commissioner

Members of the Board:

Dr. Ben Mays (Chair) – Clinton
Jim Cooper – Melbourne
Brenda Gullett – Fayetteville
Samuel Ledbetter – Little Rock
Alice Williams Mahony – El Dorado
Toyce Newton – Crossett
Vicki Saviers – Little Rock
Joe Black – Newport
Mireya Reith - Fayetteville

My name is Johnie Walters. I serve as the Unit Leader of the Standards Assurance Unit in the Division of Academic Accountability under the direction of Assistant Commissioner, Mr. John Hoy. I would like to offer an Accreditation Summary of the 2011-12 school year as well as a summary of activities of the Standards Assurance Unit for the 2011-12 school year.

2011-12 Accreditation Summary

241 Districts

17 Open Enrollment Charter Districts (241 + 17 + 258) Total

1074 Schools

842 Schools Accredited Status	78.47 %	(10-11) 80.4%
211 Schools Accredited-Cited Status	19.66%	(10-11) 17.3%
20 Schools Accredited-Probationary Status	1.83%	(10-11) 2.3%

1073 – Total number of schools with assigned status

17 Districts Accredited-Cited Status

2011-12 Unit Activities Summary

Completed other duties and assignments as directed by our Supervisors and the Board

Provide Technical Assistance to District and School Personnel

Assisted with Desegregation Monitoring

Assisted Charter Schools Division and Office of Teacher Licensure in Various Capacities

7 Technical Assistance Visits to Individual School Districts

22 Visits to Schools in Fiscal Distress or Alert Status

7 Probationary Review Visits

24 Workshops Conducted

258 OSR Monitoring Visits in Individual School Sites within 72 School Districts

Completed Annual Accreditation Reports for all 241 School Districts and 17 Charter Districts and Assigned a Recommended Accreditation Status for all schools

All this would not have been possible without the dedication of the very capable and professional staff of the Standards Assurance Unit:

Administrative Assistant Rickey Jackson
Standards Specialist Tim Barnes
Standards Specialist Shade Gilbert
Standards Specialist Kay Gardner
Standards Specialist Roy Causbie
Standards Specialist Nath Tumlison
Standards Specialist Derryl Evans
Standards Specialist Randall Lawrence
Standards Specialist Mari Beth Nokes
Standards Specialist Brandon Morrison
Currently two positions are vacant

A.C.A. 6-15-203 requires that all schools receive annually an accreditation classification that has been determined by the Department of Education (Standards Assurance Unit) and confirmed by the State Board of Education.

I and the Standards Assurance Unit would like to respectfully submit to you for your approval and confirmation, the recommended accreditation status for the districts and schools of the state for the 2011-12 school year.

Respectfully Submitted – June 11, 2012
Johnie Walters
Standards Assurance Unit/ADE

ACCREDITATION STATUS REPORT
2011-2012

area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
9	Pulaski	Academics Plus Charter	6040700					
9	Pulaski	Academics Plus Charter	6040702	Academics+ MS	A			
9	Pulaski	Academics Plus Charter	6040703	Academics+ HS	A			
7	Crawford	Alma	1701000					
7	Crawford	Alma	1701001	Alma Intermediate		C		Waiver 2012 LCD
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					
9	Pulaski	Ar Virtual Charter	6043701	Arkansas Virtual Academy	A			
9	Pulaski	Ar Virtual Charter	6043702	Arkansas Virtual Academy Jr	A			
9	Pulaski	Ark Sch for Blind	6091000					
9	Pulaski	Ark Sch for Blind	6091001	Ark. School for the Blind Elem	PA			Waiver 2013 LCD
9	Pulaski	Ark Sch for Blind	6091002	Ark. School for the Blind HS	PA			
9	Pulaski	Ark Sch for Deaf	6092000					
9	Pulaski	Ark Sch for Deaf	6092001	Ark. School for the Deaf Elem	PA			Waiver 2013 LCD
9	Pulaski	Ark Sch for Deaf	6092002	Ark. School for the Deaf HS	PA			(2) Waiver 2013 LCD
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	A			
5	Clark	Arkadelphia	1002009	Goza Middle	A			
5	Clark	Arkadelphia	1002010	Arkadelphia High	A			
3	Mississippi	Armorel	4701000					
3	Mississippi	Armorel	4701001	Armorel Elem		C		Waiver 2013 LCD
3	Mississippi	Armorel	4701002	Armorel HS	A			
5	Little River	Ashdown	4101000					
5	Little River	Ashdown	4101001	L. F. Henderson Interm	A			
5	Little River	Ashdown	4101002	C. D. Franks Elem Sch	A			
5	Little River	Ashdown	4101003	Ashdown Junior HS	A			

ACCREDITATION STATUS REPORT
2011-2012

area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
5	Little River	Ashdown	4101004	Ashdown HS	A			
5	Little River	Ashdown	4101005	Margaret Daniels Primary	A			
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		
4	Woodruff	Augusta	7401001	Augusta Elem.	A			
4	Woodruff	Augusta	7401003	Augusta High	A			
4	Woodruff	Augusta	7401007	Cotton Plant Elem.	A			
8	White	Bald Knob	7301000					
8	White	Bald Knob	7301001	H.L. Lubker Elem	A			
8	White	Bald Knob	7301003	Bald Knob HS		C		Waiver 2013 LCD
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		Waiver 2013 LCD
4	Phillips	Barton-Lexa	5401003	Barton-Lexa HS		C		Waiver 2013 LCD
3	Independence	Batesville	3201000					
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		C		Waiver 2013 LCD
6	Saline	Bauxite	6301003	Bauxite Middle		C		Waiver 2013 LCD
6	Saline	Bauxite	6301002	Bauxite High	A			
3	Craighead	Bay	1601000					
3	Craighead	Bay	1601001	Bay Elem	A			
3	Craighead	Bay	1601002	Bay HS	A			
5	Ouachita	Bearden	5201000					
5	Ouachita	Bearden	5201001	Bearden Elem	A			
5	Ouachita	Bearden	5201002	Bearden HS	A			
8	White	Beebe	7302000					

ACCREDITATION STATUS REPORT
2011-2012

area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
8	White	Beebe	7302008	Beebe Elem		C		Waiver 2013 LCD
8	White	Beebe	7302009	Beebe Junior High Sch		C		(2) Waiver 2013 LCD
8	White	Beebe	7302010	Beebe HS	A			
8	White	Beebe	7302011	Beebe Middle Sch		C		Waiver 2013 LCD
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	A			
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		Waiver 2013 LCD
1	Benton	Bentonville	401004	R. E. Baker Elem	A			
1	Benton	Bentonville	401005	Old High MS	A			
1	Benton	Bentonville	401006	Sugar Creek Elem	A			
1	Benton	Bentonville	401007	Apple Glen Elem	A			
1	Benton	Bentonville	401008	Spring Hill MS		C		Waiver 2013 LCD
1	Benton	Bentonville	401009	Elm Tree Elem		C		Waiver 2013 LCD
1	Benton	Bentonville	401010	Lincoln JRHS	A			
1	Benton	Bentonville	401011	M. M. Jones Elem	A			
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	A			
2	Boone	Bergman	502000					

ACCREDITATION STATUS REPORT
2011-2012

area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
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 Interm Sch	A			
6	Hot Spring	Bismarck	3001000					
6	Hot Spring	Bismarck	3001001	Bismarck Elem Sch		C		Waiver 2012 LCD
6	Hot Spring	Bismarck	3001002	Bismarck Middle Sch	A			
6	Hot Spring	Bismarck	3001003	Bismarck HS			P	OSR item 101-Art II,III,IV stacked. OSR items 111 and 122 transcripts.
5	Hempstead	Blevins	2901000					
5	Hempstead	Blevins	2901001	Blevins Elem Sch	A			
5	Hempstead	Blevins	2901002	Blevins HS		C		Waiver 2013 LCD
3	Mississippi	Blytheville	4702000					
3	Mississippi	Blytheville	4702006	Central Elem		C		Waiver 2013 LCD
3	Mississippi	Blytheville	4702007	Blytheville Kindergarten Ctr.	A			
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		C		Waiver 2013 LCD
3	Mississippi	Blytheville	4702703	Blytheville Charter	A			
7	Logan	Booneville	4201000					
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			
5	LaFayette	Bradley	3701000					
5	LaFayette	Bradley	3701001	Bradley Elem	A			
5	LaFayette	Bradley	3701002	Bradley HS	A			
4	Monroe	Brinkley	4801000			C		

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
4	Monroe	Brinkley	4801001	C.B. Partee Elem.	A			
4	Monroe	Brinkley	4801003	Brinkley HS		C		Waiver 2013 LCD
3	Craighead	Brookland	1603000					
3	Craighead	Brookland	1603006	Brookland Elem	A			
3	Craighead	Brookland	1603007	Brookland HS	A			
3	Craighead	Brookland	1603009	Brookland MS	A			
3	Craighead	Brookland	1603010	Brookland JH	A			
6	Saline	Bryant	6303000					
6	Saline	Bryant	6303020	Bryant Elementary	A			
6	Saline	Bryant	6303022	Bryant HS		C		Waiver 2013 LCD
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		Waiver 2013 LCD
6	Saline	Bryant	6303027	Collegeville Elementary	A			
6	Saline	Bryant	6303028	Bethel MS		C		Waivers 2012 & 2013 LCD
6	Saline	Bryant	6030029	Hurricane Creek Elementary	A			
6	Saline	Bryant	6303036	Paron Elementary		C		Waiver 2013 LCD
3	Craighead	Buffalo Island	1605063	Buffalo Island Central High	A			
3	Craighead	Buffalo Island	1605000					
3	Craighead	Buffalo Island	1605060	Buffalo Island Central West Elem	A			
3	Craighead	Buffalo Island	1605061	Buffalo Island East Elem	A			
3	Craighead	Buffalo Island	1605062	Buffalo Island Central JHS		C		Waiver 2013 LCD
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		C		Waiver 2013 LCD
8	Lonoke	Cabot	4304005	Cabot High	A			
8	Lonoke	Cabot	4304006	Westside Elem		C		Waiver 2012 LCD
8	Lonoke	Cabot	4304007	Southside Elem	A			
8	Lonoke	Cabot	4304008	Northside Elem	A			
8	Lonoke	Cabot	4304009	Ward Central	A			
8	Lonoke	Cabot	4304010	Middle Sch South	A			
8	Lonoke	Cabot	4304011	Cabot Jr. High North	A			
8	Lonoke	Cabot	4304012	Middle Sch North		C		(2) Waiver 2013 LCD

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
8	Lonoke	Cabot	4304013	Magness Creek Elem		C		(2) Waiver 2013 LCD
8	Lonoke	Cabot	4304014	Stagecoach Elem		C		Waiver 2013 LCD
8	Lonoke	Cabot	4304015	Mountain Springs Elem	A			
8	Lonoke	Cabot	4304016	Cabot Learning Academy	A			
8	Lonoke	Cabot	4304703	Academic Center		C		(4) AP Approvals
6	Montgomery	Caddo Hills	4901000					
6	Montgomery	Caddo Hills	4901001	Caddo Hills Elementary Sch		C		Waiver 2012 LCD
6	Montgomery	Caddo Hills	4901003	Caddo Hills HS		C		Waiver 2013 LCD
2	Izard	Calico Rock	3301000			C		
2	Izard	Calico Rock	3301001	Calico Rock Elem Sch		C		Waiver 2012 LCD
2	Izard	Calico Rock	3301002	Calico Rock HS		C		Waiver 2012 LCD
5	Ouachita	Camden Fairview	5204000					
5	Ouachita	Camden Fairview	5204021	Fairview Elem		C		Waiver 2013 LCD
5	Ouachita	Camden Fairview	5204023	Camden Fairveiw HS		C		Waiver 2013 LCD
5	Ouachita	Camden Fairview	5204025	Ivory Primary		C		Waiver 2013 LCD
5	Ouachita	Camden Fairview	5204026	Camden Fairview Int	A			
5	Ouachita	Camden Fairview	5204028	Camden Fairview MS		C		Waiver 2013 LCD
8	Lonoke	Carlisle	4303000					
8	Lonoke	Carlisle	4303012	Carlisle Elem	A			
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	Cave City MS	A			
2	Sharp	Cave City	6802008	Cave City Intermediate	A			
3	Independence	Cedar Ridge	3212000					
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	A			
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			
5	Pike	Centerpoint	5502000					
5	Pike	Centerpoint	5502006	Centerpoint Primary Sch	A			

ACCREDITATION STATUS REPORT
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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
5	Pike	Centerpoint	5502008	Centerpoint Intermediate Sch	A			
5	Pike	Centerpoint	5502010	Centerpoint HS	A			
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		Waiver 2012 LCD
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			C		Waiver 2013 LCD
4	Cleveland	Cleveland Co	1305001	Kingsland Elem		C		Waiver 2013 LCD
4	Cleveland	Cleveland Co	1305009	Rison Elem		C		Waiver 2013 LCD
4	Cleveland	Cleveland Co	1305010	Rison HS	A			
8	Van Buren	Clinton	7102000					
8	Van Buren	Clinton	7102005	Cowsert 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		C		(2) Waivers 2013 LCD
8	Cleburne	Concord	1201002	Concord HS	A			
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			
8	Faulkner	Conway	2301008	Julia Lee Moore Elem	A			
8	Faulkner	Conway	2301009	Florence Mattison Elem	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
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 Courtway Middle	A			
8	Faulkner	Conway	2301016	Ruth Doyle Interm	A			
8	Faulkner	Conway	2301017	Ray & Phyllis Simon Interm	A			
8	Faulkner	Conway	2301018	Woodrow Cummins Ele	A			
2	Clay	Corning	1101000					
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	A			
6	Polk	Cossatot River	5707019	Van Cove Elem Sch		C		Waiver 2012 LCD
6	Polk	Cossatot River	5707016	Umpire Elem Sch		C		Waiver 2012 LCD
6	Polk	Cossatot River	5707017	Umpire HS		C		Waiver 2012 LCD
6	Polk	Cossatot River	5707021	Wickes Elem Sch		C		Waiver 2012 LCD
6	Polk	Cossatot River	5707022	Wickes HS		C		Waiver 2012 LCD
2	Baxter	Cotter	302000					
2	Baxter	Cotter	302006	Amanda Gist Elem Sch	A			
2	Baxter	Cotter	302007	Cotter HS		C		Waiver 2012 LCD
7	Franklin	County Line	2403000					
7	Franklin	County Line	2403011	County Line Elementary	A			
7	Franklin	County Line	2403012	County Line High	A			
9	Pulaski	Covenant Keepers Charter	6044700					
9	Pulaski	Covenant Keepers Charter	6044701	Covenant Keepers				**6044701** Not assigned to Covenant Keepers
9	Pulaski	Covenant Keepers Charter	6044702	Covenant Keepers MS	A			
9	Pulaski	Covenant Keepers Charter	6044703	Covenant Keepers HS	A			
3	Cross	Cross County	1901000					
3	Cross	Cross County	1901703	Cross County High New Tech	A			

ACCREDITATION STATUS REPORT
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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
3	Cross	Cross County	1901006	Cross Co. Elem		C		Waivers 2012 & 2013 LCD
4	Ashley	Crossett	201000					
4	Ashley	Crossett	201001	Crossett Elem Sch	A			
4	Ashley	Crossett	201006	Crossett HS		C		Waiver 2012 LCD
4	Ashley	Crossett	201008	Crossett MS	A			
6	Garland	Cutter-Morning Star	2601000					
6	Garland	Cutter-Morning Star	2601001	Cutter-Morning Star Elem.	A			
6	Garland	Cutter-Morning Star	2601002	Cutter-Morning Star High	A			
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		C		Waiver 2013 LCD
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	A			
2	Newton	Deer/Mt. Judea	5106010	Mt. Judea HS	A			
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		
4	Chicot	Dermott	901001	Dermott Elem Sch	A			
4	Chicot	Dermott	901003	Dermott HS	A			
4	Prairie	Des Arc	5901000					

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
4	Prairie	Des Arc	5901001	Des Arc Elem.	A			
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			
4	Arkansas	DeWitt	101004	DeWitt HS			P	OSR Item #'s 111,116
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		Waiver 2012 LCD
6	Jefferson	Dollarway	3502000					
6	Jefferson	Dollarway	3502005	Martin Elem Sch	A			
6	Jefferson	Dollarway	3502006	Matthews Elem Sch	A			
6	Jefferson	Dollarway	3502009	R.F. Moorehead MS	A			
6	Jefferson	Dollarway	3502010	Dollarway HS			P2	OSR items #111, 118, 122-Transcripts
6	Jefferson	Dollarway	3502011	Townsend Park Elem Sch	A			
7	Pope	Dover	5802000					
7	Pope	Dover	5802006	Dover HS	A			
7	Pope	Dover	5802008	Dover Middle Sch	A			
7	Pope	Dover	5802009	Dover Elem School	A			
9	Pulaski	Dreamland Charter	6042700					
9	Pulaski	Dreamland Charter	6042701	Dreamland Academy				No Status
4	Drew	Drew Central	2202000					
4	Drew	Drew Central	2202004	Drew Central Elem Sch	A			
4	Drew	Drew Central	2202005	Drew Central HS	A			
4	Drew	Drew Central	2202007	Drew Central MS	A			
4	Desha	Dumas	2104000					
4	Desha	Dumas	2104017	Central Elem Sch	A			
4	Desha	Dumas	2104018	Reed Elem Sch		C		Waiver 2012 LCD
4	Desha	Dumas	2104020	Dumas Junior HS	A			
4	Desha	Dumas	2104021	Dumas HS			P	OSR 83,98,111/No Waiver
5	Pulaski	DYS	6094000					
5	Pulaski	DYS	6094003	Six Campuses	PA			
4	Crittenden	Earle	1802000					
4	Crittenden	Earle	1802005	Earle Elem	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
4	Crittenden	Earle	1802007	Earle High			P	OSR 111,112,116,117,122
8	Perry	East End	5301000					
8	Perry	East End	5301001	Anne Watson Elem		C		Waiver 2013 LCD
8	Perry	East End	5301002	Bigelow HS	A			
3	Poinsett	East Poinsett Co	5608000					
3	Poinsett	East Poinsett Co	5608034	Lepanto Elem Sch	A			
3	Poinsett	East Poinsett Co	5608035	Tyronza Elem Sch		C		Waiver 2013 LCD
3	Poinsett	East Poinsett Co	5608037	East Poinsett Co. HS		C		Waiver 2013 LCD
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	A			
5	Union	El Dorado	7001056	Union Elem	A			
1	Washington	Elkins	7201000					
1	Washington	Elkins	7201001	Elkins Elem		C		Waiver 2013 LCD
1	Washington	Elkins	7201002	Elkins HS	A			
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	A			
8	Lonoke	England	4302018	England High		C		Waiver 2013 LCD
9	Pulaski	E-Stem Elem Charter	6045700					
9	Pulaski	E-Stem Charter	6045701	E-Stem Elem	A			
9	Pulaski	E-Stem MS Charter	6046700					
9	Pulaski	E-Stem Charter	6046702	E-Stem MS	A			
9	Pulaski	E-Stem HS Charter	6047700					

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
9	Pulaski	E-Stem Charter	6047703	E-Stem HS	A			
2	Carroll	Eureka Springs	802000					
2	Carroll	Eureka Springs	802006	Eureka Springs Elem Sch		C		Waiver 2013 LCD
2	Carroll	Eureka Springs	802007	Eureka Springs HS	A			
2	Carroll	Eureka Springs	802008	Eureka Springs Middle Sch	A			
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		Waiver 2012 LCD
1	Washington	Fayetteville	7203012	Butterfield Elem	A			
1	Washington	Fayetteville	7203013	Happy Hollow Elem	A			
1	Washington	Fayetteville	7203015	Leverett Elem		C		Waiver 2013 LCD
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		Waivers 2012 & 2013 LCD
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		Waiver 2012 LCD
5	Dallas	Fordyce	2002008	Fordyce Elem	A			
5	Dallas	Fordyce	2002009	Fordyce MS		C		Waiver 2013 LCD
5	Little River	Foreman	4102000					

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
5	Little River	Foreman	4102008	Oscar Hamilton Elem Sch		C		Waiver 2012 LCD
5	Little River	Foreman	4102010	Foreman HS		C		Waiver 2013 LCD
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			
4	Saint Francis	Forrest City	6201014	Stewart Elementary		C		Waiver 2013 LCD
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					

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
5	Miller	Fouke	4603010	Fouke HS	A			
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			
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 Interm	A			
1	Benton	Gentry	403014	Gentry HS	A			
1	Benton	Gentry	403015	Gentry MS	A			
1	Benton	Gentry	403016	Gentry Primary	A			
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	A			
3	Mississippi	Gosnell	4708031	Gosnell HS	A			
1	Benton	Gravette	404000					
1	Benton	Gravette	404022	Gravette HS		C		Waiver 2013 LCD
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			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
8	Faulkner	Greenbrier	2303018	Greenbrier Middle Sch	A			
8	Faulkner	Greenbrier	2303019	Greenbrier Westside Elem	A			
8	Faulkner	Greenbrier	2303020	Greenbrier Junior High	A			
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			
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		C		Waiver 2013 LCD
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			C		Waiver 2013 LCD
5	Clark	Gurdon	1003016	Gurdon Primary	A			
5	Clark	Gurdon	1003017	Cabe Middle	A			
5	Clark	Gurdon	1003018	Gurdon HS	A			
8	Faulkner	Guy-Perkins	2304000					
8	Faulkner	Guy-Perkins	2304021	Guy-Perkins Elem		C		Waiver 2013 LCD
8	Faulkner	Guy-Perkins	2304022	Guy-Perkins HS	A			
1	Washington	Haas-Hall Charter	7240700					
1	Washington	Haas-Hall Charter	7240703	Haas-Hall Academy	A			
7	Sebastian	Hackett	6603000			C		Waiver 2013 LCD
7	Sebastian	Hackett	6603047	Hackett Elementary		C		Waiver 2013 LCD
7	Sebastian	Hackett	6603048	Hackett High		C		Waiver 2013 LCD
4	Ashley	Hamburg	203000					
4	Ashley	Hamburg	203020	Noble/Allbritton Elem	A			
4	Ashley	Hamburg	203017	Hamburg Middle Sch	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
4	Ashley	Hamburg	203018	Hamburg HS		C		Waiver 2012 LCD
4	Ashley	Hamburg	203019	Wilmot Elem Sch		C		Waiver 2013 LCD
4	Ashley	Hamburg	203027	Portland Elem Sch	A			
4	Ashley	Hamburg	203028	Noble Lower Elem Sch				CLOSED
4	Calhoun	Hampton	701000					
4	Calhoun	Hampton	701001	Hampton Elem	A			
4	Calhoun	Hampton	701002	Hampton HS			P	OSR 83,91,96,111,116,117,122/No Waiver
5	Ouachita	Harmony Grove	5205000					
5	Ouachita	Harmony Grove	5205011	Sparkman Elem	A			
5	Ouachita	Harmony Grove	5205012	Sparkman HS		C		Waiver 2013 LCD
5	Ouachita	Harmony Grove	5205028	Harmony Grove Elem	A			
5	Ouachita	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					
3	Poinsett	Harrisburg	5602005	Harrisburg Elementary	A			
3	Poinsett	Harrisburg	5602007	Harrisburg HS		C		Waiver 2013 LCD
3	Poinsett	Harrisburg	5602008	Harrisburg Middle Sch		C		Waiver 2013 LCD
3	Poinsett	Harrisburg	5602031	Weiner Elem Sch	A			
3	Poinsett	Harrisburg	5602032	Weiner HS		C		Waiver 2013 LCD
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.		C		Waiver 2013 LCD
2	Boone	Harrison	503014	Woodland Heights Elem Sch		C		Waiver 2013 LCD
2	Boone	Harrison	503015	Harrison Junior HS		C		Waiver 2012 LCD
2	Boone	Harrison	503016	Harrison HS	A			
2	Boone	Harrison	503018	Harrison Middle Sch		C		Waiver 2013 LCD
7	Sebastian	Hartford	6604000					
7	Sebastian	Hartford	6604051	Hartford Elementary	A			
7	Sebastian	Hartford	6604052	Hartford High	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
4	Prairie	Hazen	5903000					
4	Prairie	Hazen	5903011	Hazen Elem		C		Waiver 2013 LCD
4	Prairie	Hazen	5903012	Hazen High	A			
8	Cleburne	Heber Springs	1202000			C		Waiver 2012 LCD
8	Cleburne	Heber Springs	1202005	Heber Springs Elem Sch		C		Waiver 2012 LCD
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		C		Waiver 2012 LCD
4	Phillips	Helena	5403000					
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	5403018	Miller Junior HS	A			
4	Phillips	Helena/W Helena	5403019	Central HS	A			
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	A			
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		C		Waiver 2013 LCD
5	Sevier	Horatio	6703013	Horatio HS	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
6	Garland	Hot Springs	2603000					
6	Garland	Hot Springs	2603011	Gardner Magnet	A			
6	Garland	Hot Springs	2603013	Summit School		C		Waiver 2012 LCD
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		Waiver 2012 & 2013 LCD
6	Garland	Hot Springs	2603021	Hot Springs High		C		Waiver 2013 LCD
6	Garland	Hot Springs	2603023	Langston Magnet	A			
6	Garland	Hot Springs	2603024	Hot Springs Interm		C		Waiver 2013 LCD
2	Lawrence	Hoxie	3804000					
2	Lawrence	Hoxie	3804009	Hoxie Elem Sch	A			
2	Lawrence	Hoxie	3804010	Hoxie HS	A			
4	Saint Francis	Hughes	6202000					
4	Saint Francis	Hughes	6202022	Mildred Jackson Elem	A			
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		Waiver 2013 LCD
1	Madison	Huntsville	4401012	St. Paul HS	A			
2	Lawrence	Imboden	3840700					
2	Lawrence	Imboden	3840701	Imboden Area Charter Sch	A			
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	A			
3	Jackson	Jackson Co.	3405000					
3	Jackson	Jackson Co.	3405019	Swifton Elementary	A			
3	Jackson	Jackson Co.	3405024	Tuckerman Elem Sch	A			
3	Jackson	Jackson Co.	3405025	Tuckerman HS	A			
9	Pulaski	Jacksonville	6050700					
9	Pulaski	Jacksonville	6050701	Lighthouse Charter Elem	A			
9	Pulaski	Jacksonville	6050702	Lighthouse Charter MS	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
9	Pulaski	Jacksonville	6050705	Flightline Upper Academy	A			
2	Newton	Jasper	5102000					
2	Newton	Jasper	5102005	Jasper Elem Sch	A			
2	Newton	Jasper	5102006	Jasper HS		C		Waiver 2013 LCD
2	Newton	Jasper	5102007	Kingston Elem Sch	A			
2	Newton	Jasper	5102008	Kingston HS		C		Waiver 2012 LCD
2	Newton	Jasper	5102023	Oark Elemenatry Sch	A			
2	Newton	Jasper	5102024	Oark HS	A			
6	Garland	Jessieville	2604000					
6	Garland	Jessieville	2604029	Jessieville Elem		C		Waiver 2012 LCD
6	Garland	Jessieville	2604030	Jessieville High	A			
6	Garland	Jessieville	2604031	Jessieville Middle	A			
3	Craighead	Jonesboro	1608000					
3	Craighead	Jonesboro	1608017	Math & Science Magnet		C		Waiver 2012 LCD
3	Craighead	Jonesboro	1608019	Visual & Performing Art Magnet		C		Waiver 2013 LCD
3	Craighead	Jonesboro	1608020	Health /Wellness Envi. Magnet		C		Waiver 2013 LCD
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		C		Waiver 2013 LCD
3	Craighead	Jonesboro	1608025	Jonesboro HS		C		Waiver 2013 LCD
3	Craighead	Jonesboro	1608026	Kindergarten Center	A			
5	Union	Junction City	7003000					
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					

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
5	LaFayette	La Fayette County	3704007	Lafayette Co Elem West		C		Waiver 2012 LCD
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	A			
6	Garland	Lake Hamilton	2605038	Lake Hamilton Primary	A			
4	Chicot	Lakeside	903000					
4	Chicot	Lakeside	903007	Eudora Elem Sch	A			
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		C		Waiver 2013 LCD
6	Garland	Lakeside	2606044	Lakeside HS 8-12		C		Waiver 2012 LCD
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	A			
7	Sebastian	Lavaca	6605058	Lavaca Middle School	A			
2	Lawrence	Lawrence County	3810000					
2	Lawrence	Lawrence County	3810001	Black Rock Elementary	A			
2	Lawrence	Lawrence County	3810002	Black Rock HS	A			
2	Lawrence	Lawrence County	3810026	Walnut Ridge Elem Sch	A			
2	Lawrence	Lawrence County	3810027	Walnut Ridge HS	A			
2	Boone	Lead Hill	506000					
2	Boone	Lead Hill	506031	Lead Hill Elem Sch			P	Not Certified

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
2	Boone	Lead Hill	506032	Lead Hill HS			P	Not Certified
4	Lee	Lee County	3904000					
4	Lee	Lee County	3904005	Whitten Elem.	A			
4	Lee	Lee County	3904006	Anna Strong Middle			P	No Waiver
4	Lee	Lee County	3904008	Lee High		C		Waiver 2013 LCD
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					
9	Pulaski	Lisa Charter	6041702	Lisa Academy MS	A			
9	Pulaski	Lisa Charter	6041703	Lisa Academy HS	A			
9	Pulaski	Lisa NLR Charter	6048700					
9	Pulaski	Lisa NLR Charter	6048701	Lisa Academy NLR Elem	A			
9	Pulaski	Lisa NLR Charter	6048702	Lisa Academy NLR MS	A			
9	Pulaski	Lisa NLR Charter	6048703	Lisa Academy NLR HS	A			
9	Pulaski	Little Rock	6001000					
9	Pulaski	Little Rock	6001001	Central HS	A			
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		C		Waiver 2013 LCD
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	A			
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		C		Waiver 2013 LCD
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			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
9	Pulaski	Little Rock	6001030	Jefferson Elem		C		Waiver 2013 LCD
9	Pulaski	Little Rock	6001033	Meadowcliff Elem		C		Waiver 2013 LCD
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	A			
9	Pulaski	Little Rock	6001043	Williams Elem	A			
9	Pulaski	Little Rock	6001044	Wilson Elem	A			
9	Pulaski	Little Rock	6001047	Terry Elem	A			
9	Pulaski	Little Rock	6001048	Fullbright Elem		C		Waiver 2013 LCD
9	Pulaski	Little Rock	6001050	Rockefeller Elem	A			
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	A			
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.	A			
9	Pulaski	Little Rock	6001071	Watson Inter.	A			
9	Pulaski	Little Rock	6001072	Chicot Elem	A			
9	Pulaski	Little Rock	6001073	Don Roberts Elem	A			
9	Pulaski	Little Rock	6001702	Cloverdale Aerospace Chtr		C		Waiver 2012 LCD
9	Pulaski	Little Rock	6001703	Felder Alt. Acad.	A			
8	Lonoke	Lonoke	4301000			C		Waiver 2013 LCD
8	Lonoke	Lonoke	4301027	Lonoke Elem	A			
8	Lonoke	Lonoke	4301028	Lonoke Middle		C		Waiver 2013 LCD
8	Lonoke	Lonoke	4301029	Lonoke High			P	Secondary Course Code Drama
8	Lonoke	Lonoke	4301030	Lonoke Primary		C		Waiver 2013 LCD

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
9	Pulaski	LR Preparatory Academy	6049700					
9	Pulaski	LR Preparatory Academy	6049702	LR Preparatory Academy	A			
9	Pulaski	LR Urban Collegiate Preparatory Charter	6051700					CLOSED BY STATE BD 2010-11SY/FINANCIAL
9	Pulaski	LR Urban Collegiate Preparatory Charter	6051701	LR Urban Collegiate Preparatory Charter School				CLOSED BY STATE BD 2010-11SY/FINANCIAL
7	Logan	Magazine	4202000					
7	Logan	Magazine	4202007	Magazine Elementary	A			
7	Logan	Magazine	4202008	Leftwich High School	A			
6	Hot Spring	Magnet Cove	3003000					
6	Hot Spring	Magnet Cove	3003013	Magnet Cove Elem Sch		C		Waiver 2013 LCD
6	Hot Spring	Magnet Cove	3003014	Magnet Cove HS			P	OSR item #107-Not teaching Economics. OSR items #111,114,117 transcripts.
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		C		Waiver 2013 LCD
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		Waiver 2013 LCD

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
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		Waiver 2012 LCD
4	Crittenden	Marion	1804012	Marion Elem	A			
4	Crittenden	Marion	1804014	Marion Jr. High	A			
4	Crittenden	Marion	1804015	Marion High	A			
4	Crittenden	Marion	1804016	Marion Middle	A			
4	Crittenden	Marion	1804017	Marion Intermediate		C		
3	Poinsett	Marked Tree	5604000					
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			
3	Greene	Marmaduke	2803000					
3	Greene	Marmaduke	2803016	Marmaduke Elem	A			
3	Greene	Marmaduke	2803017	Marmaduke HS	A			
4	Phillips	Marvell	5404000			C		
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		Waiver 2012 LCD
8	Faulkner	Mayflower	2305026	Mayflower HS	A			
8	Faulkner	Mayflower	2305027	Mayflower Middle Sch	A			
2	Randolph	Maynard	6102000					
2	Randolph	Maynard	6102005	Maynard Elem Sch	A			
2	Randolph	Maynard	6102006	Maynard HS	A			
4	Woodruff	McCrory	7403000					
4	Woodruff	McCrory	7403012	McCrory Elem.	A			
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		Waiver 2013 LCD

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
2	Izard	Melbourne	3302005	Melbourne Elem Sch		C		Waiver 2013 LCD
2	Izard	Melbourne	3302006	Melbourne HS		C		Waiver 2013 LCD
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			
3	Independence	Midland	3211000					
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	A			
5	Howard	Mineral Springs	3104006	Mineral Springs HS	A			
5	Howard	Mineral Springs	3104021	Saratoga Elem Sch	A			
5	Howard	Mineral Springs	3104022	Saratoga HS	A			
4	Drew	Monticello	2203000					
4	Drew	Monticello	2203010	Monticello Elem Sch	A			
4	Drew	Monticello	2203011	Monticello Middle Sch		C		Waiver 2013 LCD
4	Drew	Monticello	2203012	Monticello HS		C		Waiver 2013 LCD
4	Drew	Monticello	2203014	Monticello Intermediate Sch		C		Waiver 2012 LCD
6	Montgomery	Mount Ida	4902000					
6	Montgomery	Mount Ida	4902006	Mount Ida Elem Sch	A			
6	Montgomery	Mount Ida	4902007	Mount Ida HS		C		Waiver 2013 LCD
2	Baxter	Mountain Home	303000			C		
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.		C		Waiver 2013 LCD
2	Baxter	Mountain Home	303019	Mountain Home JRHS	A			
2	Baxter	Mountain Home	303024	Hackler Interm	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	A			
6	Garland	Mountain Pine	2607047	Mountain Pine High	A			
7	Crawford	Mountainburg	1703000					

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
7	Crawford	Mountainburg	1703012	Mountainburg Elementary		C		Waiver 2013 LCD
7	Crawford	Mountainburg	1703013	Mountainburg High		C		Waiver 2013 LCD
7	Crawford	Mountainburg	1703022	Mountainburg Middle		C		Waiver 2013 LCD
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		C		Waiver 2013 LCD
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			
7	Crawford	Mulberry	1704000					
7	Crawford	Mulberry/Pleasant View Bi-County	1704016	Marvin Elementary		C		Waiver 2013 LCD
7	Crawford	Mulberry/Pleasant View Bi-County	1704017	Mulberry High		C		Waiver 2013 LCD
7	Crawford	Mulberry/Pleasant View Bi-County	1704018	Pleasant Jr. High		C		Waiver 2013 LCD
7	Crawford	Mulberry/Pleasant	1704022	Millsap Intermediate		C		Waiver 2013 LCD
5	Howard	Nashville	3105000			C		Waiver 2012 LCD
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	A			
8	Conway	Nemo Vista	1503017	Nemo Vista HS	A			
8	Conway	Nemo Vista	1503018	Nemo Vista MS	A			
3	Craighead	Nettleton	1611000					
3	Craighead	Nettleton	1611039	Fox Meadow Elem		C		Waiver 2013 LCD
3	Craighead	Nettleton	1611040	University Heights Elem	A			
3	Craighead	Nettleton	1611041	Nettleton JHS		C		Waiver 2012 & 2013 LCD
3	Craighead	Nettleton	1611042	Nettleton HS		C		Waiver 2013 LCD

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
3	Craighead	Nettleton	1611043	Nettleton Int	A			
3	Craighead	Nettleton	1611045	Fox Meadow Int		C		Waiver 2013 LCD
3	Craighead	Nettleton	1611046	Nettleton MS	A			
5	Nevada	Nevada	5008000					
5	Nevada	Nevada	5008013	Nevada Elem		C		Waiver 2012 LCD
5	Nevada	Nevada	5008014	Nevada HS	A			
3	Jackson	Newport	3403000					
3	Jackson	Newport	3403012	Newport Junior HS	A			
3	Jackson	Newport	3403013	Newport HS	A			
3	Jackson	Newport	3403014	Newport Elem		C		Waiver 2013 LCD
2	Baxter	Norfork	304000					
2	Baxter	Norfork	304021	Norfork Elem Sch	A			
2	Baxter	Norfork	304022	Norfork HS		C		Waiver 2012 LCD
5	Union	Norphlet	7006000					
5	Union	Norphlet	7006035	Norphlet Elem	A			
5	Union	Norphlet	7006036	Norphlet HS		C		Waiver 2013 LCD
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	A			
9	Pulaski	North Little Rock	6002055	Crestwood Elem	A			
9	Pulaski	North Little Rock	6002056	Glenview Elem		C		Waiver 2013 LCD
9	Pulaski	North Little Rock	6002057	Indian Hills Elem	A			
9	Pulaski	North Little Rock	6002058	Lakewood Elem	A			
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		C		Waiver 2013 LCD
9	Pulaski	North Little Rock	6002075	NLR HS East		C		Waiver 2013 LCD
9	Pulaski	North Little Rock	6002076	NLR HS West	A			
9	Pulaski	North Little Rock	6002077	Rose City MS	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
9	Pulaski	North Little Rock	6002702	Ridgeroad Charter MS	A			
2	Boone	Omaha	504000					
2	Boone	Omaha	504022	Omaha Elem Sch		C		Waiver 2013 LCD
2	Boone	Omaha	504023	Omaha HS		C		Waiver 2013 LCD
3	Mississippi	Osceola	4713000					
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			
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		C		Waiver 2013 LCD
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		C		Waiver 2013 LCD
2	Searcy	Ozark Mountain	6505000					
2	Searcy	Ozark Mountain	6505009	St. Joe Elementary	A			
2	Searcy	Ozark Mountain	6505010	St. Joe HS		C		Waiver 2013 LCD
2	Searcy	Ozark Mountain	6505011	Bruno-Pyatt HS	A			
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	A			
4	Saint Francis	Palestine-Wheatley	6205031	Palestine-Wheatley MS	A			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
8	White	Pangburn	7309000					
8	White	Pangburn	7309038	Pangburn Elem Sch	A			
8	White	Pangburn	7309039	Pangburn HS	A			
3	Greene	Paragould	2808000					
3	Greene	Paragould	2808024	Baldwin Elem		C		Waiver 2013 LCD
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					
7	Logan	Paris	4203011	Paris Elementary		C		Waiver 2013 LCD
7	Logan	Paris	4203012	Paris High		C		Waiver 2013 LCD
7	Logan	Paris	4203013	Paris Middle		C		Waiver 2013 LCD
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		C		Waiver 2013 LCD
9	Pulaski	PCSSD	6003112	Sherwood Elem Sch	A			
9	Pulaski	PCSSD	6003113	Sylvan Hills Elem Sch		C		Waiver 2013 LCD
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			

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area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
9	Pulaski	PCSSD	6003123	Jacksonville HS	A			
9	Pulaski	PCSSD	6003125	Wilbur D. Mills HS		C		Waiver 2013 LCD
9	Pulaski	PCSSD	6003126	Oak Grove HS	A			
9	Pulaski	PCSSD	6003127	Robinson HS			P	**OSR Item # 111/Transcript violations-SS,Art, & seals**
9	Pulaski	PCSSD	6003128	Sylvan Hills HS		C		Waiver 2013 LCD
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	A			
9	Pulaski	PCSSD	6003139	Oakbrooke Elem Sch	A			
9	Pulaski	PCSSD	6003140	Northwood Middle Sch	A			
9	Pulaski	PCSSD	6003141	Murrell Taylor Elem Sch	A			
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		C		Waiver 2013 LCD
8	Perry	Perryville	5303011	Perryville HS	A			
2	Clay	Piggott	1104000					
2	Clay	Piggott	1104017	Piggott Elementary			P	Not Certified and No ALP
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			

ACCREDITATION STATUS REPORT
2011-2012

area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
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			
6	Jefferson	Pine Bluff Lighthouse Academy	3541700					
6	Jefferson	Pine Bluff Lighthouse Academy	3541701	Pine Bluff Lighthouse Academy	A			
2	Randolph	Pocahontas	6103000					
2	Randolph	Pocahontas	6103009	Alma Spikes Elem Sch	A			
2	Randolph	Pocahontas	6103010	Pocahontas HS		C		Waiver 2012 LCD
2	Randolph	Pocahontas	6103011	Pocahontas Upper Elem.	A			
2	Randolph	Pocahontas	6103012	Pocahontas Junior HS		C		Waiver 2012 LCD
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	A			
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		Waiver 2012 LCD
1	Washington	Prairie Grove	7206038	Prairie Grove MS	A			
1	Washington	Prairie Grove	7206039	Prairie Grove Interm	A			
5	Nevada	Prescott	5006000			C		Waiver 2013 LCD
5	Nevada	Prescott	5006022	Prescott Elem		C		Waiver 2013 LCD
5	Nevada	Prescott	5006023	McRae MS	A			
5	Nevada	Prescott	5006024	Prescott HS		C		Waiver 2013 LCD
8	Cleburne	Quitman	1203000					
8	Cleburne	Quitman	1203010	Quitman Elementary		C		Waiver 2012 & 2013 LCD

ACCREDITATION STATUS REPORT
2011-2012

area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
8	Cleburne	Quitman	1203011	Quitman HS			P	(2) Secondary Courses Astronomy and Zoology on transcript w/o course approval - No Waiver journalism
2	Clay	Rector	1106000					
2	Clay	Rector	1106022	Rector Elementary	A			
2	Clay	Rector	1106023	Rector HS	A			
3	Craighead	Riverside	1613000					
3	Craighead	Riverside	1613010	Riverside East Elem			P	No waiver
3	Craighead	Riverside	1613031	Riverside West Elem			P	No waiver
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		C		Waiver 2013 LCD
8	White	Riverview	7307033	Riverview JHS	A			
1	Benton	Rogers	405000					
1	Benton	Rogers	405031	Eastside Elem	A			
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	A			
1	Benton	Rogers	405041	B. Grimes Elem	A			
1	Benton	Rogers	405042	Reagan Elem	A			
1	Benton	Rogers	405043	Frank Tillery Elem			P	Not Certified
1	Benton	Rogers	405044	Joe Mathias Eelm	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		Waiver 2013 LCD
1	Benton	Rogers	405049	Jones Elem	A			
1	Benton	Rogers	405050	Elza Tucker Elem	A			
1	Benton	Rogers	405051	Old Wire Elem	A			

ACCREDITATION STATUS REPORT
2011-2012

area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
1	Benton	Rogers	405052	Rogers Heritage HS			P	Not Certified
8	White	Rose Bud	7310000					
8	White	Rose Bud	7310042	Rose Bud Elementary	A			
8	White	Rose Bud	7310043	Rose Bud HS		C		(2) Waiver 2013 LCD
7	Pope	Russellville	5805000					
7	Pope	Russellville	5805017	Crawford Elem Sch		C		Waiver 2013 LCD
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		C		Waivers -ALCP-2013 LCD ALP-2012 LCD
7	Pope	Russellville	5805025	Center Valley Elem Sch	A			
7	Pope	Russellville	5805026	Russellville Upper Elem	A			
9	Pulaski	S.I.A. Tech	6052700					
9	Pulaski	S.I.A. Tech	6052703	S.I.A. Tech HS	A			
5	Pike	S. Pike County	5504000					
5	Pike	S. Pike County	5504001	Delight Elem Sch	A			
5	Pike	S. Pike County	5504002	Delight HS				CLOSED
5	Pike	S. Pike County	5504014	Murfreesboro Elem Sch		C		Waiver 2013 LCD
5	Pike	S. Pike County	5504015	Murfreesboro HS		C		Waiver 2013 LCD
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	7311054	Southwest Middle Sch	A			
8	White	Searcy	7311051	Ahlf Junior High Sch	A			
8	White	Searcy	7311052	Searcy HS	A			
8	White	Searcy	7311053	Westside Elem	A			

ACCREDITATION STATUS REPORT
2011-2012

area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
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		C		Waiver 2013 LCD
6	Grant	Sheridan	2705020	Sheridan Middle School	A			
6	Grant	Sheridan	2705021	Sheridan HS	A			
6	Grant	Sheridan	2705023	Sheridan Intermediate Sch	A			
6	Grant	Sheridan	2705024	East End Intermediate Sch		C		Waiver 2013 LCD
8	Van Buren	Shirley	7104000			C		Waiver 2012 LCD
8	Van Buren	Shirley	7104014	Shirley Elem Sch		C		Waiver 2012 LCD
8	Van Buren	Shirley	7104015	Shirley HS		C		Waiver 2012 LCD
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		C		Waiver 2013 LCD
1	Benton	Siloam Springs	406050	Siloam Springs HS	A			
2	Lawrence	Sloan-Hendrix	3806000					
2	Lawrence	Sloan-Hendrix	3806018	Sloan-Hendrix Elem Sch	A			
2	Lawrence	Sloan-Hendrix	3806019	Sloan-Hendrix HS		C		Waiver 2013 LCD
2	Lawrence	Sloan-Hendrix	3806020	Sloan-Hendrix MS	A			
5	Union	Smackover	7008000					
5	Union	Smackover	7008043	Smackover Elem		C		Waiver 2013 LCD
5	Union	Smackover	7008045	Smackover HS		C		Waiver 2013 LCD
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					
3	Mississippi	So Mississippi Co	4706039	Luxora Elem	A			

ACCREDITATION STATUS REPORT
2011-2012

area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
3	Mississippi	So Mississippi Co	4706040	Wilson Elem		C		Waiver 2013 LCD
3	Mississippi	So Mississippi Co	4706059	Keiser Elem	A			
3	Mississippi	So Mississippi Co	4706066	Rivercrest HS	A			
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					
3	Independence	Southside	3209038	Southside Elem Sch	A			
3	Independence	Southside	3209039	Southside HS	A			
3	Independence	Southside	3209041	Southside Middle Sch	A			
3	Independence	Southside	3209042	Southside Junior High School	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			
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		C		Waiver 2012 LCD
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			

ACCREDITATION STATUS REPORT
2011-2012

area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
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		C		Waiver 2013 LCD
4	Lincoln	Star City	4003016	Star City HS		C		Waiver 2013 LCD
5	Ouachita	Stephens	5206000					
5	Ouachita	Stephens	5206032	Stephens Elem		C		Waiver 2013 LCD
5	Ouachita	Stephens	5206033	Stephens HS		C		Waiver 2012 LCD
5	Union	Strong	7009000					
5	Union	Strong	7009048	Gardner-Strong Elem		C		Waiver 2013 LCD
5	Union	Strong	7009049	Strong HS			P	OSR 111, 118
4	Arkansas	Stuttgart	104000					
4	Arkansas	Stuttgart	104021	Park Avenue Elem Sch		C		Waiver 2013 LCD
4	Arkansas	Stuttgart	104023	Meekins Middle Sch	A			
4	Arkansas	Stuttgart	104025	Stuttgart HS		C		Waiver 2013 LCD
4	Arkansas	Stuttgart	104026	Stuttgart JHS		C		Waiver 2013 LCD
5	Miller	Texarkana	4605000			C		Waiver 2013 LCD
5	Miller	Texarkana	4605019	College Hill Elem		C		Waiver 2012 LCD
5	Miller	Texarkana	4605020	Fairview Elem		C		Waiver 2013 LCD
5	Miller	Texarkana	4605021	Vera Kilpatrick Elem	A			
5	Miller	Texarkana	4605022	Union Elem		C		Waiver 2013 LCD
5	Miller	Texarkana	4605024	College Hill MS		C		Waiver 2012 LCD
5	Miller	Texarkana	4605025	North Heights JHS		C		Waiver 2012 LCD
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		C		Waiver 2013 LCD
3	Poinsett	Trumann	5605023	Trumann HS		C		Waiver 2012 LCD
3	Poinsett	Trumann	5605024	Intermediate Sch 7-8	A			
8	Yell	Two Rivers	7510000					

ACCREDITATION STATUS REPORT
2011-2012

area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
8	Yell	Two Rivers	7510019	Two Rivers HS		C		Waiver 2013 LCD
8	Yell	Two Rivers	7510024	Ola Elementary	A			
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	A			
2	Boone	Valley Springs	505028	Valley Springs MS	A			
3	Craighead	Valley View	1612000					
3	Craighead	Valley View	1612047	Valley View Elem		C		Waiver 2013 LCD
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 Elemenary	A			
7	Crawford	Van Buren	1705026	Butterfield Jr. High	A			
7	Crawford	Van Buren	1705027	Van Buren High		C		Waiver 2013 LCD
7	Crawford	Van Buren	1705028	Central Middle School		C		Waiver 2013 LCD
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			
7	Crawford	Van Buren	1705033	Northridge Middle		C		Waiver 2013 LCD
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			C		Waiver 2013 LCD
2	Fulton	Viola	2503009	Viola Elem Sch		C		Waiver 2013 LCD
2	Fulton	Viola	2503010	Viola HS		C		Waiver 2013 LCD
7	Scott	Waldron	6401000					
7	Scott	Waldron	6401001	Waldron Elem Sch	A			
7	Scott	Waldron	6401003	Waldron HS	A			

ACCREDITATION STATUS REPORT
2011-2012

area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
7	Scott	Waldron	6401004	Waldron Middle Sch		C		Waiver 2013 LCD
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		Waiver 2013 LCD
1	Washington	West Fork	7208061	West Fork MS		C		Waiver 2012 LCD
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			
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		Waiver 2012 LCD
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		C		Waiver 2013 LCD
8	Yell	Western Yell	7509033	Western Yell Co. HS	A			
3	Craighead	Westside	1602000					

ACCREDITATION STATUS REPORT
2011-2012

area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
3	Craighead	Westside	1602055	Westside HS		C		Waiver 2013 LCD
3	Craighead	Westside	1602056	Westside Elem	A			
3	Craighead	Westside	1602058	Westside MS		C		Waiver 2012 LCD
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		C		(3) Waiver 2013 LCD
8	White	White Co Central	7304019	White Co Central HS			P	Secondary Course Math Elective
6	Jefferson	White Hall	3510000					
6	Jefferson	White Hall	3510076	White Hall HS	A			
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			
8	Conway	Wonderview	1505026	Wonderview HS		C		Waiver 2012 & 2013 LCD
4	Cleveland	Woodlawn	1304000					
4	Cleveland	Woodlawn	1304014	Woodlawn Elem	A			
4	Cleveland	Woodlawn	1304015	Woodlawn HS	A			
3	Cross	Wynne	1905000					
3	Cross	Wynne	1905014	Wynne Primary	A			
3	Cross	Wynne	1905015	Wynne Intermediate	A			
3	Cross	Wynne	1905016	Wynne Jr. High		C		Waiver 2013 LCD
3	Cross	Wynne	1905017	Wynne High	A			
2	Marion	Yellville-Summit	4502000					
2	Marion	Yellville-Summit	4502005	Yellville-Summit Elem Sch	A			
2	Marion	Yellville-Summit	4502006	Yellville-Summit HS	A			
1338				TOTALS	842	228	20	

ACCREDITATION STATUS REPORT
2011-2012

area	County	Sch District	LEA #	Sch Name	Accredited	Cited	Probationary	Reason for Violation
	A	ACCREDITED						
	C	CITED						
	P	PROBATIONARY						
	P2	PROB YR TWO						
	PA	Program Approval						
	LCD	Licensure Completion Deadline						

White County Central School District

3259 Hwy. 157
Judsonia, AR 72081
501-729-3992 Phone
501-729-3994 Fax

Sheila Bowen
Superintendent
501-729-3992

Jackwyln Underwood
7-12 Principal
501-729-3947
501-729-0107
501-729-0552 Fax

Sandra Hurst
K-6 Principal
501-729-4292
501-729-0107
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May 14, 2012

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

Dr. Kimbrell:

I wish to appeal the recommended probationary status of accreditation for the 2011-12 school year for White County Central High School. I am requesting the opportunity to present the appeal before the State Board of Education during the June Board Meeting.

Please advise if there are other measures to be taken in this matter.

Sincerely,

Sheila Whitlow

Sheila Whitlow, Superintendent

RECEIVED
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MAY 14 2012

DEPARTMENT OF EDUCATION
GENERAL DIVISION

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Sheila Bowen, Superintendent
White Co. Central School District
3259 Hwy 157
Judsonia, AR 72081

PS Form 3800, Au

SENDER: *COMPLETE THIS SECTION*

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1. Article Addressed to:

Sheila Bowen, Superintendent
White Co. Central School District
3259 Hwy 157
Judsonia, AR 72081

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A. Signature
X Kenneth Quinn ☐ Agent ☐ Addressee

B. Received by (Printed Name) Kenneth Quinn
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PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

Standards Annual Accreditation Report

White Co. Central School Dist.

Accreditation Status:

District:

7304000 - White Co. Central School Dist.

Superintendent Sheila Bowen

3259 Highway 157

Judsonia, AR 72081

501-729-3992

Schools:

7304018 - White Co. Central Elem. School -

7304019 - White Co. Central High School -

ADE Standards Assurance Supervisor:

Shade Gilbert

Shade.Gilbert@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Rule	Standard	Exception Description	LEA	Description	Comments	Status
9.03.3	IV	Secondary Course Offerings	7304000	Career & Technical Requirements > Programs of Study req. checked by Workforce: N | Course Count: 34		
9.03.3	IV	Secondary Course Offerings	7304000	Required Course(s) missing : ADE Approved Calculus		
9.03.3	IV	Secondary Course Offerings	7304000	Required Course(s) missing : ADE Approved Elective Mathematics I		
9.03.3	IV	Secondary Course Offerings	7304000	Required Course(s) missing : ADE Approved Elective Mathematics II		
9.03.3	IV	Secondary Course Offerings	7304000	Required Course(s) missing : ADE Approved Functional Mathematics		
9.03.3	IV	Secondary Course Offerings	7304000	Required Course(s) missing : ADE Approved Quantitative Literacy		
9.03.3	IV	Secondary Course Offerings	7304000	Required Course(s) missing : Algebraic Connections		
9.03.3	IV	Secondary Course Offerings	7304000	Required Course(s) missing : Computer Mathematics		
9.03.3	IV	Secondary Course Offerings	7304000	Required Course(s) missing : Statistics		
9.03.3	IV	Secondary Course Offerings	7304000	Required Course(s) missing : Topics in Discrete Mathematics		
9.03.3	IV	Secondary Course Offerings	7304000	Required Course(s) missing : Topics in Finite Mathematics		
9.03.3	IV	Secondary Course Offerings	7304000	Required Course(s) missing : Transition to College Mathematics		
15.03.3	X	Job Not Certified	7304000	Job code 7135 not found in Job Code Management Database at http://adedata.arkansas.gov/jcms (Teacher ARNOLD, MARISA)	ALP Licensure Completion Date: 09/01/14	

[redacted]

Clear
Initial

ARKANSAS DEPARTMENT OF EDUCATION

White Co. Central Elem. School
2011/12 School Year

Standards Annual Accreditation Report

White Co. Central Elem. School

Accreditation Status:

District:

7304000 - White Co. Central School Dist.

Superintendent Sheila Bowen

3259 Highway 157

Judsonia, AR 72081

501-729-3992

ADE Standards Assurance Supervisor:

Shade Gilbert

Shade.Gilbert@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Rule	Standard	Exception Description	LEA	Description	Comments	Status
9.03.3	IV	Grade Level	7304018	White Co. Central Elem. School BARBARA HENRY 355900 Tools for Learning Grade 5		
9.03.3	IV	Grade Level	7304018	White Co. Central Elem. School BARBARA HENRY 366710 Social Studies Grade 6		
9.03.3	IV	Grade Level	7304018	White Co. Central Elem. School BRANDY ALTOM 970800 Gifted and Talented		
9.03.3	IV	Grade Level	7304018	White Co. Central Elem. School CONNIE MILLER 366900 Tools for Learning Grade 6		
9.03.3	IV	Grade Level	7304018	White Co. Central Elem. School LISA BONTEMPO 355900 Tools for Learning Grade 5		
9.03.3	IV	Grade Level	7304018	White Co. Central Elem. School SARAYA ROGERS 366540 Instrumental Music Grade 6 (***)		
9.03.3	IV	Grade Level	7304018	White Co. Central Elem. School TIMOTHY ALTOM 355900 Tools for Learning Grade 5		
15.03.3	X	Job Not Certified	7304018	White Co. Central Elem. School ALISON BAIRD 5010 Elementary Library/Media Specialist	ALP Licensure Completion Date: 09/01/14	
15.03.3	X	Job Not Certified	7304018	White Co. Central Elem. School AMANDA WENDEL 355310 Mathematics Grade 5	ALP Licensure Completion Date: 09/01/14	
15.03.3	X	Job Not Certified	7304018	White Co. Central Elem. School AMANDA WENDEL 366900 Tools for Learning Grade 6	ALP Licensure Completion Date: 09/01/14	
15.03.3	X	Job Not Certified	7304018	White Co. Central Elem. School JAMIE MORDEN 972100 Special Education Language Arts	ALP Licensure Completion Date: 09/01/14	
15.03.3	X	Job Not Certified	7304018	White Co. Central Elem. School JAMIE MORDEN 972110 Special Education Reading	ALP Licensure Completion Date: 09/01/14	
15.03.3	X	Job Not Certified	7304018	White Co. Central Elem. School JAMIE MORDEN 972200 Special Education Science	ALP Licensure Completion Date: 09/01/14	
15.03.3	X	Job Not Certified	7304018	White Co. Central Elem. School JAMIE MORDEN 972300 Special Education Mathematics	ALP Licensure Completion Date: 09/01/14	
15.03.3	X	Job Not Certified	7304018	White Co. Central Elem. School JAMIE MORDEN 972700 Special Education Social Studies	ALP Licensure Completion Date: 09/01/14	
15.03.3	X	Job Not Certified	7304018	White Co. Central Elem. School JANET PACE 366560 General Music Grade 6 (***)	ALP Licensure Completion Date: 09/01/13	
15.03.3	X	Job Not Certified	7304018	White Co. Central Elem. School LISA BONTEMPO 355120 Reading Developmental Skills Grade 5	ALP Licensure Completion Date: 09/01/09	
15.03.3	X	Job Not Certified	7304018	White Co. Central Elem. School LISA BONTEMPO 366120 Reading Developmental Skills Grade 6	ALP Licensure Completion Date: 09/01/09	
15.03.3	X	Job Not Certified	7304018	White Co. Central Elem. School MARGIE MASTERS 970300 Title I Reading	ALP Licensure Completion Date: 09/01/13	
15.03.3	X	Job Not Certified	7304018	White Co. Central Elem. School MARY JONES 971500 Special Education Itinerant Services	ALP Licensure Completion Date: 09/01/14	
15.03.3	X	Job Not Certified	7304018	White Co. Central Elem. School MARY JONES 972100 Special Education Language Arts	ALP Licensure Completion Date: 09/01/14	
15.03.3	X	Job Not Certified	7304018	White Co. Central Elem. School MARY JONES 972110 Special Education Reading	ALP Licensure Completion Date: 09/01/14	
15.03.3	X	Job Not Certified	7304018	White Co. Central Elem. School MARY JONES 972200 Special Education Science	ALP Licensure Completion Date: 09/01/14	
15.03.3	X	Job Not Certified	7304018	White Co. Central Elem. School MARY JONES 972300 Special Education Mathematics	ALP Licensure Completion Date: 09/01/14	
10.02.5	V	Total Students: Grades 7-12	7304018	White Co. Central Elem. School ALISON BAIRD		
10.02.5	V	Total Students: Grades 7-12	7304018	White Co. Central Elem. School SHANNON JONES		

ARKANSAS DEPARTMENT OF EDUCATION

White Co. Central High School
2011/12 School Year

Standards Annual Accreditation Report

White Co. Central High School

Accreditation Status:

District:

7304000 - White Co. Central School Dist.

Superintendent Sheila Bowen

3259 Highway 157

Judsonia, AR 72081

501-729-3992

ADE Standards Assurance Supervisor:

Shade Gilbert

Shade.Gilbert@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Rule	Standard	Exception Description	LEA	Description	Comments	Status
9.03.3	IV	Grade Level	7304019	White Co. Central High School JANET PACE 377900 Tools for Learning Grade 7		
9.03.3	IV	Grade Level	7304019	White Co. Central High School JANET PACE 388900 Tools for Learning Grade 8		
16.02.3	XI	Library/Media Specialist	7304019	White Co. Central High School 5030 High School Library/Media Spec.		
15.03.6	X	Provisional License	7304019	White Co. Central High School DIANNE FYKE 972100 Special Education Language Arts	Informational Only.	
15.03.6	X	Provisional License	7304019	White Co. Central High School PAOLA BLANKENSHIP 440000 Spanish I	Informational Only.	
15.03.6	X	Provisional License	7304019	White Co. Central High School PAOLA BLANKENSHIP 440020 Spanish II	Informational Only.	
15.03.6	X	Provisional License	7304019	White Co. Central High School RON SNYDER 495400 Power Equipment Technology I	Informational Only.	
15.03.3	X	Job Not Certified	7304019	White Co. Central High School 453000 Survey of Fine Arts (.5 credit)	ALP Licensure Completion Date: 09/01/09	
15.03.3	X	Job Not Certified	7304019	White Co. Central High School CHANCE SNIDER 453000 Survey of Fine Arts (.5 credit)	ALP Licensure Completion Date: 09/01/14	
15.03.3	X	Job Not Certified	7304019	White Co. Central High School MARISA ARNOLD 450000 Art	ALP Licensure Completion Date: 09/01/12	
15.03.3	X	Job Not Certified	7304019	White Co. Central High School MARY JONES 971500 Special Education Itinerant Services	ALP Licensure Completion Date: 09/01/14	
15.03.3	X	Job Not Certified	7304019	White Co. Central High School MARY JONES 971530 Special Education Resource Services	ALP Licensure Completion Date: 09/01/14	
15.03.3	X	Job Not Certified	7304019	White Co. Central High School MARY JONES 972100 Special Education Language Arts	ALP Licensure Completion Date: 09/01/14	
15.03.3	X	Job Not Certified	7304019	White Co. Central High School MARY JONES 972110 Special Education Reading	ALP Licensure Completion Date: 09/01/14	
15.03.3	X	Job Not Certified	7304019	White Co. Central High School MARY JONES 972200 Special Education Science	ALP Licensure Completion Date: 09/01/14	
15.03.3	X	Job Not Certified	7304019	White Co. Central High School MARY JONES 973910 10th Grade Science Portfolio	ALP Licensure Completion Date: 09/01/14	
15.03.3	X	Job Not Certified	7304019	White Co. Central High School TIMOTHY ALTOM 377810 Physical Education Grade 7	ALP Licensure Completion Date: 09/01/12	
15.03.3	X	Job Not Certified	7304019	White Co. Central High School TIMOTHY ALTOM 430000 Algebra I	ALP Licensure Completion Date: 09/01/12	
15.03.3	X	Job Not Certified	7304019	White Co. Central High School TIMOTHY ALTOM 431000 Geometry	ALP Licensure Completion Date: 09/01/12	
15.03.1	X	Personnel Not Certified	7304019	White Co. Central High School MIKE MCINTOSH 494200 Engine Performance		

White County Central School District

3259 Hwy. 157
Judsonia, AR 72081
501-729-3992 Phone
501-729-3994 Fax

March 28, 2012

Sheila Bowen
Superintendent
501-729-3992

Jackwyln Underwood
7-12 Principal
501-729-3947
501-729-0107
501-729-0552 Fax

Sandra Hurst
K-6 Principal
501-729-4292
501-729-0107
501-729-4292 Fax

Dear Mr. Gilbert,

You will find enclosed with this letter the responses to the initial accreditation report. I would like to thank your unit for the help that was provided to district's counselors and principals as they prepared their responses. I apologize for the amount of errors and hope that in the future these can be minimized. In response to the error concerning ADE approval for the 6th secondary math course, AP Calculus, it was an innocent oversight on the part of the counselor and principal, both with only two years experience in their current position. They assumed that the approval that was given by the College Board which was completed by the G.T. Coordinator was all that was needed. I do understand that this is an error, but wanted to be sure that you know that there are six math classes offered and that students are enrolled in these classes during this current school year. Their mistake was in not getting the approval for this course from ADE. Again, I apologize for this and attribute it to lack of experience not an effort to disregard the standards required by the state for course offerings.

Respectfully,

Sheila Whitlow

Sheila (Bowen) Whitlow
Superintendent

White County Central School District

3259 Hwy. 157
Judsonia, AR 72081
501-729-3992 Phone
501-729-3994 Fax

Sheila Bowen
Superintendent
501-729-3992

Jackwyln Underwood
7-12 Principal
501-729-3947
501-729-0107
501-729-0552 Fax

Sandra Hurst
K-6 Principal
501-729-4292
501-729-0107
501-729-4292 Fax

March 24, 2012

Mr. Gilbert,

In regards to our Standards Annual Accreditation Report for White County Central High School, we have multiple changes and corrections we are submitting. Below is a list of needed changes:

- Career and Technical Requirements- Programs of Study req. checked by Workforce: N/Course Content: 34 – N/A
- Required Course missing: ADE Approved Calculus/see statement #1 below
- Required Course missing: ADE Approved Elective Math I/see statement #2 below
- Required Course missing: ADE Approved Elective Math II/ see statement #2 below
- Required Course missing: ADE Approved Functional Mathematics/ see statement #2 below
- Required Course missing: ADE Approved Quantitative Literacy/ see statement #2 below
- Required Course missing: Algebraic Connections/ see statement #2 below
- Required Course missing: Computer Mathematics/ see statement #2 below
- Required Course missing: Statistics/ see statement #2 below
- Required Course missing: Topics in Discrete Mathematics/ see statement #2 below
- Required Course missing: Topics in Finite Mathematics/ see statement #2 below
- Required Course missing: Transition to College Mathematics/ see statement #2 below
- Job Not Certified/Job Code 7135 not found in Job Code Management Database at http://aadedata.arkansas.gov/jcms(Teacher Arnold, Marisa) ALP Licensure Completion Date: 9/11/14 (She is teaching nine weeks of music and another teacher teaches the other nine weeks.) See attached
- Janet Pace 377900 Tools for Learning Grade 7(Added 7th grader to class)

White County Central School District

3259 Hwy. 157
Judsonia, AR 72081
501-729-3992 Phone
501-729-3994 Fax

Sheila Bowen
Superintendent
501-729-3992

Jackwyln Underwood
7-12 Principal
501-729-3947
501-729-0107
501-729-0552 Fax

Sandra Hurst
K-6 Principal
501-729-4292
501-729-0107
501-729-4292 Fax

- Mike McIntosh 494200 Engine Performance (see attached license)

Statement #1: After calling Standards, we became aware that we did not fill out a course approval for AP Calculus. We thought all the paper work that had to be filled out was through the AP coordinator's point of view. Our AP coordinator received verification from the Gifted and Talented and Advanced Placement office saying the class was able to be taught at our school.

Statement #2: Math classes offered on our campus are: Algebra I, Geometry, Algebra II, AP Calculus, Algebra III, Trig/Pre-Cal, and Algebra remediation. These classes listed on the accreditation report are not offered this year.

If you have any further questions, please contact me either by phone or e-mail.

Sincerely,

Jackwyln Underwood, EdS
junderwood@wccsd.k12.ar.us
White County Central
3259 Hwy 157
Judsonia, AR 72081
Junior High and High School Principal
501.729.3947
Fax: 501.729.0688

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Certified Fee	2.95
Return Receipt Fee (Endorsement Required)	2.35
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	$ 6.60

Postmark Here

LITTLE ROCK, AR

7011 2970 0000 5613 9609

Sent To
Street, Apt. No.; or PO Box No.
City, State, ZIP+4

Sheila Bowen, Supt.
White County Central S.D.
3259 Highway 157
Judsonia, AR 72081

PS Form 3800, Au

SENDER: *COMPLETE THIS SECTION*

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Sheila Bowen, Supt.
White County Central S.D.
3259 Highway 157
Judsonia, AR 72081

COMPLETE THIS SECTION ON DELIVERY

A. Signature
x Kenneth Quinn ☒ Agent ☐ Addressee

B. Received by (Printed Name) Kenneth Quinn
C. Date of Delivery 2/4/12

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☒ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? *(Extra Fee)* ☐ Yes

2. Article Number *(Transfer from service label)* 7011 2970 0000 5613 9609

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

MEMO

ARKANSAS DEPARTMENT OF EDUCATION

DATE: April 30, 2012

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-12-037 dated March 05, 2012. The Report included a list of initial probationary violations and/or citations for the 2011-2012 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 March 30, 2012. 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 probationary 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 2011-2012 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 01, 2012.

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 15, 2012; the Board hearing concerning your appeal must be held prior to June 15, 2012. 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 15, 2012. 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.

Approved Memos: Annual Accreditation Report

ARKANSAS DEPARTMENT OF EDUCATION

Version History

Title	Annual Accreditation Report
Memo Number	COM-12-048
Memo Date	4/16/2012
Attention	Co-op Directors; Elementary Principals; High School Principals; Middle School Principals; Secondary Principals; Superintendents
Memo Type	Regulatory
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 2011-2012 school year. 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, 2012. Read carefully items indicated in "Comments." Accreditation status resulting from the 2011-2012 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. 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

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 the 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 15, 2012 following the May 01, 2012 written notification; the Board hearing must be held prior to June 15, 2012.

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.

Version: 8.0
Created at 4/16/2012 1:01 PM by Rickey Jackson (ADE)
Last modified at 4/18/2012 11:12 AM by Seth Blomeley (ADE)

Standards Annual Accreditation Report

White Co. Central School Dist.

Accreditation Status:

District:

7304000 - White Co. Central School Dist.

Superintendent Sheila Bowen

3259 Highway 157

Judsonia, AR 72081

501-729-3992

Schools:

7304018 - White Co. Central Elem. School - Cited

7304019 - White Co. Central High School - Probationary

ADE Standards Assurance Supervisor:

Shade Gilbert

Shade.Gilbert@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
2.400 - Secondary Course Offerings	IV	9.03.3	7304000	Required Course(s) missing : Math Electives		Probationary

District Details Summary

Student Enrollment

Grade Level	Student Count
01	55
02	53
03	51
04	55
05	53
06	48
07	42
08	45
09	60
10	57
11	40
12	37
K	57
SS	1

District Information

Total Enrollment	Staff Development Hours	Total Book Volume
654	120	7998

FTE Information

Counselor	Principal	Counselor	Counselor
2.00	2.00	0.50	2.00

FINAL

ARKANSAS DEPARTMENT OF EDUCATION

White Co. Central Elem. School
2011/12 School Year

Standards Annual Accreditation Report

White Co. Central Elem. School

Accreditation Status: Cited

District:

7304000 - White Co. Central School Dist.

Superintendent Sheila Bowen

3259 Highway 157

Judsonia, AR 72081

501-729-3992

ADE Standards Assurance Supervisor:

Shade Gilbert

Shade.Gilbert@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
8.313 - Job Not Certified	X	15.03.3	7304018	White Co. Central Elem. School ALISON BAIRD 5010 Elementary Library/Media Specialist	ALP Licensure Completion Date: 09/01/13	Cited
8.313 - Job Not Certified	X	15.03.3	7304018	White Co. Central Elem. School AMANDA WENDEL 355310 Mathematics Grade 5	ALP Licensure Completion Date: 09/01/14	
8.313 - Job Not Certified	X	15.03.3	7304018	White Co. Central Elem. School AMANDA WENDEL 366900 Tools for Learning Grade 6	ALP Licensure Completion Date: 09/01/14	
8.313 - Job Not Certified	X	15.03.3	7304018	White Co. Central Elem. School JAMIE MORDEN 972100 Special Education Language Arts	ALP Licensure Completion Date: 09/01/13	Cited
8.313 - Job Not Certified	X	15.03.3	7304018	White Co. Central Elem. School JAMIE MORDEN 972110 Special Education Reading	ALP Licensure Completion Date: 09/01/13	Cited
8.313 - Job Not Certified	X	15.03.3	7304018	White Co. Central Elem. School JAMIE MORDEN 972200 Special Education Science	ALP Licensure Completion Date: 09/01/13	Cited
8.313 - Job Not Certified	X	15.03.3	7304018	White Co. Central Elem. School JAMIE MORDEN 972300 Special Education Mathematics	ALP Licensure Completion Date: 09/01/13	Cited
8.313 - Job Not Certified	X	15.03.3	7304018	White Co. Central Elem. School JAMIE MORDEN 972700 Special Education Social Studies	ALP Licensure Completion Date: 09/01/13	Cited
8.313 - Job Not Certified	X	15.03.3	7304018	White Co. Central Elem. School MARY JONES 971500 Special Education Itinerant Services	ALP Licensure Completion Date: 09/01/13	Cited
8.313 - Job Not Certified	X	15.03.3	7304018	White Co. Central Elem. School MARY JONES 972100 Special Education Language Arts	ALP Licensure Completion Date: 09/01/13	Cited
8.313 - Job Not Certified	X	15.03.3	7304018	White Co. Central Elem. School MARY JONES 972110 Special Education Reading	ALP Licensure Completion Date: 09/01/13	Cited
8.313 - Job Not Certified	X	15.03.3	7304018	White Co. Central Elem. School MARY JONES 972200 Special Education Science	ALP Licensure Completion Date: 09/01/13	Cited
8.313 - Job Not Certified	X	15.03.3	7304018	White Co. Central Elem. School MARY JONES 972300 Special Education Mathematics	ALP Licensure Completion Date: 09/01/13	Cited

School Details Summary

Student Enrollment

Grade Level	Student Count
01	55
02	53
03	51
04	55
05	53
06	48
K	57

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
372	60	3691

FTE Information

Counselor	Principal	Counselor	Counselor
1.00	1.00	0.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

White Co. Central High School
2011/12 School Year

Standards Annual Accreditation Report

White Co. Central High School

Accreditation Status: Probationary

District:
7304000 - White Co. Central School Dist.
Superintendent Sheila Bowen
3259 Highway 157
Judsonia, AR 72081
501-729-3992

ADE Standards Assurance Supervisor:
Shade Gilbert
Shade.Gilbert@arkansas.gov
Telephone: 501-682-4380
Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
8.314 - Provisional License	X	15.03.6	7304019	White Co. Central High School DIANNE FYKE 972100 Special Education Language Arts	Informational Only.	
8.314 - Provisional License	X	15.03.6	7304019	White Co. Central High School PAOLA BLANKENSHIP 440000 Spanish I	Informational Only.	
8.314 - Provisional License	X	15.03.6	7304019	White Co. Central High School PAOLA BLANKENSHIP 440020 Spanish II	Informational Only.	
8.314 - Provisional License	X	15.03.6	7304019	White Co. Central High School RON SNYDER 495400 Power Equipment Technology I	Informational Only.	
8.313 - Job Not Certified	X	15.03.3	7304019	White Co. Central High School MARY JONES 971500 Special Education Itinerant Services	ALP Licensure Completion Date: 09/01/13	Cited
8.313 - Job Not Certified	X	15.03.3	7304019	White Co. Central High School MARY JONES 971530 Special Education Resource Services	ALP Licensure Completion Date: 09/01/13	Cited
8.313 - Job Not Certified	X	15.03.3	7304019	White Co. Central High School MARY JONES 972100 Special Education Language Arts	ALP Licensure Completion Date: 09/01/13	Cited
8.313 - Job Not Certified	X	15.03.3	7304019	White Co. Central High School MARY JONES 972110 Special Education Reading	ALP Licensure Completion Date: 09/01/13	Cited
8.313 - Job Not Certified	X	15.03.3	7304019	White Co. Central High School MARY JONES 972200 Special Education Science	ALP Licensure Completion Date: 09/01/13	Cited
8.313 - Job Not Certified	X	15.03.3	7304019	White Co. Central High School MARY JONES 973910 10th Grade Science Portfolio	ALP Licensure Completion Date: 09/01/13	Cited

School Details Summary

Student Enrollment

Grade Level	Student Count
07	42
08	45
09	60
10	57
11	40
12	37
SS	1

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
282	60	4307

FTE Information

Counselor	Principal	Counselor	Counselor
1.00	1.00	0.50	1.00

Standards Annual Accreditation Report

White Co. Central School Dist.

Accreditation Status:

District:

7304000 - White Co. Central School Dist.

Superintendent Sheila Bowen

3259 Highway 157

Judsonia, AR 72081

501-729-3992

Schools:

7304018 - White Co. Central Elem. School - Cited

7304019 - White Co. Central High School - Probationary

ADE Standards Assurance Supervisor:

Shade Gilbert

Shade.Gilbert@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Rule	Standard	Exception Description	LEA	Description	Comments	Status	Override
9.03.3	IV	Grade Level	7304018	White Co. Central Elem. School BARBARA HENRY 355900 Tools for Learning Grade 5			C
9.03.3	IV	Grade Level	7304018	White Co. Central Elem. School BARBARA HENRY 366710 Social Studies Grade 6			C
9.03.3	IV	Grade Level	7304018	White Co. Central Elem. School BRANDY ALTOM 970800 Gifted and Talented			C
9.03.3	IV	Grade Level	7304018	White Co. Central Elem. School CONNIE MILLER 366900 Tools for Learning Grade 6			C
9.03.3	IV	Grade Level	7304018	White Co. Central Elem. School LISA BONTEMPO 355900 Tools for Learning Grade 5			C
9.03.3	IV	Grade Level	7304018	White Co. Central Elem. School SARAYA ROGERS 366540 Instrumental Music Grade 6 (***)			C
9.03.3	IV	Grade Level	7304018	White Co. Central Elem. School TIMOTHY ALTOM 355900 Tools for Learning Grade 5			C
9.03.3	IV	Grade Level	7304019	White Co. Central High School JANET PACE 377900 Tools for Learning Grade 7			C
9.03.3	IV	Grade Level	7304019	White Co. Central High School JANET PACE 388900 Tools for Learning Grade 8			C
16.02.3	XI	Library/Media Specialist	7304019	White Co. Central High School 5030 High School Library/Media Spec.			I
15.03.3	X	Job Not Certified	7304000	White Co. Central School Dist. MARISA ARNOLD 7135 Coach/Lead Teacher (Generalist, all subjects)	ALP Licensure Completion Date: 09/01/14		I
15.03.3	X	Job Not Certified	7304019	White Co. Central High School CHANCE SNIDER 453000 Survey of Fine Arts (.5 credit)	ALP Licensure Completion Date: 09/01/14		C
15.03.1	X	Personnel Not Certified	7304019	White Co. Central High School MIKE MCINTOSH 494200 Engine Performance			I
10.02.5	V	Total Students: Grades 7 -12	7304018	White Co. Central Elem. School ALISON BAIRD			C
10.02.5	V	Total Students: Grades 7 -12	7304018	White Co. Central Elem. School SHANNON JONES			C

9.03.4.4 Foreign Languages - 2 units of the same language

9.03.4.5 Fine Arts - 3 ½ units

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

9.03.4.6 Computer Applications with emphasis on current applications-1 unit

9.03.4.7 Social Studies - 4 units

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

9.03.4.8 Economics - ½ unit

The Economics course must be taught by a teacher appropriately licensed in either Social Studies or Business Education.
The appropriate licensure code must be used to differentiate between the area of social studies and the area of career focus elective credit to meet the requirements of the 38 units.

9.03.4.9 Health and Safety Education and Physical Education - 1½ units

1 unit physical education
½ unit health and safety education

9.03.4.10 Career and Technical Education - 9 units of sequenced career and technical education courses (programs of study) representing three (3) occupational areas.
In addition to the currently approved programs, districts may develop and request approval for innovative programs of study based on community and student needs.

AP Requirements

9.03.4.11 The course offerings should include appropriate Advanced Placement (AP) courses. Weighted credit/additional quality points for designated AP courses will be contingent upon the teacher completing training as required by the Department and the student taking the applicable AP examinations.

9.03.4.11.1 Any school district meeting the following conditions may petition the Department to count an appropriate approved AP course in the place of a specified required 38 unit course in the subject areas of mathematics, English, science and social studies under the following conditions:

AP Requirements Cont.

9.03.4.11.2 The public school district has a qualified teacher for the required 38 unit course;

9.03.4.11.3 No students enrolled in the required 38 unit course;

9.03.4.11.4 An AP course in the same subject area as the required course has students enrolled in the course;

9.03.4.11.5 The public school district teaches all other 38 unit courses required by the Standards for Accreditation; and

9.03.4.11.6 The public school district teaches the required 38 unit course to any student who enrolls in the public school district after the school year begins.

9.03.4.11.7 The public school district may teach the required course to a new student:

i. In a traditional classroom setting;
ii. Through distance learning with a qualified teacher, or
iii. By making individual modifications for the required course from the AP course syllabus to accommodate the new student.

* 9.03.4.11.8 The public school district shall notify the Department in writing after registration in the spring prior to the beginning of the new school year and immediately after the school year begins if no students enrolled in the required course and the public school district will seek to meet the Standards for Accreditation using the AP course.

9.03.4.11.9 Upon receiving the public school district's written notification and after spring registration and after verifying the information, the Department shall permit the public school district to meet the Standards for Accreditation by teaching the AP course in place of the required course.

9.03.4.11.10 If a new student enrolls in the required course, the public school district shall immediately notify the Department in writing.

9.03.4.12 Additional foreign language courses such as the Level III and IV of the same foreign language and other foreign language should be included.

9.03.4.13 If a course required to be taught by a school district under the State Board of Education's Standards for Accreditation has an enrollment of one (1) or more students and all students enrolled in the course leave the school district after the course has commenced but before the completion of the course in each given school year or school semester the course is to be taught, and no other students that are eligible to take the course enroll to attend the school district campus where the

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Dr. Ben Mays
Clinton
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Newport

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El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

PROBATIONARY LETTER – YEAR TWO OF PROBATION

May 17, 2012

Dr. Bettye Dunn-Wright, Superintendent
Dollarway School District
4900 Dollarway Road
Pine Bluff, AR 71602

Re: Second Year of Probationary Status
(VIA CERTIFIED AND REGULAR MAIL)

Dr. Dunn-Wright:

On May 1, 2012, pursuant to Ark. Code Ann. § 6-15-203, the Arkansas Department of Education (ADE) notified you of the following school/school district failing to meet Standards for Accreditation for the 2011-12 school year (On-Site Review findings of transcript irregularities resulting in a violation of Rule 14, Standard IX of the Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts).

Dollarway High School

Pursuant to Ark. Code Ann. § 6-15-203, your school district had the right to appeal the ADE's determination to the Arkansas State Board of Education (State Board). The appeal was required to be filed by May 15, 2012. Your district did not appeal the ADE's determination.

On Monday, June 11, 2012, the State Board may confirm the Accreditation Status of Arkansas Public Schools and School Districts for the 2011-12 school year. In so doing, the State Board may also confirm the ADE's determination of the above-referenced standards violations. This school/school district was also classified as Accredited-Probationary for the 2010-11 school year. As a result, the following school/school district may be classified as Accredited-Probationary for a second consecutive year:

Dollarway High School

The purpose of this letter is to provide you with notice, pursuant to Ark. Code Ann. §§ 6-15-206-207, that the State Board is required to take action. Ark. Code Ann. § 6-15-207(b) provides that the State Board shall take at least one of the following actions

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listed in Ark. Code Ann. § 6-15-207(c) to address any school or school district which has failed to meet all standards for accreditation for two (2) consecutive school years, including the year the probationary status is declared:

(1) Require a school district to reorganize or reassign the administrative, instructional, or support staff of a public school;

(2) Require a school or school district to institute and fully implement a curriculum that is based on state academic content and achievement standards, including providing appropriate professional development at the cost of the school district;

(3) Remove a particular school from the jurisdiction of a school district and establish alternative public governance and supervision of the school or schools;

(4) Require a school district to close down or dissolve a particular school or schools within a school district;

(5) Annex a school district or districts or parts thereof with another receiving school district or districts pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq.

(6) Consolidate a school district or districts or parts thereof with another school district or districts or parts thereof to form a resulting district pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq.

(7) Reconstitute the leadership of a school district by removing permanently or suspending on a temporary basis the superintendent of the school district or any particular board members of a school district. The State Board shall have the authority to appoint an administrator or to call for the election of new school board members to administer the affairs and provide governance of the school district, or both; and

(8) Take any other appropriate action allowed by law which is determined by the State Board to assist and address a school or school district failure to meet the standards for accreditation.

The State Board will take this matter into consideration during its scheduled meeting **Monday, June 11, 2012 in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, Arkansas, at 9:00 a.m.** You will have an opportunity to address the State Board at that time. The State Board hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by Ark. Code Ann. § 6-15-201 et seq. and the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts. **Please be aware that the State Board may choose to take any of the above actions during its June 11, 2012 meeting.**

You and any other representatives of the Dollarway School District who can address questions from the State Board concerning this matter should plan to be in attendance during the meeting. Should you wish to submit any comments in writing, you may do so by submitting those documents to my office by **noon on Friday, May 25, 2012.**

Please also be advised that pursuant to Ark. Code Ann. § 6-15-208, your school district must publish the probationary status determination and findings of the State Board to the public and the parents or caregiver of each student enrolled in the school or school district determined to have failed to meet the standards for accreditation. The public notice must be in an understandable and uniform format. The public notice must also be published or disseminated, immediately after the State Board's determination, on your school district's website and published at least one (1) time a week for two (2) consecutive weeks in a local newspaper of general circulation in your school district.

Thank you for your attention to this matter. Please contact me at 501-683-4380 should you have any questions or require additional information.

Sincerely,

Johnie Walters
Standards Assurance Unit/ADE

cc: Tom W. Kimbrell, Ed.D, Commissioner of Education
Mr. John Hoy, Assistant Commissioner, Division of Academic Accountability
Mr. Jeremy C. Lasiter, General Counsel
Ms. Phyllis Stewart, State Board Liaison
Mr. Joe Blanks, Dollarway School Board
Mr. Efrem Elliott, Dollarway School Board
Ms. Cathy Hunt, Dollarway School Board
Mr. Robert Morehead, Dollarway School Board
Mr. George Stepps, Dollarway School Board
Mr. Gene Stewart, Dollarway School Board
Mr. Marvin Ray Walker, Dollarway School Board

MEMO

ARKANSAS DEPARTMENT OF EDUCATION

DATE: April 30, 2012

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-12-037 dated March 05, 2012. The Report included a list of initial probationary violations and/or citations for the 2011-2012 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 March 30, 2012. 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 probationary 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 2011-2012 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 01, 2012.

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 15, 2012; the Board hearing concerning your appeal must be held prior to June 15, 2012. 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 15, 2012. 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.

RC

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APR 27 2012

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Sent To: Arthur Tucker, Superintendent
Street, Apt. No.; or PO Box No.: Dollarway School District
City, State, ZIP+4: 4900 Dollarway Road
PS Form 3800, Au: Pine Bluff, AR 71602

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Arthur Tucker, Superintendent
Dollarway School District
4900 Dollarway Road
Pine Bluff, AR 71602

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [redacted] Addressee

B. Received by (Printed Name) C. Date [redacted] ery

D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: [redacted]

PINE BLUFF AR 71603 APR 27 2012 USPS

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PS Form 3811, February 2004 Domestic Return Receipt

102595-02-M-1540

Standards Annual Accreditation Report

Dollarway School District

Accreditation Status:

District:

3502000 - Dollarway School District

Superintendent Bettye Wright

4900 Dollarway Road

Pine Bluff, AR 71602

870-534-7003

Schools:

3502005 - Altheimer-martin Elementary - Accredited

3502006 - Matthews Elementary School - Accredited

3502009 - Robert F Morehead Middle Schoo - Accredited

3502010 - Dollarway High School - Probationary

3502011 - Townsend Park Elementary Schoo - Accredited

ADE Standards Assurance Supervisor:

Roy Causbie

Roy.Causbie@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

District Details Summary

Student Enrollment

Grade Level	Student Count
01	103
02	117
03	98
04	97
05	100
06	101
07	124
08	111
09	125
10	113
11	104
12	129
K	125

District Information

Total Enrollment	Staff Development Hours	Total Book Volume
1449	300	72983

FTE Information

Counselor	Principal	Counselor	Counselor
4.50	5.00	1.00	4.50

SS	2	

ARKANSAS DEPARTMENT OF EDUCATION

Altheimer-martin Elementary 2011/12 School Year

Standards Annual Accreditation Report

Altheimer-martin Elementary

Accreditation Status: Accredited

District:

3502000 - Dollarway School District

Superintendent Bettye Wright

4900 Dollarway Road

Pine Bluff, AR 71602

870-534-7003

ADE Standards Assurance Supervisor:

Roy Causbie

Roy.Causbie@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
01	15
02	16
03	13
04	12
05	17
K	12

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
85	60	18607

FTE Information

Counselor	Principal	Counselor	Counselor
0.50	1.00	0.00	0.50

ARKANSAS DEPARTMENT OF EDUCATION

Matthews Elementary School
2011/12 School Year

Standards Annual Accreditation Report

Matthews Elementary School

Accreditation Status: Accredited

District:

3502000 - Dollarway School District

Superintendent Bettye Wright

4900 Dollarway Road

Pine Bluff, AR 71602

870-534-7003

ADE Standards Assurance Supervisor:

Roy Causbie

Roy.Causbie@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
01	88
K	113

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
201	60	10376

FTE Information

Counselor	Principal	Counselor	Counselor
1.00	1.00	0.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Robert F Morehead Middle Schoo
2011/12 School Year

Standards Annual Accreditation Report

Robert F Morehead Middle Schoo

Accreditation Status: Accredited

District:

3502000 - Dollarway School District

Superintendent Bettye Wright

4900 Dollarway Road

Pine Bluff, AR 71602

870-534-7003

ADE Standards Assurance Supervisor:

Roy Causbie

Roy.Causbie@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
8.314 - Provisional License	X	15.03.6	3502009	Robert F Morehead Middle Schoo DANIEL BEARD 377210 Science Grade 7	Informational Only.	
8.314 - Provisional License	X	15.03.6	3502009	Robert F Morehead Middle Schoo DANIEL BEARD 377210 Science Grade 7	Informational Only.	
8.314 - Provisional License	X	15.03.6	3502009	Robert F Morehead Middle Schoo DANIEL BEARD 999800 Prep Period	Informational Only.	
8.314 - Provisional License	X	15.03.6	3502009	Robert F Morehead Middle Schoo DANIEL BEARD 999800 Prep Period	Informational Only.	
8.314 - Provisional License	X	15.03.6	3502009	Robert F Morehead Middle Schoo SHIRLEY BARNES 366110 Language Arts Grade 6	Informational Only.	
8.314 - Provisional License	X	15.03.6	3502009	Robert F Morehead Middle Schoo SHIRLEY BARNES 366110 Language Arts Grade 6	Informational Only.	
8.314 - Provisional License	X	15.03.6	3502009	Robert F Morehead Middle Schoo SHIRLEY BARNES 999800 Prep Period	Informational Only.	

School Details Summary

Student Enrollment

Grade Level	Student Count
06	101
07	124
08	111

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
336	60	9000

FTE Information

Counselor	Principal	Counselor	Counselor

	1.00	1.00	0.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Dollarway High School 2011/12 School Year

Standards Annual Accreditation Report

Dollarway High School

Accreditation Status: Probationary

District:

3502000 - Dollarway School District

Superintendent Bettye Wright

4900 Dollarway Road

Pine Bluff, AR 71602

870-534-7003

ADE Standards Assurance Supervisor:

Roy Causbie

Roy.Causbie@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
2.400 - Secondary Course Offerings	IV	9.03.3	3502010	Dollarway High School OSR review date February 9, 2012. OSR item #121-Career Focus-Transcripts.		Cited
2.400 - Secondary Course Offerings	IV	9.03.3	3502010	Dollarway High School OSR review date February 9, 2012. OSR item numbers 111, 118, and 122. Transcripts		Probationary
8.314 - Provisional License	X	15.03.6	3502010	Dollarway High School JAMES WHITE 495860 Navy JROTC II	Informational Only.	
8.314 - Provisional License	X	15.03.6	3502010	Dollarway High School JAMES WHITE 495870 Navy JROTC III	Informational Only.	
8.314 - Provisional License	X	15.03.6	3502010	Dollarway High School JAMES WHITE 495880 Air Force JROTC IV	Informational Only.	
8.314 - Provisional License	X	15.03.6	3502010	Dollarway High School SHERRI ROBINSON-BELL 492120 Computerized Business Applications	Informational Only.	
8.314 - Provisional License	X	15.03.6	3502010	Dollarway High School SHERRI ROBINSON-BELL 492240 Introduction to Finance (.5 credit)	Informational Only.	
8.314 - Provisional License	X	15.03.6	3502010	Dollarway High School SHERRI ROBINSON-BELL 492380 Office Management	Informational Only.	
8.313 - Job Not Certified	X	15.03.3	3502010	Dollarway High School DELORES WALKER 423000 Physical Science	ALP Licensure Completion Date: 09/01/12	Cited

8.313 - Job Not Certified	X	15.03.3	3502010	Dollarway High School DELORES WALKER 424010 ADE Approved Life Science	ALP Licensure Completion Date: 09/01/12	Cited
8.313 - Job Not Certified	X	15.03.3	3502010	Dollarway High School JADA JONES 410000 English 9	ALP Licensure Completion Date: 09/01/14	
8.313 - Job Not Certified	X	15.03.3	3502010	Dollarway High School JADA JONES 410000 English 9	ALP Licensure Completion Date: 09/01/14	
8.313 - Job Not Certified	X	15.03.3	3502010	Dollarway High School SERENA MOORE 492330 Marketing	ALP Licensure Completion Date: 09/01/14	
8.313 - Job Not Certified	X	15.03.3	3502010	Dollarway High School SERENA MOORE 492350 Marketing Management	ALP Licensure Completion Date: 09/01/14	
8.313 - Job Not Certified	X	15.03.3	3502010	Dollarway High School SERENA MOORE 492630 Introduction to Marketing (.5 credit)	ALP Licensure Completion Date: 09/01/14	

School Details Summary

Student Enrollment

Grade Level	Student Count
09	125
10	113
11	104
12	129
SS	2

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
473	60	12000

FTE Information

Counselor	Principal	Counselor	Counselor
1.00	1.00	1.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Townsend Park Elementary Schoo
2011/12 School Year

Standards Annual Accreditation Report

Townsend Park Elementary Schoo

Accreditation Status: Accredited

District:

3502000 - Dollarway School District

Superintendent Bettye Wright

4900 Dollarway Road

Pine Bluff, AR 71602

870-534-7003

ADE Standards Assurance Supervisor:

Roy Causbie

Roy.Causbie@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
8.314 - Provisional License	X	15.03.6	3502011	Townsend Park Elementary Schoo KRISTI CALDWELL 355210 Science Grade 5	Informational Only.	
8.314 - Provisional License	X	15.03.6	3502011	Townsend Park Elementary Schoo KRISTI CALDWELL 355310 Mathematics Grade 5	Informational Only.	
8.314 - Provisional License	X	15.03.6	3502011	Townsend Park Elementary Schoo KRISTI CALDWELL 358820 Physical Activity 5-8 (combination)	Informational Only.	
8.314 - Provisional License	X	15.03.6	3502011	Townsend Park Elementary Schoo KRISTI CALDWELL 999800 Prep Period	Informational Only.	
8.314 - Provisional License	X	15.03.6	3502011	Townsend Park Elementary Schoo TAMEKA HUNTER 355210 Science Grade 5	Informational Only.	
8.314 - Provisional License	X	15.03.6	3502011	Townsend Park Elementary Schoo TAMEKA HUNTER 355310 Mathematics Grade 5	Informational Only.	
8.314 - Provisional License	X	15.03.6	3502011	Townsend Park Elementary Schoo TAMEKA HUNTER 358820 Physical Activity 5-8 (combination)	Informational Only.	
8.313 - Job Not Certified	X	15.03.3	3502011	Townsend Park Elementary Schoo TABITHA EDWARDS 971530 Special Education Resource Services	ALP Licensure Completion Date: 09/01/14	

School Details Summary

Student Enrollment	School Information

Grade Level	Student Count
02	101
03	85
04	85
05	83

Total Enrollment	Staff Development Hours	Total Book Volume
354	60	23000

FTE Information

Counselor	Principal	Counselor	Counselor
1.00	1.00	0.00	1.00

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.

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

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Springdale
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Crossett

Vicki Saviers
Little Rock

May 13, 2011

Dr. Arthur Tucker, Superintendent
Dollarway School District
4900 Dollarway Road
Pine Bluff, AR 71602

Dear Dr. Tucker:

This letter is to inform you that your district has received a status of Accredited-Probationary for at least one LEA in your District. Please review the enclosed memos for information regarding the process for appeal and other information regarding assignment of Accredited-Probationary status.

If you have any question, you may contact your Standards Assurance specialist at 501-682-4380.

Johnie Walters
Standards Assurance Unit Leader

pc: Dr. Charity Smith, Assistant Commissioner, Academic Accountability
Jeremy C. Lasiter, General Counsel

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
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STANDARDS ASSURANCE

may 2011

7004 2890 0004 4227 5343

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Street, Apt. No.; or PO Box No.
City, State, ZIP+4

Arthur Tucker, Superintendent
Dollarway School District
4900 Dollarway Road
Pine Bluff, AR 71602

PS Form 3800, June 2002

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Arthur Tucker, Superintendent
Dollarway School District
4900 Dollarway Road
Pine Bluff, AR 71602

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Janie Wooten ☐ Agent ☐ Addressee

B. Received by (Printed Name) Janie Wooten
C. Date of Delivery 5/13/11

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☑ No

3. Service Type
☑ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number (Transfer from service label) 7004 2890 0004 4227 5343

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

ANNUAL ACCREDITATION STATUS REPORT (2010-2011)

Lea: 35-02-000
District: DOLLARWAY SCHOOL DISTRICT
County: JEFFERSON
Supervisor: R. CAUSBIE

2010-2011 Status:
Review Date: Comments:

2009-2010 Status:
Review Date: Comments:

2008-2009 Status: ACCREDITED-CITED
Review Date: Comments:

20000 DATE RECEIVED

Enrollment-	K	121
	1	134
	2	108
	3	115
	4	108
	5	94
	6	135
	7	112
	8	122
	9	119
	10	100
	11	121
	12	134
	EE	0
	SM	0
	SS	2
	13	0
Total enrollment for 35-02-000:		1525

FTE Totals-

Counselor	5.00
Principal	5.00
Asst. Principal	1.00
Library/Media	4.00

Staff Development Hours:
Total Book Volume:

Lea: 35-02-005 School: ALTHEIMER-MARTIN ELEMENTARY

2010-2011 Status: ACCREDITED-CITED
Review Date: Comments:

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline
MELISSA H RICE Cite
970800 Gifted and Talented

2009-2010 Status: ACCREDITED
Review Date: Comments:

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline
MELISSA H RICE
970800 Gifted and Talented

2008-2009 Status: ACCREDITED
Review Date: Comments:

Lea: 35-02-005 School: ALTHEIMER-MARTIN ELEMENTARY

Enrollment-	K	25
	1	20
	2	18
	3	15
	4	19
	5	10
	6	0
	7	0
	8	0
	9	0
	10	0
	11	0
	12	0
	EE	0
	SM	0
	SS	0
	13	0
Total enrollment for 35-02-005:		107

FTE Totals-

Counselor	0.60
Principal	1.00
Asst. Principal	0.00
Library/Media	0.50

Staff Development Hours:	60
Total Book Volume:	6000

2010-2011 Status: ACCREDITED
Review Date: Comments:

2009-2010 Status: ACCREDITED
Review Date: Comments:

8314 PROVISIONAL
HAITI G PIERCE
211110 Grade 1 Language Arts

8314 PROVISIONAL
HAITI G PIERCE
211120 Grade 1 Reading

8314 PROVISIONAL
HAITI G PIERCE
211210 Grade 1 Science

8314 PROVISIONAL
HAITI G PIERCE
211310 Grade 1 Mathematics

8314 PROVISIONAL
HAITI G PIERCE
211710 Grade 1 Social Studies

8314 PROVISIONAL
HAITI G PIERCE
211820 Grade 1 Health and Safety

8314 PROVISIONAL
HAITI G PIERCE
211920 Grade 1 Tools for Learning

8314 PROVISIONAL
HAITI G PIERCE
999800 Prep Period

2008-2009 Status: ACCREDITED
Review Date: Comments:

Lea: 35-02-006 School: MATTHEWS ELEMENTARY SCHOOL

Enrollment-		
	K	96
	1	114
	2	0
	3	0
	4	0
	5	0
	6	0
	7	0
	8	0
	9	0
	10	0
	11	0
	12	0
	EE	0
	SM	0
	SS	0
	13	0
Total enrollment for 35-02-006:		210

FTE Totals-

Counselor	1.00
Principal	1.00
Asst. Principal	0.00
Library/Media	0.50

Staff Development Hours:	60
Total Book Volume:	7323

2010-2011 Status: ACCREDITED
Review Date: Comments:

8314 PROVISIONAL
DANIEL R BEARD
377210 Science Grade 7

8314 PROVISIONAL
DANIEL R BEARD
999800 Prep Period

8314 PROVISIONAL
JADA O JONES
366110 Language Arts Grade 6

8314 PROVISIONAL
JADA O JONES
999800 Prep Period

2009-2010 Status: ACCREDITED - PROBATIONARY
Review Date: 10/15/2010Comments:

8314 PROVISIONAL
LEROY EDWARDS JR.
366130 Reading Grade 6

8314 PROVISIONAL
LEROY EDWARDS JR.
366210 Science Grade 6

8314 PROVISIONAL
LEROY EDWARDS JR.
366310 Mathematics Grade 6

8314 PROVISIONAL
LEROY EDWARDS JR.
970130 Remediation/Enrichment

8314 PROVISIONAL
LEROY EDWARDS JR.
999800 Prep Period

8313 JOB NOT CERT 09/01/2009 Licensure Completion Deadline
CICELY R TRICE
166510 Visual Art Grade 6 (***)

8314 PROVISIONAL
JADA O JONES
366110 Language Arts Grade 6

8314 PROVISIONAL
JADA O JONES
366130 Reading Grade 6

8314 PROVISIONAL
JADA O JONES
366710 Social Studies Grade 6

8314 PROVISIONAL
JADA O JONES
970130 Remediation/Enrichment

8314 PROVISIONAL
JADA O JONES
999800 Prep Period

2008-2009 Status: ACCREDITED - PROBATIONARY
Review Date: 10/15/2009Comments:

8313 JOB NOT CERT 09/01/2009 Licensure Completion Deadline
CICELY R TRICE
366510 Visual Art Grade 6 (***)

8311 NOT CERTIFIED
JADA O JONES

Enrollment-	K	0
	1	0
	2	0
	3	0
	4	0
	5	0
	6	135
	7	112
	8	122
	9	0
	10	0
	11	0
	12	0
	EE	0
	SM	0
	SS	0
	13	0
Total enrollment for 35-02-009:		369

FTE Totals-

Counselor	1.00
Principal	1.00
Asst. Principal	0.00
Library/Media	1.00

Staff Development Hours:	60
Total Book Volume:	7000

Lea: 35-02-010 School: DOLLARWAY HIGH SCHOOL

2010-2011 Status: ACCREDITED - PROBATIONARY
Review Date: 10/15/2011Comments: SHELBY PORTER-NO ALP NO WAIVER

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline
BRANDON L MURPHY Cite
432000 Algebra II

8314 PROVISIONAL
JAMES W WHITE
495860 Navy JROTC II

8314 PROVISIONAL
JAMES W WHITE
495870 Navy JROTC III

8314 PROVISIONAL
JAMES W WHITE
495880 Air Force JROTC IV

8313 JOB NOT CERT 09/01/2013 Licensure Completion Deadline
SHELBY PORTER
492330 Marketing

8313 JOB NOT CERT 09/01/2013 Licensure Completion Deadline
SHELBY PORTER
492350 Marketing Management

8313 JOB NOT CERT 09/01/2013 Licensure Completion Deadline
SHELBY PORTER
492630 Introduction to Marketing (.5 credit)

8314 PROVISIONAL
DAVID L SMALL
420000 Biology

8314 PROVISIONAL
SCOTT D GAMMEL
494200 Engine Performance

8314 PROVISIONAL
SCOTT D GAMMEL
494210 Suspension & Steering

8314 PROVISIONAL
SCOTT D GAMMEL
590100 DWE Approved Technical Lab

8313 JOB NOT CERT 09/01/2013 Licensure Completion Deadline
SHIRLEY WALKER
423000 Physical Science

Lea: 35-02-010 School: DOLLARWAY HIGH SCHOOL

2009-2010 Status: ACCREDITED
Review Date: Comments:

8314 PROVISIONAL
GREGORY WATERS
495550 Gas Metal Arc Welding

8314 PROVISIONAL
GREGORY WATERS
495570 Metal Fabrication

8314 PROVISIONAL
GREGORY WATERS
495580 Shielded Metal Arc Welding

8314 PROVISIONAL
DAVID L SMALL
420000 Biology

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline
DELORES J WALKER
123000 Physical Science

2008-2009 Status: ACCREDITED-CITED
Review Date: Comments:

8313 JOB NOT CERT 09/01/2010 Licensure Completion Deadline
TYRELL GLENN
6030 High School Guidance Counselor

8313 JOB NOT CERT 09/01/2010 Licensure Completion Deadline
ERIN E MARTIN
440000 Spanish I

8313 JOB NOT CERT 09/01/2011 Licensure Completion Deadline
ERIN E MARTIN
440020 Spanish II

Lea: 35-02-010

School: DOLLARWAY HIGH SCHOOL

Enrollment-	K	0
	1	0
	2	0
	3	0
	4	0
	5	0
	6	0
	7	0
	8	0
	9	119
	10	100
	11	121
	12	134
	EE	0
	SM	0
	SS	2
	13	0
Total enrollment for 35-02-010:		476

FTE Totals-

Counselor	1.40
Principal	1.00
Asst. Principal	1.00
Library/Media	1.00

Staff Development Hours:	60
Total Book Volume:	8989

Lea: 35-02-011 School: TOWNSEND PARK ELEMENTARY SCHOO

2010-2011 Status: ACCREDITED
Review Date: Comments:

2009-2010 Status: ACCREDITED
Review Date: Comments:

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline
MELISSA H RICE
970800 Gifted and Talented

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline

355900 Tools for Learning Grade 5

2008-2009 Status:
Review Date: Comments:

Enrollment-	K	0
	1	0
	2	90
	3	100
	4	89
	5	84
	6	0
	7	0
	8	0
	9	0
	10	0
	11	0
	12	0
	EE	0
	SM	0
	SS	0
	13	0
Total enrollment for 35-02-011:		363

FTE Totals-

Counselor	1.00
Principal	1.00
Asst. Principal	0.00
Library/Media	1.00

Staff Development Hours:	60
Total Book Volume:	11700

ARKANSAS DEPARTMENT OF EDUCATION

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Commissioner

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Toyce Newton
Crossett

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Fayetteville

Vicki Saviers
Little Rock

May 18, 2012

Mr. Benjamin Lindquist
Little Rock Preparatory Academy
1205 South Schiller Street
Little Rock, AR 72202

Re: Notice of State Board Meeting

Dear Mr. Lindquist,

This letter is to inform you that your request for a hearing regarding Little Rock Preparatory Academy will be considered at the State Board of Education's meeting on June 11, 2012. 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,

Mary Ann Duncan, Ed.D

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

MAD/jf

LITTLE ROCK PREPARATORY ACADEMY

PRAEPARARE SUCCESSUS

April 27, 2012

RECEIVED
APR 27 2012
CHARTER SCHOOL OFFICE

Dr. Mary Ann Duncan
Charter School Director
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

Dear Dr. Duncan:

On behalf of Little Rock Preparatory Academy (LRPA), I am writing to formally request an appearance before the Arkansas State Board of Education on Monday, June 11, 2012 to request permission to relocate our Middle School (Grades 5-8) to an additional facility, and to request additional waivers to our charter. I have put together this letter to update the State Board Members on LRPA's progress since we last appeared on May 16, 2011 and to outline the requests.

Update on School's Development

Consistent with the State Board's approval last May 16th, LRPA expanded from 78 students in grades 5-6 to 260 students in grades K-7 over the summer preceding the start of the 2011-2012 year. After renovating the 2nd floor of the school building and hiring over 20 new faculty and staff in less than 90 days, we re-opened on August 15th for the new academic year with a waiting list of over 100 students.

We are grateful to the State Board for the opportunity to bring our mission, vision and unique educational model to many more families and students from underserved neighborhoods. With the State Board's support, we have expanded our presence in the Central Little Rock Region, which is bounded by Interstate 630 to the North, Boyle Park to the West, Fourche Creek to the South, and Main Street to the East. In line with this geographic commitment, we became an institutional partner in the Central Little Rock Promise Neighborhood Initiative in November of 2011 with 7 partner institutions, including the Arkansas Children's Hospital, the City of Little Rock, UALR, UAMS, New Futures for Youth, the Central Arkansas Library System, and the Little Rock School District.

Update on Students Served and Community Need

Consistent with our charter application, LRPA serves a student population that has not been well-served educationally for many years. Currently, over 80% of our students qualify for the Federal Free & Reduced Lunch Program and over 98% are African American. Most of our

students come from Central Little Rock, which is an area of the city that is badly in need of quality public educational options.

Recently, we conducted a study of public elementary and middle schools with attendance zones in Central Little Rock. What we found was surprising to us – all of the schools with attendance zones within our target jurisdiction are consistently low-performing under Federal No Child Left Behind standards. In these schools, which serve students in grades K-8, nearly two-thirds of students are routinely failing to achieve proficiency on state tests and have been for many years.

Early Indicators of Performance

Enclosed with this letter is a copy of LRPA's 2011-2012 Mid-Year Report, which is designed to provide a substantive update on our progress between January 2011 and January 2012. This report provides a description of the academic design that we are implementing, including the body of research that supports it, the structure of our school day and year, and other elements of our *No Excuses* educational model. We produced this report so that we could fulfill a public mandate that charter schools have, which is to disseminate information on the best practices that guide our activities.

As the Mid-Year Report shows, LRPA added grades K-4 so that we have a longer runway in which to serve our students. Using this runway, we have begun delivering research-based curricula to our students in subject areas that are fully aligned with Arkansas state standards across all grade levels. The preliminary results of these programs are quite promising. Over the first 3 quarters of the 2011-2012 academic year, our students sustained strong lesson gains in reading, language and mathematics. Because our core programs are scripted and mastery-based, we are able to ensure that lesson progress equates directly to acquisition of desired knowledge, concepts and skills.

LRPA is more committed than ever to enabling our students to close the achievement gap, but we also recognize how challenging the mountain is that we have to climb. In placement testing that was done of our students at the start of the 2011-2012 year, we found that over three-quarters of our students were well below grade level in literacy areas – frequently as far behind as 2.0 to 3.0 grade level equivalencies. Some students enrolled at LRPA with challenges that include a track record of chronic misbehavior, disabilities such as autism and mental retardation, and family difficulties such as incarceration, drug abuse and alcoholism. We embrace the opportunity we have been given to grow and serve these students and provide them with a quality educational experience through our *No Excuses* educational model.

Application for Approval of 2nd Facility

Under the charter that was granted by the State Board, Little Rock Preparatory Academy was approved to serve up to 432 students in grades K-8. Within the plan that was set forth in our charter application, we projected that we would reach our enrollment cap by the 4th year of operation, which is the 2012-2013 year. To achieve this plan, we are requesting the State Board's approval to open a second facility just south of the intersection of Asher Avenue and University Avenue in the southwest corner of our target region.

Currently, we are serving 260 students in grades K-7 at our present location at 12th and Schillller, which is situated in the Northeast quadrant of our target jurisdiction. The lease on this facility extends through the 2013-2014 year. Unfortunately, our current location does not support expansion beyond 260 students. After conducting an extensive facilities search over eight months, we are requesting the State Board's approval to open a second facility at 4520 South University Avenue.

The site, which is situated approximately 1 ½ blocks south of the intersection of Asher and University, would allow us to serve students from throughout our target jurisdiction. The facility will be ADA and IDEA compliant and will be in compliance with all applicable city and facilities requirements. We will work with your office and the Division of Public Schools Academic Facilities and Transportation (Division) to ensure that the facility is reviewed by the Division on a timely basis. At this facility, we plan to house approximately 170 students in middle school grades 5-8. The first location on 12th Street would house approximately 260 students in grades K-4. By splitting up the primary and middle school grades, we believe that we can provide all of our students with an age-appropriate, high-quality educational experience.

Consistent with Arkansas regulatory requirements, maps of the two locations are enclosed. Already, we have made great strides towards meeting our target enrollment, including preparing to host our first-ever graduating class of fifty 8th grade students.

Requested Waivers

After investigating the autonomies that are typically granted to public charter schools in Arkansas, we would like to request the following additional and revised waivers from state law. Each of these waivers is essential to enabling LRPA to: fulfill its mission; attract, retain and incentivize a highly professional team that puts student learning first; and grow into an institution that can sustain high levels of performance over time.

The five waivers that we seek are outlined below:

1. Ark. Code Ann. §§ 6-13-601 through 619 and 6-13-630 through 634 ("District Boards of Directors Generally"); and 6-14-101 et seq. ("School elections"):

   LRPA's governance structure, just as any open-enrollment public charter school, was created and has operated since the grant of the initial charter pursuant to the Arkansas Charter Schools Act of 1999 (Ark. Code Ann. § 6-23-101 et seq.; specifically, Ark. Code Ann. §§ 6-23-302, 303, 306 and 401).

   LRPA is requesting this waiver from the listed statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance structure contained in our charter.

2. Ark. Code Ann. §§ 6-17-201 et seq. ("Personnel Policies ("Teachers")) and 6-17-2301 et seq. ("Personnel Policies ("Classified Employees")):

   LRPA currently holds a waiver from the State Board of Education concerning the requirements of Ark. Code Ann. § 6-17-203 (Personnel Policies Committee), but wishes to expand the waiver to include the statutes requiring personnel policies committees for both teachers and classified (non-teacher) personnel.

3. Ark. Code Ann. §§ 6-17-301 ("Employment of Certified Personnel") and 6-17-309 ("Certification to teach grade or subject matter – Exceptions – Waiver"), ADE Rules Governing Waivers for Substitute Teachers, and ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher:

   LRPA already possesses waivers from the State Board of Education concerning teacher licensure, but requests to add the above ADE Rules sections to its already granted waivers to come in line with the recent Legal Comments from the ADE concerning what is required for full effectuation of the teacher licensure waiver.

4. Ark. Code Ann. §6-17-1501 et seq. ("Teacher Fair Dismissal Act"):

   LRPA is seeking a waiver from the applicable sections of the Arkansas Code such that its teachers may be employed on an "at-will" basis. As such, LRPA will be free to hire teachers skilled in the implementation of its unique educational program while maintaining the flexibility to discharge those teachers when it becomes apparent that they are not performing to the high standards required for the successful implementation of our program.

5. Ark. Code Ann. § 6-17-1701 et seq. ("Public School Employee Fair Hearing Act"):

   LRPA seeks a waiver from this portion of the Education Code, to allow it to hire and discharge employees on an "at-will" basis.

We are grateful for the State Board's consideration of this request. Please do not hesitate to contact me should you require further information. We would be happy to speak with you, the Commissioner of Education, members of the State Board and/or the legal counsel for the State Board in advance of the June 11th meeting if it would be helpful in laying the groundwork for the State Board's vote on our request.

Together, we will improve public education in the most historically underserved region of Little Rock.

With best regards,

Benjamin Lindquist
Executive Director

Enclosures

Google

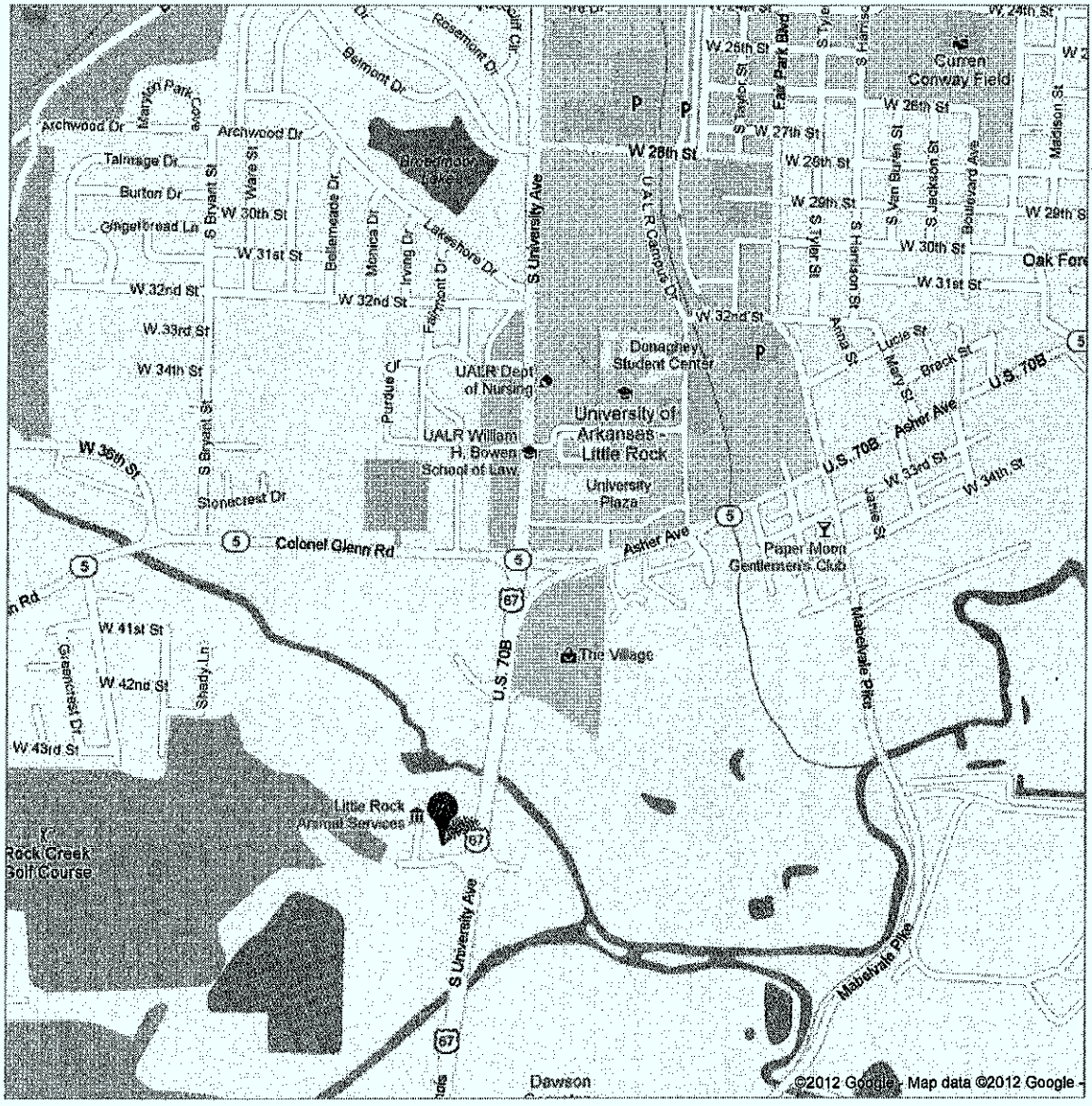
Address **1205 S Schiller St**
Little Rock, AR 72202

Get Google Maps on your phone
Text the word "GMAPS" to 466453

Google

Address **4520 S University Ave**
Little Rock, AR 72204

Get Google Maps on your phone
Text the word "GMAPS" to 466453



Desegregation Analysis
Little Rock Preparatory Academy

In accordance with Section 4.02.3.3 of the Arkansas Department of Education's Rule Governing Public Charter Schools, Little Rock Preparatory Academy ("LRPA") submits the following desegregation analysis in conjunction with its application to relocate its Middle School (grades 5-8) to a new location and to grant additional waivers.

LRPA currently serves 260 students at its existing facility at 12th and Schiller in Central Little Rock. Under the LRPA's charter, it may serve up to 432 students. In order to accommodate the number of students approved under its current charter, the School requests permission to relocate its Middle School (170 students in Grades 5-8) to a different facility near Asher and University. If the requested relocation is approved, the Middle School will be located within the same geographic area as the existing school – the Central Little Rock region bounded by Interstate 630 on the North, Boyle Park on the West, Fourche Creek on the South and Main Street on the East. Approximately ninety seven percent of the students currently attending LRPA are African American and approximately eighty percent qualify for federal free and reduced lunch.

Relocation of LRPA's middle school to another location within the Little Rock School District will not affect any public school district in Arkansas with respect to compliance with any court order or statutory desegregation obligations, or efforts to desegregate or to maintain unitary status. Although it is an open-enrolment pubic charter school, LRPA does not expect the relocation to affect the racial composition of the student body in a material way. LRPA anticipates that the Middle School will be populated primarily with students who come through the LRPA Elementary School at 12th and Schiller. Since LRPA students are almost all African American, their attendance at LRPA improves the racial balance in the Little Rock School District. Conversely, the return of these students to the Little Rock School District would contribute to the district's current racial imbalance.

Like the addition of a second facility, the requested waivers will not negatively affect the racial balance in the surrounding school districts. The waivers address issues unrelated to the racial composition of LRPA or any

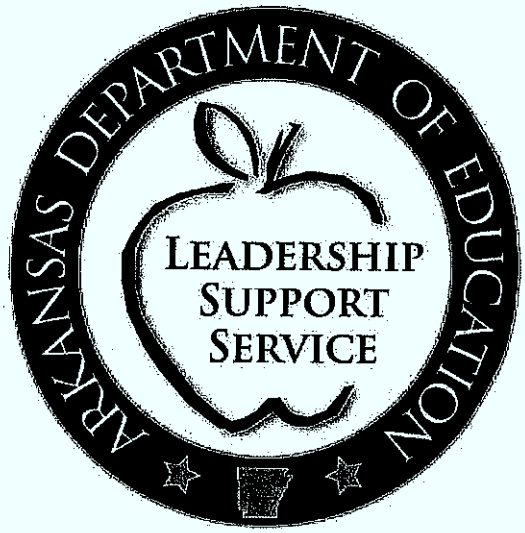
school district. Moreover, since the initial grant of the charter to LRPA, the Little Rock School District (LRSD) and the North Little Rock School District (NLRSD) have been determined by the federal courts to be unitary in all respects and the Pulaski County Special School District (PCCSD) has been determined by the federal courts to be unitary in all respects concerning student assignment. LRPA does not draw students from any other public school district in Arkansas that has operated under a desegregation plan or has been involved in desegregation litigation during the existence of LRPA. Because the public school districts in Arkansas from which LRPA is likely to draw students are unitary in student assignment or are otherwise not under any court orders to desegregate, the relocation of the LRPA Middle School and the requested waivers can have no negative affect on the desegregation efforts of any public school district in this state.

Over the long term, growth and expansion of LRPA will contribute to the desegregation of Little Rock and surrounding areas. Segregation in Little Rock can only end when families of limited income, who are disproportionately minority, have gained widespread access to high quality schools that equip their children with the knowledge, skills and attributes to learn, achieve at high levels, and access college and career opportunities in equal measure with their more affluent peers. LRPA exists to try to realize that goal for the families of Central Little Rock, many of whom are confined in chronically low performing public schools.

Dreamland Academy

Dreamland Academy

Scholastic Audit Summary Report



03/11/2012 - 03/16/2012

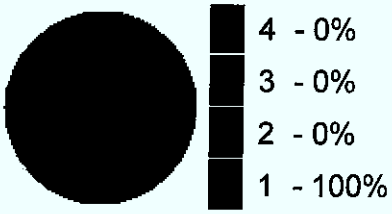
Dreamland Academy
Scholastic Audit Summary Report
At-a-Glance

The charts below indicate the percentage of indicators in each standard for the following four performance levels:

4 - Exemplary level of development and implementation
3 - Fully functional and operational level of development and implementation
2 - Limited development or partial implementation
1 - Little or no development and implementation

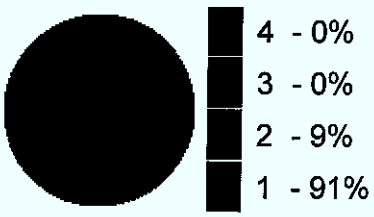
Standard 1 - Curriculum

Total Indicators : 7



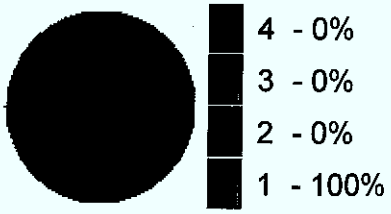
Standard 4 - School Culture

Total Indicators : 11



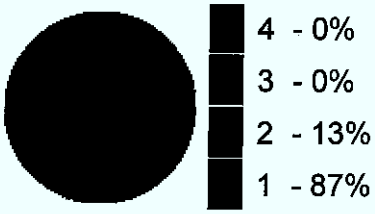
Standard 7 - Leadership

Total Indicators : 11



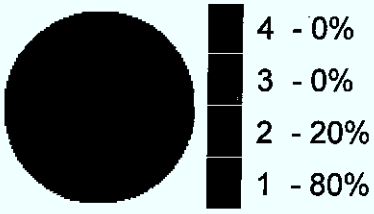
Standard 2 - Classroom Evaluation/Assessment

Total Indicators : 8



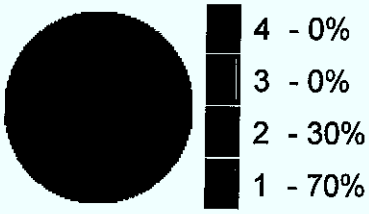
Standard 5 - Student, Family and Community Support

Total Indicators : 5



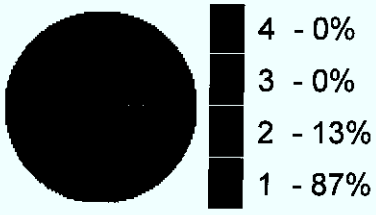
Standard 8 - School Organization and Fiscal Resources

Total Indicators : 10



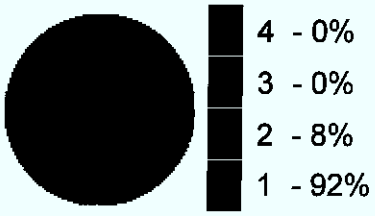
Standard 3 - Instruction

Total Indicators : 8



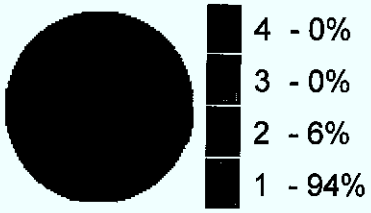
Standard 6 - Professional Growth, Development, and Evaluation

Total Indicators : 12



Standard 9 - Comprehensive and Effective Planning

Total Indicators : 16



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Dreamland Academy - Dreamland Academy

Standard 1 - Academic Performance - Curriculum

Curriculum

1.1a Curriculum is aligned with Arkansas Academic Content Standards and Student Learning Expectations.
1.1b District initiates facilitates discussions among schools regarding curriculum standards
1.1c District initiates facilitates discussions to eliminate unnecessary overlaps
1.1d Evidence of vertical communication, intentional focus on key curriculum transition points
1.1e School curriculum provides specific links to continuing education
1.1f Systematic process for monitoring, evaluating and reviewing curriculum
1.1g Curriculum provides access to an academic core

Standard 2 - Academic Performance - Classroom Evaluation/Assessment

Classroom Evaluation/Assessment

2.1a Classroom assessments frequent, rigorous, aligned with Arkansas' Academic Core Content Standards
2.1b Teachers collaborate in the design of authentic assessment
2.1c Students can articulate what is required to be proficient
2.1d Test scores are used to identify curriculum gaps
2.1e Assessments designed to provide feedback on student learning for instructional purposes
2.1f Performance standards communicated, evident in classrooms, observable in student work
2.1g ACTAAP coordinated by school and district leadership
2.1h Samples of student work are analyzed

Standard 3 - Academic Performance - Instruction

Instruction

3.1a Evidence that effective and varied instructional strategies are used in all classrooms
3.1b Instructional strategies and learning activities are aligned
3.1c Instructional strategies/activities are consistently monitored...diverse student population
3.1d Teachers demonstrate content knowledge
3.1e Evidence that teachers incorporate the use of technology
3.1f Instructional resources are sufficient to deliver the curriculum
3.1g Teachers examine and discuss student work
3.1h Homework is frequent and monitored, tied to instructional practice

Legend

Green 4 - Exemplary level of development and implementation

Blue 3 - Fully functional and operational level of development and implementation

Black 2 - Limited development or partial implementation

Red 1 - Little or no development and implementation

Standard 4 - Learning Environment - School Culture

School Culture

4.1a Leadership support for a safe, orderly and equitable learning environment
4.1b Leadership creates experiences that all children can learn
4.1c Teachers hold high expectations for all students
4.1d Teachers, staff involved in decision-making processes regarding teaching and learning
4.1e Teachers accept their role in student success
4.1f School assigns staff...opportunities for all students
4.1g Teachers communicate regularly with families
4.1h Evidence that the teachers and staff care
4.1i Multiple communication strategies...to all stakeholders
4.1j Evidence that student achievement is highly valued
4.1k The school/district provides support...needs of all students

Standard 5 - Learning Environment - Student, Family and Community Support

Student, Family and Community Support

5.1a Families and the community are active partners
5.1b All students have access to all the curriculum
5.1c Reduce barriers to learning
5.1d Students are provided opportunities to receive additional assistance
5.1e School maintains an accurate student record system

Standard 6 - Learning Environment - Professional Growth, Development, and Evaluation

Professional Development

6.1a Support for the long-term professional growth of the individual staff members
6.1b The school has an intentional plan for building instructional capacity
6.1c Staff development priorities..alignment..goals for student performance
6.1d Plans for school improvement directly connect goals for student learning
6.1e Professional development is on-going and job-embedded
6.1f Professional development planning connect student achievement data

Professional Growth and Evaluation

6.2a Clearly defined evaluation process
6.2b Leadership provides the fiscal resources for the appropriate professional growth
6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency
6.2d A process of personnel evaluation which meets or exceeds standards set in statute
6.2e The school/district improvement plan identifies specific instructional needs
6.2f Evaluation process to provide teachers..change behavior and instructional practice

Standard 7 - Efficiency - Leadership

Leadership

7.1a Leadership has developed and sustained a shared vision
7.1b Leadership decisions focused on student academic data
7.1c All administrators have a growth plan
7.1d Evidence that the leadership team disaggregates data
7.1e Leadership ensures all instructional staff...access to curriculum related materials
7.1f Leadership ensures that time is protected...instructional issues
7.1g Leadership plans and allocates resources
7.1h School/district leadership provides policy and resource infrastructure
7.1i Process for the development and the implementation of the local school board of education policy
7.1j Local school board of education/school have intentional focus on student academic performance
7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency

Standard 8 - Efficiency - School Organization and Fiscal Resources

Organization of the School

8.1a School is organized...use of all available resources
8.1b All students have access to all the curriculum
8.1c Staff are allocated based upon the learning needs of all students
8.1d Staff makes efficient use of instructional time
8.1e Staff...planning vertically and horizontally across content areas
8.1f Schedule aligned with the school's mission

Resource Allocation and Integration

8.2a Clearly defined process provides equitable and consistent use of fiscal resources
8.2b Budget reflects decisions directed by an assessment of need
8.2c District and local school board of education analyze funding and other resource requests
8.2d Resources are allocated and integrated to address student needs

Standard 9 - Efficiency - Comprehensive and Effective Planning

Defining the School Vision, Mission, Beliefs

9.1a Collaborative process used to develop the vision, beliefs, mission

Development of the Profile

9.2a Planning process involves collecting, managing and analyzing data
9.2b Use data for school improvement planning

Defining Desired Results for Student Learning

9.3a School and district plans reflect learning research, expectations for student learning
9.3b Analyze their students' unique learning needs
9.3c Results for student learning are defined

Analyzing Instructional and Organizational Effectiveness

9.4a Strengths and limitations are identified
9.4b Goals for building, strengthening capacity

Development of the Improvement Plan

9.5a Steps for school improvement aligned with improvement goals
9.5b ACSIP identifies resources, timelines
9.5c Evaluating the effectiveness of the ACSIP
9.5d ACSIP is aligned with the school's profile, beliefs, mission, desired results

Implementation and Documentation

9.6a ACSIP is implemented as developed
9.6b School evaluates the degree to which it achieves the goals and objectives for student learning
9.6c The school evaluates the degree to which it achieves the expected impact
9.6d Evidence of attempts to sustain the commitment to continuous improvement

Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), Act 1467 of 2003, Ark. Code Ann. 6-11-105, Ark. Code Ann. 25-15-201 et seq., and Act 35 (Rules).

Pursuant to the Arkansas Department of Education (ADE) Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), and the Academic Distress Program, schools failing to meet Adequate Yearly Progress as determined under these rules shall be classified subject to the following consequences: Beginning with the 2006-2007 school year, schools designated in year three, four, or five school improvement shall participate in a scholastic audit conducted by the Department of Education (or its designees).

Focus on Student Academic Performance

The scholastic audit report contains many important findings school and district leadership should review. It will be the task of school leadership to read and prioritize the results from this report to plan for improving student performance. To ensure that the implications of this report and the recommendations are understood and implemented, the following additional actions should be taken:

- Disseminate the findings and recommendations of this report broadly to constituents for discussion to aid in determining priorities for planning. Use the report for learning, reflection and action.
- Build greater understanding of new approaches to professional development and address the ways that the school community will have to work differently to improve instruction.
- Acknowledge and address the fact that not all current practice provides adequate opportunity for the school staff to carry out the new demands of their work, to analyze data and diagnose student needs, to determine the efficacy of their own practice, to align their instruction to new curriculum standards and to collaborate regularly with peers.

Scholastic Audit Summary Report

Dreamland Academy

Dreamland Academy

03/11/2012 - 03/16/2012

Introduction

The Arkansas Department of Education (ADE) conducted a scholastic audit of during the period of 03/11/2012 - 03/16/2012. This school's last performance rating identified its classification as being in School Improvement Year 3.

The scholastic audit team activities included a review of the documents collected for the school portfolio and profile: classroom observations (66), and formal interviews and informal discussions with teachers (11), students (54), parents (25), support staff members (17), counselor (1), principal (1), and school board member (2), academic advisor (1).

The Standards and Indicators for School Improvement rubric was the primary assessment instrument used during the visit. The team also compiled results from perceptive surveys, leadership assessments, and efficiency reviews. All of these results were considered in the development of this report. The Scholastic Audit report was based upon examination of the documents provided in the school portfolio, team experiences, and observations.

The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment, and Efficiency. Each of the nine standards for success in Arkansas's schools is addressed in the following pages.

The chairperson of the team was Nancy Hall. The other team members were Robyn Beard, Mona Briggs, Stephanie Cole, Sharron Havens, Judy Hobson, Bonnie Ross, and Beverly Ruthven.

Academic Performance

The following Academic Performance Standards address curriculum, classroom, evaluation/assessment and instruction.

Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Standard 3: The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

Learning Environment

The following Learning Environment Standards address school culture; student, family, and community support; and professional growth, development and evaluation.

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.

Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Efficiency

The following Efficiency Standards address leadership, school structure and resources, and comprehensive and effective planning.

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Standard 8: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Standard 9: The school/district develops, implements and evaluates an ACSIP that communicates a clear purpose, direction and action plan focused on teaching and learning.

Scholastic Audit Summary Report

Dreamland Academy

Dreamland Academy

03/11/2012 - 03/16/2012

Summary Findings in : **Academic Performance**

Standard 1 : **Curriculum**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 1 there were 7 indicators (100%) evaluated as "Evaluation Category 1," 0 indicators (0%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:1

1.1a There is evidence that the curriculum is aligned with the Arkansas Academic Content Standards and Student Learning Expectations.

Finding for this indicator is based on:
Review of School Board Policies
Review of Curriculum Documents
Review of Lesson Plans
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, Classified Staff, Counselor, and Students
Observations of Classrooms

Dreamland Academy has not developed curriculum maps and pacing guides. Teachers in grades three through five utilize the Arkansas Content Standard Frameworks and identify student learning expectations in their lesson plans. Teachers often write the student learning expectation numbers on the whiteboard in lieu of student-friendly objectives. Kindergarten through second-grade teachers are provided the Common Core State Standards for English Language Arts and Literacy in History, Social Studies, Science, and Technical Subjects. Teachers have received minimal training in how to develop lessons using the Common Core State Standards. Arkansas Curriculum Framework Student Learning Expectations were observed in some kindergarten through second-grade classrooms. Non-core academic area staff do not indicate that their lessons are aligned with the Arkansas Academic Content Standards. Teachers that teach the specials classes do not write or submit lesson plans. Pacing guides are not a part of the official curriculum. A few teachers utilize pacing guides brought with them from other districts. Core Math programs provided to teachers include Singapore Mathematics and Everyday Math. Core literacy and supplemental programs provided to teachers include Reading Street and Open Court. Scott Foresman Science textbooks are provided for the core science program. Scott Foresman Social Studies textbooks are provided as the core social studies program. The social worker utilizes a character education program entitled Auto B Good from Rising Star Education. The series is a 54 character trait program developed to captivate, entertain and educate students of all ages. The art teacher utilizes the Meet the Masters curriculum that introduces students to various artists. Assessment and LEarning in Knowledge Spaces is a

Web-based diagnostic-prescriptive mathematics development program. Students in grades second and third use the program for addition and subtraction and grades three through five utilize the comprehensive mathematics portion of the program. Measures of Academic Progress is a Web-based computerized program designed to be used to determine interventions. Students obtain a Rausch Unit score that is used to determine a student's instructional level. Students are assigned computer activities based upon the results of their Rausch Unit scores. Soar to Success, a Houghton-Mifflin program, is used in literacy and is based on the reciprocal teaching model. It is a research-based program designed to get students on grade level in 18 weeks. Soar to Success is the primary curriculum for literacy interventions in grades three through five.

1.1b The district/school initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (K-12).

Finding for this indicator is based on:
Review of School Board Policies
Review of Curriculum Documents
Review of Lesson Plans
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, Classified Staff, Guidance Counselor, and Students
Observations of Classrooms

There is no formal curriculum committee. Dreamland Academy is a charter school that operates independently of other schools. The opportunity for Dreamland to facilitate discussions among all grade levels is not utilized. There are no documented formal meetings with other grade levels to discuss curriculum for vertical alignment. Weekly team meetings reflect separate grade-level meetings for grades kindergarten through first, second through third, and fourth through fifth grades. There is a standard agenda that is primarily used for each meeting. Curriculum is a standard weekly line item of discussion on the agenda. There are no formal minutes from the meetings. Of the nine agendas provided, three indicate limited curriculum discussion.

1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.

Finding for this indicator is based on:
Review of School Board Policies
Review of Curriculum Documents
Review of Lesson Plans
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, Classified Staff, Guidance Counselor, and Students
Observations of Classrooms

There is limited formal discussion of curriculum. Dreamland Academy is a kindergarten through fifth grade charter school that stands independently of any other schools. The opportunity to eliminate unnecessary overlaps and closing of gaps as a school is not utilized. Dreamland Academy has a policy in place that encourages unnecessary duplication of work among various grades. Review of curriculum standards and alignment is listed as a line item on the suggested weekly team meeting agenda. Weekly team meetings and discussions are scheduled by grade levels such as kindergarten and first grades, second and third grades, and

fourth and fifth grades. There are no documented formal meetings with other grade levels to discuss curriculum to eliminate overlaps and close gaps.

1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

Finding for this indicator is based on:
Review of Curriculum Documents
Review of Lesson Plans
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, Classified Staff, Guidance Counselor, and Students
Observations of Classrooms

Dreamland Academy is a charter school independent of any other schools. The district/school initiates and facilitates limited discussions among grade levels within its school regarding curriculum standards to ensure they are clearly articulated. Teachers meet with content area peers during in-service before school begins in the fall. There is limited formal involvement with the Head Start program located on campus. There is no formal vertical communication with its primary feeder schools for students transitioning to the sixth grade. School administrators work with parents in deciding on possible sixth-grade placements and sometimes arrange individual visits to sixth-grade campuses as requested.

1.1e The school curriculum provides specific links to continuing education, life and career options.

Finding for this indicator is based on:
Review of Curriculum Documents
Review of Lesson Plans
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, Classified Staff, Guidance Counselor, and Students
Observations of Classrooms

There are limited links to continuing education, life, and career options. There is no formal process for incorporating continuing education, life, and career options into the students program of study. Teachers do not intentionally promote links and discussions with students regarding continuing education, life, and career options. On October 14, 2011, Mr. McCann, a fire department sergeant, visited the school and brought the fire trucks for the purpose of Red Ribbon Week. On December 9, 2011, a stepping group from the North Little Rock High School visited the school and spoke with the kids on "How to be Successful" for the purpose of motivating the students for an assessment. On January 6, 2012, Dr. Larry Griffo, a retired educator, spoke to the students on entrepreneurship. He visited the school for the purpose of the school's celebration of Black History Month.

1.1f In place is a systematic process for monitoring, evaluating and reviewing the curriculum.

Finding for this indicator is based on:
Review of School Board Policies
Review of Curriculum Documents
Review of Lesson Plans
Review of ACSIP

Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, Classified Staff, Guidance Counselor, and Students
Observations of Classrooms

There is a board policy that requires that each curriculum area be reviewed annually to address the continued relevancy, adequacy, and cost effectiveness of individual courses and instructional programs. There is no systematic process for monitoring, evaluating and reviewing curriculum. Not all stakeholders have quality input into the curriculum. Dreamland Academy's curriculum, assessment, instructional strategies, and intervention programs are embedded within its ACSIP. Approximately thirty of the school improvement actions for math and literacy are only evaluated by teacher, administrator, or parent surveys.

1.1g The curriculum provides access to an academic core for all students.

Finding for this indicator is based on:
Review of School Board Policies
Review of Staff Handbook
Review of Parents/Student Handbook
Review of Curriculum Documents
Review of Lesson Plans
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, Classified Staff, Guidance Counselor, and Students
Observations of Classrooms

The school board has a policy requiring equitable access to all educational programs and activities. The policy has not resulted in the creation of a learning environment that enables all students to attain the skills and competencies needed to master grade-level expectations as outlined by the state curriculum documents and measured by ACTAAP. Few teachers differentiate instruction to meet the needs of all students. Students placed in quality circles are assigned work from classroom teachers. The classroom teachers and the quality circle teachers have no formal way of communicating. Often the assignments are seat work which students are expected to complete on their own. Math and literacy core instruction is supplanted and not supplemented for students identified as special needs. Students, who have deficits in literacy or math, receive their primary literacy and/or math instruction in the resource room setting. Some students refer to themselves as "the special ed kid." As a punishment for misbehavior, not all students are allowed to participate in the educational field trips. Some teachers post the names of students on the board that have "no field trip." National School Lunch Act funds have been used to purchase math manipulatives, calculators, rulers, protractors, compasses, and yard sticks to enhance math instruction for all students including special education students. Math and literacy core supplemental education opportunities are provided for all grades during the after-school program. As indicated in the student schedules, one time per week for one hour, all students participate in the school-wide project-based gifted and talented program. The Parent/Student Handbook for 2011-2012 states that parents may request that their student be exempt from selected parts of a class or course curriculum under certain conditions. Approximately one-half of the student population does not have full access to the curriculum due to excessive tardiness.

Summary of Recommendations in : **Academic Performance**

Standard 1 : **Curriculum**

School leadership should form a curriculum committee to analyze and make needed modifications to current curriculum documents. Curriculum documents should be refined to include research-based instructional strategies, learning activities that require students to use higher-order thinking, problem-solving skills in real-world contexts, and teaching and learning activities for cross-curricular connections that accompany the components of an aligned curriculum. All curriculum documents should include, but are not limited to the following components:

1. Essential questions
2. Student learning expectations
3. Objectives
4. Task analysis
5. Essential vocabulary
6. Materials/resources
7. Assessments to promote mastery of learning that are specific to the learning needs of students at Dreamland Academy.

The curriculum committee should be participants in any upcoming professional development opportunities on Common Core State Standards and used to disseminate all information to staff pertaining to its initiative. The curriculum committee should take advantage of the resources and professional development opportunities made available from the educational service providers. Dawson Educational Cooperative at www.dawson.dsc.k12.ar.us is one Web site to access.

School leadership must facilitate curriculum development using research-based instructional strategies. Robert J. Marzano, Debra J. Pickering, and Tammy Heflebower authored "The Highly Engaged Classroom." Student engagement happens as a result of a teacher's careful planning and execution of specific strategies is the premise that drives this book. This is a self-study text that could be incorporated into book studies, independent studies, or Individual Professional Growth Plans at Dreamland Academy. The text is part of The Classroom Strategies Series. The text serves as a practical guide that follows a series format, first summarizing key research and then translating it into recommendations for classroom practice. Each chapter includes exercises to reinforce the reader's understanding of content.

To ensure that the curriculum standards and expectations in all content areas are identified and communicated to all stakeholders, a formal lesson plan format should be established. The lesson plan format requirement should allow for teachers to have the opportunity to plan lessons based upon best practices. An example of a format that would address these expectations would include the following components:

1. Objectives and Goals. The lesson's objectives must be clearly defined and aligned with district and/or state educational standards.
2. Anticipatory Set. Set the stage for students by tapping into their prior knowledge and giving the objectives a context.
3. Direct Instruction. Explicitly delineate how the lesson's concepts will be taught to the

students.
4. Guided Practice. Give students a chance to practice and apply the skills taught to them through direct instruction.
5. Closure. Develop an outline of how the lesson will wrap up by giving the lesson concepts further meaning for your students.
6. Independent Practice. Through homework assignments or other independent assignments, students can demonstrate whether or not they absorbed the lesson's learning goals.
7. Required Materials and Equipment. Determine what supplies are required for students to achieve the stated lesson objectives.
8. Assessment and Follow-Up. Assess the final outcome of the lesson and to what extent the learning objectives were achieved.
Learning goals can be assessed through quizzes, tests, independently performed worksheets, cooperative learning activities, hands-on experiments, oral discussion, question-and-answer sessions, or other concrete means. Teachers must ensure that the assessment activity is directly and explicitly tied to the stated learning objectives. A possible resource for this information includes the following: k6educators.about.com/od/lessonplanheadquarters/tp/8_steps_lp.htm. Find more sources/options for blank lesson plan at www.webcrawler.com.

Summary Findings in : **Academic Performance**

Standard 2 : **Classroom Evaluation/Assessment**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 2 there were 7 indicators (87%) evaluated as "Evaluation Category 1," 1 indicators (13%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

2.1g Implementation of the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) is coordinated by school and district leadership.

Finding for this indicator is based on:
Review of School Board Policies
Review of Professional Development Documents
Review of ACTAAP Documents
Review of Web Site
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students

The school site test coordinator oversees the implementation of the ACTAAP. The school site coordinator develops a testing schedule and provides training on the administration and ethics procedures for the state assessment program. Testing dates are found on the school's Web site, in the faculty handbook, and in some parent newsletters. The student handbook provides Benchmark information for parents. Information for parents provided by the testing company is given to parents. Evidence was not available to address the accommodations for individual students in the spring of 2011 ACTAAP. The school board has not adopted a policy to address the ACTAAP.

Performance Rating:1

2.1a Classroom assessments of student learning are frequent, rigorous and aligned with the Arkansas' Academic Core Content Standards.

Finding for this indicator is based on:
Review of Lesson Plans
Review of Classroom Assessments
Review of School Board Policies
Review of Student Work
Interviews with Administrators, Certified Staff, and Classified Staff
Observations of Classrooms and Hallways

Few classroom assessments are standards-based, rigorous, or authentic. Most classroom assessments are provided through textbook and publisher-generated materials. Many classroom assessments do not provide real-world connections requiring students to use inquiry, problem solving, or higher-order thinking skills at

the proficient level. The Northwest Evaluation Association Measure of Academic Progress is being administered three times during the school year to third-, fourth-, and fifth-grade students. These interim assessments are aligned to the Arkansas Academic Content Standards. The school board has not adopted a policy addressing classroom assessments. School leadership has not established a formal process to ensure all classroom assessments are frequent, rigorous, and standards-based for continuous student progress.

2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.

Finding for this indicator is based on:
Review of Classroom Assessments
Review of Student Work
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, and Classified Staff

Few teachers collaboratively develop authentic assessment tasks across core content areas. Most teacher-made classroom assessments are textbook-driven or publisher-generated and include multiple choice, fill-in-the-blank, and short-answer questions. Some teachers include open-response items formatted similar to ACTAAP assessment. Few assessments are intentionally designed to make real-world connections for students. Classroom assessments seldom include rubrics that identify performance levels and descriptors to clarify tasks and guide students to proficiency. Few assessments address students' varied learning styles and individual needs. Teachers rarely provide students with assessment choices for demonstrating what they know and are able to do. School leadership seldom monitors or provides feedback on the design of assessment tasks to help teachers utilize assessments to determine instructional next steps.

2.1c Students can articulate the academic expectations in each class and know what is required to be proficient.

Finding for this indicator is based on:
Review of Student Work
Review of Rubrics
Interviews with Administrators, Certified Staff, Classified Staff, and Students
Observations of Classrooms and Hallways

Few students can articulate what they should know and be able to do to be proficient in each content area. Few teachers post student-friendly learning objectives and make intentional, clear connections for students among student learning expectations, learning tasks, and assessments. Most teachers do not develop and implement rubrics for learning tasks and/or assessments that provide students a clear understanding of the characteristics and requirements for producing proficient work. Most teachers provide limited opportunities for students to self-evaluate and reflect on their work for the purpose of determining strategies for improving future performance.

2.1d Test scores are used to identify curriculum gaps.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Review of Professional Development Documents
Review of Student Achievement Data
Interviews with Administrators, Certified Staff, and Classified Staff

School leadership has not established a systematic, ongoing process for analyzing multiple sources of student achievement data to identify curricular gaps. Student ACTAAP data listed in the ACSIP are not disaggregated to subgroup levels and does not identify the areas of weaknesses in each subgroup. Review of data is discussed during some of the cabinet and team meetings, which are scheduled weekly. The Northwest Evaluation Association Measure of Academic Progress, Assessment of LEarning in Knowledge Spaces, Star Math, Star Reading, Dynamic Indicator of Basic Early Literacy Skills, and Qualls Early Learning Inventory are administered to students with limited disaggregation of data for the purpose of making curricular or instructional modifications. Only grade-level percentages of these data are posted on the Dreamland Academy data wall.

2.1e Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.

Finding for this indicator is based on:
Review of ACSIP
Review of Lesson Plans
Review of Classroom Assessments
Review of Student Work
Interviews with Administrators, Certified Staff, Classified Staff, and Students
Observations of Classrooms

Most assessments are not designed to provide feedback to teachers for the purpose of changing instructional practices to meet the needs of individual students. In most classrooms, assessment is not embedded into classroom instruction as a means of providing feedback to students or to inform teachers of instructional next steps. Specific, meaningful feedback enabling students to achieve proficiency or understand what improvements are necessary to improve future performances is not a focus in assessing learning in most classrooms. Rubrics are not used as an explicit summary of the criteria for assessing a particular piece of student work, effectiveness of instruction, and levels of potential achievement. Most feedback is limited to the assignment of a grade or teacher comment such as "good job." Students are provided minimal opportunities to choose ways in which they demonstrate learning based on multiple intelligences and learning styles.

2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.

Finding for this indicator is based on:
Review of Student Work
Review of Rubrics
Review of Classroom Assessments
Interview with Administrators, Certified Staff, Classified Staff, and Students
Observations of Classrooms and Hallways

Teachers seldom communicate performance standards so that students have a clear understanding of what proficient and advanced work looks like. Most teachers do not post student-friendly learning objectives that clarify student learning expectations so students understand what they should know and be able to do. Few teachers provide students with rubrics for learning tasks and/or assessments to explain characteristics and requirements for producing quality work. Some student work is displayed with an accompanying rubric. Few of these are scored to show the performance level. Rubrics are used in most classrooms for the purpose of scoring student work with little or no specific, meaningful feedback that could guide students to improved future performance. Models of exemplary student work and teacher-made examples are seldom utilized to distinguish between levels of performance

prior to learning tasks. Teachers communicate with families concerning student progress through a variety of ways, such as parent-teacher conferences, telephone calls, and informal conversations.

2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

Finding for this indicator is based on:
Review of Student Work
Review of Classroom Assessments
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Review of Professional Development Documents
Interviews with Administrators, Certified Staff, and Classified Staff

Teachers have not received formal professional development in protocols for analyzing student work samples. Student work samples are not analyzed across all content areas and grade levels to measure instructional effectiveness, revise curriculum, and modify professional practices. Teachers seldom collaboratively and/or individually score student work samples to ensure consistency of scoring. Student portfolios are not being utilized in most classrooms as a way to measure student growth over time.

Summary of Recommendations in : **Academic Performance**

Standard 2 : **Classroom Evaluation/Assessment**

Teachers should create classroom assessments that are standards-based, rigorous, and authentic. Assessments should be designed to engage students in the learning process. Authentic tasks are not teacher-centered or textbook-based. They are tasks in which students make real-life connections to what they are learning and cause students to want to learn. Assessment tasks should require students to use higher-order thinking and problem-solving skills rather than low-levels of Bloom's Taxonomy. School leadership should provide training and support for teachers in becoming proficient in building assessments. School leadership should establish procedures for monitoring classroom assessments and provide regular, meaningful feedback to teachers.

Professional development must be provided to all teachers in the creation and use of rigorous, relevant, authentic teacher-designed rubrics. A rubric should be an explicit summary of the criteria for assessing a particular piece of student work with levels of potential achievement for each criterion. Rubrics should also serve as a guide for the teacher to determine instructional strategies that will move students to proficient and advanced performance. Rubrics should be provided to students prior to instruction. Student work samples and/or teacher-made models should be displayed and accompanied by rubrics to exemplify proficient and advanced work allowing students to compare their own work with samples provided for improved performance. School leadership should monitor the effective use of rubrics during instruction and review teacher-designed rubrics to ensure students are performing at high levels. Timely and meaningful feedback should be provided to teachers with support for improved teacher performance.

School leadership should provide long-term, job-embedded training in disaggregating data. Training should include using assessment results to identify gaps among the written, implemented, and assessed curriculum; levels of student achievement; and effectiveness of instructional strategies. In order to learn what students know and are able to do, data should be disaggregated to the individual student level.
1. Curriculum changes should be made when gaps and overlaps are identified.
2. Instructional strategies should be modified when instruction does not result in desired outcomes for students.
3. Assessment strategies should change when analysis does not give staff the information needed to make informed decisions.

Decisions about necessary changes should include immediate modifications, as well as plans for long-term changes. A variety of student achievement data should be used in this process, including summative assessments, such as ACTAAP exams, interim assessments, and formative classroom assessments. Documentation of meetings, agendas, minutes, sign-in sheets, and data results of all data analysis should be maintained. Helpful resources include "Using Data to Improve Schools: What's Working" by American Association of School Administrators of Alexandria, Virginia (www.assa.org), "Enhancing Student Achievement: A Framework for School Improvement" by Charlotte Danielson, and "Why Formative Assessments Matter" by

Rebecca Alber.

Summary Findings in : **Academic Performance**

Standard 3 : **Instruction**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 3 there were 7 indicators (87%) evaluated as "Evaluation Category 1," 1 indicators (13%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

3.1h There is evidence that homework is frequent and monitored and tied to instructional practice.

Finding for this indicator is based on:
Review of ACSIP
Review of School Board Policies
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students
Observations of Classrooms and Common Areas

There is a board policy regarding homework. Some teachers give homework. Homework is usually graded and returned to the students. The amount and kind of homework varies from teacher to teacher. Some English teachers assign 20 minutes of independent reading as a homework assignment. Homework is not assigned in some classes because teachers report that students will not complete it or parents will hinder rather than facilitate student understanding. Few students can articulate the value of homework.

Performance Rating:1

3.1a There is evidence that effective and varied instructional strategies are used in all classrooms.

Finding for this indicator is based on:
Review of ACSIP
Review of Perception Survey Results
Review of Student Work
Review of School Board Policies
Review of Professional Development Documents
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students
Observations of Classrooms and Common Areas

A variety of research-based instructional strategies are not reflected in most classrooms. Teachers identify reciprocal teaching as their primary instructional strategy intended to help students construct meaning from text. Most teachers use direct instruction with whole-class groupings. Struggling learners are often off task

or ritually compliant. Few teachers model best practices that motivate students to be fully engaged in learning experiences. Student activities often lack the level of difficulty needed to improve academic performance. In some classrooms, there is little motivation to learn demonstrated by the students. Some teachers fail to use bell ringers that provide meaningful work while administrative tasks are performed. Some teachers do not refocus students who are not actively engaged. Some teachers sit at their desks rather than circulate around the room to take advantage of proximity. Few student-centered instructional activities are embedded into classroom practices; students are provided limited opportunity to use inquiry, engage in problem solving, or reflect on their work. Teachers seldom differentiate instruction to meet the diverse needs of all learners. In January, teachers were provided a paper tool to measure student interests. This information is intended to support the gifted and talented projects. Few teachers build classroom instruction around different student learning modalities or multiple intelligences. Most teachers work in isolation. Most questions are directed to the whole class and reflect lower levels of Bloom's Taxonomy. Few teachers allow appropriate think time (5-8 seconds) after posing questions, and many teachers rely primarily on student volunteers to answer questions. Teachers rarely ask questions that require students to think more deeply, using higher-order thinking. Teachers seldom fully discuss learning objectives with their students or make interdisciplinary connections that might exist. Many lessons do not authentically engage students; teachers often use worksheets as learning activities. The protection of instructional time is fragmented and inconsistent. Some students engage in off-task behaviors or sleep during class. Classes are interrupted often by students arriving late or coming and going out of the classroom. Assessment feedback to students is seldom targeted or specific. Few teachers model expectations for students before guided practice. Teacher lesson plans are not detailed and provide little evidence of comprehensive planning for instruction. There is no formal written policy on instructional practices.

3.1b Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

Finding for this indicator is based on:
Review of ACSIP
Review of Mission Statement
Review of Vision Statement
Review of Lesson Plans
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students
Observations of Classrooms and Common Areas

There are no school-generated curriculum maps or pacing guides. Some teachers report using pacing guides that have been developed by other districts. Most instruction is textbook-driven. Teachers in grades three through five use the Arkansas Curriculum Frameworks to decide on objectives that fit the textbook lessons. Kindergarten through second-grade students have access to some printed materials that reflect Common Core State Standards. Lesson plans and objectives do not indicate the teachers have fully implemented Common Core State Standards. Many teachers fail to refer to or state the day's learning objective to students. Student learning expectations, including the number, are posted in lieu of student-friendly objectives in many classrooms. Curriculum, lesson plans, and instruction are not aligned in many classrooms. Achievement data are not disaggregated down to the classroom level and are seldom used to inform daily instructional practices. Most teachers do not accept ownership of the data and rely on other school personnel for information. Few learning activities require students to

complete assessment tasks that mirror the format and level of difficulty required by state assessments. Many assignments are not age or developmentally appropriate. Many teachers rely on worksheets to assess progress. Few teachers include real-world connections to increase relevance of classroom activities. Limited support exists to assist teachers in the selection of instructional strategies that align with the curriculum or with performance tasks to measure understanding. Few teachers can articulate how they choose instructional strategies to ensure alignment with lesson objectives

3.1c Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

Finding for this indicator is based on:
Review of ACSIP
Review of Student Work
Review of Lesson Plans
Review of Professional Development Documents
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students
Observations of Classrooms and Common Areas

School leadership does not conduct regular observations of classrooms to ensure that all teachers plan and modify instruction to meet the unique needs of the school's population. Levels of student engagement in the classroom are not monitored by the school leadership. No systematic process is in place to provide timely and corrective feedback to teachers regarding the effectiveness of instructional strategies and activities. Teachers do not receive ongoing written corrective feedback. Teachers sometimes receive verbal feedback. Feedback from school leadership does not always provide specific information to promote professional growth in the instructional practices of all teachers. Culturally relevant strategies that are responsive to varied learning modalities are not provided to all students. Feedback from school leadership does not always result in teachers' identification of student learning styles/multiple intelligences or differentiation of instruction within the regular classroom setting. School leadership does not require teachers to include any specific research-based strategies in lesson plan development and delivery of instruction. Most lesson plans fail to describe specific strategies for those students who are struggling and those students who need enrichment. Teachers do not receive written feedback regarding lesson plan components. Beginning in January, 2012, the schedule reflects time for a weekly gifted and talented project-based activity intended to demonstrate attention to different intelligences and interests.

3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

Finding for this indicator is based on:
Review of ACSIP
Review of Lesson Plans
Review of Teacher Certification Documents
Review of Professional Growth Plans
Review of Professional Development Documents
Review of Student Work
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students
Observations of Classrooms

According to the documentation provided by the school, six of eleven teachers are certified to teach in their assigned grade-levels and content areas. No National

Board Certified teachers are employed by the school. Fine arts teachers have a waiver from certification requirements through the Charter. One of five student intervention assistants responsible for teaching students in math and literacy is certified to teach the content assigned. These teachers have received limited professional development to equip them to teach reading and mathematics. The average length of tenure of teachers in the school is one to two years. The same group of students is pulled daily from the certified grade-level teacher for instruction by student intervention assistants. These students miss daily instruction in math or literacy from the certified grade-level teacher to whom they have been assigned. There is no time scheduled for the student intervention assistants, quality circle, and certified grade-level teachers to meet regularly to assess student progress and engage in collaborative planning for instruction. Students are assigned to quality circle teachers primarily for disciplinary reasons. Quality circle teachers are provided work by the grade-level teachers for their assigned students; time spent in these classes range from days to months. These staff members have no credentials that equip them to provide appropriate academic support for their students. Targeted individual teacher goals for improving instruction or content mastery are not measurable in most individual professional growth plans. Student intervention assistants and quality circle teachers do not submit professional growth plans. Professional development designed to update or follow-up on research-based practices or content in all disciplines has been limited. Professional development in reciprocal teaching and 6+1 Trait Writing has been provided to teachers. Much of the professional development has focused primarily on improving student discipline. Most teachers do not extend content-related discussions beyond what is presented in the textbook or supplemental materials used in daily lessons.

3.1e There is evidence that teachers incorporate the use of technology in their classrooms.

Finding for this indicator is based on:
Review of ACSIP
Review of Board Policies
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students
Observations of Classrooms

The school does not have a policy that defines the effective use of instructional technology. Technology is not fully implemented and integrated into the teaching and learning process in all classrooms. Students have little choice in the use of technology to enhance their learning. Teachers have four computers in their classrooms; not all computers are working in all rooms. There are two computer labs and one distance learning lab. Computers in the labs are approximately two years old. There is one mobile laptop lab available for use by teachers. Many students are not provided daily opportunities to use technology to extend the learning and to complete assignments or projects. The leadership has no systematic process in place to define effective use of technology in instruction or to evaluate effective use in the classrooms. The Distance Learning teacher provides some learning experiences for students through this lab.

3.1f Instructional resources (textbooks, supplemental reading, technology) are sufficient to effectively deliver the curriculum.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students

Observations of Classrooms and Library

The library is not adequately equipped to provide teachers and students with the print and technological resources they need to implement a standards-based curriculum. No intentional formal process is in place to purchase resources that address the learning needs of students. Teachers have some supplemental resources within the classroom. There is no school book room. Not all computers are in working order. There are no interactive boards or document cameras available for student or teacher use. Teachers have up to four computers in the classrooms. Students have access to Assessment and LEarning in Knowledge Spaces on Tuesday and Thursday of each week for intervention purposes. There are two computer labs available to students.

3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice.

Finding for this indicator is based on:
Review of ACSIP
Review of Student Work
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students
Observations of Classrooms and Common Areas

Teachers have not received training in a formal protocol to examine/analyze student work samples. No time is scheduled for teachers to hold collaborative meetings for the purpose of analysis of student work. No planned meetings for core teachers and student intervention assistants are scheduled to discuss student progress in literacy and math. Use of rubrics is limited. Student performance on classroom assessments does not inform instructional practices.

Summary of Recommendations in : **Academic Performance**

Standard 3 : **Instruction**

The school leadership should ensure that there is accountability for teacher implementation of best practices in all classrooms to help teachers maximize instructional time. School leadership should have a systematic process in place to ensure that all teachers employ a wide variety of researched-based strategies. Teachers should understand how and when these strategies will be used with students during delivery of instruction. Teachers can use Marzano's "Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement" (2001) to select strategies on which to focus until they have mastered implementation. For example, according to Marzano's research, setting objectives and providing feedback can result in a 23 percent gain in student achievement. Instructional objectives should be clearly stated in terms of student learning. Students should know what they will learn and be able to do as a result of the instructional activity or assignment. Feedback should be corrective, timely, and specific to a criterion. Another simple but effective strategy identified in Marzano's research is identifying similarities and differences to enable students to learn how to compare and classify using non-linguistic or graphic representations (45 percent gain). Implementing such strategies will decrease student off-task behavior and increase both motivation to learn and improvement of academic performance, particularly for those students performing below grade level. A second resource to consider is "Research Based Strategies: Narrowing the Achievement Gap for Under-Resourced Students," by Ruby Payne. The purpose of Payne's book is to provide teachers with strategies proven to narrow the achievement gap for students coming from poverty. Payne provides the teacher with observed behaviors and identifies the appropriate strategy to use with the student in that particular situation.

Keeping students engaged throughout instruction is essential for teaching and learning. It is the teacher's responsibility to provide learning experiences that ensure authentic engagement as opposed to ritual compliance. Teachers should be intentional in creating learning experiences that capture the attention and interests of all students. Learning activities should enhance academic knowledge and improve retention of the learning for struggling students, as well as gifted learners. Abundant research is available on how to approach engagement as it relates to student behaviors in an instructional setting. A basic premise is that student engagement happens as a result of teachers' careful planning and execution of specific strategies. A helpful resource to consider is Marzano's book, "The Highly Engaged Classroom" (2010), which is designed to provide in-depth understanding for how teachers can generate high levels of attention and engagement in the classroom. Specifically, it addresses four questions students ask themselves; how these are answered impact the level of engagement. "How do I feel?," "Am I interested?," "Is this important?," and "Can I do this?" For each of these questions, specific classroom strategies are provided for the reader. Additionally, for students to become deeply engaged in the learning, they must be challenged at the appropriate level of difficulty to avoid boredom that results in off-task or disruptive behaviors. Research indicates that to ensure high levels of engagement over time, teachers must demonstrate expressive and correct spoken/written language, ask questions that are consistently of

high quality, and have classroom environments that encourage students to assume significant responsibility for class discussions. It is necessary for teachers to understand that engagement requires all students to be intellectually involved with the content and in active construction of understanding. Providing student choice and initiative, implementing cooperative groups, and ensuring that activities are relevant and authentic also encourages deeper levels of student engagement. The leadership should be attentive to student engagement levels at all grade levels with all teachers and should collect ongoing data on the number of students authentically engaged throughout the instructional day. Data should be regularly shared with teachers so that improvement can be acknowledged and documented.

Research indicates that teachers in schools with improved student performance more frequently request the principal's help on instructional matters than the teachers in low-performing schools. Providing follow-up feedback to assist teachers' improvement is one of the variables characterizing high-achieving schools. In schools where reluctant learners are achieving at high levels, principals set aside time to evaluate, monitor, and document teacher progress toward goals. They act as change agents in designing focused instructional approaches to meet the special and specific needs of all students. To ensure that teachers grow professionally and that students' needs are being met in the classroom, the school principal should schedule time to observe in classes every day. These observations should be followed by conferences with the teacher(s) so that coaching and meaningful feedback (both written and oral) can be provided in a timely manner. Additionally, the principal should analyze all teacher lesson plans, providing specific feedback to teachers. The principal should ensure that teachers have the technical assistance needed to change or improve practice within an emotionally safe learning environment. If the principal is lacking the skills to be a transformational instructional leader, she should participate in professional development activities aimed at improving expertise in instructional supervision within a supportive teaching and learning environment. An informative article from "Principal" (January-February, 2009), "What It Takes to Be An Instructional Leader" by Billy Jenkins, can be downloaded at http://www.naesp.org/resources/2/Principal/2009/J-F_p34.pdf

Summary Findings in : **Learning Environment**

Standard 4 : **School Culture**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 4 there were 10 indicators (91%) evaluated as "Evaluation Category 1," 1 indicators (9%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

4.1h There is evidence that the teachers and staff care about students and inspire their best efforts.

Finding for this indicator is based on:
Review of Classroom Walkthrough Documents
Review of Master Schedule
Review of Parent/Student Handbook
Review of Recognition Program Documentation
Review of Surveys
Interviews with Certified Staff, Classified Staff, Parents, and Students
Observations of Classrooms and Common Areas

The school's vision statement emphasizes a nurturing and caring environment. Few teachers can verbalize the vision statement. Students are placed in small groups for interventions; they are not formally assigned or do not regularly meet with an adult who serves as an advocate for the student. Student work is displayed throughout the halls. Few displays include rubrics. Students are celebrated in some individual classrooms and through school-wide recognition for quarterly A/B Honor Roll, Star Student, Most Improved Student, and Student of the Month in monthly assemblies. Student accomplishments are recognized during morning announcements. For example, the basketball teams and cheer team were recently recognized. To decrease student tardies, staff members sometimes pick up students on their way to school. Sixty-two parents responded on the ADE School Stakeholders Perception Survey for Parents that teachers and staff care about their child and inspire their best efforts. Some students indicated that teachers show they care "by the way they speak to us.

Performance Rating:1

4.1a There is leadership support for a safe, orderly and equitable learning environment.

Finding for this indicator is based on:
Review of ACSIP
Review of Faculty Handbook
Review of Parent/Student Handbook
Review of Student Discipline Records

Review of School Board Policies
Interview with Administrators, Certified Staff, Classified Staff, Parents, and Students
Observations of Classrooms

School leadership support for a safe, orderly, and equitable learning environment is limited. The school board has adopted discipline and equal access policies to provide an orderly learning environment and equitable access to all educational programs and activities. Most of these policies are included in the Parent/Student Handbook. School leadership has established few procedures to minimize interruptions to instructional time. Some procedures are not consistently implemented, such as the tardy policy. Student late arrival is common throughout the morning. Approximately fifty percent of the students were tardy from October 2011 to January 2012. Student supervision is limited during lunch, recess, and dismissal. Students were observed unsupervised during lunch and dismissal. Academic expectations are not clearly defined in most classrooms. Most teachers post learning assignments and/or schedules. Few teachers post and/or refer to the learning objective in student-friendly language during the lesson. Few research best-practice strategies are utilized by teachers. Some special needs students in the regular classroom setting spend extended time on computer tasks while the classroom teacher provides instruction to the rest of the class. Some individual student needs are met within small reading groups and intervention groups. Fourth and fifth-grade students are ability grouped. The proficient students are assigned to Scholars' classes. "Scholar students" are not required to wear the school uniform. Basic and below basic students are assigned to the other classroom and are required to wear uniforms. Facility safety issues include bathroom cleanliness and lack of supplies (e.g., paper towels), dimly lit bathrooms, loose or missing handrails for the stairs, dimly lit stairwells, and missing ceiling and floor tiles. Breezeways connecting buildings are open, presenting concern for student safety during class changes. During the week of the audit, a young student was observed running through traffic during dismissal. No redirection from staff present occurred. Most entrance/exit doors to Dreamland Academy are unlocked. Rules and procedures are posted in some classrooms. Behavioral issues are communicated to parents as needed. A clean and safe environment is included in the school's vision statement. The staff handbook states that administration will provide buildings and offices that are comfortable, orderly, and safe. Teacher responsibility for the appearance of their room is also included in the Staff Handbook. Out of the sixty-two parents who returned the ADE School Stakeholders Perception Survey for Parents, parents either agreed or strongly agreed that their child's school is safe and orderly.

4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Review of Professional Development Documents
Observations of Classrooms, Hallways, and Common Areas
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students

School leadership does not consistently demonstrate a commitment to high expectations for all staff and students. A systematic, intentional approach to ensure continuous school improvement has not been developed by school leadership in collaboration with stakeholders. Mission and vision statements were not developed collaboratively with input from faculty, staff, parents, or community members. Few

stakeholders are familiar with the mission or vision statements. Faculty meetings and/or weekly meetings provide limited, job-embedded professional development. Most faculty meeting topics include announcements, schedules, upcoming events, due dates, supervision of students, and logistics. Few items are focused on instruction. Staff working in the after school program do not participate in the weekly staff meetings. Opportunities for teacher sharing are limited.

4.1c Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.

Finding for this indicator is based on:
Review of ACSIP
Review of Parent/Student Handbook
Review of Professional Growth Plans
Review of Professional Development Documents
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students
Observations in Classrooms

Few teachers' classroom practice demonstrates high expectations for all students. Instructional time is not always maximized. Few teachers consistently implement research-based instructional strategies that address the individual learning needs of all students. Learning tasks seldom provide students with rigorous and relevant real-world experiences. Most teachers utilize worksheets that do not require students to think beyond the knowledge and comprehension levels of Bloom's Taxonomy. Questioning techniques fail to provide insight into students' thinking and expose misconceptions and misunderstandings. The ACSIP professional development actions include Inviting School Success, Algebra as Child's Play, Competitive Equations, Everyday Math, Role Audience Format Topic, and Cornell Note taking. There are no schedules, agendas, or sign-in sheets for these professional development actions. Outside consultants provided 6+1 Trait Writing professional development in November, 2011. On November 3, 2011, outside consultants presented Classroom Management which included ten topics. Six of the ten topics focused on behavior management. Behavior expectations for students are defined in the Student Handbook. School leadership and staff members do not consistently implement policies regarding student behavior and expectations. For example, many students arrive late to class without consequences. Behavior management training was presented by outside consultants on February 13, 2012. Discipline records indicate a goal of 28 referrals per month and zero out of school suspensions. The referral goal has been met to date. The suspension goal was not met in January as five students were suspended. Forty-three parents indicated that their child's teacher has high expectations.

4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

Finding for this indicator is based on:
Review of ACSIP
Review of Vision and Mission Statements
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, and Classified Staff
Observations of Classrooms and Common Areas

School leadership has not established formal structures and systems for collaborative formal and informal decision-making processes. There is a board policy that addresses the establishment of committees. Cabinet weekly meetings include reports from accounting, business/human resources, student services,

facilities/attendance/nutrition, math/science, literacy/testing, and administration/campus review. Some committees are formed; few are operational. Few teachers or staff participate in formal or informal decision-making regarding teaching and learning. Few staff members are aware of the school's mission and vision statements. These statements seldom guide decision making. The ACSIP indicates that weekly team meetings provide an avenue for shared decision making. Agenda items and notes for the weekly meetings do not include evidence of shared decision making. Few teachers are involved in planning for school improvement through the ACSIP. School leadership provides few opportunities to promote collaboration and collegiality among all staff members. The school mission statement is seldom used to guide decision-making processes. School leadership has not facilitated the collaborative development of a shared mission and a shared vision.

4.1e Teachers recognize and accept their professional role in student success and failure.

Finding for this indicator is based on:
Review of ACSIP
Review of School Board Policies
Review of Professional Development Documents
Interviews with Administrators, Certified Staff, Classified Staff, and Parents
Observations of Classrooms

The school board has not adopted a policy that specifically links teacher efficacy and student performance. School leadership has not established formal, specific procedures for staff members to review and revise their practices based on student performance. Few teachers reflect on the impact of their instructional practices on student achievement or modify their practice based on assessment data. Some teachers verbalize a sense of responsibility for students' academic performance. Teachers do not always demonstrate high expectations for all students. For example, most teachers plan and implement lessons that lack the rigor needed to challenge students to think and perform beyond the knowledge and comprehension levels of Bloom's Taxonomy. Most teachers do not provide students with opportunities to evaluate their instructional performance. Few weekly meetings include discussions about subgroup needs, monitoring student progress, curriculum pacing, and teaching strategies/best practices. Some individual student needs are addressed through small group in-class and pull-out interventions.

4.1f The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.

Finding for this indicator is based on:
Review of School Board Policies
Review of Class Rosters
Review of Master Schedule
Interviews of Administrators, Certified Staff, and Classified Staff
Observations of Classrooms

School board policy does not address instructional staff assignments. School leadership seldom assigns staff based on teachers' instructional strengths. The school leadership indicates teachers are assigned by licensure and credentials. Classified staff are assigned according to experience and interest in age level of students. Six of the eleven core/non-core classroom teachers are certified in the area in which they teach. Some students have equitable access to all classes and support services. Five student intervention assistants and classroom teachers provide literacy and/or math interventions daily to small groups. One of five student intervention assistants is certified to teach four of the five assigned student

groups. Student intervention assistants have received limited professional development. The same group of students may miss literacy or math instruction with their classroom certified teacher as they are assigned to student intervention assistants. Students needing alternative placement beyond the regular classroom are assigned to quality circles. Some lesson plans and student work are provided by the regular classroom teacher to the quality circle classified staff. The classified staff are responsible for student learning during the student's time in the quality circle class. Quality circle staff receive limited professional development on meeting the learning needs of the assigned students. Students may remain in the quality circle for days, weeks, or months. One student has been in quality circle since October, 2011.

4.1g Teachers communicate regularly with families about individual student progress (e.g., engage through conversation).

Finding for this indicator is based on:
Review of School Board Policies
Review of Web Site
Interviews of Administrators, Certified Staff, Classified Staff, Parents, and Students

The school board has adopted a communication policy recognizing the importance of school connections with families. All teachers are required to report individual student grades to families at the end of every quarter. Interim reports are sent home during the middle of each quarter to communicate student progress. Parent/teacher conferences were scheduled in October, 2011, and February, 2012. Approximately 25 percent of the parents attended their child's conference. Specific progress for special needs students is communicated during the annual review of the student's Individualized Education Plan. Some Academic Improvement Plans and Intensive Reading Interventions are not signed by parents or teachers and have not been monitored or updated. Some teachers discuss student progress with families throughout the quarter. Teachers are required to establish and maintain a parent contact log. Not all teachers maintain the parent contact log. Few students are involved in reporting progress to parents through student-led conferences. Parents are required to sign indicating agreement with the School-Parent Compact. The Compact includes school responsibilities, teacher responsibilities, and parent responsibilities. Parents agree to make sure homework is completed and monitor student's independent reading. Most parents sign the School-Parent Compact at enrollment. Few are signed by the school representative.

4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

Finding for this indicator is based on:
Review of School Board Polices
Review of Web Site
Interviews of Administrators, Certified Staff, Classified Staff, Parents, and Students

The school does not have a formal communication plan. Parents are provided a Parent/Student Handbook with pertinent information about the school policies, schedule, academics, and opportunities. The school Web site is up to date. Some links did not work. The school news, a section on the school web site, includes a calendar of events, menus, supply lists, celebrations (e.g., Congratulations to Lady Jaguars), and the school newsletter. The every-other-month school newsletter is posted to the school Web site and sent home in Spanish as needed. The newsletter includes an "In the Classrooms" section with select topics studied in classrooms, information about student opportunities (e.g., choir tryouts, Saturday School, after

school), Parent Teacher Organization officers, and school partners. Class newsletters are sent home by some teachers. These newsletters are also available in Spanish as needed. Family participation in the parent events planned by the school is minimal. For example, the school hosts informative weekly Thursday Morning Coffee in the cafeteria. School leadership report few parents attend the coffee. The school does not have software or online services that allow parents to access information regarding their child's progress.

4.1j There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

Finding for this indicator is based on:
Review of Student Work
Review of ACSIP
Review of Student Recognition Program Documentation
Interviews with Certified Staff, Classified Staff, Parents, and Students

Student successes are celebrated during a school-wide monthly assembly. A/B Honor Roll and Most Improved students are recognized. Some teachers acknowledge student achievement in the classroom. Most teachers display student work in individual classrooms and hallways. Few rubrics accompany displayed work and the work is not always scored. Not all work displayed exemplifies models of proficient work or reflects the rigor needed to achieve proficiency. Limited information about student achievement is included in the school and classroom newsletters.

4.1k The district/school provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

Finding for this indicator is based on:
Review of ACSIP
Review of Curriculum Documents
Review of Student Recognition Program
Review of Faculty Handbook
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students

Some teachers and staff establish a culture that minimizes the impact of physical, cultural, socio-economic, and intellectual needs of all students considering equity and an appreciation for diversity. The school board has adopted a policy addressing equitable access to all educational programs and activities. Students participate in educational field trips based on behavior. The names of students who have "no field trip" may be posted on the board in some classrooms. In fourth and fifth grades, proficient and non-proficient students are designated by class placement and dress. The curriculum includes character education which promotes character development through use and application of the chosen character word. The school supports extended learning through the after-school program for second- through fifth-grade students and an eight-week Saturday School program. Transportation is not provided. Students may participate in spelling and math bees, and the Science Fair. Students may also tryout for choir, cheer, and basketball (girls and boys). The Student Council includes representatives from grades three through five. Students seeking to be elected as an officer or representative make speeches and display posters during election week. All students vote in the election. During the month of September, the school emphasized Hispanic culture. Black History was celebrated in the month of February. In support of the school's theme, programs are presented in the fall, winter, and spring. The Women United, a Dreamland Academy partner, provided backpacks for most students at the beginning of the year. Through

Distance Learning Lab, students have the opportunity to connect to teachers and students in other cities and states. There is no accountability or expectation for use of the Distance Learning Lab. During the week of the audit, the Distance Learning Lab was not utilized.

Summary of Recommendations in : **Learning Environment**

Standard 4 : **School Culture**

Establishing and supporting collegial relationships should be a priority for the superintendent/principal. The principal must empower as opposed to delegate; build trust rather than demand loyalty; and instead of just hearing and leading from the head, seek to understand and lead from the heart (DeSpain, 2000). Building a community of learning should begin with adult learners to include the academic advisor, board members, superintendent/principal, and staff of Dreamland Academy. The relationship between the school leaders and staff affects student achievement. As a leader in the ever-changing field of education, the superintendent/principal must change her paradigm for leadership and become equipped to operate in the paradigm shift. Professional development on leading change should be required for school leaders and teachers in order to build capacity for new ways of thinking about education. Teachers develop capacity in a culture where the principal facilitates and supports the learning goals of the students as well as the adults. If teachers are expected to be part of the solution, they must be included in the study and planning of improvement initiatives. Intentional committees that include stakeholders should not only be established but become fully operational.

School leadership should work collaboratively with parents and the community to develop a comprehensive parent program that includes a plan of action to increase parent and community involvement. School leadership may complete a Strengths, Weakness, Opportunities, and Threats analysis with the staff; explore Anne Henderson's work that examines four core beliefs and barriers to achieving the beliefs; or Joyce Epstein's six types of learning to include parenting and child rearing, communicating, volunteering, learning at home, decision making, and community service. Possible resources include: http://www.mindtools.com/pages/article/newTMC_05.htm, "Beyond the Bake Sale: The Essential Guide to Family-School Partnerships," by Anne Henderson, "Frameworks of Six Types of Involvement" by Joyce Epstein, and http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Learning-from-Latino-Families.aspx ("Learning from Latino Students").

A school safety committee should be created to address the school's safety and equity issues. First actions to consider should include student tardiness and student supervision of open areas during class change. A plan for safe, supervised transition to and from all buildings for all students should be developed. Open areas that lack supervision provide unrestricted access to students. A plan for decreasing student tardies must be developed. Students who are not in class will not have opportunities to learn. School leadership, in collaboration with staff, should develop a school-wide positive incentive plan for decreasing tardies. Consequences for students arriving late to school for unexcused reasons should be enforced immediately and consistently.

Scholastic Audit Summary Report

Dreamland Academy

Dreamland Academy

03/11/2012 - 03/16/2012

Summary Findings in : **Learning Environment**

Standard 5 : **Student, Family and Community Support**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 5 there were 4 indicators (80%) evaluated as "Evaluation Category 1," 1 indicators (20%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

Finding for this indicator is based on:
Review of Student Cumulative Files
Observations of Central Office Area
Interviews with Administrators, Counselor, Certified Staff, and Classified Staff

School records are maintained in the Board Room which houses the superintendent, principal, and assistant to the principal. These records consist of enrollment records, student profiles, home language surveys, some test data, copies of social security card and birth certificate, health records, APSCN report cards, and sample student work. School records appear to be inconsistent with contents and order of contents. Some current information may be kept by the classroom teacher and submitted to be filed at a later date. The assistant to the principal is the gatekeeper of the records. She is also the art teacher. Access is granted to any staff having a need to review them. Special education files are also kept in the same location. The cabinets in which all records are maintained are able to be locked. There are no written procedures for accessing the records. The school utilizes APSCN, a Web-based software application that helps the district organize and track student progress. When the staff housed in this office are not on campus or in classrooms teaching, the office is locked and student records are not accessible.

Performance Rating:1

5.1a Families and community members are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.

Finding for this indicator is based on:
Review of School Board Policies
Review of Volunteer Surveys Results
Review of Newsletters
Review of Parent Materials
Interviews with Administrators, Counselor, Certified Staff, Classified Staff, and Parents
Observations of Classrooms and Common Areas

The school board has adopted a Parental/Community Involvement Plan. The policy states that the school shall work to involve parents and community in the development and improvement of Title I programs for the school. The Title I program is school-wide. One parent is listed on the ACSIP planning committee. No community members are listed. Few parents complete a volunteer survey when enrolling a child or at the beginning of each school year. School staff report that about 25 percent of parents are involved. Of the 62 parents who completed the school stakeholder perception survey, 65 percent reported they are actively involved in school programs. Most parents interviewed by the audit team indicated they did not volunteer on a regular basis stating that their work precludes them from doing so. Opportunities for parents and community members to be a part of the educational process include parent/teacher conferences and helping with instructional and non-instructional activities (e.g., classroom parties, playground supervision, reading to a child, chaperoning field trips, etc.) There is no official parent center. About 18 different pamphlets for parents are located in the office of the school social worker. Few parents access this resource. Most pamphlets are in English. Dreamland Academy recognizes one parent each month. The parent is selected by the staff and is based on active involvement for the month. The parent of the month receives a certificate and is announced at the monthly assembly. School leadership reported that the same parents receive this award as few parents volunteer. On Thursday of every week, parent coffees are held in the cafeteria. The week of the audit, Head Start parents were invited to have breakfast and talk about enrolling for kindergarten for 2012-13. An active Parent/Teacher Organization exists with a membership of about 15. The Parent/Teacher Organization helps with fundraisers, food drives, and other non-instructional activities. One parent comes every day to sit with her son during lunch and helps supervise during his recess. Communication between parents and school include folders sent home, grade reports generated from APSCN, phone calls, newsletters, and the school Web site. Attendance at parent teacher conferences is approximately 25 percent. Community partners include a local barber who cuts the children's hair free, Women United who provides backpacks for all children, and a car wash on University Avenue that cleans the bus at no cost. The Rice Depot provides food for backpacks that are sent home with about twenty students. The school social worker helps families by contacting food banks and agencies. There was no evidence of a plan to identify parents and community members involved as stakeholders to remove barriers to learning for all students.

5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, supplemental or remedial instruction).

Finding for this indicator is based on:
Review of ACSIP
Review of School Board Policies
Interviews with Administrators, Counselor, Certified Staff, Classified Staff, and Parents
Observations of Classrooms

The supplemental or remedial instruction programs do not have specific, clearly defined entrance/exit criteria. Student participation data are not collected. Students in grades one through five identified as receiving special education services are pulled out for 300 minutes per week for each deficit area and served by a teacher who is licensed to teach P-4. Students who are deficit in both math and language arts receive 600 minutes of special education services per week or 120 minutes per day. Teachers have not been trained in co-teaching methods. Five student intervention assistants pull students from class during the regular school day as determined by performance on ACTAAP and some interim assessments. Students

are remediated in literacy and math for 30 minutes daily. Quality circles are classes designed to serve students who have behavior problems that interfere with learning in the regular classroom or for students who need an educational boost. Most students in the quality circles receive all of their core instruction in this setting while attending specials classes with their peers. Some students were observed sleeping in the quality circles. Four of the five student intervention assistants are not certified teachers. Saturday school is available for all students at Dreamland Academy from 8:00 - 3:00. About 25-30 students attend on a regular basis. Students are fed breakfast and lunch. The curriculum for Saturday School consists of a lot of academic games. There is one certified staff and four non-certified staff conducting Saturday School. A 21st Century Community Learning Center grant provides for an aftercare program Monday through Friday. All students at Dreamland Academy are eligible to attend. Some parents interviewed indicated they use it when needed for childcare rather than an opportunity for improving academic skills. Many of the staff teaching in the aftercare program are classified staff. There are no supplemental services provided at Dreamland Academy because no parents requested after multiple attempts were made. Title I set-aside funds for supplemental services were reallocated with permission from ADE. Summer school is 8:00 - 3:30 daily for four weeks and is staffed by certified and classified personnel. Currently there is no bus service for students to the aftercare, Saturday school, or summer school programs. Dreamland Academy is a school-wide Title I program. The ACSIP includes $110,310.27 in Title I funds. These funds are used for purchased services ($100,000) and materials and supplies to support reading and writing (10,310.27.) Purchased services pays for a reading and learning specialist to provide and sustain professional development for all teachers in learning to read and reading to learn strategies. These services are provided by Access Educational Management Company. The school counselor provides some whole-group, small-group, and individual counseling as well as guidance lessons in the classroom. The counselor is also responsible for ACTAAP testing, oversees lesson plans, and is viewed by most teachers as the instructional leader of Dreamland Academy. Most classrooms have four computers for student use. Few observations were made of students using computers during the audit visit.

5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

Finding for this indicator is based on:
Review of ACSIP
Review of Professional Development Documents
Review of Professional Growth Plans
Interviews with Administrators, Counselor, Certified Staff, and Classified Staff
Observations of Classrooms and Collaboration Meetings

School staff members do not use a variety of instructional strategies based on differentiated instruction, learning styles, or multiple intelligences to meet the needs of all students. Most instruction is teacher-directed and textbook/worksheet-driven. The primary focus of efforts by school leadership is on behavior issues. School leadership and some staff members are familiar with the process or procedures used to identify students who are considered at-risk or who experience learning problems. This process does not always result in improving student achievement. The school collaborates with New Beginnings Mental Health Group. Therapists from New Beginnings come to Dreamland Academy to serve six to seven students who require their services. The counselor orchestrates a form of Response To Intervention for referring students to special education. A protocol has been designed by the counselor for this process. Few school staff use or could

discuss differentiated instructional strategies designed to impact students with diverse needs. Continuous and sustained professional development has not been provided this school year regarding the impact of social and cultural differences on learning. Professional development is not clearly focused to reinforce learning goals or high expectations for students. Dreamland Academy has allocated resources to fund many staff that are not licensed to provide instruction in the content areas in which they are assigned.

5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction.

Finding for this indicator is based on:
Review of ACSIP
Review of School Board Policies
Review of Lesson Plans
Interviews with Administrators, Counselor, Certified Staff, Classified Staff, and Parents
Observations of Classrooms

Students requiring remediation and instruction beyond initial classroom instruction are assigned to student intervention assistants who are not all licensed teachers. Students identified with a learning disability attend 300 minutes per week per deficit area with a teacher certified to teach special education P- 4. The school counselor and the math/science specialist who are certified teachers work with students in small groups for intervention and enrichment activities. Collaboration among the classroom teachers and supplemental staff is limited to informal conversations. Supplemental programs do not incorporate an evaluation component to assess the program's impact on student achievement or to be analyzed by stakeholders. Supplemental services are evaluated by surveying teachers. Documentation of these surveys is limited. Student intervention assistants have some lesson plans of the classroom teacher. These plans are not always implemented as written. Students in grades four and five receive their primary math instruction from classified staff. Extracurricular programs exist only in the aftercare program where the students have optional activities for one hour each day. These activities change each trimester. Cheer, basketball, and computers are currently offered. Few opportunities are provided students for service learning. The Parent Teacher Organization conducts a food drive before Thanksgiving.

Summary of Recommendations in : **Learning Environment**

Standard 5 : **Student, Family and Community Support**

To recruit parents, grandparents, guardians, and community volunteers to play a significant role in the education of children, school leadership must find a location for a parent center that is more inviting. The location should be a space that is easily accessible and visible, parent-friendly with adult-sized tables and comfortable chairs, lighting, and access to a coffeepot and refrigerator with cold drinks. Having a parent center can help parents feel more comfortable in visiting the school. The more comfortable parents are in school, the more active they will be in the school and their children's education. The parent center should be open on a regular basis, and someone should be available if parents need help. A parent volunteer could assist the school's parent involvement facilitator. The parent center should have resources and materials for parents in multiple languages when available. Having access to computers is recommended. The current room designated as the Parent Teacher Organization room could be organized to fit the needs of a parent center. It is close to the front office where parents come in when they bring children to check in after the tardy bell. Parents should be able to sit around a table for group and/or individual activities. A parent center does not have to be elaborate or a financial burden to a school. Title I funds can be used for parent involvement activities. The Center for Effective Parenting has a center in Little Rock and can provide multiple parent resources that are free. One valuable resource is a document, "School Parent Center" and can be found at www.parenting-ed.org. Another resource is the United States Department of Education Web site http://www2.ed.gov/parents/landing.jhtml where many free printed material and kits can also be found in Spanish.

School leadership should also create an active parent advisory committee that includes the current Parent Teacher Organization officers plus a parent representative from every grade level, a building administrator, and the parent involvement facilitator. All parents should be given an opportunity to complete a volunteer survey. A sample volunteer interest survey form can be found at www.ptotoday.com or the current volunteer form should be completed by ALL parents. School leadership must aggressively recruit parents to complete the survey. Parents should be recognized on the school Web site and in the school newsletter for completing the survey. All parents who volunteer should be involved by either assisting or serving on the advisory committee. For example, the six parent members of the parent advisory committee could chair task forces that would handle specific things the school needs. Other parents could be assigned to one of the task forces based on their responses to the survey. Examples of these tasks might be:
1. Classroom task force - This group of parents would solicit parents to help them with classroom activities like reading to a child or a small group of children, listening to a child read, one-on-one activities with a child that is behind, preparing communication folders, preparing and maintaining bulletin boards, making copies, etc.
2. Safegate Moms/Watchdog Dad task force - This is a concept where a school has a welcoming desk located immediately at the front door. Moms, guardians, grandparents, aunts, neighbors, or other community members volunteer up to one day per week to sit at the desk to greet visitors when they enter the school. The safegate mom would be

responsible for having visitors sign in and for placing tags on the visitors before they enter the main part of the school. The safegate mom might escort the visitor to a classroom, the office, or somewhere else in the building. A reward for a student might be to come and sit with the safegate mom for 30 minutes to talk or do a fun activity. Safegate moms could help on picture day, Grandparents' Day, etc. Dads, male guardians, grandfathers, uncles, neighbors, or other male community member volunteer at least one day/month to be a male role model in the building. Tasks for the Watchdog Dad are similar to those of the Safegate Mom.

3. Mentor-a-student task force - Pair up a volunteer mom, dad, or other volunteer with students selected by the counselors (or other staff) to spend 30-60 minutes one time weekly building relationships. For example, a mentor might eat lunch with the student, play board games, or participate in other classroom activities that involve spending quality time with assigned mentee.

4. Fund raising task force - Help with fund raisers such as book fairs, pictures, yearbooks, fall festivals, spring flings, etc.

5. Community partner task force - Parents work with other businesses, organizations, and groups from the faith-based community when there is a need to include all stakeholders.

6. Public relations task force - Parents would collect publicity from teachers/staff and communicate with the local media. School newsletters could also be a responsibility of this task force.

The key is to get parents involved in meaningful activities where they are active partners. Parents need to feel important in the education of their children. Research shows that parent involvement can improve students' behavior, attendance, and achievement. Resources include "Getting Parents Involved in School" at www.readingrockets.org and the Web site for Watchdog Dads at www.fathers.com.

Students must receive primary instruction in literacy and math by highly-qualified certified teachers. Non-certified staff can be trained to assist in the classroom while teachers are delivering the lesson. Students who need the most intense help should be served by the most qualified staff. Co-teaching is a model that provides for two staff members to work together. The true model recommends that both staff be certified. In the Dreamland Academy setting, this may not be feasible. The most immediate need to reduce barriers to learning for students could be including the non-certified staff in the classroom co-teaching with the certified teacher. School leadership must immediately assign the non-certified staff to the certified classroom teacher and cease pulling the lowest performing students from the teacher who is more highly trained. Both the certified and non-certified staff must be trained in the co-teaching model for this initiative to be effective. A possible resource is the University of Arkansas at Little Rock. Contact Dr. Bruce Smith, special education professor and trainer for co-teaching in the College of Education for more information.

Summary Findings in : **Learning Environment**

Standard 6 : **Professional Growth, Development, and Evaluation**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 6 there were 11 indicators (92%) evaluated as "Evaluation Category 1," 1 indicators (8%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of licensed staff based on identified needs.

Finding for this indicator is based on:
Review of ACSIP
Review of Professional Development Documents
Review of Individual Professional Growth Plans
Interviews with Certified Staff, Classified Staff, and Counselor

A school board policy requires a school plan for professional development of certified employees. The plan must show the use of the district's categorical funds to address deficiencies in student performance and achievement gaps. The school ACSIP budget lists $100,000 in Title I funds for professional development activities to be provided by a specialist from Access Educational Management Company. The school ACSIP budget does not list state Professional Development funds. Title II-A funds, in the amount of $7,521, are in the ACSIP for developing teachers' skills in reading and writing study skills. The person responsible for this action is the Access Educational Management consultant. Individual Professional Growth Plans are not intentionally aligned with the ACSIP professional development actions.

Performance Rating:1

6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

Finding for this indicator is based on:
Review of School Board Policies
Review of Professional Development Documents
Review of ACSIP
Review of Individual Professional Growth Plans
Interviews with Administrators and Certified Staff

Little school support for the long-term professional growth needs of individual staff members is evident. ADE's 60 hour professional development requirement is addressed in school board policy. The school-provided professional development list with specific dates includes over 60 hours of professional development. Another list in the Professional Development Plan includes 20 professional development

opportunities. Sign-in sheets and agendas from the 2011-2012, Professional Development Opportunities list are not available for most offerings. Arkansas History, technology, and parental involvement are not included on either professional development list. Few topics represented in the ACSIP align with the school-provided lists of professional development. Few of the school's training sessions are specifically linked to improving student achievement in areas of weakness identified in the ACSIP. Planned professional development activities do not include sessions that intentionally support leadership growth. Few teachers attend state or national conferences and trainings. Teachers who attend training outside the school are expected to share information from the conferences with the staff. No written documentation is provided supporting this expectation. Little support or follow up is provided for the school's professional development. For example, school leadership conducted eleven observations in August. Formal feedback that directly focused on implementation of the school-provided professional development was not provided.

6.1b The school has an intentional plan for building instructional capacity through on-going professional development.

Finding for this indicator is based on:
Review of Curriculum Documents
Review of Lesson Plans
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, Classified Staff, Counselor, Parents, and Students
Observations of Classrooms

Dreamland Academy has a professional development plan on file. Dreamland Academy's professional development planning does not consider both individual and school-wide needs. A board policy requires a staff development program to be developed and implemented for its certified teachers. Not all administrators have an Individual Professional Growth Plan. Certified teacher Individual Professional Growth Plans are not all aligned with the school improvement goals. The certified teacher Individual Professional Growth Plans are not dated and do not have an administrator's signature. Teachers receive professional development on various strategies and techniques. There is limited follow-up and support for teachers regarding implementation of strategies taught. Professional development funds have been set aside for classroom teachers to receive technical assistance. Some modeling is occurring. A specialist has been hired to provide teacher and student leadership in the areas of math and science. A staff member has also been assigned to resume the responsibility of reading specialist to provide the teachers with literacy support. There are standard template agendas for grade-level team meetings that reflect opportunities for continued reinforcement of professional development. There are no formal minutes available to confirm what is being discussed. Teachers are responsible for taking their own notes.

6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

Finding for this indicator is based on
Review of School Board Policies
Review of Professional Development Documents
Review of ACSIP
Review of Individual Professional Growth Plans
Interviews with Administrators and Certified Staff

Some professional development priorities randomly align with ACSIP student

performance goals and individual professional growth plans. Evaluations have not been completed as of March 14, 2012. Classroom teachers complete Individual Professional Growth Plans. Plans are not dated or signed by the teacher or the principal. There is no expectation that Individual Professional Growth Plans be aligned to student achievement. No formal process is in place to monitor the implementation levels of professional development or its possible impact on improving student academic achievement. Few cabinet members have a professional growth plan.

6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

Finding for this indicator is based on:
Review of ACSIP
Review of Mission Statement
Review of Vision Statement
Review of Perception Survey Results
Review of Individual Professional Growth Plans
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students
Observations of Classrooms

There is no formal plan that ties student learning goals and teacher professional growth needs. Most teachers submit an Individual Professional Growth Plan each year. Specials (activity staff), student intervention assistants, and quality circle teachers are not required to develop an Individual Professional Growth Plan. These plans are not linked to faculty evaluation. There is little evidence that teachers are provided the resources needed to meet professional growth goals. School leadership seldom monitors the progress of all teachers toward identified goals. Not all professional development is clearly correlated with increasing content knowledge of all teachers. There is no formal process for evaluating the effectiveness of professional development regarding its impact on student achievement. A process to survey staff to determine professional development needs was administered in September, 2011.

6.1e Professional development is on-going and job-embedded.

Finding for this indicator is based on:
Review of ACSIP
Review of Mission Statement
Review of Vision Statement
Review of Perception Survey Results
Review of Individual Professional Growth Plans
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students
Observations of Classrooms

Ongoing job-embedded professional development is minimal. Teachers must obtain the required 60 hours of professional development. Teachers have little opportunity to reflect and process new learning with an instructional coach after professional development experiences. Follow-up and coaching to ensure that all teachers integrate the acquired knowledge obtained through professional development into daily classroom practice are rare. Professional development is seldom monitored to determine impact on student academic performance. Few opportunities for differentiated training for teachers exist; professional development is not tailored to identify individual needs. Evaluation of professional development is based upon teacher perceptual surveys with a goal of 80 percent of teachers indicating better

understanding after training. The ACSIP indicates that teachers may attend selected educational conferences. Four teachers attended the International Inviting Educational Conference in October, 2011.

6.1f Professional development planning shows a direct connection to an analysis of student achievement data.

Finding for this indicator is based on:
Review of ACSIP
Review of Professional Development Documents
Review of Student Achievement Data
Interviews with Administrators, Certified Staff, and Classified Staff

Professional development planning demonstrates a connection to a broad analysis of student achievement data. Professional Development listed on the 2011-2012, Professional Development Opportunities includes sessions on the data wall and data collection. Student ACTAAP data listed in ACSIP are not disaggregated to subgroup levels and does not identify the areas of weaknesses in each subgroup. The Dreamland Academy Data Wall reflects grade-level percentages and does not reflect specific weaknesses of students. The Northwest Evaluation Association Measure of Academic Progress, Assessment of LEarning in Knowledge Spaces, Star Math, Star Reading, Dynamic Indicator of Basic Early Literacy Skills, and Qualls Early Learning Inventory have been administered to students with limited disaggregation of data for the purpose of professional development planning to address specific student and staff needs.

6.2a The school/district provides a clearly defined evaluation process.

Finding for this indicator is based on:
Review of School Board Policies
Review of Evaluation Documents
Interviews with Administrators, Certified Staff, and Classified Staff

The school board has a policy requiring annual evaluation of certified staff that meets state statute. Staff do not participate in an annual review of evaluation processes. No evaluations have been completed this school year.

6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

Finding for this indicator is based on:
Review of ACSIP
Review of School Board Policies
Review of School Evaluation Documents
Review of Professional Growth Plans
Interviews with Administrators, Certified Staff, Classified Staff, and Teachers

Minimal evidence exists that evaluations are correlated with the instructional needs of students and the professional needs of staff. Observations of eleven staff members were completed August, 2011. These observations did not include all classroom teachers. No evaluations have been completed this school year. Intentional connections among employee evaluations, Individual Professional Growth Plans, professional development, and the instructional needs of students are minimal. Most Individual Professional Growth Plans are not collaboratively developed with school leadership. Individual Professional Growth Plans seldom promote reflection or impact classroom instruction. Individual Professional Growth Plans are not dated, signed, and are not formatted to be signed or dated.

6.2d Leadership provides and implements a process of personnel evaluations, which meets or exceeds standards set in statute and regulation.

Finding for this indicator is based on:
Review of School Board Policies
Review of Evaluation Documents
Interviews with Administrators, Certified Staff, and Classified Staff

The school board has a personnel evaluation policy that meets Arkansas state statute. The evaluation process requires classroom observations of certified staff. The superintendent/principal had completed observations of eleven staff members at the time of the audit. All observations were dated in August, 2011. Written observations have not been completed for all staff members. Copies of written feedback provided to staff members are not available. No evaluations have been completed.

6.2e The school/district improvement plan identifies specific instructional leadership needs and has strategies to address them.

Finding for this indicator is based on:
Review of ACSIP
Review of Individual Professional Growth Plans
Review of Professional Development Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators

The ACSIP identifies instructional needs and has resources allocated to fulfill the actions. Some professional development has been offered for the purpose of carrying out actions listed in the ACSIP. Instructional leadership needs are not clearly and specifically addressed in the ACSIP. There was minimal collaboration on ACSIP goals, actions, and strategies by school leadership, staff, or other stakeholders. ACTAAP Benchmark data are used in the development of the ACSIP.

6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.

Finding for this indicator is based on:
Review of ACSIP
Review of Professional Development Documents
Review of Individual Professional Growth Plans
Review of Samples of Teachers' Evaluations
Interviews with Administrators, Certified Staff, and Classified Staff

Individual Professional growth plans are not required by school leadership. Some teachers have an Individual Professional Growth Plan. School leadership and personnel in key positions do not have a written professional growth plan. There are few observations and no evaluations conducted. There is minimal connection to the existing Individual Professional Growth Plans and the limited number of completed observations and no evaluations. School leadership provides teachers with minimal feedback. This feedback is usually given verbally in a brief and informal conference. Feedback is seldom used to improve student performance or instructional practices.

Summary of Recommendations in : **Learning Environment**

Standard 6 : **Professional Growth, Development, and Evaluation**

School leadership should provide teachers with in-depth training on data disaggregation. School leadership should also be trained on data disaggregation and data analysis. Training should allow both school leadership and teachers to use school data and break it down by grade level, individual student needs, specific skills, and subgroups if applicable. After disaggregating the data, teachers and school leadership should plan ways to apply the information revealed to improve classroom instruction, practices, and interventions. Disaggregated and analyzed data should lead academic initiatives throughout the school. School leadership should arrange for multiple opportunities for teachers to disaggregate data during team meetings, staff meetings, and professional development sessions. Follow-up training purposed to support and assist teachers should be made available on a regular basis. This may be done using outside consultants or school personnel that are extensively trained and knowledgeable on disaggregating and appropriately utilizing school data.

School leadership and teachers should develop Individual Professional Growth Plans tied to student achievement goals. School leadership should collaborate with teachers to ensure professional development goals address specific teacher learning needs that support school and student needs. The analysis of student achievement data, attendance/tardy data, individual teacher observation data, and results from the teacher needs survey should be considered in the development of the plan. The growth plans should be signed and dated and identify a time frame for anticipated completion. Needed resources should be listed in the plan. Plans must be monitored and modified when necessary throughout the school year to ensure adult learning goals are being achieved.

School leadership should schedule and conduct a minimum of five observations weekly lasting a minimal of 20 minutes to ensure that skills, strategies, and knowledge learned in professional development sessions are implemented in the classrooms, and that the implementation improves student achievement. School leaders should ensure that frequent, meaningful feedback on instructional effectiveness is provided to all teachers to encourage self-reflection and improvement of instructional practices. An observation protocol should be adopted that includes guidelines for feedback. After a 20 minute observation, school leaders should provide feedback to teachers that is specific and suggests how to improve the teacher's implementation of identified strategies. Teachers should receive feedback that includes "grows" to assist them in improving instructional effectiveness. The observation process should be recurring throughout the year. The data obtained from classroom observations should be used to identify additional professional development needs for the staff, assist in the creation of a professional development plan for the school, and in the development of individual professional growth plans. The goal should be for an administrator or instructional specialists to observe and conference with each teacher at least once every two weeks. Possible resources to review and study are "No More Valentines" by Morgan L. Donaldson in "Educational Leadership" Volume 67, Number 8 May 2010 and "Classroom Instruction that Works" by

Scholastic Audit Summary Report

Dreamland Academy

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Summary Findings in : **Efficiency**

Standard 7 : **Leadership**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 7 there were 11 indicators (100%) evaluated as "Evaluation Category 1," 0 indicators (0%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:1

7.1a Leadership has developed and sustained a shared vision.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Review of Charter
Review of Mission Statement
Review of Vision Statement
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students

Dreamland Academy leadership has developed a mission and vision statement. The mission statement was developed during the conception of Dreamland Academy. This statement has not been revisited nor has there been any community or staff input. Few teachers are able to articulate the vision and mission of the school. Mission statements are posted in multiple locations throughout the school. The mission is sometimes referenced by leadership when discussing student goals. Revisions and review of the mission statement do not exist. There are no procedures in place to measure progress towards accomplishing the goals and objectives set forth in the mission statement.

7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Review of Data
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students

Data are not thoroughly analyzed to inform academic decisions. Data walls have been developed and are posted throughout the halls and in a central location where cabinet members meet. These data walls provide limited information with percentage scores by grade level with no individual student assessment data. Cabinet members are able to review test scores by grade levels. Teachers have limited access to individual students' test scores. They have been advised of the Web site and have been given a username and password to access student scores. School leadership does not participate in data disaggregation with the

staff. Staff members have minimal opportunities to disaggregate and analyze data with guidance and supervision from school leadership.

7.1c There is evidence that all administrators have an individual professional growth plan focused on the development of effective leadership skills.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators

Current administrators do not have Individual Professional Growth Plans. Most members of the cabinet do not have an Individual Professional Growth Plan. The principal/superintendent has informally identified her strengths and indicated that she works in her area of expertise, which is business. The academic advisor oversees academic concerns and visits the school monthly for one week at a time. The principal/superintendent completed the self-assessment survey that rated the level of competence on selected standards and indicators for school improvement. The principal rated her performance at the implementation and management phase or higher on 48 indicators. School leadership has indicated that it has always been their intentions to transfer control to staff members serving in other capacities.

7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Review of Data
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students

Data are not disaggregated to improve instruction or educational practices. Some data are broken down by grade levels and displayed on a data wall. The data wall is reviewed by cabinet members during cabinet meetings and teachers are able to review and discuss the data during team meetings along with school leadership and instructional specialist. Information displayed on the data wall is limited to grade-level data and is not further disaggregated to identify specific skill areas or individual student performance. There has been some discussion of data in training sessions, team meetings, and faculty meetings. Staff members utilize data from STAR Math, STAR Reading, Assessment and LEarning in Knowledge Spaces, and Northwest Evaluation Association Measure of Academic Progress to identify students that will receive interventions.

7.1e Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the student learning expectations for Arkansas public schools.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Review of Curriculum Documents
Review of Data
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students

School leadership has made the Arkansas Curriculum Standards available to teachers. Curriculum documents in most subject areas are limited and are not specific to Dreamland Academy. There has been some training made available to

most of the staff. Outside consultants have been utilized to work with staff regarding curriculum and data. Limited training on data disaggregation or data analysis has been made available to staff members. Grade-level meetings occur weekly. In some of these meetings, data and curriculum are discussed and reviewed. No classroom teachers participate as members of the school cabinet.

7.1f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Review of Curriculum Documents
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students
Observations of Classrooms

School leadership provides minimal supervision or protection of instructional time. Few teachers were observed maximizing instructional time. Announcements and interruptions occurred throughout the day. Approximately 50 percent of the students are tardy, interrupting classroom instruction. Students are pulled out of class for interventions. At times, these interventions overlap with instructional time in core subjects. There is a constant movement of students to and from the classroom which results in loss of instructional time.

7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

Finding for this indicator is based on:
Review of ACSIP
Review of Mission Statement
Review of Vision Statement
Review of Perception Survey Results
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students
Observations of Classrooms and Common Areas

Instructional programming and organizational practices throughout the school are not always monitored by school leadership. Instructional time is not utilized to provide maximum impact on student learning. Several individuals designated as teachers are working outside of their areas of certification or do not hold a valid Arkansas Teacher's License. The physical facility is not always monitored for cleanliness and there are several safety concerns throughout the school. Students were observed being unsupervised inside and outside of the building. The school is easily accessible by outsiders and there are multiple entry points that are left unlocked. Signs advising visitors to sign-in at the main office are posted.

7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Review of Faculty Handbook
Review of Parent/Student Handbook
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students
Observation of Classrooms and Common Areas

The school has some policies and procedures in place to implement and maintain a safe and effective learning environment. Teachers are assigned to morning duty to monitor student drop-off. Throughout the school day, there is limited monitoring and supervision for students outside of the classroom or when individual students are required to switch buildings. Facility safety issues include bathroom cleanliness and lack of supplies (e.g., paper towels), dimly lit bathrooms, loose or missing handrails for the stairs, dimly lit stairwells, and missing ceiling and floor tiles. Student supervision is limited during lunch, recess, and dismissal. Students were observed unsupervised during lunch and dismissal. Breezeways connecting buildings are open presenting concern for student safety during class changes. During the week of the audit, a young student was observed running through traffic during dismissal. No redirection from staff present occurred. Most entrance/exit doors to Dreamland Academy are unlocked. Rules and procedures are posted in some classrooms. Dreamland Academy's Web site has links for a distress plan, a pandemic protocol policy, an emergency weather plan, and a sudden weather emergency plan. Neither the distress plan nor the pandemic protocol policy was available online at the time of the audit. The weather plan explains the condition under which school will be cancelled. The sudden weather emergency plan is specific to actions to be taken if a weather emergency occurs while school is in session. According to this plan, teachers and students will be given information and directives using the public address system. Mobile radios, cell phones, and a megaphone are also available as a backup. School board policies and a Parent/Student Handbook address student misbehavior and allow for removal of disruptive students when the learning environment is adversely affected. There are numerous school board policies regarding the safety of students on campus and consequences for threatening the safety or order of the learning environment. According to the school board meeting minutes provided, these policies have not been formally reviewed by the board during the 2011-2012, school year.

7.1i Leadership provides a process for the development and the implementation of district policy based on anticipated needs.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Review of School Board Policies
Review of Faculty Handbook
Review of Parent/Student Handbook
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students
Observations of Classrooms

There is no formal process that school leadership follows to monitor the implementation of the charter or school board policies by all staff members. Policies are not reviewed or evaluated on a regular basis with all staff members. Some staff members are not familiar with school board policies. Staff members have minimal input with school board policies and have few opportunities to provide feedback regarding these policies. There is little intentional correlation surrounding the school board policies and the impact these policies have on teaching and learning.

7.1j There is evidence that the local school board of education and the school have an intentional focus on student academic performance.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets

Review of School Board Policies
Review of Faculty Handbook
Review of Parent/Student Handbook
Review of Data
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students

There is no strategic plan in place to improve academic performance or to ensure implementation of the ACSIP. There have been few actions on the part of the school board to improve student performance. The school board periodically reviews and discusses academic performance and student data with school leadership. There are some school-wide initiatives in place to improve behavior related concerns and academic performance. These initiatives are not monitored for effectiveness.

7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students

The principal is not the instructional leader of the school. Some staff members cannot name the current principal. The principal oversees day-to-day business operations of the school. The principal has minimal involvement with curricular or academic concerns. The principal was not involved with the development of the ACSIP; the principal is wholly or partially responsible for 40 actions in the plan. Few classroom observations have been conducted. No teacher evaluations have been completed as of the week of the audit. The principal facilitates staff meetings. Student performance and behavioral concerns are sometimes discussed. The principal has not developed an Individual Professional Growth Plan and indicated that she had no need for a professional growth plan due to the anticipated changes in administrative staffing.

Dreamland Academy

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Summary of Recommendations in : **Efficiency**

Standard 7 : **Leadership**

The principal must assume the role as the instructional leader of the school. In addition to the superintendent's cabinet, the school must develop an instructional leadership team for the purpose of improving teaching and learning. This team should include school leaders, support staff, teachers, student intervention assistants, and parents. The team should be charged with identifying and supporting an instructional focus for the school and/or each grade level. There are several helpful articles that may be accessed online such as "Leadership Characteristics that Facilitate School Change" a free resource located at http://www.sedl.org/change/leadership/character.html. A good book to reference is "Insights into Action: Successful School Leaders Share What Works" by William Sterrett.

School leadership should embrace current research-based practices and instructional strategies developed for today's struggling learner. Professional development on updated research-based practices and strategies should be provided and attended by both staff and school leadership. There are current practices that have proven to be successful in schools with similar demographics as Dreamland Academy. Robert Marzano has identified nine high-probability strategies with proven success in a variety of learning environments and with a wide range of students. Professional development led by a presenter trained in Marzano's techniques should be held for all staff members and school leadership. Follow-up to this training may occur in additional trainings, team meetings or staff meetings. These instructional strategies and best practices should be referenced in lesson plans and observed in classrooms daily. There should also be copies of the book, "Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement" (2001) by Robert Marzano available on campus for both school leadership and teachers. "School Leadership that Works: from Research to Results" (2005) by Robert Marzano should be provided to school leadership.

School leadership should conduct classroom observations and evaluations with the intention of improving instruction and increasing student achievement. The board should ensure that an updated evaluation policy and system is in place beginning in the 2012-2013, school year for all employees which includes the superintendent, teachers and classified staff members at Dreamland Academy. A formal evaluation is a process that includes an appraisal of an employee's professional duties and responsibilities. As a part of a teacher's evaluation, instructional competencies and professional duties should be reviewed. The evaluation process should be explained to all faculty and staff members annually along with expectations. All teachers should be evaluated annually. The evaluation should take into account the teacher's performance during a school year and consist of professional interviews and conferences between administration and the teacher as well as scheduled and unscheduled lesson observations, and an opportunity for teacher reflection. These evaluations should be conducted using standard documents that may be referenced and placed in the teacher's personnel file. The teacher should also be allowed to maintain a copy of the evaluation. The current evaluation board policy and the teacher handbook should be updated to reflect all requirements, expectations, and changes.

An observation is a method used to collect information, monitor instruction, and assess classroom environment to determine effectiveness and further discern whether additional interventions or strategies are necessary. A process for conducting consistent and effective classroom observations should be implemented immediately. There are different types of observations. Some observations are brief and meant to take a sweep of building activity. This observation may last three to five minutes and involve the observer taking a brief inventory of what is happening in several classrooms throughout the building. Other observations last longer allowing the observer to get an in-depth understanding of a specific teacher's lesson or classroom activity over a period of time (20-45 minutes). Dreamland Academy has a form that has been developed for the purpose of conducting observations. This form should be reviewed and revised to include notation of factors such as instructional practices observed, lesson objectives and the appropriateness of these objectives, student actions during the observation, and any other additional information that would allow the observer to provide the teacher with relevant and useful feedback. This feedback may be provided written or in the form of a professional conference that allows for professional discussions of the observation and teacher reflection. The professional conferences should be time efficient while being productive and meaningful. These observations may also be used as a part of the evaluation process.

Scholastic Audit Summary Report

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03/11/2012 - 03/16/2012

Summary Findings in : **Efficiency**

Standard 8 : **School Organization and Fiscal Resources**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 8 there were 7 indicators (70%) evaluated as "Evaluation Category 1," 3 indicators (30%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Finding for this indicator is based on:
Review of ACSIP
Review of School Board Policies
Review of Financial Reports
Review of School Financial Audits
Interviews with Administrators, Certified Staff, Classified Staff, and Accountant

Dreamland Academy has established procedures for staffing, purchasing, budgeting, and monitoring of expenditures. Staffing is based on student enrollment. The school board does not have standing committees or policies to address resource allocations. School board policy requires the development of the budget by either the superintendent/principal or Access Educational Management that provides leadership for the charter school. The school has contracted with a certified public accounting firm, Complete Consulting, for the oversight of all financial responsibilities. This firm is responsible for all accounting associated with payroll, expenditures, revenue, and required financial reporting. Representatives from the accounting firm meet at least monthly, and sometimes more often, to review expenditures with the school's cabinet and to project future expenditures and budget constraints. A school employee has been given the responsibility for management of expenditure requests and purchase orders that are submitted to the accounting firm. There have been no audit findings since Complete Consulting took over the financial responsibilities of the school. The school's revenue budget for the 2011-2012, school year totals $3,044,868.64. This includes $1,607,332 in Charter School Funding from the Arkansas Department of Education, $27,464 in declining enrollment funds, $618,503.35 in federal and categorical funds, $105,424.75 in grants, $573,744.54 in miscellaneous funds, and $112,400 in funds associated with the food service program. There is no formal procedure in the school to include parents, teachers, or non-instructional staff in developing the budget or allocating discretionary funds, except for some opportunity for teachers to identify needs from the professional development survey completed by teachers. Teachers receive $250 each semester for classroom supplies. The school has received a 21st Century Community Learning Center grant that provides an after-school

program. Saturday School is provided through a contract with Access Educational Management.

8.2a The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources.

Finding for this indicator is based on:
Review of School Board Policies
Review of Teacher Survey Results
Review of Financial Reports
Interviews with Administrators, Classified Staff, and Accountant

School board policy requires that either the school principal/superintendent or academic advisor from Access Educational Management (the company that provides leadership for the charter school) annually prepares and presents a budget to the board. There are no policies that require funds be allocated based on student needs. The school has contracted with an accounting firm, Complete Consulting, to oversee the school's financial responsibilities. In addition to handling payroll, accounts receivable, and accounts payable, Complete Consulting works with the school staff in developing the budget. The process begins in April with the academic advisor from Access Educational Management identifying the number of staff required for the new year. Once staffing costs are determined, Complete Consulting accountants use historical data to budget other expenditures. Some information is provided from teachers through the professional development survey conducted by staff members. The budget is reviewed in October when final revenue numbers are confirmed based on enrollment and other funding sources. The overall budget is reviewed again in February to analyze expenditures and project end-of-year balances. Accountants from Complete Consulting meet with the school cabinet weekly. At least twice each month, the accountants share expenditures from various line items and look at the state of the budget in light of the projected needs for the remainder of the school year. All checks for payroll and expenditures are written through Complete Consulting. The school maintains a small petty cash fund that is also monitored for accuracy by the accountants. A classified staff member is assigned responsibility for submitting expenditure requests and purchase orders to the accounting firm. The academic advisor from Access Educational Management wrote the 21st Century Community Learning Center grant that funds the after-school programs.

8.2d State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, NSLA, ALE, ELL, and Professional Development) to address student needs identified by the school/district.

Finding for this indicator is based on:
Review of ACSIP
Review of School Board Policies
Review of Financial Reports
Interviews with Administrators, Certified Staff, Classified Staff, and Accountant

All categorical funds are allocated to support identified student needs. The ACSIP includes National School Lunch Act, state Professional Development, Title I, and Title II-A funds. All funds are expended according to guidelines. The expenditures from these funding sources are reviewed at bi-monthly meetings of the accountants from Complete Consulting and the school cabinet. These meetings are used to monitor the expenditures according to funding requirements. The meetings are not used to monitor the effectiveness of the expenditures in improving academic performance of students. There are no processes in place to determine the impact of the funds on student learning other than a survey that asks teachers to

subjectively decide if they think the actions in ASCIP have resulted in higher student achievement. The school ACSIP budget lists $100,000 in Title I funds for professional development activities to be provided by the academic advisor from Access Educational Management.

Performance Rating:1

8.1b The master class schedule reflects all students have access to all of the curriculum (Smart Core).

Finding for this indicator is based on:
Review of School Board Policies
Review of Schedules
Interviews with Certified Staff and Classified Staff
Observations of Classrooms

The school board has a policy requiring equitable access to all educational programs and activities. The policy has not resulted in the creation of a learning environment that enables all students to attain the skills and competencies needed to master grade-level expectations as outlined by the state curriculum documents and measured by ACTAAP. Many students are in need of additional or differentiated instruction to master required content knowledge. Some interventions are provided by staff members who have not received sufficient training or who lack the content knowledge to help students improve literacy and math. Because of misbehavior, some students are placed in alternative learning in which the instruction is provided by noncertified staff members. Some special needs students are assigned to computer tasks for extended lengths of time in regular classroom settings while the classroom teacher provides instruction for general education students.

8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

Finding for this indicator is based on:
Review of School Board Policies
Review of Teacher Licensure Information
Interviews with Administrators, Certified Staff, and Classified Staff
Observations of Classrooms and Hallways

The school board does not have policy that ensures staff assignments are matched to student needs. The principal makes teacher assignments based on experience and teacher certification. Student intervention assistants are assigned based on experience and ability to work in age-appropriate settings. First-grade is the only grade with more than one class. The small number of classes limits the assignment of students based on student need and teacher strengths. From the documentation provided by the school, six of the eleven core/non-core teaching staff are certified in the area in which they are assigned. The average length of tenure of teachers and administrators is one to two years. Plans are in place to reassign the current math and literacy specialists as superintendent and principal for the next school year. The master schedule provides daily common planning time for teachers in kindergarten and first-grade, second and third-grade, and fourth and fifth-grade. Literacy and math specialists meet weekly with teachers during these common times. Agendas and notes are available for some meetings.

8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.

Finding for this indicator is based on:

Review of School Board Policies
Review of Bell Schedules
Interviews with Administrators, Certified Staff, and Classified Staff
Observations of Classrooms, Hallways, and Common Areas

The school board has adopted a policy to address the loss of instructional time due to participation in co-curricular activities. The school board does not have a policy that addresses the loss of instructional time due to students entering and leaving the classroom, use of the intercom, and tardies. Some teachers do not maximize instructional time through classroom management and organizational practices. Bell-to-bell practices do not occur in most classrooms. In many classrooms students are not engaged in meaningful learning activities throughout the assigned period. School leadership does not have a process to monitor and evaluate the use of instructional time to ensure that all students have access to a rigorous and aligned curriculum throughout the school day. Some teachers delay starting instruction in the morning until tardy students arrive. Some students were observed eating breakfast as late as 10:00 a.m.

8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time and integrated units).

Finding for this indicated is based on:
Review of ACSIP
Review of Schedules
Interviews with Certified Staff and Classified Staff

The master schedule provides common planning time daily for teachers in kindergarten and first-grade, second and third-grade, and fourth and fifth-grade. Once each week, the literacy and math specialists meet with the teachers during this time. This time is used to review/discuss lesson plans, discuss curriculum, address student academic and behavioral problems, and review/discuss interventions. There is no expectation for the use of this time other than the time allotted for meeting with the specialists. This time is not used to discuss ACSIP, instructional strategies, or the development of common assessments and rubrics. Agendas and minutes are available for some meetings. Before school begins in the fall, teachers meet together with their content peers. Staff meetings are held after school on Wednesday. The director of the 21st Century Community Learning Center after-school program shares information discussed at staff meetings with teachers who work in the after-school program.

8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

Finding for this indicator is based on:
Review of Teacher Schedules
Interviews with Administrators, Certified Staff, and Classified Staff
Observations of Classrooms

All classrooms are self-contained except in grades four and five. These two grades are semi-departmentalized and ability grouped with one teacher assigned to math and science and one to literacy and social studies. Research-best practices are not consistently used throughout the school. Few teachers use bell ringers to start the class period or closure activities to end the instructional period. Many teachers use worksheets that require lower-levels of Blooms' Taxonomy. Students were seldom

observed interacting with technology. Teachers do not have interactive white boards. A distance learning room is available but was not used during the week of the Scholastic Audit. Few teachers differentiate instruction to meet the needs of all students. The small number of classrooms limits scheduling that matches student needs with teacher strengths.

8.2b The district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

Finding for this indicator is based on:
Review of School Board Policies
Review of Financial Reports
Review of ACSIP
Interviews with Administrators, Certified Staff, and Classified Staff

No school board policies or procedures for distribution of discretionary funds exist. The ACSIP does not include any funds from discretionary operating funds. There is little input from any staff members on the budget process. Teachers complete a professional development needs survey that provides information that can be considered in budgetary planning. Accountants from Complete Consulting work with the academic advisor with Access Educational Management in determining staff needs and upcoming expenditures. Categorical fund sources are expended first for as many allowable expenditures as possible. No other stakeholders are involved in the budget process.

8.2c District staff and local board of education analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

Finding for this indicator is based on:
Review of ACSIP
Review of School Board Policies
Review of Financial Reports
Interviews with Administrators, Certified Staff, Classified Staff, and Accountant

There is limited analysis from staff to ensure that state operating expenditures are aligned to ACSIP. No operating funds are referenced in the ACSIP. The only funding sources identified in ACSIP include National School Lunch Act, state Professional Development, Title I, and Title II-A funds. These categorical funds are aligned with actions in the ACSIP.

Dreamland Academy

Dreamland Academy

03/11/2012 - 03/16/2012

Summary of Recommendations in : **Efficiency**

Standard 8 : **School Organization and Fiscal Resources**

School leadership should regard time as a valuable resource for improving student achievement. All students should be engaged in meaningful learning activities during the entire instructional day. Instructional time should be protected from interruptions such as intercom announcements, student tardies, off-task behavior, and other distractions. All teachers should maximize instructional time from bell-to-bell. Leadership must monitor learning activities to encourage high engagement in meaningful work. When students are active participants in their own learning, there is little need for redirecting off-task behavior. The use of cooperative learning, authentic learning, technology, manipulatives, and performance-based projects will increase student engagement. Activities planned for learning stations should maintain age-appropriate, academic focus. One possible resource is Marzano's "Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement" (2001).

The teacher and administrative turnover in Dreamland Academy must cease. Best practices in curriculum, instruction, and assessment cannot be institutionalized when the school has a revolving door of teachers and principals. The average length of employment of current staff members is 1-2 years. The school board and cabinet should analyze the reasons for the turnover and make plans for creating a trained staff of administrators and teachers who can provide a quality instructional program that meets the needs of students. The board should consider reallocation of some funds used for purchased services to increase teacher salaries making them competitive with surrounding schools. The school board could also consider reallocation of funds for incentives for teachers who commit to working at Dreamland Academy for a designated length of time. Incentives could include benefits such as payment of graduate school tuition, new technology, or attending a professional conference. Plans must include actions and funds to ensure all teachers receive the professional development necessary for exemplary implementation of curriculum, instruction, and assessment initiatives.

The school cabinet and board should create budget development policies and/or procedures to be used annually that include all staff members in an assessment of resources needed to support high student and staff performance. Financial resources should support the mission and vision statements of the school and relate directly to student learning needs. Funding sources should include both discretionary and categorical funds. These procedures should be developed in a timeframe that enables the staff to inform school leaders and the accounting firm of resource needs for the upcoming year. This process should begin in March to provide adequate time to include resource needs in the development of the budget that begins in April. School leadership should inform all staff members of the budgets allocated to the school.

Scholastic Audit Summary Report

Dreamland Academy

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Summary Findings in : **Efficiency**

Standard 9 : **Comprehensive and Effective Planning**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 9 there were 15 indicators (94%) evaluated as "Evaluation Category 1," 1 indicators (6%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

9.3c The desired results for student learning are defined.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Review of Data Analysis Documents
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students
Observations of Classrooms

Math and Literacy benchmark goals are based on the 2010-2011, Augmented Benchmark data. The math goal indicates on average 18.7 percent of Dreamland Academy students in grades three through five scored proficient or advanced. In literacy, on average 28 percent of students in grades three through five scored proficient or advanced. The benchmark goal in math and literacy is for students at Dreamland Academy to meet or exceed the adequate yearly progress goal in math (85.5 percent) and literacy (85 percent) for the 2011-2012, school year. Program evaluation statements in the ACSIP do not contain measurable benchmark data over time to indicate school improvement. All staff members do not share a sense of responsibility for student learning or an urgency to ensure that the goals in the ACSIP are achieved. The ACSIP is written by school leadership with little or no involvement from other stakeholder groups.

Performance Rating:1

9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

Finding for this indicator is based on:
Review of ACSIP
Review of Mission and Vision Statements
Review of Perception Survey Results
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students

The mission statement for Dreamland Academy was not collaboratively developed and does not reflect input from all stakeholders. The vision and belief statements

have not been defined by the stakeholders of the school. The school's ACSIP committee has few students, parents, or community members represented. Some classrooms have a mission statement posted. A process for gathering input and review by the parents and community members has not been established.

9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data.

Finding for this indicator is based on:
Review of ACSIP
Review of ACTAAP Data
Review of School Profile Documents
Review of Perception Survey Data
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Review of Student Work
Review of School Report Card
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students
Observations of Classrooms

A coordinated process to manage or analyze available data and utilize those data to impact school planning or decision making is limited. The school does not maintain an assessment wall for a visual representation of individual student performance. Attendance data were disaggregated for the supporting data of the ACSIP. ACTAAP Exams, Assessment and LEarning in Knowledge Spaces, Star Math, Star Reading, and Northwest Evaluation Association Measure of Academic Progress data are disaggregated and reviewed by a few school personnel. Most classroom instruction does not reflect attention to individual student needs, disparities in performance, or school priorities. School leadership does not demonstrate a sense of urgency for school improvement throughout the school by using data to make decisions for actions in the ACSIP.

9.2b The school/district uses data for school improvement planning.

Finding for this indicator is based on:
Review of ACSIP
Review of School Profile
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students
Observations of Classrooms

Data are seldom analyzed or used to guide improvement efforts in classrooms. The ACSIP is not implemented with fidelity throughout the school. The supporting data for the Dreamland Academy's ACSIP includes attendance data. Data reflecting the performance of sub populations are not included in the plan. Results from the ACTAAP Exams, Assessment and LEarning and Knowledge Spaces, STAR Math, STAR Reading, and Northwest Evaluation Association Measure of Academic Progress are seldom used in planning for school improvement. Interventions for student performance in mathematics and literacy in the ACSIP are supported by limited data. The stated goals of the ACSIP do not focus on improving organizational or instructional practices throughout the school which will improve student academic success. Actions in the ACSIP are primarily focused on programs and activities. Minimal emphasis is placed on the use of high-probability, research-based instructional strategies as a response to students' needs identified in the data.

9.3a School and district plans reflect learning research and current local, state and national expectations for student learning and are reviewed by the planning team.

Finding for this indicator is based on:

Review of ACSIP
Review of Committee Meeting Agendas, Minutes, and Sign-In Sheets
Review of Curriculum Documents
Review of Research
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students
Observations of Classrooms

Most interventions included in the Dreamland Academy ACSIP are based on a variety of research-based publications. The publication dates on the cited research range from 1987 to 2005. The research was selected by the writer of the ACSIP plan and has not been reviewed with all stakeholders. State standards for adequate yearly progress are used as benchmark goals for the literacy and math priorities in the ACSIP.

9.3b The school/district analyzes their students' unique learning needs.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign In Sheets
Review of Data Analysis Documents
Interviews with Administrators, Certified Staff, Parents, and Students
Observations of Classrooms

The review of state achievement data provides the primary basis for identifying student needs in the ACSIP. The ACSIP is not utilized for the purpose of impacting teaching and learning. The ACSIP data section reveals lowest scoring areas on state assessments. Few actions specifically address the identified learning areas. In 2010-2011, the Northwest Evaluation Association Measure of Academic Progress assessment was given to students. It was invalidated due to administration errors. Assessment of LEarning in Knowledge Spaces, Programmed Logic for Automated Teaching Operations assessment, STAR Math, STAR Reading, and Qualls Early Learning Inventory have been administered to students with limited disaggregation of data. Data review is occurring by a few staff members for the purpose of writing the ACSIP. Data from the School Stakeholder Perception Survey for Parents have been disaggregated with percentages of parent responses identified. The results of this data have not been shared with the staff or used in the planning process. Teachers were surveyed in September 2011, to identify and prioritize their needs for training.

9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

Finding for this indicator is based on:
Review of ACSIP
Review of Survey Perceptual Data
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students

Perceptual survey data are not collected and analyzed by the school on a regular basis to identify and respond to perceived strengths and limitations or to assess instructional and organizational effectiveness. There is no ongoing, coordinated effort to use perceptual data as a means to improve instructional and organizational practices. Feedback from all stakeholders is not a part of the school improvement process.

9.4b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

Finding for this indicator is based on:
Review of ACSIP

Review of Meeting Agendas, Minutes, and Sign-In Sheets
Review of Data Analysis Documents
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students

Most school goals identified in the ACSIP are focused on students' meeting adequate yearly progress as identified by the state. Goals do not address how the school will meet student needs through improved organizational practice and classroom instruction. Action components in the ACSIP do not address systemic change.

9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Review of Data Analysis Documents
Interviews with Administrators, Certified Staff, Classified Staff, Parents, and Students

Few action components in the ACSIP focus on closing gaps in achievement. The plan does not address how school leadership will build the instructional and organizational capacity to provide for learning needs of a diverse student population or how school leadership will provide for the individual professional growth needs of all faculty and staff members. Action components are not continually evaluated for effectiveness, and there is no process to determine levels of implementation. The evaluation process of most actions is to survey teachers.

9.5b The plan identifies the resources, timelines, and persons responsible for carrying out each activity.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Review of School Board Agendas and Minutes
Interviews with Administrators, Certified Staff, Classified Staff, and Parents

Most of the timelines in the school plan are July 1, 2011, to June 30, 2012. One timeline is dated June 30, 2011, to July 1, 2012. Responsibilities for implementation of actions are distributed among few staff in the school. One staff member listed as responsible for at least 43 actions resigned January, 2012. Limited resources are listed for most actions.

9.5c The means for evaluating the effectiveness of the ACSIP is established.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, Classified Staff, and Parents

School leadership does not consistently monitor the effectiveness of the actions or make appropriate modifications or revisions based on data. There is no intentional process to identify levels of implementation or to determine when an intervention or action component does not reflect the needs of students and faculty as identified by existing data. The ACSIP indicates evaluation is based on performance of students on state assessments and teacher or parent surveys.

9.5d The ACSIP is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.

Finding for this indicator is based on:

Review of ACSIP
Review of Mission Statement
Review of Perception Survey Results
Review of School Profile
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, Classified Staff, and Parents
Observation of Classrooms

Action components in the ACSIP are not consistently measured for effectiveness. The ACSIP is not intentionally aligned with the school's mission statement. The ACSIP does not specifically address how instruction will be monitored and how professional development will reflect the individual needs of all administrators and teachers to ensure systemic improvement.

9.6a The ACSIP is implemented as developed.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, Classified Staff, and Parents

School leadership provides minimal attention and support for the implementation of the ACSIP. Limited direction and support are given for completion of the actions or evaluation of the actions. Few teachers have input in the development of the plan. The ACSIP is written by one person.

9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

Finding for this indicator is based on:
Review of ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Review of Perception Survey Results
Interviews with Administrators, Certified Staff, and Classified Staff

School leadership does not analyze data for the purpose of evaluating the degrees to which the goals are achieved. The Dreamland Academy ACSIP indicates that the school has set a goal for increasing the number of students who score proficient in math from 18.7 percent to 85.5 percent. The goal for increasing the number of students scoring proficient in literacy is 78.4 percent, an increase of 50.4 percent. There is no reference to Safe Harbor or progress utilizing the ADE Growth Model. Interim assessments are administered through Northwest Evaluation Association Measure of Academic Progress to track student progress. There is no assessment wall in the school to track individual student progress nor is there a systematic plan to use data from the interim assessments to modify instruction practices.

9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

Finding for this indicator is based on:
Review of ACSIP
Review of Perception Survey Results
Interviews with Administrators, Certified Staff, Classified Staff, and Parents
Observation of Classrooms

Classroom instruction does not often reflect the goals of ACSIP. One teacher is listed on the planning team. There is no intentional, ongoing process to review and revise action components in the ACSIP to reflect changes in student achievement. Actions in the ACSIP do not address how school leadership will

ensure that classroom practice across the curriculum impacts student performance and achievement.

9.6d There is evidence of attempts to sustain the commitment to continuous improvement.

Finding for this indicator is based on:
Review of ACSIP
Review of School Improvement Report
Review of Perceptions Survey Results
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Interviews with Administrators, Certified Staff, Classified Staff, and Parents
Observation of Classrooms

A formal, systematic procedure is not in place to regularly report progress toward goal attainment. The planning team does not have scheduled times throughout the year to review the ACSIP after it has been approved. Commitment to continuous improvement by all stakeholders in the school is not evident.

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Summary of Recommendations in : **Efficiency**

Standard 9 : **Comprehensive and Effective Planning**

School leadership must immediately share the report of the Arkansas Department of Education Scholastic Audit with the school board, community, parents, staff, and students. The findings and recommendations it contains should immediately become goals, interventions, and actions in the 2012-2013, ACSIP. Implementation must be evaluated regularly with performance data. Performance data includes both teacher and student data. The ACSIP must intentionally impact the classroom where teaching and learning occur. Improvement is a process not an event. It occurs by prioritizing those things that will make the greatest impact on student achievement. Resources for improving the ACSIP are the ADE assigned ACSIP supervisor, the ACSIP Web site handbook, and help guides at: http://acsip.stte.ar.us. ACSIP supervisors have been trained to help facilitate using the audit findings and recommendations to write a school's ACSIP.

The ACSIP must reflect the collaborative planning of all stakeholders. The planning team must include representatives from school leadership, certified staff, classified staff, parents, community members, and students. The team should focus on improving communication among all stakeholder groups, so everyone is working to improve learning in the school for all children. Goals should be established based upon identified student needs. Reasonable goals are goals that are meaningful and measurable. Every stakeholder should be assured that every student will make at least a year's growth in a year's time. Actions and interventions in the ACSIP should provide strategies and interventions for students to achieve this goal.

The actions in the ACSIP should be evaluated. School leadership must facilitate the systematic evaluation of the ACSIP with various forms of data. Program evaluation statements in the ACSIP must be written to measure progress over time. Progress toward goal attainment should be monitored by the school leadership and reported to all stakeholders. The goals and actions should not remain the same if the data are not revealing improvement.

School leadership must insist on high expectations for student performance, instructional effectiveness, and school outcomes. State benchmark tests cannot be the only measure used to inform practice and identify successes. Bell-to-bell teaching, analysis of student achievement data by school staff, a process to monitor the use of data to inform instructional practice, and collaboration of all staff in the development of the ACSIP plan must be addressed by the school leadership to create a culture of high expectations by all stakeholders.

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Summary of Next Steps :

The Arkansas Department of Education (ADE) conducted a scholastic audit of Dreamland Academy during the period of 03/11/2012-03/16/2012. This school's last performance rating identified its classification as being in School Improvement Year 3. Provided are relevant facts and next step recommendations from the ADE audit.

School Deficiency and Next Steps

1. Deficiency	Staff at Dreamland Academy are unclear on who the instructional leader is or who is responsible for making decisions.
Next Steps	The principal must assume the role as the instructional leader of the school. In addition to the superintendent's cabinet, the school must develop an instructional leadership team for the purpose of improving teaching and learning.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

2. Deficiency	The student tardy rate at Dreamland Academy is approximately 50 percent resulting in loss of instructional time and student learning. If students are not at school, they are not learning.
Next Steps	The school leadership team must begin to enforce the tardy policy immediately and develop an incentive plan to encourage students to want to come to school on time.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

3. Deficiency	The lowest-performing students are receiving much of their core-content instruction from staff who are not licensed to teach. These are the very students who need to be taught by the most qualified teachers.
Next Steps	Students must remain with the certified teacher during 100 percent of core-content instructional time. Non-certified staff must help with small groups within the classroom setting following primary instruction provided by the teacher. The

	most qualified teacher should be working with the lowest-performing students.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

4. Deficiency	Parental involvement is lacking.
Next Steps	The school should immediately recruit a parent advisory team of three to five supportive parents representing the diversity of the school. This team should begin recruiting parents to become active participants in the school. School leadership must ensure that parents have a voice and play an active role in the education of their children.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

5. Deficiency	There is a culture of low expectations at Dreamland Academy.
Next Steps	School leadership must collaborate with all stakeholders to begin to foster a belief that all students can learn. School leadership must provide teachers with immediate job-embedded professional development in research-based instructional strategies and monitor the implementation on a daily basis with meaningful feedback that is both written and verbal.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

6. Deficiency	
Next Steps	
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

In Conclusion :

The Scholastic Audit team would like to thank the staff and students at Dreamland Academy for the hospitality extended during the course of this audit. We appreciate your attention to our comfort by providing an area to work that met our needs. It is hoped that this report will make a difference in the lives of the staff and students of Dreamland Academy. We encourage the school community to reflect on the findings and recommendations. These questions may be used to guide your conversations.

What would Dreamland Academy look like if all students were in class and ready to learn at 8:00 a.m. every day?

What would Dreamland Academy look and sound like if all students were engaged in meaningful activities through instruction delivered by highly-qualified certified teachers?

What would Dreamland Academy feel like if parents and community partners were visible in the school daily and involved in meaningful activities that are focused on student achievement?

How much would student achievement improve at Dreamland Academy if all decisions for teaching and learning were based on in-depth analysis of all data?

What if all stakeholders at Dreamland Academy believed that ALL students can perform at high levels of proficiency?

How would ALL instructional staff at Dreamland Academy view their professional development if their school leaders indicated a genuine concern about their growth as educators?

Scholastic Audit Summary Report

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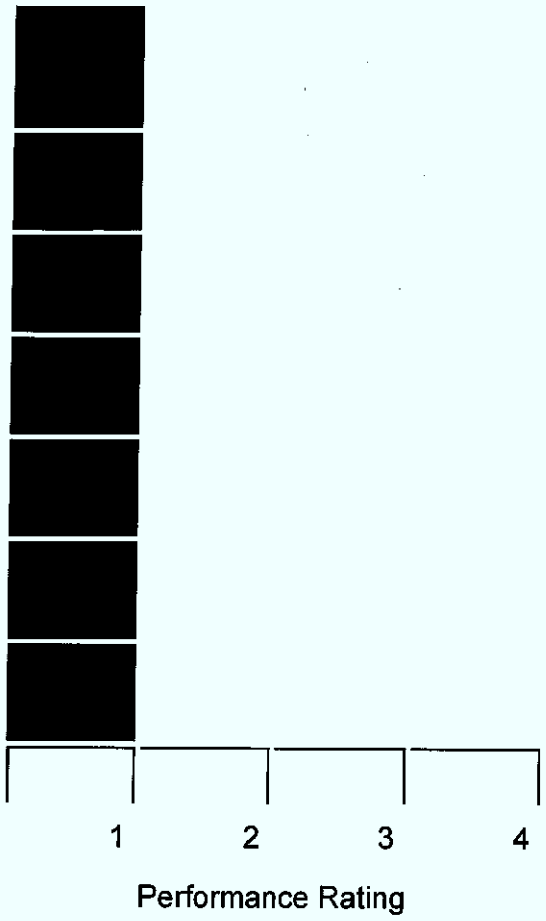
1.1 Curriculum

Academic Performance

1.1a	Curriculum is aligned with Arkansas Academic Content Standards and Student Learning Expectations.
1.1b	District initiates facilitates discussions among schools regarding curriculum standards
1.1c	District initiates facilitates discussions to eliminate unnecessary overlaps
1.1d	Evidence of vertical communication, intentional focus on key curriculum transition points
1.1e	School curriculum provides specific links to continuing education
1.1f	Systematic process for monitoring, evaluating and reviewing curriculum
1.1g	Curriculum provides access to an academic core



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2.1 Classroom Evaluation/Assessment

Academic Performance

2.1a Classroom assessments frequent, rigorous, aligned with Arkansas' Academic Core Content Standards

2.1b Teachers collaborate in the design of authentic assessment

2.1c Students can articulate what is required to be proficient

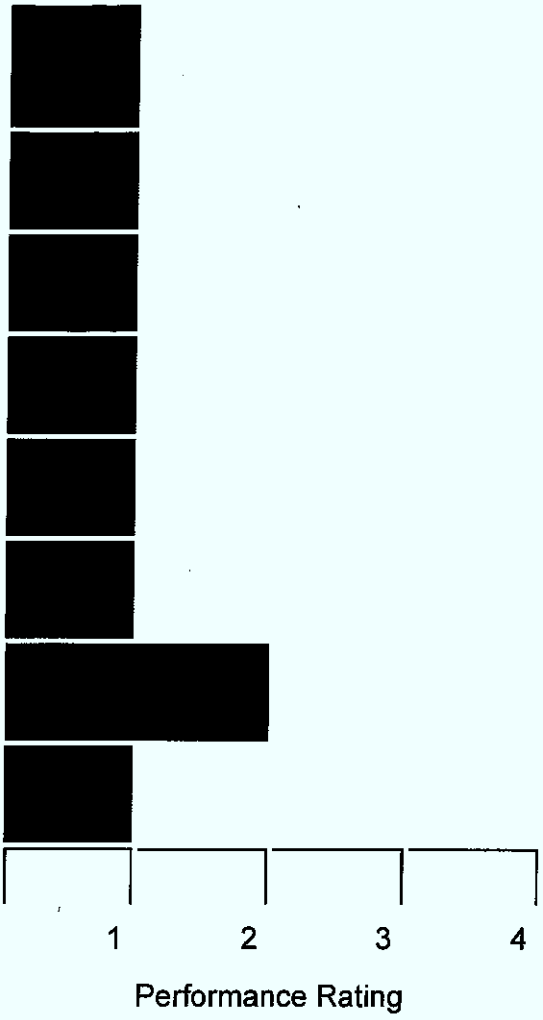
2.1d Test scores are used to identify curriculum gaps

2.1e Assessments designed to provide feedback on student learning for instructional purposes

2.1f Performance standards communicated, evident in classrooms, observable in student work

2.1g ACTAAP coordinated by school and district leadership

2.1h Samples of student work are analyzed



Scholastic Audit Summary Report

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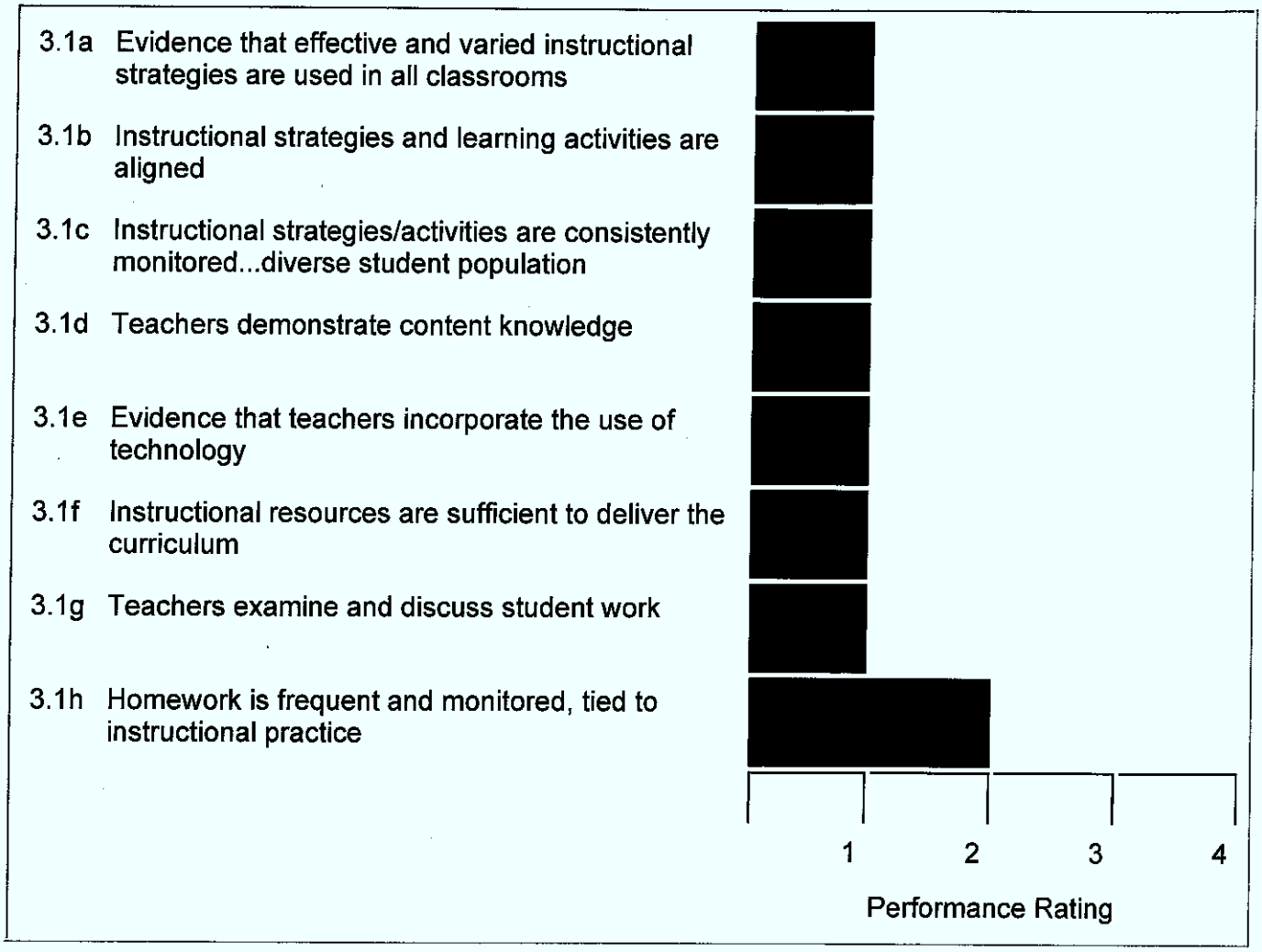
3.1 Instruction

Academic Performance



Scholastic Audit Summary Report

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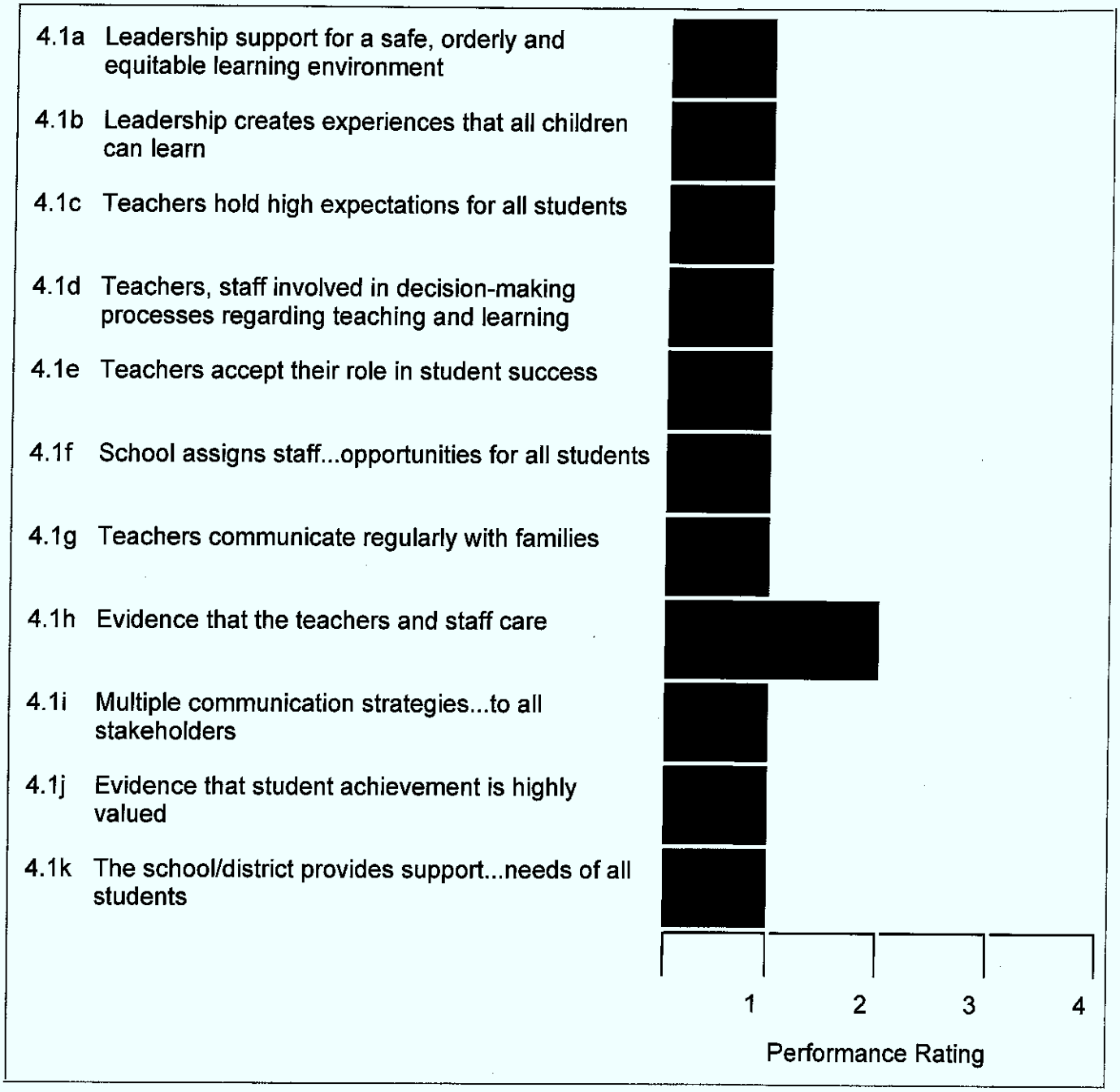
4.1 School Culture

Learning Environment



Scholastic Audit Summary Report

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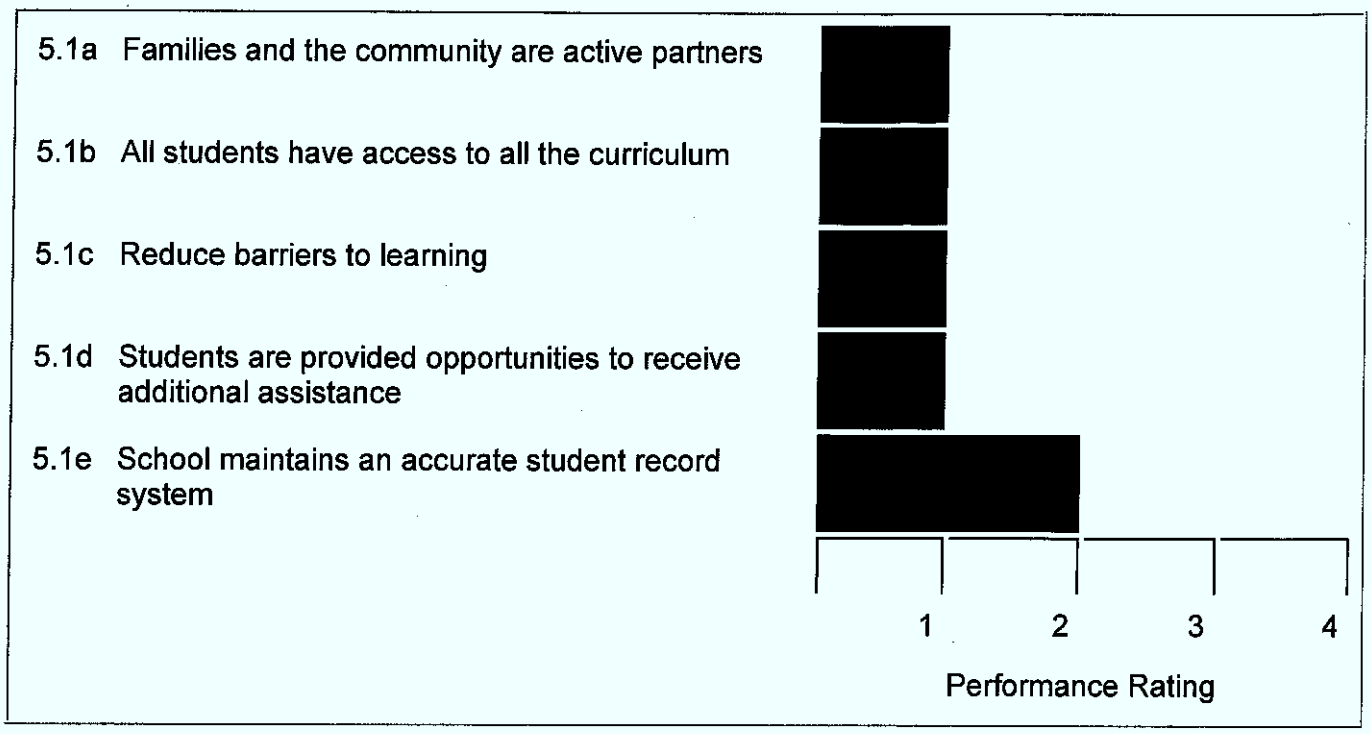
5.1 Student, Family and Community Support — Learning Environment



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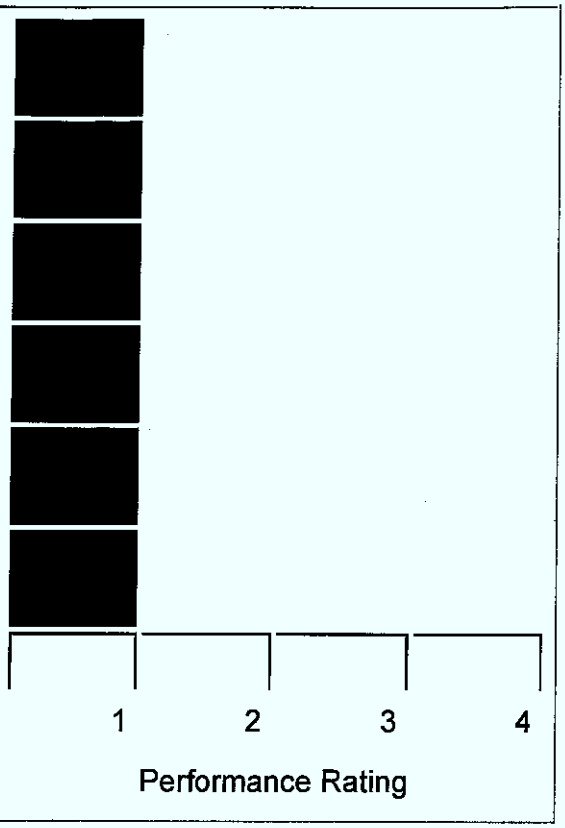
6.1 Professional Development

Learning Environment

6.1a	Support for the long-term professional growth of the individual staff members
6.1b	The school has an intentional plan for building instructional capacity
6.1c	Staff development priorities..alignment..goals for student performance
6.1d	Plans for school improvement directly connect goals for student learning
6.1e	Professional development is on-going and job-embedded
6.1f	Professional development planning connect student achievement data



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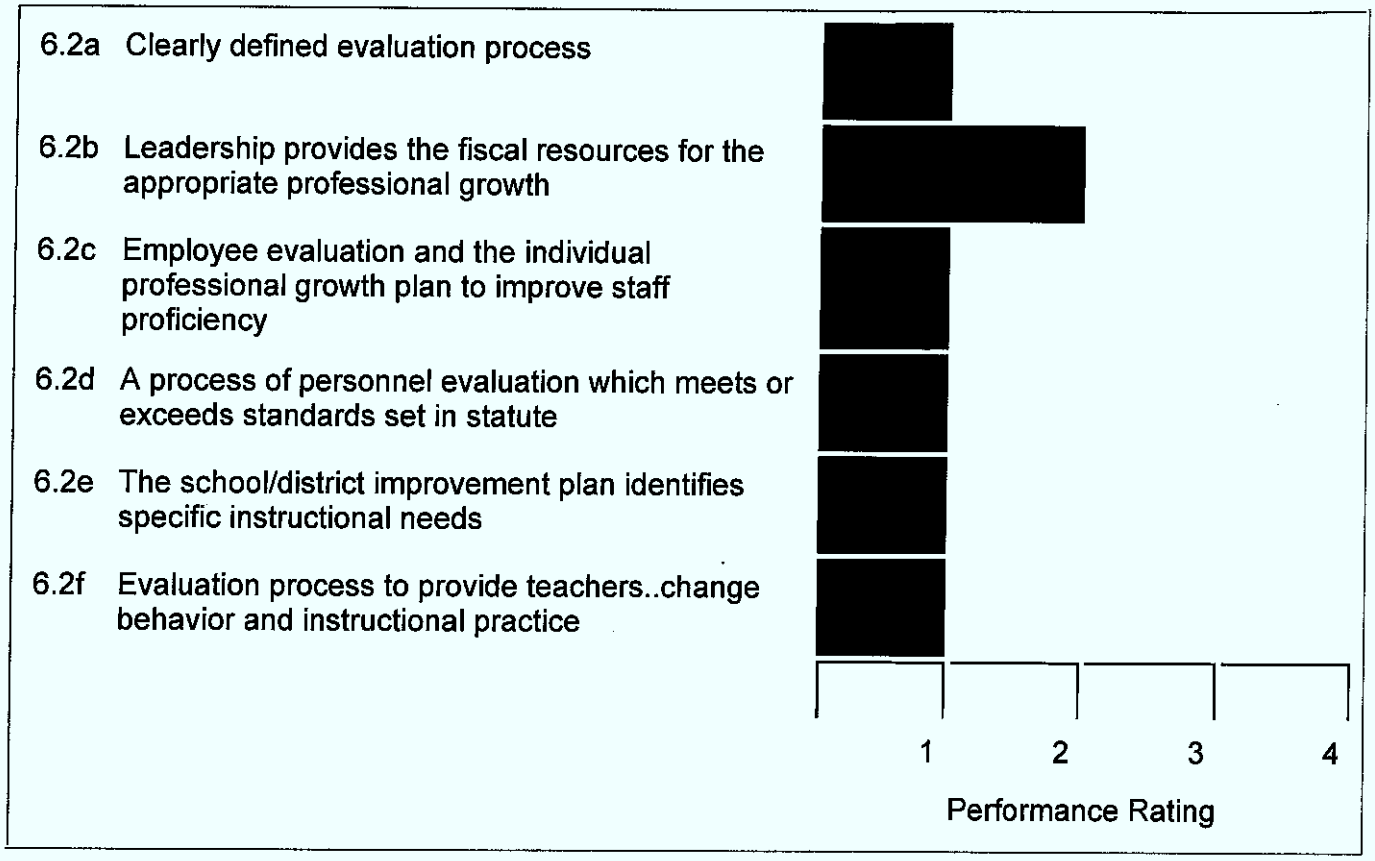
6.2 Professional Growth and Evaluation

Learning Environment



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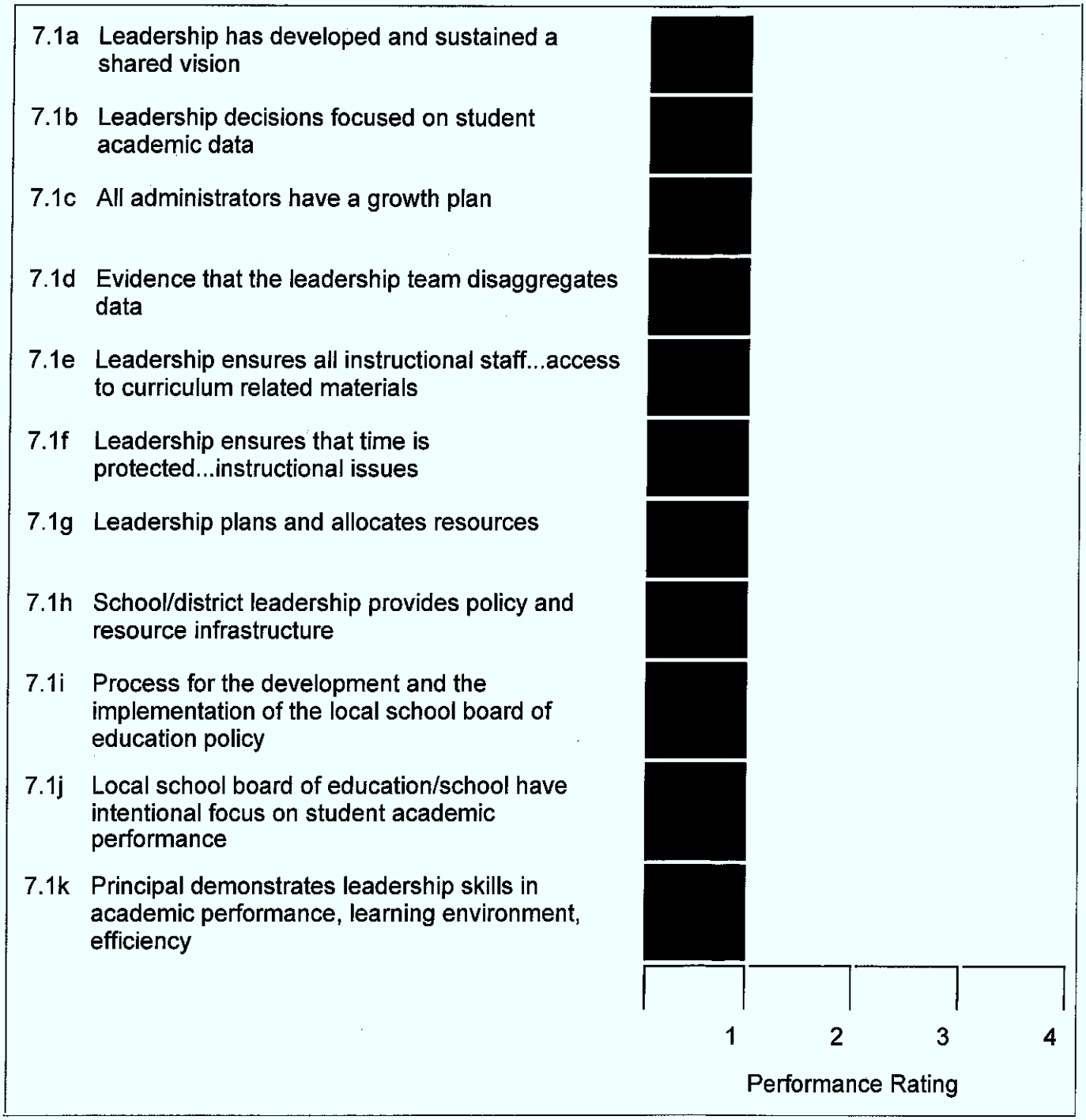
7.1 Leadership

Efficiency



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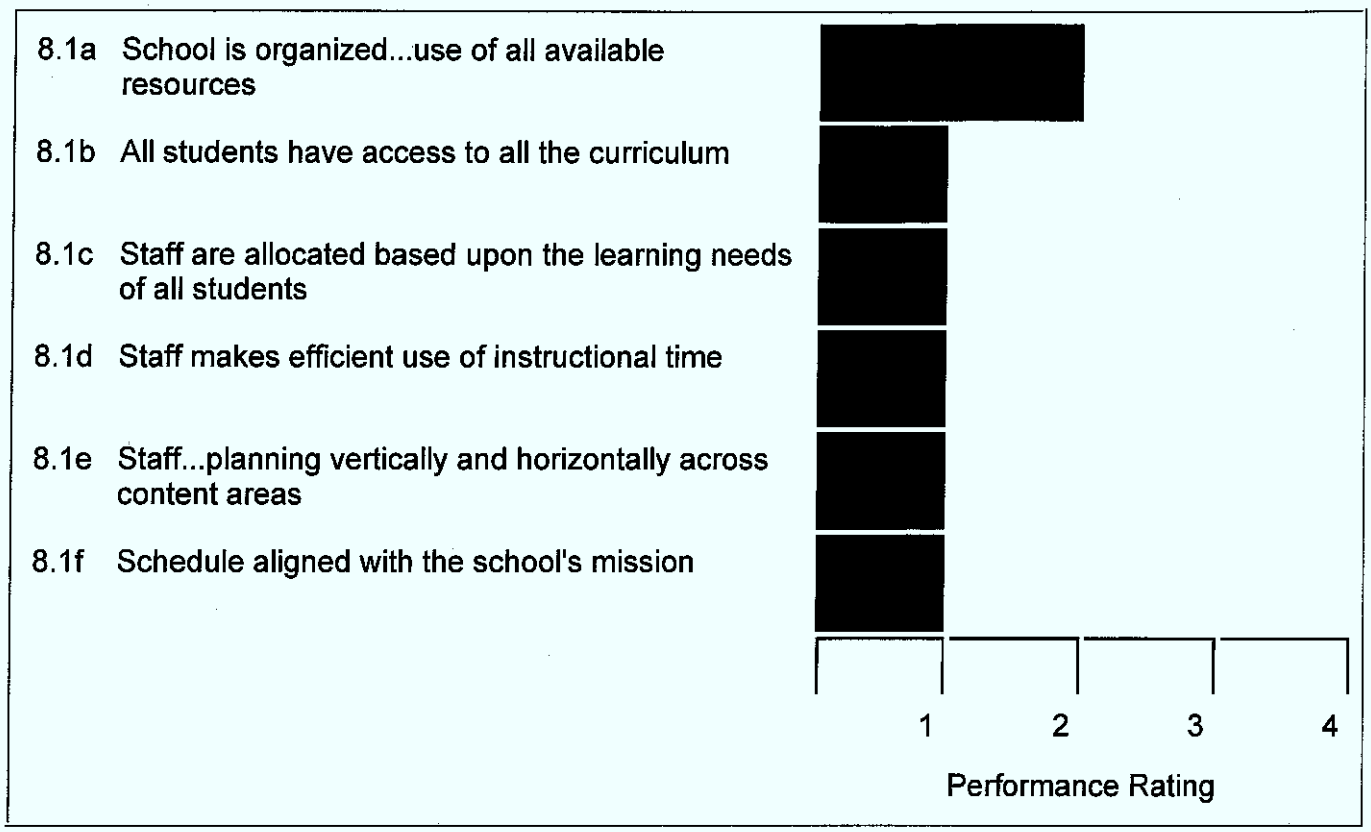
8.1 Organization of the School

Efficiency



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8.2 Resource Allocation and Integration

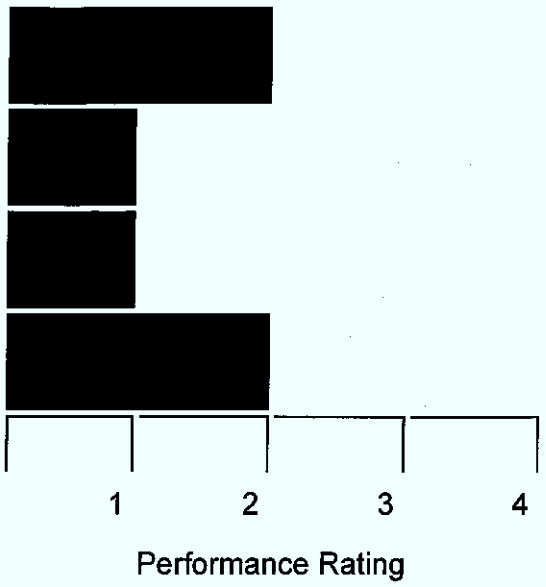
Efficiency

8.2a Clearly defined process provides equitable and consistent use of fiscal resources

8.2b Budget reflects decisions directed by an assessment of need

8.2c District and local school board of education analyze funding and other resource requests

8.2d Resources are allocated and integrated to address student needs



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9.1 Defining the School Vision, Mission, Beliefs — Efficiency

9.1a Collaborative process used to develop the vision, beliefs, mission	

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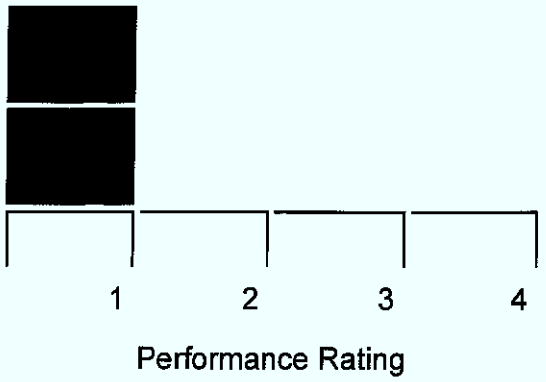
9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting, managing and analyzing data

9.2b Use data for school improvement planning



Scholastic Audit Summary Report

Dreamland Academy

Dreamland Academy

03/11/2012 - 03/16/2012

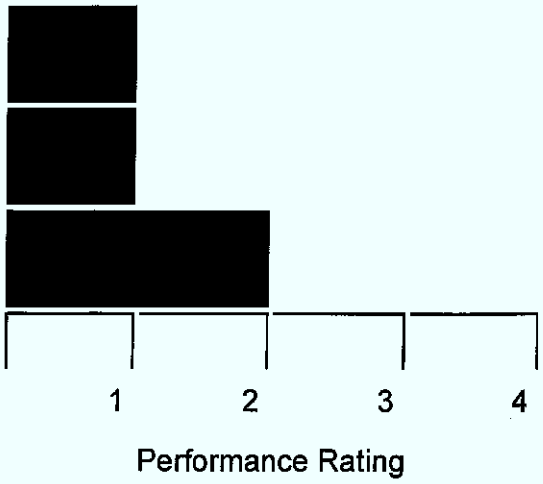
9.3 Defining Desired Results for Student Learning

Efficiency

9.3a School and district plans reflect learning research, expectations for student learning

9.3b Analyze their students' unique learning needs

9.3c Results for student learning are defined



Scholastic Audit Summary Report

Dreamland Academy

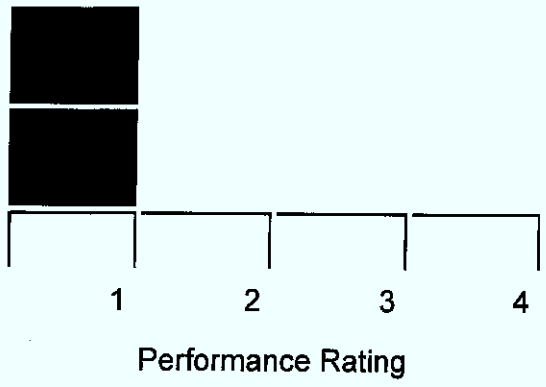
Dreamland Academy

03/11/2012 - 03/16/2012

9.4 Analyzing Instructional and Organizational Effectiveness — Efficiency

9.4a Strengths and limitations are identified

9.4b Goals for building, strengthening capacity



Scholastic Audit Summary Report

Dreamland Academy

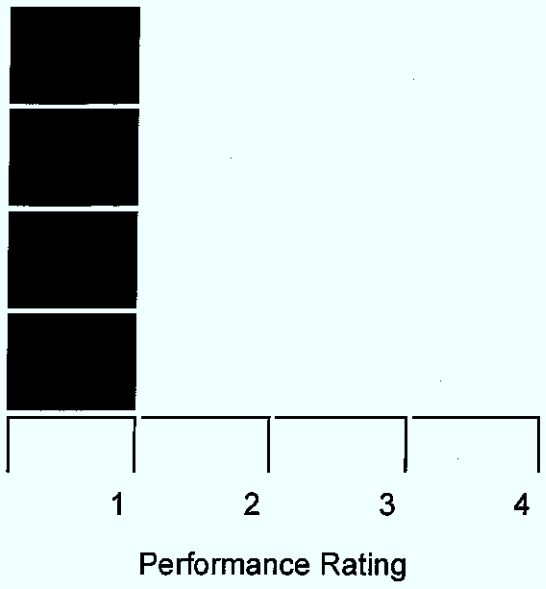
Dreamland Academy

03/11/2012 - 03/16/2012

9.6 Implementation and Documentation

Efficiency

9.6a	ACSIP is implemented as developed
9.6b	School evaluates the degree to which it achieves the goals and objectives for student learning
9.6c	The school evaluates the degree to which it achieves the expected impact
9.6d	Evidence of attempts to sustain the commitment to continuous improvement



ARKANSAS DEPARTMENT OF EDUCATION
COMPREHENSIVE TEAM REVIEW
UNDER THE RULES AND REGULATIONS GOVERNING
THE STANDARDS FOR ACCREDITATION

REQUESTED BY:	**Dr. Tom Kimbrell** **Commissioner of Education**
SCHOOL DISTRICT:	**DREAMLAND ACADEMY**
REVIEW PERIOD:	**Date: MARCH 29, 2012**
REVIEW TEAM:	**Johnie Walters, Unit Leader/Standards** **Derryl Evans, Standards Specialist** **Shade Gilbert, Standards Specialist** **Brandon Morrison, Standards Specialist** **Mari Beth Nokes, Standards Specialist**

LEGAL REQUIREMENTS

Comprehensive Evaluation: According to **A.C.A. 6-15-202 (e)(1),** the department shall conduct an on-campus Standards for Accreditation of Arkansas Public Schools review for each school district in the state no less than (1) time every (4) years. **Rule 23.03** of the Standards for Accreditation requires the ADE to conduct on-site visits to a select number of school district each year in accordance with guidelines established by the Department. The Department shall use teams of evaluators from the Standards Assurance Unit.

Report: The Department shall report the findings of the On-Site Monitoring Review to the local school district within thirty working (30) days.

SUMMARY OF ON-SITE MONITORING REVIEW

On March 29, 2012, Johnie Walters, Unit Leader and Derryl Evans, Standards Assurance Specialist, led a team to conduct an On-Site Monitoring Review visit at Dreamland Academy Charter School District (hereafter, the District). The district was provided notice of the scheduled evaluation, pursuant to the Arkansas Department of Education Rules and Regulations Governing the Standards for Accreditation.

SUMMARY OF INVESTIGATION ACTIVITIES

Entrance Conference: An entrance conference was held with the superintendent, Dr. Brendly Clark, Katie Murph, Counselor/Literacy Specialist, Mark Loken, Math/Science, to establish the purpose of the meeting and to introduce the monitoring team.

Exit Conference: At the end of the on-site visit, the team leader and the following Dreamland Academy staff held an exit conference. Monitoring activities were summarized and all documents were returned. It was emphasized that the visit was a meeting to collect facts and that a formal report would be forwarded at a later date in accordance with the Standards for Accreditation.

The ADE Review Team reviewed on-site and off-site data necessary to review compliance with the Standards for Accreditation.

A. Off-site data gathering activities included:

1. A review of Standards for Accreditation Reports for the District for the previous three years

2. A review of the On-Campus Standards Review (OSR) visit checklist (Attached).

B. The on-site monitoring included a review of the following documentation:

1. Attendance and Enrollment
2. Student Performance
3. Personnel Documents
4. Professional Development Documents
5. Student Handbook
6. Bell Schedules
7. Handbook
8. Professional Development Notebooks
9. Newspapers Reports
10. Licensure Documents
11. Curriculum Documents
12. Master Schedules
13. School Calendar
14. Handbook Revisions
15. Academic Improvement Plans (AIP)
16. School Improvement Plans
17. Student Schedules
18. Letters and Facsimiles (Pertinent)
19. Board Meeting Minutes
20. Certified Faculty Degree Information

C. The on-site visits included visits with the following essential staff:

1. Dr. Brendly Clark, Superintendent
2. Ms. Katie Murph, School Counselor/Literacy Specialist
3. Donald Howard, Technology Coordinator
4. Teaching Staff

D. Classroom visits were made at each grade level on the campus.

SUMMARY OF FINDINGS OF FACT

Standard II: Goals And Administration of Arkansas Public Schools And School Districts

The comprehensive review revealed, based on the available documents provided there was inadequate documentation to support the November 15 deadline for review and discussion of the district annual report detailing progress toward goals, accreditation status, and proposals to correct deficiencies. (See Appendix #5.) There was also no documentation available to support a public meeting had been held to discuss policies, programs, and goals.

The comprehensive review revealed, based on the available documents provided, that the district is not in compliance with website requirements. (See A.C.A 6-11-129, 6-13-619, 6-13-620, 6-17-204, Act 902 of 2011, Act 989 of 2011, Act 1000 of 2011, and Act 1002 of 2011.)

Standard IV: Curriculum

The comprehensive review, based on the available documents provided, reflects the following:

- The District is not teaching the required minutes for K-5 Physical Education
- ADE Frameworks alignment and mapping documents were not available
- Smart Core Curriculum policy and course of study are not included in student handbook
- **S**tudent **L**earning **E**xpectations for Health and Safety are not documented
- Parents and students are not involved in review of Smart Core Policy
- Staff is not provided appropriate Smart Core Curriculum Policy training

Standard VI: Attendance and Enrollment (Policies)

The comprehensive review revealed, based on the available documents provided, that *all* required policies and notifications were not adopted and/or available or released in a timely manner. (See Appendix #24A, C, D, E, F, G, J.)

Standard VII: Student Performance

The comprehensive review revealed, based on the available documents provided, that the district's policy is not reflective of The Arkansas Code Annotated which requires a K-6 & Uniform Grading Scale consistent with laws and rules. The district grading scale doesn't include the checklist used in kindergarten. Further, the grading scale included in the student handbook is totally different than district policy. (See Appendix #30A.)

Standard X: Personnel

The comprehensive review revealed, based on the available documents provided, that the professional development plan does not comply with Arkansas Department of Education law and rules:

- The district's professional development plan does not include all areas specified in the Arkansas Code Annotated. (See Appendix 40A, D, P-T.)

- ALP documentation was not available for counselor on "ADE Approved" Additional Licensure Plan.

- Documentation for all teachers who are required to be highly qualified is incomplete or non-existent.

The comprehensive review revealed, based on the available documents provided, that a teacher needs an approved Additional Licensure Plan (ALP) in order to be in compliance. Dreamland is waived from teacher licensure in its ADE Approved Charter Waivers, however, the counselor is on an ALP plan. The district was unable to provide the waiver information during the visit. (See Appendix #9.)

Standard XI: Support Services

The comprehensive review revealed, based on the available documents provided, that the district policy for addressing challenged materials was not available in the media center. Further the media specialist was unable to report the district's book volume. (See Appendix #128.)

The comprehensive review revealed, based on the available documents provided, that the district was out of compliance in requesting an inspection of the school premises by the fire department providing protection to the school facilities. (See A.C.A. 6-21-106.)
(See Appendix #16.)

Standard XIV: Supplementary Educational Opportunities

The comprehensive review revealed, based on the available documents provided, that AIPs were not developed (or not available) for review for students who score below proficient on ACTAAP exams as required by Arkansas Code Annotated. Minimum/maximum behavioral consequences were not included in the discipline policy.
(See Appendix #34.)

Standard V: Instruction

The comprehensive review revealed that the district did not adopt written policies consistent with those guidelines that include a code of student behavior.
(See Appendix #20.)

CONCLUSION

The ADE's review was conducted in accordance with A.C.A 6-15-202 as well as Rules and Regulations Governing Arkansas Department of Education Regulatory Authority under Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts. The review included examining documents, and classroom visits at the District. The information obtained substantiates the following**:**

There is sufficient evidence to conclude that the district and school are not in full compliance with ***all*** applicable laws and Standards for Accreditation.

Submitted by: Derryl Evans, Standards Specialist
Approved by: Johnie Walters, Unit Leader
Standards Assurance

School _____

ARKANSAS DEPARTMENT OF EDUCATION - PUBLIC SCHOOLS
ON-CAMPUS STANDARDS REVIEW (OSR) CHECKLIST

LEA 6042700 District Dreamland Open Enrollment Charter School

Superintendent Dr. Brendly Clark Principal

Grade Levels K-5 Enrollment Date March 29, 2012

8/16//2011

STANDARDS FOR ACCREDITATION							
Item	**Status**	**Rule**	**Standard**	**Documentation**	**Compliance**		***Comments/ Evidence***
					Yes	**No**	
3	D/P	24.18	District is in compliance with website requirements. Ark. Code Ann. § 6-11-129; § 6-13-619; § 6-13-620; § 6-17-204; Act 902 of 2011; Act 989 of 2011; Act 1000 of 2011; and Act 1002 of 2011.	Documentation of compliance on website			**Must be corrected within 30 days of receipt of notification.**
5	D/C	II. 7.03.3.1 7.03.3.2 24.03	The school board shall hold a public meeting by Nov. 15 to review & discuss annual report detailing progress toward goals, accreditation status, & proposals to correct deficiencies.	Minutes of school board meeting, agenda including progress toward goals, accreditation status, & proposals to correct deficiencies (Sign-in sheets)			**Submit evidence of publication by November 16 of the next academic year**
9	D/S/P	24.01 24.18	Teachers teaching out-of-level/area must file ALP in 30 days. Ark. Code Ann. § 6-17-309; LIC-11-031, 3/16/2011	ALP document (1)			**Must be completed by the deadline established by the ALP.**
11	D/C	X. 7.01 15.03.1 23.04.6	All teachers who are required to be are highly qualified	ADE HQT Designation Form (2)			**If no, what % are HQT. Must be corrected by 1st day of next academic school year.**
16	S/P	XI. 16.03.4	Each school district shall request an inspection of the school premises by the fire department providing protection to the school facilities. Ark. Code Ann. § 6-21-106	Observation & Fire Chief reports (1)			**Must be corrected within 30 days of receipt of notification.**
17	S/C	II. 7.02.3	Each school shall hold a public meeting to discuss policies, programs, & goals that provide opportunities for questions and suggestions.	Date, sign-in sheet, & Agenda (2)			**Submit evidence of publication by November 16 of the next academic year**
20	D/P	V. 10.04.1 24.09 24.18	The discipline policies are written according to established guidelines. Ark. Code Ann. §§ 6-18-502 & 6-18-503	Discipline policies to include rules with minimum and maximum consequences			**Must be corrected within 60 days of receipt of notification.**

Status: S=School D=District C=Cited P=Probation Policies must have an adoption date. (1) Documentation at District Office (2) Documentation at School

STANDARDS FOR ACCREDITATION							
Item	**Status**	**Rule**	**Standard**	**Documentation**	**Compliance**		***Comments/ Evidence***
					Yes	**No**	
24	D/P	VI. 11.01 24.09 24.18	Board shall adopt attendance policies. Ark. Code Ann. § 6-18-209 and Act 1223 of 2011	Attendance policies			**Must be corrected within 60 days of receipt of notification.**
A	D/P	VI. 11.01 24.09 24.18	The attendance policies are consistent with laws and regulations. Ark. Code Ann. § 6-18-209 et seq. and Act 1223 of 2011	Excessive absences are defined			**Must be corrected within 60 days of receipt of notification.**
C	D/P	VI. 11.01 24.09 24.18	The attendance policies are consistent with laws and regulations. Ark. Code Ann. § 6-18-201(a)	Compulsory Attendance – Ages 5-17 on/before date established in Ark. Code Ann. § 6-18-207			**Must be corrected within 60 days of receipt of notification.**
D	D/P	VI. 11.01 24.09 24.18	The attendance policies are consistent with laws and regulations. Ark. Code Ann. § 6-18-207(a)	Minimum age for enrollment- Age 5 on/before August 1, 2011, and date of birth documentation			**Must be corrected within 60 days of receipt of notification.**
E	S/P	VI. 11.02 24.09 24.18	The attendance policies are consistent with laws and regulations. Ark. Code Ann. § 6-18-208(b)	Date of birth documentation options: birth certificate, registrar statement, baptismal certificate, passport, affidavit, military ID, or previous school records			**Must be corrected within 60 days of receipt of notification.**
F	S/P	VI. 11.02 24.09 24.18	The attendance policies are consistent with laws and regulations. Ark. Code Ann. § 6-18-208(a)	SSN not required, Must ask for and if not provided inform that a 9-digit number will be assigned			**Must be corrected within 60 days of receipt of notification.**
G	D/P	VI. 11.01 24.09 24.18	The attendance policies are consistent with laws and regulations. Ark. Code Ann. § 6-18-202	Age for attending public school – between 5 & 21			**Must be corrected within 60 days of receipt of notification.**
J	D/P	VI. 11.01 24.09 24.18	The attendance policies are consistent with laws and regulations. Ark. Code Ann. § 6-18-222(a)(3)	Parents provided copy of attendance policies (items 24-A through 24-I) at first of year, acknowledged receipt			**Must be corrected within 60 days of receipt of notification.**
25	D/S/P	IV. 9.03.1.1	District has written Smart Core curriculum policy. ACC-04-073, 4/21/04	Smart Core curriculum policy (1)			**Must be corrected within 60 days of receipt of notification.**
26	S/P	IV. 9.03.1.6	Smart Core curriculum policy & course of study included in student handbook.	Student Handbook (2)			**Must be corrected within 60 days of receipt of notification.**
27	S/P	IV. 9.03.1.7	Parents, staff, & students are involved in review of Smart Core curriculum policy.	Date(s), sign-in sheet(s), & agenda(s) (2)			**Must be corrected within 60 days of receipt of notification.**

Status: S=School D=District C=Cited P=Probation Policies must have an adoption date. (1) Documentation at District Office (2) Documentation at School

STANDARDS FOR ACCREDITATION							
Item	**Status**	**Rule**	**Standard**	**Documentation**	**Compliance**		***Comments/ Evidence***
					Yes	**No**	
29	S/P	IV. 9.03.1.8	Staff provided appropriate Smart Core Curriculum Policy training.	Date(s), sign-in sheet(s), & agenda(s) (2)			**Must be corrected within 60 days of receipt of notification.**
A	S/P	VII. 24.09 24.18	Grading scale consistent with law and rules. Ark. Code Ann. § 6-15-902	Grading scale (K-6 & Uniform Grading Scale) (2)			**Must be corrected within 60 days of receipt of notification.**
34	D/P	XIV. 19.03 24.18 ACTAAP 7.02	AIPs shall be developed for students who score below Proficient on ACTAAP exams by parents & school personnel. Ark. Code Ann. §§ 6-15-404(h)(2)(B)(I) & 6-15-419(2)(B)	AIPs maintained by appropriate teachers. Observation in classrooms, Discussion, parents signature on AIPs (2)			**Must be corrected within 30 days of receipt of notification.**
35	D/P	XIV. 19.03 ACTAAP 7.03	AIP remediation requirements with retention consequences or loss of credit for failure to participate information are included in student handbook to notify parents.	Board approved student handbook (1,2)			**Must be corrected within 60 days of receipt of notification.**
A	D/P	X. 15.04 24.18	Professional development plan complies with law & rules. Ark. Code Ann. § 6-17-704(c)(2)(A); Teachers, administrators, & classified staff involved in design, implementation, & evaluation of offerings.	Date(s), sign-in sheet(s), & agenda(s) (1)			**Must be corrected within 60 days of receipt of notification.**
D	D/P	X. 15.04 24.18	Professional development plan complies with law & rules. Ark. Code Ann. § 6-17-703; teachers of Arkansas History annual inservice training = 2 hours	Sample documentation of required district record for individual staff development hours (PD Rule 7.06) (1)			**Must be corrected within 60 days of receipt of notification.**
P	D/P	X. 15.04	Professional development plan complies with laws & rules. Ark. Code § 6-17-704 (e) (2) and Act 780 of 2011. Special Education teachers and teachers teaching students with disabilities receive professional development providing knowledge and skills including, without limitation autism.	Sample documentation of required district record for individual staff development hours (PD Rule 7.06) (1)			**Must be corrected within 60 days of receipt of notification.**
Q	D/P	X. 15.04	Professional development plan complies with laws and rules. Act 1146 of the 88th General Assembly; once every five years licensed personnel receive professional development in teen suicide awareness and prevention.	Sample documentation of required district record for individual staff development hours (PD Rule 7.06) (1)			**Must be corrected within 60 days of receipt of notification.**

Status: S=School D=District C=Cited P=Probation Policies must have an adoption date. (1) Documentation at District Office (2) Documentation at School

STANDARDS FOR ACCREDITATION							
Item	**Status**	**Rule**	**Standard**	**Documentation**	**Compliance**		***Comments/ Evidence***
					Yes	**No**	
R	D/P	X. 15.04	Professional development plan complies with laws and rules. Ark. Code § 6-17-704 (e) (2) and Act 1150 of 2011 educators receive professional development with knowledge and skills to teach culturally and linguistically diverse students.	Sample documentation of required district record for individual staff development hours (PD Rule 7.06) (1)			**Must be corrected within 60 days of receipt of notification.**
S	D/P	X. 15.04	Professional development plan complies with laws and rules Ark Code § 6-18-708 and Act 1214 of 2011; every three years athletic coaches will receive training for the health and safety of students in public school athletic activities.	Sample documentation of required district record for individual staff development hours (PD Rule 7.06) (1)			**Must be corrected within 60 days of receipt of notification.**
T	D/P	X. 15.04	Professional development plan complies with laws and rules. Ark Code § 6-18-514 and Act 907 of 2011; all school district employees will receive training with the anti-bullying policies including reporting or investigating bullying.	Sample documentation of required district record for individual staff development hours (PD Rule 7.06) (1)			**Must be corrected within 60 days of receipt of notification.**
		IV. 9.03.2	**GRADES K-4**				
50	S/P	IV. 9.03.2.8 24.17	Time is scheduled for instruction in other curriculum areas as specified in Standards.	**Health and Safety** Schedules, Lesson plans, Observations, Vertical/Horizontal Curriculum Alignment Documents (2)			**Must be corrected by the next academic semester.**
51	S/P	IV. 9.03.2.8 24.17	60 minutes/week of scheduled instruction in Physical Education. Nutrition & Physical Activity Rule 9.03.1	**Physical Education** Schedules, Lesson plans, Observations (2)			**Must be corrected by the next academic semester.**
71	S/P	IV. 9.03.3.7 24.17	Time is scheduled for instruction in other curriculum areas as specified in Standards.	Health and Safety Schedules, Lesson plans, Observations, Vertical/Horizontal Curriculum Alignment Documents (2)			**Must be corrected by the next academic semester.**
72	S/P	IV. 9.03.3.5 24.17	60 minutes/week (or its equivalent, if 5-8 building) of scheduled instruction in Physical Education. Nutrition & Physical Activity Rules 9.03.1 & 9.03.2	Physical Education Schedules, Lesson plans, Observations (2)			**Must be corrected by the next academic semester.**

Status: S=School D=District C=Cited P=Probation Policies must have an adoption date. (1) Documentation at District Office (2) Documentation at School

STANDARDS FOR ACCREDITATION							
Item	**Status**	**Rule**	**Standard**	**Documentation**	**Compliance**		***Comments/ Evidence***
					Yes	**No**	
128	S/P	XI. 16.02.2 24.18	District has policy for addressing challenged materials. Ark. Code Ann. § 6-25-105	Media centers has written policies for the selection, removal, and retention of materials. (1,2)			**Must be corrected within 60 days of receipt of notification.**

_____ **Signature**	_____ **Signature**	_____ **Signature**
_____ **Signature**	_____ **Signature**	_____ **Signature**

IMPORTANT NOTES: *Checklist documentation should be organized by item number to facilitate the monitoring review process. An administrative staff member or other licensed district personnel familiar with the process must be available for questions during the On-campus Standards Review (OSR).*

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

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Little Rock

May 15, 2012

Dr. Valerie Tatum
Covenant Keepers Charter School
8300 Geyer Springs
Little Rock, AR 72209

RE: Notice of State Board Hearing, June 11, 2012

Dear Dr. Tatum:

This letter is to notify you that the State Board of Education will consider an agenda item concerning Covenant Keepers College Preparatory Charter School at the regularly scheduled meeting of the State Board on **Monday, June 11, 2012**. The meeting will begin at **9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall in Little Rock**. Please attend the meeting and bring with you any personnel and documentation necessary for you to address any questions presented by the State Board.

The State Board may consider the possibility of acting on Covenant Keepers' open-enrollment charter pursuant to Ark. Code Ann. § 6-23-105. The possible actions allowed by the statute include the State Board placing the school on probation, modifying the open-enrollment charter, and revoking the charter. The reasons for this potential action by the State Board are an alleged failure to satisfy generally accepted accounting standards of fiscal management, and an alleged failure to comply with Title 6, Chapter 23 of the Arkansas Code and other applicable laws or regulations. The facts underlying these allegations are the school's failure to timely file its annual audit for FY 2011, and the findings made in the FY 2011 audit. The State Board may also consider the school's ability to add an additional grade level for next school year.

Information or documents that you wish to submit for the State Board's consideration, including any request for a charter amendment, must be received in my office no later than 12:00 noon on May 22, 2012.

Respectfully,

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

cc: Tom W. Kimbrell, Ed.D., Commissioner of Education
Ms. Phyllis Stewart, State Board of Education Liaison
Mr. Jeremy Lasiter, General Counsel

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"Everyone wants to talk about excellence in education.
But, it will take each of us: parents, educators, and legislators – all Arkansans—
to combine our efforts and achieve that excellence."
Governor Mike Beebe

As administrators of Covenant Keepers College Preparatory Charter School in southwest Little Rock, we could not agree more with Governor Beebe's statement above from Arkansas Community Foundation's *Engage* magazine. That is the principle that drives everything we do at Covenant Keepers. And we are appealing to you to allow us to continue to do more than just talk. For four years, Covenant Keepers has been chipping away at the much talked-about achievement gap. We are making progress, and we hope to continue with our efforts for years to come.

The administration, students, and parents of Covenant Keepers College Preparatory Charter School are humbly asking that you devote a small portion of your busy day to getting to know us and getting a better feel for how we operate and what we aspire to. We ask that you please read our "Manifesto" to understand who we are, where we came from, and where we hope to go.

We understand that you might not be very familiar with our small school as we are still in our infancy and are not underwritten by a national Charter Management Organization, a local philanthropist, or a thriving business community in the neighborhood we serve. We are, however, backed by a group of Arkansas parents who chose us to help their children grow.

Our *Covenant* to those parents and their children is that we will do "whatever it takes" to help those kids succeed. Most of our students come to us functioning several grade levels below state standards. In order to fill those achievement gaps, we have to "think outside the box" in regard to our school culture and the expectations of our students, parents, teachers and administrators. We believe that lax expectations and standards in their previous school years enabled many students to develop poor learning and social skills, and we are charged with turning that around.

Please know that we do everything we do for the benefit of these kids. The sacrifices we make as individuals are well worth it every time we have a parent say "What have you done to my child? He's like a whole new kid!" You won't find another team of administrators who are more genuinely committed to doing whatever it takes to "achieve that excellence" referenced in Governor Beebe's quote. We simply ask to be given the chance to continue our efforts for our current students and those who will choose to SOAR at CK one day in the future.

Sincerely,

Dr. Valerie Tatum

CK Manifesto

Look around. See these streets, these neighborhoods? This is southwest Little Rock.

It's blue-collar here. Working class. Mostly African-American and Hispanic. If you want a country club then you'll have to look elsewhere.

See that building over there? The grey two-story? That's 8300 Geyer Springs Road. It's a school - Covenant Keepers College Preparatory Charter School. It's a place where the future is born every day.

It started as a dream. Dr. Valerie Tatum, a longtime educator in this part of town, saw a need to help students who were underserved and perhaps even forgotten. She saw the potential of the people here. She knew that with hard work and fierce determination, a top-quality education – one that would lead straight to college – could be attainable for anyone in this community.

So she made a covenant.

She made a covenant with the families and students of southwest Little Rock that she would give them a charter school in their community – in their own backyard - that would truly leave no child behind.

It took years. Dreams need time to develop, to grow into reality. And they take a lot of effort, planning, starting over.

Sure, there were hurdles along the way, but that's life isn't it? Dr. Tatum was going to keep her covenant.

In August, 2008 Covenant Keepers was born.

That grey building has 15 classrooms. There are just under 220 students coming in and out of those classrooms every school day. Outside of the building, dressed in their uniforms – emblazoned with the school's logo and the words "A Place Where Eagles S.O.A.R." – they laugh and play and tease and joke.

And inside, they learn. These are long days within a strict environment, where troublemaking and disruption are not tolerated.

The teachers work just as hard. Their focus is the classroom and the achievement of their students. The administration at Covenant Keepers is comprised of educators, not business people. Not politicians. They work with the teachers to constantly adapt and improve the learning environment for the students. It's a fluid environment, with the administration giving teachers the power to implement new ideas in the classroom.

A lot is expected of students at Covenant Keepers. Are classes rigorous? Of course they are, but there is more to rigor than a complex algebra problem.

Rigor means holding students to a higher standard. If that English assignment isn't turned in on time, the student's parent is notified posthaste. If a student is falling behind, that student is quickly placed in Extended Learning Opportunity, which gives him extra time and one-on-one interface with a teacher to work on problem areas.

What does this mean? It means that a student won't slip through the cracks, won't get passed along, won't be left behind.

.....

And who are these students?

They are the "subgroups", which is data-speak for the poor, the non-white, the English Language Learners. They are the special-needs students. Some have behavior problems when they first arrive.

And they are the children of parents and guardians who want a better future for them; parents and guardians who are tired of their kids languishing in the achievement gap. They've come to Covenant Keepers with ACTAAP scores among the lowest of the low. It's Covenant Keepers' job to get those scores out of the basement. These things don't happen overnight. It will take time to get all students to the level required by the State.

But progress is being made. Growth is being charted.

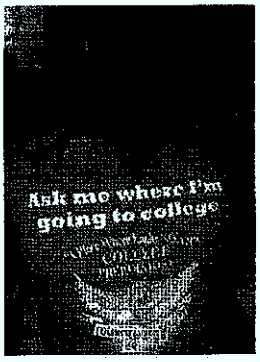
.....

So how is this progress being made? What's going on at Covenant Keepers that's moving these kids in the right direction?

Essentially, the best-kept secret in education is playing out inside the walls of Covenant Keepers, where leaders are moving beyond the talking stage and actually *making things happen*. To borrow a phrase from Nike, the administrators and teachers at CKCPCS "just do it": They understand that the most innovative, forward-thinking ideas in education never see the light of day because most administrations are afraid of change. By embracing this attitude, Covenant Keepers has implemented several modern, research-based initiatives to close the achievement gap.

For instance:

- Double blocking provides math and literacy courses that are twice as long as traditional bell scheduling allows.
- Mandatory tutoring which focuses on test prep with released items, hands-on manipulatives, application of reading strategies, and analysis of both poor and exceptional writing.
- Curriculum. Covenant Keepers' curriculum uses Total Instructional Alignment, a model adopted by several Arkansas school districts, which offers effective vertical and horizontal alignment of standards. Under the advisement of KIPP Delta, we will adopt the Saxon Math curriculum in 2012/2013, to which Scott Shirey attributes much of their students' growth in math. And, of course, we have recently begun implementation of the Common Core State Standards.
- Data-driven instruction where ACTAAP and NWEA results are key factors in lesson plan design.
- Extended Learning Opportunity gives students who are in danger of falling behind additional practice and one-on-one time with core teachers.
- Parent communication. Teachers are required to inform parents when a student is missing assignments or in danger of failing (if the student has an average below 70%). Teachers are required to post a minimum of two grades per week on Edline.
- Advisory periods happen at the beginning and end of every day at Covenant Keepers. These 15 minute periods are an opportunity for groups of students to take ownership of their education—preparing themselves mentally for the day ahead; organizing their materials and homework; celebrating successes and holding each other accountable at the end of the day for failures or behavioral issues; and agenda checks to ensure that all homework assignments have been recorded.
- Students are exposed to a level of structure and discipline that they have rarely, if ever, been exposed to in a school environment. From uniforms to classroom procedures, students are expected to respect themselves and the Covenant Keepers family.
- An atmosphere of consistently high expectations where students are driven by adults who believe in them.



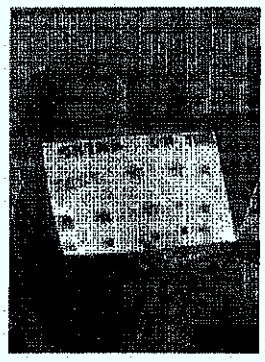
A few phrases have developed significant meaning to the CK family:

- "A Place Where Eagles S.O.A.R." means that Students have the Opportunity to Achieve Results. They do indeed. The 2010/2011 school year brought new meaning to the acronym when the school implemented the "I Will S.O.A.R." initiative. Students are reminded to:
  "**S**tay focused on my goals.
  Own up to my mistakes.
  Accept that I am not grown.
  Respect the CK family. "
  Similar to the Porch program developed by YES Prep, students who stray off path and create a behavior issue may find themselves wearing a yellow "I will S.O.A.R." t-shirt for the day signifying that they have received a discipline referral and may need a bit of coaching from their peers and teachers who will hold them accountable for their actions during the afternoon advisory period.

- "Nothing we do for children is ever wasted." Dr. Tatum's genuine passion for education and children is reflected in her motto that demonstrates that she and those she entrusts with educating CK students will do whatever it takes to get those students prepared to be successful in college and beyond.

- 159%. That's what it takes to be an educator at Covenant Keepers. All day. Every day. And as a reminder, you'll see the faculty and administration proudly wearing their 159% t-shirts on Fridays.

- "Don't ask *if* you're going to college. Ask *where* you're going to college." Because the expectation is that every CK student will go to college. That's the Covenant. And it will be kept.



High School	Zero Hour tutoring/ cred recvry/ remediation 7:10—7:55	1st period 8:00—8:45	2nd period 8:50—9:35	3rd period 9:40—10:25	4th period 10:30—11:15	5th period 11:20—12:05	9-12 lunch 12:05—12:35	6th period 12:38—1:25	7th period 1:30—2:20	8th period 2:25—3:15	tutoring/ cred recvry/ remediation 3:25—4:00	planning/ ELO 4:15—5:15
Middle School	1st period 7:55—8:05	2nd period 8:10—8:55	3rd period 9:00—9:45	4th period 9:50—10:35	5th period 10:40—11:20	6th period 11:25—12:10	7th period 12:15—1:00	8th period 1:05—1:50	9th period 1:55—2:40	Break 2:40—3:00	tutoring 3:00—4:00	planning 4:15—5:15
1. Bryant	Eng 6B	Eng 6B	Math 6B	Math 6B	Break	Eng 6A	Eng 6A	Math 6A	Math 6A	Duty	Tutoring	Planning
2. Whipps (5)	n/a	n/a	n/a	Break	Planning	Eng 8B	Eng 8B	Eng 8A	Eng 8A	DUTY	Tutoring	Planning
3. Clancy (5)	Eng 7A	Eng 7A	Eng 7B	Eng 7B	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3. M.S. Math	Math 7B	Math 7B	Math 7A	Math 7A	Planning	Break	Planning	Math 8B	Math 8B	Duty	Tutoring	ELO
4. Engel	Tutoring/ Remediation	SCI 6A	SCI 8B	SCI 8A	Planning	Sci 7A	Sci 7B	Sci 6B	Break	Duty	Tutoring	Planning
5. M.S. SS	SS 6A	Planning	SS/AR Hist 8A	SS/AR Hist 8B	Planning	SS 7B	SS 7A	Break	SS 6B	Duty	Tutoring	ELO
6. Jones	Instr. Music	Vocal Music	Break	Music/Art 6A	Planning	Vocal Music	Music/Art 6B	Tools Lrng 7A	Tools Lrng 7B	Vocal Music	M.S. tutoring	planning
7. Bunning	PE/Health 8B	PE/Health	PE/Health 6A	PE/Health	PE/Health	PE/Health 6B	Planning	PE/Health 7B	PE/Health 7A	PE/Health	break	planning
8. Wilborn	KyBrdg/CO 8A	KyBrdg/CO 8B	CBA	CBA 2	DigitalComm. 1 & 2	CBA 1	Break	DigitalComm 3 & 4	Multimedia Appl 1 & 2	Planning	credit recvry	Planning
9. Spanish	ESL	planning	Spanish	ESL	Spanish I for Nat. Sp.	Spanish 2 For Nat. Sp.	Break	ESL	ESL	Spanish 2	ESL	Planning
10. Harrison	Tutoring/ Remediation	English 12 12A/B	English 11 11A	English 10 10A	Break	English 9	Planning	English 9	English 9 9A	AVHS Journalism	M.S. Tutoring	Planning
11. H.S. Math	Tutoring/ Remediation	Geom/PAL 10B + some 9A	Algebra 2 11B + 12B	[redacted] Stats 12A	Precalculus 10A + 12A(1) 12A	Alg 1 8A	Alg 1 8A	Break	Alg 1 9C	Alg 1 9B + some 9A	Planning	Planning
Ms. Porchia	n/a	n/a	n/a	n/a	n/a	ContAmHist Am Govt	n/a	ContAmHist Am Govt	n/a	n/a	n/a	n/a
12. Johnson	Tutoring/ Remediation	Physical Science	Physical Science and Reg	Physics	Biology 10B	Biology 10A+	Planning	Break	[redacted] Chem 11A, 10A	Environ. Science	Tutoring/ Remediation	Planning
13. H.S.S.S	Tutoring/ Remediation	ContAmHist Am Govt	World Civ 10B	U.S. Hist 11B	Am Govt 12A	Break	Planning	Civ/Econ [redacted] & reg	[redacted]	ContAmHist Am Govt		
14. Coach	Dean	Dean	Oral Comm (year)	Oral Comm (year)	Oral Comm (year)	PE (year)	Planning	Break	Dean	Dean	Planning	Dean
Distance Learning		Intro to Law (11A)	[redacted] Lang & Comp (11A)	[redacted] Eng 10 10A				[redacted] W. Hist. (10A)	AP Lit & Comp (12A)	AP US Hist (11A)		
Manx								Criminal Justice & Auto Body Mechanics (10B - 12B)				
AVHS	[redacted] Journalism Art Surv. of F.A.										Trans. Math Journalism Art Surv. of F.A.	

Green =	6 Language Arts courses
Blue =	5 Science course
Yellow =	3.5 Fine Arts courses
Purple =	4 Social Studies courses
Grey =	6 Math courses
Orange =	4.5 "other" courses
Pink =	9 Career Courses
	38 required courses

AP requirements:

- One [redacted] per 4-core class (prior to the AP offering; can be combined with "regular").
- One [redacted] course per 4-core class.

ARKANSAS DEPARTMENT OF EDUCATION

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May 9, 2012

Dr. Valerie Tatum, Superintendent
Covenant Keepers Charter School
8300 Geyer Springs Road
Little Rock, AR 72756

Dear Dr. Tatum:

Thank you for speaking with me today regarding the future plans for Covenant Keepers for the upcoming 2012-2013 year and issues related to the approved audit extension deadline of April 20, 2012. For clarification, please address the following concerns and submit your written responses to me no later than noon on Monday, May 14, 2012.

- We discussed that Covenant Keepers plans to add a 12th grade for the 2012-2013 school year as per the approved charter for the school. Please provide your plan for adding the grade, including current approved facility student capacity, current student enrollment, additional staffing that will be needed, additional course offerings that will be required and how those courses will be made available, and a complete description of the fiscal feasibility of adding the additional grade given your school's expected 2012-2013 revenues.

- Given staff turnover at the school, please provide the current number of teachers on staff and the number of teachers who will not return for the 2012-2013 school year.

- Please provide an explanation as to why the 2011 Audit for Covenant Keepers was not submitted by the extension deadline of Friday, April 20, 2012. (Please see the enclosed copy of the extension approval letter.) Please also provide a copy of the written responses to the 2011 Audit findings that were submitted as per request from Legislative Audit.

You may submit your responses electronically to me at maryann.duncan@arkansas.gov by the deadline mentioned above. Should you choose to submit electronically, please follow up with a copy of the original letter via mail.

Feel free to contact me should you have any questions regarding this matter.

Respectfully,

Mary Ann Duncan, Coordinator
Arkansas Public Charter Schools

ARKANSAS DEPARTMENT OF EDUCATION

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April 10, 2012

Dr. Valerie Tatum
Superintendent
Covenant Keepers Charter School
8300 Geyer Springs
Little Rock, AR 72209

Dear Dr. Tatum:

We received a verbal request from Covenant Keepers Charter School for an extension to the deadline of March 30, 2012, for receiving the school's annual financial audit.

Arkansas Code Ann. §6-20-1801(a)(1) states, "Unless a shorter period is prescribed by law or regulation, all school districts' annual audits not conducted by the Division of Legislative Audit shall be completed and filed with the Department of Education and the division within nine (9) months following the end of each fiscal year."

Pursuant to Arkansas Code Ann. §6-20-1801(a)(2), the Department has the authority to grant an extension of up to ninety days on this requirement.

Based on this authority, Covenant Keepers Charter School is hereby granted an extension until Friday, April 20, 2012, for filing of the 2011 financial audit.

Please call me at 501-682-5059, or email to danita.hyrkas@arkansas.gov if you have any further questions.

Sincerely,

Danita Hyrkas

Danita Hyrkas
Coordinator
Financial Accountability & Reporting

cc: Tony Wood, ADE Deputy Commissioner
Kathleen Crain, Interim Assistant Commissioner
Larry Hunter, CPA, CFE
Deputy Legislative Auditor, Educational Institutions

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

An Equal Opportunity Employer

May 21, 2012

Below are the responses to the ADE Charter School Office's inquiries regarding Covenant Keepers' plans for the 2012/2013 school year and the audit extension of April 2012.

Item 1 regarding the addition of 12th grade

- Current student enrollment 217-- plus 67 new applicants already registered across all grade levels for our 2012/2013 school year. Also note that we generally enroll approximately 50 new students with each new incoming class of 6th graders.
- Additional course offerings required and how they will be made available: Next school year we will offer the 38 units as required by standards. *See following page.*
  After conferring with Derryl Evans and Shade Gilbert of the ADE Standards unit, we have solidified our middle school and high school's 2012/2013 master schedule. Please see attached. Please note all required courses have been placed to meet the 38 required units and the required AP offerings.
  Additionally, after meeting with Ms. Evans and Mr. Gilbert, it was determined that we only need 14 teachers to comfortably meet the requirements of offering the 38 courses. Our total teacher count will be 14.
  Ms. Evans and Mr. Gilbert also looked over a few of our juniors' transcripts and confirmed that students are on course to graduate in the spring of 2013 with no problems.
  In expanding our career focus classes to meet our students' needs, we have contracted with Metropolitan Career-Technical Center and plan to use these services as a means of offering courses that would not be otherwise possible due to the physical limitations of our current facility (i.e. auto shop and other high tech focuses). Please see confirmation letter from Metro's Shameka Montgomery and Cassandra Norman.
- Fiscal feasibility of adding 12th grade: The cost for us to offer the additional courses at Metro will be roughly $15,000. The ability to offer unlimited courses through the Distance Learning Consortium (as determined by our students' needs) is $2500 per year.
  APSRC's Bobbie Davis is currently working on our 2012/2013 budget analysis and will have the results for us to discuss with the Charter Review Board on June 1.

Language Arts:

English 9
English 10 (plus PAP English 10)
English 11 (plus AP Language & Composition)
English 12 (plus AP Literature & Composition)
Oral Communications (full year)
Journalism
6 total credits

Social Studies:

Civics/Economics (plus PAP Civics/Econ)
World History (plus AP US History)
American History (plus US American History)
Contemporary American History (.5)
American Government (.5)
4 total credits

Science:

Biology
Chemistry (+ AP Chemistry)
Physics
Physical Science (+PAP Physical Science)
Environmental Science
5 total credits

Mathematics:

Algebra I
Algebra II
Algebra III
Geometry (+ PAP Geometry)
Pre-Calculus with Trigonometry
AP Statistics
6 total credits

Fine Arts:

Art I
Instrumental Music
Vocal Music
Survey of Fine Arts (.5)
3.5 total credits

Other Required Courses:

Health (.5)
Physical Education (full year)
Computer Applications
Foreign Language—Spanish I
Spanish II
4.5 Total Credits

Career & Technical Education:

Metropolitan Career-Technical Center Auto Body (3 credits)-see attached letter
Metropolitan Career-Technical Center Criminal Justice (3 credits) -see attached letter
Computer Business Applications II
Digital Communications III & IV
Multimedia Applications I & II
9 Total Credits

Item 2

- Current number of staff members 16.
- Number of current staff members who will not be returning for 2012/2013 is 5.

The problems that we had with teacher turnover this year are of no relevance in regard to the upcoming year. A very particular set circumstances specific to the personnel and timing of events resulted in this year's turnover. We have been stable since October of this current school year with teachers who are dedicated to educating our unique population of students.

As you are aware, charter schools historically have a higher turnover rate than traditional public schools. Because of the nature of charter schools—the fact that we require a longer day and a longer calendar, the fact that we "do more with less", the fact that we typically deal with at-risk students in need of interventions, and the fact that, yes, successful charter school teachers must be driven by a passionate and unwavering commitment to the mission of the school—we lose teachers who are not used to or equipped for such an environment. Yet we maintain those high expectations and continue to seek the best fit in teachers because that's what our population of students needs and deserves.

Item 3

We apologize for the delay in the completion of the 2011 audit this year. The audit took a little longer to complete than anticipated due to the hiring of our new auditors Thomas & Thomas, LLP. The auditors we selected have extensive experience in working with charter schools. Our goal, as always, is to provide transparent financial statements that accurately report our financial activities. With the new audit team in place, we felt it was extremely important to get a fresh perspective on the school's financial position and the internal controls in place over the school's financial reporting system. In doing so, the new auditors wanted to be as thorough as possible and discuss any potential findings and observations discovered during the audit process with us prior to issuing their report.

During the audit it was discovered that some of the documentation supporting a few transactions were either misplaced or incorrectly filed which caused us to have difficulties in locating the information for the auditors as it was requested. The auditors included these observations in their Schedule of Findings and Recommendations that accompanies the school's audited financial statements.

Our auditors, Thomas & Thomas, LLP, indicated that they requested an extension from Ms. Kathleen Crain at the Department of Education on March 30, 2012 with the standard requested extension of up to 30 days to complete the audit. Our understanding is that the audit team was working under the assumptions of being granted that 30 day extension and was not aware of the April 20, 2012 deadline. During our exit interview with Thomas & Thomas we learned that they never received notice stating the extension date was actually April 20. Nor did we receive that notice via email, fax, or certified letter.

This delay was a result of miscommunication and will not happen again. We sincerely apologize for the delay in the completion of the 2011 audit. The change in auditors was necessary in order to help the school's financial reporting and record keeping processes going forward. We do not anticipate any delays in future audits.

METROPOLITAN CAREER-TECHNICAL CENTER

"A place for all students to learn, to grow, and to succeed."

May 18, 2012

Dr. Valerie Tatum, Director
Covenant Keepers College Preparatory Charter School
8300 Geyer Springs Road
Little Rock, AR 72209

Dear Dr. Tatum:

This letter is to confirm that Metropolitan Career Technical Center will graciously accept the enrollment of students from Covenant Keepers College Preparatory Charter School during the 2012-2013 academic year. Our mission is to provide quality, integrated career education programs of study to all students by offering a plethora of cutting-edge, high-demand job skills to all of our students.

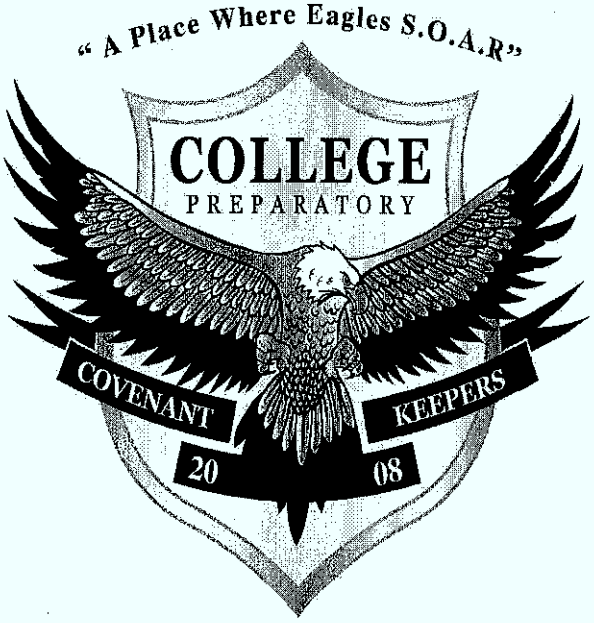
The Metropolitan Career Technical Center's staff and faculty look forward to collaborating with your staff, students, and parents to further prepare students to acquire the critical components needed for the 21st century: creativity, collaboration, communication, and critical thinking. We anticipate a long-term working relationship with your school.

Respectfully submitted,

Shameka Montgomery

Mrs. Shameka L. Montgomery, Interim Coordinator
Metropolitan Career Technical Center

Ms. Cassandra Norman, Interim Director
Career and Alternative Education



Covenant Keepers College Preparatory Charter School

REGULATORY BASIS FINANCIAL STATEMENTS
AND SUPPLEMENTAL INFORMATION
June 30, 2011

(With Independent Auditors' Report Thereon)

Thomas & Thomas LLP

Certified Public Accountants

Covenant Keepers College Preparatory Charter School

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Thomas &
Thomas LLP

Certified Public Accountants

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INDEPENDENT AUDITORS' REPORT

The Board of Directors
Covenant Keepers College Preparatory Charter School
Little Rock, Arkansas

We have audited the accompanying financial statements of each major governmental fund and the fiduciary fund of the charter school known as **Covenant Keepers College Preparatory Charter School** (the Charter School), as of and for the year ended June 30, 2011, as listed in the accompanying table of contents. These financial statements are the responsibility of the Charter School's management, with oversight provided by the Board of Directors. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

As described in Note 1(b), these financial statements have been prepared using accounting principles prescribed by Arkansas Code Annotated §10-4-413(c), as set forth in the *Arkansas Department of Education Rules Governing the Regulatory Basis of Accounting*, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America. The differences between this regulatory basis of accounting and accounting principles generally accepted in the United States of America are described in Note 1(b). The effect on the financial statements of the variances between these regulatory accounting practices and accounting principles generally accepted in the United States of America, although not reasonably determinable, are presumed to be material.

In our opinion, because of the effects of the matter discussed in the preceding paragraph, the financial statements referred to above do not present fairly, in conformity with accounting principles generally accepted in the United States of America, the financial position of the charter school known as **Covenant Keepers College Preparatory Charter School**, as of June 30, 2011, or the changes in its financial position for the year then ended.

www.thomasthomasllp.com
Little Rock Office ♦ 201 E. Markham, Suite 500, Little Rock, Arkansas 72201 ♦ Telephone (501) 375-2025 ♦ FAX (501) 375-8704
Texarkana Office ♦ 2900 St. Michael Drive, Suite 302, Texarkana, Texas 75503 ♦ Telephone (903) 831-3477 ♦ FAX (903) 831-3482

Also, in our opinion, the financial statements referred to above do present fairly, in all material respects, the respective financial position of each major governmental fund and the fiduciary fund of **Covenant Keepers College Preparatory Charter School** as of June 30, 2011, and the respective changes in financial position and budgetary results for the year then ended, on the basis of accounting described in Note 1(b).

In accordance with *Government Auditing Standards*, we have also issued our report dated April 26, 2012, on our consideration of the Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Charter School's regulatory basis financial statements taken as a whole. The Schedule of Capital Assets is presented for purposes of additional analysis and is not a required part of the regulatory basis financial statements but is other supplementary information required by the regulatory basis of accounting. The information prescribed in the Schedule of Capital Assets has not been subjected to the auditing procedures applied in the audit of the regulatory basis financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Thomas & Thomas LLP
Certified Public Accountants

April 26, 2012
Little Rock, Arkansas

Covenant Keepers College Preparatory Charter School

BALANCE SHEETS – REGULATORY BASIS
June 30, 2011

	Governmental Funds		
	Major		
	General	Special Revenue	Fiduciary Fund
ASSETS			
Cash	$ 80,782	$ 31,748	$ 1,276
Accounts receivable	-	13,068	-
Due from special revenue fund	8,036	-	-
TOTAL ASSETS	$ 88,818	$ 44,816	$ 1,276
LIABILITIES AND FUND BALANCES			
Liabilities			
Accounts payable	$ 15,515	$ 1,932	$ 200
Accrued payroll and withholdings	43,998	13,176	-
Note payable	2,919	-	-
Due to general fund	-	8,036	-
Due to student groups	-	-	1,076
Total Liabilities	62,432	23,144	1,276
Fund Balances			
Restricted	-	21,672	-
Unassigned	26,386	-	-
Total Fund Balances	26,386	21,672	-
TOTAL LIABILITIES AND FUND BALANCES	$ 88,818	$ 44,816	$ 1,276

See accompanying notes to financial statements.

Covenant Keepers College Preparatory Charter School

STATEMENTS OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES – GOVERNMENTAL FUNDS – REGULATORY BASIS
For the Year Ended June 30, 2011

	Governmental Funds	
	Major	
	General	Special Revenue
REVENUES		
State assistance	$ 1,216,226	$ 205
Federal assistance	-	338,838
Meal sales	-	2,976
Private assistance	6,389	-
Total Revenues	1,222,615	342,019
EXPENDITURES		
Instructional services	544,129	153,422
Instructional support services	46,946	107,286
General administration support services	197,659	-
School administration support services	56,881	39,561
Central services	59,800	-
Operation and maintenance of plant services	197,482	-
Student transportation	9,951	-
Food services	115	109,730
Community service	-	115
Acquisitions and construction	4,289	7,886
Total Expenditures	1,117,252	418,000
REVENUES OVER (UNDER) EXPENDITURES	105,363	(75,981)
OTHER FINANCING (USES) SOURCES		
Operating transfer to food service	(59,297)	59,297
NET CHANGE IN FUND BALANCE	46,066	(16,684)
FUND BALANCES - BEGINNING OF YEAR	(19,680)	38,356
FUND BALANCES - END OF YEAR	$ 26,386	$ 21,672

See accompanying notes to financial statements.

Covenant Keepers College Preparatory Charter School

STATEMENTS OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES – BUDGET AND ACTUAL – GENERAL AND SPECIAL REVENUE FUNDS – REGULATORY BASIS
For the Year Ended June 30, 2011

	General			Special Revenue		
	Budget	Actual	Variance Favorable (Unfavorable)	Budget	Actual	Variance Favorable (Unfavorable)
REVENUES						
State assistance	$ 1,565,101	$ 1,216,226	$ (348,875)	$ -	$ 205	$ 205
Federal assistance	-	-	-	357,519	338,838	(18,681)
Meal sales	-	-	-	5,000	2,976	(2,024)
Private assistance	2,500	6,389	3,889	-	-	-
Total Revenues	1,567,601	1,222,615	(344,986)	362,519	342,019	(20,500)
EXPENDITURES						
Instructional services	682,153	544,129	138,024	101,848	153,422	(51,574)
Instructional support services	131,413	46,946	84,467	133,329	107,286	26,043
General administration support services	195,364	197,659	(2,295)	-	-	-
School administration support services	135,980	56,881	79,099	-	39,561	(39,561)
Central services	-	59,800	(59,800)	-	-	-
Operation and maintenance of plant services	233,122	197,482	35,640	-	-	-
Student transportation	5,000	9,951	(4,951)	-	-	-
Food services	27,620	115	27,505	128,572	109,730	18,842
Community service	-	-	-	2,000	115	1,885
Acquisitions and construction	-	4,289	(4,289)	6,231	7,886	(1,655)
Total Expenditures	1,410,652	1,117,252	293,400	371,980	418,000	(46,020)
REVENUES OVER (UNDER) EXPENDITURES	156,949	105,363	(51,586)	(9,461)	(75,981)	(66,520)
OTHER FINANCING SOURCES (USES)						
Operating transfer to food services	-	(59,297)	(59,297)	-	59,297	59,297
NET CHANGE IN FUND BALANCES	156,949	46,066	(110,883)	(9,461)	(16,684)	(7,223)
FUND BALANCES - BEGINNING OF YEAR	(19,680)	(19,680)	-	38,356	38,356	-
FUND BALANCES - END OF YEAR	$ 137,269	$ 26,386	$ (110,883)	$ 28,895	$ 21,672	$ (7,223)

See accompanying notes to financial statements.

Covenant Keepers College Preparatory Charter School

NOTES TO FINANCIAL STATEMENTS
June 30, 2011

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) Reporting Entity

City of Fire Community Development, Inc. is a nonprofit organization incorporated under the laws of the state of Arkansas in 2006. This nonprofit corporation was granted a charter by the Arkansas State Board of Education on January 15, 2008, to operate an open-enrollment charter school, also known as Covenant Keepers College Preparatory Charter School (the Charter School), with a maximum enrollment not to exceed three-hundred eighty students. This charter expires on June 30, 2013, and continuation and renewal of the charter are contingent upon acceptable student performance and compliance with certain accountability provisions set forth in Arkansas law pertaining to Charter Schools. The Charter School, which is operated by the nonprofit corporation in accordance with the Arkansas Department of Education Rules and Regulations Governing Charter Schools, presently offers educational opportunities to students in grade levels six to twelve.

These financial statements include only balances and transactions directly attributable to the Charter School. They do not include any balances or transactions attributable to the nonprofit corporation.

(b) Measurement Focus and Basis of Accounting

These financial statements are prepared in accordance with a regulatory basis of accounting prescribed by Arkansas Code Annotated §10-4-413(c), as set forth in the *Arkansas Department of Education Rules Governing the Regulatory Basis of Accounting* (RBA). Under this basis of accounting, the Charter School is required to present a Balance Sheet - Regulatory Basis; a Statement of Revenues, Expenditures and Changes in Fund Balances - Regulatory Basis; and a Statement of Revenues, Expenditures and Changes in Fund Balances - Budget and Actual - General and Special Revenue Funds - Regulatory Basis (collectively, the "financial statements"). In addition to the financial statements, the Charter School is required to present a Schedule of Capital Assets that includes information regarding the historical cost and related accumulated depreciation of land, buildings, furniture, fixtures and equipment used in operating the Charter School.

The financial statements are required to be presented using a fund basis format, with the general, special revenue and fiduciary funds presented in separate columns, and all other funds, if any, aggregated in one column. During the year ended June 30, 2011, the Charter School's balances and transactions were recorded in funds as follows:

The General Fund is used to record all financial resources and operating expenditures, except those that are required to be reported in the special revenue fund (described below).

The Special Revenue Fund is used to account for federal, state and privately funded grants that are legally restricted to be expended for specified purposes.

The Fiduciary Fund is used to report balances held by the Charter School on behalf of various student clubs, groups and organizations. These resources are held by the Charter School acting as a custodial agent for others

Under the RBA, revenues are reported in the financial statements in the accounting period in which they become both measurable and available to finance expenditures of the reporting period. Expenditures for goods and services, including the purchase of capital assets, are reported when goods or services are received or a liability has been incurred. Revenues are required to be reported by source, while expenditures are required to be reported by function.

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

(b) Measurement Focus and Basis of Accounting *(Continued)*

If the Charter School utilized the basis of accounting that is generally accepted (GAAP) which is not required by the RBA, the financial statements would be comprised of a Statement of Net Assets and a Statement of Activities prepared using the economic resources measurement focus and the full accrual basis of accounting that would report all of the assets and liabilities attributable to the Charter School and the nonprofit corporation. Reported assets would include capital assets, net of depreciation, and may include additional receivables for revenues earned, but not collected as of the reporting date. Liabilities would include deferred amounts for revenues collected but not yet earned and may include debt or capital lease obligations. Revenues would be reported when earned, without regard to availability, and all expenses would be reported when incurred, including depreciation expense. The financial statements would also include fund financial statements prepared on the current financial resources measurement focus and the modified accrual basis of accounting. In addition, if the Charter School followed GAAP in the presentation of the financial statements, the fiduciary fund would be presented in a separate statement, and management's discussion and analysis would be included as required supplementary information.

(c) Interfund Balances and Transactions

Receivables and payables resulting from short-term interfund loans are classified as "due to" or "due from" other funds.

(d) Fund Balances

In February 2009, a new governmental accounting standard was issued that established fund balance classifications based on the extent to which the reporting entity is bound to honor constraints on the use of the resources reported in each governmental fund as well as establish additional note disclosures regarding fund balance classification policies and procedures. The guidance is effective for fiscal years beginning after June 15, 2010 and is to be applied retrospectively. The adoption of this guidance did not change the previously reported amounts of fund balances on the Charter School's June 30, 2010 Balance Sheet.

Governmental fund equity is classified as fund balance. Fund balance is further classified as nonspendable, restricted, committed, assigned or unassigned. Nonspendable fund balance cannot be spent because of its form. Restricted fund balance has limitations imposed by creditors, grantors or contributors or by enabling legislation or constitutional provisions. Committed fund balance is a limitation imposed by the entity's governing body through the approval of resolutions. Assigned fund balance is a limitation imposed by a designee of the entity's governing body. Unassigned fund balance consists of the net resources in excess of amounts classified nonspendable, restricted, committed or assigned.

When both restricted and unrestricted fund balances are available for use, it is the Charter School's policy to use restricted fund balances first, then unrestricted fund balance. Furthermore, committed fund balances are reduced first, followed by assigned amounts and then unassigned amounts when expenditures are incurred for purposes for which amounts in any of those unrestricted fund balance classifications can be used.

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

(e) Budget and Budgetary Accounting

As required by State statutes, the Charter School prepares an annual budget that is filed with the Arkansas Department of Education (ADE). The budget is required to be approved by the Charter School's Board and submitted to the ADE no later than September 30 of each year. Budget amendments, if any, are not required to be submitted for approval to ADE. The Charter School's budget is prepared utilizing the same basis of accounting described in Note 1(b).

(f) Use of Estimates

The preparation of financial statements in conformity with the regulatory basis of accounting requires management to make estimates and assumptions that affect reported amounts of certain assets and liabilities and various disclosures in the financial statements. Accordingly, actual results could differ from those estimates.

NOTE 2: CASH

The Charter School's cash consists of demand deposits maintained at multiple financial institutions. State statutes require that the Charter School's funds be deposited in banks located in the State of Arkansas and that all deposit balances in excess of the Federal Deposit Insurance Corporation (FDIC) insurance limits be collateralized. The Charter School's policy is that accounts will be maintained at multiple financial institutions within the State to ensure that bank balances are within FDIC insured limits. In the event of an institutional failure, any excess over FDIC insurance may not be recoverable. At June 30, 2011, the bank balance of the Charter School's demand deposit accounts maintained at multiple financial institutions totaled $126,932, of which the entire balance was FDIC insured.

NOTE 3: LEASE COMMITMENTS

The Charter School leases certain office equipment and office space used for general and administrative purposes under noncancelable operating leases with terms in excess of one year. Approximate future minimum lease payments, by fiscal year, under such leases at June 30, 2011, are as follows:

	Amount
2012	$ 165,700
2013	165,700
2014	7,600
2015	7,500
2016	1,300
Total	$ 347,800

Total occupancy and equipment rentals were approximately $142,000 for the year ended June 30, 2011.

NOTE 4: SHORT-TERM NOTES PAYABLE

During the year ended June 30, 2011, the Charter School's Director made various short-term loans totaling approximately $55,000 to the Charter School to assist with cash flow. These loans carried an interest rate of seven percent and were due on demand. Total interest paid by the Charter School to the Director for these loans during the year was approximately $4,000. At June 30, 2011, the outstanding balance due to the Director was $2,919.

NOTE 5: RETIREMENT PLAN

The Charter School participates in the Arkansas Teacher Retirement System (ATRS), a cost-sharing multiple-employer defined benefit pension plan that covers all Arkansas public and charter school employees, except certain nonteachers hired prior to July 1, 1989. ATRS provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit and contribution provisions are established by State law and can be amended only by the Arkansas General Assembly. The Arkansas Teacher Retirement System issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained by writing to Arkansas Teacher Retirement System, 1400 West Third Street, Little Rock, Arkansas 72201, or by calling 1-800-666-2877.

Employees covered by ATRS have the option to contribute a portion of their salary. Those that choose to contribute must contribute 6% of their salary. The Charter School must contribute 14% of eligible payroll, as required by State law. The Charter School's contributions to ATRS for the years ended June 30, 2011, 2010 and 2009 were $110,988, $66,936 and $66,936, respectively. These contributions are equal to the required contributions for each year.

NOTE 6: ON BEHALF PAYMENTS

During the year ended June 30, 2011, health insurance premiums of approximately $21,000 were paid by the Arkansas Department of Education to the Arkansas Employee Benefits Division on behalf of the Charter School's employees.

NOTE 7: RISK MANAGEMENT

The Charter School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees and students; and natural disasters. The Charter School has purchased commercial insurance to address these risks.

There have been no significant reductions in the Charter School's insurance coverage during the year ended June 30, 2011. In addition, there have been no settlements in excess of the Charter School's coverage during the last three fiscal years.

Covenant Keepers College Preparatory Charter School

SCHEDULE OF CAPITAL ASSETS (UNAUDITED)
June 30, 2011

DEPRECIABLE CAPITAL ASSETS	
Equipment	$ 104,483
Less accumulated depreciation	(30,028)
Total Depreciable Capital Assets, Net	$ 74,455

Capital assets are stated at historical cost or estimated historical cost, if actual data is not available. Donated capital assets are reported at fair value when received. The Charter School maintains a threshold level of $1,000 for capitalizing assets.

Capital assets are depreciated using the straight-line method over their estimated useful lives, which range from three to twenty years. No salvage value is taken into consideration for purposes of calculating depreciation.

Thomas &
Thomas LLP

Certified Public Accountants

Members American Institute Certified Public Accountants
Center for Public Company Audit Firms and PCPS

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

The Board of Directors
Covenant Keepers College Preparatory Charter School
Little Rock, Arkansas

We have audited the financial statements of each major governmental fund and the fiduciary fund of the charter school known as **Covenant Keepers College Preparatory Charter School** (the Charter School) as of and for the year ended June 30, 2011, which collectively comprise the Charter School's regulatory basis financial statements, and have issued our report thereon dated April 26, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

As described more fully in Note 1(b), the financial statements referred to above are prepared using accounting practices prescribed by the Arkansas Code and set forth in the *Arkansas Department of Education Rules Governing the Regulatory Basis of Accounting* (RBA), which differ from accounting principles generally accepted in the United States of America. Accordingly, our independent auditors' report includes an adverse opinion in relation to accounting principles generally accepted in the United States of America, but an unqualified opinion on the financial position of each major governmental fund and the fiduciary fund of the Charter School as of June 30, 2011, and the respective changes in financial position and budgetary results for the year then ended, on the regulatory basis of accounting described in Note 1(b).

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the Charter School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the regulatory basis financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Charter School's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the Charter School's regulatory basis financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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Texarkana Office ♦ 2900 St. Michael Drive, Suite 302, Texarkana, Texas 75503 ♦ Telephone (903) 831-3477 ♦ FAX (903) 831-3482

Internal Control Over Financial Reporting *(Continued)*

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. However, we consider deficiencies 2011-1, 2011-2 and 2011-3 as described in the accompanying Schedule of Findings and Recommendations to be material weaknesses in internal control over financial reporting.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Charter School's regulatory basis financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of state and federal laws and regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed an instance of noncompliance that is required to be reported under *Government Auditing Standards* and which is described in the accompanying Schedule of Findings and Recommendations as item 2011-4.

This report is intended solely for the information of the Board of Directors, management, federal and state awarding agencies and others within the Charter School, and is not intended to be, and should not be, used by anyone other than these specified parties.

Thomas & Thomas LLP
Certified Public Accountants

April 26, 2012
Little Rock, Arkansas

Covenant Keepers College Preparatory Charter School

SCHEDULE OF FINDINGS AND RECOMMENDATIONS
June 30, 2011

FINDINGS – INTERNAL CONTROL OVER FINANCIAL REPORTING AND COMPLIANCE

2011-1 Petty Cash Reconciliation

Condition	The petty cash account was not reconciled during the year, and petty cash transactions were not supported by source documentation or recorded on the School's general ledger.
Criteria and Cause	Appropriate controls over the petty cash account were not implemented. The petty cash account should be reconciled at least monthly by someone who does not have access to petty cash. The reconciliation process should ensure all disbursements are supported by appropriate source documentation. In addition, procedures should ensure that all petty cash transactions are recorded in the School's general ledger.
Effect	Failure to establish appropriate controls over the petty cash account increases the risk that errors or fraud may occur and not be undetected. In addition, failure to record petty cash transactions results in a misstatement of the School's financial statements.
Recommendation	We recommend that the School discontinue use of the petty cash account.

2011-2 Lack of Support for Accounting and Reporting Records

Condition	Management was unable to readily locate supporting source documentation for certain transactions and attendance counts that we selected for testing during the audit.
Criteria and Cause	The School has not implemented an appropriate records management system. Documentation filing and record retention policies and procedures should be developed to ensure that all transactions are supported by source documentation and to evidence compliance with laws and regulations.
Effect	Lack of document filing and record retention policies procedures increases the risk that errors, fraud or theft may occur and not be detected. Failure to maintain appropriate documentation also increases the risk that funding sources may request repayment of grants or awards.
Recommendation	We recommend that the School establish a records management system to ensure that key source documentation is identified, retained and readily accessible to support transactions and compliance with laws, regulations, contracts and grant agreements. In addition, document retention policies and procedures should be developed and documented to ensure that records are kept for appropriate periods of time, based on their nature or the requirements of laws, regulations, contracts or grant agreements.

Covenant Keepers College Preparatory Charter School

SCHEDULE OF FINDINGS AND RECOMMENDATIONS (*Continued*)
June 30, 2011

FINDINGS – INTERNAL CONTROL OVER FINANCIAL REPORTING AND COMPLIANCE (*Continued*)

2011-3 Improper Coding of Revenues

Condition	Certain grant funds were miscoded to the wrong source of funds.
Criteria and Cause	Sufficient review procedures have not been implemented to ensure that errors in coding transactions are detected and corrected. The School is subject to a prescribed chart of accounts to ensure accurate financial reporting that is consistent with other schools in the state of Arkansas. At least monthly, someone should review transactions to ensure proper coding.
Effect	Failure to correctly code revenue transactions increases the risk that the financial statements or other financial reports may be incorrect. Misreporting financial transactions could ultimately result in loss of funding.
Recommendation	We recommend that the School implement appropriate review procedures to ensure errors in coding transactions are detected and corrected timely.

2011-4 Related Party Note Payable

Condition	We observed loans from the School's Director to the School, some of which were interest bearing.
Criteria and Cause	The Director made loans to the School to cover operating cash deficiencies. Arkansas Code Annotated § 6-24-106 states that it is a breach of the ethical standards for an administrator to contract with any public educational entity employing the administrator.
Effect	These loans may be construed as a contract between the Director and the School and could be considered a violation of state law.
Recommendation	We recommend that the School seek alternative sources of financing and repay the loans to the Director as soon as possible. In addition, a line of credit should be established at a financial institution to ensure future cash flow needs can be met.

APSRC
Arkansas Public School Resource Center

May 25, 2012

Dr. Mary Ann Duncan
Charter School Program Coordinator
Arkansas Department of Education
#4 State Capitol Mall
Little Rock, AR 72201-1071

Dear Dr. Duncan:

In response to financial concerns regarding Covenant Keepers Charter School, Dr. Bobbie Davis and Mr. Doug Brown of the Arkansas Public School Resource Center (APSRC) did an analysis to determine a projected ending balance for school year 2011-2012. In addition APSRC staff looked at projected revenues and expenditures for school year 2012-2013 to establish the ability of the Charter to operate within their revenue.

Findings:

1. Based on contract obligations and projected expenditures and revenues for the 2011-2012 school year, they project an ending balance of approximately $40,000.

2. Based on projected costs to add the twelfth grade for the 2012-2013 school year, the charter budget would need to be increased by approximately $150,000. The additional revenues needed to cover the increased expenditures of adding the twelfth grade and normal inflationary costs related to normal school operations would be generated through the past historical growth pattern of adding an additional forty-three students as incoming sixth graders. Any growth beyond that would enhance the projected ending balance for 2012-2013. If this projected increase does not occur over current enrollment numbers, then funding for 2012-2013 will not be adequate to fund the charter's operations.

3. These assumptions are based on maintaining current personnel levels and programs and courses other than the addition of the twelfth grade.

4. Revenues were based on projected foundation funding levels for 2012-2013 as provided by the Department of Education and enrollment projections provided by Covenant Keepers staff.

5. This projection anticipates that expenditures remain within the current year funding levels.

Respectfully submitted,

Scott Smith
Executive Director

Arkansas State Board of Education
Executive Summary
Monday, May 14, 2012

Agenda Item Number: _____

Agenda Item: Waiver of National Board for Professional Teaching Standards (NBPTS) repayment of State funds

Attachments: Arkansas Code 6-17- 413
National Board Rules Supporting data from Sherry Kavian

Presenter: Michael Rowland, NBPTS Program Advisor

Recommendation for Action:

Recommendation that the repayment waiver for fees expended by the state for 2008 NBPTS candidate, Sherry Kavian, be considered and granted due to health and/or extenuating circumstances as outlined below. The State Board of Education has the authority to waive repayment of State monies in cases of death, disability, or extenuating circumstances. The law governing the National Board support program is attached. Please refer to Arkansas Code 6-17-413, Section 1(b)(1), (b)(2), and (b)(4) and Section 3.01 of the National Board rules.

Background Information;

Sherry Kavian asks that her repayment obligation of $2,500.00 be waived due to her inability to complete her 2008 NBPTS candidacy after an accident on 8/13/2010. As a result of her injuries, she was hospitalized her for two months. Mrs. Kavian was given a medical leave of absence from teaching at the Huntsville School District and missed a majority of the 2010-2011 school year.

Mrs. Kavian has provided documentation of her accident as well as a letter of explanation. She is currently teaching full time at the Huntsville School District. It is my judgment that he should be considered for the extenuating circumstances waiver.

Michael Rowland
Arkansas Dept of Education
501 Woodlane St. – Suite 220-C
Little Rock, AR 72201

RECD MAR 28 2012

ER: Request for Repayment Waiver

To whom it may concern:

My name is Sherry K. Kavian, my NBPTS candidate number is S.K.K. 01203779. I respectfully request a repayment waiver due to an accident I sustained while working at my school in August 2010. I was given a medical extended leave of absence from my school and unable to complete the rewriting and resubmitting of my NBPTS notebook and videos.

I was hospitalized for 2 months and bed-ridden with an infection, additional surgeries and recovery time for another 5 months. The injuries to my right leg has left me permanently disabled and totally unable to return to work for the majority of the 2010-11 school year.

Extensive surgery and grafting were needed to save my leg, and with all the pain medications, hospital stays, wound care visits to the doctor, and excruciating pain I was in; I was unable to complete the resubmitting process of my NBPTS.

Workman's Comp paid for the majority of my medical bills. However, the extent of my injuries was so severe that I incurred several thousand dollars in medical expenses that I am currently paying in monthly installments. An additional $2,500 would be a major financial burden and I would in no way be able to pay even half that amount in full.

Please I beg you to grant me a repayment waiver due to the extenuating circumstances that forced me to withdraw from NBPTS candidacy.

Respectfully yours,

Sherry K. Kavian

Sherry K. Kavian

P.O. Box 212
St. Paul, AR 72760
skavian@1hsd.org

REC'D MAR 2 2 2012

NOVARE

P.O. Box 0991
Madisonville, LA 70447
Tel: 985.845.4548 Fax: 985.845.9913

March 20, 2012

Michael Rowland c/o
Sherry Kavian
P.O. Box 212
St. Paul, AR 72760

Mr. Rowland, and/or To whom it may concern:

Sherry Kavian, a certified teacher of Huntsville School District, was injured at school during working hours on 08/13/2010. She was discharged from her surgeon's care, (Dr. Mullis), and released to work in a full day capacity on 02/14/2011. The time between these dates Ms. Kavian was in three different hospitals, a physical rehabilitation facility, and assisted nursing care at her home. She was unable to complete any teacher duties during this time frame.

Thank You,

Heather Hudgens, RN
Novare Care Manager

Sherry K. Kalian S.K. 01203779 Request for Repayment Waiver.

Arkansas State Board of Education
Executive Summary
Monday, May 14, 2012

Agenda Item Number:

Agenda Item:	Waiver of National Board for Professional Teaching Standards (NBPTS) repayment of State funds
Attachments:	Arkansas Code 6-17- 413 National Board Rules Supporting data from James Wagner
Presenter:	Michael Rowland, NBPTS Program Advisor

Recommendation for Action:

Recommendation that the repayment waiver for fees expended by the state for James Wagner be considered and granted due to health and/or extenuating circumstances as outlined. The State Board of Education has the authority to waive repayment of State monies in cases of death, disability, or extenuating circumstances. The law governing the National Board support program is attached. Please refer to Arkansas Code 6-17-413, Section 1(b)(1), (b)(2), and (b)(4) and Section 3.01 of the National Board rules.

Background Information;

James Wagner asks that his repayment obligation of $7,695.00 be waived due to his inability to teach during the 2010-2011 academic year. Mr. Wagner achieved National Board Certification November 2009 but was forced to take a medical leave of absence during the 2010-2011 academic year as a result of clinical depression. At the time of Mr. Wagner's 2008 candidacy, Arkansas Code 6-17-413 required a state-funded NBPTS candidate to teach an additional two (2) years after achieving certification or repay the amount the state contributed to the participation fee of the National Board and the total amount it contributed to any yearly salary bonus:

- $2,500.00: 2008 NBPTS application fee
- $195.00: substitute teacher pay
- $5,000.00: 2009 NBCT state bonus

Mr. Wagner has provided medical documentation of this condition as well as a letter of explanation. He is currently teaching full time at the England School District and is eligible to receive the state NBCT bonus. It is my judgment that he should be considered for the extenuating circumstances waiver.

RECD APR 03 201

Department of Education of Arkansas:

Due to a diagnosis of clinical depression, I was unable to perform my duties as an educator for the school year of 2010-2011. I am now proudly back in the classroom teaching at the highest level.

Many Thanks

James Wagner

James Wagner

ARcare
England Clinic
P.O. Box 280
227 Pine Bluff Hwy
England, AR 72046
Phone: 501 842 3131
Fax: 501 842 3137

RECD APR 0

Department of Education of Arkansas:

Mr. James Wagner has been a patient of our facility since Nov. 2010. He is currently being treated for depression and is doing well with his medications.
If you have any questions, please call the England Clinic.

Sincerely,

Dr. Prasad Athota

PATIENT COPY

Mr. Rowland,

Please include this additional physician's statement with my waiver application. Thanks so much for your help in this matter.

James Wagner

England School District

Thomas C. Stinnett, M.D.
Blandford Physicians Center
#5 St. Vincent Circle • Suite 302
Little Rock, Arkansas 72205
(501) 666-5242

RECD APR 26 2012

For: James Wagoner Date: 4/9/12

℞ Address: _____ Age: _____

This note should serve to verify that during school year 2010-2011, Mr. Wagoner suffered a severe depressive illness. During that time he struggled to maintain both interpersonal & vocational obligations

Label___ _____ M.D.

Refill___ DEA No. BS0966981

Arkansas Department of Education

4 Capitol Mall
Little Rock, AR 72201-1019
Phone: (501) 682-4475
Web: www.arkansased.org

To: Karen Cushman

From: Michael Rowland

Cc'ed: Barbara Culpepper, Ron Tolson, Melissa Jacks, Mike Lucas, Mary Richbourg

Date: 4/27/12

Re: PRAXIS PROFESSIONAL SCHOOL COUNSELOR (0421)

Praxis II Test

Current School Counselor Licensure Test:	New School Counselor Licensure Test:
School Guidance and Counseling (0420) Current Cut Score: 600 on 990 scale	Professional School Counselor (0421) Recommended Cut Score: **156**
	Effective September 1, 2012

Rationale

Educational Testing Service (ETS) provided the following information from a multi-state standard setting study for a new Praxis II test: Professional School Counselor (0421).

This new test will contain all multiple-choice items and will replace the existing 0420 test. A National Advisory Committee of expert practitioners and preparation faculty defined the content of the test, and a national survey of the field confirmed the content.

The two-hour assessment contains 120 multiple-choice questions covering four content areas: Foundations (approximately 22 questions); Delivery of Services (approximately 54 questions); Management (approximately 18 questions); and Accountability (approximately 26 questions). The reporting scale for the Praxis Professional School Counselor test ranges from 100 to 200 scaled-score points.

The recommended passing score for each panel, as well as the average passing score across the two panels, are provided to help education agencies determine an appropriate operational passing score. For the Praxis Professional School Counselor test, the recommended passing score is 71 (out of a possible 110 raw-score points). The scaled score associated with a raw score of 71 is 156 (on a 100 - 200 scale).

Panelists from 22 states and Washington, DC (including two from Arkansas) were recommended by their respective education agency to participate. The education agencies recommended panelists with (a) experience, either as school counselors or college faculty who prepare school counselors and (b) familiarity with the knowledge and skills required of beginning school counselors.

The ADE recommends dropping School Guidance and Counseling (0420) effective September 1, 2012, and adopting Professional School Counselor (0421).

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING EDUCATION SERVICE COOPERATIVES

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing Education Service Cooperatives.

1.02 The State Board of Education enacted these rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-13-1001 et seq., and 25-15-201 et seq.

2.00 DEFINITIONS

2.01 "Capital Outlay Expenditures" means land, land improvements, buildings, infrastructure and equipment having a unit value of $1,000 or more and a life expectancy of more than one year.

2.02 "Declining Balance" means the current year expenditures exceeding current year revenues.

2.03 "Education Service Cooperative" means intermediate service units in the state's elementary and secondary education system established by the State Board of Education pursuant to Ark. Code Ann. § 6-13-1001 et seq.

2.04 "Fiscal integrity" means the education service cooperative's ability to comply completely, accurately, and timely with financial management, accounting, auditing, and reporting procedures required by state or federal law and regulations.

2.05 "Material" means that the act, omission, or violation jeopardizes the fiscal integrity of the education service cooperative.

Source: Ark. Code Ann. § 6-13-1027

3.00 BOARD OF DIRECTORS

3.01 Each education service cooperative shall be governed by a board of directors consisting of one (1) representative appointed by each school district board of directors within the boundary of the education service cooperative.

3.02 No school district may have official representation on more than one (1) education service cooperative board of directors.

3.03 The board of directors of each established education service cooperative shall function as a public corporate body, shall meet, except as otherwise provided in Ark. Code Ann. § 6-13-1007 and Section 8.00 of these rules, at least eight (8) times each year, and shall exercise general fiduciary responsibilities for the education service cooperative with regard to policies and practices which guard the integrity of the agency and maintain public trust in its operation.

3.04 Such responsibilities, consistent with funds available, shall include, but not be limited to:

3.04.1 Employment of a director of the education service cooperative who shall serve as the nonvoting executive officer of the board of directors;

3.04.2 Establishment of policies and procedures for the operation and management of the education service cooperative which shall be in written form and shall be filed with the State Board of Education;

3.04.3 Preparation of an annual budget estimating income and expenditures for programs and services in accordance with procedures established by the state board;

3.04.4 Receipt and expenditure of funds needed to provide programs and services in the area;

3.04.5 Making such surveys or other inquiries which may be required to determine the service needs of school districts in the education service cooperative and developing plans to provide such needed services;

3.04.6 Employment, upon the recommendations of the director of the education service cooperative, of such personnel as may be required to provide the services requested by the school districts in the area;

3.04.7 Implementation of policies established by the state board for the operation of education service cooperatives;

3.04.8 Cooperation with other education service cooperatives, school districts, and other agencies to provide programs and services for children and adults residing within their respective areas;

3.04.9 Renting, leasing, purchasing, constructing, or receiving by gift such facilities and buildings as may be required to provide authorized programs and services; and

3.04.10 Carrying out such other duties as may be required for the efficient operation of the education service cooperative for which the board of directors is responsible.

Source: Ark. Code Ann. § 6-13-1006

4.00 MULTICOUNTY EDUCATION SERVICE COOPERATIVES - ESTABLISHMENT

4.01 The State Board of Education is authorized to establish a statewide system of not more than fifteen (15) multicounty education service cooperatives of school districts. Such education service cooperatives shall be intermediate service units in the state's elementary and secondary education system and as such shall be eligible to receive and expend funds from state and federal governments, school districts, and other public or private sources.

4.02 Education service cooperatives established by Title 6, Chapter 13, Subchapter 10 of the Arkansas Code will provide to school districts which choose to use them assistance in:

4.02.1 Meeting or exceeding accreditation standards and equalizing educational opportunities;

4.02.2 Using educational resources more effectively through cooperation among school districts; and

4.02.3 Promoting coordination between school districts and the Department of Education in order to provide services which are consistent with the needs

identified by school districts and the educational priorities of the state as established by the General Assembly or the State Board of Education.

Source: Ark. Code Ann. § 6-13-1002

5.00 BOUNDARIES AND ADJUSTMENTS

5.01 The State Board of Education shall establish tentative boundaries for the system of education service cooperatives authorized by Title 6, Chapter 13, Subchapter 10 of the Arkansas Code.

5.02 These education service cooperatives shall be established so that:

5.02.1 They include at least three (3) but no more than nine (9) counties;

5.02.2 They include at least ten (10) but no more than thirty-five (35) school districts;

5.02.3 They include at least twenty thousand (20,000) pupils in kindergarten through grade twelve (K-12) average daily membership;

5.02.4 They include at least one (1) postsecondary education institution; and

5.02.5 There is no more than fifty (50) miles distance or approximately one (1) hour driving time to the area's main offices for ninety percent (90%) of the school districts.

5.03 The State Board of Education may make adjustments in the boundaries when criteria such as minimum average daily membership and maximum driving distances conflict. However, no more than four (4) of the areas formed may contain fewer than twenty thousand (20,000) students. In no case shall any education service cooperative be established with fewer than twelve thousand (12,000) pupils.

Source: Ark. Code Ann. § 6-13-1003

6.00 REQUESTS FOR ESTABLISHMENT

6.01 Education service cooperatives shall be established when seventy-five percent (75%) of the school districts in a proposed education service cooperative area

request such action by formal resolutions filed by the school district boards of directors with the Commissioner of Education.

6.02 Each resolution shall, in addition to requesting establishment of an education service cooperative, indicate by name or position that school district's representative on the board of directors of the proposed education service cooperative.

6.03 Requests must be filed by seventy-five percent (75%) of the school district boards of directors by May 1 if an education service cooperative is to be established for the following school year.

Source: Ark. Code Ann. § 6-13-1004

7.00 ALTERATION OF BOUNDARIES

7.01 The State Board of Education, upon the request of one (1) or more school district boards of directors, and consistent with the provisions of § 6-13-1003, may alter the boundaries of a proposed or operational education service cooperative when it determines such alteration to be in the best interest of the school districts in the education service cooperatives involved.

7.02 Consistent with § 6-13-1003, a member of an education service cooperative formed after January 1, 1984, under The Public School Educational Cooperative Act of 1981, § 6-13-901 et seq., may not be moved to another education service cooperative without that member's consent.

Source: Ark. Code Ann. § 6-13-1005

8.00 EXECUTIVE COMMITTEE

8.01 In a meeting, with a majority of its members present and voting, the board of directors of an education service cooperative may elect from its membership an executive committee of seven (7), nine (9), or eleven (11) members.

8.02 Candidates for the executive committee, if one is formed, shall be chosen so that the school districts within the education service cooperative are equitably represented.

8.03 All subsequent members of the executive committee shall be elected by a majority vote of the board of directors in attendance at the annual meeting.

8.04 The function of the executive committee shall be to carry out those duties delegated to it by the governing board of directors, the provisions of Ark. Code Ann. § 6-13-1006 and Section 8.00 of these rules notwithstanding.

8.05 Terms of executive committee members shall be three (3) years except for the initial members which shall have terms assigned by lot so as to stagger terms to equalize as nearly as possible the number of members to be elected each year. Vacancies occurring after the annual meeting shall be filled by the executive committee until the next annual meeting.

8.06 Should an executive committee be established in any education service cooperative, it shall meet at least nine (9) times per year, and the requirements for board of directors meetings shall be reduced to three (3) times annually. The president of the board of directors shall serve as chair of the executive committee. No person, however, may serve in this position for more than two (2) consecutive years.

Source: Ark. Code Ann. § 6-13-1007

9.00 TEACHER CENTER AND TEACHER CENTER COMMITTEE

9.01 Each education service cooperative shall establish a teacher center which will provide, consistent with funds available, curriculum development assistance, educational materials, and staff development services to teachers within the school districts in the service area.

9.02 A teacher center committee, composed of at least one (1) representative from the staff of each school district, shall advise the director and the governing body on the staffing, programs, and operation of the teacher center.

9.03 The governing body of each cooperative shall determine the initial composition of the teacher center committee to achieve a balance of elementary, middle school or junior high, and high school personnel and assure that at least one-half (1/2), but not more than two-thirds (2/3), of the members are classroom teachers.

9.04 All positions on the committee shall be assigned to school districts by lot.

9.05 Each teacher must be elected by colleagues in his or her school district, and each administrator or support person shall be appointed by the superintendent.

9.06 Initial terms shall be determined by lot for equal or nearly equal periods of one (1), two (2), and three (3) years.

9.07 Thereafter, terms shall be for three (3) years.

9.08 The committee shall meet at least three (3) times per year.

9.09 In the last meeting each year, positions represented by expiring terms shall be reassigned by lot.

Source: Ark. Code Ann. § 6-13-1008

10.00 OTHER NECESSARY COMMITTEES

Each education service cooperative may establish other committees of local school personnel needed to keep its programs responsive to the schools it serves.

Source: Ark. Code Ann. § 6-13-1009

11.00 DIRECTOR

11.01 Each education service cooperative shall be administered by a director who shall perform the following duties:

11.01.1 Administer the programs and services of the education service cooperative;

11.01.2 Recommend the employment of professional and nonprofessional personnel authorized by the education service cooperative's governing body;

11.01.3 Prepare the budget for adoption by the education service cooperative's governing body;

11.01.4 Direct expenditures of funds within the budget; and

11.01.5 Perform other duties as required by the education service cooperative's governing body and the policies, rules, and regulations of the State Board of Education.

11.02 The director of each education service cooperative shall:

11.02.1 Hold an administrator's license and meet all requirements to serve as a superintendent of schools in the State of Arkansas; or

11.02.2 Have an equivalent level of education and administrative experience and obtain the approval of the state board.

11.02.3 The governing body of any education service cooperative may enter into a contract with a director for a period not to exceed three (3) years.

Source: Ark. Code Ann. § 6-13-1010

12.00 PERSONNEL

12.01 Personnel of education service cooperatives shall be employed in accordance with laws, rules, regulations, and procedures applicable to the school districts of this state.

12.02 In lieu of a salary schedule, an education service cooperative annually may submit to the Department of Education a complete listing of all employees of the education service cooperative and each employee's position, salary, and benefits.

12.03 Licensure requirements shall be the same as those expected of persons holding similar positions in local school districts.

12.04 Termination or contract nonrenewal of education service cooperative personnel shall be as provided by law for the school district personnel.

Source: Ark. Code Ann. § 6-13-1011

13.00 PERSONNEL FROM THE DEPARTMENT OF EDUCATION

With the approval of an education service cooperative's governing body, the assistant commissioners in the Department of Education may assign state educational agency personnel to that education service cooperative.

Source: Ark. Code Ann. § 6-13-1012

14.00 GENERAL POLICIES, RULES AND REGULATIONS

14.01 The Board of Directors of each education service cooperative has the obligation to oversee administrative and program expenditures of the education service cooperative.

14.02 The Board of Directors of each education service cooperative shall operate the education service cooperative in accordance with all applicable state and federal laws and regulations.

14.03 Each education service cooperative shall adopt and file for approval by the Commissioner of Education guidelines for settling possible disputes between member school districts and in equity or jurisdictional matters relating to shared assets and services. The guidelines shall contain at a minimum:

14.03.1 The right of any school district within the boundaries of the education service cooperative to file a complaint regarding any issue related to the programs and services of the cooperative, or regarding any obligation of the cooperative under law or these Rules;

14.03.2 The right of any school district in contract with the education service cooperative under Section 19.04 to file a complaint regarding any issue related to programs and services of the cooperative for which the school district has contracted;

~~14.03.3 The right of any student, or any parent or guardian of a student, to file a complaint regarding any issue related to a program or service of the education service cooperative, in which program or service the student participates or seeks to participate;~~

14.03.43 The procedure by which a complaint may be filed; this procedure may impose a time limitation on the filing of complaints of no less than thirty (30) days after the act or omission complained of;

14.03.~~5~~4 The authority of the director of the education service cooperative to investigate the complaint and issue an initial written decision within no more than sixty (60) days of receipt of the complaint;

14.03.~~6~~5 The right of the complaining party, or any affected school district, to appeal the initial decision to the board of directors or executive committee of the education service cooperative, as chosen by the cooperative in its guidelines; and

14.03.~~7~~6 The responsibility of the board of directors or executive committee to grant a hearing on no less than thirty (30) days' notice, and to issue a final written decision within no more than sixty (60) days of receipt of the appeal.

Source: Ark. Code Ann. § 6-13-1013

15.00 LIAISON FOR SHARING AND COORDINATION OF ACTIVITIES

15.01 The Department of Education shall encourage sharing and coordination of activities among the education service cooperatives.

15.02 The Commissioner of Education shall name a person to serve as liaison between the department and the education service cooperatives.

15.03 This liaison shall provide information on resources and programs and be the general contact person in the department for the education service cooperatives.

Source: Ark. Code Ann. § 6-13-1014

16.00 LIAISON WITH POSTSECONDARY INSTITUTIONS

16.01 Each education service cooperative, in carrying out its programs and services, shall cooperate with the various state-supported postsecondary educational institutions located within its area.

16.02 Each such postsecondary institution, within the availability of funds and personnel, shall establish liaison with the education service cooperatives in its service area and assist them in all practical ways.

Source: Ark. Code Ann. § 6-13-1015

17.00 ANNUAL SURVEYS AND NEEDS ASSESSMENTS

17.01 Each education service cooperative shall conduct annual surveys and needs assessments to assist the education service cooperative in its first priority of helping school districts improve their educational programs and practices.

17.02 Such activities may include written surveys, visits to schools to meet with local personnel, and other means to identify local needs throughout the service area.

17.03 Each education service cooperative shall work with the Department of Education to conduct statewide surveys which complement, rather than duplicate, the work of the Department of Education.

17.04 The objective shall be to obtain statewide, area, and local data with as little duplication as possible.

Source: Ark. Code Ann. § 6-13-1016

18.00 PROGRAMS AND SERVICES

18.01 The programs and services of each education service cooperative shall be based upon the needs of the school districts included in its service area and upon the educational priorities of the state.

18.02 Each education service cooperative shall provide a teacher center as its basic curriculum and staff development capability.

18.03 Education service cooperatives may provide shared educational programs and services such as needs assessment and school improvement planning, staff development, curriculum development, itinerant teachers, instructional materials, adult and vocational education, programs for gifted and talented, education for children with disabilities, alternative educational programs, secondary area vocational centers, community-based education programs and other services which the State Board of Education may approve or which school districts may support with local funds.

Source: Ark. Code Ann. § 6-13-1017

19.00 PARTICIPATION OF LOCAL SCHOOL DISTRICTS

19.01 Each school district within the service area of the education service cooperative shall be entitled to participate in those programs and services which are fully supported by state funds.

19.02 No school district shall be required to participate in any service.

19.03 School districts may enter into contracts with the education service cooperative for services supported partially or completely by local school funds.

19.04 School districts within one (1) education service cooperative may also contract for services with another education service cooperative.

Source: Ark. Code Ann. § 6-13-1018

20.00 FUNDING OF EDUCATION SERVICE COOPERATIVES

20.01 The state shall provide funds to support the basic structure of the education service cooperatives established under the provisions of Title 6, Chapter 13, Subchapter 10 of the Arkansas Code and these rules.

20.02 This structure shall include:

20.02.1 Salaries and fringe benefits for a director, a teacher center coordinator, and support staff;

20.02.2 Costs such as travel, utilities, rent, equipment, and supplies;

20.02.3 Funds to support staff and curriculum development activities; and

20.02.4 Funds in an annual amount not to exceed twenty-five thousand dollars ($25,000) for the travel expenses of itinerant personnel employed by the education service cooperative to serve the part-time needs of local school districts.

20.03 School districts may contract with their education service cooperative for services and part-time personnel to be supported in whole or in part by local funds, but no school district shall be assessed a membership fee.

20.04 Categorical state or federal funds may also be assigned to any education service cooperative upon approval of its governing body and under conditions set by the State Board of Education.

20.05 As a public agency, each education service cooperative shall be eligible to receive and expend public and private funds.

Source: Ark. Code Ann. § 6-13-1019

21.00 POLICIES, PROCEDURES, EXPENDITURES, REPORTS AND AUDITS

21.01 On or before August 31 of each year, each education service cooperative shall file with the State Board of Education for the state board's approval:

21.01.1 The policies and procedures of the education service cooperative, including without limitation the board of directors' policies and procedures for overseeing the administrative and program expenditures of the education service cooperative;

21.01.2 A record of the education service cooperative's employment policies and practices for the year that includes without limitation:

21.01.2.1 The race and sex of each person the education service cooperative employed or terminated during the year;

21.01.2.2 The race and sex of every person who sought employment with the education service cooperative during the year;

21.01.2.3 The name of each person employed by the education service cooperative during the year who is related by blood or marriage to another employee or board member of the education service cooperative; and

21.01.2.4 A report of its receipts and expenditures made in accordance with uniform accounting procedures adopted by the Commissioner of Education.

21.01.2.5 The report shall contain without limitation:

21.01.2.5.1 An itemization of administrative and program expenditures; and

21.01.2.5.2 The result of the board of directors' review of the expenditures made under its oversight function.

21.02 The Department of Education may prescribe the forms and procedures for filing the information required by Section 21.01 of these rules.

21.03 Each education service cooperative is subject to an annual audit by the Legislative Joint Auditing Committee.

21.04 In an annual meeting of the board of directors which must convene between May 15 and July 15, each education service cooperative shall report to its constituent school districts on the year's operations.

21.04.1 The report also shall include information on fiscal distress under Ark. Code Ann. § 6-13-1027 and Section 27.00 of these rules.

21.04.2 The education service cooperative shall supplement its report with written reports to each school district and to the department on a school-by-school, service-by-service accounting basis.

21.05 Following the end of each fiscal year, any balances in particular service accounts must be apportioned and returned to the schools involved or credited to their accounts for the following year.

Source: Ark. Code Ann. § 6-13-1020

22.00 EVALUATIONS AND PERFORMANCE RATING

22.01 Each education service cooperative shall be evaluated during the 2012-2013 school year, and at least once within each five-year period, on a schedule established by the Commissioner of Education, all active education service cooperatives must be visited by an evaluation committee of not more than nine (9) persons.

22.02 Each evaluation shall include, but not be limited to, an investigation of user satisfaction, service adequacy, extent of local financial support, staff qualifications, and performance and administration effectiveness.

22.02.1 At least forty-five (45) calendar days prior to the on-site evaluation conducted by the evaluation committee, the education service cooperative to be evaluated shall complete a self-study and submit the self-study to the Commissioner of Education or his or her designee. The self-study should include an analysis of each of the evaluation categories listed in Section 22.05 of these rules. A self-study guide and rubric for the evaluations are attached as an appendix to this rule.

22.02.2 During the on-site evaluation, the evaluation committee shall review available evidence to verify the conclusions of the self-study.

22.03 The final evaluation, including any self-evaluation, shall be included in the annual report to the Department of Education required by Ark. Code Ann. § 6-13-1020 and Section 21.00 of these rules, and made available on the website of the education service cooperative.

22.04 The evaluation criteria herein have been developed collaboratively between the Department of Education and the director of each education service cooperative.

22.05 The evaluation criteria shall be as follows:

22.05.1 User Satisfaction

22.05.1.1 "Level 5": Summative data are provided for all phases of the program and evidence is provided to support improved district satisfaction linked to teacher and student performance. Narrative is coherent with data and documents adequacy of services to meet identified needs.

22.05.1.2 "Level 4": Data supporting the effective operation of the teacher center, professional development and technology are provided, but the

narrative description is inconsistent with data provided or not linked to documented needs.

22.05.1.3 "Level 3": Data such as use records and teacher session evaluations are provided, but there is no synthesis of the data and the description is limited to organization, not teacher satisfaction or future offerings.

22.05.1.4 "Level 2": The operation and management of the teacher center are detailed but no data are presented to provide evidence that teacher/administrator satisfaction has been achieved.

22.05.1.5 "Level 1": Adequacy is supported by broad, general statements with minimal or no specifics related to data that support adequacy of service. Services provided are inconsistent with needs assessment if such data are available.

22.05.2 Service Adequacy

22.05.2.1 "Level 5": Summative data are provided for all phases of the program and evidence is provided to support improved services that can be linked to student performance at the local district level. Narrative is coherent with data and documents adequacy of services to meet identified needs.

22.05.2.2 "Level 4": Data supporting the effective operation of the teacher center, resources, curriculum, professional development and technology are provided, but the narrative description is inconsistent with data provided or not linked to documented needs.

22.05.2.3 "Level 3": Data such as use records and teacher session evaluations are provided, but there is no synthesis of the data and the use of the data is

limited and not directed for future planning that would enhance local district student performance.

22.05.2.4 "Level 2": The operation and management of the teacher center are detailed but no data are presented to provide evidence that cooperative services are provided to meet the districts' needs.

22.05.2.5 "Level 1": Adequacy is supported by broad, general statements with minimal or no specifics related to data that support adequacy of service. Services provided are inconsistent with needs assessment if such data are available.

22.05.3 Extent of Local Financial Support

22.05.3.1 "Level 5": Resources of the educational service cooperative are enhanced by forming support networks among the member schools to provide extended services, provide new services and combine funding to support programs such as group purchasing, thus maximizing local school district funding. All or most all of the member LEAs participate by purchasing services and providing released time for staff to engage in specialized training and services.

22.05.3.2 "Level 4": External grants are secured but not all local districts participate in the extended services. At least half, but not all, LEAs enter into two or more externally funded activities or events supported with local contributions.

22.05.3.3 "Level 3": At least fifty percent (50%) of the local districts support the cooperative in offering extended services in one or two activities or events or purchased services with local district funds. Education service cooperative develops proposals for external funding but is not successful with acquiring outside funding.

22.05.3.4 "Level 2": The education service cooperative documents proposals to extend services to local school districts, but a limited number of districts opt to purchase services with local funds. No external grants are submitted to extend local services.

22.05.3.5 "Level 1": Local districts do not support programs or extended services by purchasing additional services with local funds. There are no external grants to support extended services to local districts.

22.05.4 Staff Qualifications

22.05.4.1 "Level 5": All staff meet or exceed licensure qualifications for the position in which they are employed. Employment decisions are always based on professional qualifications.

22.05.4.2 "Level 4": Employment decisions are generally based on licensure qualifications; however, there may be documented reasons to employ a person(s) for a position for which no qualified individual is available.

22.05.4.3 "Level 3": No more than twenty-five percent (25%) of staff fail to meet appropriate licensure requirements. In cases where an employee was hired without having proper licensure, strategies were implemented to assure that the employee becomes qualified in a reasonable amount of time.

22.05.4.4 "Level 2": Employment decisions are made without regard for licensure requirements; deficiency plans are in place, but the employees fail to meet expected progress and are not dismissed.

22.05.4.5 "Level 1": Fifty percent (50%) or more of the staff hold positions for which they lack full

licensure/certification. Employment decisions seem to be based on criteria other than professional licensure standards.

22.05.5 Performance and Administrative Effectiveness

22.05.5.1 "Level 5": The education service cooperative has personnel policies that are up-to-date (reviewed within the past year). Annual reports are developed and submitted to the Department of Education/State Board of Education and to local school districts. Any audit findings from the most recent audit report have been addressed completely. There is documentation of an annual performance evaluations of the director and staff.

22.05.5.2 "Level 4": There is clear documentation of performance of the director and staff. There is documentation of a recent state audit, but one or more deficiencies have not been addressed. There is a staff performance evaluation, but there is no evidence of a performance evaluation of the director. Annual reports are prepared and distributed, but not posted for public review.

22.05.5.3 "Level 3": Budgets and accounting policies are current and most audit findings have been addressed, but changes may not be fully implemented. Personnel policies are in place but have not been reviewed within the past three years. The director and staff have documented performance evaluations within the past three years. Annual reports are prepared, but not distributed to all local school participants.

22.05.5.4 "Level 2": Personnel policies are in place and up-to-date, but there is no evidence of performance evaluations for the director or staff. Annual reports have been prepared and submitted to the Department of Education and State Board, but were

not posted or submitted to LEA members. Follow-up to audit report documents is incomplete.

22.05.5.5 "Level 1": Cooperative budgets are prepared but do not seem to be used for administration of the cooperative. There are audit findings from recent state audits that have not been addressed. Personnel policies, if available, are out of date and have not been reviewed for over five years.

22.05.~~5~~6 Each education service cooperative shall receive an overall evaluation rating from one (1) to five (5). The overall evaluation rating will consist of an average of the individual category ratings from Sections 22.05.1 through 22.05.5 above.

22.06 The report of the evaluation committee shall be filed with the education service cooperative visited, with its constituent school districts, and with the State Board of Education.

22.06.1 The State Board of Education shall acknowledge receipt of the report and comment on any deficiencies identified in the report that should be corrected for the education service cooperative to remain eligible for base funding.

22.06.2 The report shall identify each education service cooperative as being in one (1) of the following category levels, based on the evaluation:

22.06.2.1 "Level 5", education service cooperative of excellence;

22.06.2.2 "Level 4", education service cooperative exceeding standards;

22.06.2.3 "Level 3", education service cooperative meeting standards;

22.06.2.4 "Level 2", education service cooperative on alert; or

22.06.2.5 "Level 1", education service cooperative in need of immediate improvement.

22.06.3 As set forth in Ark. Code Ann. §§ 6-13-1021-6-13-1022 and Sections 22.00-23.00 of these rules, the evaluation committee may recommend to the State Board of Education that an education service cooperative be dissolved.

22.07 The intent of this evaluation procedure is to provide a means for school districts to express their concerns about the operation of their education service cooperative and to ensure that each education service cooperative remains alert and responsive to the needs of the local schools it serves.

22.08 An education service cooperative that receives a performance category level of level 1 shall be reevaluated during the evaluation cycle the following year.

22.09 For all education service cooperatives that receive a performance category level of level 1 for two (2) consecutive years, the Department of Education shall:

22.09.1 Withhold base funding to the education service cooperative; or

22.09.2 Take over administration of the education service cooperative.

22.10 For each evaluation, the Commissioner of Education shall appoint the committee and designate its chairperson.

22.10.1 The committee shall include the following from outside the boundary of the education service cooperative being evaluated:

22.10.1.1 A Department of Education staff member;

22.10.1.2 A teacher;

22.10.1.3 An administrator;

22.10.1.4 A college staff member; and

22.10.1.5 A present or former staff member of an area education service agency.

22.10.2 In addition, the committee shall include from within the education service cooperative's area:

22.10.2.1 A member of a school district board of directors;

22.10.2.2 A representative of business and industry; and

22.10.2.3 A school parent from each of two (2) school districts.

22.11 Each education service cooperative shall pay the reasonable costs of its evaluation.

Source: Ark. Code Ann. § 6-13-1021

23.00 DISSOLUTION OF AN EDUCATION SERVICE COOPERATIVE

23.01 The State Board of Education shall be authorized to dissolve any education service cooperative upon the request of a majority of its school district boards of directors or upon the recommendation of the evaluation committee provided for in Ark. Code Ann. §§ 6-13-1021-6-13-1022 and Sections 22.00-23.00 of these rules.

23.02 A dissolved education service cooperative's area shall be assigned to one (1) or more adjacent education service cooperatives, the provisions of Ark. Code Ann. § 6-13-1003 and Section 5.00 of these rules notwithstanding, with the dissolved education service cooperative's base funding apportioned to all remaining education service cooperatives in the state.

23.02 After payment of debts, the assets of a dissolved education service cooperative shall be distributed to the school districts in its service area based on each school district's third-quarter average daily membership for the immediately preceding school year.

23.03 Any active grant funds held by the dissolved education service cooperative shall be distributed to the Commissioner of Education in accordance with the grant requirements, state and federal law, and the best interests of the school districts within the boundaries of the dissolved cooperative. To the extent allowed by the

grant requirement or by law, active grant funds may be transferred to one or more public school districts or education service cooperatives, or to the Department, for future administration of the grant funds.

Source: Ark. Code Ann. § 6-13-1022

24.00 TECHNOLOGY CENTERS

24.01 Consistent with funds available and upon a majority vote of the members present and voting, the board of directors of each education service cooperative established under Title 6, Chapter 13, Subchapter 10 of the Arkansas Code is authorized to establish a technology training center and employ a technology coordinator who has demonstrated expertise in computer technology and staff development.

24.02 The duties of the technology coordinator at such technology training center shall include, but not be limited to, the following:

24.02.1 To provide staff development for personnel of member schools;

24.02.2 To assist member schools with determining technology needs and types of computer hardware and software necessary to meet those needs;

24.02.3 To assist with technology system analysis and local network design;

24.02.4 To provide member schools with information on technology standards and specifications;

24.02.5 To develop and coordinate a technology training center located at the education service cooperative;

24.02.6 To coordinate information with the Arkansas Public School Computer Network, the Instructional Microcomputer Project for Arkansas Classrooms, and the Governor's Technology Task Force so that member schools will be informed on technological activity in the state; and

24.02.7 To assist with requests for proposal development and bid analysis so that member schools will be better able to spend funds for technology.

Source: Ark. Code Ann. § 6-13-1023

25.00 MATHEMATICS AND SCIENCE CENTER

25.01 Consistent with funds available and upon a majority vote of the members present and voting, the board of directors of each education service cooperative established under this subchapter is authorized to establish a mathematics and science center and to employ a mathematics and science coordinator who has demonstrated expertise in mathematics and science content, in pedagogy, and in staff development.

25.02 The duties of the mathematics and science coordinator at the mathematics and science resource center shall include, but not be limited to, the following:

25.02.1 Providing mathematics and science staff development for and individual technical assistance to personnel of member schools;

25.02.2 Assisting member schools with determining mathematics and science curricula, with instruction, and with assessment of needs and resources necessary to meet those needs;

25.02.3 Enhancing curricula and instruction using technology;

25.02.4 Providing member schools with information for curriculum alignment with mathematics and science standards and state frameworks;

25.02.5 Developing and coordinating a mathematics and science resource center located at the education service cooperative; and

25.02.6 Assisting with the development of requests for proposals for teacher enhancement in mathematics and science.

Source: Ark. Code Ann. § 6-13-1025

26.00 COOPERATIVES AS LOCAL EDUCATION AGENCIES

26.01 Education service cooperatives created by Title 6, Chapter 13, Subchapter 10 of the Arkansas Code meet the definition of "local education agencies" by virtue of the fact that each is a public authority, legally constituted within this state to perform a service function for a public elementary and secondary school in school districts and other political subdivisions of the state and to form a consortia of school districts which are recognized by the General Assembly as administrative agents for public elementary and secondary schools.

26.02 This section intends to recognize the function of the cooperatives and to provide eligibility to cooperatives to receive state and federal funds upon written requests from the school districts.

Source: Ark. Code Ann. § 6-13-1026

27.00 FISCAL DISTRESS – EDUCATION SERVICE COOPERATIVES

27.01 Any education service cooperative that meets one (1) or more of the following criteria may be identified by the Department of Education as being in fiscal distress upon final approval of the State Board of Education:

27.01.1 A declining balance that jeopardizes the fiscal integrity of the education service cooperative. The Department of Education shall not use capital outlay expenditures from the education service cooperative's balance for facilities to identify the education service cooperative as being in fiscal distress;

27.01.2 A material failure to meet the education service cooperative's obligation to maintain the education service cooperative's facilities;

27.01.3 A material violation of local, state, or federal law or regulations relating to:

27.01.3.1 Fire, health, or safety codes;

27.01.3.2 Construction codes;

27.01.3.3 Audit requirements; or

27.01.3.4 Procurement, bidding, and purchasing requirements;

27.01.4 A material failure to provide timely and accurate legally required financial reports to the department, the Division of Legislative Audit, the General Assembly, or the Internal Revenue Service;

27.01.5 A material failure to maintain sufficient funds to cover payroll, salary, employment benefits, or legal tax obligations;

27.01.6 A material default on any debt obligation;

27.01.7 A material discrepancy between budgeted and actual expenditures; or

27.01.8 Any other fiscal condition of the education service cooperative that the Department of Education determines materially impacts the education service cooperative's delivery of education services.

27.02 The Department of Education may identify an education service cooperative as being in fiscal distress at any time a fiscal condition of the education service cooperative is discovered to have a detrimental negative impact on the continuation of educational services provided by the education service cooperative.

27.03 If the Department of Education identifies an education service cooperative as being in fiscal distress, the Department of Education shall notify the education service cooperative in writing of the identification of fiscal distress within ten (10) calendar days.

27.04 The Department of Education shall identify in the notice each criteria for fiscal distress on which the department based the identification of fiscal distress.

27.05 The Department of Education shall deliver the notice by certified mail, return receipt requested, and addressed to:

27.05.1 The president of the education service cooperative’s board of directors; and

27.05.2 The director of the education service cooperative employed under Ark. Code Ann. § 6-13-1010 and Section 11.00 of these rules.

27.06 The identification of fiscal distress made by the Department of Education under Ark. Code Ann. § 6-13-1027 and Section 27.00 of these rules may be appealed to the State Board of Education under Ark. Code Ann. § 6-13-1031 and Section 31.00 of these rules in which case the final order entered upon appeal is the final classification of fiscal distress.

27.07 Within two (2) weeks following the date the education service cooperative receives the final classification by the State Board of Education of fiscal distress, the education service cooperative shall:

27.07.1 Notify in writing each public school district in its service area that the education service cooperative is classified as being in fiscal distress; and

27.07.2 File with the Department of Education a fiscal distress plan under Ark. Code Ann. § 6-13-1028 and Section 28.00 of these rules.

27.08 An education service cooperative that is identified as being in fiscal distress shall not incur any debt without the prior written approval of the department.

27.09 The education service cooperative shall include in the annual report to constituent school districts under Ark. Code Ann. § 6-13-1020(d) and Section 21.00 of these rules the progress the education service cooperative had made on its fiscal distress plan.

Source: Ark. Code Ann. § 6-13-1027

28.00 FISCAL DISTRESS PLAN

28.01 An education service cooperative that is classified by the State Board of Education as being in fiscal distress shall file with the Department of Education a fiscal distress plan that:

28.01.1 Addresses each area of fiscal distress identified by the Department of Education;

28.01.2 Describes how the education service cooperative will remedy the areas experiencing fiscal distress; and

28.01.3 Establishes the schedule by which the education service cooperative will implement the fiscal distress plan. The fiscal distress plan implementation schedule shall not exceed two (2) years from the date of the final classification of fiscal distress.

28.02 The Department of Education shall approve the fiscal distress plan before the education service cooperative implements the fiscal distress plan.

28.03 An education service cooperative identified as being in fiscal distress is required to receive on-site technical evaluation and assistance from the Department of Education.

Source: Ark. Code Ann. § 6-13-1028

29.00 FISCAL DISTRESS ACTIONS

29.01 To address the identified areas of fiscal distress of an education service cooperative, the Department of Education shall:

29.01.1 Conduct an on-site evaluation and make recommendations regarding the staffing and fiscal practices of the education service cooperative. The recommendations of the Department of Education are binding on the education service cooperative;

29.01.2 Every six (6) months during which the education service cooperative is classified as being in fiscal distress, submit to the State Board of Education a written evaluation on the fiscal status of the education service cooperative;

29.01.3 Monitor the fiscal operations and accounts of the education service cooperative; and

29.01.4 Require the education service cooperative administrative staff and employees to obtain instruction or training in areas of fiscal concern for the education service cooperative.

29.02 The Department of Education also may take one (1) or more of the following actions:

29.02.1 Reorganize the administrative unit of the education service cooperative by:

29.02.1.1 Removing and replacing the director of the education service cooperative employed under Ark. Code Ann. § 6-13-1010 and Section 11.00 of these rules.

29.02.1.1.1 An individual appointed to replace the director shall administratively operate the education service cooperative under the supervision and approval of the Commissioner of Education.

29.02.1.1.2 The Department of Education may compensate nondepartment agents operating the education service cooperative from the education service cooperative's funding.

29.02.1.2 Removing, replacing, or reassigning other administrative staff of the education service cooperative; or

29.02.2 Impose reporting requirements on the education service cooperative.

29.03 Within two (2) consecutive school years of the State Board of Education's final classification of fiscal distress, the Department of Education shall determine whether to recommend that the education service cooperative be removed from fiscal distress status.

Source: Ark. Code Ann. § 6-13-1029

30.00 REMOVAL FROM FISCAL DISTRESS

30.01 The Department of Education shall certify in writing to the education service cooperative that the education service cooperative may be removed from fiscal distress status when the department determines that the education service cooperative has:

30.01.2 Corrected all of the criteria under Ark. Code Ann. § 6-13-1027 and Section 27.00 of these rules that led to the classification of fiscal distress; and

30.01.3 Complied with all Department of Education recommendations and requirements for removal from fiscal distress status.

30.02 Within thirty (30) days of receiving the Department of Education's certification under Ark. Code Ann. § 6-13-1030(a) and Section 30.01 of these rules, an education service cooperative may petition the State Board of Education in writing for removal from fiscal distress. An education service cooperative may not petition the State Board of Education for removal from fiscal distress status before the Department of Education makes the certification under Ark. Code Ann. § 6-13-1030(a) and Section 30.01 of these rules.

30.03 Within sixty (60) days of receiving the petition for removal from fiscal distress, the State Board shall deny the petition or remove the education service cooperative from fiscal distress status.

30.04 If an education service cooperative fails to meet the Department of Education's requirements for removal from fiscal distress status within two (2) consecutive school years of being classified in fiscal distress, the State Board of Education shall:

30.04.1 Reorganize the administrative unit of the education service cooperative under Ark. Code Ann. § 6-13-1029 and Section 29.00 of these rules; or

30.04.2 Issue a written finding supported by a majority vote of the State Board of Education explaining in detail that the education service cooperative could not comply with Ark. Code Ann. § 6-13-1030 or Section 30.00 of these rules due to impossibility caused by external forces beyond the education service cooperative's control. The

State Board of Education shall extend the classification of fiscal distress for one (1) additional year within which time the education service cooperative shall comply with all conditions for removal from fiscal distress status.

30.05 Within fifteen (15) days of making a decision under Ark. Code Ann. § 6-13-1030 and Section 30.00 of these rules, the State Board shall notify the education service cooperative of its decision and include with the notice a copy of a written finding issued under Ark. Code Ann. § 6-13-1030 and Section 30.04.2 of these rules.

Source: Ark. Code Ann. § 6-13-1030

31.00 APPEAL OF FISCAL DISTRESS IDENTIFICATION AND CLASSIFICATION

31.01 An education service cooperative may appeal to the State Board of Education the identification of fiscal distress under Ark. Code Ann. § 6-13-1027 and Section 27.00 of these rules.

31.02 The education service cooperative may lodge an appeal by filing a written appeal with the Commissioner of Education by certified mail, return receipt requested, within thirty (30) days of the date the education service cooperative received notice of the identification of fiscal distress.

31.03 The written appeal shall state in clear terms the reason why the education service cooperative should not be classified as being in fiscal distress.

31.04 The State Board of Education shall hear the appeal within sixty (60) days of receipt of the written notice of appeal.

31.05 Notwithstanding any appeal rights in this section, no appeal shall stay the State Board of Education's or the Department of Education's authority to take action to enforce the education service cooperative's compliance with financial management, accounting, auditing, and reporting procedures required by state or federal law and regulations.

31.06 The decision of the State Board on the appeal is a final order. There is no further right of appeal except to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

Source: Ark. Code Ann. § 6-13-1031

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING PUBLIC CHARTER SCHOOLS
~~March 1, 2012~~

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).* The initial charter or charter contract may be renewed as set forth in these rules. 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 any financial obligation incurred by a public charter school which will not be paid in full within 365 days from the date on ~~by the end of the same fiscal year in~~ which the financial obligation is incurred. ~~For the purposes of this rule, "debt" also includes any short term line of credit. A "line of credit" is defined as any agreement by a lender or potential creditor to advance funds in the form of a loan~~. *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(s) provided the applicant for a charter license(s) 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. Specifically, "net assets" refer to any unencumbered asset for which public funds were spent. *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.

3.21 "Short-term Line of Credit" means any financial obligation or obligations incurred by a public charter school as the result of an agreement by a lender or potential creditor to advance funds of ten thousand dollars ($10,000.00) or more in the form of:

3.21.1 A loan (or combination of loans) that is payable in full in less than three hundred sixty-five (365) days from the date on which the financial obligation is incurred; or

3.21.2 A loan (or combination of loans) that does not define a date certain at which the loan is payable in full.

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 requests ~~applications~~ for a public charter school, the public charter school applicant shall submit its renewal request ~~applications~~ according to a schedule set forth by the State Board of Education.

4.02.3 For requests ~~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 request ~~an application~~ not later than ~~forty-five (45)~~ thirty-five (35) days prior to the date of the State Board meeting at which the request ~~application~~ will be heard. For open-enrollment public charter schools, each such request ~~application~~ shall be contemporaneously sent by the applicant to the superintendent of the local school district in which the public charter school is located.

4.02.3.1 For the purposes of these rules, a change in the physical location of a public charter school means a relocation of a public charter school from its present location.

4.02.3.2 ~~Applications~~ Requests for a change in the physical location of a public charter school shall include maps of the present and proposed future locations of the charter school, and shall identify the local public school district in which the proposed future location will be located.

4.02.3.3 Not later than seven (7) days after receipt of the request ~~application~~ to change the physical location of a public charter school, the Commissioner of Education may, in writing, require the public charter school, the local school district and the Department of Education to submit additional information, including without limitation a desegregation analysis, concerning the proposed change in the physical location of the public charter school. Should the Commissioner of Education require the submission of such additional information, he or she shall modify the deadlines contained in Sections 4.04.4, 4.04.5, 4.04.6 of these rules accordingly.

4.02.4 For requests ~~applications~~ seeking State Board approval for other amendments to a public school charter, the public charter school applicant shall submit such request ~~an application~~ not later than ~~forty-five (45)~~ thirty-five (35) days prior to the date of the State Board meeting at which the request ~~application~~ will be heard. For open-enrollment public charter schools, each such request ~~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 requests ~~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 request ~~an application~~ for license not later than ~~forty-five (45)~~ thirty-five (35) days prior to the date of the State Board meeting at which the request ~~application~~ will be heard. Each such request ~~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.

4.02.6 Under circumstances involving imminent peril to the health, welfare, or safety of students, or under circumstances that may negatively impact the continuation of educational services offered by the public charter school, and upon written request from the public charter school, the Commissioner of Education or his or her designee may waive the thirty-five (35) ~~forty-five (45)~~ day deadline set forth in Sections 4.02.2 through Sections 4.02.5 of these rules. The decision of whether to grant such a waiver is within the sole discretion of the Commissioner of Education or his or her designee. If the Commissioner of Education, or his or her designee, grants such a waiver, he or she shall also adjust the resulting deadlines for local school districts and Department of Education staff contained in Sections 4.04.5 and 4.04.6 of these rules.

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 is or 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 request ~~application~~ for its existing public charter school charter;

4.04.4.3 In its request ~~application~~ to change the physical location of its existing charter school if required by the Commissioner of Education in accordance with Section 4.02.3 of these rules;

4.04.4.4 In any request ~~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 request ~~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 or applicant, a desegregation analysis carefully reviewing the potential impact of an application for a public charter school, or a request under Section 4.04.4 above, 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 proposed 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 if required by the Commissioner of Education in accordance with Section 4.02.3 of these rules;

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 proposed 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 if required by the Commissioner of Education in accordance with Section 4.02.3 of these rules;

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 proposed 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 or ~~for a~~ public charter school and the local school board in which the public charter school is or 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 in accordance with their approved dissemination grant applications.

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 Request ~~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 or applicant shall have twenty (20) minutes to present its case to the State Board for approval of the proposed conversion public charter school, renewal, or amendment. The Chair of the State Board may grant additional time, if necessary.

5.06.3 Parties opposed to the conversion public charter school application, renewal, or amendment, if any, shall have twenty (20) minutes to present their case to the State Board for disapproval of the proposed conversion public charter school, renewal, or amendment. The Chair of the State Board may grant additional time, if necessary.

5.06.4 The conversion public charter school or applicant shall have five (5) minutes to respond to any arguments in opposition to the conversion public charter school application, renewal, or amendment. 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 or request and questions, if any, to the conversion public charter school or 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, renewal, or amendment in order to allow a public charter school or applicant to make modifications or receive technical assistance to correct deficiencies in the application or request.

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. <u>As noted in Section 6.17.11 of these Rules, an open-enrollment public charter school shall have the 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.</u>

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, in conjunction with the application form adopted under section 6.01.2 of these Rules, a scoring rubric that shall constitute criteria to ~~use in selecting~~ inform the Board's approval of 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.

6.01.7.3 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.

6.01.7.4 If the local school board disapproves the application, or if the local school board takes no action in the time allowed by Section 6.01.7.2 of these Rules, the applicant shall have an immediate right to proceed with a written notice of appeal to the State Board.

6.01.7.5 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.

6.01.7.6 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 Criteria provided by rule adopted by the State Board under section 6.01.3 of these Rules;

6.04.1.3 Findings of the State Board relating to improving student performance and encouraging innovative programs; and

6.04.1.~~3~~4 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 4.03 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 4.03 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 federal 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 Under circumstances involving imminent peril to the health, welfare, or safety of students, or under circumstances that may negatively impact the continuation of

educational services offered by the public charter school, and upon written request from the public charter school, the Commissioner of Education may waive the thirty (30) day deadline set forth in Section 6.11.1.5.1 of these rules. The decision of whether to grant such a waiver is within the sole discretion of the Commissioner of Education.

6.11.1.6 Shall not enter into any short-term line of credit, or receive any funds from a short-term line of credit, without prior notice to the Commissioner of Education;

6.11.1.6.1 Notice of a short-term line of credit must identify the lender or creditor, the principal amount, the interest rate, and the payment terms;

6.11.1.6.2 No public funds may be used to repay any short-term line of credit unless prior notice of the line of credit was given to and received by the Commissioner of Education;

6.11.1.7 Shall not charge students tuition or fees that would not be allowable charges in the public school districts; and

6.11.1.~~7~~8 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 eminent 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~~ received directly ~~to~~ by 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 Request ~~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 or applicant shall have twenty (20) minutes to present its case to the State Board for approval of the proposed open-enrollment public charter school application, renewal, or request. 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, renewal, or request, 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 application, renewal, or request. The Chair of the State Board may grant additional time, if necessary.

6.23.4 The open-enrollment public charter school or applicant shall have five (5) minutes to respond to any arguments in opposition to the open-enrollment public charter school application, renewal, or request. 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, renewal, or request, and questions, if any, to the open-enrollment public charter school or 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, renewal, or request in order to allow a public charter school or applicant to make modifications or receive technical assistance to correct deficiencies in the application, renewal, or request.

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.

6.25 Charter School Facilities

An open-enrollment public charter school shall not commence operations with students in any new or renovated facility unless the school has obtained for the new construction or renovation:

6.25.1 A certificate of occupancy issued by a local code official approved by the state fire marshal;

6.25.2. A certificate of occupancy or other approval of the state fire marshal; or

6.25.3 A certificate of substantial completion issued by a licensed architect.

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 Request ~~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 or applicant shall have twenty (20) minutes to present its case to the State Board for approval of the proposed limited public charter school application, renewal, or request. The Chair of the State Board may grant additional time, if necessary.

7.11.3 Parties opposed to the limited public charter school application, renewal, or request, if any, shall have twenty (20) minutes to present its case to the State Board for disapproval of the proposed limited public charter school application, renewal, or request. 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, renewal, or request. 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, renewal, or request and questions, if any, to the limited public charter school or 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 Limited 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)~~ fifteen (15) 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~~ If the State Board votes to non-renew or revoke the charter, or the charter otherwise dissolves, the charter school or sponsoring entity shall, on a timeline established by the Department, send written notice of closure, as approved by the Department, 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. For the purpose of this section, "net proceeds" means the sale proceeds remaining after the satisfaction of all lien, security, ownership, or other interests that supersede the state's interest.

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.

Date	Respondent	Comment	ADE Response
May 4, 2012	Suzanne Rogers, LISA Academy	Our enrollment cap has increased and we will grow next year by 200 students. Our funding for next year is based on ADM for this year, which makes it difficult budget-wise. Section 6.17 should be amended to include funding for an increase in enrollment.	**Comment considered. Section 6.17 of the rules is based upon Ark. Code Ann. § 6-23-501 as amended by Acts 989 and 993 of 2011. While that statute sets forth procedures for charter schools to be funded during their first year of operation, second year of operation, and the first year a charter school adds a new grade, it does not provide separate funding procedures for years in which an existing charter increase its enrollment cap.**
May 18, 2012	Arkansas Public School Resource Center	The proposed Rules fail to mention the creation/existence of the Charter Review Council (Council). We believe, as the Council is now an integral part of the charter review process, that the processes and procedures involving the Council should be clearly articulated in the Rules.	**Comment considered. As noted in response to your previous comments in this area, the Charter Review Council is an information-gathering advisory body. Its purpose is to gather information to better inform the decision-making of the State Board of Education. The Charter Review Council has not created any formal processes and procedures to govern its work. Instead, the Charter Review Council is part of the Arkansas Department of Education's efforts to gather information as already envisioned by Section 4.08.10.**
		There continues to be an issue with the local school district in which an open-enrollment public charter school applicant is proposing to locate submitting materials to the State Board of Education at the last minute before the applicant's hearing. This practice causes the charter applicant to be at a great disadvantage, with little or no ability to respond to this new information which is submitted well past Department-established timelines. In order to address this practice, we strongly recommend that timelines for the submission of such information from the opposing school district(s) be incorporated into these Rules, and strict adherence to them be enforced by the Department and the State Board of Education.	**Comment considered. As noted in response to your previous comments in this area, to the extent not otherwise included in the rules, the State Board of Education adopts its general board submission timelines on an annual basis. The Arkansas Department of Education will work with applicants, local school districts, and other interested parties to clearly communicate the established deadlines.**
		Section 4.02.3: The charter school should be required to send notice to the Department; the Department may send notice to any appropriate party.	**Comment considered. As noted in response to your previous comments in this area, in order for the timelines contained in the rules to serve their purposes and in order to preserve transparency, it is necessary for the notice to be sent by the public charter school to appropriate local school districts.**
		Sections 4.02.3 and 4.02.4: a) While the change from forty-five (45) days to thirty-five (35) days is appreciated, thirty-five (35) days is still too long of a time period to require notice to the State Board of Education (Board); public charter schools should not be required to submit information to the Board beyond the time periods required for	**Comment considered. Public charter schools operate under the terms of a charter contract entered into with the State Board and in that regard, are different from other public schools. Any modification of that charter contract requires State Board approval. The Department of Education, acting for the State Board, must have adequate**

		other public schools. The extensive regulatory process created for charter schools already creates a system of perpetual presence of charter school issues before the Board. The major complaint has been the exhaustive issue of charter schools before the Board. It is recommended that a less prescriptive requirement for any and all charter school issues before the Board would help alleviate the massive hearing load of charter school issues by the Board; and b) Define "amendments" to charter. Otherwise, petty issues will be going to the Board. The term amendments should at least be changed to "substantive amendments." For example, if the school will be operated in the same location, but wants to become affiliated with a charter network with no change in its leadership, board, etc., does it have to get Board permission to do that? Is that substantive or not?	**time to sufficiently review proposed modifications to a charter contract. In some instances, that review must allow time for local school districts to provide input. The timelines, as set forth in the rules, provide adequate opportunity to address these concerns.** **Based in part upon your previous public comments, Section 4.02.6 allows the Commissioner of Education or his designee to waive the 45-day deadline in appropriate circumstances.** **Based upon recommendations from the National Association of Charter School Authorizers (NACSA), the Arkansas Department of Education is in the process of modifying the charter document. It is anticipated that those modifications will include an explanation of substantive and non-substantive provisions.**
		Section 4.03.1.5: This proposed change creates a major potential problem. This section attempts to engraft a Federal requirement for state education agencies to receive charter school funding under the Consolidated Appropriations Act, 2010 from the United States Department of Education onto charter applications through these proposed Rules. The Federal funding Act requirement could seemingly be met by referencing the provisions of Ark. Code Ann. § 6-23-105(a)(1) and (4) and 6-23-306(3) and (4). Furthermore, the State does not appear to hold traditional public school district students to equitable academic accountability standards the same as a public charter school student with the Board's request for waiver of ESEA accountability standards (see letter to Secretary of Education Arne Duncan from Board President Dr. Naccaman Williams, dated March 14, 2011) and the State's incredibly low standards for State intervention for academic distress for school districts.	**Comment considered. These proposed rules do not attempt to change Section 4.03.1.5. As noted in response to your previous comments in this area, this section exists in accordance with federal statute. The federal government would not provide federal charter school funding to the State of Arkansas if this section was removed from the rule.**
		Sections 4.04.4 and 4.04.5: We have great concern with requiring a charter school to prepare and provide to the Department a desegregation analysis when seeking to amend its charter, or applying for a license. The proposed language exceeds the scope of the Ark. Code Ann. § 6-23-106. Furthermore, to require a race based analysis beyond an initial application may be used as proof of segregation of intent on the part of the State in limiting the race of students who may attend a public charter school. Finally, these proposed sections do not require a desegregation analysis from the local school district as is required by Ark. Code Ann.§ 6-23-106 creating further possible equal protection considerations.	**Comment considered. As noted in response to your previous comments in this area, Ark. Code Ann. § 6-23-106 states, in part, that the "state board shall not approve any public charter school under this chapter *or any other act or 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*." (*emphasis added*). Therefore, it is permissible to review referenced actions in light of any applicable desegregation orders. Finally, Section 4.04.5 of the rule clearly provides the opportunity for local school districts to provide desegregation analyses. If local school boards fail to**

			submit such desegregation analyses within the required timeframe, they will waive their opportunity to do so.
		Section 4.06.6: This Section seems vague, and does not really provide guidance to the charter school as to what it should be reasonably expected to provide to the Department, and under what timeline(s) and goes beyond the scope and provisions of Act 993 of 2011.	**Comment considered. This comment refers to a section of the rule previously approved by the State Board and reviewed with approval by the Joint Education Committee and the ALC-Administrative Rules & Regulations Subcommittee. The proposed rule revisions do not, in any way, revise the existing requirements of the rule in this regard. As noted in response to your previous comments in this area, this section applies to all public records possessed by a charter school. This section is necessary for monitoring and oversight of charter schools by the Department of Education. Traditional public school districts are held to the same standard. The commenter has not identified what public information it believes public charter schools should withhold from the Department of Education. As this section pertains only to public information, it should not present a problem for charter schools.**
		Section 4.07.1: Why is this requirement being added? Is this change due to a new requirement being imposed upon the Department at the Federal level? If this requirement remains, what are the consequences if the charter school fails to comply? The ADE should define "best or promising" practices.	**Comment considered. This is not a new section. This comment refers to a section of the rule previously approved by the State Board and reviewed with approval by the Joint Education Committee and the ALC-Administrative Rules & Regulations Subcommittee. The proposed rule revisions do not, in any way, revise the existing requirements of the rule in this regard. As noted in response to your previous comments in this area, this requirement exists for those public charter schools that receive dissemination grants. To the extent those public charter schools may not be aware of the requirement to publish best or promising practices in accordance with their approved grant applications, this section provides clarity.**
		Section 6.01.3: We are concerned that the language in this proposed section may be "ultra vires." The language of Ark. Code Ann.§ 6-23-304(a) and (a)(1) states that the Board may approve or deny an application based on criteria provided by law or rule adopted by the Board; the statute mentions nothing about the Board adopting criteria for a specific "program." The Board's authority in this general area, on a case-by-case basis, seems to reside in Ark. Code Ann. § 6-23-304(a)(2). Any accountability program should be adopted by Rules and Regulations under the Administrative Procedure Act to provide due process opportunities of public notice. To not do so may be to act outside the authority of the Administrative Procedure Act and expectations of accountability standards.	**Comment considered. The referenced language was taken from Ark. Code Ann. 6-23-301(a)(2) and falls squarely within the authority of the State Board. These proposed rules allow the State Board to adopt a scoring rubric in conjunction with an application form adopted under section 6.01.2 of the rules.**

		Sections 6.21.1 and 6.21.2: We are concerned that these proposed sections may result in an improper taking as they are not grounded in statutory authority as to any private funds that may be intended to assist a charter school but not expressly placed in the bank account or under the authority of the governance of that charter school. See restrictions to state and federal funds per Ark. Code Ann. § 6-23-506 and Section 8.00 of these Rules.	**Comment considered. As noted in response to your previous comments in this area, these sections would not result in an improper taking. These sections merely require two separate bank accounts so that charter school funds may be accurately tracked and accounted for. At any given point in time, it must be clear which assets belong to an open-enrollment public charter school and which assets do not.**
		Section 8.00: We have general concerns about the broad, sweeping authority given to the Department in this proposed section of the Rules. While we are cognizant of the recent open-enrollment charter school closures, and the burden that such closures place upon the Department's staff, we would urge the Department to reexamine this section. Comments about specific sections will now follow.	**Comment considered. As noted in response to your previous comments in this area, one primary recommendation of the National Association of Charter School Authorizers (NACSA) was that the State Board develop a comprehensive process for the closing and dissolution of public charter schools. These procedures were based, in part, upon NACSA guidelines.**
		Section 8.02.2.3: We are concerned the closing charter school will not be given significant time to "prove" to the Department that an item or items has been purchased with sponsoring entity or private funds, and will be faced with trying to regain possession of its item or items from either the Department or a subsequent donee.	**Comment considered. This is not a new section. This comment refers to a section of the rule previously approved by the State Board and reviewed with approval by the Joint Education Committee and the ALC-Administrative Rules & Regulations Subcommittee. The proposed rule revisions do not, in any way, revise the existing requirements of the rule in this regard. As noted in response to your previous comments in this area, the Department of Education has a legal duty to protect and account for state and federal funds/property. The situation raised in the comment will become an issue only if the public charter school fails to properly document and account for public funds/property.**
		Section 8.03: Again, there is a concern with the preservation/protection of the charter school's property purchased with sponsoring entity or private funds, or even donated to the school. Additionally, there appear to be no provisions made for segregating the non-state/federal funds in the state of items that were acquired with a combination of governmental and non-governmental funds, and returning the non-governmental proceeds to the sponsoring entity.	**Comment considered. This is not a new section. This comment refers to a section of the rule previously approved by the State Board and reviewed with approval by the Joint Education Committee and the ALC-Administrative Rules & Regulations Subcommittee. The proposed rule revisions do not, in any way, revise the existing requirements of the rule in this regard. As noted in response to your previous comments in this area, the rule was previously revised to add a definition of "net proceeds" that explicitly requires the satisfaction of any interest in the property held by the sponsoring entity or any other entity.**
		Section 8.03.4: It might be appropriate to indicate that approval of the Department of Finance and Administration's Office of State Procurement might be necessary for the disposition of items acquired with state funds.	**Comment considered. As noted in response to your previous comments in this area, the Department of Education will work with the Office of State Procurement to develop guidelines to dispose of items acquired with state funds in accordance with state law.**
		Section 8.05: Upon what legal authority(-ies) are these records	**Comment considered. This is not a new section. As noted**

		distribution/retention schedules based? Absent specific legal authority a public charter school is under no greater legal standard of record retention than any other public school.	**in response to your previous comments in this area, Standard for Accreditation 7.03.2.1 requires all public schools to maintain all reports and records necessary for effective planning, operation, and education. In addition, all public schools have an obligation under FERPA to maintain records and make those records available to parents and students upon request.**

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
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.
August/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 vote to approve the charter application. 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.
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.) Any desegregation analysis submitted by the local school board must be filed with the Department of Education not later than twenty (20) days prior to the State Board's consideration of the application. Failure of the local school board of the district in which the proposed public charter school will be located to submit to the Department 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.

*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-B
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. 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 <u>by the applicant</u> 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~~ To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must ~~have~~ received ~~d~~ 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 (if known): _____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. Please note that Ark. Code Ann. § 6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

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.

(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~~ 55 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~~ Facilities Utilization ~~a~~Agreement (required)
6. Proposed two-year budget estimate using 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~~ 4:00 p.m. on August 31 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-B
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~~ 55 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) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which 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.

   C. The last publication date of the notice shall be no less than seven (7) 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. The letters shall identify, at a minimum, the full legal name of the eligible entity which intends to apply for a charter; a contact person's name, full address, daytime telephone number, and e-mail address; the name of the proposed open-enrollment public charter school; and the proposed location of the proposed open-enrollment public charter school.

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.

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

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

5. Describe the educational need for the school.

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

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.

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

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.

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.~~)*

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 required by federal court or administrative order, the applicant shall furnish a copy of the order.

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.

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.

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. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this Application may not be changed without prior approval of the State Board of Education.

15. Provide a statement affirming that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute 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.

16. Describe the facilities to be used. Give the present use of the facility. 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~~ Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

    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.

An open-enrollment public charter school shall not commence operations with students in any facility unless the school has obtained a certificate of occupancy issued by a local code official approved by the state fire marshal, a certificate of occupancy or other approval of the state fire marshal, or a certificate of substantial completion issued by a licensed architect. The occupancy limits of any facility shall be as determined by the local code official or state fire marshal.

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.

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, including Alternative Learning Environments
    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.

19. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.
    ~~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.~~

20. Describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs.

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 rationale for each waiver requested.**

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)
- Facilities utilization ~~Facility use~~ agreement (required)
- Proposed two-year budget estimate using 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:

_____

_____

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 of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee:	Lessor:
_____	_____
By _____	By_____
Date_____	Date _____

Charter School Budget Information

The Budget 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 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 Worksheet:

> 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. Please note the funding amounts are based on the 2012-2013 amounts, as the General Assembly has not yet determined the funding amounts for future years.
>
> 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 (~~2012-2013~~ 2013-2014)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (_) x $6,267.00 State Foundation Funding		
3			
4	No. of Students (___) x $42.38 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 *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		$0.00
15			
16	**TOTAL REVENUES**		$0.00
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions___)*		
21	Fringe Benefits		
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other *(Describe)*		$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions___)*		
29	Fringe Benefits		
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other *(Describe)*		$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%): $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. Please note that a charter school that does not participate in the National School Lunch program is* **not *eligible to receive NSLA funding.*

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Gifted and Talented Program:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Alternative Education Program/ Alternative Learning Environments:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Guidance Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Health Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Fiscal Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Maintenance and Operation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
(include utilities)		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Pupil Transportation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Food Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00

(Budget Continued)

Data Processing:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*			$0.00
Substitute Personnel:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			$0.00
Facilities:			
Lease/Purchase (contract for one total year including facility upgrades)			
Please list upgrades:			
Utilities (contract for one total year including facility upgrades)			
Insurance (contract for one total year including facility upgrades):			
Property Insurance			
Content Insurance			$0.00
Debt Expenditures:			$0.00
Other Expenditures:			
(Describe)			$0.00
TOTAL EXPENDITURES			$0.00

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

Line#	**Revenues**	**Amount**	**Total**
1	State Public Charter School Aid:		
2	No. of Students (____) x $6,267.00 State Foundation Funding		
3			
4	No. of Students (____) x $42.38 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 *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		$0.00
15			
16	**TOTAL REVENUES**		$0.00
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions___)*		
21	Fringe Benefits		
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other *(Describe)*		$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions___)*		
29	Fringe Benefits		
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other *(Describe)*		$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%): $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. Please note that a charter school that does not participate in the National School Lunch program is* **not *eligible to receive NSLA funding.*

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Gifted and Talented Program:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Alternative Education Program/ Alternative Learning Environments:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Guidance Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Health Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Fiscal Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Maintenance and Operation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
(include utilities)		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Pupil Transportation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Food Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00

(Budget Continued)

Data Processing:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*			$0.00
Substitute Personnel:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			$0.00
Facilities:			
Lease/Purchase (contract for one total year including facility upgrades)			
Please list upgrades:			
Utilities (contract for one total year including facility upgrades)			
Insurance (contract for one total year including facility upgrades):			
Property Insurance			
Content Insurance			$0.00
Debt Expenditures:			$0.00
Other Expenditures:			
(Describe)			$0.00
TOTAL EXPENDITURES			$0.00

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the President of the Board of Directors of the proposed public charter school's sponsoring entity 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.

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.

7. The proposed open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

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 traditional school district is covered.

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.

10. The open-enrollment public charter school shall be reviewed for its potential impact 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.

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.

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;

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

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

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 involuntary 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.

_____ Date: _____

Signature of
President of the Sponsoring Entity Board of 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) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which 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.

  C. The last publication of notice shall be no less than seven (7) 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~~ 55 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:
    - o 1 original copy with original signatures (unbound)
    - o 12 copies of the original (bound/stapled, no notebooks)
    - o 1 cd copy in either Microsoft Word or Adobe Acrobat 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 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.

SUGGESTED LEASE AGREEMENT FORM (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 untenantable 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 6 of this Agreement. Furthermore, to the extent that any portion of rent payment in paragraph 3 or Lessee repairs in paragraph 6 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 Department of Education and obtain the express approval of the 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 Commissioner of Education. Any such change without the express approval of the 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]

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 open-enrollment 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 an open-enrollment public 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/Unknown

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
☐	☐	☐

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; and
- Copies of any documents or presentations distributed at the public meeting.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

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 and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, 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.

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Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

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
☐	☐	☐

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
☐	☐	☐

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
☐	☐	☐

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 are 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
☐	☐	☐

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~~ implement the requirements and timeframe of the Common Core Standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

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
☐	☐	☐

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
☐	☐	☐

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
☐	☐	☐

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
☐	☐	☐

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
☐	☐	☐

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
☐	☐	☐

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 finance and 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 finance and educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

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
☐	☐	☐

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.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

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;
- Plans for offering access to one or more approved Alternative Learning Environments; and
- Plans for a gifted and talented program for eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 19 OF APPLICATION: FOOD 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
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD [redacted] 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
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 11 OF APPLICATION: WAIVERS

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

Evaluation Criteria:

A response that meets the standard will present:

- A ~~justification of~~ rationale for each and every waiver request; and
- A justification of how the waiver requests relate to the school's educational program.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Legal Comments	Reference
Concerns and Additional Questions	**Reference**

STANDARD 12 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, 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
RULES GOVERNING THE TEACHER EXCELLENCE AND SUPPORT SYSTEM

1.0 PURPOSE

1.01 The purpose of these rules is to establish the requirements and procedures concerning the Teacher Excellence and Support System.

2.0 REGULATORY AUTHORITY

2.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System.

2.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-13-1305, 6-15-1004, 6-15-1402, 6-17-704, 6-17-705, 6-17-1504, 6-17-2801 through 6-17-2809, 6-20-2305, 25-15-201 et seq. and Act 1209 of 2011.

3.0 LEGISLATIVE INTENT AND PURPOSE

3.01 The State Board of Education notes that, with regard to the Teacher Excellence and Support System, it is the intent of the Arkansas General Assembly to:

3.01.1 Provide a program affording public school districts and public charter schools a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning;

3.01.2 Provide an evaluation, feedback, and support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning;

3.01.3 Provide a basis for making teacher employment decisions;

3.01.4 Provide an integrated system that links evaluation procedures with curricular standards, professional development activities, targeted support, and human capital decisions;

3.01.5 Encourage highly effective teachers to undertake challenging assignments;

3.01.6 Support teachers' roles in improving students' educational achievements;

3.01.7 Inform policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement across the state; and

3.01.8 Increase the awareness of parents and guardians of public school students concerning the effectiveness of public school teachers.

3.02 The purposes of these rules are, without limitation, to:

3.02.1 Recognize that student learning is the foundation of teacher effectiveness and many factors impact student learning, not all of which are under the control of the teacher or the school, and that evidence of student learning includes trend data and is not limited to a single assessment;

3.02.2 Provide that the goals of the Teacher Excellence and Support System are quality assurance and teacher growth;

3.02.3 Reflect evidence-based or proven practices that improve student learning;

3.02.4 Utilize clear, concise, evidentiary data for teacher professional growth and development to improve student achievement;

3.02.5 Recognize that evidence of student growth is a significant part of the Teacher Excellence and Support System;

3.02.6 Ensure that student growth is analyzed at every level of the evaluation system to illustrate teacher effectiveness;

3.02.7 Require annual evidence of student growth from artifacts and external assessment measures;

3.02.8 Include clearly defined teacher evaluation categories, performance levels, and evaluation rubric descriptors for the evaluation framework;

3.02.9 Include procedures for implementing each component of the Teacher Excellence and Support System; and

3.02.10 Include the professional development requirements for all superintendents, administrators, evaluators, and teachers to obtain the training necessary to be able to understand and successfully implement the Teacher Excellence and Support System.

Source: Ark. Code Ann. § 6-17-2802 and § 6-17-2804

4.0 DEFINITIONS

4.01 "Artifact" means a documented piece of evidence chosen by the teacher being evaluated, the evaluator, or both, that:

4.01.1 Relates to the evaluation rubric; and

4.01.2 Represents output from one (1) or more of the following, without limitation:

4.01.2.1 Lesson plans or pacing guides aligned with the state standards;

4.01.2.2 Self-directed or collaborative research approved by an evaluator;

4.01.2.3 Participation in professional development;

4.01.2.4 Contributions to parent, community, or professional meetings;

4.01.2.5 Classroom assessments including:

4.01.2.5.1 Unit tests;

4.01.2.5.2 Samples of student work, portfolios, writing, and projects;

4.01.2.5.3 Pre-assessments and post-assessments; and

4.01.2.5.4 Classroom-based formative assessments;

4.01.2.6 District-level assessments including:

4.01.2.6.1 Formative assessments;

4.01.2.6.2 Grade or subject level assessments;

4.01.2.6.3 Department-level assessments; and

4.01.2.6.4 Common assessments;

4.01.2.7 State-level assessments including:

4.01.2.7.1 End-of-course assessments;

4.01.2.7.2 Statewide assessments of student achievement; and

4.01.2.7.3 Career and technical assessments; and

4.01.2.8 National assessments including:

4.01.2.8.1 Advanced placement assessments;

4.01.2.8.2 Norm-referenced assessments; and

4.01.2.8.3 Career and technical assessments.

4.02 "Evaluation" means the process under these rules used to:

4.02.1 Assess with evidence what a teacher should know and be able to do as measured by the categories and performance levels of an evaluation framework; and

4.02.2 Promote teacher growth through professional learning.

4.02.3 "Evaluation" does not include a teacher's performance relating to competitive athletics and competitive extracurricular activities.

4.03 "Evaluation framework" means a standardized set of teacher evaluation categories that provide the overall basis for an evaluation.

4.04 "Evaluation rubric" means a set of performance descriptors for each teacher evaluation category in the evaluation framework.

4.05 "Evaluator" means a person licensed by the State Board of Education as an administrator who is designated as the person responsible for evaluating teachers. "Evaluator" also includes public charter school administrators who are designated by their public charter schools as evaluators, regardless of whether the public charter school administrators hold an administrator's license. While these rules allow for other school personnel to guide the interim teacher appraisal process, the designated evaluator remains responsible for conducting summative evaluations of teachers. Before conducting summative evaluations of teachers pursuant to these rules, a designated evaluator must successfully complete all training and certification requirements for evaluators as set forth by the Arkansas Department of Education. Prior to conducting summative evaluations of teachers pursuant to these rules, public charter school administrators who are designated evaluators must also successfully complete all training and certification requirements for evaluators as set forth by the Arkansas Department of Education, regardless of whether the public charter school administrators hold an administrator's license.

4.06 "External assessment measure" means a measure of student achievement or growth that is administered, developed, and scored by a person or entity other than the teacher being evaluated, except that the assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed

individual designated by the evaluator. For public charter schools, the assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed individual designated by the evaluator or, if no licensed individuals are employed by the public charter school, a degreed teacher employed by the public charter school and designated by the evaluator.

4.07 "Formal classroom observation" means an announced visit to a classroom by an evaluator that:

4.07.1 Is preceded by a pre-observation conference to discuss the lesson plan and objectives;

4.07.2 Is conducted by an evaluator for at least seventy-five percent (75%) of the class period either by observing the teacher in the classroom or through the use of three-hundred-sixty-degree video technology. The length of time for a formal classroom observation of a teacher teaching in a block schedule or in a class period lasting longer than sixty (60) minutes may be adjusted to allow for an observation for forty-five (45) minutes or more of the teacher's class period;

4.07.3 Facilitates a professional dialogue for the teacher and evaluator; and

4.07.4 Provides essential evidence of the teacher's classroom practices.

4.08 "Formative assessment" means an evaluation of a student's learning that is given before the student completes a course of instruction to foster the student's development and improvement on a specific strand within the course of instruction.

4.09 "Informal classroom observation" means an observation conducted by an evaluator for the same purpose as a formal classroom observation but may be:

4.09.1 Unannounced; or

4.09.2 For a shorter period of time than a formal classroom observation.

4.10 "Intensive support status" means the employment status administered under this subchapter that is assigned to a teacher under Ark. Code Ann. § 6-17-2807 and Section 7.0 of these rules.

4.11 "Interim teacher appraisal" means a form of evaluation, other than a summative evaluation, that:

4.11.1 Provides support for teaching practices; and

4.11.2 Uses standards for teacher growth and performance that are consistent with the evaluation rubrics for the teacher evaluation categories of a summative evaluation.

4.12 "Novice teacher" means a teacher having less than one (1) school year of public school classroom teaching experience.

4.13 "Post-observation conference" means a conference between the teacher and evaluator following a formal classroom observation to discuss:

4.13.1 The evaluator's observations; and

4.13.2 Artifacts presented by the teacher after the formal classroom observation.

4.14 "Pre-observation conference" means a conference between the teacher and evaluator to discuss goals and planned outcomes for a classroom lesson before a formal classroom observation.

4.15 "Probationary teacher" means the same as probationary teacher under Ark. Code Ann. § 6-17-1502.

4.16 "Statewide assessment of student achievement" means a statewide benchmark exam, end-of-course assessment, or a summative assessment of student achievement administered through:

4.16.1 The Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq.; or

4.16.2 A program of Common Core assessments administered under rules of the State Board of Education.

4.17 "Summative assessment" means an evaluation of student achievement given at the completion of a course of instruction that cumulatively measures whether the student met long-term learning goals for the course.

4.18 "Summative evaluation" means an evaluation of a teacher's performance that evaluates all categories of the evaluation framework that supports:

4.18.1 Improvement in the teacher's teaching practices and student achievement; and

4.18.2 A school district's employment decision concerning the teacher.

4.19 "Teacher" means a person who is:

4.19.1 Required to hold and holds a teaching license from the State Board of Education as a condition of employment; and

4.19.2 Employed in a public school as a:

4.19.2.1 Classroom teacher engaged directly in instruction with students in a classroom setting;

4.19.2.2 Guidance counselor;

4.19.2.3 Library media specialist;

4.19.2.4 Special education teacher; or

4.19.2.5 The following teachers who instruct public school students:

4.19.2.5.1 Distance learning teachers;

4.19.2.5.2 Virtual charter school teachers;

4.19.2.5.3 Teachers at the Arkansas School for the Blind;

4.19.2.5.4 Teachers at the Arkansas School for the Deaf;

4.19.2.5.5 Teachers at the Arkansas Correctional School;

4.19.2.5.6 Instructional facilitators and instructional coaches; and

4.19.2.5.7 Teachers employed by education service cooperatives who instruct public school students.

4.19.3 "Teacher" also includes a nonlicensed classroom teacher employed at a public charter school under a waiver of teacher licensure requirements granted by the State Board of Education in the charter.

4.19.4 "Teacher" does not include a person who is employed full time by a school district or public school solely as a superintendent or administrator.

4.20 "Teacher Excellence and Support System" means a statewide teacher evaluation system that provides support, collaboration, feedback and targeted professional development opportunities aimed at ensuring effective teaching and improving student learning.

4.21 "Tested content area" means a teaching content area that is tested under a statewide assessment of student achievement.

Source: Ark. Code Ann. § 6-17-2803 as modified

5.0 SUMMATIVE EVALUATIONS

5.01 The evaluation framework for a summative evaluation for a classroom teacher shall include:

5.01.1 The following teacher evaluation categories (or domains):

5.01.1.1 Planning and preparation;

5.01.1.2 Classroom environment;

5.01.1.3 Instruction; and

5.01.1.4 Professional responsibilities; and

5.01.2 An evaluation rubric using nationally accepted descriptors (or components) that consists of the following four (4) performance levels:

5.01.2.1 Distinguished;

5.01.2.2 Proficient;

5.01.2.3 Basic; and

5.01.2.4 Unsatisfactory.

5.02 A summative evaluation shall result in a written:

5.02.1 Evaluation determination for the teacher's performance level on each teacher evaluation category; and

5.02.2 Summative evaluation determination of the teacher's performance level on all teacher evaluation categories as a whole.

5.03 A summative evaluation shall use an appropriate evaluation framework, evaluation rubric, and external assessment measurements for a teacher who is not a classroom teacher, including without limitation:

5.03.1 A guidance counselor;

5.03.2 A library media specialist;

5.03.3 A special education teacher; or

5.03.4 The following teachers who instruct public school students:

5.03.4.1 Distance learning teachers;

5.03.4.2 Virtual charter school teachers;

5.03.4.3 Teachers at the Arkansas School for the Blind;

5.03.4.4 Teachers at the Arkansas School for the Deaf;

5.03.4.5 Teachers at the Arkansas Correctional School;

5.03.4.6 Instructional facilitators and instructional coaches; and

5.03.4.7 Teachers employed by education service cooperatives who instruct public school students.

5.04 In a tested content area, one-half (1/2) of the artifacts considered by the teacher and evaluator shall be external assessment measures chosen by the teacher and evaluator, or by the evaluator if the teacher and evaluator are unable to agree. The other one-half (1/2) of the artifacts in a tested content area shall consist of evidence related to each teacher evaluation category and their respective components and may include the artifacts set forth in Section 5.04.2 of these rules.

5.04.1 Except as provided in Section 5.04.2 of these rules for a nontested content area, one-half (1/2) of the artifacts considered by the teacher and evaluator, or by the evaluator if the teacher and evaluator cannot agree, shall be external assessments.

5.04.2 If an external assessment measure does not exist for the nontested content area, the following types of artifacts may be used to satisfy the external assessment measure requirement under Section 5.04.1 of these rules.

5.04.2.1 Knowledge measures, including without limitation, pre-tests, post-tests, or other written tests;

5.04.2.2 Performance measures used to evaluate student improvement in a particular subject matter during a semester or school year;

5.04.2.3 Attitude/behavior measures used to evaluate student improvement during a semester or school year as reflected in parental and/or student surveys;

5.04.2.4 Student performance in group projects or project-based learning activities; and

5.04.2.5 Schoolwide measures, including without limitation:

5.04.2.5.1 Attendance rate;

5.04.2.5.2 Graduation rate; and

5.04.2.5.3 Literacy scores.

5.05 A summative evaluation process shall include:

5.05.1 A pre-observation conference and post-observation conference;

5.05.2 A formal classroom observation and informal classroom observation;

5.05.3 Presentations of artifacts chosen by the teacher, the evaluator, or both;

5.05.4 An opportunity for the evaluator and teacher to discuss the review of external assessment measures used in the evaluation;

5.05.5 A written evaluation determination for each teacher evaluation category and a written summative evaluation determination.

5.05.6 Feedback based on the evaluation rubric that the teacher can use to improve teaching skills and student learning; and

5.05.7 Feedback from the teacher concerning the evaluation process and evaluator.

Source: Ark. Code Ann. § 6-17-2805

6.0 TEACHER SUPPORT COMPONENTS

6.01 Except as provided in Section 6.03 of these rules, a teacher being evaluated and the evaluator, working together, shall develop a professional learning plan for the teacher that:

6.01.1 Identifies professional learning outcomes to advance the teacher's professional skills; and

6.01.2 Clearly links professional development activities and the teacher's individual professional learning needs identified through the Teacher Excellence and Support System.

6.02 The professional learning plan shall require that at least one-half (1/2) of the professional development hours required by law or rule for a teacher are directly related to one (1) or more of:

6.02.1 The teacher's content area;

6.02.2 Instructional strategies applicable to the teacher's content area; or

6.02.3 The teacher's identified needs.

6.03 If a teacher and evaluator cannot agree on a professional learning plan, the evaluator's decision shall be final.

6.04 For a teacher in intensive support status, the evaluator or an administrator designated by the evaluator shall have final approval of the teacher's professional learning plan.

6.05 Until the teacher is removed from intensive support status, all professional development identified in the professional learning plan, except professional development that is required by law or by the public school where the teacher is employed, shall be directly related to the individual teacher's needs.

6.06 Interim teacher appraisals shall be used to support teachers on an ongoing basis throughout the school year and:

6.06.1 Provide a teacher with immediate feedback about the teacher's teaching practices;

6.06.2 Engage the teacher in a collaborative, supportive learning process; and

6.06.3 Help the teacher use formative assessments to inform the teacher of student progress and adapt teaching practices based on the formative assessments.

6.07 The interim teacher appraisal process may be guided in whole or in part by an evaluator or by one (1) or more of the following persons designated by the evaluator:

6.07.1 A teacher designated by an administrator as a leader for the teaching content area of a teacher who is being evaluated;

6.07.2 An instructional facilitator;

6.07.3 A curriculum specialist; or

6.07.4 An academic coach for the teacher's content area.

6.07.5 As noted in Section 4.05 of these Rules, while other school personnel may guide the interim teacher appraisal process, the designated evaluator remains responsible for conducting summative evaluations of teachers.

6.08 The Teacher Excellence and Support System also shall include novice teacher mentoring and induction for each novice teacher employed at the public school that:

6.08.1 Provides training, support, and follow-up to novice teachers to increase teacher retention;

6.08.2 Establishes norms of professionalism; and

6.08.3 Leads to improved student achievement by increasing effective teacher performance.

6.08.4 Novice teachers shall undergo mentoring and induction as otherwise set forth by Arkansas law or rules of the State Board of Education.

Source: Ark. Code Ann. § 6-17-2806

7.0 INTENSIVE SUPPORT STATUS

7.01 An evaluator shall place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" in any one (1) entire teacher evaluation category of the evaluation framework.

7.02 An evaluator may place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" or "Basic" in a majority of descriptors in a teacher evaluation category.

7.03 If a teacher is placed in intensive support status, the evaluator shall:

7.03.1 Establish the time period for the intensive support status; and

7.03.2 Provide a written notice to the teacher that the teacher is placed in intensive support status. The notice shall state that if the teacher's contract is renewed while the teacher is in intensive support status, the fulfillment of the contract term is subject to the teacher's accomplishment of the goals established and completion of the tasks assigned in the intensive support status.

7.04 The period of time specified by the evaluator for intensive support status shall afford the teacher an opportunity to accomplish the goals of and complete the tasks assigned in the intensive support status.

7.05 Intensive support status shall not last for more than two (2) consecutive semesters unless the teacher has substantially progressed and the evaluator elects to extend the intensive support status for up to two (2) additional consecutive semesters.

7.06 The evaluator shall work with the teacher to:

7.06.1 Develop a clear set of goals and tasks that correlate to:

7.06.1.1 The professional learning plan; and

7.06.1.2 Evidence-based research concerning the evaluation category that forms the basis for the intensive support status; and

7.06.2 Ensure the teacher is offered the support that the evaluator deems necessary for the teacher to accomplish the goals developed and complete the tasks assigned while the teacher is in intensive support status.

7.07 If the intensive support status is related to student performance, the teacher shall use formative assessments to gauge student progress throughout the period of intensive support status. The teacher shall be offered the support necessary to use formative assessments under these rules during the intensive support status.

7.08 At the end of the specified period of time for intensive support status, the evaluator shall:

7.08.1 Evaluate whether the teacher has met the goals developed and completed the tasks assigned for the intensive support status; and

7.08.2 Provide written notice to the teacher that the teacher either:

7.08.2.1 Is removed from intensive support status; or

7.08.2.2 Has failed to meet the goals and complete the tasks of the intensive support status.

7.09 If a teacher does not accomplish the goals and complete the tasks established for the intensive support status during the period of intensive support status, the evaluator shall notify the superintendent of the school district where the teacher is employed and provide the superintendent with documentation of the intensive support status.

7.10 Upon review and approval of the documentation, the superintendent shall recommend termination or nonrenewal of the teacher's contract.

7.10.1 A recommendation for termination or nonrenewal of a teacher's contract under these rules shall be made pursuant to the authority granted to a superintendent for recommending termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.

7.10.2 When a superintendent makes a recommendation for termination or nonrenewal of a teacher's contract under Section 7.10 of these rules, the public school:

7.10.2.1 Shall provide the notice required under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., but is exempt from the provisions of Ark. Code Ann. § 6-17-1504(b); and

7.10.2.2 If the public school has substantially complied with the requirements of Section 7.10 of these rules, is entitled to a rebuttable presumption that the public school has a substantive basis for the termination or nonrenewal of the teacher's contract under the applicable standard for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq. The presumption may be rebutted by the teacher during an appeal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.

7.11 These rules do not preclude a public school superintendent from:

7.11.1 Making a recommendation for the termination or nonrenewal of a teacher's contract for any lawful reason under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.; or

7.11.2 Including in a recommendation for termination or nonrenewal of a teacher's contract under this section any other lawful reason for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. Ark. Code Ann. § 6-17-1501 et seq.

Source: Ark. Code Ann. § 6-17-2807

8.0 GENERAL REQUIREMENTS AND IMPLEMENTATION

8.01 Each teacher employed by the board of directors of a school district shall be evaluated in writing under the Teacher Excellence and Support System.

8.02 At a time other than an evaluation conducted under the Teacher Excellence and Support System, if a superintendent or other school administrator charged with the supervision of a teacher believes or has reason to believe that the teacher is having difficulties or problems meeting the expectations of the school district or its administration and the administrator believes or has reason to believe that the problems could lead to termination or nonrenewal of contract, the superintendent or other school administrator shall:

8.02.1 Bring in writing the problems or difficulties to the attention of the teacher involved; and

8.02.2 Document the efforts that have been undertaken to assist the teacher to correct whatever appears to be the cause for potential termination or nonrenewal.

8.03 Annually during a school year, a public school shall conduct a summative evaluation for every teacher employed in the public school who is a:

8.03.1 Novice teacher;

8.03.2 Probationary teacher; or

8.03.3 Teacher who successfully completed intensive support status within the current or immediately preceding school year.

8.04 At least one (1) time every three (3) school years, a public school shall conduct a summative evaluation for a teacher who is not in a status under Section 8.03 of these rules. Nothing in this rule shall be construed to prevent a public school

from conducting a summative evaluation of a teacher more often than one (1) time every three (3) school years.

8.05 In a school year in which a summative evaluation is not required for a teacher under Section 8.04 of these rules, the teacher:

8.05.1 Shall focus on elements of the teacher's professional learning plan as approved by the evaluator that are designed to help the teacher improve his or her teaching practices; and

8.05.2 With the evaluator's approval may:

8.05.2.1 Collaborate with a team of teachers on a shared plan that benefits the whole school, a content area, or a grade level; or

8.05.2.2 Conduct self-directed research related to the teacher's professional learning plan under Ark. Code Ann. § 6-17-2806 and Section 6.0 of these rules.

8.06 During the two (2) years in which a summative evaluation is not required, a public school may conduct an evaluation that is lesser in scope than a summative evaluation but uses the portions of the evaluation framework and evaluation rubrics that are relevant to the evaluation.

8.07 A teacher shall:

8.07.1 Participate in the Teacher Excellence and Support System, including without limitation in:

8.07.1.1 Classroom observations; and

8.07.1.2 Pre-observation and post-observation conferences; and

8.07.2 Collaborate in good faith with the evaluator to develop the teacher's professional learning plan under Ark. Code Ann. § 6-17-2806(a) and Section 6.0 of these rules. If a teacher and evaluator cannot agree on the professional learning plan, the evaluator's decision shall be final.

8.07.3 A failure to comply with Section 8.07 of these rules may be reflected in the teacher's evaluation.

8.08 A public school that in the 2012-2013 and 2013-2014 school years uses a nationally recognized system of teacher evaluation and support that is substantially similar to the Teacher Excellence and Support System may continue to use that system and is deemed to have met the requirements of Section 8.0 of

these rules. In order for a public school to continue to use an alternate, nationally recognized system of teacher evaluation and support that is substantially similar to the Teacher Excellence and Support System beyond the 2013-2014 school year, the public school shall submit the following in writing to the Arkansas Department of Education, Assistant Commissioner for Human Resources and Licensure, by December 31, 2012:

8.08.1 The name of the alternate, nationally recognized system of teacher evaluation and support; and

8.08.2 A brief description of the alternate, nationally recognized system of teacher evaluation and support, including an explanation of how it is substantially similar to the Teacher Excellence and Support System.

8.08.3 The Arkansas Department of Education Assistant Commissioner for Human Resources and Licensure shall, by March 31, 2013, approve or deny the continued use of the alternate, nationally recognized system of teacher evaluation and support beyond the 2013-2014 school year.

Source: Ark. Code Ann. § 6-17-1504 and § 6-17-2808

9.0 ADMINISTRATOR EVALUATIONS

The Department of Education shall provide technical assistance to school districts for developing and implementing instruments to evaluate administrators that weight an administrator evaluation on student performance and growth to the same extent as provided for teachers under the Teacher Excellence and Support System.

Source: Ark. Code Ann. § 6-17-2809

10.0 INCORPORATION INTO SCHOOL DISTRICT CONTRACTS AND POLICIES

10.01 Pursuant to Ark. Code Ann. § 6-13-1305, the policy adopted by local school district boards of directors to implement site-based decision making shall address teacher evaluations, professional learning plans, and teacher support under the Teacher Excellence and Support System, Ark. Code Ann. § 6-17-2801 et seq.

10.02 Every teacher contract renewed or entered into after July 27, 2011 is subject to and shall reference Title 6, Chapter 17, Subchapter 28 of the Arkansas Code.

Source: Ark. Code Ann. § 6-13-1305 and § 6-17-2808

11.0 PROFESSIONAL DEVELOPMENT, LICENSING AND FUNDING

11.01 Pursuant to Ark. Code Ann. § 6-15-1004, to renew a teaching license, a teacher shall participate in continuing education and professional development:

11.01.1 Based on the teacher's evaluation and professional learning plan under the Teacher Excellence and Support System;

11.01.2 As required under Ark. Code Ann. § 6-17-704 and other law; and

11.01.3 As required by the State Board of Education.

11.02 Licensed personnel may earn the twelve (12) hours of professional development credit required under Ark. Code Ann. *§ 6-17-705* through online professional development credit approved by the Department of Education and related to the:

11.02.1 School district's Arkansas Comprehensive School Improvement Plan; or

11.02.2 Teacher's professional learning plan under the Teacher Excellence and Support System.

11.03 A teacher shall complete any missed hours of professional development through professional development that is:

11.03.1 Substantially similar to the professional development missed and approved by the person responsible for the teacher's summative evaluation under the Teacher Excellence and Support System; and

11.03.2 Delivered by any method, online or otherwise, approved by the Department of Education under the State Board of Education rules.

11.04 Funding for professional development for teachers in Arkansas public schools required under the Teacher Excellence and Support System, other law or rule, or by the school district shall be used for professional development activities and materials that:

11.04.1 Improve the knowledge, skills, and effectiveness of teachers;

11.04.2 Address the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies, methods, and skills;

11.04.3 Lead to improved student academic achievement; and

11.04.4 Provide training for school bus drivers as outlined in rules promulgated by the State Board of Education.

Source: Ark. Code Ann. § 6-15-1004; § 6-17-704; § 6-17-705; and § 6-20-2305

12.0 SCHOOL PERFORMANCE REPORT

Beginning with the 2017-2018 school year, for the school year covered by a school performance report pursuant to Ark. Code Ann. § 6-15-1402, the school performance report shall include:

12.01 The total number of teachers who are employed in the public school; and

12.02 Of that total, the number who meet each of the following criteria:

12.02.1 Highly qualified teacher;

12.02.2 Identified as proficient or above under the Teacher Excellence and Support System for the school; and

12.02.3 Certified by the National Board for Professional Teaching Standards.

Source: Ark. Code Ann. § 6-15-1402

13.0 EFFECTIVE DATE

Beginning in the 2014-2015 school year, a public school shall implement the Teacher Excellence and Support System for all teachers employed at the public school under these rules established by the State Board of Education.

Source: Ark. Code Ann. § 6-17-2808

14.0 APPLICABLE GROWTH MODELS

14.01 In order to allow for further review of the proposed Partnership for Assessment of Readiness for College and Careers (PARCC) assessments, the Arkansas Department of Education shall establish applicable growth models following the full implementation of the PARCC assessment system.

14.02 The applicable growth models established by the Arkansas Department of Education shall be used for all growth determinations necessary for compliance with these rules and the Teacher Excellence and Support System.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE TEACHER EXCELLENCE AND SUPPORT SYSTEM

1.0 PURPOSE

1.01 The purpose of these rules is to establish the requirements and procedures concerning the Teacher Excellence and Support System.

2.0 REGULATORY AUTHORITY

2.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System.

2.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-13-1305, 6-15-1004, 6-15-1402, 6-17-704, 6-17-705, 6-17-1504, 6-17-2801 through 6-17-2809, 6-20-2305, 25-15-201 et seq. and Act 1209 of 2011.

3.0 LEGISLATIVE INTENT AND PURPOSE

3.01 The State Board of Education notes that, with regard to the Teacher Excellence and Support System, it is the intent of the Arkansas General Assembly to:

3.01.1 Provide a program affording public school districts and public charter schools a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning;

3.01.2 Provide an evaluation, feedback, and support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning;

3.01.3 Provide a basis for making teacher employment decisions;

3.01.4 Provide an integrated system that links evaluation procedures with curricular standards, professional development activities, targeted support, and human capital decisions;

3.01.5 Encourage highly effective teachers to undertake challenging assignments;

3.01.6 Support teachers' roles in improving students' educational achievements;

3.01.7 Inform policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement across the state; and

3.01.8 Increase the awareness of parents and guardians of public school students concerning the effectiveness of public school teachers.

3.02 The purposes of these rules are, without limitation, to:

3.02.1 Recognize that student learning is the foundation of teacher effectiveness and many factors impact student learning, not all of which are under the control of the teacher or the school, and that evidence of student learning includes trend data and is not limited to a single assessment;

3.02.2 Provide that the goals of the Teacher Excellence and Support System are quality assurance and teacher growth;

3.02.3 Reflect evidence-based or proven practices that improve student learning;

3.02.4 Utilize clear, concise, evidentiary data for teacher professional growth and development to improve student achievement;

3.02.5 Recognize that evidence of student growth is a significant part of the Teacher Excellence and Support System;

3.02.6 Ensure that student growth is analyzed at every level of the evaluation system to illustrate teacher effectiveness;

3.02.7 Require annual evidence of student growth from artifacts and external assessment measures;

3.02.8 Include clearly defined teacher evaluation categories, performance levels, and evaluation rubric descriptors for the evaluation framework;

3.02.9 Include procedures for implementing each component of the Teacher Excellence and Support System; and

3.02.10 Include the professional development requirements for all superintendents, administrators, evaluators, and teachers to obtain the training necessary to be able to understand and successfully implement the Teacher Excellence and Support System.

Source: Ark. Code Ann. § 6-17-2802 and § 6-17-2804

4.0 DEFINITIONS

4.01 "Artifact" means a documented piece of evidence chosen by the teacher being evaluated, the evaluator, or both, that:

4.01.1 Relates to the evaluation rubric; and

4.01.2 Represents output from one (1) or more of the following, without limitation:

4.01.2.1 Lesson plans or pacing guides aligned with the state standards;

4.01.2.2 Self-directed or collaborative research approved by an evaluator;

4.01.2.3 Participation in professional development;

4.01.2.4 Contributions to parent, community, or professional meetings;

4.01.2.5 Classroom assessments including:

4.01.2.5.1 Unit tests;

4.01.2.5.2 Samples of student work, portfolios, writing, and projects;

4.01.2.5.3 Pre-assessments and post-assessments; and

4.01.2.5.4 Classroom-based formative assessments;

4.01.2.6 District-level assessments including:

4.01.2.6.1 Formative assessments;

4.01.2.6.2 Grade or subject level assessments;

4.01.2.6.3 Department-level assessments; and

4.01.2.6.4 Common assessments;

4.01.2.7 State-level assessments including:

4.01.2.7.1 End-of-course assessments;

4.01.2.7.2 Statewide assessments of student achievement; and

4.01.2.7.3 Career and technical assessments; and

4.01.2.8 National assessments including:

4.01.2.8.1 Advanced placement assessments;

4.01.2.8.2 Norm-referenced assessments; and

4.01.2.8.3 Career and technical assessments.

4.02 "Evaluation" means the process under these rules used to:

4.02.1 Assess with evidence what a teacher should know and be able to do as measured by the categories and performance levels of an evaluation framework; and

4.02.2 Promote teacher growth through professional learning.

4.02.3 "Evaluation" does not include a teacher's performance relating to competitive athletics and competitive extracurricular activities.

4.03 "Evaluation framework" means a standardized set of teacher evaluation categories that provide the overall basis for an evaluation.

4.04 "Evaluation rubric" means a set of performance descriptors for each teacher evaluation category in the evaluation framework.

4.05 "Evaluator" means a person licensed by the State Board of Education as an administrator who is designated as the person responsible for evaluating teachers. "Evaluator" also includes public charter school administrators who are designated by their public charter schools as evaluators, regardless of whether the public charter school administrators hold an administrator's license. While these rules allow for other school personnel to guide the interim teacher appraisal process, the designated evaluator remains responsible for conducting summative evaluations of teachers. Before conducting summative evaluations of teachers pursuant to these rules, a designated evaluator must successfully complete all training and certification requirements for evaluators as set forth by the Arkansas Department of Education. Prior to conducting summative evaluations of teachers pursuant to these rules, public charter school administrators who are designated evaluators must also successfully complete all training and certification requirements for evaluators as set forth by the Arkansas Department of Education, regardless of whether the public charter school administrators hold an administrator's license.

4.06 "External assessment measure" means a measure of student achievement or growth that is administered, developed, and scored by a person or entity other than the teacher being evaluated, except that the assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed

individual designated by the evaluator. For public charter schools, the assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed individual designated by the evaluator or, if no licensed individuals are employed by the public charter school, a degreed teacher employed by the public charter school and designated by the evaluator.

4.07 "Formal classroom observation" means an announced visit to a classroom by an evaluator that:

4.07.1 Is preceded by a pre-observation conference to discuss the lesson plan and objectives;

4.07.2 Is conducted by an evaluator for at least seventy-five percent (75%) of the class period either by observing the teacher in the classroom or through the use of three-hundred-sixty-degree video technology. The length of time for a formal classroom observation of a teacher teaching in a block schedule or in a class period lasting longer than sixty (60) minutes may be adjusted to allow for an observation for forty-five (45) minutes or more of the teacher's class period;

4.07.3 Facilitates a professional dialogue for the teacher and evaluator; and

4.07.4 Provides essential evidence of the teacher's classroom practices.

4.08 "Formative assessment" means an evaluation of a student's learning that is given before the student completes a course of instruction to foster the student's development and improvement on a specific strand within the course of instruction.

4.09 "Informal classroom observation" means an observation conducted by an evaluator for the same purpose as a formal classroom observation but may be:

4.09.1 Unannounced; or

4.09.2 For a shorter period of time than a formal classroom observation.

4.10 "Intensive support status" means the employment status administered under this subchapter that is assigned to a teacher under Ark. Code Ann. § 6-17-2807 and Section 7.0 of these rules.

4.11 "Interim teacher appraisal" means a form of evaluation, other than a summative evaluation, that:

4.11.1 Provides support for teaching practices; and

4.11.2 Uses standards for teacher growth and performance that are consistent with the evaluation rubrics for the teacher evaluation categories of a summative evaluation.

4.12 "Novice teacher" means a teacher having less than one (1) school year of public school classroom teaching experience.

4.13 "Post-observation conference" means a conference between the teacher and evaluator following a formal classroom observation to discuss:

4.13.1 The evaluator's observations; and

4.13.2 Artifacts presented by the teacher after the formal classroom observation.

4.14 "Pre-observation conference" means a conference between the teacher and evaluator to discuss goals and planned outcomes for a classroom lesson before a formal classroom observation.

4.15 "Probationary teacher" means the same as probationary teacher under Ark. Code Ann. § 6-17-1502.

4.16 "Statewide assessment of student achievement" means a statewide benchmark exam, end-of-course assessment, or a summative assessment of student achievement administered through:

4.16.1 The Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq.; or

4.16.2 A program of Common Core assessments administered under rules of the State Board of Education.

4.17 "Summative assessment" means an evaluation of student achievement given at the completion of a course of instruction that cumulatively measures whether the student met long-term learning goals for the course.

4.18 "Summative evaluation" means an evaluation of a teacher's performance that evaluates all categories of the evaluation framework that supports:

4.18.1 Improvement in the teacher's teaching practices and student achievement; and

4.18.2 A school district's employment decision concerning the teacher.

4.19 "Teacher" means a person who is:

4.19.1 Required to hold and holds a teaching license from the State Board of Education as a condition of employment; and

4.19.2 Employed in a public school as a:

4.19.2.1 Classroom teacher engaged directly in instruction with students in a classroom setting;

4.19.2.2 Guidance counselor;

4.19.2.3 Library media specialist;

4.19.2.4 Special education teacher; or

4.19.2.5 The following teachers who instruct public school students:

4.19.2.5.1 Distance learning teachers;

4.19.2.5.2 Virtual charter school teachers;

4.19.2.5.3 Teachers at the Arkansas School for the Blind;

4.19.2.5.4 Teachers at the Arkansas School for the Deaf;

4.19.2.5.5 Teachers at the Arkansas Correctional School;

4.19.2.5.6 Instructional facilitators and instructional coaches; and

4.19.2.5.7 Teachers employed by education service cooperatives who instruct public school students.

4.19.3 "Teacher" also includes a nonlicensed classroom teacher employed at a public charter school under a waiver of teacher licensure requirements granted by the State Board of Education in the charter.

4.19.4 "Teacher" does not include a person who is employed full time by a school district or public school solely as a superintendent or administrator.

4.20 "Teacher Excellence and Support System" means a statewide teacher evaluation system that provides support, collaboration, feedback and targeted professional development opportunities aimed at ensuring effective teaching and improving student learning.

4.21 "Tested content area" means a teaching content area that is tested under a statewide assessment of student achievement.

Source: Ark. Code Ann. § 6-17-2803 as modified

5.0 SUMMATIVE EVALUATIONS

5.01 The evaluation framework for a summative evaluation for a classroom teacher shall include:

5.01.1 The following teacher evaluation categories (or domains):

5.01.1.1 Planning and preparation;

5.01.1.2 Classroom environment;

5.01.1.3 Instruction; and

5.01.1.4 Professional responsibilities; and

5.01.2 An evaluation rubric using nationally accepted descriptors (or components) that consists of the following four (4) performance levels:

5.01.2.1 Distinguished;

5.01.2.2 Proficient;

5.01.2.3 Basic; and

5.01.2.4 Unsatisfactory.

5.02 A summative evaluation shall result in a written:

5.02.1 Evaluation determination for the teacher's performance level on each teacher evaluation category; and

5.02.2 Summative evaluation determination of the teacher's performance level on all teacher evaluation categories as a whole.

5.03 A summative evaluation shall use an appropriate evaluation framework, evaluation rubric, and external assessment measurements for a teacher who is not a classroom teacher, including without limitation:

5.03.1 A guidance counselor;

5.03.2 A library media specialist;

5.03.3 A special education teacher; or

5.03.4 The following teachers who instruct public school students:

5.03.4.1 Distance learning teachers;

5.03.4.2 Virtual charter school teachers;

5.03.4.3 Teachers at the Arkansas School for the Blind;

5.03.4.4 Teachers at the Arkansas School for the Deaf;

5.03.4.5 Teachers at the Arkansas Correctional School;

5.03.4.6 Instructional facilitators and instructional coaches; and

5.03.4.7 Teachers employed by education service cooperatives who instruct public school students.

5.04 In a tested content area, one-half (1/2) of the artifacts considered by the teacher and evaluator shall be external assessment measures chosen by the teacher and evaluator, or by the evaluator if the teacher and evaluator are unable to agree. The other one-half (1/2) of the artifacts in a tested content area shall consist of evidence related to each teacher evaluation category and their respective components and may include the artifacts set forth in Section 5.04.2 of these rules.

5.04.1 Except as provided in Section 5.04.2 of these rules for a nontested content area, one-half (1/2) of the artifacts considered by the teacher and evaluator, or by the evaluator if the teacher and evaluator cannot agree, shall be external assessments.

5.04.2 If an external assessment measure does not exist for the nontested content area, the following types of artifacts may be used to satisfy the external assessment measure requirement under Section 5.04.1 of these rules.

5.04.2.1 Knowledge measures, including without limitation, pre-tests, post-tests, or other written tests;

5.04.2.2 Performance measures used to evaluate student improvement in a particular subject matter during a semester or school year;

5.04.2.3 Attitude/behavior measures used to evaluate student improvement during a semester or school year as reflected in parental and/or student surveys;

5.04.2.4 Student performance in group projects or project-based learning activities; and

5.04.2.5 Schoolwide measures, including without limitation:

5.04.2.5.1 Attendance rate;

5.04.2.5.2 Graduation rate; and

5.04.2.5.3 Literacy scores.

5.05 A summative evaluation process shall include:

5.05.1 A pre-observation conference and post-observation conference;

5.05.2 A formal classroom observation and informal classroom observation;

5.05.3 Presentations of artifacts chosen by the teacher, the evaluator, or both;

5.05.4 An opportunity for the evaluator and teacher to discuss the review of external assessment measures used in the evaluation;

5.05.5 A written evaluation determination for each teacher evaluation category and a written summative evaluation determination.

5.05.6 Feedback based on the evaluation rubric that the teacher can use to improve teaching skills and student learning; and

5.05.7 Feedback from the teacher concerning the evaluation process and evaluator.

5.06 Student growth measures will be included in the summative evaluation process as set forth in Section 14.00 of these Rules.

Source: Ark. Code Ann. § 6-17-2805

6.0 TEACHER SUPPORT COMPONENTS

6.01 Except as provided in Section 6.03 of these rules, a teacher being evaluated and the evaluator, working together, shall develop a professional learning plan for the teacher that:

6.01.1 Identifies professional learning outcomes to advance the teacher's professional skills; and

6.01.2 Clearly links professional development activities and the teacher's individual professional learning needs identified through the Teacher Excellence and Support System.

6.02 The professional learning plan shall require that at least one-half (1/2) of the professional development hours required by law or rule for a teacher are directly related to one (1) or more of:

6.02.1 The teacher's content area;

6.02.2 Instructional strategies applicable to the teacher's content area; or

6.02.3 The teacher's identified needs.

6.03 If a teacher and evaluator cannot agree on a professional learning plan, the evaluator's decision shall be final.

6.04 For a teacher in intensive support status, the evaluator or an administrator designated by the evaluator shall have final approval of the teacher's professional learning plan.

6.05 Until the teacher is removed from intensive support status, all professional development identified in the professional learning plan, except professional development that is required by law or by the public school where the teacher is employed, shall be directly related to the individual teacher's needs.

6.06 Interim teacher appraisals shall be used to support teachers on an ongoing basis throughout the school year and:

6.06.1 Provide a teacher with immediate feedback about the teacher's teaching practices;

6.06.2 Engage the teacher in a collaborative, supportive learning process; and

6.06.3 Help the teacher use formative assessments to inform the teacher of student progress and adapt teaching practices based on the formative assessments.

6.07 The interim teacher appraisal process may be guided in whole or in part by an evaluator or by one (1) or more of the following persons designated by the evaluator:

6.07.1 A teacher designated by an administrator as a leader for the teaching content area of a teacher who is being evaluated;

6.07.2 An instructional facilitator;

6.07.3 A curriculum specialist; or

6.07.4 An academic coach for the teacher's content area.

6.07.5 As noted in Section 4.05 of these Rules, while other school personnel may guide the interim teacher appraisal process, the designated evaluator remains responsible for conducting summative evaluations of teachers.

6.08 The Teacher Excellence and Support System also shall include novice teacher mentoring and induction for each novice teacher employed at the public school that:

6.08.1 Provides training, support, and follow-up to novice teachers to increase teacher retention;

6.08.2 Establishes norms of professionalism; and

6.08.3 Leads to improved student achievement by increasing effective teacher performance.

6.08.4 Novice teachers shall undergo mentoring and induction as otherwise set forth by Arkansas law or rules of the State Board of Education.

Source: Ark. Code Ann. § 6-17-2806

7.0 INTENSIVE SUPPORT STATUS

7.01 An evaluator shall place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" in any one (1) entire teacher evaluation category of the evaluation framework.

7.02 An evaluator may place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" or "Basic" in a majority of descriptors in a teacher evaluation category.

7.03 If a teacher is placed in intensive support status, the evaluator shall:

7.03.1 Establish the time period for the intensive support status; and

7.03.2 Provide a written notice to the teacher that the teacher is placed in intensive support status. The notice shall state that if the teacher's contract is renewed while the teacher is in intensive support status, the fulfillment of the contract term is subject to the teacher's accomplishment of the goals established and completion of the tasks assigned in the intensive support status.

7.04 The period of time specified by the evaluator for intensive support status shall afford the teacher an opportunity to accomplish the goals of and complete the tasks assigned in the intensive support status.

7.05 Intensive support status shall not last for more than two (2) consecutive semesters unless the teacher has substantially progressed and the evaluator elects to extend the intensive support status for up to two (2) additional consecutive semesters.

7.06 The evaluator shall work with the teacher to:

7.06.1 Develop a clear set of goals and tasks that correlate to:

7.06.1.1 The professional learning plan; and

7.06.1.2 Evidence-based research concerning the evaluation category that forms the basis for the intensive support status; and

7.06.2 Ensure the teacher is offered the support that the evaluator deems necessary for the teacher to accomplish the goals developed and complete the tasks assigned while the teacher is in intensive support status.

7.07 If the intensive support status is related to student performance, the teacher shall use formative assessments to gauge student progress throughout the period of intensive support status. The teacher shall be offered the support necessary to use formative assessments under these rules during the intensive support status.

7.08 At the end of the specified period of time for intensive support status, the evaluator shall:

7.08.1 Evaluate whether the teacher has met the goals developed and completed the tasks assigned for the intensive support status; and

7.08.2 Provide written notice to the teacher that the teacher either:

7.08.2.1 Is removed from intensive support status; or

7.08.2.2 Has failed to meet the goals and complete the tasks of the intensive support status.

7.09 If a teacher does not accomplish the goals and complete the tasks established for the intensive support status during the period of intensive support status, the evaluator shall notify the superintendent of the school district where the teacher is employed and provide the superintendent with documentation of the intensive support status.

7.10 Upon review and approval of the documentation, the superintendent shall recommend termination or nonrenewal of the teacher's contract.

7.10.1 A recommendation for termination or nonrenewal of a teacher's contract under these rules shall be made pursuant to the authority granted to a superintendent for recommending termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.

7.10.2 When a superintendent makes a recommendation for termination or nonrenewal of a teacher's contract under Section 7.10 of these rules, the public school:

7.10.2.1 Shall provide the notice required under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., but is exempt from the provisions of Ark. Code Ann. § 6-17-1504(b); and

7.10.2.2 If the public school has substantially complied with the requirements of Section 7.10 of these rules, is entitled to a rebuttable presumption that the public school has a substantive basis for the termination or nonrenewal of the teacher's contract under the applicable standard for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq. The presumption may be rebutted by the teacher during an appeal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.

7.11 These rules do not preclude a public school superintendent from:

7.11.1 Making a recommendation for the termination or nonrenewal of a teacher's contract for any lawful reason under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.; or

7.11.2 Including in a recommendation for termination or nonrenewal of a teacher's contract under this section any other lawful reason for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. Ark. Code Ann. § 6-17-1501 et seq.

Source: Ark. Code Ann. § 6-17-2807

8.0 GENERAL REQUIREMENTS AND IMPLEMENTATION

8.01 Each teacher employed by the board of directors of a school district shall be evaluated in writing under the Teacher Excellence and Support System.

8.02 At a time other than an evaluation conducted under the Teacher Excellence and Support System, if a superintendent or other school administrator charged with the supervision of a teacher believes or has reason to believe that the teacher is having difficulties or problems meeting the expectations of the school district or its administration and the administrator believes or has reason to believe that the problems could lead to termination or nonrenewal of contract, the superintendent or other school administrator shall:

8.02.1 Bring in writing the problems or difficulties to the attention of the teacher involved; and

8.02.2 Document the efforts that have been undertaken to assist the teacher to correct whatever appears to be the cause for potential termination or nonrenewal.

8.03 Annually during a school year, a public school shall conduct a summative evaluation for every teacher employed in the public school who is a:

8.03.1 Novice teacher;

8.03.2 Probationary teacher; or

8.03.3 Teacher who successfully completed intensive support status within the current or immediately preceding school year.

8.04 At least one (1) time every three (3) school years, a public school shall conduct a summative evaluation for a teacher who is not in a status under Section 8.03 of these rules. Nothing in this rule shall be construed to prevent a public school

from conducting a summative evaluation of a teacher more often than one (1) time every three (3) school years.

8.05 In a school year in which a summative evaluation is not required for a teacher under Section 8.04 of these rules, the teacher:

8.05.1 Shall focus on elements of the teacher's professional learning plan as approved by the evaluator that are designed to help the teacher improve his or her teaching practices; and

8.05.2 With the evaluator's approval may:

8.05.2.1 Collaborate with a team of teachers on a shared plan that benefits the whole school, a content area, or a grade level; or

8.05.2.2 Conduct self-directed research related to the teacher's professional learning plan under Ark. Code Ann. § 6-17-2806 and Section 6.0 of these rules.

8.06 During the two (2) years in which a summative evaluation is not required, a public school may conduct an evaluation that is lesser in scope than a summative evaluation but uses the portions of the evaluation framework and evaluation rubrics that are relevant to the evaluation.

8.07 A teacher shall:

8.07.1 Participate in the Teacher Excellence and Support System, including without limitation in:

8.07.1.1 Classroom observations; and

8.07.1.2 Pre-observation and post-observation conferences; and

8.07.2 Collaborate in good faith with the evaluator to develop the teacher's professional learning plan under Ark. Code Ann. § 6-17-2806(a) and Section 6.0 of these rules. If a teacher and evaluator cannot agree on the professional learning plan, the evaluator's decision shall be final.

8.07.3 A failure to comply with Section 8.07 of these rules may be reflected in the teacher's evaluation.

8.08 A public school that in the 2012-2013 and 2013-2014 school years uses a nationally recognized system of teacher evaluation and support that is substantially similar to the Teacher Excellence and Support System may continue to use that system and is deemed to have met the requirements of Section 8.0 of

these rules. In order for a public school to continue to use an alternate, nationally recognized system of teacher evaluation and support that is substantially similar to the Teacher Excellence and Support System beyond the 2013-2014 school year, the public school shall submit the following in writing to the Arkansas Department of Education, Assistant Commissioner for Human Resources and Licensure, by December 31, 2012:

8.08.1 The name of the alternate, nationally recognized system of teacher evaluation and support; and

8.08.2 A brief description of the alternate, nationally recognized system of teacher evaluation and support, including an explanation of how it is substantially similar to the Teacher Excellence and Support System.

8.08.3 The Arkansas Department of Education Assistant Commissioner for Human Resources and Licensure shall, by March 31, 2013, approve or deny the continued use of the alternate, nationally recognized system of teacher evaluation and support beyond the 2013-2014 school year.

Source: Ark. Code Ann. § 6-17-1504 and § 6-17-2808

9.0 ADMINISTRATOR EVALUATIONS

The Department of Education shall provide technical assistance to school districts for developing and implementing instruments to evaluate administrators that weight an administrator evaluation on student performance and growth to the same extent as provided for teachers under the Teacher Excellence and Support System.

Source: Ark. Code Ann. § 6-17-2809

10.0 INCORPORATION INTO SCHOOL DISTRICT CONTRACTS AND POLICIES

10.01 Pursuant to Ark. Code Ann. § 6-13-1305, the policy adopted by local school district boards of directors to implement site-based decision making shall address teacher evaluations, professional learning plans, and teacher support under the Teacher Excellence and Support System, Ark. Code Ann. § 6-17-2801 et seq.

10.02 Every teacher contract renewed or entered into after July 27, 2011 is subject to and shall reference Title 6, Chapter 17, Subchapter 28 of the Arkansas Code.

Source: Ark. Code Ann. § 6-13-1305 and § 6-17-2808

11.0 PROFESSIONAL DEVELOPMENT, LICENSING AND FUNDING

11.01 Pursuant to Ark. Code Ann. § 6-15-1004, to renew a teaching license, a teacher shall participate in continuing education and professional development:

11.01.1 Based on the teacher's evaluation and professional learning plan under the Teacher Excellence and Support System;

11.01.2 As required under Ark. Code Ann. § 6-17-704 and other law; and

11.01.3 As required by the State Board of Education.

11.02 Licensed personnel may earn the twelve (12) hours of professional development credit required under Ark. Code Ann. § 6-17-405 through online professional development credit approved by the Department of Education and related to the:

11.02.1 School district's Arkansas Comprehensive School Improvement Plan; or

11.02.2 Teacher's professional learning plan under the Teacher Excellence and Support System.

11.03 A teacher shall complete any missed hours of professional development through professional development that is:

11.03.1 Substantially similar to the professional development missed and approved by the person responsible for the teacher's summative evaluation under the Teacher Excellence and Support System; and

11.03.2 Delivered by any method, online or otherwise, approved by the Department of Education under the State Board of Education rules.

11.04 Funding for professional development for teachers in Arkansas public schools required under the Teacher Excellence and Support System, other law or rule, or by the school district shall be used for professional development activities and materials that:

11.04.1 Improve the knowledge, skills, and effectiveness of teachers;

11.04.2 Address the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies, methods, and skills;

11.04.3 Lead to improved student academic achievement; and

11.04.4 Provide training for school bus drivers as outlined in rules promulgated by the State Board of Education.

Source: Ark. Code Ann. § 6-15-1004; § 6-17-704; § 6-17-705; and § 6-20-2305

12.0 SCHOOL PERFORMANCE REPORT

Beginning with the 2017-2018 school year, for the school year covered by a school performance report pursuant to Ark. Code Ann. § 6-15-1402, the school performance report shall include:

12.01 The total number of teachers who are employed in the public school; and

12.02 Of that total, the number who meet each of the following criteria:

12.02.1 Highly qualified teacher;

12.02.2 Identified as proficient or above under the Teacher Excellence and Support System for the school; and

12.02.3 Certified by the National Board for Professional Teaching Standards.

Source: Ark. Code Ann. § 6-15-1402

13.0 EFFECTIVE DATE

Beginning in the 2014-2015 school year, a public school shall implement the Teacher Excellence and Support System for all teachers employed at the public school under these rules established by the State Board of Education.

Source: Ark. Code Ann. § 6-17-2808

14.0 ~~APPLICABLE~~ STUDENT GROWTH ~~MODELS~~ MEASURES

14.01 The following student growth measures will be incorporated into the summative evaluation process prior to the implementation of the PARCC assessment system:

14.01.1 In grades and subjects where growth model data are available, and of sufficient number of students to support reliable inferences, ACTAAP assessments will be used as external assessments in the determination of teacher's ratings.

14.01.2 No teacher will be designated as Distinguished unless that teacher's summary growth statistics meet or exceed a threshold of growth among all teachers in the state.

14.01.3 If a teacher's summary growth statistics do not meet the applicable threshold of growth for the two consecutive years immediately preceding the teacher's evaluation, the teacher's summative evaluation determination set forth in Section 5.02.2 of these rules shall be lowered by one performance level.

14.01.4 Prior to the start of the 2012-2013 school year, the Department of Education shall establish the applicable growth threshold and will disseminate that threshold to all public school districts and open-enrollment charter schools.

14.0~~1~~2 In order to allow for further review of the proposed Partnership for Assessment of Readiness for College and Careers (PARCC) assessments, the Arkansas Department of Education shall establish applicable growth models following the full implementation of the PARCC assessment system. Beginning with the 2015-2016 school year, the PARCC assessment will be used as the external assessment measure required by these rules and the Teacher Excellence and Support System.

14.0~~2~~3 The applicable growth models established by the Arkansas Department of Education shall be used for all growth determinations necessary for compliance with these rules and the Teacher Excellence and Support System.

SUMMARY OF PROPOSED CHANGES
ARKANSAS DEPT. OF EDUCATION RULES GOVERNING EDUCATOR LICENSURE

The proposed Rules Governing Educator Licensure replace seven current Department rules:

- ADE Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure;
- ADE Rules Governing Initial and Standard/Advanced Level School Administrator Licensure;
- ADE Rules Governing the Addition of Areas of Licensure or Endorsement;
- ADE Rules Governing The Requirements And Procedures For Renewing A Standard/Professional Arkansas Teaching License;
- ADE Rules Governing Teacher Licensure by Reciprocity;
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More Than Thirty Consecutive School Days During a School Year; and
- ADE Rules Governing the Licensure of Speech Language Pathologists by the State Board.

The proposed Rules also change the current substantive rules as follows. Changes from the Licensure Task Force or Professional Licensure Standards Board are notated by (TF) or (PLSB):

1. Eliminate the Induction process and the state-mandated performance assessment (Praxis III) currently required of all novice teachers before a standard license is issued. Mentoring will still be required of all novice teachers and administrators, but mentoring will not be a prerequisite for licensure. (TF) (PLSB)

2. Eliminate the Initial License. Because the state-mandated performance assessment will no longer be required, and because mentoring will no longer be a licensure pre-requisite, all new teachers will receive a standard 5-year license. (TF) (PLSB)

3. Eliminate the requirement that an applicant seeking first-time licensure in special education also license in another general education area, and allow first-time licensure in special education to be K-12 (**Appendix A**).

4. Eliminate the requirement that an individual seeking the library media science endorsement have two years of prior classroom teaching experience (**Appendix A**).

5. Eliminate the Initial Administrator License and the Administrator Induction process. New administrators will be required to take and pass the state-mandated administrator licensure assessment before being licensed. Mentoring will still be required but will not be a pre-requisite for administrator licensure. Candidates will no longer be required to complete 1 year of administrative experience before receiving an administrator license. (TF) (PLSB)

6. Eliminate the separate Administrator License for Arkansas Correctional Schools (ACS), and allow licensed teaching experience in ACS to count towards the experience requirement for any administrator licensure.

7. Section **2.03** defines "Accredited Teacher Preparation Program" to include any teacher preparation program accredited by an accrediting organization recognized by the U.S.

Department of Education or the Council for Higher Education Accreditation. The only organizations so recognized are the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC), which are merging to form a new organization, the Council for Accreditation of Educator Preparation (CAEP). Consistent with current rules, "accredited" also includes a teacher preparation program approved by another state.

8. Section **2.05** and **Appendix A** change the building-level administrator licenses from the current P-8 and 5-12 levels to a single K-12 level. (PLSB) As a result of this change, section **6.01.4.1** has been modified to require candidates for building-level administrator to undergo two internships – one at the elementary (K-6) level and one at the secondary (7-12) level.

9. Sections **2.08** and **4.0** rename the existing "Non-Instructional Student Services License" to "Ancillary Standard License" to reduce confusion as to the functions performed by those holding such licenses.

10. Section **2.20** redefines "Program of Study" to allow coursework for the addition of licensure content areas or endorsements to be taken at accredited, out-of-state colleges or universities. Programs of studies will be required to be approved by the Department and aligned with Arkansas licensure standards.

11. Section **2.26** requires that coursework taken to add an endorsement or administrator license must be completed with a 2.5 GPA for undergraduate work and a 3.0 GPA for graduate work. (TF) (PLSB)

12. Section **3.01.5.2** clarifies that an out-of-state education degree will be accepted for first-time licensure only if the degree is of a type accepted for licensure in that state.

13. Section **3.01.5.3** require a first-time licensure applicant whose degree is more than 10 years old to complete a program of study, to bring them up-to-date with current teaching practices.

14. Sections **4.01** and **4.02** create a new ancillary license for clinical counseling specialist. These individuals will be eligible to work as public school counselors, but will not be required to have classroom teaching experience before licensing. They may not progress to an administrator license, nor may they add other endorsements or content areas, without a program of study. The traditional school counselor endorsement will be retained for those individuals with classroom experience who desire the opportunity to add other content areas.

15. Section **5.03**: Current rule allows an individual to add another licensure content by testing only for content areas at the same grade level as the individual's license. These revisions allow an individual to test out up to one grade level above or below the grade levels of the individual's license. (TF) (PLSB)

16. Section **6.01.3, 6.02.3** and **6.03.3** eliminate the requirement that the master's degree required for administrator licensure be from an NCATE-accredited school. Degrees will be recognized

from schools with any accreditation recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

17. Section **6.01.6.2** revises current requirements to allow experience working under a career-technical permit issued by the Arkansas Department of Career Education to count towards the classroom teaching experience required to qualify for administrator licensure.

18. Sections **6.01.6.3, 6.02.6.8** and **6.03.7.2** allow experience at the Department of Education or in an education service cooperative to count towards fulfilling the experience requirements for an Administrator License.

19. Section **6.03.6** requires an individual seeking a district-level Administrator License to have at least four years of classroom or building-level administrator experience.

20. Section **7.01.2** modifies licensure renewal requirements so that a licensee's professional development hours may be verified by "an authorized representative of the employing school district or organization, rather than only a superintendent, HR director, or agency director.

21. Sections **8.09** and **8.12** modify the requirements for mentoring novice teachers and beginning administrators so that mentoring is no longer a requirement for licensure, but is instead an accreditation requirement for public schools and school districts.

22. Section **8.09.5** allows a Pre-K teacher to undergo mentoring through the mentoring program expected to be developed by the Arkansas Department of Human Services, as an alternative to ADE's mentoring program.

23. Section **8.10.2** modifies the mentoring reporting requirements to require submission through ADE's online data system rather than by paper forms.

24. Section **8.11** modifies ADE's mentoring quality control efforts by eliminating the requirement that ADE staff interview all mentored teachers.

25. Sections **9.01.3** and **9.01.4** allow the Commissioner of Education or the State Board of Education, on the request of a school board or in the event of a state takeover, to allow for an unlicensed individual to fill a district-level administrator position for up to three (3) years.

26. Section **10.01** through **10.05** establish transition provisions to assist in the transition from the current rules to the new rules, for those individuals who hold an Initial or Provisional License (or licensure completion plan) issued under the current rules. Section **10.06** establishes transition provisions to assist in the transition from the current rules to the new rules, for those individuals who are enrolled in a program of study prior to July 1, 2014.

27. **Appendix A** adds a new combined licensure area in mathematics/physics, and separates the licensure areas of earth science and physical science. It also allows library media science to be obtained as initial licensure areas in grades P-8 and 7-12. Current rules allow library media science only as an add-on to an existing license.

The proposed rules also implement, in **Appendix A**, the following recommendations of the Licensure Task Force, as endorsed by the Professional Licensure Standards Board:

1. Levels of initial licensure will convert from P-4, 4-8, 7-12 to K-6, 4-8, and 7-12.
2. An initial Birth to Pre-kindergarten (B-PK) license and an age ¾ endorsement to a K-6 license will be developed under an approved program of study.
3. Initial licensure in special education shall be K-12 only.
4. An endorsement for content specialist at K-6 will require a minimum number of subject matter courses developed under an approved program of study.
5. Candidates for 4-8 licensure must concentrate in two core subject areas of their choice (English, mathematics, science, social studies) and pass the appropriate content assessments.
6. The current 5-6 endorsement for P-4 will be eliminated, but retained for 7-12.
7. Content area teachers, adding another level of licensure through testing, may only test one level above or below that of their initial license. Any level so added may not become a platform to test out of an additional level.
    a. Anyone choosing to add an area more than one level above or below initial license must complete a program of study as identified by the State Board.
    b. Added endorsements as identified by the State Board may not be added to a current license through testing, but only by completing a program of study approved by the State Board and passing the required state-approved assessment(s).
8. The level of initial licensure for music, art, physical education/health, foreign language, and speech/drama will convert from P-12 (possessing both P-8 and 7-12 licenses) to K-12.
    a. Such candidates will not be allowed to add PK or Adult Education endorsements through testing, but only by completing a State Board approved program of study.
    b. P-12 or K-12 adding a K-6 and/or 4-8 will need to complete a program of study inclusive of reading, mathematics, and appropriate developmental psychology, as well as complete the required content assessment.
    c. The only areas P-12 or K-12 can add through testing are at 7-12, as well as the K-12 areas of music, art, physical education/health, foreign language, and speech/drama.
9. The 4-8 level of licensure for the Integrated Vocational Education areas of Industrial Technology Education, Family and Consumer Sciences, Agriculture Sciences and Technology, and Marketing Technology shall be discontinued.
10. The 4-8 and 7-12 levels of licensure for the Integrated Vocational Education area of Business Technology shall be retained as a 4-12 level.
11. The post-secondary level of licensure for the Integrated Vocational Education areas of Industrial Technology Education, Family and Consumer Sciences, Agriculture Sciences and Technology, Marketing Technology, and Business Technology shall be discontinued.
12. The process, procedures and requirements for adding additional licensure areas shall become the responsibility of the Arkansas Department of Education (Department) in consultation with Arkansas institutions of higher education with final approval by the State Board.
13. A subject-specific test will be obtained, as an option to the Principles of Learning and Teaching (PLT) exam, for use in adding English as a Second Language (ESL) endorsement.
14. A subject-specific test will be obtained for use in adding a journalism endorsement.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING EDUCATOR LICENSURE

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1.0 Regulatory Authority and Purpose

1.01 These Rules shall be known as Arkansas Department of Education Rules Governing Educator Licensure.

1.02 The State Board of Education enacts these Rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-17-401 *et seq.*, and 25-15-201 *et seq*.

1.03 The purposes of these Rules are to:

1.03.1 Establish requirements and procedures for the issuance, licensure, relicensure, and continuance of licensure of educators in the public schools of this state, as required by Ark. Code Ann. § 6-17-402;

1.03.2 Provide for the acceptance of educator licenses by reciprocity, as required by Ark. Code Ann. § 6-17-403;

1.03.3 Implement as a prerequisite to licensure the requirement of basic-skills, pedagogical, and content-area assessments, as required by Ark. Code Ann. §§ 6-17-402, 6-17-601, & 6-15-1004;

1.03.4 Implement as a prerequisite to licensure the requirement of college coursework in Arkansas History for certain educators, as required by Ark. Code Ann. § 6-17-418; and

1.03.5 Provide for the issuance of provisional licenses, as required by Ark. Code Ann. §§ 6-17-403 & 6-17-418.

1.04 These Rules provide four pathways to educator licensure:

1.04.1 Completion of a bachelor's or higher degree from an accredited teacher preparation program at an accredited college or university;

1.04.2 Completion of an accredited speech-language pathology or school psychology program;

1.04.3 Completion of a master's or higher degree in Counseling; and

1.04.4 Licensure by reciprocity.

1.05 In addition to the pathways contained in these Rules, the Department's Rules Governing the Non-Traditional Licensure Program provide other pathways to licensure for individuals holding a bachelor's degree or higher from an accredited college or university, including without limitation:

1.05.1 Completion of the Arkansas Professional Pathway to Teacher Licensure (APPTL), formerly known as the Non-Traditional Licensure Program;

1.05.2 Professional Teaching Permits and Provisional Professional Teaching Licenses for experienced professionals to teach in their areas of expertise;

1.05.3 Acceptance into the Teach for America program; and

1.05.4 Completion of a master's degree in teaching from an accredited teacher preparation program at an accredited college or university.

1.06 In addition to the pathways contained in these Rules, the Arkansas Department of Career Education Program Policies and Procedures for Career and Technical Education provide other pathways to licensure for individuals who:

1.06.1 Hold a bachelor's or higher degree in the career or technical area to be taught; or

1.06.2 Document a minimum of four (4) years of experience in the career or technical area to be taught, and hold a high school diploma or GED credential.

2.0 Definitions

For the purposes of these Rules:

2.01 "Accredited College or University" means an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

2.02 "Accredited Speech-Language Pathology or School Psychology Program" means a speech-language pathology or school psychology program that is offered by an accredited college or university, and the program is:

2.02.1 Nationally accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association; or

2.02.2 Nationally accredited in school psychology by the Commission on Accreditation of the American Psychological Association; or

2.02.3 Approved by the National Association of School Psychologists; or

2.02.4 Nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

2.03 "Accredited Teacher Preparation Program" means a teacher preparation program that is:

2.03.1 Nationally accredited by the National Council for Accreditation of Teacher Education (NCATE), Teacher Education Accreditation Council (TEAC), or Council for Accreditation of Educator Preparation (CAEP); or

2.03.2 Nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation; or

2.03.3 Approved by the licensing authority of a state government.

2.04 "Additional Licensure Plan (ALP)" means a plan approved by the Office of Educator Licensure that allows an individual holding a Standard, Advanced, or Provisional License (by reciprocity only) to accept employment or assignment in an out-of-area position, prior to completion of the requirements for the required endorsement, licensure content area, or level of licensure, for no more than three (3) years dependent on successful progress towards completion.

2.05 "Administrator License" means a five (5)-year renewable license, issued by the State Board, which allows the license holder to serve as an administrator in Arkansas public schools. Administrator licenses include:

2.05.1 Curriculum/Program Administrator – A school leader who is responsible for program development and administration, and who may be responsible for employment evaluation decisions, in one (1) of the following areas:

2.05.1.1 Special Education;
2.05.1.2 Gifted and Talented Education;
2.05.1.3 Career and Technical Education;
2.05.1.4 Content Area Specialist, in a licensure content area;
2.05.1.5 Curriculum Specialist; or
2.05.1.6 Adult Education;

2.05.2 Building-Level Administrator – A Principal, Assistant Principal, or Vice Principal in an Arkansas public school or in the Arkansas Correctional Schools;

2.05.3 District-Level Administrator – A superintendent, assistant/associate superintendent, or deputy superintendent.

2.06 "Administrator Licensure Completion Plan (ALCP)" means a plan approved by the Office of Educator Licensure that allows an individual holding a Standard or Advanced License to accept employment as an administrator, prior to completion of the requirements for an Administrator License, for no more than three (3) years dependent on successful progress towards completion.

2.07 "Advanced License" means a five (5)-year renewable license, issued by the State Board, which allows the license holder to teach in Arkansas public schools, and which is issued upon request of a teacher who has documented the completion of a Master's Degree and three years of teaching experience or who has documented current National Board Certification.

2.08 "Ancillary Standard License" means a five (5)-year renewable license, issued by the State Board, that does not require prior classroom teaching experience, and which allows the license holder to practice in Arkansas public schools as a School Psychology Specialist, Speech Language Pathologist, or Clinical Counseling Specialist.

2.09 "Beginning Administrator" means an individual who:

2.08.1 Holds an Administrator License and has less than one (1) year of public administrative experience, not including student internship; or

2.08.2 Is employed as an administrator under an ALCP and waiver by a public school district, open-enrollment public charter school, or other organization.

2.10 "Department" means the Arkansas Department of Education.

2.11 "Endorsement" means a teaching or administrative licensure area which may be added to a Standard or Advanced License only by:

2.10.1 The completion of a program of study; or

2.10.2 Reciprocity recognition of a license endorsement from another state or country.

2.12 "Good Standing" means that:

2.12.1 There are no ethics or similar proceedings pending against a licensee;

2.12.2 The licensee has not been sanctioned for ethics or similar charges against the license during the two (2) most recent years of teaching experience, if any; and

2.12.3 The license is current in the licensing state or country.

2.13 "Highly-Qualified Teacher" means a teacher who is highly qualified as defined by the Department's Rules Governing Highly Qualified Teachers Promulgated Pursuant to the No Child Left Behind Act of 2001.

2.14 "Internship" means a practical administrative or curricular experience within a program of study, which provides the candidate with practice in the specific licensure content area, or in the specific administrative area and level sought.

2.14.1 Internships must take place in a K-12 public or private school, the Arkansas Correctional Schools, or in another setting as approved by the Department.

2.14.2 A separate internship is required for each administrative area and level sought.

2.15 "Level of Licensure" means the grade/age level parameter of the teaching license as identified in Appendix A, Areas and Levels of Licensure.

2.16 "Licensure Content Area" means a particular content field as recognized by the State Board. Licensure content areas are listed in Appendix A, Areas and Levels of Licensure.

2.17 "Novice Teacher" means a licensed teacher employed under an employment contract with a public school or district who:

2.17.1 Has less than one (1) year of public school classroom teaching experience, not including student internship or substitute teaching; and

2.17.2 Has been assigned lead responsibility for a student's learning in a subject/course with aligned performance measures.

2.18 "Out-of-Area Position" means a licensed position requiring a particular endorsement, licensure content area, or level of licensure that the employee filling the position does not currently hold.

2.19 "Portfolio" means an accumulation of materials and documented experiences reflecting the competencies of the candidate with regard to Arkansas Administrator Licensure Standards as required by a program of study.

2.19.1 A separate portfolio is required for each area and level of administrator licensure sought.

2.19.2 A portfolio must be assessed by:

2.19.2.1 The program of study faculty; and

2.19.2.2 At least one external evaluator who is a practicing or former school administrator, holding a current administrator license, who is not employed by the college or university offering the program of study.

2.20 "Program of Study" means a curriculum that requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions for a particular endorsement, licensure content area, or level of licensure, and is:

2.20.1 Provided by an accredited college or university;

2.20.2 Aligned with Arkansas licensure standards; and

2.20.3 Approved by the Department.

2.21 "Provisional License" means a temporary one-year license, issued by the State Board, which allows the license holder to teach in Arkansas public schools. For the purpose of these Rules, "Provisional License" does not include a provisional license issued pursuant to the Department's Rules Governing the Non-Traditional Licensure Program.

2.22 "Reciprocity" means the recognition of a teaching license from another state or country based on these Rules or the terms of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement for Educator Licensure.

2.23 "Standard License" means a five (5)-year renewable license, issued by the State Board, which allows the license holder to teach in Arkansas public schools.

2.24 "Standard License Equivalent" means a current, unrestricted, non-probationary, non-provisional teaching license that allows an individual to work as a teacher, administrator, counselor, or library media specialist in another state's public schools and is in good standing with the licensing state.

2.25 "State Board" means the Arkansas State Board of Education.

2.26 "Successful Completion" means, solely in relation to post-secondary credit-hours taken to add an endorsement or administrator licensure to a license:

2.26.1 Maintaining a minimum grade-point average (GPA) of 2.50 for undergraduate-level coursework; and

2.26.2 Maintaining a minimum grade-point average (GPA) of 3.00 for graduate-level coursework.

2.27 ”Waiver” means an approval granted by the Department allowing a public school district or open-enrollment public charter school to employee a licensed individual in an out-of-area position for more than thirty (30) days during one (1) school year.

3.0 Instructional License Requirements

Standard License – Traditional (Expired or No Previous License)

3.01 The Office of Educator Licensure shall issue a Standard License upon receipt of the following from an applicant who does not hold a current, valid educator license from Arkansas or another state or country:

3.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

3.01.2 Documentation that the applicant has successfully completed all background checks required by the Department’s Rules Governing Background Checks and License Revocation;

3.01.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessments as mandated by the State Board;

3.01.4 An official transcript from an accredited college or university documenting an awarded bachelor’s degree or higher;

3.01.5 Documentation of successful completion of an accredited teacher preparation program;

3.01.5.1 An awarded education degree from an institution inside of Arkansas shall be recognized for licensure only if the institution’s Licensure Officer signs and verifies the application for licensure;

3.01.5.2 An awarded education degree from an institution outside of Arkansas shall be recognized for licensure only if the degree is recognized for licensure in the state where the institution maintains its principal place of business;

3.01.5.3 An applicant who has never been licensed and whose most recent education degree or teacher preparation program was completed more than ten (10) years before the date of

application shall be required to complete a program of study as determined by an accredited teacher preparation program;

3.01.6 For an applicant seeking licensure in Elementary Education (K-6), Middle School (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university; and

3.01.7 For an applicant holding an expired license from another state or country, a copy of the expired license.

Standard License - Reciprocity

3.02 The Office of Educator Licensure shall issue a Standard License upon receipt of the following from an applicant holding a current, valid educator license from and in good standing with another state or country:

3.02.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

3.02.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation;

3.02.3 A copy of the out-of-state or out-of-country license(s) held by the applicant;

3.02.4 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessments as mandated by the State Board;

3.02.4.1 This requirement shall be waived upon the receipt of all test scores required for licensing in a licensing state;

3.02.4.2 This requirement shall be waived upon the receipt of documentation on school district, agency, or organization letterhead of at least three (3) years of experience in another state as a licensed teacher, administrator, library media specialist, or counselor, or similar licensed experience in a licensure content area or level of licensure;

3.02.5 An official transcript documenting an awarded bachelor's degree or higher from an accredited college or university;

3.02.6 Documentation of one (1) of the following:

3.02.6.1 Successful completion of a program of teacher education at an accredited college or university, but only if the applicant possesses a Standard License Equivalent;

3.02.6.2 Successful completion of an accredited teacher preparation program; or

3.02.6.3 Current certification from the National Board of Professional Teaching Standards; and

3.02.7 For applicants seeking licensure in Elementary Education (K-6), Middle School (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university.

3.02.8 An applicant holding an expired license from another state or country may seek licensure by complying with the requirements of Section 3.01 of these Rules.

Provisional License

3.03 The Office of Educator Licensure shall issue a non-renewable, one (1) year Provisional License to an applicant who:

3.03.1 Submits a completed application for Provisional licensure, with payment of any fees (if applicable) as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

3.03.2 Submits proof of employment with an Arkansas public school district, open-enrollment public charter school, or other agency or organization, in a position that requires an educator license; and

3.03.3 Meets all of the requirements of Sections 3.01 or 3.02 of these Rules except for:

3.03.3.1 Successful completion of Arkansas History coursework required by 3.01.5 or 3.02.7; or

3.03.3.2 Submission of an official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical and content-area assessments as mandated by the State Board, as required by 3.01.3 or 3.02.4.

Advanced License

3.04 The Office of Educator Licensure shall issue an Advanced License upon receipt of the following from an applicant holding a current Standard License:

3.04.1 A completed application for Advanced licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C); and

3.04.2 Documentation of one (1) of the following:

3.04.2.1 Current certification from the National Board of Professional Teaching Standards; or

3.04.2.2 Three years of teaching experience and an official transcript documenting an awarded master's or higher degree, from an accredited college or university, in education or in a licensure content area.

4.0 Ancillary License Requirements

4.01 The Office of Educator Licensure shall issue an Ancillary Standard License in Speech Language Pathology, School Psychology, or Clinical Counseling upon receipt of the following from an applicant, whether or not the applicant is licensed in another state:

4.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

4.01.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation;

4.01.3 An official score report reflecting passing scores, as approved by the State Board, on the specialty area assessment for Speech Pathology, School Psychology, or Guidance Counseling as mandated by the State Board; and

4.01.4 Documentation of one (1) of the following:

4.01.4.1 An official transcript documenting an awarded master's or higher degree, from an accredited college or university, in Speech Language Pathology, and either:

4.01.4.1.1 Successful completion of a graduate-level, accredited Speech-Language Pathology program; or

4.01.4.1.2 Certification of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association;

4.01.4.2 An official transcript documenting an awarded master's or higher degree, from an accredited college or university, in School Psychology, Counseling, or Psychology, and successful completion of a graduate-level, accredited School Psychology program; or

4.01.4.3 An official transcript documenting an awarded master's or higher degree, from an accredited college or university, in Counseling.

4.02 The Ancillary Standard License in Clinical Counseling is an alternative pathway to licensure for individuals who desire to work as a school counselor but lack the classroom teaching licensure required for a counseling endorsement.

4.02.1 An individual holding an Ancillary Standard License in Clinical Counseling may not add a licensure content area, endorsement, or level of licensure, or be eligible for an administrator license, except by meeting the criteria of Section 4.03 of these Rules.

4.03 The Office of Educator Licensure shall add a licensure content area, endorsement, or level of licensure to an Ancillary Standard License only upon receipt of the following from an applicant:

4.03.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

4.03.2 An official transcript documenting the successful completion of a program of study at an accredited teacher preparation program, to include an internship in the licensure content area to be taught; and

4.03.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessment(s) as mandated by the State Board.

4.04 Notwithstanding the requirements of Section 4.03, an individual holding an Ancillary Standard License in Speech Language Pathology may add a Curriculum/Program Administrator License in Special Education by meeting the criteria of Section 6.02 of these Rules.

5.0 Endorsements, Areas and Levels of Licensure

5.01 Except as otherwise provided herein, a Standard or Advanced License shall be issued for and shall reflect only those licensure content areas, endorsements, and levels of licensure that are recognized by the State Board.

5.01.1 Content areas, levels, and endorsements listed on an out-of-state license shall be recognized for licensure through reciprocity, as follows:

5.01.1.1 An applicant from a state with a reciprocity agreement through the National Association of State Directors of Teacher Education and Certification (NASDTEC) shall receive the Arkansas-equivalent licensure content areas, endorsements, or levels of licensure provided all other licensure requirements have been met.

5.01.1.2 An applicant whose content area, endorsement, or level is not recognized by Arkansas shall receive the licensure content area, endorsement, or level of licensure that most closely parallels their out-of-state licensure area, endorsement, or level.

5.01.1.3 If none of the content areas or endorsements listed on an out-of-state license parallel an Arkansas licensure content area, the Office of Educator Licensure shall issue a license reflecting the same content area or endorsement reflected on the out-of-state license, with a notation that the identified content area or endorsement is by reciprocity and is not an approved Arkansas licensure content area or endorsement.

5.01.2 Content areas, levels, and endorsements listed on an out-of-country license may be recognized for reciprocity in accordance with the credential evaluation required in Section 8.04 of these Rules. An applicant whose content area, endorsement, or level is not recognized by Arkansas shall receive the licensure content area, endorsement, or level of licensure that most closely parallels their out-of-country licensure area, endorsement, or level.

5.01.3 For the purpose of reciprocity, the Office of Educator Licensure may reference and utilize any licensure content area, endorsement, or level of licensure that has ever been recognized by the State Board in the past, regardless of whether the area, endorsement or level is current.

5.01.4 Only the content areas, levels, or endorsements specifically listed on an out-of-state or out-of-country license shall be recognized for licensure through reciprocity.

Addition of Areas and Endorsements

5.02 The Office of Educator Licensure shall add an endorsement, licensure content area, or level of license to a Standard or Advanced license upon receipt of the following from an applicant:

5.02.1 A completed application for addition of area, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

5.02.2 If required by Appendix A or by Section 5.03 below, an official transcript from an accredited college or university documenting completion of a Department-approved program of study;

5.02.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical or specialty-area assessment as mandated by the State Board, or as mandated by the state where the program of study was completed if that state requires an assessment; and

5.02.4 For applicants seeking addition of Elementary Education (K-6), Middle School (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university.

5.02.5 All teacher education coursework must be completed at an accredited teacher preparation program.

5.03 No licensure content area or level of licensure may be added to a license by testing out if the area or level is more than one level above or below that of the initial license held by the licensee. Specifically, a Department-approved program of study at an accredited college or university is a required pre-requisite for:

5.03.1 Adding any endorsement to any license;

5.03.2 Adding any K-6 licensure content area to a license with an initial licensure level of 7-12, K-12, or P-12;

5.03.3 Adding any 4-8 licensure content area to a license with an initial licensure level of B-K, K-12, or P-12;

5.03.4 Adding any 4-12 licensure content area to a license with an initial licensure level of B-K, P-4, K-6, 1-6, K-12, or P-12;

5.03.5 Adding any 7-12 licensure content area to a license with an initial licensure level of B-K, P-4, K-6, 1-6, or P-8; and

5.03.6 Adding any K-12 licensure content area to a license with an initial licensure level of B-K, P-4, K-6, 1-6, 4-8, 4-12, P-8, or 7-12.

5.04 A licensure content area, endorsement, or level of licensure may be transferred by reciprocity to an existing Arkansas license only by following the requirements of Sections 5.02 and 5.03 above.

5.05 Documentation of a minimum of two (2) years of classroom teaching experience is required to add the Guidance & Counseling endorsement to an existing Standard or Advanced License.

5.06 The Office of Educator Licensure shall add a licensure content area, endorsement, or level of licensure to an adult education license or career-technical permit that was issued pursuant to regulations established by the Arkansas Department of Career Education, only upon receipt of the following from an applicant:

5.06.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

5.06.2 An official transcript documenting the successful completion of a program of study at an accredited teacher preparation program, to include an internship in the licensure content area to be taught; and

5.06.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate basic-skills, pedagogical, and content-area assessment(s) as mandated by the State Board.

Additional Licensure Plans (ALP)

5.07 The Office of Educator Licensure shall issue an Additional Licensure Plan (ALP) to an individual holding a Standard or Advanced License and employed in an out-of-area position, upon the submission of a completed application for an ALP, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C).

5.07.1 An ALP is valid for a maximum of three (3) years and is not renewable.

5.07.2 An ALP requiring a program of study shall remain valid only so long as the applicant:

5.07.2.1 Successfully completes in the first year of the ALP any specialty-area assessment required to be designated as a highly-qualified teacher; and

5.07.2.2 Successfully completes a minimum of three (3) hours of program-of-study coursework in the first year of the ALP and a minimum of six (6) hours of program-of-study coursework in both the second and third years.

5.07.3 An ALP requiring testing only shall remain valid only so long as the applicant:

5.07.3.1 Successfully completes in the first year of the ALP the content-knowledge portion(s) of the required specialty-area assessment required to be designated as a highly-qualified teacher; or

5.07.3.2 Successfully completes in the first year of the ALP a minimum of six (6) hours of coursework in the content area at an accredited college or university.

5.07.4 An individual holding a provisional license issued by reciprocity is eligible for an ALP subject to the remaining requirements of this Section 5.07.

5.07.5 Whether or not an ALP is issued, no person shall be employed by a public school in an out-of-area position for more than thirty (30) days without a waiver issued pursuant to Section 9.0 of these Rules.

6.0 Administrator License Requirements

Building-Level Administrator License

6.01 The Office of Educator Licensure shall issue a Building-Level Administrator License upon receipt of the following from an applicant holding an existing Arkansas Standard or Advanced License:

6.01.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

6.01.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks and License Revocation;

6.01.3 An official transcript documenting an awarded master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area;

6.01.3.1 An awarded degree from an institution inside of Arkansas shall be recognized for licensure only if the institution's Licensure Officer and Education Leadership Chairperson sign and verify the application for licensure;

6.01.3.2 An awarded degree from an institution outside of Arkansas shall be recognized for licensure only if the degree is recognized for licensure in the state where the institution maintains its principal place of business;

6.01.4 If the master's degree is not in Educational Leadership, an official transcript documenting successful completion of a Department-approved, graduate-level program of study reflective of the standards for building-level administrator licensure, to include two (2) internships and one (1) portfolio;

6.01.4.1 One (1) internship shall be in grades K-6, and one (1) internship shall be in grades 7-12.

6.01.5 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrative licensure assessment as mandated by the State Board; and

6.01.6 Documentation of at least four (4) years of P-12 experience as a licensed classroom teacher, school counselor, or library media specialist.

6.01.6.1 One (1) year of experience is defined as a minimum of one hundred twenty (120) days of full-time work in a single school year, with a minimum of fifty percent (50%) of each day spent as a licensed classroom teacher, school counselor, or library media specialist.

6.01.6.2 Experience as an Educational Examiner, Adult Education, Athletic Director/Coaching, School Administrator, Speech Pathologist, School Psychology Specialist, or Clinical Counseling Specialist shall not count towards this experience requirement.

6.01.6.3 One (1) or more years of the experience requirement may be satisfied by equivalent working experience, including without limitation employment with an education service cooperative or the Department.

Curriculum/Program Administrator License

6.02 The Office of Educator Licensure shall issue a Curriculum/Program Administrator License upon receipt of the following from an applicant holding a Speech Language Pathology Ancillary Standard License, or a Standard or Advanced License in the relevant area:

6.02.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

6.02.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks and License Revocation;

6.02.3 An official transcript documenting an awarded master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area;

6.02.3.1 An awarded degree from an institution inside of Arkansas shall be recognized for licensure only if the institution's Licensure Officer and Education Leadership Chairperson sign and verify the application for licensure;

6.02.3.2 An awarded degree from an institution outside of Arkansas shall be recognized for licensure only if the degree is recognized for licensure in the state where the institution maintains its principal place of business;

6.02.4 An official transcript documenting successful completion of a graduate-level program of study reflective of the standards for curriculum/program administrator licensure, to include an internship and portfolio;

6.02.5 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrative licensure assessment as mandated by the State Board; and

6.02.6 Documentation of at least four (4) years of licensed experience in the relevant area as follows:

6.02.6.1 Special Education – Classroom teaching experience in special education, or experience in speech language pathology while employed by a public or private school under the terms of an approved teacher employment contract and not under a purchase-service contract;

6.02.6.2 Gifted and Talented Education – Classroom teaching experience in the area of gifted and talented education;

6.02.6.3 Career and Technical Education – Classroom teaching experience in one (1) or more career and technical education areas as recognized by the State Board;

6.02.6.4 Content Area Specialist – Classroom teaching experience in a licensure content area;

6.02.6.5 Curriculum Specialist – Experience as a school counselor, library media specialist, or classroom teacher in any licensure content area or level of licensure; or

6.02.6.6 Adult Education – Classroom teaching experience in the area of adult education.

6.02.6.7 One (1) year of experience is defined as a minimum of one hundred twenty (120) days of full-time work in a single school year, with a minimum of fifty percent (50%) of each day spent as a licensed classroom teacher, school counselor, or library media specialist.

6.02.6.8 One (1) or more years of the experience requirement may be satisfied by equivalent working experience, including without limitation employment with an education service cooperative or the Department.

District-Level Administrator License

6.03 The Office of Educator Licensure shall issue a District-Level Administrator License upon receipt of the following from an applicant holding a Building-Level or Curriculum/Program Administrator License:

6.03.1 A completed application for licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

6.03.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks and License Revocation;

6.03.3 An official transcript documenting an awarded master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area;

6.03.3.1 An awarded degree from an institution inside of Arkansas shall be recognized for licensure only if the institution's Licensure Officer and Education Leadership Chairperson sign and verify the application for licensure;

6.03.3.2 An awarded degree from an institution outside of Arkansas shall be recognized for licensure only if the degree is recognized for licensure in the state where the institution maintains its principal place of business;

6.03.4 An official transcript documenting successful completion of a Department-approved, graduate-level program of study, above and beyond a master's degree, reflective of the standards for district-level administrator licensure, to include an internship and portfolio;

6.03.5 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrative licensure assessment as mandated by the State Board;

6.03.6 Documentation of at least four (4) years of licensed experience as required by Section 6.01.6 or 6.02.6 above, or four (4) years of building-level administrator experience; and

6.03.7 Documentation of at least one (1) year of experience as a building-level or curriculum/program administrator.

6.03.7.1 One (1) year of experience is defined as requiring a minimum of one hundred twenty (120) days of full-time work, in a single school year, with a minimum of fifty percent (50%) of each day spent as a building-level or curriculum/program administrator.

6.03.7.2 This one-year experience requirement may be satisfied by experience with an education service cooperative or the Department, if the Department determines that the experience is substantially equivalent to building-level administration experience.

Administrator Licensure Completion Plan (ALCP)

6.04 The Office of Educator Licensure shall issue an Administrator Licensure Completion Plan (ALCP) to an individual employed in an out-of-area position who:

6.04.1 Submits a completed application for an ALCP, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

6.04.1.1 The application must be verified by the Educational Leadership Chairperson of the accredited college or university where the degree or program of study is offered;

6.04.2 Submits proof of employment with an Arkansas public school district, open-enrollment public charter school, or other agency or organization, in a position that requires an Administrator License;

6.04.2.1 Employment must be verified by an authorized representative of the public school district, charter school, agency or organization; and

6.04.3 Meets all of the requirements of Sections 6.01, 6.02, or 6.03 of these Rules except for:

6.04.3.1 Successful completion of an awarded master's or higher degree as required by 6.01.3, 6.02.3, or 6.03.3;

6.04.3.2 Successful completion of a graduate-level program of study as required by 6.01.4, 6.02.4, or 6.03.4; or

6.04.3.3 Submission of an official score report reflecting passing scores on the appropriate administrative licensure assessment, as required by 6.01.5, 6.02.5, or 6.03.5.

6.04.4 An ALCP is valid for a maximum of three (3) years, is not renewable, and shall remain valid so long as the applicant:

6.04.4.1 Remains employed with an Arkansas public school district, open-enrollment public charter school, or other agency or organization, in a position that requires an Administrator License;

6.04.4.2 Holds the degree required by 6.01.3, 6.02.3, or 6.03.3, or remains enrolled and actively participates in the appropriate degree program; and

6.04.4.3 Has completed, or remains enrolled and actively participates in the appropriate program of study required by 6.01.4, 6.02.4, or 6.03.4.

6.04.4.4 Active participation in a degree program or program of study means successful completion of a minimum of three (3) hours of graduate-level coursework in the first year of the ALCP, and a minimum of six (6) hours of graduate-level coursework in both the second and third years of the ALCP.

6.04.5 Whether or not an ALCP is issued, no person shall be employed by a public school in an out-of-area position for more than thirty (30) days without a waiver issued pursuant to Section 9.0 of these Rules.

7.0 License Renewal

Professional Development Requirements for License Renewal

7.01 Except as specifically provided herein, no license issued by the State Board may be renewed unless the following requirements of this Section 7.01 are met.

7.01.1 Every individual holding a license issued by the State Board shall document completion of sixty (60) or more hours of approved professional development each year, as required by the Department's Rules Governing Professional Development.

7.01.2 Professional development completion may be documented by:

7.01.2.1 Submitting verification, by an authorized representative of the school, district, or organization employing the licensee, that the licensee has completed all professional development required during the term of the license; or

7.01.2.2 Submitting proof of completion of professional development hours attended.

7.01.3 Professional development completion shall be waived for a teacher who is retired, as verified by the Arkansas Teacher Retirement System (ATRS).

7.01.4 A retired teacher who returns to licensed employment shall complete sixty (60) hours of professional development within the school year of the return to employment and in each year thereafter while employed in a licensed position.

7.01.5 As part of the required professional development hours, a licensee shall document completion, no more than twelve (12) months prior to renewal, of the child maltreatment recognition training required by Ark. Code Ann. § 6-61-133 and the Department's Rules Governing Professional Development.

Renewal of Current / Recently Expired Licenses

7.02 The Office of Educator Licensure shall renew a Standard, Advanced, Ancillary Standard, or Administrator License that is current or has been expired for less than one (1) year, upon receipt of the following from a licensee:

7.02.1 A completed application for renewal, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

7.02.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks and License Revocation; and

7.02.3 Documentation of professional development completion, as required by Section 7.01.

7.02.4 An individual unable to document professional development completion may be eligible for a Provisional License by meeting the criteria of Section 7.05 of these Rules.

7.03 The Office of Educator Licensure may, in the last effective year of a license, automatically renew a Standard, Advanced, Ancillary Standard, or Administrator License, if:

7.03.1 The licensee is employed, during the last effective year of the license, by an Arkansas public school district, open-enrollment public charter school, education service cooperative, or the Department;

7.03.2 The licensee or the licensee's employer pays any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C); and

7.03.3 The Office of Educator Licensure is able to document from its records that the licensee has satisfied the background check and professional development requirements of Sections 7.01 and 7.02.2.

Renewal of Licenses Expired More Than One (1) Year

7.04 The Office of Educator Licensure shall renew a Standard, Advanced, Ancillary Standard, or Administrator License that has been expired for more than one (1) year, upon receipt of the following from a licensee:

7.04.1 A completed application for renewal, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

7.04.2 Documentation that the applicant has successfully completed any background checks required by the Department's Rules Governing Background Checks and License Revocation;

7.04.3 Documentation of professional development completion, as required by Section 7.01; and

7.04.4 Documentation as follows:

7.04.4.1 Applicants who have passed a state-mandated content-area assessment in at least one (1) licensure content area or endorsement shall either:

7.04.4.1.1 Submit an official score report reflecting passing scores, as approved by the State Board, on the current version of the appropriate content-area assessment as mandated by the State Board; or

7.04.4.1.2 Complete six (6) hours of coursework at an accredited college or university in education, technology, or a licensure content area;

7.04.4.2 Applicants who passed the current version of a state-mandated content-area assessment before expiration of the license shall not be allowed to retake that assessment to meet these requirements; and

7.04.4.3 Applicants who have never passed a state-mandated content-area assessment in a licensure content area or endorsement shall submit an official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical and content-area assessments as mandated by the State Board.

7.04.4.4 An individual required to take additional coursework, assessments, or professional development may be eligible for a Provisional License by meeting the criteria of Section 7.05 of these Rules.

Provisional Licenses

7.05 The Office of Educator Licensure shall issue a non-renewable Provisional License to a licensee who holds a current or expired Standard, Advanced, Ancillary Standard, or Administrator License, and who:

7.05.1 Submits a completed application for Provisional licensure, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

7.05.2 Submits proof of employment with an Arkansas public school district, open-enrollment public charter school, or other agency or organization in a position that requires an educator license; and

7.05.3 Meets all of the requirements of Sections 7.02 or 7.04 of these Rules except for verification of professional development as required by Section 7.01, or coursework and assessment(s) as required by Section 7.04.4.

7.05.4 The Provisional License may be converted to a Standard, Advanced, Ancillary Standard, or Administrator License upon the submission of:

7.05.4.1 Written verification of completion of sixty (60) hours of approved professional development that was completed during the one-year term of the Provisional License; and

7.05.4.2 Documentation of completion of any coursework or assessment(s) required by Section 7.04.4 of these Rules.

7.06 Applications for license renewal may be submitted to the Office of Educator Licensure no earlier than January 1 of the year of expiration of the license.

8.0 General Provisions for all Licenses

8.01 A Standard, Advanced, Ancillary Standard, or Administrator License shall be a renewable license, valid for a period of five (5) years. Except as provided below, a license shall become effective January 1 of the year it is issued and shall expire December 31 of the fifth year.

8.01.1 When a Standard License is converted to an Advanced License, the Advanced License shall retain the same beginning and expiration dates as the Standard License.

8.01.2 Regardless of when it is issued, an Administrator License shall reflect the same beginning and expiration dates as the licensee's Standard or Advanced License.

8.01.3 The beginning date of a license renewal shall be January 1 of the year following the expiration date of the old license, unless the old license was expired more than one (1) year.

8.01.4 The beginning date of the renewal of a license that had been expired for more than one (1) year shall be January 1 of the year renewed.

8.01.5 Addition of an endorsement, licensure content area, or level of licensure to a license shall not affect the beginning and expiration dates of the license.

8.02 A Provisional License shall become effective on the licensee's first contracted day with the public school district, open-enrollment public charter school, or other agency or organization.

8.03 A Standard, Advanced, Ancillary Standard, or Administrator License may reflect the highest earned degree awarded to the licensee in:

8.03.1 Education, if the degree was awarded by an accredited teacher education program;

8.03.2 Educational Leadership, if the degree was awarded by an accredited college or university;

8.03.3 Speech-Language Pathology, if the degree was awarded by an accredited speech-language pathology program;

8.03.4 School Psychology, Psychology, or Counseling, if the degree was awarded by an accredited school psychology program; or

8.03.5 A licensure content area, if the degree was awarded by an accredited college or university.

8.04 Notwithstanding any provision to the contrary, an applicant for licensure who holds a teaching license from outside the United States, or whose post-secondary degree is from a non-accredited college or university outside of the United States, may satisfy degree and accredited program requirements as follows:

8.04.1 The applicant shall have his or her credentials evaluated by a Department-approved credential evaluation agency located in the United States.

8.04.2 The credential evaluation agency shall:

8.04.2.1 Complete a course-by-course evaluation of the applicant's transcript;

8.04.2.2 Indicate the applicant's major area of study;

8.04.2.3 Document whether the applicant's out-of-country degree is equivalent to one that would have been completed at an accredited college or university;

8.04.2.4 Document whether the out-of-country professional preparation is equivalent to one that would have been completed at an accredited teacher preparation program or accredited speech-language pathology or school psychology program;

8.04.2.5 Indicate the areas of licensure represented by the out-of-country license; and

8.04.2.6 Document which areas of licensure on the out-of-country license are equivalent to the areas of licensure approved by the State Board.

8.04.3 The evaluation performed by the credential evaluation agency shall determine eligibility for licensure in Arkansas.

8.05 Every individual holding a license issued by the State Board shall complete the child maltreatment recognition training required by Ark. Code Ann. § 6-61-133 and the Department's Rules Governing Professional Development within twelve (12) months of:

8.05.1 The individual's first-time licensure; and

8.05.2 All subsequent renewals of a license.

8.06 The Office of Educator Licensure may issue a duplicate of a current license upon application of a current license holder, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

8.07 All information and documentation submitted for an Arkansas teaching license must be accurate, authentic, and unaltered. Any license issued as a result of a violation of this Section 8.07 will be null and void.

8.08 The Office of Educator Licensure, as authorized by the State Board, reserves the right to amend and or rescind any license that has been issued in error.

Mentoring Requirements for Novice Teachers and Beginning Administrators

8.09 Every novice teacher and beginning administrator employed in a public school or other public educational setting shall participate in mentoring for no less than one (1) year.

8.09.1 Mentoring for a novice teacher shall consist of a certified mentor providing support and focused feedback with regard to instructional skills, classroom management, and professional behaviors.

8.09.2 Mentoring for a beginning administrator shall consist of a certified mentor providing support and focused feedback with regard to skills, management, and professional behaviors.

8.09.3 Mentors, novice teachers, and beginning administrators shall attend all Department-mandated training, orientation, or informational meetings.

8.09.4 A beginning administrator working under an ALCP shall participate in mentoring for the duration of the ALCP.

8.09.5 A novice teacher in a licensed pre-kindergarten setting may in the alternative participate in mentoring offered pursuant to rules promulgated by the Arkansas Department of Human Services.

8.10 Every Arkansas public school district or open-enrollment public charter school that employs a novice teacher or beginning administrator shall:

8.10.1 Notify the Office of Educator Effectiveness, no later than August 1 of each year, of the appointment of an induction project director who will act as the liaison for the program to the Department;

8.10.1.1 Induction project directors are responsible for coordination of mentor assignments, oversight of mentor funding appropriations, adherence to state rules and guidelines related to mentoring, and all written and fiscal reporting and communications to the Department;

8.10.1.2 Induction project directors must attend the annual Project Director Update meeting sponsored by the Office of Educator Effectiveness, in order to have access to the Department's online data system and to be qualified to pair a novice teacher or beginning administrator with a certified mentor;

8.10.1.3 As funds are available, induction project directors shall be compensated with a stipend via a sliding scale (not to exceed

$1,000) based on the number of novice teachers and beginning administrators in the school or district;

8.10.2 Submit to the Office of Educator Effectiveness via the Office's online data system:

8.10.2.1 No later than September 30 of each year, a register of all novice teacher/mentor pairs and beginning administrator/ mentor pairs employed by the school or district;

8.10.2.2 No later than September 30 of each year, an assurance statement, signed by the induction project director, district superintendent, or charter-school director, that the school or district is in compliance with these Rules regarding mentoring; and

8.10.2.3 A Professional Growth Plan for each novice teacher and each beginning administrator;

8.10.3 Assign to each novice teacher, within three (3) weeks of the novice teacher's first contract day of the school year, a certified, licensed mentor teacher who is located in the same building, and who:

8.10.3.1 Has a compatible background in licensure content area and level of licensure;

8.10.3.2 Is trained and certified in the state-adopted mentoring model; and

8.10.3.3 Has at least three (3) years of successful teaching experience under a non-provisional license;

8.10.3.4 The Office of Educator Effectiveness may grant exceptions to these requirements on a case-by-case basis;

8.10.3.5 Only one (1) novice teacher may be assigned to each mentor teacher, except as allowed by the Office of Educator Effectiveness;

8.10.4 Assign to each beginning administrator, within three (3) weeks of the beginning administrator's first contract day of the school year, a certified, licensed administrator mentor who has been certified in the state-adopted mentoring model;

8.10.5 Release mentors, novice teachers, beginning administrators, and the induction project director to attend initial mentor training and any

mandatory statewide orientation or informational meetings held by the Department;

8.10.6 Provide released time during the contract day for a novice teacher and mentor to work together, averaging a minimum of two (2) hours every two (2) weeks;

8.10.7 Assist a novice teacher and mentor to schedule focused observations and professional development activities, and provide activities for mentors and novice teachers, which engage them in collaborative dialogue, problem solving, and professional development;

8.10.7.1 Mentor teachers shall perform a minimum of three (3) formal classroom observations per school year for each novice teacher and shall provide feedback focused on increased professional growth;

8.10.8 Notify the Office of Educator Effectiveness, via the Office's online data system, within fifteen (15) days of any personnel changes that might affect annual mentoring budget allocations (such as hiring of a novice teacher midyear, or a novice teacher resigning midyear and being replaced by an experienced teacher for whom mentoring is not appropriate); and

8.10.9 Submit, via the Office's online data system, the end-of-year budget report reflecting mentor stipend expenditures, no later than July 30 of each year;

8.10.9.1 Mentor stipends shall be distributed and disbursed within the parameters established by the Department;

8.11 The Office of Educator Effectiveness will monitor the quality of each public school or district's mentoring program by reviewing all mentoring documentation.

8.11.1 All required mentoring and observation documentation shall be collected and retained by the induction project director.

8.11.2 At the completion of the mentoring cycle, all observation forms shall become the sole possession of the novice teacher.

8.11.3 Mentoring observational information shall not be utilized in any way for employment or evaluation decisions unless students are at risk, either physically or emotionally.

8.12 School districts that do not comply with these rules shall be placed in accredited-cited status for licensure deficiencies. Licensure deficiencies for this purpose includes without limitation:

8.12.1 Failure to register all mentors, novice teachers, and beginning administrators with the Office of Educator Effectiveness;

8.12.2 Failure to comply with established guidelines for assignment, support, and monitoring of mentors and novice teachers or beginning administrators; and

8.12.3 Failure to submit all appropriate documentation.

9.0 Waivers for Public Schools and School Districts

9.01 Except as specifically allowed by law or regulation, no person shall be employed by a public school in an out-of-area position for more than thirty (30) days without a waiver issued to the school pursuant to this Section 9.0.

9.01.1 Schools shall aggressively seek to employ in licensed positions individuals who are licensed and highly qualified (when required) for the grade level and licensure content areas assigned.

9.01.2 When a school cannot employ a qualified individual licensed at the grade level or for the licensure content area being assigned, the school shall actively recruit a licensed individual who will work under an ALP or ALCP towards becoming licensed and highly qualified (when required) for the grade level assigned or for the specific licensure content area assigned.

9.01.3 Notwithstanding the other provisions of this Section 9.0, on the request of the board of directors of a public school district, the Commissioner of Education may grant a waiver, for no more than three (3) consecutive school years, allowing the district to employ an individual in an out-of-area position as a district-level administrator.

9.01.4 Notwithstanding the other provisions of this Section 9.0, if the State Board or the Commissioner of Education order the suspension or removal of a superintendent or school board under authority granted under Title 6 of the Arkansas Code, the State Board or Commissioner may appoint, subject to state law and for no more than three (3) consecutive school years, one (1) or more individuals in out-of-area positions as district-level administrators for that public school district.

9.02 The Office of Educator Licensure may grant a public school, agency, or organization a one (1)-year waiver of the requirements of Section 9.01 if it imposes an undue hardship in that a school is unable to timely fill a vacant position with a qualified individual licensed in the required licensure content area and level of licensure.

9.03 A request for waiver shall be submitted by the superintendent of the public school district or director of the open-enrollment public charter school and shall include:

9.03.1 A listing of all licensed employees employed by the district or charter school, including for each licensed employee:

9.03.1.1 Social Security number;

9.03.1.2 Current licensure area(s);

9.03.1.3 Whether the employee is currently employed in an out-of-area position, and if so, whether the position requires a highly-qualified teacher;

9.03.1.4 Any prior completed Additional Licensure Plan(s) (ALP); and

9.03.1.5 All prior school years in which the employee was employed in an out-of-area position;

9.03.2 A justification for the waiver documenting the effort of the district or charter school to find a fully licensed, highly qualified employee. Districts will not have to verify re-advertising for the second and third years for a position, as long as the individual holds a valid ALP or ALCP;

9.03.3 A written plan with timelines for completion of the ALP or ALCP requirements; and

9.03.4 If a waiver was granted for the same position in the prior school year, evidence that the ALP or ALCP plan timelines are being met in accordance with Sections 5.07.2, 5.07.3, or 6.04.4.

9.04 A school, district, agency, or organization shall annually apply for renewal of the waiver each additional year the employee is working under an approved ALP or ALCP. The one (1)-year waiver may be renewed two (2) times, for a maximum of three (3) years of waiver for the same position, so long as the ALP or ACLP issued to the employee remains valid and the employee meets the ALP or ALCP plan timelines.

9.05 The district superintendent or charter school director shall send written notice of the assignment of an employee to an out-of-area position to the parent or guardian of each student in the employee's classroom no later than thirty (30) school days after the date of the assignment.

9.05.1 Parental notice is not required for the out-of-area assignment of a counselor, library media specialist, or administrator.

9.06 The final decision regarding the granting of a waiver rests with the State Board.

10.0 Conversion of Existing Initial or Provisional Licenses

10.01 A licensee holding a current Initial Teaching License issued by the State Board pursuant to the Department's Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure (eff. July 2010 or July 2007) may obtain a Standard License upon the submission of the following:

10.01.1 A completed application for conversion, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C); and

10.01.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation.

10.02 A licensee holding an expired Initial Teaching License issued by the State Board pursuant to any of the Department's prior Rules may obtain a Standard License by complying with the provisions of Section 3.01 of these Rules.

10.03 A licensee holding a current Provisional Teaching License issued by the State Board pursuant to the Department's Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure (eff. July 2010 or July 2007) may obtain a Standard License upon the submission of the following:

10.03.1 A completed application for conversion, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

10.03.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation;

10.03.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate pedagogical or content-area assessments as mandated by the State Board;

10.03.4 For applicants seeking licensure in Elementary Education (K-6), Middle School (4-8), or Secondary Social Studies (7-12), documentation of the successful completion of three (3) college credit-hours in Arkansas History at an accredited college or university; and

10.03.5 Any professional development or other coursework required to meet renewal requirements.

10.04 A licensee holding a current Initial Administrator License issued by the State Board pursuant to the Department's Rules Governing Initial and Standard/ Advanced Level Administrator and Administrator – Arkansas Correctional School Licensure (eff. August 2003 or November 2010) may obtain a Standard Administrator License upon the submission of the following:

10.04.1 A completed application for conversion, with payment of any applicable fees as established by the State Board pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C);

10.04.2 Documentation that the applicant has successfully completed all background checks required by the Department's Rules Governing Background Checks and License Revocation; and

10.04.3 An official score report reflecting passing scores, as approved by the State Board, on the appropriate administrator licensure assessment as mandated by the State Board.

10.05 Any licensee who, as of the effective date of these Rules, is working under a current Additional Licensure Plan (ALP) or Administrator Licensure Completion Plan (ALCP) issued pursuant to any prior Department rules, shall continue under and complete the Plan in accordance with the terms of the Plan as approved by the Department, and in accordance with the prior rules under which the Plan was approved.

10.06 If an applicant for first-time licensure or administrator licensure or for the addition of a licensure content area, endorsement, or level of licensure, was enrolled in a program of study prior to July 1, 2014, and meets all other requirements for licensure, the Office of Educator Licensure may reference and utilize the licensure content areas, endorsements, or levels of licensure that were recognized by the State Board immediately prior to the effective date of these Rules.

Appendix A: LEVELS AND AREAS OF LICENSURE

LICENSURE CONTENT AREA	AS AN INITIAL LICENSURE AREA								AS AN ADD-ON TO STANDARD LICENSE							
	B-K	K-6	4-8	7-12	K-12	P-8	4-12	PS	B-K	K-6	4-8	7-12	K-12	P-8	4-12	PS
*ECH/SP.ED INTEGRATED	X								X							
ELEMENTARY		X								X						
***MIDDLE CHILDHOOD (MATH, SCIENCE, LANG ARTS, SOCICAL STUDIES) MUST CHOOSE ANY TWO OF THE FOUR CONTENT AREAS LISTED FOR INTIAL LICENSURE OR WHEN ADDING TO A CURRENT STANDARD TEACHING LICENSE.			X									X				
LIFE/EARTH SCIENCE				X									X			
PHYSICAL SCIENCE				X									X			
EARTH SCIENCE													X			
ENGLISH LANG ARTS				X									X			
SOCIAL STUDIES				X									X			
PHYSICS/MATHEMATICS				X									X			
MATHEMATICS				X									X			
BUSINESS TECHNOLOGY							X								X	
MARKETING TECHNOLOGY				X									X			
AGRICULTURE SCIENCE & TECH				X									X			
FAMILY & CONSUMER SCIENCE				X									X			
INDUSTRIAL TECHNOLOGY				X									X			
DRAMA				X									X			
SPEECH				X									X			
ART					X					X			X			
VOCAL MUSIC					X					X			X			
INSTRUMENTAL MUSIC					X					X			X			
DRAMA / SPEECH					X											
PHYSICAL EDU / HEALTH					X					X			X			
** SPECIAL EDUCATION					X									X		
** VISUAL SPECIALIST					X									X		
**HEARING SPECIALIST					X									X		
FOREIGN LANGUAGES					X					X			X			
** LIBRARY MEDIA SCIENCE				X		X							X		X	
** ADULT EDUCATION								X								X

*THE B-K ECH/SP.ED INTEGRATED AREA MAY BE ADDED ONLY TO A LICENSE WITH AN INITIAL LICENSURE LEVEL OF K-6. THE B-K ECH/SP.ED INTEGRATED AREA MAY NOT BE ADDED TO A STANDARD TEACHING LICENSE BY TESTING OUT.

**THESE AREAS OF LICENSURE CANNOT BE ADDED TO A STANDARD TEACHING LICENSE BY TESTING OUT.

***SIX (6) HOURS OF READING AND THREE (3) HOURS ARKANSAS HISTORY MUST BE DOCUMENTED ON AN OFFICIAL TRANSCRIPT WHEN ADDING THIS AREA OF LICENSURE BY TESTING OUT.

Appendix A: LEVELS AND AREAS OF LICENSURE

ADD-ON TO A STANDARD LICENSE

ADDED ENDORSEMENTS	P-K	K-6	5-6	P-8	8	7-12	P-12
JOURNALISM						X	
LIBRARY MEDIA SCIENCE				X		X	
READING SPECIALIST				X		X	
GUIDANCE & COUNSELING				X		X	
GIFTED & TALENTED				X		X	
ENGLISH AS A SECOND LANGUAGE				X		X	
EDUCATIONAL EXAMINER							X
COACHING						X	
INSTRUCTIONAL FACILITATOR							X
GRADE 5-6 ENDORSEMENT (FOR 7-12 TEACHER LICENSED IN A CORE CONTENT AREA(S) OF MATH, SCIENCE, LANG ARTS OR SOCIAL STUDIES)			X				
ALGEBRA 1 FOR GRADE 8					X		
AGE 3-4 ENDORSEMENT (FOR TEACHERS HOLDING AN ELEMENTARY K-6 LICENSE)	X						
CONTENT SPECIALIST (FOR MATH, SCIENCE AND LITERACY FOR TEACHERS HOLDING A K-6 LICENSE)		X					

ADDED ENDORSEMENTS CANNOT BE ADDED TO A STANDARD TEACHING LICENSE BY TESTING OUT. THESE AREAS OF LICENSURE SHALL BE ADDED TO A STANDARD TEACHING LICENSE BY MEETING ALL REQUIREMENTS AS IDENTIFIED ON THE ADDITIONAL LICENSURE PLAN FOR THE AREA BEING ADDED. ADDED ENDORSEMENTS CANNOT BE USED AS PLATFORMS FOR TESTING OUT OF OTHER AREAS AND LEVELS OF LICENSURE.

EDUCATIONAL LEADERSHIP & SUPERVISION	K-12
DISTRICT ADMINISTRATOR	X
BUILDING ADMINISTRATOR	X
CURRICULUM PROGRAM ADMINISTRATOR	X

THESE AREAS OF LICENSURE CANNOT BE ADDED TO A STANDARD TEACHING LICENSE BY TESTING OUT. THESE AREAS OF LICENSE SHALL BE ADDED TO A STANDARD TEACHING LICENSE BY MEETING ALL REQUIREMENTS AS IDENTIFIED ON THE ADDITIONAL LICENSURE PLAN FOR THE AREA BEING ADDED.

ANCILLARY STUDENT SERVICES	P-12
SCHOOL PSYCHOLOGY SPECIALIST	X
SPEEECH LANGUAGE PATHOLOGY	X
CLINICAL COUNSELING SPECIALIST	X

A NON-INSTRUCTIONAL STANDARD LICENSE MAY BE OBTAINED AS AN INITIAL AREA OF LICENSURE. A NON-INSTRUCTIONAL STANDARD LICENSE IN SCHOOL PSYCHOLOGY OR SPEECH LANGUAGE MAY BE OBTAINED AS AN ADD-ON TO A STANDARD TEACHING LICENSE.

THESE AREAS OF LICENSURE CANNOT BE ADDED TO A STANDARD TEACHING LICENSE BY TESTING OUT.

NO OTHER AREA OR LEVEL OF LICENSURE CAN BE ADDED TO A NON-INSTRUCTIONAL STUDENT SERVICE AREA BY TESTING OUT.

REQUIREMENTS FOR LICENSURE IN A NON-INSTRUCTIONAL STUDENT SERVICEAREA CAN BE FOUND IN THE RULES GOVERNING EDUCATOR LICENSURE.

Appendix A: LEVELS AND AREAS OF LICENSURE

CHART FOR TESTING OUT

	LICENSURE LEVEL TO TEST OUT OF					
INITIAL LICENSURE LEVEL	B-K	K-6	4-8	4-12	7-12	K-12
B-K		X				
P-4		X	X			
K-6			X			
1-6		X	X			
4-8		X	X	X	X	
SPECIAL ED P-4		X	X			
SPECIAL ED 4-12		X	X	X	X	
7-12			X	X	X	
P-8		X	X	X	X	
K-12					X	X
P-12					X	X

EDUCATORS WITH AN INITIAL LEVEL OF LICENSURE IDENTIFIED UNDER INITIAL LICENSURE LEVEL MAY TEST OUT OF OTHER STANDARD AREAS AND LEVELS OF LICENSURE MARKED WITH THE "X".

EDUCATORS MAY TEST OUT OF LICENSURE AREAS THAT ARE ONE GRADE LEVEL ABOVE OR BELOW THEIR INITIAL LICENSURE AREA AND LEVEL. AREAS OF LICENSURE BEING ADDED BY TESTING OUT SHALL HAVE A SUBJECT SPECIFIC ASSESMENT TO BE ELIGIBLE FOR TESTING OUT. AREAS OF LICENSURE ADDED TO THE INITIAL LICENSURE AREA CANNOT BE USED TO EXPAND THE LEVELS OF LICENSURE THAT CAN BE ADDED BY TESTING OUT. EDUCATOR LICENSURE WILL ADD THE NEW AREA OF LICENSURE ONCE IT HAS RECEIVED A COMPLETED APPLICATION WITH A COPY OF THE PRAXIS SCORE REPORT REFLECTING A PASSING SCORE.

EXCEPTION AREAS (SPECIAL EDUCATION, ADDING ENDORSEMENTS, EDUCATIONAL LEADERSHIP & SUPERVISION, NON-INSTRUCTIONAL STUDENT SERVICES, CAREER AND TECHNICAL AND ADULT EDUCATION) CANNOT BE ADDED BY TESTING OUT. THEY CAN BE ADDED ONLY BY COMPLETING COURSEWORK AND THE REQUIRED PRAXIS ASSESSMENT.

EDUCATORS INTERESTED IN ADDING AN ADDITIONAL AREA OF LICENSURE ARE ENCOURAGED TO REFER TO THE RULES GOVERNING EDUCATOR LICENSURE AS ADOPTED BY THE STATE BOARD OF EDUCATION.

WHEN TESTING OUT OF ELEMENTARY K-6 OR MIDDLE CHILDHOOD 4-8, THE EDUCATOR MUST DOCUMENT SIX (6) HOURS OF READING (DIAGNOSIS OF READING PROBLEMS AND METHODS OF TEACHING READING) AND THREE (3) HOURS OF ARKANSAS HISTORY ON AN OFFICIAL TRANSCRIPT.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE ADDITION OF AREAS OF LICENSURE OR ENDORSEMENT

September 2009

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Addition of Areas of Licensure or Endorsement.

1.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-17-402 and 25-15-201 et seq.

2.00 PURPOSE

2.01 The purpose of these rules is to identify the policies governing licensure that deal with adding an area of licensure/endorsement to an existing Arkansas teaching license.

3.00 DEFINITIONS – For the purpose of these rules, the following definitions shall apply:

3.01 **Additional Licensure Plan (ALP)** shall be the recognized process for allowing a licensed teacher to be employed in an out-of-field teaching position while meeting the program of study competency and assessment requirements for said position.

3.02 **Approved Performance Based Program of Study** refers to a program approved by the Arkansas Department of Education and based upon Arkansas licensure standards. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills and dispositions for a particular licensure area.

3.03 **Endorsement** refers to teaching or administrative licensure areas, which require an initial or standard/professional teaching license, prior to the endorsement being added.

3.04 **Exception Area** refers to the specific areas of licensure, which cannot be issued either as an initial license or by testing only. The exception areas include, but are not limited to, the following: Special Education, Counselor, All Other Added Endorsement Areas, Administrative Licenses, Non-Instructional Student Services, and Professional & Technical Permits. Special Education may be issued as an initial license.

3.05 **Initial Teaching License** refers to a three-year teaching license, issued by the state, which allows one to teach in Arkansas public schools.

3.06 **Level and Area of Licensure – Level** refers to the grade/age level parameters of the teaching license, such as P-4, 4-8, P-8, P-12, 7-12 and PS (post-secondary). **Area** refers to the particular content field, including but not limited

to, Early Childhood, Middle Childhood Science/Mathematics, Social Studies, and Family and Consumer Sciences.

3.07 **Standard Teaching License** refers to a five- year renewable license, issued by the state, which allows one to teach in Arkansas public schools.

3.08 **State Board Required Assessments** refer to specific performance-based assessments approved by the State Board of Education.

3.09 **Content/Standard Teaching Area** refer to the specific subject areas listed under Integrated Curriculum Humanities, Integrated Science Curriculum, Integrated Visual and Performance Arts, Integrated Vocational Education, Integrated Physical Education and Health and Special Education as listed in the State Board Approved Levels and Areas of Licensure.

3.10 **Provisional License by Reciprocity** a one-year teaching license that may or may not be renewed. This license allows a teacher coming from out of state or out of country to be employed as a teacher while completing assessed deficiencies for the Initial or Standard/Professional teaching license.

3.11 **Professional Teaching License** a standard Arkansas teaching license that is issued upon the request of a teacher who has documented the completion of a Master's Degree and three years of teaching experience or who has documented current National Board Certification.

4.00 REQUIREMENTS FOR ADDING AN AREA OF LICENSURE OR ENDORSEMENT

4.01 Teachers/administrators shall have a valid Arkansas initial or standard/professional content area teaching license or provisional licensure through reciprocity in order to add an area of licensure or endorsement.

4.02 Teachers adding an additional licensure/endorsement area(s) to their Arkansas teaching license by meeting the program of study requirements of an Arkansas college/university or when adding a licensure/endorsement area by reciprocity, shall meet the following requirements regarding degrees and coursework.

4.02.1 The coursework/degree required for the area(s) that are being added shall have been completed through a college/university that holds regional/national accreditation that is recognized by the U.S. Department of Education or Council for Higher Education Accreditation.

AND

4.02.2 All teacher education coursework shall have been completed through a college/university teacher education program that holds national

accreditation that is recognized by the U.S. Department of Education, Council for Higher Education Accreditation or that is state-approved.

4.03 The Additional Licensure Plan (ALP) shall be the recognized process for allowing a licensed teacher to be employed in an out-of-area teaching position while completing the competency and assessment requirements for the new employment position.

4.03.1 Teachers who hold an initial or standard/professional license are eligible to file an ALP in order to be employed in an out-of-area assignment.

4.03.2 Teachers who hold a provisional Arkansas teaching license, which was granted through reciprocity as a result of holding an initial/standard out-of-state license, are also eligible to file an ALP in order to be employed in an out-of-area assignment.

4.04 Teachers working in an out-of-area teaching assignment shall file a completed ALP with their school district and with the Office of Professional Licensure within thirty (30) days of beginning the out-of-field assignment.

4.04.1 Teachers working under an ALP shall have three (3) years from the beginning of the out-of-area assignment to complete all competency and assessment requirements for the new employment position.

4.04.2 When a school district requests a waiver to employ a teacher out-of-area and a program of study is required:

4.04.2.1 The teacher shall successfully complete a minimum of three (3) hours of coursework toward the program of study requirements during the first year employed out-of-area, and a minimum of six (6) hours of coursework each of the following two years, when employed out-of-area, in order for the waiver to be approved for the following year.

4.04.2.2 The Specialty Area Assessment(s) required to be designated as a highly qualified teacher in the core academic area shall be successfully completed the first year the teacher is employed out-of-area on an approved waiver.

4.04.2.3 A waiver will not be approved for the following year at such time that the teacher fails to successfully complete the required coursework or testing within the timelines specified above.

4.04.3 When a school district has requested a waiver for a teacher being employed out-of-area and the additional area can be added by testing out:

4.04.3.1 The teacher shall have successfully completed the content knowledge portion(s) of the required specialty area assessment (s) required to be highly qualified during the first year employed out-of- area on an approved waiver.

4.04.3.2 The remaining part(s) of the specialty area assessment required for licensure in the out-of-area assignment shall be successfully completed by the end of the third year working under an approved waiver.

4.04.3.3 Teachers failing to successfully complete the content knowledge portion of the specialty area assessment required to be highly qualified during the first year employed out-of-area under an approved waiver, shall document a minimum of six (6) hours of coursework in the content area.

4.04.3.4 Teachers failing to successfully complete either the required assessment to be highly qualified or the six (6) hours of coursework in the content area during the first year working under an approved waiver shall not be approved to be employed out-of-area under the same ALP the following year.

4.05 The requirements contained in an individual's ALP are subject to any changes made by the State Board of Education which would necessitate a change in the licensure requirements for that ALP.

4.06 The Office of Professional Licensure shall add a licensure/endorsement area(s) to a valid Arkansas Initial or Standard/Professional teaching license upon receiving the following:

4.06.1 An application requesting the licensure/endorsement area(s);

4.06.2 Documentation that all program of study requirements (including Arkansas History when required); and

4.06.3 Evidence that all State Board required assessments have been successfully completed.

4.07 Teachers or administrators may add an additional licensure area (s) by testing out, only when they hold a content/standard/professional licensure area at the same level as the area being added.

4.07.1 Added endorsements such as reading, library media, counselor, journalism, grade 5-6 endorsements, English as a Second Language, educational examiner, coaching, gifted and talented and administrative areas may not be used as a platform for adding other licensure areas by testing out.

4.08 Teachers or administrators seeking to add exception areas shall complete an approved performance-based program of study and pass the State Board required assessment(s).

4.09 Teachers or administrators seeking to add additional areas of licensure outside their level of licensure shall complete an approved performance-based program of study and pass the State Board required assessment(s).

4.10 To add an area of licensure or endorsement for which there is not a State Board required specialty area assessment, a candidate shall successfully complete an approved performance-based program of study and the State Board required pedagogical assessment.

4.11 In order to add an area of licensure/endorsement to a license in School Psychology Specialist, Speech Pathology, Adult Education or a Professional Technical Permit area only, the teacher shall complete a teacher preparation program of study to include a practicum/internship and the State Board required specialty area assessment(s), pedagogical assessment and basic skill assessments.

4.12 Teachers or administrators adding Early Childhood P-4, Middle Childhood Math/Science and Language Arts/Social Studies 4-8 or Secondary Social Studies 7-12 to their valid Arkansas initial or standard teaching license shall have completed a three-credit-hour course in Arkansas History in addition to the required testing and program of study when applicable.

4.13 The Office of Professional Licensure reserves the right to amend and/or rescind an additional area of licensure that is issued in error.

4.14 Additional areas/levels of licensure or endorsement shall be added to a valid Arkansas initial or standard/professional teaching license upon receiving documentation that all requirements have been met and upon receiving an application requesting the additional licensure area or endorsement.

4.15 A content/standard area teaching license, as identified in the areas and levels of licensure and approved by the State Board of Education, shall be required in order to add licensure areas, endorsements or areas of educational administration.

4.16 The Office of Professional Licensure has the authority to assist individual teachers seeking additional licensure areas for which there are no approved programs of study at any of Arkansas' Institute of Higher Education. Examples of such licensure areas to be include but not limited to are: Visual Specialist and Hearing Specialist.

4.17 Beginning May 1, 2007, teachers that are adding P.E./Wellness/Leisure to a current Arkansas teaching license, shall receive the new licensure code numbers 235 for (P-8) and 236 for (7-12).

4.17.1 Teachers holding the new licensure code numbers 235 and/or 236 shall not be automatically approved to be employed as a coach in the public schools of Arkansas.

4.17.2 Teachers holding the new licensure code numbers 235 and/or 236 shall work under the ALP (Additional Licensure Plan) for the coaching endorsement (7-12) when employed as a coach.

4.18 Teachers adding the endorsement areas of Guidance and Counseling or School Library Media shall document two years of classroom teaching experience in order to add these areas to a current Arkansas teaching license.

ARKANSAS DEPARTMENT OF EDUCATION
PROPOSED RULES GOVERNING INITIAL AND STANDARD/PROFESSIONAL ADMINISTRATOR AND ADMINISTOR - ARKANSAS CORRECTIONAL SCHOOL LICENSURE
June 2010

1.0 REGULATORY AUTHORITY

1.01 These shall be known as the Arkansas Department of Education Rules Governing Initial and Standard/Professional School Administrator Licensure.

1.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-17-402, 25-15-204 and 6-17-424.

2.0 PURPOSE

2.01 The purpose of these rules is to establish the requirements and procedures for obtaining an Initial or Standard/Professional Arkansas School Administrator License.

3.0 DEFINITIONS

For the purpose of these Rules

3.01 **Administrator License** - a license, issued by the state, which allows one to serve as an administrator in an Arkansas school district or other agency or organization requiring an administrator license (grade levels indicated). There are three types of administrator licenses available in Arkansas.

3.01.1 **Building Level Administrator** - a principal, assistant principal, or vice principal. (grade levels P-8 and/or 5-12)

3.01.2 **Building Level Administrator/ Arkansas Correctional School** - a principal, assistant principal, or vice principal. (grade levels 5-12) employed in the Arkansas Correctional Schools

3.01.3 **Curriculum/Program Administrator** - a school leader who is responsible for program development and administration, and/or employment evaluation decisions. Each Curriculum/Program Administrator License is limited to one of the following areas:

3.01.3.1 Special Education (P-12)

3.01.3.2 Gifted and Talented Education (P-12)

3.01.3.3 Career and Technical Education (grade levels 4-8, 7-12 and/or Post-Secondary)

3.01.3.4 Content Area Specialist (grade levels P-12)

3.01.3.4.1 The areas of licensure for Content Area Specialist are listed in the areas and levels of Licensure as approved by the State Board of Education.

3.01.3.5 Curriculum Specialist (grade levels P-12)

3.01.4 **District Level Administrator** – a superintendent, assistant/associate superintendent, or deputy superintendent. (grade level P-12)

3.02 **Administrator Licensure Completion Plan (ALCP)** - a plan filed with the office of Professional Licensure, which is designed to assist an individual who has been offered employment in an administrative position prior to completion of state Administrator Licensure requirements. An ALCP may be requested for any one of the three types of Administrator Licenses.

3.02.1 Administrators on an ALCP must participate in Induction for each year they are employed under an ALCP.

3.03 **Advanced Program of Study** - a state-approved administrator preparation curriculum (inclusive of a portfolio and internship) offered at an Arkansas college or university, which is based on the current leadership standards as adopted by the Arkansas State Board of Education. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions required of a District Level Administrator.

3.04 **Area of Licensure** – a particular content field as identified in, Areas and Levels of Licensure as approved by the State Board of Education.

3.05 **Level of Licensure**- The grade level parameters of an administrator licensure area such as P-8, P-12, 4-8, 5-12, or 7-12.

3.06 **Beginning Administrator** - an individual in his/her first one-to-three years as a school administrator who holds an Initial Building Level Administrator License, Initial Curriculum/Program Administrator License or is employed under an ALCP, and is pursuing a Standard Administrator License.

3.07 **Classroom Teaching Experience**- Employment as the licensed classroom teacher of record

3.07.1 Credit for one (1) year of classroom teaching requires a minimum of fifty percent of each day to be spent as a classroom teacher.

3.07.2 One (1) year of classroom teaching experience shall equal a minimum of 120 days within a school year.

3.07.3 Experience as an Educational Examiner, Adult Education, Athletic Director/Coaching, School Administrator, Speech Pathology (with the exception of Curriculum Program Administrators for Special Education) & School Psychology Specialist is not recognized as classroom teaching experience.

3.07.4 Four (4) years of experience as a school counselor, or school librarian may be counted toward the total of four (4) years of classroom teaching experience for Building Level Administrator and Curriculum / Program Administrator for Curriculum (only).

3.08 **External Evaluator** - a member of the portfolio review committee within an Arkansas college or university program of study, who is a practicing school administrator or a former school administrator holding a current administrator license, and not employed within the college or university department offering the program of study.

3.09 **Induction** – a period of no less than one year and no more than three years, when a candidate is employed while holding an Initial Administrator License or those candidates employed under an ALCP- the mentoring support and accelerated professional development associated with the Initial Administrator License. The time of induction (minimum of one year, maximum of three years) concludes with the successful completion of the state-mandated assessment.

3.09.1 Induction consists of:

3.09.1.1 Completion of the ADE Mentoring Program for Administrators, including attendance at training sessions and working with a mentor while employed as an Administrator

3.09.1.2 Successful completion of the state-mandated assessment for Administrators

3.10 **Initial Administrator License** - a license, issued by the state, which allows one to serve as either a beginning Building Level Administrator in a traditional P-12 setting, an Arkansas Correctional School setting, or Curriculum/Program Administrator in an Arkansas school district. This initial license is valid for no less than one, and no more than three years.

3.10.1 **Initial Building Level Administrator/ Arkansas Correctional School** - a licensed issued by the state which allows one to serve as a beginning building level administrator in an Arkansas Correctional School setting. This initial license is valid for no less than one, and no more than three years.

3.11 **Internship** - a practical administrative and/or curricular experience, within a program of study (based on NCATE standards), which provides the candidate with practice in a traditional P-12 school setting in the specific area of administration being sought. A separate internship is required for every area and level of administration sought.

3.12 **Mentor** - a licensed administrator certified in the state-adopted mentoring model. Mentors are assigned to assist a beginning administrator by providing support and focused feedback with regard to skills, management, and professional behaviors.

3.13 **State Mentoring Program for Administrators**- support and focused feedback provided to a beginning administrator by an experienced licensed administrator that has been trained in the Arkansas mentoring model for administrators.

3.14 **Portfolio** - an accumulation of materials and documented experiences reflecting the competencies of the candidate with regard to Arkansas Administrator Licensure Standards as required by program of study. A separate portfolio is required for each area and level of administrator licensure sought. The portfolio will be assessed by the program of study faculty and at least one external evaluator to ensure program quality and integrity.

3.15 **Program of Study** - a state-approved administrator preparation curriculum (inclusive of a portfolio and internship) offered at an Arkansas college or university, based on the current leadership standards as adopted

by the Arkansas State Board of Education. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions required of a Building Level, Curriculum/Program Administrator, and/or District Administrator.

3.16 **Standard Administrator License** - a renewable license, valid for five years, issued to candidates who have successfully completed all state-mandated licensure requirements for Building Level, Curriculum/Program or District Level Administrator.

3.17 **State-Mandated Licensure Assessments** the required assessment(s) used for the evaluation of administrators who are pursuing Standard administrator licensure.

3.17.1 Successful passing of the state-mandated licensure assessments is defined as meeting the state-adopted cut score for the appropriate licensure assessment.

3.18 Professional License- A standard Arkansas Teaching License that is issued upon the request of a teacher who has documented the completion of a Master's Degree and three years of teaching experience or who has documented current National Board Certification.

3.19 Traditional P-12 Setting- Employment in a public, including the Arkansas Correctional Schools, or private school between P-12 grade levels (or) a setting preapproved by the Arkansas Department of Education.

4.0 REQUIREMENTS FOR OBTAINING AN INITIAL ADMINISTRATOR LICENSE

4.01 There are two types of Initial Arkansas school administrator licenses.

4.01.1 Building Level Administrator

4.01.2 Curriculum/Program Administrator (issued in one of five (5) areas)

4.01.2.1 Special Education

4.01.2.2 Gifted and Talented Education

4.01.2.3 Career and Technical Education

4.01.2.4 Curriculum Specialist

4.01.2.5 Content Area Specialist

4.01.2.5.1 The areas of licensure for Content Area

Specialist are listed in the Areas and Levels of Licensure as approved by the State Board of Education

4.02 To qualify for an Initial Administrator License a candidate shall:

4.02.1 Hold a current Arkansas Standard Teaching License,

4.02.1.1 For Curriculum/Program Administrator the license must be in the specialty area where applicable.

4.02.1.1.1 For Special Education, this includes Speech Language Pathologist (P-12) licenses.

4.02.2 Have a minimum of four years of classroom teaching experience,

4.02.2.1 For Building Level, three of the four years of teaching experience shall be classroom teaching experience, or experience as a school counselor or school librarian at the level at which the candidate is seeking licensure.

4.02.2.2 For Curriculum/Program Administrator, the four years of teaching experience shall be as follows:

4.02.2.2.1 Special Education- In the area of Special Education. Individuals holding a license in Speech Language Pathology through the ADE shall document a minimum of four (4) years of experience in a traditional P-12 setting.

4.02.2.2.2 Gifted and Talented- In the area of Gifted and Talented.

4.02.2.2.3 Career and Technical- In the area of Career and Technical.

4.02.2.2.4 Content Area Specialist- In the specific content area.

4.02.2.2.5 Curriculum Specialist- At any level or area as a classroom teacher, school librarian or school counselor.

4.02.3 Have completed a graduate degree in Educational Leadership from an Arkansas college or university that is regionally accredited and whose approved administrator education programs are NCATE accredited.

4.02.3.1 The appropriate program of study shall include an

internship and portfolio. Each area and level of administration granted requires a separate internship and portfolio as well as completion of the state mentoring program.

4.02.3.1.1 Internships shall be within the grade level of licensure sought and shall be above and/or below the grade levels of teaching experience for the grade level sought.

4.02.3.1.2 Candidates with teaching experience and internship in a public or private school setting shall receive the Initial Building Level Administrator license and shall be employable in a public or private school setting.

4.02.3.1.3 Candidates whose teaching experience and/or internship was earned within an Arkansas Correctional School (ACS) setting shall receive the Initial Building Level Administrator/ACS license and shall be employable as a Building Level Administrator only in an Arkansas Correctional School setting. Candidates shall be eligible for the Initial Building Level Administrator license that allows employment in a public or private school setting upon completion of the required teaching experience and/or internship within a public or private school setting.

4.02.3.2 For candidates holding a graduate degree in an area other than Educational Leadership, the institution of higher education will review their credentials to determine their individual needs. The candidates will complete a graduate level program of study based on their individual needs inclusive of an internship and portfolio based on the current leadership standards as adopted by the Arkansas State Board of Education to obtain an initial license.

4.02.3.2.1 A Master's Degree in an area other than

Educational Leadership shall be a Master's Degree in Education or a Master's Degree in a content/added endorsement/area as identified in the Areas and Levels of Licensure as approved by the State Board of Education.

4.03 The Educational Leadership Chairperson and licensure officer at the college or university where the candidate was enrolled shall provide written evidence of degree or program of study completion.

4.04 The Initial Administrator License shall be issued when a completed, appropriately signed, Initial License Application has been submitted to the offices of Professional Licensure at the Arkansas Department of Education. The application provides ADE with verification of:

- 4.04.1 current Arkansas Standard teaching license,
- 4.04.2 required teaching experience,
- 4.04.3 graduate degree,
- 4.04.4 level of preparation, and
- 4.04.5 completion of the program of study (inclusive of an internship and portfolio), verified by the Educational Leadership chairperson and licensure officer at the university attended.

5.0 GENERAL POLICIES AND PROCEDURES RELATING TO AN INITIAL ADMINISTRATOR LICENSE

5.01 The Initial Arkansas Administrator License:

- 5.01.1 is valid for no less than one, and no more than three years,
- 5.01.2 becomes effective as of date of issue

5.02 Candidates who hold an Initial Administrator License, but are not employed as a Beginning Administrator for a period of three years, shall meet current program of study and assessment requirements for re-issuance of an Initial Administrator License.

5.03 The Initial Administrator License shall become null and void and shall not be renewed at such time as the Administrator has been employed as an Administrator for three years and has not successfully completed Induction.

5.04 Administrators employed under an Initial Administrator License shall participate in Administrator Induction.

6.0 REQUIREMENTS FOR OBTAINING A STANDARD/PROFESSIONAL ADMINISTRATOR LICENSE

6.01 There are three routes for obtaining a Standard/Professional Arkansas Administrator License.
- 6.01.1 Conversion of an Initial license via Induction
- 6.01.2 Completion of the requirements of an ALCP
- 6.01.3 Conversion of an out-of-state Standard administrator license through reciprocity

6.02 There are three types of Standard/Professional Arkansas Administrator Licenses:
- 6.02.1 Building Level Administrator
- 6.02.2 Curriculum/Program Administrator, issued in one of five areas
  - 6.02.2.1 Special Education
  - 6.02.2.2 Gifted and Talented Education
  - 6.02.2.3 Career and Technical Education
  - 6.02.2.4 Curriculum Specialist
  - 6.02.2.5 Content Area Specialist
    - 6.02.2.5.1 The areas of licensure for Content Area Specialist are listed in the Areas and Levels of Licensure approved by the State Board of Education.
- 6.02.3 District Level Administrator

6.03 The requirements for each of the Standard/Professional Arkansas Administrator Licenses are as follows:

- 6.03.1 To qualify for the Standard/Professional Building Level Administrator License the candidate shall:
  - 6.03.1.1 have been employed as a Building Level Administrator for a minimum of at least 50% of the day, in Arkansas for a minimum of one year
  - 6.03.1.1 hold a current Arkansas Initial Building Level Administrator License or have completed all ALCP

requirements,

6.03.1.2 have completed Induction.

6.03.1.2.1 For candidates that meet all licensure requirements for both levels of building level administrator, only one induction shall be required to license at both levels.

6.03.1.3 successfully pass the state-mandated licensure assessment.

6.03.2 To qualify for the Curriculum/Program Administrator License the candidate shall:

6.03.2.1 have been employed as a Curriculum/Program Administrator for a minimum of at least 50% of the day, in Arkansas for a minimum of one year in the area of the initial license,

6.03.2.1 hold a current Arkansas Initial Curriculum/Program Administrator License in the license-specific specialty area or have completed all ALCP requirements.

6.03.2.2 have completed Induction.

6.03.2.2.1 A separate induction shall be required for each area of Curriculum / Program Administrator license.

6.03.2.3 successfully complete the state-mandated licensure assessment.

6.03.3 To qualify for the District Level Administrator License the candidate shall:

6.03.3.1 hold a current Standard/Professional Arkansas teaching license,

6.03.3.2 shall have met the classroom teaching experience requirement for Building Level Administrator and/or Curriculum/Program Administrator

6.03.3.3 hold a current Standard Building Level or Curriculum/Program Administrator License, with a minimum of one year experience as a Building Level or Curriculum Program Administrator.

6.03.3.4 have or complete a graduate degree (with a program of study reflective of the standards for District Level Administrator Licensure), or complete an advanced program of study reflective of the standards for District Level Administrator Licensure (both inclusive of an

internship and portfolio), from a regionally accredited college or university whose program of study is NCATE accredited,

6.03.3.5 successfully complete the state-mandated licensure assessment.

6.04 The authorized school district representative shall verify employment as an Administrator for a Standard Building Level or Curriculum/Program Administrator License candidate.

6.04.1 The Standard Building Level, Curriculum/Program Administrator, or District Level Administrator License will be issued when a completed, appropriately signed Standard License Application has been submitted to the office of Professional Licensure with verification that all requirements have been met

6.05 The Educational Leadership Chairperson and the Licensure Officer at the college or university where the candidate was enrolled shall verify the graduate degree and advanced program of study completion for Standard District Level Administrator License.

7.0 ADMINISTRATOR LICENSURE COMPLETION PLAN (ALCP)

7.01 The ALCP is the licensure route for an individual who has been offered employment in an administrative position in an Arkansas school district prior to completion of state Administrator Licensure requirements.

7.02 The ALCP is a plan filed with the office of Professional Licensure, which lists the requirements to be completed for licensure.

7.03 The ALCP is valid for a maximum of three years and is not renewable.

7.04 To qualify for an ALCP candidates shall:

7.04.1 Hold a current Arkansas Standard/Professional teaching license,

7.04.1.1 For Curriculum/Program Administrator the license must be in the specialty area where applicable.

7.04.2 have a minimum of four years of classroom teaching experience,

7.04.2.1 For Building Level, at least three of the four years teaching experience shall be classroom teaching

experience, or experience as a counselor or school librarian at the level at which the candidate is seeking the ALCP.

7.04.2.2 For Curriculum/Program Administrator, the four years of classroom teaching experience shall be as follows:

7.04.2.2.1 Special Education- In the area of Special Education. Individuals holding a license in Speech Language Pathology through the ADE shall document a minimum of four (4) years of experience in a traditional P-12 setting.

7.04.2.2.2 Gifted and Talented- In the area of Gifted and Talented.

7.04.2.1.3 Career and Technical- In the area of Career and Technical.

7.04.2.1.4 Content Area Specialist- In the specific content area.

7.04.2.2.5 Curriculum Specialist- At any level or area as a classroom teacher, school librarian or school counselor.

7.04.3 be enrolled and participating in the appropriate program of study through a regionally accredited Arkansas college or university whose Educational Leadership Program is NCATE accredited.

7.04.3.1 When it has been determined that a candidate is no longer attending class and working under an ALCP, the Educational Leadership chair is required to report it to the Office of Professional Licensure.

7.04.3.2 Candidates employed in an Arkansas public school under an ALCP shall file a waiver request to be employed out of their licensure area and shall make annual yearly progress as defined in section 4.04 through section 4.04.2.3 of the Rules Governing the Addition of Areas of Licensure or Endorsement each year they have been granted a waiver to be employed out of their licensure area.

7.04.3.2.1 The ALCP shall be considered null and void and further waiver requests to work under an ALCP shall be denied at such time as the candidate fails to make annual yearly progress.

7.04.4 be hired as a Beginning Administrator, in a traditional P-12 school setting, in an Arkansas school district. The position must be in the level/area of the license sought.

7.04.5 have or complete a graduate degree from a regionally accredited college or university in Arkansas whose Educational Leadership Program is NCATE accredited.

7.04.5.1 For Building Level and/or Curriculum/Program Administrator, that degree shall be a graduate degree.

7.04.5.2 For District Level, that degree shall be a graduate degree with a program of study reflective of the standards for District Level Administrator.

7.04.5.3 For candidates holding a graduate degree in an area other than Educational Leadership, the Institution of Higher Education shall review the candidate's credentials to determine individual needs. These candidates shall complete an individualized graduate level program of study (inclusive of an internship and portfolio) based on the leadership standards as adopted by the Arkansas State Board of Education.

7.04.5.4 In addition, for District Level, the candidate shall already hold a Standard Building Level or Curriculum/Program Administrator License.

7.04.5.5 A Master's Degree in an area other than Educational Leadership, shall be a Master's Degree in Education or a Master's Degree in a content/added endorsement/ area as identified in the Areas and Levels of Licensure as approved by the State Board of Education.

7.05 The ALCP shall be verified by the Educational Leadership Chairperson

at the Arkansas college or university where the degree or program of study is offered.

7.06 The authorized school district representative where the candidate for the ALCP is employed shall verify employment and assure the appointment of the Beginning Administrator mentor.

7.07 The employing Arkansas school district shall file a completed ALCP with the offices of Professional Licensure within thirty days of hiring the beginning administrator under an ALCP.

7.08 While employed as a Beginning Building Level or Curriculum Program Administrator under an ALCP the candidate shall:

7.08.1 be assigned an ADE-certified administrator mentor with experience in the area/grade level being sought.

7.08.2 complete the Administrator Induction Program including attendance at all ADE training sessions for each year employed under the ALCP,

7.08.3 complete the program of study (inclusive of portfolio and internship),

7.08.4 successfully complete the state-mandated licensure assessment.

7.09 Administrator Induction will continue until all requirements are met (no less than one and no more than three years)

8.0 BEGINNING ADMINISTRATOR INDUCTION

8.01 All administrators holding an Initial Building Level Administrator License, an Initial Building Level Administrator/Arkansas Correctional School License, Curriculum/Program Administrator License or an ALCP, and are employed as beginning administrators, shall participate in Induction for no less than one year and no more than three years.

8.01.1 All Building Level and/or Curriculum/Program Administrators, with less than one-year administrative experience, will be mentored for a minimum of one year.

8.02 Induction includes:

8.02.1 participation in all Administrator Induction activities
8.02.1.1 Having an assigned mentor for a minimum of one year
8.02.1.2 Attending all ADE-sponsored training sessions for Administrators
8.02.2 Successfully completing the state-mandated assessment.

8.03 All Arkansas school districts shall complete and submit the ADE required School District Assurances Form to the Office of Teacher Quality at the Arkansas Department of Education no later than September 15 of each year.

8.04 Arkansas public school districts shall implement, support, and monitor the quality of mentoring as outlined in ADE Beginning Administrator Induction Guidelines.

8.05 All Arkansas School Districts shall:
8.05.1 assign an ADE-certified administrator mentor with relevant experience to the Beginning Administrator within three weeks of employment of the Beginning Administrator,
8.05.2 release Beginning Administrators and Mentors from the district to attend the mandatory statewide induction orientation and follow-up meetings held by ADE,
8.05.3 adhere to mentoring guidelines developed by ADE, including distribution of professional development support funding within the parameters established by ADE,
8.05.4 file annual reports, including:
8.05.4.1 Beginning Administrator Mentor Pair Reporting Form submitted to the Office of Teacher Quality no later than September 15 of each year,
8.05.4.2 Professional Learning Plan for each Beginning Administrator
8.05.4.3 the end of year budget report to be submitted to the Office of Teacher Quality no later than June 30 of each year.

8.06 Mentoring allocations for the Beginning Administrator shall follow the administrator to a new employment site if the administrator continues in an Arkansas public school.
8.06.1 If the administrator moves to a non-public school, leaves the profession, or leaves Arkansas, materials bought with state

mentoring allocations shall remain in the public school district where the administrator was last employed.

8.07 School districts that do not comply with these rules shall be placed in accredited-cited status for licensure deficiencies. Licensure deficiencies for these purposes are defined as:

8.07.1 failure to submit and implement an approved district mentoring plan,

8.07.2 failure to register all Beginning Administrators with the Office of Teacher Quality, and/or

8.07.3 failure to comply with established guidelines for assignment, support and monitoring of Beginning Administrators and mentors.

9.0 GENERAL POLICIES PERTAINING TO ALL LICENSES

9.01 Administrators who need a duplicate license shall submit a completed application form (indicating "duplicate") and pay applicable fee to the office of Professional Licensure.

9.01.1 A duplicate license will be issued only for a license that is current.

9.02 All information and documentation submitted for an Arkansas Administrator License must be accurate, authentic and unaltered.

9.02.1 Any license issued as a result of a violation of the above-mentioned will be null and void.

9.03 The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas Administrator License that has been issued in error.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING INITIAL, STANDARD/ADVANCED LEVEL AND PROVISIONAL TEACHER LICENSURE
July 2010

1.0 REGULATORY AUTHORITY

1.01 These shall be known as the Arkansas Department of Education Rules Governing Initial, Standard/Advanced Level and Provisional Teacher Licensure.

1.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-17-410, 25-15-204, 6-17-411.

2.0 PURPOSE

2.01 The purpose of these rules is to establish the requirements and procedures for obtaining an Initial, Standard/Advanced Level or Provisional Teaching License.

3.0 DEFINITIONS

For the purpose of these Rules the following definitions shall apply.

3.01 **Area of Licensure** - a particular content field as identified in Appendix A, Areas and Levels of Licensure.

3.02 **Central Registry** – The Child Maltreatment Central Registry established within the Arkansas Department of Human Services, which contains records of cases on all true investigations determination of child maltreatment.

3.03 **Content/Standard Teaching Area** - refer to the specific subject areas listed under Integrated Curriculum Humanities, Integrated Science Curriculum, Integrated Visual and Performance Arts, Integrated Vocational Education, Integrated Physical Education and Health and Special Education as listed in the State Board Approved Levels and Areas of Licensure.

3.04 **Induction** - the period of time beginning with a teacher's first employment as the teacher of record in an Arkansas public school, cooperative, or agency that requires an Arkansas teaching license. The novice teacher, operating under an Initial License, is provided mentoring support and accelerated professional development during the Initial license period. It concludes with successful completion of the state-mandated performance assessment. Induction shall not be less than one year and no more than three years.

3.05 **Initial Licensure** – The first teaching license issued to an applicant for teacher licensure. This license may a provisional, initial, or standard teacher license.

3.06 **Initial Teaching License** - a three-year teaching license, issued by the state, which allows one to teach in traditional P-12 setting.

3.07 **Level of Licensure** - the grade/age level parameter of the teaching license as identified in Appendix A, Areas and Levels of Licensure.

3.08 **Mentor** - a licensed teacher with a minimum of three years successful teaching experience who is trained in the state-adopted mentoring model. Mentors are assigned in their districts to assist a novice teacher by providing focused feedback with regard to instructional skills, classroom management, and professional behaviors.

3.09 **Mentoring** - the act of a certified mentor providing support and focused feedback to a novice teacher (through the state-adopted mentoring model) with the goal of enhanced instructional skills, competency, and professional development.

3.10 **Non-Traditional Licensure Program** - the teacher training program approved and administered by the Arkansas Department of Education, whose participants hold a minimum of a baccalaureate degree and are allowed to teach in an Arkansas school traditional P-12 setting via a Non-Traditional Provisional license.

3.11 **Novice Teacher** - any licensed teacher-of-record with less than one year of public school, or accredited private school, classroom teaching experience, not including student internship or substitute teaching.

3.12 **Performance Assessment** - an assessment tool used for evaluation of the classroom performance of a novice teacher, conducted by a trained assessor who utilizes a framework of essential teaching skills in which the novice teacher must demonstrate competency in an authentic classroom setting**.**

3.12.1 Successful completion of the performance assessment is defined as meeting the state-adopted cut-score and the cut-score for each of the four Domains.

3.13 **Advanced Level License**- A standard Arkansas teaching license, that is issued upon request of a teacher who has documented the completion of a Master's Degree and three years of teaching experience or who has documented current National Board Certification.

3.14 **Program of Study** - a state-approved teacher preparation curriculum offered at an Arkansas college or university, based on the *Arkansas Licensure Standards*. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions for a particular licensure area and level.

3.15 **Provisional Teaching License** - A temporary one-year teaching license available to candidates who have not met all requirements for the Initial or Standard/Advanced Level Arkansas teaching licenses.

3.16 **Standard Non-Instructional Student Services License** - a five-year renewable license, issued by the state, which allows one to practice in Arkansas public schools as a School Psychology Specialist or Speech Language Pathologist.

3.17 **Standard Teaching License** - a five-year renewable license, issued by the state, which allows one to teach in Arkansas public schools.

3.18 **Teacher-of-Record** - an instructional teacher employed under contract (in a licensed staff position) by a school district or other Arkansas agency or organization requiring an Arkansas teaching license.

3.19 **Traditional P-12 Setting** - Employment in a public, including the Arkansas Correctional Schools, or private school between P-12 grade levels (or) a setting pre-approved by the Arkansas Department of Education.

4.0 REQUIREMENTS FOR OBTAINING AN INITIAL TEACHING LICENSE

4.01 There are five routes for obtaining an Initial Arkansas teaching license.

4.01.1 Completion of a regionally accredited and NCATE approved, Arkansas college/university teacher preparation program,

OR

4.01.2 Completion of a college/university teacher preparation degree program that holds regional/national accreditation recognized by the U.S. Department of Education or Council for Higher Education Accreditation and whose teacher preparation program is accredited by a national accrediting body that is recognized by the U.S. Department of Education, Council for Higher Education Accreditation or that is state approved.

OR

4.01.3 Completion of the Arkansas Department of Education Approved Non-Traditional Licensure Program,

OR

4.01.4 By Reciprocity

OR

4.01.5 Conversion of a Provisional license

4.02 An Initial Arkansas teaching license shall be issued when the following has been submitted to the office of Professional Licensure:

4.02.1 **A** completed application for Initial licensure.

4.02.2 An official score report reflecting current passing scores, as approved by the State Board of Education, on all state required assessments for Initial licensure (the basic skills assessment [all parts], the state required content

area assessment(s) for the specific licensure area(s) sought, and the state required pedagogical assessment).

4.02.3 Documentation that the candidate has successfully completed the required background checks by the Arkansas State Police and Federal Bureau of Investigation as required by Ark. Code Ann.§ 6-17-410.

4.02.4 Documentation that the applicant has requested and cleared a child maltreatment central registry check to be conducted by the Department of Human Services as required by law.

4.02.5 Documentation reflecting completion of a teacher preparation program. This shall be:

4.02.5.1 Official transcripts reflecting a Bachelor=s Degree (or Master=s Degree when required) from:

4.02.5.1.1 A regionally accredited and NCATE approved, Arkansas college/university teacher preparation program

OR

4.02.5.1.2 Completion of a college/university teacher preparation degree program that holds regional/national accreditation recognized by the U.S. Department of Education or Council for Higher Education Accreditation and whose teacher preparation program is accredited by a national accrediting body that is recognized by the U.S. Department of Education, Council for Higher Education Accreditation or that is state approved.

OR

4.02.5.1.3 Verification from the Arkansas Non-Traditional Licensure Program.

4.03 The Initial Arkansas Teaching License application must be signed and verified by the Licensure Officer from the Arkansas college or university where the approved teacher preparation program was completed, or by the designated representative of the Non-Traditional Teacher Licensure Program.

4.04 The Initial Arkansas teaching license shall be issued only for those areas and levels of licensure that have been approved by the State Board of Education (Appendix A, Areas and Levels of Licensure).

4.05 Candidates may obtain concurrent licensure in more than one licensure/endorsement area.

4.06 Candidates seeking Initial licensure in Early Childhood Education (P-4), both Middle School integrated areas (4-8) or Secondary Social Studies (7-12), shall complete a

three-credit-hour course in Arkansas History in addition to the required testing and program of study when applicable.

4.07 Candidates seeking Initial licensure in Special Education must complete concurrent licensure in a general education area at the same level as the Special Education license.

4.07.1 If the Special Education level is 4-12, the individual shall have a choice of concurrent licensure in a general education area at the 4-8 or 7-12 levels.

4.08 **Candidates** who completed an Arkansas teacher preparation program but never received a Standard teaching license (when it has been **longer than five years** since program completion) shall meet current requirements for an Initial license.

5.0 GENERAL POLICIES AND PROCEDURES RELATING TO AN INITIAL TEACHING LICENSE

5.01 The Initial Arkansas teaching license:

5.01.1 is valid for no less than one and no more than three years;
5.01.2 expires three years from the effective date, unless requirements for a Standard teaching license are met; and
5.01.3 requires that all Novice Teachers participate in Induction.

5.02 Additional areas and levels of licensure may be added to the Initial Arkansas teaching license.

5.03 The beginning and expiration dates of an Initial teaching license shall not change upon adding additional licensure areas or advanced degrees.

5.04 The grade level and license/teaching area are reflected on the Initial Arkansas Teaching license.

5.05 The degree a teaching license is based upon shall be reflected on the Initial Arkansas Teaching license.

5.06 Advanced degrees shall not be reflected on the Initial teaching license unless that degree is designated on the official transcript as an education degree or a degree in a content teaching area as approved by the State Board of Education. The degree must be from an institution of higher education holding regional/national accreditation recognized by the U.S. Department of Education, or the Council for Higher Education Accreditation. If the degree is a teacher preparation degree it must be from a program that holds national accreditation recognized by the U.S. Department of Education, the Council for Higher Education Accreditation, or be state approved.

5.07 Teachers who hold an Initial Arkansas teaching license shall complete induction while teaching primarily in the general education area of licensure.

5.07.1 Upon successful completion of induction, the candidate shall be awarded a standard license for all general education and endorsement areas reflected on the initial teaching license.

5.08 Candidates receiving Initial, concurrent licensure in a general education area and the endorsement area of coaching shall complete Induction in the general education area. Coaching shall not be the primary area of teaching during induction.

5.09 The Initial Arkansas teaching license shall become effective upon date of issue. The Initial Arkansas teaching license shall expire three years from the effective date as reflected on the Initial teaching license.

5.10 Teachers holding an Initial Arkansas teaching license, who have not been employed as teacher-of-record for up to three years (and have therefore not successfully completed Induction), may re-apply for the three-year Initial Arkansas teaching license through the Office of Professional Licensure.

5.11 A teacher shall have three years while employed as teacher of record to successfully complete Induction (mentoring and Praxis III - performance assessment) and convert the three-year Initial Arkansas teaching license to the Standard/Advanced Level five-year teaching license.

5.12 Teachers that were employed for three years as teacher of record while holding an Initial Arkansas teaching license and did not successfully complete Induction shall be eligible for a one-time, non-renewable, One-Semester Permit upon meeting the following requirements:

5.12.1 The teacher shall submit an application for the One-Semester Permit.

5.12.1.1 The Initial Arkansas teaching license shall not have been expired longer than two years at the time of application.

5.12.1.2 The teacher shall provide verification of having been employed as the teacher of record for three years.

5.12.1.3 The application shall not be processed when received later than the registration deadline for the state mandated performance assessment for either the Fall or Spring Semester.

5.12.1.4 The teacher shall be employed as teacher of record.

5.12.1.5 The teacher shall pay the current fee that covers the cost of the state mandated performance assessment.

5.13 Teachers employed under the One-Semester Permit shall not be deemed Highly Qualified for the semester employed.

5.14 The One-Semester Permit shall be effective for only the Fall or Spring semester of the school year issued.

5.15 The Standard/Advanced Level teaching license shall be issued to the holder of the One-Semester Permit upon verification by the Arkansas Department of Education that the Induction requirements have been completed.

5.16 The Initial Arkansas teaching license shall not be issued for the Non-Instructional Student Services and Professional & Technical areas.

5.17 Beginning May 1, 2007, all teachers licensing in P.E./Wellness/Leisure shall receive the new licensure code numbers 235 for (P-8) and 236 for (7-12).

5.17.1 Teachers holding the new licensure code numbers 235 and/or 236 shall not be automatically approved to be employed as a coach in the public schools of Arkansas.

5.17.2 Teachers holding the new licensure code numbers 235 and/or 236 shall work under the ALP (Additional Licensure Plan) for the coaching endorsement (7-12) when employed as a coach.

6.0 REQUIREMENTS FOR OBTAINING A STANDARD/ADVANCED LEVEL TEACHING LICENSE

6.01 Requirements for a Standard/Advanced Level teaching license are:

6.01.1 Transcripts reflecting the completion of a Bachelor=s Degree (Master=s Degree when required) from a regionally accredited and NCATE approved, Arkansas college/university teacher preparation program.

OR

6.01.1.1 Transcripts reflecting the completion of a Bachelor's Degree (Master's Degree when required) from a college/university holding regional/national accreditation recognized by the U.S. Department of Education or the Council for Higher Education Accreditation and whose teacher preparation program is accredited by a national accrediting body recognized by the U.S. Department of Education, Council for Higher Education Accreditation or that is state approved.

6.01.2 Passing the required basic skills assessment (all parts),

6.01.3 Passing the required content area assessment(s) for the specific licensure area and level sought,

6.01.4 Passing the required pedagogical assessment(s),

6.01.5 Successful completion of Induction (mentoring and performance assessment), and

6.01.6 Successful clearance of background checks performed by the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann. § 6-17-410.

6.01.7 Successful clearance of the child maltreatment central registry check performed by the Arkansas Department of Human Services.

6.02 Candidates for a Standard/Advanced Level teaching license in the areas of Early Childhood Education (P-4), both Middle School integrated areas (4-8) or Secondary Social Studies (7-12) must have completed a three-credit-hour course in Arkansas History in addition to the required testing and program of study when applicable.

6.03 Candidates for a Standard/Advanced Level teaching license in the Non-Instructional Student Service areas of Speech Language Pathologist shall complete the following requirements:

6.03.1 Completion of a Master's Degree in Speech Pathology from a college/university holding regional/national accreditation recognized by the U.S. Department of Education or the Council for Higher Education Accreditation and whose Speech Pathology program holds national accreditation recognized by the U.S. Department of Education or Council for Higher Education Accreditation.

6.03.2 Successful completion of the state required specialty area assessment for Speech Pathology.

6.03.3 Successfully clearing the required State Police, FBI, and Child Maltreatment Central Registry background checks as required by law.

6.03.4 Candidates for licensure in Speech Pathology shall not be eligible for a provisional teaching license.

6.04 Candidates for a Standard/Advanced Level teaching licensed in the Non-Instructional Student Services Area of School Psychology Specialist shall meet the following requirements:

6.04.1 Completion of an advanced degree in School Psychology or completion of an advanced degree in counseling with a graduate level program of study in School Psychology from a college/university holding regional /national

accreditation recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

6.04.2 The School Psychology program shall hold national accreditation recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

6.04.3 Successful completion of the state required specialty area assessment.

6.04.4 Successfully clearing the required State Police, FBI, and Child Maltreatment Central Registry background checks as required by law.

6.04.5 Candidates for licensure as a School Psychology Specialist shall not be eligible for a provisional teaching license.

6.05 A content/standard teaching area may be added to the Speech Pathology or School Psychology specialist teaching license by meeting the following requirements.

6.05.1 Completion of a program of study to include an internship in the teaching area.

6.05.2 Successful completion of the required basic skills assessments, the required specialty area assessment(s) & the required pedagogical assessment at the appropriate level of licensure.

7.0 GENERAL POLICIES AND PROCEDURES RELATING TO A STANDARD/ADVANCED LEVEL TEACHING LICENSE

7.01 The standard/advanced level teaching license shall be issued only for those areas and levels of licensure that have been approved by the State Board of Education.

7.02 The standard/advanced level teaching license shall be a renewable teaching license, valid for a period of five years.

7.03 The standard/advanced level teaching license shall become effective January 1 of the year it is issued and shall expire December 31 of the fifth year.

7.04 The standard/advanced level teaching license will reflect all general education and endorsement areas reflected on the Initial teaching license.

7.05 Additional areas and levels of licensure may be added to the Standard/Advanced Level teaching license.

7.06 The beginning and expiration dates of a Standard/Advanced Level teaching license shall not change upon adding licensure areas or advanced degrees.

7.07 The degree a teaching license is based upon shall be reflected on the Standard/Advanced Level teaching license.

7.08 Advanced degrees shall not be reflected on the Standard/Advanced Level teaching license unless that degree is designated on the official transcript as an education degree, or a degree in a content teaching area as approved by the State Board of Education. The degree must be from an institution of higher education holding regional/national accreditation recognized by the U.S. Department of Education, or the Council for Higher Education Accreditation. If the degree is a teacher preparation degree it must be from a program that holds national accreditation recognized by the U.S. Department of Education, the Council for Higher Education Accreditation or be state approved.

8.0 REQUIREMENTS FOR OBTAINING A PROVISIONAL TEACHING LICENSE

8.01 A one-year (**1084**) non-renewable provisional teaching license shall be available for graduates of an Arkansas teacher preparation program who have not completed the following requirements:

8.01.1 All required subject-specific and pedagogical assessments, and/or
8.01.2 A three-credit-hour Arkansas History course when required.

8.02 A one-year (**1084**) non-renewable provisional teaching license shall be issued upon providing the following documentation.

8.02.1 A completed application reflecting completion of an approved teacher preparation program from an Arkansas college or university;

8.02.2 Official transcripts reflecting the completion of a Bachelor's Degree (Master's Degree when required);

8.02.3 Successful completion of both parts of the required background checks (Arkansas State Police and Federal Bureau of Investigation);

8.02.4 Documentation that the applicant has requested and cleared a child maltreatment central registry check to be conducted by the Department of Human Services as required by law.

8.02.5 Score report reflecting successful completion of the state required basic skills assessment (all parts); and

8.02.6 Proof of employment on the verification of provisional licensure eligibility form indicating employing school district and hire date.

9.0 REQUIREMENTS FOR CONVERTING A PROVISIONAL TEACHING LICENSE TO AN INITIAL TEACHING LICENSE

9.01 The one-year (**1084**) non-renewable provisional teaching license shall be converted to the three-year Initial teaching license when the following documentation has been submitted:

9.01.1 A completed application for licensure requesting conversion of the provisional license;

9.01.2 Score reports reflecting successful completion of the required assessment(s), and/or

9.01.3 Official transcript reflecting the successful completion of a three-credit-hour Arkansas History course when required.

10.0 RULES PERTAINING TO NOVICE TEACHER INDUCTION

10.01 All **Novice Teachers** employed as teacher-of-record in a traditional P-12 setting shall participate in Induction for no less than one year.

10.02 Induction includes mentoring, and successful completion of the state mandated performance assessment.

10.03 The School District Induction Assurances Form is to be submitted to the Office of Teacher Quality at the Arkansas Department of Education no later than September 15 of each year.

10.04 All Arkansas public schools or agencies who employ a novice teacher as a licensed teacher-of-record shall:

10.04.1 Register all novice teachers in their employ and their mentors with the Office of Teacher Quality using the Induction Pairing Form no later than September 15th of each year,

10.04.2 Assign to the novice teacher a mentor teacher who is located in the same building, and who, as much as possible, has a compatible background in content area and level of licensure, is trained and certified in the state adopted mentoring model, and has at least three (3) years of successful teaching experience. Districts shall contact the Induction Program Advisor in the Office of Teacher Quality for consideration of any exceptions to these requirements.

10.04.3 Assign the mentor to the novice teacher within three weeks of the novice teacher's first contract day of the school year,

10.04.4 ~~Assign only one novice teacher per mentor teacher unless preapproved by the ADE to accommodate the additional mentoring responsibility, as approved by the Induction Program Advisor.~~

10.04.5 ~~Contact the Induction Program Advisor and provide information on the Induction Project Director that has been appointed by the school district no later than August 1 of each year who will act as the liaison for the program to ADE.~~

10.04.5.1 ~~Project Directors are responsible for coordinating mentor assignments, oversight of mentoring funding appropriations and the district mentoring plan, approval of appropriate professional development expenditures for the novice teacher, and all written and fiscal reporting and communications to the ADE,~~

10.04.6 ~~Release mentors, novice teachers, and/or the Induction Project Director from the district to attend any mandatory statewide orientation or informational meetings held by the ADE,~~

10.04.7 ~~Notify the ADE, Office of Teacher Quality within 15 days of any personnel changes that might affect annual mentoring budget allocations (such as hiring of a novice teacher midyear, or a novice teacher resigning midyear and being replaced by an experienced teacher for whom mentoring is not appropriate); and~~

10.04.8 ~~Submit the End-of-Year Budget Report Form on-line, reflecting Induction expenditures, no later than June 30th each year.~~

10.05 ~~For the teacher to be eligible for the Standard/Advanced Level Teaching license, Induction shall be completed by the teacher within three years, while the teacher is employed as teacher of record.~~

10.06 ~~Novice teachers become eligible to participate in the state-mandated performance assessment after a minimum of six months employed and mentored as teacher-of-record.~~

10.06.1 ~~To take the performance assessment candidates shall notify Office of Teacher Quality by following current standard application procedures.~~

10.07 ~~All Arkansas School Districts shall implement, support, and monitor the quality of mentoring as outlined in ADE Induction Guidelines.~~

10.07.1 ~~Implementation of the district mentoring plan shall include~~

10.07.1.1 ~~Selecting mentor candidates according to the Arkansas Mentor Qualifications form; and~~

10.07.1.2 ~~Providing a trained certified mentor for each novice teacher.~~

10.07.2 ~~Support includes:~~

10.07.2.1 ~~Providing a minimum of 2 hours every two weeks of released time (on average) during the contract day for the mentor and novice teacher to work together,~~

10.07.2.2 ~~Assisting the novice and mentor to schedule focused observations and professional development activities, and~~

10.07.2.3 ~~Providing activities for mentors and novice teachers, which engage them in collaborative dialogue, problem-solving, and professional development.~~

10.07.3 ~~The quality of the District Induction Program is assessed by monitoring.~~

10.07.3.1 ~~A trained monitor, sent from the ADE, interviews the Project director and novice teacher-mentor pair.~~

10.07.3.2 ~~The required mentoring documentation shall be collected by the district Project Director, and reviewed by the ADE monitor.~~

10.07.4 ~~All observation documents shall be collected by the Project Director.~~

10.07.4.1 ~~At the end of the school year the Professional Growth Plan and Observation forms would become the sole possession of the novice teacher and shall not be utilized for employment decisions or employment evaluation decisions.~~

10.08 ~~Mentoring observational information shall not be utilized in any way for employment decisions unless students are at risk, either physically or emotionally.~~

10.09 ~~School districts shall distribute any associated mentoring support funding within the parameters established by the Arkansas Department of Education.~~

10.10 ~~Mentor teachers shall perform a minimum of three (3) formal classroom observations per school year for novice teachers and provide feedback focused on increased professional growth.~~

10.10.1 ~~All observations, both formal and informal, shall be noted on forms as designated by the Arkansas Department of Education.~~

10.11 Materials purchased by the novice with mentoring funding shall follow the novice teacher to a new teaching assignment if the novice teacher continues teaching in an Arkansas public school.

10.11.1 If the novice teacher chooses to teach in a non-public school, leave the profession of teaching, or teach out of the state of Arkansas, materials bought with state mentoring allocations shall remain in the public school district in which the novice teacher was last employed.

10.12 Performance Assessment School districts shall:

10.12.1 Provide released time for the novice teacher to participate in the performance assessment for Standard licensure.

10.12.2 Provide released time for Assessors from the district to attend mandatory statewide meetings required by the Arkansas Department of Education.

10.12.3 Provide released time for Assessors from the district to conduct a minimum of two performance assessments per semester.

10.12.4 Not dictate when the novice teacher takes the performance assessment; and

10.12.5 Not use the performance assessment results for contract renewal or dismissal purposes.

10.13 Novice

10.13.1 A novice teacher applying for the performance assessment must teach in an a traditional Arkansas public or private school in grades P-12

10.13.2 Teachers in distance learning labs will follow the protocol for distance learning lab observations.

10.13.3 Novice teachers must teach a class or small group of students without any other licensed teacher present (except the Assessor)

10.13.4 A novice teacher may have an instructional aide (non licensed teacher) present in the room if he or she is normally scheduled to be present and does not contribute to class discipline.

10.13.5 Any novice teacher who is unsuccessful in the performance assessment will automatically be assigned a highly trained mentor and will receive mentoring with financial support for another year.

10.13.6 A novice teacher may re-take the performance assessment each semester until the three year license expires.

10.13.7 Arkansas Department of Education Office of Teacher Quality will fund the first attempt to pass Praxis III assessment. Any remaining attempts will be paid for by the Novice Teacher.

10.13.8 The novice teacher will receive copies of the assessment summary statements and the Superintendent receives the scores by domain.

10.13.9 If a novice whose Initial license expires prior to passing the performance assessment, the novice teacher may apply through the Office of Professional Licensure for a one semester permit.

10.13.9.1 The novice teacher must take the performance assessment within that six-month window.

10.13.9.2 The novice teacher will incur the cost of the performance assessment plus a financial penalty.

10.13.9.3 If the novice teacher is not successful at the performance assessment within the six months, the novice teacher will not be allowed another opportunity. This results in the permanent loss of licensure.

10.14 School districts that do not comply with these rules shall be placed in accredited-cited status for licensure deficiencies. Licensure deficiencies for these purposes are defined as:

10.14.1 Failure to register all novice teachers with the Office of Teacher Quality, and/or

10.14.2 Failure to comply with established guidelines for assignment, support, and monitoring of mentor teachers and novice teachers.

10.14.3 Failure to submit all appropriate documentation.

10.15 Project Director's Stipend

10.15.1 As funds are available school district personnel who serve as Project Directors for the Induction programs will be compensated with a stipend via a sliding scale (currently not to exceed $1,000) based on the number of novice teachers and beginning administrators in the district.

11.00 GENERAL POLICIES PERTAINING TO ALL LICENSES

11.01 Teachers who need a duplicate Arkansas teaching license must submit a completed application form (indicating "duplicate") to the office of Professional Licensure and appropriate fee.

11.01.1 A duplicate license will be issued only for a license that is current.

11.02 All information and documentation submitted for an Arkansas teaching license must be accurate, authentic, and unaltered.

11.02.1 Any license issued as a result of a violation of the above-mentioned will be null and void.

11.03 The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas Teaching License that has been issued in error.

11.04 Teachers holding a provisional or initial teaching license who have never completed a Child Maltreatment Central Registry check shall do so at the conversion, of their provisional or initial teaching license to the standard teaching license.

ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS GOVERNING THE
LICENSURE OF SPEECH-LANGUAGE PATHOLOGISTS
BY THE STATE BOARD OF EDUCATION

1.00 Regulatory Authority

1.01 These regulations shall be known as the Arkansas Department of Education's regulations governing the provision of State Board of Education Licensure for Speech-Language Pathologists.

1.02 These regulations are enacted pursuant to the State Board of Educations's authority under Arkansas Code Annotated 6-17-402 (Supp. 1995).

2.00 Purpose

2.01 The purpose of these regulations is to set forth requirements for the provision of State Board of Education for Speech-Language Pathologists.

3.00 General Requirements

3.01 An individual shall receive a license as a Speech-Language Pathologist from the Arkansas Department of Education when the individual meets the following conditions.

3.01.1 The individual has graduated with a Master's Degree from an accredited speech-language pathology program and has taken the appropriate National Teacher's Examination (NTE) specialty examination and has scored at or above the cut-off score established by the Arkansas Department of Education.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE REQUIREMENTS AND PROCEDURES FOR RENEWING A STANDARD/PROFESSIONAL ARKANSAS TEACHING LICENSE
February 2010

1.00 PURPOSE

1.01 The purpose of these rules is to establish the requirements and procedures for renewing a standard/professional Arkansas teaching license.

2.00 REGULATORY AUTHORITY

2.01 These rules are promulgated pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-17-402 et seq., 25-15-201 et seq., and Act 1173 of 2009.

3.00 DEFINITIONS- For purposes of these rules, the following terms shall be defined as follows:

3.01 Automatic Renewal - The process of renewing the standard/professional teaching license for those teachers employed in a public school setting, who were teaching the school year prior to the expiration of their teaching license, and who have cleared at least one background check with Arkansas State Police and FBI, and who have met the requirements for professional development.

3.02 Central Registry - The child maltreatment central registry established within the Arkansas Department of Human Services, which contains records of cases on all true investigation determinations of child maltreatment.

3.03 College Level Coursework - Coursework taken from a regionally or nationally accredited college/university that is in the area of licensure (OR) professional education coursework at the current level of licensure (OR) educational technology/computer courses (OR) a combination of the above mentioned (OR) coursework taken to add additional areas to a current teaching license.

3.04 Educational Setting - The employment setting where one is working as a teacher, librarian, counselor, administrator, educational consultant, or substitute teacher. This may be a public or private school, college/ university, educational co-op, Department of Education, adult education setting, or other agency or organization that employs licensed teachers in an educational setting.

3.05 Grace Period - That period of time immediately following the expiration of a standard teaching license, not to exceed one calendar year, to meet general renewal requirements without additional penalties or assessments.

3.06 Immediate Previous Year – The spring and fall semester of the current calendar year, (OR) the spring semester of the current calendar year and the prior fall semester.

3.07 Initial Teaching License refers to a three-year teaching license, issued by the state, which allows one to teach in Arkansas public schools.

3.08 Standard Teaching License refers to a five- year renewable license, issued by the state, which allows one to teach in Arkansas public schools.

3.09 Teacher – An individual who holds a standard/professional Arkansas teaching license (including expired and current), inclusive of educational administration, standard teaching areas, approvals, non-instructional student services, adult education, added endorsements and professional and technical licensure areas.

3.10 Teaching Experience – That time period of experience gained while working in an educational setting as a teacher, librarian, counselor, administrator, educational consultant, or substitute teacher.

3.11 Professional Development – A coordinated set of planned, learning activities for teachers that are standards based and that meet the required Focus Areas for Professional Development and the Approved Professional Development Activities requirements as identified in the Arkansas Department of Education Rules Governing Professional Development (July 2005).

3.12 Year of Teaching Experience – A year of teaching experience shall be a minimum of 120 days per school year or calendar year while employed in an educational setting.

3.13 Retired Teacher – A teacher who has retired and is actively drawing benefits from the Teacher Retirement System.

3.14 Professional Teaching License – A standard Arkansas teaching license that is issued upon the request of a teacher who has documented the completion of a Master's Degree and three years of teaching experience or who has documented current National Board Certification.

3.15 Initial Licensure – The first license issued to an applicant for teacher licensure. The first license issued may be a provisional, initial, or standard teaching license.

4.00 GENERAL RENEWAL REQUIREMENTS FOR A STANDARD/PROFESSIONAL ARKANSAS TEACHING LICENSE AND FOR A LICENSE THAT HAS BEEN EXPIRED LESS THAN ONE YEAR AND FOR RETIRED TEACHERS.

4.01 Teachers holding a current, standard/professional Arkansas teaching license may renew that license upon meeting the following general renewal requirements.

4.01.1 Teachers not teaching in a public school setting or teachers that have not met requirements for the automatic renewal of their teaching license shall submit an application for the renewal of their teaching license to the Office of Professional Licensure.

4.01.2 At the time of application, the teacher shall provide verification of the following requirements.

4.01.2.1 Teachers shall provide verification of sixty (60) clock hours of professional development annually, beginning with the 2005-2006 school year.

4.01.2.1.1 Teachers retiring prior to or after July 31, 2007, while holding a valid Arkansas teaching license, shall have professional development waived when:

4.01.2.1.1.1 The teacher has provided written documentation of having retired from teaching. This documentation shall be provided by the Arkansas Teacher Retirement System.

4.01.2.1.1.2 A teaching license that was valid at time of retirement has been expired less than one (1) year.

4.01.2.1.2 A teacher who retires while holding a valid teaching license, and returns to a licensed employment position with the public school district shall complete within the school year of the return to employment, the professional development required for the year in which the teacher returns and for each year thereafter while employed in the licensed position.

4.01.3 The teacher shall have successfully cleared all background checks as required by law.

4.01.3.1 Teachers who have successfully cleared the State Police and FBI background checks for licensure shall not be subject to another background check for the renewal of their teaching license.

4.01.4 The teacher shall also successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services as required by law.

4.01.4.1 Central registry checks are required for initial licensure and the teacher's first renewal.

4.01.4.2 Those teachers holding a one-year provisional teaching license who have never completed a child maltreatment central registry check shall do so at

the conversion of their provisional teaching license to the standard teaching license.

4.01.5 Teachers renewing a standard/professional teaching license shall pay the required fee for renewal.

4.02 A one year, non-renewable provisional teaching license shall be issued to teachers that have not met general renewal requirements and to teachers whose license has been expired for less than one year, upon meeting the following requirements.

4.02.1 Submission of a completed licensure application form requesting the provisional license.

4.02.2 Teachers who have not successfully cleared the required State Police and FBI background checks shall do so.

4.02.2.1 Teachers who have successfully cleared the required State Police and FBI background checks for licensure, shall not be subject to another background check.

4.02.3 Teachers who have not requested and successfully clear a child maltreatment central registry check through the Department of Human Services shall do so as required by law.

4.02.3.1 Central registry checks are required for initial licensure and the teacher's first renewal.

4.02.3.2 Those teachers holding a one-year provisional teaching license who have never completed a child maltreatment central registry check shall do so at the conversion of their provisional teaching license to the standard teaching license.

4.02.4 The teacher shall verify employment on the Verification of Eligibility for Provisional Licensure form.

4.03 The one year, non-renewable provisional teaching license, shall be converted to the five year standard/professional teaching license upon meeting the following requirements

4.03.1 Submission of a licensure application form requesting the provisional teaching license be converted to the standard teaching license.

4.03.2 Written verification of completion of sixty (60) hours of professional development that was completed within one year of applying for the renewal of the teaching license, or within the year of provisional licensure if a provisional license was issued for employment.

4.03.3 Paying the required fee for renewal.

4.03.4 Documentation of having successfully cleared the child maltreatment central registry check when required.

5.00 REQUIREMENTS FOR THE RENEWAL OF A STANDARD/PROFESSIONAL TEACHING LICENSE THAT HAS BEEN EXPIRED FOR ONE (1) YEAR OR LONGER.

5.01 Teachers holding a standard/professional teaching license that has been expired for one (1) year or longer, shall have their license renewed provided they meet the following renewal requirements:

5.01.1 The teacher shall submit a completed application for the renewal of the teaching license to the Office of Professional Licensure.

5.01.2 Teachers shall successfully clear at least one State Police and FBI background check for their teaching license.

5.01.2.1 Teachers who have successfully cleared the required State Police and FBI background checks for licensure shall not be subject to another background check for the renewal of their teaching license.

5.01.3 The teacher shall also successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services as required by law.

5.01.3.1 Central registry checks are required for initial licensure and the teacher's first renewal.

5.01.3.2 Those teachers holding a one-year provisional teaching license who have never completed a child maltreatment registry check shall do so at the conversion of their provisional teaching license to the standard teaching license.

5.01.4 Teachers who have successfully completed a specialty area assessment in at least one licensure/endorsement area shall complete the following requirements:

5.01.4.1 Successfully complete the current state required specialty area assessment in at least one licensure/endorsement area.

OR

5.01.4.1.1 Successfully complete six hours of college level coursework from a nationally/regionally accredited college or university.

5.01.4.2 Teachers who have successfully completed the current Praxis II Specialty Area assessment for a licensure/endorsement area shall not be allowed to retake that assessment to meet renewal requirements.

5.01.5 Teachers who have never successfully completed a specialty area assessment in at least one licensure/endorsement area shall successfully complete the current, state required specialty area assessment in at least one of their licensure/endorsement areas and successfully complete the current state required pedagogy assessment at their level of licensure. When the teacher holds licensure at different levels, they may complete the pedagogy assessment at the level of their choice.

5.01.6 Teachers whose license expired after 2005 shall provide verification of sixty (60) clock hours of professional development completed within one year of application for renewal or within the year of provisional licensure if a provisional license is issued for employment.

5.01.6.1 A teacher that was holding a valid Arkansas teaching license prior to or after July 31, 2007, at the time of retirement, but whose license has been expired longer than one (1) year, shall also meet requirements of 5.01.5.

5.01.7 Teachers shall pay the required fee for renewal.

5.01.8 A one year, non-renewable provisional teaching license shall be available for teachers not meeting general renewal requirements, and whose standard/professional Arkansas license has been expired for one year or longer upon meeting the following requirements.

5.01.8.1 The teacher shall submit a completed application for the provisional teaching license to the Office of Professional Licensure.

5.01.8.2 The teacher shall have successfully cleared the State Police and FBI background checks as required by law.

5.01.8.2.1 Teachers who have successfully cleared the required State Police and FBI background checks for licensure shall not be subject to another background check.

5.01.8.3 The teacher shall also successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services as required by law.

5.01.8.3.1 Central registry checks are required for initial licensure and the teacher's first renewal.

5.08.3.2 Those teachers holding a one-year provisional teaching license who have never completed a child maltreatment registry check shall do so at the conversion of their provisional teaching license to the standard teaching license.

5.01.8.4 The teacher shall verify employment on the Eligibility for Provisional Licensure form.

5.02 The one year, non-renewable provisional teaching license shall be converted to the Standard/Professional teaching license upon meeting the following requirements:

5.02.1 For teachers who have successfully completed a specialty area assessment in at least one licensure/endorsement area:

5.02.1.1 Submission of a licensure application form requesting the conversion of the provisional teaching license.

AND

5.02.1.2 Verification of having successfully completed the required specialty area assessment,

OR

5.02.1.3 Verification of having successfully completed the six (6) hours of college level coursework,

AND

5.02.1.4 Verification of having completed sixty (60) hours of professional development within one year of application for renewal or within the year of provisional licensure if a provisional license is issued for employment.

5.02.1.5 Verification of having paid the required fee for renewal.

5.02.2 For teachers who have not completed a specialty area assessment in at least one licensure/endorsement area:

5.02.2.1 Verification of having successfully completed the required specialty area assessment,

AND

5.02.2.2 Verification of having successfully completed the required pedagogy assessment at their level of licensure,

AND

5.02.2.3 Verification of having completed sixty (60) hours of professional development within one year of application for renewal or within the year of provisional licensure if a provisional license is issued for employment.

5.02.2.4 Verification of having paid the required fee for renewal

6.00 POLICIES AND PROCEDURES FOR RENEWAL OF A QUALIFIED CANDIDATE'S STANDARD/PROFESSIONAL ARKANSAS TEACHING LICENSE

6.01 The Arkansas standard/professional teaching license shall be renewed for a period of five years.

6.02 The effective date of a renewed teaching license shall be January 1 of the year following the expiration date of the license. See section 6.11.

6.03 The effective date of a renewed teaching license that has been expired longer than one year shall be January 1 of the year renewed.

6.04 A one year non-renewable provisional teaching license shall be available for teachers who have not met general renewal requirements, hold an expired teaching license, and are employed in a position by schools, and other agencies and organizations that require a current teacher license. Teachers shall have successfully cleared all background checks as required by law.

6.04.1 The one-year provisional teaching license shall be available to those individuals employed as Teachers, Pathwise Mentors, Pathwise Monitors, Praxis III Assessors, Praxis III Assessor Trainers, Test Investigators, Scholastic Audit consultants, and others as defined by the Arkansas Department of Education.

6.05 The effective date of a one-year, non-renewable, provisional teaching license shall be the hire date as documented by the employer.

6.06 The expiration date of a one-year, non-renewable, provisional teaching license shall be one year from the hire date.

6.07 The expiration date of a renewed standard/professional teaching license shall be December 31st of the fifth year.

6.08 Individuals not teaching in a public school setting or individuals that have not met requirements for the automatic renewal of their teaching license shall submit an application for the renewal of their teaching license to the Office of Professional Licensure.

6.09 Teachers applying for the renewal of their teaching license shall have successfully cleared all background checks as required by law and shall have successfully cleared the child maltreatment central registry check through the Department of Human Services as required by law.

6.10 There shall be a grace period immediately following the expiration of a standard/professional teaching license, not to exceed one calendar year, to meet general renewal requirements without additional penalties or assessments.

6.11 Applications for the renewal of a standard/professional Arkansas teaching license may be submitted to the Office of Professional Licensure as early as January 1 of the year of expiration.

6.12 Coursework used for the renewal of a standard/professional teaching license shall be college level and from a regionally/nationally accredited college/university. The coursework shall be in the licensure area(s) held by the teacher (OR) professional education courses at the level of licensure held by the teacher (OR) basic computer/education technology courses (OR) coursework taken to add additional areas to a standard teaching license.

6.13 Documentation of experience for renewal purposes shall be provided by a public school superintendent, director of human resources, or director of other agency/organization employing licensed teachers.

6.14 Documentation of the required professional development for the renewal of a teaching license shall be provided by a public school superintendent, human resources director, or director of other agency/ organization employing licensed teachers.

6.15 Teachers who did not meet renewal requirements that were established under Arkansas Code § 6-17-601 and 6-17-602 shall meet the renewal requirements that will be required of all teachers and shall be eligible for a one-year provisional teaching license.

6.16 The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas teaching license that has been issued in error.

~~6.17~~ ~~Teachers shall not lose areas or levels of licensure at renewal as a result of transitioning to the new areas and levels of licensure.~~

~~6.18~~ ~~Professional development required for the renewal of a standard/professional teaching license shall not be in addition to professional development required to meet standards for accreditation.~~

~~6.19~~ ~~Teachers shall be able to add partial years of experience during the previous five years to meet the general renewal requirements.~~

~~6.20~~ ~~Professional development shall be required for the renewal of a standard/professional teaching license.~~

~~6.21~~ ~~Teachers shall pay the required fee for the renewal of a standard/professional Arkansas teaching license.~~

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING PARENTAL NOTIFICATION OF AN ASSIGNMENT OF A NON-LICENSED TEACHER TO TEACH A CLASS FOR MORE THAN THIRTY (30) CONSECUTIVE DAYS AND FOR GRANTING WAIVERS

September 2007

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education (ADE) Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More Than Thirty (30) Consecutive School Days During a School Year and for Granting Waivers.

1.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann.§§ 6-11-105, 6-17- 309 and 25-15-201 *et seq.*

2.00 PURPOSE

2.01 The purpose of these Rules is to establish the procedure whereby a school district may obtain a waiver from the Arkansas Department of Education for teachers who will be teaching outside of the grade level or subject area they are licensed to teach for more than thirty (30) consecutive school days in the same class during a school year.

3.00 DEFINITIONS – For the purpose of these rules, the following definitions shall apply:

3.01 **Licensed teacher** is defined as any teacher who holds a current standard, initial or provisional teaching license issued by the Arkansas Department of Education.

3.02 **Not licensed to teach the grade level** is defined as any teacher assigned to a grade level for which the teacher does not have the appropriate license or approval for that grade level.

3.03 **Not licensed to teach the subject area** is defined as any teacher assigned to teach a subject for which the teacher does not have the appropriate license or approval to teach.

3.04 **Teacher** is defined to mean any person employed by a school district on a full-time or part-time employment basis, that are assigned a teaching position with a class of students and for which a teaching license is required. Teacher shall also include counselors, library media specialist and school administrators.

3.05 **Undue Hardship** is defined as the inability of a school district to employ a qualified teacher who is licensed at the grade level or for the subject area assigned.

3.06 **Waiver** is defined as an approval granted by the Arkansas Department of Education allowing a school district to employ a licensed teacher in a subject or grade level for which they are not licensed for longer than thirty consecutive days during a school year.

4.00 EMPLOYMENT OF TEACHERS WHO ARE NOT LICENSED TO TEACH THE GRADE LEVEL OR SUBJECT AREA OF THE CLASS ASSIGNED

4.01 School districts shall aggressively seek to employ teachers who are licensed and highly qualified (when required) for the grade level and subject areas assigned.

4.02 When a school district cannot employ a qualified teacher licensed at the grade level or for the subject being assigned, the school district shall actively recruit a licensed teacher who will work towards becoming licensed and highly qualified (when required) for the grade level assigned or for the specific subject assigned to teach.

4.03 The licensure requirements of Ark. Code Ann. § 6-17-309 (Act 1623 of 2001) shall not apply to non-degreed vocational-technical teachers and those persons approved by the Department of Education to teach the grade level or subject area of the class in the Department of Education's distance learning program.

4.04 Teachers with letters of provisional eligibility (six-month or one-year) and teachers presenting other letters verifying their eligibility for a provisional, initial or standard license that are employed by a school district will be considered licensed teachers and will not require a waiver as long as they are teaching at the grade level or the specific subject for which they are licensed.

5.00 APPROVAL PROCEDURES AND REPORTING OF WAIVERS

5.01 Superintendents may apply for a waiver from the Arkansas Department of Education if the requirement imposes an undue hardship on the school district.

5.02 A waiver application shall be submitted to the Assistant Commissioner for Human Resources/Licensure as soon as an undue hardship is determined by the superintendent. All applications for waivers shall be reviewed by the Arkansas Department of Education. The application shall include:

A. A listing of all teachers including Social Security numbers, current licensure area(s), out-of-area and out of grade level teaching assignment, whether the assignment requires the teacher to be Highly Qualified or not, completed Additional Licensure Plan (ALP) and all school years, employed out-of-area, or grade level.

B. A justification for the waiver documenting the effort of the district to find a fully licensed and Highly Qualified teacher. Districts will not have to verify re-advertising for the second and third years for a position, as long as the teacher has made adequate yearly progress on the ALP.

C. The school written plan with timelines for completion of the program of study and/or specialty area assessment for becoming licensed and Highly Qualified when required.

D. For teachers who taught on a waiver in this subject area last year or in previous years, the district shall provide evidence of progress made by this teacher to become licensed and Highly Qualified (when required).

E. Districts shall apply for a waiver each year that a teacher is teaching/working out of area for a maximum of three (3) years.

F. The superintendent of any school district that obtains a waiver shall send written notice of the assignment of a non-licensed teacher to the parent or guardian of each student in that classroom no later than thirty (30) school days after the date of the assignment.

G. The superintendent is exempt from sending out parental notifications of the assignment of a non-licensed school counselor, librarian, or other individuals employed in positions requiring licensure as a building level administrator, district level administrator, or curriculum program administrator.

5.03 Upon approval of a waiver request, the Arkansas Department of Education shall issue a letter of waiver to the school district in care of the superintendent of the school district.

5.04 The final decision regarding the granting of the waiver shall rest with the Arkansas State Board of Education.

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING TEACHER LICENSURE BY RECIPROCITY

June 2012

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing Teacher Licensure by Reciprocity.

1.02 These regulations are enacted pursuant to the authority of the State Board of Education under Ark Code Ann. §§ 6-11-105, 6-17-402, 6-17-410, 6-17-424, 25-15-204, and Act 1178 of 2011.

2.00 PURPOSE

2.01 These rules amend the previous Rules Governing the Certification Laws and Regulations. These rules govern provisional, initial, standard, or advanced licensure through reciprocity.

3.00 DEFINITIONS- For the purpose of these Rules, the following terms shall mean:

3.01 Additional Licensure Plan (ALP)- the recognized process for allowing a licensed teacher to be employed in an out-of-field teaching position while meeting the program of study requirements and/or assessment requirements for said position.

3.02 Advanced License- a Standard Arkansas teaching license that is issued upon the request of a teacher who has documented the completion of a Master's Degree and three years of teaching experience or who has documented current National Board Certification.

3.03 Building Level Administrator- a principal, assistant principal or vice principal.

3.04 Central Registry- The Child Maltreatment Central Registry established within the Arkansas Department of Human Services which contains records of cases on all true investigation determinations of child maltreatment.

3.05 Content/Standard Teaching Area the specific subject areas listed under Integrated Curriculum Humanities, Integrated Science Curriculum, Integrated Visual and Performance Arts, Integrated Vocational Education, Integrated Physical Education and Health and Special Education as listed in the State Board Approved Levels and Areas of Licensure.

3.06 Curriculum/Program Administrator an individual who is responsible for program development and administration, and/or employment evaluation

decisions. Each Curriculum/Program Administrator license is limited to the following areas:

3.06.1 Special Education;

3.06.2 Gifted & Talented Education;

3.06.3 Career and Technical Education;

3.06.4 Content Area Specialist in an area approved by the State Board of Education; or

3.06.5 Curriculum Program Administrator.

3.07 District Level Administrator- a superintendent, assistant or associate superintendent, or deputy superintendent.

3.08 Endorsement- teaching or administrative licensure areas, which require an initial, standard, or advanced teaching license, prior to the endorsement being added.

3.09 Induction-the period of time beginning with a teacher's or administrator's first employment as the teacher-of-record or administrator in an Arkansas public school, cooperative, or agency that requires an Arkansas Initial teaching or initial administrator license.

3.10 Initial Teaching License- a three (3)-year teaching license, issued by the State Board of Education, which allows the license holder to teach in Arkansas public schools.

3.11 Level and Area of Licensure:

a.) Level of licensure - the grade/age level parameters of the teaching license, such as P-4, 4-8, P-8, P-12, 7-12 and PS (post-secondary).

b.) Area of licensure- the particular content field, including but not limited to, Early Childhood, Middle Childhood Science/Mathematics, Social Studies, and Family and Consumer Sciences.

3.12 Mentoring- the act of a certified mentor providing support and focused feedback to a novice teacher/administrator through the state-adopted mentoring model as a part of the Induction process.

3.13 Novice teacher- any licensed teacher-of-record with less than one (1) year of public school, or accredited private school, classroom teaching experience, not including student internship or substitute teaching.

3.14 Performance Assessment an assessment tool used for evaluation of the classroom performance of a novice teacher, as part of the Induction process.

3.15 Program of Study - a curriculum offered at an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions for a particular licensure area and level.

3.16 Provisional License by Reciprocity- one (1) year teaching license that (may be renewable or non-renewable) allows a teacher coming from out of state or out of country to be employed as a teacher while completing all requirements necessary for the Initial, Standard, or Advanced teaching license. Applicants who have participated in, but not completed, an alternate route to licensure in another state are excluded from provisional licensure.

3.17 Reciprocity- the recognition of a teaching license from another state or country based on the terms of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement for Educator Licensure or Arkansas rules governing licensure by reciprocity.

3.18 Standard Non-Instructional License- a five (5)-year renewable license, issued by the state, which allows one to practice in Arkansas public schools as a School Psychology Specialist or Speech Language Pathologist.

3.19 Standard Teaching License- a five (5)-year renewable license, issued by the State Board of Education, which allows the license holder to teach in Arkansas public schools.

3.20 State Board Required Assessments- specific performance –based assessments approved by the State Board of Education.

3.21 Teacher-of-Record- an individual who has been assigned lead responsibility for a student's learning in a subject/course with aligned performance measures.

3.22 Teaching experience- experience earned while employed as a licensed teacher, administrator, library media specialist, or counselor for a public or private school, agency or organization in a pre-kindergarten through grade 12 setting.

4.00 REQUIREMENTS FOR OBTAINING INITIAL, STANDARD, OR ADVANCED TEACHING LICENSE BY RECIPROCITY

4.01 Eligibility

4.01.1 Applicants holding a valid or expired, initial or standard teaching license from another state or country.

4.01.1.1 Applicants licensing in Added Endorsement Areas as identified in the Areas and Levels of Licensure holding or who have held a "content teaching area" of licensure.

4.01.1.2 Applicants holding a current, valid, standard teaching license or its equivalent issued by another state may choose to qualify for an Arkansas standard or advanced license under Section 12.0 of these Rules in lieu of the requirements of Section 4.0.

4.01.2 Any applicant that has completed a teacher preparation program from another state or country but did not license.

4.02 General Requirements

4.02.1 Teachers licensing through reciprocity with less than one year of teaching experience shall be issued an Initial / Provisional License and participate in the Induction Program (mentoring and the state mandated performance assessment

4.02.2 Any individual who holds a valid teaching license from another state, and who has not graduated from a college/university holding regional/national accreditation and/or a teacher preparation program that holds a national accreditation approved by the U.S. Department of Education, or that is a state approved preparation program, is not eligible for licensure in Arkansas.

4.02.3 Specialty area assessments required for out-of state teacher licensure may be accepted for Arkansas teacher licensure.

4.02.4 Required assessments for Arkansas licensure through reciprocity shall be waived upon providing the following documentation:

4.02.4.1 Valid out-of-state teaching license as a teacher, administrator, library media specialist, counselor or in other compatible licensure areas as identified in the areas and levels of licensure as adopted by the State Board of Education.

4.02.4.2 Three years of teaching experience as documented on school district, agency or organization letterhead.

OR

4.02.4.3 Score report reflecting a passing score for the Specialty Area Assessment(s) required for the out-of-state teaching license (OR) written verification from the licensing agency that the required Specialty Area Assessment(s) for licensure were successfully completed.

4.02.5 All out-of-country applicants shall have their credentials evaluated by one of the ADE approved private credential evaluation agencies located in the United States.

4.02.5.1 The private evaluation agency shall complete a course-by-course evaluation of the applicant's transcript, indicate the applicant's major area of study and document whether the applicant's degree is equivalent to one that would have been completed at an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

4.02.5.2 The private evaluation agency shall also document whether the professional preparation for teacher licensure out-of-country and the areas of teacher licensure represented by the out-of-country license are equivalent to a teacher preparation program in the United States that holds national accreditation approved by the US Department of Education, or that is state approved.

4.02.5.3 This evaluation will determine eligibility for teacher licensure in Arkansas.

4.02.6 Applicants from out of state or out of country with an expired license shall take and pass the Praxis II Specialty Area Test(s) for all areas of standard licensure and the Praxis II Principles of Learning and Teaching for the appropriate level of teacher licensure to be eligible for a standard Arkansas teaching license. Applicants with an expired license from out-of-state or out-of-country shall be eligible for a provisional license.

4.02.7 Out-of-state applicants for teacher licensure whose current license was granted without a specialty area assessment or who cannot

document at least three years of teaching experience shall take and pass the Praxis II Specialty Area Test for all areas of standard licensure and endorsements and the Praxis II Principles of Learning and Teaching for one of their levels of teacher licensure.

4.02.8 All candidates with licensure areas/endorsements from other states with reciprocity agreements through the National Association of State Directors of Teacher Education and Certification (NASDTEC) shall receive the Arkansas equivalent licensure area(s)/endorsements, provided all other licensure requirements have been met.

4.02.9 Applicants from out-of-state or out-of-country with a license in special education or a related service area(s), i.e. Visual Specialist or Hearing Specialist, seeking a standard teaching license shall initially meet the standards established for such licensure in Arkansas to receive a standard teaching license. A one year, renewable twice, provisional teaching license shall be available for those applicants not meeting the established standards for special education licensure. The applicant shall meet the standards established for special education licensure within three years of receiving a provisional license to be in keeping with the "highest standards" of the Individuals with Disabilities Education Act Amendments of 1997 pertaining to qualified personnel. The Office of Special Education will assist the Office of Professional Licensure in identifying the course of action for meeting Arkansas standards for licensure in special education or related service area(s). The provisional license shall be converted to a standard or advanced license upon meeting the established standards including the required Praxis II Specialty Area Assessments for Arkansas special education licensure.

4.02.10 Teachers and/or administrators being licensed in Early Childhood P-4, Middle Childhood 4-8 or Secondary Social Studies, shall complete a three-hour course in Arkansas History before receiving an initial, standard, or advanced Arkansas teaching license. A one-year, non-renewable provisional teaching license shall be available for those that have not completed the three-hour Arkansas History course.

4.02.11 Applicants whose standard teaching area(s) are not recognized by Arkansas shall receive the teaching area and level that most closely parallels their out-of-state or out-of-country licensure area(s).

4.02.12 Applicants whose endorsement(s) are not equivalent to an Arkansas endorsement area, shall take the required Praxis II Specialty Area Exam(s) for the Arkansas endorsement area(s) that most closely parallels their out-of-state or out-of-country endorsement area(s) in

order to add the Arkansas endorsement area(s) to their standard or advanced teaching license. In cases where the endorsement area does not have a subject specific Praxis II Specialty Area Exam, the applicant shall complete the prescribed program of study for the endorsement area and Praxis II Exam assigned to that endorsement area.

4.02.13 Standard and advanced teaching licenses will become effective January 1 of the year the license is issued and shall expire December 31 of the last year the license is valid. A standard or advanced teaching license shall be valid for five years.

4.02.14 Candidates who completed an out-of-state teacher preparation program but never licensed, shall meet the following requirements for their Initial Arkansas teaching license.

4.02.14.1 Submit an application for teacher licensure.

4.02.14.2 Submit documentation of having completed a teacher preparation program that holds national accreditation recognized by the U.S. Department of Education, or that is state approved.

4.02.14.3 Submit an official transcript(s) reflecting the completion of a Bachelor's Degree (Master's Degree when required), from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

4.02.14.4 Document successful passing of the state required basic skills assessment(s), specialty area assessment(s) for each licensure/endorsement area, and pedagogical assessment for one of their levels of licensure.

4.02.14.5 Successfully clear a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann. § 6-17-410.

4.02.14.6 Successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services.

4.02.14.7 Successfully complete the three-hour, college level, Arkansas History course when required.

4.02.14.8 The initial teaching license shall be converted to the five-year standard Arkansas teaching license upon successful completion of Induction (mentoring and Praxis III-Performance Assessment).

4.02.15 Only the areas of licensure and/or endorsement listed on an out-of-state or out-of-country license shall be recognized for licensure through reciprocity.

4.02.16 Candidates from out of state that have completed a teacher education program and hold an initial or provisional teaching license shall meet the following requirements for their Arkansas three-year initial teaching license.

4.02.16.1 Submit an application for teacher license.

4.02.16.2 Submit an official transcript reflecting the completion of a teacher preparation program with a minimum of a bachelor's degree (Master's degree when required), from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation, or that is state approved. The specific program, as well as the institution shall meet these criteria.

4.02.16.3 Submit an official transcript reflecting the completion of a Bachelor's Degree (Master's Degree when required), from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

4.02.16.4 Document testing that was required for the out-of-state initial teaching license. When it cannot be documented that the applicant has met the requirements of Section 4.02.4 of these Rules, the applicant shall successfully complete the state required basic skills assessments(s), specialty area assessment(s) for each licensure/endorsement area and pedagogical assessment at one of their levels of licensure.

4.02.16.5 Successfully clear a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann 6-17-410.

4.02.16.6 Successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services.

4.02.16.7 Candidates shall provide a copy of their out-of-state teaching license to the Office of Professional Licensure.

4.02.16.8 Candidates receiving the Initial Arkansas teaching license shall complete Induction (mentoring and Praxis III-Performance Assessment).

4.02.16.9 Candidates shall successfully complete the three-hour, college level, Arkansas History course when required.

4.02.16.10 The initial teaching license shall be converted to the five-year, standard or advanced Arkansas teaching license upon the successful completion of mentoring and the Praxis III – Performance Assessment.

4.02.17 The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas teaching license that has been issued in error.

4.02.18 Candidates from out of state that have completed a teacher preparation program and hold a standard teaching license shall meet the following requirements for their five-year, standard or advanced Arkansas teaching license.

4.02.18.1 Submit an application for teacher licensure.

4.02.18.2 Submit an official transcript reflecting the completion of a Bachelor's Degree (Master's Degree when required), from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

4.02.18.3 Successfully clear a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann 6-17-410.

4.02.18.4 Successfully clear a child maltreatment central registry check to be conducted by Department of Human Services.

4.02.18.5 Provide verification of three years of teaching experience or verification of having successfully passed

a specialty area assessment(s) required for the out-of-state teaching license.

4.02.18.6 Candidates that cannot verify experience or testing shall successfully pass the state required specialty area assessment(s) for each licensure/endorsement area and pedagogical assessment at one of their levels of licensure.

4.02.18.7 Candidates shall provide a copy of their out-of state teaching license.

4.02.18.8 Candidates shall pass the three-hour Arkansas History course when required.

4.02.19 Candidates from out-of –state that have completed a teacher preparation program and hold either an expired initial or expired standard teaching license, shall complete the following requirements for their initial, standard, or advanced teaching license.

4.02.19.1 Submit an application for teacher licensure.

4.02.19.2 Submit an official transcript reflecting the completion of a Bachelor's Degree (Master's Degree when required), from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

4.02.19.3 Successfully clear a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann 6-17-410.

4.02.19.4 Successfully clear a child maltreatment central registry check to be conducted by Department of Human Services.

4.02.19.5 Submit a copy of their expired out-of-state-teaching license.

4.02.19.6 Successfully pass the state required specialty area assessment for each licensure/ endorsement area, and the state required pedagogical assessment for one of their levels of licensure.

4.02.19.7 Candidates shall successfully pass a three-hour, Arkansas history course when required.

4.02.19.8 Candidates receiving the initial Arkansas teaching license shall complete Induction (mentoring and Praxis III-Performance Assessment).

4.02.19.9 The initial license shall be converted to the five-year, standard or advanced Arkansas teaching license upon the successful completion of mentoring and the Praxis III- Performance.

4.02.19.10 Candidates holding an expired teaching license shall be eligible for a provisional teaching license.

4.02.20 Candidates who completed an out-of-country teacher preparation program shall meet the following requirements for their initial, Arkansas teaching license.

4.02.20.1 Submit an application for teacher licensure.

4.02.20.2 Document successful passing of the state required basic skills assessment, specialty area assessment(s) for each licensure/endorsement area, and pedagogical assessment at one of their levels of licensure.

4.02.20.3 Successfully clear a background check through the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann § 6-17-410.

4.02.20.4 Successfully clear a child maltreatment central registry check to be conducted by Department of Human Services.

4.02.20.5 Meet the requirements of section 4.02.6 of these rules.

4.02.20.6 Successfully pass the three-hour college level Arkansas History course when required.

4.02.20.7 The initial teaching license shall be converted to the five-year, standard or advanced Arkansas teaching license upon successful completion of Induction (Mentoring and Praxis III Performance Assessment).

4.02.21 Candidates adding additional licensure/endorsement areas by reciprocity to a current Arkansas teaching license, shall meet the

requirements of the Rules Governing the Addition of Areas of Licensure or Endorsement.

4.02.22 Candidates choosing not to transfer all licensure/endorsement areas by reciprocity when licensing initially in Arkansas, shall meet the requirements of the Rules Governing the Addition of Areas of Licensure or Endorsement if/when the candidate chooses to add those licensure/endorsement areas at a later date.

4.02.23 All candidates for licensure by reciprocity shall clear the required State Police and Federal Bureau of Investigation background checks regardless of previous background checks already completed.

4.02.24 All candidates for licensure by reciprocity shall clear a child maltreatment central registry check to be conducted by the Department of Human Services.

4.02.25 Teachers licensing in P.E./Wellness/Leisure by reciprocity shall be given the licensure code numbers of 227 and/or 228 upon documentation of one year or more of prior coaching experience or eligibility to be employed as a coach.

4.02.25.1 A coaching endorsement will not be added automatically to license with these codes, but the teacher will be allowed to coach.

4.02.26 When prior coaching experience or eligibility to be employed as a coach cannot be documented, the new licensure code numbers for P.E./Wellness/Leisure of 235 and/or 236 shall be assigned.

4.02.26.1 Teachers holding the new licensure code numbers of 235 and/or 236 shall not be automatically approved to be employed as a coach in the public schools of Arkansas.

4.02.26.2 Teachers holding the new licensure code of 235 and/or 236, employed as coaches shall work under the ALP (Additional Licensure Plan) for the coaching endorsement (7-12).

4.02.27 Individuals licensing as a Speech Language Pathologist shall meet the following requirements.

4.02.27.1 Document completion of a Master's Degree in Speech Language Pathology from a regionally accredited college/university.

4.02.27.2 Document successful passing of the required specialty area assessment.

4.02.27.3 Successfully clear the required State Police and FBI background checks.

4.02.27.4 Successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services.

4.02.28 Individuals licensing as a School Psychology Specialist shall meet the following requirements.

4.02.28.1 Document completion of an advanced degree in School Psychology from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation; or

4.02.28.2 Document completion of a Master's Degree in Counseling/Psychology with a graduate level program of study in School Psychology from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

4.02.28.3 Document successful passing of the required Specialty area assessment.

4.02.28.4 Successfully clear the required State Police and FBI background checks.

4.02.28.5 Successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services.

4.02.29 The Office of Professional Licensure reserves the right to license individuals by Reciprocity that have met their state's degree/program of study requirements and testing requirement but have not fulfilled other ancillary requirements for licensure.

5.00 REQUIREMENTS FOR OBTAINING A PROVISIONAL TEACHING LICENSE BY RECIPROCITY

5.01 A one-year non-renewable provisional teaching license shall be issued to:

5.01.1 Out-of state or out-of country applicants who:

5.01.1.1 Have completed a teacher preparation but have not licensed or,

5.01.1.2 Hold a provisional, initial, or standard teaching license and,

5.01.1.3 Have been required to take Arkansas History or State-required licensure assessments.

5.02 The one-year non-renewable provisional teaching license shall be issued upon providing the following documentation, to the Office of Professional Licensure.

5.02.1 A completed licensure application form

5.02.2 Written documentation of transcript evaluation by a State approved, independent Evaluation agency located in the United States that meets the requirements of Section 4.02.6 of these rules.

5.02.3 Successfully clear the Arkansas State Police and Federal Bureau of Investigation background checks required by Ark. Code Ann. § 6-17-410.

5.02.4 Successfully clear a child maltreatment central registry check to be conducted by the Department of Human Services

5.02.5 Official transcripts

5.02.6 Copy of out-of state or out-of country teaching license.

5.02.7 Proof of employment on the Verification of Provisional Licensure Eligibility Form that reflects the employing school district and hire date.

5.03 Eligibility for a one-year renewable (two times) provisional teaching license:

5.03.1 Out-of state or out-of country applicants who

5.03.1.1 Completed a teacher preparation program but have not licensed or,

5.03.1.2 Holds an initial, provisional, or standard teaching license and,

5.03.1.3 Holds licensure/endorsement area (s) that are not equivalent with Arkansas licensure/endorsement areas and,

5.03.2 Completion of one-third of the program of study (coursework) shall be completed before renewing the provisional license for each of the two renewals allowed.

5.03.3 Completion of the program of study (coursework and testing) is required to convert the provisional to a standard or advanced Arkansas license.

5.04 The one-year renewable (two times) provisional teaching license shall be issued upon providing the following documentation.

5.04.1 A complete licensure application form.

5.04.2 Written documentation of transcript evaluation by a state approved, independent evaluation agency located in the United States that meets the requirements of Section 4.02.6 of these rules.

5.04.3 Successfully clearing the State required Arkansas State Police and Federal Bureau of Investigation background checks.

5.04.4 Successful clearance of a child maltreatment central registry check to be conducted by the Department of Human Services

5.04.5 Official transcripts reflecting completion of one-third of required coursework with no less than six hours per year.

5.04.6 Copy of out-of -state or out-of -country teaching license.

5.04.7 Proof of employment on the Verification of Provisional Licensure Eligibility Form that reflects the employing school district and hire date.

5.05 Applicants wishing to renew the provisional teaching license shall submit the following.

5.05.1 A completed application form

5.05.2 Proof of employment on the Verification of Provisional Licensure Eligibility that reflects the employing school district and hire date.

5.05.3 Verification of having completed the required coursework the preceding year.

5.06 A provisional teaching license shall become effective for one year from the date the teacher/administrator is hired.

5.07 A provisional license shall not be issued to any person possessing a valid Arkansas initial, standard, or advanced teaching license.

6.00 REQUIREMENTS FOR CONVERTING A PROVISIONAL TEACHING LICENSE TO AN INITIAL, STANDARD, OR ADVANCED TEACHING LICENSE BY RECIPROCITY

6.01 The one-year non-renewable provisional teaching license shall be converted to the three-year Initial or five-year Standard or Advanced teaching license when the following documentation has been submitted to the Office of Professional Licensure.

6.01.1 A completed application for licensure requesting the conversion of the provisional teaching license.

6.01.2 Score reports reflecting successful completion of the state required basic skills assessment (all parts), specialty area assessment(s) and pedagogical assessment when required.

6.01.3 Official transcript(s) reflecting the successful completion of a three (3) hour Arkansas History course when required.

6.02 The one-year renewable provisional teaching license shall be converted to the three-year initial or five-year standard or advanced teaching license when the following documentation has been submitted to the Office of Professional Licensure.

6.02.1 A completed application for licensure requesting conversion of the provisional to the three-year initial or five-year standard or advanced teaching license.

6.02.2 Official transcript reflecting successful completion of a three (3) hour Arkansas History course when required.

6.02.3 Score report reflecting successful completion of state required content assessment(s), pedagogical assessment and basic skills assessments (all parts) when required.

6.02.4 Official transcript and documentation of successful completion of program of study (coursework) when required.

7.00 REQUIREMENTS FOR CONVERTING AN INITIAL TEACHING LICENSE TO A STANDARD OR ADVANCED TEACHING LICENSE.

7.01 The three-year initial teaching license shall be converted to the five year standard or advanced teaching license upon providing the following documentation.

7.01.1 Verification of the successful completion of Induction (Mentoring and the Praxis III-Performance Assessment).

8.00 REQUIREMENTS FOR OBTAINING AN INITIAL BUILDING LEVEL OR CURRICULUM PROGRAM ADMINISTRATOR LICENSE BY RECIPROCITY

8.01 ELIGIBILITY

8.01.1 The applicant shall hold or have previously held a standard "teaching area" of licensure in another state or country.

8.01.2 The applicant shall hold a valid Initial Administrator license or its equivalent in another state or country.

8.01.2.1 There are two Initial Administrator licenses.

8.01.2.1.1 Building Level Administrator,

AND

8.01.2.1.2 Curriculum Program Administrator

8.01.3 Applicants shall have completed a graduate degree from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

8.01.4 If the graduate degree is not in Educational Leadership, the applicant shall have completed in addition to the degree a graduate level Educational Leadership program of study at an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

8.01.5 The applicant seeking licensure as an Initial Building Level Administrator shall have a minimum of four years of teaching experience.

8.01.5.1 Four (4) years of experience as a school counselor or library media specialist may be counted toward the total of four (4) years of classroom teaching experience for Building Level Administrator only.

8.01.6 The applicant seeking licensure as an Initial Curriculum Program Administrator shall have a minimum of four years of teaching experience.

8.01.7 Applicants for licensure as an Initial Curriculum Program Administrator shall also hold Arkansas licensure in the specialty area where applicable.

8.01.7.1 If the specialty area is an added endorsement area gained without a program of study, it will not serve as a platform for gaining the Curriculum Program Administrator License.

9.00 CONVERTING THE INITIAL BUILDING LEVEL ADMINISTRATOR LICENSE TO A STANDARD BUILDING LEVEL ADMINISTRATOR LICENSE

9.01 The Initial Building Level Administrator License shall be converted to a Standard Building Administrator license when:

9.01.1 A minimum of one year work experience as a Building Level Administrator is verified.

9.01.2 The applicant has completed one year of the state mentoring program for Building Level Administrators.

9.01.3 The applicant has passed and submitted a score report for the School Leaders Licensure Assessment.

9.02 If experience and/or testing and/or mentoring were completed out of state, and/or verified, they shall be waived in Arkansas.

10.00 CONVERTING THE INITIAL CURRICULUM PROGRAM ADMINISTRATOR LICENSE TO A STANDARD CURRICULUM PROGRAM ADMINISTRATOR LICENSE

10.00 The Initial Curriculum Program Administrator license shall be converted to a Standard Curriculum Program Administrator license when:

10.00.1 A minimum of one-year work experience as a Curriculum Program Administrator is verified.

10.00.2 The applicant has completed one year of the state mentoring program for Curriculum Program Administrator.

10.00.3 The applicant has passed and submitted a score report for the School Leaders Licensure Assessment.

10.02 If experience and/or testing and/or mentoring were completed out of state, and/or verified, they shall be waived in Arkansas.

11.00 REQUIREMENTS FOR ADDING ADDITIONAL AREAS OF LICENSURE/ENDORSEMENT BY RECIPROCITY

11.01 Applicants shall submit a completed application requesting the addition of the area(s) of licensure or endorsement.

11.02 Applicants seeking to add content teaching areas, adult education, added endorsement areas, non-instructional student services areas, and professional and technical areas to an Arkansas license by reciprocity shall meet the requirements of the Rules Governing the Addition of Areas of Licensure or Endorsement and/or rules governing a particular licensure/endorsement area.

11.03 Arkansas required Praxis Assessment(s) shall be waived upon providing documentation of having completed the specialty area assessment required for the out-of-state licensure area.

11.03.1 When testing was not required for the out-of-state teaching license, or the licensure area being added by reciprocity is incompatible with the equivalent Arkansas licensure/endorsement area, the applicant shall successfully complete the required Arkansas Praxis Assessment(s).

11.04 A Master's Degree in an area other than Education Leadership shall be a Master's Degree in Education or a Master's Degree in a content/added endorsement area as identified in the areas and levels of licensure as approved by the State Board of Education.

12.00 ACT 1178 OF 2011 STANDARD LICENSE RECIPROCITY

12.01 A teacher holding a current, valid, standard teaching license or its equivalent from another state may apply for and receive an Arkansas five-year Standard or Advanced Teaching License upon meeting the following requirements:

12.01.1 Provide a copy of the out-of-state teaching license to the Office of Professional Licensure;

12.01.2 Submit proof that the applicant is in good standing with the licensing state, and that the applicant has been in good standing with the licensing state during the most recent two (2) years of the applicant's teaching experience, if any;

12.01.2.1 For the purpose of this section, "good standing" is defined as holding a current, unrestricted, non-probationary, non-provisional license to teach in the licensing state, with no ethics or similar proceedings pending against the license;

12.01.3 Successfully pass a criminal background check and Child Maltreatment Central Registry check;

12.01.4 Submit higher education transcripts evidencing the award of at least a bachelor's degree by an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation;

12.01.5 Submit reports evidencing all test scores required for licensing in the licensing state;

12.01.5.1 This requirement to submit test scores may be waived by submitting documentation of three (3) years of teaching experience as documented on school district, agency, or organization letterhead;

12.01.6 Submit documentation of one (1) of the following:

12.01.6.1 Completion of a program of teacher education at an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation; or

12.01.6.2 Completion of a program of teacher education accredited by the National Council for Accreditation of Teacher Education (NCATE), Teacher Education Accreditation Council (TEAC), or Council for Accreditation of Educator Preparation (CAEP); or

12.01.6.3 Certification from the National Board of Professional Teaching Standards; and

12.01.7 Pay applicable licensure fees as established by the State Board of Education pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C).

12.02 An applicant seeking licensure in Early Childhood P-4, Middle Childhood 4-8 or Secondary Social Studies, shall successfully complete three (3) college credit-hours in *Arkansas History* at an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation before receiving an Arkansas five-year Standard or Advanced Teaching License.

12.02.1 A one-year, non-renewable provisional teaching license shall be available for an applicant who has not completed the three-hour *Arkansas History* course.

12.03 An applicant whose standard teaching area(s) are not recognized by Arkansas shall receive the teaching area and level that most closely parallels their out-of-state licensure area(s).

12.03.1 If none of the Applicant's standard teaching area(s) parallel an Arkansas teaching area, the Office of Professional Licensure shall issue a license reflecting the same area reflected on the out-of-state license, with a notation that the identified license area is by reciprocity and is not an approved Arkansas teaching area.

12.04 Standard or advanced teaching licenses will become effective January 1 of the year the license is issued and shall expire December 31 of the last year the license is valid. A standard or advanced teaching license shall be valid for five years.

12.05 The areas of licensure and/or endorsement listed on an out-of-state license shall be recognized for licensure through reciprocity.

12.06 The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas teaching license that has been issued in error.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE CODE OF ETHICS FOR ARKANSAS EDUCATORS
June 2012

1.00 Title

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Code of Ethics for Arkansas Educators.

2.00 Regulatory Authority

2.01 These rules are promulgated pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-17-401, 6-17-410, 6-17-422, 6-17-425, 6-17-426, 6-17-428, and 25-15-201 et seq.

2.02 All rules, procedures, hearings and appeals relating to the Code of Ethics complaints shall be promulgated and implemented under the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et seq.

3.00 Purpose

3.01 The purpose of the Rules Governing the Code of Ethics for Arkansas Educators (Code) is to define standards of ethical conduct and to outline procedures for receiving complaints, authorizing and conducting investigations, and recommending enforcement of the Code of Ethics.

3.02 The professional, ethical educator contributes to the development and maintenance of a supportive student-centered learning community that values and promotes human dignity, fairness, care, the greater good and individual rights. These values are the ethical premises for the standards of professional behavior and ethical decision-making established in this Code of Ethics for Arkansas Educators. By establishing standards of ethical conduct, this code promotes the health, safety, and general welfare of students and educators and ensures the citizens of Arkansas a degree of accountability within the education profession.

4.00 Applicability

4.01 The valid Arkansas teaching license of any person shall be subject to the conditions, requirements, and mandates of the code of ethics, procedures, and recommendations for enforcement.

5.00 Definitions

5.01 **An Authorized Ethics Complaint Investigation** is an ethics complaint that has been: (1) verified by the Chief Investigator of the Professional Licensure Standards Board as being submitted by an identifiable person; and (2) authorized for investigation based upon reasonable belief by the Ethics Subcommittee of the PLSB that if the allegation is true, it would constitute a violation of the Code as set forth in

these rules committed by an Arkansas educator after September 1, 2008. The Ethics Subcommittee of the PLSB shall investigate an ethics complaint that it determines is credible. (Ark. Code Ann. § 6-17-428)

5.02 **Code of Ethics or Code** means the code of ethics for educators established by the Professional Licensure Standards Board under Ark. Code. Ann. § 6-17-422.

5.03 **Conviction** includes a plea of guilty or a plea of nolo contendere, or a finding or verdict of guilty, regardless of whether an appeal of the conviction has been sought, or a criminal conviction has been sealed or expunged; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

5.04 **Denial** is the refusal to grant a teaching license to an applicant for a teaching license.

5.05 **Dispositions** are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.

5.06 **Educator** means a person holding a valid Arkansas teacher's or administrator's license issued by the State Board of Education.

5.07 **Ethics Complaint** means a document that states facts constituting an alleged ethics violation of the code of ethics and is signed under penalty of perjury by the person filing the ethics complaint. An ethics complaint may also be a finding made in an audit report forwarded to the ADE by the Arkansas Joint Legislative Auditing Committee under Ark. Code Ann. § 6-17-426.

5.08 **Ethics Subcommittee** means the subcommittee established by the Professional Licensure Standards Board to receive and investigate ethics complaints, enforce the Code of Ethics, including making recommendations to the State Board of Education for a written warning, a written reprimand, or the placement of conditions or restrictions on the activities of the educator or the revocation, suspension, or probation or nonrenewal of a license. The Ethics Subcommittee may issue a Private Letter of Caution. The Ethics Subcommittee may also dismiss an ethics compliant if it finds there is no ethics violation.

5.09 **Ethics Violation** is an act or omission on the part of an educator, when the educator knew, or reasonably should have known, that such acts or omissions were in violation of the Code of Ethics as set forth in these rules. An ethics violation does not include a reasonable mistake made in good faith, or acts or omissions taken in accordance with the reasonable instructions of a supervisor or, an act or omission under circumstances in which the educator had a reasonable belief that failure to

follow the instructions of a supervisor would result in an adverse job action against the educator.

5.10 **Filed** means the document has been stamped with a date acknowledging when the document arrived at the offices of the PLSB staff.

5.11 **Private Letter of Caution** is a non-punitive communication from the Ethics Subcommittee to an educator in response to an ethics complaint against the educator. Private Letters of Caution may be provided to an educator by the Ethics Subcommittee of the PLSB in lieu of recommending other discipline. Private Letters of Caution do not make any factual findings but inform the educator that the conduct alleged in the complaint or its investigation falls within the broad range of the Code of Ethics but that the circumstances and mitigating factors do not warrant disciplinary action. Private Letters of Caution remain in the files retained by the PLSB staff, but are not placed in an educator's licensure file at the ADE. A Private Letter of Caution is not submitted to the State Board of Education for approval and it does not constitute a sanction for the purposes of the Code of Ethics for Arkansas Educators. As s a result, Private Letters of Caution cannot be basis for a request for an evidentiary hearing before the Ethics Subcommittee or the State Board of Education..

5.12 **Monitoring Conditions or Restrictions** may include any actions or alternative sanctions allowed under the Administrative Procedures Act, including at a minimum a semi-annual appraisal of the educator's conduct by the PLSB staff through contact with the educator and his or her employer or other appropriate persons. Such conditions or restrictions may include, but are not limited to requiring that an educator submit a new criminal background check or submit other requested information such as current employment, compliance with recommended counseling, treatment, education or training. The Subcommittee may recommend to the length of the monitoring period to the State Board of Education.

5.13 **Preponderance of Evidence** is the greater weight of the relevant evidence; superior evidentiary weight that, though not sufficient to free the mind wholly from all reasonable doubt, is still sufficient to include a fair and impartial mind to one side of the issue rather than the other. It is determined by considering all of the relevant evidence and deciding which evidence is more credible. A preponderance of the evidence is not necessarily determined by the greater number of witnesses or documents presented. If, on any allegation against an educator, it cannot be determined whether the allegation is more likely true than not true, the allegation cannot be considered to have been proved.

5.14 **Probation** is the placing of conditions, requirements or circumstances on the status of a teaching license for a period of time established by the State Board. Generally, an educator whose license is under probation must sufficiently satisfy such conditions, requirements or circumstances in order to maintain or be reinstated to the original non-probationary teaching license status.

5.15 **Public Information** for the purpose of these rules is information coming from news media or public record.

5.16 **Reasonable belief** is a belief based upon knowledge of facts and circumstances that are reasonably trustworthy, and that would justify a reasonable person's belief that: (1) a violation of the Code as set forth in these rules has been committed; and (2) that the named educator committed such a violation. A reasonable belief is not based upon mere suspicion or conjecture.

5.17 **Received** means the date the ethics complaint was presented to the Subcommittee for authorization of an investigation.

5.18 **Relevant evidence** (or material evidence) is evidence having any tendency to make the existence of any fact that is of consequence to the determination of the matter more probable or less probable than it would be without the evidence.

5.19 **Reprimand** is a written admonishment from the State Board to the named educator for his or her conduct. The written reprimand cautions that further unethical conduct will lead to a more severe action and is associated with a monetary fine of the educator. In the absence of further unethical conduct, a reprimand will remain in the licensure file of the educator for a period of two (2) years from the date the reprimand is imposed by the State Board. The reprimand will remain permanently in the files retained by PLSB staff.

5.20 **Revocation** is the permanent invalidation of any teaching or administrator's license held by the educator.

5.21 **School-sponsored activity** is any event or activity sponsored by the school or school system which includes but is not limited to athletic events, booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum (i.e., foreign language trips, etc.) whether on school-campus or not.

5.22 **Student** is any individual enrolled in the state's public or Private schools from pre-kindergarten through grade 12.

5.23 **Supervisor** under these rules mean an administrator authorized by the district or school board to administer professional employee discipline up to and including recommending termination or nonrenewal.

5.24 **Suspension** is the temporary invalidation of any teaching license for a period of time specified by the State Board.

5.25 **Teaching License** refers to any teaching, service, or leadership certificate, license, or permit issued by the State Board.

5.26 **Warning** is a written communication from the State Board to the named educator that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action. In the absence of further unethical

conduct, a warning will remain in the licensure file of the educator for a period of two (2) years from the date the warning is imposed by the State Board. The warning will remain permanently in the files retained by PLSB staff.

6.00 The Code of Ethics for Arkansas Educators

The Standards of Ethical Conduct are set forth as follows:

6.01 **Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.**

6.02 **Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.**

6.03 **Standard 3: An educator honestly fulfills reporting obligations associated with professional practices.**

6.04 **Standard 4: An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.**

6.05 **Standard 5: An educator maintains integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator's position for personal gain.**

6.06 **Standard 6: An educator keeps in confidence information about students and colleagues obtained in the course of professional service, including secure standardized test materials and results, unless disclosure serves a professional purpose or is allowed by law.**

6.07 **Standard 7: An educator refrains from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs or substances while on school premises or at school-sponsored activities involving students.**

7.00 Recommended Disciplinary Action

7.01 The PLSB Ethics Subcommittee is authorized to recommend to the State Board probation, suspension, revocation or nonrenewal of a teaching license or the issuance of a reprimand or warning. The PLSB Ethics Subcommittee is also authorized to recommend the placement of conditions or restrictions on the activities of the educator that would assist the educator via training, coursework or rehabilitative treatment. (All costs would be paid by the educator.) The State Board may direct the ADE to monitor progress toward the completion of any corrective action. Any of the following shall be considered cause for recommendation of disciplinary action against the holder of a license:

a. An initial determination by the Ethics Subcommittee that there is a reasonable belief that a violation of the Code of Ethics as set forth in these rules has occurred.

b. Following an evidentiary hearing before the Ethics Subcommittee, the Subcommittee finds, by a preponderance of the evidence, that there is a reasonable belief that an educator violated the Code of Ethics as set forth in these rules.

c. A failure to comply with the payment of any imposed fines, fees, or other conditions or restrictions imposed by the State Board of Education.

d. Audit reports forwarded to the ADE by the Arkansas Legislative Joint Auditing Committee pursuant to Ark. Code Ann. § 6-17-426.

e. Disciplinary action against a teaching license/certificate in another state on grounds inconsistent with ethical conduct specified in Section 6.00 or as stated in this section.

7.02 An individual whose license has been revoked, denied or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher, official and/or judge of a school-sponsored activity or be employed in any other position during the period of his or her revocation, suspension or denial for a violation of the Arkansas Code of Ethics for Educators.

7.03 Suspensions and revocations are reported by the ADE to national officials, including the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse.

7.04 In lieu of imposing a disciplinary action as set forth above, the PLSB Ethics Subcommittee may provide the accused educator with a Private Letter of Caution.

8.00 Procedures for the Investigative Process and Final Determination of Alleged Ethics Violations

8.01 In considering and investigating complaints brought before it, the Subcommittee shall follow the procedures set forth in Appendix A to these rules, which are hereby fully incorporated into these rules as if fully set forth herein.

9.00 Fines and Fees

9.01 The State Board, for violations of the Code in all areas and as authorized by Ark. Code Ann. §§ 6-17-422(h)(3)(c) and 6-17-428:

a. May impose fines up the amounts listed in Appendix B to these rules, which is attached and is hereby fully incorporated into these rules as if fully set forth herein.

b. May impose fees for action taken pertaining to an educator's license as set forth in the attachment Appendix B.

c. Shall use the revenue collected by the State Board of Education from the fees and fines imposed per Appendix B of these Rules for the operation of the Professional Licensure Standards Board.

d. Failure to pay fines and fees may result in the Subcommittee recommending that the State Board suspend the educator's license pursuant to Ark. Code Ann. § 25-15-217. The Department will not renew a license until all fines and fees have been paid.

10.00 Disclosure of Records

10.01 When the State Board has disciplined an educator for violation of the Code of Ethics by placing the educator on probation, suspension, or non-renewing, or revoking the educator's license, these actions will be reported by the Office of Professional Licensure and may be posted in its electronic database such that the records are viewable to school districts and other authorized personnel. In addition, these actions may be reported to other national education organizations or agencies such as the NASTDEC clearinghouse.

10.02 When the State Board has issued a warning or reprimand for violation of the Code of Ethics, these will be reported to the Office of Professional Licensure but are not posted in its electronic database. The Office of Professional Licensure will report reprimands or warnings if requested.

10.03 Records of the PLSB Ethics Subcommittee shall be retained in accordance with the Arkansas General Records Retention Schedule.

10.04 In accordance with Ark. Code Ann. § 6-17-428, all records and all hearings, meetings, and deliberations of the Professional Licensure Standards Board and its Ethics Subcommittee relating to an ethics complaint are confidential and exempt from the Freedom of Information Act of 1967, Ark. Code Ann. § 25-19-101 et seq.

10.05 In accordance with Ark. Code Ann. § 25-15-208, disclosure shall not be required of the research or records, correspondence, reports, or memoranda to the extent that they contain the opinions, theories, or conclusions of the attorney for the agency or members of his or her staff or other state agents.

Appendix A

Procedures for the Investigative Process
and Final Recommendation for Disposition of an Ethics Complaint

1. Applicability of the Administrative Procedure Act

All rules, procedures, hearings and appeals relating to the Code of Ethics shall be promulgated and implemented under the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

2. Freedom of Information Act (FOIA):

All records, hearings, meetings, and deliberations of the PLSB relating to an ethics complaint against an administrator or teacher are confidential and exempt from the Freedom of Information Act. All records pertaining to an ethics complaint are open for inspection and copying by the person against whom the complaint is lodged. The person against whom the complaint is lodged and his or her representative are entitled to be present during all hearings. A hearing before the State Board to consider the possible revocation, suspension, or other sanction of an administrator's or a teacher's license based on a recommendation of the PLSB for enforcement of an alleged ethics violation, including without limitation an informal disposition by the State Board of an ethics complaint by stipulation, settlement, consent order, or default is open to the public. All records on which the State Board relies during such a hearing to make its decision are subject to public disclosure under the Freedom of Information Act.

3. Allegations:

Any person or party wishing to submit an allegation must use the appropriate allegation of violation form as developed by the PLSB. It may be filed with the PLSB through the Department of Education, a public school district, or a public school superintendent. If an allegation form is filed with a public school district or a public school superintendent, the public school district or superintendent must forward all signed allegations directly to the Department of Education. Failure to forward an allegation of violation form may be considered a violation of the Code of Ethics.

4. Allegations Received by the PLSB Ethics Subcommittee:

An allegation will become a complaint once it has been: (1) verified by the Chief Investigator of the PLSB as being submitted by an identifiable person; and (2) is credible and if true, would constitute a violation of the Code as set forth in these rules, committed by an Arkansas educator after September 1, 2008. An allegation shall be processed as follows:

i. Initial Review: The Chief Investigator of the PLSB will thoroughly review the allegation and verify that the allegation has been submitted by an identifiable person and was signed under penalty of perjury.

ii. Authority to Investigate: The Ethics Subcommittee will determine whether to grant authority to the PLSB investigative staff to investigate the allegation. Authority to investigate the allegation will be based upon a reasonable belief that the allegation, if

true, constitutes a violation of the Code as set forth in these rules and was committed by the alleged educator after September 1, 2008. Any member of the Ethics Sub-Committee of the PLSB who works with or for the educator against whom the allegation is submitted shall recuse himself/herself from any discussion, hearing, or deliberations concerning the accused educator. The Subcommittee is not limited to the standard alleged on the form but may consider all of the evidence submitted with the allegation in determining which, if any, standard may have been violated

a) Authority to Investigate Denied: If the Ethics Subcommittee votes not to authorize investigation, the allegation shall be dismissed and the matter shall be closed without further action against the educator.

b) Authority to Investigate Granted: If the Ethics Subcommittee votes to authorize investigation of the allegation, the allegation becomes an authorized ethics complaint. The PLSB staff shall notify the named educator in writing concerning the initiation of the investigation and provide the educator with a copy of the complaint within ten (10) calendar days of authorization. The PLSB staff shall provide to the educator under investigation 1) written notice of the investigation and nature of the alleged ethics violation and, 2) a copy of the documents and evidence concerning the facts alleged in the ethics complaint, provisions of Ark. Code Ann. § 6-17-428 or other state statutory law applicable to an ethics violation and the applicable rules in effect at the time the ethics complaint is filed.

c) Automatic Investigation: The following will automatically go to the Ethics Sub-Committee of the PLSB for the opening of an investigation:

(1) Public information that an educator may have committed a violation the Code of Ethics. In the event that PLSB staff or PLSB Subcommittee members discover public information that an educator may have committed a violation of the Code of Ethics, the PLSB staff or any member of the Subcommittee may request that the Subcommittee Chair file an allegation form with the Department. If the Subcommittee votes that the Chair should file an allegation form, the Chair will recuse herself or himself from any further consideration of the newly filed complaint. If necessary, the PLSB may appoint a board member to the Subcommittee for the limited purpose of resolving the newly filed complaint.

(2) Audit reports forwarded to the ADE by the Arkansas Joint Auditing Committee pursuant to Ark. Code Ann. § 6-17-426.

iii. Requesting additional authority to investigate: If, in the course of an authorized investigation, PLSB staff discovers credible information that the named educator has committed additional violations of the Code, the PLSB staff may request additional authority to investigate from the Subcommittee. In the event that PLSB staff discovers credible information that another educator has violated the Code of Ethics, the PLSB staff may request that the Subcommittee Chair file an allegation form with

the Department. If the Subcommittee votes that the Chair should file an allegation form, the Chair will recuse herself or himself from any further consideration of the newly filed complaint. If necessary, the PLSB may appoint a board member to the Subcommittee for the limited purpose of resolving the newly filed complaint.

iv Completion of the Investigation: The Ethics Subcommittee shall complete its investigation of an ethics complaint and take action within one hundred fifty (150) days of authorizing the investigation. Upon completion of the investigation and final report of investigation, the PLSB staff will send the final report of investigation to the accused educator or his/her attorney via certified and regular mail. The educator shall be provided with:

(1) A copy of the documents and evidence concerning the investigation of the ethics complaint and,

(2) Written notice that the Ethics Subcommittee will consider taking action against the named educator and,

(3) A copy of Ark. Code Ann. § 6-17-428 or other state statutory law applicable to the ethics violation authorized for investigation, and

(4) A copy of the rules in effect at the time the ethics complaint is filed.

(5) The named educator or his/her attorney will be allowed thirty (30) calendar days from receipt of the notice, documentation, and evidence from the Ethics Subcommittee or its staff to submit any further response in writing. At the conclusion of the thirty (30) calendar days or upon receiving the written response from the educator, the PLSB staff will send the final report of investigation and educator's response to the members of the Ethics Subcommittee.

v. Initial Recommendation of the Ethics Subcommittee: At the next scheduled meeting of the Ethics Subcommittee, the Subcommittee shall review the results of the investigation including the PLSB staff's final report of investigation and any written response from the educator who is the subject of the ethics complaint. Following such a review, if the Ethics Subcommittee finds that a reasonable belief exists that the educator violated the Code as set forth in these rules, the Subcommittee shall issue an initial decision and may recommend any appropriate action as set forth in Appendix B. <u>The initial recommendation shall be considered a proposal for decision under Ark. Code Ann. § 25-15-210 and shall contain a statement of the reasons for the decision and each issue of fact or law necessary for the decision.</u>

a) Notification of the Educator: The PLSB staff will notify the named educator in writing of the recommendation of the Ethics Subcommittee. The named educator may accept in writing the recommendation of the Ethics Subcommittee of the PLSB or request in writing an evidentiary hearing before the Ethics Subcommittee. The PLSB staff will inform the educator that following an evidentiary hearing, the Ethics Subcommittee may find that no reasonable belief that a violation of the Code exists, or could find that a

reasonable belief that violation of the Code exists and recommend any appropriate action as set forth in Appendix B.

b) Private Letter of Caution: The Ethics Sub-Committee of the PLSB may also issue a Private Letter of Caution in lieu of recommending an action set forth in Appendix B.

vi. Waiver of Evidentiary Hearing: If an educator fails to respond to notification of the initial recommendation of the Ethics Subcommittee within thirty (30) days, the initial recommendation will become a final recommendation without an evidentiary hearing and will be forwarded to the State Board for consideration.

vii. If the educator accepts the Subcommittee's recommendation or waives a response, the PLSB staff shall notify the educator that the final recommendation will be submitted to the State Board as part of its consent agenda.

5. Waiver or Request of a Subcommittee Evidentiary Hearing

i. If the educator requests a hearing, an evidentiary hearing will be held before the Ethics Subcommittee within one hundred eighty (180) days of receiving the complaint as is defined in these rules. Either party may request additional time. Such a request shall be in writing and shall set forth the reason(s) for which additional time is needed. The time limitations may be waived when reasonable under the circumstances, including without limitation, inclement weather, state or national emergencies, or other unforeseeable events by the:
   a. Educator if the time limitation is imposed upon the Ethics Subcommittee; or
   b. Ethics Subcommittee if the time limitation is imposed upon the educator; or
   c. A written stipulation between the educator and the PLSB staff attorney with the approval of the Subcommittee.

ii. Within ten (10) calendar days following the findings and recommendation of the Ethics Subcommittee, the PLSB staff will notify the educator in writing of the Subcommittee's evidentiary hearing findings and recommendations. The educator may accept the evidentiary recommendation or <u>object and</u> request a ~~hearing before~~ <u>review by the State Board pursuant to Section 9 of this Appendix. The evidentiary hearing recommendation shall be considered a proposal for decision under Ark. Code Ann. § 25-15-210 and shall contain a statement of the reasons for the decision and each issue of fact or law necessary for the decision.</u>

iii. Waiver of State Board ~~Evidentiary Hearing~~ Review: If an educator fails to respond to notification of the Subcommittee's evidentiary hearing recommendation within <u>fourteen (</u>~~30~~14) days, the evidentiary hearing recommendation will become a final recommendation and will be forwarded to the State Board.

6. Motions

a. An educator or his or her representative who has requested an evidentiary hearing may file a motion by serving it on the attorney for the PLSB who shall record the date it is

received and promptly transmit the motion(s) to the Subcommittee for its consideration at the next available Subcommittee meeting.

b. Filing a motion that requests that the Subcommittee take action prior to the requested or scheduled evidentiary hearing tolls the time limits set out in these rules and Ark. Code Ann. § 6-17-428.

c. Requests regarding procedural matters, including requests for additional time for the hearing or for continuation of a hearing or proposed stipulated settlements, may be considered on the motions or papers submitted. The PLSB attorney and the educator may enter a stipulation to dispose of any procedural or substantive matters at any time subject to final approval by the Subcommittee.

7. Evidentiary Hearing Procedures of the PLSB Ethics Subcommittee

i. The educator and the PLSB may be represented by representatives of their choosing.

ii. The educator shall be notified in writing of the date, time and location of the Ethics Subcommittee meeting at which his/her case will be considered. The notice will also state a deadline by which the educator must submit items to the Subcommittee for consideration. Items submitted may be rejected if not timely. Educators and PLSB staff are encouraged to submit all documentary evidence by the deadline so that the Subcommittee will be prepared to expeditiously address the case at the evidentiary hearing.

iii. A representative of the PLSB and the educator (or his/her attorney) shall have up to twenty-five (25) minutes each to present their cases to the Subcommittee. The chairperson of the Subcommittee may grant additional time to either or both parties, if necessary.

iv. Each party will have the opportunity, should it so choose, to make an opening statement. The statement shall be no longer than five (5) minutes in length. The chairperson of the Subcommittee may grant additional time to either or both parties, if necessary.

v. The representative of the PLSB shall present its case (and opening statement, if it so chooses) to the Subcommittee first.

vi. Any written documents, photographs or any other items of evidence may be presented to the hearing Subcommittee with the permission of the chairperson. The items of evidence shall be marked as either “PLSB Exhibit Number 1(et seq.)” or “Educator’s Exhibit Number 1 (et seq.).” After an item of evidence has been allowed to be presented to the Sub-committee by the chairperson, the introducing party shall give one (1) copy to the court reporter for the record and one (1) copy to the chairperson.

vii. After one party has questioned a witness, the other party shall have the same opportunity.

viii. Members of the hearing Subcommittee shall also have the opportunity to ask questions of any witness or any party at any time.

ix. While the scope of each party's presentation ultimately lies within the chairperson's discretion, case presentation should be arranged in such a way as to avoid redundant testimony.

x. After the educator has presented his/her case, the chairperson may allow each party to present limited rebuttal testimony.

xi. After the rebuttal evidence has been presented, the educator shall have up to five (5) minutes to present a closing statement, if desired. The chairperson of the Subcommittee may grant additional time if necessary.

xii. After the educator has made a closing statement, or waived the opportunity for the same, the representative of the PLSB shall have up to five (5) minutes to make his/her closing statement, if desired. The chairperson of the Subcommittee may grant additional time if necessary.

xiii. After closing statements have been made (or the opportunity to make them has been waived), the hearing Subcommittee may orally announce its decision. Alternatively, the hearing Subcommittee may take the case under advisement and render a written decision at a later time.

xiv. During an evidentiary hearing, the "preponderance of the evidence" standard shall be used by the Ethics Subcommittee to determine whether a violation of the Code occurred. If the Ethics Subcommittee finds that a violation occurred, it may issue a recommendation for appropriate sanction to the Arkansas State Board of Education. The representative of the PLSB will have the burden of proving each fact of consequence to the determination by a preponderance of the evidence. The Ethics Sub may also issue a non-punitive Private Letter of Caution Letter.

xv. A written decision reflecting the hearing Subcommittee's final findings and recommendation shall be promptly prepared by the PLSB staff attorney for the chairperson's signature. A copy of the findings and recommendation s shall be transmitted in a timely manner to the educator. <u>The evidentiary hearing recommendation shall be considered a proposal for decision under Ark. Code Ann. § 25-15-210 and shall contain a statement of the reasons for the decision and each issue of fact or law necessary for the decision.</u>

xvi. The educator shall have fourteen (14) days from the receipt of the final findings and recommendation to <u>object and</u> request a State Board ~~hearing~~ <u>Review pursuant to Section 9 of this Appendix</u>. Should the educator not request a ~~hearing~~ <u>review</u> ~~before~~ <u>by</u> the <u>State Board</u> within the above-referenced fourteen (14) day time period, the findings and recommendations of the Subcommittee shall become final.

8. Subpoena Power:

i. At the request of a party to a proceeding pending before the PLSB or the Ethics Subcommittee or the State Board of Education, the Chair of the PLSB or the Ethics Subcommittee or the State Board of Education may, as appropriate, issue a subpoena and bring before the PLSB, the Ethics Subcommittee or the State Board as a witness any person in this state. The PLSB, the Ethics Subcommittee or the State Board may, on their own motion, issue a subpoena at any time.

ii. A party requesting a subpoena must make the request in writing to either the PLSB staff attorney or the State Board attorney, as appropriate. Requests for subpoenas made to the PLSB shall be delivered to the Office of the PLSB Attorney no later than ten (10) calendar days prior to the PLSB hearing for which the subpoena is requested. Requests for subpoenas made to the State Board shall be delivered to the Office of General Counsel of the ADE no later than ten (10) calendar days prior to the State Board hearing for which the subpoena is requested.

iii. The subpoena shall:

a) Be in the name of either the PLSB, the Ethics Subcommittee, or the State Board;

b) State the name of the proceeding; and

c) Command each person to whom it is directed to give testimony at the time and place specified in the subpoena in one (1) of the following ways:

(i) In person;

(ii) Before a certified court reporter under oath at the place of the witness' residence or employment;

(iii) By video-taped deposition at the place of the witness' residence or employment; or

(iv) By live video communications from the witness' residence, place of employment, or a nearby facility capable of providing video transmission to the board that has subpoenaed the witness.

d) The manner of providing testimony under the subpoena shall be conducted by video conference testimony unless another manner is agreed upon by the board or commission and the person who is the subject of the subpoena.

iv. The subpoena may require the witness to bring with him or her any book, writing, or other thing under his or her control that he or she is bound by law to produce in evidence.

v. Service of the subpoena shall be in the manner as provided by law or rule for the service of subpoenas in civil cases.

vi. A witness who has been served by subpoena and who appears in person to testify at the trial or case pending before the PLSB, the Ethics Subcommittee or the State Board shall be reimbursed for travel and attendance as provided by law.

vii. If a witness is served with a subpoena and fails to provide testimony in obedience to the subpoena, the PLSB, the Ethics Subcommittee or the State Board may apply to the circuit court of the county in which the PLSB, the Ethics Subcommittee or the State Board is holding the proceeding for an order causing the arrest of the witness and directing that the witness be brought before the court.

viii. The court will have the power to punish the disobedient witness for contempt as provided by the Arkansas Rules of Civil Procedure.

ix. A witness who has been served with a subpoena may challenge the validity of the subpoena in the circuit court of the county in which the witness resides or is employed.

~~**9. Hearing Procedures of the Arkansas State Board of Education**~~

~~i. The agenda item will be introduced by staff of the PLSB or the ADE, as appropriate.~~

~~ii. The representative of the PLSB staff will present an opening statement.~~

~~iii. The educator or the educator's representative will present an opening statement.~~

~~iv. The representative of the PLSB staff will present its case-in-chief.~~

~~v. The educator or the educator's representative will present its case-in-chief.~~

~~vi. The representative of the PLSB staff will present a closing argument.~~

~~vii. The educator or the educator's representative will present a closing argument.~~

~~vii. The State Board will discuss the matter. During the discussion phase, any member of the State Board may question any party, any party's representative, any witness, or any other person whose testimony may be found useful by the State Board in determining an appropriate resolution of the case.~~

~~viii. The State Board will vote on whether to accept, reject, or modify the recommendation of the PLSB. The State Board may vote to approve no sanction at all, the same sanction recommended by the PLSB, a lesser sanction than that recommended by the PLSB, or a more severe sanction than that recommended by the PLSB. Any vote of the State Board must be by a majority of the quorum present.~~

~~ix. Other Procedures Applicable to the State Board Hearing~~

~~a) The Chair of the State Board shall serve as presiding officer for the hearing.~~

~~b) All members of the State Board shall conduct themselves in an impartial manner and may at any time withdraw from the proceedings if they deem themselves disqualified.~~

~~c) The representative of the PLSB staff will have the burden of proving each fact of consequence to the determination by a preponderance of the evidence.~~

~~d) Irrelevant, immaterial, and unduly repetitious evidence shall be excluded.~~

~~e) No less than ten days prior to the public hearing, the educator must submit all documents and other exhibits that they wish the Board to consider at the hearing. Documents should be clearly identified; e.g., PLSB Ex and the PLSB Exhibit 1, Educator Exhibit 1. It should be noted that all records upon which the State Board relies at a hearing to make its decision under Ark. Code Ann. § 6-17-428(o)(2) are subject to public disclosure under the Arkansas Freedom of Information Act of 1967, Ark. Code Ann. §25-19-101 et seq. As a result, the exhibits must be redacted to protect the privacy of students and minors and to protect other sensitive personal data.~~

~~e) Any other oral or documentary evidence, not privileged, may be received if it is of a type commonly relied upon by reasonably prudent people in the conduct of their affairs.~~

~~f) Objections to evidentiary offers may be made and shall be noted of record. When a hearing will be expedited and the interests of the parties will not be substantially prejudiced, any part of the evidence may be received in written form.~~

~~g) Parties shall have the right to conduct such cross examination as may be required for a full and true disclosure of the facts.~~

~~h) Official notice may be taken of judicially cognizable facts and of generally recognized technical or scientific facts within the agency's specialized knowledge. Parties must be notified of material so noticed, including any staff memoranda or data, and shall be afforded a reasonable opportunity to show the contrary.~~

9. State Board Review

a. When an educator objects to the Subcommittee's evidentiary hearing findings and recommendation, the educator may request a review by the State Board of Education by notifying the attorney for the PLSB in writing within fourteen (14) days.
b. Within ten (10) days of requesting a review, the educator will have an opportunity to file written exceptions and briefs.

c. The PLSB attorney may file a written response to the educator's exceptions and brief within ten (10) days of receipt of the educator's exceptions and brief.

d. The PLSB attorney shall prepare a redacted copy of the Ethics Subcommittee hearing transcript and hearing exhibits to be filed with State Board of Education.

e. The PLSB's findings and recommendations, the educator's exceptions and brief, and the PLSB's response, and the redacted transcript will be submitted to the State Board of Education at the next available meeting date.

f. Either the PLSB or the educator may request oral argument. If oral argument is requested, the PLSB attorney shall introduce the item on the agenda, then the educator will then have ten (10) minutes to present an oral argument in opposition to the findings and recommendations. The PLSB's attorney will then have (10) minutes for oral argument in support of the findings and recommendations.

g. After consideration of the findings and recommendations, the records, exceptions, briefs, and arguments, the State Board of Education shall issue a final decision or order in writing or stated on the record. The final decision shall include findings of fact and conclusions of law, separately stated.

Appendix B

LIST OF ACTIONS & APPLICABLE FINES

Action Taken	Maximum Fine Amount
Complaint is not substantiated – No action taken; Case closed.	$0
Educators who violate testing procedures of the state and for whom the Ethics Sub-Committee of the PLSB believes the violation does not rise to the level of an ethics violation may be recommended for additional training in the approved testing procedures by the state.	All expenses paid by the educator.
Compliance with conditions or restrictions or recommended treatment or rehabilitation with periodic monitoring.	All expenses paid by the educator.
Private Letter of Caution	$0
Written Warning	$0
Written Reprimand	$50
Probation of License	$75
Suspension of License	$100
Permanent Revocation of License	$0

LIST OF APPLICABLE FEES

License Issued	New or Renewal	Fee Amount
One-Year Provisional Teacher's License	New Renewal	$0.00 $0.00
Three-Year Initial Teacher's License	New	$0.00
Five-Year Standard or Advanced Teacher's License	New Renewal	$100.00 $100.00
Five-Year Vocational Permit	New Renewal	$100.00 $100.00
One-Year Professional Teaching Permit	New	$35.00
Lifetime Teacher's License **(Must be 62 years of age.)**	New	$0.00
Adding Area or Level to Existing License	Not Applicable	$0.00
Adding Degrees to Existing License (If not occurring at the time of renewal)	Not Applicable	$50.00
Duplicate License	Not Applicable	$50.00

Explanations and Guidelines to Clarify the Intent of The Code of Ethics

The purpose of Appendix C is to provide greater clarity and intent of each ethical standard listed in Section 6.00 of this rule. Therefore, Appendix C is not designed to supersede the required standard of ethical conduct but rather to provide some rationale of the intent and purpose and thus the proper application of each ethical standard of conduct. It is recognized that Appendix C is a general application of the intent and purpose of each ethical standard and is considered a guide and not all inclusive of each and every interpretation and application of the Code as required in Section 6.00.

Moreover, it is recognized that unless specifically stated in a standard of conduct listed in Section 6.00 of these rules or specifically required in Appendix C's interpretation of a particular standard of conduct, the alleged unethical conduct by a licensed educator may be considered by the Professional Licensure Standards Board regardless of the mental intent related to the alleged unethical action or omission. However, the Professional Licensure Standards Board may consider the mental intent or capacity of the licensed educator, along with other relevant factors, when determining whether a violation exists and what, if any, disciplinary action to recommend to the Arkansas State Board of Education for alleged violations of this Code of Ethics.

Furthermore, it is recognized that the Code of Ethics is designed as a model of minimum standards for maintaining the public's respect for, and support of, those holding a license issued by the State Board of Education. It is not intended to regulate the employer/employee or contract relationship between any public school district and its educators. The Code is an overarching and superior set of standards and rules intended to establish and contribute to the development and maintenance of a supportive student-centered learning community that values and promotes human dignity, fairness, care, the greater good, and individual rights.

Standard 1 An educator maintains a professional relationship with each student, both in and outside the classroom.

This standard goes to the core of a professional educator's expected conduct and relationship with all students and transcends criminal behavior or other actions which violate law. The professional relationship with students is such behavior and action which promotes at all times the mental, emotional, and physical health and safety of students. An educator should show respect for and not demean, embarrass, or harass students absent some reasonable educational or disciplinary purpose and never as prohibited by law. A professional relationship is one where the educator maintains a position of educator/student authority with students even while expressing concern, empathy, and encouragement for students. In that position of authority, an educator may nurture the student's intellectual, physical, emotional, social and civic potential. An educator may display concern and compassion for a student's personal problems and, when appropriate, refer the student for school counseling or other help**.**

Standard 2 An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.

This standard addresses the professional educator's obligation to implement best practices and maintain competence in skills and knowledge. An educator has many dispositions that are required in the course of instruction such as ensuring that students have access to varying points of view and that instruction reflects current subject matter.

Standard 3 An educator honestly fulfills reporting obligations associated with professional practices.

This standard covers those situations where there is an intentional or knowing attempt to deceive or mislead an educational entity. Honest errors or mistakes or inaccuracies are not intended to be encompassed by this standard. To uphold this standard an educator should be honest when reporting data and information to the Arkansas Department of Education, the Arkansas Bureau of Legislative Audit, the Arkansas State Board of Education, and other state and federal governmental agencies. Honestly reporting grades is also a part of this standard. It is also important that an educator honor this standard when giving information to recommend an individual for employment promotion or licensure as well as when reporting professional qualifications, criminal history, college credits and degrees, awards, and employment history. Similarly the failure to timely submit information covers those situations where there is a knowing failure to submit or provide information. The State Board of Education may take direct action to revoke, suspend, or place on probation an educator whose conduct violates Ark. Code Ann. § 6-17-410(d)(1)(A)(vii) and (viii) without submission of an ethics complaint. It is important to note that noncompliance with mandated child abuse reporting laws also falls with this standard.

Standard 4 An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.

An educator must be a good steward of public funds, personnel and property dedicated to school related purposes. The use and accounting for these resources under the educator's control must comply with state and federal laws that regulate the use of public funds and property. The use of such resources for personal gain, other than incidental personal benefit for which there is no public education purpose would not be in keeping with the intent of this standard.

Standard 5 An educator maintains integrity regarding acceptance of any gratuity, gifts, compensation or favor that might impair or appear to influence professional decision or actions and shall refrain from using the educator's position for personal gain.

The standard is intended to prohibit that conduct which is solely for personal gain and creates an appearance of a conflict of interest in the role as an educator. The standard of conduct called for by this section involves an examination of the total circumstances surrounding the gratuity, gift, compensation, or favor. Factors to consider include the value of the gratuity, gift or favor, the reasonableness of any compensation; the timing of the gratuity, gift, compensation, or favor; and the relationship between the educator and the person from whom the gratuity, gift, compensation, or favor comes. Pursuant to Ark. Code Ann. § 6-24-113 an educator may accept awards and grants as provided for therein. Ark. Code Ann. § 6-24-112 contains some specific prohibited transactions involving gratuities or offers of employment. The second part of this standard requires that the educator does not use the position for personal gain.

Standard 6 An educator keeps in confidence information about students and colleagues obtained in the course of professional service, including secure standardized test materials and results, unless disclosure serves a professional purpose or is allowed or required by law.

At times educators are entitled to and/or for professional reasons need access to certain student records, other educators' records, and standardized testing materials. Much of this information is confidential, and the educator should maintain that confidence unless the disclosure serves some legitimate educational purpose as allowed or required by law. The Federal Education Rights and Privacy Act (FERPA) addresses the confidentiality of certain student records. Such federal and state laws permit disclosure of some student information and restrict the disclosure of other student information. Educators should respect and comply with these and other similar confidentiality laws. Confidential student information may include student academic and disciplinary records, health and medical information, family status and/or income, assessment/testing results, and Social Security information. When standardized tests are administered, educators should maintain the confidentiality of those parts of the standardized test materials that are to remain confidential such as actual test items and test booklets in accordance with state law, regulation, and testing policy. Supervisors may be entitled to access to other educators' personnel records and should maintain the confidentiality of those records. Educators should be reminded that this standard is in addition to conduct prohibited under Ark. Code Ann. §§ 6-15-438, 6-17-410(d)(1)(A)(iii) and the Arkansas Department of Education Rules Governing Testing Improprieties. The State Board may take direct action against an educator to revoke, suspend, or place on probation, the license of an educator whose conduct violates this section without the filing of an ethics complaint.

Standard 7 An educator refrains from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs or substances while on school premises or at school-sponsored activities involving students.

This standard sets forth the expectation of the professional educator concerning using, possessing, or being under the influence of the listed substances while on school premises or at school-sponsored activities involving students or being in violation of state law governing the using, possessing or being under the influence of alcohol, tobacco, or unauthorized/illegal drugs while on school property or at school-sponsored activities involving students.

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-B
Little Rock, AR 72201
501.683.5313

Arkansas Department of Education
District Conversion or Limited Public Charter Schools

August 31	Deadline for conversion or limited charter letters of intent to be filed with the ADE.
October 31	Deadline for conversion or limited charter applications to be submitted with letter of support from the school board to the ADE.
January/February	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 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-B
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 charter school;
6. State whether the proposed charter school will be a district conversion public charter school or limited public charter school;
7. Describe the location of the proposed district conversion or limited public charter school;
8. Identify the grade levels of students to be served by the district conversion or limited public charter school;
9. Provide proposed student enrollment cap for district conversion or limited public charter school; and
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.

(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 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 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 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~~ 4:00 p.m. on October 31 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-B
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 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) consecutive 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~~ implement 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/ALE
   (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, 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 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 requested to be waived by title and section number if applicable**. Provide a brief description of the ~~need~~ rationale 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.**

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 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 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 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 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. Please note the funding amounts are based on the 2012-2013 amounts, as the General Assembly has not yet determined the funding amounts for future years.
>
> 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 (~~2012-2013~~ 2013-2014)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (_) x $6,267.00 State Foundation Funding		
3			
4	No. of Students (___) x $42.38 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 *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		$0.00
15			
16	**TOTAL REVENUES**		$0.00
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions___)*		
21	Fringe Benefits		
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other *(Describe)*		$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions___)*		
29	Fringe Benefits		
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other *(Describe)*		$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%): $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.*

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Gifted and Talented Program:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Alternative Education Program/ALE:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Guidance Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Health Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Fiscal Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Maintenance and Operation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
(include utilities)		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Pupil Transportation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Food Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00

(Budget Continued)

Data Processing:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*			$0.00
Substitute Personnel:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			$0.00
If Applicable: Facilities Lease/Purchase (contract for one total year including facility upgrades)			
Please list upgrades:			
If Applicable: Utilities (contract for one total year including facility upgrades)			
IIf Applicable: Insurance (contract for one total year including facility upgrades):			
If Applicable: Property Insurance			
If Applicable: Content Insurance			$0.00
Debt Expenditures:			$0.00
Other Expenditures:			
(Describe)			$0.00
TOTAL EXPENDITURES			$0.00

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (____) x $6,267.00 State Foundation Funding		
3			
4	No. of Students (____) x $42.38 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 *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		$0.00
15			
16	**TOTAL REVENUES**		$0.00
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions___)*		
21	Fringe Benefits		
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other *(Describe)*		$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions___)*		
29	Fringe Benefits		
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other *(Describe)*		$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%): $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.*

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Gifted and Talented Program:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Alternative Education Program/ALE:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Guidance Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Health Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Fiscal Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Maintenance and Operation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
(include utilities)		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Pupil Transportation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Food Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00

(Budget Continued)

Data Processing:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*			$0.00
Substitute Personnel:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			$0.00
Facilities:			
Lease/Purchase (contract for one total year including facility upgrades)			
Please list upgrades:			
Utilities (contract for one total year including facility upgrades)			
Insurance (contract for one total year including facility upgrades):			
Property Insurance			
Content Insurance			$0.00
Debt Expenditures:			$0.00
Other Expenditures:			
(Describe)			$0.00
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.

_____ Date: _____
Signature of Superintendent of School District

_____
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., August 31.

- ❑ Notice of the public hearing shall be:

  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) consecutive 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 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 Adobe Acrobat PDF (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 district conversion or limited 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 district conversion or limited 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
☐	☐	☐

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; and
- Copies of any documents or presentations distributed at the public meeting.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

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
☐	☐	☐

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
☐	☐	☐

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
☐	☐	☐

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 are 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
☐	☐	☐

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~~ implement the requirements and timeframe of the Common Core Standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

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
☐	☐	☐

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 all employees will be held.

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
☐	☐	☐

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.

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
☐	☐	☐

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 finance and 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 finance and educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

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
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**
Facilities Review Report	

STANDARD 12 OF APPLICATION: WAIVERS

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

Evaluation Criteria:

A response that meets the standard will present:

- A~~n explanation of~~ rationale for each and every waiver request; and
- A ~~description~~ justification of how the waiver requests relate to the school's educational program.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

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 the broader community, in the process of carrying out the terms of the charter, and
- A description of how 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
☐	☐	☐

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

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.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

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.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

ADDITIONAL COMMENTS:

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
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.
August/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 vote to approve the charter application. 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.
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.) Any desegregation analysis submitted by the local school board must be filed with the Department of Education not later than twenty (20) days prior to the State Board's consideration of the application. Failure of the local school board of the district in which the proposed public charter school will be located to submit to the Department 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.

*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-B
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. 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 <u>by the applicant</u> 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~~ To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must ~~have~~ received ~~d~~ 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 (if known): _____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. Please note that Ark. Code Ann. § 6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

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.

(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~~ 55 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~~ Facilities Utilization ~~a~~Agreement (required)
6. Proposed two-year budget estimate using 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~~ 4:00 p.m. on August 31 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-B
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~~ 55 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) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which 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.

   C. The last publication date of the notice shall be no less than seven (7) 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. The letters shall identify, at a minimum, the full legal name of the eligible entity which intends to apply for a charter; a contact person's name, full address, daytime telephone number, and e-mail address; the name of the proposed open-enrollment public charter school; and the proposed location of the proposed open-enrollment public charter school.

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.

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

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

5. Describe the educational need for the school.

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

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.

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

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.

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.~~)*

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 required by federal court or administrative order, the applicant shall furnish a copy of the order.

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.

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.

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. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this Application may not be changed without prior approval of the State Board of Education.

15. Provide a statement affirming that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute 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.

16. Describe the facilities to be used. Give the present use of the facility. 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~~ Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

    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.

An open-enrollment public charter school shall not commence operations with students in any facility unless the school has obtained a certificate of occupancy issued by a local code official approved by the state fire marshal, a certificate of occupancy or other approval of the state fire marshal, or a certificate of substantial completion issued by a licensed architect. The occupancy limits of any facility shall be as determined by the local code official or state fire marshal.

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.

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, including Alternative Learning Environments
    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.

19. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.
    ~~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.~~

20. Describe how the parents or guardians of the enrolled students will be involved with the school and its educational programs.

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 rationale for each waiver requested.**

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)
- Facilities utilization ~~Facility use~~ agreement (required)
- Proposed two-year budget estimate using 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:

_____

_____

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 of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee:	Lessor:
_____	_____
By _____	By_____
Date_____	Date _____

Charter School Budget Information

The Budget 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 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 Worksheet:

> 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. Please note the funding amounts are based on the 2012-2013 amounts, as the General Assembly has not yet determined the funding amounts for future years.
>
> 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 (~~2012-2013~~ 2013-2014)

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (_) x $6,267.00 State Foundation Funding		
3			
4	No. of Students (___) x $42.38 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 *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		$0.00
15			
16	**TOTAL REVENUES**		$0.00
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions___)*		
21	Fringe Benefits		
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other *(Describe)*		$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions___)*		
29	Fringe Benefits		
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other *(Describe)*		$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%): $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. Please note that a charter school that does not participate in the National School Lunch program is* **not *eligible to receive NSLA funding.*

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Gifted and Talented Program:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Alternative Education Program/ Alternative Learning Environments:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Guidance Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Health Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Fiscal Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Maintenance and Operation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
(include utilities)		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Pupil Transportation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Food Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00

(Budget Continued)

Data Processing:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*			$0.00
Substitute Personnel:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			$0.00
Facilities:			
Lease/Purchase (contract for one total year including facility upgrades)			
Please list upgrades:			
Utilities (contract for one total year including facility upgrades)			
Insurance (contract for one total year including facility upgrades):			
Property Insurance			
Content Insurance			$0.00
Debt Expenditures:			$0.00
Other Expenditures:			
(Describe)			$0.00
TOTAL EXPENDITURES			$0.00

Public Charter School Application
Estimated Budget Worksheet, Year Two (2014-2015)

Line#	**Revenues**	**Amount**	**Total**
1	State Public Charter School Aid:		
2	No. of Students (____) x $6,267.00 State Foundation Funding		
3			
4	No. of Students (____) x $42.38 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 *(Specifically Describe)*		
13			
14	Total Other Sources of Revenues		$0.00
15			
16	**TOTAL REVENUES**		$0.00
17			
18	**Expenditures**	**Amount**	**Total**
19	Administration:		
20	Salaries: *(No. of Positions___)*		
21	Fringe Benefits		
22	Purchased Services		
23	Supplies and Materials		
24	Equipment		
25	Other *(Describe)*		$0.00
26			
27	Regular Classroom Instruction:		
28	Salaries: *(No. of Positions___)*		
29	Fringe Benefits		
30	Purchased Services		
31	Supplies and Materials		
32	Equipment		
33	Other *(Describe)*		$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%): $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. Please note that a charter school that does not participate in the National School Lunch program is* **not *eligible to receive NSLA funding.*

(Budget Continued)

Special Education:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Gifted and Talented Program:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Alternative Education Program/ Alternative Learning Environments:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Guidance Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Health Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00

(Budget Continued)

Media Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Fiscal Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Maintenance and Operation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
(include utilities)		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Pupil Transportation:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00
Food Services:		
Salaries: *(No. of Positions___)*		
Fringe Benefits		
Purchased Services		
Supplies and Materials		
Equipment		
Other *(Describe)*		$0.00

(Budget Continued)

Data Processing:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			
Purchased Services			
Supplies and Materials			
Equipment			
Other *(Describe)*			$0.00
Substitute Personnel:			
Salaries: *(No. of Positions___)*			
Fringe Benefits			$0.00
Facilities:			
Lease/Purchase (contract for one total year including facility upgrades)			
Please list upgrades:			
Utilities (contract for one total year including facility upgrades)			
Insurance (contract for one total year including facility upgrades):			
Property Insurance			
Content Insurance			$0.00
Debt Expenditures:			$0.00
Other Expenditures:			
(Describe)			$0.00
TOTAL EXPENDITURES			$0.00

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the President of the Board of Directors of the proposed public charter school's sponsoring entity 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.

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.

7. The proposed open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

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 traditional school district is covered.

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.

10. The open-enrollment public charter school shall be reviewed for its potential impact 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.

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.

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;

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

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

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 involuntary 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.

_____ Date: _____

Signature of
President of the Sponsoring Entity Board of 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) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which 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.

  C. The last publication of notice shall be no less than seven (7) 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~~ 55 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:
    - o 1 original copy with original signatures (unbound)
    - o 12 copies of the original (bound/stapled, no notebooks)
    - o 1 cd copy in either Microsoft Word or Adobe Acrobat 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 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.

SUGGESTED LEASE AGREEMENT FORM (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 untenantable 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 6 of this Agreement. Furthermore, to the extent that any portion of rent payment in paragraph 3 or Lessee repairs in paragraph 6 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 Department of Education and obtain the express approval of the 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 Commissioner of Education. Any such change without the express approval of the 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]

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 open-enrollment 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 an open-enrollment public 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/Unknown

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
☐	☐	☐

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; and
- Copies of any documents or presentations distributed at the public meeting.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

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 and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, 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
☐	☐	☐

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
☐	☐	☐

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
☐	☐	☐

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
☐	☐	☐

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 are 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
☐	☐	☐

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~~ implement the requirements and timeframe of the Common Core Standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

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
☐	☐	☐

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
☐	☐	☐

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
☐	☐	☐

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
☐	☐	☐

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
☐	☐	☐

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
☐	☐	☐

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 finance and 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 finance and educational data reporting system.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

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
☐	☐	☐

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.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

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;
- Plans for offering access to one or more approved Alternative Learning Environments; and
- Plans for a gifted and talented program for eligible students.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 19 OF APPLICATION: FOOD 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
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD [redacted] 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
☐	☐	☐

Strengths	Reference
Concerns and Additional Questions	**Reference**

STANDARD 11 OF APPLICATION: WAIVERS

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

Evaluation Criteria:

A response that meets the standard will present:

- A ~~justification of~~ rationale for each and every waiver request; and
- A justification of how the waiver requests relate to the school's educational program.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
☐	☐	☐

Legal Comments	Reference
Concerns and Additional Questions	**Reference**

STANDARD 12 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
RULES ~~AND REGULATIONS~~
GOVERNING PUBLIC SCHOOL STUDENT SERVICES
~~Revised September 1999~~

1.00 REGULATORY AUTHORITY

1.01 These ~~regulations~~ rules shall be known as Arkansas Department of Education ~~Regulations~~ Rules Governing Public School Student Services.

1.02 These ~~regulations~~ rules are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. § 6-18-1001 et seq. and ~~Arkansas Code Annotated § 6-18-1003 (Repl. 1993) and~~ Ark. Code Ann. § 6-11-105 ~~(Repl. 1993)~~.

2.00 LEGISLATIVE INTENT AND PURPOSE

2.01 It is the intent of the General Assembly, as set forth in the Public School Student Services Act:

2.01.1 To articulate the functions served by each of the components of a program of student services;

2.01.2 That each school district develop and implement a plan for providing student services to all students in the public school system, including area vocational technical schools; and

2.01.3 That student services coordinators be given time to fulfill their responsibilities under Title 6, Chapter 18, Subchapter 10 of the Arkansas Code.

2.0~~1~~2 The purpose of these ~~regulations~~ rules is to provide guidance to local school Districts and the Department of Education in complying with requirements of Ark. Code Ann. § 6-18-1001 et seq. ~~through § 6-18-1008 (Repl. 1993) (Supp. 1997) [as amended].~~, the Public School Student Services Act.

2.0~~2~~3 The further purposes of these ~~regulations~~ rules are to:

2.03.1 Describe the student services program at all educational levels for which the school board of directors is responsible;

2.0~~2~~3.~~1~~2 Establish criteria for the development by each school of a building-based ~~of~~ student services plan~~s~~ which reflects input from parents, teachers, principals, students, and other agencies.

2.0~~2~~3.~~2~~3 Identify alternative student services personnel who do not meet traditional graduate school requirements and who may be used by the school board of directors in providing the recommended student services, including without limitation: paraprofessionals, teachers, parents, and representatives of business and industry, and ~~to provide student services.~~

2.0~~2~~3.~~3~~4 Establish minimum standards for all areas of student services personnel.

3.00 DEFINITIONS~~:~~

~~Student Services Plan as used in these regulations is defined by Ark. Code Ann. §6-18-1005 (Supp. 1997), as amended by Act 1565 of 1999.~~

3.01 "Student services program" means a coordinated effort, which shall include, without limitation:

3.01.1 Guidance and counseling services, which shall include, without limitation:

3.01.1.1 The availability of individual and group counseling to all students;

3.01.1.2 Orientation programs for new students at each level of education and for transferring students;

3.01.1.3 Academic advisement for class selection by establishing academic goals in elementary, middle, and high school;

3.01.1.4 Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs;

3.01.1.5 Utilization of student records and files;

3.01.1.6 Interpretation of augmented, criterion-referenced, or norm-referenced assessments and dissemination of results to the school, students, parents, and community;

3.01.1.7 The following up of early school dropouts and graduates;

3.01.1.8 A school-initiated system of parental involvement;

3.01.1.9 An organized system of informational resources on which to base educational and vocational decision making;

3.01.1.10 Educational, academic assessment, and career counseling, including advising students on the national college

assessments, workforce opportunities, and alternative programs that could provide successful high school completion and postsecondary opportunities for students;

3.01.1.11 Coordinating administration of the Test for Adult Basic Education or the General Educational Development pretest to students by designating appropriate personnel, other than the school guidance counselor, to administer the tests;

3.01.1.12 Classroom guidance, which shall be limited to forty-minute class sessions, not to exceed three (3) per day or ten (10) per week; and

3.01.1.13 Guidance in understanding the relationship between classroom performance and success in school;

3.01.2 Psychological services, which shall include, without limitation:

3.01.2.1 Evaluation of students with learning or adjustment problems;

3.01.2.2 Evaluation of students in exceptional child education programs;

3.01.2.3 Consultation and counseling with parents, students, and school personnel to ensure that all students are ready to succeed and that all students are preparing for college and work;

3.01.2.4 A system for the early identification of learning potential and factors that affect the child's educational performance;

3.01.2.5 A system of liaison and referrals, with resources available outside the school; and

3.01.2.6 Written policies that assure ethical procedures in psychological activities;

3.01.3 Visiting teacher and school social work services, which shall include, without limitation:

3.01.3.1 Providing casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning; and

3.01.3.2 Serving as liaison between the home and school by making home visits and referring students and parents to appropriate school and community agencies for assistance;

3.01.4 Career services, which shall include, without limitation, the dissemination of career education information, appropriate course-taking patterns, and the effect of taking more rigorous courses so that students are better prepared for college and work success;

3.01.5 Group conflict resolution services, which shall include, without limitation:

3.01.5.1 Educational and social programs that help students develop skills enabling them to resolve differences and conflicts between groups;

3.01.5.2 Programs designed to promote understanding, positive communication, and greater utilization of a race relations specialist or human relations specialist to assist in the development of intergroup skills; and

3.01.5.3 Programs designed to prevent bullying;

3.01.6 Health services, which shall include, without limitation:

3.01.6.1 Students with special health care needs, including the chronically ill, medically fragile, and technology-dependent, and students with other health impairments shall have individualized health care plans;

3.01.6.2 Invasive medical procedures required by students and provided at the school shall be performed by trained, licensed personnel who are licensed to perform the task subject to Ark. Code Ann. § 17-87-102(6)(D) or other professional licensure statutes, unless permitted under Ark. Code Ann. § 17-87-103(10) and (11).The regular classroom teacher shall not perform these tasks, except that public school employees may volunteer to be trained and administer glucagon to a student with type 1 diabetes in an emergency situation permitted under Ark. Code Ann. § 17-87-103(11); and

3.01.6.3 Custodial health care services required by students under individualized health care plans shall be provided by trained school employees other than the regular classroom teachers; and

3.01.7 The distribution of a suicide prevention public awareness program developed for distribution by the Arkansas Youth Suicide Prevention Task Force.

4.00 GENERAL REQUIREMENTS OF THE PUBLIC SCHOOL STUDENT SERVICES ACT

4.01 Each school district shall develop and implement a plan that ensures that individual student services are coordinated in a manner utilizing such techniques as differentiated staffing so as to make maximum use of the contribution of each service. Only those personnel trained and certified in the appropriate specialty or following a Department of Education's deficiency removal plan (additional licensure plan (ALP)) will be assigned to carry out the duties of each service.

4.02 Each school district plan shall reflect the use of alternative methods of classroom management. Such methods may include, without limitation:

4.02.1 Behavioral contracting;

4.02.2 Dispute resolution;

4.02.3 Classroom meetings;

4.02.4 Logistical consequences;

4.02.5 Assertive discipline;

4.02.6 Behavior modification; and

4.02.7 Career and academic counseling.

4.03 Each school district plan shall provide for a district-level tracking system for school dropouts and for students who fail to reach proficiency on state-mandated assessments. The tracking system shall include provisions for student services personnel in all schools to conduct exit interviews of students who are dropping out of school and for follow-up of such students when possible.

4.04. The superintendent of a school district not in substantial compliance with the terms of its plan may be requested to appear before the Senate Interim Committee on Education and the House Interim Committee on Education.

4.05 School counselors shall spend at least seventy-five percent (75%) of work time each month during the school year providing direct counseling related to students and shall devote no more than twenty-five percent (25%) of work time each month during the school year to administrative activities provided that the activities relate to the provision of guidance services.

~~4.01 The Public School Student Services Act requires local school districts to develop a Student Services Plan for each school building.~~

~~4.02 Development of the Student Services Plan shall meet the following criteria which are also set forth in Ark. Code Ann. § 6-18-1003 (Repl. 1993) and § 6-18-1004 (Supp. 1997).~~

~~4.02.1 The plan shall be building-based (site based) upon the needs identified by parents, teachers, principals, students and other agencies with which the school district works (such as local Human Services or Health Department personnel).~~

~~4.02.2 The plan shall ensure coordination of the various student services.~~

~~4.02.3 The plan shall utilize such techniques as differentiated staffing.~~

~~4.02.4 The plan shall reflect the use of alternative methods of classroom management such as those set forth in Ark. Code Ann. § 6-18-1004 (b) (1) through (6) (Supp. 1997).~~

~~4.02.5 The plan shall include a system for tracking the district's drop outs, including an exit interview, and follow-up when possible.~~

~~4.03 Specific requirements of the Student Services Plan required by each district are set forth in Ark. Code Ann. § 6-18-1005 (Supp.1997) [as amended].~~

5.00 CRITERIA FOR DEVELOPMENT OF A STUDENT SERVICES PLAN BY EACH SCHOOL

Each school within a school district ~~must~~ shall develop its own building-based student services plan by a process which includes identification of student services needs~~,~~ by parents, students, teachers, principals, and other agencies with which the school district works such as the Department of Human Services, Department of Health, local law enforcement agencies, ~~etc.~~ and others.

6.00 ALTERNATIVE STUDENT SERVICES PERSONNEL

6.01 In order to provide the student services required by the Public School Student Services Act, a school district may utilize the following types of personnel in addition to any standard student services personnel~~.~~:

6.01.1 professionals or paraprofessionals in the social work or mental health fields;

6.01.2 volunteers under the supervision of certified personnel; and

6.01.3 Medicaid licensed targeted case managers.

6.02 Personnel employed under Section 6.01 shall be limited to performing those services for which they are licensed, certified, or trained.

7.00 MINIMUM STANDARDS FOR STUDENT SERVICES PERSONNEL

7.01 All non-~~certified~~ licensed student~~s~~ services personnel shall have: ~~a) in-service training regarding the district's Student Services Plan, along with, b) appropriate training by certified personnel to perform the tasks assigned.~~

7.01.1 In-service training regarding the district's Students Services Plan; and

7.01.2 Appropriate training by licensed personnel to perform the tasks assigned.

7.02 Professional and paraprofessional personnel are exempt from Section 7.01.2 ~~(b).~~

8.00 DOCUMENTATION OF SERVICES

8.01 Each building-based school site in all school districts shall submit annual reports indicating services provided through the Student Services Plan to the Department of Education. This report shall include an accounting of all services provided by each counselor at a school or LEA on forms provided by the Department of Education.

8.02 Each school counselor shall document spending at least seventy-five percent (75%) of work time each ~~week~~ month during the school year providing direct ~~guidance and~~ counseling ~~services~~ related to students~~,~~ and shall devote no more than twenty-five percent (25%) of work time each ~~week~~ month during the school year to administrative activities, provided that the ~~such~~ activities relate to the provision of guidance services.

8.03 Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skills necessary to achieve career goals.

8.0~~3~~4 Each school counselor serving students in buildings housing students in grades eight (8) through twelve (12) shall provide a career planning process for each student. During the five-year process, documentation of the information provided must be maintained as to whether the information was discussed with the student in individual or group settings. Each counselor is to develop a form to document these activities which can be a form used

district-wide. A copy of the form and a statement of how services were provided must be submitted to the Department of Education as part of the annual report required in section 8.01.

8.05 School counselors shall also encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning processes.

9.00 MONITORING OF SERVICES

9.01 Regular monitoring activities of the Student Services Plan for each school building site ~~shall~~ may occur ~~annually~~ when the Department of Education's Standards Assurance Unit directly monitors schools, when the School Improvement Planning Unit directly assists schools in the Arkansas Consolidated School Improvement Planning process, and when the guidance specialists monitor~~s~~ individual schools on an as-needed basis.

9.02 The superintendent of each school district shall certify annually that each school within the district has a Student Services Plan and a guidance program which implements the Plan in order to meet the requirements of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts ~~*Standards for Accreditation of Arkansas Public Schools*~~ and the Public School Student Services Act, Ark. Code Ann. §§ 6-18-1001 et seq. ~~through 6-18-1008 (Repl. 1993) (Supp. 1997) [as amended].~~

9.03 Pursuant to the ~~Arkansas Department of Education's Rules and Regulations Governing the Probationary Status and Accreditation of Public Schools~~, Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts, a school determined to be in noncompliance with the Public School Student Services Act will be placed in probationary status for lack of a guidance program which involves the implementation of the Student Services Plan. Such status will extend to the first day of the next academic semester.

10.00 ANNUAL SCHOOL STUDENT SERVICES STATUS REPORT

10.01 By January 1, 1994, and each year thereafter, the Department of Education shall compile and present to the Governor, the State Board of Education, the Senate Interim Committee on Education, and the House Interim Committee on Education a report outlining monitoring findings and the status of implementing each of the provisions of the Public School Student Services Act by the various school districts, including which districts are in substantial compliance with the plan required under the Public School Student Services Act.

10.02 The Department of Education shall have in place a staffing structure which assures that the Department of Education's administration and field service staff are responsible for monitoring the department and local school district implementation and compliance with the provisions of the Public School Student Services Act.

10.03 The Department of Education shall employ one (1) or more persons who shall have a minimum qualification of certification as a school counselor.

10.04 Each school district shall be responsible for submitting an annual report, as set forth in section 8.01 of these rules, to the Assistant Commissioner for Learning Services of the Department of Education outlining its compliance with and implementation of plans for the provisions of this section the Public School Student Services Act.

10.05 The Commissioner of Education, in consultation with the appropriate assistant commissioner, shall designate an individual or individuals who shall have a minimum qualification of certification as a school counselor to be responsible for coordinating the monitoring of compliance with the Public School Student Services Act.

11.00 IMPLEMENTATION OF THE PUBLIC SCHOOL STUDENT SERVICES ACT

11.01 The Commissioner of Education shall designate one (1) employee who shall be responsible for overseeing the implementation of the Public School Student Services Act.

11.02 By January 1 of each year, the Department of Education shall compile and present to the Governor, the state board, the House Interim Committee on Education, and the Senate Interim Committee on Education a report outlining the status of implementing each of the provisions of the Public School Student Services Act by the various school districts.

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING TECHNOLOGY TRAINING CENTERS IN EDUCATION SERVICE COOPERATIVES

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing Technology Training Centers in Education Service Cooperatives.

1.02 The State Board of Education enacted these rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-13-1013, 6-13-1023 and 25-15-201 et seq.

2.00 GENERAL PROVISIONS

2.01 Consistent with funds available and upon a majority vote of the members present and voting, the board of directors of each education service cooperative established under this subchapter is authorized to establish a technology training center and employ a technology coordinator who has demonstrated expertise in computer technology and staff development.

2.02 The duties of the technology coordinator at such technology training center shall include, but not be limited to, the following:

2.02.1 To provide staff development for personnel of member schools.

2.02.2 To assist member schools with determining technology needs and types of computer hardware and software necessary to meet those needs;

2.02.3 To assist with technology system analysis and local network design;

2.02.4 To provide member schools with information on technology standards and specifications;

2.02.5 To develop and coordinate a technology training center located at the education service cooperative;

2.02.6 To coordinate information with the Arkansas Public School Computer Network, the Instructional Microcomputer Project for Arkansas Classrooms, and the Governor's Technology Task Force so that member schools will be informed on technological activity in the state; and

2.02.7 To assist with requests for proposal development and bid analysis so that member schools will be better able to spend funds for technology.

3.00 PREFERRED QUALIFICATIONS FOR TECHNOLOGY COORDINATORS

3.01 Individuals employed in the position of Technology Coordinator should have the following expertise:

3.01.1 Demonstrated expertise in providing staff development in instructional technologies; and

3.01.2 Demonstrated expertise in school district technology planning.

3.02 Individuals employed in the position of Technology Coordinator should possess relevant training in network operating systems and management information systems.

3.03 Individuals employed in the position of Technology Coordinator should possess positive leadership and interpersonal skills.

4.00 CONTRACTS FOR TECHNOLOGY COORDINATORS

4.01 The Technology Coordinator shall be employed by an Education Service Cooperative.

4.02 The Technology Coordinator shall be employed on a twelve-month contract.

5.00 FUNDING

5.01 The maximum amount of funds to be distributed to each Education Service Cooperative will be established annually by the State Board of Education.

5.02 To receive funds under this program, the Technology Coordinator shall meet the requirements outlined in Section 7.00 of these rules.

5.03 The Arkansas Department of Education will monitor funds provided under Ark. Code Ann. § 6-13-1023 to ensure that procedures are implemented as outlined in these rules.

5.04 Education Service Cooperatives seeking funding for Technology Coordinator positions shall apply to the Arkansas Department of Education through a grant process and shall adhere to any Grant Assurances required by the Arkansas Department of Education.

5.05 Funds distributed under these rules are to be used solely for the purposes outlined in these rules and Ark. Code Ann. § 6-13-1023. Education Service Cooperatives shall maintain documentation of expenditures as necessary to meet applicable audit requirements.

6.00 APPLICATION PROCESS

6.01 Notification to the Education Service Cooperatives concerning the Technology Training Center grant opportunity will be distributed by the Arkansas Department of Education after approval of the release of funds by the State Board of Education.

6.02 The Arkansas Department of Education shall process, review and approve or disapprove all grant applications.

7.00 TECHNOLOGY COORDINATOR DUTIES AND RESPONSIBILITIES

7.01 The Technology Coordinator shall provide staff development for the personnel of Education Service Cooperative member schools.

7.02 The Technology Coordinator shall assist Education Service Cooperative member schools with determining technology needs and types of computer hardware and software necessary to meet those needs.

7.03 The Technology Coordinator shall assist Education Service Cooperative member schools with technology system analysis and local network design.

7.04 The Technology Coordinator shall assist Education Service Cooperative member schools with information on technology standards and specifications.

7.05 The Technology Coordinator shall develop and coordinate a Technology Training Center located at the Education Service Cooperative.

7.06 The Technology Coordinator shall work with the Arkansas Department of Education to insure that the statewide computer network system is established and maintained.

7.07 The Technology Coordinator shall assist Education Service Cooperative member schools with proposal development and bid analysis so that the member schools will be better able to utilize available technology funds.

7.08 The Technology Coordinator shall collaborate with the Arkansas Department of Education to implement technology initiatives.

7.09 The Technology Coordinator shall maintain, summarize, and provide records and research data as required by the Arkansas Department of Education.

Rules and Regulations
Governing the Establishment of Technology Training Centers in Education Service Cooperatives

1.00 Regulatory Authority

1.01 These regulations shall be known as the Arkansas Department of Education's regulations implementing A.C.A. 6-13-1023 (Supp. 1995).

1.02 These regulations are enacted pursuant to the State Board's authority under Arkansas Code Annotated 6-11-105 and 6-13-1013 (Repl. 1993).

2.00 Purpose

2.01 The purpose of these regulations is to describe how the Arkansas Department of Education (ADE) will implement A.C.A. 6-13-1023 (Supp. 1995).

2.02 These regulations shall establish the general guidelines for the establishment of technology training centers in Education Service Cooperatives to assist local school districts.

2.03 These regulations establish criteria for the operation of a network of Technology Coordinators in Education Service Cooperatives in coordination with the Arkansas Department of Education.

2.04 These regulations shall outline the duties of the Technology Coordinators to be employed by the Education Service Cooperatives.

3.00 Definitions

3.01 ADE: Arkansas Department of Education

3.02 APSCN: Arkansas Public School Computer Network

3.03 ESC: Education Service Cooperative

3.04 Governor's Technology Task Force: Seventeen- member advisory board appointed by Governor to provide input regarding telecommunications and informational technology

3.05 IMPAC: Instructional Microcomputer Project for Arkansas Classrooms.

3.06 LEA: Local Education Agency

3.07 Shall: The use of the word "shall" indicates that a provision is mandatory.

3.08 Technology Coordinator: This term refers to a specialist employed under these proposed rules and regulations to promote the coordination of technology services to local school districts.

4.00 Qualifications

4.01 Individuals employed for the position of Technology Coordinator should have the following training and experience:

* demonstrated expertise in providing staff development in instructional technologies ; and

* demonstrated expertise in school district technology planning

4.02 Individuals employed should have relevant training in network operating systems and management information systems

4.03 Individuals employed should have evidence of positive leadership and interpersonal skills.

5.00 Contract

5.01 The Technology Coordinator shall be employed by an Education Service Cooperative.

5.02 The Technology Coordinator shall be employed for twelve months.

6.00 Requirements for Funding

6.01 The maximum amount of funds to be distributed to each ESC will be set annually by the State Board.

6.02 To receive funds under this program, the Technology Coordinator shall meet the requirements outlined in Section eight (8), Duties and Responsibilities.

6.03 The ADE will monitor funds provided under A.C.A. 6-13-1023 (Supp. 1995) to ensure that procedures are implemented as outlined in these regulations.

6.04 ESCs seeking funding for the Technology Coordinator positions shall apply through a grant process and shall adhere to grant assurances established by the ADE.

6.05 Funds distributed under these regulations are to be used solely for the purposes outlined in these regulations. Cooperatives shall maintain documentation of expenditures as necessary to meet audit requirements.

6.06 The control of funds provided for the Technology Coordinators and the title to any property derived therefrom shall be in a public agency for the uses and purposes provided by the grant. The public agency shall administer such property and funds and utilize them only for the purposes for which they are granted.

7.00 Application Process

7.01 Notification to the fifteen ESCs concerning the Technology Training Center grant opportunity will be mailed from the ADE after approval of the release of funds by the State Board.

7.02 Grant Applications will be processed, reviewed, and approved by the ADE.

8.00 Duties and Responsibilities

8.01 The Technology Coordinator shall provide staff development for the personnel of member schools.

8.02 The Technology Coordinator shall assist member schools with determining technology needs and types of computer hardware and software necessary to meet those needs.

~~8.03 The Technology Coordinator shall assist with technology system analysis and local network design.~~

~~8.04 The Technology Coordinator will provide member schools with information on technology standards and specifications.~~

~~8.05 The Technology Coordinator shall develop and coordinate a Technology Training Center located at the ESC.~~

~~8.06 The Technology Coordinator shall coordinate information with ADE, APSCN, IMPAC, and the Governor's Technology Task Force so that member schools will be informed on technological activity in the state.~~

~~8.07 The Technology Coordinator shall work with the ADE to insure that the statewide computer network system is established and maintained.~~

~~8.08 The Technology Coordinator shall assist with proposal development and bid analysis so that member schools will be better able to utilize available technology funds.~~

~~8.09 The Technology Coordinator shall share responsibilities with other Technology Coordinators in other ESCs to assure an effective and efficient statewide network.~~

~~8.10 The Technology Coordinator shall collaborate with the ADE to implement technology initiatives.~~

~~8.11 The Technology Coordinator shall maintain, summarize, and provide records and research data as required by the ADE.~~

ARKANSAS DEPARTMENT OF EDUCATION
RULES IDENTIFYING AND GOVERNING
THE ARKANSAS FISCAL ASSESSMENT AND ACCOUNTABILITY PROGRAM
~~October 2009~~

1.00 AUTHORITY

1.01 The Arkansas State Board of Education~~'s~~ enacted ~~authority for promulgating~~ these rules ~~is~~ pursuant to Ark. Code Ann. § 6-11-105, ~~Ark. Code Ann. § 25-15-201 et seq.~~, Ark. Code Ann. § 6-20-1901 et seq., and Ark. Code Ann. § 25-15-201 et seq.~~Act 1467 of 2003, Act 741 of 2007, Act 1469, Section 11 of 2009, Act 798 of 2009, and Act 1289 of 2009.~~

1.02 These rules shall be known as the Arkansas Department of Education Rules Governing the Arkansas Fiscal Assessment and Accountability Program.

~~1.03 These rules will replace any former Arkansas Department of Education Rules Identifying and Governing School Districts and Education Service Cooperatives in Fiscal Distress previously adopted.~~

2.00 PURPOSE

2.01 The purpose of these rules is to establish how the Department and State Board will evaluate, assess, identify, classify and address ~~those~~ school districts ~~and education service cooperatives~~ in fiscal distress.

3.00 DEFINITIONS ~~– For purposes of these rules, the following terms mean:~~

3.01 "Annexation"– the joining of an affected school district or part of an affected school district ~~districts or parts thereof~~ with a receiving district pursuant to Ark. Code Ann. § 6-13-1401 et seq.

3.02 "Capital Outlay Expenditures" – ~~L~~land, land improvements, buildings, infrastructure and equipment having a unit value of $1,000 or more and a life expectancy of more than one year.

3.03 "Consolidation" - the joining of two (2) or more school districts or parts of the districts ~~thereof~~ to create a new ~~resulting~~ single school district pursuant to Ark. Code Ann. § 6-13-1401 et seq.

3.04 "Current Year Expenditures" - the total expenditures accruing to the combined teacher salary, operating, and debt service funds, excluding restricted funds.

3.05 "Current Year Revenues" - the total revenues accruing to the combined teacher salary, operating, and debt service funds, excluding restricted funds.

3.06 "Day" – unless otherwise set forth in these rules, a calendar day, regardless of whether it is a day the Department ~~is~~ conducts~~ing~~ official governmental business.

3.07 "Debt" – a legal liability, encumbrance or contract, including employment contracts, to be paid out of future revenues or current reserves of the district ~~or cooperative~~.

3.08 "Declining Balance" – balance resulting when ~~the~~ current year expenditures exceed~~ing~~ current year revenues.

3.09 "Department" - the Arkansas Department of Education.

~~3.10 "Education Service Cooperative" - The intermediate service units in the state's elementary and secondary education system established by the State Board of Education pursuant to A.C.A. §6-13-1001 et seq.~~

3.1~~1~~0 "The Fiscal Distress Financial Improvement Plan (Plan)" - the written plan submitted by a district ~~or cooperative~~ classified in fiscal distress and approved by the Department to be implemented by the district ~~or cooperative~~ addressing each indicator of fiscal distress identified by the Department and the State Board with a specific corrective action plan and timeline.

3.1~~2~~1 "Fiscal Distress Status" – the status of a public school district determined (identified) by the Arkansas Department of Education and classified by the State Board as being placed in fiscal distress status pursuant to Ark. Code Ann. § 6-20-1901 et seq. and these rules. ~~to be identified by the Department and classified by the State Board as being in fiscal distress.~~

3.1~~3~~2 "Fiscal Integrity" - to comply ~~completely and accurately~~ with financial management, accounting, auditing, and reporting procedures and facilities management procedures as required by state ~~or~~ and federal laws and regulations in a forthright and timely manner.

3.1~~4~~3 "Jeopardize" -to expose to loss or injury or peril.

3.1~~5~~4 "Material Failure, Violation, Default, or Discrepancies" – an act, omission, event, circumstances or combination thereof that directly jeopardizes the fiscal integrity of a school district. ~~or education service cooperative. In other words, but for the material failure, violation, default, or discrepancy, the district's or cooperative's fiscal integrity would not be jeopardized.~~

3.1~~6~~5 "Non-Material Failure, Violation, Default, or Discrepancies" – ~~A~~an act, omission, event, circumstance, or combination thereof, that does not directly jeopardize the fiscal integrity of a school district ~~or education service cooperative~~, but ~~if not corrected could become material~~ without intervention could place the school district in fiscal distress.

3.1~~7~~6 "Public School or School District" - a public school or school district created or established pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing Assessment and Accountability Program except specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to ~~A.C.A.~~ Ark. Code Ann. § 6-15-501; ~~A.C.A.~~ Ark. Code Ann. § 9-28-205 and ~~A.C.A.~~ Ark. Code Ann. § 12-29-301–~~310~~ et seq., or other provisions of Arkansas law.

3.17 "Reconstitution" – the reorganization of the administrative unit or the governing school board of directors of a school district, including, but not limited to, the replacement or removal of a current superintendent or the removal or replacement of a current school board of directors or both;

3.~~21~~18 "Restricted Funds" – ~~F~~funds accruing to the teacher salary, operating and debt service funds that can be used only for specific purposes as stated in law or in accordance with a grant award (such as NSLA, ALE, ELL, Professional Development).

3.1~~8~~9 "School Year" - a school year beginning July 1 of one calendar year and ending June 30 of the following calendar year.

3.~~19~~20 "State Board" - the Arkansas State Board of Education.

~~3.20 "Reconstitution" - the reorganization of the administrative unit or board of a school district or education service cooperative; including, but not limited to, the replacement or removal of a current superintendent or director, or the removal or replacement of a board or both.~~

4.00 INDICATORS OF FISCAL DISTRESS ~~SCHOOL DISTRICT INDICATORS OF FISCAL DISTRESS PURSUANT TO FISCAL ASSESSMENT AND ACCOUNTABILITY PROGRAM~~

4.01 A school district ~~or education service cooperative~~ meeting any of the following criteria may be identified by the Department to be a school district in fiscal distress upon final approval by the State Board:

4.01.1 A declining balance determined to jeopardize the fiscal integrity of a school district ~~or education service cooperative~~. However, capital outlay expenditures for academic facilities from a school district balance shall not be used to put the school district in fiscal distress.

4.01.2 An act or violation determined to jeopardize the fiscal integrity of a school district ~~or education service cooperative~~, including without limitation:

4.01.2.1 Material failure to properly maintain school facilities;

4.01.2.2 Material violation of local, state, or federal fire, health, or safety code provisions or law;

4.01.2.3 Material violation of local, state, or federal construction code provisions or law;

4.01.2.4 Material state or federal audit exceptions or violations;

4.01.2.5 Material failure to provide timely and accurate legally required financial reports to the Department, the Division of Legislative Audit, the General Assembly, or the Internal Revenue Service;

4.01.2.6 Insufficient funds to cover payroll, salary, employment benefits, or legal tax obligations;

4.01.2.7 Material failure to meet legally binding minimum teacher salary schedule obligations;

4.01.2.8 Material failure to comply with state law governing purchasing or bid requirements;

4.01.2.9 Material default on any school district debt obligation;

4.01.2.10 Material discrepancies between budgeted and actual school district expenditures;

4.01.2.11 Material failure to comply with audit requirements; or

4.01.2.12 Material failure to comply with any provision of the Arkansas Code that specifically places a school district in fiscal distress based on noncompliance; or

~~a. Material failure to properly maintain facilities;~~
~~b. Material violation of local, state, or federal fire, health, or safety code provisions or law;~~
~~c Material violation of local, state, or federal construction code provisions or law;~~
~~d. Material state or federal audit exceptions or violations;~~
~~e. Material failure to provide timely and accurate legally-required financial reports to the Department, the Division of Legislative Audit, the General Assembly, or the Internal Revenue Service;~~

~~f. Insufficient funds to cover payroll, salary, employment benefits, or legal tax obligations;~~
~~g. Material failure to meet legally binding minimum teacher salary schedule obligations;~~
~~h. Material failure to comply with state law governing purchasing or bid requirements;~~
~~i. Material default on any debt obligation;~~
~~j. Material discrepancies between budgeted and actual expenditures;~~
~~k. Material failure to comply with audit requirements; or~~
~~l. Material failure to comply with any provision of the Arkansas Code that specifically places a school district or education service cooperative in fiscal distress based on noncompliance;~~

4.01.3 Any other fiscal condition of a school district ~~or education service cooperative~~ deemed to have a material detrimental negative impact on the continuation of educational services by that school district ~~or education service cooperative~~.

5.00 ~~PROCESS AND PROCEDURE FOR~~ CLASSIFICATION OF FISCAL DISTRESS STATUS

5.01 Those school districts ~~A school district or education service cooperative~~ identified by the Department as being in fiscal distress shall be classified as school districts in fiscal distress upon final determination (classification) by the State Board.

5.02 Any school district classified as in fiscal distress shall be required to publish at least one (1) time for two (2) consecutive weeks in a newspaper of general circulation in the school district the school district's classification as a school district in fiscal distress and the reasons why the school district was classified as being in fiscal distress.

5.02.1 The district shall publish this announcement within 30 ~~calendar~~ days of the final classification by the State Board.

5.02.2 The newspaper of general circulation may be either a daily or weekly newspaper.

~~5.03 An education service cooperative, within two (2) weeks following the date the education service cooperative receives the final classification by the State Board of fiscal distress shall:~~

~~503.1 Notify in writing each public school district in its service area that the education service cooperative is classified as being in fiscal distress.~~

~~503.2 File with the Department a fiscal distress plan~~

5.043 The provisions of ~~subdivisions~~ subsections 5.01 ~~through 5.03~~ and 5.02 of ~~this section~~ these rules are effective after the school district's ~~or education service cooperative's~~ appeal rights in Ark. Code Ann. § 6-20-1905 and section 6.00 of these rules have been exhausted.

~~5.05 The decision of the State Board shall be a final order and there is no further right of appeal except the school district or education service cooperative may appeal to circuit court in Pulaski County pursuant to the Arkansas Administrative Procedures Act, A.C.A. § 25-15-201, et seq.~~

6.00 NOTIFICATION AND APPEAL ~~PROCESS AND PROCEDURE FOR NOTIFICATION OF FISCAL DISTRESS STATUS AND APPEAL~~

6.01 The Department shall provide written notice, via certified mail, return receipt requested, to the president of the school board of directors and the superintendent ~~or director~~ of each school district ~~or education service cooperative~~ identified as being in fiscal distress.

6.01.1 The Department shall provide the notice ~~to school districts~~ on or before March 30 of each year.

6.01.2 At any time after March 30, the Department may identify a school district as being in fiscal distress if the Department discovers that a fiscal condition of a school district negatively impacts the continuation of educational services by the school district. If this identification occurs, the ~~d~~Department shall immediately provide the same notice described in section 6.01 of these rules.

~~6.01.03 The Department shall provide the notice to education service cooperatives within ten (10) calendar days of identification.~~

6.02 Any school district ~~or education service cooperative~~ identified in fiscal distress status may appeal to the State Board by filing a written appeal~~,~~ with the Office of the Commissioner of Education, by certified mail, return receipt requested, within thirty (30) ~~calendar~~ days of receipt of notice of being identified in fiscal distress status from the Department.

6.03 The State Board shall hear the appeal within sixty (60) ~~calendar~~ days of receipt of the written notice of appeal from the school district ~~or education service cooperative~~.

6.04 The written appeal shall state~~,~~ in clear terms~~,~~ the reason why the school district ~~or education service cooperative~~ should not be classified as in fiscal distress.

6.05 Notwithstanding any appeal rights in Ark. Code Ann. § 6-20-1901 et seq. and these rules, ~~this subchapter,~~ no appeal shall stay the Department's authority to take action to protect the fiscal integrity of any school district ~~or education service cooperative~~ identified as in fiscal distress.

6.06 The following procedures shall apply to State Board hearings involving school districts that appeal a fiscal distress identification by the Department:

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

6.06.2 The Department shall have up to thirty (30) minutes to present its case to the State Board as to why the school district identified as a district in fiscal distress should be classified as a school district in fiscal distress. The Chairperson of the State Board may allow additional time if necessary.

6.06.3 The appealing school district shall have up to thirty (30) minutes to present its case to the State Board as to why the school district should not be classified as a school district in fiscal distress. The Chairperson of the State Board may allow additional time if necessary.

6.06.4 The State Board may pose questions to any party at any time during the hearing.

6.06.5 The State Board shall then discuss, deliberate and vote upon the matter of the classification of fiscal distress.

6.06.6 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.

6.06.7 The State Board shall issue a written order concerning the matter.

6.07 The decision of the State Board shall be a final order, and there is no further right of appeal except that the school district may appeal to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

7.00 FISCAL DISTRESS IMPROVEMENT PLAN ~~PURSUANT TO FISCAL ASSESSMENT AND ACCOUNTABILITY PROGRAM~~

7.01 Those school districts classified by the State Board as being in fiscal distress shall file, with the Department within ten (10) ~~calendar~~ days after the final

classification, a written fiscal distress financial improvement plan to address any area in which the school district is experiencing fiscal distress as identified by the Department. ~~Education service cooperatives shall file such plan within two (2) weeks following final classification.~~

7.01.1 The plan shall contain, at a minimum, the following elements:

7.01.1.1 Identification of each indicator of fiscal distress;

7.01.1.2 Specific corrective action steps for each indicator of fiscal distress;

7.01.1.3 A timeline for the completion of each corrective action step;

7.01.1.4 Additional corrective action steps the school district proposes to take; and

7.01.1.5 A timeline for each additional corrective action step proposed by the school district.

~~a. Identification of each indicator~~

~~b. Specific corrective action steps for each indicator~~

~~c. Timeline for each corrective action step~~

~~d. Additional action steps the district or education service cooperative proposes to take~~

~~e. Timeline for each additional action step the district or education service cooperative proposed~~

7.01.2 The Department is authorized to review and amend the plan submitted by the school district ~~or education service cooperative~~.

7.01.3 The Department may edit, amend, update, or replace the plan at any time deemed appropriate.

7.01.4 The school district ~~or education service cooperative~~ shall be given notice of the edited, amended, updated, or replacement plan criteria.

7.01.5 The district ~~or education service cooperative~~ may appeal any edit, amendment or replacement of a plan by filing its written notice of appeal (which must include an explanation of its concerns) with the Commissioner of Education's Office within ten (10) ~~calendar~~ days of receipt of the notice required in subsection 7.01.4. The appeal shall be heard at the next State Board meeting, and the State Board's decision shall be final.

7.02 Each school district ~~or education service cooperative~~ shall ~~first~~ seek and obtain approval of its plan from the Department and shall describe how the school district ~~or education service cooperative~~ will remedy those areas in which the school district ~~or education service cooperative~~ is experiencing fiscal distress and shall establish the time period by which the school district ~~or education service cooperative~~ will remedy all criteria which placed the school district ~~or education service cooperative~~ in fiscal distress status.

7.03 A school district ~~or education service cooperative~~ in fiscal distress may only petition the State Board for removal from fiscal distress status after the Department has certified in writing that the school district ~~or education service cooperative~~ has corrected all criteria for being classified as in fiscal distress and has complied with all Department recommendations and requirements for removal from fiscal distress.

7.04 No school district ~~or education service cooperative~~ shall be allowed to remain in fiscal distress status for more than two (2) consecutive school years from the date that the school district was classified as being in fiscal distress status. ~~beginning with the July 1 subsequent to the date the school district or education service cooperative was identified as being in fiscal distress status.~~

7.05 Any school district ~~or education service cooperative~~ classified as being in fiscal distress status shall be required to receive on-site technical evaluation and assistance from the Department.

7.06 The Department shall evaluate and make recommendations to the district superintendent ~~or director~~ regarding staffing and fiscal practices of the school district ~~or education service cooperative~~.

7.07 The recommendations of the Department shall be binding on the school district, ~~education service cooperative~~, the superintendent ~~or director~~, and the school board of directors ~~the district or cooperative~~.

7.08 Every six (6) months, the Department shall submit a written evaluation on the status of each school district ~~and education service cooperative~~ in fiscal distress to the State Board.

7.09 The Department may petition the State Board at any time for the consolidation, annexation, or reconstitution of a school district in fiscal distress or take other appropriate action as allowed by Ark. Code Ann. § 6-20-1901 et seq. and these rules in order to secure and protect the best interest of the educational resources of the state or to provide for the best interests of students in the school district. The State Board may approve the petition or take other appropriate action as allowed by Ark. Code Ann. § 6-20-1901 et seq. and these rules.

7.10 The State Board shall consolidate, annex, or reconstitute any school district that fails to remove itself from the classification of a school district in fiscal distress within two (2) consecutive school years of receipt of notice of identification of fiscal distress status by the Department unless the State Board, at its discretion, issues a written finding supported by a majority of the State Board, explaining in detail that the school district could not remove itself from fiscal distress due to impossibility caused by external forces beyond the school district's control.

8.00 DEBT ISSUANCE ~~PRIOR APPROVAL OF DEBT~~

8.01 No school district ~~or education service cooperative classified~~ identified in fiscal distress may incur any debt without the prior written approval of the Department.

9.00 DEPARTMENT FISCAL DISTRESS ACTIONS ~~ASSISTANCE AND INTERVENTION IN FISCAL DISTRESS:~~

9.01 In addressing school districts ~~and education service cooperatives~~ in fiscal distress, the Department may take any number of the following actions:

9.01.1 Require the superintendent ~~or director~~ to relinquish all administrative authority with respect to the school district ~~or education service cooperative~~;

9.01.2 Appoint an individual in place of the superintendent ~~or director~~ to administratively operate the school district ~~or education service cooperative~~ under the supervision and approval of the Commissioner of Education~~,~~ and to compensate non-department agents operating the school district ~~or education service cooperative~~ from school district ~~or education service cooperative~~ funding;

9.01.3 Call for the temporary suspension of the local school board of directors;

9.01.4 Require the school district to operate without a local school board of directors under the supervision of the local superintendent or an individual or panel appointed by the Commissioner of Education;

9.01.5 Place the administration of the school district over to the former board of directors or to a newly elected school board of directors; or

9.01.6 Take any other action allowed by law that is deemed necessary to assist a school district ~~or cooperative~~ in removing criteria of fiscal distress.

9.02 The Department may impose various reporting requirements on the school district ~~or education service cooperative~~. The Department may review any and all school district ~~or education service cooperative~~ records and documents.

9.03 The Department shall monitor the fiscal operations and accounts of the school district ~~or education service cooperative~~.

9.04 The Department shall require school district staff and employees to obtain fiscal instruction or training in areas of fiscal concern for the school district. ~~board members and employees of school districts and education service cooperatives to obtain fiscal instruction or training in areas of fiscal concern for the school district or education service cooperative at the school district's or education service cooperative's expense.~~

10.00 STATE BOARD ACTIONS ~~AUTHORITY REGARDING SCHOOL DISTRICTS:~~

10.01 After a public hearing, the State Board of Education shall consolidate, annex, or reconstitute the school district in fiscal distress to another school district or school districts upon a majority vote of a quorum of the members of the State Board as permitted or required by Ark. Coded Ann. § 6-20-1901 et seq. and these rules.

10.01.1 After providing thirty (30) days written notice, via certified mail, return receipt requested, to the superintendent and the president of the school board of directors, the Department may petition the State Board for the consolidation, annexation, or reconstitution of a school district in fiscal distress pursuant to Ark. Code Ann. § 6-20-1908 and subsection 7.09 of these rules.

10.01.2 After providing thirty (30) days written notice, via certified mail, return receipt requested, to the superintendent and the president of the school board of directors, the State Board, on its own motion, may consolidate, annex, or reconstitute the school district in fiscal distress as set forth in Ark. Code Ann. § 6-20-1910 and subsection 10.01 of these rules.

10.02 The following procedures shall apply to State Board hearings concerning the consolidation, annexation or reconstitution of a school district in fiscal distress:

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

10.02.2 The Department shall have up to thirty (30) minutes to present its case to the State Board as to why the school district classified as a district in fiscal distress should be consolidated, annexed or reconstituted. The Chairperson of the State Board may allow additional time if necessary.

10.02.3 School districts and citizens' groups opposing the consolidation, annexation or reconstitution shall have up to a combined thirty (30) minutes to present their cases to the State Board as to why the school district classified as a district in fiscal distress should not be

consolidated, annexed or reconstituted. The Chairperson of the State Board may allow additional time if necessary.

10.02.4 The State Board may pose questions to any party at any time during the hearing.

10.02.5 The State Board shall then discuss, deliberate and vote upon the matter of the consolidation, annexation or reconstitution of the school district classified as a district in fiscal distress.

10.02.6 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.

10.02.7 The State Board shall issue a written order concerning the matter.

10.02.8 If the State Board of Education orders the annexation or consolidation of a school district in fiscal distress, the order shall, as appropriate, dissolve existing school districts and establish receiving or resulting school districts. The order shall also establish the boundary lines of the receiving or resulting school district or school districts. The State Board shall file the order with:

10.02.8.1 The county clerk of each county where a receiving or resulting district is located. The county clerk shall make a permanent record of the order;

10.02.8.2 The Secretary of State; and

10.02.8.3 The Arkansas Geographic Information Office.

10.02.9 It shall be the duty of the Department to make changes in the maps of the school districts to properly show the boundary lines of the receiving or resulting districts.

10.03 The State Board has exclusive jurisdiction to determine the boundary lines of the receiving or resulting school district and to allocate assets and liabilities of the school district.

10.04 The decision of the State Board shall be final with no further right of appeal except that a school district may appeal to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

~~10.01 After providing thirty (30) calendar days written notice, via certified mail return receipt requested, to a school district, the Department may petition the State Board or the State Board may on its own motion, at any time, take action for the consolidation, annexation, or reconstitution of a school district in fiscal distress or take other appropriate action as allowed by Act 1467 of 2003Ark. Code Ann. § 6-20-1901 et seq. and these rules in order to secure and protect the best interest of the educational resources of the state or provide for the best interests of students in the school district. The school district shall have a right of appeal to a public hearing before the State Board as provided herein.~~

~~10.02 The State Board may approve the petition or take other appropriate action as allowed by law.~~

~~10.03 The State Board shall consolidate, annex, or reconstitute any school district that fails to remove itself from the classification of a school district in fiscal distress within two (2) consecutive school years of receipt of notice of identification unless the State Board, at its discretion, issues a written finding supported by a majority of the board, explaining in detail that the school district could not remove itself from fiscal distress due to impossibility caused by external forces beyond the school district's control.~~

~~10.03.1 The two (2) consecutive school years shall commence the July 1 subsequent to classification by the State Board.~~

~~10.04 After a public hearing, the State Board shall consolidate, annex, or reconstitute the school district in fiscal distress to another school district or school districts upon a majority vote of a quorum of the members of the State Board, as permitted or required by this subchapter.~~

~~10.05 The State Board has exclusive jurisdiction to determine the boundary lines of the receiving or resulting school district and to allocate assets and liabilities of the district.~~

~~10.06 The decision of the State Board shall be final with no further right of appeal, except a school district may appeal to circuit court in Pulaski County pursuant to the Arkansas Administrative Procedures Act, § 25-15201, et seq.~~

~~11.00 STATE BOARD AUTHORITY REGARDING EDUCATION SERVICE COOPERATIVES~~

~~11.01 After providing thirty (30) calendar days written notice, via certified mail, return receipt requested, to an education service cooperative, the Department may petition the State Board to classify an education service cooperative being in fiscal distress, or the State Board may on its own motion, at any time, classify an education service cooperative as being in fiscal distress. The State Board may take other action as allowed by Act 1289 of 2009 in order to secure and protect~~

~~the best interest of the educational resources of the State or provide for the best interests of school districts served by the education service cooperative. The education service cooperative shall have a right of appeal to a public hearing before the State Board as provided herein.~~

~~11.01.1 The education service cooperative may lodge an appeal by filing a written appeal with the Commissioner of Education by certified mail, return receipt requested, within thirty (30) days of the education service cooperative receiving notice of the identification of fiscal distress.~~

~~11.01.2 The written appeal shall state in clear terms the reason why the education service cooperative should not be classified as being in fiscal distress.~~

~~11.01.3 The State Board shall hear the appeal within sixty (60) days of receipt of the written notice of appeal.~~

~~11.01.4 The decision of the State Board on the appeal is a final order.~~

~~11.01.5 There is no further right of appeal except to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, A.C.A. § 25-15-201 et seq.~~

~~11.02 The State Board may approve the petition or take other appropriate action as allowed by law~~

~~11.03 Every six (6) months during which the education service cooperative is classified as being in fiscal distress, the Department shall submit to the State Board a written evaluation on the fiscal status of the education service cooperative.~~

12.00 EARLY INDICATORS OF FISCAL DISTRESS ~~– SCHOOL DISTRICTS~~

12.01 By August 31 of each year, the Department shall report to the superintendent of a school district if the ~~d~~Department is aware that the district has experienced two (2) or more indicators of fiscal distress in one (1) school year that the Department deems to be at a nonmaterial level, but that without intervention could place the district in fiscal distress.

12.02 By August 31 of each year, the superintendent of a school district shall report to the Department if the superintendent is aware the school district has experienced two (2) or more indicators of fiscal distress in one (1) school year that the superintendent deems to be at a nonmaterial level, but that without intervention could place the district ~~or~~ in fiscal distress.

12.03 The Department and the superintendent shall review all data related to the nonmaterial indicators of fiscal distress.

12.03.1 Within thirty (30) days of the Department's determination that the school district may be experiencing fiscal distress at a nonmaterial level, the Department shall provide a notice to the school district's superintendent ~~director~~ and board of directors that:

12.03.1.1 Describes the nonmaterial indicators of fiscal distress that could jeopardize the fiscal integrity of the school district if not addressed; and

12.03.1.2 Identifies the support available from the Department to address each nonmaterial indicator of fiscal distress.

12.03.2~~.1.3~~ The board of directors shall place on the agenda for the next regularly scheduled meeting of the board of directors a discussion of the notice of nonmaterial indicators of fiscal distress.