



AGENDA STATE BOARD OF EDUCATION

March 12, 2007

Arkansas Department of Education
Auditorium Arkansas Department of Education Building
9:00 AM

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

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Reports

Report-1 Recognition of Arkansas' Master Principals

The Arkansas Leadership Academy's Master Principal Institute, a rigorous three-year training curriculum that provides bonuses upon successful completion, is pleased to recognize the first group of principals to complete the training program. Master Principals will receive a \$9,000 per year bonus for five years upon earning the designation. They are eligible for an additional \$25,000 per year for five years if they are selected to serve at a low-performing school.

Consent Agenda

C-1 Minutes, February 12, 2007

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

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

C-3 Report of Waivers to School Districts for Teachers Teaching Out-of-Area for Longer than Thirty (30) Consecutive Days, Act 1623 of 2001

Act 1623 of 2001 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Waiver requests were received from 64 districts covering a total of 151 positions. None of these requests were from a district in academic distress. These requests have been reviewed by Department staff and are consistent with program guidelines.

C-4 New Employed, Promotions and Separations

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

information about applicants for employment.

Action Agenda

A-1 Continuation of the Hearing of Open Enrollment Charter School Application: Dreamland Academy of Performing and Communication Arts - Little Rock

On February 12, 2007, the State Board of Education conducted a hearing and reviewed the application for Dreamland Academy of Performing Arts - Little Rock, Arkansas. At that time, the Board held dialogue with the applicants regarding clarification of the information presented. Following discussion, the State Board asked for additional information regarding Dreamland Academy's comprehensive lease agreement. The charter was conditionally approved until the March meeting.

A-2 Hearing of Conversion Charter School Application and ADE Review: Badger Academy Conversion Charter School – Beebe Public School District

Badger Academy Conversion Charter School is a proposed conversion charter school to be located within the Beebe Public School District in Beebe, Arkansas. The sponsoring entity on the application is the Beebe Public School District. Students in grades 7-12 would be served with a proposed enrollment of 70 students. The proposed facility is located at 401 West Center Street, Beebe, Arkansas. The Beebe Public School District School Board approved the proposed Conversion Charter application. Staff members from several Sections of the Arkansas Department of Education (ADE) reviewed the application for the Badger Academy Conversion Charter School. Evaluation concerns and comments were then mailed to the applicants for response. The applicants responded to the ADE evaluation in writing. Copies of the application, the ADE evaluation and the written response by the applicants have been included for review by the Board. The applicant is requesting to be granted a Conversion Charter from the State Board of Education.

A-3 Hearing of Conversion Charter School Application and ADE Review: Mount Grove Preparatory Academy – Texarkana Arkansas School District

Mount Grove Preparatory Academy is a proposed conversion charter school to be located within the Texarkana Arkansas School District in Texarkana, Arkansas. The sponsoring entity on the application is the Texarkana Arkansas School District. Students in grades k-8 would be served with a proposed enrollment of 162 students. The proposed facility is located at 2801 Arkansas Boulevard, Texarkana, Arkansas. The Texarkana Arkansas School District School Board approved the proposed Conversion Charter application. Staff members from several Sections of the Arkansas Department of Education (ADE) reviewed the application for the Mount Grove Preparatory Academy. Evaluation concerns and comments were then mailed to the applicants for response. The applicants responded to the ADE evaluation in writing. Copies of the application, the ADE evaluation and the written response by the applicants have been included for review by the Board. The applicant is requesting to be granted a Conversion Charter from the State Board of Education.

A-4 Hearing of Conversion Charter School Application and ADE Review: Vilonia Academy of Service and Technology – Vilonia School District

Vilonia Academy of Service and Technology is a proposed conversion charter school to be located within the Vilonia School District in Vilonia, Arkansas. The sponsoring entity on the application is the Vilonia School District. Students in grades 5-6 would be served with a proposed enrollment of 224 students.

The proposed facility is located at 46 Eagle Street, Vilonia, Arkansas.

The Vilonia School District School Board approved the proposed Conversion Charter application.

Staff members from several Sections of the Arkansas Department of Education (ADE) reviewed the application for the

Vilonia Academy of Service and Technology. Evaluation concerns and comments were then mailed to the applicants for response. The applicants responded to the ADE evaluation in writing. Copies of the application, the ADE evaluation and the written response by the applicants have been included for review by the Board.

The applicant is requesting to be granted a Conversion Charter from the State Board of Education.

A-5 Consideration for Public Comment of Proposed Revisions to Arkansas Department of Education Rules for Arkansas Better Chance Program.

The Division of Child Care and Early Childhood Education proposes changes to the Rules and Regulations Governing The Arkansas Better Chance program. Pursuant to the authority granted the State Board of Education, DCC-ECE requests approval to take proposed changes to Public Comment period.

A-6 Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Texarkana School District – Donna Magee

Ms. Magee was convicted of Domestic Battering Third Degree on April 11, 1997. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(2)(A). The Texarkana School District was notified of Ms. Magee's ineligibility on January 12, 2007. Ms. Magee submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f) on February 5, 2007.

Ms. Magee received a positive recommendation from the Assistant Superintendent for Human Resources at the Texarkana School District, Ms. Becky Kesler, at the direction of Superintendent Human.

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

A-7 Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Ashdown School District – Cathey Vaughn

Ms. Vaughn was convicted of a Felony violation of the Federal Controlled Substance Act on July 28, 1989. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(1). The Ashdown School District was notified of Ms. Magee's ineligibility on December 27, 2006. Ms. Vaughn submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f) on February 12, 2007. Ms. Vaughn has no other criminal convictions and received a positive recommendation from the Director of District Services at the Ashdown School District, Mr. Dean Lillard, at the direction of Superintendent Walker. Based on the afore-mentioned circumstances, the Arkansas Department of Education recommends that a waiver be granted to Ms. Cathey Vaughn with the stipulation that she be placed on probationary status for a period of one (1) year from the granting of this waiver during which time she must not be convicted of, or charged resulting in a conviction with, any disqualifying offense pursuant to Ark. Code Ann. § 6-17-414.

A-8 Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Texarkana School District – Larry Jordan

Mr. Jordan was convicted of Battery in the 2nd Degree on March 25, 2000. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(b)(4). The Texarkana School District was notified of Mr. Jordan's ineligibility on December 29, 2005. Mr. Jordan submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f) on July 25, 2006.

Mr. Jordan has no other criminal convictions and received a positive recommendation from the Assistant

Superintendent for Human Resources at the Texarkana School District, Ms. Becky Kesler, at the direction of Superintendent Human.

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

A-9 Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Texarkana School District – Queen Dillard

Ms. Dillard was convicted of 2nd Degree Forgery on August 8, 2006. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(1). The Texarkana School District was notified of Ms. Dillard's ineligibility on December 27, 2006. Ms. Dillard submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f) on January 25, 2007.

Ms. Dillard has no other criminal convictions and received a positive recommendation from the Assistant Superintendent for Human Resources at the Texarkana School District, Ms. Becky Kesler, at the direction of Superintendent Human.

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

A-10 Hearing on Waiver Request for Non-Certified Employment with the South Central Service Cooperative – Tami Wayne

Ms. Wayne was convicted of Felony Theft on July 8, 1999. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(1). The South Central Service Cooperative was notified of Ms. Wayne's ineligibility on August 15, 2006. Ms. Wayne submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f) on August 28, 2006.

A-11 Hearing on Waiver Request for Non-Certified Employment with the West Memphis School District – Gary Harris

Mr. Harris was convicted of Aggravated Burglary on November 12, 1992, Burglary of a Motor Vehicle on May 6, 1994, Burglary in the 3rd Degree on January 9, 2001, Possession of Cocaine and Possession of a controlled substance without a prescription on September 4, 2001, and Uttering Forged Instruments on July 30, 2002. These are disqualifying offenses for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(b)(13) and (g)(1). The West Memphis School District was notified of Mr. Robinson's ineligibility on January 4, 2007. Superintendent Bill Kessinger submitted a request for a waiver on Mr. Harris' behalf pursuant to Ark. Code Ann. § 6-17-414(f) on January 22, 2007.

A-12 Hearing on Waiver Request for Non-Certified Employment with the West Memphis School District – Leary Ford

Mr. Ford was convicted of Domestic Battery Third Degree on July 30, 2001. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(2)(A). The West Memphis School District was notified of Mr. Ford's ineligibility on January 31, 2007. Superintendent Bill Kessinger submitted a request for a waiver on Mr. Ford's behalf pursuant to Ark. Code Ann. § 6-17-414(f) on February 6, 2007.

A-13 Committee Report - NASBE Membership

At the February Board meeting the Chair appointed a committee to study the question of membership in the National Association of State Boards of Education (NASBE). Dr. Naccaman Williams, was appointed chair.

Minutes
State Board of Education
Monday, February 12, 2007

The State Board of Education met on Monday, February 12, 2007, in the Auditorium of the Arkansas Department of Education Building. Diane Tatum, Chairman, called the meeting to order at 9:00 a.m.

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

The following members were absent: Dr. Calvin King and MaryJane Rebick.

Chair's Report

Ms. Tatum reported attending the announcement by Murphy Oil Company and the El Dorado School District regarding scholarships available to all students who graduate from El Dorado High School.

Commissioner's Report

Dr. James noted a recent press conference in the Governor's Conference Room recognizing Arkansas' success in increasing the number of students completing Advanced Placement (AP) courses and taking AP exams. He reported that Arkansas is being considered as a model for the nation in implementing AP programs and completing AP exams. He also noted the seemingly fast paced actions in the General Assembly and that budget considerations are a major topic at this time.

Consent Agenda

Mr. Lawson moved approval of the Consent Agenda with noted revisions to the January Minutes as reported to the Secretary. Ms. Burrow seconded the motion. The motion was adopted unanimously.

- Minutes – January 17, 2007
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- New Employed, Promotions, and Separations
- Review of Loan and Bond Applications

Action Agenda

Agenda items one through three were recorded and are reported under separate cover by a court reporter. Readers of the minutes are directed to the court reporter's report for full text of the discussion of each of these hearings.

Consideration of Financial Status of Arise Open Enrollment Charter School – Monticello

Dee Cox was recognized to make this report. Ms. Cox stated that Lorenza Simmons, administrator of ARISE Open Enrollment Charter School, would address the Board. Mr. Simmons stated that ARISE has experienced a significant decrease in enrollment over the past several months and that decrease coupled with the increasing cost of transportation necessitated that ARISE surrender the charter due to financial conditions. Mr. Simmons stated that part of the decrease in enrollment was related to a consortium of districts in the area creating a new alternative learning center that was created to provide programming for students similar to those targeted by ARISE. Mr. Simmons stated that the final day of operation of ARISE was January 31, 2007.

Dr. Williams stated that this situation is an example of what should happen; public schools should become aware of and address specific needs of students who may not be successful in the public schools.

Dr. Mays asked about recovery of assets from the school. Scott Smith reported that Department staff had been to Monticello and conducted an inventory review and that the school had no real property or permanent fixtures. Mr. Smith reported that personal property items would be claimed and distributed to other charter schools in the state. Mr. Smith also reported that the Department worked with local public school districts to assure that all students attending ARISE were registered in one of the districts in the region. Mr. Simmons reported that all students but two had been placed at this time.

Dr. Williams moved that the Department accept the surrender of the ARISE Open Enrollment Charter. Mr. Lawson seconded the motion. The motion was adopted unanimously.

Continuation of the Hearing of Open Enrollment Charter School Application Perkins Academy of Science/Math/Technology – Helena-West Helena

Dee Cox was recognized to present this item. Ms. Cox stated that this item is to consider additional information submitted pursuant to the Perkins Academy application. Jacqueline Mills was recognized to respond to questions from the

Board. Mr. Lawson asked about the location of the new facility that is proposed. Ms. Mills reported that the facility is located approximately 10 miles from the site in the original proposal.

Scott Smith reported that a number of the items of additional information requested by the Board still lacked resolution: those include the lease agreement is not in the hands of the owner of the 501(c)3 organization; the lack of handicap accessibility of the facility; and the fact that Ms. Mills is slated to be the lead teacher in the charter program and she also is listed as the lead teacher in an ABC pre-school program funded by the state.

Questions from Board members invoked discussion in the following areas:

- Change of the modular concept for building to an older building currently in place.
- The lease agreement – specifically detailing who pays for repairs during the period of the lease
- Liability insurance of the proposed transportation provider
- Ms. Mills being both an administrator and a member of the Board of Directors
- Eligibility of the school/students for participation in the school lunch program
- Status of the 501(c)3 designation
- Cooperation/competition with KIPP academy – another charter school also operating in the Helena area

Dr. Knight moved that the proposed charter application for Perkins Academy be denied for the following reasons – lease agreement, school lunch issues, handicapped accessibility of the proposed building, double responsibility of the proposed administrator with ABC program and charter program. Ms. Burrow seconded the motion.

The motion was adopted on a vote of 5 yes, 1 no (Williams voted no) on a roll-call vote. The reasons cited by Board members supporting the motion were given in the statement of the motion. Dr. Williams stated that his no vote reflected his belief that the Board may be making a charter almost impossible to earn. He stated that he felt that most if not all the issues cited could be resolved and that the Board was not giving charters an opportunity to prove themselves. Mr. Lawson stated he supported Dr. Williams' observations and encouraged the developer to take the expressed concerns, correct them and reapply.

Continuation of the Hearing of Open enrollment Charter School Application: Dreamland Academy of Performing and Communication Arts – Little Rock

Dee Cox recognized Carolyn Carter and Mr. Raahul Reddy to respond to questions from the Board pursuant to additional information provided.

Questions from the Board were directed to the following issues:

- Confirmation of diversity on the Board of Directors
- Changes in proposed facility
- Conditions of the lease agreement – who pays for repairs

Scott Smith stated that the Board could enter a motion that would be contingent on requested conditions in the lease agreement.

Mr. Lawson moved approval of the Dreamland Academy Open Enrollment Charter School proposal contingent on review and approval of facility lease agreement, which should be submitted at the March meeting. Dr. Knight seconded the motion. The motion was adopted unanimously on a roll call vote.

Request for Approval of Revised Social Studies Framework

Dr. Gayle Potter was recognized to present this item. Dr. Potter reported that the revision of this framework is consistent with the adopted plan for revision of all State frameworks. She stated that a diverse committee of educators worked for several months to research best practices, review frameworks from other states that are regarded by the professional community as being cutting edge, and seek input from schools, districts and practitioners as to what should be included in the revised framework. Dr. Potter also introduced Jan Lloyd, a social studies teacher from Cabot, representing membership on the Framework Committee.

Ms. Burrow asked Ms. Lloyd about a number of e-mail communications received by Board members regarding the restructuring of the framework and the increased expectations included in the new Framework document. Ms. Lloyd responded that all of those issues were considered, but the committee supported the changed format and believed the document reflects current trends in the discipline.

Dr. Williams asked about how the proposed document compares with those from surrounding states. Dr. Potter responded that documents from all states were considered during the revision, but that more weight was given to frameworks from states that received highly favored national reviews. Frameworks from neighboring states, although reviewed, were not considered as much as those from higher achieving states. Dr. James stated that Arkansas' frameworks need to be reflective of the best in the land or even internationally, not compared to those from states that were not considered exemplary.

Dr. Potter acknowledged that professional development will be necessary to assist teachers with implementation of curricula that reflect the new Frameworks and that work is being designed.

Mr. Lawson cited an example of a learner expectation from Sociology asking learners to investigate contributions from early theorists and gave examples that included Karl Marks. Mr. Lawson stated that listing Marks in that situation would be suggestive that Mark's contribution was acceptable or a good thing, which is contrary to our society. He suggested that wording in such standards should note that contributions – good or bad – should be considered by the committee. Dr. Potter suggested that such interpretation would be a place where local school districts would develop lesson plans to support students becoming thinkers, look at data and make decisions.

Mr. Cooper asked about representation on the committees. Dr. Potter assured him that diversity of every sort was considered and that much debate went into the formation of the document. Dr. Mays asked about representation of classroom teachers. Dr. Potter noted that over half of the committee membership was classroom teachers. Ms. Tatum asked if the committee members worked throughout the process. Dr. Potter stated that a small number of committee members were unable to make every meeting, but by far the majority of the committee attended all working sessions.

Dr. Williams asked if the revised Framework would be considered more positively by national review panels. Dr. Potter said it was not possible to speak for independent review groups, but she was confident that this document reflects a document more consistent with those receiving high ratings.

Mr. Lawson stated that he supported the work of the committee, but feels that clarification of some content expectations is needed and the document should be clear about what is meant. He feels teachers need to have clear understanding about expectation of the standards.

Dr. Mays asked about standards and language used to define expectations for elementary students in economics. Dr. Potter affirmed that the economics sections were reviewed carefully by the staff from the Arkansas Economic Education Office, which was also represented on the committee. Dr. Mays questioned the need for in-depth instruction in economic education when students' critical need is reading.

Ms. Burrow moved approval of the Social Studies Framework with revisions as noted by Mr. Lawson. Dr. Knight seconded the motion. The motion was adopted unanimously.

Consideration of Petition Letters from Pulaski County School District and Cross County School District Requesting Removal from Fiscal Distress Classification

Dr. Bobbie Davis was recognized to present this item. Dr. Davis reported that Department work with the Pulaski County Special School District has confirmed that performance over the past year is sufficient to meet conditions for removal from fiscal distress. Dr. Mays asked about athletics budget and the reporting of funds spent for athletics. Mr. James Sharp, Superintendent, reported that salaries of coaches were state funds and were reported as such. Mr. Sharp further stated that other athletics expenditures were funds received from gate receipts – no state funds were used for travel, equipment etc.

Mr. Lawson moved that Pulaski County Special School District be removed from fiscal distress. Dr. Williams seconded the motion. The motion was adopted unanimously.

Dr. Davis also reported that the Cross County School District has worked effectively with Department staff to correct a number of audit exceptions that placed them on fiscal distress. She stated that the community elected a Board who in turn hired a new superintendent all having a common focus of getting that district fiscally stable.

Mr. Cooper moved to approve the request for removal of Cross County School District from fiscal distress. Dr. Mays seconded the motion. The motion was adopted unanimously.

Round #6 Recommendations for 2006-2007 Arkansas Better Chance

Paul Lazenby was recognized to present this item. Mr. Lazenby reported that there was a processing error in funding the Paragould School District ABC grant for 2006-2007. He noted that the supporting document to the Agenda provides a corrected budget. He requested approval to increase the funding as proposed.

Dr. Williams moved to adopt the recommendation for Paragould ABC grant as proposed. Ms. Burrow seconded the motion. The motion was adopted unanimously.

Request for Approval of Per Child Funding for 2007-2008 Arkansas Better Chance Program

Paul Lazenby was recognized to present this item. Mr. Lazenby stated that the staff proposes authorization for increasing costs for the home visiting program by 5% and the regular program by 6% per child for the coming year.

Mr. Cooper observed that there was a decrease in the request for health screening. Mr. Lazenby responded that this was possible because of services provided to many of the children by AR Kids Program.

Mr. Cooper moved to accept the recommended increases as proposed. Dr. Williams seconded the motion. The motion was adopted unanimously.

Request for Approval of 2007-2008 Arkansas Better Chance Grant Application

Paul Lazenby was recognized to present this item. Mr. Lazenby stated that at this time there are questions about the amount of funding that will be available because the Arkansas General Assembly has not approved allocations for the coming year, thus new funding will be contingent upon appropriated budget.

Dr. Williams asked if there were substantial changes in the proposed application document. Mr. Lazenby noted that there were changes that would address collaboration of support services and document of community services with the intent to not duplicate services, thus reducing supplanting.

Mr. Lawson moved approval of the proposed 2007-2008 application forms. Dr. Williams seconded the motion. The motion was adopted unanimously.

Consideration for Public Review and Comment for the Proposed Arkansas Annual State Application under Part B of the Individuals with Disabilities Education Act (IDEA) as Amended in 2004 for Federal Fiscal Year 2007

Marcia Harding was recognized to present this item. Ms. Harding noted that the State program must under go annual revision in keeping with federal statute. Dr. Williams moved adoption for public comment. Mr. Cooper seconded the motion. The motion was adopted unanimously.

Consideration for Approval for Public Comment/Hearing to Implement Federal Regulations that Changed the Process School Districts Must Follow to Conduct a Manifestation Determination Review for a Student with Disabilities Facing Long-Term Suspension or Expulsion.

Dr. Charity Smith and Marcia Harding presented proposed revisions in this Rule and noted that the changes are in keeping with federal guidelines. Ms. Burrow moved adoption of the proposed revisions for public comment. Dr. Williams seconded the motion. The motion was adopted unanimously.

Beverly Williams presented proposed revisions in each of the following five rules governing aspects of teacher licensure.

Consideration of Request for Public Comment of the Proposed Revision of Rules Governing the Addition of Areas of Licensure or Endorsement

Ms. Burrow moved adoption of the proposed revisions for public comment. Mr. Cooper seconded the motion. The motion was adopted unanimously.

Consideration of Request for Public Comment of the Proposed Revisions of Rules Governing the Requirements and Procedures for Renewing a Standard Teaching License

Mr. Cooper moved adoption of the proposed revisions for public comment. Dr. Williams seconded the motion. The motion was adopted unanimously.

Consideration of Request for Public Comment of the Proposed Revision of Rules Concerning the Non-Traditional Licensure Program

Mr. Lawson moved approval of the proposed revisions for public comment. Dr. Williams seconded the motion. The motion was adopted unanimously.

Consideration of Request for Public Comment of the Proposed Revision to Rules Governing Teacher Licensure by Reciprocity

Dr. Williams moved approval of the proposed revisions for public comment. Mr. Cooper seconded the motion. The motion was adopted unanimously.

Consideration for Public Comment of the Proposed Arkansas Department of Education Rules Governing Initial, Standard and Provisional Teacher Licensure

Dr. Mays moved approval of the proposed revisions for public comment. Mr. Cooper seconded the motion. The motion was adopted unanimously.

Full text of the following items can be found in the transcript prepared by the Court Reporter.

Courtney Ford, staff attorney for the Department of Education, presented each of the licensure and non-certified employment waiver requests.

Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the North Little Rock School District – Ruthie Dolby

Dr. Williams moved approval of the stipulated agreement as presented. Dr. Knight seconded the motion. The motion was adopted unanimously.

Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Fort Smith School District – Sandra Matthews

Ms. Ford stated that after this agreement was structured, the Fort Smith School District declined to state in writing the district's recommendation of Ms. Matthews. Ms. Matthews was not present nor represented. Mr. Cooper moved to deny the request for waiver. Dr. Mays seconded the motion. The motion was adopted unanimously.

Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the North Little Rock School District – Barbara Bolton

Dr. Mays moved to approve the stipulated agreement as presented. Mr. Cooper seconded the motion. The motion was adopted unanimously.

Request for Approval of the Recommendation of Suspension of Teacher's License – Alvin Yarberry, Jr.

Mr. Yarberry was not present nor represented. Dr. Williams moved suspension of teaching license. Dr. Knight seconded the motion. The motion was adopted unanimously.

Hearing on Waiver Request for Non-Certified Employment with Pine Bluff School District – Buddy Johnson

Ms. Ford stated that the Pine Bluff School District informed the Department that the District would not provide a letter of recommendation nor would it rehire Mr. Johnson. Mr. Johnson was present and addressed the Board. Mr. Cooper moved to deny the waiver request based on the lack of recommendation from the Pine Bluff School District. Mr. Lawson seconded the motion. The motion was adopted unanimously.

Hearing on Waiver Request for Certified Teacher's License – Deborah Landers

Ms. Ford introduced Ms. Landers who addressed the Board. Ms. Landers stated that she had been working as a substitute teacher, but wanted to apply for alternate licensure as a primary (P-4) teacher. Dr. Williams observed that the

letter presented from the Vilonia School district was not a strong statement of support nor was it an indication of potential employment should the waiver be approved. Mr. Cooper moved to deny the request for waiver to allow provisional licensure. Dr. Mays seconded the motion. The motion was adopted on a vote of 5 yes, 1 no (Burrow voted no).

Hearing on Waiver Request for Non-Certified Employment with the Malvern School District – Dexter Shinault

Mr. Lawson asked why the Department did not negotiate a stipulated agreement for this issue. Ms. Ford responded that the nature of the offense and the history of multiple offenses made this case different. Ms. Ford did indicate that the superintendent of Malvern School District submitted a letter of recommendation. Dr. Williams moved approval of the waiver. Mr. Mays seconded the motion. The motion was adopted unanimously.

Hearing on Waiver Request for Non-Certified Employment with the West Memphis School District – General Robinson

Mr. Robinson was present and addressed the Board. Ms. Ford stated that a stipulated agreement was not recommended because of a conviction involving a controlled substance and an additional conviction. Dr. Williams moved approval of the waiver. Mr. Mays seconded the motion. The motion was adopted on a vote 5 yes, 1 no (Lawson voted no).

Hearing on Waiver Request for Non-Certified Employment with the Helena-West Helena School District – Michael Jenkins

Mr. Jenkins was not present nor represented. Dr. Williams moved approval of the waiver request. Dr. Knight seconded the motion. The motion was adopted unanimously.

Discussion Membership in National Association of State Boards of Education (NASBE)

The Chair appointed a committee to include Dr. Williams, chair; Dr. Mays and Ms. Rebick to consider NASBE membership and bring a recommendation to the March meeting.

Appointment of a Nominating Committee

The Chair appointed Mr. Lawson, chair; Dr. King and Ms. Burrow to serve as the Nominating Committee. The committee is charged with bringing a slate of officers for 2007-2008. The committee is to report at the May meeting.

Other Business

Mr. Green a parent from the Marianna School District was granted permission to address the Board. Mr. Green stated that many parents in the Marianna School District are concerned that teachers and other employees of the district have been on strike for several weeks and students have not been in class. He asked if the Board could help resolve the issues so that classes can resume in that district. Ms. Tatum responded that such issues were the responsibility of the local patrons, the elected school board and the administration and there was little that the State Board could do to intervene in the settlement.

Dr. Williams move adjournment. Mr. Cooper seconded the motion. The motion was adopted unanimously.

The meeting adjourned at 12:55 p.m.

The Minutes were recorded and reported by Dr. Charles D. Watson.

**ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
FEBRUARY 28, 2007**

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of February 2006.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF FEBRUARY 28, 2007
<i>I. Financial Obligation</i>	As of January 31, 2007, State Foundation Funding payments paid for FY 06/07 totaled \$37,618,693 to LRSD, \$19,351,241 to NLRSD, and \$30,798,036 to PCSSD. The Magnet Operational Charge paid as of January 31, 2007, was \$8,142,873. The allotment for FY 06/07 was \$15,171,274. M-to-M incentive distributions for FY 06/07 as of January 31, 2007, were \$2,256,334 to LRSD, \$2,465,173 to NLRSD, and \$5,915,607 to PCSSD. The first one-third payment to the Districts for their FY 06/07 transportation budget paid as of September 30, 2006, was \$1,413,384 to LRSD, \$333,218 to NLRSD, and \$1,074,447 to PCSSD.
<i>II. Monitoring Compensatory Education</i>	On June 20, 2006, the ADE Implementation Phase Working Group met to review the Implementation Phase activities for the previous quarter. ADE staff from the Office of Public School Academic Accountability updated the group on all relevant desegregation issues. The purpose, content, and due date for information going into the Project Management Tool and its Executive Summary were reported. There was discussion about the three districts in Pulaski County seeking unitary status. The next Implementation Phase Working Group Meeting is scheduled for October 17, 2006 at 1:30 p.m. in room 201-A at the ADE.
<i>III. A Petition for Election for LRSD will be Supported Should a Millage be Required</i>	Ongoing. All court pleadings are monitored monthly.
<i>IV. Repeal Statutes and Regulations that Impede Desegregation</i>	On October 27, 2003, the ADE sent letters to the school districts in Pulaski County asking if there were any new laws or regulations that may impede desegregation. The districts were asked to review laws passed during the 84 th Legislative Session, any new ADE rules or regulations, and district policies.
<i>V. Commitment to Principles</i>	On February 12, 2007, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of January.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF FEBRUARY 28, 2007
<i>VI. Remediation</i>	On January 31, 2007, ADE staff provided District Test Coordinator Training at the Jones Center in Springdale. One person from the NLRSD attended.
<i>VII. Test Validation</i>	On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activities.
<i>VIII. In-Service Training</i>	A Tri-District Staff Development Committee meeting was held on February 6, 2007. Doug Ask (PCSSD), Dr. Beverly Ruthven (PCSSD), Dr. Angela Olsen (NLRSD), and Dr. Lloyd Sain (LRSD) attended. They discussed schedules for professional development days. Information was shared about speakers and locations for professional development conferences. They talked about the possibility of renting the Alltel Arena for one day for all three districts in Pulaski County and sharing the cost.
<i>IX. Recruitment of Minority Teachers</i>	In January 2007, ADE Professional Licensure mailed a list of the fall 2006 minority teacher graduates from reporting colleges and universities to all the Pulaski County school districts and the Fort Smith School District.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF FEBRUARY 28, 2007																																																																																																																																																			
<p><i>X. Financial Assistance to Minority Teacher Candidates</i></p>	<p>Ms. Tara Smith of the Arkansas Department of Higher Education reported minority scholarships for Fiscal Year 2006-2007 on October 17, 2006. These included the State Teacher Assistance Resource (STAR) Program, the Minority Teacher Scholars (MTS) Program, and the Minority Masters Fellows (MMF) Program. The scholarship awards for STAR are as follows:</p> <table border="1"> <thead> <tr> <th>STAR</th> <th>Male</th> <th>Male</th> <th>Female</th> <th>Female</th> <th>Total</th> <th>Total</th> </tr> <tr> <th>Race</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>62</td> <td>270,514</td> <td>337</td> <td>1,466,952</td> <td>399</td> <td>1,737,466</td> </tr> <tr> <td>Black</td> <td>9</td> <td>51,000</td> <td>44</td> <td>190,500</td> <td>53</td> <td>241,500</td> </tr> <tr> <td>Hispanic</td> <td>1</td> <td>6,000</td> <td>4</td> <td>21,000</td> <td>5</td> <td>27,000</td> </tr> <tr> <td>Native Amer</td> <td>1</td> <td>6,000</td> <td>2</td> <td>9,000</td> <td>3</td> <td>15,000</td> </tr> <tr> <td>Other</td> <td>2</td> <td>7,500</td> <td>2</td> <td>9,000</td> <td>4</td> <td>16,500</td> </tr> <tr> <td>Totals</td> <td>75</td> <td>341,014</td> <td>389</td> <td>1,696,452</td> <td>464</td> <td>2,037,466</td> </tr> </tbody> </table> <p>The scholarship awards for MTS are as follows:</p> <table border="1"> <thead> <tr> <th>MTS</th> <th>Male</th> <th>Male</th> <th>Female</th> <th>Female</th> <th>Total</th> <th>Total</th> </tr> <tr> <th>Race</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>6</td> <td>27,500</td> <td>42</td> <td>188,430</td> <td>48</td> <td>215,930</td> </tr> <tr> <td>Hispanic</td> <td></td> <td></td> <td>1</td> <td>5,000</td> <td>1</td> <td>5,000</td> </tr> <tr> <td>Asian</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Native Amer</td> <td></td> <td></td> <td>5</td> <td>25,000</td> <td>5</td> <td>25,000</td> </tr> <tr> <td>Totals</td> <td>6</td> <td>27,500</td> <td>48</td> <td>218,430</td> <td>54</td> <td>245,930</td> </tr> </tbody> </table> <p>The scholarship awards for MMF are as follows:</p> <table border="1"> <thead> <tr> <th>MMF</th> <th>Male</th> <th>Male</th> <th>Female</th> <th>Female</th> <th>Total</th> <th>Total</th> </tr> <tr> <th>Race</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> <th>Count</th> <th>Award</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>2</td> <td>6,250</td> <td>26</td> <td>93,750</td> <td>28</td> <td>100,000</td> </tr> <tr> <td>Hispanic</td> <td></td> <td></td> <td>3</td> <td>13,750</td> <td>3</td> <td>13,750</td> </tr> <tr> <td>Native Amer</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Totals</td> <td>2</td> <td>6,250</td> <td>29</td> <td>107,500</td> <td>31</td> <td>113,750</td> </tr> </tbody> </table>	STAR	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	White	62	270,514	337	1,466,952	399	1,737,466	Black	9	51,000	44	190,500	53	241,500	Hispanic	1	6,000	4	21,000	5	27,000	Native Amer	1	6,000	2	9,000	3	15,000	Other	2	7,500	2	9,000	4	16,500	Totals	75	341,014	389	1,696,452	464	2,037,466	MTS	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	Black	6	27,500	42	188,430	48	215,930	Hispanic			1	5,000	1	5,000	Asian							Native Amer			5	25,000	5	25,000	Totals	6	27,500	48	218,430	54	245,930	MMF	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	Black	2	6,250	26	93,750	28	100,000	Hispanic			3	13,750	3	13,750	Native Amer							Totals	2	6,250	29	107,500	31	113,750
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<p><i>XI. Minority Recruitment of ADE Staff</i></p>	<p>The MRC met on June 17, 2005 at the ADE. Demographic reports were presented showing ADE Employees Grade 21 and Above by Race and Section as of December 31, 2004 and March 31, 2005. These reports were reviewed to ensure accuracy. Due to the Legislative session, the MRC combined it's review of the 2nd and 3rd quarters of the fiscal year.</p>																																																																																																																																																			
<p><i>XII. School Construction</i></p>	<p>This goal is completed. No additional reporting is required.</p>																																																																																																																																																			
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IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF FEBRUARY 28, 2007
<i>XV. Standardized Test Selection to Determine Loan Forgiveness</i>	Goal completed as of March 2001.
<i>XVI. Monitor School Improvement Plans</i>	<p>On January 18 and 19, 2007, ADE staff provided technical assistance with ACSIP at the Instructional Resource Center (IRC) in the LRSD.</p> <p>On January 24, 2007, ADE staff met with the principal and others at Wilson Elementary in the LRSD to revise the ACSIP in preparation for a team review in May.</p> <p>On January 16, 2007, ADE staff provided technical assistance with ACSIP at Maumelle Middle and Pine Forest Elementary Schools in the PCSSD.</p> <p>On January 17, 2007, ADE staff provided technical assistance with ACSIP at Oak Grove Elementary and High Schools in the PCSSD.</p> <p>On January 18, 2007, ADE staff conducted an ACSIP technical review visit at Maumelle Middle School in the PCSSD.</p> <p>On January 19, 2007, ADE staff met with the ACSIP chairperson and the assistant principal at Jacksonville High School in the PCSSD. Advised them to include at least three years of data from the Iowa Test of Basic Skills in ACSIP. Suggested using ACT as third piece of data. Make the analysis in ACSIP include previous three years of data. Ensure that benchmarks reflect annual dates in plan. Update interventions to the current three years of data. Clarify collaboration in plan and show any uses of technology in Wellness Priority.</p> <p>On January 23, 2007, ADE staff met with the principal and the ACSIP chairperson at Sylvan Hills Middle School in the PCSSD. Used rubric to review ACSIP. Advised showing NSLA monies in source of funds column for literacy and math. Suggested removing school wide action types from all priorities and removing data statements from goal statements. Update Interventions to current three years. Include action type for professional development. Include more parental involvement and show through actions how parents will help to improve student achievement in priority areas. Consider the use of technology in Wellness priority.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF FEBRUARY 28, 2007
<i>XVI. Monitor School Improvement Plans (Continued)</i>	<p>On January 24, 2007, ADE staff conducted an ACSIP technical review visit at Oak Grove High School in the PCSSD.</p> <p>On January 29, 2007, ADE staff conducted an ACSIP technical review visit at North Pulaski High School in the PCSSD.</p> <p>On February 2 and 6, 2007, ADE staff conducted ACSIP technical review visits at Maumelle Middle School in the PCSSD.</p> <p>On February 2 and 7, 2007, ADE staff conducted ACSIP technical review visits at Daisy Bates Elementary School in the PCSSD.</p> <p>On February 9, 2007, ADE staff conducted an ACSIP technical review visit at Jacksonville High School in the PCSSD.</p>
<i>XVII. Data Collection</i>	<p>The State Board of Education approved the new Desegregation Monitoring and Assistance Plan on December 8, 1999 and instructed the ADE to forward the document to Mr. Tim Gauger so that it may be filed in Federal court.</p>
<i>XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations</i>	<p>On July 10, 2002, the ADE held a Desegregation Monitoring and Assistance Plan meeting for the three school districts in Pulaski County. Mr. Willie Morris, ADE Lead Planner for Desegregation, presented information on the No Child Left Behind Act of 2001. A letter from U.S. Secretary of Education, Rod Paige, was discussed. It stated that school districts that are subject to a desegregation plan are not exempt from the public school choice requirements. "If a desegregation plan forbids the school district from offering any transfer option, the school district should secure appropriate changes to the plan to permit compliance with the public school choice requirements". Schools in Arkansas have not yet been designated "Identified for Improvement". After a school has been "Identified for Improvement", it must make "adequate yearly progress". Schools that fail to meet the definition of "adequate yearly progress", for two consecutive years, must provide public school choice and supplemental education services. A court decision regarding the LRSD Unitary Status is expected soon. The LRSD and the NLRSD attended the meeting. The next meeting about the Desegregation Monitoring and Assistance Plan will be held in August, 2002, after school starts.</p>

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
1002000	Arkadelphia Public School District	1	Seresia Dixon	Early Childhood Education (P-4)	Early Childhood Special Education		2006-2007
6092000	Arkansas School for the Deaf	6	Emma Graham	Social Studies (7-12) SpEd Hearing Specialist (P-4) SpEd Hearing Specialist (4-12)	Science (6-8)		2006-2007
			Kimberly Wade	SpEd Hearing Specialist (P-4) SpEd Hearing Specialist (4-12)	Math (6-8)		2006-2007
			Theresa Blair	Elementary (1-6) Sp Ed Instructional Specialist (4-12) SpEdEch Instructional Specialist (P-4) SpEd Hearing Specialist (P-4) SpEd Hearing Specialist (4-12) English as a Second Language (ESL) (P-8)	Social Studies (6-8)		2006-2007
			Loretta Mann-Dale	SpEd Hearing Specialist (P-4) SpEd Hearing Specialist (4-12)	English (9-12)		2006-2007
			Brenda Webb	Elementary (1-6) SpEd Hearing Specialist (P-4) SpEd Hearing Specialist (4-12)	Social Studies (9-12)		2006-2007
			Barbara Northup	Drama/Speech (7-12) SpEd Hearing Specialist (P-4) SpEd Hearing Specialist (4-12)	English (9-12)		2006-2007
8099000	Arkansas School for Math & Science	4	Ashlyn Dugan	Journalism (7-12) English Language Arts (7-12)	Speech (7-12)		2006-2007
			Paola Holden	Spanish (P-8) Spanish (7-12)	Life/Earth Science (7-12)		2006-2007
			Tommie Kelly	Elementary (1-6) Guidance Elementary (K-6)	Journalism		2006-2007
			Paul Holden	Spanish (7-12)	Music (P-8); Social Studies (7-12); German (7-12)		2005-2006 2006-2007

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4101000	Ashtown Public School District	1	Lacy Shamsie	Physical/Earth Science (7-12) Life/Earth Science (7-12)	Science (6th grade)		2006-2007
7401000	Augusta Public School District	2	Ollie Adell	Elementary (1-6)	Library Media Specialist		2006-2007
			Carolyn Bell	Elementary (1-6)	Art (K-6)		2006-2007
7302000	Beebe Public School District	1	Tina Bibbs	English Language Arts (7-12) English as a Second Language (P-8) English as a Second Language (7-12)	Journalism (9-12)		
0401000	Bentonville Public School District	2	Susan Robertson	Long-Term Substitute Teacher	Math		2006-2007
			James Wilson	Health Education (7-12)	Special Education		2006-2007
				Secondary Physical Education (7-12)			
				Coaching (7-12)			
				Driver Edu Endorsement (7-12)			
2901000	Blevins Public School District	3	Cindy Heagwood	Early Childhood Education (P-4) Middle School Social Studies (5-8) Elementary (K-6)	Elementary Music and Art		2006-2007
			Karen Taylor	Elementary (1-6) Sp Ed Instructional Specialist (4-12) SpEdEch Instructional Specialist (P-4)	Business Education		2006-2007
			Pamela Elliott	Middle School Social Studies (5-8) Elementary (1-6)	Art (K-6)		2005-2006 2006-2007
4702000	Blytheville Public School District	1	Ragon Weatherford	Social Studies (7-12)	Special Education		2006-2007
6303000	Bryant Public School District	1	Amie Scoggins	Long-Term Substitute Teacher	Special Education		2006-2007

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1305000	Cleveland County Public School District	2	Debra Myers	Building Administrator (P-8) Building Administrator (7-12) Early Childhood Education (P-4) Middle School Math (5-8) Middle School Science (5-8) Middle School Social Studies (5-8) Elementary (K-6)	Art (K-6)		2005-2006 2006-2007
			Justin Crain	Social Studies (7-12)	Secondary Physical Education		2006-2007
O201000	Crossett Public School District	9	Jackie Ramthun	Early Childhood Education (P-4) Elementary (K-6)	Art (K-1)		2005-2006 2006-2007
			Nicole Rice	Elementary (1-6)	Art (5-6)		2005-2006 2006-2007
			Kathy Rowe	Early Childhood Education (P-4) Elementary (K-6)	Spanish (7-12)		2006-2007
			April Smith	Early Childhood Education (P-4) Gr 5-6 Endorsement (P-4)	Language (5th grade)		2005-2006 2006-2007
			Leanna Britton	Agriculture Science & Technology (7-12)	Science (7-8 grade)		2006-2007
			Beth Currie	Elementary (1-6) English as a Second Language (P-8) English as a Second Language (7-12)	English (7th grade) & Spanish (9th grade)		2004-2005 2005-2006 2006-2007
			Lonnie Davis	Agriculture Science & Technology (7-12)	Biology (10th grade)		2005-2006 2006-2007
			Brian Farmer	Health Education (7-12) Secondary Physical Education (7-12) Coaching (7-12)	World History (10th grade)		2005-2006 2006-2007
			Holly Gillum	Elementary (1-6) Library Media Specialist (P-8)	Art (2-4)		2005-2006 2006-2007

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				Library Media Specialist (7-12)			
1901000	Cross County Public School District	2	Leslie Sanders	Business Technology (7-12)	Special Education (English & Social Studies)		2005-2006 2006-2007
			Diane Smith	Middle School Social Studies (5-8) Elementary (1-6) Business Technology (4-8)	Special Education		2006-2007
1020000	Dawson Education Service Cooperative	1	Michelle Lepitre	Early Childhood Education (P-4)	Early Childhood Special Education (P-4)		2006-2007
7001000	El Dorado Public School District	1	Scott Bounds	Reading (1-12) English Language Arts (7-12) Social Studies (7-12) Oral Communication (7-12) Arkansas History (5-8) Economics (7-12) Geography (7-12)	Middle School English		2006-2007
7203000	Fayetteville Public School District	5	Jennifer Williamson	Long-Term Substitute Teacher	Spanish		2006-2007
			Brent Smith	Life/Earth Science (7-12)	Science (6th grade)		2006-2007
			Linda Granbois	Early Childhood Education (P-4) Elementary (K-6) Sp Ed Instructional Specialist (4-12) SpEdEch Instructional Specialist (P-4) English as a Second Language (P-8) English as a Second Language (7-12)	Reading Specialist		2006-2007
			Hays Sullivan	Coaching (7-12) Social Studies (7-12)	Special Education (4-12)		2006-2007
			Linda Martens	German (7-12) Middle School English (5-8) English Language Arts (7-12) English as Second Language (P-8) English as Second Language (7-12)	Special Education		2006-2007

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6601000	Fort Smith Public School District	3	Daneen Mann	Long-Term Substitute Teacher	Physical Science		2006-2007
			Darrica Gilliam	Long-Term Substitute Teacher	Special Education		2006-2007
			Shirley Neaves	Long-Term Substitute Teacher	Special Education & Elementary (1-6)		2006-2007
4602000	Genoa Central Public School District	1	Judith Bryant	Long-Term Substitute Teacher	Math (5th grade)		2006-2007
4708000	Gosnell Public School District	1	Kesha Smith	Long-Term Substitute Teacher	Journalism & Speech		2006-2007
O404000	Gravette Public School District	4	Dustin Dean	Social Studies (7-12)	Core Curriculum (7-8)		2005-2006 2006-2007
			David McClure	Secondary Physical Education (7-12) Coaching (7-12)	Biology (9-12)		2005-2006 2006-2007
				Applied Biology/Chemistry I (7-12) Applied Biology/Chemistry II (7-12)			
			Renee Nelson	Health Education (7-12) Secondary Physical Education (7-12) Elementary Physical Education (K-6)	Social Studies (7-12)		2006-2007
				Arkansas History (5-8) American History (5-8) Geography (7-12)			
			Terri Finnell	Secondary Physical Education (7-12) PE/Wellness/LEI (7-12)	5th grade		2006-2007
2807000	Greene County Technical Public School District	1	Faith Smith	Long-Term Substitute Teacher	6th grade		2006-2007
7204000	Greenland Public School District	1	Cassy Long	Long-Term Substitute Teacher	Elementary Physical Education & Coaching		2006-2007

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O203000	Hamburg Public School District	4	Dot Zaunbrecher	Elementary (1-6)	English (7th grade)		2006-2007
			Arthur Myers	Health Education (7-12) Secondary Physical Education (7-12)	Physical Science		2006-2007
				Middle School Physical Education (5-8)			
				Middle School Social Studies (5-8)			
				Social Studies (7-12)			
			Jason Grissom	PE/Wellness/LEI (P-8) PE/Wellness/LEI (7-12)	History		2006-2007
			Candi Cabaniss	Physical/Earth Science (7-12) Mathematics (7-12)	Biology		2006-2007
O701000	Hampton Public School District	3	Joy Holley	Health Education (7-12) Secondary Physical Education (7-12) Drama/Speech (7-12)	Secondary Special Education		2006-2007
			Wanda Shepherd	Early Childhood Education (P-4) Middle School English (5-8) Elementary (K-6)	Elementary Special Education		2006-2007
			Erica Ivy	English Language Arts (7-12)	Drama		2006-2007
5602000	Harrisburg Public School District	1	Patsy White	Business Technology (7-12) Career Orientation Endorsement (7-12)	Art (5-8)		2006-2007
O503000	Harrison Public School District	1	Tom Jones	Long-Term Substitute Teacher	Science (9th grade)		2006-2007
6604000	Hartford Public School District	1	Buck Chappell	PE/Wellness/LEI (P-8) PE/Wellness/LEI (7-12) Coaching (7-12)	Special Education (P-12)		2006-2007
5403000	Helena-West Helena Public School District	1	Edward Joshaway	Elementary (1-6)	Social Studies (7-8)		2006-2007

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2903000	Hope Public School District	2	Sandra Mauldin	English Language Arts (7-12) Journalism (7-12)	Drama (9-12)		2006-2007
			Carla Bryant	Building Administrator (P-8) Building Administrator (7-12) MidChLangArt/SS (4-8) MidChSci/Math (4-8) SpEd Instructional Specialist (4-12) SpEdEch Instructional Specialist (P-4)	Gifted & Talented		2006-2007
2603000	Hot Springs Public School District	1	Wayne Dollar	Elementary (1-6)	Special Education		2005-2006 2006-2007
5102000	Jasper Public School District	1	Stephanie Sampley	Early Childhood Education (P-4)	6th grade		2006-2007
1608000	Jonesboro Public School District	5	Brooke Pierce	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Counselor		2006-2007
			Tracy Shoemaker	Early Childhood Education (P-4) Elementary (K-6) Reading Specialist (P-8) Reading Specialist (7-12)	Counselor		2006-2007
			Justin Yates	Physical Education (K-12) Coaching (7-12)	Science (7-8)		2006-2007
			Jennifer Shipman	Health Education (7-12) Physical Education (K-12) Coaching (7-12)	Science (7th grade)		2006-2007
			George Harvey	Long-Term Substitute Teacher	Special Education		2006-2007
5503000	Kirby Public School District	1	Laura Mack	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Math (9-12)		2006-2007
6605000	Lavaca Public School District	2	Donna Proctor	Elementary Physical Education (K-6) General Science (7-12)	Math (6th grade)		2006-2007

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
				Social Studies (7-12)			
				Elementary (1-6)			
				Earth Science (5-8)			
				Life Science (7-12)			
			Randy Hogan	Health Education (7-12)	Physical Education (7-12)		2006-2007
				Coaching (7-12)			
				Social Studies (7-12)			
6001000	Little Rock School District	8	Calvin Sanders	Elementary (1-6)	Kindergarten		2006-2007
			Kristie Bailey	Elementary (1-6)	Pre-K		2006-2007
			Gwendolyn Loving	Journalism (7-12)	English		2005-2006 2006-2007
			Ethel Hood	Middle School English (5-8) Elementary (1-6)	Middle Childhood Social Studies		2006-2007
			Yanqiu Liao	Middle School Math (5-8) Elementary (1-6)	Mathematics (7-12)		2005-2006 2006-2007
			Cindy Baggett	Middle School Social Studies (5-8) SpEd Instructional Specialist (4-12) SpEdEch Instructional Specialist (P-4)	Mathematics (7-12)		2006-2007
			Lisa Fore	Middle School English (5-8) Health Education (7-12) English Language Arts (7-12)	Health (6th grade)		2005-2006 2006-2007
			Kimberly Burleson	Early Childhood Education (P-4) MidChLangArt/SS (4-8) Grades 5-6 Endorsement P-4 (4-8) MidChSci/Math (4-8)	Physical Science (9-12)		2005-2006 2006-2007
4202000	The Magazine Public School District	1	Jamanda Hicks	Long-Term Substitute Teacher	Elementary Special Education		2006-2007
3004000	Malvern Public School District	1	Brandy McGhee	Early Childhood Education (P-4)	Special Education Self-Contained (K-2)		2005-2006 2006-2007

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
2607000	Mountain Pine Public School District	1	Terri Menefee	Early Childhood Education (P-4) Art (P-8) Art (7-12)	Journalism (9-12)		2006-2007
1611000	Nettleton Public School District	1	Courtney Cochran	MidChSci/Math (4-8)	Algebra (8-9)		2006-2007
6002000	North Little Rock Public School District	10	Sonya Bailey	Long-Term Substitute Teacher	English		2006-2007
			Heather Harper	Long-Term Substitute Teacher	English III-IV		2006-2007
			Victoria Jones	Long-Term Substitute Teacher	ALE (5th grade)		2006-2007
			Tressa Lumpkin	Long-Term Substitute Teacher	4th grade		2006-2007
			Mandy McBryde	Long-Term Substitute Teacher	Special Education		2006-2007
			Heather Morris	Long-Term Substitute Teacher	AR Grads		2006-2007
			Cresia Murphy	Long-Term Substitute Teacher	Special Education		2006-2007
			Mary Rowland	Long-Term Substitute Teacher	Pre-Kindergarten		2006-2007
			Ava Smith	Long-Term Substitute Teacher	Special Education		2006-2007
			Otevee Waller	Long-Term Substitute Teacher	Pre-Kindergarten		2006-2007
3403000	Newport Public School District	2	Jack Osier	Early Childhood Education (P-4) MidChLang/Art/SS (4-8) MidChSci/Math (4-8)	Chemistry & Environmental Science (10-12)		2004-2005 2005-2006 2006-2007
			Rickey Everett	Secondary Physical Education (7-12) Coaching (7-12)	Career Orientation (8th grade)		2005-2006 2006-2007

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
4713000	Osceola Public School District	5	Brooke Aguilar	Long-Term Substitute Teacher	Art		2006-2007
			Christel Jefferson	PE/Wellness/LEI (P-8) PE/Wellness/LEI (7-12)	English Language Arts & Enrichment/Math		2006-2007
			Christy Gore	Social Studies (7-12)	Language Arts (7-8)		2005-2006 2006-2007
			Stacy Jones	Social Studies (7-12)	English		2006-2007
			Traci Foster	Early Childhood Education (P-4) MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Library Media Specialist		2006-2007
3005000	Ouachita River Public School District	1	Patty Carmack	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Middle Physical Education		2006-2007
	O.U. R. Educational Co-op	1	Heather Heinrichs	Elementary (1-6)	Early Childhood Special Education		2006-2007
6205000	Palestine-Wheatley Public School District	1	Rhonda Fogg	Middle School English (5-8) English Language Arts (7-12) Journalism (7-12)	Business Technology		2006-2007
2808000	Paragould Public School District	1	Ramona Tullos	BusEdComTecEnd (7-12) Social Studies (7-12) Business Technology (7-12) Reading Specialist (P-8) Reading Specialist (7-12) Career Orientation Endorsement(7-12)	Special Education Math		2006-2007
4203000	Paris Public School District	4	Aric Mitchell	English Language Arts (7-12)	Oral Communication		2006-2007
			Melissa Wiggins	Life/Earth Science (7-12)	Science (6th grade)		2006-2007

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
			Nicole Edwards	Early Childhood Education (P-4)	Social Studies (5th grade)		2006-2007
			Shawn Vickers	Life/Earth Science (7-12)	Physical/Earth Science (7-12)		2006-2007
7206000	Prairie Grove Public School District	1	Katherine Clevenger	Long-Term Substitute Teacher	Career Orientation/Workplace Readiness		2006-2007
7310000	Rose Bud Public School District	1	Beth Haydon	Early Childhood Education (P-4) Elementary (K-6)	Special Education		2006-2007
7311000	Searcy County Public School District	1	Patti Bohannon	Building Administrator (P-8) CurrProgAdmSpEd (P-12) Middle School Social Studies (5-8) Elementary (1-6)	Special Education (5-6)		2006-2007
7104000	Shirley Public School District	1	Sherry Branscum	BusEd Secondary Endorsement (7-12) Bus Ed Vocational Endorsement (7-12) Work Placement Readiness (7-12) Career Orientation/Vocational (7-12)	Special Education		2006-2007
1507000	South Conway County Public School District	3	Sarah Stobaugh	English Language Arts (7-12)	Journalism (9-12)		2006-2007
			Jamie Bratton	English Language Arts (7-12)	Journalism (9-12)		2006-2007
			Larry Jackson	Elementary (1-6) Art (P-8) Art (7-12)	Survey of Fine Arts (9-12)		2006-2007
4706000	South Mississippi County Public School District	2	Denise Manos	English Language Arts (7-12) Art (7-12)	Art (K-12)		2005-2006 2006-2007
			Matthew Galas	Early Childhood Education (P-4)	Special Education Reading & English (9-12)		2006-2007

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
				MidChLangArt/SS (4-8) MidChSci/Math (4-8)			
7207000	Springdale Public School District	4	Rick Henline	Secondary Physical Education (7-12) General Science (7-12) Middle School Science (5-8) Middle School Social Studies (5-8) Life/Earth Science (7-12) English as a Second Language (P-8) English as a Second Language (7-12) Driver Education Endorsement (7-12)	Health		2006-2007
			Ron Spalter	English Language Arts (7-12)	English as a Second Language		2006-2007
			Marion Coleman	Building Administrator (P-8) Building Administrator (7-12) Secondary Physical Education (7-12) Coaching (7-12) General Science (7-12) Biology (7-12) Physics (7-12) Physical Science (7-12) Life Science (7-12)	Science (5th grade)		2005-2006 2006-2007
			Katherine Yang	Spanish (P-8) Spanish (7-12)	English as a Second Language		
7009000	Strong-Huttig Public School District	4	Theresa Gathright	Early Childhood Education (P-4) Elementary (K-6)	Special Education (K-6)		2006-2007
			Jennifer Brewster	English Language Arts (7-12)	Oral Communication		2004-2005 2005-2006 2006-2007
			Brian Lassiter	Instrumental Music (P-8) Instrumental Music (7-12)	Vocal Music		2005-2006 2006-2007
			Bernard Adams	Early Childhood Education (P-4) Elementary (K-6)	PE/Wellness/LEI (7-12)		2006-2007

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
4605000	Texarkana Public School District	3	Terri McMaster	Building Administrator (7-12) Middle School Science (5-8) Life/Earth Science (7-12)	Middle School Social Studies		2006-2007
				Chemistry (9-12)			
				Physical Science (7-12)			
				Astronomy (7-12)			
				Geology (7-12)			
			Rebecca Bird	Social Studies (7-12)	Spanish (P-8)		2005-2006 2006-2007
			Sherry Philyaw	Secondary Physical Education (7-12) English Language Arts (7-12)	Social Studies (7-12)		2006-2007

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
6806000	Twin Rivers Public School District	3	Angel Woods	English Language Arts (7-12)	Spanish		2006-2007
			Logan Foster	MidChLangArt/SS (4-8) MidChSci/Math (4-8) PE/Wellness/LEI (P-8) PE/Wellness/LEI (7-12) Coaching (7-12) Coaching (P-8)	Middle School Science		2006-2007
			Darla Hooper	Social Studies (7-12)	Art (7-12) and Gifted & Talented		2005-2006 2006-2007
O505000	Valley Springs Public School District	1	Tamara Ricketts	Bus Ed Vocational Endorsement (7-12) Business Technology (7-12)	Middle School Science & Social Studies		2006-2007
1705000	Van Buren Public School District	3	Jace Donaghue	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Middle Level Special Education		2006-2007
			Rhonda Edwards	Early Childhood Education (P-4) Elementary (K-6)	Special Education		2004-2005 2005-2006 2006-2007
			Stacey Little	Early Childhood Education (P-4) MidChLangArt/SS (4-8) Grades 5-6 Endorsement P-4 (5-6) MidChSci/Math (4-8)	Special Education		2006-2007
2503000	Viola Public School District	1	Sharmin Jennings	Middle School English (5-8) Art (P-8) Art (7-12)	Speech		2006-2007
O602000	Warren Public School District	3	Earline Ferrell	Long-Term Substitute Teacher	Social Studies		2006-2007
			Marilyn Foper	Elementary (1-6)	Library Media Specialist		2006-2007

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
				Vocal Music (P-8) Vocal Music (7-12)			

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
			Roy Vaughn	Drama/Speech (7-12)	Journalism		2005-2006 2006-2007
7208000	West Fork Public School District	4	Deanna Dunn	Early Childhood Education (P-4) PE/Wellness/LEI (P-8) PE/Wellness/LEI (7-12) American History (5-8) Contemporary American History (7-8) World Cultural/History (5-8)	Special Education & Language Arts (5-8)		2006-2007
			Bobbie Yocum	Physical Education (K-12) Coaching (7-12) PE/Wellness/LEI (P-8) PE/Wellness/LEI (7-12)	Environmental Science (9-12)		2004-2005 2005-2006 2006-2007
			Kimberly Tillman	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Elementary Counselor		2004-2005 2005-2006 2006-2007
			Debbie Fitch	Early Childhood Education (P-4) Middle School Social Studies (5-8) Elementary (K-6)	Elementary Library Media Specialist		2005-2006 2006-2007
1803000	West Memphis Public School District	1	Robin Williamson	Long-Term Substitute Teacher	3rd grade		2006-2007
4502000	Yellville-Summit Public School District	2	Veronica Pace	MidChLangArt/SS (4-8) MidChSci/Math (4-8) Transitional Math (9-12)	Secondary Mathematics		2005-2006 2006-2007
			Vincent Anderson	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Gifted & Talented		2006-2007
	Total # of School District	151					
64		151					

LEA	NAME OF DISTRICT	# OF DENIED WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
7401000	Augusta Public School District	2	Sonny Shields	Secondary Physical Education Coaching	Middle School Social Studies		2006-2007
			Joe Brown	Secondary Principal (5-12) Health Education (7-12) Physical Education (K-12) Coaching (7-12) Driver Education Endorsement (7-12)	Physical Education (K-6)		2006-2007
7302000	Beebe Public School District	9	Sarah Clark	Early Childhood Education (P-4)	Special Education (3-4)		2005-2006 2006-2007
			Lindsay Davis	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Special Education (5-6)		2005-2006 2006-2007
			Amy Ginder	Early Childhood Education (P-4)	Special Education (3-4)		2005-2006 2006-2007
			Stacy Gold	MidChLangArt/SS (4-8)	Special Education (11-12)		2005-2006 2006-2007
			Paula Heffington	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Special Education (5-12)		2006-2007
			Cari Hickey	MidChLangArt/SS (4-8) MidChSci/Math (4-8) PE/Wellness/LEI (P-8) PE/Wellness/LEI (7-12) Coaching (7-12)	Special Education (11-12)		2006-2007
			Nikki Jolly	Early Childhood Education (P-4)	Special Education (1st grade)		2005-2006 2006-2007
			Stewart Heath	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Special Education (11-12)		2005-2006 2006-2007

LEA	NAME OF DISTRICT	# OF DENIED WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
			Mark Crafton	Health Education (7-12) Secondary Physical Education (7-12) Coaching (7-12)	Social Studies (7-12)		2005-2006 2006-2007
2901000	Blevins School District	3	Pamela Elliott	Middle School Social Studies (5-8) Elementary (1-6)	Art(7-12)		2005-2006 2006-2007
			David Rauls	General Science (7-12) Physical/Earth Science (7-12)	Math		2006-2007
			Jeremy Banister	Coaching (7-12) Social Studies (7-12)	Physical Education		2005-2006 2006-2007
	Bradley School of Hope	1	James Haygood	Elementary (1-6)	Instructional Specialist (P-4)		2006-2007
5301000	East End Public School District	1	Brittany Ballard	Early Childhood Education (P-4)	Elementary Music		2006-2007
7203000	Fayetteville Public School District	5	Jason Edwards	Middle School Math (5-8) Elementary (1-6)	Elementary Special Education		2005-2006 2006-2007
			Jessica Lowe	Early Childhood Education (P-4) Sp Ed Instructional Specialist (4-12) SpEdEch Instructional Specialist (P-4)	Special Education (K-3)		2006-2007
			Richard Gallagher	Business Technology (7-12)	Social Studies (7th grade)		2006-2007
			Heather Bowen	Middle School Social Studies (5-8) Elementary (1-6)	Elementary Special Education		2006-2007
			Mary Fellows	Social Studies (7-12) Economics (7-12)	Special Education Social Studies		2006-2007

LEA	NAME OF DISTRICT	# OF DENIED WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
				Geog (7-12)			
	Foremen Public School District	2	Sarah Dockins	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	3rd grade		2005-2006 2006-2007
			Jacqueline Wiseman	Guidance Elementary (K-9) Elementary (1-6)	Social Studies (7-9)		2006-2007
	Gosnell Public School District	1	Julie Crosskno	Middle School Social Studies (5-8) Elementary (1-6)	Special Education (7-12)		2006-2007
	Hampton Public School District	1	Katy Murphy	No License	Remedial Math (7th grade)		2006-2007
	Marvell Public School District	1	Mary Brown	Social Studies (7-12) Librarian (K-12)	Elementary Music		2006-2007
	Newport Public School District	10	Amelia Franklin	Family & Consumer Science (7-12) Guidance Secondary (5-12)	Secondary ALE (9-12)		2006-2007
			Brandon Gates	PE/Wellness/LEI (P-8) PE/Wellness/LEI (7-12) Coaching (7-12) Driver Education Endorsement (7-12)	World History (10-12)		2006-2007
			ZoAnne McFall	Early Childhood Education (P-4) MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Special Education (4-6)		2006-2007
			Emily Babb	Social Studies (7-12)	General Special Education		2004-2005 2005-2006 2006-2007

LEA	NAME OF DISTRICT	# OF DENIED WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
			Denise Jiles	General Science (7-12) Life/Earth Science (7-12)	Library Media (7-8)		2005-2006 2006-2007
				Chemistry (9-12) Applied Chemistry (9-12) Physical Science (7-12) Astronomy (7-12) Geology (7-12)			
			Sonya Gregory	Elementary (1-6)	Library Media (4-6)		2005-2006 2006-2007
			Hanna Dickinson	Elementary (1-6) Art (P-8)	Art (9-12)		2005-2006 2006-2007
			Tabitha Gee	Early Childhood Education (P-4)	Guidance Counselor (4-6)		2006-2007
			Wes Rowland	Secondary Physical Education (7-12) Social Studies (7-12)	Physical Education (4-6)		2006-2007
			Ashleigh Gatewood	Early Childhood Education (P-4)	Pre School Specialist		2006-2007
							2004-2005 2005-2006 2006-2007
4713000	Osceola Public School District	2	Tammy Wood	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Algebra I		
			Susan Thorne	MidChLangArt/SS (4-8) MidChSci/Math (4-8) Mathematics (7-12) Business Technology (7-12) Career Orientation/Vocational (7-12)	Algebra I		2006-2007
4706000	South Mississippi County Public School District	1	Laura Resneck	Early Childhood Education (P-4)	Art (K-6)		2005-2006 2006-2007

LEA	NAME OF DISTRICT	# OF DENIED WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
7207000	Springdale Public School District	2	Lorena Calderon	Spanish (7-12)	English as a Second Language		2005-2006 2006-2007
			Jenny Billingsley	Early Childhood Education (P-4)	English as a Second Language		2006-2007
				MidChLangArt/SS (4-8)			
				Grades 5-6 Endorsement P-4 (5-6)			
				MidChSci/Math (4-8)			
	Texarkana Arkansas Public School District						
4605000		1	Melba Corbell	Early Childhood Education (P-4) Grades 5-6 Endorsement P-4 (5-6)	Art (7-12)		2006-2007
	Twin Rivers Public School District	3	Angel Woods	English Language Arts (7-12)	Journalism		2006-2007
6806000			Darla Hooper	Social Studies (7-12)	Art (P-8)		2005-2006 2006-2007
			Donna Bartlett	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Science (9-12)		2006-2007
	Waldron Public School District	1	Gwenda Self	Early Childhood Education (P-4)	Math & Science (6th grade)		2006-2007
	Total # of School Districts						
	17	Total # of Denied Waivers					
		46					

NEWLY EMPLOYED FOR THE PERIOD OF February 1, 2007 – February 28, 2007

Murray Britton- Area Project Manager, DPSAF and Transportation, Grade 23, effective 02/26/07.

Nona Comer- Technical Assistance Manager, Arkansas Public School Computer Network (APSCN), Grade 24, effective 02/26/07.

Shade Gilbert- Public School Program Advisor, Standards Assurance, Division of Learning Services, Grade 21, effective 02/26/07.

Elbert Harvey- Public School Program Advisor, Standards Assurance, Division of Learning Services, Grade 21, effective 02/26/07.

*Evelyn Hodge- Management Project Analyst II, Teacher Quality, Division of Human Resources/Licensure, Grade 20, effective 02/26/07.

*Jontae Ross-Nelson- Secretary I, Special Education, Division of Learning Services, Grade 11, effective 02/12/07.

Denise Truelove, Secretary I, School Improvement/ACSIP, Division of Learning Services, Grade 11, effective 02/05/07.

PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF February 1, 2007 – February 28, 2007

Hazel Burnett- from Public School Program Advisor, Fiscal Distress, Division of Fiscal and Administrative Services, Grade 21 to ADE Coordinator, Financial Accountability and Reporting, Division of Fiscal and Administrative Services, Grade 99, effective 02/05/07.

SEPARATIONS FOR THE PERIOD OF February 1, 2007 - February 28, 2007

*Frederick Cashaw- Area Project Manager, DPSAF and Transportation, Grade 23, effective 02/07/07. 1 year, 1 month, 8 days. Code: 07

Gayle Cosgrove- Systems Coordination Analyst I, Data Administration, Division of Research & Technology, Grade 21, effective 02/09/07. 0 years, 5 months, 4 days. Code: 02

*Deborah Loring- Administrative Assistant II, Curriculum Assessment and Research, Division of Learning Services, Grade 17, effective 02/09/07. 28 years, 5 months, 22 days. Code: 19

*Minority

AASIS Code:

Career Opportunity- 07

Death of Employee- 19

Involuntary- 2

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

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

February 21, 2007

Dr. Carolyn Carter
6604 N. W. 9th Blvd.
Gainesville, FL 32605

Re: Notice of State Board Meeting - New Date and Time
Dreamland Academy of Performing and Communication Arts

Dear Dr. Carter:

I am writing to inform you that the consideration of your charter application will continue at the State Board's meeting of March 12, 2007. The meeting will begin at 9:00 a.m. and will be held in the Auditorium of the Arch Ford Education Building, 4 Capitol Mall in Little Rock.

In accordance with the motion adopted by the State Board of Education at its February 12 meeting, at which your charter was conditionally approved, please submit the following information for review:

- an executed, comprehensive lease agreement between your organization and the facility owners, for review by Department of Education staff.

This information must be received in my office NO LATER THAN 4:30 p.m. on February 27, 2007.

Should you have any questions, please contact Ms. Mary Ann Brown, Charter Schools Unit Leader, at (501) 683-5313, or Ms. Dee Cox, Coordinator of Special Programs, at (501) 682-4379.

Sincerely,


Scott Smith
General Counsel

RECEIVED
FEB 25 2007

SS/tw/slr

cc: Mary Ann Brown, Charter Schools Unit Leader ✓
Dee Cox, Coordinator of Special Programs
Superintendent Roy D. Brooks, Little Rock School District
Superintendent Ken Kirspel, North Little Rock School District
Superintendent James Sharpe, Pulaski County Special School District
Superintendent Tony Prothro, Benton School District
Superintendent Richard Abernathy, Bryant School District
Mona Briggs, Director - Academics Plus Charter School
Omar Ozemeral, Director - LISA Academy

CHARTER SCHOOLS OFFICE

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

An Equal Opportunity Employer

RECEIVED
FEB 28 2007

CHARTER SCHOOL OFFICE

WILSON COMMUNITY DEVELOPMENT CORPORATION

6604 NW 9th Blvd., Ste. A

Gainesville, Florida 32605

February 27, 2007

Mr. Scott Smith, General Counsel
Arkansas Department of Education
4 State Capitol Mall
Little Rock, AR 72201-1071

Dear Mr. Scott:

We appreciate the opportunity to submit additional information to the Arkansas State Board of Education as it considers our application to operate an open enrollment charter school in Little Rock, Arkansas.

In accordance with the motion adopted by the Arkansas State Board of Education, we are submitting the following executed lease agreement.

If additional information is required from us, please advise. We may be contacted at 866-903-7323 or via email at cjc01@aol.com. Thank you.

Sincerely,


Raahul Reddy

Dreamland Academy of Performing and Communication Arts Lease Agreement

This Commercial Lease Agreement ("Lease") is made and effective 2/15/07, by and between Greater Second Baptist Church ("Landlord") and Wilson Community Development Corporation/Dreamland Academy for the Performing and Communication Arts ("Tenant").

Landlord is the owner of land and improvements commonly known and numbered as 5615 Geyer Springs, Little Rock, AR 72209 (SW1/4 of the SW1/4, Section 19, Township 1 North, Range 12 West and NW1/4 of the NW1/4, Section 30, Township 1 North, Range 12 West in the City of Little Rock, Pulaski County, Arkansas).

Landlord makes available for lease the Buildings designated as the Youth Education Building (all), Multipurpose Recreation Building (all) and a portion of the Children's Education Building (second floor space of 8 rooms, 2 restrooms) (the "Leased Premises"). Total square footage is approximately 25100. Included in "Leased Premises" is also playground area adjacent to Youth Education Building.

Landlord desires to lease the Leased Premises to Tenant, and Tenant desires to lease the Leased Premises from Landlord for the term, at the rental and upon the covenants, conditions and provisions herein set forth.

THEREFORE, in consideration of the mutual promises herein, contained and other good and valuable consideration, it is agreed:

1. Term.

A. Landlord hereby leases the Leased Premises to Tenant, and Tenant hereby leases the same from Landlord, for an "Initial Term" beginning July 1, 2007 and ending June 30, 2010. Landlord shall give Tenant possession as nearly as possible at the beginning of the Lease term. If Landlord is unable to timely provide the Leased Premises, rent shall abate for the period of delay. Tenant shall make no other claim against Landlord for any such delay.

B. Tenant may renew the Lease for one extended term of 2 years. Tenant shall exercise such renewal option, if at all, by giving written notice to Landlord not less than ninety (90) days prior to the expiration of the Initial Term. The renewal decision must be provided to the Tenant by December 15, 2009. The renewal term shall be at the rental set forth below (\$6.48/sq ft per year) and otherwise upon the same covenants, conditions and provisions as provided in this Lease. Additional space will be provided at a prorated square foot amount based on the Tenant's requirements.

2. Rental.

A. Tenant shall pay to Landlord during the Initial Term rental of \$162,630 per year, payable in installments of \$13552.50 per month. Each installment payment shall be due in advance on the first day of each calendar month during the lease term to Landlord at 5615 Geyer Springs Rd., Little Rock, AR 72209 or at such other place designated by written notice from Landlord or Tenant. The rental payment amount for any partial calendar months included in the lease term shall be prorated on a daily basis. Tenant shall also pay to Landlord a "Security Deposit" in the amount of 0.

B. The rental for any renewal lease term, if created as permitted under this Lease, shall be 162,230 per year payable in installments of \$13552.50 per month.

3. Use

Notwithstanding the forgoing, Tenant shall not use the Leased Premises for the purposes of storing, manufacturing or selling any explosives, flammables or other inherently dangerous substance, chemical, thing or device.

4. Sublease and Assignment

Tenant shall have the right without Landlord's consent, to assign this Lease to a corporation with which Tenant may merge or consolidate, to any subsidiary of Tenant, to any corporation under common control with Tenant, or to a purchaser of substantially all of Tenant's assets. Except as set forth above, Tenant shall not sublease all or any part of the Leased Premises, or assign this Lease in whole or in part without Landlord's consent, such consent not to be unreasonably withheld or delayed.

5. Repairs

Landlord, at Landlord's expense, will ensure Leased Premises meet all City of Little Rock, state and federal guidelines for schools (certificate of occupancy) by lease start date. During the Lease term, Tenant shall make, at Tenant's expense, all necessary day to day repairs to the Leased Premises. Repairs shall include such items as routine repairs of floors, walls, ceilings, and other parts of the Leased Premises damaged or worn through normal occupancy, except for major mechanical systems or the roof, subject to the obligations of the parties otherwise set forth in this Lease.

6. Alterations and Improvements

Tenant, at Tenant's expense, shall have the right following Landlord's consent to remodel, redecorate, and make additions, improvements and replacements of and to all or any part of the Leased Premises from time to time as Tenant may deem desirable, provided the same are made in a workmanlike manner and utilizing good quality materials. Tenant shall have the right to place and install personal property, trade fixtures, equipment and other temporary installations in and upon the Leased Premises, and fasten the same to the premises. All personal property, equipment, machinery, trade fixtures and temporary installations, whether acquired by Tenant at the commencement of the Lease term or placed or installed on the Leased Premises by Tenant thereafter, shall remain Tenant's property free and clear of any claim by Landlord. Tenant shall have the right to remove the same at any time during the term of this Lease provided that all damage to the Leased Premises caused by such removal shall be repaired by Tenant at Tenant's expense.

7. Property Taxes

Landlord shall pay, prior to delinquency, all general real estate taxes and installments of special assessments coming due during the Lease term on the Leased Premises, and all personal property taxes with respect to Landlord's personal property, if any, on the Leased Premises. Tenant shall be responsible for paying all personal property taxes with respect to Tenant's personal property at the Leased Premises.

8. Insurance

A. If the Leased Premises or any other part of the Building is damaged by fire or other casualty resulting from any act or negligence of Tenant or any of Tenant's agents, employees or invitees, rent shall not be diminished or abated while such damages are under repair, and Tenant shall be responsible for the costs of repair not covered by insurance.

B. Landlord shall maintain fire and extended coverage insurance on the Building and the Leased Premises in such amounts as Landlord shall deem appropriate. Tenant shall be responsible, at its expense, for fire and extended coverage insurance on all of its personal property, including removable trade fixtures, located in the Leased Premises.

C. Tenant and Landlord shall, each at its own expense, maintain a policy or policies of comprehensive general liability insurance with respect to the respective activities of each in the Building with the premiums thereon fully paid on or before due date, issued by and binding upon some insurance company approved by Landlord, such insurance to afford minimum protection of not less than \$1,000,000 combined single limit coverage of bodily injury, property damage or combination thereof. Landlord shall be listed as an additional insured on Tenant's policy or policies of comprehensive general liability insurance, and Tenant shall provide Landlord with current Certificates of Insurance evidencing Tenant's compliance with this Paragraph. Tenant shall obtain the agreement of Tenant's insurers to notify Landlord that a policy is due to expire at least (10) days prior to such expiration. Landlord shall not be required to maintain insurance against thefts within the Leased Premises or the Building.

9. Utilities.

Tenant shall pay all charges for water, sewer, gas, electricity, telephone and other services and utilities used by Tenant on the Leased Premises during the term of this Lease unless otherwise expressly agreed in writing by Landlord. In the event that any utility or service provided to the Leased Premises is not separately metered, Landlord shall pay the amount due and separately invoice Tenant for Tenant's pro rata share of the charges. Tenant shall pay such amounts within fifteen (15) days of invoice. Tenant acknowledges that the Leased Premises are designed to provide standard office use electrical facilities and standard office lighting. Tenant shall not use any equipment or devices that utilizes excessive electrical energy or which may, in Landlord's reasonable opinion, overload the wiring or interfere with electrical services to other tenants.

10. Signs.

Following Landlord's consent, Tenant shall have the right to place on the Leased Premises, at locations selected by Tenant, any signs which are permitted by applicable zoning ordinances and private restrictions. Landlord may refuse consent to any proposed signage that is in Landlord's opinion too large, deceptive, unattractive or otherwise inconsistent with or inappropriate to the Leased Premises or use of any other tenant. Landlord shall assist and cooperate with Tenant in obtaining any necessary permission from governmental authorities or adjoining owners and occupants for Tenant to place or construct the foregoing signs. Tenant shall repair all damage to the Leased Premises resulting from the removal of signs installed by Tenant.

11. Entry.

Landlord shall have the right to enter upon the Leased Premises at reasonable hours to inspect the same, provided Landlord shall not thereby unreasonably interfere with Tenant's business on the Leased Premises.

12. Parking.

During the term of this Lease, Tenant shall have the non-exclusive use in common with Landlord, other tenants of the Building, their guests and invitees, of the non-reserved common automobile parking areas, driveways, and footways, subject to rules and regulations for the use thereof as prescribed from time to time by Landlord. Landlord reserves the right to designate parking areas within the Building or in reasonable proximity thereto, for Tenant and Tenant's agents and employees. Tenant shall provide Landlord with a list of all license numbers for the cars owned by Tenant, its agents and employees. Separated structured parking, if any, located about the Building is reserved for tenants of the Building

who rent such parking spaces. Tenant hereby leases from Landlord Youth Education Building Parking Lot (all). In consideration of the leasing to Tenant of such spaces, Tenant shall pay a monthly rental of 0 per space throughout the term of the Lease. Such rental shall be due and payable each month without demand at the time herein set for the payment of other monthly rentals, in addition to such other rentals.

13. Building Rules.

Tenant will comply with the rules of the Building adopted and altered by Landlord from time to time and will cause all of its agents, employees, invitees and visitors to do so; all changes to such rules will be sent by Landlord to Tenant in writing.

14. Damage and Destruction.

Subject to Section 8 A. above, if the Leased Premises or any part thereof or any appurtenance thereto is so damaged by fire, casualty or structural defects that the same cannot be used for Tenant's purposes, then Tenant shall have the right within ninety (90) days following damage to elect by notice to Landlord to terminate this Lease as of the date of such damage. In the event of minor damage to any part of the Leased Premises, and if such damage does not render the Leased Premises unusable for Tenant's purposes, Landlord shall promptly repair such damage at the cost of the Landlord. In making the repairs called for in this paragraph, Landlord shall not be liable for any delays resulting from strikes, governmental restrictions, inability to obtain necessary materials or labor or other matters which are beyond the reasonable control of Landlord. Tenant shall be relieved from paying rent and other charges during any portion of the Lease term that the Leased Premises are inoperable or unfit for occupancy, or use, in whole or in part, for Tenant's purposes. Rentals and other charges paid in advance for any such periods shall be credited on the next ensuing payments, if any, but if no further payments are to be made, any such advance payments shall be refunded to Tenant. The provisions of this paragraph extend not only to the matters aforesaid, but also to any occurrence which is beyond Tenant's reasonable control and which renders the Leased Premises, or any appurtenance thereto, inoperable or unfit for occupancy or use, in whole or in part, for Tenant's purposes.

15. Default.

If default shall at any time be made by Tenant in the payment of rent when due to Landlord as herein provided, and if said default shall continue for fifteen (15) days after written notice thereof shall have been given to Tenant by Landlord, or if default shall be made in any of the other covenants or conditions to be kept, observed and performed by Tenant, and such default shall continue for thirty (30) days after notice thereof in writing to Tenant by Landlord without correction thereof then having been commenced and thereafter diligently prosecuted, Landlord may declare the term of this Lease ended and terminated by giving Tenant written notice of such intention, and if possession of the Leased Premises is not surrendered, Landlord may reenter said premises. Landlord shall have, in addition to the remedy above provided, any other right or remedy available to Landlord on account of any Tenant default, either in law or equity. Landlord shall use reasonable efforts to mitigate its damages.

16. Quiet Possession.

Landlord covenants and warrants that upon performance by Tenant of its obligations hereunder, Landlord will keep and maintain Tenant in exclusive, quiet, peaceable and undisturbed and uninterrupted possession of the Leased Premises during the term of this Lease.

17. Condemnation.

If any legally, constituted authority condemns the Building or such part thereof which shall make the Leased Premises unsuitable for leasing, this Lease shall cease when the public authority takes

possession, and Landlord and Tenant shall account for rental as of that date. Such termination shall be without prejudice to the rights of either party to recover compensation from the condemning authority for any loss or damage caused by the condemnation. Neither party shall have any rights in or to any award made to the other by the condemning authority.

18. Subordination.

Tenant accepts this Lease subject and subordinate to any mortgage, deed of trust or other lien presently existing or hereafter arising upon the Leased Premises, or upon the Building and to any renewals, refinancing and extensions thereof, but Tenant agrees that any such mortgagee shall have the right at any time to subordinate such mortgage, deed of trust or other lien to this Lease on such terms and subject to such conditions as such mortgagee may deem appropriate in its discretion. Landlord is hereby irrevocably vested with full power and authority to subordinate this Lease to any mortgage, deed of trust or other lien now existing or hereafter placed upon the Leased Premises of the Building, and Tenant agrees upon demand to execute such further instruments subordinating this Lease or attorning to the holder of any such liens as Landlord may request. In the event that Tenant should fail to execute any instrument of subordination herein required to be executed by Tenant promptly as requested, Tenant hereby irrevocably constitutes Landlord as its attorney-in-fact to execute such instrument in Tenant's name, place and stead, it being agreed that such power is one coupled with an interest. Tenant agrees that it will from time to time upon request by Landlord execute and deliver to such persons as Landlord shall request a statement in recordable form certifying that this Lease is unmodified and in full force and effect (or if there have been modifications, that the same is in full force and effect as so modified), stating the dates to which rent and other charges payable under this Lease have been paid, stating that Landlord is not in default hereunder (or if Tenant alleges a default stating the nature of such alleged default) and further stating such other matters as Landlord shall reasonably require.

19. Security Deposit.

The Security Deposit shall be held by Landlord without liability for interest and as security for the performance by Tenant of Tenant's covenants and obligations under this Lease, it being expressly understood that the Security Deposit shall not be considered an advance payment of rental or a measure of Landlord's damages in case of default by Tenant. Unless otherwise provided by mandatory non-waivable law or regulation, Landlord may commingle the Security Deposit with Landlord's other funds. Landlord may, from time to time, without prejudice to any other remedy, use the Security Deposit to the extent necessary to make good any arrearages of rent or to satisfy any other covenant or obligation of Tenant hereunder. Following any such application of the Security Deposit, Tenant shall pay to Landlord on demand the amount so applied in order to restore the Security Deposit to its original amount. If Tenant is not in default at the termination of this Lease, the balance of the Security Deposit remaining after any such application shall be returned by Landlord to Tenant. If Landlord transfers its interest in the Premises during the term of this Lease, Landlord may assign the Security Deposit to the transferee and thereafter shall have no further liability for the return of such Security Deposit.

20. Notice.

Any notice required or permitted under this Lease shall be deemed sufficiently given or served if sent by United States certified mail, return receipt requested, addressed as follows:

If to Landlord to:

Greater Second Baptist Church
[Landlord]

5615 Geyer Springs Rd., Little Rock, AR 72209
[Landlord's Address]

If to Tenant to:

Dreamland Academy of Performing and Communication Arts/Wilson Community Development Corporation
[Tenant]

5615 Geyer Springs Rd., Little Rock, AR 72209
[Tenant's Address]

Landlord and Tenant shall each have the right from time to time to change the place notice is to be given under this paragraph by written notice thereof to the other party.

21. Brokers.

Tenant represents that Tenant was not shown the Premises by any real estate broker or agent and that Tenant has not otherwise engaged in, any activity which could form the basis for a claim for real estate commission, brokerage fee, finder's fee or other similar charge, in connection with this Lease.

22. Waiver.

No waiver of any default of Landlord or Tenant hereunder shall be implied from any omission to take any action on account of such default if such default persists or is repeated, and no express waiver shall affect any default other than the default specified in the express waiver and that only for the time and to the extent therein stated. One or more waivers by Landlord or Tenant shall not be construed as a waiver of a subsequent breach of the same covenant, term or condition.

23. Memorandum of Lease.

The parties hereto contemplate that this Lease should not and shall not be filed for record, but in lieu thereof, at the request of either party, Landlord and Tenant shall execute a Memorandum of Lease to be recorded for the purpose of giving record notice of the appropriate provisions of this Lease.

24. Headings.

The headings used in this Lease are for convenience of the parties only and shall not be considered in interpreting the meaning of any provision of this Lease.

25. Successors.

The provisions of this Lease shall extend to and be binding upon Landlord and Tenant and their respective legal representatives, successors and assigns.

26. Consent.

Landlord shall not unreasonably withhold or delay its consent with respect to any matter for which Landlord's consent is required or desirable under this Lease.

27. Performance.

If there is a default with respect to any of Landlord's covenants, warranties or representations under this Lease, and if the default continues more than fifteen (15) days after notice in writing from Tenant to Landlord specifying the default, Tenant may, at its option and without affecting any other remedy hereunder, cure such default and deduct the cost thereof from the next accruing installment or installments of rent payable hereunder until Tenant shall have been fully reimbursed for such expenditures, together with interest thereon at a rate equal to the lesser of twelve percent (12%) per annum or the then highest lawful rate. If this Lease terminates prior to Tenant's receiving full reimbursement, Landlord shall pay the unreimbursed balance plus accrued interest to Tenant on demand.

28. Compliance with Law.

Tenant shall comply with all laws, orders, ordinances and other public requirements now or hereafter pertaining to Tenant's use of the Leased Premises. Landlord shall comply with all laws, orders, ordinances and other public requirements now or hereafter affecting the Leased Premises.

29. Final Agreement.

This Agreement terminates and supersedes all prior understandings or agreements on the subject matter hereof. This Agreement may be modified only by a further writing that is duly executed by both parties.

30. Governing Law.

This Agreement shall be governed, construed and interpreted by, through and under the Laws of the State of Arkansas.

IN WITNESS WHEREOF, the parties have executed this Lease as of the day and year first above written.

31. State Indebtedness.

Pursuant to A.C.A. 6-23-503(b)(1), 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.

32. Contingencies.

This Agreement is contingent upon the following stipulations:

- a. Dreamland Academy charter application is approved by all necessary parties.
- b. Dreamland Academy charter financing is met in accordance with the proposed budget.
- c. The board of the Wilson Community Development Corporation and/or assigned project managers provide final approval.
- d. If Dreamland does not meet its targeted number of students, then Dreamland will be permitted to lease space based on a prorated amount per square foot.
- e. If Dreamland loses its charter within the timeframe outlined in the lease, the Dreamland will not be obligated to lease for the then remaining duration of the lease.

Carol Green

[Landlord] Signature Block

R. Ready

[Tenant] Signature Block

[Handwritten flourish]

ARKANSAS DEPARTMENT OF
Education 

Dr. T. Kenneth James, Commissioner

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

February 26, 2007

Dr. Belinda P. Shook
Beebe Public Schools
Badger Academy Conversion Charter School
1201 W. Center St.
Beebe, AR 72012

Re: Notice of State Board Meeting

Dear Dr. Shook:

This letter is to inform you that your request for a Conversion Charter School will be considered, at the State Board of Education's meeting on March 12, 2007. 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 4 Capitol Mall in Little Rock.

The procedures for the hearing are contained in Section 7.00 of the Arkansas Department of Education Rules and Regulations Governing Charter Schools. Please see enclosure.

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

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

Sincerely,



Dee Cox
Special Programs Coordinator

DC/ms

Enclosure.

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

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6.00 Conversion Charter School – Application Approval Procedures

- 6.01 Each conversion charter applicant must submit, by certified mail on or before the established deadline, to the Department of Education Charter School Office a letter of intent signed by the school board president.
- 6.02 Each charter applicant shall prepare an application that describes the elements of the applicant's plan for establishing a conversion charter school. The application shall be on a form provided by the Department of Education. If requested, the Department of Education Charter School Office shall give technical assistance in preparing the application.
- 6.03 The application shall be reviewed by the local board of the public school district requesting to convert an existing public school to a charter school. The local board shall vote to approve or disapprove the application and prepare written findings. The results of the vote and the written findings shall be sent to the Department of Education Charter School Office and the applicant. If approved, the application shall be forwarded by the local board to the State Board of Education.
- 6.04 A public school application for a conversion charter may include, but shall not be limited to, the following purposes:
- 6.04.01 Adopting research-based school or instructional designs, or both, that focus on improving student and school performance;
 - 6.04.02 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
 - 6.04.03 Partnering with other districts or schools to address students' needs in a geographical location or multiple locations.

7.00 Responsibilities of the State Board of Education – Conversion Charter Schools

- 7.01 The State Board shall not approve a conversion charter school application from a district that has not been approved by the district's local board.
- 7.02 The Department of Education shall review the applications and present to the State Board a written evaluation of the application. A copy of the evaluation shall be sent to the applicant. The applicant will be allowed to submit a written response to the evaluation by an established deadline. The applicant will not be allowed to supplement the original application with additional documents or new information prior to the State Board review.
- 7.03 The State Board shall review the applications for proposed charter schools. The State Board shall vote whether or not to award charters to locally approved applications. The State Board may place conditions on the charters it awards.
- 7.04 The State Board of Education may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or receive technical assistance to correct deficiencies in the application.
- 7.05 The decision of the State Board of Education shall be final.

FedEx Express **US Airbill**

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1 From *Please print and press hard!*
Date 2/26/07 Sender's FedEx Account Number 3332-3106-9

Sender's Name Chantaw School Office Phone (501) 683-5300

Company ARKANSAS DEPT OF ED

Address 4 CAPITOL MALL RM 305B

City LITTLE ROCK

State AR

ZIP 72201-1013

Dept./Room/Suite/Room

0100001

2 Your Internal Billing Reference
Please do not checkmark unless you support an invoice.

3 To Recipient's Name Dr. Belinda P. Shook

Company Bebe Public Schools

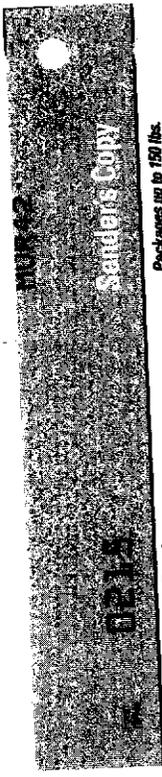
Recipients Address 204 W. Center St.

City Bebe State AR ZIP 72012

Address 0348245978



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PULL AND RETAIN THIS COPY BEFORE AFFIXING TO THE PACKAGE. NO POUCH NEEDED.

4a Express Package Service

FedEx Priority Overnight
Next business morning, guaranteed on Monday unless SATURDAY Delivery is selected.

FedEx Standard Overnight
Saturday Delivery NOT available.

FedEx Express Saver
Second business day, Thursday Saturday Delivery NOT available.

4b Express Freight Service

FedEx 1Day Freight*
Next business day, guaranteed on Monday unless SATURDAY Delivery is selected.

FedEx 2Day Freight
Second business day, Thursday Saturday Delivery NOT available.

FedEx 3Day Freight
Saturday Delivery NOT available.

5) Packaging

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Includes FedEx Small Pak, FedEx Large Pak, and FedEx Surety Pak.

FedEx Tube

Other

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Sender

Recipient

Third Party

Credit Card

Cash/Check

Total Packages 1 Total Weight \$.00 Total Declared Value*

8 RESIDENTIAL Delivery Signature Options

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Direct Signature

Indirect Signature

519

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Module H, 4th Floor
Memphis, TN 38116

U.S. Mail: PO Box 727
Memphis, TN 38194-4643
Telephone: 901-369-3600

February 27, 2007

Dear Customer:

The following is the proof of delivery you requested with the tracking number **859689885521**.

Delivery Information:

Status:	Delivered	Delivery location:	1201 W CENTER ST 72012
Signed for by:	L. CARROLL	Delivery date:	Feb 27, 2007 09:52
Service type:	Priority Envelope		

NO SIGNATURE IS AVAILABLE

FedEx Express Proof of delivery details appear below, however no signature is currently available for this FedEx Express shipment. Availability of signature images may take up to 5 days after delivery date.

Shipping Information:

Tracking number:	859689885521	Ship date:	Feb 26, 2007
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Recipient:

DR BELINDA P SHOOK
BEJOE PUBLIC SCHOOLS
1202 W CENTER ST
72012 US

Shipper:

CAHRTTEL SCHOOL OFFICE
ARKANSAS DEPT OF ED
4 CAPITOL MALL RM 305B
722011013 US

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Lorrie Welch Belew, President
Tommy Vanaman, Vice President
Harold Davis, Secretary

Beebe Public Schools
1201 West Center Street
Beebe, Arkansas 72012
Phone 501-882-5463, Fax 501-882-5465

Lucy Mahoney, Member
G. E. "Butch" Rice III, Member
Dr. Belinda Shook, Superintendent

Letter of Intent to Apply for a Conversion Charter School

May 9, 2006

Mrs. Mary Ann Brown
Arkansas Department of Education
Charter School Office
#4 State Capitol Mall
Room 305-B
Little Rock, AR 72201

Dear Mrs. Brown:

It is a pleasure to inform you that it is the intent of the Beebe School District to submit a Conversion Charter School grant application during the 2006-2007 school year. The district contact person for the conversion charter school will be Rick Duff.

Address: 1201 W. Center St., Beebe, AR 72012
Phone #: (501) 882-5463
FAX #: (501) 883-5465
Email Address: rduff@thor.k12.ar.us

The Beebe School District will be submitting the grant application for the proposed conversion charter school. The tentative proposed name of the school will be "Badger Academy", which coincides with our school district mascot. The location of the proposed conversion charter school is 401 W. Center St., Beebe, AR 72012. The site is on existing school district property. The grade levels to be served are seventh through twelfth grade.

The emphasis of the proposed conversion charter school will be to meet the needs of the non-traditional student. Students will receive instruction that follows Arkansas course frameworks, and students will be accountable on all state criterion and norm-referenced tests. This alternative school setting will also focus on character education, social skill development, and the incorporation of technology to enhance the curriculum. The district's goal is to provide an environment where all students can receive a quality education in both a traditional and a non-traditional setting. The ultimate goal is for all students to graduate.

The Beebe School District is looking forward to working with you in the development of our application. This will be an opportunity to be sure "No Child Is Left Behind" in our school district. We look forward to sharing our plans for the successful outcome of a conversion charter school.

Sincerely,



Dr. Belinda P. Shook
Superintendent

RECEIVED
MAY 12 2006

CHARTER SCHOOL OFFICE

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

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

February 15, 2007

Mr. Rick Duff
Beebe Public Schools
Badger Academy Conversion Charter School
1201 W. Center Street
Beebe, AR 72012

Dear Mr. Duff,

This letter is to inform you of the completion of the evaluation of the application for Badger Academy Conversion Charter School as per 9.01 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Written responses must be **in the Charter School Office no later than 3:00 P.M., Tuesday, February 27, 2007** in order to process for the State Board meeting deadline. Responses received after that date will not be processed.

Responses should be sent to the following address:
Charter School Office
Dr. Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your response at (501) 683-5313.

Thank you,



Dee Cox
Special Programs Coordinator

MS/ms

Enclosure: ADE Evaluation of Badger Academy.

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

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**Arkansas Department of Education
District Conversion Charter School Application Evaluation**

Name of Proposed School: Badger Academy Conversion Charter 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)

Comments: This is a public school district desiring to open a conversion charter school to meet the needs of at-risk students in grades 7-12.

OBJECTIVE 1

Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this conversion charter school? Does it 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? Does it include verification that notice of the public hearing was published on a weekly basis for at least three weeks prior to the date of the hearing in a newspaper having general circulation in the school district?

MINIMAL 1-3 points	ADEQUATE 4-7 points	EXCELLENT 8-10 points
<ul style="list-style-type: none"> • Description presented for the objective is vague or missing 	<ul style="list-style-type: none"> • Description for the objective is present but lacks detail. 	<ul style="list-style-type: none"> • Description for the objective is complete and details all required information.

Score 9/10

Weakness:

Attached invoice from Beebe indicates the first notice ran on 10/26/06. There was no evidence of sign-in sheets to confirm how many parents were in attendance.

Strengths:

Pages 4 and 5, contains good information and documentation of notification through a variety of sources. The application contains all the required documentation in this objective.

OBJECTIVE 2

Does the application provide the mission statement of the proposed conversion charter school?

Score 9.3/10

Weakness:

The information on this objective is somewhat vague, however, supporting evidence is found through out the application.

Strengths:

On page 5, the mission statement is complete and includes the target student population, describing the means for reaching them, and the ultimate goal of the charter school.

OBJECTIVE 3

Does the application describe the educational need for the school?

Score 7.7/10

Weakness:

The response was general and needs more data to support the application.

While some data was used at the high school grade levels, there was none given for the students in grades 7-10.

While the National Education Association was mentioned in the response, there were no citations of research given. More cited research needed in the application.

While general statements were made about concerns of students being at-risk, there was no sub-group population(s) defined, more detailed information on the students to be served by the school is needed. How many students has the district actually identified? What criteria were used to identify those students?

Strengths:

The response does include testing data at the 11th and 12th grade levels that shows a concern in literacy, remediation, and graduation rates for the district.

Second chance via credit recovery for students who have already dropped out is very powerful. Sounds like a great opportunity for those who have dropped out.

OBJECTIVE 4

Does the application describe the educational program to be offered by the charter school?

Score 7/10

Weakness:

How are students identified and encouraged to re-enroll in the district? How will those students be evaluated to determine whether they qualify for enrollment in the conversion school or the regular school setting?

There is no mention of physical education, health, career and technical training, and fine arts instruction for students in grades 7 and 8. Will these content areas be covered in the curriculum, or will a waiver be sought?

Schedule on page 28 does not include all content areas. Schedules may need to be re-arranged or incorporated *school to work* activities to be instruction time.

Additional coursework seems to be optional. How will Charter be accountable for these students and their instruction? (pg 28)

What is the time limit between dropping out and returning to school as a student in the conversion school?

Strengths:

The application gives a grade level breakdown of the educational programming to be provided by the conversion school.

Use of certified teachers for grades 7 and 8 is a positive. Use of Arkansas Virtual School is also positive.

There is a pathway for students to return to the regular classroom after they have recovered credits to put them at grade level.

The extended hours of the academy can be helpful to students who are trying to work and go to school at the same time.

OBJECTIVE 5

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

Score 6.3/10**Weakness:**

Will there be any recognition of students at the conversion school that would provide positive attitudes toward academic success?

The application mentions embedded lesson assessments how often will these take place? Who will be responsible for assessing them?

How will charter be different from regular public school?

Strengths:

The application mentions a variety of assessment measures such as – criterion-referenced tests, chunk tests, formative assessments and Compass Software pre and post assessments.

OBJECTIVE 6

Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Score 9/10**Weakness:**

It is important that trained curriculum specialists work with the teachers. Additionally, time should be provided for the teachers to meet with each other across grade levels/disciplines to discuss the alignment process and to insure that all frameworks are covered.

Strengths:

District will continue to use an on-going process to align curriculum that meets the needs of the students with curriculum specialists working throughout the grades. There is acknowledgement that test results provide information for monitoring and adjusting the curriculum.

OBJECTIVE 7

Does the application describe the enrollment criteria and student selection process? Does it include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Ann. §6-23-306 (14)(C) ?

Score 8/10

Weakness:

While open to all students in the district, only one selection process will be used (referral) with 3 individuals given authority to make referral(s). Outside agencies might also be another resource used by the district to determine student selection.

Strengths:

A lottery process will be used if more students are eligible than the school can accommodate.

OBJECTIVE 8

Does the application summarize the job descriptions of the school director and other key personnel? Does it specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program? Does it list the types of administrative positions, teaching positions, and support positions and how many of each?

Score 7.3/10

Weakness:

Having a Principal with appropriate credentials and experience with students of this age (grades 7-12) would be of great benefit to both students and teachers. Will the School Director have the same or equivalent rights and responsibilities of Principals within the district? Will this person be responsible for discipline at the school? Will he or she participate in professional development, as do principals and other certified personnel?

Counseling services will be vital for students trying to makeup credits as well as guidance regarding graduation and college enrollment as it appears majority of students will be 9-12 grades. Will a counselor 0.14 FTE will be sufficient to take this great responsibility?

Strengths:

A summary of positions was given with qualifications of those positions. FTE'S are given in the response as well.

The school director and many of the instructors will be certified.

The Badger Academy application indicates the School Director/Lead Teacher will be responsible for managing the budget. Information provided in Objective 10 provides additional information concerning financial reporting.

OBJECTIVE 9

Does the application describe the manner in which the school will make provisions for the following student services?

- A) Guidance Program
- B) Health Services

- C) Media Center
- D) Transportation
- E) Food Services
- F) Special Education
- G) Alternative Education
- H) Gifted and Talented Program

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

Score 7.3/10

Weakness:

A. Concerned if guidance services will be sufficient.

B. Who will issue medications for those students that require it?

C. How often will students have opportunity to visit libraries?

E. After speaking with Jackie Rowe (District's Food Service Director) - the reviewer has the following concerns: (1) Staffing - the proposed enrollment greatly exceeds the current number of students that use the ALE site, this additional volume will require additional staff for meal service. (2) Equipment - The proposed facility has no equipment for holding (hot or cold) the quantities of food needed to serve 70 students (7 to 10 full steam table pans). Additional equipment may include steam table for serving, hard trays or disposable trays for meal service, milk cooler, etc. (3) No Provisions for transporting this volume of meals to the ALE Site (ex. Truck or Van, Insulated containers, portable heated cabinets, etc). (4) No money was budgeted in the Charter application for these specific start-up expenses that would be necessary if the district were to open a Charter School.

Strengths:

F. The Conversion Charters are not "stand alone" school districts. They operate under the umbrella of the district that is applying for the charter. Therefore, they already have special education services in place and those same services would be available to the students in the conversion charter that are available to the students district-wide.

OBJECTIVE 10

Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule?

Score 9.5/10

Strengths:

Badger Academy will use the Beebe School District finance office for all reporting requirements. Beebe School District already participates in APSCN as a public school district.

OBJECTIVE 11

Does the application describe the facilities to be used? Does it give the present use of the facility and the use for the past three (3) years? Does it 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, does it provide a list of items that will need to be addressed to bring the facility into compliance?

Score 9.5/10

Strengths:

Description of facility meets the stated objective in the application.

Facilities Report:

Division of Public School Academic Facilities and Transportation

1. **Charter School:** Badger Academy Conversion Charter School
2. **Location:** 1200 West Center Street, Beebe, AR 72012
3. **General Observations:** The facilities to be used for the Badger Academy Conversion Charter School are two renovated office buildings which were completed this summer by the Beebe maintenance staff. One building will house the administrative staff and classrooms. The second building will be a multipurpose room and cafeteria. The facilities are co-located with the districts transportation facility. The facility appeared to be well maintained.
4. **Academic Suitability:** No adaptations need to be made to these buildings. They are considered suitable in their present configuration.
5. **ADA Accessibility:** Both buildings are considered ADA accessible.
6. **Life Safety Codes:** There are no corrections needed to be made to these buildings. There are sufficient number of exits and fire extinguishers. Alarm systems are present.
7. **Conclusions and Recommendations:** These facilities are deemed appropriate and will meet the needs of the Charter School applicant.

OBJECTIVE 12

Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated (Education Code) and the specific rules and regulations, including specific sections of the Standards for Accreditation as allowed, established by the State Board that the charter school seeks to be exempted from in order to meet the goals of the school? Does it identify the specific State Board rules and regulations requested to be waived by title and section number if applicable? Does the application provide a brief description of the need for each waiver requested?

Score 5.5/10

Weaknesses:

Concerned regarding school day waiver, further details about instructional minimums for students are needed.

Charter needs to give specifics to qualifications of teachers that might not have certification in the particular field in which they are teaching.

OBJECTIVE 13

Does the application provide a written evaluation describing the potential impact of the proposed charter school on the efforts of affected public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools?

Score 8.7/10

Weakness:

Charter needs to address concerns regarding the possibility of any equity issues that might arise over time for the student populations entering the charter.

Strengths:

Response in application is complete. According to applicant no negative impact is expected, based on current enrollment at the ALE and school transfer requests.

OBJECTIVE 14

Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational program?

Score 7/10

Weakness:

Additional information is needed regarding the follow up of the programming described in the application.

What are the consequences for students when families fail to commit to the 8-week program (12 hours total)? Additional information about the program is needed.

How will this charter accomplish its goal associated with parent involvement? How are the methods different from the regular school setting?

Strengths:

Parents actually commit themselves for at least 8 weeks to seeing their child become successful. This is a great accountability plan for those parents with children in this school.

LEGAL COMMENTS

- 1.) a.) p. 3, Application: "Students in grades 9-12 will be offered instruction through distance learning, such as MESA and Arkansas Virtual School. Certified teachers will assist students as they work to complete the courses for credit recovery."
- b.) p. 8: "The majority of course credits will be offered through a non-traditional setting of distance learning, where students will complete coursework from the Arkansas Virtual High School or from MESA, a distance learning program in Arizona. Those students who may need more direct instruction can be accommodated by the classroom teacher. Certified teachers will provide support in the classroom, and certified teachers will provide instruction through distance learning technology."

The proposed curriculum may run afoul of Act 77 of the Second Extraordinary Session of 2003 (Act 77) (uncodified). Section Eight (8) of Act 77 requires that the

ADE only fund charter schools which utilize Internet or distance-based learning technology as a "supplement" to the school's traditional classroom setting.

- 2.) p. 15: "The facilities to be used for the Badger Academy Conversion Charter School are currently being used as the Badger Academy Alternative Learning Environment program. The buildings are located at 401 W. Center Street adjacent to the Beebe School District Transportation Department."

The applicant states, on page 16, that the proposed facilities have been redesigned to comply with all requirements for accessibility in accordance with the Americans with Disabilities Act and the Individuals with Disabilities Education Act, and all other state and federal laws.

The facilities will still need to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application.

- 3.) Waivers:

- a.) Ark. Code Ann. § 6-16-102 ("School day hours.") and Section 10.01.04 of the Department's Rules Governing Standards for Accreditation of Public Schools:

The Board should not grant a waiver which decreases the amount of instructional time to less than the required six (6) hours per day.

- b.) Ark. Code Ann. §§ 6-15-1004 and 6-17-401:

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.
- The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to the criminal background checks.

ADDITIONAL COMMENTS

Average Score Total 111/140

The application contains good intentions for meeting individual student needs. Applicant needs to be clear as to how this environment will be different from the current educational environment that is available.

The intentions of the applicant are good. Additional information on the research cited in the development of the educational program to be utilized would be of benefit.

Additional options for the student referral selection criterion might be needed other than the three (3) persons listed in the application.

The applicant needs to take caution that all student needs are met which might be difficult given the scheduling situation. The proposed schedule needs to be reviewed to ensure that all requirements under the standards are met and accommodate the flexibility of the community mentoring program in a way to allow students to satisfy the requirements for 350 minutes of instruction daily.

How will charter ensure that the instruction through MESA will be aligned with Arkansas's curriculum?

The main purpose of the charter is to offer students who have fallen behind an opportunity to recover. Can students over 21 re-enter school to get required courses they missed? What are the age expectations of students attending charter?

Where did the anticipation of 70 students come from? Applicant should be aware of law requiring students to attend school for full day. Are 2.86 instructors enough to care and teach 70 students? Budget indicates 4 ALE staff. How many staff will be hired to supervise and instruct 70 students?

Charter should reconsider counselor FTE. For the needs of these specific students and considering the reasons many of these students may have gotten behind to require credit recovery, counseling services and guidance, even tutoring, will be a key to their success.

Charter mentions three (3) instructional aids; are those provided by district? They were not mentioned in job descriptions or budget.

Students in grades 9-12 will be offered instruction through distance learning, such as MESA and Arkansas Virtual School. How many core courses will be offered by technology? Is the program addressing the students learning style or does the child have to adapt to the program instructional delivery style?

How will students complete core courses in math, English, Science and Social Studies?



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2 Your Internal Billing Reference First 24 characters will appear on invoice

3 To Recipient's Name Mr. Rick Duff Phone (501) 882-5463

Company Beebe Public Schools - Badger Academy

Recipient's Address 1201 W. Center Street

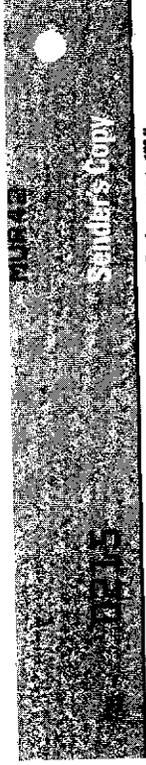
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February 16, 2007

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MEMO

DATE: February 21, 2007
TO: All State Board Members
Dr. Kenneth James, Commissioner
FROM: Dee Cox, Coordinator Special Programs
SUBJECT: Badger Academy Charter School

Please find attached documentation for clarification on Mr. Eaton's report on objective 11 regarding facilities.

Michelle Snortland (ADE)

From: Michelle Snortland (ADE)
Sent: Wednesday, February 21, 2007 8:53 AM
To: Dee Cox (ADE)
Subject: FW: Emailing: Badger Academy-charter school app report



Badger
demy-charter schoo

-----Original Message-----

From: Mary Ann Brown (ADE)
Sent: Thursday, January 25, 2007 1:26 PM
To: Michelle Snortland (ADE)
Subject: FW: Emailing: Badger Academy-charter school app report

Here you go with Beebe's.

New E-mail Address: mary.brown@arkansas.gov Please update immediately.

Dr. Mary Ann D. Brown
Program Director, Charter Schools
Arkansas Department of Education
#4 Capitol Mall, Room 305-B
Little Rock, AR 72201
Telephone Number: 501-683-5313
Fax Number: 501-371-3514

-----Original Message-----

From: Yolanda Anderson (ADE)
Sent: Thursday, January 25, 2007 9:22 AM
To: Mary Ann Brown (ADE)
Subject: Emailing: Badger Academy-charter school app report

Here is the second of the two Charter school Application reports. The third will follow when complete.

The message is ready to be sent with the following file or link attachments:

Badger Academy-charter school app report

Note: To protect against computer viruses, e-mail programs may prevent sending or receiving certain types of file attachments. Check your e-mail security settings to determine how attachments are handled.

Tracking:	Recipient	Delivery	Read
	Dee Cox (ADE)	Delivered: 2/21/2007 8:53 AM	Read: 2/21/2007 8:53 AM

Division of Public School Academic Facilities and Transportation

1. **Charter School**: Badger Academy Conversion Charter School
2. **Location**: 1200 West Center Street, Beebe, AR 72012
3. **General Observations**: The facilities to be used for the Badger Academy Conversion Charter School are two renovated office buildings which were completed this summer by the Beebe maintenance staff. One building will house the administrative staff and classrooms. The second building will be a multipurpose room and cafeteria. The facilities are co-located with the districts transportation facility. The facility appeared to be well maintained.
4. **Academic Suitability**: No adaptations need to be made to these buildings. They are considered suitable in their present configuration.
5. **ADA Accessibility**: Both buildings are considered ADA accessible.
6. **Life Safety Codes**: There are no corrections needed to be made to these buildings. There are sufficient number of exits and fire extinguishers. Alarm systems are present.
7. **Conclusions and Recommendations**: These facilities are deemed appropriate and will meet the needs of the Charter School applicant.

1/23/2007

Response to Charter Evaluation

Badger Academy Conversion Charter School Beebe School District

Rick Duff

February 20, 2007



CHARTER SCHOOL OFFICE

Objective 1

Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this conversion charter school? Does it 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? Does it include verification that notice of the public hearing was published on a weekly basis for at least three weeks prior to the date of the hearing in a newspaper having general circulation in the school district?

Response: A copy of the sign-in sheet that will confirm attendance at the meeting is attached to further support this objective.

Objective 2

Does the application provide the mission statement of the proposed conversion charter school?

Response: In addition to the original mission statement of the Badger Academy Conversion Charter School, we can further explain that we want to ensure all students have the opportunity to graduate. They will have the educational background to continue post high school education and/or prepare to compete in the workforce.

Objective 3

Does the application describe the educational need for the school?

Response: Additional data below includes assessment results for grades 7, 8, and 9, in both math and literacy, and End-of-Course assessment results in Algebra I and Geometry for 2005 and 2006.

Math

7th grade Benchmark Exams indicate 35% of students scored below proficient in 2005, and 36% were below proficient in 2006. The IOWA

results show students scoring at the 56th %tile and 60th %tile for 2005 and 2006, respectively.

8th grade Benchmark Exams indicate 59% of students scored below proficient in 2005, and 45% were below proficient in 2006. The IOWA results show students scoring at the 54th %tile and 62nd %tile for 2005 and 2006, respectively.

9th grade IOWA results show students scoring at the 57th %tile and 59th %tile for 2005 and 2006, respectively.

EOC Algebra results indicate 29% of students scored below proficient in 2005, and 25% scored below proficient in 2006. EOC Geometry results indicate 45% of students scored below proficient in 2005, and 15% scored below proficient in 2006.

Literacy

7th grade Benchmark Exams indicate 38% of students scored below proficient in 2005, and 35% were below proficient in 2006. The IOWA results show students scoring at the 54th %tile and 56th %tile for 2005 and 2006, respectively.

8th grade Benchmark Exams indicate 36% of students scored below proficient in 2005, and 28% were below proficient in 2006. The IOWA results show students scoring at the 53rd %tile and 59th %tile for 2005 and 2006, respectively.

9th grade IOWA results show students scoring at the 51st %tile and 53rd %tile for 2005 and 2006, respectively.

Research

Additional research is available to support the need for Badger Academy.

“Increasingly, students, mostly from poverty, are coming to school without the concepts, but more importantly, without the cognitive strategies. We simply can’t assign them all to special education” (Payne, 2005).

Seventy-three percent of the students who have attended the program this year qualified for free and reduced lunches. Eighty-eight percent of those presently enrolled qualify for free and reduced lunches. Obviously, the economically disadvantaged have more difficulty in reaching success in the regular classroom setting. The percentage of free and reduced students in the regular school setting is much lower than that of students in Badger Academy.

“The supports these students need are cognitive strategies, appropriate relationships, coping strategies, goal-setting opportunities, and appropriate instruction both in content and discipline (Payne, 2005).

Payne, R. (2005) *A framework for understanding poverty* (4th ed.). Highlands, TX, aha! Process.

“The United States is a nation of large schools. Yet, for at-risk learners, a small school with a personalized environment is essential for their educational needs. In large schools, these students often feel isolated, anonymous, and alienated, and they sometimes become disruptive, bullies, or victims of bullies. Others simply underachieve or drop out” (Barr, Parrett, 2003).

At-risk students are more likely to drop out of school when their educational, social, and emotional needs cannot be met in the regular classroom setting. When these students participate in a charter school setting, student attitudes and behaviors improve, dropout rates are reduced, and academic achievement increases (Barr, Parrett, 2003).

At-risk students need help in understanding that they must take responsibility for their own learning in order to be successful in school. Service learning projects and school to work type activities are effective to authenticate this responsibility (Barr, Parrett, 2003).

Barr, R. D., & Parrett, W. H. (2003). *Saving our students saving our schools*. Glenview, IL: Pearson Education, Inc.

Identification of Students

The sub-group populations that are/may be present at Badger Academy will consist of economically disadvantaged, minorities, and special education students, if the students meet the criteria for identification.

Out of the 35 students who have transitioned in and out of Badger Academy this year, 73% of them were economically disadvantaged. Presently there are 18 students in the program with 88% of them identified as economically disadvantaged.

Eleven percent of the present population is minority students.

Twenty-seven percent of the present population has been identified as special education students.

The criteria used to identify students for Badger Academy was taken from Alternative Learning Environment state guidelines. (Attached copy of

criteria) Students are only required to meet two of the criteria to qualify for entrance into Badger Academy. Those who have more areas of the criteria identified will be considered first. The random lottery will be used in the selection process when the identified students have an equal number of criteria indicated.

Objective 4

Does the application describe the educational need for the school?

Response: Students under the age of 21 who have dropped out of school will be notified by letter during the summer and encouraged to take advantage of the opportunity to re-enroll in school. If slots are available and there is interest from those over 21, we will try to accommodate them. Badger Academy will allow students to pick up only the courses needed for a diploma rather than attending the regular school setting the full time. Classes offered during the day and evening will better accommodate these students so they may continue to work.

Students will participate in physical education, health, career orientation, technology training, and fine arts in grades 7 and 8, according to state requirements. Students in grade 8 will return to the regular school setting two periods each day. Seventh grade students will return to the regular school setting one period each day.

Grade 8	-	Career Orientation	-	1 semester
	-	Computer Tech.	-	1 semester
	-	Physical Education	-	1 semester
	-	Fine Arts	-	1 semester
Grade 7	-	Keyboarding	-	1 semester
	-	Health	-	1 nine weeks
	-	Fine Arts	-	1 nine weeks

The schedule for grades 7 and 8 will be rearranged by providing core courses the first five periods of the day. Students will then be transported to the regular school setting the last two periods of the day for the courses mentioned above.

Due to different needs of high school students and varying levels of credits needed, high school students may be at Badger Academy part of the day for core credits (English, math, science, social studies, fine arts, oral communication, and health). If they have completed the core coursework they may return to the regular school setting for electives or participate in school to work activities where they can gain elective credits.

The 3:10 – 5:00 time stating “open for additional coursework” will be used by students to spend extra time in completing the self-paced, mastery learning courses. The class work will be part of the Virtual High School and MESA curriculum. It will be supervised by Badger Academy personnel.

Objective 5

Does the application list the specific measurable goals in reading, reading comprehension, mathematics, and mathematics reasoning based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the charter schools’ initial five (5) year period?

Response: Recognition of Students – Just as other buildings identify students of the month, Badger Academy will also select students for this honor. Their picture will be placed in the local newspaper. Selection will be based on student academic success and student intrinsic motivation for completing coursework on time or in advance. Students who are working successfully at Badger Academy an also be recognized during a school board meeting.

Embedded assessments will take place continually in all courses to monitor student learning and to make necessary adjustments in instructional strategies. The lead teacher will work with the Badger Academy personnel in assessing student progress.

Badger Academy will be different from the regular school setting in that it will have a lower student/teacher ratio, it will offer Academic Language Therapy for students having reading disabilities, mastery learning will be self-paced, ART (Aggression Replacement Training) will be required, and school to work opportunities will be available.

Objective 6

Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Response: The lead teacher will meet bi-monthly with the secondary administrators during curriculum meetings. The other personnel at Badger Academy will meet once each month in district-wide secondary departmental meetings that relate to their content areas. The departmental meetings will be led by secondary administrators and curriculum specialists. The Badger Academy teachers will also be involved in mandatory district professional development in their content area during the summer. The professional development will be directed by the district curriculum specialists with all district teachers in their content areas.

Objective 7

Does the application describe the enrollment criteria and student selection process? Does it include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodate under the terms of the charter, except as allowed for in Arkansas Code Ann. §6-23-306 (14)(C)?

Response: In addition to school personnel making student referrals, outside counseling agencies working with students in the district may also make referrals.

Objective 8

Does the application summarize the job descriptions of the school director and other key personnel? Does it specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program? Does it list the types of administrative positions, teaching positions, and support positions and how many of each?

Response: The lead teacher has a building level administrator's certificate for K-12. She will address routine discipline problems but will consult with building principals in more severe situations. She will participate in administrator professional development and she will meet the specific requirements established for administrator professional development.

The counselor's schedule will be flexible so that she may be available for longer periods during the day. If there is a need to increase her time, that will be considered. Also, counselors from outside agencies work with identified students on a weekly basis.

Objective 9

Does the application describe the manner in which the school will make provisions for the following student services?

Response:

- A. Guidance Program – In addition to the part-time counselor, outside counseling agencies visit weekly with students. The counselor time may be increased as needed.**
- B. Health Services – The district nurses follow the Arkansas Board of Nursing School Nurse Roles and Responsibilities Practice Guidelines. According to these guidelines, the decision to delegate nursing care rests on the judgment of the individual licensed nurse about whether a health paraprofessional or other school staff member can safely deliver care. A training module has been developed to provide this training to district staff. The lead teacher at Badger Academy has been trained in administering medications to students, and documentation of this training is on file.**

- C. Libraries – Students will visit the regular school library once each week. If there is a need for additional time, that will be arranged.**
- D. Food Services – To accommodate the food services requirements, adjustments will be made in the budget to purchase the necessary equipment and supplies for Badger Academy.**

Objective 10

Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule?

Response: No weaknesses were found

Objective 11

Does the application describe the facilities to be used? Does it give the present use of the facility and the use for the past three (3) years? Does it 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, does it provide a list of items that will need to be addressed to bring the facility into compliance?

Response: No weaknesses were found

Objective 12

Does the application list the specific provisions of Title 6 of the Arkansas Code Annotate (Education Code) and the specific rules and regulations, including specific sections of the Standards for Accreditation as allowed, established by the State Board that the charter school seeks to be exempted from in order to meet the goals of the school? Does it identify the specific State Board rules and regulations requested to be waived by title and section number if applicable? Does the application provide a brief description of the need for each waiver requested?

Response: The school to work program is in addition to the 25 hours of instruction time per week.

Teacher qualifications – A teacher in each of the four core courses will be present one period each day to provide direct instruction and assistance to students in grades 9 – 12. Instructors through MESA will be certified in their particular content area.

Objective 13

Does the application provide a written evaluation describing the potential impact of the proposed charter school on the efforts of affected public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools?

Response: The Beebe School District will continually monitor the demographics of the student population to avoid over identification of specific groups of students. The demographics for the student population of Badger Academy should be consistent with those of the Beebe School District.

Objective 14

Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational program?

Response: Parent Empowerment Team

The Family Center coordinator will provide follow-up meetings that relate to the needs of parents of children at Badger Academy based on the parent responses on a needs survey. During meetings parents will have the opportunity to celebrate accomplishments of their children and also gain insight into the areas where their children may still need improvement.

When parents are unable to attend a Parent Empowerment Team meeting they will have the option to attend on make-up dates. If a parent cannot attend, a home visit can be scheduled.

The parents of the students have traditionally had negative experiences when interacting with the school. The participation in the Parent Empowerment Team and the Family Center meetings will hopefully create a sense of ownership where parents feel comfortable in continued school involvement.

Additional Comments

To ensure instruction through MESA is aligned with Arkansas' curriculum, the district curriculum specialists will review the MESA curriculum to verify alignment.

The anticipation of the 70 students for Badger Academy was based on the size of the present facilities accommodating this number of students. There will be a number of these students returning after dropping out of school who will attend classes in the evenings. They may only need one, two, or three courses to complete graduation requirements. These students may also be working during the daytime. The number of certified staff required to meet the guidelines of the alternative learning environment will be available to serve the students.

Badger Academy

Alternative Learning Environment

The Alternative Learning Environment (ALE) is an intervention program that seeks to eliminate traditional barriers to student learning. Enrollment in the ALE program is available to Beebe Public School students in grades seven through twelve. Initial enrollment in ALE is for the duration of the school day and a minimum nine-week grading period.

Certified personnel will instruct and assist students in meeting specified requirements in the core subject areas of language arts, mathematics, science, and history. In addition to instruction in the core subject areas, social skills and behavior management will be integrated into the curriculum.

The primary goal of the Alternative Learning Environment is to help students acquire the emotional, social, and academic skills necessary to be successful students and productive members of the community. Counseling services, as well as other support services, will be available to students enrolled in the ALE program.

Students can be referred to the ALE program by parents/guardians, teachers, or administrators. ALE placement is contingent upon the student meeting two or more of the following characteristics:

- | | |
|------------------------------|---|
| Disruptive behavior | Potential for dropping out of school |
| Recurring absenteeism | Transition to and from residential programs |
| Inadequate emotional support | Frequent relocation of residency |
| Homelessness | Abuse: physical, mental, and/or sexual |
| Pregnancy | Personal or family problems or situations |
| Single parent home | Mental/physical health problems |

If you feel that your child meets the requirements for ALE, please contact us at 501-882-8413.

Thank you,

Beebe Public Schools

Beebe Schools
Conversion Charter School Public Meeting
Monday, November 13, 2006

Please sign below so that we may have a record of your
attendance.

1. Deborah Rettig

2. Bob Hale

3. Margaret Hall

4. DAVID L. OSER

5. Tammie Julloz

6. Mark Tullis

7. Sheela Williams

8. Carly

9. Rosie Smith

10. Martha Farmer

11. Stacy Huff

12. Jimmy Cannon

13. Jina Wiley

14. Angela A. Price

15. Dellie Wamack

16. Dwayne Wamack

17. Rebecca Snow

18. Terrie Below

19. Dalene Jones

20. Don Sandlin

21. Lay L. Rags

22. Tracy Rager

23. Sett

24. Rick Duff

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

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

February 26, 2007

Dr. Paul Dee Human
Texarkana Arkansas School District
Mount Grove Preparatory Academy
3512 Grand Ave.
Texarkana, AR 71854

Re: Notice of State Board Meeting

Dear Dr. Dee Human:

This letter is to inform you that your request for a Conversion Charter School will be considered, at the State Board of Education's meeting on March 12, 2007. 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 4 Capitol Mall in Little Rock.

The procedures for the hearing are contained in Section 7.00 of the Arkansas Department of Education Rules and Regulations Governing Charter Schools. Please see enclosure.

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

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

Sincerely,



Dee Cox
Special Programs Coordinator

DC/ms

Enclosure.

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

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6.00 Conversion Charter School – Application Approval Procedures

- 6.01 Each conversion charter applicant must submit, by certified mail on or before the established deadline, to the Department of Education Charter School Office a letter of intent signed by the school board president.
- 6.02 Each charter applicant shall prepare an application that describes the elements of the applicant's plan for establishing a conversion charter school. The application shall be on a form provided by the Department of Education. If requested, the Department of Education Charter School Office shall give technical assistance in preparing the application.
- 6.03 The application shall be reviewed by the local board of the public school district requesting to convert an existing public school to a charter school. The local board shall vote to approve or disapprove the application and prepare written findings. The results of the vote and the written findings shall be sent to the Department of Education Charter School Office and the applicant. If approved, the application shall be forwarded by the local board to the State Board of Education.
- 6.04 A public school application for a conversion charter may include, but shall not be limited to, the following purposes:
 - 6.04.01 Adopting research-based school or instructional designs, or both, that focus on improving student and school performance;
 - 6.04.02 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
 - 6.04.03 Partnering with other districts or schools to address students' needs in a geographical location or multiple locations.

7.00 Responsibilities of the State Board of Education – Conversion Charter Schools

- 7.01 The State Board shall not approve a conversion charter school application from a district that has not been approved by the district's local board.
- 7.02 The Department of Education shall review the applications and present to the State Board a written evaluation of the application. A copy of the evaluation shall be sent to the applicant. The applicant will be allowed to submit a written response to the evaluation by an established deadline. The applicant will not be allowed to supplement the original application with additional documents or new information prior to the State Board review.
- 7.03 The State Board shall review the applications for proposed charter schools. The State Board shall vote whether or not to award charters to locally approved applications. The State Board may place conditions on the charters it awards.
- 7.04 The State Board of Education may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or receive technical assistance to correct deficiencies in the application.
- 7.05 The decision of the State Board of Education shall be final.

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City LITTLE ROCK State AR ZIP 72201-1013

2 Your Internal Billing Reference
Part 2 alterations will appear on invoice.

3 To Recipient's Name Dr. Paul Lee Hummer

Company Texarkana Arkansas School District

Recipient's Address 3512 Grand Ave
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Next business day, Monday through Friday. Shipments will be delivered on Monday unless SATURDAY Delivery is selected.

FedEx 2Day
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FedEx Express Saver
Third business day, Monday through Friday. Shipments will be delivered on Monday unless SATURDAY Delivery is selected.

FedEx 3Day Freight
Third business day, Monday through Friday. Shipments will be delivered on Monday unless SATURDAY Delivery is selected.

4b Express Freight Service
Includes FedEx 1Day Freight, FedEx 2Day Freight, and FedEx 3Day Freight. Minimum charge. One-pound rate. * To meet locations.

FedEx 1Day Freight
Next business day, Monday through Friday. Shipments will be delivered on Monday unless SATURDAY Delivery is selected.

FedEx 2Day Freight
Second business day, Monday through Friday. Shipments will be delivered on Monday unless SATURDAY Delivery is selected.

FedEx 3Day Freight
Third business day, Monday through Friday. Shipments will be delivered on Monday unless SATURDAY Delivery is selected.

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 FedEx Tube
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* Declared value limit \$500.

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Available ONLY for FedEx Priority Overnight and FedEx 2Day to select locations.

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February 27, 2007

Dear Customer:

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Recipient:

DR PAUL DEE HUMAN
TEXARKONA ARKANSAS SCHOOL DIST
3512 GRAND AVE
71854 US

Shipper:

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3512 Grand Avenue
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www.tasd7.net

Education Center
(870) 772-3371
Fax: (870) 773-2602

College Hill Elementary
(870) 774-9111
Fax: (870) 773-0643

Fairview Elementary
(870) 774-9241
Fax: (870) 774-0236

Kilpatrick Elementary
(870) 774-9691
Fax: (870) 772-4386

Trice Elementary
(870) 772-8431
Fax: (870) 733-1492

Union Elementary
(870) 772-7341
Fax: (870) 772-8017

College Hill Middle School
(870) 772-0281
Fax: (870) 773-0068

North Heights Junior High
(870) 773-1091
Fax: (870) 772-2722

Arkansas High School
(870) 774-7641
Fax: (870) 772-2613

Washington 4-A Academy
(870) 772-4792
Fax: (870) 774-2185

**Texarkana Area
Vocational Center**
(870) 772-3662
Fax: (870) 772-3267

Adult Education
(870) 774-4414
Fax: (870) 772-7952

Athletic Department
(870) 774-8532
Fax: (870) 774-4504

**Food Service
Maintenance
Transportation**
(870) 772-1401
Fax: (870) 772-6396

**W.T. Daniels
Special Education
Gifted and Talented**
(870) 772-9815
Fax: (870) 772-1867
(870) 774-2534
Fax: (870) 774-8525

September 12, 2006

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

To Whom It May Concern:

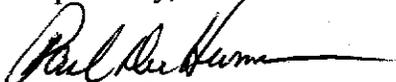
I want to take this opportunity to notify the Arkansas Department of Education that the Texarkana Arkansas School District wishes to apply for Conversion Charter School Status for the fall of 2007. As the superintendent of schools, I will be the contact person. My information is as follows:

Dr. Paul Dee Human, Superintendent
Texarkana Arkansas School District
3512 Grand Ave.
Texarkana, AR 71854
870-772-3371 (W) 870-773-2602 (Fax)
dhuman@txk.k12.ar.us

Trice Performing Arts Magnet School will be the school that seeks the Charter, which will be called Mt. Grove Preparatory Academy. The location of the school will be at Mt. Grove Baptist Church, Arkansas Blvd. and Sanderson Lane, Texarkana, Arkansas. The school will initially target K-4 students, which is in line with our traditional elementary magnets.

Mt. Grove and T ASD have come together jointly pursuing a better way of improving student learning in Texarkana. This unique collaboration strengthens our ability to actually improve on the premise of No Child Left Behind. Its primary purpose will be to give an alternative strategy to under-resourced children who are having a difficult time in the traditional school setting. By implementing the very successful Knowledge Is Power (KIP) model, we believe that we have a better chance of reaching some kids that we are not presently reaching. It in turn shows us that together we can provide solutions that are win/win for kids, schools, and communities. I look forward to submitting our application so that you can see the wonderful plans that we have for these disadvantaged children in our schools.

Respectfully,


Paul Dee Human, Ed.D.
Superintendent

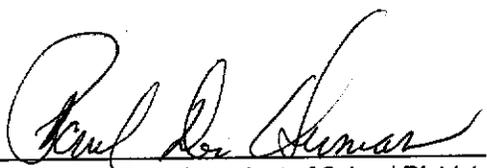
PDH:cm

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SEP 15 2006

CHARTER SCHOOL OFFICE

Preparing Lifelong Learners For a Changing World

10. The charter applicant should know that certain provisions of state law shall not be waived. The proposed conversion 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 Ark. Code Ann. § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title; and
 - (f) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the proposed charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.


Signature of Superintendent of School District

Date: 11/30/06

PAUL DEE HUMAN
Print or type name

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

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

February 15, 2007

Dr. Paul Dee Human
Texarkana School District
Mount Grove Preparatory Academy
3512 Grand Avenue
Texarkana, AR 71854

Dear Dr. Human,

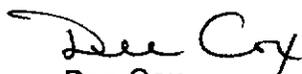
This letter is to inform you of the completion of the evaluation of the application for Mount Grove Preparatory Academy as per 9.01 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Written responses must be in the Charter School Office no later than 3:00 P.M., Tuesday, February 27, 2007 in order to process for the State Board meeting deadline. Responses received after that date will not be processed.

Responses should be sent to the following address:
Charter School Office
Dr. Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your response at (501) 683-5313.

Thank you,



Dee Cox
Special Programs Coordinator

MS/ms

Enclosure: ADE Evaluation of Mount Grove Academy.

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

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**Arkansas Department of Education
District Conversion Charter School Application Evaluation**

Name of Proposed School: Mount Grove Preparatory Academy

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)

Comments:

OBJECTIVE 1

Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this conversion charter school? Does it 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? Does it include verification that notice of the public hearing was published on a weekly basis for at least three weeks prior to the date of the hearing in a newspaper having general circulation in the school district?

MINIMAL 1-3 points	ADEQUATE 4-7 points	EXCELLENT 8-10 points
<ul style="list-style-type: none"> • Description presented for the objective is vague or missing 	<ul style="list-style-type: none"> • Description for the objective is present but lacks detail. 	<ul style="list-style-type: none"> • Description for the objective is complete and details all required information.

Score 7.2/10

Weakness:

Application did not include sign-in sheets which would have assisted in providing additional information on the attendee interest.

Attached copies of notices are not dated. Only one copy identifies the newspaper. There is no information regarding the first date of publication.

Strengths:

There were letters of support. Mayor's office was in attendance which shows community support.

There is a description of a public meeting and a press conference. Presentations were made and an opportunity was given to answer questions. A record of some of the questions asked is included in the attachments as well as surveys.

OBJECTIVE 2

Does the application provide the mission statement of the proposed conversion charter school?

Score 6.2/10

Weakness:

The mission statement does not identify the uniqueness or focus of the program that will be offered in this school. This information is included as an explanation or expansion of the mission statement.

How specifically will program be catered to reach the early grades listed with an emphasis on college?

Strengths:

There is a mission statement that identifies the ultimate goal of the school – college education and a life of strength, joy, and integrity.

OBJECTIVE 3

Does the application describe the educational need for the school?

Score 7/10

Weakness:

No information from the Iowa Test of Basic Skills or any other measure of performance for K-2 was presented. Including this information would have strengthened the proposal.

It is unclear from this application how this particular school will address the need for higher expectations, or "provide continuity of services and increase the probability for success."

The data provided shows a need for academic improvement on the Benchmark in the area of Math (grades 5-8). Additional information is needed as to why the applicants chose to focus on grades K-4.

Strengths:

The data presented were up to date and relevant. The presentation was clear and concise. Identifying the School Improvement status of schools in the district helps establish the need for the charter school.

OBJECTIVE 4

Does the application describe the educational program to be offered by the charter school?

Score 6/10

Weakness:

The time requirement per week listed in the description/schedule may need to be reviewed to assure that it meets Standards. Schedules listed may need to be re-arranged or may need to incorporate additional instructional activities to be considered instruction time. Based on schedules included there may only be 5½ hours of instruction, more specifics on daily schedule are needed.

Additional information is needed regarding the one day of tutoring? Is this one afternoon or a full day of tutoring on Saturday? Who will provide the required tutoring?

Will transportation be provided for students in mandatory after school program?

What is the rationale for K-4 students to participate in intramural sports, martial arts and chess?

Additional information is need on how the applicants will measure the success of the program.

Strengths:

Eighty (80) students and five (5) teachers as budget in the application will meet State Standards.

There is particular focus on learning life skills.

MGPA will use open enrollment (students, parents, and faculty choose to be a part of the school). Teachers, students and parents will sign a contract and uphold the terms of the "Commitment to Excellence Form". The program will provide extended learning time and will focus on student performance (limiting class size), utilize volunteers and community agencies.

OBJECTIVE 5

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

Score 4.7/10

Weakness:

Goals are somewhat specific, but what is the plan to reach these goals? How will the charter frequently monitor student progress? What are the benchmarks of achievement?

Goals do not appear to be the same for every grade as years increase. What are the short term goals that the applicants will use to accomplish long term goals? Goals for grades K-2 are not included.

Additional, measurable, goals with related test data are needed for grades 6-8. In Year 3, 3rd graders under this program will score at or above Basic Level in reading vs. Proficient.

Strengths:

There are measurable goals. Using Year 1 to establish a baseline and basing year 2 goals on growth rather than a specific percent proficient is a reasonable strategy.

Measurable goals in Literacy and Math are provided for grades 3-5.

OBJECTIVE 6

Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Score 8/10

Weakness:

What is the process for ensuring that the curriculum is actually aligned with Arkansas State Standards/Frameworks? How will the applicants ensure that teachers across grade levels and disciplines are communicating and covering all frameworks? Staff development time should be provided for across grade communication and to ensure all frameworks are covered.

Strengths:

The proposal acknowledges alignment as an ongoing process.

Possible curriculum materials will be examined by individual research, school site visits, and workshops. Existing components of the regular curriculum will be used which are aligned with the AR Frameworks. Upon Charter approval, additional training will be scheduled to support the use of curriculum. Periodic assessments will determine mastery and alignment with AR Frameworks.

OBJECTIVE 7

Does the application describe the enrollment criteria and student selection process? Does it include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Ann. §6-23-306 (14)(C) ?

Score 8/10

Weakness:

How will charter address expelled students?

What happens if a student or parent fails to uphold the contract? (For example if a parent fails to uphold the contract, but the student succeeds in upholding his or her part of the contract.)

Strengths:

Enrollment criterion is described. A lottery system is identified. No student will be denied enrollment. Parents and students must sign and uphold the Commitment to Excellence Contract for admission. Students must reside in Texarkana School District or legally transfer to MGPA.

OBJECTIVE 8

Does the application summarize the job descriptions of the school director and other key personnel? Does it specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program? Does it list the types of administrative positions, teaching positions, and support positions and how many of each?

Score 7.4/10

Weakness:

Will the School Director be responsible for discipline?

What does "...or be eligible to apply for alternative certification" (page 12) mean? Will all staff members be required to apply for teacher certification? Will all staff members participate in the same professional development regardless of certification status?

Strengths:

Good description of position responsibilities and the number of positions.

The School Director must hold an administrator license or be working to attain licensure. Teachers will need to be licensed or be eligible for alternative certification.

The information on financial reporting is reported in Objective 10.

OBJECTIVE 9

Does the application describe the manner in which the school will make provisions for the following student services?

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

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

Score 7.5/10

Weakness:

B. How often will nurse services be available to these students? Who will administer medication?

C. Who will pay for transportation to Trice for media services -TASD? Why is this listed in the budget if TASD will assume responsibility? Trice is less than a mile from the school location; however, it is far enough that students will have to be bused. How will this affect instructional time?

E. After speaking with Shirley Cox (District's Food Service Director) - the reviewer has the following concerns: (1) The kitchen facility at Trice Elementary is not large enough or equipped to handle the additional volume of meals. There are other sites in the district that could handle these additional meals, but they would require a longer transportation time. (2) The proposed facility has no equipment for holding (hot or cold) the quantities of food needed to serve 162 students (15 to 25 full steam table pans). Additional equipment may include steam table for serving, hard trays or disposable trays for meal service, milk cooler, etc. (3) No money was budgeted in the Charter application for these specific start-up expenses that would be necessary if the district were to open a Charter School.

H. Charter should try to incorporate Gifted and Talented activities into instruction.

Strengths:

D. Transportation will be provided by the Texarkana School District.

F. The Conversion Charters are not "stand alone" school districts. They operate under the umbrella of the district that is applying for the charter. Therefore, they already have special education services in place and those same services would be available to the students in the conversion charter that are available to the students district-wide.

OBJECTIVE 10

Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule?

Strengths:

Statements appear to be sufficient to meet objective. The Mount Grove School will use the TASD finance office for all reporting requirements. Texarkana School District participates in APSCN.

OBJECTIVE 11

Does the application describe the facilities to be used? Does it give the present use of the facility and the use for the past three (3) years? Does it 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, does it provide a list of items that will need to be addressed to bring the facility into compliance?

Score 7.5/10

Weakness:

If new construction does not include plans for IDEA compliance, what additions or changes are needed in order for the facility to meet all of the requirements? Should these expenses be included in the budget?

Strengths:

The facility to be used is a new construction scheduled to be completed the summer of 2007. According to the applicant the facility will meet or exceed all state and federal guidelines for accessibility in accordance with the Americans with Disabilities Act.

Facilities Report:**Division of Public School Academic Facilities and Transportation**

1. **Charter School:** Mount Grove Preparatory Academy
2. **Location:** 2801 Arkansas Blvd.
Texarkana, Arkansas
3. **General Observation:** The structure is a single story metal building with a wooden store front. It sits on a very large lot on what appears to be the same property as the Mount Grove Baptist Church. The existing building was formerly a restaurant that was converted to a church school. It was stated by Mr. McDonald that this was an interim facility until the new school could be built on the adjacent property.
The building is of metal construction with a sloped roof. The front entrance is covered by a porch the width of the building. There is ample parking on both sides with a drive directly in front of the main entrance. The building is set back from Arkansas Blvd. one block from a traffic control signal.
The interior construction is relatively new and is of sheetrock walls, acoustical tile lay-in ceilings (fire-rated in the corridor) and the floors are a mix of carpet and tile. There is a working fire-alarm system, the doors at all three exits have push-bar release for quick exit, there is central heating and air conditioning, the electric service is underground to the building and there are two entrances to the parking lot from the street.
4. **Academic Suitability.** The building is not deemed suitable as an academic environment. It is 3500 square feet which is not sufficient for an academic facility K-8 for 60 students in accordance with current standards. There is no outside PE area and the

property is not fenced. A portion of the parking space could be allotted for a play area and constructed as such.

5. **ADA Accessibility.** The front bathrooms contain two toilet fixtures each with one in each room ADA accessible. The front entrance has a small rise from the parking lot which may require some work to be accessible.

6. **Life Safety Codes.** The building has a working fire alarm system but does not have any security systems. There is panic hardware on all of the doors. There is no sprinkler system.

7. **Conclusion and Recommendations.** In discussion with the applicant, this location was only an interim facility for 60-80 students until the new school could be built later this year. As a temporary facility it could be used to meet the school needs but must be replaced with a more suitable building.

OBJECTIVE 12

Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated (Education Code) and the specific rules and regulations, including specific sections of the Standards for Accreditation as allowed, established by the State Board that the charter school seeks to be exempted from in order to meet the goals of the school? Does it identify the specific State Board rules and regulations requested to be waived by title and section number if applicable? Does the application provide a brief description of the need for each waiver requested?

Score 7/10

Weakness:

There is no problem with end date for Mount Grove; however, the beginning date does violate law. Could yearly calendar not be adjusted to meet desires of charter and eliminate the need for this waiver?

Charter should define what it means by "highly qualified teacher" (page 14). If teachers will not be certified, what will be the expectations or qualifications?

OBJECTIVE 13

Does the application provide a written evaluation describing the potential impact of the proposed charter school on the efforts of affected public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools?

Score 7.7/10

Weakness:

District may not be under court order, but there is a concern that many African-American students may flee to this charter. How will charter address this potential segregation issue?

Strengths:

Texarkana School District is currently under neither court order nor statutory obligation to create or maintain a unitary system of desegregated public schools. MGPA does not expect to have any adverse effect upon school desegregation.

OBJECTIVE 14

Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational program?

Score 7.7/10

Weakness:

Will the commitments be signed by the parents and/or students?

There is no information about a PTO or PTA being planned. There is no evidence that parents will be included in various committees or groups. There is no information in this section about parent conferences.

How is required volunteering of time, talent, or treasure considered to be volunteering?

MGPA's student body projections are 90% African American or Hispanic descent and 80% eligible for federally subsidized meals. What assistance will there be for families that lack the means to provide additional monies for the sponsorship of field trips? Will there be assistance provided for students who do not speak English fluently?

Strengths:

The Commitment to Excellence is included. Parents will commit to being involved which may include participation in activities within their skill-set or the sponsorship of field trips. Parents are also expected to be in attendance, exert reasonable effort and comply with decency and order. Attached to the application there is a parent involvement policy.

LEGAL COMMENTS

- 1.) p. 7: Application: The notices of the public hearing appears to have followed the requirements set forth in Ark. Code Ann. § 6-23-302 (c) (for open-enrollment charter schools) as opposed to Ark. Code Ann. § 6-23-201 (b)(1)(B) (for conversion charter schools). Notice to certified personnel, required by Ark. Code Ann. § 6-23-201 (b)(1)(B)(i), appears to have been provided by way of a press conference held six (6) hours before the public hearing was held. The public hearing also does not appear to have been called by the "local board" (i.e., Texarkana School District Board of Directors), as required by Ark. Code Ann. § 6-23-201 (b)(1)(A).
- 2.) p. 9: The application states that a ten (10) member planning board has been assembled for the proposed conversion charter school, only two (2) of which might be Texarkana School District employees. No provision in the charter school law appears to provide for the management or operation of a conversion charter school by a "board" other than the local school district's Board of Directors.
- 3.) p. 13: The application states that the proposed conversion charter and school facility is a new construction scheduled to be completed during the summer of 2007, to be located at 2801 Arkansas Blvd. on the campus of the Mount Grove Baptist Church. The application is silent as to the ownership of the facility. The proposed facility and its location raise serious issues under Art. 14, § 2 and Art. 14, § 3 of the Arkansas Constitution (concerning the use of public school fund and local property tax moneys).
- 4.) Waivers:
 - a.) Ark. Code Ann. §§ 6-15-1004, 6-17-309, 6-17-401, 6-17-902 and

6-17-919 and Section 15.03 of the Department Rules Governing Standards for Accreditation:

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.
- Under Ark. Code Ann. § 6-17-919 ("Warrants void without valid certificate and contract."), the only requirement which could be waived is the ability to pay a teacher's salary only upon the filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher.
- The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to the criminal background checks.

- b.) ADE Rule Governing Minimum Schoolhouse Construction:
This Rule no longer exists; construction standards are now handled by the Division of Public School Academic Facilities and Transportation.

The Texarkana School District would have to seek reviews from the Division of Public School Academic Facilities and Transportation as well as appropriate City (and perhaps County and State) building authorities as to the viability of adapting a historic structure for school use. Application, p.15.

The facilities will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application. The site must also be selected and reviewed before State Board actions to ensure both adequacy for the proposed structures as well as compliance with health, safety, building and zoning laws.

- c.) Ark. Coded Ann. § 6-15-902 (Grading Scale):
If such a waiver is granted, it should be as to non-core (i.e., elective) courses only.

ADDITIONAL COMMENTS

Average Score Total 100.7/140

There is a limited amount of support.

Does the budgeted amount for administration include the curriculum coordinator (mentioned on middle of page 10) and the director? What portion goes to director and what part goes to curriculum coordinator?

Information from the Texarkana parent involvement policy is included, although no adoption date is included.

The school calendar indicates that the first and fourth quarters of the academic year will exceed 50 days.

The daily class schedule may not meet the required 360 minutes of instruction. Remediation and Enrichment may not meet the definition for instruction. Clarification is needed.

There is no facility use agreement, although a building has been identified.

Salary schedules, letter from school board, Public meeting survey forms, and signed Statement of Assurances Form are included.

Why is the Texarkana Arkansas School District requesting a Conversion Charter? Why can't the proposed policy/curriculum be implemented in the current traditional setting?

Why didn't the applicant use ITBS data?

There was limited support data found to justify the need for the Conversion Charter School.

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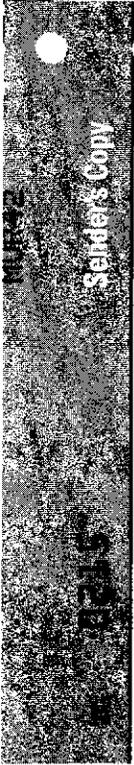
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February 16, 2007

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MEMO

DATE: February 21, 2007
TO: All State Board Members
Dr. Kenneth James, Commissioner
FROM: Dee Cox, Coordinator Special Programs
SUBJECT: Mt. Grove Preparatory Academy

Please find attached documentation for clarification on Mr. Eaton's report on objective 11 regarding facilities.

Michelle Snortland (ADE)

From: Doug Eaton (ADE)

Sent: Wednesday, February 14, 2007 2:29 PM

To: Mary Ann Brown (ADE); Dee Cox (ADE); Michelle Snortland (ADE)

Cc: Yolanda Anderson (ADE)

Subject: Mt Grove Preparatory Academy Texarkana.doc

1. **Charter School:** Mount Grove Preparatory Academy

2. **Location:** 2801 Arkansas Blvd.
Texarkana, Arkansas

3. **General Observation:** The structure is a single story metal building with a wooden store front. It sits on a very large lot on what appears to be the same property as the Mount Grove Baptist Church. The existing building was formerly a restaurant that was converted to a church school. It was stated by Mr. McDonald that this was an interim facility until the new school could be built on the adjacent property.

The building is of metal construction with a sloped roof. The front entrance is covered by a porch the width of the building. There is ample parking on both sides with a drive directly in front of the main entrance. The building is set back from Arkansas Blvd. one block from a traffic control signal.

The interior construction is relatively new and is of sheetrock walls, acoustical tile lay-in ceilings (fire-rated in the corridor) and the floors are a mix of carpet and tile. There is a working fire-alarm system, the doors at all three exits have push-bar release for quick exit, there is central heating and air conditioning, the electric service is underground to the building and there are two entrances to the parking lot from the street.

4. **Academic Suitability.** The building is not deemed suitable as an academic environment. It is 3500 square feet which is not sufficient for an academic facility K-8 for 60 students in accordance with current standards. There is no outside PE area and the property is not fenced. A portion of the parking space could be allotted for a play area and constructed as such.

5. **ADA Accessibility.** The front bathrooms contain two toilet fixtures each with one in each room ADA accessible. The front entrance has a small rise from the parking lot which may require some work to be accessible.

6. **Life Safety Codes.** The building has a working fire alarm system but does not have any security systems. There is panic hardware on all of the doors. There is no sprinkler system.

7. **Conclusion and Recommendations.** In discussion with the applicant, this location was only an interim facility for 60-80 students until the new school could be built later this year. As a temporary facility it could be used to meet the school needs but must be replaced with a more suitable building.

**Mount Grove Academy
Texarkana, Arkansas**

Application Evaluation Response

February 27, 2007

RECEIVED
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CHARTER SCHOOL OFFICE

OBJECTIVE 1

Copies of the actual newspaper public notices will be provided including the date of publication.

OBJECTIVE 2

The main focus of the Mount Grove Academy is to provide an alternative learning environment for all students who have consistently demonstrated that they do not function well in the traditional school environment. Through the academy, students will receive specific, intense direction and services from certified teachers. Class sizes will be optimal with teacher to student ratios much lower than in the public school setting. Student will choose to attend Mount Grove Academy...the school is not designed as an option for punitive measures. Mount Grove Academy will facilitate closer bonds with parents to keep students on track for success.

OBJECTIVE 3

The focus on grades K-4 in the beginning is intended to demonstrate a proactive rather than reactive approach to reaching students. If a child is off track academically by the 4th grade, chances are greater that he/she may not ever regain momentum to get back on track. A close professional relationship has developed between the Texarkana Arkansas School District and Mount Grove Academy. TASD will provide extensive resources including curriculum, training, and staff to ensure a strong educational program at Mount Grove Academy.

OBJECTIVE 4

Mandatory tutoring is one afternoon per core subject area in which the student is deficient. The afternoon sessions will be Monday - science; Tuesday - math; Thursday - reading. The Saturday half day sessions are from 9am to 1pm and required only for students which need extended learning time beyond that available in the afternoon sessions. All tutoring sessions will be provided by a certified teacher with planned assistance by volunteers from the parents, community, or church.

Transportation will be provided for both after school and Saturday tutoring sessions. After school transportation will be provided by TASD, and Saturday transportation will be available by the Church van.

The master schedule will be designed to meet guidelines set by Arkansas state standards. Enrichment activities include but are not limited to those mentioned in the application. The purpose for including the enrichment activities is to broaden the horizons of many students by giving them opportunities to participate in activities which may not be available to them outside the school environment. K-4 students will have enrichment activities that are age appropriate and meet the individual needs of students.

OBJECTIVE 5

MGPA goals were developed from a careful review of AYP and annual expected performance levels taken from the ADE response to NCLB. When calculating Benchmark performance levels in math and literacy for K-5 and 6-8 student populations, 80% of the students will make the following increases per year: K-5 = 7.5 in literacy and 7.2 in math; 6-8 = 8.96 in literacy and 8.10 in math. As students gain proficiency, the rate of expectation increases until all students are proficient during the 2013-14 school year.

To reach these goals, specific and intensive remediation techniques will be incorporated in each lesson plan. Teachers will be given professional development to help them meet the individual needs of students. Math and literacy focus teachers within the district will assist in professional development and classroom support.

As stated in Objective 5, MGPA will participate in TASD formative assessments including chunk tests administered through the Learning Institute, MAP tests through NWEA, and target tests through the SW Cooperative to supplement the day-to-day monitoring and evaluation of the classroom teacher.

The MGPA benchmarks of achievement follow the Arkansas Course Frameworks and TASD pacing guides. By following the Frameworks and using the pacing guides, teachers will meet individual student short term needs while moving them to more long-range goals of proficiency.

The primary grades (K-2) are formative growth years for students. State and federal education officials were wise in excluding these goals in the AYP process. K-2 students will take the ITBS to measure summative performance. Accepted formative assessments such as the DIBELS and Running Records plus daily teacher assessment will be used to monitor student growth. Specific goals for K-2 students will include mastery of one lesson before moving on to the next lesson.

In year three, 3rd graders under this program will score at the proficient levels in reading, reading comprehension, mathematics, and mathematics reasoning based on the Arkansas Benchmark Exams.

In years one through five, 6th-8th grade students should be listed in each year's expectation.

OBJECTIVE 6

Lesson plans will document the AR Frameworks, and student assessments will be aligned to these frameworks. Teachers will be provided with training and planning time for cross-grade communication and alignment of curriculum.

OBJECTIVE 7

Students expelled by other school districts and other school campuses within TASD will not be enrolled into MGPA.

If a student upholds the contract, yet the parent does not, then the student will not be dismissed from the charter school. If both the student and the parent do not maintain the contract, then the student will be removed from the charter school. The opportunity to attend MGPA is a privilege conditional upon adherence to the contractual commitment to excellence.

OBJECTIVE 8

Discipline will begin in the classroom by the teacher. The school director will be responsible for discipline with progressive severity if issues remain unresolved in the classroom. All corporal punishment will be administered only by those trained and in compliance with TASD policy.

Instructors will hold standard teaching certificates or have a bachelor's degree with documentation of at least 3 years of similar experience. Staff development will be planned according to teachers' growth needs.

OBJECTIVE 9

The nurse will be available 2 days per week. In the absence of the nurse, other trained staff members will administer medications.

The time necessary for transportation to Trice for media services will be offset from enrichment activity time. Instructional time will be maintained to ensure compliance with minimum standards.

TASD will assume responsibility for transportation, and the budget will be revised to reflect this. The budget will be revised to include startup expenses reflective of the operational need for food service equipment.

TASD Gifted and Talented program coordinators will be utilized based upon student evaluation and need. Gifted and Talented instruction will be administered during the enrichment activity period.

OBJECTIVE 11

Plans for IDEA compliance will be reviewed for the new construction and expense projections will be incorporated into the budget.

The interim facility will be improved to provide a fenced physical education area, ADA accessibility at the front entrance, and a security system. These expenses will also be incorporated into the revised budget.

The issue of not having a sprinkler system is being addressed with the assistance of the Texarkana Arkansas School District's architects.

OBJECTIVE 12

The yearly calendar will be adjusted to be compliant with the law regarding the beginning date for the school year. This action will eliminate the need for this waiver.

"Highly qualified teachers" are certified and degreed individuals with sufficient training in their subject areas. Expectation of performance for individuals not certified will remain consistent with that of a certified individual. Qualifications will be based upon evaluation of educational background, training, and experiences.

OBJECTIVE 13

Mount Grove Academy will give all students equal opportunity for enrollment through the admission process.

The potential segregation issue of African American students fleeing to MGPA will be evaluated, and MGPA will form partnerships within the community and recruit Caucasian students to comply with statutes for a unitary system of desegregated public schools.

OBJECTIVE 14

The contractual Commitment to Excellence form is separate with one for the parent and another for the student. The parent will sign a contract, and the student will sign a contract with indices applicable to each.

PTA and parent teacher conference occasions will mirror those in place on other TASD campuses and will be conducted by the MGPA parent facilitator. Parental participation should improve as there is accountability from the Commitment to Excellence form. Parental involvement will be mandatory as a key to the students' success at MGPA. Parents will be given the opportunities to choose from areas of interest in which to volunteer.

No student will be denied the opportunity to attend activities or field trips due to financial hardship. Monies will be available through TASD funding sources as well as PTA funds. Assistance will be available for students who do not speak English fluently through TASD Title III federal funds for learning supplies and materials. In addition, TASD funds are available in accordance with state law to provide language aides or interpreters when necessary to ensure student achievement.

LEGAL COMMENTS

A)

The initial plan was for an open enrollment charter school; later, the partnership with TASD was formed for the conversion charter school.

The 10 member planning board was assembled for planning purposes only. The Texarkana Arkansas School District Board of Directors is the sponsoring entity to manage and operate the charter school. All parties understand that control and management of a conversion charter school is at the discretion of the Texarkana Arkansas School District Board of Directors.

The facility will be constructed and owned by the Mount Grove Baptist Church. The school will be allowed to operate in the church's facility during school hours. Legal counsel will evaluate compliance with Art. 14, *2 and Art. 14 *3 of the Arkansas Constitution.

All core subject teachers will be certified. Other subject area teachers will have a minimum of a Bachelor's degree with three years of similar experience.

Certified teachers will administer standardized assessments. If necessary, certified teachers from other TASD campuses will be utilized.

All personnel, certified and noncertified, will be required to undergo a national criminal background check as required by state law under current TASD employment practices.

B)

The interim facility has been inspected by the Division of Public School Academic Facilities and Transportation. TASD will seek reviews from the Division of Public School Academic Facilities and Transportation on the new construction.

C)

MGPA will seek a waiver for the grading scale of non-core courses only.

ARKANSAS DEPARTMENT OF
Education 

Dr. T. Kenneth James, Commissioner

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

February 26, 2007

Dr. Frank Mitchell
Vilonia School District
Vilonia Academy of Service and Technology
P.O. Box 160
Vilonia, AR 72173

Re: Notice of State Board Meeting

Dear Dr. Frank Mitchell:

This letter is to inform you that your request for a Conversion Charter School will be considered, at the State Board of Education's meeting on March 12, 2007. 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 4 Capitol Mall in Little Rock.

The procedures for the hearing are contained in Section 7.00 of the Arkansas Department of Education Rules and Regulations Governing Charter Schools. Please see enclosure.

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

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

Sincerely,



Dee Cox
Special Programs Coordinator

DC/ms

Enclosure.

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

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6.00 Conversion Charter School – Application Approval Procedures

- 6.01 Each conversion charter applicant must submit, by certified mail on or before the established deadline, to the Department of Education Charter School Office a letter of intent signed by the school board president.
- 6.02 Each charter applicant shall prepare an application that describes the elements of the applicant's plan for establishing a conversion charter school. The application shall be on a form provided by the Department of Education. If requested, the Department of Education Charter School Office shall give technical assistance in preparing the application.
- 6.03 The application shall be reviewed by the local board of the public school district requesting to convert an existing public school to a charter school. The local board shall vote to approve or disapprove the application and prepare written findings. The results of the vote and the written findings shall be sent to the Department of Education Charter School Office and the applicant. If approved, the application shall be forwarded by the local board to the State Board of Education.
- 6.04 A public school application for a conversion charter may include, but shall not be limited to, the following purposes:
 - 6.04.01 Adopting research-based school or instructional designs, or both, that focus on improving student and school performance;
 - 6.04.02 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
 - 6.04.03 Partnering with other districts or schools to address students' needs in a geographical location or multiple locations.

7.00 Responsibilities of the State Board of Education – Conversion Charter Schools

- 7.01 The State Board shall not approve a conversion charter school application from a district that has not been approved by the district's local board.
- 7.02 The Department of Education shall review the applications and present to the State Board a written evaluation of the application. A copy of the evaluation shall be sent to the applicant. The applicant will be allowed to submit a written response to the evaluation by an established deadline. The applicant will not be allowed to supplement the original application with additional documents or new information prior to the State Board review.
- 7.03 The State Board shall review the applications for proposed charter schools. The State Board shall vote whether or not to award charters to locally approved applications. The State Board may place conditions on the charters it awards.
- 7.04 The State Board of Education may defer the vote to approve or disapprove a charter application in order to allow a charter applicant to make modifications or receive technical assistance to correct deficiencies in the application.
- 7.05 The decision of the State Board of Education shall be final.

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2 Your Internal Billing Reference **9711552**

3 To Recipient's Name **Dr. Frank Mitchell** Phone **(501) 796-2018**

Company **Wilonia School District**

Recipients Address **11 Eagle Street** Dept./Floor/Suite/Room

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February 27, 2007

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FILONIA SCHOOL DISTRICT
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Vilonia Public Schools
Home of the Eagles

Frank Mitchell, Ed. D., Superintendent

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APR 10 2006

CHARTER SCHOOL OFFICE

TELEPHONE 501-796-2113 • P. O. BOX 160 • VILONIA, ARKANSAS 72173

April 7, 2006

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

Dear Ms. Brown:

It is a pleasure to inform you that it is the intent of Vilonia School District to submit a Charter School grant application during the 2006-2007 school year. The district contact person for the conversion charter school will be Deborah McAfee, PO Box 160, Vilonia, AR 72173, 501-796-2018 at school, 501-328-7590 cell phone, 501-796-4322-fax, and the email address of deborah.mcafee@viloniaprimary.k12.ar.us.

The tentative proposed name of the school will be Vilonia Middle School Academy of Technology. The location of the proposed charter school is Hwy 107 and 64, Vilonia, Arkansas 72173. It is a part of the Vilonia School District. The grade levels to be addressed are grades five through seven.

The proposed emphasis of the charter school will be to establish the "school within a school" concept. Students will be exposed to and follow the state curriculum, including benchmark exams, while incorporating and immersing the students in an intense technology driven, k12 virtual school concept and curriculum. The emphasis of the best of the best from both domains is the focus.

Vilonia School District looks forward to working with you in the days ahead regarding the application process. Exciting ideas and concepts impacting the education of so many are at hand. Vilonia looks forward to initiating the middle school charter concept of a school within a school with the Department of Education.

Sincerely,

Dr. Frank Mitchell
Superintendent

ARKANSAS DEPARTMENT OF
Education 

Dr. T. Kenneth James, Commissioner

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

February 15, 2007

Ms. Debora Y. McAfee, Ed. D
Vilonia School District
Vilonia Academy of Service and Technology
P.O. Box 160
Vilonia, AR 72173

Dear Ms. McAfee,

This letter is to inform you of the completion of the evaluation of the application for Vilonia Academy of Service and Technology as per 9.01 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

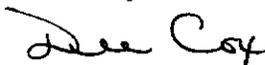
In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Written responses must be in the Charter School Office no later than 3:00 P.M., Tuesday, February 27, 2007 in order to process for the State Board meeting deadline. Responses received after that date will not be processed.

Responses should be sent to the following address:

Charter School Office
Dr. Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Please feel free to contact the Charter School Office to verify receipt of your response at (501) 683-5313.

Thank you,



Dee Cox
Special Programs Coordinator

MS/ms

Enclosure: ADE Evaluation of Vilonia Academy.

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
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MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

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**Arkansas Department of Education
District Conversion Charter School Application Evaluation**

Name of Proposed School: Vilonia Academy of Service and Technology

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)

Comments:

OBJECTIVE 1

Does the application describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this conversion charter school? Does it 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? Does it include verification that notice of the public hearing was published on a weekly basis for at least three weeks prior to the date of the hearing in a newspaper having general circulation in the school district?

MINIMAL 1-3 points	ADEQUATE 4-7 points	EXCELLENT 8-10 points
<ul style="list-style-type: none"> • Description presented for the objective is vague or missing 	<ul style="list-style-type: none"> • Description for the objective is present but lacks detail. 	<ul style="list-style-type: none"> • Description for the objective is complete and details all required information.

Score 6/10

Weakness:

According to page 4 and Attachments 1 and 2, the notice was published in a newspaper one time.

The participation sheet attached to the public meeting documents shows a low attendance.

Strengths:

According to pages 3 and 4, the notice was distributed through a variety of means.

The meeting date was well documented with receipt of payment and copies of the notice from the Log Cabin Democrat—for the general circulation needed to address students in the area schools that would be affected.

There were good letters of support attached to the application.

OBJECTIVE 2

Does the application provide the mission statement of the proposed conversion charter school?

Score 6.3/10

Weakness:

The mission statement does not have specific goals.

Strengths:

There is a statement that identifies the uniqueness of the charter school's curriculum.

OBJECTIVE 3

Does the application describe the educational need for the school?

Score 7.3/10

Weakness:

Additional information is desired on other factors that would provide a need for the school besides the 57% free/reduced lunch rate. Clarification is needed regarding the idea that the school will "open the children's eyes to the world around them." How will their eyes be opened to improve reading and math scores?

Strengths:

Data comparing Vilonia and other schools is clear and concise. There is a pro-active tone to this section of the proposal. The educational need is stated—with its flaws—in an organized way.

OBJECTIVE 4

Does the application describe the educational program to be offered by the charter school?

Score 4.3/10

Weakness:

It is unclear how a new charter school that incorporates the same focus on service learning as the existing Middle School will have a different impact on student achievement and performance.

Specifically, what will the educational program include? There are few specifics of the logistics of this type of curriculum. What precisely, will the service learning will be incorporated into the curriculum, and how technology, service learning and the state curriculum frameworks will be melted into a curriculum? It is also unclear whether that curriculum will be carried over into the upper grades.

What is the Ko-Lec data system, and why will it be used to track service learning hours?

It is unclear how the new school will incorporate technology more than it is in the regular classroom.

A sample schedule of daily instruction or description of a typical instruction day for 5th and 6th grader is needed. Please also include hours of instruction.

How will music, art, and PE be addressed? Please show all core areas on schedule.

Strengths:

The use of technology is at the forefront of 21st century learning and its role in preparing students for today's high-tech workplace and the ever-changing social and political involvement demands.

OBJECTIVE 5

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

Score 7/10

Weakness:

How does the proposed charter school address the issue of highly mobile students?

The application lacks clearly stated/defined year by year measurable goals.

Reader was not able to grasp the how reading and math will be improved.

Strengths:

On page 12, there is a general goal to meet AYP and increase the percent of students at or above proficient.

AYP will be exceeded with an annual increase of 8% of students scoring proficient or advanced on the 5th/6th benchmark.

OBJECTIVE 6

Does the application describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks?

Score 5.7/10

Weakness:

Please clarify the meaning of "knowledge and accountability of the...frameworks is increased to include parents and students as well as teachers".

There is no clear description of the process of aligning this particular curriculum – service learning and technology together – with the frameworks.

Teachers are able to monitor and adjust learning strategies to each student. A systematic approach, creativity and flexibility, and each year all this will be reviewed. Both procedures should be normal operating procedures per Arkansas Department of Education.

Strengths:

It is clear that applicant is excited about this curriculum and expects a surge in student achievement as a result of its being instituted. Statements appear to be sufficient to meet objective.

OBJECTIVE 7

Does the application describe the enrollment criteria and student selection process? Does it include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Ann. §6-23-306 (14)(C) ?

Score 9.3/10

Strengths:

This section contains the required information. Statements appear to be sufficient to meet objective.

Will Charter consider expelled students?

OBJECTIVE 8

Does the application summarize the job descriptions of the school director and other key personnel? Does it specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program? Does it list the types of administrative positions, teaching positions, and support positions and how many of each?

Score 8/10

Weakness:

How are the teachers and staff to be evaluated as to their "performance" within this school of service and technology?

Qualifications, expectations and number of positions are not listed.

Strengths:

Because of the unique structure – school within a school – of this charter school, the definition of school director is not applicable. Support positions are not explained or noted in this section. Refer to budget for support position. Teacher positions will comply with state rules and regulations. However, the teacher licensure requirement is listed in waivers to be sought (p. 16).

The application states "The administrative structure is covered under the existing district structure".

OBJECTIVE 9

Does the application describe the manner in which the school will make provisions for the following student services?

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

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

Score 9/10

Weakness:

E. After speaking with Wanda Lewis (District's Food Service Director) - the reviewer has the following concern: (1) Food service was unaware of this proposal. If meal service continues as it has, then there are no concerns. However, if meal times are to be altered for this additional group of students, additional provisions must be made.

Strengths:

Statements appear to be sufficient to meet objective.

F. The Conversion Charters are not "stand alone" school districts. They operate under the umbrella of the district that is applying for the charter. Therefore, they already have special education services in place and those same services would be available to the students in the conversion charter that are available to the students district-wide.

OBJECTIVE 10

Does the application provide a statement that the charter school will participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule?

Score 9.5/10

Strengths:

The Vilonia Academy will use the Vilonia School District finance office for all reporting requirements. The Vilonia School District participates in APSCN. Statements appear to be sufficient to meet objective.

OBJECTIVE 11

Does the application describe the facilities to be used? Does it give the present use of the facility and the use for the past three (3) years? Does it 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, does it provide a list of items that will need to be addressed to bring the facility into compliance?

Score 9.5/10

Strengths:

Current school facilities.

Facilities Report:

Division of Public School Academic Facilities and Transportation

1. **Charter School:** Vilonia Academy of Science and Technology
2. **Location:** P.O. Box 160 Vilonia, AR 72173
3. **General Observations:** This facility will be contained within the recently completed 5th, 6th, and 7th grade elementary school. The new school was constructed to the most recent standards. No adaptations are required.
4. **Academic Suitability:** No adaptations will need to be made to the building. It completely meets the state's suitability standard.
5. **ADA Accessibility:** The facility is completely accessible.
6. **Life Safety Codes:** There are no life safety code violations in this facility.
7. **Conclusions and Recommendations:** This building will meet all the tenets and aspects of the applicant. This facility is recommended for approval.

OBJECTIVE 12

Does the application list the specific provisions of Title 6 of the Arkansas Code Annotated (Education Code) and the specific rules and regulations, including specific sections of the Standards for Accreditation as allowed, established by the State Board that the charter school seeks to be exempted from in order to meet the goals of the school? Does it identify the specific State Board rules and regulations requested to be waived by title and section number if applicable? Does the application provide a brief description of the need for each waiver requested?

Score 5.5/10

Weakness:

What topics will a non-certified teacher teach? Please give further explanation at to as to the language used in 7.04.1 (ACSIP plan application)". Grading policy and any adaptations will need to be addressed so students can easily transition from charter to public schools- i.e. grades and progress. What does the charter define as "most highly qualified teachers" if not requiring a teaching license? Charter may need additional waivers after daily scheduled is examined.

Strengths:

All the items were addressed.

OBJECTIVE 13

Does the application provide a written evaluation describing the potential impact of the proposed charter school on the efforts of affected public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools?

Score 9.3/10

Strengths:

No adverse impact is expected. Current school policies will be in place. Statements appear to be sufficient to meet objective.

OBJECTIVE 14

Does the application describe how the parents or guardians of the enrolled students will be involved with the school and its educational program?

Score 8/10

Weakness:

If the same programs used by current schools will be replicated in the integrated school, how will the proposed integrated school enhance participation? How will the charter be involved? Are there more parent/ teacher conferences than in regular public schools? How will the charter solicit participation from parents?

Strengths:

There is information that a PTO will be formed, and parents play a role in selecting curriculum offerings. Some informational needs for the new school will be addressed by a Service Learning Specialist and the ADE School Charter specialist.

- 1.) p. 14, Application: "Students who reside in the current attendance zone established for Vilonia Middle School will be given first priority for enrollment in the school within a school conversion charter."

Arkansas charter school law does not provide for the granting of "priorities" or "preferences" in the student enrollment and selection process, with the exception of the use of a random, anonymous lottery or a weighted lottery, when required, pursuant to Ark. Code Ann. § 6-23-306 (14)(B) and (C).

Admission to the proposed conversion charter school, as is stated on p. 14 of the Application, must be equally "...open to all students who reside in the Vilonia School District, or who legally transfer to Vilonia fifth and sixth grades."

- 2.) p. 15: The conversion charter school, utilizing its "school-within-a-school" concept, will be housed in the current Vilonia Middle School facilities, located at 46 Eagle Street in Vilonia. The applicant represents that the Vilonia Middle School facility complies with all requirements for accessibility in accordance with the Americans with Disabilities Act, the Individuals with Disabilities Education Act and all other federal and state laws.

The facility will have to be inspected by the Division of Public School Academic Facilities and Transportation prior to any State Board of Education action on the application.

- 3.) Waivers:

- a.) Department's Rules Governing Standards for Accreditation of Public Schools, in Section 12.02 (concerning grading):

The Board may grant deviations from the uniform grading scale as to non-core (i.e., elective) courses only.

- b.) Department's Rules Governing Standards for Accreditation of Public Schools, Sections 15.03.3 through 15.03.5 (concerning teacher licensure):

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.
- The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.

- All teachers and school personnel must submit to the criminal background checks.

c.) "Request for Additional Waivers", p. 17:

The applicant requests to reserve the right to request additional exemptions and waivers as circumstances arise.

Once a charter is granted to the applicant, additional waiver requests could only be considered through a modification of the charter process by the State Board, or as part of a renewal application at the end of the original charter period.

ADDITIONAL COMMENTS

Total Average Score 104.8/140

The attachment indicates the notice was published only once in a newspaper.

The school calendar is not included. The daily schedule is not included. The proposed salary schedule is not included.

The following statement is found on page 14 of the proposal. "Since the charter school proposed is an integral component of and exists within the existing middle school, all support personnel, including counselors, librarian, physical therapists and aides, are seamlessly involved in supporting the charter school." Please clarify this statement.

Is the administrator salary shared between the existing and proposed Middle Schools? Is the media services salary to be shared or for a dedicated media services person? Is the health services salary shared or for a dedicated health services person?

Guidance services salary is \$60,500. Is this person shared or dedicated? Is the food service personnel shared or dedicated?

Gifted and Talented salary (\$34,500), ALE salary (\$34,500) and Special Education salary (\$38,000) are significantly lower than the salary for the regular Classroom Teachers (\$49,000).

There was not a clear explanation or detailed description of instructional strategy or best practices that would enhance or promote student achievement.

Why does the school district need to convert the Middle School into a Conversion Charter School? Why can't the proposed interventions be implemented in the traditional classroom?

No innovative ideas that could not be seen in a traditional classroom were provided.

Applicant provided limited support data to justify the need for the services.



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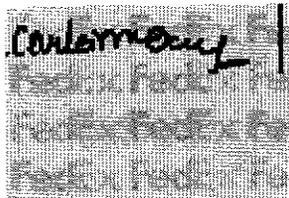
February 19, 2007

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4 CAPITOL MALL RM 305B
722011013 US

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MEMO

DATE: February 21, 2007
TO: All State Board Members
Dr. Kenneth James, Commissioner
FROM: Dee Cox, Coordinator Special Programs
SUBJECT: Vilonia Academy

Please find attached documentation for clarification on Mr. Eaton's report on objective 11 regarding facilities.

Michelle Snortland (ADE)

From: Mary Ann Brown (ADE)
Sent: Thursday, January 25, 2007 1:27 PM
To: Michelle Snortland (ADE)
Subject: FW: Emailing: vilonia academy-charter school app report



vilonia
idemy-charter schoo

Here you go with Vilonia's

New E-mail Address: mary.brown@arkansas.gov Please update immediately.

Dr. Mary Ann D. Brown
Program Director, Charter Schools
Arkansas Department of Education
#4 Capitol Mall, Room 305-B
Little Rock, AR 72201
Telephone Number: 501-683-5313
Fax Number: 501-371-3514

-----Original Message-----

From: Yolanda Anderson (ADE)
Sent: Thursday, January 25, 2007 9:21 AM
To: Mary Ann Brown (ADE)
Subject: Emailing: vilonia academy-charter school app report

Here is the first of two Charter School Application reports for your records.

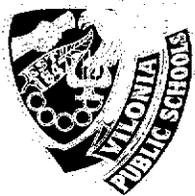
The message is ready to be sent with the following file or link attachments:

vilonia academy-charter school app report

Note: To protect against computer viruses, e-mail programs may prevent sending or receiving certain types of file attachments. Check your e-mail security settings to determine how attachments are handled.

Division of Public School Academic Facilities and Transportation

1. **Charter School:** Vilonia Academy of Science and Technology
2. **Location:** P.O. Box 160 Vilonia, AR 72173
3. **General Observations:** This facility will be contained within the recently completed 5th, 6th, and 7th grade elementary school. The new school was constructed to the most recent standards. No adaptations are required.
4. **Academic Suitability:** No adaptations will need to be made to the building. It completely meets the state's suitability standard.
5. **ADA Accessibility:** The facility is completely accessible.
6. **Life Safety Codes:** There are no life safety code violations in this facility.
7. **Conclusions and Recommendations:** This building will meet all the tenets and aspects of the applicant. This facility is recommended for approval.



Vilonia Public Schools

Home of the Eagles

Frank Mitchell, Ed. D., Superintendent

TELEPHONE 501-796-2113 • P. O. BOX 160 • VILONIA, ARKANSAS 72173

February 22, 2007

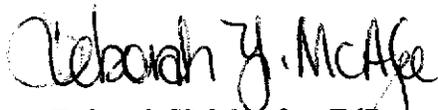
Charter School Office
Dr. Mary Ann D. Brown
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Dr. Brown,

Thank you for allowing Vilonia School District the opportunity to respond to the evaluation of the Vilonia Academy of Service and Technology Charter School application.

Please find attached all clarifications and justifications.

Respectfully submitted,


Deborah Y. McAfee, EdD

RECEIVED
FEB 22 2007

CHARTER SCHOOL OFFICE

Objective 1: Vilonia School Districted noted the low attendance of the proposed charter school's public hearing, and attributed it to the fact that such informative materials had provided to parents of students within Vilonia Elementary, Primary and Middle School. With "Charter School Question and Answer Sheets" being sent home with each student, and three newsletters expounding upon the middle school's proposal, perhaps the well thought out charter school plan could be conceptualized by parents and community members. The fact that only one public hearing was held was an oversight on the district's behalf.

Objective 2: The mission of the Vilonia Academy of Service and Technology is to foster the development of an enhanced learning process for students through the *incorporation of community service and technology within academic courses*. Together with *structured reflection* upon that experience in the context of the *course, curricular and co-curricular initiatives*, student education will become enhanced.

Vilonia School District respectfully suggests that the proposed mission statement does have specific goals....1st) incorporate community service, 2nd) incorporate technology (Technology is void in the majority of Arkansas schools, with Vilonia Middle School being no exception), and 3rd) integration of community service and technology into curricular and co-curricular initiatives.

Objective 3: Vilonia may be characterized as a low to moderate income community as verified by the 2007-2008 request of *seven* Arkansas Better Chance, ABC, three and four year old classrooms being requested, with a waiting list expected. This is also a community in which technology is not common in households. The Vilonia Faulkner County library and Vilonia Parent Center each house three computers for student and parent use. "...open the eyes to the world around them" is exactly what will become available to the students of Vilonia Middle School when a technology driven curriculum is introduced. Technology has now made traveling the world available to everyone. Students will take advantage of the world around them through the use of technology and a K12 curriculum being introduced.

Objective 4: The educational program to be offered by the charter school will be focused around a technology driven, K12 curriculum with a strong service learning component. For the past three years Vilonia Middle School has submitted and received a \$10,000 Service Learning grant from the Arkansas Department of Education. This funding has allowed students to focus on one or two projects that benefit both the school and community. Through the granting of a charter school, select projects will not have to be "worked in" to the classroom's curriculum. Instead it will become an integral part of the learning process. Projects that require five or six weeks to complete may be addressed through a charter school because the teachers involved are on the "same page," and are able to become flexible in their scheduling. The charter monetary allocation is indeed a strength to the adopted service learning curriculum.

It is documented that in past years Vilonia School District has lost numerous students to home schooling. This problem was addressed at the K-4 level, and must now be

addressed at the middle school. With the infusion of the K12, technology driven curriculum of Social Studies, Math, Literacy, Science and Language Arts within the fifth grade charter, parents and students that are disenchanted with public school education may now elect to follow the charter school offerings. This is not a "teach from the textbook" class. It is also not on the state adopted textbook list. The K12 curriculum requires students and teachers to dig deeper into the subject, expound upon basic knowledge and become lost in extensive details and course offerings. This higher order thinking is prevalent in the Arkansas curriculum frameworks. Each K12 lesson has sited correlated Arkansas frameworks. The K12 curriculum has been sited and documented as far more challenging than the school's current curriculum. Through the meshing of giving back to the school and community through service learning, and the challenge of the K12 curriculum, and integration of technology, students will be exposed to a middle school that extensively prepares students for the work force and the college preparatory curriculum offered within high school. It should be noted that the K12 curriculum has been implemented, the past four years, in the second, third and fourth grade classrooms of the Academy of Technology located in Conway, Arkansas. These fourth grade students will automatically move to Vilonia Middle School and become candidates to attend the Vilonia Academy of Service and Technology. It would definitely be a strain, or impossible, to supply the required technology for classrooms that the K12 curriculum requires in a school setting. Through the computer based Ko-Lec Data System, students may log their hours of community service beginning with fifth grade through twelfth, with marginal notes available, and have a printed copy of these years of service to attach to college applications, work applications and scholarship applications.

A sample schedule of daily instruction for a typical fifth or sixth grade student was requested. You may find this schedule at the end of the objectives addressed. Please note that the fifth and sixth grade "teacher schedule" submitted previously was representative of that teacher's homeroom classroom. Though it said "teacher," it was actually the students traveling within that teacher's homeroom. Through these schedules a student's art, physical education and music classes are addressed. Vilonia School District apologizes for any confusion.

Objective 5: Due to the very nature of the charter school, the highly mobile student does not require being addressed...as a student moves from the charter school, the next student on the class waiting list moves into the school.

The improvement of reading and math is evidenced through the test scores of The Academy of Technology who has adopted the K12 curriculum within grades 2-4. A computer based, reading and math program which allows the student to progress at their own rate of learning is introduced. Students may work beyond the "class lesson of the day," allowing for mastering of subject materials at a more rapid pace. The K12 curriculum also offers diverse means by which to accomplish classroom assignments, rather than the book, paper and pencil method. Students are engaged in active learning with fast paced mastery expected. The measurable goal of the Academy's reading and math will be a minimum yearly growth of 8% in reading, language arts, math and Science.

Objective 6: The Vilonia Middle School ACSIP plan clearly delineates the middle school's curriculum to the Arkansas Curriculum Frameworks. The K12 curriculum is no exception. Because the two curriculums (K12 and Vilonia School District) meet the state standards, are aligned by the representative reading, math, language arts, and science textbook companies, and are correlated specifically to standards and frameworks developed by the state, by teachers, district curriculum specialists and administrative staff, a natural meshing occurs. Knowledge and accountability....of frameworks is increased to include parents and students..." because the charter school process mandates numerous faculty, staff and parent meetings. The school ACSIP plans are presented to our local patrons, parents and district personnel.

"Monitor and adjust" definitely should be normal operating procedures of every classroom, (PET definitely reinforced this concept) however through the K12 and service curriculum, students are able by the very nature of the program and curriculum to work ahead at their own pace, with teacher interventions/monitoring available through the "Master" K12 student tracking program, the teacher is able to monitor the child's work from their computer, allowing a child to excel at their own pace, not waiting until each student is "caught up" or on the same page, but may still be monitored in their endeavors.

Objective 7: No action necessary.

Objective 8: Vilonia School District has an extensive teacher evaluation process currently in place that is applicable to the charter school employee. Their performance will be evaluated as to their classroom setting set-out within the district performance evaluation. (An evaluation portfolio on each teacher, or team, reflecting their evaluation is available for review upon request.) The first year as a charter school, two fifth and two sixth grade classrooms, will be filled, representing approximately 120 students.

Objective 9: The integration of a school within a school concept will not effect the scheduling of lunch for Vilonia Middle School and The Academy of Service and Technology. The lunch schedule currently implemented will be followed. Because the number of students enrolled in the overall school(s) will not increase or decrease, the Food Service Director was not contacted. There will be no change in lunchroom procedures.

Objective 10: No action needed.

Objective 11: No action needed.

Objective 12: It is not anticipated that waivers will be requested for the Academy of Service and Technology. This was a precaution requested due to the narrow field of Music and Art teachers available within the county.

Waiver 7.04.1 requests that the ACSIP plan for Vilonia Middle School be accepted as the ACSIP plan for The Academy of Service and Technology. This request is made based on the reasoning that the requested charter is a school-within-a-school, following the same

school format, sharing the same student services, i.e.; guidance program, health services, media center, transportation, food services, special education, alternative education and gifted and talented program. With two building administrators overseeing both the school and academy, one ACSIP plan seemed applicable.

The waiver regarding the grading policy was included as the "grading" of service learning projects has not been fully explored. The request for satisfactory or unsatisfactory in areas of service may be deemed a necessity, rather than a letter grade.

The conversion charter school concept at the middle school level is new to Vilonia School District. Thus the request to petition the State Board of Education should additional waivers be sought.

Objective 13: No action needed.

Objective 14: Research documents that the charter school parent plays an active role in their student's school, as compared to that of the non-charter parent. The charter school concept introduced will require many more "hands on learning experiences" regarding service learning than the regular classroom, not only in the physical work to be accomplished, but through the teaching of skills to students. Parent participation is imperative to the life of the charter, not only for the student's sake, but for the lead roles that must be taken by parents in order to accomplish the numerous community/school projects addressed. "We makes me stronger."

Legal Comments: Vilonia School District understands the law in regards to charter school enrollment. "Priority" refers to Vilonia School District accepting student only from the district. Thank you.

Vilonia Middle School has been inspected by the Division of Public School Academic Facilities and Transportation. Wonderful ideas and thoughts were shared by state personnel, with no problems being indicated. Please see Objective 9.5 under #7 Conclusions and Recommendations: this facility is recommended for approval.

Certified personnel definitely will administer all state standardized testing. Waivers will only be considered in such areas as Art or Music. District policy and state law regarding mandated criminal background checks will be followed.

Additional Comments: Please see attached 2006-2007 school schedule and salary schedule. The 2007-2008 calendar and salary committees have not refined their proposal to the Vilonia School Board at this time. A fifth and sixth grade student schedule is attached.

Page 14 comment regarding, "...all support personnel, including counselors, librarian, physical therapists and aides, are seamlessly involved in supporting the charter school." These employees work continually between the Vilonia Middle School and Academy of

Conversion charter school funding does not allow any money to be designated towards staffing or salaries, therefore due to the nature of the school-within-a-school, both schools, Vilonia Middle School and Vilonia's Academy of Service and Technology shall be administered by a district employed principal and assistant principal. There are no shared salaries at all within the conversion charter and district. All salaries are absorbed by the district. (Note the guidance service salary at \$60,500 is an error. The guidance counselor has been employed within the district for fifteen years, at a salary of approximately \$40,500.)

The question was asked why the school district needed to convert a portion of the middle school into a conversion charter to accomplish the proposed interventions...

1st-The K12 curriculum is a unique teaching strategy. It requires extensive access to technology. This is technology that is not housed at the middle school. This is a curriculum that is being implemented to *keep students in school*-obviously the traditional textbook style of learning has not proved successful. With home-schooling students reduced within the K-4 grade levels, it is imperative that the upper grades now be addressed.

2nd-The service learning component of the charter school demands that a teacher's time schedule (classroom time) be flexible. If a charter school staff member wants to spend six weeks on studying Greece, or the Roman Empire and needs to hold their classrooms longer, or even not change classes at all, this flexibility is simply not available within a regular school. The regular school is on a time driven, bell-ringing schedule. The charter school allows extended time to teach when needed.

3rd-A school with a "focus" and message must emerge! Little Rock has magnet schools, or private schools focusing on the arts, etc. Vilonia School District is looking ahead to the future of the Vilonia student. The cycle of factory workers must be broken, with the instilling of a strong curriculum that does open the student's eyes to the world allowing them to see what lies ahead, as well as instilling in them strong service and technology tools for advancement.



Vilonia Public School

2006-2007

Student Calendar

Student Attendance Days
 No School

August						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20						26
27						

September						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
						2
3						9
10						16
17						23
24						30

October						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
1						7
8						14
15						21
22						28
29						

November						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
						4
5						11
12						18
19						25
26						

December						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
						2
3						9
10						16
17						23
24	25	26	27	28	29	30

August

21 First Day of Classes
21 First Day for Kindergarten

September

4 Labor Day - Holiday

October

30 P/T Conf. - No School

November

2 - 3 Prof. Dev. - No School
22 - 24 Thanksgiving Holidays

December

21 - 29 Christmas Holidays

January

3 Classes Resume
15 Prof. Dev. - No Classes

February

19 Prof. Dev. - No School

March

26-30 Spring Break

April

5 P/T Conf. - No School

May

Graduation
28 Memorial Day - Holiday
30 Last Day of Classes

* Make-up days may be added. Please make allowances in scheduling summer activities.

January						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
						6
7						13
14						20
21						27
28						

February						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
						3
4						10
11						17
18						24
25						

March						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
						3
4						10
11						17
18						24
25						31

April						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
1						7
8						14
15						21
22						28
29						

May						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
						5
6						12
13						19
20						26
27						31

	Ed increment	Ed increment	Ed increment	Ed increment	Ed increment	Ed increment	Ed increment
		\$680	\$680	\$1,400	\$680	\$680	\$680
	B	B+12	B+24	B+36/M	M+12	M+24	M+36
0	\$ 32,800	\$ 33,480	\$ 34,160	\$ 35,560	\$ 36,240	\$ 36,920	\$ 37,600
1	\$ 33,490	\$ 34,170	\$ 34,850	\$ 36,250	\$ 36,930	\$ 37,610	\$ 38,290
2	\$ 34,180	\$ 34,860	\$ 35,540	\$ 36,940	\$ 37,620	\$ 38,300	\$ 38,980
3	\$ 34,870	\$ 35,550	\$ 36,230	\$ 37,630	\$ 38,310	\$ 38,990	\$ 39,670
4	\$ 35,560	\$ 36,240	\$ 36,920	\$ 38,320	\$ 39,000	\$ 39,680	\$ 40,360
5	\$ 36,250	\$ 36,930	\$ 37,610	\$ 39,010	\$ 39,690	\$ 40,370	\$ 41,050
6	\$ 36,940	\$ 37,620	\$ 38,300	\$ 39,700	\$ 40,380	\$ 41,060	\$ 41,740
7	\$ 37,630	\$ 38,310	\$ 38,990	\$ 40,390	\$ 41,070	\$ 41,750	\$ 42,430
8	\$ 38,320	\$ 39,000	\$ 39,680	\$ 41,080	\$ 41,760	\$ 42,440	\$ 43,120
9	\$ 39,010	\$ 39,690	\$ 40,370	\$ 41,770	\$ 42,450	\$ 43,130	\$ 43,810
10	\$ 39,700	\$ 40,380	\$ 41,060	\$ 42,460	\$ 43,140	\$ 43,820	\$ 44,500
11	\$ 40,390	\$ 41,070	\$ 41,750	\$ 43,150	\$ 43,830	\$ 44,510	\$ 45,190
12	\$ 41,080	\$ 41,760	\$ 42,440	\$ 43,840	\$ 44,520	\$ 45,200	\$ 45,880
13	\$ 41,770	\$ 42,450	\$ 43,130	\$ 44,530	\$ 45,210	\$ 45,890	\$ 46,570
14	\$ 42,460	\$ 43,140	\$ 43,820	\$ 45,220	\$ 45,900	\$ 46,580	\$ 47,260
15	\$ 43,150	\$ 43,830	\$ 44,510	\$ 45,910	\$ 46,590	\$ 47,270	\$ 47,950
16	\$ 43,840	\$ 44,520	\$ 45,200	\$ 46,600	\$ 47,280	\$ 47,960	\$ 48,640
17	\$ 44,530	\$ 45,210	\$ 45,890	\$ 47,290	\$ 47,970	\$ 48,650	\$ 49,330
18		\$ 45,900	\$ 46,580	\$ 47,980	\$ 48,660	\$ 49,340	\$ 50,020
19			\$ 47,270	\$ 48,670	\$ 49,350	\$ 50,030	\$ 50,710
20			\$ 47,960	\$ 49,360	\$ 50,040	\$ 50,720	\$ 51,400
21			\$ 48,650	\$ 50,050	\$ 50,730	\$ 51,410	\$ 52,090
22				\$ 50,740	\$ 51,420	\$ 52,100	\$ 52,780
23					\$ 52,110	\$ 52,790	\$ 53,470
24						\$ 53,480	\$ 54,160

5TH GRADE		PERIOD 1	PERIOD 2	PERIOD 3		PERIOD 4	PERIOD 5	PERIOD 6	Red team switch at 9:20 & 12:05
RM	TEACHER	8:00 8:50	8:50 9:20	9:20 11:00		11:35 12:50		1:40 3:15	
	S. TOWLES	SOC STU	PHY ACT	LA		LA		LA	
	D. HARTWICK	SOC STU	PHY ACT	MA/SCI		MA/SCI		MA/SCI	
	L. DAVIS	SOC STU	PHY ACT	LA		LA		LA	
	M. ALLEN	SOC STU	PHY ACT	MA/SCI		MA/SCI		MA/SCI	

5TH GRADE		PERIOD 1	PERIOD 2	PERIOD 3		PERIOD 4	PERIOD 5	PERIOD 6	White team switch at 9:20 & 12:50
RM	TEACHER	8:00 8:50	8:50 9:20	9:20 11:00		11:35 12:05		12:55 3:15	
	P. THOMAS	SOC STU	PHY ACT	LA		LA		LA	
	D. GARRETT	SOC STU	PHY ACT	MA/SCI		MA/SCI		MA/SCI	
	C. MOORE	SOC STU	PHY ACT	LA		LA		LA	
	V. ROGERS	SOC STU	PHY ACT	MA/SCI		MA/SCI		MA/SCI	

6TH GRADE		PERIOD 1	PERIOD 2	PERIOD 3		PERIOD 4	PERIOD 5	PERIOD 6
RM	TEACHER	8:00 9:20	9:20 10:35	10:35 11:50		12:25 1:35		2:35 3:15
	M. COPELAND	MATH	MATH	MATH		MATH		MUS/ENC
	M. HILL	L/A	L/A	L/A		L/A		MUS/ENC
	J. JORDAN	SCI	SCI	SCI		SCI		MUS/ENC
	K. RORIE	SS	SS	SS		SS		MUS/ENC

6TH GRADE		PERIOD 1	PERIOD 2	PERIOD 3		PERIOD 4	PERIOD 5	PERIOD 6
RM	TEACHER	8:00 9:20	9:20 10:35	10:35 11:50		12:25 1:35	1:40 2:25	
	P. BANGS	MATH	MATH	MATH		MATH	MUS/ENC	
	T. BLACKARD	L/A	L/A	L/A		L/A	MUS/ENC	
	B. BAXTER	SCI	SCI	SCI		SCI	MUS/ENC	
	T. GILL	SS	SS	SS		SS	MUS/ENC	

7TH GRADE		PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5		PERIOD 6	PERIOD 7
RM	TEACHER	8:00 8:55	9:00 9:50	9:55 10:45	10:50 11:40	11:45 12:35		1:10 2:00	2:05 3:05
	J. WARBRITTON	L/A	L/A	L/A	AE L/A			L/A	L/A
	J. FLEMING	L/A	YRBK					L/A	L/A
	S. MIZE			MATH	MATH	PRE ALG		PRE ALG	MATH
	K. LACY		MATH		MATH	MATH		MATH	MATH
	W. SHELLEY	SCI	SCI		SCI	SCI		SCI	SCI
	M. TALLEY	G/ATH 7	G/ATH 7		SCI	SCI		SCI	SCI
	K. ROBERTS	GEOG	GEOG	GEOG		GEOG		GEOG	GEOG
	J. COX	GEOG			GEOG	GEOG		ACSIP	
	L. LAWRENCE	KEYBRD	ST HALL		KEYBRD	KEYBRD		KEYBRD	KEYBRD
	D. WILLIAMS	FW/CON		ST HALL	FW/CON	FW/CON		FW/CON	FW/CON



ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING THE ARKANSAS BETTER CHANCE PROGRAM

SECTION 1 – REGULATORY AUTHORITY

- 1.01 These rules are enacted pursuant to the authority of the State Board of Education under ACA § 6-11-105 and 6-45-101 et seq. as amended.
- 1.02 The Division of Child Care and Early Childhood Education, Arkansas Department of Health and Human Services, shall coordinate and administer the Arkansas Better Chance Program, providing all appropriate technical assistance and program monitoring necessary to fulfill the requirements of Ark. Code Ann. 6-45-101 et seq., 20-78-206 and 6-11-105. DCCECE will annually provide the State Board of Education a list of grants which are recommended for funding for the next year.
- 1.03 The State Board of Education will approve all rules developed pursuant to Act 212 of 1991 and Act 49 of 2003 as amended and will approve all programs funded under the Arkansas Better Chance Program.

SECTION 2 – PURPOSE

- 2.01 It is the purpose of these rules to set the general guidelines for the operation of early childhood programs funded under the Arkansas Better Chance Program and the Arkansas Better Chance for School Success Program.

SECTION 3 – DEFINITIONS

- 3.01 ABC: Arkansas Better Chance
- 3.02 ABCSS: Arkansas Better Chance for School Success. Unless standards for ABC and ABCSS are listed separately, all requirements of ABC apply to ABCSS [the term 'ABC' will be used to refer to all participating programs.](#)
- 3.03 ADE: Arkansas Department of Education
- 3.04 ~~ADHS: Arkansas Department of Human Services~~
- 3.04 [AECPDS: Arkansas Early Childhood Professional Development System](#)
- 3.05 APSCN: Arkansas Public School Computer Network
- 3.06 CACFP: Child and Adult Care Food Program (Special Nutrition). A federally-funded subsidy program administered by DCCECE designed to provide reimbursement to providers for meals and snacks served to children from low-income families.
- 3.07 CCFH: Child Care Family Home
- 3.08 CDA: Child Development Associate

3.09 Classroom: A physical space which is partitioned for the purpose of ABC instruction and activities. Each classroom must meet licensing requirements and state Quality Approval standards.

3.10 COPA: Child Outcome, Planning and Assessment. A web-based information technology system used to capture and maintain data for all children and families enrolled in ABC.

3.11 Core Quality Components: The six key areas of ABC which include:

- Low student to teacher ratio
- Well-qualified and compensated staff
- Professional development
- Developmental Screening and Child Assessment
- Proven curricula and learning processes
- Meaningful parent and community engagement activities

These components serve as the basis of ABC funding levels.

3.12 DCCECE: Division of Child Care and Early Childhood Education

3.13 DECA: Deveraux Early Childhood Assessment

3.14 DHHS: Arkansas Department of Health and Human Services

3.15 ECERS-R: Early Childhood Environmental Rating Scale (Revised), a scale developed to measure various elements of classroom quality. ECERS-R is the nationally recognized standard to measure environmental quality of early childhood programs.

3.16 ERS: Environmental Rating Scale, term used to describe the tools used to measure elements of classroom quality. These scales include the Early Childhood Environmental Rating Scale, Infant-Toddler Rating Scale, Family Day Care Rating Scale and School-Age Care Rating Scale.

3.17 FPL: Federal Poverty Level

3.18 IEP: Individualized Education Program

3.19 IDEA: Individuals with Disabilities Education Act

3.20 INDEX: Investigating, Discovering and Exploring, the state-approved curriculum training on Math and Science for Young Children.

3.21 In-kind services: Support services provided at either no cost or without monetary exchange. To use in-kind services as match, services must be provided to [the ABC program](#).

3.22 HIPPPY: Home Instruction for Parents of Preschool Youngsters

3.23 LEA: Local Education Agency

3.24 NAEYC: National Association for the Education of Young Children

3.25 PAT: Parents as Teachers

3.26 Single-Site Classroom: One ABC classroom at a geographic location

3.27 Multi-classroom Site: Multiple ABC classrooms located on the same premises

3.28 SSN: Social Security Number

- 3.29 Shall: Mandatory standard
- 3.30 Should: Standard is recommended but not mandatory
- [3.31 SOP: Staff Qualifications Plan. A process by which DCCECE can approve staff not meeting minimum qualifications to work in an ABC classroom under certain restrictions.](#)
- 3.32 Work Sampling System (WSS): A web-based instrument used by ABC programs to assess a child's progress in various educational domains over the program year.

SECTION 4 – CHILD ELIGIBILITY

- 4.01 The ABC Program serves educationally deprived children, ages birth through 5 years, excluding a kindergarten program. The Arkansas Better Chance for School Success Program serves children ages 3 and 4 years from families with gross income not exceeding 200% of the FPL. [Kindergarten-eligible children must seek a written waiver before enrolling in ABC.](#)
- 4.02 To be eligible, children shall reside within the boundaries of an Arkansas school district. Programs may accept children outside of their local area if they have exhausted local recruiting efforts and have unfilled ABC slots.
- 4.03 Eligible children for the ABC program shall have at least one of the following characteristics:
 - Family with gross [household](#) income not exceeding 200% of FPL
 - Parents without a high school diploma or GED
 - Low birth weight (below 5 pounds, 9 ounces)
 - Parent is under 18 years of age at child's birth
 - Immediate family member has a history of substance abuse/addiction
 - Has a demonstrable developmental delay as identified through screening
 - Eligible for services under IDEA
 - Income eligible for Title I programs
 - Limited English Proficiency
 - Parent has history of abuse of neglect or is a victim of abuse or neglect
- 4.04 Eligible children for the ABC for School Success program must meet the following qualifications:
 - Must be three or four years old by cutoff date set by ADE.
 - Gross Family [household](#) income does not exceed 200% of FPL
 - A program is available in the area where the child resides and there is available space for the child to attend.

To receive special education services a child must reside within certain district/co-op boundary lines. Programs seeking to enroll a kindergarten-eligible child in ABCSS must first consult with DCCECE. [Waivers must be in writing. No verbal waivers will be given.](#)

- 4.05 To enroll an eligible child, the child's parent or guardian shall furnish documentation of eligibility and other required information, [including the disclosure of household income and household member information](#). A list of all acceptable documentation will be published annually by DCCECE, ~~including the disclosure of annual household income and household member information~~. Children of parents or guardians refusing to furnish required information shall be deemed ineligible for participation. Programs are responsible for verifying eligibility before the child attends and shall maintain copies of eligibility documentation in the child's record.

- 4.06 A copy of the child's birth certificate or hospital record listing a date of birth is required. If official documentation of date of birth is unavailable, the ABC program shall follow the guidelines of the local district in such instances.
- 4.07 In determining income eligibility, programs shall use a family's gross income from employment plus any unemployment compensation. [Documentation of income eligibility must be present in each child's record](#). If pay stubs are used to document eligibility, recent documents ([dated](#) within 30 days) shall be used. DCCECE shall publish a list of acceptable documentation annually. If a three-year old child has been qualified for ABCSS, that child shall remain eligible for two years.
- 4.08 Families claiming no earned income (full-time students or unemployed) shall produce a signed and notarized statement to that effect, which [shall be maintained in the child record](#).
- 4.09 Parents or guardians shown to have submitted a falsified document shall be subject to repayment of funds to DCCECE and referral for prosecution.
- [4.10 Agencies shown to have enrolled ineligible children or children with no documentation of eligibility shall be required to repay the funds expended on behalf of the child to DHHS.](#)
- 4.11 An age-eligible child who falls into one of the following categories shall be exempt from family income requirements:
- Foster child
 - Child with an incarcerated parent
 - Child in the custody of [living with](#) a family member other than mother or father
 - Child with immediate family member arrested for or convicted of drug-related offenses
 - Child with a parent activated for overseas military duty
- 4.12 The ADE and DCCECE may develop a fee schedule and establish eligibility based on family income for children who are not eligible under Section 4.4, but priority enrollment shall be provided to children eligible under Section 4.4. Families who are qualified for enrollment under a sliding fee scale should pay fees directly to the program. The amount of any parent co-pay as determined by DCCECE shall be deducted from the reimbursement to programs accepting children on a sliding fee scale.
- 4.13 DCCECE, with approval from ADE, may grant waivers to children not meeting the eligibility criteria under Sections 4.3 or 4.4 but possessing multiple risk factors for learning and developmental impairment. Requests for such waivers must be submitted to DCCECE in writing and will be considered on a case by case basis.
- 4.14 Children having certain risk factors may be eligible for home-visiting services, in addition to attending a center-based ABC program. See Section 18.6 for eligibility requirements.
- [4.15 Eligible children shall not be denied enrollment into an available ABC program or dismissed from an ABC program due to non-payment of any fees associated with another child care program.](#)

SECTION 5 – PROGRAM/AGENCY ELIGIBILITY

- 5.01 Any child care provider meeting these criteria is eligible to apply for funding:
- Located within the boundaries of the State of Arkansas
 - Licensed by DCCECE as a Child Care Center or Child Care Family Home with no history of formal corrective action or founded complaints which pose an immediate safety risk within 12 months of application date ~~OR has a facility which is licensable~~
 - Has no outstanding debt to DCCECE or ADE ~~due to overpayments or erroneous billing.~~ (This requirement shall be suspended if an appeal is pending.)
 - Has obtained State Quality Approval accreditation OR is eligible for such accreditation in the space to be used for the ABC program
 - Can provide matching funds in accordance with local to state 40:60 funding ratio

The local-to-state match may be waived by DCCECE if the program is in a school district that has been designated by ADE as being in academic distress and DCCECE determines that the school is unable to provide the local-to-state match requirement. This determination may be made only after DCCECE has assisted the school in identifying potential funding sources to provide local-to-state match requirements.

- 5.02 Any provider wishing to be considered for funding must fully complete a grant application supplied by DCCECE. Grant applications will be evaluated and scored on the following factors:
- [Current status of child care license and quality approval accreditation](#)
 - The degree to which the program can provide a developmentally appropriate preschool program as outlined in the grant application
 - A strategy of collaboration with the local business and education community
 - A fiscally-responsible budget which correlates to core quality models
 - A plan of action for parent involvement
- 5.03 DCCECE will determine an acceptable cutoff score for approved applications. Questions and concerns regarding grant scoring should be referred to the Program Administrator. The ABC Administrator shall make the final determination of all grant scores. Grant scores are final.
- 5.04 All applications shall include a budget which corresponds to the ABC core quality components, details program costs and demonstrates fiscal responsibility. Allowable costs include:
- salaries/fringe
 - instructional materials
 - staff development
 - developmental screenings
 - parent/community engagement activities
 - financial assistance for staff working towards a degree or credential, including but not limited to books, tuition and travel.

SECTION 6 – FUNDING

- 6.01 Upon approval of an ABC application, the order of funding shall be based on criteria stated in Act 49 of 2003, which includes areas of the state containing:
- Schools that have 75% or more students scoring below proficiency level on the primary benchmark exams (math and literacy) in the preceding two (2) school years
 - Schools designated by ADE as being in school improvement status
 - Schools located in a school district in academic distress.

Other factors determining areas to be funded may include socio-economic status of the service area and the availability of existing quality preschool services in an area.

- 6.02 Any program funded through ABC shall work in collaboration with DCCECE, ADE, local businesses and other early childhood providers (school districts, educational cooperatives, Head Start, HIPPPY, private and non-profit providers, etc.) to ensure that all eligible children are served in the most suitable environment. This collaboration shall include, but is not limited to, participation in [and/or facilitation of](#) local early childhood meetings, ~~sharing of waiting list information~~ and referring children [families](#) to other programs when appropriate.
- 6.03 The required local 40% match may include only the cost of providing necessary services for ABC children. Matching funds may be cash or in-kind.
- 6.04 State ABC Funding (60%) for the core components of the program may include salaries and fringe for staff giving direct services to ABC children, professional development, child assessment, developmental screening, meaningful parent and community engagement activities, proven curricula and learning processes, transportation and administration.
- 6.05 The maximum amount of funding is based upon projected child enrollment. Programs will be paid ~~quarterly~~ [monthly](#). ~~Once a grant agreement is signed, one quarter of the maximum funding will be issued. Payment for subsequent quarters will be based upon actual enrollment. Programs not operating for at least one month during a quarter will not receive payment for that period. Programs will be reimbursed for any child attending at least one third of the quarter. In any quarter, if actual enrollment is less than 80% of projected enrollment, the quarterly payment will be deducted on a per child basis.~~ [Upon signing and returning the grant agreement, DCCECE will request that one month's payment be advanced to the agency. Payments of the balance will be requested on the 15th of each month following for nine \(9\) consecutive months \(August through April\), based on actual child enrollment.](#)
- [Payment shall be pro-rated for agencies not in operation a full program year. During the year, programs shall be audited to ensure compliance with child enrollment and attendance policies. An ABC program found to be enrolling ineligible children shall be required to repay applicable funds to DHHS and be subject to all collection proceedings allowed by law. Funds may be withheld from future payments to satisfy repayment. No grants shall be renewed for agencies with outstanding balances.](#) Overpayments or the amount of any end of year carry-forward funds shall be deducted from future payments.
- 6.06 Payment ~~may~~ [shall](#) be withheld if [a](#) programs ~~does~~ [does](#) not comply with reporting requirements.

- 6.07 ABC is intended to supplement, not supplant, existing early childhood funding sources.
- 6.08 Funding, not to exceed 2% of the total ABC funding pool, shall be available from the ABC monies for the additional support services required of DCCECE in administering the ABC program.

SECTION 7 – REPORTING

- 7.01 All child, family and staff information shall be maintained in COPA by the program. Attendance shall be taken daily and recorded in COPA. Programs shall update child, family and staff information as needed on a timely basis.
- 7.02 Each ABC program shall submit to DCCECE two (2) financial expenditure reports—due on January 30 and July 30 of each year—and quarterly reports—due on September 30, December 15 and March 30 of each year—which detail operating expenses and enrollment data. Programs shall receive guidance from DCCECE on the specific format of each report.
- 7.03 An Agency shall operate its ABC program according to the financial guidelines outlined in the grant application instructions.
- 7.04 A complete and final disclosure audit of each ABC program is required and must be submitted annually for review to DCCECE. Any ABC program that is annually reviewed by Legislative Audit may submit the summary completed by that agency. All final audits shall be submitted within 120 days of the program’s fiscal year completion.
- 7.05 Programs that fail to adhere to a reporting deadline or respond to a request for information by DCCECE will be subject to compliance action as outlined in Section 21.
- 7.06 Children qualifying under the sliding fee scale must be clearly marked as such in ~~quarterly enrollment reports to DCCECE~~ COPA. Programs shall also report any non-ABC qualifying children who have been assigned to an ABC classroom. Failure to do so is grounds for a compliance plan (See Section 21). DCCECE will inform programs as to the manner that reporting shall take place.
- 7.07 Once a grant agreement has been signed, any change made to the program whatsoever shall be reported to DCCECE within five (5) working days of the change. This includes, but is not limited to, any changes in address, phone, e-mail address, staff, slot locations or budget items.

SECTION 8 – APPLICATION/RENEWAL APPLICATION

- 8.01 The Request for Applications will specify all application procedures for an ABC program. DCCECE is not obligated to review any proposal received after the submission deadline stated in the application.
- 8.02 If all ABC funds are not allocated or expended during any program year, the DCCECE may initiate an additional application period to fully obligate all available funds.

8.03 [An Agency shall operate its ABC program in accordance with all information contained in the grant application. Any deviation from the information in the application must first be approved by DCCECE. This includes budget items.](#)

SECTION 9 – MINIMUM STANDARDS/CLASSROOM PROGRAMS

9.01 All ABC classroom programs shall satisfy the requirements specified in The Child Care Licensing Act, ACA § 20-78-201 through 224 and rules and regulations enacted pursuant to these sections.

9.02 All ABC center-based or family-home based programs shall maintain a license in good standing as referenced in Section 9.1. Any ABC program whose license is revoked shall be immediately terminated from the ABC program.

9.03 Agencies that are barred from participating in DHHS programs pursuant to DHHS Policy 1088 shall be ineligible for participation in ABC. Grant agreements for any existing programs excluded pursuant to this policy shall be terminated immediately. Programs placed on corrective action by DHS shall be subject to ABC compliance action as outlined in Section 21.

9.04 DCCECE is directly responsible for the inspection and evaluation of programs as referenced in Section 9.1. Inspections and monitoring visits may occur without prior notice. This includes quality visits, program reviews or any other visit by a DCCECE or authorized representative.

9.05 All ABC classrooms shall meet the criteria for becoming an "approved" Early Childhood program under the Arkansas Child Care Approval System Rules and Regulations, Ark. Code Ann. 6-45-103 and 106 (Supp. 1993). An overall average [score](#) of 5-5 [5.0](#) is required for the ERS Environmental Rating Scale or scales that are which is applicable to each program [classroom](#). DCCECE will utilize the following procedure for any program failing to meet these requirements:

Result of Program Review	Action Taken
1 st No Pass (ERS Score < 5.0)	Recommendations for improvements will shall be made in writing by the program monitor and DCCECE Program Specialist to the Agency ABC Administrator/Coordinator and Teacher . Technical assistance is recommended shall be given to the Agency .
2 nd No Pass (ERS Score < 5.0)	Technical assistance shall be mandated . Program is advised that the site will have one additional opportunity to meet the requirements . Conference shall be held between Agency ABC Administrator/Coordinator, Teacher and DCCECE staff to advise Agency of 2nd No Pass Status and required improvements. Agency is placed on probationary status with third review scheduled within 60 days of conference.
3 rd No Pass (ERS Score < 5.0)	Agency shall not be renewed at the end of the program year . Agency is partially or fully de-funded at end of program year.

[Any agency which is de-funded shall be ineligible to reapply for an ABC grant for a period of 12 months.](#)

At the discretion of DCCECE, the following factors may be weighed as mitigating circumstances: impact of deficiencies on child health, safety and welfare; willingness to improve upon factors within Agency control; likelihood of program passing next review and the time in which such improvements can be implemented. Recommendations for improvement may include staff changes.

~~Programs may not physically move a site for the purpose of circumventing this procedure. If a program moves a site to another location but retains the same ownership, those classrooms will count as the original site under this rule. Technical assistance may include recommendations for staff or management changes.~~ Any Agency which willfully moves a classroom, staff member or children for the purpose of circumventing the monitoring process shall be de-funded.

9.06 For each child enrolled, ABC programs shall provide a minimum of 7 hours per day, 178 days per year for instruction.

9.07 Classroom-based programs shall follow public school regulations regarding the time requirements for teacher planning periods. However, planning periods for ABC teachers shall be scheduled at a time that do not violate minimum staff-child ratios or other ABC standards.

9.08 Programs shall utilize a parent handbook specifically designed for the ABC program. Attendance and tardy policies shall be clearly outlined in the handbook. Parents shall sign a statement stating they have received a copy of the handbook and understand its contents. Programs shall maintain a copy of the signed statement in the child record. ~~Programs should stress the importance of attendance and arrival time to parents.~~ Programs should direct specific cases to DCCECE for technical assistance or guidance.

SECTION 10 – STAFF/PUPIL RATIO FOR CLASSROOM PROGRAMS

10.01 ~~Regardless of licensing capacity,~~ The group size in any classroom with ABC children shall not exceed:

- 8 children for ages birth-18 months
- 14 children for ages 18 months-3 years
- 20 children for ages 3-5 years
- or the classroom's licensing capacity, whichever is less.

Programs may integrate ABC classrooms with children funded through other sources. However, the maximum group sizes listed above apply to ALL children in a classroom containing ABC children, regardless of funding source.

10.02 The adult-to-child ratio in any classroom with ABC children shall not exceed:

- 1:4 (birth to 18 months)
- 1:7 (18 months-3 years)
- 1:10 (3 years-5 years)

10.03 A minimum of 50% of the staff must remain in the classroom during rest time for children 3-5 years old only. Full staffing must occur for all other ages and at all other times, including meals.

10.04 Pursuant to licensing regulations, a teacher or aide may escort a child or group of children to a

bathroom or school nurse if another qualified staff person remains in the classroom. A classroom shall not be counted out of compliance for a teacher taking a brief bathroom break as long as the other staff member remains in the classroom.

SECTION 11 – STAFF QUALIFICATIONS AND TRAINING REQUIREMENTS

- 11.01 The lead teacher shall hold a standard Arkansas teacher license with P-4 certification. Non-public school based or non-educational cooperative based ABC programs may hire a non-certified teacher with a bachelor's degree in early childhood education or child development. Non-public school or non-cooperative based ABC programs may not hire teachers with a provisional or initial teacher license. ~~The Division~~ [DCCECE](#) shall consider degree exemptions for non-public school/coop based providers on a case-by-case basis, contingent upon the teacher having a [bachelor's degree and a](#) requisite number of hours in early childhood and/or child development. Lead Teachers must be able to demonstrate competency in the areas of developmentally appropriate programming, curriculum development and daily classroom management.
- 11.02 For multiple classroom sites, the teacher of a second classroom shall hold, at a minimum, an associate degree in early childhood education or early childhood development. Teachers must be able to demonstrate competency in the areas of developmentally appropriate programming, curriculum development and daily classroom management.
- 11.03 The paraprofessional shall hold a minimum of one of the following: an associate degree in early childhood education or child development OR a CDA credential. Paraprofessionals are an integral part of classroom instruction and should be given responsibilities which are commensurate with their education and experience. In general, paraprofessionals should be able to assist with classroom activities, interaction, supervision and observation.
- 11.04 Programs replacing a teacher or paraprofessional during the year—including those taking an indefinite leave of absence—shall consult with ~~the Division~~ [DCCECE](#) on specific qualifications needed.
- 11.05 An ABC program coordinator or site director without teaching responsibilities shall meet the minimum licensing requirements for a center director AND complete Director's Orientation within a reasonable time period, subject to the availability of training. The coordinator or director will preferably have some level of experience in early childhood.
- 11.06 Caregivers in an infant/toddler ABC room shall hold a minimum of a CDA credential in infant/toddler care.
- 11.07 Staff members not qualifying under Sections 11.01-11.03 may work in an ABC program under an approved SQP. DCCECE will approve these plans on a case-by-case basis and shall monitor the plan to ensure adequate progress is being made. Programs shall file a SQP with DCCECE within fifteen (15) days of the date of hire and shall submit progress reports on January 30 and July 30 annually. [Programs hiring staff members not meeting minimum qualifications without an approved SQP shall be subject to de-funding.](#)
- 11.08 While adhering to the necessary qualifications, ABC programs should also strive to maintain an ethnically diverse staff appropriate to child enrollment.

- 11.09 Between July 1 and June 30 each year, All ABC teachers and aides shall participate in a minimum of thirty (30) hours of staff development on topics pertinent to early childhood education and approved by DCCECE. Persons who are obtaining an early childhood degree may count college course hours pertinent to early childhood education toward the required hours of staff development. Programs should multiply semester hours by 5 to obtain the number of semester hours counted towards ABC professional development.
- 11.10 Teachers and paraprofessionals shall be required to receive training in the following areas:
- Arkansas Early Childhood or Infant/Toddler Education Frameworks
 - Pre-K ELLA (Early Literacy Learning in Arkansas)
 - [INDEX](#) (Math and Science for Young Children)
 - Social/Emotional Learning in Arkansas
 - Work Sampling Online
 - COPA
 - Deveraux Early Childhood Assessment (DECA)
 - Special Needs, including process, Special Education rules and regulations and IDEA

With the exception of annual Work Sampling training and updates, timeframes for completing such requirements may vary with availability and access to the above trainings. DCCECE or ADE Special Education may mandate additional training subject to needs in various locations.

- 11.11 In addition to the requirements of 11.10, coordinators for each ABC programs shall ensure that all appropriate staff members attend mandatory ABC training (budgets, reporting, assessments, information technology, etc.) provided by DCCECE. Programs with staff members not adhering to these requirements are subject to the terms of a compliance plan as outlined in Section 21.
- 11.12 The ABC program coordinator and all ABC staff shall register with the ~~Arkansas Early Childhood Professional Development System~~ [AECPDS](#) Registry. [The Registry identification number for each staff shall be entered in COPA.](#)
- 11.13 ABC programs shall establish an employment agreement in writing with all classroom staff. This agreement shall outline working conditions, dates and hours of employment, compensation and fringe benefits. [A copy of the public school teacher contract shall satisfy this requirement.](#)

SECTION 12 – STAFFING PATTERNS/CLASSROOM PROGRAMS

- 12.01 Single classroom sites for preschool shall have a teacher qualified under 11.01. Classrooms with over 10 children must also have a paraprofessional qualified under 11.03.

12.02 For ABC programs operating infant/toddler classrooms, programs must have one (1) qualified caregiver meeting the requirements of Section 11.6 for either every four children (infants) or seven children (toddlers).

12.03 In multi-classroom sites, the following staffing patterns shall be adhered to:

# Classrooms	Lead Teacher (11.01)	Classroom Teacher (11.02)	Paraprofessional (11.03)
1	1	0	1
2	1	1	2
3	1	2	3
4	2	2	4

For sites with more than four classrooms, programs must provide a lead teacher (11.01) for at least every three classrooms. Any other classroom teacher must meet the requirements of Rule 11.02. Lead teachers are responsible for curriculum, program planning and oversight of paraprofessionals.

12.04 A classroom which is partitioned in any way may be considered multiple classroom space by DCCECE. Factors to be considered in this decision shall include supervision issues, as well as level of staff qualifications in the classroom areas.

SECTION 13 – PROGRAM STANDARDS

13.01 All early childhood programs funded by ABC monies shall be developmentally appropriate and individualized to meet the needs of each student enrolled. ~~Guidelines published by the National Association for the Education of Young Children (NAEYC) and the Arkansas Early Childhood Education Framework will be used to determine developmental appropriateness. (Bredekamp, Sue, Editor, *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*~~ The following references shall be utilized to determine developmental appropriateness:

- *Developmentally Appropriate Practice in Early Childhood Programs, Revised Edition, Edited by Sue Bredekamp and Carol Copple, © 2004 by NAEYC*
- *From Neurons to Neighborhoods: The Science of Early Childhood Development, Edited by Jack P. Shonkoff, M.D. and Deborah A. Phillips, © 2000 by National Academy of Sciences.*
- *Arkansas Early Childhood Frameworks*

13.02 Programs shall demonstrate that the classroom arrangement satisfies "substantial portion of the day" as defined by the environmental rating scales. If used, room dividers shall be arranged and of sufficient height to prohibit distractions from other classes yet not hinder proper supervision within the classroom.

13.03 Each classroom shall be equipped with toys, books and play apparatus to take care of the needs of the total group and to provide each child with a variety of activities through the day. A variety of equipment shall be accessible from low shelves to children of all ages and shall be arranged in learning centers.

13.04 The program shall be individualized to meet the needs of each student enrolled. Each curriculum

model and the actual classroom practice will be assessed using the applicable environmental rating scale to ensure the model is developmentally appropriate.

- 13.05 The program shall have a written overall curriculum plan which is arranged in thematic units, projects or topics of study and includes goals and objectives related to the following: cultural diversity, social/emotional development, creative/aesthetic learning, cognitive/intellectual learning, physical development and language.
- 13.06 All programs must utilize a curriculum approved by DCCECE. A list of approved curriculum models will be made available by DCCECE on an annual basis. A program wishing to use a curriculum not on the list may request, in writing to DCCECE, consideration of an additional curriculum. Program coordinators shall ensure teachers have adequate training on curriculum.
- 13.07 Children shall participate in a daily schedule that reflects a balance among the following types of activities: indoor/outdoor; quiet/active; individual/small group/large group; gross motor/fine motor; child initiated/teacher initiated.
- 13.08 Routine and transition times throughout the day, such as preparing for mealtime, shall be used as opportunities for incidental learning. Transition times shall be planned to avoid frequent disruption of children's activities and long waits between activities.
- 13.09 Programs shall maintain an individual child record on site. At a minimum, the record shall contain copies of:
- Birth certificate, ~~or~~ hospital birth record [or other official verification of birth date](#)
 - Documentation of ~~program~~ [child](#) eligibility
 - [Completed and dated](#) application form
 - Emergency information, including non-parental contact and medical information
 - Parental authorization for medical care, daily pick-up and field trips
 - Field trip authorization
 - Completed Health Form and Immunization record [\(or proof of current immunizations\)](#)
 - Record of completed developmental assessment [screening](#)
 - Samples of child's work
 - Teacher and parent observations and summaries of parent-teacher conferences
 - ~~Work Sampling Summary Reports and~~ Developmental Checklists

Child records or any ABC file containing personal information on families and children shall be kept in a locked file cabinet with access granted only on a need-to-know basis. The child record shall be available for inspection by DCCECE staff. If certain records must be stored off-site, copies shall be made and given to teachers to maintain in a record on-site. In maintaining and updating child and family data, ABC programs shall utilize [COPA](#) ~~the information technology database selected by DCCECE~~. Other than those documents required [to be retained](#) for licensing purposes, teachers shall give [a copy of](#) the child's record to the parent upon completion of or disenrollment from the program [or forward the record to the child's kindergarten program](#).

- 13.10 The arrangement of indoor and outdoor equipment, materials and interest areas for each group shall provide for:
- Accessibility to equipment and materials so that children may select and return them easily
 - An orderly, uncluttered atmosphere
 - Visual and/or auditory supervision of children in all areas
 - Separation of active and quiet play areas
 - Traffic patterns that avoid disruption of activities
- 13.11 At a minimum, developmentally appropriate equipment and materials of sufficient quantity to accommodate a sustained learning environment shall be provided in the following interest areas/learning centers:
- | | |
|---------------------------------|------------------------------|
| 1. Blocks | 5. Discovery/Science Sensory |
| 2. Dramatic Play | 6. Sand/Water Play |
| 3. Stories/Language Development | 7. Manipulative |
| 4. Art | 8. Music |
- 13.12 Outdoor play shall be used as an extension of the learning activities that occur in the classroom. As such, ABC staff shall participate in this activity. [Each ABC classroom shall offer a minimum of 60 minutes of outdoor play daily unless prevented by inclement weather.](#)
- 13.13 The outdoor play area shall be developmentally appropriate and meet the Consumer Product Safety Commission standards for outdoor play areas. The outdoor play area shall provide the following:
- A variety of surfaces
 - An arrangement designed for appropriate flow of activities
 - Climbing and other active play items and structures
 - Open areas for running and games
 - Opportunities for dramatic play
 - Adequate storage for equipment and materials
 - Partial shade
 - Quiet, private spaces
 - A separate outdoor area equipped for infants and toddlers (if applicable)
- 13.14 Provision should be made through program design and networking efforts to ease the transition of children moving from one program or age grouping to another or to public school kindergartens. This provision must include individual needs assessments on each child, lesson plans and specific activities written into the program design. At a minimum, the transition plan shall involve parents and appropriate school district personnel.
- 13.15 ABC programs are required to provide free nutritious meals and snacks for all children enrolled in ABC/ABCSS. Mealtime is an opportunity to engage children in conversation about the day and themselves. Therefore, ABC staff shall participate with the children during this time. Children shall be given an appropriate amount of time for meals and conversation.

- 13.16 Parents or guardians of children qualified as eligible for ABC services shall not be required to pay any fees or provide food or supplies during ABC program hours. This includes enrollment fees, field trip expenses [or uniforms](#).
- 13.17 Electronic mail is a necessary means by which DCCECE communicates vital information to programs. All participating programs must maintain a working e-mail address which is checked daily. Applicable information shall be distributed to classroom staff by the program coordinator.

SECTION 14 – CLASSROOM MANAGEMENT/SPECIAL EDUCATION

- [14.01 No child in ABC shall be dismissed, suspended or expelled from the program for behavior without approval from DCCECE.](#)
- 14.02 Discipline shall reflect positive guidance, be consistent and individualized for each child. Such discipline shall be appropriate to the child's level of understanding ~~and directed toward teaching the child acceptable behavior and self control.~~ Corporal punishment is an unacceptable method of discipline for children in ABC funded programs and shall not be used. Programs shall specifically define their approach to handling inappropriate behavior in the ABC parent handbook.
- 14.03 ~~When confronting challenging behavior, ABC programs shall take multiple steps to intervene and correct the behavior using a constructive approach before discussing dismissal from a program.~~ [When a child presents with challenging behavior, teaching staff shall follow the standards of NAEYC Accreditation:](#)
- [Observe the children, then identify events, activities, interactions and other factors that predict and may contribute to challenging behavior.](#)
 - [Rather than focus only on eliminating the behavior, teaching staff shall focus on teaching the child social, communication, and emotional regulation skills and using environmental modifications, activity modifications, adult or peer support and other teaching strategies to support the child's appropriate behavior.](#)
 - [Teaching staff shall respond to challenging behavior, including physical aggression, in a manner that:](#)
 - [provides safety of the child](#)
 - [provides for the safety of others in the classroom](#)
 - [is calm](#)
 - [is respectful to the child](#)
 - [and provides the child with information on acceptable behavior.](#)
- [\(From Accreditation Standards, National Association for the Education of Young Children\)](#)*
- 14.04 Teacher-parent discussions regarding a child's behavior shall be held in private and shall focus on an ~~intervention plan for correcting the inappropriate behavior~~ [working as a team to develop and implement an individualized plan that supports the child's inclusion and success.](#) *[\(Adapted from NAEYC\)](#)* Teachers should request technical assistance from DCCECE on any discipline issues on which they have questions.

- 14.05 ~~Such~~ If necessary, intervention shall ensure each child has access to professional services, such as referrals to the educational cooperative behavioral specialist, the ADE-funded regional support network for early autism identification, community mental health center and a private therapist. ~~DCCECE shall be notified of any serious discipline concern.~~ If a child in question has a disability and is in the process or has been identified under IDEA, the ABC program shall follow state special education rules and regulations governing suspension/expulsion.
- 14.06 If children demonstrate inappropriate behavior, as indicated by the results of the DECA given by ABC staff, the ABC program shall consult with the Early Childhood Special Education program regarding classroom modifications and interventions.
- 14.07 For any ABC child also receiving special education services, appropriate staff from the Education Cooperative or school district shall have access to the child at mutually agreeable times during the program day in order to provide services outlined in the child's IEP.
- 14.08 For any ABC child requiring the intervention services of special education, the ABC program shall collaborate with special education professionals to ensure each party has access to necessary information to provide the appropriate services. Early Education Special Education teachers shall have access to any information pertaining to a child receiving special education that is in the possession of the ABC program that would be necessary for reviewing and evaluating the child's progress in the general education setting. Access to proprietary information on the child shall be on a need-to-know basis.
- 14.09 A child shall not be dismissed from the ABC program due to a lack of toilet training skills. Nor may a program refuse to admit a child because of toilet training issues if the child meets all other age and income eligibility requirements.
- 14.10 ABC programs shall assist children not yet toilet-trained with cooperation and enthusiasm. Programs shall not employ toilet-training techniques which could be construed as punishment or shaming the child. Programs are encouraged to include the parent or guardian in any plan so it may be reinforced at home. Funds from ABC may be used to purchase resources necessary to support toilet training.

SECTION 15 – ASSESSMENT AND SCREENINGS

- 15.01 DCCECE and ADE shall work cooperatively to ensure that the assessments are conducted as required by Act 49 of 2003.
- 15.02 Children in the ABC program shall be assessed annually to provide an indication of each child's progress towards school readiness.
- 15.03 The assessment shall address a child's strengths, progress, and needs and shall serve as a central part of an effective early childhood program. The assessment instrument selected by DCCECE and ADE shall be used for children enrolled in an ABC program.

- 15.04 A comprehensive longitudinal study shall be implemented to evaluate the ABC program to ensure that the program goals are achieved. The study will be designed to use sound research-based evidence to determine whether the programs meet the expected standards. This research shall include children entering the program at ages three (3) and four (4) years and follow the children through completion of the fourth grade benchmark exams. Research results will be provided annually to the Governor and the Senate Interim Committee on Education and the House Interim Committee on Education.
- 15.05 Within forty-five (45) days of entering an ABC program, a child shall receive a routine annual developmental screening to determine individual needs. The program agency shall be responsible for completing the developmental screening. The purpose of screening is to identify developmental delays and/or educational deficiencies. Children so identified shall be referred to Special Education within seven (7) calendar days of the date of screening. Programs shall comply with state and federal laws for Special Needs students.
- 15.06 The developmental screening must include, at a minimum, the following areas: vocabulary, visual-motor integration, language and speech development, fine and gross motor skills, social skills and developmental milestones.
- 15.07 DCCECE will provide a list to programs of all acceptable developmental screening instruments on an annual basis.
- 15.08 Within 45 days of the first day of attendance, every child shall receive an age-appropriate health screening, which includes a hearing and vision test, performed by a licensed physician or physician assistant. Programs should contact DCCECE for information on seeking a waiver under Ark. Code Ann. 6-18-701 (Repl. 1993). Programs shall work in partnership with parents to obtain health screening information.
- 15.09 On or before the first day of attendance, parents or guardians shall provide proof that their child is current on all required immunizations or is on an acceptable "catch up" schedule. A waiver from this requirement may be granted from the DHHS Division of Health under ACA 6-18-702 (Repl. 1993).
- [15.10 Every classroom shall be equipped with a computer with high-speed internet access \(where available in the state\). Each home-based educator shall also have such access to a computer. This equipment is necessary for the timely completion of enrollment data in COPA and assessment data in the Work Sampling System.](#)

SECTION 16 – PARENT AND COMMUNITY INVOLVEMENT

- 16.01 Each program shall have a plan for parent involvement which includes opportunities for parental input into program operation and design. Parent involvement plans shall include a mechanism for parental advice and review of programmatic plans, parent conferences and a method to involve the parent in the child's educational experience.

- 16.02 The program shall have an "open door" policy for parents which encourages visiting and participation in classroom activities. Opportunities for at least two parent-teacher conferences shall be given to parents.
- 16.03 The program shall publish and utilize a parent handbook specifically for ABC program.
- 16.04 Each program shall have a plan for community/school district/educational services cooperative/agency involvement, which includes a description of how cooperation with other service providers who are concerned with the education, welfare, health and safety needs of young children, will be established and maintained. Programs should consider providing opportunities for community representatives to participate in the educational activities of the classroom.

SECTION 17 – TRANSPORTATION

- 17.01 ~~Any child who is less than 6 years old and weighs less than 60 pounds shall be restrained in a child passenger safety seat. Any child who is at least 6 years or weighs at least 60 pounds must be restrained by a safety belt. (Ark. Code Ann. 27-34-104). Conventional school buses are exempt from this requirement except for the transportation of infants/toddlers. [ABC Programs shall be required to comply with all applicable state and federal laws and guidelines \(including the National Highway Traffic Safety Administration 's Guidelines for the Safe Transportation of Children in School Buses\), as well as Child Care Licensing Standards, regulating the transportation of children.](#)~~
- 17.02 ~~Infants and toddlers shall not be transported on school buses that are not equipped to accommodate required child safety seats.~~
- 17.03 ~~If ABC children are transported on public school buses, the program shall submit to DCCECE a plan for the following:~~
- ~~• Escorts to and from the bus pickup area~~
 - ~~• A visual identification method for buses & children to ensure children get on correct bus~~
 - ~~• A thematic unit on bus safety to be presented to the children in the ABC preschool classroom at the beginning of each program year~~
- ~~Programs must comply with child care licensing regulations on transportation and staff-child ratio. Programs must obtain an alternative compliance waiver from the Licensing Unit before deviating from any transportation requirement.~~
- 17.04 ~~Program Rosters shall be used daily to track all ABC children being transported by the ABC program. Copies of all rosters shall be kept on file for inspection by DCCECE.~~
- 17.05 Offering transportation to and from an ABC program is strictly optional. DCCECE and ADE accept no liability for the transportation of children participating in an ABC program. [Program agencies shall be responsible for the actions of their drivers. Drivers are subject to all background checks and exclusionary violations applicable to school district employees having contact with children.](#)

17.06 If an ABC program is approved to use the "buddy" system on a bus, the Agency shall NOT pair an ABC child with another child younger than sixth grade.

17.07 An ABC child shall NOT be released from the vehicle unless an authorized adult meets the vehicle at a stop or in front of the child's home. Programs shall never release an ABC child from the vehicle alone. After exiting the vehicle, an ABC child shall not cross a street unless accompanied by the authorized adult.

17.08 Programs may count the cost of a parent's transporting children to the program as part of their match. The maximum amount allowed shall be determined by the Division [DCCECE](#) on an annual basis.

SECTION 18 – OTHER PROGRAM MODELS

18.01 Alternate programs may include, but are not limited to, Licensed Child Care Family Homes, PAT and HIPPY. These programs will comply, where applicable, with the regulations herein.

18.02 All ABC funded alternate program models will be developmentally appropriate, meet applicable health and safety standards, provide developmental and health screenings and ensure immunizations of the child served.

SECTION 19 – HIPPY REGULATIONS

19.01 HIPPY programs shall meet program criteria as outlined in the contractual agreement signed by each site with Arkansas Children's Hospital and HIPPY USA.

19.02 Each HIPPY program serving at least 160 families must have one (1) full-time coordinator, holding a minimum of a bachelor's degree in education, social work, sociology, psychology, or related field. Those coordinators without a related degree must obtain at least 12 college course hours [in early childhood](#) per year. This coordinator shall also meet additional job requirements as described in the HIPPY USA Coordinator job description. HIPPY Coordinators must attend National HIPPY Pre-service Training and receive certification. [Regardless of the number of children served, HIPPY Agencies must make provision to ensure all home-based visitors are supervised appropriately by trained staff.](#)

19.03 ~~HIPPY Home Based Educators who work 20-24 hours per week may not serve more than 15 families; Home Based Educators who work 25-30 hours may not serve more than 22 families and Home Based Educators working 31-40 hours per week may not serve more than 27 families.~~ Minimum requirements for home educators include a high school diploma/GED and a current CDA credential. All new HIPPY home-based educators are required to attend new Home-based Educators training provided by Arkansas State HIPPY.

19.04 Hiring of any HIPPY coordinator or home-based educator not meeting the requirements of 18.02-18.03 must be approved by DCCECE through a Staff Qualifications Plan. DCCECE shall monitor such plans to ensure adequate progress is being made. HIPPY Coordinators working under a staff qualifications plan must obtain at least 12 college hours per year.

19.05 [HIPPY programs must follow the child eligibility requirements found in Section 4. However, the cut-off date for determining age eligibility for children served in HIPPY is December 31 of each year.](#) ~~may serve children 3 and 4 years of age or a child who does not meet the compulsory school entry age.~~

19.06 In order to dually enroll a child in an ABC center and HIPPY, a child must meet the ABC income requirements (< 200% FPL) plus possess at least ~~two~~ [one](#) of the following factors:

- Parents without HS diploma or GED
- Birth weight < 5 pounds, 9 ounces
- Parent is < 18 years of age at child's birth
- Family has a history of substance abuse/addiction
- Eligible for services under IDEA
- Parent has a history of abuse or neglect or is a victim of abuse or neglect
- Child exhibits a demonstrable developmental delay-as identified through an appropriate screening
- Child lives in a single parent household or has parents who are divorced
- Child is a foster child
- Child has incarcerated parent
- Child has parents who cannot read
- Child is homeless
- Child or parent has limited English Proficiency
- ~~Family is income-eligible for Title-I~~
- Child is in the custody of family member other than mother and father

~~Home-visiting programs shall be responsible for verifying eligibility before enrolling the child.~~ [Whichever program enrolls the child at the later date shall be responsible for verifying eligibility for dual enrollment.](#) Dual enrollment shall not exceed 25% of the program's total ABC enrollment. [If the same Agency operates both a center-based and home-visiting program, dual enrollment shall not exceed 25% of the average of both programs' enrollment.](#)

19.07 Center-based and home-visiting programs shall collaborate in providing services to any child qualifying for dual enrollment under 19.06. ~~Center-based programs shall be responsible for assessments and screenings. This information shall be shared with the home visitor, as well as any IEP or special needs information.~~ [Whichever program has the child and family data entered in COPA shall also be responsible for assessments and screenings.](#)

19.08 The Arkansas HIPPY Training and Technical Assistance (T and TA) Office will monitor and assist HIPPY programs throughout the state. Annual program site reviews and assessments will be forwarded to DCCECE for consideration of program compliance and funding renewal. The Arkansas HIPPY Office will assist DCCECE with determining program compliance at the local level.

19.09 HIPPY programs shall meet requirements as set forth in Sections 4-7 [through 9](#) and [13 through 14-16](#).

19.10 Group meetings should reflect the educational programming standards as set forth in Section 13 and guidelines set forth in the HIPPY model.

19.11 Any enhancements designed to complement the HIPPY curriculum must be approved by the Arkansas HIPPY Office prior to implementation with families.

SECTION 20 – PAT PARENTS AS TEACHERS REGULATIONS

- 20.01 PAT Programs shall meet program criteria as outlined in PAT Program Implementation and Planning Guide.
- 20.02 All PAT Coordinators must attend the PAT Institute Training and obtain either a Parent Educator Certificate or an Administrator’s Certificate.
- 20.03 Each program must have a certified Parent Educator, who may also serve as Coordinator.
- 20.04 PAT Parent Educators working on a part-time basis (20 hours per week) should serve 30 and not more than 40 children and their families.
- 20.05 PAT Programs shall operate on a twelve month, year-round basis. Families must be offered twelve personal visits and six parent group meetings.
- 20.06 PAT Programs ~~may serve children from the prenatal period to five years of age with proper certification~~ [shall follow the child eligibility requirements found in Section 4.](#)
- 20.07 PAT programs may [dually](#) enroll children also participating in a center-based program under the guidelines of 19.06-19.07.
- 20.08 PAT Programs must coordinate services with HIPPY Programs where both exist in the same community to avoid duplication of services.
- 20.09 PAT Programs shall meet requirements as set forth in Sections 4-7 and 14-16.

SECTION 21 – CHILD CARE FAMILY HOMES

- 21.01 Licensed child care family homes participating in ABC must meet the same requirements as an ABC center, except where listed in this section.
- 21.02 Group size for an ABC classroom in a CCFH shall not exceed sixteen (16) children or maximum licensing capacity, whichever is less.
- 21.03 The ABC family home teacher must possess a minimum of a CDA credential and file a Staff Qualifications Plan which outlines a plan to complete a ~~coursework towards~~ a four-year degree in early childhood or child development. [For any ABC room with more than 10 children, an additional staff person with a minimum of a CDA credential must also be present.](#)
- [21.04 No SQP shall be approved for an ABC family home teacher to complete a CDA credential or Associate degree. The only SQP that shall be approved for an ABC family home teacher is for a four-year degree in early childhood or child development.](#)
- 21.05 In evaluating the ABC program in a CCFH, the ~~Family Day Care Rating Scale (FDCRS)~~ [applicable ERS for family homes](#) shall be utilized. Family homes shall be subject to the same guidelines as listed in [Section 9.5](#).

SECTION 22 – COMPLIANCE

- 22.01 An ABC program found to be out of compliance with any ABC Rule or Regulation shall be placed on a 90 ~~90~~ 60-day Compliance Plan. During this probationary period, a program must make all necessary corrections or be subject to termination from the ABC program. Compliance deficiencies may also result in immediate termination from the ABC program, denial of future ABC funds, repayment of funds and exclusion from participation in any DHHS programs.
- 22.02 Issues for a compliance plan may include, but are not limited to:
- Founded licensing or maltreatment complaints
 - ~~Any other~~ Violations of minimum licensing standards
 - Revocation of Quality Approval status or failing to meet Quality Approval standards
 - Financial mismanagement, including use of funds for programs other than ABC
 - Failure to operate program in accordance with approved budget or any part of an approved grant application
 - Enrolling ineligible children or refusing to enroll an eligible child due to toilet training issues or non-payment of other child care fees
 - Habitually late reports or missing information
 - Failure to report a change in program status within five working days
 - Program deficiencies documented by DCCECE or any authorized representative
 - Erroneous or fraudulent billing of DCCECE vouchers or Special Nutrition programs
 - Falsification of any document or information
 - Hiring of unqualified staff without consultation with ~~the Division~~ DCCECE on a Staff Qualifications Plan.
 - Staff members not meeting the requirements of a Staff Qualifications Plan.
 - Dismissing, suspending or expelling a child from a program without approval from DCCECE
- 22.03 Any program who submits a falsified document will be subject to immediate termination from the ABC program, repayment of funds and possible referral of program officials and/or responsible employees for criminal prosecution.
- 22.04 An ABC program may appeal any adverse action taken by DCCECE. Such appeals must be in writing and be received within thirty (30) days of the notice of corrective action. A program wishing to appeal should send a written notice to Attention: DCCECE Division Director, P.O. Box 1437, Slot S-140, Little Rock, AR 72203. The Division Director will make a recommendation to the State Board of Education, which will issue a final ruling.