



## AGENDA STATE BOARD OF EDUCATION

June 9, 2008

Arkansas Department of Education

Department of Education Building

9:00 AM

Chair's Report – Diane Tatum

Commissioner's Report – Dr. T. Kenneth James

 + [Back](#)  [Print](#)

---

### Work Session

#### W-1 **Presentation and Discussion: Development and Implementation of Public School Funding Matrix**

*Senators Broadway and Bisbee will provide an overview of the development of the public school funding formula matrix and respond to questions from the Board.*

***The Chair has set a one hour time limit for the presentation and subsequent discussion.***

***Presenter:*** Dr. Ken James Senator Shane Broadway Senator David Bisbee

### Reports

#### Report-1 **2007-2008 Mentor of the Year Awards**

*Since the 2001-2002 school year, novice teachers in Arkansas have been assigned a mentor. The role of this mentor is one of a partner, cheerleader, coach, big brother, big sister, counselor and role model; all roles which encourage and enhance the young teacher's life in his/her first year as a teacher.*

*At the present time approximately 13,000 teachers are certified as mentors in Arkansas, thus working with the almost 2,500 new teachers each year. During the 2007-2008 school year, the Arkansas Department of Education established a long over due award to recognize these outstanding individuals who have impacted the lives of so many beginning educators. Novice teachers were invited to nominate mentors who have gone above and beyond the Pathwise Mentoring Program guidelines. From these nominations, a Mentor of the Year was chosen from each Educational Service Cooperative and from this group the **Arkansas Mentor of the Year** was selected. The Arkansas Department of Education is pleased to recognize the winning mentors. Awards for this distinction include \$500 for each Educational Cooperative Mentor of the Year and \$1000 for the Arkansas Mentor of the Year. In addition to this monetary award, the ADE will sponsor all honorees in attending a two-day conference on Mentoring. The honorees will then share the information from this conference and their expertise in updating the state-wide program and at the annual Pathwise Trainer Recalibrations.*

***Presenter:*** Beverly Williams

### Consent Agenda

**C-1 Approval of Minutes - May 12, 2008 Approval of Minutes - May 22, 2008 (Special Session)**

*Presenter: Dr. Charles D. Watson*

**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 (PMT) to the court and the parties to assure its commitment to the Desegregation Plan. This report describes the progress the ADE has made since March 15, 1994, in complying with the provisions of the Implementation Plan (Plan) and itemizes the ADE's progress against the timelines presented in the Plan. The June report summarizes the PMT for May.*

*Presenter: Dr. Charity Smith Willie Morris*

**C-3 Newly Employed, Promotions and Separations**

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

*Presenter: Ms. Beverly Williams, Ms. Clemetta Hood*

**C-4 Review of Loan and Bond Applications**

*Pursuant to Arkansas Code Annotated § 6-20-805 and § 6-20-1205, the State Board of Education must approve all Revolving Loan Fund and Commercial Bond applications, with the exception of non-voted refundings of commercial bond issues that meet the minimum savings as required by the Rules and Regulations Governing Loan and Bond Applications, Section 9.02. It is recommended that the State Board of Education review the following: **Revolving Loan – 1 Construction Application; Commercial Bonds - 2 Second Lien Applications – Recommend Approval; 4 Voted Bond Applications – Recommend Approval.***

*Presenter: Dr. Bobbie Davis and Ms. Amy Woody*

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

*Pursuant to A.C.A. 24-7-708(f) a waiver process was established to allow retirees to be hired by a school district to teach in critical academic licensure shortage areas when suitable active employees are not available to fill the licensed positions. Section 2(3)(A) requires that the State Board of Education annually declare those critical academic licensure shortage areas. It is recommended that the State Board of Education declare the attached list of licensure areas as the Critical Academic Licensure Shortage Areas for the 2008-2009 school year.*

*New areas of endorsement Drama (7-12), Speech (7-12) and Algebra I Middle School are additions to previously identified shortage areas.*

*Presenter: Beverly Williams*

**C-6 Consideration for Approval: Newly Appointed Members of the Professional Licensure Standards Board to Replace Members Whose Terms are Expiring**

*Due to rotating terms, three (3) members of the Professional Licensure Standards Board will complete their one year term on June 30, 2008. Nominations to fill these positions are as follows:*

- *Mona Moore, El Dorado School District, 5<sup>th</sup> grade math/science teacher – nominated by Arkansas Education Association representing 4<sup>th</sup> through 8<sup>th</sup> grade classroom teachers. This will be her second term.*
- *Dale Query, Superintendent of Flippin School District – nominated by Arkansas Educational Administrators Association (AAEA) representing Rural Arkansas School Districts. This will be his second term.*
- *Dr. Tony Finley, Dean of College of Education at Harding University – nominated by Arkansas Association of Colleges of Teacher Education (ArACTE) representing private colleges/universities. This will be his first term.*

*Terms for each of the above expire June 30, 2011.*

**Presenter:** Beverly Williams

## **C-7 Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) 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 20 school districts covering a total of 33 positions. None of these requests were from a district in academic distress. These requests have been reviewed, either approved or denied by Department Staff and are consistent with program guidelines.*

**Presenter:** Beverly Williams

## **C-8 Request for Approval of Stipulated Agreement - Michael D. Person**

*Michael D. Person currently holds an initial three-year license valid until June 4, 2010. The Arkansas Department of Education recommends that the State Board of Education suspend the certified teaching license of Mr. Person for one school year. The Department also recommends that Mr. Person be prohibited from working in any capacity in K-12 public education during the period of probation and that Mr. Person complete a minimum of sixty (60) hours of professional development, plus an additional fifteen (15) hours of professional development in the instruction of test security and administration during the period of suspension. This recommendation is based upon notification by Searcy School District Superintendent Tony Wood of Mr. Person's involvement in testing improprieties in the Searcy School District. Specifically, the Department recommends that Mr. Person's license be suspended pursuant to Ark. Code Ann. §§ 6-15-438 and 6-17-410(d)(1)(A)(iii) for failure to properly administer state vocational tests in May 2008.*

*Mr. Person was notified of his right to a hearing before the State Board of Education on June 9, 2008. Mr. Person has agreed to accept the recommended suspension without a hearing. He resigned his position as an agriculture instructor at Searcy High School on May 13, 2008. Thus, the Arkansas Department of Education recommends that the teacher's license of Mr. Michael D. Person be suspended for one school year from July 1, 2008, until the end of business on June 30, 2009.*

**Presenter:** Scott Smith / Tripp Walters

## **Action Agenda**

### **A-1 Request for Charter Amendment for Open-Enrollment Public Charter School: e-STEM Public Charter Schools, Little Rock, AR**

*The State Board of Education approved the applications for the e-STEM Elementary, Middle and High Public Charter Schools at its December 10, 2007 meeting. The Board of Directors of the support organization, e-STEM Public Charter Schools, Inc., has requested a hearing regarding a recent requirement of the IRS for the organization. The organization also wishes to clarify a technical matter. Documents submitted by the Board of Directors for e-STEM Public Charter Schools, Inc., are included for review. Representatives of e-STEM will also present a brief update on the progress of the schools.*

*The organization is requesting that the State Board of Education grant the requests contained in their attached documents.*

**Presenter:** *Dr. Mary Ann D. Brown*

**A-2**      **Consideration of Request for Charter Amendment of Open-Enrollment Public Charter School: Haas Hall Academy, Farmington, AR**

*The State Board of Education approved the application for Haas Hall Academy in April of 2004. The current five year renewal charter contract for the school goes through June 30, 2012. Haas Hall Academy has requested a hearing before the State Board to add 8th grade, increase their enrollment cap to 350 students and relocate to 2828 Highway 265 (Crossover Boulevard), Fayetteville, AR. A facilities review of the proposed Fayetteville location along with documentation submitted by Dr. Martin Schoppmeyer, Director, of Haas Hall Academy, has been submitted for review.*

*The entity is requesting that the State Board of Education grant the change in location with the addition of 8th grade and increase of the enrollment cap to 350 students to the charter for Haas Hall Academy.*

**Presenter:** *Dr. Mary Ann D. Brown*

**A-3**      **Consideration of Request for Charter Amendment of Open-Enrollment Public Charter School: School of Excellence, Humphrey, AR**

*The State Board of Education approved the application for School of Excellence on November 6, 2007. At the time of approval the sponsoring entity for the school had intended to use a supplier for modular classrooms for the school to be located at 703 North Division, Humphrey, AR. Since that time, the initial vendor has implemented new financial mandates that the entity was unable to meet. The entity board is therefore, requesting to utilize another source for modular classrooms. Information regarding this request has been submitted for review by the applicant. No change in the physical location of the buildings is being requested.*

*The entity is requesting that the State Board of Education grant the change of modular companies for School of Excellence.*

**Presenter:** *Dr. Mary Ann D. Brown*

**A-4**      **2008-2009 Arkansas Better Chance Program - Funding Recommendations Round #1**

*Pursuant to the authority granted the State Board of Education, the Division of Child Care and Early Childhood Education requests approval of the following funding recommendations for the 2008-2009 Arkansas Better Chance Program.*

**Presenter:** *Tonya Russell*

**A-5**      **Consideration for Approval for Public Comment: Proposed Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts**

*At its April 12, 2008, meeting, the State Board of Education gave approval to the Department of Education to release the Standards for Accreditation Rules (Standards Rule) for public comment. Sections 6.02 through 6.05 of the Standards Rules were revised to reflect changes necessitated by the adoption of Act 829 of 2007. Act 829 required the Department to include provisions in the Standards Rule regarding the attainment of unitary status for those school districts that have not been released from court supervision over desegregation obligations.*

*After the Standards Rules were released for public comment, Department staff noted that one (1) of the Special Education sections (Section 14.05.2) needed to be amended to comply with recent changes to Federal law. The*

change is included in the attached version of the Standards Rule.

Due to the additional change in the Standards Rules, the Department is requesting the State Board's approval to release the amended Rules for a new public comment period.

**Presenter:** Scott Smith / Tripp Walter

**A-6**      **Consideration for Final Approval: Rules Governing the Code of Ethics for Arkansas Educators Pursuant to ACT 846 of 2007.**

Seven public hearings were held across the state in March and April 2008 with more than 500 people in attendance. In response to requests for public comment on the Rule Governing the Code of Ethics for Arkansas Educators, there were more than 375 written public comments received. A two day working session of the PLSB was held to address these public comments. The final rule proposed for adoption today reflects the revisions made to the rules by the PLSB at a meeting in May of 2008.

*Recommendation: Request that the Board approve the Rules Governing the Code of Ethics for Arkansas Educators.*

**Presenter:** Beverly Williams

**A-7**      **Consideration for Approval: Additional Licensure Endorsements in the Areas of Speech (7-12) and Drama (7-12)**

The Office of Professional Licensure requests consideration of approval for additional areas of licensure for the endorsement of Speech (7-12) and the endorsement of Drama (7-12). Both of these areas are being recommended today as critical academic shortage areas. A survey of school districts revealed the need to have a separate area of endorsement for both Drama and Speech in addition to maintaining the existing combined licensure area.

The Professional Licensure Unit has developed appropriate Additional Licensure Plans (ALP) for these two endorsement areas.

*Recommendation: Request approval of two additional licensure endorsements, one for Speech (7-12) and one for Drama (7-12).*

**Presenter:** Beverly Williams

**A-8**      **Consideration of Request for Waiver by Ozark Mountain School District**

The Ozark Mountain School District is seeking a waiver from the State Board of Education in accordance with Act 219 of 2007. This waiver request is for the course of Physics.

According to Act 219 of 2007 a course is considered as taught if the course "has an enrollment of one (1) or more students and all students enrolled in the course leave the school district after the course has commenced but before the completion of the course in each given school year or school semester the course is to be taught and no other students are eligible to take the course enroll to attend the school district campus where the course is required to be taught, the course shall be considered as taught by the school district in compliance with the standards for accreditation."

**Presenter:** Annette Barnes

**A-9**      **Request Approval of Recommendation to Remove Teacher's License from Suspended Status - Steven L. Richards**

Mr. Richards' teacher's license was suspended by the State Board of Education on December 15, 2006, pursuant to

Ark. Code Ann. § 9-14-239, which requires suspension of an occupational or professional license when obligor is delinquent in an amount equal to three (3) months' obligation or more. Mr. Richards' license expired on December 31, 2006.

The Arkansas Office of Child Support Enforcement sent a notice of release to the Arkansas Department of Education on May 12, 2008, requesting that Mr. Richards' license be reinstated. Pursuant to Ark. Code Ann. § 9-14-239(d)(2), a license suspension for failure to pay child support shall remain in effect until the department licensing entity is notified by the Office of Child Support Enforcement to release the suspension.

**Presenter:** Scott Smith Tripp Walter

## **A-10 Hearing on Revocation of Teacher's License - Stephen Rose**

Mr. Rose currently holds a standard five-year license valid until December 31, 2008. On April 10, 2008, Mr. Rose was found guilty of Second Degree Battery, a Class C felony, for injuries he inflicted upon his girlfriend's child. Pursuant to Ark. Code Ann. § 6-17-410(c)(4), the State Board shall revoke any existing license not up for renewal of any person who has been found guilty of Battery in the Second Degree. Mr. Rose was notified of the recommendation of revocation of his teacher's license on May 22, 2008, and of his right to a hearing before the State Board on June 9, 2008. Mr. Rose was formerly employed by the Pulaski County Special School District at the Jacksonville Elementary School as a special education teacher.

**Presenter:** Scott Smith Tripp Walter

## **A-11 Election of Officers: 2008-2009**

The Nominating Committee presented its slate of officers for 2008-2009 at the May 12, 2008 Board meeting. The Committee report: Chairman - Randy Lawson and Vice-Chairman - Dr. Naccaman Williams.

Newly elected officers assume duties upon adjournment of the June 9, 2008 meeting.

**Presenter:** Diane Tatum

**Minutes  
State Board of Education  
Monday, May 12, 2008**

The State Board of Education met on Monday, May 12, 2008, in the Auditorium of the State Education Building. Diane Tatum, Chairman, called the meeting to order at 9:00 a.m.

The following members were present: Diane Tatum, Chairman; Sherry Burrow; Brenda Gullett; Dr. Tim Knight; Dr. Ben Mays; MaryJane Rebick; Dr. Naccaman Williams

The following members were absent: Randy Lawson, Vice-Chairman and Jim Cooper.

**Chair's Report**

Ms. Tatum reported participation on a team from Arkansas attending the National State Scholars program, which met recently in Boston.

Ms. Rebick and Dr. Williams reported attendance at a conference conducted by the Office of Education Policy, which provided an update on implementation of legislation enacted in the 2007 session of the Arkansas General Assembly.

Dr. Williams reported on a visit to Lepanto Elementary school where he was impressed with the quality of teaching and learning by the faculty and students in that school.

Ms. Burrow reported attending a celebration at the Valley View School District acknowledging that district's 4<sup>th</sup> consecutive year of placing first in the Golden Apple Award recognition program. She noted that the activities include community participation as well as students and faculty from the district.

Ms. Tatum presented a plaque to Justin Minkel recognizing his year of service as an advisory member of the State Board of Education through the Arkansas Teacher of the Year Program. She noted that Mr. Minkel is the first person to serve in this capacity noted his comments and observations have been informative and instructive to the Board in its deliberations. Mr. Minkel responded that the Teacher of the Year program provides a unique opportunity for a teacher to move beyond the classroom walls and to speak for teachers in a unique way. He also

introduced Mr. Paul Gray the 2008 Arkansas Teacher of the Year who will be assuming the advisor role beginning with the June Board meeting.

### **Commissioner's Report**

Dr. James also recognized the contribution of Justin Minkel and noted that he was one of four finalists for national Teacher of the Year last year. Dr. James noted that Mr. Minkel becomes the pacesetter for the Arkansas Teacher of the Year program and challenged him to continue to seek excellence in the classroom in the year to come.

Dr. James' report included the following:

- Comment on the number of proposed waiver days requested by districts due to severe weather. He also noted that other district requests may be forthcoming due to the tornado that hit Stuttgart the past weekend.
- Attendance at the national Teacher of the Year recognition event in Washington, DC where a teacher from Oregon was named 2008 national Teacher of the Year.
- Participation in a national conference addressing teacher licensure.
- Joined with the Commissioner of Education from Massachusetts to participate in a program hosted by the Office of Education Policy from the University of Arkansas at Fayetteville, which focused on state progress in implementing educational reform
- Announced the return of administration of the Helena-West Helena School District back to their elected Board as of July 1. Dr. James noted that the Helena-West Helena Board hired Rudolph Howard to be the new superintendent of schools.

### **Reports**

Dr. James and Ms. Tatum presented awards to the following principals who completed the Arkansas Leadership Academy Master Principal's Institute:

- Debbie Heath, principal Wynne Primary School, Wynne School District
- Dr. Roger Hill, principal Kirksey Middle School, Rogers School District

Beverly Williams and Julie Thompson reported on the cooperative agreement between Arkansas and Hanban that will facilitate the supply of Chinese teachers who will teach Mandarin Chinese in selected Arkansas school districts beginning in the fall 2008.

Dr. Charity Smith provided a hands-on review of the State Educational Accountability Report that provides data for each of the schools and districts.

### **Consent Agenda**

Ms. Tatum noted the addition of one Consent item – Consideration of Request for Waiver of one (1) instructional day for Siloam Springs School District due to tornado damage.

Dr. Williams moved adoption of the Consent Agenda as amended. Ms. Burrow seconded the motion. The motion was adopted unanimously.

- Minutes April 21, 2008
- Report on waivers to school districts for teachers teaching out of area for longer than thirty (30) days, Act 1623 of 2001
- Commitment to principles of desegregation settlement agreement: Report on the execution of the implementation plan
- Newly employed, promotions and separations
- Consideration of request for waiver of two (2) instructional days for Cedar Ridge School District
- Consideration of request for waiver of three (3) instructional days for Mt. Judea School in the Deer/Mt. Judea School District
- Consideration of request for waiver of two (2) instructional days for Salem School District
- Consideration of request for waiver of one (1) instructional day for Calico Rock School District
- Consideration of request for waiver of one (1) instructional day for Cedarville School District
- Consideration of request for waiver of two (2) instructional days for Huntsville School District
- Consideration of request for waiver of one (1) instructional day for Norfolk School District
- Consideration of request for waiver days for the following schools in the Pulaski County Special School District
  - Northwood Junior High School – one (1) instructional day
  - Cato Elementary School – one (1) instructional day
  - Sylvan Hills Middle School – one (1) instructional day
  - Sylvan Hills Elementary – one (1) instructional day
  - Sylvan Hills High School – four (4) instructional days
- Consideration of request for waiver of three (3) instructional days for Searcy County School District
- Consideration of request for waiver of one (1) instructional day for Shirley School District

- Consideration of request for waiver of four (4) instructional days for Twin Rivers School District
- Consideration of request for waiver of two (2) instructional days for Viola School District
- Consideration of request for waiver of one (1) instructional day for Siloam Springs School District.

### **Action Agenda**

**Appeal to State Board Regarding Fiscal Distress Identification and Classification by Mineral Springs School District** *(The complete text of the proceedings of this item are included in the transcript provided by the court reporter and available from the State Board Office at the Department of Education.)*

Dr. Bobbie Davis was recognized to present this item. Dr. Davis reported that staff from the Department visited in the Mineral Springs District and continued to revise financial data from the district. Max Adcock, superintendent of the Mineral Springs District was recognized to provide additional data and to respond to questions. Mr. Adcock stated that he was aware of the declining revenue and decline in student population of the district and that cost saving strategies were already being implemented with the advice and support of the Department.

In response to questions from Board members, Mr. Adcock reported a variety of cost saving strategies to include the following:

- Reduction in the number of teachers – presently limited to not replacing positions where vacancies occur due to retirement or resignation.
- Reduction in the number of maintenance and support staff.
- For the summer using utilities such as air conditioning only in rooms occupied for summer classes, which will be only one or two.
- Correct account numbers for payroll, which has been completed.

Ms. Burrow asked about the audit exceptions noted in the report. Mr. Adcock responded that those issues have been corrected and that those issues were primarily due to oversight on his part.

Ms. Rebick moved to classify the Mineral Springs School District in fiscal distress beginning July 1, 2008. Dr. Williams seconded the motion. The motion was adopted 5 yes, 1 no on a roll-call vote. Ms. Burrow voted no.

**Review of District Conversion Charter School: Raider Open-Door Academy, Jonesboro, AR**

Dr. Mary Ann Brown was recognized to present this item. Dr. Brown reported that the local school board of the Nettleton School District requested that the district be allowed to surrender the charter effective June 30, 2008. Carroll Tedford, assistant superintendent of the Nettleton District was recognized to respond to questions.

Mr. Tedford stated that the charter school had received a stigma among students as being a “place for dummies” and that students and their parents were reluctant to enroll because it required additional time and it was located apart from other classes. He noted that the district can continue to provide remediation within the regular school day and meet the instructional needs of students without additional costs to support the charter school.

Ms. Rebick asked about the building that housed the charter classes. Mr. Tedford responded that it would be torn down once all supplementary programs are moved out of that facility.

Ms. Burrow moved to accept the surrender of the charter from Raider Open-Door Academy as of June 30, 2008. Ms. Gullett seconded the motion. The motion was adopted unanimously.

**Review of Amendment Request of Open-Enrollment Public Charter School: Dreamland Academy of Performing and Communication Arts, Little Rock, AR**

Dr. Mary Ann Brown was recognized to present this item. Dr. Brown stated that a request was received from Dr. Carolyn Carter, Superintendent of Dreamland Academy, to seek approval for waivers from requirements, which is afforded Charter Schools in the statutes. Dr. Carolyn Carter was recognized to present the waiver requests. Dr. Carter began her presentation with a video of activities at the school from the current school year. Dr. Carter listed the standards for which waivers were being requested.

- Election of Board of Directors
- Requirement for membership on the Board of Directors being from service area
- Licensure for artists to teach content which is not considered core curriculum
- Requirement to have a personnel committee
- Fair teacher dismissal
- To establish a merit pay for teacher plan

- Clarify the definition of the gifted and talented program

Scott Smith informed the Board that the Attorney's Office has reviewed these requests and finds that they are within the provisions of the Charter School Statutes and could be approved at the discretion of the Board.

Ms. Gullett observed that this charter was approved less than a year ago and questioned why these issues were not considered during the framing of the initial proposal. Dr. Carter responded that one of the issues dealing with board members is that the sponsoring agency is a private corporation and without the waiver, the corporation cannot be represented on the board. Also, she noted that defining a geographic area of service for a charter school was not clear.

Ms. Rebick questioned the issue of salary for Dr. Carter. Dr. Carter responded that she has not taken a salary during this first year. It was noted that the school principal is the spouse of Dr. Charter, who is salaried.

Ms. Gullett asked if it was possible for the Board to approve a waiver of the fair dismissal act. Scott Smith said yes in the case of a charter school.

Dr. Mays asked about the process for determining membership of the local board and for qualifications for a person to serve on the charter school board. Dr. Mays asked if the State Board had any supervisory authority over review and approval of charter board members. Scott Smith responded that could be a condition of approval of the waiver. Dr. Mays also noted his concern for the two top administrators of this charter being a married couple.

Dr. Williams asked about the issue noted regarding gifted and talented funds. Dr. James responded that there are no separate funds for gifted and talented. However, there is an inclusion for gifted and talented within the funding formula.

Dr. Williams moved approval of the waivers as presented with the exception that any appointments to the local charter board must be submitted to the State Board for review and approval. Ms. Burrow seconded the motion.

Dr. Knight asked if this meant waiving the highly qualified teacher standards. Scott Smith responded no, that standard could not be waived.

Dr. James asked about a date for submission of the nominees for local board. Ms. Rebick proposed an amendment to the motion to require any nominations be submitted to the Charter School Office in a timely manner so that they can be considered at the August Board meeting. *(Items for the August Board meeting must be submitted no later than Monday, July 28, 2008 – C. Watson added)* Dr. Williams agreed to the amendment as did Ms. Burrow. *(The motion now is to approve waivers as presented with the exception that any appointments to the local charter board must be submitted no later than July 28, 2008, for consideration at the August Board meeting.)* The motion was adopted on a roll-call vote 4 yes and 3 no. Gullett, Rebick and Tatum voted no. The motion was adopted with a majority of the quorum present.

### **2007-2008 Arkansas Better Chance Program: Request for Approval of Additional Grant Funding**

Paul Lazenby was recognized to present this item. Mr. Lazenby distributed a supplement to the list included in the Agenda. He noted that additional proposals were received and deemed fundable by the review and approval process. He noted that most of these grants are supplements to provide for additional summer activities and programs in previously funded projects.

Dr. Williams asked about direct services provided by Arkansas State University (ASU). Mr. Lazenby responded that ASU holds a contract with the Agency to provide consultative services to ABC programs and professional development for others seeking accreditation. He also noted that ASU holds a contract for up to seven years after which time a new request for proposals will be issued by the Agency.

Ms. Rebick moved approval as submitted with revisions. Ms. Burrow seconded the motion. The motion was adopted unanimously. (The total amended grant amount is \$6,729,044.00)

### **Consideration for Approval for Public Comment: Proposed Rules Governing End-of-Course Assessments and Remediation**

Scott Smith was recognized to present this item. Mr. Smith provided background information on the development of this proposal. Dr. Mays asked about the requirement being “basic” instead of “proficient.” Dr. James noted that the ramifications of this rule are great: the Department’s goal for all students is proficient. However, the issue in this rule is withholding course credit and meeting graduation requirements. Dr. James noted that many states have encountered legal issues with setting

tests for which passage determines graduation eligibility. Ms. Burrow asked about the number of times students could retake a test. Dr. James noted that at least three retakes with sufficient time between for remediation are included in the proposed rule.

Dr. Knight moved adoption for public comment. Ms. Gullett seconded the motion. The motion was adopted unanimously.

### **Request for Final Approval: Revisions to Arkansas Department of Education Rules Governing Loan and Bond Applications**

Cindy Hedrick was recognized to present this item. Ms. Hedrick summarized the comments received during the public hearing and noted changes in the final version of the Rule.

Ms. Burrow asked about the status of high-needs districts applying for loans from the revolving loan fund. Tripp Walter responded that the wording of that component was consistent with requirements in the statute.

Ms. Burrow moved approval as submitted. Ms. Gullett seconded the motion. The motion was adopted unanimously.

### **Consideration for Final Approval: Proposed Rules Governing Minimum Qualifications for General Business Managers of Public School Districts February 2008**

Bill Goff was recognized to present this item. Mr. Goff reported that a public hearing was held and noted comments received. He identified changes that are proposed as a result of the public comments.

Ms. Rebick moved adoption as presented. Dr. Williams seconded the motion. The motion was adopted unanimously.

*(The complete text of the proceedings of the following items is included in the transcript provided by the court reporter and available from the State Board Office at the Department of Education.)*

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

Tripp Walter was recognized to present this item. Mr. Walter stated that this was a reconsideration of a hearing that was rejected at a previous meeting. Ms. Landers was present and represented by Jeff Wankum. Mr.

Wankum noted that Ms. Landers has made complete restitution of funds, the court records have been expunged, and she has been fully admitted to the Master of Arts in Teaching program (MAT) at the University of Central Arkansas.

Mr. Walter informed the Board that in matters of professional licensure – specifically teacher licensure – the Attorney General has issued an opinion that such licensing agencies may consider expunged records when issuing a new or renewal license. Mr. Walter also stated that the Board must determine how granting such waiver might impact children: she is convicted of stealing \$36,000 from a public entity and that there should be serious consideration about this person being a classroom teacher.

Ms. Gullett moved to accept the Department recommendation to deny waiver. Ms. Rebick seconded the motion. The motion was adopted unanimously.

#### **Hearing on Revocation of Teacher's License – Chad D. Smith**

Tripp Walter was recognized to present this item. Mr. Walter noted that Mr. Smith was not present nor represented.

Dr. Williams moved to permanently revoke the teaching license of Chad D. Smith. Dr. Mays seconded the motion. The motion was adopted unanimously.

#### **Hearing on Revocation of Teacher's License – Stephen Rose**

Tripp Walter stated that this item was being deferred for consideration at a later time.

#### **Report of Nominating Committee**

MaryJane Rebick, Chair of the Nominating Committee was recognized. Ms. Rebick stated that the recommendation from the Nominating Committee for officers for 2008-2009 is Randy Lawson, Chairman and Naccaman Williams, Vice – Chairman.

Other Business:

Ms. Tatum stated that the Board has received a request to nominate a regional representative for NASBE who is a member of the Arkansas Board. She reported that Jim Cooper has recommended for consideration. Ms. Burrow moved that Jim Cooper be nominated for the NASBE pending his

agreement to serve. Dr. Williams seconded the motion. The motion was adopted unanimously.

Dr. Mays expressed concern for apparent nepotism in the administration of some charter schools and that charter schools seem to operate with boards that are self-perpetuating as opposed to elected boards. He suggested consideration be given to how the charter school rules might be revised to address this issue. Ms. Gullett observed that in general the legislature believes charter schools to be public schools and that they are managed like public entities. She suggested perhaps some opportunity for the Board to visit with members of the General Assembly would be worthwhile.

Dr. Williams moved adjournment. Ms. Rebick seconded the motion. The motion was adopted unanimously.

The meeting was adjourned at 1:55 p.m.

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

Minutes  
State Board of Education  
Specially Called Session  
Thursday, May 22, 2008

The State Board of Education met for a specially called telephone conference call session on Thursday, May 22, 2008. The session was called to order by Diane Tatum, Chairman, at 9:00 a.m. Dr. Charles Watson called the roll to determine that a quorum of Board members was present.

Board members present on the conference call: Diane Tatum, Chairman; Jim Cooper; Brenda Gullett; Dr. Tim Knight; MaryJane Rebick and Dr. Naccaman Williams.

Board members absent: Sherry Burrow, Randy Lawson, and Dr. Ben Mays.

**Consideration for Approval of Instructional Waiver Days – Stuttgart School District**

- **Park Avenue Elementary School – two (2) instructional days**
- **Meekins Middle School – two (2) instructional days**
- **Stuttgart Junior High School – three (3) instructional days**
- **Stuttgart High School – three (3) instructional days**

Ms. Rebick questioned the fact that no information was provided regarding days built into the school calendar to be used during the school year for inclement weather. Dr. James noted that there is no requirement for districts to include inclement weather days in the school calendar. He also stated that the severe weather patterns such as tornados and flooding have not been experienced to this extent in past years. He also stated that no school had been approved for waiver days for occurrences of snow and/or ice, which are more common occurrences in the northern part of the state. Ms. Rebick stated that school should have days built into the schedule that could be taken at the end of the school year in situations such as experienced here and for the other districts that were approved waiver days.

Dr. Williams moved to accept the recommended waiver of instructional days for the Stuttgart School District. Ms. Gullett seconded the motion. The motion was adopted unanimously.

**Consideration for Approval of Instructional Waiver Days – Earle School District**

Ms. Rebick commented about the responsibility that resides in the district to assure that students attend the full 178 days of instruction and that alternate plans should be included in the annual school calendar to accommodate unexpected occurrences such as were experienced this year. Dr. James commented he would present the concerns of the Board to school administrators through the Arkansas Association of Educational Administrators Association during their summer conferences. Dr. James also affirmed that setting the school calendar is the responsibility of the local district and there are no statutes that require a district to build in contingency days.

Dr. Knight moved approval of the waiver of instructional days for Earle School District as recommended. Dr. Williams seconded the motion. The motion was adopted unanimously.

Ms. Gullett moved adjournment. Dr. Williams seconded the motion. The motion was adopted unanimously.

The meeting adjourned at 9:15 a.m.

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

**ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY  
MAY 31, 2008**

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of May 2008.

<b>IMPLEMENTATION PHASE ACTIVITY</b>	<b>PMT EXECUTIVE SUMMARY AS OF MAY 31, 2008</b>
<b><i>I. Financial Obligation</i></b>	<p>As of April 30, 2008, State Foundation Funding payments paid for FY 07/08 totaled \$54,296,621 to LRSD, \$29,194,509 to NLRSD, and \$43,366,121 to PCSSD. The Magnet Operational Charge paid as of April 30, 2008, was \$12,484,360. The allotment for FY 07/08 was \$15,240,298. M-to-M incentive distributions for FY 07/08 as of April 30, 2008, were \$3,618,296 to LRSD, \$2,527,740 to NLRSD, and \$7,673,168 to PCSSD. In April 2008, General Finance made the second one-third payment to the Districts for their FY 07/08 transportation budget. As of April 30, 2008, transportation payments for FY 07/08 totaled \$2,802,393 to LRSD, \$819,833 to NLRSD, and \$2,255,969 to PCSSD. In July 2007, 16 new Magnet and M-to-M buses were delivered to the districts in Pulaski County. Finance paid Central States Bus Sales \$1,036,115. In March 2008, a bid for 16 new Magnet and M-to-M buses was awarded to Central States Bus Sales. The buses for the LRSD include 8 - 65 passenger buses for \$66,405.00 each. The buses for the NLRSD include 1 - 65 passenger bus with a wheelchair lift for \$72,850.00 and 1 - 47 passenger bus with a wheelchair lift for \$70,620.00. The buses for the PCSSD include 2 - 65 passenger buses for \$66,405.00 each, 2 - 47 passenger buses for \$65,470.00 each and 2 - 47 passenger buses with wheelchair lifts for \$70,620.00 each. The total amount was \$1,079,700.00. In July 2007, Finance paid the Magnet Review Committee \$92,500. This was the total amount due for FY 07/08. In July 2007, Finance paid the Office of Desegregation Monitoring \$200,000. This was the total amount due for FY 07/08.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF MAY 31, 2008
<b><i>II. Monitoring Compensatory Education</i></b>	<p>On April 10, 2008, the ADE Implementation Phase Working Group met to review the Implementation Phase activities for the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. House Bill 1829 that passed in 2007, allowed Pulaski County districts to be reimbursed for legal fees incurred for seeking unitary or partial unitary status if they are declared unitary or at least partially unitary by the federal district court no later than June 14 of 2008. Act 2 was passed in the special legislative session that started March 31, 2008. This extends the deadline for unitary status to be reimbursed for legal fees from June 14 to December 31. Also discussed in the Implementation Phase meeting was the push by Jacksonville residents to establish a Jacksonville School District. On April 15, 2008, the PCSSD School Board voted 4-2 against letting Jacksonville leave the district. In 2003, U. S. District Judge Bill Wilson Jr., stopped an election in Jacksonville on forming an independent district. He said that taking Jacksonville out of the PCSSD would hinder efforts to comply with the court approved desegregation plan. A request by the PCSSD for unitary status is pending in federal district court. The next Implementation Phase Working Group Meeting is scheduled for July 10, 2008 at 1:30 p.m. in room 201-A at the ADE.</p>
<b><i>III. A Petition for Election for LRSD will be Supported Should a Millage be Required</i></b>	<p>Ongoing. All court pleadings are monitored monthly.</p>
<b><i>IV. Repeal Statutes and Regulations that Impede Desegregation</i></b>	<p>In July 2007, 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 86<sup>th</sup> Legislative Session, and any new ADE rules or regulations.</p>
<b><i>V. Commitment to Principles</i></b>	<p>On May 12, 2008, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of April.</p>

<b>IMPLEMENTATION PHASE ACTIVITY</b>	<b>PMT EXECUTIVE SUMMARY AS OF MAY 31, 2008</b>
<b><i>VI. Remediation</i></b>	In February of 2008, ADE staff provided District Test Coordinator Training at the School for the Blind in Little Rock. Eight staff members from the LRSD, two staff members from the NLRSD and two staff members from the PCSSD attended.
<b><i>VII. Test Validation</i></b>	On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activities.
<b><i>VIII. In-Service Training</i></b>	A Tri-District Staff Development Committee meeting was held on February 5, 2008. Staff from PCSSD, NLRSD, LRSD and the ADE attended. The Director of Professional Development for the LRSD handed out a list of the dates and topics for eleven days of professional development. Topics included classroom management, school improvement, curriculum preparation, Next Step, Arkansas history, ESL, interventions for diverse learners, AEA, ACT, technology, parental involvement and health/physical activity. Flex days, make up sessions, and tracking professional development hours were discussed.
<b><i>IX. Recruitment of Minority Teachers</i></b>	<p>In May 2008, the ADE Office of Professional Licensure sent a request to the three Pulaski County school districts asking for a list of teacher shortage areas.</p> <p>In May 2008, the ADE Office of Professional Licensure requested a list of all spring minority graduates from all Arkansas colleges and universities with teacher education programs.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF MAY 31, 2008																																																																																																																																												
<p><b><i>X. Financial Assistance to Minority Teacher Candidates</i></b></p>	<p>Collin Callaway of the Arkansas Department of Higher Education reported minority scholarships for Fiscal Year 2007-2008 on October 15, 2007. 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>58</td> <td>264,000</td> <td>328</td> <td>1,402,500</td> <td>386</td> <td>1,666,500</td> </tr> <tr> <td>Black</td> <td>10</td> <td>51,000</td> <td>29</td> <td>136,500</td> <td>39</td> <td>187,500</td> </tr> <tr> <td>Hispanic</td> <td></td> <td></td> <td>4</td> <td>18,000</td> <td>4</td> <td>18,000</td> </tr> <tr> <td>Native Amer</td> <td>1</td> <td>3,000</td> <td>1</td> <td>6,000</td> <td>2</td> <td>9,000</td> </tr> <tr> <td>Other</td> <td>4</td> <td>21,000</td> <td>11</td> <td>42,000</td> <td>15</td> <td>63,000</td> </tr> <tr> <td><b>Totals</b></td> <td><b>73</b></td> <td><b>339,000</b></td> <td><b>373</b></td> <td><b>1,605,000</b></td> <td><b>446</b></td> <td><b>1,944,000</b></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>7</td> <td>35,000</td> <td>28</td> <td>137,500</td> <td>35</td> <td>172,500</td> </tr> <tr> <td>Hispanic</td> <td></td> <td></td> <td>6</td> <td>30,000</td> <td>6</td> <td>30,000</td> </tr> <tr> <td>Asian</td> <td></td> <td></td> <td>2</td> <td>10,000</td> <td>2</td> <td>10,000</td> </tr> <tr> <td>Native Amer</td> <td></td> <td></td> <td>4</td> <td>20,000</td> <td>4</td> <td>20,000</td> </tr> <tr> <td><b>Totals</b></td> <td><b>7</b></td> <td><b>35,000</b></td> <td><b>40</b></td> <td><b>197,500</b></td> <td><b>47</b></td> <td><b>232,500</b></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>8,750</td> <td>27</td> <td>125,000</td> <td>29</td> <td>133,750</td> </tr> <tr> <td>Asian</td> <td></td> <td></td> <td>2</td> <td>11,250</td> <td>2</td> <td>11,250</td> </tr> <tr> <td><b>Totals</b></td> <td><b>2</b></td> <td><b>8,750</b></td> <td><b>29</b></td> <td><b>136,250</b></td> <td><b>31</b></td> <td><b>145,000</b></td> </tr> </tbody> </table>	STAR	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	White	58	264,000	328	1,402,500	386	1,666,500	Black	10	51,000	29	136,500	39	187,500	Hispanic			4	18,000	4	18,000	Native Amer	1	3,000	1	6,000	2	9,000	Other	4	21,000	11	42,000	15	63,000	<b>Totals</b>	<b>73</b>	<b>339,000</b>	<b>373</b>	<b>1,605,000</b>	<b>446</b>	<b>1,944,000</b>	MTS	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	Black	7	35,000	28	137,500	35	172,500	Hispanic			6	30,000	6	30,000	Asian			2	10,000	2	10,000	Native Amer			4	20,000	4	20,000	<b>Totals</b>	<b>7</b>	<b>35,000</b>	<b>40</b>	<b>197,500</b>	<b>47</b>	<b>232,500</b>	MMF	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	Black	2	8,750	27	125,000	29	133,750	Asian			2	11,250	2	11,250	<b>Totals</b>	<b>2</b>	<b>8,750</b>	<b>29</b>	<b>136,250</b>	<b>31</b>	<b>145,000</b>
STAR	Male	Male	Female	Female	Total	Total																																																																																																																																							
Race	Count	Award	Count	Award	Count	Award																																																																																																																																							
White	58	264,000	328	1,402,500	386	1,666,500																																																																																																																																							
Black	10	51,000	29	136,500	39	187,500																																																																																																																																							
Hispanic			4	18,000	4	18,000																																																																																																																																							
Native Amer	1	3,000	1	6,000	2	9,000																																																																																																																																							
Other	4	21,000	11	42,000	15	63,000																																																																																																																																							
<b>Totals</b>	<b>73</b>	<b>339,000</b>	<b>373</b>	<b>1,605,000</b>	<b>446</b>	<b>1,944,000</b>																																																																																																																																							
MTS	Male	Male	Female	Female	Total	Total																																																																																																																																							
Race	Count	Award	Count	Award	Count	Award																																																																																																																																							
Black	7	35,000	28	137,500	35	172,500																																																																																																																																							
Hispanic			6	30,000	6	30,000																																																																																																																																							
Asian			2	10,000	2	10,000																																																																																																																																							
Native Amer			4	20,000	4	20,000																																																																																																																																							
<b>Totals</b>	<b>7</b>	<b>35,000</b>	<b>40</b>	<b>197,500</b>	<b>47</b>	<b>232,500</b>																																																																																																																																							
MMF	Male	Male	Female	Female	Total	Total																																																																																																																																							
Race	Count	Award	Count	Award	Count	Award																																																																																																																																							
Black	2	8,750	27	125,000	29	133,750																																																																																																																																							
Asian			2	11,250	2	11,250																																																																																																																																							
<b>Totals</b>	<b>2</b>	<b>8,750</b>	<b>29</b>	<b>136,250</b>	<b>31</b>	<b>145,000</b>																																																																																																																																							
<p><b><i>XI. Minority Recruitment of ADE Staff</i></b></p>	<p>The MRC met on October 9, 2007 at the ADE. Demographic reports were presented that showed ADE employees grade 21 and above by race and section as of June 30, 2007 and September 30, 2007. A spreadsheet was handed out that showed for grade 21 and above the number and percentage of black, white, and other race employees in each unit of the ADE. After reviewing the September report, it was determined that it needs some corrections. A new September report will be handed out after the changes have been made.</p>																																																																																																																																												

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF MAY 31, 2008
<i>XII. School Construction</i>	This goal is completed. No additional reporting is required.
<i>XIII. Assist PCSSD</i>	Goal completed as of June 1995.
<i>XIV. Scattered Site Housing</i>	This goal is completed. No additional reporting is required.
<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 April 29, 2008, ADE staff supervised the ECOE/ACSIP team visits at Woodruff Elementary, Franklin Elementary, Watson Intermediate and McClellan High Schools in the LRSD. On April 30, 2008, ADE staff supervised the ECOE/ACSIP team visits at Cloverdale Middle, Forest Heights Middle, Mabelvale Middle and Mann Magnet Middle Schools in the LRSD. During the team visits, ADE staff observed in selected classrooms and met with the ACSIP teams and administrators. ACSIP for each building was reviewed. At the end of each visit the ADE team provided an overview of identified strengths and weaknesses based on the following information: ACSIP Plan; classroom observations; brief interviews from teachers and students; conversations and discussions held with the building's ACSIP team and administrators.</p> <p>On April 30, 2008, ADE staff met at the LRSD Administration Building with the following LRSD staff: Superintendent; Superintendent of Educational Services; Associate Superintendent of Elementary Education; Associate Superintendent of Secondary Education; Title I Coordinator and Title I Assistant Coordinator. ADE staff provided an overview of the data, interviews, observations and conversations held on site at the identified schools. District officials had an opportunity to discuss the present state of those schools and consider next steps for appropriate support and (or) action.</p> <p>On May 16, 2008, ADE staff conducted a training session for building staff at the NLRSD Central Office. Training included developing and revising ACSIP plans, spring team visits, monitoring, audit inclusions and district improvement. Eighty staff members attended the morning and afternoon sessions.</p> <p>On April 3, 2008, ADE staff met with the principal and the school's leadership team at Sherwood Elementary in the PCSSD. Provided technical assistance with the school improvement plan. Checked the school's review of their 2007-08 plan.</p> <p>On April 25, 2008, ADE staff met with the principal, the Title 1 Director and the school's leadership team at Bayou Meto Elementary in the PCSSD. Provided technical assistance with the school improvement plan. Checked the school's review of their 2007-08 plan.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF MAY 31, 2008
<b><i>XVI. Monitor School Improvement Plans (Continued)</i></b>	<p>On April 25, 2008, ADE staff met with the principal, the school's leadership team and the District Federal Coordinator at Sylvan Hills Elementary in the PCSSD. Provided technical assistance with the school improvement plan. Checked the school's review of their 2007-08 plan.</p> <p>On April 25, 2008, ADE staff met with the principal and the school's leadership team at Clinton Elementary in the PCSSD. Provided technical assistance with the school improvement plan. Checked the school's review of their 2007-08 plan.</p>
<b><i>XVII. Data Collection</i></b>	<p>The ADE Office of Public School Academic Accountability has released the 2007 Arkansas School Performance Report (Report Card). Reading and Science ACT scores were added to the 2007 Report Card. The purpose of the Arkansas School Performance Report is to generally improve public school accountability, to provide benchmarks for measuring individual school improvement, and to empower parents and guardians of children enrolled in Arkansas public schools by providing them with the information to judge the quality of their schools. The Department of Education annually publishes a school performance report for each individual public school in the state, and distributes the report to every parent or guardian of a child in kindergarten through grade twelve (K-12) in the public schools of Arkansas.</p>
<b><i>XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations</i></b>	<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>

**NEWLY EMPLOYED FOR THE PERIOD OF May 1, 2008 – May 31, 2008**

**Nancy Acre – Education Program Analyst/Job Share, Grade 21, Division of Learning Services, Charter Schools, effective 05/19/08.**

**Larry Russell – Education Program Analyst/Job Share, Grade 21, Division of Learning Services, Charter Schools, effective 05/19/08.**

**\*Camille Sterrett – Public School Program Advisor, Grade 21, Division of Human Resources/Licensure, Teacher Quality, effective 05/05/08.**

**\*Kevin Ward – Secretary, Grade 11, Division of Human Resources/Licensure, Professional Licensure, effective 05/27/08.**

**Dr. Charles Watson – ADE Coordinator Special Projects, Central Administration, State Board, effective 04/28/08. Rehire**

**PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF May 1, 2008 – May 31, 2008**

**Jill Johnson – from an Administrative Assistant II, Grade 17, Arkansas Public School Computer Network (APSCN), to Staff Development Coordinator, Grade 20, APSCN, effective 05/20/08.**

**Stanley Young – from an Education Program Analyst, Grade 21, Special Programs, Migrant Education, to Migrant Education Supervisor, Grade 22, Special Programs, Migrant Education, effective 05/18/08.**

**SEPARATIONS FOR THE PERIOD OF May 1, 2008 – May 31, 2008**

**Hosea Sullivan – Administrative Assistant II, Grade 17, Division of Human Resources/ Licensure, Teacher Quality, effective 05/02/08. 1 Year, 11 Months, 6 Days. Code: 01**

**\*Refina Thomas – Administrative Assistant II, Grade 17, Division of Human Resources/Licensure, Teacher Quality, effective 05/09/08. 24 Years, 4 Months, 27 Days. Code: Retirement**

**\*William Ward – Program Support Manager, Grade 22, Central Administration, Special Education, effective 05/13/08. 4 Years, 4 Months, 1 Day. Code: 02**

**\*Minority**

**AASIS Code:**

**Retirement**

**Voluntary – 01**

**Involuntary - 02**

## **Section 1**

### **Revolving Loans to School Districts**

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

- (1) Funding of its legally issued and outstanding postdated warrants;
- (2) Purchase of new or used school buses or refurbishing school buses;
- (3) Payment of premiums on insurance policies covering its school buildings, facilities, and equipment in instances where the insurance coverage extends three (3) years or longer; and replacement of or payment of the district's pro rata part of the expense of employing professional appraisers as authorized by § 26-26-1901 et seq. or other laws providing for the appraisal or reappraisal and assessment of property for ad valorem tax purposes;
- (4) Making major repairs and constructing additions to existing school buildings and facilities;
- (5) Purchase of surplus buildings and equipment;
- (6) Purchase of school sites for and the cost of construction thereon of school buildings and facilities and the purchase of equipment for the buildings;
- (7) Purchase of its legally issued and outstanding commercial bonds at a discount provided that a substantial savings in gross interest charges can thus be effected;
- (8) Refunding of all or any part of its legally issued and outstanding debt, both funded and unfunded;
- (9) Purchase of equipment;
- (10) Payment of loans secured for settlement resulting from litigation against a school district;
- (11) The purchase of energy conservation measures as defined in Title 6, Chapter 20, Subchapter 4; and
- (12) (A) The maintenance and operation of the school district in an amount equal to delinquent property taxes resulting from bankruptcies or receiverships of taxpayers and for loans to school districts in an amount equal to insured facility loss or damage when the insurance claim is being litigated or arbitrated.  
(B) For purposes of this subdivision, the loans become payable and due when the final settlement is made, and the loan limits prescribed by § 6-20-803 shall not apply.

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

**STATE BOARD OF EDUCATION MEETING  
JUNE 9, 2008  
APPLICATIONS FOR REVOLVING LOANS**

**REVOLVING LOAN APPLICATIONS:**

<b>1 Construction</b>	<b>\$</b>	<b>500,000.00</b>
-----------------------	-----------	-------------------

**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS  
 REVOLVING LOANS  
 CONSTRUCTION  
 RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Eureka Springs	Carroll	664	500,000	3,600,000	Construction of a new roof for the elementary school.

## **Section 2 Second Lien Bonds**

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

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

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

**STATE BOARD OF EDUCATION MEETING  
JUNE 9, 2008  
APPLICATIONS FOR COMMERCIAL BONDS**

**COMMERCIAL BOND APPLICATIONS:**

<b>2 2nd Lien</b>	<b>\$</b>	<b>6,545,000.00</b>
<hr/>		<hr/>
<b>2</b>	<b>\$</b>	<b>6,545,000.00</b>

**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS  
COMMERCIAL BONDS  
2<sup>ND</sup> LIEN  
RECOMMEND APPROVAL**

<b>DISTRICT</b>	<b>COUNTY</b>	<b>ADM</b>	<b>AMOUNT OF APPLICATION</b>	<b>TOTAL DEBT W/THIS APPLICATION</b>	<b>PURPOSE</b>
Sheridan	Grant	4,209	1,045,000	17,993,82	Constructing and equipping additional classrooms at East End Intermediate School (\$1,000,000) and cost of issuance and underwriter's discount allowance (\$45,000) with any remaining funds to be used for other capital projects and equipment purchases.
Van Buren	Crawford	5,817	5,500,000	68,325,000	Construction, renovation and equipping various school facilities (\$5,380,000) and cost of issuance and underwriter's discount allowance (\$120,000).

### **Section 3 Voted Bonds**

Arkansas Code Annotated § 6-20-1201 states the following:

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

**STATE BOARD OF EDUCATION MEETING  
JUNE 9, 2008  
APPLICATIONS FOR COMMERCIAL BONDS**

**COMMERCIAL BOND APPLICATIONS:**

<b>4 Voted</b>	<b>\$ 75,675,000.00</b>
<hr/>	<hr/>
<b>4</b>	<b>\$ 75,675,000.00</b>

**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS  
COMMERCIAL BONDS  
VOTED  
RECOMMEND APPROVAL**

<b>DISTRICT</b>	<b>COUNTY</b>	<b>ADM</b>	<b>AMOUNT OF APPLICATION</b>	<b>TOTAL DEBT W/THIS APPLICATION</b>	<b>PURPOSE</b>
Atkins	Pope	1,056	11,210,000	11,447,149	Refunding the outstanding bond issue dated 8/1/03 (\$2,212,807); purchasing land, erecting equipping, paving and landscaping a new K-8 campus; and making additions and improvements (\$8,703,274); and cost of issuance, capitalized interest, and underwriter's discount allowance (\$293,919) with any remaining funds to be used for refurbishing, remodeling, and equipping existing school facilities.
Greenland	Washington	946	6,460,000	7,202,937	Refunding the outstanding bond issues dated 10/1/03A, 10/1/03B, and 11/1/03 (\$4,994,294); refunding the postdated warrant dated 4/22/03 (\$181,531); refunding the 6/16/06 revolving loan (\$114,795); purchase of school buses (\$84,000); making additions and improvements, and refurbishing, remodeling and equipping school facilities (\$917,550); and cost of issuance and underwriter's discount allowance (\$167,830).
Scranton	Logan	401	1,440,000	2,935,000	Refunding the outstanding bond issues dated 10/1/03A, and 10/1/03B (\$1,165,151); constructing, renovating, repairing, and equipping school facilities (\$222,289); and cost of issuance and underwriter's discount allowance (\$52,560).
Siloam Springs	Benton	3,525	56,565,000	56,565,000	Refunding the outstanding bond issues dated 7/1/03 and 12/1/04 (\$21,759,081); erecting equipping, paving and landscaping a new high school campus (\$33,521,004); and cost of issuance and underwriter's discount allowance (\$1,284,915).

**ARKANSAS DEPARTMENT OF**  
**Education** 

**ARKANSAS DEPARTMENT OF EDUCATION**  
**Critical Academic Licensure Shortage Areas**  
**2008-2009 School Year**

The Arkansas Department of Education has designated the following areas as critical academic teacher licensure/endorsement shortage areas for the 2008-2009 school year.

**Licensure Areas:**

**Drama/Speech (7-12)**

**Mathematics (Secondary)**

Mathematics (7-12)

**Special Education**

Deaf Education

Visually Impaired

Speech Language Pathologist/

Speech Therapist

Special Education Instructional

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

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

Moderately/Profound Handicapped

Severely Emotionally Disturbed)

**Middle Childhood**

Mathematics/Science (4-8)

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

**Science (Secondary)**

**Life/Earth Science (7-12)**

**Physical/Earth Science (7-12)**

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

**Foreign Language**

Spanish

French

**Endorsements:**

**Library Media**

**School Counselor**

**Gifted and Talented**

**Drama (7-12) (new)**

**Speech (7-12) (new)**

**Algebra 1 Middle School (new)**

**Middle School (5-8)**

(Old Licenses by subject:)

English (056)

Math (111)

Social Studies (159)

Science (139)

Waivers Requested for Teachers Teaching Out of Area for longer than 30 days  
June 2008

LEA	District	Teacher	License Area 1	License Area 2	License Area 3	Out of Area	ALP Code	Yrs ALP	Granted/ Denied
17-01	Alma SD	1 Drinkwitz, Zachary	ECE P-4			5th/6th Endorsement	107	06-07, 07-08	Denied
	<b>Benton Day Center - Rivendell</b>	1 Scott, Sandra	Elementary 1- Elem. 6 Principal			Special Education	231	05-06, 06-07, 07-08	Granted
53-01	<b>East End SD</b>	3 Miller, Angela	ECE P-4			Middle Childhood English/Social Studies	002	06-07, 07-08	Granted
		Tilley, Anita	Childhood Education			Special Education	231	06-07, 07-08	Granted
		Yarbrough, David	Instrumental Music K-12			Vocal Music	203, 204	05-06, 06-07, 07-08	Granted
72-02	<b>Farmington SD</b>	1 Morrison, Jared	Mathematics (7-12)			Coaching	293	05-06, 06-07, 07-08	Denied
			Physical Education 7-12	Life/Earth Science		5th/6th Endorsement	104	07-08	Granted
08-03	<b>Green Forrest SD</b>	1 Sanders, Jo Ellen							
07-01	<b>Hampton SD</b>	1 Shepherd, Wanda	ECE P-4	Middle School English		Special Education	231	06-07, 07-08	Denied
26-04	<b>Jessieville SD</b>	2 Mullenix, Paula	ECE P-4 Physical Education	Special Ed P-4		Special Education	231	07-08	Granted
		Lamb, Eddie	Physical Education	Coaching		PE/Wellness/Leisure	227	07-08	Granted
16-08	<b>Jonesboro SD</b>	3 Kukura, Andrea	Physical Education			PE/Wellness/Leisure	227, 228	07-08	Granted
		Moore, Jeremy	English 7-12	Coaching		Drama/Speech	207, 208	07-08	Granted
		Reeves, Faith	English 7-12			Journalism	108	07-08	Denied

Waivers Requested for Teachers Teaching Out of Area for longer than 30 days  
June 2008

5-06	<b>Lead Hill SD</b>	2	Reynolds, Sheila Stalman, Casey	FACS Inst. Music		Business Tech Vocal Music	225 204	07-08 07-08	Granted Granted
30-03	<b>Magnet Cove SD</b>	1	Hartsell, Christopher	Physical Education	Coaching	Social Studies	167	07-08	Granted
18-04	<b>Marion SD</b>	2	Ginn, Shannon	English	Gifted & Talented	Journalism	108	06-07, 07-08	Denied
69-01	<b>Mountain View SD</b>	2	Breeding, Brad Golden, Jason	MS Math/Science ECE P-4 Business Education	Middle Level Education	Music	231 203, 205	07-08 07-08	Granted Granted
31-05	<b>Nashville SD</b>	1	Beavert, Jennifer	Adm Elem	Elem 1-6 Special	Special Ed Elementary I	002	07-08 06-07,	Denied
30-05	<b>Ouachita SD</b>	2	Tidwell, Betty Stewart, Beth	Principal Special Education	Education Initial Bldg. Level Adm.	Administrator Curriculum/Program Administrator	314 314	07-08 06-07, 07-08	Denied Granted
53-03	<b>Perryville SD</b>	2	Hamling, Amanda Hamling, Amanda	English English		Journalism Drama/Speech	108 207, 208	06-07, 07-08 06-07, 07-08	Denied Denied
12-03	<b>Quitman SD</b>	1	Thomas, Joy	ECE P-4	MS Social Studies	Gifted & Talented	305	06-07, 07-08	Granted
73-07	<b>Riverview SD</b>	2	Morgan, Sheila Morgan, Sheila	Science 7-12 Science 7-12	Special Ed P- 12 Special Ed P- 12	Life/Earth Science Physical/Earth Science	170 169	07-08 07-08	Granted Granted
27-05	<b>Sheridan SD</b>	1	Moore, Michael	Physical Education	Social Studies	PE/Wellness/Leisure	227	07-08	Denied

Waivers Requested for Teachers Teaching Out of Area for longer than 30 days  
June 2008

68-06	<b>Twin Rivers SD</b>	2	Brewer, Janet	Physical Ed 7-12	Health	Driver's Ed	Library Media	295, 296	07-08 06-07, 07-08	Denied
			Brooks, April	English 7-12			Drama/Speech	208	07-08	Denied
	<b>Western Yell</b>				Middle Level					
75.09	<b>County SD</b>	2	Hill, Patricia	ECE P-4	Education		Special Education	230	07-08	Granted
			Tolton, Mark	Health	Physical Education	Coaching	Physical/Earth Science	169	07-08	Denied
	<b>20 School Districts</b>	<b>33</b>	<b>Waivers Requested</b>							
								<b>Waivers Granted</b>		<b>20</b>
								<b>Waivers Denied</b>		<b>13</b>
								<b>Total Waivers</b>		<b>33</b>

May 29, 2008

Dr. Martin Schoppmeyer, Jr.  
Haas Hall Academy  
13370 Rheas Mill Road  
Farmington, AR 72730

Re: Notice of State Board Meeting

Dear Dr. Schoppmeyer:

This letter is to inform you that your request for a hearing regarding Haas Hall Academy will be considered at the State Board of Education's meeting on June 9, 2008. 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, AR.

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 request.

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

Sincerely,



Dr. Mary Ann D. Brown  
Program Director, Charter Schools

MB/ms

c/c: Dr. Diana Julian, Deputy Commissioner  
Scott Smith, General Counsel

# OPEN - ENROLLMENT PUBLIC CHARTER SCHOOL

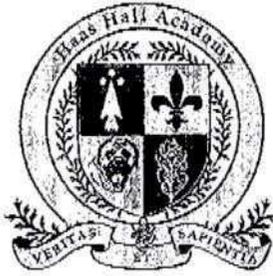
Haas Hall Academy  
Site Visit: May 22, 2008

---

## SITE VISIT REPORT

---

1. **Charter School:** Haas Hall Academy
2. **Location:** 2828 Crossover Rd., Fayetteville, AR
3. **General Observations:** The building is currently being used by and was designed as a church. The current structure is approximately 16,000 sq. ft. and will have approximately 2,500 sq. ft. added for additional classroom space. Construction is commercial by design using brick and stucco exterior, steel framing and a standing seam metal roof. The playgrounds are fenced. The parking lot is paved and has 67 spaces with a covered drop-off. The building passed all state and city code requirements at the time of construction.
4. **Academic Suitability:** Classrooms are present as part of the original church design but are planned to be enlarged.
5. **ADA Accessibility:** Entrances, bathrooms, exterior doors and the parking lot are all ADA accessible.
6. **Life Safety Codes:** Fire alarms, hvac, plumbing and electrical systems appear to be in good order. Kitchen cooking equipment will need to meet state and local codes.
7. **Conclusion:** The facility does not meet the full range of the most current standards as stated in the Arkansas Facility Manual. But, given waivers for the obvious non-compliance with the most current facility standards, the facility does appear to meet the most critical facility needs.
8. **Recommendation:** That facility be brought up to the full standard or waivers issued/or extended by the state board.
9. **Asbestos:** There is no information available as to the status of asbestos in the facility.



## HAAS HALL ACADEMY

PROVEN, ACCELERATED COMPREHENSIVE COLLEGE PREP

13370 RHEAS MILL ROAD

FARMINGTON, AR 72730

(479) 267.4805 | (479) 267.4862 - FAX

VIA FACSIMILIE

(501) 682.9026

Friday, May 02, 2008

State Board Office  
C/o Chairperson Diane Tatum  
Arkansas Department of Education  
Four Capitol Mall  
Little Rock, AR 72201

Dear Chairperson Diane Tatum:

Please accept this correspondence as Haas Hall Academy's formal request to appear before the Arkansas State Board of Education for consideration of the following:

1. Relocate Haas Hall Academy to a more populated area
2. Add the 8<sup>th</sup> grade
3. Increase our enrollment cap from 120 to 350

If I can be of any further assistance I may be contacted by phone (479) 267.4805. I thank you in advance for your consideration.

Sincerely,

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

Cc: Dr. Mary Ann D. Brown, Program Director Charter Schools

RECEIVED  
MAY 05 2008

CHARTER SCHOOL OFFICE



## HAAS HALL ACADEMY

PROVEN, ACCELERATED COMPREHENSIVE COLLEGE PREP

13370 RHEAS MILL ROAD

FARMINGTON, AR 72730

(479) 267.4805 | (479) 267.4862 - FAX

VIA E-MAIL TO: Dr. Mary Ann D. Brown  
[Mary.Brown@arkansas.gov](mailto:Mary.Brown@arkansas.gov)

Wednesday, May 28, 2008

State Board Office  
C/o Chairperson Diane Tatum  
Arkansas Department of Education  
Four Capitol Mall  
Little Rock, AR 72201

Dear Chairperson Diane Tatum:

The purpose of this correspondence is to provide information for my appearance before the Arkansas State Board of Education on June, 9, 2008. Haas Hall Academy is requesting the approval of three (3) modifications to its charter.

1. Addition of the 8<sup>th</sup> grade
2. Relocation of Haas Hall Academy
3. Increase enrollment cap

In just our fourth (4<sup>th</sup>) year of operation, the collective hard work and dedication of all of our stakeholders, involved parents, engaged scholars and highly qualified faculty have given Haas Hall Academy national accolades. Haas Hall Academy was recently recognized by *U. S. News and World Report*, as "one of the best public high schools in the nation" and by *SchoolDigger.com* as the #1 public high school in Arkansas.

### Addition of the 8<sup>th</sup> grade

To ensure the future academic success of our scholars, Haas Hall Academy desires the opportunity to work with scholars one year prior to their educational backgrounds and subsequent grades before high school begins in 9<sup>th</sup> grade. It is our contention if we are able to work with scholars and provide them excellent academic habits and the level of rigor and expectation for our scholars in 9-12 grades, the transition will be that much easier for our scholars.

Haas Hall Academy is a school of choice. There are two excellent private schools of choice in the area, The New School and St. Joseph's Catholic School, that end in the 7<sup>th</sup> grade. Haas Hall Academy is viewed as a natural transition by many parents who have contacted me requesting the addition of the 8<sup>th</sup> grade.

#### Relocation of Haas Hall Academy

After 4 (four) years of operation, Haas Hall Academy has outgrown its current facility located in Washington County just west of the Farmington, AR city limits. It is our desire to relocate to an area with more accessibility, diversity, space and overall convenience for our current and potential scholar body via multiple major access roadways.

Haas Hall Academy is seeking to relocate to 2828 HWY 265 (Crossover Blvd) in Fayetteville, AR. The facility is located on a major north and south artery serving Northwest Arkansas. HWY 265 is:

**4.4 miles from HWY 412** (easy access from Siloam Springs, Springdale, Lowell, Rogers, Bentonville, Bethel Heights, Tontitown, Johnson)

**5.2 miles from HWY 45** (easy access from Goshen, Hindsville, Huntsville)

**8.1 miles from HWY 16** (easy access from Cane Hill, Farmington, Elkins, Winslow, West Fork, Greenland).

The facility is also extremely close to major points of academic interest:

2.2 miles from the **Botanical Gardens of the Ozarks**

6.1 miles from **The Jones Center for Families**

4.1 miles from the **University of Arkansas**

3.9 miles from the **Fayetteville Public Library**

3.1 miles from the **Walton Arts Center**

26.5 miles from **Crystal Bridges Museum of American Art**

6.7 miles from the **Shiloh Museum**

4.0 miles from the **Clinton House Museum**

7.2 miles from the **Arkansas Air Museum**

5.8 miles from the **Ozark Military Museum**

#### Increase enrollment cap

Our current cap is 120. We would like to increase our cap to 350, that we anticipate reaching in 2-4 years.

#### Curriculum

Haas Hall Academy is familiar with the state curriculum frameworks (<http://arkansased.org/teachers/frameworks.html>) and will align its curriculum to meet and many times exceed what is required of a public school in Arkansas. The planned curriculum is quite in alignment with the Smart Core curriculum grade 8 listed as item IX of the Standard for Accreditation of the Arkansas State Board of Education Revised November 2007.

It is the expectation of Haas Hall Academy that learning for all students will be enhanced through delivery of a written, aligned, coordinated and articulated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from classroom to classroom. The curriculum should reflect the best knowledge about the growth and development of learners, and the content requirements as set forth by the state, local, and national standards of the various content disciplines.

In consideration of the unique and special needs of students who attend the Haas Hall Academy, curriculum should also be developed within the culture and context of the community's desires to assure that our students have skills required to meet society's demands for a well-prepared and competitive citizenry for the 21<sup>st</sup> Century. In addition, the curriculum design should also enable each student to obtain an education appropriate to his or her diverse interests, ambitions, and abilities.

Curriculum development is an on-going process which includes the management, development, and delivery of curriculum. It is participatory in nature, involving vertical teams that include representation from the various stakeholders: faculty, head of school, lead faculty, students, parents, and/or community as appropriate, as well as writing teams that involve teachers, lead faculty, and content experts.

The curriculum is based on a core set of relevant, challenging student objectives that guide decisions about teaching and learning, and which are aligned vertically (8-12), horizontally (within an instructional level), and systemically (across classrooms).

Curriculum is developed to ensure that students have the opportunity to learn through the same core of significant objectives at a particular instructional level, from teacher to teacher and from school to school. The curriculum is accessible, manageable, user friendly, current, and reflects best practice in the field. The curriculum is assessed regularly at all levels: school, classroom, and individual student.

Haas Hall Academy's curriculum will be designed around the Arkansas Frameworks to ensure appropriate subject matter is being taught in each course. Haas Hall Academy's accelerated learning environment will utilize both grade level specific and advanced grade instructional materials.

#### Language Arts

##### •Grade Eight:

*Goal: All students must have the opportunities and resources to develop language skills that they will use to pursue life's goals and to participate as informed, productive members of society.*

- Objective One: Students will read a wide range of print and non-print materials that will allow them to better understand themselves, and of the cultures of the United States and the world.
- Objective Two: Students will acquire new information allowing them to respond to the needs and demands of society and the workplace.
- Objective Three: Students will read for personal fulfillment; among these materials are fiction and nonfiction, classic and contemporary works.
- Objective Four: Students will read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, and aesthetic) of human experience.
- Objective Five: Students will apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts.

- Objective Six: Students will draw on their prior experiences, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context and graphics).
- Objective Seven: Students will adjust their use of spoken, written, and visual language (e.g., conventions, style, and vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Objective Eight: Students will apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
- Objective Nine: Students will conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience.
- Objective Ten: Students will use a variety of technological and information resources (e.g., libraries, databases, computer networks, and video) to gather and synthesize information and to create and communicate knowledge.
- Objective Eleven: Students will develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.
- Objective Twelve: Students whose first language is not English will make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
- Objective Thirteen: Students will participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
- Objective Fourteen: Students will use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
- Objective Fifteen: Learn about careers in and related to language arts.

### Science

#### • Grade Eight:

*Goal: By the end of 8th grade all students will have an understanding of the abilities necessary to do scientific inquiry.*

- Objective One: Students will identify questions that can be answered through scientific investigations.
- Objective Two: Students will design and conduct a scientific investigation.
- Objective Three: Students will use appropriate tools and techniques to gather, analyze, and interpret data.
- Objective Four: Students will recognize and analyze alternative explanations and predictions.
- Objective Five: Students will communicate scientific procedures and explanations.
- Objective Six: Students will use mathematics in all aspects of scientific inquiry.
- Objective Seven: Learn about careers in and related to science.

### Computers and Technologies

#### •Grade Eight

*Goal: By the end of 8th grade all students will:*

- Objective One: Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
- Objective Two: Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.
- Objective Three: Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
- Objective Four: Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.
- Objective Five: Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.
- Objective Six: Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
- Objective Seven: Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.
- Objective Eight: Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
- Objective Nine: Demonstrate an understanding of concepts underlying hardware, software, and connectivity; and of practical applications to learning and problem solving.
- Objective Ten: Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.
- Objective Eleven: Learn about careers in and related to computer science and computer engineering.

Mathematics

•Grade Eight

*Goal: The mathematics program will foster the development of number and operation sense so that all students:*

- Objective One: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.
- Objective Two: Understand the meaning of operations and how they relate to each other.
- Objective Three: Use computational tools and strategies fluently and estimate appropriately.

*Goal: The mathematics program will include attention to patterns, functions, symbols, and models so that all students:*

- Objective One: Understand various types of patterns and functional relationships.
- Objective Two: Use symbolic forms to represent and analyze mathematical situations and structures.
- Objective Three: Use mathematical models and analyze change in both real and abstract contexts.

*Goal: The mathematics program will include attention to geometry and spatial sense so that all students:*

- Objective One: Analyze characteristics and properties of two- and three-dimensional geometric objects.
- Objective Two: Select and use different representational systems, including coordinate geometry and graph theory.
- Objective Three: Recognize the usefulness of transformations and symmetry in analyzing mathematical situations.
- Objective Four: Use visualization and spatial reasoning to solve problems both within and outside of mathematics.

*Goal: The mathematics program will include attention to measurement so that all students:*

- Objective One: Understand attributes, units, and systems of measurement.
- Objective Two: Apply a variety of techniques, tools, and formulas for determining measurements.

*Goal: The mathematics program will include attention to data analysis, statistics, and probability so that all students:*

- Objective One: Pose questions and collect, organize, and represent data to answer those questions.
- Objective Two: Interpret data using methods of exploratory data analysis.
- Objective Three: Develop and evaluate inferences, predictions, and arguments that are based on data.
- Objective Four: Understand and apply basic notions of chance and probability.

*Goal: The mathematics program will include attention to solving problems as part of understanding mathematics so that all students:*

- Objective One: Build new mathematical knowledge through their work with problems.
- Objective Two: Develop a disposition to formulate, represent, abstract, and generalize in situations within and outside mathematics.
- Objective Three: Apply a wide variety of strategies to solve problems and adapt the strategies to new situations.
- Objective Four: Monitor and reflect on their mathematical thinking in solving problems.

*Goal: The mathematics program will include attention to reason and construct proofs as part of understanding mathematics so that all students:*

- Objective One: Recognize reasoning and proof as essential and powerful parts of mathematics.
- Objective Two: Make and investigate mathematical conjectures.
- Objective Three: Develop and evaluate mathematical arguments and proofs.
- Objective Four: Select and use various types of reasoning and methods of proof as appropriate.

*Goal: The mathematics program will use communication to foster understanding of mathematics so that all students:*

- Objective One: Organize and consolidate their mathematical thinking to communicate with others.
- Objective Two: Express mathematical ideas coherently and clearly to peers, teachers, and others.
- Objective Three: Extend their mathematical knowledge by considering the thinking and strategies of others.
- Objective Four: Use the language of mathematics as a precise means of mathematical expression.

*Goal: The mathematics program will emphasize connections to foster understanding of mathematics so that all students:*

- Objective One: Recognize and use connections among different mathematical ideas.
- Objective Two: Understand how mathematical ideas build on one another to produce a coherent whole.
- Objective Three: Recognize, use, and learn about mathematics in contexts outside of mathematics.
- Objective Four: Learn about careers in and related to mathematics.

*Goal: The mathematics program will emphasize mathematical representations to foster understanding of mathematics so that all students:*

- Objective One: Create and use representations to organize, record, and communicate mathematical ideas.
- Objective Two: Develop a repertoire of mathematical representations that can be used purposefully, flexibly, and appropriately.
- Objective Three: Use representations to model and interpret physical, social, and mathematical phenomena.

#### Social Studies

##### •Grade Eight

*Goal: The social studies program will include experiences that provide for the study of culture and cultural diversity so that all students are able to:*

- Objective One: Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- Objective Two: Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- Objective Three: Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.
- Objective Four: Explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values and beliefs.
- Objective Five: Articulate the implications of cultural diversity, as well as cohesion, within and across groups.

*Goal: The social studies program will include experiences that provide for the study of the ways human beings view themselves in and over time.*

- Objective One: Demonstrate an understanding that different scholars may describe the same event or situation in different ways but must provide reasons or evidence for their views.
- Objective Two: Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- Objective Three: Identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others.
- Objective Four: Identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.
- Objective Five: Develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts.
- Objective Six: Use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision making about and action-taking on public issues.

*Goal: The social studies program will include experiences that provide for the study of people, places and environments so that all students:*

- Objective One: Elaborate mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size and shape.
- Objective Two: Create, interpret, use, and distinguish various representations of the earth, such as maps, globes and photographs.
- Objective Three: Use appropriate resources, data, sources and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs and maps.
- Objective Four: Estimate distance, calculate scale, and distinguish other geographic relationships such as population density and spatial distribution patterns.
- Objective Five: Locate and describe varying landforms and geographic features, such as mountains, plateaus, islands, rain forests, deserts, and oceans and explain their relationships within the ecosystem.
- Objective Six: Describe physical system changes such as seasons, climate and weather, and the water cycle and identify geographic patterns associated with them.
- Objective Seven: Describe how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers and the like.
- Objective Nine: Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas and ecosystem changes.
- Objective Ten: Describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national and global settings.

- Objective Eleven: Observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought.
- Objective Twelve: Propose, compare, and evaluate alternative uses of land and resources in communities, regions, nations and the world.

*Goal: The social studies program will include experiences that provide for the study of individual development and identity so that all students:*

- Objective One: Relate personal changes to social, cultural, and historical contexts; describe personal connections to place – as associated with community, nation, and world.
- Objective Two: Describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity.
- Objective Three: Relate such factors as physical endowment and capabilities, learning, motivation, personality, perception, and behavior to individual development.
- Objective Four: Identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives.
- Objective Five: Identify and describe the influence of perception, attitudes, values, and beliefs on personal identity.
- Objective Six: Identify and interpret examples of stereotyping, conformity, and altruism.
- Objective Seven: Work independently and cooperatively to accomplish goals.

*Goal: The social studies program will include experiences that provide for the study of interactions among individuals, groups, and institutions so that all students:*

- Objective One: Demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups
- Objective Two: Analyze group and institutional influences on people, events, and elements of culture;
- Objective Three: Describe the various forms institutions take and the interactions of people with institutions;
- Objective Four: Identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity;
- Objective Five: Identify and describe examples of tensions between belief systems and government policies and laws;
- Objective Six: Describe the role of institutions in furthering both continuity and change;
- Objective Seven: Apply knowledge of how groups and institutions work to meet individual needs and promote the common good.

*Goal: The social studies program will include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that all students:*

- Objective One: Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- Objective Two: Describe the purpose of government and how its powers are acquired, used, and justified.
- Objective Three: Analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.

- Objective Four: Describe the ways nations and organizations respond to forces of unity and diversity affecting order and security.
- Objective Five: Identify and describe the basic features of the political system in the United States, and identify representative leaders from various levels and branches of government.
- Objective Six: Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- Objective Seven: Describe and analyze the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- Objective Eight: Explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.
- Objective Nine: Give examples and explain how governments attempt to achieve their stated ideals at home and abroad.

*Goal: The social studies program will include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that all students:*

- Objective One: Give and explain examples of ways that economic systems structure choices about how goods and services are to be produced and distributed.
- Objective Two: Describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- Objective Three: Explain the difference between private and public goods and services.
- Objective Four: Describe a range of examples of the various institutions that make up economic systems such as households, business firms, banks, government agencies, labor unions, and corporations.
- Objective Five: Describe the role of specialization and exchange in the economic process.
- Objective Six: Plain and illustrate how values and beliefs influence different economic decisions.
- Objective Seven: Differentiate among various forms of exchange and money.
- Objective Eight: Compare basic economic systems according to who determines what is produced, distributed, and consumed.
- Objective Nine: Use economic concepts to help explain historical and current developments and issues in local, national, or global contexts.
- Objective Ten: Use economic reasoning to compare different proposals for dealing with a contemporary social issue such as unemployment, acid rain, or high quality education.

*Goal: The social studies program will include experiences that provide for the study of relationships among science, technology and society, so that all students:*

- Objective One: Examine and describe the influence of culture on scientific and technological choices and advancement, such as in transportation, medicine, and warfare.
- Objective Two: Show through specific examples how science and technology have changed people's perceptions of the social and natural world, such as in their relationship to the land, animal life, family life, and economic needs, wants, and security.
- Objective Three: Describe examples in which values, beliefs, and attitudes have been influenced by new scientific and technological knowledge, such as the invention of the

printing press, conceptions of the universe, applications of atomic energy, and genetic discoveries.

- Objective Four: Explain the need for laws and policies to govern scientific and technological applications, such as in the safety and well-being of workers and consumers and the regulation of utilities, radio, and television.
- Objective Five: Seek reasonable and ethical solutions to problems that arise when scientific advancements and social norms or values come into conflict.

*Goal: The social studies program will include experiences that provide for the study of global connections and interdependence, so that all students:*

- Objective One: Describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- Objective Two: Analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations.
- Objective Three: Describe and analyze the effects of changing technologies on the global community.
- Objective Four: Explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality.
- Objective Five: Describe and explain the relationships and tensions between national sovereignty and global interests, in such matters as territory, natural resources, trade, use of technology, and welfare of people.
- Objective Six: Demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights;
- Objective Seven: Identify and describe the roles of international and multinational organizations.

*Goal: The social studies program will include experiences provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that all students:*

- Objective One: Examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- Objective Two: Identify and interpret sources and examples of the rights and responsibilities of citizens.
- Objective Three: Locate, access, analyze, organize, and apply information about selected public issues – recognizing and explaining multiple points of view.
- Objective Four: Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- Objective Five: Explain and analyze various forms of citizen action that influence public policy decisions.
- Objective Six: Identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision making.
- Objective Seven: Analyze the influence of diverse forms of public opinion on the development of public policy and decision making.
- Objective Eight: Analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government.
- Objective Nine: Explain the relationship between policy statements and action plans used to address issues of public concern.
- Objective Ten: Examine strategies designed to strengthen the "common good," which consider a range of options for citizen action.
- Objective Eleven: Learn about careers in and related to social studies.

#### Foreign Languages

##### •Grade Eight

- Goal: The foreign languages program will include experiences that educate students to become linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad.
- Objective One: Students will engage in conversations, provide and obtain information, express feelings, emotions and exchange opinions.
- Objective Two: Students will understand and interpret written and spoken language on a variety of topics.
- Objective Three: Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Objective Four: Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Objective Five: Students will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- Objective Six: Students will reinforce and further their knowledge of other disciplines through the foreign language.
- Objective Seven: Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Objective Eight: Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.

- Objective Nine: Students will demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- Objective Ten: Students will use the language both within and beyond the school setting.
- Objective Eleven: Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.
- Objective Twelve: Learn about careers in and related to foreign languages.

#### Arts

##### •Grade Eight

- Goal: By the end of 8th grade all students will:
- Objective One: Perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations
- Objective Two: Apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
- Objective Three: Analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.
- Objective Four: Analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.
- Objective Five: Apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills.
- Objective Six: Learn about careers in and related to the visual arts.

May 29, 2008

Ms. Victoria Wilson  
Friends of Humphrey School  
School of Excellence  
P.O. Box 148  
Humphrey, AR 72073

Re: Notice of State Board Meeting

Dear Ms. Wilson:

This letter is to inform you that your request for a hearing regarding School of Excellence will be considered at the State Board of Education's meeting on June 9, 2008. 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, AR.

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 request.

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

Sincerely,



Dr. Mary Ann D. Brown  
Program Director, Charter Schools

MB/ms

c/c: Dr. Diana Julian, Deputy Commissioner  
Scott Smith, General Counsel

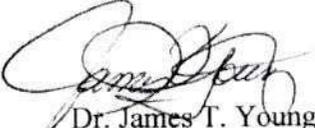
School of Excellence  
P.O. Box 148  
Humphrey, AR 72073

May 22, 2008

To: Arkansas State Board of Education

We are requesting an approval for a change in our application regarding facilities. Our original application stated that MSpaceHoldings had agreed to lease School of Excellence an 8 classroom, 8,280 square foot building at \$5,000/month for 120 months. Originally MSpaceHoldings agreed to put shipping and handling costs and site preparation costs into the lease payments. After our charter was approved, we notified David Wahl that he could begin construction of our facility and we expected delivery by June 15 2008. David informed us that in October that they had changed banks for their leases and therefore, we would have to requalify for the lease. We completed the paper work, but unfortunately the the bank leasor denied our old agreements and insisted upon having \$60,000 down and School of Excellence pay shipping and handling plus site costs. This was out of our budget and we began checking with other leasing companies and even private investors. The leasing companies were requesting too much upfront costs due to the recent home mortgage crisis. Finally, we found a company, Ramtech Building Systems, that had their own in-house leasing and had premade buildings. In addition, set up and site costs will be added into the lease. We also found a charter credit enhancement company, Building Hope, that was willing to do a lease guarantee. Ramtech Buildings can guarantee delivery to site by the end of June and walk through finished by July 1, 2008. The monthly lease cost is less (\$3588/month) and we will contract for 36 months.

Sincerely,

  
Dr. James T. Young  
School Director



Victoria Wilson  
President Friends of Humphrey School

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

Lessor (Owner): RamTech Building Systems

Lessee (Tenant): School of Excellence

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

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

New construction

Premises: 703 N. Division Humphrey, AR  
address

4,608  
square footage

Terms of Lease: 36 months

Rental Amount: \$129,150.00 excluding any applicable taxes

Contingency: The terms of this agreement are contingent upon  
School of Excellence (sponsoring entity)  
receiving a charter to operate an open-enrollment public  
charter school from the State Board of Education  
by August of 2008.

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

Lessee:  
RamTech Leasing LTD  
By Gary White  
Date 5-28-08

Lessor:  
School of Excellence  
By Victoria Wilson  
Date May 27, 2008



AMERICA'S LEADER IN  
**DESIGN-BUILD**  
MODULAR  
CONSTRUCTION

April 23, 2008

Via e-mail: [purpleroses@yahoo.com](mailto:purpleroses@yahoo.com)

Ms. Tina Anderson  
Humphrey School of Excellence  
Humphrey, AR

Re: Pricing Proposal Portable Classroom Building

Ms. Anderson:

Ramtech appreciates your interest and the opportunity to provide you with a pricing proposal for portable classroom buildings. Pricing is based on the attached floor plans and specifications or similar.

**Purchase 24'x64' double classroom building:**  
(Cost includes delivery and installation)

Building without restrooms: \$ 48,300.00 each

Building with restrooms: \$ 52,530.00 each

**Lease 24'x64' double classroom building:**

Building without restrooms:

12 month lease: \$ 1,000.00 per mo. per bldg.

24 month lease: \$ 950.00 per mo. per bldg.

36 month lease: \$ 870.00 per mo. per bldg.

Building with restrooms:

12 month lease: \$ 1,100.00 per mo. per bldg.

24 month lease: \$ 1,000.00 per mo. per bldg.

36 month lease: \$ 950.00 per mo. per bldg.

Page 2 of 3 – Pricing Proposal Portable Classroom Buildings

**One Time Costs:**

Deliver and installation: \$ 10,310.00 per bldg.

Dismantle and removal: \$ 8,850.00 per bldg.

**Optional:**

Landing and ramp assembly: \$ 3,950.00 per assembly

**Pricing Includes:**

- Delivery & Installation – Humphrey, AR
- C.M.U. block pad on grade foundation
- Auger type tie-downs (additional cost will be incurred for buildings set on concrete or asphalt due to anchoring requirements)
- Skirting to grade on all sides
- Arkansas Architect or P.E. sealed drawings (if required)

**Pricing does not include:**

- Site preparation (including grading, compaction or demolition, landscaping or irrigation)
- Building permits (Any fees charged by the city or county agencies for the movement of mobile office or modular buildings over local roads are considered as part of the local building permit cost.)
- Canopies
- Entry assemblies (quoted as an option)
- Disconnection of utilities or removal of landing/ramp assemblies at end of lease period
- Fire alarm/sprinkler system
- Performance and payment bond
- Permanent foundation
- Plumbing manifold (building with restrooms)
- Poured concrete
- Ramtech's Builders Risk Insurance excludes flood coverage in Flood Zones A, V, or D as defined by FEMA
- Taxes if applicable
- Utility extension/connections
- Wind certification (if required by Owner's insurance provider)
- The scope of this design does not include accessibility elements required for the site. It is the owner's responsibility to have these designs developed and to make submittal as required.



AMERICA'S LEADER IN

DESIGN-BUILD

MODULAR  
CONSTRUCTION

Page 3 of 3 – Pricing Proposal Portable Classroom Buildings

I will contact you to discuss any questions you might have or please feel free to contact me via email at [squeen@ramtechgroup.com](mailto:squeen@ramtechgroup.com) or by calling 800-568-9376 ext. 145.

Sincerely,  
Sabrina Queen  
Education Representative

Note: Pricing is based on availability.  
First and last months lease payment along with delivery- installation, dismantle and removal, landing and ramp assembly cost due at time of lease execution.

**RAMTECH**  
1400 US HIGHWAY 287 S  
MANSFIELD, TX 76063  
817-473-9376

**CONTRACT**

NO: \_\_\_\_\_

**RENTAL/LEASE AGREEMENT**

Lessee: \_\_\_\_\_ Phone #: \_\_\_\_\_

Address: \_\_\_\_\_ County: \_\_\_\_\_

RAMTECH hereby leases to Lessee the following property upon the terms written below.

Type of Property	Year	Size	Stock No.	Serial No.
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Billing Authority: \_\_\_\_\_ Customer P.O.: \_\_\_\_\_ Job #: \_\_\_\_\_

Delivery Address: \_\_\_\_\_

Project Name: \_\_\_\_\_ Project Owner: \_\_\_\_\_

Guaranteed Lease Term \_\_\_\_\_ months. Delivery Date: \_\_\_\_\_

From _____ to _____	Initial Payment Due on Execution of Lease (includes applicable taxes)
Rental Rate \$ _____	First Month's Rent \$ _____
State Tax \$ _____	Security Deposit \$ _____
Total Monthly Rent \$ _____	Additional Charges at Inception \$ _____
	Total \$ _____

**ADDITIONAL CHARGES AT INCEPTION:**

Delivery	\$ _____
Installation	\$ _____
Special Charges _____	\$ _____
_____	\$ _____
_____	\$ _____
State Tax	\$ _____
TOTAL ADDITIONAL CHARGES	\$ _____

**CHARGES AT TERMINATION:**

Dismantle	\$ _____
Return Delivery	\$ _____
Special Charges _____	\$ _____
_____	\$ _____
_____	\$ _____
State Tax	\$ _____
TOTAL CHARGE AT TERMINATION	\$ _____

**SPECIAL PROVISIONS**

Lessee, at its expense, will obtain and keep in force fire and extended coverage, vandalism and malicious mischief. Insurance covering said property in the amount of \$ \_\_\_\_\_ with a loss payable clause protecting Lessor as its interest may appear. A copy of the insurance certificate shall be mailed to Lessor at the inception of the agreement. Lessee will also indemnify Lessor with respect to all liability in accordance with the provisions of paragraph 14 on the reverse side hereof. Lessee may renew this agreement for an additional period of \_\_\_ months at the Lessor's then current rate per month, by giving written notice of renewal to **RAMTECH**, not less than 30 days before the expiration of the term of this lease. Each and every month, Lessee shall pay to **RAMTECH**, monthly in advance the rental shown above, at **RAMTECH'S** remittance address as shown on the invoice. This Agreement includes the general terms and conditions on the reverse side hereof and is the entire agreement between the parties. There are no warranties which extend beyond the description contained in this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement on the date set opposite their respective signatures.

Lessee: \_\_\_\_\_

Lessor: \_\_\_\_\_

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## GENERAL TERMS AND CONDITIONS

1. RETURN OF EQUIPMENT - On termination of this Lease, The leased equipment shall be returned to Lessor in the same condition as when delivered to Lessee, fair wear and tear expected.
2. LESSEE'S POSSESSION ON TERMINATION - If Lessee retains possession of the leased property beyond the expiration date without giving proper written notice of renewal, Lessor shall have the option of (a) taking possession of said property at any time without notice or (b) deeming this Agreement renewed as a month to month tenancy upon the same terms and conditions as this lease, except that the rental shall be at the Lessor's then current rate.
3. LOCATION OF LEASED EQUIPMENT- The leased equipment shall remain at the delivery site until the termination of this lease, at which time Lessor shall pickup the leased equipment. The leased equipment shall not be moved without Lessor's prior written consent.
4. ASSIGNMENT BY LESSOR-Lessor may assign this lease, or the sums due and to become due from Lessee and upon written notice thereof Lessee shall recognize such assignment. All amounts payable to lessor or its assignee, shall not be subject to any abatement whatsoever or subject to any defense, setoff, counterclaim, or recoupment by any reason including any damage to or loss or destruction of the leased equipment, or by reason of any interruption from any cause whatever in the use, possession, or operation of said leased equipment. No assignment shall release Lessor of his obligations to Lessee hereunder, and no assignment of Lessor shall be obligated to perform any of Lessor's duties or covenants hereunder.
5. INSURANCE-Lessee, at its expense, will obtain and keep in force a policy of "special cause of loss" property insurance covering the leased equipment, in the amount stated in the Special Provisions paragraph above in this Lease, with a loss payable clause protecting Lessor as its interests may appear.
6. ACCESS AND SITE-Lessee shall provide free and clear access for delivery and return of leased equipment by standard mobile transport vehicles. Lessee shall provide firm and level ground on no more than a six inch slope from one end to the other for safe installation of the leased equipment. Site selection is the sole responsibility of Lessee and Lessor shall have no liability for determining the adequacy of any site or the "setup" of the leased equipment where the site or environment impose abnormal conditions. Further, Lessee shall be responsible for any "tie down" bracing required by code or conditions. Lessee shall be responsible for obtaining any permits required to install and operate the equipment at any site.
7. SERVICES-Lessee shall provide at Lessee's expense adequate electrical power, water and other utilities services with proper connection to the leased equipment.
8. DELIVERY BY LESSOR-Lessor shall not be liable to Lessee for any failure or delay in obtaining the leased equipment or making delivery thereof. By taking delivery thereof Lessee acknowledges that the leased equipment is in good operating order, repair, working condition and is fit for the purpose for which it is leased.
9. TAXES, FEES AND EXPENSES-In addition to the rental payments provided for herein, Lessee shall pay all costs, expenses, fees and charges incurred in connection with the leased equipment, the use and operation thereof during the term hereof, tolls, fines, servicing costs, sales taxes, use taxes, personal or real property taxes and other ad valorem taxes, and all assessments and other governmental charges whatsoever and by whomsoever payable on said leased equipment or on the use, ownership, possession, rental, shipment, transportation, delivery or operation thereof. However, lessor shall pay licensing and registration fees and federal or state net income taxes against Lessor on or measured by rentals payable hereunder or the net income therefrom. Lessee shall reimburse Lessor upon demand for the full amount of any costs, expenses, taxes, fees or other charges paid by lessor which constitute an obligation of Lessee hereunder.
10. LAWFUL USE, ASSIGNMENT, AND SUBLETTING- Lessee shall use or permit the use of the leased equipment only for lawful purposes and shall keep it at the location provided hereinabove during the term of this lease. The leased equipment shall be at all times used and operated in compliance with all laws of any jurisdiction in which it is located. Lessee shall not assign, transfer, sublet, or in anyway assign its rights hereunder, and shall not pledge, permit to be liened, mortgage, hypothecate, or otherwise encumber or charge its rights or interest hereunder.
11. MAINTENANCE, DAMAGE AND DESTRUCTION- Except as specifically otherwise provided in this paragraph, Lessee shall at lessee's own expense at all times keep the equipment in good and efficient working order, condition and repair and shall keep and maintain thereon such identification of ownership as Lessor may require. Lessor will maintain and make any repairs required from normal use to the roof, doors, windows, light fixtures, heating, ventilating and air conditioning systems, except that Lessee shall replace heating, ventilating and air conditioning filters and burned out lamps as required, and pay for any damage caused by Lessee. Lessee shall bear the risk of damage, theft or destruction of the leased equipment from every cause, and shall make all replacements, repairs or substitution of parts of equipment thereon at its expense, all of which shall constitute an accession to the leased equipment. If Lessee does not adequately maintain the equipment or adequately repair any damage for which Lessee is responsible, Lessor shall have the option to perform the maintenance or repair at Lessee's expense. Any damage caused by negligence of Lessor will be repaired at the expense of Lessor. Lessee shall at its expense provide adequate janitorial service to keep the leased equipment in good condition, fair wear and tear excepted.
12. INSPECTION BY LESSOR-Lessor may inspect the leased equipment at any reasonable time, subject to security regulation of any agency of the United States, and shall have the right to post any notice of non-responsibility or any other notice protecting its interest.

13. ACCIDENTS AND CLAIMS-Lessee shall within 24 hours after any casualty involving the leased equipment notify Lessor by telephone, and within 48 hours notify Lessor in writing. Said report shall state the time, place, nature of the event, the damage sustained, the names and addresses persons involved, persons injured and witnesses, and any other information relating to said event and it shall promptly forward to Lessor all correspondence, notices, or documents received in connection with any claim or demand relating to the leased equipment or its operation, and shall aid in the investigation and defense of all such claims and demands. Nothing herein shall be deemed to modify the provisions of paragraph 14, in which Lessee holds Lessor harmless and indemnifies Lessor against all these matters, and Lessor shall have no responsibility to take any action whatever in the event of such casualty.

14. NON-LIABILITY OF LESSOR AND INDEMNIFICATION-Unless caused by Lessor's negligence, Lessor shall not be liable to Lessee for any loss, damage, or expense of any kind or nature caused directly or indirectly by the leased equipment or by the use, maintenance, operation, handling or storage hereof, or for the loss of Lessee's business or damages whatsoever or however caused. Lessee does hereby indemnify Lessor and hold Lessor, its agents and employees harmless of and from any and all losses, damages, claims, demands, or liability of any kind or nature whatsoever, including legal expenses and attorney's fees arising from the use, condition or operation of the leased equipment.

15. DEFAULT-If Lessee shall default in the payment of any installment of rent or any other amount payable hereunder by Lessee, or if Lessee fails to comply with any other of the terms, covenants, or conditions herein on its part to be kept or performed, or if Lessee or its creditors files, for relief under any bankruptcy or similar law for the relief of debtors, or if Lessee shall make any assignment for the benefit of creditors, or if a receiver be appointed to take possession of any of the assets of Lessee, then and in that event Lessor may at its option terminate Lessee's right to possession of the leased equipment by giving written notice to Lessee. The leased equipment and any rights of Lessee therein shall there upon be surrendered to Lessor and Lessor may take possession thereof and is hereby authorized by Lessee to enter upon any premises of Lessee without notice for the purpose of taking possession of the leased equipment. Lessor shall retain all rents and any other amounts paid by Lessee hereunder. Repossession by Lessor or the surrender of the leased equipment to Lessor shall not affect the right of Lessor to recover from Lessee any and all damages which Lessor shall have sustained by reason of the breach of any of the covenants, terms, or conditions thereof. Lessee shall continue to be responsible for the rental payments provided for herein for the remainder of the term of the Lease and for the payment of any other amounts to be made by it hereunder. Lessor may (a) relet the leased equipment or any portion thereof for such periods, at such rental amounts as it deems advisable, and after deducting its costs and expenses in such reletting, may apply any net proceeds received therefrom to the amounts payable by Lessee hereunder, or (b) sell the leased equipment or any portion thereof, and after deducting its costs and expenses in connection with said sales or sales, apply the net proceeds thereof to the amounts payable by Lessee hereunder, and Lessee shall pay any deficiency as determined by the amount the net proceeds of said sale or reletting is less than the amount to be paid by Lessee hereunder, or (c) cancel and terminate the lease. In addition to any other remedies provided for herein, Lessor may recover from Lessee the worth and charge equivalent to rent reserved herein for the remainder of the term of the lease over the then reasonable rental value of the leased equipment for the remainder of the stated term and Lessor shall have all other remedies in its favor existing in law, equity, or bankruptcy, and the remedies herein shall be deemed to be cumulative and not exclusive.

16. ASSIGNMENT-Lessee agrees that nothing contained in this agreement shall prohibit the Lessor, its assigns and/or successor from selling, assigning and /or transferring all of its right, title and interest in and to the Rental Lease Agreement, the property described therein and all monies to become due thereunder.

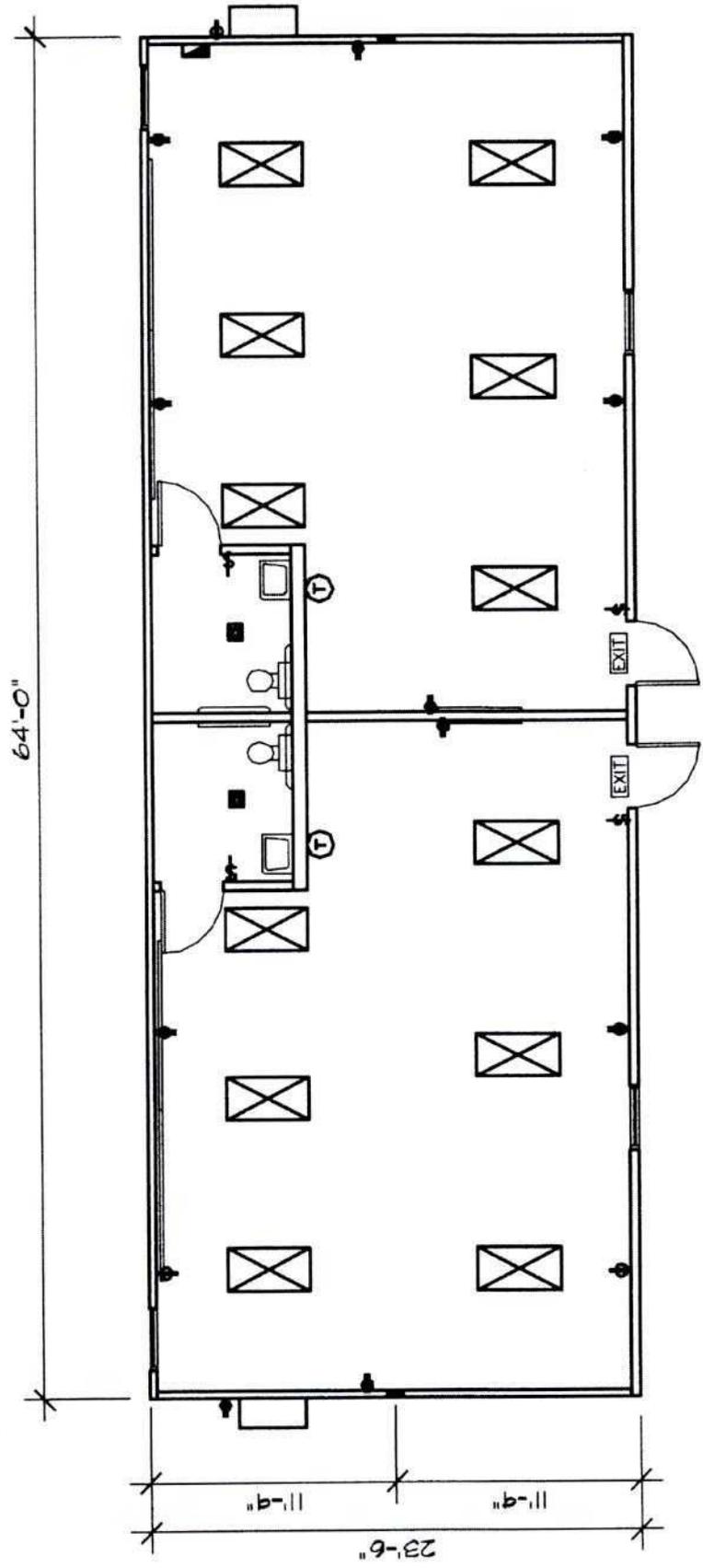
17. ATTORNEY'S FEES AND COSTS-In the event Lessee shall default hereunder, Lessor shall be entitled to recover from Lessee, in addition to all other items of damages, all costs and expenses, including court costs and reasonable attorney's fees in the event a suit is filed by Lessor to enforce its rights and remedies hereunder.

18. MISCELLANEOUS-Time is of the essence regarding this Lease. This Lease shall be construed and interpreted under the laws of the State of Texas and may be signed in any number of counterparts and each shall constitute a duplicate original. The parties agree to execute, or if required, acknowledge such further counterparts hereof or any other documents as may be necessary to comply with the provision of any other documents as maybe necessary to comply with the provisions of any applicable law at any time in force which requires the recording or filing of this lease or a copy thereof in any public office of the United States or any state or political subdivision, and Lessee agrees to pay the fees or charges imposed by law for any such mandatory filing or recording as well as the amount of any stamps or documentary taxes, federal or state, levied or assessed on the Lease. This relationship between parties hereto is that of Lessor and Lessee and Lessee's only interest herein is as a Lessee. The leased equipment shall remain personal property regardless of its use or manner of attachment to realty.

19. NOTICES-All notices required under the term and provisions of the Lease shall be in writing and such notices shall become effective when deposited in the United States mail, with proper postage prepaid, addressed to the parties at such respective addresses appearing herein, or at such other addresses either party may from time to time notify the other in writing.

20. INTEREST-Should Lessee fail to pay any part of the rents herein reserved or any other sum required by Lessee to be paid to Lessor, Lessee shall pay unto Lessor interest on such delinquent payment from the date thereof until paid a maximum rate permitted by law.

*H/22184  
4/12/24  
1504*



**FLOOR PLAN**

- ☒ 2x4 CEILING MT. FLUORESCENT LIGHT
- ☒ 24x24 CEILING MT. ADJ. SUPPLY AIR DIFFUSER
- ☒ 24x24 CEILING MT. RETURN AIR GRILLE
- ☒ 24x24 CEILING MT. LIGHT/EXHAUST FAN
- ☒ 110V DUPLEX RECEPTACLE @ 15'A.F.F.
- ☒ 110V GFI DUPLEX RECEPT. @ 15'A.F.F.
- ☒ SINGLE POLE SWITCH @ 48'A.F.F.
- ☒ PROGRAMMABLE THERMOSTAT @ 54'A.F.F.
- ☒ CEILING MT. LIGHT/EXHAUST FAN
- ☒ CEILING MT. 24x24 RETURN AIR GRILLE
- ☒ PROGRAMMABLE THERMOSTAT @ 54'A.F.F.

**BID SPECIFICATIONS (OPERATING LEASE ONLY)**  
**Buy BOARD – CONTRACT PERIOD 2007-2010**  
**PORTABLE DOUBLE CLASSROOM WITH AND WITHOUT RESTROOMS**  
**23'-6" x 64'-0"**  
**VARIOUS SITES WITHIN 600 MILES OF ORIGIN**

**1.0 FRAME**

- 1.1 **TYPE:** Outrigger.
- 1.2 **BEAM:** M12x11.8# I-beam.
- 1.3 **OUTRIGGER:** 14 ga. formed steel @ 48" o.c.
- 1.4 **CROSSMEMBER:** 14 ga. formed steel @ 48" o.c.
- 1.5 **HEADERS:** Tapered steel installed on front only.
- 1.6 **HITCH:** Demountable with 2-5/16" coupler and elevating jack.
- 1.7 **AXLES:** Four 5000# with electric brakes on 2 axles.
- 1.8 **TIRES:** 8:00 x 14.5 10 ply rated.
- 1.9 **PAINT:** Black asphalt on entire assembly less axles.

**2.0 FLOOR**

- 2.1 **BOTTOM BOARD:** .040 one piece rolled type asphalt.
- 2.2 **INSULATION:** R-11 (3-1/2") Kraft faced fiberglass batts.
- 2.3 **JOISTS:** 2x6 #2 yellow pine installed transverse @ 16" o.c.
- 2.4 **PERIMETER RAILS:** Treated double 2x6 #2 SYP mating lines only.  
Remainder of the perimeter shall have treated single 2x6 #2 SYP.
- 2.5 **DECKING:** Single layer 3/4" tongue and groove plywood or 3/4" AdvenTech installed perpendicular to floor joists.  
Floor decking shall be installed flush with mateline; no hold back required.
- 2.6 **COVERING:** 1/8" Vinyl composition tile shall be plant installed throughout the entire building. Tile shall be Congoleum CH-17 or equal.  
  
4" Aluminum seam binder shall be shipped loose for site installation at mateline floor seam.

**3.0 EXTERIOR WALLS**

- 3.1 **TYPE:** IBC framing.
- 3.2 **STUDS:** 2x4 #2 SYP or SPF @ 16" o.c. SYP shall be used for load bearing walls and columns.
- 3.3 **BOTTOM PLATE:** Single 2x4 #2 SYP or SPF.
- 3.4 **TOP PLATE:** Double 2x4 #2 SYP or SPF.
- 3.5 **HEADERS:** Double 2x4 #2 SYP or SPF on edge with 1/2" CDX plywood filler.
- 3.6 **SILLS:** Flat 2x4 #2 SYP or SPF.

**BID SPECIFICATIONS (OPERATING LEASE ONLY)**  
**Buy BOARD – CONTRACT PERIOD 2007-2010**  
**PORTABLE DOUBLE CLASSROOM WITH AND WITHOUT RESTROOMS**  
**23'-6" x 64'-0"**  
**VARIOUS SITES WITHIN 600 MILES OF ORIGIN**

- 3.7 **WALL HEIGHT:** Minimum 8'- 1 -1/2", refer to prints.
- 3.8 **INTERIOR FINISH:** 5/8" Type "X" Vinyl covered gypsum wall board. VCG shall be Ruff Stuff Frost or equal.
- 3.9 **INSULATION:** R-11 (3-1/2") Un-faced fiberglass batts to roof.
- 3.10 **SHEATHING:** 7/16" OSB or 3/8" plywood sheathing installed full height entire exterior wall.  
  
15# Felt shall be installed full height entire exterior wall over the plywood sheathing
- 3.11 **SIDING:** 26 Gauge, high rib commercial steel siding with "R panel" profile and baked enamel finish. Color shall be: Light Stone.
- 3.12 **TRIM:** 26 gauge "Z" bottom trim. Color to be Light Stone.  
26 gauge "J" trim around window & doors. Color to be Light Stone.
- 3.13 **FASCIA:** 6" 26 gauge steel fascia/rake trim around entire building. Color to be Caribbean Blue.
- 3.14 **TIE DOWNS:** Hurricane straps and earth anchors – see plans.
- 3.15 **SKIRTING:** Same material as used for exterior siding installed to grade with perforated venting panels and crawl space access panel.
- 3.16 **NOTE:** 26 gauge steel siding to be installed to the bottom of the floor. Bottom of the "Z" trim shall be installed flush with the bottom of the 2x6 floor joist.

**4.0 INTERIOR WALLS**

- 4.1 **STUDS:** 2x4 stud grade SYP or SPF @ 16" o.c. (Refer to prints for sizing and spacing of plumbing wall.) SYP shall be used for load bearing walls and columns.
- 4.2 **BOTTOM PLATE:** Single 2x4 #2 SYP or SPF.
- 4.3 **TOP PLATE:** Double 2x4 #2 SYP or SPF.
- 4.4 **HEADERS:** Double 2x4 #2 SYP or SPF on edge with 1/2" CDX plywood filler.
- 4.5 **WALL HEIGHT:** Minimum 8'-1/2", refer to prints.
- 4.6 **INTERIOR FINISH:** 5/8" Type "X" Vinyl covered gypsum wall board. VCG shall be Ruff Stuff Frost or equal.  
  
The wall directly opposite the water closets and lavatories shall receive VCG as described above. The three remaining walls in each restroom shall receive full height Class "C" FRP (fiberglass reinforced panels) installed over 5/8" type "X" moisture resistant gypsum. FRP shall be white.  
**Building with Restrooms only.**
- 4.7 **INSULATION:** R-11 (3-1/2") unfaced fiberglass batts full height all interior walls.

**BID SPECIFICATIONS (OPERATING LEASE ONLY)**  
**Buy BOARD – CONTRACT PERIOD 2007-2010**  
**PORTABLE DOUBLE CLASSROOM WITH AND WITHOUT RESTROOMS**  
**23'-6" x 64'-0"**  
**VARIOUS SITES WITHIN 600 MILES OF ORIGIN**

**5.0 MOULDING**

- 5.1 BASE:** 4" Vinyl cove base throughout. Color shall be Dark Brown. Base shall be plant installed.
- 5.2 VERTICAL:** 1-1/2" Pre-finished vinyl wrapped nail on battens on all seams.
- 5.3 WINDOWS:** 1-1/2" Pre-finished white waterfall. The jambs of all windows shall be finished the same as the walls.

**6.0 ROOF**

- 6.1 RAFTERS:** 2x6 #2 yellow pine installed @ 24" o.c. Rafters to be installed so as to provide a minimum 2 IN 12 pitch.
- 6.2 RIDGE GIRDER:** Pre-engineered single 3-1/2" wood girder each side of the mate line. Bottom of girders shall be furred to accommodate ceiling installation.
- 6.3 BRIDGING:** 1-1/2" steel angle installed @ 8' o.c. from truss to rafter.
- 6.4 CEILING:** 2' x 4' x 5/8" Acoustical mineral fiber in suspended T-grid system. Ceiling tiles shall be Armstrong #1729 or equal. Ceiling shall be installed at the factory.  
  
The ceiling tile and grid shall be installed independent in each modular section with a white melamine cap site installed at the mateline seam. Melamine cap shall be shipped loose.
- 6.5 CEILING HEIGHT:** The finished ceiling height throughout the building is 7'-10".
- 6.6 INSULATION:** R-19 (6") Un-faced fiberglass batts installed between the rafters. Insulation shall be held in place by the use of nylon/plastic netting.
- 6.7 SHEATHING:** 7/16" OSB or 1/2" CDX plywood installed perpendicular to the roof joists.
- 6.8 ROOFING:** 29 Gauge, high rib commercial steel roofing panels with R-profile and Galvalume finish, installed over one layer of 15# felt.
- 6.9 ROOF VENTS:** Barometric relief dampers installed as indicated on plans.

**7.0 EXTERIOR DOORS**

- 7.1 DOORS:** 1-3/4" x 36" x 80", 18 Gauge hollow core commercial steel.
- 7.2 FRAMES:** Steel doors shall be equipped with 16-gauge knockdown commercial steel frames.
- 7.3 LOCKSET/HARDWARE:** All exterior doors will be equipped with a keyed panic hardware with exterior lever handle pull; "Tell" or equal.

**BID SPECIFICATIONS (OPERATING LEASE ONLY)**  
**Buy BOARD – CONTRACT PERIOD 2007-2010**  
**PORTABLE DOUBLE CLASSROOM WITH AND WITHOUT RESTROOMS**  
**23'-6" x 64'-0"**  
**VARIOUS SITES WITHIN 600 MILES OF ORIGIN**

**7.4 CLOSER:** A heavy duty closer will be provided on all exterior doors; "Tell" or equal.

**7.5 FINISH:** The interior and exterior side of the doors and frames will be painted Caribbean Blue.

**8.0 INTERIOR DOORS** **With Restroom Option**

**8.1 DOORS:** 1-3/4" X 36" X 80", Pre-finished solid core wood; Jeld-Wen Imperial Oak or equal.

**8.2 FRAMES:** All interior doors shall be set in pre-finished 20 ga. commercial steel frames with baked enamel finish; "Timely" or equal. Color shall be: Brown.

**8.3 HARDWARE:** All interior doors shall be equipped with 1-1/2 Pr. 4-1/2"x4-1/2"mortise hinges US 26D Finish.

**8.4 LATCHSETS:** Restroom doors shall have lever handle latch with privacy function; "Tell" or equal.

**9.0 WINDOWS**

**9.1 TYPE:** (4) 36"x60" Egress type, Aluminum vertical slider with single clear glass, mill finish frames and insect screens.

**10.0 ELECTRICAL**

**10.1 SERVICE:** 120/240v, single phase, 3W, 60hz.

**10.2 MAIN DISTRIBUTION PANEL:** 1 phase, indoor, flush mount with 200 AMP main breaker.

**10.3 ENTRANCE:** 2" EMT conduit stubbed through exterior wall.

**10.4 RACEWAY:** Minimum #12 AWG type THHN copper wire in concealed MC cable or ENT (electric non-metallic tubing) conduit.

**10.5 LIGHTS:** 2'x4', 120v, four tube, recessed, fluorescent light with acrylic diffuser. Lights shall be equipped with T-8 lamps and electronic ballasts. Lights shall be plant wired and secured to the roof joists for shipment to the job site.

**10.6 RESTROOM LIGHTS:** 60 Watt incandescent light/fan combination installed in each restroom. **Building with Restrooms only.**

**10.7 RECEPTACLES:** 120v white duplex grounding type with matching plastic cover.

**10.8 SWITCHES:** 120v 20 AMP toggle type commercial specification grade. Device and cover shall be white in color.

**BID SPECIFICATIONS (OPERATING LEASE ONLY)**  
**Buy BOARD – CONTRACT PERIOD 2007-2010**  
**PORTABLE DOUBLE CLASSROOM WITH AND WITHOUT RESTROOMS**  
**23'-6" x 64'-0"**  
**VARIOUS SITES WITHIN 600 MILES OF ORIGIN**

- 10.9 EXIT LIGHTS:** 110v illuminated exit signs with battery backup. (Plant installed)
- 11.0 PLUMBING** **Building with Restrooms only.**
- 11.1 WATERLINES:** Water supply lines shall be CPVC or PEX with appropriate fittings. All fixtures shall be provided with shut-off valves.
- 11.2 WASTELINES:** **PVC-DWV-SCH-40 drain, waste and vent lines.**
- 11.3 WATERHEATER:** (1) EEMAX SP2412 120 volt/2.4KW instantaneous water heater.
- 11.4 WATER CLOSET:** White vitreous china tank type with open front seat and elongated bowl. Water closets shall be installed to meet TAS requirements.
- 11.5 LAVATORIES:** Vitreous china wall hung with 4" washerless centerset. Lavatories shall be installed to meet TAS requirements.
- 11.6 ACCESSORIES:** Single roll toilet paper holder at each water closet.  
 S.S. grab bars at each water closet in each restroom.  
 18"X36" metal edged mirror over each lavatory.
- 12.0 H.V.A.C.**
- 12.1 COOLING:** (2) 36,000 B.T.U. 240v 1 phase wall hung H.V.A.C. system with fresh air intake damper. Bard or equal.
- 12.2 HEATING:** 10kw 240v electric resistance heat strip in each air conditioner.
- 12.3 SUPPLY:** Through a wall mounted grill located at each H.V.A.C. unit.
- 12.4 RETURN AIR:** Through a wall mounted grill located at the unit.
- 12.5 THERMOSTAT:** (1) Programmable thermostat shall be provided for each HVAC unit, Luxpro PSP511 or equal.
- 12.6 EXHAUST FANS:** (1) Combination 80 cfm exhaust fan/light in each restroom. **Building with Restrooms only.**
- 13.0 FURNISHINGS**
- 13.1 TACKBOARDS:** Each classroom shall be equipped with (1) 4'-0" x 4'-0" Claridge #844F or equal, tack board with heavy duty satin finish aluminum frames. (To be plant installed.)
- 13.2 MARKERBOARDS:** Each classroom will be equipped with (2) 4'-0" x 8'-0" Claridge #MLC or equal, 2048 white marker boards with heavy duty satin finished anodized aluminum frames and troughs. (To be plant installed)

**BID SPECIFICATIONS (OPERATING LEASE ONLY)**  
**Buy BOARD – CONTRACT PERIOD 2007-2010**  
**PORTABLE DOUBLE CLASSROOM WITH AND WITHOUT RESTROOMS**  
**23'-6" x 64'-0"**  
**VARIOUS SITES WITHIN 600 MILES OF ORIGIN**

**14.0 DESIGN CRITERIA**

- 14.1 FLOORS:** The floor systems shall be constructed to accommodate a live load of 50lb/sft in addition to the dead loads.
- 14.2 WALLS:** The exterior walls shall be framed, braced and secured in accordance with the requirements of the IBC, based on 130 mile per hour wind loads, 3 second gust (subject to change based on differing local codes of the building installation site).
- 14.3 ROOFS:** All structural components of the roof system shall be designed and erected to span their respective areas and carry a live load of 20lb/sft and a dead load of 10lb/sft.
- 14.4 HEATING:** The heating system shall be designed to maintain an interior temperature of 75 degrees + or – 2 degrees.
- 14.5 COOLING:** The cooling system shall be designed to maintain an interior temperature of 75 degree + or – 2 degrees.
- 14.6 CODES:** The building shall be built in accordance with the following codes.
- A. International Building Code, 2003
  - B. International Plumbing Code, 2003
  - C. International Mechanical Code, 2003
  - D. National Electrical Code, 2002
  - E. International Energy Conservation Code, 2003
  - F. Texas Accessibility Standards, 1994
  - G. State of Texas Industrialized, Housing and Building Rules, as administered by the Texas Department of Licensing and Regulations.

**The scope of this design does not include accessibility elements required for the site. It is the owners responsibility to have these designs developed and to make submittal as required by the Texas Architectural Barriers Act, through their design professional. This submittal should be made to:**

**Texas Department of Licensing and Regulations  
Architectural Barriers Section  
P.O. Box 12157  
Austin, TX 78711**

**15.0 FIELD ACTIVITIES**

- 15.1 SITE PREPARATION:** No provisions for site work has been included. The client is responsible for all clearing, grubbing, filling, backfilling, grading and associated compaction to achieve a uniform soil bearing capacity of 2500 PSF prior to delivery of the building units. In addition to the above, the site shall be uniformly level (+/-3") so a finished floor to grade elevation of a maximum

**BID SPECIFICATIONS (OPERATING LEASE ONLY)**  
**Buy BOARD – CONTRACT PERIOD 2007-2010**  
**PORTABLE DOUBLE CLASSROOM WITH AND WITHOUT RESTROOMS**  
**23'-6" x 64'-0"**  
**VARIOUS SITES WITHIN 600 MILES OF ORIGIN**

36" shall be present at all building entries and at the entry of the step and ramp assembly. The site shall have adequate drainage to provide a positive flow of storm water away from the building. Also storm water shall not pass under the building from any direction. The client is also responsible for providing clear access to the site. Clear access to the site is defined as the building pad being accessible for both the delivery truck and the building unit. Physical on site obstructions shall not prevent the delivery truck from being able to deliver the building unit to the pad site, detach from the building and depart the site.

- 15.2 ELECTRIC UTILITIES:** The client will be responsible for bringing electrical service to the building and making final connection. The Contractor will provide a stub out from the main distribution panel that allows for one point for connection by the client. The meter base and weather head shall be provided by the client.
- 15.3 WATER UTILITIES:** The client will be responsible for bringing the fresh water service to the building and making the final connection.
- 15.4 SEWER UTILITIES:** The client will be responsible for bringing the sewer line to the building, providing and installing the drain, waste and vent manifold to the contractors supplied sewer and vent drops which are through the floor.
- 15.5 FOUNDATION** Piers shall be installed down each I-beam at maximum 8'-0" o.c. and at column locations. Piers shall consist of a stacked CMU blockings installed on 4"x16"x16" pre-cast concrete pad. Each building shall be securely anchored to the ground using auger type anchors.

**EXCLUSIONS:**

Surveys  
Civil Design  
Soils Testing/Analysis  
Site Development  
Utility Extensions/Connections  
Plumbing Manifold  
Entry Assemblies  
Landscaping or Irrigation  
Poured Concrete;  
Fire Alarm  
Fire Sprinkler  
Building Permits  
TAS Compliance for Accessible Routes Beyond the Building's Footprint.  
Performance and Payment Bonds  
Taxes  
Builders Risk Insurance excludes flood coverage in Flood Zones A, V or D as defined by FEMA.

**BID SPECIFICATIONS (OPERATING LEASE ONLY)**  
**Buy BOARD – CONTRACT PERIOD 2007-2010**  
**PORTABLE DOUBLE CLASSROOM WITH AND WITHOUT RESTROOMS**  
**23'-6" x 64'-0"**  
**VARIOUS SITES WITHIN 600 MILES OF ORIGIN**

**16.0 OPTIONS (SEE OPTIONS PRICING SCHEDULE)**

**16.1 ENTRY**

**ASSEMBLIES:**

A complete landing and ramp assembly shall be provided at the exterior doors. The landing shall consist of a minimum 6'x12' platform. The ramp shall be constructed approximately 48" wide x 30' in length with a minimum slope not to exceed 1/12. All landings and ramps are to be provided with handrails equipped with horizontal rails at a maximum 4" spacing. The platform ramps and handrails are to be constructed of pressure treated lumber, ACQ or equal.

Handrails shall be smooth and free of splinters at the time of installation.

**2008-2009 Arkansas Better Chance Program  
Recommendations for Funding - Round #1**

Agency	City	Prog Type		Grant Type	Slots Recommended		Funding Recommended	
15th Street Church of God in Christ	West Memphis	Classroom		Direct Services	60	\$	284,700	
ABC Children's Academy	Russellville	Classroom		Direct Services	230	\$	1,091,350	
Academy of Learning	Pine Bluff	Classroom		Direct Services	60	\$	284,700	
ACH Child Enrichment Center	Little Rock	Classroom		Direct Services	20	\$	94,900	
ACH-Central Arkansas HIPPY	Little Rock	HIPPY		Direct Services	122	\$	208,498	
ACH-Eastern Arkansas HIPPY	Augusta	HIPPY		Direct Services	130	\$	222,170	
ACH-Lee County HIPPY	Little Rock	HIPPY		Direct Services	54	\$	92,286	
ACH-Quitman HIPPY	Little Rock	HIPPY		Direct Services	54	\$	92,286	
All Bout Chalk	Gentry	Classroom		Direct Services	45	\$	213,525	
Amber Lane	Ash Flat	FCCH		Direct Services	12	\$	56,940	
Arch Ford Education Cooperative	Plumerville	Classroom		Direct Services	20	\$	94,900	
Arkadelphia School District	Arkadelphia	Classroom		Direct Services	60	\$	284,700	
Arkansas River Education Cooperative	Pine Bluff	HIPPY		Direct Services	650	\$	1,110,850	
Arkansas River Education Cooperative	Pine Bluff	PAT		Direct Services	60	\$	102,540	
ASU Children in the Delta	State University	Classroom		Direct Services	540	\$	2,562,300	
Atkins School District	Atkins	Classroom		Direct Services	40	\$	189,800	
Augusta School District	Augusta	Classroom		Direct Services	60	\$	284,700	
Barton-Lexa School District	Barton	Classroom		Direct Services	20	\$	94,900	
Batesville School District	Batesville	Classroom		Direct Services	130	\$	616,850	
Batesville School District	Batesville	PAT		Direct Services	56	\$	95,704	
Beebe School District	Beebe	Classroom		Direct Services	80	\$	379,600	
Benton Co. Sunshine School	Rogers	PAT		Direct Services	27	\$	46,143	
Benton Co. Sunshine School	Rogers	Classroom		Direct Services	30	\$	142,350	
Benton School District	Benton	HIPPY		Direct Services	55	\$	93,995	

**2008-2009 Arkansas Better Chance Program  
Recommendations for Funding - Round #1**

Agency	City	Prog Type	Grant Type	Funding Recommended	
				Slots Recommended	Funding Recommended
Bentonville School District	Bentonville	Classroom	Direct Services	220	\$ 1,043,900
Bentonville School District	Bentonville	PAT	Direct Services	27	\$ 46,143
Bigelow Assembly of God	Bigelow	Classroom	Direct Services	20	\$ 94,900
Black River Area Development	Pocahontas	Classroom	Direct Services	39	\$ 185,055
Blevins School District	Emmet	Classroom	Direct Services	15	\$ 71,175
Blytheville School District	Blytheville	Classroom	Direct Services	40	\$ 189,800
BOST	Fort Smith	Classroom	Direct Services	30	\$ 142,350
Boston Mountain Education Cooperative	West Fork	HIPPY	Direct Services	300	\$ 512,700
Bottles to Buses	Searcy	Classroom	Direct Services	40	\$ 189,800
Bradford School District	Bradford	Classroom	Direct Services	20	\$ 94,900
Bright Beginnings	Siloam Springs	FCCH	Direct Services	16	\$ 75,920
Bright Beginnings Preschool	Russellville	Classroom	Direct Services	20	\$ 94,900
Brookland School District	Brookland	Classroom	Direct Services	61	\$ 289,445
Buffalo Island Central School District	Monette	Classroom	Direct Services	30	\$ 142,350
Busy Body Child Care Program	Augusta	Classroom	Direct Services	10	\$ 47,450
Cabot School District	Cabot	Classroom	Direct Services	180	\$ 854,100
Camden-Fairview School District	Camden	Classroom	Direct Services	80	\$ 379,600
Camden-Fairview School District	Camden	HIPPY	Direct Services	140	\$ 239,260
Candy Land Early Education Family Home	Jonesboro	FCCH	Direct Services	10	\$ 47,450
Carlisle School District	Carlisle	Classroom	Direct Services	55	\$ 260,975
Carroll Co. Learning Center	Berryville	Classroom	Direct Services	37	\$ 175,565
Cave City School District	Cave City	Classroom	Direct Services	60	\$ 284,700
Cedar Ridge School District	Oil Trough	Classroom	Direct Services	74	\$ 351,130
Cedar Ridge School District	Oil Trough	PAT	Direct Services	20	\$ 34,180

**2008-2009 Arkansas Better Chance Program  
Recommendations for Funding - Round #1**

Agency	City	Prog Type	Grant Type	Funding Recommended	
				Slots Recommended	Funding Recommended
Centerpoint School District	Glenwood	Classroom	Direct Services	18	\$ 85,410
Centers for Youth and Families	Little Rock	HIPPY	Direct Services	30	\$ 51,270
Central Arkansas Development Council	Benton	Classroom	Direct Services	80	\$ 379,600
Child Development, Inc.	Russellville	Classroom	Direct Services	328	\$ 1,556,360
Children of Light	North Little Rock	Classroom	Direct Services	60	\$ 284,700
Clarendon School District	Clarendon	Classroom	Direct Services	18	\$ 85,410
Clark Co. Development Center	Gurdon	HIPPY	Direct Services	65	\$ 111,085
Cleveland Co. School District	Rison	Classroom	Direct Services	25	\$ 118,625
Clinton School District	Clinton	Classroom	Direct Services	40	\$ 189,800
Community Action Program Central Ark	Conway	Classroom	Direct Services	18	\$ 85,410
Concord School District	Concord	Classroom	Direct Services	68	\$ 322,660
Conway School District	Conway	Classroom	Direct Services	120	\$ 569,400
Crossett School District	Crossett	Classroom	Direct Services	80	\$ 379,600
Crowley's Ridge Education Cooperative	Harrisburg	Classroom	Direct Services	94	\$ 446,030
Danville School District	Danville	Classroom	Direct Services	40	\$ 189,800
Dawson Education Cooperative	Arkadelphia	HIPPY	Direct Services	50	\$ 85,450
Dawson Education Cooperative	Arkadelphia	Classroom	Direct Services	444	\$ 2,106,780
Decatur School District	Decatur	Classroom	Direct Services	40	\$ 189,800
DeQueen-Mena Education Cooperative	Gillham	Classroom	Direct Services	650	\$ 3,084,250
DeQueen-Mena Education Cooperative	Gillham	HIPPY	Direct Services	81	\$ 138,429
Dermott Day Service Center	Dermott	Classroom	Direct Services	13	\$ 61,685
Dermott School District	Dermott	Classroom	Direct Services	15	\$ 71,175
Des Arc School District	Des Arc	Classroom	Direct Services	20	\$ 94,900
Dewitt School District	DeWitt	Classroom	Direct Services	17	\$ 80,665

**2008-2009 Arkansas Better Chance Program  
Recommendations for Funding - Round #1**

Agency	City	Prog Type	Grant Type	Funding Recommended	
				Slots Recommended	Funding Recommended
Dollarway School District	Pine Bluff	Classroom	Direct Services	126	\$ 597,870
DREAM	North Little Rock	Classroom	Direct Services	20	\$ 94,900
Drew Central School District	Monticello	Classroom	Direct Services	60	\$ 284,700
Dumas School District	Dumas	Classroom	Direct Services	15	\$ 71,175
Earle School District	Earle	Classroom	Direct Services	45	\$ 213,525
Earle School District	Earle	HIPPY	Direct Services	60	\$ 102,540
Early Horizons	Salem	Classroom	Direct Services	20	\$ 94,900
East End (Bigelow) School District	Bigelow	Classroom	Direct Services	20	\$ 94,900
East Poinsett County School District	Lepanto	Classroom	Direct Services	60	\$ 284,700
Easter Seals	Little Rock	Classroom	Direct Services	20	\$ 94,900
Elminas Loving Arms	West Memphis	Classroom	Direct Services	20	\$ 94,900
Emmanuel Learning Center	Jacksonville	Classroom	Direct Services	40	\$ 189,800
Enchantment Child Development Ctr	Lonoke	Classroom	Direct Services	20	\$ 94,900
EOA of Washington County	Springdale	Classroom	Direct Services	16	\$ 75,920
Erners Learning Academy	Gould	Classroom	Direct Services	20	\$ 94,900
Families and Children Together	El Dorado	Classroom	Direct Services	180	\$ 854,100
Fantastic Children Learning Academy	Little Rock	Classroom	Direct Services	20	\$ 94,900
Fayetteville School District	Fayetteville	Classroom	Direct Services	120	\$ 569,400
First Baptist Church McGehee	McGehee	Classroom	Direct Services	20	\$ 94,900
First Baptist Church/Circle of Love CDC	Heber Springs	Classroom	Direct Services	20	\$ 94,900
First Presbyterian Church Warren	Warren	Classroom	Direct Services	40	\$ 189,800
First Step, Inc.	Hot Springs	Classroom	Direct Services	20	\$ 94,900
Flippin School District	Flippin	Classroom	Direct Services	60	\$ 284,700
Focus, Inc.	Jonesboro	Classroom	Direct Services	40	\$ 189,800

**2008-2009 Arkansas Better Chance Program  
Recommendations for Funding - Round #1**

Agency	City	Prog Type	Grant Type	Funding Recommended	
				Slots Recommended	Funding Recommended
Forrest City School District	Forrest City	Classroom	Direct Services	200	\$ 949,000
Forrest City School District	Forrest City	HIPPY	Direct Services	108	\$ 184,572
Forrester-Davis Developmental Center	Clarksville	Classroom	Direct Services	20	\$ 94,900
Fort Smith School District	Fort Smith	Classroom	Direct Services	200	\$ 949,000
Fort Smith School District	Fort Smith	PAT	Direct Services	150	\$ 256,350
Fouke School District	Fouke	Classroom	Direct Services	55	\$ 260,975
Frank C. Steudlein Learning Center	West Memphis	Classroom	Direct Services	40	\$ 189,800
Friendship Community Care	Russellville	Classroom	Direct Services	150	\$ 711,750
Glen Rose School District	Malvern	Classroom	Direct Services	26	\$ 123,370
Grandma's Child Care	Hope	FCCH	Direct Services	15	\$ 71,175
Gravette School District	Gravette	Classroom	Direct Services	40	\$ 189,800
Great Beginnings CC & Enrichment Ctr	Gurdon	Classroom	Direct Services	20	\$ 94,900
Greenbrier School District	Greenbrier	Classroom	Direct Services	60	\$ 284,700
Greenbrier School District (Faulkner Co)	Greenbrier	HIPPY	Direct Services	189	\$ 323,001
Greene Co. Tech School District	Paragould	Classroom	Direct Services	130	\$ 616,850
Greenwood School District	Greenwood	Classroom	Direct Services	60	\$ 284,700
Growing God's Kingdom	West Fork	Classroom	Direct Services	100	\$ 474,500
Gurdon School District	Gurdon	Classroom	Direct Services	39	\$ 185,055
Hamburg School District	Hamburg	Classroom	Direct Services	140	\$ 664,300
Happy Day Christian Preschool	Springdale	FCCH	Direct Services	10	\$ 47,450
Happyland	Arkadelphia	Classroom	Direct Services	20	\$ 94,900
Harrison School District	Harrison	Classroom	Direct Services	20	\$ 94,900
Hazen School District	Hazen	Classroom	Direct Services	20	\$ 94,900
Head of the Class	Monticello	Classroom	Direct Services	40	\$ 189,800

**2008-2009 Arkansas Better Chance Program  
Recommendations for Funding - Round #1**

Agency	City	Prog Type	Grant Type	Funding Recommended	
				Slots Recommended	Funding Recommended
Head Start Child & Family Services	Van Buren	Classroom	Direct Services	100	\$ 474,500
Heber Springs School District	Heber Springs	HIPPY	Direct Services	60	\$ 102,540
Helena-West Helena School District	Helena	HIPPY	Direct Services	200	\$ 341,800
Helping Hand	Batesville	Classroom	Direct Services	30	\$ 142,350
Helping Hands Outreach	Jonesboro	Classroom	Direct Services	20	\$ 94,900
Hermitage School District	Hermitage	Classroom	Direct Services	37	\$ 175,565
His Little Lambs	Clarksville	FCCH	Direct Services	14	\$ 66,430
Hogan's Happy Times	Wynne	Classroom	Direct Services	20	\$ 94,900
Hope School District	Hope	Classroom	Direct Services	140	\$ 664,300
Hot Springs School District	Hot Springs	Classroom	Direct Services	60	\$ 284,700
Hours of Joy	Arkadelphia	Classroom	Direct Services	20	\$ 94,900
Hoxie School District	Hoxie	Classroom	Direct Services	50	\$ 237,250
Hugs and Tugs	Hardy	FCCH	Direct Services	13	\$ 61,685
In His Image	Little Rock	Classroom	Direct Services	100	\$ 474,500
Inspired Communities	Cherokee Village	PAT	Direct Services	54	\$ 92,286
Izard Co. Consolidated School District	Brockwell	Classroom	Direct Services	30	\$ 142,350
Jackson Co. School District	Tuckerman	Classroom	Direct Services	60	\$ 284,700
Jefferson Comprehensive Care	Pine Bluff	PAT	Direct Services	81	\$ 138,429
Jellybean Junction	Monticello	Classroom	Direct Services	20	\$ 94,900
Jonesboro School District	Jonesboro	Classroom	Direct Services	60	\$ 284,700
Jonesboro Urban Renewal Housing Auth	Jonesboro	HIPPY	Direct Services	217	\$ 370,853
Kareer Kids	Jacksonville	Classroom	Direct Services	60	\$ 284,700
Kid to Kid	Jacksonville	Classroom	Direct Services	20	\$ 94,900
Kiddie Kampus	Winslow	FCCH	Direct Services	14	\$ 66,430

**2008-2009 Arkansas Better Chance Program  
Recommendations for Funding - Round #1**

Agency	City	Prog Type	Grant Type	Funding Recommended	
				Slots Recommended	Funding Recommended
Kiddie Kollege	Holly Grove	Classroom	Direct Services	45	\$ 213,525
Kids 1st	Mena	Classroom	Direct Services	20	\$ 94,900
Kids Place	Jonesboro	Classroom	Direct Services	70	\$ 332,150
Kids R Kids	Eudora	FCCH	Direct Services	10	\$ 47,450
Kidz Country Early Ed and Learning Ctr	Hot Springs	Classroom	Direct Services	10	\$ 47,450
Kidz Kare	Ozark	Classroom	Direct Services	40	\$ 189,800
Lakeside (Chicot) School District	Lake Village	Classroom	Direct Services	120	\$ 569,400
Lamar School District	Lamar	Classroom	Direct Services	20	\$ 94,900
Lavaca School District	Lavaca	Classroom	Direct Services	60	\$ 284,700
Lead Hill School District	Lead Hill	Classroom	Direct Services	40	\$ 189,800
Lee County School District	Marianna	Classroom	Direct Services	120	\$ 569,400
Lil Motivators	Jacksonville	Classroom	Direct Services	20	\$ 94,900
Lil Treasures	Sherwood	Classroom	Direct Services	40	\$ 189,800
Lincoln Child Care Center	Fort Smith	Classroom	Direct Services	76	\$ 360,620
Lincoln Public Schools	Lincoln	Classroom	Direct Services	40	\$ 189,800
Linden Street Child Care	Hot Springs	Classroom	Direct Services	80	\$ 379,600
Little Angels	Jacksonville	Classroom	Direct Services	20	\$ 94,900
Little Angels Child Care of Prescott	Prescott	Classroom	Direct Services	20	\$ 94,900
Little Kids Daycare	Springdale	FCCH	Direct Services	28	\$ 132,860
Little Leaps	Scranton	Classroom	Direct Services	40	\$ 189,800
Little Life Academy	Conway	Classroom	Direct Services	30	\$ 142,350
Little Rock School District	Little Rock	Classroom	Direct Services	1095	\$ 5,195,775
Little Scholars	Jonesboro	Classroom	Direct Services	20	\$ 94,900
Little Zion Learning Center	West Memphis	Classroom	Direct Services	20	\$ 94,900

**2008-2009 Arkansas Better Chance Program  
Recommendations for Funding - Round #1**

Agency	City	Prog Type	Grant Type	Funding Recommended	
				Slots Recommended	Funding Recommended
Lucas Daycare and Preschool	Forrest City	FCCH	Direct Services	16	\$ 75,920
Lullabys and Lollipops	Scotland	Classroom	Direct Services	15	\$ 71,175
Magnolia School District	Magnolia	Classroom	Direct Services	100	\$ 474,500
Mainstreet Kids	Shirley	Classroom	Direct Services	60	\$ 284,700
Mammoth Spring School District	Mammoth Spring	Classroom	Direct Services	26	\$ 123,370
Manila School District	Manila	Classroom	Direct Services	40	\$ 189,800
Mansfield ABC, Inc.	Booneville	Classroom	Direct Services	60	\$ 284,700
Marion School District	Marion	Classroom	Direct Services	40	\$ 189,800
Marmaduke School District	Marmaduke	Classroom	Direct Services	28	\$ 132,860
Mayflower School District	Mayflower	Classroom	Direct Services	30	\$ 142,350
McGehee School District	McGehee	Classroom	Direct Services	60	\$ 284,700
Melba Connelly dba Gram's House	Benton	Classroom	Direct Services	30	\$ 142,350
Melbourne School District	Mt. Pleasant	Classroom	Direct Services	20	\$ 94,900
Midland School District	Floral	Classroom	Direct Services	50	\$ 237,250
Mineral Springs School District	Mineral Springs	Classroom	Direct Services	50	\$ 237,250
Miss Livy's Preschool for Creative Kids	Greenwood	Classroom	Direct Services	40	\$ 189,800
Mississippi Co. Economic Opportunity	Blytheville	Classroom	Direct Services	287	\$ 1,361,815
Monticello School District	Monticello	Classroom	Direct Services	40	\$ 189,800
Mother Goose	Eudora	Classroom	Direct Services	20	\$ 94,900
Mother's Touch FCCH	Booneville	FCCH	Direct Services	15	\$ 71,175
Mountain View School District	Mountain View	Classroom	Direct Services	60	\$ 284,700
Mrs. Mary's Preschool	Fayetteville	FCCH	Direct Services	10	\$ 47,450
Mrs. Melissa's Preschool	Ash Flat	FCCH	Direct Services	10	\$ 47,450
Ms. Kim's FDCH	Hardy	FCCH	Direct Services	10	\$ 47,450

**2008-2009 Arkansas Better Chance Program  
Recommendations for Funding - Round #1**

Agency	City	Prog Type	Grant Type	Funding Recommended	
				Slots Recommended	Funding Recommended
Ms. Linda's FCCH	Fayetteville	FCCH	Direct Services	3	\$ 14,235
Ms. Sha's FCCH	Ash Flat	FCCH	Direct Services	10	\$ 47,450
Mt. Vernon-Enola School District	Enola	Classroom	Direct Services	20	\$ 94,900
Nemo Vista School District	Center Ridge	Classroom	Direct Services	20	\$ 94,900
Nettleton School District	Jonesboro	Classroom	Direct Services	60	\$ 284,700
Nevada Co. ARC	Prescott	Classroom	Direct Services	28	\$ 132,860
New Horizons	Mountain View	Classroom	Direct Services	15	\$ 71,175
Newport School District	Newport	Classroom	Direct Services	102	\$ 483,990
Noah's Ark	Mountain Home	Classroom	Direct Services	20	\$ 94,900
North Little Rock School District	North Little Rock	Classroom	Direct Services	522	\$ 2,476,890
Northeast Ark. Education Cooperative	Walnut Ridge	Classroom	Direct Services	242	\$ 1,148,290
Northeast Ark. Education Cooperative	Walnut Ridge	HIPPY	Direct Services	54	\$ 92,286
Omaha School District	Omaha	Classroom	Direct Services	40	\$ 189,800
One 2 Grow On Childcare	North Little Rock	Classroom	Direct Services	20	\$ 94,900
Open Arms	Mountain Home	Classroom	Direct Services	20	\$ 94,900
Osceola School District	Osceola	Classroom	Direct Services	40	\$ 189,800
Ouachita Industries	Camden	Classroom	Direct Services	20	\$ 94,900
Ouachita School District	Donaldson	Classroom	Direct Services	20	\$ 94,900
OUR Education Cooperative	Harrison	HIPPY	Direct Services	260	\$ 444,340
OUR Education Cooperative	Harrison	Classroom	Direct Services	413	\$ 1,959,685
Ozark Guidance Center	Springdale	Classroom	Direct Services	18	\$ 85,410
Palestine-Wheatley School District	Palestine	Classroom	Direct Services	30	\$ 142,350
Pangburn School District	Pangburn	Classroom	Direct Services	27	\$ 128,115
Paragould School District	Paragould	Classroom	Direct Services	110	\$ 521,950

**2008-2009 Arkansas Better Chance Program  
Recommendations for Funding - Round #1**

Agency	City	Prog Type	Grant Type	Funding Recommended	
				Slots Recommended	Funding Recommended
Paris School District	Paris	Classroom	Direct Services	170	\$ 806,650
Parkway Daycare and Learning Center	Russellville	Classroom	Direct Services	20	\$ 94,900
Pettis CME Learning Center	West Helena	Classroom	Direct Services	20	\$ 94,900
Pine Bluff School District	Pine Bluff	Classroom	Direct Services	80	\$ 379,600
Play School	Harrisburg	Classroom	Direct Services	63	\$ 298,935
Pnuts Playhouse	Jonesboro	Classroom	Direct Services	5	\$ 23,725
Pocahontas School District	Pocahontas	Classroom	Direct Services	40	\$ 189,800
Prekinder Preschool Development Ctr	Little Rock	Classroom	Direct Services	20	\$ 94,900
Pulaski Co. Special School District	Jacksonville	Classroom	Direct Services	660	\$ 3,131,700
Pulaski Co. Special School District	Jacksonville	HIPPY	Direct Services	135	\$ 230,715
Rainbow of Challenges dba School of Hope	Hope	Classroom	Direct Services	60	\$ 284,700
Riverview School District	Kensett	Classroom	Direct Services	40	\$ 189,800
Rogers School District	Rogers	HIPPY	Direct Services	84	\$ 143,556
Rogers School District	Rogers	Classroom	Direct Services	260	\$ 1,233,700
Rose Bud School District	Rose Bud	Classroom	Direct Services	18	\$ 85,410
Rosie & Jackie's	Helena	Classroom	Direct Services	60	\$ 284,700
Sandy's Daycare	Huntington	Classroom	Direct Services	20	\$ 94,900
Scholastic Academy	Little Rock	Classroom	Direct Services	60	\$ 284,700
SEACBEC	Warren	Classroom	Direct Services	100	\$ 474,500
Searcy Co. School District	Marshall	Classroom	Direct Services	40	\$ 189,800
Sheridan School District	Sheridan	Classroom	Direct Services	80	\$ 379,600
Siloam Springs School District	Siloam Springs	Classroom	Direct Services	100	\$ 474,500
Sisters of Our Lady of Charity (St. Michael's)	Hot Springs	Classroom	Direct Services	62	\$ 294,190
Sisters of Our Lady of Charity (St. Michael's)	Hot Springs	HIPPY	Direct Services	75	\$ 128,175

**2008-2009 Arkansas Better Chance Program  
Recommendations for Funding - Round #1**

Agency	City	Prog Type	Grant Type	Funding Recommended	
				Slots Recommended	Funding Recommended
Smackover School District	Smackover	Classroom	Direct Services	60	\$ 284,700
Small World Preschool	Mountain Home	Classroom	Direct Services	80	\$ 379,600
Snuggle Bugs	Siloam Springs	FCCH	Direct Services	60	\$ 284,700
South Central Education Cooperative	Camden	Classroom	Direct Services	300	\$ 1,423,500
South Conway Co. School District	Morrilton	Classroom	Direct Services	80	\$ 379,600
South Mississippi County School District	Wilson	Classroom	Direct Services	38	\$ 180,310
Southeast Ark. Education Cooperative	Monticello	HIPPY	Direct Services	560	\$ 957,040
Southside Bee Branch School District	Bee Branch	Classroom	Direct Services	20	\$ 94,900
Southside Church of Prescott	Prescott	Classroom	Direct Services	20	\$ 94,900
Southside School District	Batesville	Classroom	Direct Services	70	\$ 332,150
Southside School District	Batesville	HIPPY	Direct Services	85	\$ 145,265
Southwest Ark. Education Cooperative	Hope	HIPPY	Direct Services	60	\$ 102,540
Springdale School District	Springdale	Classroom	Direct Services	420	\$ 1,992,900
Star City School District	Star City	Classroom	Direct Services	38	\$ 180,310
Stepping Stone School for Exceptional Ch.	Alma	Classroom	Direct Services	20	\$ 94,900
Straightway Preschool Academy	West Memphis	Classroom	Direct Services	20	\$ 94,900
Sunny Day School	England	Classroom	Direct Services	60	\$ 284,700
Sunrise Academy	Blytheville	Classroom	Direct Services	39	\$ 185,055
SW Arkansas Community Development	Magnolia	Classroom	Direct Services	22	\$ 104,390
SW Arkansas Development Council	Texarkana	HIPPY	Direct Services	135	\$ 230,715
Tender Loving Care	Searcy	Classroom	Direct Services	60	\$ 284,700
Texarkana School District	Texarkana	Classroom	Direct Services	220	\$ 1,043,900
The Learning Center	Batesville	FCCH	Direct Services	10	\$ 47,450
Touched By An Angel	Little Rock	Classroom	Direct Services	20	\$ 94,900

**2008-2009 Arkansas Better Chance Program  
Recommendations for Funding - Round #1**

Agency	City	Prog Type	Grant Type	Funding Recommended	
				Slots Recommended	Funding Recommended
Town of Twin Groves	Twin Groves	Classroom	Direct Services	10	\$ 47,450
Trumann School District	Trumann	Classroom	Direct Services	80	\$ 379,600
Two Rivers School District	Plainview	Classroom	Direct Services	78	\$ 370,110
United Methodist Children's Home	Little Rock	Classroom	Direct Services	21	\$ 99,645
University of Ark at Monticello Tech	McGehee	Classroom	Direct Services	20	\$ 94,900
University of Ark at Pine Bluff	Pine Bluff	Classroom	Direct Services	29	\$ 137,605
University of Ark Community College	Morrilton	Classroom	Direct Services	10	\$ 47,450
Valley View School District	Jonesboro	Classroom	Direct Services	60	\$ 284,700
Van Buren School District	Van Buren	Classroom	Direct Services	20	\$ 94,900
Vilonia School District	Vilonia	Classroom	Direct Services	80	\$ 379,600
Waldron School District	Waldron	Classroom	Direct Services	100	\$ 474,500
Wee Care Learning Center	Salem	Classroom	Direct Services	10	\$ 47,450
West Memphis School District	West Memphis	HIPPY	Direct Services	150	\$ 256,350
West Memphis School District	West Memphis	Classroom	Direct Services	80	\$ 379,600
West Side (Greers Ferry) School District	Heber Springs	HIPPY	Direct Services	27	\$ 46,143
Western Arkansas Child Development	Alma	Classroom	Direct Services	440	\$ 2,087,800
Western Arkansas Child Development	Alma	HIPPY	Direct Services	156	\$ 266,604
Western Yell Co. School District	Belleville	Classroom	Direct Services	38	\$ 180,310
Westside (Craighead Co.) School District	Jonesboro	Classroom	Direct Services	40	\$ 189,800
White River Preschool	Calico Rock	Classroom	Direct Services	25	\$ 118,625
Wilbur D. Mills Education Cooperative	Beebe	HIPPY	Direct Services	791	\$ 1,351,819
Wonderview School District	Hattieville	Classroom	Direct Services	20	\$ 94,900
Wynne Community Enlightenment	Wynne	Classroom	Direct Services	25	\$ 118,625
				<b>23381</b>	<b>\$ 93,904,813</b>

**ARKANSAS DEPARTMENT OF EDUCATION**  
**RULES GOVERNING STANDARDS FOR ACCREDITATION OF ARKANSAS**  
**PUBLIC SCHOOLS AND SCHOOL DISTRICTS**  
Proposed Revision March & June 2008 ~~November 2007~~

**1.0 REGULATORY AUTHORITY**

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts.
- 1.02 These rules are promulgated pursuant to Ark. Code Ann. §§ 6-11-105, 6-15-207, 25-15-201 et seq., and Acts 219, 829 and 1015 of 2007.
- 1.03 These rules replace previously adopted Rules Governing Standards for Accreditation of Arkansas Public Schools revised January 2005.

**2.0 PURPOSE**

- 2.01 These rules are to set forth the Standards for Accreditation of Arkansas public schools and school districts.
- 2.02 The purpose of these rules is to describe the process whereby Arkansas public schools or school districts will be cited or placed in probationary status for failure to meet Standards for Accreditation.
- 2.03 The purpose of these rules is to set forth the enforcement actions that may be applied to Arkansas public schools or school districts that fail to meet Standards for Accreditation.

**3.0 DEFINITIONS – For purpose of these Rules, the following terms mean:**

- 3.01 “Cited” - Accredited-cited status assigned to a school or school district that fails to meet any standard identified as a cited violation in these rules.
- 3.02 “Core academic course” means a course taught in any of the following subject areas defined by NCLB: English, Reading or Language Arts, Mathematics, Science, Foreign Language, Social Studies, Arts.
- 3.03 “Department” - Arkansas Department of Education.
- 3.04 “Enforcement action” - intervention by the State to require compliance of a school or a school district that fails to meet Standards for Accreditation of Arkansas Public Schools and School Districts.
- 3.05 “Highly qualified teacher” means a teacher who holds at least a Bachelor's Degree, holds full state license, and has demonstrated subject area competence in each of the core academic subjects in which the teacher teaches, and who meets such other necessary requirements as set forth in the Arkansas Department of Education Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001, 20 U.S.C. § 6301 et seq.

- 3.06 "Probationary" - Accredited-probationary status assigned to a school or school district that fails to meet any standard identified as a probationary violation in these rules or fails to correct by the specified deadline a violation for which it acquired cited status.
- 3.07 "Public School District/Public School" - those school districts and schools (including open-enrollment charter schools) created pursuant to Title 6 of Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program except specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to Ark. Code Ann. §§ 6-15-501, 9-28-205, and 12-29-301, et seq., or other provisions of Arkansas law.
- 3.08 "Standards for Accreditation" - a series of requirements that specify what a school or school district shall meet in order to be fully accredited by the Arkansas Department of Education.
- 3.09 "State Board of Education" - Arkansas State Board of Education.

**4.0 CITED STATUS**

- 4.01 A school district, which is deemed to have failed to meet any standard defined with a cited status in these rules and is referenced as applicable to a school district, shall be assigned cited status.
- 4.02 A school, which is deemed to have failed to meet any standard defined with a cited status in these rules and is referenced as applicable to a school, shall be assigned cited status.
- 4.03 No school or school district shall maintain a cited status for violation of any particular standard for a time period greater than two (2) consecutive school years including the year the cited status is assigned, unless provided otherwise in these rules.
- 4.04 Any school or school district that fails to remedy itself from cited status for violation of a particular standard after a two (2) year time period shall be assigned accredited-probationary status.
- 4.05 For the purpose of these Rules, D means district, S means school, C means cite, P means probation, and Policy means a policy is required.

**5.0 PROBATIONARY STATUS**

- 5.01 A school district shall be assigned a probationary status which is deemed to have failed to meet any standard defined with a probationary status in these rules or was in cited status for the same violation the previous two (2) consecutive years and is referenced as applicable to a school district.
- 5.02 A school shall be assigned a probationary status which is deemed to have failed to meet any standard defined with a probationary status in these rules or was in cited status for the same violation the previous two (2) consecutive years and is referenced as applicable to a school.
- 5.03 No school or school district shall maintain a probationary status for violation of any standard for more than two (2) consecutive school years including the year the probationary status is declared.

D (District)    S (School)    C (Cited)    P (Probation)    Policy (Policy required)

- 5.04 Any school or school district that fails to remedy itself from probationary status after the two (2) year time period will be subject to mandates of Ark. Code Ann. § 6-15-207 (Act 1467 of 2003).

## STANDARDS FOR ACCREDITATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS

- D/P**      **6.0**      **STANDARD I**      **EQUAL EDUCATIONAL OPPORTUNITIES**
- 6.01 All school districts' policies and actions shall be nondiscriminatory and shall be in compliance with state and federal laws.
- 6.02 Pursuant to Ark. Code Ann. § 6-15-202(a) and Act 829 of 2007, all school districts which have not obtained full and complete unitary status and have been released from court supervision over desegregation obligations are strongly encouraged to seek unitary status and obtain an appropriate court order proclaiming such unitary status from the respective federal courts in which their cases have been filed.
- 6.03 By September 15 of each school year, any school district that has not been declared by court order to have reached complete and full unitary status shall file a report with the Arkansas Department of Education stating whether in the district's opinion the school district is unitary in status or not. Any school district that has not reached complete and full unitary status and has not been released from court supervision over desegregation obligations but which believes the district is in complete and full unitary status shall provide a written quarterly report to the Arkansas Department of Education by September 15 and the report shall provide a detailed plan with proposed time lines of how the district has complied with any desegregation plan or obligations and shall state how the district will seek to obtain a determination of full unitary status and release from court supervision and a release of any and all court ordered desegregation obligations.
- 6.04 If by July 1, 2009 and each school year thereafter, the Arkansas Department of Education is unable to verify the district's attempts to comply with their submitted detailed plan for obtaining a determination of full unitary status and release from court supervision as required in §6.03 of these Rules, then the Department of Education shall report to the State Board of Education:
- 1) Whether the failure of the school district to obtain full and complete unitary status is having a negative impact on the state's overall obligation to provide a general, suitable and efficient school system; and
  - 2) Whether the school district should be placed on probationary status and subject to the provisions of Ark. Code Ann. § 6-15-201 et seq.
- 6.05 The SBE shall consider the report issued by the ADE under § 6.04 of this Rule and may designate or classify a school district in probationary status and take any necessary intervention allowed under § 6-15-201 et seq. if the SBE determines the district's inability to obtain unitary status is having a negative impact on the obligation to provide a general, suitable and efficient education.
- 7.0**      **STANDARD II**      **GOALS AND ADMINISTRATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS**

D (District)    S (School)    C (Cited)    P (Probation)    Policy (Policy required)

<b>Policy</b>	7.01	<b>STATE AND NATIONAL GOALS</b>	
			It is well established by history and law that education is a state responsibility. As a framework for school district planning, a set of statewide and national goals for education and a long-term plan to meet these goals have been developed.
<b>D/C</b>			As one of these goals, pursuant to No Child Left Behind, teachers of core academic classes shall hold a designation as a Highly Qualified Teacher (HQT).
	7.02	<b>SCHOOL DISTRICT GOALS</b>	
<b>D/P</b>		7.02.1	Each school district in Arkansas shall be required to develop, with appropriate staff and community participation, a comprehensive plan. School district goals shall be compatible with state and national educational goals and shall address local needs. The plan shall be filed with and reviewed by the Department annually.
<b>D/C</b>		7.02.2	Each school district shall provide and publish, in a newspaper with general circulation in the district before November 15 of each school year, a report to the public detailing progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies. If there is no paper media with general circulation, notification shall be mailed to parents.
<b>S/C</b>		7.02.3	Each school shall systematically and, at least annually, explain its policies, programs, and goals to the community in a public meeting that provides opportunities for parents and other members of the community to ask questions and make suggestions concerning the school program.
	7.03	<b>SCHOOL DISTRICT ADMINISTRATION</b>	
<b>D/P</b>		7.03.1	<b>OPERATING POLICIES AND PROCEDURES</b>
			Each school board shall adopt written policies for the operation of the school district in accordance with guidelines established by the Department.
		7.03.2	<b>RECORDS AND REPORTS</b>
<b>S/P</b>		7.03.2.1	Each school shall maintain all reports and records necessary for effective planning, operation, and education.
<b>Policy</b>		7.03.2.2	Each school district shall annually submit an accurate and timely report to the Department appraising its students' performance. The report shall be prepared in accordance with guidelines developed by the Department.
		7.03.3	<b>SCHOOL BOARDS</b>
<b>D/C</b>		7.03.3.1	Each school board, prior to November 15 of each year, shall hold a public meeting, at a time and place convenient for a majority of the school patrons and employees, to review and discuss its annual report detailing progress toward accomplishing its district's program

objectives, accreditation standards, and proposals to correct deficiencies.

**D/C** 7.03.3.2 All accreditation and evaluation studies and reports shall be reported and discussed in a public meeting at a time and place convenient for a majority of the school patrons and employees.

7.04 SCHOOL GOALS

**S/P** 7.04.1 The administrators, teachers, other school staff, and parents of each school shall develop the annual comprehensive school improvement plan to monitor that school's progress and to project its continuing needs. The annual school improvement plan shall be filed with and reviewed by the Department.

**S/P** 7.04.2 Schools shall review each curriculum area annually to ensure alignment with state standards.

**8.0 STANDARD III ACTIVE COMMUNITY INVOLVEMENT**

**D/P** 8.01 Each school district shall form a coalition of parents, and representatives of agencies and institutions, and of business and industry to develop and implement a comprehensive plan for effective and efficient community involvement in the delivery of comprehensive youth services and support.

**S/C** 8.02 Each individual school shall investigate and, where feasible, utilize community resources in the instructional program of the school.

**9.0 STANDARD IV CURRICULUM**

9.01 COURSE CONTENT FRAMEWORKS

**Policy** 9.01.1 The Department shall appoint committees to write curriculum frameworks based on the adopted Arkansas Student Learning Expectations. Each committee shall consist of teachers and instructional supervisory personnel from public schools assisted by teachers from institutions of higher education. Committees will meet periodically to review, revise, and update the curriculum frameworks.

**S/P** 9.01.2 Each accredited school shall use these curriculum frameworks to plan instruction leading to student demonstration of proficiency in the Arkansas content standards.

**Policy** 9.01.3 The Department, with advice from public schools and institutions of higher education, shall devise an assessment system that will measure progress toward meeting the content standards expressed in the Arkansas Curriculum Frameworks. These evaluations shall serve as a major factor in determining the accreditation status of public schools.

**Policy** 9.02 EARLY CHILDHOOD EDUCATION CURRICULUM

The early childhood education curriculum shall be developmentally appropriate for the age span of the children within the groups and implemented with attention to the different needs, interests, and developmental levels of those individual children. This curriculum

shall be aligned to Arkansas Better Chance standards.

S/P

9.03

CURRICULUM

S/P

9.03.1

SMART CORE AND CORE

- 9.03.1.1 Guidelines for the development of Smart Core curriculum policies and informed consent document shall be established by the Department. Each school district shall adopt written Smart Core curriculum policies consistent with those guidelines.
- 9.03.1.2 The Smart Core curriculum is contained within the 38 units that must be taught each year. (See 14.03.1 for a listing of Smart Core requirements)
- 9.03.1.3 In order to ensure that every child has access to a rigorous curriculum, beginning with the seventh grade class of 2004-2005, the Smart Core curriculum and core curriculum will be a standard component of the required course of study to graduate from Arkansas public schools.
- 9.03.1.4 All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in the core.
- 9.03.1.5 Each school district shall adopt written policies that inform parents about the Smart Core curriculum and the required course of study for graduation.
- 9.03.1.6 Each district's written policies regarding Smart Core curriculum and the required course of study for graduation shall be included in the student handbook and filed with the Department.
- 9.03.1.7 Local districts and individual schools shall involve parents, staff, and students in the formulation and review of the Smart Core curriculum and the course of study for the graduation policy.
- 9.03.1.8 Students and parents shall acknowledge that they have received the school's policy regarding Smart Core curriculum and the required course of study for graduation by a signed statement. The school shall document procedures and methods used to inform parents and students of this policy. Parents shall sign an Informed Consent document provided by the Department. Teachers, administrators, and counselors shall be provided with appropriate training in this policy.
- 9.03.1.9 The core curriculum for grades K-8 shall encompass all types of developmentally appropriate learning experiences and provide for differences in rates of learning among children. It shall emphasize overarching processes of reasoning and problem solving,

communicating, connecting (linking knowledge, skills, and other understandings within and across disciplines to real-life situations), and internalizing (acting on the learning to make it meaningful, useful, and worthwhile). English Language Acquisition Standards shall also be used for all English Language Learners (ELL) students at all grade levels.

S/P

9.03.2 GRADES K-4  
Reading, writing, and mathematics shall be incorporated into all curriculum areas. All students shall receive instruction in each content area annually.

9.03.2.1 Language Arts

Reading  
Writing  
Listening, Speaking, Viewing

9.03.2.2 Mathematics

Number sense, properties, and operations  
Measurement  
Geometry and spatial sense  
Data analysis and statistics  
Patterns, algebra, and functions

9.03.2.3 Social Studies

History and culture of Arkansas (a unit at each grade level with emphasis at grade 4), the nation, and the world (including foreign language experiences)  
Geography  
Economics  
Civic education  
Social sciences processes and skills

9.03.2.4 Science

Life science systems  
Earth/space systems  
Physical systems  
Environmental education

9.03.2.5 Tools for Learning

Technical skills: research and information skills, use of computers and calculators  
Data gathering: use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews

9.03.2.6 Fine Arts

Visual arts instruction, appreciation, and application

Performing arts instruction, appreciation, and application

9.03.2.7 Practical Living Skills/Career Exploration

9.03.2.8 Health and Safety Education and Physical Education

**S/P**

9.03.3 GRADES 5-8

Reading, writing, and mathematics shall be incorporated into all curriculum areas. All students shall receive instruction in each content area annually.

9.03.3.1 Language Arts

Reading  
Writing  
Listening, Speaking, Viewing

9.03.3.2 Mathematics

Number sense, properties, and operations  
Measurement  
Geometry and spatial sense  
Data analysis and statistics  
Patterns, algebra, and functions

9.03.3.3 Science

Life science systems  
Earth/space systems  
Physical systems  
Environmental education

9.03.3.4 Social Studies

History and culture of Arkansas (a unit at grades 5 and 6, with emphasis at grade 5), the nation, and the world (including foreign language experiences)  
Geography  
Economics  
Civic education  
Social science process skills

9.03.3.5 Physical Education

9.03.3.6 Fine Arts

Visual arts instruction, appreciation, and application  
Performing arts instruction, appreciation, and application

9.03.3.7 Health and Safety

9.03.3.8 Tools for Learning

Technical skills: research and information skills, use of computers and calculators  
Data gathering: use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews

9.03.3.9 Career and Technical Education

9.03.3.10 Each school shall teach annually reading and mathematics skills to assist those students who need such additional instruction to make satisfactory progress in their required courses.

9.03.3.11 A unit of Arkansas history shall be taught as a social studies subject at each elementary grade level in every public elementary school in this state with greater emphasis at the fourth (4th) and fifth (5th) grade levels, and at least one (1) full semester of Arkansas history shall be taught to all students at the 7th, 8th, 9th, 10th, 11th, or 12th grade level in every public secondary school in this state.

9.03.3.12 Upon approval by the Department, courses taught in grades 5-8 may be offered for high school graduation credit. Courses shall have the same rigor as those taught in high school, but content for a single course may be taught over a two-year period. Teachers shall be certified in the subject area taught with students participating in appropriate End-of-Course examinations. Schools shall have appropriate follow-up curriculum in place for students adopting an accelerated schedule.

S/P

9.03.4 GRADES 9-12

Reading, writing, and mathematics shall be incorporated into all curriculum areas. The following courses shall be taught annually for a total of 38 units, except as otherwise allowed in Ark. Code Ann. §§ 6-15-213 and 6-15-214, as articulated in these rules.

9.03.4.1 Language Arts - 6 units

4 units English

1 unit oral communications or ½ unit oral communications and ½ unit drama

1 unit journalism

(Other options as approved by the Department)

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

1 unit biology

1 unit chemistry

1 unit physics

(Other options as approved by the Department)

9.03.4.3 Mathematics - 6 units

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

9.03.4.4 Foreign Languages - 2 units of the same language

9.03.4.5 Fine Arts - 3 ½ units

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

9.03.4.6 Computer Applications with emphasis on current applications-1 unit

9.03.4.7 Social Studies - 4 units

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

9.03.4.8 Health and Safety Education and Physical Education - 1½ units

1 unit physical education  
½ unit health and safety education

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

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

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

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

- 9.03.4.10.3 No students enrolled in the required 38 unit course;
- 9.03.4.10.4 An AP course in the same subject area as the required course has students enrolled in the course;
- 9.03.4.10.5 The public school district teaches all other 38 unit courses required by the Standards for Accreditation; and
- 9.03.4.10.6 The public school district teaches the required 38 unit course to any student who enrolls in the public school district after the school year begins.
- 9.03.4.10.7 The public school district may teach the required course to a new student:
  - i. In a traditional classroom setting;
  - ii. Through distance learning with a qualified teacher, or
  - iii. By making individual modifications for the required course from the AP course syllabus to accommodate the new student.
- 9.03.4.10.8 The public school district shall notify the Department in writing after registration in the spring prior to the beginning of the new school year and immediately after the school year begins if no students enrolled in the required course and the public school district will seek to meet the Standards for Accreditation using the AP course.
- 9.03.4.10.9 Upon receiving the public school district's written notification and after spring registration and after verifying the information, the Department shall permit the public school district to meet the Standards for Accreditation by teaching the AP course in place of the required course.
- 9.03.4.10.10 If a new student enrolls in the required course, the public school district shall immediately notify the Department in writing.
- 9.03.4.11 Additional foreign language courses such as the Level III and IV of the same foreign language and other foreign language should be included.
- 9.03.4.12 If a course required to be taught by a school district under the State Board of Education's Standards for Accreditation has an enrollment of one (1) or more students and all students enrolled in the course leave the school district after the course has commenced but before the completion of the course in each given school year or school semester the course is to be taught, and no other students that are eligible to take the course enroll to attend the school district campus where the course is required to be taught, the course shall be considered as taught by the school district in compliance with the

Standards for Accreditation under the following conditions:

- 9.03.4.12.1 The school district superintendent certifies in writing that no student was enrolled in the district and was eligible to take the required course enrolled to attend the school district campus where the course was required to be taught after the initial student or students left the school district;
- 9.03.4.12.2 The school district provides written proof, as required by the Department, that the school district had the course scheduled to be taught on the school district's master course schedule during the entire time the course was required to be taught;
- 9.03.4.12.3 The school district provides written proof, as required by the Department, that the school district had a properly certified teacher employed and able to teach the required course during the entire time the course was required to be taught and the course was listed on the school district's master course schedule;
- 9.03.4.12.4 The Department, upon review of proper records of the district and information certified by the school district superintendent, confirms that the school district satisfied the requirements of Sections 9.03.4.12 - 9.03.4.12.3 of these rules and verifies that the information submitted pursuant to Sections 9.03.4.12 - 9.03.4.12.3 of these rules is correct; and
- 9.03.4.12.5 At the end of the school semester in which the course was required to be taught, the school district petitions the State Board of Education, in writing, for a waiver of the Standards for Accreditation requirement that the particular course be taught for that school semester.
- 9.03.4.12.6 The State Board of Education shall waive the requirement for only the semester in which the student or students left the school district.
- 9.03.4.12.7 The superintendent and the school board president of the school district seeking the waiver shall appear before the State Board of Education to present their request for a waiver.
- 9.03.4.12.8 Representatives of the Department shall appear before the State Board of Education to confirm and verify the information required to be filed with the Department under this section.
- 9.03.4.12.9 Upon satisfaction of the requirements of Sections 9.03.4.12 - 9.03.4.12.8 of these rules, the State Board of Education shall waive the requirement that the course be

taught on a semester basis.

**10.0 STANDARD V INSTRUCTION**

10.01 REQUIRED TIME FOR INSTRUCTION AND SCHOOL CALENDAR

- D/P** 10.01.1 Student-teacher interaction time shall be for a minimum of 178 days, except as waived by the Department for professional development.
- D/P** 10.01.2 All public school teacher/administrator contracts (elementary, secondary, vocational - exception vocational agriculture) shall be a minimum of 190 days.
- D/P** 10.01.3 At least ten (10) days or sixty (60) hours shall be used for professional development and in-service training and at least two (2) days shall be used for parent/teacher conferences.
- D/S/P** 10.01.4 The planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) hours per week.

10.02 CLASS SIZE AND TEACHING LOAD

- Policy** 10.02.1 Early childhood education programs shall be no more than ten (10) students to one (1) teacher in a classroom or no more than twenty (20) students to one (1) teacher and a qualified adult aide.
- S/P** 10.02.2 Kindergarten shall be no more than twenty (20) students to one (1) teacher in a classroom. However, kindergarten class maximum may be no more than twenty-two (22) with a one half time instructional aide being employed for those classes.
- S/P** 10.02.3 The average student/teacher ratio for grades one through three in a school district shall be no more than twenty-three (23) students per teacher in a classroom. There shall be no more than twenty-five (25) students per teacher in any classroom.
- S/P** 10.02.4 The average student/teacher ratio for grades four through six in a school district shall be no more than twenty-five (25) students per teacher in a classroom. There shall be no more than twenty-eight (28) students per teacher in any classroom.
- S/P** 10.02.5 In grades seven through twelve, a teacher shall not be assigned more than one hundred fifty (150) students; an individual academic class shall not exceed thirty (30) students, provided that, in exceptional cases or for courses that lend themselves to large group instruction, these ratios may be increased.

**D/C** 10.03 INSTRUCTIONAL MATERIALS

School districts shall adopt instructional materials which provide complete coverage of a subject as described in that subject's curriculum frameworks and which fit the achievement levels of the students assigned to each teacher.

10.04 DISCIPLINE

D (District) S (School) C (Cited) P (Probation) Policy (Policy required)

- D/P** 10.04.1 Guidelines for the development of student discipline policies shall be established by the Department. Each school district shall adopt written discipline policies consistent with those guidelines that include a code of student behavior.
- D/P** 10.04.2 Each district's written policies shall be filed with the Department.
- D/S/P** 10.04.3 Local districts and individual schools shall involve parents, staff, and students in the formulation and review of their student discipline policies, rules, and procedures.
- S/P** 10.04.4 Schools shall inform students and parents of the rules and procedures by which the school is governed. Schools shall make the students aware of the behavior that will call for disciplinary action, as well as the types of corrective actions that may be imposed.
- S/P** 10.04.5 Students and parents shall acknowledge that they have received the school's discipline policies by a signed statement. The school shall document procedures and methods used to inform parents and students of the policy.
- D/S/P** 10.04.6 Teachers and administrators, classified school employees, and volunteers shall be provided with appropriate student discipline training as required by Ark. Code Ann. § 6-18-502.

**D/C** 10.05 **EXTRACURRICULAR ACTIVITIES**

Each school district shall adopt a written policy on extracurricular and non-instructional activities and their appropriate place in the school program. The policy shall limit and control interruptions of instructional time in the classroom and the number of absences for such activities.

**D/C** 10.06 **REQUIREMENTS FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES**

Each school district shall adopt a written policy specifying the requirements students must meet to be eligible to participate in extracurricular activities.

**D/C** 10.07 **HOMEWORK AND INDEPENDENT STUDY SKILLS**

Each school district shall adopt a written policy for appropriate and meaningful homework. The policy shall promote the development of students' independent study skills and work to be done outside the classroom which will reinforce and strengthen academic skills, broaden the educational experiences of students, and relate those experiences to the real life of the community. Parents shall be notified of the policy at the beginning of each school year.

**D/C** 11.0 **STANDARD VI ATTENDANCE AND ENROLLMENT**

11.01 **MANDATORY ATTENDANCE**

All children who are ages five (5) through seventeen (17) on or before September 15 are required to be in school that school year with the exception of five-year-old children for whom kindergarten has been waived by the parent, guardian, or person having custody or charge; students who have received a high school diploma or its equivalent; or students who are enrolled in a postsecondary vocational-technical institution, a community college,

or a two-year or four-year institution of higher education.

<b>S/C</b>	11.02	<b>INITIAL ENROLLMENT</b>	A birth certificate, Social Security Number, or other documentation, as provided by law, shall be required to enroll in school.
<b>Policy</b>	11.03	<b>EARLY CHILDHOOD EDUCATION PROGRAMS</b>	It is recommended that school districts provide the opportunity for each child age three (3) on or before September 15 to enroll in an approved early childhood education program. No parent or guardian shall be required to enroll a child in an early childhood education program at age three (3).
<b>D/P</b>	11.04	<b>KINDERGARTEN</b>	Each school district must provide a full-day kindergarten for each child age five (5) on or before September 15. A parent or guardian shall sign a waiver if they elect not to enroll a child in kindergarten at age five (5). Any six-year-old child who has not completed a state accredited kindergarten program prior to public school enrollment shall be evaluated by the school district to determine whether placement for the child shall be in kindergarten or the first grade.
<b>D/S/P</b>	11.05	<b>IMMUNIZATION REQUIREMENTS</b>	All schools and school districts shall meet immunization requirements established by state and federal laws. All enrolling kindergarten students shall furnish evidence of a comprehensive and developmental preschool examination.

**12.0 STANDARD VII STUDENT PERFORMANCE**

<b>D/S/P</b>	12.01	<b>PERFORMANCE OF ALL STUDENTS</b>	Schools shall be responsible for assessing each student's progress at each grade level in acquiring mastery of the competencies, skills, and other subjects required by law and Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) regulations. Assessment data may include performance assessments, competency test scores, standardized test scores, subject matter mastery test scores, and observations of teachers and parent(s) or guardian(s).
<b>S/P</b>	12.02	<b>GRADING</b>	Grades assigned to students for performance in a course shall reflect only the extent to which a student has achieved the expressed academic objectives of the course. Grades that are aligned with other educational objectives such as the student learning expectations contained in the curriculum frameworks may also be given.
<b>S/P</b>	12.03	<b>SPECIAL EDUCATION STUDENTS</b>	Students with special needs shall have equal access to programs that meet the criteria for their identified Individualized Education Program and shall receive services in the least

restrictive environment that meets their needs.

#### 12.04 SCHOOL REPORTING OF STUDENTS' PERFORMANCE

- D/C** 12.04.1 Each local district shall adopt a written policy requiring teachers to communicate with the parent(s) or guardian(s) of each student during the school year to discuss the student's academic progress and requiring more frequent communication with the parent(s) or guardian(s) of students not performing at the level expected for their grade.
- S/C** 12.04.2 Each school shall schedule no fewer than two (2) parent-teacher conferences per school year to encourage communication with parents.
- S/C** 12.04.3 All grade level conferences with parent(s) and or guardian(s) shall be scheduled at a time and place to best accommodate those participating in the conference. The school shall document participation or nonparticipation in required conferences. If a student is to be retained at any grade level, notice of retention and the reasons for retention shall be communicated promptly in a personal conference.

#### 12.05 TRANSFER BETWEEN SCHOOLS

- D/C** 12.05.1 Any student transferring from a school accredited by the Department to another school accredited by the Department shall be placed into the same grade the student would have been in had the student remained at the former school.
- D/C** 12.05.2 Any student transferring from home school or a school that is not accredited by the Department to a school that is accredited by the Department shall be evaluated by the staff of that accredited school to determine that student's proper placement in the accredited school.

### 13.0 STANDARD VIII SCHOOL PERFORMANCE

Data from the performance indicators shall be used by the Department and schools in establishing goals and objectives for school improvement.

### 14.0 STANDARD IX GRADUATION REQUIREMENTS

- S/P** 14.01 For the graduating classes of 2004-2005, 2005-2006, 2006-2007, and 2007-2008, a minimum total of twenty-one (21) units shall be earned by a student in order for that student to be entitled to graduate from an Arkansas public high school. Only one (1) of the required units may be in a physical education course. The twenty-one (21) units must be satisfied from those twenty-one units which were in existence prior to the last rule change to Section 14 of the Standards by the State Board of Education in December 2003. Specifically, those units, at a minimum, are as follows:
- CORE - Fifteen (15) units
- English - four (4) units

D (District) S (School) C (Cited) P (Probation) Policy (Policy required)

Oral Communications – one half (½) unit  
 Social Studies – three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half (½) unit of civics or government]  
 Mathematics -three (3) units [one (1) unit of algebra or its equivalent\* and one (1) unit of geometry or its equivalent.\* All math units must build on the base of algebra and geometry knowledge and skills.]  
 Science – three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science]  
 Physical Education – one half (½) unit  
 Health and Safety – one half (½) unit  
 Fine Arts – one half (½) unit  
 \* A two-year algebra equivalent or a two-year geometry equivalent may be counted as two units of the three (3) unit requirement.

**D/C**

CAREER FOCUS – Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the fifteen (15) core and the career focus units. These may be academic and/or technical areas. All the core and career focus units must total at least twenty-one (21) units to graduate.

**D/S/P**

14.02

For the graduating classes of 2008-2009 and each graduating class thereafter, a minimum total of twenty-two (22) units shall be earned by a student in order for that student to be entitled to graduate from an Arkansas public high school. Only one (1) of the required units may be in a physical education course. Specifically, for the graduating class of 2008-2009, the required units, at a minimum, are as follows:

CORE - Sixteen (16) units

English - four (4) units

Oral Communications – one half (½) unit

Social Studies – three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half (½) unit of civics or government]

Mathematics -four (4) units [one (1) unit of algebra or its equivalent\* and one (1) unit of geometry or its equivalent.\* All math units must build on the base of algebra and geometry knowledge and skills.] Comparable concurrent credit college courses may be substituted where applicable.

Science – three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science]

Physical Education – one half (½) unit

Health and Safety – one half (½) unit

Fine Arts – one half (½) unit

\* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

**D/C**

CAREER FOCUS – Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

**D/S/P** 14.03 Specifically, for the graduating classes of 2009-2010 and all graduating classes thereafter, the required twenty-two (22) units, at a minimum, shall be taken from the "Smart Core" curriculum or from the "Core" curriculum. All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in Core. The required twenty-two (22) units, at a minimum, are to be taken from the Smart Core or Core as follows:

SMART CORE - Sixteen (16) units

English - four (4) units - 9th, 10th, 11th, 12th

Mathematics - four (4) units [All students must take a mathematics course in grade 11 or grade 12 and complete Algebra II.]  
Comparable concurrent credit college courses may be substituted where applicable.

Algebra I or Algebra A & B (Grades 7-8 or 8-9)

Geometry or Investigating Geometry or Geometry A & B  
(Grades 8-9 or 9-10)

Algebra II

Fourth math unit range of options: (choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an Advanced Placement math)

Natural Science - three (3) units with lab experience chosen from Physical Science, Biology or Applied Biology/Chemistry, Chemistry, Physics or Principles of Technology I & II or PIC Physics

Social Studies - three (3) units

Civics or Civics/American Government

World History

American History

Oral Communications - one half (½) unit

Physical Education - one half (½) unit

Health and Safety - one half (½) unit

Fine Arts - one half (½) unit

CAREER FOCUS - Six (6) units

**D/C**

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Smart Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Smart Core and career focus units must total at least twenty-two (22) units to graduate.

CORE - Sixteen (16) units

English - four (4) units

Oral Communications - one half (½) unit

Social Studies - three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half (½) unit of civics or government]

Mathematics - four (4) units [one (1) unit of algebra or its equivalent\* and one (1) unit of geometry or its equivalent.\* All math units must build on the base of algebra and geometry knowledge and skills.]  
Comparable concurrent credit college courses may be substituted where applicable.

Science - three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science]

Physical Education - one half (½) unit

Health and Safety - one half (½) unit

Fine Arts - one half (½) unit

\* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

**D/C**

CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Core and career focus units must total at least twenty-two (22) units to graduate.

**S/P**

14.04 A unit of credit shall be defined as the credit given for a course which meets for a minimum of 120 clock hours. A minimum average six-hour day or minimum thirty (30) hour week is required.

**S/P**

14.05 SPECIAL EDUCATION

14.05.1 For a student with disabilities, the Individualized Education Program (IEP) serves as the student's "graduation plan."

14.05.2 ~~Beginning not later than age 14, or earlier~~ Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by a student's IEP Team, transition planning must be initiated to prepare a student for exit from a secondary education program to post-secondary life. This includes planning for the student's exit from school due to graduation. For a student with disabilities, fulfillment of the requirements set forth in the student's IEP constitutes the basis for graduation from high school.

**15.0 STANDARD X PERSONNEL**

D (District) S (School) C (Cited) P (Probation) Policy (Policy required)

<b>D/P</b>	15.01	<b>SCHOOL DISTRICT SUPERINTENDENT</b>	
			Each school district shall employ a full-time superintendent when enrollment exceeds three hundred (300). A full-time superintendent may, at the discretion of the local school district, teach no more than two (2) classes per day.
<b>S/P</b>	15.02	<b>PRINCIPALS</b>	
			Each school shall employ at least a half-time principal. A full-time principal shall be employed when a school's enrollment reaches three hundred (300). A school district superintendent may be permitted to serve as a half-time principal when district enrollment is less than 300 providing the superintendent is appropriately certified and is not already teaching classes. Schools with an enrollment exceeding five hundred (500) shall employ at least one full-time principal and a half-time assistant principal, instructional supervisor, or curriculum specialist.
	15.03	<b>LICENSURE AND RENEWAL</b>	
<b>D/S/P</b>	15.03.1	All administrative, teaching, and other personnel shall hold a current, valid Arkansas license as required by law.	
<b>D/S/C</b>	15.03.2	All administrative, teaching, and other personnel shall meet appropriate State licensure and renewal requirements for the position to which they are assigned.	
<b>D/S/C</b>	15.03.3	A person not fully qualified for a position may be used in emergencies only and may not be replaced by a person not fully qualified for the position, unless appropriate documentation is provided to the Department describing efforts to hire a qualified individual.	
<b>Policy</b>	15.03.4	Licensure renewal in a subject area shall require intervening educational experience related to that subject area.	
<b>Policy</b>	15.03.5	Licensure renewal for administrative and other personnel shall require appropriate intervening educational experience related to their responsibilities.	
<b>Policy</b>	15.03.6	Issuance and revocation of a license shall be in accordance with Arkansas Code and State Board of Education regulations promulgated for such action.	
<b>Policy</b>	15.03.7	The State licensure system shall include a process designed to provide qualified individuals applying for a license an alternative to completion of a traditional teacher education program.	
	15.04	<b>PROFESSIONAL DEVELOPMENT AND IN-SERVICE TRAINING</b>	
<b>D/P</b>	15.04.1	Each school district shall have flexibility in establishing plans for professional development and in-service training, provided the plans meet standards and rules for professional development as established by the Department. Beginning with the 2004-2005 school year, and each year thereafter, a minimum of sixty (60) hours of professional development, to include six (6) hours of technology, is required for teachers and administrators annually.	
<b>D/P</b>		15.04.1.1	Each teacher shall be required to have no less than two (2) hours of professional development designed to enhance understanding of

effective parental involvement strategies. These two (2) hours may be included in the sixty (60) hours required for professional development.

- D/P** 15.04.1.2 Each administrator shall be required to have no less than three (3) hours of professional development designed to enhance understanding of effective parent involvement strategies, the importance of administrative leadership in setting expectations, and creating a climate conducive to parental participation. These three (3) hours may be included in the required sixty (60) hours of professional development.
- 15.04.2 For each administrator, the sixty (60) hour professional development requirement shall include training in data disaggregation, instructional leadership, and fiscal management.

**15.05 HIGHLY QUALIFIED TEACHERS REQUIREMENT FOR CORE ACADEMIC CLASSES**

- 15.05.1 Every public school district shall ensure that the percentage of core academic classes taught by highly qualified teachers in the district's schools is no less than 10 percentage points below the state's total percentage of core academic classes taught by highly qualified teachers.
- 15.05.2 Any school district failing to meet the requirements of Section 15.05.1 shall receive a citation at the appropriate district and school level.

**16.0 STANDARD XI SUPPORT SERVICES**

Support services shall be designed to be comprehensive and integral to the process of schooling and the development of all students. Each school district for each school building site shall develop and implement a written plan, as set forth in current laws. The plans shall be based upon the needs identified by parents, teachers, principals, students, and other agencies with which the school district works.

**16.01 GUIDANCE AND COUNSELING**

- S/P** 16.01.1 Each school shall provide a developmentally appropriate guidance program to aid students in educational, personal/social, and career development.
- S/C** 16.01.2 Each school shall provide supportive personnel and appropriate facilities to ensure effective counseling to meet individual needs of students.
- D/P** 16.01.3 Each school shall assign appropriate certified counselor staff with the district being required to maintain an overall ratio of one (1) to four hundred fifty (450).

**16.02 MEDIA SERVICES**

- D/C** 16.02.1 Sufficient resources shall be budgeted and spent yearly for purchasing and maintaining an appropriate, current collection.
- S/C** 16.02.2 A process to provide for input from teachers, parents, and students in the acquisition of instructional materials shall be implemented. These materials shall enhance and support the goals of the school improvement plan.

- S/P** 16.02.3 The role of the library media center shall support technology as a tool for learning. Each school with fewer than three hundred (300) students enrolled shall employ at least a half-time, licensed library media specialist. A school with three hundred (300) or more students enrolled shall employ a full-time licensed library media specialist. Schools enrolling fifteen hundred (1,500) or more students shall employ two full-time, licensed library media specialists. The library media specialist(s) shall ensure that access to records and resource data bases shall be available to students. The media specialist(s) shall assist students in the development and use of research skills.
- S/C** 16.02.4 The school media collection shall consist of a balance of print, nonprint, and electronic media adequate in quality and quantity to meet the needs of the developmentally appropriate curricular program. The minimum book collection, exclusive of textbooks, shall be three thousand (3,000) volumes, or at least eight (8) books per student enrolled, whichever figure is larger. A minimum technology requirement will be one (1) computer per media center with multimedia/networking capacity for administrative purposes only.
- 16.03 HEALTH AND SAFETY SERVICES
- D/P** 16.03.1 Each school district shall have a health services program under the direction of a licensed nurse. The program shall include screening, referral, and follow-up procedures for all students.
- S/C** 16.03.2 Each school shall provide facilities, equipment, and materials necessary for operation of a school health services program.
- S/C** 16.03.3 The school health services program shall provide and maintain current health appraisal records for all students in accordance with guidelines developed by the Department.
- S/C** 16.03.4 Each school shall take proper measures to ensure the safety of its students and protect against injuries which may occur in or on the school facilities or site.
- S/C** 16.03.5 In accordance with Ark. Code Ann. § 6-18-1005, health services shall include but not be limited to: (1) Students with special health care needs, including the chronically ill, medically fragile, technology dependent, and students with other health impairments shall have an Individualized Healthcare Plan. (2) Invasive medical procedures required by students and provided at school shall be performed by trained, licensed personnel who are licensed to perform the task; the regular classroom teacher shall not perform these tasks. (3) Custodial Healthcare services required by students under an Individualized Healthcare Plan shall be provided by trained school employees other than the regular classroom teachers.

**17.0 STANDARD XII SPECIAL EDUCATION**

Special education programs and special schools shall be accredited in accordance with applicable laws and rules adopted by the State Board of Education.

**18.0 STANDARD XIII GIFTED AND TALENTED EDUCATION**

- S/C** 18.01 Each school district shall develop procedures to identify gifted and talented students in accordance with guidelines established by the Department.
- D/P** 18.02 Each school district shall provide educational opportunities for students identified as gifted and talented appropriate to their ability.
- S/C** 18.03 Each school shall use procedures to evaluate the effectiveness of the provisions of these educational opportunities.

**19.0 STANDARD XIV SUPPLEMENTARY EDUCATIONAL OPPORTUNITIES**

- D/C** 19.01 Each school district shall develop and implement programs which take advantage of educational opportunities outside the traditional classroom.
- D/C** 19.02 Each school district shall provide opportunities for qualified students to enroll in courses at institutions of higher education.
- D/P** 19.03 Each school district shall provide appropriate alternative program(s) for students who are identified as requiring such programs to continue their education.
- Policy** 19.04 Each school district should provide opportunities for summer school and adult education programs.

**20.0 STANDARD XV FACILITIES AND EQUIPMENT**

- D/P** 20.01 School facilities shall be planned and constructed in accordance with the laws of the State of Arkansas and the regulations of the Arkansas Department of Health, the office of the State Fire Marshall, and the Department.
- D/C** 20.02 Each room shall be furnished with equipment and instructional materials necessary to provide the environment and working conditions appropriate for subjects or activities assigned.

**21.0 STANDARD XVI AUXILIARY SERVICES**

- Policy** Auxiliary services, such as transportation and food services, shall be provided in accordance with applicable laws, regulations, and guidelines developed by the Department.

**22.0 STANDARD XVII COOPERATION AMONG SCHOOL DISTRICTS**

School districts may comply with these standards through cooperative efforts among themselves. All plans for cooperation among school districts and institutions of higher learning for the purpose of complying with these standards shall be submitted for approval to the Department.

**23.0 STANDARD XVIII ACCREDITATION OF SCHOOLS**

- Policy** 23.01 COMPLIANCE WITH STANDARDS  
A school or district shall be accredited on the basis of its complying with these standards

and state law related to these standards.

<b>Policy</b>	23.02	<b>DEPARTMENT GUIDELINES</b>	<p>The Department shall prepare guidelines to be used in the evaluation of schools or districts to determine whether they are in compliance with these standards. The guidelines will provide for the design and format for reports required to be submitted to the Department to indicate the extent to which school districts and schools are in compliance. The guidelines will include criteria for measuring each standard and the documentation required to indicate compliance with the standard. Required reports will be submitted to the Department by October 15 of each year.</p>
<b>Policy</b>	23.03	<b>ACCREDITATION PROCESS</b>	<p>The Department shall annually review all reports and investigate any suspected deficiencies in meeting standards. All written complaints charging violations of standards received by the Department shall be investigated. Each year the Department shall make an on-site visit to a selected number of school districts and review the schools for compliance with the standards. The Department shall notify all school districts and schools not meeting the Standards for Accreditation of deficiencies by May 15 of each year.</p>
	23.04	<b>ACCREDITATION</b>	
<b>S/P</b>	23.04.1		<p>Any school or district, which falls below current Standards for Accreditation, as determined by the Department, shall be notified in writing as being classified in either cited or probationary status by May 15 of each year.</p>
<b>Policy</b>	23.04.2		<p>School districts shall be notified of a school's or school district's probationary status and advised that the school will be classified as probationary for no more than two (2) school years, after which time they shall be classified as not accredited. Schools classified as not accredited are subject to enforcement actions as described herein pursuant to Ark. Code Ann. § 6-15-207.</p>
	23.04.3		<p>The Department shall review by May 15 annually, pertinent information from every school district to ensure that the district and schools are in compliance with current Standards for Accreditation, and shall make an on-site review of each school's compliance at least every two (2) years or more frequently if deemed necessary by the Department.</p>
	23.04.4		<p>A comprehensive evaluation shall be conducted in accordance with guidelines established by the Department (i.e., with the Department prescribed procedures and school improvement planning processes). The Department shall use teams of evaluators that may include representatives from the Department, colleges and universities, and teachers and administrators from other districts. The Department shall report the conclusions of the evaluation team to the local school within thirty (30) days. (Conform to Standards Review and the Arkansas Consolidated School Improvement Plan [ACSIP])</p>
	23.04.5		<p>The Department shall provide school improvement teams to local school districts needing assistance in meeting the standards or when it is determined a school has deficiencies. The school improvement team shall recommend action that the school should take to improve its program and eliminate deficiencies.</p>

**Policy**

23.04.6 Any person who knowingly submits falsified information requested or required by the Department may be subject to licensure action pursuant to Ark. Code Ann. § 6-17-410 and other relevant state and federal law.

**24.0 SPECIFIC TIME FRAME FOR CITATIONS OR PROBATIONS**

**CITATIONS:**

- 24.01 A school or school district will be placed in cited status for licensure deficiencies for the second and third year of an individual's Additional Licensure Plan (ALP). This status will continue for the length of time prescribed by the individual's approved Additional Licensure Plan, not to exceed two (2) years. Any school employing a teacher not completing the ALP process after the two (2) year cited process shall be assigned accredited-probationary status.
- 24.02 A school or school district will be placed in cited status for improper ratios and class sizes caused by unexpected population shifts. Such status may extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school shall be assigned probationary status.
- 24.03 A school district will be placed in cited status for failing to hold the Annual Report to the Public School Board meeting prior to November 15. Such status will extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school district shall be assigned probationary status.
- 24.04 A school district will be placed in cited status for providing a late Annual Accreditation Report to the Department. Such status will extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school district shall be assigned probationary status.

**PROBATIONS:** For the following violations, any school district or school that fails to meet the identified date of corrections will be recommended to the State Board of Education for loss of accreditation.

- 24.05 A school will be placed in probationary status for high school classes which meet less than 120 clock hours (to be corrected within thirty days).
- 24.06 A school will be placed in probationary status for an instructional day that is less than six (6) hours per day or thirty (30) hours each week (to be corrected within thirty days).
- 24.07 A school will be placed in probationary status for any staff member(s) not holding a valid Arkansas license. Such status will not extend beyond January 30 of the current school year.
- 24.08 A school or school district will be placed in probationary status for failing to employ a superintendent, principal, assistant principal (if required), nurse, or counselor. Such status will extend to the first day of the next academic semester.
- 24.09 A school will be placed in probationary status for lack of written policies mandated by law or the Standards for Accreditation (to be corrected in 60 days).
- 24.10 A school will be placed in probationary status for lack of a guidance program. Such status

will extend to the first day of the next academic semester.

- 24.11 A school district will be placed in probationary status for lack of a health services program. Such status will extend to the first day of the next academic semester.
- 24.12 A school district will be placed in probationary status for lack of a gifted and talented program. Such status will extend to the first day of the next academic semester.
- 24.13 A school or school district will be placed in probationary status for lack of a media services program. Such status will extend to the first day of the next academic semester.
- 24.14 A school district will be placed in probationary status for lack of a special education program. Such status will extend to the first day of the next academic semester.
- 24.15 A school will be placed in probationary status for improper ratios/class sizes NOT CAUSED by unexpected population shifts (to be corrected in 30 days).
- 24.16 A school district will be placed in probationary status for failing to file an accurate or complete Equity Compliance Report. Such status will extend to the first day of the next academic semester, but cannot extend beyond October 15 of the next year.
- 24.17 A school or school district shall be placed in probationary status for failing to teach the required courses mandated by these Standards for Accreditation. Such status will extend to the first day of the next academic semester, but cannot extend beyond October 15 of the next school year.
- 24.18 A local school or school district shall be placed in probationary status for violations of the law (e.g., Ark. Code Ann. §§ 6-16-132, 6-16-130, 6-15-1101, 6-17-309, 6-18-223, or 6-15-1601 et seq.). Such status shall extend to the official review date issued by the Department.

## **25.0 ENFORCEMENT OF STANDARDS FOR ACCREDITATION**

- 25.01 The State Board of Education may, on its own motion or upon petition from the Department, take any number of the following actions, listed in paragraph 25.03, to address a school or school district which has failed to meet all Standards for Accreditation any time after a school or school district has received notice of being placed in probationary status pursuant to paragraph 23.04.1. The Department shall petition the State Board of Education for enforcement action in the time period provided in these rules when a school or school district has failed to remedy all probationary violations when a specific time period for correction is required regarding a particular standard.
- 25.02 The State Board of Education shall take at least one of the following actions, listed in paragraph 25.03, to address any school or school district which has failed to meet all Standards for Accreditation for two (2) consecutive school years including the year the probationary status was issued to the school or school district, unless the State Board of Education, at its discretion, issues written findings supported by a majority of the board, that the school district could not meet current standards for the relevant time period due to impossibility caused by external forces beyond the school district's control.
- 25.03 The State Board of Education shall be allowed to take the following actions to address any school or school district on probationary status for failing to meet the Standards for Accreditation:

D (District)    S (School)    C (Cited)    P (Probation)    Policy (Policy required)

- 25.03.1 Require a school district to reorganize, or to reassign the administrative, instructional, or support staff of a public school;
- 25.03.2 Require a school or school district to institute and fully implement a curriculum that is based on State academic content and achievement standards, including providing appropriate professional development at the cost of the school district;
- 25.03.3 Remove a particular school from the jurisdiction of a school district and establish alternative public governance and supervision of such school or schools;
- 25.03.4 Require a school district to close down or dissolve a particular school or schools within a school district;
- 25.03.5 Annex a school district or districts or parts thereof with another receiving school district or districts pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;
- 25.03.6 Consolidate a school district or districts or parts thereof with another school district or districts or parts thereof to form a resulting district pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;
- 25.03.7 Reconstitute the leadership of a school district by removing permanently or suspending on a temporary basis the superintendent of the school district or any particular board members of a school district. The State Board of Education shall have the authority to appoint an administrator or to call for the election of new school board members to administer the affairs and provide governance of the school district, or both;
- 25.03.8 Take any other appropriate action allowed by law which is determined by the State Board of Education to assist and address a school or school district failing to meet the Standards for Accreditation.
- 25.03.9 LOSS OF ACCREDITATION

25.04 PUBLICATION AND DISSEMINATION

- 25.04.1 When any school of a school district or the school district is determined by the State Board of Education to be in probationary status for failure to meet the Standards for Accreditation, that school district, after exhausting its rights to appeal, shall:
  - 25.04.1.1 Publish the probationary status determination and findings of the State Board of Education to the public and the parents or care giver of each student enrolled in the school or school district determined to have failed to meet the Standards for Accreditation;
  - 25.04.1.2 The public notice shall be in an understandable and uniform format;
  - 25.04.1.3 The public notice shall be published or disseminated, immediately after the State Board of Education's determination, on the web-site of the school district and published at least one (1) time a week for two (2) consecutive weeks in a local newspaper of general circulation in

the affected school district.

## **26.0 RIGHT OF APPEAL**

- 26.01 In the event a district or school believes the Department has improperly determined that any school or school district has failed to meet Standards for Accreditation, the school district shall have a right to file its written appeal with the office of the Director of the Department.
- 26.02 Any such appeal shall be held in an open hearing, and the decision of the Board shall be in open session. The appeal must be filed not later than May 30 following the May 15 written notification, and the State Board of Education hearing must be held prior to August 15 of the same calendar year.
- 26.03 The State Board of Education may confirm the classification of a school or school district accreditation status, as determined by the Department, or it may sustain the appeal of the district.
- 26.04 Pursuant to the Ark. Code Ann. § 6-15-203, an appeal from the ruling of the Board may be made by a school district to the Pulaski County Circuit Court provided such appeal is made pursuant to the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et seq.

## **27.0 WAIVER AUTHORITY AND PROCESS**

- 27.01 The State Board on its own motion, or on petition from the Department, or from a school district may, upon a showing of just cause in a public hearing of the State Board, grant a waiver of any accreditation standard for a time period of no longer than one (1) school year, except that no curricula, student performance, school performance, or any standard required by law may be waived for any time period.
- 27.02 Any petition for waiver of any accreditation standard by a school district shall be filed in the Office of the Director of the Department thirty (30) calendar days prior to the State Board of Education hearing the waiver petition. The State Board may waive the thirty (30) day time requirement, when in the State Board of Education's determination, circumstances prevent the petition from being filed within the thirty (30) day time frame.
- 27.03 Any hearing of the State Board of Education concerning a waiver of any accreditation standard shall be conducted in a public hearing of a properly announced regular or special meeting of the State Board of Education in accord with Arkansas law.

**ARKANSAS DEPARTMENT OF EDUCATION**  
**RULES GOVERNING THE CODE OF ETHICS FOR ARKANSAS EDUCATORS**  
For June 9, 2008

**1.00 Title**

1.01 These rules shall be known as the Arkansas State Board of Education ~~Department of Education~~ Rules Governing the Code of Ethics for Arkansas Educators.

**2.00 Regulatory Authority**

2.01 These rules are promulgated pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-17-401, 6-17-410, 6-17-422 (Act 846 of 2007) and 25-15-201 et seq.

**3.00 Purpose**

3.01 The purpose of the Rules Governing the Code of Ethics for Arkansas Educators (Code) is to define Standards of professional conduct and to outline procedures for investigations and enforcement of the Code.

3.02 The professional, ethical educator contributes to the development and maintenance of a supportive student-centered learning community that values and promotes human dignity, fairness, care, the greater good and individual rights. These values are the ethical premises for the Standards of professional behavior and ethical decision-making established in this *Code of Ethics for Arkansas Educators*. By establishing Standards of ethical conduct, this code promotes the health, safety, and general welfare of students and educators and ensures the citizens of Arkansas a degree of accountability within the education profession.

**4.00 Definitions**

For the purposes of these rules, the following terms mean:

4.01 **Complaint** is any validated, written and signed statement from the Arkansas Department of Education, local school board, the Arkansas State Board of Education, or public school superintendent of this state filed with the Professional Licensure Standards Board alleging that an educator has breached one or more of the Standards in the Code of Ethics for Educators.

4.02 **Conviction** includes a plea of guilty or a plea of *nolo contendere*, or a finding or verdict of guilty, regardless of whether an appeal of the conviction has been sought, or a criminal conviction has been sealed or expunged; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not

entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

- 4.03 **Denial** is the refusal to grant a teaching license to an applicant for a teaching license.
- 4.04 **Dispositions** are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.
- 4.05 **Educator** is a teacher, school or school system administrator or other education personnel who has been issued a teaching license by the Arkansas State Board of Education. For the purposes of the Code, *educator* also refers to a licensed student intern.
- 4.06 **Monitoring** is at a minimum a semi-annual appraisal of the educator's conduct by the Professional Licensure Standards Board through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check or other requested information. The Arkansas State Board of Education specifies the length of the monitoring period.
- 4.07 ~~**Moral Turpitude** is an act or omission of such baseness, vileness, shamefulness or depravity in a private, public or social setting, which is so contrary to a duty or standard of conduct which a person owes his/her fellow person, profession or society in general.~~
- 4.07 **Probation** is the placing of conditions, requirements or circumstances on the status of a teaching license for a period of time established by the Arkansas State Board of Education. Generally, a license under probation must sufficiently satisfy such conditions, requirements or circumstances in order to maintain or be reinstated to the original non-probationary teaching license status.
- 4.08 **Reprimand** is a written admonishment from the Arkansas State Board of Education to the license holder for his or her conduct. The written reprimand cautions that further unethical conduct will lead to a more severe action and shall become a permanent entry in the licensure file of the educator and is associated with a monetary fine of the educator.
- 4.09 **Revocation** is the permanent invalidation of any teaching license held by the educator.
- 4.10 **School-sponsored activity** is any event or activity sponsored by the school or school system which includes but is not limited to athletic events, booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum (i.e., foreign language trips, etc.) whether on school-campus or not.

- 4.11 **Student** is any individual enrolled in the state’s public or private schools from pre-kindergarten through grade 12.
- 4.12 **Suspension** is the temporary invalidation of any teaching license for a period of time specified by the Arkansas State Board of Education.
- 4.13 **Teaching License** refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Arkansas State Board of Education.
- 4.14 **Warning** is a written communication from the Arkansas State Board of Education to the license holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action and shall become a permanent entry in the licensure file of the educator.

**5.00 Standards of Professional Conduct**

The Standards of Professional Conduct are set forth as follows: in the following format: first, the Standard is stated, followed by a listing, which is not all-inclusive, of examples of “ethical” and “unethical” conduct under the particular Standard (commentary).

The commentary portions of the rule carry the same weight and authority as every other portion of the rule and may form the basis for disciplinary action against a teacher, pursuant to Section 6.00 of these rules.

**5.01 Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.**

Commentary: Ethical conduct includes, but is not limited to, the following:

- Advocating and providing for equitable educational opportunities for each student.
- Nurturing the intellectual, physical, emotional, social, and civic potential of each student.
- Creating, supporting and maintaining an environment conducive to learning for each student.
- Providing an environment that does not expose any student to embarrassment or disparagement.
- Making reasonable efforts to protect students from conditions detrimental to their health and safety.

Unethical conduct includes, but is not limited to, the following:

- Committing any act of child abuse, including physical, sexual and verbal abuse;
- Committing or soliciting any unlawful sexual act;
- Engaging in harassing behavior on the basis of race, gender, sexual orientation, national origin, religion or disability;
- Soliciting, encouraging or consummating an inappropriate written, verbal or physical relationship with a student; and

**5.02 Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating concomitant to his/her organizational position, subject matter, and/or pedagogical practice.**

Commentary: Ethical conduct includes, but is not limited, to the following:

- Completing all state licensure requirements.
- Completing all state and local professional development requirements.
- Ensuring that instruction does not deny student access to varying points of view.
- Ensuring that instruction does not suppress or distort subject matter.

Unethical conduct includes, but is not limited to, the following:

- Unreasonably denying students access to varying points of view, suppressing or distorting subject matter to promote personal bias or to proselytize.
- Failing to fulfill professional development requirements.

**5.03 Standard 3: An educator honestly and timely fulfills reporting and contractual obligations associated with professional practices.**

Commentary: Ethical conduct includes, but is not limited to, the following:

- Submitting accurate and honest reports, data, and information to the Arkansas Department of Education, Arkansas Bureau of Legislative Audit, the Arkansas State Board of Education and other state and federal governmental organizations.
- Submitting accurate and honest reports regarding professional qualifications, criminal history, college or staff development credit and/or degrees, academic awards and employment history when applying for employment and/or license.
- Submitting accurate and honest reports when recommending an individual for employment, promotion, or licensure.
- Fulfilling all terms and obligations detailed in a contract with the local board of education or education agency.
- Striving to uphold the responsibilities inherent in the code of ethics of the education profession.

Unethical conduct includes, but is not limited to, the following:

- Abandoning the contract for professional services without prior release from the contract by the employer as determined by a court of law.
- Willfully refusing to perform the services and/or obligations required by a contract as determined by a court of law.
- Falsifying reports and/or failing to provide all requested information on documents required by the Arkansas Department of Education or State Board of Education when applying for or renewing any license with the Arkansas State Board of Education.
- Failing to report when there is reasonable cause to suspect that an alleged violation of one or more Standards of the Code of Ethics for Educators has occurred no later than thirty (30) days from the date the educator became aware

of an alleged violation unless the law or local procedures require reporting sooner.

**5.04 Standard 4: An educator entrusted with public funds and property honors that trust with honest, responsible stewardship.**

Commentary: Ethical conduct includes but is not limited to the following:

- Maximizing state and local resources through efficient and judicious utilization.
- Modeling for students and colleagues the responsible use of public property.

Unethical conduct is acts or omissions which are in violation of local policy, state or federal rules, regulations, or laws, and includes, but is not limited to, the following:

- Misusing public or school-related funds.
- Failing to account for funds collected from students or parents.
- Submitting fraudulent requests for reimbursement of expenses or for pay.
- Co-mingling public or school-related funds with personal funds or checking accounts.
- Using school property without the approval of the local board of education/governing board/appropriate designated authority.

**5.05 Standard 5: An educator maintains integrity with students, colleagues, parents, patrons and businesses regarding gifts, gratuities, favors and additional compensation regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator's position for personal gain.**

Commentary: Ethical conduct includes, but is not limited to, the following:

- Ensuring that institutional privileges are not used for personal gain.
- Ensuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.
- Avoiding the solicitation of students and/or parents of students to purchase equipment, supplies, and/or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education and, when necessary, the Arkansas Department of Education.
- Avoiding the acceptance of gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest.
- Avoiding the tutoring of students assigned to the educator for remuneration unless approved by the local board of education/governing board/superintendent/or appropriate designated authority.
- Avoiding coaching, promoting and/or providing athletic camps, summer leagues, etc. that involves students in the school system in which the educator is employed unless approved by the local board of education/governing board or the superintendent. These types of activities must be in compliance with all rules and regulations of the Arkansas Athletic Association.

Unethical conduct includes, but is not limited to, the following:

- ~~Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing and when necessary the Arkansas Department of Education.~~
- ~~Accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest.~~
- ~~Tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board/ superintendent/or appropriate designed authority.~~
- ~~Coaching, instructing, promoting athletic camps, summer leagues, etc., that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or the superintendent. These types of activities must be in compliance with all rules and regulations of the Arkansas Athletic Association.~~
- ~~Any act or omission which is in violation of Ark. Code Ann. § 6-24-101 et seq.~~

**5.06 Standard 6: An educator keeps in confidence student records, personnel records, standardized test material and other information covered by confidentiality agreements secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law.**

Commentary: Ethical conduct includes, but is not limited to, the following:

- ~~Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves professional purposes or is allowed or required by law.~~
- ~~Maintaining the security of standardized test materials, scores, supplies and resources.~~

Unethical conduct includes, but is not limited to, the following:

- ~~Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status and/or income, and assessment/testing results, unless disclosure is required or permitted by law.~~
- ~~Sharing of confidential information restricted by state or federal law.~~
- ~~Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.~~
- ~~Violating other confidentiality agreements required by state or local policy.~~

**5.07 Standard 7: An educator factually and appropriately presents the dangers of alcohol, tobacco and unauthorized /illegal drug use during the course of professional practice and in accordance with current state law refrains from using, possessing and/or being under the influence of alcohol, tobacco, or**

**unauthorized drugs while on school premises or at school-sponsored activities involving students.**

Commentary: Ethical conduct includes, but is not limited to, the following:

- Refraining from the use of alcohol, tobacco and unauthorized drugs while on school premises or at a school-sponsored activity involving students.
- Fulfilling school expectations regarding participation in curricular and extra-curricular programs that communicate the dangers of alcohol, tobacco and drug abuse.

Unethical conduct includes, but is not limited to, the following:

- Being on school premises and/or at a school-sponsored activity involving students while under the influence of, possessing, using, or consuming illegal or unauthorized drugs.
- Being on school premises or at a school-sponsored activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages.

**5.08 Standard 8: An educator abides by local, state and federal laws.**

**6.00 Disciplinary Action.**

6.01 The Professional Licensure Standards Board (Board) is authorized to recommend to the Department of Education for presentation to the State Board probation, suspension, revocation or denial of a teaching license or the issuance of a reprimand or warning after an investigation is held after notice and an opportunity for a hearing are provided to the license holder. The Board is also authorized to recommend other avenues to assist the educator via training, coursework or rehabilitative treatment. (All costs would be assumed by the educator.) The State Board of Education may direct the Arkansas Department of Education to monitor progress toward the completion of any corrective action. Any of the following grounds shall be considered cause for recommendation of disciplinary action against the holder of a teaching license:

- Breach of conduct as outlined in Section 5.00 of these rules.
- An initial determination that there is probable cause to believe a breach of any of the Standards of the Code of Ethics in Section 5.00 or any conduct described in the offenses set forth in A.C.A. §§ 6-17-410 (c) (1) – (34) has occurred.
- A failure to comply with the payment of any imposed fines.
- Disciplinary action against a teaching license/certificate in another state on grounds consistent with unethical conduct specified in Section 5.00 or as stated in the bullets above in 6.01 of these rules.
- Order from a court of competent jurisdiction or an administrative finding from the Office of Child Support Enforcement of the Arkansas Department of Finance & Administration pursuant to Ark. Code Ann. § 9-14-239 that the license should be suspended or the application for licensure should be denied for non-payment of child support.

- Notification from the Arkansas Department of Higher Education that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Arkansas Higher Education Assistance Corporation pursuant to the authority contained in rules and regulations enacted by the Arkansas Department of Higher Education.
- Failure by an educator to repay any amounts owed to the Department of Education pursuant to Ark. Code Ann. § 6-17-413 concerning the repayment by educators of participation fees for the National Board of Professional Teaching Standards (NBPTS) but does not complete the requirements set forth in Ark. Code Ann. § 6-17-413(b).
- Failure by an educator to repay any funds paid to the educator pursuant to Ark. Code Ann. § 6-17-811 (“Incentives for Teacher Recruitment and retention in High Priority Districts.”) if the educator did not fulfill all contractual obligations necessary to obtain the funds.
- Violation of any other laws and rules that specifically are relevant to an individual’s ability to maintain his/her teaching license.
- Any other cause that renders an educator unfit for employment as an educator because of acts or omissions that constitutes unprofessional conduct and/or moral turpitude.

6.02 An individual whose license has been revoked, denied or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of the Arkansas Code of Ethics for Educators.

6.03 The Arkansas State Board of Education shall notify local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported by the Arkansas Department of Education to national officials, including the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse.

## **7.00 Procedures for the Investigative Process and Final Determination of Alleged Ethics Violations**

7.01 In considering and investigating complaints brought before it, the Professional Licensure Standards Board shall follow the procedures set forth in *Appendix A* to these rules, which are hereby fully incorporated into these rules as if fully set forth herein.

## **8.00 Fines and Fees**

8.01 The State Board of Education, for violations of these Standards of Professional Conduct in all areas and as authorized by Ark. Code Ann. § 6-17-422 (Act 846 of 2007):

- a. May impose fines up the amounts listed in *Appendix B* to these rules, which is attached and is hereby fully incorporated into these rules as if fully set forth herein.
- b. Shall impose fees for action taken pertaining to an educator's license as set for in the attachment *Appendix B*.
- c. Shall use the revenue collected by the State Board of Education from the fees and fines imposed per *Appendix B* of these Rules for the operation of the Professional Licensure Standards Board.

**Procedures for the Investigative Process  
and Final Determination of Alleged Ethics Violations**

**1. Complaint Received by the PLSB:**

A complaint will be deemed a request to investigate. Except as provided in section iv. below, a request for investigation may be a written and validated signed statement of allegations from a citizen of Arkansas filed with the Arkansas Department of Education, local school board, the Arkansas State Board of Education, or public school superintendent of this state which may be is filed with the Professional Licensure Standards Board (PLSB). The request for investigation will be validated (i.e., verified as actually being submitted by the requestor) by the agency listed above with which it is filed and forwarded as a complaint by that agency to the PLSB. When appropriate, the PLSB will provide a copy of the complaint to the superintendent or the president of the local school board (if the educator in question is the superintendent of the district) where the educator is employed.

- i. The Ethics Review Sub-Committee determines whether to investigate.
- ii. Letter sent to complainant about disposition of complaint.
- iii. Letter sent to Superintendent or President of the local school board if appropriate about disposition of complaint.
- iv. The following will automatically go to the sub-committee to open an investigation:
  - a) An affirmative answer concerning criminal or ethical violations on a licensure application.
  - b) Confirmation from the Arkansas State Police or the FBI, regarding criminal convictions.

**2. Investigation Initiated by Professional Licensure Standards Board (PLSB)**

- i. A letter will be sent to the educator requesting information/statement.
- ii. An Investigation is conducted.
- iii. An Investigative Summary will be sent to the Ethics Sub-Committee.

**3. Probable Cause Determination Made**

- i. The Ethics Sub-Committee determines if *probable cause* exists to take a recommendation to the State Board of Education for disciplinary action and, if so, what action.

**4. Proposed Action or Hearing Offered**

- i. A letter sent notifying the educator and the school district, if appropriate, of proposed PLSB action and the reason for the proposed action.
- ii. Educator may consent to the proposed action or may request a hearing before the Ethic Sub-Committee of the PLSB.

- iii. If an educator does not respond in thirty (30) days, the proposed action becomes a final decision recommended for Arkansas State Board of Education (SBE) action.

## **5. PLSB Evidentiary Hearing**

- i. If the educator requests a hearing, an evidentiary hearing will be held before the Ethics Sub-Committee of the PLSB within ninety (90) days, but no earlier than thirty (30) days, from the date that the PLSB receives the educator's hearing request. Either party may request additional time subject to the subcommittee's approval, unless both parties agree to a longer period of time.
- ii. A decision by the Sub-Committee will be made.
- iii. The educator will be notified in writing of the Sub-Committee's decision. The educator may accept the initial decision or request a ~~review~~ hearing before the SBE.

## **6. Evidentiary Hearing Procedures of the PLSB Sub-Committee**

- i. The educator shall be notified in writing of the date, time and location of the Ethics Sub-Committee of the Professional Licensure Standards Board (PLSB) meeting at which his/her case will be considered. The notice will also state a deadline by which the educator must submit items to the sub-committee for consideration.
- ii. A representative of the PLSB and the educator (or his/her attorney) shall have up to twenty-five (25) minutes each to present their cases to the sub-committee. The chairperson of the sub-committee, ~~at his/her discretion,~~ may grant additional time to either or both parties, if necessary.
- iii. Each party will have the opportunity, should it so choose, to make an opening statement. The statement shall be no longer than five (5) minutes in length; any such times used for an opening statement shall be deducted from the time allowed for case presentation listed in ii. above.
- iv. The representative of the PLSB shall present its case (and opening statement, if it so chooses) to the hearing subcommittee of the Board first.
- v. Any written documents, photographs or any other items of evidence may be presented to the hearing subcommittee with the permission of the Chairperson. The items of evidence shall be marked as either "PLSB Exhibit Number 1(et seq.)" or "Educator's Exhibit Number 1 (et seq.)" After an item of evidence has been allowed to be presented to the hearing subcommittee by the Chairperson, the introducing party shall give one (1) copy to the court reporter for the record and one (1) copy to the Chairperson.
- vi. After one party has questioned a witness, the other party shall have the same opportunity.

- vii. Members of the hearing subcommittee shall also have the opportunity to ask questions of any witness or any party.
- viii. While the scope of each party's presentation ultimately lies within the chairperson's discretion, case presentation should be arranged in such a way as to avoid redundant testimony.
- ix. After the educator has presented his/her case, the chairperson may allow each party to present limited rebuttal testimony.
- x. After the rebuttal evidence has been presented, the educator shall have up to five (5) minutes to present a closing statement, if desired.
- xi. After the educator has made a closing statement, or waived the opportunity for the same, the representative of the PLSB shall have up to five (5) minutes to make his/her closing statement, if desired.
- xii. After closing statements have been made (or the opportunity to make them has been waived), the hearing subcommittee may orally announce its decision. Alternatively, the hearing subcommittee may take the case under advisement and render a written decision at a later time.
- xiii. A written ~~order~~ decision reflecting the hearing subcommittee's final decision and recommendation shall be promptly prepared by the PLSB for the chairperson of the hearing subcommittee's signature. A copy of the ~~order~~ decision and recommendation shall be timely transmitted to the educator, the PLSB and the SBE.
- xiv. The educator shall have thirty (30) days from the receipt of the ~~order~~ decision and recommendation to appeal the sub-committee's decision to the SBE. Should the educator not file an appeal to the SBE within the above-referenced thirty (30) day time period, the decision of the sub-committee shall become non-appealable.

### LIST OF APPLICABLE FINES

<u>Action Taken</u>	<u>Maximum Fine Amount</u>
<u>Permanent Revocation of License</u>	<u>\$0</u>
<u>Suspension of License</u>	<u>\$100</u>
<u>Probation of License</u>	<u>\$75</u>
<u>Written Reprimand by State Board of Education</u>	<u>\$50</u>
<u>Written Warning by State Board of Education</u>	<u>\$0</u>

### LIST OF APPLICABLE FEES

<u>License Issued</u>	<u>New or Renewal</u>	<u>Fee Amount</u>
One-Year Provisional Teacher's License	New	\$0.00
	Renewal	\$0.00
Three-Year Initial Teacher's License	New	\$0.00
Five-Year Standard Teacher's License	New	\$100.00
	Renewal	\$100.00
Five-Year Vocational Permit	New	\$100.00
	Renewal	\$100.00
One-Year Professional Teaching Permit	New	\$35.00
Lifetime Teacher's License <b><u>(Must be 65 years of age.)</u></b>	New	<del>\$25.00</del> <u>\$0.00</u>
Adding Area or Level to Existing License <u>(If not occurring at the time of renewal)</u>	Not Applicable	<del>\$50.00</del> <u>\$0.00</u>
	Not Applicable	\$50.00
Adding Degrees to Existing License <u>(If not occurring at the time of renewal)</u>	Not Applicable	\$50.00
Duplicate License	Not Applicable	\$50.00

## Appendix C

### Explanations and Guidelines to Clarify the Intent of The Standards of Professional Conduct

The purpose of Appendix C is to provide greater clarity and intent of each professional standard listed in Section 5.00 of this rule. Therefore, Appendix C is not designed to supersede the required standard of professional conduct but rather to provide some rationale of the intent and purpose and thus the proper application of each professional standard of conduct. It is recognized that Appendix C is a general application of the intent and purpose of each professional standard and is considered a guide and not all inclusive of each and every interpretation and application of a professional standard of conduct as required in Section 5.00.

Furthermore, it is recognized that unless specifically stated in a professional standard of conduct listed in Section 5.00 of this rule or specifically required in Appendix C's interpretation of a particular standard of conduct, the alleged unethical conduct by a licensed educator may be considered by the Professional Licensure Standards Board regardless of the mental intent related to the alleged unethical action or omission. However, the Professional Licensure Standards Board may consider the mental intent or capacity of the licensed educator, along with other relevant factors, when determining whether a violation exists and what, if any, disciplinary action to recommend to the Arkansas State Board of Education for alleged violations of this code of ethics.

#### **Standard 1 An educator maintains a professional relationship with each student, both in and outside the classroom**

This standard goes to the core of a professional educator's expected conduct and relationship with all students and transcends criminal behavior or other actions which violate law. The professional relationship with students is such behavior and action which promotes at all times the mental, emotional, and physical health and safety of students. An educator should show respect for and not demean, embarrass, or harass students absent some reasonable educational or disciplinary purpose and never as prohibited by law. A professional relationship is one where the educator maintains a position of teacher/student authority with students even while expressing concern, empathy, and encouragement for students. In that position of authority, an educator may nurture the student's intellectual, physical, emotional, social and civic potential. An educator may display concern and compassion for a student's personal problems and, when appropriate, refer the student for school counseling or other help.

#### **Standard 2 An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.**

This standard addresses the professional educator's obligation to implement best practices and maintain competence in skills and knowledge. An educator has many dispositions that are required

in the course of instruction such as ensuring that students have access to varying points of view and that instruction reflects current subject matter.

**Standard 3 An educator honestly fulfills reporting obligations associated with professional practices.**

This standard covers those situations where there is an intentional or knowing attempt to deceive or mislead an educational entity. Honest errors or mistakes or inaccuracies are not intended to be encompassed by this standard. To uphold this standard an educator should be honest when reporting data and information to the Arkansas Department of Education, the Arkansas Bureau of Legislative Audit, the Arkansas State Board of Education, and other state and federal governmental agencies. Honestly reporting grades is also a part of this standard. It is also important that an educator honor this standard when giving information to recommend an individual for employment promotion or licensure as well as when reporting professional qualifications, criminal history, college credits and degrees, awards, and employment history. Similarly the failure to timely submit information covers those situations where there is a knowing failure to submit or provide information. This standard covers those situations described in Ark. Code Ann. § 6-17-410(d) (1) (A) (vii) and (viii) that involve knowingly submitted false or misleading information or knowingly falsifying or directing another to falsify a grade.

**Standard 4 An educator entrusted with public funds and property honors that trust with honest, responsible stewardship.**

An educator must be a good steward of public funds, personnel and property dedicated to school related purposes. The use and accounting for these resources under the educator's control must comply with state and federal laws that regulate the use of public funds and property. The use of such resources for personal gain, other than incidental personal benefit for which there is no public education purpose would not be in keeping with the intent of this standard.

**Standard 5 An educator maintains integrity regarding acceptance of any gratuity, gifts, compensation or favor that might impair or appear to influence professional decision or actions and shall refrain from using the educator's position for personal gain.**

The standard is intended to prohibit that conduct which is solely for personal gain and creates an appearance of a conflict of interest in the role as an educator. The standard of conduct called for by this section involves an examination of the total circumstances surrounding the gratuity, gift, compensation, or favor. Factors to consider include the value of the gratuity, gift or favor, the reasonableness of any compensation; the timing of the gratuity, gift, compensation, or favor; and the relationship between the educator and the person from whom the gratuity, gift, compensation, or favor comes. Pursuant to Ark. Code Ann. § 6-24-113 an educator may accept awards and grants as provided for therein. Ark. Code Ann. § 6-24- 112 contains some specific prohibited transactions involving gratuities or offers of employment. The second part of this standard requires that the educator does not use the position for personal gain.

**Standard 6 An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law.**

At times educators are entitled to and/or for professional reasons need access to certain student records, other educators' records, and standardized testing materials. Much of this information is confidential, and the educator should maintain that confidence unless the disclosure serves some legitimate educational purpose as allowed or required by law. The Federal Education Rights and Privacy Act (FERPA) addresses the confidentiality of certain student records. Such federal and state laws permit disclosure of some student information and restrict the disclosure of other student information. Educators should respect and comply with these and other similar confidentiality laws. Confidential student information may include student academic and disciplinary records, health and medical information, family status and/or income, assessment/testing results, and Social Security information. When standardized tests are administered, educators should maintain the confidentiality of those parts of the standardized test materials that are to remain confidential such as actual test items and test booklets in accordance with state law, regulation, and testing policy. Supervisors may be entitled to access to other educators' personnel records and should maintain the confidentiality of those records.

**Standard 7 An educator refrains from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs while on school premises or at school-sponsored activities involving students.**

This standard sets forth the expectation of the professional educator concerning using, possessing, or being under the influence of the listed substances while on school premises or at school-sponsored activities involving students or being in violation of state law governing the using, possessing or being under the influence of alcohol, tobacco, or unauthorized/illegal drugs while on school property or at school-sponsored activities involving students.

.....

Dr. Delena Gammill, Superintendent  
Judy Smith, Asst. Superintendent  
P. O. Box 69  
Hwy. 65 South  
St. Joe, AR 72675  
(870) 439-2213

# Ozark Mountain School District

April 28, 2008

Scott Smith  
ADE Legal Council  
#4 Capitol Mall, Room 404-A  
Little Rock, Arkansas 72201

Dear Mr. Smith:

The Ozark Mountain School District is seeking a waiver from the State Board of Education in accordance with Act 219 of 2007. This waiver request is for the course of Physics.

According to Act 219 of 2007 a course is considered as taught if the course "has an enrollment of one (1) or more students and all students enrolled in the course leave the school district after the course has commenced but before the completion of the course in each given school year or school semester the course is to be taught and no other students are eligible to take the course enroll to attend the school district campus where the course is required to be taught, the course shall be considered as taught by the school district in compliance with the standards for accreditation under the following conditions:"

1. I, the superintendent of the Ozark Mountain School District certify that no student eligible to take the required course enrolled to attend the school district campus where the course was required to be taught after the initial student left the school district. Documentation is attached to show one student was enrolled and then left the district. Every effort was made to find other students to take the class, but to no avail.
2. A master schedule is attached to show the course is scheduled to be taught during the entire time the course was required to be taught.
3. In addition to that master schedule we have provided the license of the certified teacher employed to teach the required course during the entire time the course was required to be taught.
4. All of this information was submitted to Standards Assurance on September 24, 2007 and again on April 25, 2008. Frank Wimer notified me on April 24, 2008 that I now need to petition the State Board for a waiver for both semesters.

.....

May 5, 2008  
Page 2

5. I respectfully request to be placed on the May calendar of the State Board of Education to request a waiver for the Fall semester of 2007 and then again on the June calendar to request a waiver for the Spring semester of 2008.

If you need any further information feel free to contact me at 870-439-2213 Ext. 21.

Sincerely,



Delena Gammill, EdD  
Superintendent.