



AGENDA STATE BOARD OF EDUCATION

February 9, 2009
Arkansas Department of Education
Auditorium, State Education Building
9:00 AM

Back Print

Reports

Report-1 Recognition - Arkansas Superintendent of the Year - Dr. Jerry Guess, Camden-Fairview District

Dr. James will introduce and present the Arkansas Superintendent of the Year Award to Dr. Jerry Guess, Camden Fairview School District.

Presenter: Dr. Ken James

Report-2 Chair's Report

Presenter: Randy Lawson

Report-3 Commissioner's Report

Presenter: Dr. Ken James

Report-4 Status of the Designation of Facility Distress for the Hermitage School District.

Ark. Code Ann. § 6-21-811, Academic Facilities Distress Program is a program designed to identify any school district that has engaged in actions or inactions that result in any act or violation determined by the Division to jeopardize any academic facility used by a public school district. With Commission confirmation, the Division will implement corrective measures requiring the school district to develop a plan to correct the deficiencies and other administrative measures to preclude any further instances that could jeopardize the facilities.

Should the Division determine that to secure and protect the best interest of the educational resources of the state or to provide for the best interest of the students in the school district, it may petition the State Board of Education for the consolidation, annexation or reconstitution of a school district. The State Board of Education may approve the petition or take other action deemed appropriate. The State Board of Education shall consolidate, annex or reconstitute any school district that fails to remove itself from the classification of a school district in facility distress within two (2) consecutive years of its designation.

Presenter: Doug Eaton

Consent Agenda

C-1 Minutes ASBE meeting January 12, 2009

Presenter: Dr. Charles Watson

C-2 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-3 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 Bus Application – Recommend Approval; Commercial Bonds - 3 Voted Bond Applications – Recommend Approval

Presenter: Ms. Cindy Hedrick Ms. Amy Woody

C-4 Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan

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

Presenter: Dr. Charity Smith and Willie Morris

C-5 Progress Report on the Status of Districts Classified in Fiscal Distress for 2008-2009

For the 2008-2009 school year, twelve districts were classified by the State Board as being in Fiscal Distress. Department staff conducts on-site visits, reviews district financial improvement plans and financial reports, and works with Fiscal Distress districts on issues specific to the individual districts. Currently the twelve districts in Fiscal Distress are Bald Knob, Bismarck, Clinton, Concord, Decatur, Gentry, Greenland, Hartford, Hermitage, Mineral Springs, Murfreesboro, and Westside Consolidated. A progress report for each district classified as being in Fiscal Distress is provided to the State Board every six months. The State Board is receiving progress reports for Greenland and Decatur quarterly; and therefore, those two districts are excluded from the six-month report.

Presenter: Bill Goff

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

Ark. Code Ann. § 6-17-309 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 45 school districts covering a total of 124 teaching positions and 19 school districts requesting 24 waivers for long-term substitutes. 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.

* There is one waiver the Department would like to address. The Hartford School District has asked for a waiver that requires an exception. Additional Licensure Plans (ALP) are only valid for three years. The Department acknowledges the ALP addressed was filed in August of 2006 and recommends that the 2008-2009 school year starts year one under the ALP due to the fact that this teacher was deployed as part of Operation Freedom in Iraq during the 2006-07 and 2007-08 school years.

Presenter: Beverly Williams

C-7 Consideration of Report on the Status of the Arkansas Public Charter Schools Program

Arkansas Code Annotated §6-23-310 requires the State Board of Education to report to the General Assembly on the status of the Arkansas Public Charter Schools Program. The attached is presented to the State Board in fulfillment of the statutory requirement. A copy of Arkansas Code Annotated §6-23-310 is also attached for your reference.

Department staff is requesting that you accept the report, and permit it to be forwarded to the General Assembly.

Presenter: Dr. Mary Ann D. Brown

A-1

Petition for Voluntary Administrative Annexation of the Cushman School District into the Batesville School District

Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Cushman and Batesville School Districts have presented a Petition for Voluntary Administrative Annexation to the Department of Education. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Cushman School District is subject to administrative annexation or consolidation as its average daily membership has fallen below three hundred fifty (350) students for each of the two (2) school years immediately preceding this year. A majority of the board members of the affected districts voted to annex the Cushman School District into the receiving Batesville School District. (See attached petition.) Public notice was given in the local newspaper of general circulation once a week for two consecutive weeks. The Department has requested an opinion from the Attorney General's Office as to whether the annexation of the Cushman School District into the Batesville School District would hamper, delay or negatively impact the efforts of the State of Arkansas to desegregate public schools. The Attorney General's Opinion, as well as additional documents, will be separately transmitted to the Board early during the week of February 5th.

Presenter: *Tripp Walter/Jeremy Lasiter*

A-2

Hearing of District Conversion Public Charter School Application and ADE Review: Oak Grove Elementary Health, Wellness, and Environmental Science School – Paragould School District

Oak Grove Elementary Health, Wellness, and Environmental Science School is a proposed district conversion public charter school to be located within the Paragould School District in Paragould, Arkansas. The sponsoring entity of the application is the Paragould School District. Students in grades K-4 would be served with a proposed enrollment of 435 students. The proposed facility is located at 5027 Highway 135 North, Paragould, Arkansas. The School Board for the Paragould District approved the proposed District Conversion Public Charter application.

Staff members from several sections of the Arkansas Department of Education reviewed the application for Oak Grove Elementary Health, Wellness, and Environmental Science School. Evaluation concerns and comments were then mailed to the applicant for response. The applicant responded to the ADE evaluation in writing. Copies of the application, the ADE evaluation and the written response by the applicant have been included for review by the State Board of Education.

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

Presenter: *Dr. Mary Ann D. Brown*

A-3

Consideration for Approval to Create Two New Licensure Areas: Speech 7-12 and Drama 7-12

During its January meeting, the Professional Licensure Standards Board (PLSB) voted unanimously to create a 7-12 area of licensure for Speech and a separate 7-12 area of licensure for Drama. These two licensure areas are in addition to the existing combined 7-12 Speech/Drama license and the new Speech or Drama endorsements. The Department supports this recommendation.

Presenter: *Beverly Williams*

A-4

Consideration for Adoption: Interstate School Leadership Licensure Consortium (ISLLC) Standards for Educational Leadership Programs of Study

The Arkansas Department of Education recommends the adoption of the ISLLC Educational Leadership Policy Standards: 2008 as the Standards for Arkansas education leadership programs of study. The adoption of these Standards was also recommended in January to the Professional Licensure Standards Board which unanimously supported this recommendation.*

These new standards were adopted by the National Policy Board for Educational Administration (NPBEA) and are supported by the Council of Chief State School Officers (CCSSO) for which Dr. James is the current president. Arkansas was very fortunate to also have Dr. Mary Gunter, Director of the Center for Leadership and Learning at Arkansas Tech University, as a NPBEA Research Panel Member.

** ISLLC is the Interstate School Leadership Licensure Consortium*

Presenter: *Beverly Williams*

A-5

Request for Approval of 2008-2009 Arkansas Better Chance Grants

Pursuant to the authority granted the State Board of Education, the DHS Division of Child Care and Early Childhood Education

requests approval of the following funding recommendations under the Arkansas Better Chance program.

Presenter: Jamie Morrison

A-6 Consideration for Approval: Pass Cut Score and Pass Performance Level for the Arkansas Algebra I End-of-Course Examination

It is recommended that the State Board of Education give requisite approval of the attached recommended pass cut score and the pass performance level descriptor for the Algebra I End-of-Course examination.

A state-wide committee of teachers, administrators, and a representative of the Arkansas business community engaged in a standard setting process on January 8-9, 2009, which included analyzing student assessment scores and student responses on open-response items from the 2007-2008 Algebra I End-of-Course examination using the performance level descriptors specific to Algebra I.

The pass performance level descriptor used in the standard setting process was developed by a committee of Arkansas educators on July 21, 2008. Both processes were carried out in accordance with a plan recommended by the Technical Advisory Committee.

Based on the work of the pass standard setting committee, the ADE is recommending the pass cut score and the pass performance level descriptor for the Algebra I End-of-Course examination.

Presenter: Dr. Gayle Potter

A-7 Consideration for Removal of Bismarck School District from Fiscal Distress Classification

The Bismarck School District was classified in Fiscal Distress for 2007-2008 school year. The Department has conducted site visits, off-site assistance, and analysis of the financial status of the Bismarck School District. The Department is reporting that the Bismarck School District has currently corrected all criteria for being removed from Fiscal Distress. Upon the Board's approval of the Department's recommendation and in compliance with Ark. Code Ann. § 6-20-1908 (c), the Department will certify in writing to the Bismarck School District that the school district has corrected all criteria for being classified as being in Fiscal Distress and has complied with all the department recommendations and requirements for removal from Fiscal Distress. Subsequent to a district receiving this notice of compliance, the district may petition the State Board for removal from Fiscal Distress status. Included in this item is a letter from the Bismarck School District petitioning the State Board for removal from Fiscal Distress status.

Presenter: Bill Goff

A-8 Consideration for Removal of Clinton School District from Fiscal Distress Classification

The Clinton School District was classified in Fiscal Distress for 2007-2008 school year. The Department has conducted site visits, off-site assistance, and analysis of the financial status of the Clinton School District. The Department is reporting that the Clinton School District has currently corrected all criteria for being removed from Fiscal Distress. Upon the Board's approval of the Department's recommendation and in compliance with Ark. Code Ann. § 6-20-1908 (c), the Department will certify in writing to the Clinton School District that the school district has corrected all criteria for being classified as being in Fiscal Distress and has complied with all the department recommendations and requirements for removal from Fiscal Distress. Subsequent to a district receiving this notice of compliance, the district may petition the State Board for removal from Fiscal Distress status. Included in this item is a letter from the Clinton School District petitioning the State Board for removal from Fiscal Distress status.

Presenter: Bill Goff

A-9 Hearing on Waiver Request for Teaching License - Willie Archer Branch

Mr. Branch was convicted on February 12, 1992 of Delivery of a Controlled Substance, Cocaine, a Class Y Felony, by a jury in White County Circuit Court and sentenced to eighteen years imprisonment. On May 6, 1992, Mr. Branch pled guilty to Delivery of a Controlled Substance, Marijuana, a Class C Felony, and was sentenced to four years imprisonment to be served concurrently with his previous eighteen-year sentence. According to the Arkansas Department of Corrections, Mr. Branch was incarcerated for approximately four years. Both convictions are disqualifying convictions pursuant to Ark. Code Ann. § 6-17-410(c)(13). On December 12, 2008, Mr. Branch was notified of the denial of his application for a teaching license and of his right to a waiver hearing before the State Board pursuant to Ark. Code Ann. § 6-17-410(f). On December 19, 2008, Mr. Branch submitted his request for a waiver hearing.

Presenter: Jennifer Williams Flinn

Appointment of Nominating Committee for 2009-2010

The Board's adopted guidelines for election of officers provides for the appointment of a Nominating Committee consisting of three (3) Board members, all of whom shall have served at least two (2) years on the Board, on or before March 1 of each year. The February meeting will be the last regularly scheduled meeting prior to March 1.

Presenter: Randy Lawson

**Minutes
State Board of Education
Monday, January 12, 2009**

The State Board of Education met on Monday, January 12, 2009, in the Auditorium of the State Education Building. Chairman, Randy Lawson, called the meeting to order at 9:00 a.m.

The following Board members were present: Randy Lawson, Chairman; Dr. Naccaman Williams, Vice-Chairman; Sherry Burrow; Jim Cooper; Brenda Gullett; Sam Ledbetter; Alice Mahony; Dr. Ben Mays; and Diane Tatum.

No members were absent.

Reports

Chair's Report

Ms. Gullett: reported attending a recent meeting of the Arkansas Leadership Academy. She stated that she was pleased to be a Board representative to the Academy.

Dr. Williams: reported attending the Arkansas Teacher of the Year Ceremony at the Governor's Conference Room.

Commissioner's Report

Dr. James provided information on the following:

- Acknowledged the opening of the Arkansas General Assembly at Noon (1/12/09) and the Governor's annual address, which is set for a combined session on Tuesday (1/13/09)
- Reported the recent release of the Quality Counts Report. Arkansas received an overall rating of B-, which ranked the state at 10th in the national rating.
- Noted Arkansas' participation in policy study activities – Career Ready Seminar – with leadership from the Council of Chief State School Officers
- Acknowledged naming of the 2009 Arkansas Teacher of the Year and stated the desire to consider different and additional opportunities to expand the Teacher of the Year program in future years

Arkansas Leadership Academy – Master Principal Recognition

Dr. Debbie Cook was recognized to introduce three school principals who completed the Academy's Master Principal Program. Dr. Ken James joined Dr. Cook in presenting plaques and recognition for the program completed. Principals recognized: Michelle French, Ward Central Elementary School, Cabot School District; Kay York, Margaret Daniel Elementary School, Ashdown School District; and Jackie Smith, Arnold Drive Elementary School, Pulaski County Special School District.

(A complete text of the Decatur and Greenland School District reports and dialogue is available from the Court Reporter's transcript in the State Board Office – Arkansas Department of Education)

Quarterly Financial Report for Decatur School District

Bill Goff was recognized to present this report. Mr. Goff introduced Leroy Ortman, interim superintendent at Decatur School District. Mr. Ortman stated that finances are moving toward having a positive balance for both the 2008-2009 and 2009-2010 school years. He acknowledged that the decline in student enrollment has stopped and a small increase will be reported for the third quarter report. Mr. Goff provided financial details supporting the report of a projected balance for the current fiscal year. Mr. Goff's report also included a timeline for activities and actions that would have to occur should it be determined that the District would be annexed to a single district or subdivided into multiple districts. This report was requested by the Board at the previous update presentation.

Questioning of Mr. Goff and Mr. Ortman affirmed that cost saving measures have been implemented and are working – approximately 42% of the operating budget has been expended and six months have lapsed in this fiscal year; an issue remains to be resolved regarding severance pay (if any) with the former superintendent; cost saving measures included reduction in force and redefining duties of some administrators; and any decision related to annexation of the district would have to be initiated no later than January 2010.

No action was taken on the report.

Quarterly Financial Report for Greenland School District

Bill Goff was recognized to present this report. Mr. Goff introduced Dr. Roland Smith who presented detailed budget and expenditure information indicating cost saving measures implemented resulting in a projected surplus for the 2008-2009 and 2009-2010 school years. Dr. Smith reported strong community support that includes financial support from individuals, the business community and parents as exemplified in strong attendance at community meetings held on a regular basis. Mr. Goff supported the data provided by Dr. Smith and stated that information presented as part of the Decatur report regarding any annexation would follow that same pattern and timeline should such action be warranted.

Questioning of Mr. Goff and Dr. Smith noted that the district retains title to property formerly used by the Winslow School District and some work is directed to keeping those facilities from major deterioration and there is no current indication of further financial obligation from the previous superintendent.

No action was taken regarding this report.

2008 Arkansas School Performance Report Card and Implementation of the Gains Growth Model for School Accountability

Dr. Charity Smith was recognized to present this report. Dr. Smith summarized events leading up to the release of state and local district accountability data as required by statute. She reported that preliminary data are available on a Web site for review by local district officials prior to that data being released. Dr. Robert Kennedy, a member of the technical advisory committee also discussed components of the growth model calculation.

Consent Agenda

Chairman Lawson stated that Consent Agenda Item C-5 – Act 648 of 1993 Community Service Learning – No Way Pulpwood, Inc. – was being withdrawn from consideration.

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

- Minutes – December 8, 2008
- New Employed, Promotions and Separations
- Report on Waivers to Schools 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
- Approval for Payment of Stipends and Expenses to Board Members

Action Agenda

Request for Approval of 2008-2009 Arkansas Better Chance Grants

Jamie Morrison was recognized to present this item. Ms. Morrison requested that the Board consider seven (7) additional grant requests, which were not previously presented.

Requests submitted with the Agenda 13 proposals	\$335,520
Requests submitted at meeting (1/12/07)	\$ 24,780

Mr. Cooper moved approval of grant requests with additions as submitted. Ms. Gullett seconded the motion. The motion was adopted unanimously.

Continuation of Review 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 introduced Dr. Beverly Clark and Dr. Carolyn Carter to provide updated information on the proposed budget revision and restructuring of staffing at Dreamland Academy. Chris Bell, Dreamland CPA, presented current financial status of the Academy. Dr. Brown stated that working with the Dreamland staff has resulted in positive responses to questions and financial status. Bill Goff stated that his review of the proposed budget was reasonable and with tight internal control could be implemented.

Ms. Tatum asked about the letters and commitment to reduction in staff, especially when Dr. Carter's position has zero allocation for the balance of this fiscal year. Dr. Clark affirmed that there has been reduction in staff and that some positions, including Carolyn Carter's, would be zero funded through the remainder of this fiscal year, but Dr. Carter will continue to serve as an administrator at Dreamland.

Dr. Williams asked about the major reduction in capital expenditures for the remainder of the year. Mr. Bell responded that most of the purchases for the year were made early in the fiscal year and purchases were made in sufficient quantities that the reductions in that category are accurate and realistic.

Dr. Mays asked about the proposed staff changes from those made at the December meeting. Dr. Clark noted that work with the budget and needs of the school caused a rethinking of those decision made rather quickly at that previous meeting. She affirmed that the students are often challenging and experienced staff must be in place to meet the expectations of the parents and the needs of the students.

Mr. Cooper asked about the reduction in rent agreement. Dr. Clark stated that the church has agreed to reduce the rent by \$1500 per month for the balance of this fiscal year and that revision will be reflected in a revised lease agreement as soon as paperwork can be prepared.

Ms. Tatum moved to accept the proposed budget and staff proposal and to require quarterly updates on the fiscal status of the Academy beginning with the April Board meeting. Ms. Burrow seconded the motion. The motion was adopted 5 yes and 3 no. (Gullett, Ledbetter and Mays voted no.) Reasons for no votes: Gullett: was not satisfied with the financial status as reported and proposed; Ledbetter: suggested that the Academy should be placed on probationary status if allowed to continue; Mays: does not believe financial proposals are sound and can be fulfilled.

Request for Approval of Revised Fine Arts Curriculum Framework

Dr. Gayle Potter was recognized to present this item. Dr. Potter noted the various strategies and committee participation involved in the revision of the fine arts frameworks. She also noted that more individual secondary courses were included in this revision.

Mr. Cooper asked if the Department received any feedback from school or individuals pursuant to adoption of the revised documents. Dr. Potter answered none were received.

Ms. Gullett moved adoption of the frameworks as proposed. Dr. Williams seconded the motion. The motion was adopted unanimously.

The Chair declared, without objection, the meeting adjourned. The meeting adjourned at 12:05 p.m.

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

NEWLY EMPLOYED FOR THE PERIOD OF January 1, 2009 – January 31, 2009

Shirley Fetherolf – Public School Program Advisor, Grade 21, Deputy Commissioner’s Office, Curriculum, Assessment and Research, effective 01/05/09.

Holly Harvey – ADE Financial Analyst, Grade 20, Division of Fiscal and Administrative Services, LEA State Funding/Loans and Bonds, effective 01/12/09.

Judith Hill – Executive Secretary/Administrative Secretary, Grade 14, Division of Fiscal and Administrative Services, Child Nutrition, effective 01/12/09. Rehire

*Tameka Hines – Management Project Analyst I, Grade 18, Division of Human Resources/Licensure, Professional Licensure Standards Board, effective 01/26/09.

*Taniesa Moore – Public School Program Advisor, Grade 21, Deputy Commissioner’s Office, Curriculum, Assessment and Research, effective 01/26/09.

PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF January 1, 2009 – January 31, 2009

Dee Cox- from ADE Coordinator, Grade 99, Division of Learning Services, Special Programs, effective 01/26/09 to Special Assistant to the Commissioner, Grade 99, Smart Accountability, effective 01/26/09. Lateral Promotion

Jerri Cummings – from Administrative Assistant II, Grade 17, Division of Learning Services, Special Programs, effective 12/29/08 to Agency Program Coordinator, Grade 21, Division of Learning Services, Special Programs, effective 12/29/08.

*LaQueena Johnson – from Computer Operator I, Grade 13, Division of Human Resources/Licensure, Professional Licensure, effective 01/26/09 to Administrative Assistant I, Grade 15, Division of Human Resources/Licensure, Professional Licensure, effective 01/26/09.

SEPARATIONS FOR THE PERIOD OF January 1, 2009 – January 31, 2009

*Sheila Phillips – Secretary I, Grade 11, Division of Learning Services, Special Education, effective 01/26/09. 1 year, 10 months, 18 days. Code: 01

*Minority

AASIS Code:

01 – Voluntary Termination

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
FEBRUARY 9, 2009
APPLICATIONS FOR REVOLVING LOANS**

REVOLVING LOAN APPLICATIONS:

1	School Bus		91,575.00
1		\$	91,575.00

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

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Nettleton	Craighead	3,105	91,575	27,477,65	Purchasing a school bus.

Section 2 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
FEBRUARY 9, 2009
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

3 Voted	\$	51,270,000.00
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3	\$	51,270,000.00

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

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Bryant	Saline	7,088	28,565,000	55,492,083	Erect and equip a new high school and perform all other necessary items to complete a new high school campus; and making improvements, replacements and equipping of existing school campus (\$26,761,899); capitalized interest (\$1,146,171); and cost of issuance and underwriter's discount allowance (\$656,930).
Harrison	Boone	2,877	14,325,000	19,001,423	Refunding the outstanding bond issue dated 7/1/03 (\$10,235,897), making additions to existing elementary schools (\$3,745,453), and cost of issuance and underwriter's discount allowance (\$343,650) with any remaining funds to be used for refurbishing, remodeling, and equipping existing school facilities.
Jessieville	Garland	881	8,380,000	10,480,700	Refunding the outstanding bond issue dated 12/1/03 (\$6,909,559); purchasing two school buses (\$180,000); constructing, renovating, remodeling, repairing and equipping school facilities (\$1,080,081); and cost of issuance and underwriter's discount allowance (\$210,360).

**ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
JANUARY 31, 2009**

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of January 2009.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2009
<i>I. Financial Obligation</i>	<p>As of December 31, 2008, State Foundation Funding payments paid for FY 08/09 totaled \$29,211,385 to LRSD, \$16,048,670 to NLRSD, and \$21,861,082 to PCSSD. The Magnet Operational Charge paid as of December 31, 2008, was \$6,880,121. The allotment for FY 08/09 was \$15,163,785. M-to-M incentive distributions for FY 08/09 as of December 31, 2008, were \$1,882,024 to LRSD, \$1,671,404 to NLRSD, and \$3,946,504 to PCSSD. In September 2008, General Finance made the last one-third payment to the Districts for their FY 07/08 transportation budget. As of September 30, 2008, transportation payments for FY 07/08 totaled \$4,460,451 to LRSD, \$1,232,312 to NLRSD, and \$2,948,764 to PCSSD. In September 2008, General Finance made the first one-third payment to the Districts for their FY 08/09 transportation budget. As of September 30, 2008, transportation payments for FY 08/09 totaled \$1,428,236 to LRSD, \$419,360 to NLRSD, and \$1,114,953 to PCSSD. 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. In July 2008, 16 new Magnet and M-to-M buses were delivered to the districts in Pulaski County. Finance paid Central States Bus Sales \$1,079,700. In July 2008, Finance paid the Magnet Review Committee \$92,500. This was the total amount due for FY 08/09. In July 2008, Finance paid the Office of Desegregation Monitoring \$200,000. This was the total amount due for FY 08/09.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2009
<i>II. Monitoring Compensatory Education</i>	<p>On January 8, 2009, 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. Recent news articles about the desegregation case were discussed. Mr. Scott Richardson, Arkansas Assistant Attorney General, received a letter in January from the 8th U.S. Circuit Court of Appeals, stating that the appeal of the unitary status ruling was “under active consideration”. Mr. Richardson had sent a letter to the clerk of the Court of Appeals in December asking him to inform the judges of legislative, legal and financial matters that hinge on the panel’s decision. The panel had heard oral arguments about the appeal in March of 2008. In another news article, the Attorney General’s Office rejected proposals to cap the number of new charter schools in Pulaski County, waive penalties for fiscal, academic or facilities distress, and establish a new state-funded education service cooperative in Pulaski County. The Attorney General’s Office also rejected the request that for the next seven years, the three school districts in Pulaski County continue to receive the same amount of desegregation funding that they will receive this year. Instead, the office suggested reimbursement based on declining percentage rates, such as 77 percent of desegregation funding the second year, 54 percent the third year, and similar reductions the following years. Other topics of discussion in the meeting included the school choice law and the charter school law. The LRSD has said that charter schools interfere with efforts to comply with desegregation obligations. The next Implementation Phase Working Group Meeting is scheduled for April 9, 2009 at 1:30 p.m. in room 201-A at the ADE.</p>
<i>III. A Petition for Election for LRSD will be Supported Should a Millage be Required</i>	Ongoing. All court pleadings are monitored monthly.
<i>IV. Repeal Statutes and Regulations that Impede Desegregation</i>	<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 86th Legislative Session, and any new ADE rules or regulations.</p>
<i>V. Commitment to Principles</i>	<p>On January 12, 2009, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of December.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2009
<i>VI. Remediation</i>	In December 2, 2008, ADE staff provided District Test Coordinator Training at the Arkansas Highway Department Auditorium. Six staff members from the LRSD, one staff member from the NLRSD and one staff member from the PCSSD attended.
<i>VII. Test Validation</i>	On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activities.
<i>VIII. In-Service Training</i>	A Tri-District Staff Development Committee meeting was held on February 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.
<i>IX. Recruitment of Minority Teachers</i>	<p>In December 2008, the ADE Office of Professional Licensure sent a request to the Pulaski County school districts asking for a list of teacher shortage areas.</p> <p>During the month of December 2008, the ADE Office of Professional Licensure contacted all institutions of higher education with teacher education programs requesting a listing of minority graduates for the Fall of 2008.</p> <p>In December 2008, the ADE Professional Licensure Unit contacted all Pulaski County school districts asking for a statement evaluating the effectiveness of ADE minority recruitment assistance.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2009																																																																																																																																												
<p><i>X. Financial Assistance to Minority Teacher Candidates</i></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>Totals</td> <td>73</td> <td>339,000</td> <td>373</td> <td>1,605,000</td> <td>446</td> <td>1,944,000</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>Totals</td> <td>7</td> <td>35,000</td> <td>40</td> <td>197,500</td> <td>47</td> <td>232,500</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>Totals</td> <td>2</td> <td>8,750</td> <td>29</td> <td>136,250</td> <td>31</td> <td>145,000</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	Totals	73	339,000	373	1,605,000	446	1,944,000	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	Totals	7	35,000	40	197,500	47	232,500	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	Totals	2	8,750	29	136,250	31	145,000
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<p><i>XI. Minority Recruitment of ADE Staff</i></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 JANUARY 31, 2009
<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 January 14, 2009, ADE staff met with Dennis Glasgow and Leon Adams of the LRSD at the Instructional Resource Center. Worked on ACSIP funding.</p> <p>On December 4, 2008, ADE staff presented information about School Improvement (SI) year five at Landmark Elementary in the PCSSD. Discussed why the school is in SI and the requirements of restructuring.</p> <p>On December 4, 2008, ADE staff met in the PCSSD District Office with Anita Farver, Barbara Fredrick and Trina Coleman. Discussed improvements to school and district ACSIP.</p> <p>On December 7, 2008, ADE staff met in the PCSSD District Office with Beverly Ruthven, Deputy Superintendent, Bill Barnes, Director of Secondary Education, Rhonda Harnish, Director of Elementary Education, and Anita Farver, Director of Federal Programs. Discussed the district's responsibility to place Scholastic Audit recommendations in ACSIP. Explained the district's role in supporting the individual school's response to the Scholastic Audit.</p> <p>On December 9, 2008, ADE staff met at Murrell Taylor Elementary School in the PCSSD with the school leadership team and a parent. Reviewed accomplishments since the last meeting. Talked about the importance of teach togetherness and support. Gave the team some articles to review. Discussed the need to involve non-certified staff in improving academics and restructuring the school based on SI Status.</p> <p>On January 7, 2009, ADE staff met in the PCSSD District Office with Beverly Ruthven, Deputy Superintendent, Bill Barnes, Director of Secondary Education, Rhonda Harnish, Director of Elementary Education, and Anita Farver, Director of Federal Programs. Discussed training of leadership teams for schools with SI Status and schools with Scholastic Audits. Talked about writing plans for the 2009-10 school year.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2009
<i>XVII. Data Collection</i>	<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>
<i>XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations</i>	<p>On July 10, 2002, the ADE held a Desegregation Monitoring and Assistance Plan meeting for the three school districts in Pulaski County. Mr. Willie Morris, ADE Lead Planner for Desegregation, presented information on the No Child Left Behind Act of 2001. A letter from U.S. Secretary of Education, Rod Paige, was discussed. It stated that school districts that are subject to a desegregation plan are not exempt from the public school choice requirements. "If a desegregation plan forbids the school district from offering any transfer option, the school district should secure appropriate changes to the plan to permit compliance with the public school choice requirements". Schools in Arkansas have not yet been designated "Identified for Improvement". After a school has been "Identified for Improvement", it must make "adequate yearly progress". Schools that fail to meet the definition of "adequate yearly progress", for two consecutive years, must provide public school choice and supplemental education services. A court decision regarding the LRSD Unitary Status is expected soon. The LRSD and the NLRSD attended the meeting. The next meeting about the Desegregation Monitoring and Assistance Plan will be held in August, 2002, after school starts.</p>

Bald Knob School District
LEA # 7301
White County

Classified in Fiscal Distress

June 11, 2007

Fiscal Distress Indicators and Additional Concerns:

- * A projected negative balance of (\$478,902) for fiscal year end June 30, 2008. (Based on trend analysis of prior three years)
- * During fiscal years 2004, 2005, 2006 to present the District obtained current loans to support district operations.
- * FY04 the District had significant audit findings, including utilizing short term loans, sixty-three (63) instances of inadequately documented travel reimbursements, and total expenditures exceeded total revenues, due to construction cost of the new high school complex.
- * FY05 the District had significant audit findings, including utilizing short term loans, operating bank account was unreconciled, and failure to file the required report with the Department of Education indicating the recipients and amounts paid or the source of the non-recurring revenue from which the bonuses were paid to all certified personnel.
- * April 30, 2007 the District had outstanding short term loans totaling \$799,999.

District Profile:	2004-05	2005-06	2006-07	2007-08
Superintendent	Jeff Heverling	Wayne Fawcett	Wayne Fawcett/ James Staggs	James Staggs
4 QTR ADM	1,323	1,304	1,307	1,309
Assessment	49,091,856	50,493,005	52,033,713	54,438,033
Total Mills	38.50	38.50	38.50	38.50
Total Debt Bond/Non Bond	8,871,050	9,228,035	9,040,744	8,928,958
Per Pupil Expenditures	7,335	8,049	8,617	7,176
Personnel-Non-Fed Certified FTE	101.64	107.20	110.28	102.07
Avg Salary-Non-Fed Cert Clsrm FTE	40,138	39,346	40,843	40,990
Net Legal Balance (Excl Cat & QZAB)	888,362	420,604	40,571	1,434,475

Background Information:

- *The Department of Education assumed administrative control of the Bald Knob School District August 22, 2007.
- *On September 24, 2007, the State Board of Education held a special meeting to consider the proposed annexation of the district.
- *The State Board reviewed the status of the district at the regularly scheduled meeting held December 10, 2007.

District Actions

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2007-08

- Reduced certified personnel by 7.14 FTE's through attrition and RIF
- Reduced classified personnel by 6.5 FTE's through attrition and RIF
- Reduced the number of contracted days for 12 employees
- Reduced employee health benefits to the state minimum
- Eliminated sick leave bonus
- No new construction or capital improvement projects
- Restructured debt in September election
- Approved sales tax in November election
- Sold residential property owned by district
- Eliminated all short term debt

2008-09

- Reduced certified personnel by 4 FTE's through RIF and attrition
- Reduced classified personnel by 4 FTE's through attrition
- Continue to monitor operational spending
- Utilized restricted funds more efficiently

Bismarck School District
LEA # 3001
Hot Spring County

Classified in Fiscal Distress: June 11, 2007

Fiscal Distress Indicators and Additional Concerns:

- * Projected negative balance of (\$220,118) for fiscal year end June 30, 2008. (Based on trend analysis of prior three year)
- * FY05 the District had significant audit findings, including payments for unauthorized expenditures and improper payments to employment contracts. Also, the District improperly contributed \$18,000 to a tax qualified retirement plan on behalf of the superintendent.
- * FY06 the District failed to distribute Educational Excellence Trust funds to certified staff.
- * July 14, 2006 the District utilized a \$250,000 short term loan to support district operations.
- * April 30, 2007 the District's outstanding short term loan balance was \$50,000.

District Profile:	2004-05	2005-06	2006-07	2007-08
Superintendent	Rodney Whitfield	Ernest Huff	David Hopkins	David Hopkins
4 QTR ADM	1,019	1,039	1,023	995
Assessment	42,929,580	44,268,659	46,996,433	48,540,141
Total Mills	29.00	29.00	29.00	41.00
Total Debt Bond/Non Bond	1,996,836	1,924,269	1,836,066	8,292,197
Per Pupil Expenditures	7,224	7,108	7,195	7,053
Personnel-Non-Fed Certified FTE	81.00	82.00	79.13	75.11
Avg Salary-Non-Fed Cert Clsrm FTE	41,943	40,445	40,844	41,083
Net Legal Balance (Excl Cat & QZAB)	89,787	9,280	198,046	1,046,373

District Actions

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2007-08

- Implemented state minimum salary schedule
- Reduced certified personnel by 6 FTE's through attrition and RIF
- Reduced classified personnel by 2 FTE's through attrition and RIF
- Eliminated 1 bus route
- Approved 12 new debt service mills in the September 2007 election
- Monitor fuel and utilities

2008-09

- Monitor operational spending
- Eliminated short term debt
- Monitor energy usage and consumption
- Reduce certified personnel by .5 FTE through RIF

Clinton School District
LEA # 7102
Van Buren County

Classified in Fiscal Distress: June 11, 2007

Fiscal Distress Indicators and Additional Concerns:

- * A projected negative balance of (\$4,650,973) for fiscal year end June 30, 2008. (Based on trend analysis of prior three years)
- * July 1, 2004 the District annexed Scotland and Alread School Districts.
- * FY03 to FY06, the District has transferred a net of \$2,365,273 operating funds to the building fund for construction projects.
- * March 31, 2007 the building fund had a negative fund balance of (\$309,188).
- * March 31, 2007 the legal balance, excluding categorical and building funds, was \$24,903.

District Profile:	2004-05	2005-06	2006-07	2007-08
Superintendent	Curtis Turner, Jr.	Curtis Turner, Jr.	Randal Betts	Randal Betts
4 QTR ADM	1,321	1,299	1,286	1,289
Assessment	75,405,449	81,450,510	88,000,172	109,295,751
Total Mills	33.00	33.00	33.00	32.80
Total Debt Bond/Non Bond	7,257,946	7,421,023	7,456,528	7,133,706
Per Pupil Expenditures	8,552	8,618	8,051	7,189
Personnel-Non-Fed Certified FTE	126.96	133.48	123.30	110.89
Avg Salary-Non-Fed Cert Clsrm FTE	38,747	36,329	37,499	37,476
Net Legal Balance (Excl Cat & QZAB)	1,830,028	354,338	257,977	583,991

*During the 2006-07, the District utilized two (2) cash flow loans to support district operations.

District Actions

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2007-08

- Implemented state minimum salary schedule
- Adopted a revised Reduction in Force (RIF) policy
- Reduced certified personnel by 13.5 FTE's through RIF and attrition
- Reduced classified personnel by 8.5 FTE's through RIF and attrition
- Increased the property insurance deductible to reduce premium
- Proposed 5.9 Mill increase and debt restructuring in 2007 September election; Millage failed
- Eliminated one bus route
- Increased paid meal prices in food service
- Activity events reimbursed District for cost of fuel and driver (i.e., athletics, band)
- Discontinued paying student supplemental insurance
- Monitored the use of substitutes

2008-09

- Reduced certified personnel by 1 FTE through attrition
- Reduced classified personnel by 1 FTE through attrition
- Replaced 4 certified positions at a lower salary
- Monitor operational spending
- Received additional revenue from oil and gas leases
- Moved allowable salaries and other expenditure to federal funds
- Eliminated on-line instructional program not being utilized by district
- Approved debt restructuring in the 2008 September election
- Eliminated short term debt
- Utilized restricted funds more efficiently

**Concord School District
LEA # 1201
Cleburne County**

Classified in Fiscal Distress

April 21, 2008

Fiscal Distress Indicators and Additional Concerns:

- * Projected ending balance in operating fund June 30, 2008 of \$148,510. (Based on trend analysis of prior three years)
- * Declining fund balances for the past three years that could jeopardize the fiscal integrity of the District.
- * FY06 the District refunded Title II-D Federal Funds in the amount of \$34,937.

District Profile:	2004-05	2005-06	2006-07	2007-08
Superintendent	David Burnley	David Burnley	David Burnley / Michael Davidson	Michael Davidson
4 QTR ADM	574	540	498	545
Assessment	30,642,381	20,955,431	34,339,082	37,302,637
Total Mills	29.80	29.80	37.00	37.00
Total Debt Bond/Non Bond	1,066,174	1,001,377	2,511,628	2,436,937
Per Pupil Expenditures	8,625	8,525	8,590	8,102
Personnel-Non-Fed Certified FTE	62.41	56.98	47.65	48.05
Avg Salary-Non-Fed Cert Clsrm FTE	36,252	36,354	37,751	37,707
Net Legal Balance (Excl Cat & QZAB)	656,564	391,608	177,896	405,366

District Actions

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2008-09

- Closed Wilburn Elementary campus at the end of the 2007-08 school year
- Reduced superintendent's salary
- Discontinued paying disability insurance to employees
- Reduced certified personnel by 3.75 FTE's through attrition and RIF
- Reduced classified personnel by 4 FTE's through RIF
- Eliminated various stipends and additional contracted days for certified employees
- Discontinued the use of an outside vendor for cleaning floors
- Eliminated 1 bus route
- Lease or sell Wilburn property
- Received additional revenue from oil and gas leases
- District received an ABC grant for the daycare program
- Monitor energy usage and consumption

Gentry School District
LEA # 403
Benton County

Classified in Fiscal Distress

April 21, 2008

Fiscal Distress Indicators and Additional Concerns:

- * Projected negative ending balance June 30, 2008 of (\$254,225). (Based on trend analysis of prior three years)
- * During fiscal years 2004, 2005, 2006 to present, the District obtained current loans to support district operations.
- * District utilized a \$1,250,000 cash flow loan for FY08.

District Profile:	2004-05	2005-06	2006-07	2007-08
Superintendent	Randy Barrett	Randy Barrett	Randy Barrett	Randy Barrett
4 QTR ADM	1,421	1,454	1,441	1,433
Assessment	110,920,456	118,963,070	131,928,940	137,588,720
Total Mills	40.00	40.00	40.00	42.90
Total Debt Bond/Non Bond	13,710,000	13,020,000	12,325,000	11,605,000
Per Pupil Expenditures	6,580	7,305	8,110	8,209
Personnel-Non-Fed Certified FTE	107.07	118.34	121.31	125.98
Avg Salary-Non-Fed Cert Clsrm FTE	38,780	40,654	40,007	43,107
Net Legal Balance (Excl Cat & QZAB)	533,691	470,553	*1,436,512	**1,423,206

*2006-07 Net Legal Balance includes a \$1,250,000 cash flow loan.

**2007-08 Net Legal Balance includes a 1,250,000 cash flow loan.

District Actions

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2008-09

- Approved 3 New Dedicated M & O Mills in September 2007 election
- Reduced contracted days of certified personnel
- Reduced certified personnel by 3 FTE's through RIF and attrition
- Reduced classified personnel by 7 FTE's through RIF and attrition
- Replaced certified positions at a reduced salary
- Required coaches to obtain CDL to transport athletes for local trips
- Reduced athletic department expenditures
- Increased paid meal prices in food service
- Received Microsoft Voucher refund
- Monitor energy usage and consumption
- Payoff a bond issued 4/10/09

Hartford School District
LEA # 6604
Sebastian County

Classified in Fiscal Distress

April 21, 2008

Fiscal Distress Indicators and Additional Concerns:

- * Projected ending balance in the operating fund June 30, 2008, of \$156,170. (Based on trend analysis of prior three years)
- * Declining Fund balance for the past three years that could jeopardize the fiscal integrity of the District.
- * Material audit findings:
 - Coded installment loans as current year loans and did not pay off by required date.
 - Loans and leases were not registered with Department as required by law in the amount of \$203,993.92.

District Profile:	2004-05	2005-06	2006-07	2007-08
Superintendent	John Hunt	John Hunt	Chris Rink	Chris Rink
4 QTR ADM	428	427	419	399
Assessment	17,760,600	18,557,695	22,078,770	24,795,349
Total Mills	39.30	39.30	39.30	39.30
Total Debt Bond/Non Bond	385,726	401,357	355,950	490,089
Per Pupil Expenditures	7,415	7,889	8,172	8,526
Personnel-Non-Fed Certified FTE	44.50	44.01	42.50	42.18
Avg Salary-Non-Fed Cert Clsrm FTE	35,741	36,570	38,969	37,578
Net Legal Balance (Excl Cat & QZAB)	291,148	269,433	*355,515	337,632

*2006-07 legal balance includes \$191,800 loan proceeds

District Actions

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2008-09

- Reduced certified personnel by 3 FTE's through RIF
- Replaced 3 certified positions at a reduced salary
- Replaced 3 classified positions at a reduced salary
- Reduced athletic stipends
- Implement APSCN purchase order system and establish clear procedures for bidding purchases
- Reduce transportation expenditures for athletic and field trips
- Monitor energy usage and consumption
- Monitor operational spending
- Eliminated bus cell phones
- Sell 1 school bus
- Utilized restricted funds more efficiently

Hermitage School District
LEA # 0601
Bradley County

Classified in Fiscal Distress

April 21, 2008

Fiscal Distress Indicators and Additional Concerns:

* Projected negative ending balance June 30, 2008 of (\$110,915). (Based on trend analysis of prior three years)

* Declining fund balances for the past three years that could jeopardize the fiscal integrity of the District.

District Profile:	2004-05	2005-06	2006-07	2007-08
4 QTR ADM	520	502	525	522
Assessment	28,782,086	28,547,794	28,864,433	29,295,734
Total Mills	36.50	36.50	36.50	36.50
Total Debt Bond/Non Bond	4,055,175	4,623,657	4,671,798	5,160,328
Per Pupil Expenditures	8,560	9,745	8,753	8,036
Personnel-Non-Fed Certified FTE	38.35	38.46	37.43	37.47
Avg Salary-Non-Fed Cert Clsrm FTE	38,408	40,931	41,915	42,039
Net Legal Balance (Excl Cat & QZAB)	930,765	407,820	77,060	324,871

Background Information:

* District was classified in Facilities Distress July 22, 2008.

District Actions

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2008-09

- Approved 5 new Debt Service Mills and restructured debt in the May 2008 election
- Eliminated employee benefits above the state minimum
- Collecting rent and utilities on homes owned by District
- Reduced superintendent's salary and discontinued paying housing, car, and travel
- Reduced certified personnel by 2 FTE's through attrition
- Reduced classified personnel by 9 FTE's through RIF and attrition
- Eliminated various stipends and additional pay for certified employees
- Reduced contracted days for certified personnel
- Eliminated administrators travel stipend
- Eliminated AmeriCorps and HIPYPY programs
- Monitor energy usage and consumption
- Increased paid meal prices in food service
- Sold timber and scrap metal
- Utilized restricted funds more efficiently
- Implemented Experience Works Program
- Proposed bond restructure in a special election to be held April 14, 2009

Mineral Springs School District
LEA # 3104
Howard County

Classified in Fiscal Distress

May 12, 2008

Fiscal Distress Indicators and Additional Concerns:

- * Projected negative ending balance in operating fund June 30, 2008 of (\$316,275). (Based on trend analysis of prior three years)
- * Declining fund balances for the past three years that could jeopardize the fiscal integrity of the District.
- * Material state audit exceptions in FY06.

District Profile:	2004-05	2005-06	2006-07	2007-08
Superintendent	Max Adcock	Max Adcock	Max Adcock	Max Adcock
4 QTR ADM	621	610	572	526
Assessment	28,281,635	29,710,575	30,885,840	32,081,834
Total Mills	34.00	34.00	34.00	34.00
Total Debt Bond/Non Bond	2,693,609	2,571,078	2,662,535	2,539,306
Per Pupil Expenditures	9,060	9,108	9,362	9,803
Personnel-Non-Fed Certified FTE	64.15	65.97	63.42	48.61
Avg Salary-Non-Fed Cert Clsrm FTE	37,480	37,724	37,362	50,314
Net Legal Balance (Excl Cat & QZAB)	959,472	497,559	393,220	447,214

District Actions

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2008-09

- Reduced certified personnel by 6 FTE's through attrition
- Reduced classified personnel by 7 FTE's through attrition
- Reduced bus trips for various school activities
- Monitor energy usage and consumption
- Utilized restricted funds more efficiently

Murfreesboro School District
LEA # 5504
Pike County

Classified in Fiscal Distress

April 21, 2008

Fiscal Distress Indicators and Additional Concerns:

- * Projected negative ending balance June 30, 2008 of (\$307,394). (Based on trend analysis of prior three years)
- * The District borrowed \$400,000 (cash flow loan) September 2008 for operational expenses.
- * Declining fund balances for the past three years that could jeopardize the fiscal integrity of the District.

Profile:	2004-05	2005-06	2006-07	2007-08
Superintendent	Dave Holloway	Bernie Hellums	Bernie Hellums	Bernie Hellums
4 QTR ADM	541	516	513	507
Assessment	31,976,480	33,185,150	34,416,140	35,025,060
Total Mills	36.40	36.40	36.40	36.40
Total Debt Bond/Non Bond	1,940,000	3,770,000	3,690,000	3,610,000
Per Pupil Expenditures	6,952	7,814	8,012	8,319
Personnel-Non-Fed Certified FTE	55.10	59.71	52.03	54.15
Avg Salary-Non-Fed Cert Clsrm FTE	36,205	34,729	38,710	37,916
Net Legal Balance (Excl Cat & QZAB)	499,820	436,193	304,294	3,663

District Actions

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2008-09

- Reduced certified personnel by 5.5 FTE's through attrition
- Reduced classified personnel by 4.5 FTE's through attrition
- Eliminated additional summer service contracts
- Reduced employee benefits above the state minimum
- Monitor energy usage and consumption
- Monitor copy machine usage and printing
- Utilize purchase order system
- Review all vendor contract
- Reduce and limit athletic/field trips
- Realign bus routes
- Proposed 7.6 New M & O Mills in March 2009 election
- Reduce personnel by sharing staff with other districts

**Westside Consolidated School District
LEA # 1602
Craighead County**

Classified in Fiscal Distress

April 21, 2008

Fiscal Distress Indicators and Additional Concerns:

* Projected negative balance in operating fund June 30, 2008 of (\$87,061). (Based on trend analysis of prior three years)

* Declining fund balances for the past three years that could jeopardize the fiscal integrity of the District.

District Profile:	2004-05	2005-06	2006-07	2007-08
Superintendent	James Best	James Best	James Best	James Best
4 QTR ADM	1,664	1,640	1,646	1,620
Assessment	79,653,605	82,213,382	84,095,694	86,907,891
Total Mills	32.17	32.17	32.17	32.17
Total Debt Bond/Non Bond	7,454,855	7,208,587	7,414,915	7,108,494
Per Pupil Expenditures	6,475	7,135	7,637	7,508
Personnel-Non-Fed Certified FTE	117.73	123.36	129.77	128.50
Avg Salary-Non-Fed Cert Clsrm FTE	38,486	38,271	39,196	39,451
Net Legal Balance (Excl Cat & QZAB)	1,045,951	867,253	219,688	520,681

District Actions

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2008-09

- Reduced certified personnel by 3 FTE's through attrition and RIF
- Reduced classified personnel by 14 FTE's through attrition
- Consolidated 2 bus routes
- Proposed 2.83 Mill (1.0 M & O and 1.83 Debt service) increase in September 2008 election; Millage failed
- Discontinued renting 2 portable classroom buildings
- Utilized restricted funds more efficiently
- Eliminated landscaping contract
- Reduce certified personnel by 3 FTE's for the 2009-2010 school year
- Restructure maintenance department
- Eliminate additional contracted days for certified and classified employees for the 2009-2010 school year
- Rescind approved Academic Facilities Partnership funds

February 2009
Waiver Requests

LEA	District	# Waivers Requested	Teacher	License Areas	Out of Area	ALP Code	Yrs ALP	Granted/ Denied
60-92	Arkansas School for the Deaf	3	Bryant, Karen	Special Education Hearing Impaired	Middle Level Language Arts/Social Studies	2	08-09	Denied
			Graham, Emma	Social Studies 7-12	Middle Level Science/Math	168	06-07, 07-08, 08-09	Denied
			Jones, Angela	Special Education Hearing Impaired	Middle Level Language Arts/Social Studies	002	08-09	Denied
41-01	Ashdown School District	4	Fricks, Sharla	ECE P-4, Middle Level Education, Elem Principal	Library Media	295, 296	08-09	Granted
			Hillis, Ginger	Drama/Speech	English 7-12	166	08-09	Granted
			Martin, Bruce	Social Studies, Bldg. Adm. Guidance & Counseling	English 7-12	166	07-08, 08-09	Granted
			Parker, Robyn	Language Arts	5th/6th English Endorsement	105	07-08, 08-09	Denied
74-01	Augusta School District	3	Chesnutt, Elsie	Elementary 1-6	Special Education 4/12	230	07-08, 08-09	Granted
			Grisham, April	ECE P-4, Special Education P-4	Gifted & Talented	305, 306	08-09	Granted
			Shields, Sonny	Coaching, PE 7-12	School Counseling	300	08-09	Granted
32-01	Batesville School District	1	Rone, Melinda	Secondary Science	Art	201, 202	08-09	Granted
48-02	Clarendon School District	1	Harvel, Mark	ECE P-4	Music K-6	203, 205	08-09	Granted
36-01	Clarksville School District	1	Sinor, Harley	ECE P-4, Middle Level Education	Special Education	231	08-09	Granted
51-06	Deer/Mt. Judea School District	2	Spivey, Joy	Social Studies 7-12	Middle Level Education	002, 168	08-09	Granted
			Stone, Lucretia	Middle Level Education	Mathematics 7-12	200	08-09	Granted
67-01	DeQueen School District	1	Kitchens, Linda	District Administrator, Physical Education, Special Education, Agriculture Science & Technology	Curriculum Program Administrator	320	08-09	Denied
60-94	Division of Youth Services	1	Whitehead, Michael		Special Education 4-12	230	07-08, 08-09	Granted

February 2009
Waiver Requests

LEA	District	# Waivers Requested	Teacher	License Areas	Out of Area	ALP		
						Code	Yrs ALP Granted/Denied	
22-02	Drew Central School District	1	Barbaree, Jennifer	ECE P-4	5th/6th Endorsement	107	07-08, 08-09	Granted
21-04	Dumas School District	1	Baxter, Destiny	ECE P-4	Art P-8	201	08-09	Granted
18-02	Earle School District	1	Spaletta, Jeff	Middle School Social Studies	Social Studies 7-12	167	08-09	Granted
71-08	Early Connection LLC	1	Ross, Misty	ECE P-4	Special Education P-4	231	08-09	Granted
53-01	East End School District	2	Haynes, Jenna	Science 7-12	Mathematics 7-12	200	08-09	Denied
			Olles, Bobbie	Middle Level Education	Algebra 1 Endorsement	209	08-09	Granted
70-01	El Dorado School District	5	Benedetti, Jennifer	Elementary	5th/6th Endorsement	107	08-09	Granted
			Eastland, Scott	Social Studies 7-12	Coaching 7-12	293	07-08, 08-09	Granted
			Gamer, Aprile	Secondary Math & Science	5th/6th Endorsement	103	08-09	Granted
			Hampton, Tennille	Middle Level Education	Special Education 4-12	230	08-09	Granted
			Heaberlin, Donna	Social Studies 7-12	Middle Childhood English/Social Studies	002	06-07, 07-08, 08-09	Granted
43-02	England School District	2	Daughtery, John	Social Studies 7-12, PE P-12	Special Education	230	08-09	Granted
			Scott, Joan	Elementary 1-6	Art	201	08-09	Granted
72-03	Fayetteville School District	1	Drier, Victor	Industrial Technical Education	Business Education 7-12	225	08-09	Granted
45-01	Flippin School District	1	Smith, Jean	Middle Childhood Education	Journalism 7-12	108	07-08, 08-09	Granted
20-02	Fordyce School District	1	Sims, Donald	Elem 1-6, MS Math/Science	Building Level Administrator	312, 313	06-07, 07-08, 08-09	Granted
41-02	Foreman School District	3	Gage, Leigh	Elementary 1-6	Music P-8	203, 205	08-09	Denied
			Wade, Helen Gail	Middle Level Education	ECE P-4	1	07-08, 08-09	Granted
			Ward, Lucy Lyn	Middle Level Education	Mathematics 7-12	200	07-08, 08-09	Denied

February 2009
Waiver Requests

LEA	District	# Waivers Requested	Teacher	License Areas	Out of Area	ALP Code	Yrs ALP	Granted/ Denied
46-03	Fouke School District	1	Oliver, Marian	ECE P-4, Elem K-6	Special Education	231	08-09	Granted
*								
66-04	Hartford School District	3	Denton, Ronnie	Physical Education 7-12	PE/Wellness/Leisure	236	08-09	Granted
			Denton, Ronnie	Physical Education 7-12	Coaching 7-12	293	08-09	Granted
			Denton, Ronnie	Physical Education 7-12	Social Studies 7-12	167	08-09	Granted
12-02	Heber Springs School District	1	Ware, Pam	ECE P-4	Special Education	231	07-08, 08-09	Granted
62-02	Hughes School District	2	Galas, Matthew	ECE P-4, Middle Level Education	Special Education 4-12	230	08-09	Granted
26-04	Jessieville School District	1	Roberts, Kim	ECE P-4, Middle Level Education	Special Education P-4	231	06-07, 07-08, 08-09	Granted
36-04	Lamar School District	1	O'Neal, Ryan	PE/Health	Middle Childhood Education	002, 168	08-09	Granted
72-05	Lincoln School District	1	Williams, Sundi	FACS	Gifted & Talented	305, 306	07-08, 08-09	Granted
60-01	Little Rock School District	29	Grigg, Lindsey	ECE P-4	Special Education 4-12	231	08-09	Granted
			Beck, Ginger	English/Lang. Arts 7-12; Journalism 7-12	Drama/Speech	208	08-09	Granted
			Brockway, Amy	Middle Level Education	Algebra 1	209	08-09	Granted
			Brooks, Brittani	English/Lang. Arts 7-12	Library Media	295, 296	08-09	Granted
			Burney, Belinda	Elementary 1-6, Middle Level Education	Physical/Earth Science	169	08-09	Granted
			Bush, Barbara C.	Elementary 1-6, Reading	Library Media	295, 296	06-07, 07-08, 08-09	Granted
			Cantrell, Kathryn	ECE P-4, Elem K-6, MS SS, ESL P-12	Library Media	295, 296	07-08, 08-09	Granted
			Carder, Casey	Social Studies, Reading P-8	English 7-12	166	08-09	Granted
			Earnest, Tamara	Life/Earth Science	Physical/Earth Science	169	08-09	Granted

February 2009
Waiver Requests

LEA	District	# Waivers Requested	Teacher	License Areas	Out of Area	ALP		
						Code	Yrs ALP Granted/ Denied	
Little Rock School District Continued			Ernst, Melody	ECE P-4, Elem K-6, MS Eng/SS	Gifted & Talented	305, 306	06-07, 07-08, 08-09	Granted
			Gibson, Loir	ECE P-4, Elem. K-6	Library Media	295, 296	08-09	Granted
			Hearnberger, Keith	Vocal/Instrumental Music	Social Studies 7-12	167	07-08, 08-09	Granted
			Jarrett, Veronica	Elem P-6, ESL P-8	Special Education 4-12	230	08-09	Granted
			Kelly, Tommie	Elem 1-6, Guidance K-9	Library Media	295, 296	08-09	Granted
			King, MaRon	Social Studies 7-12	School Counseling	300	08-09	Granted
			Lawson, Terry	Business Tech 4-12, PE/Wellness/Leisure 7-12, Coaching	Marketing Education	221, 222	08-09	Granted
			Lee, Cara	Business Tech 7-12, Marketing	Mathematics 7-12	200	08-09	Granted
			Matthews, Sherry	Elem 1-6	ECE P-4	1	08-09	Granted
			Miller-Neal, Kasey	Middle Childhood Education	Mathematics 7-12	200	07-08, 08-09	Granted
			Mohammed, Alfred	Business Tech 7-12, Library Media (-12)	Coaching 7-12	293	08-09	Granted
			Parchman, Sophia	MS Business, MS Social Studies, Special Education, Secondary Principal	Curriculum Program Administrator	320	08-09	Granted
			Ray, Christina	Elem 1-6, MS English/SS	Library Media	295, 296	08-09	Granted
			Redmon, Eric	PE/Wellness/Leisure P-12	Special Education	230	08-09	Granted
			Scott, Crystal	Physical Education 7-12	PE/Wellness/Leisure	235	08-09	Granted
			Smith-Swindler, kimberlee	Special Education K-12	Reading Recovery	297, 298	06-07, 07-08, 08-09	Granted
			Thompson, Bruce	Health, PE, Social Studies	Speccial Education	230	07-08, 08-09	Granted

February 2009
Waiver Requests

LEA	District	# Waivers Requested	Teacher	License Areas	Out of Area	ALP		
						Code	Yrs ALP Granted/ Denied	
			Tims, Neitasha	ECE P-4	Library Media	295,	08-09	Granted
			Torrez-Hriz, Carmen	ECE P-4, Middle Level Education	Spanish	003,	08-09	Granted
	Little Rock School District Continued		Woods Evelyn	Life/Earth Science	PE/Wellness/Leisure	236	08-09	Granted
			Yates, Patricia	Elem 1-6, Special Education	PE/Wellness/Leisure	235	08-09	Granted
56-04	Marked Tree School District	2	Jones, Stacy	Social Studies, English	Drama/Speech	208	08-09	Granted
			Lovins, Luke	Middle Level Education;	Social Studies	167	08-09	Granted
21-05	McGehee School District	1	Stout, Jeremy	PE/Wellness/Leisure	Mathematics 7-12	200	08-09	Granted
	Milestones of Faulkner County Day School	1	Bevill, Caylin	Social Studies	Special Education P-4	231	08-09	Granted
				ECE P-4			06-07,	
31-04	Mineral Springs School District	1	Simmons, Eliza	Marketing & Business	Middle Level	168	07-08,	Granted
22-03	Monticello School District	1	Stanley, Malia	Physical/Earth Science	Math/Science	200	08-09	Granted
			Gassaway, Misty	Business Education	Mathematics 7-12		07-08,	
17-03	Mountainburg School District	1	Underwood, Anna Marie	Business Education	Career Orientation		08-09	Granted
60-02	North Little Rock School District	1		Middle Childhood Education	Special Education	230	07-08,	Granted
32-05	Palestine-Wheatley School District	2	Carter, Vonda Sue	Middle Level Education	Business Education 7-12	224	08-09	Denied
			Mangrum, Jeremy	Social Studies 7-12	Coaching 7-12	293	08-09	Granted
60-06	Pulaski County Special School District	27	Bradley, Phil	Health	Social Studies 7-12	167	08-09	Granted
			Brecheisen, David	Social Studies	Middle Childhood Education	002,	08-09	Granted
			Davis, Kathryn	MS Social Studies, Elem 1-6	School Counseling P-8	299	07-08,	Granted
			Davis, Mable	Science, Family & Consumer Sciences	Life/Earth Science	170	08-09	Granted
			Flora, Whitney	English 7-12	Journalism 7-12	108	08-09	Granted

February 2009
Waiver Requests

LEA	District	# Waivers Requested	Teacher	License Areas	Out of Area		ALP		Yrs ALP	Granted/ Denied
					Code	Area	Code	ALP		
Pulaski County School District Continued			Freeman, Pamela	MS Social Studies, Elem 1-6	Library Media		295,	07-08,		Granted
			Giuffria, Greg	Life/Earth Science; Instrumental Music 7-12	Middle Childhood Education		002,	08-09		Granted
			Glass, Christine	Social Studies 7-12	English 7-12		168	08-09		Granted
			Golden, Jason	Business Technology 7-12	Coaching 7-12		166	08-09		Granted
			Guthrie, Sandra	ECE P-4, Elem K-6	Library Media		293	08-09		Granted
			Hagood-Hobbs, Josephine	Business Tech	Marketing		295,	07-08,		Granted
			Henry, James Eric	Social Studies 7-12	Special Education		296	08-09		Granted
			Horn, Anthea	ECE P-4, Special Education P-4	Special Education 4-12		222	07-08,		Granted
			Hudgens, David	Business Technology	Special Education		230	08-09		Granted
			Jamison, Katie	ECE P-4	Special Education 4-12		230	08-09		Granted
			Joseph, Dawn	Gifted & Talented, Elem 1-6	Library Media		230	07-08,		Granted
			Lane, Paula	Business Technology	Special Education		296	08-09		Granted
			Morgan, Keisha	ECE P-4	Special Education		230	07-08,		Granted
			Nooner, Glynn	Coaching, Psychology	Social Studies 7-12		230	08-09		Granted
			Norsworthy, Tyson	PE, Coaching	Middle Childhood Education		167	07-08,		Granted
			Paul, James	Business Technology	Coaching 7-12		002,	08-09		Granted
			Presley, Sharon	ECE P-4	Special Education P-4		168	08-09		Granted
		Setzler, Nancy	Elementary 1-6	Music		293	07-08,		Granted	
		Watkins, Christina	English 7-12	Journalism 7-12		204	08-09		Granted	
						108	07-08,		Granted	

February 2009
Waiver Requests

LEA	District	# Waivers Requested	Teacher	License Areas	Out of Area	ALP Code	Yrs ALP	Granted/ Denied
			Wilkins, Samantha	Social Studies 7-12	Special Education 4-12	230	07-08, 08-09	Granted
			Williams, Samantha	English, Drama/Speech	5th/6th Endorsement	105	08-09	Granted
			Woods, Sharonda	ECE P-4	Special Education	230	07-08, 08-09	Granted
12-03	Quitman School District	1	Main, Amanda	Middle Childhood Education	English 7-12	166	08-09	Granted
58-05	Russellville School District	3	Lamoureux, Kristi	Social Studies 7-12	Gifted & Talented	305, 306	07-08, 08-09	Granted
			McShane, Barbara	Elementary, Gifted & Talented	Building Level Administrator	312, 313	07-08, 08-09	Granted
			Shaw, Kristy	Business Technology	English 7-12	166	06-07, 07-08, 08-09	Denied
71-04	Shirley School District	1	Ward, Ricky Ward	Mathematics,	Coaching 7-12	293	08-09	Granted
72-07	Springdale School District	1	Proctor, Wanda	ECE P-4, Elem K-6, Special Education P-4	Special Education 4-12	230	07-08, 08-09	Granted
75-10	Two Rivers School District	2	Brothers, Adam	Health P-12, PE, Coaching	Gifted & Talented	305, 306	06-07, 07-08, 08-09	Granted
			Caples, Tim	Business Technology	Journalism 7-12	108	07-08, 08-09	Granted
57-04	Van Cove School District	1	Harwood, Tabetha	PE/Wellness/Leisure P-12	Gifted & Talented	305, 306	07-08, 08-09	Granted
57-05	Wickes School District	1	Mitchell, Jalyln	MS Social Studies, Elem 106, Business Tech 4-8	Mathematics 7-12	200	07-08, 08-09	Granted
19-05	Wynne School District	1	Singleton, Michael	General Science	Coaching 7-12	293	08-09	Granted
45-02	Yellville-Summit School District	1	Harris, Karen	Middle Childhood Education	Special Education 4-12	230	07-08, 08-09	Granted
45	School Districts	124	Waivers Requested for the month			Total Granted		113
						Total Denied		11
						Total for February 2009		124

**Long-Term Substitutes
Requested in February 2009**

LEA	District	# Long Term Waivers Requested	Substitute Name	Subject	Teacher of Record	Granted/ Denied
63-02	Benton School District	1	Scanlon, Patricia	Special Education	Jeffus, Connie	Granted
63-03	Bryant School District	1	Rose, Richard	Music Teacher	McMurry, Robert	Granted
43-04	Cabot School District	2	Haar, Teri	Special Education	Connell, Cyndi	Granted
			Heverling, Laura	Fifth Grade PE	Hamric, Donnie	Granted
13-05	Cleveland County School District	1	Knowles, Shanna	First Grade	Allen, Amanda	Granted
24-03	County Line School District	1	Stubblefield, Josh	Social Studies	Lux, Jamie	Granted
26-02	Fountain Lake School District	1	James, Jeff	Science	Brown, Todd	Granted
72-04	Greenland School District	1	Scaggs, Leanne	Music K-5	Nielsen, Debbie	Granted
44-01	Huntsville School District	1	Phillips, Bessie	Special Education	Stone, Nancy	Granted
16-08	Jonesboro School District	1	Johnson, Erikka	Mathematics	Young, Rusty	Granted
N/A	Logan County Day Service for Limited Children	1	Holten, Amber	Special Education	Smith, Karen	Granted
22-03	Monticello School District	1	Gibson, Josh	Art	Parker, Tina	Granted
69-01	Mountain View School District	2	Peden, Jana	Library Media	Potts, Andrea	Granted
			Fulcher, Josh	Science	Griffith, Rocky	Granted
27-03	Poyen School District	1	Austin, Stephanie	2nd Grade Teacher	Skinner, Connie	Granted
73-07	Riverview School District	1	Edom, Donna	Middle Level Science	Churchwell, Bristy	Granted
04-05	Rogers School District	2	Melton-Tebbenkamp, Amber	English	Peacock, Martina	Granted
			Gipson, Sarah	Mathematics	Reinhardt, Amy	Granted
70-08	Smackover School District	1	Coulter, Shannon	Sixth Grade	Tinsley, Deanna	Granted
29-06	Spring Hill School District	1	Rothwell, Kathy	Language Arts	Rigney, Kelly	Granted
25-03	Viola School District	1	Rhynes, Larry Randal	Sciences	Smith, Joe	Granted
18-03	West Memphis School District	3	Harper, Dorothy	Special Education	Brewer, Mattie	Granted
			Arigbede, Jacqueline	Career Orientation	Williams, Virginia	Granted
			Burton, Brittany	Life Science	Lowman, Tracie	Granted
# Substitute Waivers Requested in February		24				



ARKANSAS DEPARTMENT OF EDUCATION

Report on the Status of the Public Charter Schools Program To The House and Senate Committees on Education

In accordance with Arkansas Code Annotated §6-23-310



Prepared By:

Arkansas Department of Education
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Since ACT 890 of 1999 was enacted, the State Board of Education has been authorized to issue charters to eligible entities for the operation of charter schools in Arkansas. Beginning with the 2008-2009 school year, Arkansas will have seventeen (17) open-enrollment public charter schools and nine (9) district conversion charter schools which will be in operation pursuant to charters issued by the State Board of Education. Arkansas Code Annotated §6-23-304 provides that the State Board of Education may grant no more than a total of twenty-four (24) open-enrollment public charter schools and an unlimited number of charters for district conversion schools. The following is a breakdown of open-enrollment and conversion charter schools:

Open-Enrollment Public Charter Schools

Academics Plus, Maumelle

Arkansas Virtual Academy, Little Rock

Benton County School of Arts, Rogers

Covenant Keepers College Preparatory Charter School, Little Rock

Dreamland Academy of Performing and Communication Arts, Little Rock

e-STEM Elementary Public Charter School, Little Rock

e-STEM Middle Public Charter School, Little Rock

e-STEM High Public Charter School, Little Rock

Haas Hall Academy, Fayetteville

Hope Academy, Pine Bluff

Imboden Area Charter School, Imboden

KIPP Delta College Preparatory School, Helena

LISA Academy, Little Rock

LISA Academy-North, Sherwood

Northwest Academy of Fine Arts, Rogers

Osceola Communications Arts Business School, Osceola

School of Excellence, Humphrey

District Conversion Public Charter Schools

Academic Center of Excellence, Osceola School District

Arthur Bo Felder Learning Academy, Little Rock School District

Badger Academy, Beebe School District

Blytheville Charter School, Blytheville School District

Cabot Academic Center for Excellence, Cabot School District

Mountain Home High School Career Academy, Mountain Home School District

Ridgeroad Middle Charter School, North Little Rock School District

Vilonia Academy of Service and Technology, Vilonia School District

Vilonia Academy of Technology, Vilonia School District

Arkansas Code Annotated § 6-23-302 requires the board of directors of the local school district where a proposed open-enrollment public charter school will be located to review the charter school application and vote to either approve or deny the application. Following is a summary of the local board's decisions to approve or deny applications for open-enrollment charter schools and a summary of the State Board of Education's decisions to grant or deny charters for conversion and open-enrollment charter schools for the 2007-2009 biennium:

SUMMARY OF OPEN-ENROLLMENT PUBLIC CHARTER SCHOOLS APPLICATIONS: 2007-2008

	Sponsoring Entity	Proposed Location	Letter of Intent Filed	Application Filed	Decision of Local Board	Decision of State Board of Education
1	Southeast Arkansas Human Development Association	Eudora	X	-	-	-
2	Mid-Delta Community Consortium	Helena	X	-	-	-
3	Arkansas School for Mathematics, Science and Arts	Little Rock	X	-	-	-
4	Arkansas Charter School Services	Marianna	X	-	-	-
5	Little Scholars of Arkansas Foundation	Springdale	X	X	No vote	Denied
6	Little Scholars of Arkansas Foundation	North Little Rock	X	X	Denied	Approved
7	Education Consortia Inc	Little Rock	X	X	Denied	Denied
8	Delta YES, Inc	Brinkley	X	X	Denied	Denied
9	Arkansas Charter School Services	Forrest City	X	-	-	-
10	Osceola Communication, Arts & Business School	Osceola	X	X	Approved	Approved
11	Bridges, Inc	Little Rock	X	X	Denied	Approved
12	Lyceum, Inc	Fayetteville	X	X	Denied	Denied
13	City of Fire Community Development, Inc	Little Rock	X	X	Denied	Approved
14	Friends of Humphrey School	Humphrey	X	X	Denied	Approved
15	Great River Academic Center Excellence, Inc.	Mississippi County	X	-	-	-
16	First Things First, Inc.	Little Rock	X	X	Denied	Approved

17	Arkansas Achievement, Inc	Little Rock	X	X	Denied	Approved
18	Fair Chance Community Development	Helena	X	X	Denied	Denied
19	Great River Academic Center Excellence, Inc.	Mississippi County	X	-	-	-
	TOTALS		19	12	1 Approved 10 Denied 1 No Vote	7 Approved 5 Denied

SUMMARY OF DISTRICT CONVERSION PUBLIC CHARTER SCHOOLS APPLICATIONS: 2007-2008

	Sponsoring Districts and Organizations	Proposed Location	Letter of Intent Filed	Application Filed	Decision of Local Board	Decision of State Board of Education
1	Arkansas Northeastern College, Armorel Public School District, Blytheville Public School District, Gosnell Public School District, Manila Public School District, Osceola Public School District, and South Mississippi County Public School District	Burdette	X	X	Approved	Denied
	TOTALS		1	1	1 Approved 0 Denied 0 No Vote	0 Approved 1 Denied

SUMMARY OF OPEN-ENROLLMENT PUBLIC CHARTER SCHOOLS APPLICATIONS: 2008-2009

	Sponsoring Entity	Proposed Location	Letter of Intent Filed	Application Filed	Decision of Local Board	Decision of State Board of Education
1	Southeast Arkansas Human Development Associates	Eudora	X	X	Denied	Denied
2	Central Community Development Center	Lake Village	X	-	-	-
3	Abundant Grace Apostolic Church	Little Rock	X	-	-	-
4	Little Scholars of Arkansas Foundation	Springdale	X	-	-	-
5	Little Scholars of Arkansas Foundation	Fayetteville	X	X	No Vote	Denied
6	Next Level Community Development Corporation	Texarkana	X	-	-	-
7	Houseaboutit, Inc	Jefferson County	X	-	-	-
8	Lighthouse Academies of Arkansas, Inc.	Jacksonville	X	X	Denied	Approved
9	Jacksonville Charter Academy Foundation	Jacksonville	X	X	Denied	Denied
10	Little Rock Urban Prep, Inc	Little Rock	X	X	Denied	Denied
11	Collegiate Choices, Inc	Little Rock	X	X	Denied	Approved
	TOTALS		11	6	0 Approved 5 Denied 1 No Vote	2 Approved 4 Denied

SUMMARY OF DISTRICT CONVERSION PUBLIC CHARTER SCHOOLS APPLICATIONS: 2008-2009

	Sponsoring Districts and Organizations	Proposed Location	Letter of Intent Filed	Application Filed	Decision of Local Board	Decision of State Board of Education
1	Paragould School District	Paragould	X	X	Approved	*
2	Lincoln Consolidated School District	Lincoln	X	X	Approved	*
3	Little Rock School District and Aerospace Education Center	Little Rock	X	-	-	-
	TOTALS		3	2	2 Approved 0 Denied 0 No Vote	*

* As of the time this report was prepared, the Arkansas State Board of Education had not yet heard the application in order to make a decision on the matter.

The Arkansas Department of Education provides technical assistance to existing charter schools, and to charter school developers through monitoring, providing informational workshops, conducting the Annual Charter Schools Conference, networking with additional supports and the distribution of the statewide charter schools informational booklet. The Arkansas Department of Education, in accordance with Arkansas Code Annotated § 6-23-404, has contracted with Metis & Associates to conduct an independent evaluation of all charter schools. The report for 2006-2007 is available to the public online at the Arkansas Department of Education website on the Charter Schools homepage link. The report for 2007-2008 is in process at this time and will be made available to the public on the Department of Education website upon completion.

The Arkansas Department of Education is currently administering a three-year subgrant from the United States Department of Education's Public Charter Schools Program to support the planning and implementation of charter schools, and dissemination of best practices. In the past biennium the Department of Education has awarded \$60,000 in planning grant funding, \$4,160,000 in implementation grant funding, and \$25,000 in dissemination grant funding. The funding from these grants helps to provide vital support to the Charter Schools Program of Arkansas.

PROFILES OF ARKANSAS PUBLIC CHARTER SCHOOLS

2009-2010 District Conversion Public Charter Schools:

Academic Center of Excellence Charter School

Osceola School District
LEA# 47-13-702 (Open 2002)
Grades: 1-10
Ellouise Tubbs, Principal
112 N. School Street
Osceola, AR 72370
870-563-2150
<http://www.osceola.k12.ar.us/Oacecs.cfm>

The Academic Center of Excellence Charter School's mission is to develop learners who are competent, confident, productive, and responsible students who will possess the life skills, work habits, knowledge base, and attitude to succeed in high school, in college and in the global work force. The goal of the Academic Center of Excellence is to provide various learning methods with opportunities for all students to experience different and innovative teaching methods.

Arthur "Bo" Felder Learning Academy

Little Rock School District
LEA# 60-01-703 (Open 2006)
Grades: 6-12
Judge N. Evans, Jr., Coordinator
6900 Pecan Avenue
Little Rock, AR 72206
(501)447-4200
<http://www.lrsd.org/schoolindex.cfm?sccode=34>

Arthur Bo Felder Learning Academy is a militarily structured program designed to modify a student's behavior and to provide opportunities for academic success. The Academy uses a framework and methodology which parallels the military, providing constructive, disciplined standards that lead to effective self-discipline, respect for authority and good citizenship.

Badger Academy Conversion Charter School

Beebe School District
LEA# 73-02-703 (Open 2007)
Grades: 7-12
Brandy Dillin, Director
401 W. Center Street
Beebe, AR 72012
501-882-8413
<http://badger.k12.ar.us>

Badger Academy provides an intervention program that seeks to eliminate traditional barriers to student learning. The primary goal of Badger Academy is to help students acquire the emotional, social, and academic skills necessary to be successful students and productive members of the community.

Blytheville Charter School and ALC

Blytheville School District
LEA# 47-02-703 (Open 2001)
Grades: 7-12
Ann Lewis, Principal
415 Tennessee
Blytheville, AR 72315
870-763-7191
<http://www.blythevilleschools.com/view/61>

Blytheville Charter School and ALC is a charter school with a focus on alternative students. Along with academics, the school provides job training in areas such as Food Production and Medical Professions, and the opportunity to get a state license as a certified nurse's assistant. Blytheville Charter School works with the community to try to locate jobs for as many of our students as possible.

Cabot Academic Center for Excellence

Cabot School District
LEA# 43-04-703 (Open 2004)
Grades: 7-12
Michelle Evans, Principal
1 City Plaza, Suite C
Cabot, AR 72023
501-743-3520
<http://web.mac.com/cabotace/iWeb/ACE/Homepage.html>

Academic Center for Excellence is a unique and flexible learning environment that promotes high quality and rigorous academic achievement programs through the development of individual student strengths, talents and interests, with an emphasis on mastery learning, self-discipline, socio-emotional

development and parent involvement. ACE mixes the intimacy of a one-room schoolhouse with 21st century technology. In 2007, ACE received a “National Charter School of the Year” distinction from the Center of Education Reform.

Mountain Home High School Career Academies

Mountain Home School District

LEA# 03-03-703 (Open 2003)

Grades: 9-12

Dana Brown, Principal

500 Bomber Boulevard

Mountain Home, AR 72653

870-425-1215

<http://bombers.k12.ar.us/hs/index.html>

The mission of Mountain Home High School is to prepare students to enter the increasingly competitive technological world. MHHS Career Academies provides a curriculum that promotes higher-order thinking skills. The three academies are: ACME - architecture, manufacturing, and engineering; CAB - Communications, Arts, and Business; and HHS - Health Science and Human Services. Our emphasis across the curriculum is to raise student performance in reading comprehension, written expression, and mathematical reasoning using proved educational strategies together with innovative technologies. The ultimate mission of Mountain Home High School is to graduate students who are empowered with the necessary skills to succeed in life.

Ridgeroad Middle Charter School

North Little Rock School District

LEA# 60-02-702 (Open 2003)

Grades: 7-8

Lenisha Broadway, Principal

4601 Ridge Road

North Little Rock, AR 72116

501-771-8155

https://www.edline.net/pages/Ridgeroad_Middle_School

Ridgeroad Middle Charter School is a conversion charter school that is designed to maximize academic achievement for EVERY student. It offers educational opportunities in an atmosphere of mutual respect between students and teachers. Exploratory periods are included in the morning to educate students in the areas of Art and Music Appreciation, Keyboarding and Technology, Career Orientation, and Physical Education and Health. Ridgeroad classes are full inclusion and maintain the philosophy that EVERY student can learn.

Vilonia Academy of Service and Technology

Vilonia School District

LEA# 23-07-702 (Open 2007)

Grades: 5-6

Cathy Riggins, Director

49 Eagle Street

Vilonia, AR 72173

501-796-2940

<http://vilonia.k12.ar.us/vms/>

It is the goal of the Vilonia Academy of Service-Learning and Technology to provide an engaging learning environment through technology and service while promoting excellence in education. The focus of the curriculum is to prepare students academically while instilling a rebirth of citizenship. Students will develop life skills as they apply what they learn to solve problems within their school and community.

Vilonia Academy of Technology

Vilonia School District

LEA# 23-07-701 (Open 2004)

Grades: 2-4

Brian Ratliff, Principal

4 Bane Lane

Conway, AR 72032

501-796-2018

<http://vilonia.k12.ar.us/ves/>

The Vilonia Academy of Technology provides a technology-enriched environment for student learning. Classroom instruction includes interaction with a wide variety of advanced technologies. This visionary program of study is constantly researching new technologies that could assist in our effort to increase student performance. Students eagerly engage in challenging projects that require them to research, formulate, create and present across all areas of curriculum.

2009-2010 Open Enrollment Public Charter Schools

Academics Plus Charter School

LEA# 60-40-700 (Open 2001)

Grades: K-1, 3-12

Jake Honea, Superintendent

900 Edgewood Drive

Maumelle, AR 72113

501-851-3333

<http://www.academicsplus.org>

Academics Plus Charter School provides a rigorous academic program to equip students with skills and knowledge necessary for successful transition to college. APCS believes that students excel when provided a rich learning environment and challenged by high expectations. Secondary students are encouraged to enroll in concurrent college courses at no cost to them.

Arkansas Virtual Academy

LEA# 60-43-700 (Open 2007)

Grades: K-8

Karen Ghidotti, Director

10802 Executive Center Drive, Suite 205

Little Rock, AR 72211

501-664-4225 or 866-339-4952

<http://www.arva.org>

The Arkansas Virtual Academy blends innovative new instructional technology with a traditional curriculum. It offers a unique learning model, a rigorous and comprehensive curriculum based on the Core Knowledge sequence, the flexibility of learning anytime and anywhere, the partnership with qualified professional educators, and an individualized and self-paced learning program. ARVA provides students with an excellent education, grounded in high academic standards, helping them achieve their full academic and social potential. The core philosophy of ARVA is that all young people can achieve academic excellence if they are provided rigorous instruction, high standards, informed guidance, and individual attention.

Benton County School of the Arts

LEA# 04-40-700 (Open 2001)

Grades: K-8

Dr. Paul Hines, Superintendent

2005 S. Twelfth Street

Rogers, AR 72758

479-636-2272

<http://www.bcsa.k12.ar.us>

Benton County School of the Arts offers a rich learning experience in both academics and the fine arts. Within that framework, the school offers a curriculum that is filled with hands-on experiences and project based opportunities. Instruction is geared to each student's needs by looking at individual learning styles and providing differentiated instruction to meet those needs. In addition, students are introduced to the creative world of the fine arts through scheduled classes in the visual arts, drama, dance, choir, guitar, and stringed orchestra consisting of violin, viola, and cello. BCSA is creating cultures of academic and artistic excellence.

Covenant Keepers College Preparatory Charter School

LEA# 60-44-700 (Open 2008)

Grades: 6-8

Dr. Valerie Tatum, Director

8300 Geyer Springs Road

Little Rock, AR 72209

501-682-7550

<http://www.covenantkeepers.k12.ar.us>

Covenant Keepers College Preparatory Charter School's philosophy is that all children can learn when challenged by high expectations. The vision of Covenant Keepers is to attract a diverse student population while furnishing students with strict academics, intellectual stimulation and self-discipline to be successful in middle school and beyond. Each child will make a covenant as a believer in learning, to work and grow with integrity, and to have respect for themselves and others.

Dreamland Academy of Performing and Communication Arts

LEA# 60-42-702 (Open 2007)

Grades: K-5

Dr. Carolyn Carter, Superintendent

5615 Geyer Springs Road

Little Rock, AR 72209

501-562-9278

<http://www.dreamlandacademy.org>

Dreamland Academy of Performing and Communication Arts provides a quality educational experience designed to strengthen their reading and language skills. Dreamland staff uses art to open students' learning channels and develop among them high literacy, high reading competence, and self-directed learning skills. Teachers serve as talent agents who develop students' academic and artistic talents and work to expand students' natural artistic and musical talents. Dreamland offers a responsive, caring, and supportive school environment that also provides academic programming centered on developing students into great speakers, writers, and thinkers.

e-STEM Public Charter Elementary School

LEA# 60-45-700 (Open 2008)

Grades: K-4

Cindy Barton, Director

112 Third Street, 1st Floor

Little Rock, AR 72201

501-552-9000

<http://www.estemlr.net>

The educational program for e-STEM Elementary Public Charter School is rooted in the Core Knowledge sequence which focuses on teaching a common core of concepts, vocabulary, skills, and knowledge that characterize “culturally literate” and educated individuals. Additional elements of the curriculum include Singapore Math, which emphasizes acquisition of mathematical facts through a combination of direct instruction and guided problem solving, as well as integrated instruction in the areas of engineering, economics, and Latin.

e-STEM Public Charter Middle School

LEA# 60-46-700 (Open 2008)

Grades: 5-8

Katrina Jones, Director

112 Third Street, 2nd Floor

Little Rock, AR 72201

501-552-9040

<http://www.estemlr.net>

The educational program for e-STEM Middle Public Charter School is rooted in the Core Knowledge sequence which focuses on teaching a common core of concepts, vocabulary, skills, and knowledge that characterize “culturally literate” and educated individuals. Additional elements of the curriculum include Singapore Math, which emphasizes acquisition of mathematical facts through a combination of direct instruction and guided problem solving, as well as engineering, economics, and Spanish.

e-STEM Public Charter High School

LEA# 60-47-700 (Open 2008)

Grades: 9-12

John Bacon, Executive Director of Schools

112 Third Street, 3rd Floor

Little Rock, AR 72201

501-552-9080

<http://www.estemlr.net>

The e-STEM High Public Charter School curriculum includes a rigorous, college-preparatory course of study that focuses on the economics related to the fields of science, technology, engineering, and math. A language track that includes

Spanish and Chinese is offered, as well as economics based on the National Council on Economics Education will serve as a critical component of the program. Additional components of the curriculum are technology and engineering theory, formal Aristotelian logic and rhetoric, and classical curriculums in language arts, history, and the arts. Students have the opportunity to participate in Advanced Placement courses as well as concurrent credit courses through which students may earn college credit while in high school.

Haas Hall Academy

LEA# 72-40-700 (Open 2004)

Grades: 8-12

Martin Schoppmeyer, Superintendent

3155 North College Avenue

Fayetteville, AR 72703

479-267-4805 or 479-966-4930

<http://haashall.org>

Haas Hall Academy recognized as “one of the best public high schools in the nation” by U.S. News and World Report, serves the educational needs of scholars with a high intensity of purpose. As a focused gifted and talented institution, Haas Hall is an accelerated college preparatory program focusing on science, technology, engineering and mathematics. Scholars complete a calendar year of academic courses in one semester. With a 100% graduation rate and a 100% college acceptance rate, Haas Hall Academy scholars are being prepared for and highly recruited by the most prestigious colleges and universities in the country.

Hope Academy

LEA# 35-40-700 (Open 2007)

Grades: 5-8

Earl Glass, Director

1021 East Second Street

Pine Bluff, AR 71601

870-540-0900

<http://www.hopeacademy07.com>

Hope Academy implements the “Core Knowledge” curriculum which provides students with a solid foundation in the core courses, promotes student self-confidence, increases interaction among teachers allowing them to use cross curriculum methods in teaching, and promotes an environment where every student learns. Strategies employed to aid in learning include, project-based learning, hands on experience, dramatizations and presentations.

Imboden Area Charter School

LEA# 38-40-700 (Open 2002)

Grades: K-8

Judy Warren, Director

605 West Third Street

P.O. Box 297

Imboden, AR 72434

870-869-3015

<http://www.imbodencharter.com/>

Imboden Area Charter School is focused on meeting the social, emotional, and academic needs of its students. Small classroom size allows the teachers to develop a relationship with their students and create a family atmosphere where students thrive. Its individualized learning program allows students to progress at their own pace, unrestricted by age. Gifted students can move forward uninhibited by their peers, while students who may have difficulties are allowed the extra time needed for full understanding of the learning objectives.

Jacksonville Lighthouse Charter School

LEA# 60-50-700 (To Open Fall 2009)

Grades: K-6

Jacksonville, AR

501-985-1200

<http://www.lighthouse-academies.org/jlcs.htm>

Jacksonville Lighthouse Charter School will prepare students for success in college. Beginning as early as Kindergarten, students will learn about colleges and strive to build the skills and knowledge necessary to get them there. JLCS will infuse art activities and techniques into the teaching of all core subjects, enhancing student learning and increasing student engagement in education. High quality research based curricular programs, including Open Court Reading, Saxon Math, FOSS, and Pearson Core Knowledge, provide the foundation for instruction and enable students to meet the school's learning standards. JLCS believes that there are a set of social skills and character traits that all children need in order to be successful. These qualities are part of SHINE Character Education Program: self-discipline, humility, intelligence, nobility and excellence.

KIPP Delta College Preparatory School

LEA# 54-40-700 (Open 2002)

Grades: 5-11

Scott Shirey, Executive Director

215 Cherry Street

Helena, AR 72342

870-753-9444

<http://www.deltacollegeprep.org>

KIPP Delta College Preparatory School seeks to provide students the opportunity to develop the knowledge, skills, and character necessary for success in college. KIPP students go to school from 7:30-5:00, take classes two Saturdays per month, and for 3 weeks in the summer. They have homework every night and adhere to a strict discipline code. Yet they also have the support of dedicated teachers who will do whatever it takes to ensure their students are on the path to college. KIPP believes that hard work and high expectations can narrow the achievement gap. Our most recent class of 8th graders outscored state averages on the Arkansas Benchmark Exam with 86% scoring Proficient or Advanced in Math and 82% in Literacy.

LISA Academy

LEA# 60-41-700 (Open 2004)

Grades: 6-11

Omer Ozmeral, Superintendent

21 Corporate Hill Drive

Little Rock, AR 72205

501-227-4942

<http://www.lisaacademy.org>

LISA Academy, recognized in the math, science and technology community, is college-prep school with a rigorous curriculum designed for students from diverse academic and cultural backgrounds. With hands-on science labs and state-of-the-art equipment, LISA is dedicated to providing the highest quality education in a safe environment that emphasizes structure, self-discipline and attention to detail. LISA's students have scored well above the State and National averages on Benchmark and IOWA exams. Our MathCounts team represented the State of Arkansas in National-level competition, and our science program has resulted in top awards from CARSF, State Science Fair and Jr. Academy of Science. LISA Academy received the Center for Education Reform's "Charter School of the Year" award for educational excellence.

LISA Academy - North Little Rock

LEA# 60-48-700 (Open 2008)

Grades: K-8

Emin Cavusoglu, Principal

5410 Landers Road

Sherwood, AR 72117

501-945-2727

<http://www.lisanorth.org>

LISA Academy - NLR is a community school offering a comprehensive college preparatory program focusing on science, mathematics, and technology. The mission of LISA Academy - NLR is to provide an academically rigorous college preparatory program, in partnership with students, families, and the community, and guide all students in gaining knowledge, skills, and the attitude necessary to direct their lives, improve a diverse society, and excel in a changing world by providing dynamic, resource-rich learning environments.

Little Rock Preparatory Academy

LEA# 60-49-700 (To Open Fall 2009)

Grades: 5-8

Latoya Goree, Director

Little Rock, AR

501-231-0485

<http://www.littlerockprep.org/>

Little Rock Preparatory Academy will provide a rigorous learning environment that prepares traditionally underserved students for high academic achievement in high school, college, and beyond. LRPA will implement a “no excuse” approach to learning and will provide a multi-tiered approach to student supports, ensuring that all students, regardless of previous academic background, economic status, or ability, become academic scholars as measured by state and national assessments, putting them on the path to college.

Northwest Arkansas Academy of Fine Arts

LEA# 04-41-703 (Open 2007)

Grades: 9-12

Barbara Padgett, Superintendent

506 West Poplar

Rogers, AR 72756

479-631-ARTS (2787)

<http://www.nwaacademy.k12.ar.us>

Northwest Arkansas Academy of Fine Arts is a project-based fine arts school, preparing for careers in the fine arts, film, dance, orchestra, and digital media. The curriculum is rigorous, relevant and will prepare students for

success in college or a career. Students also develop soft skills through working on projects individually and as teams. Project Based Learning gives students opportunities to find solutions to social issues while mastering state standards. Students have opportunities to receive intensive fine arts instruction and match their passion for the arts with a passion for becoming life-long learners.

Osceola Communication, Arts and Business School

LEA# 47-40-700 (Open 2008)

Grades: K-12

Sally Wilson, Director

1425 Ohlendorf Road

P. O. Box 67

Osceola, AR 72370

870-622-0550

<http://www.osceolacommunityschool.com>

The Osceola Communication, Arts and Business School is an innovative school with partnerships area agencies, businesses and local community college. OCABS locate and support jobs, internships and youth apprenticeships for students. It features a nighttime program called the Twilight Program and a daytime Early College program. Utilizing concurrent credit classes through Arkansas Northeastern College, students can take technical courses and STEM classes. Twilight Program students work during the day, attend classes in the evening receiving extra guidance and encouragement. With the support of the community partners and families, the school will be a model for preparing students for college, careers and lifelong learning.

School of Excellence

LEA# 01-40-700 (Open 2008)

Grades: 6-9

Dr. James Young, Director

703 North Division Street

P.O. Box 148

Humphrey, AR 72073

870-873-2008

<http://www.school-excellence.com>

The School of Excellence is a Smart Core, highly academic educational system with emphasis on foreign language and global economics. Spanish and Mandarin Chinese are the two main languages that are taught. The Smart Core curriculum is followed, producing academically qualified college bound students. The School of Excellence utilizes the most up-to-date technology of every type in all classes. Students will receive a well-rounded education that will shoot them into the twenty-first century as progressive and productive citizens.

6-23-310. Status report.

The State Board of Education shall report on the status of the open-enrollment public charter school programs to the General Assembly each biennium and to the House Interim Committee on Education and the Senate Interim Committee on Education during the interim between regular sessions of the General Assembly.

History. Acts 1999, No. 890, § 5; 2007, No. 736, § 21.

Special Report
Hermitage School District
Facility Distress

Ark. Code Ann. § 6-21-811, Academic Facilities Distress Program is a program designed to identify any school district that has engaged in actions or inactions that result in any act or violation determined by the Division to jeopardize any academic facility used by a public school district. With Commission confirmation, the Division will implement corrective measures requiring the school district to develop a plan to correct the deficiencies and other administrative measures to preclude any further instances that could jeopardize the facilities.

Should the Division determine that to secure and protect the best interest of the educational resources of the state or to provide for the best interest of the students in the school district, it may petition the State Board of Education for the consolidation, annexation or reconstitution of a school district. The State Board of Education may approve the petition or take other action deemed appropriate. The State Board of Education shall consolidate, annex or reconstitute any school district that fails to remove itself from the classification of a school district in facility distress within two (2) consecutive years of its designation.

This report is pursuant to Ark. Code Ann. § 6-21-811(i) which states; *"The division shall submit a written evaluation on the status of each school district in facility distress to the commission and the state board at least one (1) time every six (6) months"*.

In July 2008 the Division of Public School Academic Facilities and Transportation (Division) recommended and the Commission for Public School Academic Facilities and Transportation (Commission) concurred on the action taken by the Division to place the Hermitage School District in facility distress.

The decision and designation of facility distress was as a result of violations of the following statutes;

6 – 21 – 811 (a)(1)(B): Material violation of local, state, or Federal fire, health, or safety code provisions or laws.

6 – 21 – 811 (a)(1)(E): Material failure to comply with state law governing purchasing or bid requirements in relation to academic facilities projects.

The basis of this decision was evidence that the Hermitage School District had constructed projects under the Bonded Debt Assistance Program and Academic Facilities Transitional Program, which were found to have been constructed in violation of local, state, fire, health and safety provisions and applicable building codes. This determination was made following inspections by the Facility Division, and other state of Arkansas Departments.

Arkansas State Board of Education Meeting
February 2009

It was additionally revealed, as a result of an audit conducted by a Legislative Audit team, that during the course of construction of the afore mentioned projects, that the Hermitage School District violated state procurement laws to wit; laws pertaining to bidding, open bidding procedures, contract award, and bonding.

In accepting the recommendation of the Division, the Commission concurred that the Hermitage School District be placed in the status of Academic Facilities Distress and that the following corrective measures, as identified by Arkansas Code Ann. §6-21-811 be initiated to correct this situation;

1. §6-21-811 (c)(1); *“A public school or school district identified as being in facilities distress shall develop a facilities improvement plan within thirty (30) days from the date of receipt of the notice and promptly submit the facilities improvement plan to the division for review and approval”.*

2. §6-21-811 (f)(1); *“The Division will provide onsite technical evaluation and assistance and make recommendations to the school district superintendent regarding the care and maintenance of the academic facility in the school district”.*

3. §6-21-811 (f)(10); *“The division shall notify the public school or school district in writing that the deficiencies regarding academic facilities shall be corrected within a time period designated by the division”.*

4. §6-21-811 (f)(14); *“The division shall take any other action allowed by law that is deemed necessary to assist a public school or school district in removing criteria of facilities distress”.*

5. The Division, in notifying the Hermitage School District of the Commission’s determination, will so advise the school district of other applicable parameters of the law.

Over the past six (6) months the Hermitage School District has met every requirement of their Improvement Plan;

1. The improvement plan was submitted in accordance with statute and Division instructions.
2. Target dates for correction of all construction deficiencies have been met (with one exception*). Corrective action has been field verified through inspections by the Division, The Arkansas Department of Health, The State Fire Marshal and local code officials.
3. A contracting and procurement plan has been written and reviewed by the Division and is under review by the Department of Finance and Administration.
4. School district board members and district personnel training is scheduled, per the Improvement Plan, for February 2009.
5. * The one remaining construction deficiency, a fire safety related item, required architectural services. It is anticipated that this item will be corrected and verified by summer 2009.

Arkansas State Board of Education Meeting
February 2009

The evaluation of the progress by the Hermitage School District is that the school district has conscientiously and diligently reacted to the seriousness of the situation, applied the guidance given them, developed an Improvement Plan that will correct the errors of the past and establish the ground work for adhering to statutes and facility standards in their construction and procurement program in the future.

When the school district completes all the facets of their Improvement Plan, it will be verified by the Division. The district may, at that time, petition the Commission for release from the Facility Distress designation. If so granted, the construction program will be monitored by the Division, as allowed by statute, to insure compliance with facility standards, construction codes and bidding procedures.

There is no recommendation for which the State Board must act pertaining to this report.

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

**IN THE MATTER OF THE ANNEXATION OF CUSHMAN SCHOOL
DISTRICT(S) OF INDEPENDENCE COUNTY INTO THE BATESVILLE
SCHOOL DISTRICT OF INDEPENDENCE COUNTY:**

PETITION FOR ANNEXATION

COMES NOW the Cushman School District of Independence County and the Batesville School District of Independence County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to A.C.A. § 6-13-~~1601~~ et seq., and petition the Arkansas State Board of Education (Board) to approve the annexation of the petitioning affected school district(s) into the petitioning receiving Batesville School District, and hereby would submit to the Board as follows:

1. Pursuant to A.C.A. § 6-13-~~1601~~ et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to annex the Cushman School District into the receiving Batesville School District as approved by a majority of the quorum present of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, proof of public notice of intent to petition this Board to annex the Petitioners into the receiving Batesville School District. Said public notice of intent to annex was published in the local newspaper(s) of general circulation

of the affected districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that at the proper school election following the petitioned annexation, the receiving Batesville School District shall elect seven (7) local board members in compliance with A.C.A. §§ 6-13-1405, 6-13-1406, 6-13-1412 or 6-13-1413.

4. The Petitioners submit that their respective school districts are geographically contiguous.

5. The Petitioners submit that they hereby request through the State Board an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit C.

6. Pursuant to A.C.A. § 6-13-~~1601~~ et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, and that there shall be only one local school board and one local superintendent of the receiving Batesville School district.

7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit D, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

WHEREFORE, Petitioners request that the Board approve the annexation of the Cushman School District(s) of Independence County into the receiving Batesville School District of Independence County; that it issue an Order dissolving the affected school district and establishing the receiving Batesville School District; that it issue an Order establishing the boundary lines of the receiving school district; and that it file its Order with the County Clerk of Independence Counties, Arkansas.

Respectfully submitted,

Cushman School District

Independence County

By: Wm Anderson 1-5-09
Superintendent Date

Paul King 1-5-09
President, School Board Date

Batesville School District

Independence County

By: Paul Hall 1-9-09
Superintendent Date

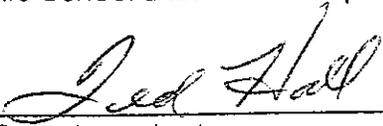
Dr. [Signature] 1-9-09
President, School Board Date

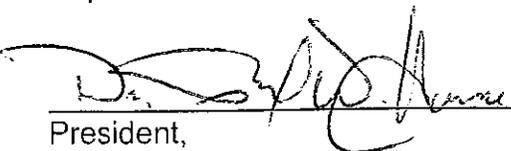
SCHOOL BOARD RESOLUTION

COMES NOW the Batesville School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special school board meeting was held on January 9, 2009, wherein a quorum was present and a majority of the quorum voted to approve the annexation of the Cushman School District with the Batesville School District, and the minutes of said meeting reflect such. Therefore, this document is to serve as the formal resolution of the Batesville School District Board of Directors, pursuant to Arkansas law, that said annexation is hereby approved.

Batesville School District of Independence County

By:  1-9-09
Superintendent Date

By:  1-9-09
President, Date
Batesville Board of Directors

Cushman School District Board of Directors
Minutes of the Meeting
December 15, 2008

The Cushman School District Board of Directors met in the Administration Building at 6:30 P.M. for a regular business meeting with the following members present: Kenny Hurley, Mary Ann Strain, Leonard Tharp, Paul Kimmer and Lou Gunther. No members were absent.

The meeting was called to order by Paul Kimmer, President.

The following actions were taken:

1. The motion was made by Lou Gunther and seconded by Kenny Hurley to approve the consent agenda; minutes of the previous meeting, the monthly financial report and current operating bills. The vote was unanimous.
2. The motion was made by Leonard Tharp and seconded by Kenny Hurley to accept the resignation of Juanita Smith, custodian, effective December 31, 2008. Ms. Smith is retiring. The vote was unanimous.
3. Heard a presentation by Paul Hance, President of the Batesville School District Board of Directors and Ted Hall, Superintendent of the Batesville School District regarding position statements related to the possible annexation of the Cushman School District to the Batesville School District. The motion was made by Mary Ann Strain and seconded by Leonard Tharp to accept this proposal. The vote was unanimous.
4. The motion was made by Mary Ann Strain and seconded by Leonard Tharp to approve a resolution which would seek the voluntary annexation of the Cushman School District with the Batesville School District as of July 1, 2009 subject to approval by the State Board of Education. The vote was unanimous.
5. The motion was made by Lou Gunther and seconded by Kenny Hurley to adjourn the meeting at 7:30 P.M. The vote was unanimous.

Exhibit C

AFFIDAVIT OF AVERAGE DAILY MEMBERSHIP

COMES NOW the affiant, Gary Anderson, Superintendent of the Cushman School District, and having been duly sworn, states under oath as follows:

1. The average daily membership (ADM) of the Cushman School District, as that term is defined in Ark. Code Ann. § 6-13-1601(4), was 346.45 students for the 2006-07 school year and 335.46 students for the 2007-08 school year.
2. The combined average daily membership of the affected school districts was 2937.66 for the 2007-08 school year, an average daily membership meeting or exceeding three hundred fifty (350) total students.

FURTHER, affiant says not.
IN WITNESS WHEREOF, I hereunto set my hand this 12th day of January, 2009.

Gary Anderson
Superintendent

County of Independence
State of Arkansas

Sworn and subscribed before me, Notary Public, this 12th day of January, 2009.

Phyllis Ring
Notary Public

My Commission expires:
November 7, 2017



Public Notice
 Cushman School District
 In a regular meeting on December 15, 2008, the Cushman School District Board of Directors voted unanimously to seek a voluntary administrative annexation of the Cushman School District into the Batesville School district effective July 1, 2009.
 All members of the board were present. This action is pursuant to A.C.A. § 6-13-1601 et seq. In January a petition concerning this matter will be submitted to the Arkansas State Board of Education to be considered as soon as possible.
 Jimmie Lou Gunther, Secretary
 Paul Kimmmer, President

OFFICIAL SEAL
Dotie J. Dodson
 NOTARY PUBLIC - ARKANSAS
 SHARP COUNTY
 MY COMMISSION EXPIRES 11-01-2016
 ID #12350374

The Guard-Record Co., Inc.

PUBLISHERS OF THE BATESVILLE DAILY GUARD
 P.O. BOX 2036
 BATESVILLE, ARKANSAS 72503

AFFIDAVIT

STATE OF ARKANSAS, SS.
 County of Independence

I, Pat Jones, hereby certify that I am the manager of the BATESVILLE DAILY GUARD, a newspaper published at regular intervals, Monday through Friday, continuously at Batesville, Independence County, Arkansas, for more than a period of twelve months, circulated and distributed from an established place of business to subscribers and readers generally of all classes in the City and County for a definite price for each copy, or a fixed price per annum, which price was fixed at what is considered the value of the publication, based upon the news value and service value it contains; that at least fifty percent of the subscribers thereto have paid cash for their subscription to the newspaper or its agents or through recognized news dealers over a period of at least six months; and that the said newspaper publishes an average of more than forty percent news matter.

I further certify that the legal notice hereto attached was published in said newspaper for consecutive insertions as follows:
 The first insertion on the 23rd day of December, 2008, the second insertion on the 30th day of December, 2008, the third insertion on the 31st day of December, 2008, the fourth insertion on the 1st day of January, 2009, the fifth insertion on the 2nd day of January, 2009, the sixth insertion on the 3rd day of January, 2009, the seventh insertion on the 4th day of January, 2009, the eighth insertion on the 5th day of January, 2009, the ninth insertion on the 6th day of January, 2009, and the tenth insertion on the 7th day of January, 2009.

Sworn to and subscribed before me this 17th day of January, 2009.
 My commission expires: 11-01-2016
 Publication fees, \$ 77.20 Received payment _____ 20



Arkansas

COMMISSIONER'S COMMUNICATION

DEPARTMENT OF EDUCATION

4 State Capitol Mall Little Rock, Arkansas 72201-1071 (501) 682-4475
 Dr. Kenneth James, Commissioner

Memo Number : COM-09-080

Date Created : 12/19/2008

Attention:

Superintendents
 Co-op Directors

Type of Memo: Informational

Response Required: No

Section: Legal Services - Jeremy C. Lasiter, General Counsel

Subject:
 Administrative Annexation and Consolidation of
 School Districts

Contact Person:
 Jeremy Lasiter

Regulatory Authority:
 Ark. Code Ann. § 6-13-1601 et seq.

Phone Number:
 501-682-4227

E-mail:
jeremy.lasiter@arkansas.gov

Ark. Code Ann. § 6-13-1602 requires the Department to publish a consolidation list of all school districts with fewer than three hundred and fifty (350) students according to the district's average daily membership in each of the two (2) school years immediately preceding the current school year. This Commissioner's Memo is provided in fulfillment of the public requirement contained in Ark. Code Ann. § 6-13-1602.

The school district meeting the above criteria for 2009 is Cushman.
 Pursuant to Ark. Code Ann. § 6-13-1603, the following is a timeline of event applicable to the school district on the 2009 consolidation list:

March 1, 2009:

Last date for the State Board of Education to receive a petition for voluntary administrative annexation or consolidation from the school district on the 2009 Consolidation List.

May 1, 2009:

Last date for the State Board of Education to approve a petition for voluntary administrative annexation or consolidation and administratively consolidate that school district on its motion if it did not either submit a petition or whose petition is denied by the State Board.

July 1, 2009:

Effective date of the administrative annexation or consolidation completed by the State Board.

The Department continues to monitor and further examine school districts' attendance records, and will notify any affected school districts of any changes in status for administrative annexation or consolidation and other purposes.

Districts are urged to ensure that the district is in compliance with all attendance and reporting laws, including but not limited to, Ark. Code Ann. § 6-18-213.

Attachments:

None

ADE



ARKANSAS DEPARTMENT OF EDUCATION

January 23, 2009

Dr. T. Kenneth James
Commissioner

**State Board
of Education**

Randy Lawson
Bentonville
Chair

Dr. Naccaman Williams
Springdale
Vice Chair

Sherry Burrow
Jonesboro

Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Dr. Ben Mays
Clinton

Diane Tatum
Pine Bluff

The Honorable Attorney General Dustin McDaniel
ATTN: Senior Assistant Attorney General Warren T. Readnour
Office of the Attorney General
323 Center Street, Suite 200
Little Rock, AR 72201

Re: Proposed Administrative Annexation of School Districts

Dear Attorney General McDaniel:

Pursuant to Ark. Code Ann. § 6-13-1603, the State Board of Education (SBE) is required to accomplish administrative consolidations or annexations of school districts in a way that does not create a school district which hampers, delays, or in any manner negatively affects the desegregation of another school district.

Therefore, I respectfully request your opinion as to whether the proposed administrative annexation of the Cushman School District into the Batesville School District would negatively affect, hamper or delay the desegregation efforts of the affected or any other school districts. I have attached desegregation information in the possession of the Department concerning districts which are contiguous to the affected districts. A copy of the annexation petition from the districts is also attached. Finally, I have enclosed various enrollment information for your assistance in the opinion drafting process.

As the SBE must make a decision on this administrative annexation on Monday, February 9, 2009, your earliest response to this request is greatly appreciated.

Sincerely,

T. Kenneth James, Ed.D.
Commissioner
Arkansas Department of Education

TKJ/tw/slr
Attachments

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org



RECEIVED
DIRECTOR'S OFFICE

DEC 27 2004

DEPARTMENT OF EDUCATION

THE ATTORNEY GENERAL
STATE OF ARKANSAS
MIKE BEEBE

Timothy G. Gauger
Senior Assistant Attorney General

Direct dial: (501) 682-2586
E-mail: Tim.Gauger@arkansasag.gov

December 21, 2004

T. Kenneth James, Ed.D.
Director
Arkansas Department of Education
4 State Capitol Mall
Little Rock, Arkansas 72201-1071

Re: Administrative Annexation of Sulfur Rock School District to the Batesville School District

Dear Dr. James:

This is in response to your letter to General Beebe dated December 13, 2004, in which you ask for an advisory opinion as to whether proposed administrative annexation of the Sulfur Rock School District to the Batesville School District "would negatively affect, hamper or delay the desegregation efforts of the affected or any other school districts." Along with your letter you enclosed a copy of the relevant Petition for Voluntary Annexation and supporting documentation. To assist the Department and the Board in fulfilling their responsibilities under state law, we offer the following observations concerning the proposed annexation.

The statutes governing annexation of school districts do not define the term "desegregation." Under United States Supreme Court precedent, the term "desegregation" is a legal term of art that describes the process by which a school district eliminates, to the extent practicable, the lingering effects or "vestiges" of prior *de jure* racial discrimination. Thus, in the absence of a finding that a school district has engaged in the past in activities prohibited by the Fourteenth Amendment to the United States Constitution, and that there are presently lingering effects or vestiges of that discrimination that remain unaddressed, a school district is not "desegregating" as that term is used in case law. In this case, the State Board is considering the proposed annexation of the Sulfur Rock School District to the Batesville School District, which would create a larger district in central Independence County. The school districts contiguous to such a newly formed district would be the Cedar Ridge, Southside (Independence County), Cave City, Concord, Cushman, Midland, and Mountain View School Districts. We are unaware of any pending desegregation court decrees in those surrounding districts that might be impacted or adversely affected by the proposed annexation. Therefore, based upon the information available

to us, we cannot say that the proposed annexation will have any negative effect on any "desegregation" efforts in those surrounding districts.

While the statutes speak in terms of the creation of a "new" district that would negatively affect desegregation efforts in "another" school district, we believe that the Board should also consider whether the proposed annexation would negatively impact any desegregation efforts that may be ongoing in the petitioning districts themselves. On that issue, we note that in the Petition for Annexation the superintendents of the Sulfur Rock and Batesville School Districts have each certified under oath that their respective districts are not involved in desegregation litigation in a United States Court or under the continuing jurisdiction of a United States Court order regarding desegregation of a public school or schools. Assuming this information is correct, we cannot say that the proposed annexation will interfere in any way with any desegregation efforts in the petitioning districts.

Finally, as will be the case in any proposed annexation or consolidation, the Board must be cognizant that it may not approve or disapprove of any proposed annexation or consolidation with the purpose or intent to create racially segregated schools. As the Supreme Court noted in *Missouri v. Jenkins*, 500 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation — that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1, Denver*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

There are numerous cases that discuss legal challenges to school district annexations and consolidations in the context of desegregation litigation, but in each case the question of whether a particular annexation or consolidation (or series of annexations or consolidations) were done with the requisite unconstitutional intent is a highly fact-specific inquiry. Given the case law, we strongly urge the State Board to scrupulously adhere to the statutory criteria and the Board's implementing regulations governing annexations, and that the Board satisfy itself that the proposed annexation is supportable by considerations other than racial concerns.

To assist the State Board, we have attached as Exhibit A a spreadsheet showing the racial composition of the petitioning districts and the surrounding districts, based upon 2003-04 enrollment data posted on the Department of Education's "AS-IS" website. As the Board will note, a combined Sulfur Rock-Batesville district as a whole would have a student population that is 84.42% white, 7.67% black, and 5.94% Hispanic. All of the school districts surrounding Sulfur Rock have student populations that are 97% or more white, and less than 1% black. Similarly, the school districts surrounding Batesville all have student populations that are at least 97% white. It is difficult to conclude, examining this data alone, that the approval of the proposed annexation could be viewed as motivated by impermissible intent to create segregated

T. Kenneth James, Ed.D.
December 21, 2004
Page 3

schools. However, should there be any objections to the proposed annexation, particularly any objections based upon an alleged segregative effect of the proposed annexation, the Board must evaluate those objections thoroughly and carefully.

Very truly yours,

A handwritten signature in black ink, appearing to read "Timothy G. Gauger", written in a cursive style.

TIMOTHY G. GAUGER
Senior Assistant Attorney General

TGG/dn

Batesville with Sulfur Rock

District	African American			Hispanic			Native American			% African American			% Asian			% Hispanic American			% Native American			% White				
	American	Asian	Hispanic	American	White	Total	American	White	Total	American	White	Total	American	White	Total	American	White	Total	American	White	Total	American	White	Total		
Batesville	194	42	146	6	1808	2196	8.83%	1.91%	6.65%	0.27%	82.33%	8.83%	1.91%	6.65%	0.27%	82.33%	8.83%	1.91%	6.65%	0.27%	82.33%	8.83%	1.91%	6.65%	0.27%	82.33%
Sulfur Rock	1	0	5	2	339	347	0.29%	0.00%	1.44%	0.58%	97.69%	0.29%	0.00%	1.44%	0.58%	97.69%	0.29%	0.00%	1.44%	0.58%	97.69%	0.29%	0.00%	1.44%	0.58%	97.69%
New District	195	42	151	8	2147	2543	7.67%	1.65%	5.94%	0.31%	84.43%	7.67%	1.65%	5.94%	0.31%	84.43%	7.67%	1.65%	5.94%	0.31%	84.43%	7.67%	1.65%	5.94%	0.31%	84.43%
<i>Surrounding Sulfur Rock</i>																										
Ceder Ridge	0	7	2	4	791	804	0.00%	0.87%	0.25%	0.50%	98.38%	0.00%	0.87%	0.25%	0.50%	98.38%	0.00%	0.87%	0.25%	0.50%	98.38%	0.00%	0.87%	0.25%	0.50%	98.38%
Southside (1)	5	19	8	1	1343	1376	0.36%	1.38%	0.58%	0.07%	97.60%	0.36%	1.38%	0.58%	0.07%	97.60%	0.36%	1.38%	0.58%	0.07%	97.60%	0.36%	1.38%	0.58%	0.07%	97.60%
Weighted Average	5	26	10	5	2134	2180	0.23%	1.19%	0.46%	0.23%	97.89%	0.23%	1.19%	0.46%	0.23%	97.89%	0.23%	1.19%	0.46%	0.23%	97.89%	0.23%	1.19%	0.46%	0.23%	97.89%
<i>Surrounding Batesville</i>																										
Cave City	13	1	5	0	1325	1344	0.97%	0.07%	0.37%	0.00%	98.59%	0.97%	0.07%	0.37%	0.00%	98.59%	0.97%	0.07%	0.37%	0.00%	98.59%	0.97%	0.07%	0.37%	0.00%	98.59%
Concord	0	0	0	0	584	584	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Cushman	4	3	0	0	377	384	1.04%	0.78%	0.00%	0.00%	98.18%	1.04%	0.78%	0.00%	0.00%	98.18%	1.04%	0.78%	0.00%	0.00%	98.18%	1.04%	0.78%	0.00%	0.00%	98.18%
Midland	0	0	6	3	572	581	0.00%	0.00%	1.03%	0.52%	98.45%	0.00%	0.00%	1.03%	0.52%	98.45%	0.00%	0.00%	1.03%	0.52%	98.45%	0.00%	0.00%	1.03%	0.52%	98.45%
Mountain View	4	10	13	8	1649	1684	0.24%	0.59%	0.77%	0.48%	97.92%	0.24%	0.59%	0.77%	0.48%	97.92%	0.24%	0.59%	0.77%	0.48%	97.92%	0.24%	0.59%	0.77%	0.48%	97.92%
Weighted Average	21	14	24	11	4507	4577	0.46%	0.31%	0.52%	0.24%	98.47%	0.46%	0.31%	0.52%	0.24%	98.47%	0.46%	0.31%	0.52%	0.24%	98.47%	0.46%	0.31%	0.52%	0.24%	98.47%
Comb. Wght. Avg.	26	40	34	16	6641	6757	0.38%	0.59%	0.50%	0.24%	98.28%	0.38%	0.59%	0.50%	0.24%	98.28%	0.38%	0.59%	0.50%	0.24%	98.28%	0.38%	0.59%	0.50%	0.24%	98.28%

Enrollments from www.as-is.org for 2003-2004 school year
 Cave City is the total from the former Cave City and Evening Shade School Districts.
 Ceder Ridge is the total from the former Cord-Charlotte and Newark School Districts.
 Concord is the total from the former Concord and Wilburn School Districts.
 Mountain View is the total from the former Mountain View, Rural Special, and Stone County School Districts.



6-13-1601. Definitions.

As used in this subchapter:

(1) “Administrative annexation” means the joining of an affected school district or a part of the school district with a receiving district;

(2) “Administrative consolidation” means the joining of two (2) or more school districts to create a new single school district with one (1) administrative unit and one (1) board of directors that is not required to close school facilities;

(3) “Affected district” means a school district that loses territory or students as a result of administrative annexation or administrative consolidation;

(4) (A) “Average daily membership” means the total number of days attended plus the total number of days absent by students in grades kindergarten through twelve (K-12) during the first three (3) quarters of each school year divided by the number of school days actually taught in the school district during that period of time rounded up to the nearest hundredth.

(B) Students who may be counted for average daily membership are:

(i) Students who reside within the boundaries of the school district and who are enrolled in a public school operated by the school district or a private school for special education students, with their attendance resulting from a written tuition agreement approved by the Department of Education;

(ii) Legally transferred students living outside the school district but attending a public school in the school district; and

(iii) Students who reside within the boundaries of the school district and who are enrolled in the Arkansas National Guard Youth Challenge Program, so long as the students are participants in the program;

(5) “Receiving district” means a school district or districts that receive territory or students, or both, from an affected district as a result of administrative annexation; and

(6) “Resulting district” means the new school district created from an affected district or districts as a result of administrative consolidation.

History. Acts 2003 (2nd Ex. Sess.), No. 60, § 3; 2005, No. 2151, § 21.

6-13-1602. Administrative consolidation list.

By February 1, 2004, and each January 1 thereafter, the Department of Education shall publish a consolidation list that includes all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in each of the two (2) school years immediately preceding the current school year.

History. Acts 2003 (2nd Ex. Sess.), No. 60, § 3; 2005, No. 2151, § 22.

6-13-1603. Administrative reorganization.

(a) (1) Any school district included in the Department of Education's consolidation list under § 6-13-1602 may voluntarily agree to administratively consolidate with or be annexed to another school district or districts in accordance with the requirements and limitations of this section.

(2) (A) Any school district on the consolidation list choosing to voluntarily administratively consolidate or annex shall submit a petition for approval to the State Board of Education by March 1 immediately following publication of the list and shall set forth the terms of the administrative consolidation or annexation agreement in the petition.

(B) If the petition is approved by the state board, the administrative consolidation or annexation shall be completed by May 1, to be effective July 1 immediately following the publication of the list required under § 6-13-1602.

(3) Any school district on the consolidation list that does not submit a petition under subdivision (a) (2)(A) of this section or that does not receive approval by the state board for a voluntary consolidation or annexation petition shall be administratively consolidated by the state board with or into one (1) or more school districts by May 1, to be effective July 1 immediately following the publication of the list required under § 6-13-1602.

(4) The state board shall promptly consider petitions or move on its own motion to administratively consolidate a school district on the consolidation list in order to enable the affected school districts to reasonably accomplish any resulting administrative consolidation or annexation by July 1 immediately following the publication of the list required under § 6-13-1602.

(5) The state board shall not deny the petition for voluntary administrative consolidation or annexation of any two (2) or more school districts unless:

(A) The provisions contained in the articles of administrative consolidation or annexation would violate state or federal law; or

(B) The voluntary consolidation or annexation would not contribute to the betterment of the education of students in the school district.

(b) Any school district required to be administratively consolidated under this subchapter shall be administratively consolidated in such a manner as to create a resulting district with an average daily membership meeting or exceeding three hundred fifty (350).

(c) All administrative consolidations or annexations under this section shall be accomplished so as not to create a school district that hampers, delays, or in any manner negatively affects the desegregation of another school district in this state.

(d) In the administratively consolidated or annexed school districts created under this subchapter, the ad valorem tax rate shall be determined as set forth under § 6-13-1409.

(e) Nothing in this section shall be construed to require the closing of any school or school facility.

(f) No administratively consolidated or annexed school district shall have more than one (1) superintendent.

(g) Any school district not designated as being in academic or fiscal distress for the current school year and previous two (2) school years that administratively receives by consolidation or annexation a school district designated by the state board as being in academic or fiscal distress at the time of consolidation or annexation shall not be subject to academic or fiscal distress sanctions for a period of three (3) years from the effective date of consolidation unless:

(1) The school district fails to meet minimum teacher salary requirements; or

(2) The school district fails to comply with the Standards for Accreditation of Arkansas Public Schools and School Districts issued by the department.

(h) Noncontiguous school districts may voluntarily consolidate if the facilities and physical plant of each school district:

(1) Are within the same county, and the state board approves the administrative consolidation; or

(2) Are not within the same county, and the state board approves the administrative consolidation or administrative annexation and finds that:

(A) The administrative consolidation or administrative annexation will result in the overall improvement in the educational benefit to students in all of the school districts involved; or

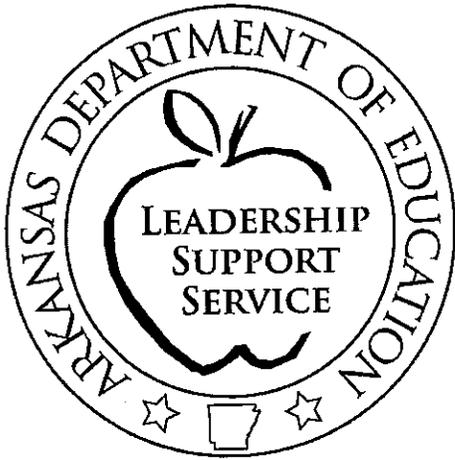
(B) The administrative consolidation or administrative annexation will provide a significant advantage in transportation costs or service to all of the school districts involved.

(i) Contiguous school districts may administratively consolidate even if they are not in the same county.

(j) The state board shall promulgate rules to facilitate the administration of this subchapter.

(k) The provisions of § 6-13-1406 shall govern the board of directors of each resulting or receiving school district created under this subchapter.

History. Acts 2003 (2nd Ex. Sess.), No. 60, § 3; 2005, No. 1397, § 1; 2005, No. 1962, § 9; 2005, No. 2151, § 23.



ARKANSAS DEPARTMENT OF EDUCATION

State Board of Education
February 9, 2009

Voluntary Administrative Annexation

**CUSHMAN SCHOOL DISTRICT
INTO
BATESVILLE SCHOOL
DISTRICT**

ACCREDITATION HISTORY

Cushman School District And Batesville School District

	05-06	06-07	07-08
Cushman School District (3203000)			
Cushman Elementary School	A	A	A
Cushman High School	A	A	A
Batesville School District (3201000)			C
Central Elementary School	A	A	A
Kindergarten Center	A	A	A
West Elementary School	A	A	A
Batesville Junior High School	A	C	A
Batesville High School	A	C	C
Batesville 6th Grade School	A	A	A
Eagle Mountain Elementary School	A	A	A
Sulphur Rock Elementary School	A	C	C

A=Accredited

C=Accredited-Cited

**District Schools for CUSHMAN SCHOOL DISTRICT
(3203000)**

LEA	School Name	School Improvement Status
3203014	CUSHMAN ELEMENTARY SCHOOL	N/A
3203015	CUSHMAN HIGH SCHOOL	N/A

**District Schools for BATESVILLE SCHOOL DISTRICT
(3201000)**

LEA	School Name	School Improvement Status
3201005	BATESVILLE HIGH SCHOOL	N/A
3201004	BATESVILLE JUNIOR HIGH SCHOOL	N/A
3201001	CENTRAL ELEMENTARY SCHOOL	N/A
3201009	EAGLE MOUNTAIN ELEM SCHOOL	N/A
3201042	SULPHUR ROCK ELEMENTARY SCHOOL	N/A
3201003	WEST ELEMENTARY SCHOOL	N/A

ANNUAL ACCREDITATION STATUS REPORT (2007-2008)

Run Date: 05/14/2008
 Lea: 32-03-000
 County: INDEPENDENCE

Page #: 53

District: CUSHMAN SCHOOL DISTRICT
 Supervisor: F. WIMER

2007-2008 Status:
 Review Date: Comments:

2006-2007 Status:
 Review Date: Comments:

2005-2006 Status:
 Review Date: Comments:

Enrollment-	K	27
	1	26
	2	31
	3	24
	4	28
	5	27
	6	18
	7	26
	8	22
	9	41
	10	24
	11	23
	12	16
	EE	0
	SM	0
	SS	0
	13	0

Total enrollment for 32-03-000: 333

FTE Totals-	Counselor	0.00
	Principal	0.00
	Asst. Principal	0.00
	Library/Media	0.00

Staff Development Hours:
 Total Book Volume:

ANNUAL ACCREDITATION STATUS REPORT (2007-2008)

Run Date: 05/14/2008

Page #: 54

Lea: 32-03-014

School: CUSHMAN ELEMENTARY SCHOOL

2007-2008 Status: ACCREDITED
 Review Date: Comments:

2006-2007 Status: ACCREDITED
 Review Date: Comments:

2005-2006 Status: ACCREDITED
 Review Date: Comments:

Enrollment-	K	27
	1	26
	2	31
	3	24
	4	28
	5	27
	6	18
	7	0
	8	0
	9	0
	10	0
	11	0
	12	0
	EE	0
	SM	0
	SS	0
	13	0

Total enrollment for 32-03-014: 181

FTE Totals-
 Counselor 0.50
 Principal 1.00
 Asst. Principal 0.00
 Library/Media 0.50

Staff Development Hours: 60
 Total Book Volume: 4545

ANNUAL ACCREDITATION STATUS REPORT (2007-2008)

Run Date: 05/14/2008

Page #: 55

Lea: 32-03-015

School: CUSHMAN HIGH SCHOOL

2007-2008 Status: ACCREDITED
 Review Date: Comments:

2006-2007 Status: ACCREDITED
 Review Date: Comments:

2005-2006 Status: ACCREDITED
 Review Date: Comments:

Enrollment-	K	0
	1	0
	2	0
	3	0
	4	0
	5	0
	6	0
	7	26
	8	22
	9	41
	10	24
	11	23
	12	16
	EE	0
	SM	0
	SS	0
	13	0

Total enrollment for 32-03-015: 152

FTE Totals-
 Counselor 0.50
 Principal 1.00
 Asst. Principal 0.00
 Library/Media 0.50

Staff Development Hours: 60
 Total Book Volume: 3781

ANNUAL ACCREDITATION STATUS REPORT (2007-2008)

Run Date: 05/14/2008
 Lea: 32-01-000
 County: INDEPENDENCE

Page #: 41
 District: BATESVILLE SCHOOL DISTRICT
 Supervisor: F. WIMER

2007-2008 Status: ACCREDITED-CITED
 Review Date: Comments:

8313 JOB NOT CERT
 KRISTA K FORTENBERRY
 3040 Special Education Supervisor

09/01/2009

2006-2007 Status:
 Review Date: Comments:

2005-2006 Status:
 Review Date: Comments:

Enrollment-	K	208
	1	234
	2	208
	3	203
	4	207
	5	217
	6	215
	7	210
	8	198
	9	189
	10	196
	11	182
	12	140
	EE	0
	SM	0
	SS	0
	13	0

Total enrollment for 32-01-000: 2607

FTE Totals-
 Counselor 0.00
 Principal 0.00
 Asst. Principal 0.00
 Library/Media 0.00

Staff Development Hours:
 Total Book Volume:

ANNUAL ACCREDITATION STATUS REPORT (2007-2008)

Run Date: 05/14/2008

Page #: 42

Lea: 32-01-001

School: CENTRAL ELEMENTARY SCHOOL

=====

2007-2008 Status: ACCREDITED
 Review Date: Comments:

2006-2007 Status: ACCREDITED
 Review Date: Comments:

2005-2006 Status: ACCREDITED
 Review Date: Comments:

Enrollment-	K	0
	1	46
	2	45
	3	43
	4	45
	5	42
	6	0
	7	0
	8	0
	9	0
	10	0
	11	0
	12	0
	EE	0
	SM	0
	SS	0
	13	0

Total enrollment for 32-01-001: 221

FTE Totals-		
	Counselor	1.00
	Principal	1.00
	Asst. Principal	0.00
	Library/Media	1.00

Staff Development Hours: 60
 Total Book Volume: 5636

ANNUAL ACCREDITATION STATUS REPORT (2007-2008)

Run Date: 05/14/2008

Page #: 43

Lea: 32-01-002

School: KINDERGARTEN CENTER

2007-2008 Status: ACCREDITED
 Review Date: Comments:

2006-2007 Status: ACCREDITED
 Review Date: Comments:

2005-2006 Status: ACCREDITED
 Review Date: Comments:

Enrollment-	K	177
	1	0
	2	0
	3	0
	4	0
	5	0
	6	0
	7	0
	8	0
	9	0
	10	0
	11	0
	12	0
	EE	0
	SM	0
	SS	0
	13	0

Total enrollment for 32-01-002: 177

FTE Totals-

Counselor	0.45
Principal	1.00
Asst. Principal	0.00
Library/Media	0.50

Staff Development Hours: 60
 Total Book Volume: 4146

ANNUAL ACCREDITATION STATUS REPORT (2007-2008)

Run Date: 05/14/2008

Page #: 44

Lea: 32-01-003

School: WEST ELEMENTARY SCHOOL

2007-2008 Status: ACCREDITED
 Review Date: Comments:

2006-2007 Status: ACCREDITED
 Review Date: Comments:

2005-2006 Status: ACCREDITED
 Review Date: Comments:

Enrollment-	K	0
	1	63
	2	66
	3	59
	4	61
	5	68
	6	0
	7	0
	8	0
	9	0
	10	0
	11	0
	12	0
	EE	0
	SM	0
	SS	0
	13	0

Total enrollment for 32-01-003: 317

FTE Totals-	
Counselor	0.80
Principal	1.00
Asst. Principal	0.00
Library/Media	1.00

Staff Development Hours: 60
 Total Book Volume: 6415

ANNUAL ACCREDITATION STATUS REPORT (2007-2008)

Run Date: 05/14/2008

Page #: 45

Lea: 32-01-004

School: BATESVILLE JUNIOR HIGH SCHOOL

2007-2008 Status: ACCREDITED
Review Date: Comments:

2006-2007 Status: ACCREDITED-CITED
Review Date: Comments:

313	JOB NOT CERT	09/01/2007
	LILLI A PEUGEOT	
88110	Language Arts Grade 8	
313	JOB NOT CERT	09/01/2007
	LILLI A PEUGEOT	
10000	English 9	
313	JOB NOT CERT	09/01/2008
	CHERYL BENTLEY	
77110	Language Arts Grade 7	

2005-2006 Status: ACCREDITED
Review Date: Comments:

ANNUAL ACCREDITATION STATUS REPORT (2007-2008)

Run Date: 05/14/2008

Page #: 46

Lea: 32-01-004

School: BATESVILLE JUNIOR HIGH SCHOOL

=====

Enrollment-	K	0
	1	0
	2	0
	3	0
	4	0
	5	0
	6	0
	7	210
	8	198
	9	189
	10	0
	11	0
	12	0
	EE	0
	SM	0
	SS	0
	13	0

Total enrollment for 32-01-004: 597

FTE Totals-

Counselor	1.25
Principal	1.00
Asst. Principal	1.00
Library/Media	1.00

Staff Development Hours: 60
 Total Book Volume: 7938

ANNUAL ACCREDITATION STATUS REPORT (2007-2008)

Run Date: 05/14/2008

Page #: 48

Lea: 32-01-005

School: BATESVILLE HIGH SCHOOL

=====

Enrollment-	K	0
	1	0
	2	0
	3	0
	4	0
	5	0
	6	0
	7	0
	8	0
	9	0
	10	196
	11	182
	12	140
	EE	0
	SM	0
	SS	0
	13	0

Total enrollment for 32-01-005: 518

FTE Totals-

Counselor	0.75
Principal	1.00
Asst. Principal	1.00
Library/Media	1.00

Staff Development Hours: 60
 Total Book Volume: 8007

ANNUAL ACCREDITATION STATUS REPORT (2007-2008)

Run Date: 05/14/2008

Page #: 49

Lea: 32-01-008

School: BATESVILLE 6TH GRADE SCHOOL

2007-2008 Status: ACCREDITED
 Review Date: Comments:

2006-2007 Status: ACCREDITED
 Review Date: Comments:

2005-2006 Status: ACCREDITED
 Review Date: Comments:

Enrollment-	K	0
	1	0
	2	0
	3	0
	4	0
	5	0
	6	170
	7	0
	8	0
	9	0
	10	0
	11	0
	12	0
	EE	0
	SM	0
	SS	0
	13	0

Total enrollment for 32-01-008: 170

FTE Totals-

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

Staff Development Hours: 60
 Total Book Volume: 6573

ANNUAL ACCREDITATION STATUS REPORT (2007-2008)

Run Date: 05/14/2008

Page #: 50

Lea: 32-01-009

School: EAGLE MOUNTAIN ELEM SCHOOL

2007-2008 Status: ACCREDITED
 Review Date: Comments:

2006-2007 Status: ACCREDITED
 Review Date: Comments:

2005-2006 Status: ACCREDITED
 Review Date: Comments:

Enrollment-	K	0
	1	81
	2	66
	3	65
	4	63
	5	74
	6	0
	7	0
	8	0
	9	0
	10	0
	11	0
	12	0
	EE	0
	SM	0
	SS	0
	13	0

Total enrollment for 32-01-009: 349

FTE Totals-	
Counselor	0.75
Principal	1.00
Asst. Principal	0.00
Library/Media	1.00

Staff Development Hours: 60
 Total Book Volume: 6418

ANNUAL ACCREDITATION STATUS REPORT (2007-2008)

Run Date: 05/14/2008

Page #: 51

Lea: 32-01-042

School: SULPHUR ROCK ELEMENTARY

2007-2008 Status: ACCREDITED-CITED
Review Date: Comments:

1317 NOT HQT
ANASTASIA E ROGERS
100510 K. Visual Arts

317 NOT HQT
ANASTASIA E ROGERS
11510 Grade 1 Visual Arts

317 NOT HQT
ANASTASIA E ROGERS
22510 Grade 2 Visual Arts

317 NOT HQT
ANASTASIA E ROGERS
33510 Grade 3 Visual Arts

317 NOT HQT
ANASTASIA E ROGERS
44510 Grade 4 Visual Arts

2006-2007 Status: ACCREDITED-CITED
Review Date: Comments:

113 JOB NOT CERT 09/01/2008
KATHY L HYSLIP
11500 Special Education Itinerant Services

2005-2006 Status: ACCREDITED
Review Date: Comments:

ANNUAL ACCREDITATION STATUS REPORT (2007-2008)

Run Date: 05/14/2008

Page #: 52

Lea: 32-01-042

School: SULPHUR ROCK ELEMENTARY

Enrollment-	K	31
	1	44
	2	31
	3	36
	4	38
	5	33
	6	45
	7	0
	8	0
	9	0
	10	0
	11	0
	12	0
	EE	0
	SM	0
	SS	0
	13	0

Total enrollment for 32-01-042: 258

FTE Totals-

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

Staff Development Hours: 60
 Total Book Volume: 6377



ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James
Commissioner

State Board
of Education

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Bentonville
Chair

Dr. Naccaman Williams
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Vice Chair

Sherry Burrow
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Clinton

Diane Tatum
Pine Bluff

January 29, 2009

Dr. Araron Hosman
Paragould School District
1501 West Court Street
Paragould, AR 72450

Re: Notice of State Board Meeting

Dear Dr. Hosman:

This letter is to inform you that your request for a District Conversion Public Charter will be considered, at the State Board of Education's meeting on February 9, 2009. The meeting is scheduled to begin at 9:00 a.m., and will be held in the Auditorium of the Arch Ford Education Building at Four Capitol Mall in Little Rock, AR.

The procedures for the hearing are contained in Section 7.00 of the Arkansas Department of Education Rules Governing Charter Schools.

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

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

Sincerely,

Dr. Mary Ann D. Brown
Public Charter School Program Director

MB/ms

Enclosed: Section 7.00 of the Arkansas Department of Education Rules Governing Public Charter Schools.

Cc: Dr. Diana Julian, Deputy Commissioner
Mr. Jeremy Lasiter, General Counsel

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

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

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



Oak Grove

ELEMENTARY

NICK JANKOVIAK, PRINCIPAL • DONNA SINGLETON, ASSISTANT PRINCIPAL

Nicholas Jankoviak
5027 Highway 135 North
Paragould, AR 72450
(870) 586-0439 Phone
(870) 586-0485 Fax
njankoviak@paragould.k12.ar.us

Oak Grove Elementary is one of three elementary buildings in the Paragould School District. We are located six miles north of Paragould on Highway 135 North. The school serves about four-hundred and twenty-five students in grades K-4 with a total of forty-three certified and classified staff. We are proposing a Health, Wellness, and Environmental Science district conversion public charter school. We feel that our school will be able to address a variety of student needs thereby improving student performance.

The health of children in the United States has received a great deal of attention over the past four decades. Data now suggests that over 33% of children in the United States fall into the two top weight categories, at risk of obesity and obese, as defined by the Center for Disease Control. The epidemic is even more alarming in Arkansas where recent data reveals that 38% of public school children are "overweight" or "at risk of being overweight" (UAMS College of Public Health).

A recent trend in education has resulted in test scores becoming the driving force behind many school initiatives. This has resulted in the needs of many students going unrecognized as educators push for increased student achievement. Maslow's Hierarchy of Needs suggests that higher levels will not be attempted or reached by an individual without first meeting the lower, prerequisite levels (Roush, 2008). Schools that focus entirely on student performance on annual tests all too often have underachieving students. At Oak Grove Elementary we are committed to meeting the needs of the whole child. Our Health, Wellness, and Environmental Science school will meet the physical, mental, and emotional needs of our students thereby creating an environment for optimal learning to take place.

Nicholas Jankoviak, Principal

5027 Highway 135 North • Paragould, AR 72450 • (870) 586-0439 • FAX (870) 586-0485

ARKANSAS DEPARTMENT OF
Education

**District Conversion Public Charter School
New Application**

Deadline for Submission: October 31, 2008



RECEIVED
OCT 31 2008
CHARTER SCHOOL OFFICE

ORIGINAL

Charter School: Health, Wellness and Environmental

Date Submitted: October 30, 2008 Science

Date Approved: _____

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

District Conversion Public Charter School
New Application

Nicholas Jankoviak, Principal
Oak Grove Elementary



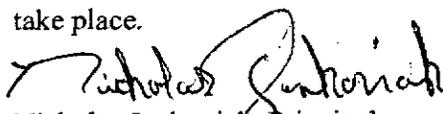
NICK JANKOVIK, PRINCIPAL • DONNA SINGLETON, ASSISTANT PRINCIPAL

Nicholas Jankoviak
5027 Highway 135 North
Paragould, AR 72450
(870) 586-0439 Phone
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njankoviak@paragould.k12.ar.us

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Nicholas Jankoviak, Principal

**STATE BOARD OF EDUCATION
ARKANSAS DEPARTMENT OF EDUCATION
APPLICATION FOR A CONVERSION PUBLIC CHARTER
SCHOOL**

A. GENERAL INFORMATION (Please type.)

Name of Proposed Charter School: Oak Grove Elementary Health, Wellness,
and Environmental Science School

Grade Level(s) for the School: K-4 Proposed Enrollment: 435

Name of School District: Paragould School District

Name of Contact Person: Nicholas Jankoviak

Address (no P.O. Box please): 5027 Hwy 135 North City: Paragould ZIP: 72450

Daytime Phone Number: (870) 586-0439 FAX: (870) 586-0485

E-mail: njankoviak@paragould.k12.ar.us

Charter Site Address: 5027 Hwy 135 North

City: Paragould ZIP Code: 72450

Date of Proposed Opening: August 13, 2009

Name of Superintendent: Dr. Aaron Hosman

Address: 1501 West Court Street

City: Paragould Zip Code: 72450

Phone Number: (870) 239-2105 FAX: (870) 239-4697

E-mail: ahosman@paragould.k12.ar.us

D. Required Information

The applicant for the proposed conversion public charter, if approved by the State Board of Education, agrees to operate the educational program described below in accordance with the provisions described within this document, Ark. Code Ann. 6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances. This is a narrative description of various components of the proposed charter school, and the responses to the following inquiries including any supporting attachments pages must be limited to no more than 30 pages.

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this district conversion public charter school. Provide verification that notice of the public hearing was distributed to the community, certified school personnel, and parents of all students enrolled in the public schools in the community to be served by the proposed charter school. Also, include verification that notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district.

In order to assess support for a conversion charter school a public hearing was held on October 29, 2008. Mr. Jankoviak, principal, led the meeting. A PowerPoint presentation conveyed the impact of becoming a conversion charter school to those in attendance. An opportunity for questions and discussions was given.

School personnel were given background information at a meeting on October 6. Teachers of the proposed school were informed and, later that day, members of the school board also received a PowerPoint presentation regarding the impact and implications of becoming a conversion charter school. Parents of currently enrolled students were apprised of the meetings through announcements in weekly newsletters. To ensure that the community was apprised of the hearing, information was published in the Paragould Daily Press on October 7, October 14, October 21, and October 28 of 2008.

2. Give the mission statement of the propose district conversion public charter school.

Oak Grove Elementary believes that there is a vital relationship between student health and academic performance. Our school employs an innovative curriculum that embraces the physical and emotional needs of our children. Learning cooperatively and understanding the science of wellness and personal health are both critically important. Our dedication to the "whole child" will improve academic performance and exceed our high expectations for all that enter our doors.

3. Describe the educational need for the school.

The health of children in the United States has received a great deal of attention over the past four decades. According to the NHANES survey taken in 1976-1980 only 5% of the children aged 2-5 were categorized as overweight and 6.5% of children aged 6-

11 were considered overweight. When the survey was completed again in 2003-2004 it was revealed that 13.9% of children aged 2-5 were categorized as overweight and 18.8% of children aged 6-11 were considered overweight (Center for Disease Control, 2007). The number of children aged 6-11 that are categorized as overweight has more than doubled in the last 20 years.

Data now suggests that over 33% of children in the United States fall into the two top weight categories as defined by the Center for Disease Control. The epidemic is even more alarming in Arkansas where recent data reveals that 38% of public school children are "overweight" or "at risk of being overweight" (UAMS College of Public Health, 2008). The increasing rates among all age levels have raised serious concern across the state.

Health implications associated with obesity are eye opening. Obesity has been linked to hypertension, osteoarthritis, dyslipidemia, type 2 diabetes, coronary heart disease, stroke, gallbladder disease, sleep apnea and respiratory problems, and even some forms of cancers (Center for Disease Control, 2007). In addition to health concerns, children who are overweight, or at risk of being overweight, often suffer from psychological, social, and emotional stress.

There are many variables that have contributed to increasing rates of overweight and obesity in children and adolescents. The United States has experienced a shift in society towards less physically demanding work, as well as an increased use of automated transportation and less time for family leisure activities. Fewer children are walking or riding a bike to and from school. For many children television viewing and playing video games have taken the place of physical activity. As a result of the focus in public schools shifting towards increased instruction time in subjects such as math and literacy many children also have fewer opportunities to be physically active in school. Changes in food consumption, including larger portions and the availability of food with little or no nutritional value, have also made it challenging for both children and adults to maintain a healthy weight.

The Relationship between Obesity and Academic Performance

A longitudinal study of kindergarten through third grade students revealed a significant concern regarding childhood obesity. In this study all kindergarten students received BMI measurements. Three groups of students were created: children who were categorized as obese in kindergarten, children who reached the obese category during the four year study and children who maintained a healthy weight throughout the study. The data revealed that reading and math test scores for children who maintained a healthy weight were significantly higher than the other two groups. It was also discovered that children who were always overweight had significantly more behavior problems and were more frequently absent from school (Datar and Sturm, 2006).

Another longitudinal study conducted in 2004 examined the risk of obesity at one point in time predicting student achievement at a later date. The authors hypothesized that students categorized as obese would be more likely to have academic problems in school resulting in lower academic performance. The sample population for this study consisted of a stratified design in which schools were selected based on their region, urban city, school type, racial composition, and size. The sample population consisted of 20,475 students selected across 132 schools in 80 communities. The results of a regression model revealed that for all subgroups the risk of obesity predicted academic achievement at any

one point in time (Crosnoe and Chandra, 2004). The authors suggest that obesity is a multifaceted attribute. Along with health concerns, obesity was said to have serious social and psychological outcomes that affect academic performance.

The Relationship between Increased Physical Activity and Obesity

Another study designed to measure the impact of a physical fitness walking program revealed that thirty minutes of exercise a day reduced student BMI in only four weeks. Three hundred and seventy nine students participated in the study. Average BMI was calculated for both girls and boys from 8 to 13 years of age. The study revealed a decline in average BMI for each group. The results demonstrated measurable benefits in terms of physical fitness. It was also noted that additional benefits, as cited by classroom teachers, include improved student behaviors, attitudes, and academic performance (Curry, Cantey, and Rykard, 2005).

To examine the relationship between academic and physical fitness scores a simple correlation coefficients was performed on a sample group taken from 253 elementary schools in California. For each subgroup California Standard Test (CST) scores were significantly correlated with Physical Fitness Test (PFT) scores. Total PFT scores were significantly correlated with English scores, $r=.598$, $p<.001$; with total math scores, $r=.559$, $p<.001$, and with total science scores, $r=.583$, $p<.001$ (Singh and McMahan, 2006). The findings reveal a statistically significant positive linear relationship between physical fitness and academic achievement.

The Importance of Health Education

Today's overweight problem is due in large part to fast-food chains, snack-food companies, and beverage manufacturers who target young people. Ignoring this problem has contributed to the high levels of obesity in our youth today. Schools must begin to teach children proper eating habits. With that said, many educators question whether public schools are doing enough to promote healthy behavior in students. According to Story, Kaphinst, and French, 2006, "By highlighting the importance of both nutrition and physical activity, health education can help students adopt and maintain physically active and healthful eating lifestyles" (120). The authors go on to suggest that elementary students can benefit from high-quality courses in health education (121).

As previously established, poor diets are pushing rates of students categorized as obese, or at risk of obesity, to alarming levels. A well thought out plan for health education must be designed to motivate and assist students to maintain and improve their health, prevent diseases, and reduce health risk behaviors (Coordinated School Health in Arkansas, 2008). Many schools across the state of Arkansas have initiated a Coordinated School Health Program (CSHP). The systematic approach presented in this design is effective at addressing the physical, mental, and emotional needs of students. At Oak Grove Elementary we hope to mirror this approach in work with students. Effective schools are designed to meet the needs of the whole child.

4. Describe the educational program to be offered by the public charter school.

The core of the educational program is founded on the standards set by the Arkansas Education Department. Along with meeting those standards, Oak Grove Elementary will integrate topics and programs supporting our theme, Health, Wellness and Environmental Science. We plan to establish programs

that address the needs and interests of the student population including a weekly time block of enrichment in science related subjects, offered in a science lab, along with classroom directed B.A.M (Body And Mind) lessons. Each 9-week period will be centered on a different area of subject matter. These areas would include: the Human Body, Food and Nutrition, Hygiene and the Olympics. Oak Grove Elementary will also instigate innovative programs to reach our student body including Friday Rotations with stations including Science Lab, Speed and Agility, Football plus other sports, and Food Prep/Snacks. The Fresh Fruit and Vegetables Program will be delivered to our school population three days a week. Oak Grove Elementary was one of twenty-six schools in Arkansas to receive this program. Our school will foster activities in an Outdoor Environmental Lab including gardening, planting floral gardens to attract butterflies and other wildlife, outdoor science projects, and a Fishing Rodeo. A walking track, along with stationed exercise machines posted by the track, will support exercise programs at our campus. A pavilion will provide areas for class instruction which might include cooking, building birdhouses, bat houses and other interesting projects. A Kitchen Center for indoor or outdoor use will be constructed. After-School Activities initiated will consist of Swimming at our local community center, Martial Arts lead by an instructor on campus, Science Club directed by our Science Teacher on campus, Gymnastics at a facility in Paragould, an Environmental Club, activities directed toward helping health related issues, a Cardio Room, plus instruction in Nutrition and Health, Soccer, Tennis, Volleyball, Weights, Track and other related endeavors associated with Health, Wellness and Environmental Science. Along with building these programs, we plan to showcase learning with a regular 9-week finale involving grades K through 4. This will give each class or grade level the opportunity to highlight activities and knowledge acquired during this time period. Field trips and guest speakers will be included throughout the school year curriculum to address the Health, Wellness and Environment Science theme.

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

Literacy

1. After reviewing Fourth Grade Benchmarks (2006, 2007, 2008), data indicates that an average of 19% of the combined population scored below proficient in Literacy with 81% scoring above. Among STUDENTS WITH DISABILITIES, 58% scored below proficient with 42% scoring above. Among SES students, 22% scored below proficient with 78% scoring above. Among FEMALE students, current data indicates 73% scoring proficient or above with 61% of MALES scoring proficient or above. Trend analysis of weaknesses shows OR to be WEAKER than MC in COMBINED POPULATION as well as all sub-populations (SES, IEP, MALES and FEMALES). Multiple Choice responses were as follows among the COMBINED POPULATION: Literary Passage 86% correct, Practical 60% correct and Content 70% correct. PRACTICAL open-response being the LOWEST STRAND area. Performance on the OPEN-

RESPONSE Items indicate Reading-CONTENT Passage as the lowest strand. This same trend is consistent among students with IEPs. 42% of students with IEPs scored proficient with 58% scoring below. The WEAKEST STRAND areas for IEP STUDENTS was Reading-CONTENT PASSAGE items. The trend for SES students indicates that 77% of Free and Reduced students scored proficient or above and 23% scored below. -Analysis of third grade Benchmark we see the same trend for a three year average of (2006, 2007, 2008) of 81% of the COMBINED POPULATION proficient or above with 19% below. Among IEP STUDENTS, 41% scored proficient or above. Among SES STUDENTS, 78% scored proficient or above. ALL populations, scored higher on MC items with OR being WEAKER. Among FEMALE STUDENTS, 73% scored above proficient with MALE STUDENTS at 61% proficient. Among WEAKNEST STRANDS for COMBINED POPULATION, IEP and SES students were both CONTENT PASSAGE READING and READING PRACTICAL PASSAGE. In summary among Third and Fourth grade students, after examination of the Benchmark Examinations we are showing weaknesses in the areas of CONTENT and Passage Reading in both Open Response and Multiple Choice areas, this is in all student populatons.

2. Analyzing the NORM-REFERENCED ITBS scores until 2007 and the SAT scores for 2008- among K-Fourth grade students we find that among kindergarten students we show the following data: Vocabulary 75NPR, Word Analysis 77NPR, Listening 72 NPR and Language 77 NPR. The WEAKEST STRAND appearing for kindergarten is the area of Listening with LITERAL COMPREHENSION being the WEAKEST SUBSKILL. Among First Grade students: Vocabulary 58NPR, Reading Comprehinsion 65 NPR, and Total Reading 64NPR. The WEAKEST STRAND area for first grade students being VOCABULARY, the WEAKEST Comprehension skill being STORY COMPREHENSION. Second grade analysis reveal Vocabulary 63NPR, Reading Comprehension 73NPR, Reading Total 69 NPR. Vocabulary is the weakest area and STORY COMPREHENSION weakest in the COMPREHENSION CLUSTER. The same trend is true among our older students. Third grade ITBS scores indicate a total reading score of 65NPR with VOCABULARY showing to be the greatest weakness. Among Fourth grade students total reading NPR of 71 with VOCABULARY showing the greatest weakness. A three year period indicate the following results;K-70NPR, First-59NPR, Second-67NPR, Third-70NPR, Fourth-69NPR. After analysing data CONTENT SUB-SKILL AND SKILL CLUSTER PERFORMANCE- WEAKNESSES appear as the following--k-Vocabulary, First-Vocabulary, Second-Word Analysis and Vocabulary, Third-Word Analysis and Listening, Fourth-Vocabulary and Spelling. Data summaries for 2008 SAT indicate the following: Reading Comprehension- Grade 1 COMBINED POPULATION-45% at or above 50th Percentile 46% of FEMALES 42% of MALES. Among IEP students 18% above 50th Percentile. Among SES students 43% above 50th percentile. Grade 2-COMBINED POPULATION-36% at or above 50th percentile. FEMALES 46% at or above-MALES-27% at or above the 50th percentile. Among IEP students 0% at or above the 50th percentile. Among SES students 38% at or above the 50th percentile.

The Average Daily Attendance average at Oak Grove Elementary for 2007-2008 is 95% which exceeds the state average.

Local Assessments given to all students K-4 beginning school year 2004-2008 correlate with weaknesses found in both criterion and norm referenced test. In reading school wide vocabulary and comprehension are the weakest reading sub-skills. Students continue to show weaknesses in Content and Practical Reading Passages.

Fourth Grade Benchmarks in Math for(2006, 2007, 2008) indicate the Combined Population average of 14% scoring below proficient with 86% scoring above. GEOMETRY is the weakest strand for the COMBINED POPULATION. Looking at gender trends 81% of Males scored above proficient. 95% of FEMALES scoring above proficient. 53% of IEP students scored proficient or above and SES students show a three year trend indicating an average 83% of students scoring proficient or above. All OR STRAND scores were lower than MC scores. The weakest strand area in OR items is GEOMETRY and MEASUREMENT. The same is true with the MC items. This trend is consistent with MEASUREMENT being the weakest sub-skill in all populations (COMBINED, SES, IEP). Third Grade Benchmarks indicate a three year trend showing 87% of the COMBINED population scoring proficient or above. Among gender groups -86%% of Males were proficient in contrast with 76% of females in 2008. Among the SES students the three year trend indicates that 83% are proficient or above. Among IEP population while 41% are proficient or above, the IEP students are our lowest % of proficiency. Open response items were the WEAKEST among all sub-populations. Third grade Benchmarks indicate the same patterns of weaknesses for OGE students. Scores indicate MEASUREMENT and GEOMETRY to be among the weakest sub-scores among all populations(IEP, SES, COMBINED). OR items were weaker than MC.

A review of ITBS Scores for 2005-2007 and SAT scores for 2008 for all students K-4 indicate the following results: K-74NPR, First-64NPR, Second-66NPR, Third-70NPR, Fourth-78NPR. In grade 4 SES students scored at 78NPR in total math vs. 91NPR for Non-SES students. This pattern is consistent throughout score studies for IEP students as well. Female students are obtaining higher scores as a population than male students. Mathematics weakness in grade 4--Problem Solving and Data Interpretation with the lowest skill being MULTIPLE STEP PROBLEM SOLVING. Grade three analysis indicates the same weaknesses. Among our younger students--Kindergarten--PROBLEM SOLVING First Grade--PROBLEM SOLVING MULTIPLE STEP and DATA INTERPRETATION--RELATIONSHIPS AND TRENDS. Second Grade weak areas indicated are: PROBLEM SOLVING--APPROACHES AND PROCEDURES. School wide weakness in MATH CONCEPTS--MEASUREMENT is noted. These same trends are evident in all our sub-populations. In 2008 the SAT scores indicate the following percentages of the COMBINED POPULATION scoring at or above the 50th percentile in Math Problem Solving- First grade 42% Second Grade-57%,

Third Grade-60%,Fourth Grade-82%. SES populations indicate the following: First Grade-0%, Second Grade 27%, Third Grade 55%, Fourth Grade 83%. Among IEP students First Grade-18%, Second Grade-26%, Third Grade-20%, Fourth Grade-30%.

3. Local Landmark Assessments administered in the area of mathmatics beginning school year 2004-2008, indicate weaknesses correlating to weaknesses identifiable in both criterion and achievement data. Multiple Step Problem Solving continues to be weakness in all grade levels.
4. The Average Daily Attendance for 2005-2008 is 95% which exceeded state guidelines.
5. Local Math Assessments given 2006-2008 indicated weaknesses corresponding to weaknesses in criterion and achievement data. This is apparent in all student populations. Measurement, Problem Solving, and Algebra weaknesses are shown.

6. Describe the process that will be used to develop and align the curriculum with the Arkansas frameworks.

State standards will be studied and used as a pattern to create a pacing document to guide classroom instruction. Grade level teams will have a common planning time daily and will meet weekly to voice concerns and offer educational support and suggestions to remediate those students not meeting state standards. Remediation instruction will include one-on-one instruction from the teacher, Title I instructional aides and other specialized teaching staff. District-wide common assessments will be given quarterly in literacy and bi-quarterly in mathematics to monitor skill mastery as well as determine the skills that need to be remediated to meet the standards. Data collected from these assessments in correlation with state assessments results and teacher-collected data (DIBELS, DRA, DSA, and QUALLS) will be desegregated by each teacher to place students at the correct level of instruction.

7. Describe the enrollment criteria and the student selection process. Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in Ark. Code Ann. 6-23-306(14)(C). Should an applicant believe that the use of a weighted lottery is necessary, the applicant shall state how they will comply with the requirements of Arkansas Code Annotated 6-23-306 (14) (c).

Our Health, Wellness, and Environmental Science Conversion Charter School will use the following procedure to enroll students.

- We will first look at students already in the building. They will stay here unless parents request for them to be moved.
- Second, we will consider students who live in the OGE attendance zone.
- Third, we will allow for intradistrict transfers – children who live within the Paragould School District.
- Fourth, we will allow students to school of choice into our building.

It is the policy of our Health, Wellness, and Environmental Science Conversion Charter School to conduct a random, anonymous student selection method in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in Ark. Code Ann. 6-23-306(14)(C).

8. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions and support positions and how many of each.

Oak Grove Elementary is directed by a principal whose job description includes implementing and supervising curriculum approved by the State Education Department and the Paragould School Board. He is charged to deliver a safe and helpful environment conducive to learning and to see that his school complies to all expectations of the State Education Department of Arkansas and the Paragould School District. An assistant principal helps with these duties, along with handling disciplinary problems and procedures. Oak Grove Elementary has a full time Science Instructor who manages a science lab, provides instruction to grades K through 4, is a classroom teacher resource tool and leads after school groups such as the Science Club. Physical Education Instructors develop and lead activities to the student body that promotes health and physical fitness. Coordinating programs to promote and display knowledge gained through the Health, Wellness and Environmental Science themes also can be directed by this group. The Art, Music and Gifted/Talented Instructors will integrate their disciplines to advance and support key points and ideas of the Health, Wellness and Environmental Studies theme. The Computer Technology Technician will build interest and promote theme school related events through computer programs and technology. This will take place in a computer lab and in individual classrooms equipped with technology materials. Classroom teachers will integrate theme school topics with their core curriculum to enhance their students learning. With the exception of the Cardio Room and Health Class Instructors, all other certified personnel meet the Highly Qualified Teacher Criteria as determined by the Arkansas Department of Education.

Principal-1, Assistant Principal-1, Secretary-1, Clerk-1, Nurse-1, Counselor-1, P.E. Instructors-2, Science Instructor-1, Art Teacher-1, Music Teacher-1, Gifted/Talented Teacher-1, Computer Tech-1, Librarian-1, Special Education Teachers-4, Special Education Aides-5, Classroom Teachers-23, Cafeteria Staff-5, Custodians-3.

9. Describe the manner in which the school will make provisions for the following Student services:

(A) Guidance Program – The school counselor will assist students in personal, social, educational and career development. Counseling services will include individual counseling, small group counseling, classroom guidance, consultation with faculty and staff, administration and parents,

coordination of programs and consultation/referrals to outside agencies.

- (B) Health Services – Health services are provided for our school population by a full time nurse. The school nurse conducts educational lessons about health related topics throughout the school year. Also students at Oak Grove Elementary will be involved in activities provided by the Balance It Out Program which includes an annual 5-K Run/Walk and attractions such as The Body Walk display.
- (C) Media Center - The Ram Channel, part of Workforce Education at Paragould High School produces reports about what is going on at our campus. This is broadcast on The Ram Channel that is available to local viewers. This media service also has a 24 hour message board that post announcements and achievements for our school.
- (D) Transportation – The Paragould School District provides bus transportation to and from assigned schools for our student population. Transportation is also provided for field trips, off campus activities and sporting events.
- (E) Food Services – The Food Services Department provides a state-approved, nutritionally balanced breakfast and lunch for our school students. Lunches are also supplied for field trips and special school activities. Also fruit and vegetables are prepared for the Fresh Fruit and Vegetables Program three times a week for the entire school population.
- (F) Special Education – The Special Education Department has implemented resource services to our campus in the form of a self-contained classroom. This class has a ratio of 1:15. Indirect services (consultative) are also supplied. Oak Grove Elementary offers Speech-Language Therapy, Occupational Therapy, Physical Therapy and Audio logical services. The Special Education Department also offers pull-out resource services to identified students, Title I services and Reading Recovery services.
- (G) Alternative Education – Central School of Greene County intervenes positively with students who currently are not succeeding in the traditional school environment. Students of middle school through high school ages are targeted. The Paragould School District does not currently have an alternative education program that services students in a K-4 school such as Oak Grove Elementary.
- (H) Gifted and Talented Program – This program is designed to help meet learning need of gifted students, as well as providing a resource library, being co-teachers, team teachers and generally assisting classroom educators in meeting the needs of their students. Kindergarten and First Grade classrooms are presented with bi-weekly whole class lessons, and identified students for the Gifted and Talented Program are taught in pullout classes on

a weekly base. Also enrichment lessons for math are provided on a rotating basis for students at Oak Grove Elementary.

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

It is the policy of our Health, Wellness, and Environmental Science Conversion Charter School to participate in the Arkansas Public School Computer Network for reporting education data, as required by state statute or by State Board of Education rule.

11. Describe the facilities to be used. Give the present use of the facility and the use for the past three (3) years. Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance.

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

The main building, first floor, consists of 15 classrooms, the library, the computer lab, the science lab, the nurse station, the principals office, the assistant principals office, the counselors office, and a conference room. The basement consists of six classrooms and a book room. We have five additional buildings. Building 13 consists of four classrooms. Building 14 consists of two classrooms. A modular building houses art and music classes. The other two buildings include our cafeteria and our gymnasium. The gymnasium consists of two locker rooms that were used before Oak Grove Consolidated with Paragould in 1986. The building has been used in this capacity for more than three years.

It is the policy of our Health, Wellness, and Environmental Science Conversion Charter School to comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA). With that said, the following is a list of items that will need to be addressed to bring our facility into compliance.

Oak Grove Elementary has two locker rooms next to the gymnasium. Both rooms need some work so that we are able to convert them into a cardio room and a health/nutrition class. The head of the district maintenance department provided a list of items that need renovation. The items include:

1. New HVAC (heating, ventilation, and air conditioning) units.
2. The lighting is not adequate.
3. Open room have an open beam ceiling. We will need drop down ceilings in both.
4. Windows in both rooms need to be updated due to energy efficiency.
5. The drinking fountain is not adequate for K-4 students.
6. The restrooms are not adequate for K-4 students. The restroom will require new toilets, sink, and tile. We may also need to look at the size of the door in both rooms.

It is the policy of our Health, Wellness, and Environmental Science Conversion Charter School to comply with all state and federal laws. There are no alcohol sales within 1000 feet of the facility.

12. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code) and the rules and regulations, including sections of the Standards for Rules as allowed, established by the State Board that the district conversion public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific State Board rules requested to be waived by title and section number if applicable. Provide a brief description of the need for each waiver requested.

9.0 PHYSICAL EDUCATION AND PHYSICAL ACTIVITY STANDARDS

9.02 Beginning in the school year 2006-2007, physical education classes in grades kindergarten through six (K-6) will have a maximum student to adult ratio of 30:1. At least one of the adults supervising, as referenced in this section, must be a licensed or qualified physical education teacher with the responsibility for instruction. Classified personnel may assist in fulfilling this requirement.

9.06 Beginning with the 2012 school year, all personnel teaching physical education in grades K-12 will hold a physical education license appropriate for grade levels being taught.

4.0 HIGHLY QUALIFIED REQUIREMENTS

4.01 By the end of the '05-'06 school year, all teachers teaching in core academic subject area(s) must be highly qualified as defined in these rules. In addition, all newly hired teachers who teach in core academic subject area(s) in Title I schools or programs must be highly qualified on the date of hire.

4.02 By the end of the '05-'06 school year, all classes in the core academic subject areas shall be taught by a highly qualified teacher as defined in these rules.

4.03 By the end of the '05-'06 school year all early childhood classes shall be taught by a highly qualified early childhood teacher as defined in these rules.

Arkansas Code 6-10-106

The first day in public schools can start no earlier than August 19 and no later than August 26 unless the 18 falls on a Monday. If the 18 falls on a Monday then school can begin on that date.

Cardio Room and Nutrition/Health Instructor

We do not feel that it is necessary that a highly qualified teacher instruct these classes. We feel that a certified physical education teacher is not needed for the cardio room pull-out. We also feel that a certified health teacher is not needed for our food preparation / nutrition class. We intend to tap into resources within the district, and possibly others within the community, to meet these instructional needs.

School Start Date

Oak Grove Elementary Health, Wellness and Environmental Science Conversion Charter School will begin school two days prior to all other schools in the Paragould

School District. The building will be closed two additional days during Thanksgiving Break. There will be no change in the number of days in the school year.

13. Describe the potential impact of the proposed district conversion public charter school on the efforts of a public school district or districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

In becoming a conversion charter school, the potential impact of Oak Grove Elementary on the efforts to comply with court order and statutory obligations to create and maintain a unitary system of desegregated public schools would be negligible. (remain the same) Oak Grove Elementary would function under the umbrella of the Paragould School District and would therefore observe all anti-discrimination laws set forth for public schools by both the state and federal governments. This school will not discriminate on the basis of race, sex, national origin, ethnicity, religion, disability, or academic or athletic ability. Oak Grove Elementary would ensure that the requirements for Individuals with Disabilities Education Act (IDEA) are met as well as the requirements of Section 504 ensuring the fair and equal treatment of individuals with disabilities. These individuals would have the opportunity to enroll and receive the benefits of the charter school following the enrollment guidelines set for the general population. The goal of Oak Grove Elementary as a conversion charter school will be to improve student learning and academic achievement that will exceed the state goals.

14. a. Describe how the certified employees and parents of students to be enrolled in the conversion public charter school will be involved in developing and implementing the school improvement plan and identifying performance criteria.

Certified employees and parents of students enrolling in the conversion public charter school will be actively involved in developing and implementing the school improvement plan. Each certified employee will serve on a literacy, math, science, or health and wellness committee to help develop and implement the school improvement plan. The principal will mention the main points of the school improvement plan during open house before school begins and ask for parent volunteers and the parent partners will serve on each committee and help to identify performance criteria. The PTO will also be asked to give input concerning the school improvement plan. Feedback will be valued and concerns will be addressed. (See attached committee list.)

b. Describe how the concerns of certified employees and parents of students to be enrolled in the conversion public charter school will be solicited and addressed in evaluating the effectiveness of the improvement plan.

Concerns of certified employees and parents of students to be in enrolled in the conversion public charter school will be solicited and addressed in evaluating the effectiveness of the improvement plan. Concerns will be discussed by employees during faculty meetings. Parent suggestions and concerns will be encouraged during PTO

meetings to receive evaluations of the improvement plan. Surveys/rating sheets will be distributed and data will be gathered from employees, parents, and students to determine the plan's effectiveness. Data will be shared and discussed as needed at parent/teacher conferences, faculty meetings and open house. (See attached survey.)

COMMUNITY

What to watch for: Greene County Tech High School homecoming.

— Friday

deliver.

OWN

PJHS dance team captains

Local briefs



Courtesy photo

Paragould Junior High dance team captains Shawnda James and Jordan Hudson pose for a picture.

Housing Authority meeting rescheduled

The Paragould Housing Authority board meeting has been rescheduled to Oct. 15.

UAW retirees to meet

The United Auto Workers Retirees will meet at Bonanza restaurant in Pochahontas at 11:15 a.m. Thursday. They are having their annual canned goods drive, and ask members to bring canned goods for the needy. Debra Salter from BC/BS will be there. Bring doctor and hospital bills, BC explanation of benefits statements and Medicare summary notices if you are having insurance problems. Contact Santos Semeno (870) 878-6836.

Tribute to veterans Oct. 18

"Shelby Dee," an Elvis tribute artist from Newbern, Tenn., will present his concert, "Memories of a King" in memory of Elvis Presley from 7-11 p.m. Oct. 18 at American Post No. 33, located at 108 E. Walnut in Blytheville. Donation is \$2. Post commander Jim Bellon would like to invite everyone to this special tribute to the veterans.

Charter school grant public meeting

A public hearing will be Oct. 29 in the Oak Grove Elementary cafeteria regarding a conversion public charter school grant application. The meeting will begin at 5:30 p.m.

Griffin Memo-
m., Griffin
regional help line

East Arkansas
(800) 680-6950.
n., 12th Street
236-8498.

House.
noon, Griffin Me-
urance), 933-1518.
n., Paragould
75.

Community
St. Saints Episco-
38-8750.
Griffin Memorial
ce); 933-1518.
t., Paragould

Conquering Chemi-
stered 12-step
d; Stacy at 239-
f Rousseau at

11 a.m., Agape
cey at 239-0368,
eau at 586-8005.
and general
ld Community

gould Commu-
try Club.
noon, Griffin Me-
urance), 933-1518.
nts Episcopal
as Methodist

Black River Tech-
6:30 p.m., East

THOUGHT OF THE DAY

“Character consists of what you do on the third and fourth tries.”

New Price

74 Greene 795 Road \$179,900
 • Custom-built 3Bdr/2 Bath Split Flrpln.
 • Approx. 1526 sq. Ft. On 1.45 acres m/l
 • Great Pools, 10' x 10' Pool, 6' x 6' Firepit

Elisha Baird
REALTOR®
870-480-3770



Oak Grove Elementary

Phone: 870-586-0439

SCHOOL NEWS

OCTOBER 10, 2008



VISIT OUR WEBSITE AT:

<http://paragould.k12.ar.us/oges/>

Attention Parents

Don't forget to come inside and **SIGN IN** your child when they arrive **AFTER 8:00** in the morning. Thanks!



Arkansas Methodist Medical Center came to the OGE campus on Thursday. Third and fourth graders attended the informative session to learn more about better health, nutritious eating and snacking.



THANK YOU



A huge thank you to our volunteers at OGE. We appreciate you so much!

DON'T FORGET!

We collect:



Charter School Grant Public Meeting

A public hearing will be Oct. 29 in the Oak Grove Elementary Cafeteria regarding a conversion public charter school grant application. The meeting will begin at 5:30 PM.

Calendar

- Oct. 17 - 1st Qtr. Ends
- Oct. 20 - Karate & Science Club starts
- Oct. 27 - Watchdog Night
- Nov. 1-6 Bookfair
- Nov. 14 - Fall Festival
- Nov. 26-28 Thanksgiving Holidays

Lunch and Breakfast Menu - October 13 - 17

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<u>Breakfast</u> Chocolate Donut	<u>Breakfast</u> Waffle Stix	<u>Breakfast</u> Sausage on Roll	<u>Breakfast</u> BST Pizza	<u>Breakfast</u> Cereal/Roll/Jelly
<u>Lunch</u> Chicken Nuggets Potatoes/Gravy Green Beans/Roll Royal Brownie	<u>Lunch</u> Turkey/Cheese Bun Baked Chips/L/P Grapes Oatmeal/Raisin Cookie	<u>Lunch</u> Spaghetti Salad Breadstick Peaches	<u>Lunch</u> Tacos Lettuce Cheese Cup Refried Beans Applesauce	<u>Lunch</u> Max Pepperoni Pizza Salad Mixed Fruit Cowboy Cookie

All breakfasts served with milk and juice. All lunches served with milk.

Menus could change at manager's discretion due to late order shipments.

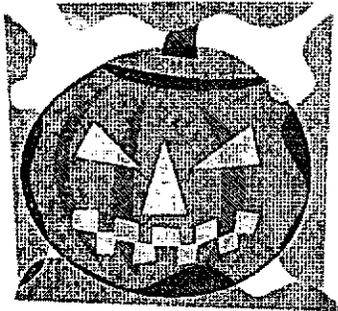
OG'E First Grade Newsletter

Friday, October 10

Spelling Words

Test on October 17

1. crab
2. trip
3. brim
4. drip
5. prop
6. trim
7. frog
8. brag
9. crop
10. trot



Sight Words:

up, we, where,
yellow, you, at, will,
sit, to, on. (The
words in bold print
are bonus words for
the spelling test.)

Upcoming Events

- Awards assembly will be Friday, October 24th in the cafeteria. First grade awards will begin at 11:15.
- Watch Dog night is October 27th.
- Conversion Charter School meeting will be in the cafeteria on Wednesday, October 29th at 5:30.
- Fall Festival is Friday, November 14th.
- Thanksgiving break will be November 26th -28th.

Curriculum Plans

Reading- Please continue to read with your child daily.

Math- Please continue to work on addition and subtraction facts. Next week will be working on Chapter 12. Please use the extra practice pages sent home to study with your child for the chapter test on Friday.

Language- Please continue to work on helping your child to remember to put capital letters at the beginning of the sentences and end them with the appropriate end marks.

Spelling- This week's pattern will be r-blend words.

Science- We will be studying human development and how our body and its systems work together.

Room 12 Laura Woodridge Grade 3	Room 13 Betty Thompson Kindergarten	Room 29 Sheri Purcell Kindergarten
Room 11 Judy Harmon Grade 4	Room 14 Kelle Boozer Kindergarten	Room 28 Shirley Pugh Kindergarten
Room 10 Lisa Dachs Grade 1	Room 15 Susie Wright Computer Lab	Room 27 LeeAnn Dickson Science Lab
Room 9 Carol Ellis Grade 2	Room 16 Sheila Coleman Library	Room 26 Janet Hodges Grade 2
Room 8 Mala Weaver Grade 3	Room 17 Room 18 Room 19 Room 20 Room 21 Room 22 Room 23 Room 24 Room 25 Room 26 Room 27 Room 28 Room 29 Room 30 Room 31 Room 32 Room 33 Room 34 Room 35 Room 36 Room 37 Room 38 Room 39 Room 40 Room 41 Room 42 Room 43 Room 44 Room 45 Room 46 Room 47 Room 48 Room 49 Room 50 Room 51 Room 52 Room 53 Room 54 Room 55 Room 56 Room 57 Room 58 Room 59 Room 60 Room 61 Room 62 Room 63 Room 64 Room 65 Room 66 Room 67 Room 68 Room 69 Room 70 Room 71 Room 72 Room 73 Room 74 Room 75 Room 76 Room 77 Room 78 Room 79 Room 80 Room 81 Room 82 Room 83 Room 84 Room 85 Room 86 Room 87 Room 88 Room 89 Room 90 Room 91 Room 92 Room 93 Room 94 Room 95 Room 96 Room 97 Room 98 Room 99 Room 100	Room 25 Kim Simpson Grade 3
Room 7 Lisa Wallace Grade 4	Room 6 Wendy Blankenship Grade 4	Room 5 Sandra Hedge Grade 3
	Room 4 Nurse	Room 3 Conference
	Room 1 Office	Room 2 Principal

Building 16

Entrance

Storage	Exit	Room 33 Stacy Bryant Self Contained
Room 32 Paulette Linam Resource	Room 34 Kim Dillom Grade 1	Room 35 Theresa Thompson Reading
Room 31 Christy Douglas Speech	Room 36 GT	Downstairs
Room 30 Bedroom		

Basement
Building 16

Building 13

Room 4 Angie Hancock Grade 1	Room 3 Sheila Monroe Grade 1
Room 2 Krissey Shirley Grade 2	Room 1 Libby Martin Grade 2

Building 34

Room 1 Venus Hamilton Music	Room 2 Gwen Woods ART
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Room 2 Leslie Eastep Grade 2	Room 1 Jenny Holfield Grade 1
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Building 14

Building 39
Cafetorium

Gym
Kelly Lane
Evan Elmore

OAK GROVE ELEMENTARY
MASTER FLOOR PLAN
2008-2009

Our school calendar is created by a committee at the end of the preceding school year. The calendar that is provided reflects the dates from the 2008-2009 school year. Please note the dates in August and November that include our waiver request. Oak Grove Elementary Health, Wellness and Environmental Science Conversion Charter School will start two days before the rest of the district. We will be closed two additional days for Thanksgiving Break. The number of days in a school year will not change.

2008-2009 School Calendar

July

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4 Ind. Day

Aug

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

11-13 Inservice
14 School Starts at OGE
18 School Starts for the rest of the district

Sep

S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 Labor Day
16 Math
Landmark #1
18 P-T Conf.
19 Inservice

Oct

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

14 Math
Landmark #2
17 End of Quarter
42 Days

Nov

S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

13 Math
Landmark #3
24-28
Thanksgiving Break at OGE
26-28
Thanksgiving Break for the rest of the district

Dec

S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

16 Math
Landmark #4
19 End of Quarter
42 Days
22-2
Holiday Break

Jan

S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1-2 Holiday Break
5 School Resumes

Feb

S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

3 Math
Landmark #5
13 P-T Conf.
16 Inservice (Presidents Day)

March

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

10 Math
Landmark #6
13 End of Quarter
48 Days
23-27 Spring Break

April

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

10 Holiday
13-17 Benchmark Test
23-24 EOC Alg 1

May

S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

12 Math Landmark #7
25 Memorial Day
27 Last Day
46 Days

June

S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Semester 1 = 84 Days
Semester 2 = 94 Days

Art					
	Monday	Tuesday	Wednesday	Thursday	Friday
11:40 – 12:20	Boozer	Pugh	Purcell	Thompson	
12:20 – 1:00	Dachs	Dillon	Hancock	Holifield	Monroe
1:00 – 1:40	Eastep	Ellis	Hodges	Martin	Shirley
1:40 – 2:20	Hedge	Simpson	Weaver	Wooldridge	
2:20 – 3:00	Blankenship	Halbrook	Harmon	Wallace	

Music					
	Monday	Tuesday	Wednesday	Thursday	Friday
11:40 – 12:20		Boozer	Pugh	Purcell	Thompson
12:20 – 1:00	Monroe	Dachs	Dillon	Hancock	Holifield
1:00 – 1:40	Shirley	Eastep	Ellis	Hodges	Martin
1:40 – 2:20		Hedge	Simpson	Weaver	Wooldridge
2:20 – 3:00		Blankenship	Halbrook	Harmon	Wallace

Library					
	Monday	Tuesday	Wednesday	Thursday	Friday
11:40 – 12:20	Thompson		Boozer	Pugh	Purcell
12:20 – 1:00	Holifield	Monroe	Dachs	Dillon	Hancock
1:00 – 1:40	Martin	Shirley	Eastep	Ellis	Hodges
1:40 – 2:20	Wooldridge		Hedge	Simpson	Weaver
2:20 – 3:00	Wallace		Blankenship	Halbrook	Harmon

Computer Lab					
	Monday	Tuesday	Wednesday	Thursday	Friday
11:40 – 12:20	Purcell	Thompson		Boozer	Pugh
12:20 – 1:00	Hancock	Holifield	Monroe	Dachs	Dillon
1:00 – 1:40	Hodges	Martin	Shirley	Eastep	Ellis
1:40 – 2:20	Weaver	Wooldridge		Hedge	Simpson
2:20 – 3:00	Harmon	Wallace		Blankenship	Halbrook

Second Grade Individual Schedules

Hodges		
Day	Location	Time
Monday	Computer Lab	1:00 – 1:40
Tuesday	Science Lab	1:00 – 1:40
Wednesday	Physical Education	9:00 – 10:00
	Art	1:00 – 1:40
Thursday	Music	1:00 – 1:40
Friday	Theme Choice	8:45 – 9:25
	Science Lab	1:00 – 1:40

Martin		
Day	Location	Time
Monday	Library	1:00 – 1:40
Tuesday	Computer Lab	1:00 – 1:40
Wednesday	Physical Education	9:00 – 10:00
	Science Lab	1:00 – 1:40
Thursday	Art	1:00 – 1:40
Friday	Theme Choice	8:45 – 9:25
	Music	1:00 – 1:40

Shirley		
Day	Location	Time
Monday	Theme Choice	8:45 – 9:25
	Music	1:00 – 1:40
Tuesday	Library	1:00 – 1:40
Wednesday	Computer Lab	1:00 – 1:40
Thursday	Science Lab	1:00 – 1:40
Friday	Physical Education	9:00 – 10:00
	Art	1:00 – 1:40

Fourth Grade Individual Schedules

Blankenship		
Day	Location	Time
Monday	Physical Education	8:00 – 9:00
	Art	2:20 – 3:00
Tuesday	Music	2:20 – 3:00
Wednesday	Library	2:20 – 3:00
Thursday	Computer Lab	2:20 – 3:00
Friday	Theme Choice	9:25 – 10:05
	Science Lab	2:20 – 3:00

Halbrook		
Day	Location	Time
Monday	Science Lab	2:20 – 3:00
Tuesday	Physical Education	8:00 – 9:00
	Art	2:20 – 3:00
Wednesday	Music	2:20 – 3:00
Thursday	Theme Choice	9:25 – 10:05
	Library	2:20 – 3:00
Friday	Computer Lab	2:20 – 3:00

Harmon		
Day	Location	Time
Monday	Computer Lab	2:20 – 3:00
Tuesday	Theme Choice	9:25 – 10:05
	Science Lab	2:20 – 3:00
Wednesday	Art	2:20 – 3:00
Thursday	Physical Education	8:00 – 9:00
	Music	2:20 – 3:00
Friday	Science Lab	2:20 – 3:00

Wallace		
Day	Location	Time
Monday	Theme Choice	9:25 – 10:05
	Library	2:20 – 3:00
Tuesday	Computer Lab	2:20 – 3:00
Wednesday	Physical Education	8:00 – 9:00
	Science Lab	2:20 – 3:00
Thursday	Art	2:20 – 3:00
Friday	Music	2:20 – 3:00

Special Education Schedule

Special Education		
Day	Location	Time
Monday	Schedule is determined by the classroom teacher. Students are placed in the least restricted environment. In most cases students will participate in pull-outs with their peers.	
Tuesday		
Wednesday		
Thursday		
Friday		

**Public Charter School Application
Budget Worksheet / Template**

Line#	Revenues	Amount	Total
1	State Public Charter School Aid:		
2	No. of Students (<u> 440 </u>) x \$5,789.00 State Foundation Funding		2,547,160.00
3	No. of Students (<u> 440 </u>) x \$39.00 Enhancement Funding		<u> 17,160.00</u>
4	Total State Charter School Aid \$0.00		<u> 440,000.00</u>
5			
6	Other Sources of Revenues:	_____	
7	Private Donations or Gifts	_____	
8	Federal Grants (List the amount)	_____	
9	Special Grants (List the amount)	_____	
10	Other (<i>Specifically Describe</i>)	_____	
11			_____
12			_____
13	Total Other Sources of Revenues \$0.00		_____
14			
15	TOTAL REVENUES \$0.00		3,004,320.00
16			
17	Expenditures	Amount	Total
18			
19	Administration:		
20	Salaries: (<i>No. of Positions</i> <u> 2 </u>)	<u> 86,227.45 </u>	
21	Fringe Benefits	<u> 20,086.50 </u>	
22	Purchased Services	<u> 0 </u>	
23	Supplies and Materials	<u> 168,000.00 </u>	
24	Equipment	_____	
25	Other (<i>Describe</i>) \$0.00	<u> 665.00 </u>	274,978.95
26	<i>Dues and fees</i>		
27	Regular Classroom Instruction:		
28	Salaries: (<i>No. of Positions</i> <u> 26 </u>)	1,187,104.00	
29	Fringe Benefits	<u> 295,503.10 </u>	
30	Purchased Services	<u> 0 </u>	
31	Supplies and Materials	<u> 15,500.00 </u>	
32	Equipment	<u> 1,800.00 </u>	
33	Other (<i>Describe</i>) \$0.00	<u> 19,640.00 </u>	1,519,547.10

*Textbooks, travel, meals, lodging, and dues and fees.

34 (Budget Continued)

35 Special Education:

36 Salaries: (No. of Positions_5_)	156,060.00_	
37 Fringe Benefits	_41,901.04_	
38 Purchased Services	_____0_	
39 Supplies and Materials	___1,500.00_	
40 Equipment	_____0_	
41 Other (Describe) \$0.00	_____0_	199,461.04
42		

43 Gifted and Talented Program:

44 Salaries: (No. of Positions_1_)	_18,015.00_	
45 Fringe Benefits	___2,512.60_	
46 Purchased Services	_____0_	
47 Supplies and Materials	___250.00_	
48 Equipment	_____0_	
49 Other (Describe) \$0.00	_____0_	20,777.60
50		

51 Alternative Education Program:

52 Salaries: (No. of Positions___)	_____0_	
53 Fringe Benefits	_____0_	
54 Purchased Services	_____0_	
55 Supplies and Materials	_____0_	
56 Equipment	_____0_	
57 Other (Describe) \$0.00	_____0_	_____0_
58		

59 Guidance Services:

60 Salaries: (No. of Positions_1_)	_50,863.46_	
61 Fringe Benefits	_12,315.92_	
62 Purchased Services	_____0_	
63 Supplies and Materials	___500.00_	
64 Equipment	_____0_	
65 Other (Describe) \$0.00	___500.00_	64,179.38
66 *Used for parent involvement		

67 Health Services:		
68 Salaries: (No. of Positions_1_)	<u>20,980.00</u>	
69 Fringe Benefits	<u>6,306.96</u>	
70 Purchased Services	<u>0</u>	
71 Supplies and Materials	<u>0</u>	
72 Equipment	<u>0</u>	
73 Other (Describe) \$0.00	<u>0</u>	27,286.96
74 (Budget Continued)		
75 Media Services:		
76 Salaries: (No. of Positions_1_)	<u>46,055.00</u>	
77 Fringe Benefits	<u>11,653.44</u>	
78 Purchased Services	<u>0</u>	
79 Supplies and Materials	<u>4,000.00</u>	
80 Equipment	<u>0</u>	
81 Other (Describe) \$0.00	<u>0</u>	61,708.44
82		
83 Fiscal Services:		
84 Salaries: (No. of Positions___)	<u>74,235.00</u>	
85 Fringe Benefits	<u>18,192.40</u>	
86 Purchased Services	<u>0</u>	
87 Supplies and Materials	<u>0</u>	
88 Equipment	<u>0</u>	
89 Other (Describe) \$0.00	<u>0</u>	92,427.40
90		
91 Maintenance and Operation:		
92 Salaries: (No. of Positions___)	<u>0</u>	
93 Fringe Benefits	<u>0</u>	
94 Purchased Services	<u>0</u>	
95 (include utilities)	<u>59,600.00</u>	
96 Supplies and Materials	<u>140,000.00</u>	
97 Equipment	<u>13,000.00</u>	
98 Other (Describe) \$0.00	<u>0</u>	212,600.00
99		

100 Pupil Transportation:

101 Salaries: (No. of Positions ___)	_____	
102 Fringe Benefits	_____	
103 Purchased Services	_____	
104 Supplies and Materials	_____	
105 Equipment	<u>328,349.55</u>	
106 Other (Describe) \$0.00	<u>2,000.00</u>	330,349.55

107*Fieldtrips

108 Food Services:

109 Salaries: (No. of Positions ___)	<u>55,123.16</u>	
110 Fringe Benefits	<u>16,057.80</u>	
111 Purchased Services	_____	
112 Supplies and Materials	_____	
113 Equipment	_____	
114 Other (Describe) \$0.00	_____	71,180.96

115 (Budget Continued)

116 Data Processing:

117 Salaries: (No. of Positions ___)	<u>39,846.55</u>	
118 Fringe Benefits	<u>11,157.00</u>	
119 Purchased Services	_____	
120 Supplies and Materials	_____	
121 Equipment	_____	
122 Other (Describe) \$0.00	_____	51,003.58

123

124 Substitute Personnel:

125 Salaries: (No. of Positions ___)	_____	
126 Fringe Benefits \$0.00	_____	_____

127

128 If Applicable: Facilities

Lease/Purchase (contract for one total
129 year including facility upgrades) 150,000.00

130 Please list upgrades:

131 *Upgrade rooms next to the gymnasium.

132 If Applicable: Utilities (contract for
one total year including facility upgrades) _____

If Applicable: Insurance (contract for one
133 total year including facility upgrades):

134 If Applicable: Property Insurance _____

135 If Applicable: Content Insurance \$0.00 _____

136

137 Debt Expenditures: \$0.00 _____

138 Other Expenditures:

139 (Describe) \$0.00 _____

140

141 **TOTAL EXPENDITURES** \$0.00 3,004,320.00

**PARAGOULD SCHOOL DISTRICT
SALARY SCHEDULE
2008-2009**

YEAR	BSE	BSE15	MSE	MSE15	MSE30/SPEC	PH/ED
1	\$30,800.00	\$31,800.00	\$34,925.00	\$35,925.00	\$36,925.00	\$37,925.00
2	\$31,270.00	\$32,270.00	\$35,455.00	\$36,455.00	\$37,455.00	\$38,455.00
3	\$31,740.00	\$32,740.00	\$35,985.00	\$36,985.00	\$37,985.00	\$38,985.00
4	\$32,210.00	\$33,210.00	\$36,515.00	\$37,515.00	\$38,515.00	\$39,515.00
5	\$32,680.00	\$33,680.00	\$37,045.00	\$38,045.00	\$39,045.00	\$40,045.00
6	\$33,150.00	\$34,150.00	\$37,575.00	\$38,575.00	\$39,575.00	\$40,575.00
7	\$33,620.00	\$34,620.00	\$38,105.00	\$39,105.00	\$40,105.00	\$41,105.00
8	\$34,090.00	\$35,090.00	\$38,635.00	\$39,635.00	\$40,635.00	\$41,635.00
9	\$34,560.00	\$35,560.00	\$39,165.00	\$40,165.00	\$41,165.00	\$42,165.00
10	\$35,030.00	\$36,030.00	\$39,695.00	\$40,695.00	\$41,695.00	\$42,695.00
11	\$35,500.00	\$36,500.00	\$40,225.00	\$41,225.00	\$42,225.00	\$43,225.00
12	\$35,970.00	\$36,970.00	\$40,755.00	\$41,755.00	\$42,755.00	\$43,755.00
13	\$36,440.00	\$37,440.00	\$41,285.00	\$42,285.00	\$43,285.00	\$44,285.00
14	\$36,910.00	\$37,910.00	\$41,815.00	\$42,815.00	\$43,815.00	\$44,815.00
15	\$37,380.00	\$38,380.00	\$42,345.00	\$43,345.00	\$44,345.00	\$45,345.00
16	\$37,850.00	\$38,850.00	\$42,875.00	\$43,875.00	\$44,875.00	\$45,875.00
17	\$38,320.00	\$39,320.00	\$43,405.00	\$44,405.00	\$45,405.00	\$46,405.00
18		\$39,790.00	\$43,935.00	\$44,935.00	\$45,935.00	\$46,935.00
19		\$40,260.00	\$44,465.00	\$45,465.00	\$46,465.00	\$47,465.00
20		\$40,730.00	\$44,995.00	\$45,995.00	\$46,995.00	\$47,995.00
21			\$45,525.00	\$46,525.00	\$47,525.00	\$48,525.00
22			\$46,055.00	\$47,055.00	\$48,055.00	\$49,055.00
23				\$47,585.00	\$48,585.00	\$49,585.00
24				\$48,115.00	\$49,115.00	\$50,115.00
25				\$48,645.00	\$49,645.00	\$50,645.00
26				\$49,175.00	\$50,175.00	\$51,175.00
27					\$50,705.00	\$51,705.00

Salary Schedule Based on 190 Contract Days
All extended contracts will be based on a daily rate.

BOARD APPROVED - JUNE 26, 2008

SALARY SCHEDULES:

Salary schedules will be established for each group of classified employees. Schedules are generally set by establishing a base salary with increases based upon years of service in the district. If not noted on the salary schedule, credit for previous work experience within or outside the Paragould School District may be authorized by the superintendent.

Employees working less or more time than is reflected by the schedule will be paid on a prorated basis.

Legal reference – A.C.A. 6-17-2301

Last Revised: June 27, 2005

**Public Conversion Charter School
Sign In Sheet for OGE
October 29, 2008**

Name

Name

Christ Hancock
Lisa Deha
Debbie Smith
Arla Weaver
Paula Blaylock
Linda Johnson



Facts Related To Our Theme
Health, Wellness, and Environmental Science

- The number of children aged 6-11 that are categorized as overweight has more than doubled in the last 20 years (Center for Disease Control, 2007).
- Data now suggests that over 33% of children in the United States fall into the two top weight categories as defined by the Center for Disease Control. The epidemic is even more alarming in Arkansas where recent data reveals that 38% of public school children are "overweight" or "at risk of being overweight" (UAMS College of Public Health, 2008).

What is the vision of OGE?

At OGE we believe that there is a relationship between student health and academic performance. While some believe that the only purpose of public schools is academic in nature, we argue that schools are social institutions designed to reach the whole child. Meeting the physical and emotional needs of children will play a large part in improved student performance.

How is our school different?

- Common lessons
 - Systems of the human body, hygiene, diseases, and so much more.
- We encourage more physical activity
 - Sport rotations on Fridays, outdoor track, new playground equipment, and a walking program.
- We foster a good nutritional lifestyle
 - Fresh Fruits and Vegetables program, food preparation / healthy snack rotation on Fridays, and culminating events at the end of each quarter.

Conversion Charter School Grant
2008 – 2009

Charter Schools Are
Public Schools

Contacts that have been made include:

- Cabot Academic Center of Excellence – Cabot School District
- Dr. Mary Ann Brown – Department of Education
- Vilonia Academy of Technology – Vilonia School District
- Badger Academy – Beebe School District

How can charter schools help improve education?

- Increases opportunities for learning and access for quality education.
- Provides a system of accountability for results in public education.
- Encourages innovative teaching practices.
- Encourages community and parent involvement in public education.

Why apply for this grant?

- The theme school initiative has allowed us to do some things differently this year.
- The district does not have the ability to fully fund our vision for the building theme.
- The grant simply gives us money to support our vision.

How could we use the money?

- Turn the pavilion into an outdoor kitchen.
- Turn a room just outside the gymnasium into a cardio room.
- Purchase supplies for the kitchen and the cardio room.
- Renovate tennis courts.
- Put in volleyball courts.
- Put in a soccer field, football field, and a softball field.

What may change?

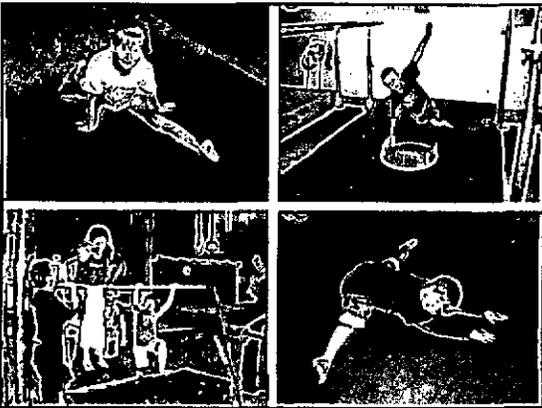
- Looking into possible waivers
 - Nutrition/Health instructor
 - Cardio room instructor
 - Changing the start date for kindergarten students.

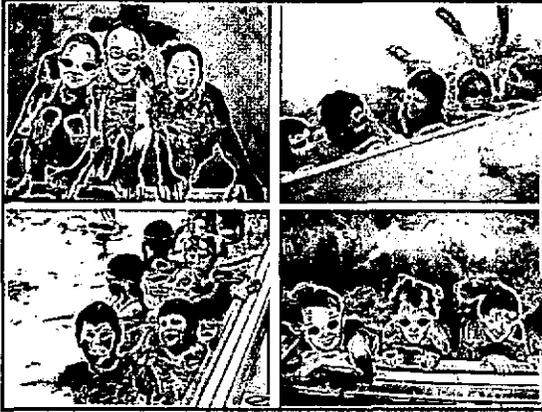
Enrolling Students at Oak Grove Elementary

- We will first look at students already in the building. They will stay here unless parents request for them to be moved.
- Second, we will consider students who live in the OGE attendance zone.
- Third, we will allow for intradistrict transfers.

Points to remember

- We will not be fundamentally different from a traditional school. We offer additional opportunities for our children.
- We are already doing what we will be placing in the Conversion Charter School Grant Application.
- The grant will allow for up to \$450,000.00 worth of materials and supplies to support the vision we have at OGE.
- 5 Year Commitment to our vision.
- Though OGE has demonstrated strong student academic performance the grant will help focus our efforts to become an even better school.







DISTRICT CONVERSION PUBLIC CHARTER SCHOOL APPLICATION STATEMENT OF ASSURANCES

The signature of the Superintendent of the School District of the public charter school certifies that the following statements are addressed through policies adopted by the public charter school and, if approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The proposed district conversion public charter school shall be open to all students, on a space available basis, and shall not discriminate in its admission policy on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need or proficiency in the English language, and academic achievement, although the charter may provide for the exclusion of a student who has been expelled from another public school district.
3. In accordance with federal and state laws the proposed district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The proposed district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not so waived by the approved charter.
6. The proposed district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of the school district is covered.
7. The proposed district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The charter applicant should know that certain provisions of state law shall not be waived. The proposed district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Ark. Code Ann. § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title; and
 - (f) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the proposed charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

Aaron Hosman

Signature of Superintendent of School District

Date: 10/30/08

AARON HOSMAN
Print or type name



ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James
Commissioner

State Board
of Education

Randy Lawson
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Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Dr. Ben Mays
Clinton

Diane Tatum
Pine Bluff

January 13, 2009

Dear Applicant,

This letter is to inform you of the completion of the evaluation of the application for a District Conversion Charter School as per 7.02 of the Arkansas Department of Education Rules Governing Charter Schools. Enclosed is a copy of that evaluation for your review.

In accordance with the Charter School rules, you are allowed to submit a written response to this evaluation. Written responses must be **in the Charter School Office no later than 12:00 P.M., Wednesday, January 28, 2009**. Responses received after the deadline will not be processed.

Responses should be sent to the following address:

Arkansas Department of Education
Public Charter School Office
Dr. Mary Ann D. Brown
Four State Capitol Mall, Room 105-C
Little Rock, AR 72201

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

Thank you,

Mary Ann D. Brown, Ed.D.
Charter School Program Director

MAB/ms

Enclosure: ADE Evaluation of District Conversion Charter School
Application.

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

An Equal Opportunity
Employer

2008-2009
Public Charter School
Application Evaluation Report

Oak Grove Elementary
Health, Wellness, and Environmental
Science School



Provided by:
Arkansas Department of Education
Charter School Office



ARKANSAS DEPARTMENT OF EDUCATION

Arkansas Department of Education

Charter School Application Evaluation Instrument

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

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

Meets the Standard:

The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

Partially Meets the Standard:

The response addresses most of the criteria, but response lacks meaningful detail and requires important additional information.

Does Not Meet the Standard:

The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

Arkansas Department of Education
District Conversion Public Charter School
Application Evaluation

EVALUATION RUBRIC

Name of Proposed School: **Oak Grove Elementary Health, Wellness, and Environmental Science School**

Sponsoring School District: **Paragould School District**

Part 1: PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

A response that meets the standard will guarantee that:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengths		Reference
Letter of intent was submitted.		Pages are not numbered.
Concerns and Additional Questions		Reference

Part 2: REQUIRED INFORMATION

STANDARDS 1 OF APPLICATION: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

A response that meets the standard will present:

- A thorough description and evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices distributed to the community, certified personnel, and parents of all students enrolled at the public school for which the district initiated the application, in a newspaper having general circulation in the public school district at least three (3) weeks prior to the date of the meeting.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Affidavit was attached. Public notice was given several times to parents and community. PowerPoint presentation utilized for public meeting.		Pages are not numbered.
Concerns and Additional Questions		Reference
The description of the program was not complete. No school or district evidence provided in the application. Only five individuals in addition to the principal attended public meeting although notice was given several times. Little evidence of public support. Provide additional evidence of Paragould daily press notices for October 14, 21, and 28.		Pages are not numbered.

STANDARD 2 OF APPLICATION: MISSION STATEMENT

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

Evaluation Criteria:

A response that meets the standard will present:

- A mission statement that is meaningful, manageable and measurable.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengths		Reference
"Whole-Child" concept noted in application.		Pages are not numbered.
Concerns and Additional Questions		Reference
There is no indication of how expectations will be measured.		Pages are not numbered.

STANDARD 3 OF APPLICATION: EDUCATIONAL NEED

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

Evaluation Criteria:

A response that meets the standard will present:

- A description of educational need that presents a clear option for students;
- A specific rationale for how the charter school will enhance or expand the educational options currently available to the school's target student population.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference
Applicant needs to establish a strong rationale for the need of this type of school. Although a great deal of data was presented in this section of the application, it was all national and state data. The application lacks statistical data regarding that region of the state. No local needs assessment was given to students/parents to support the need of this particular charter school.		Pages are not numbered.

STANDARD 4 OF APPLICATION: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed; and
- A clear organization of the school in terms of both length of school day and year that meets minimum state requirements.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Program description has unique aspects for the delivery of instruction for students.		Pages are not numbered.
Concerns and Additional Questions		Reference
Citations should be noted about increase in student achievement based on this philosophy of education. The description needs to be much deeper in clarity. Additional information is needed regarding the length of school day and year.		Pages are not numbered.

STANDARD 5 OF APPLICATION: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Review of local school data was comprehensive. Current assessments were mentioned.		Pages are not numbered.
Concerns and Additional Questions		Reference
Additional information is needed regarding clear and measurable goals. Although current data was given for students, there was no evidence to show how the overall goal(s) will be used with this particular type of charter school. At the end of five years, where will the students be academically?		Pages are not numbered.

STANDARD 6 OF APPLICATION: CURRICULUM DEVELOPMENT AND ALIGNMENT

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

Evaluation Criteria:

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

- Evidence that the curriculum aligns with, or a sound and rationale plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Ongoing curriculum plan was described in application.		Pages are not numbered.
Concerns and Additional Questions		Reference
Non-specific with regard to health, wellness, and environmental science curriculum.		Pages are not numbered.

STANDARD 7 OF APPLICATION: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference
Not reflective of the charter school model regarding student eligibility options.		Pages not numbered.
Legal Comments		Reference
The applicant sets out a four-tiered system of enrollment preferences. The priority system set out by the applicant does not appear to be totally in keeping with the requirement of nondiscriminatory admission of students. All children who are eligible to attend grades K-4 in the Paragould School District must be given an equal opportunity to attend the charter school.		Pages not numbered.

STANDARD 8 OF APPLICATION: STAFFING PLAN

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Qualifications are given for positions.		Pages are not numbered.
Concerns and Additional Questions		Reference
No references are made to the governing structure for the school.		Pages are not numbered.

STANDARD 9 OF APPLICATION: STUDENT SERVICES

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengths		Reference
Students at the Oak Grove Elementary Health, Wellness and Environmental Science Charter will receive the same high quality meals as the rest of the Paragould School District.		Pages are not numbered.
Concerns and Additional Questions		Reference
In the Charter application, the applicant cites the school's current participation in the Fresh Fruits and Vegetables Program (FFVP). The FFVP is an annual grant that is awarded based on competitive proposals. There is no guarantee that the Oak Grove campus will be awarded a grant for the next school year or years following.		Pages are not numbered.

**STANDARD 10 OF APPLICATION: ARKANSAS PUBLIC SCHOOL
COMPUTER NETWORK ASSURANCES**

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

Evaluation Criteria:

A response that meets the standard will present:

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

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengths		Reference
Plan includes measures to use APSCN in all areas of operation as required by state statute.		Pages are not numbered.
Concerns and Additional Questions		Reference

STANDARD 11 OF APPLICATION: FACILITIES

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

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

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

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and

- A detailed outline of any relationships between the property owner and:
 - members of the local board of the public school district where the charter school will be located;
 - the employees of the public school district where the charter school will be located;
 - the sponsor of the charter school; and
 - employees, directors and/or administrators of the charter school.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Facility will use existing district facility for students.		
Concerns and Additional Questions		Reference
The facilities plan is somewhat limited regarding needed repairs and renovations. Pending review by the Facilities Department.		Pages are not numbered.
Legal Comments		Reference
The applicant states that two (2) rooms currently being used as locker rooms will need to be renovated to allow for their uses as a cardio room and a health/nutrition class. It is strongly recommended that the Facilities Division inspect the rooms in question after the renovations have been completed.		Pages are not numbered.

Charter School Site Visit Report

Date: 11/25/08

1. **Charter School:** Paragould School District Health, Wellness and Environmental Science Conversion Charter
2. **Location:** Oak Grove Elementary School, Paragould School District
5027 Hwy. 135 North Paragould, AR
3. **General Observations:** The classes for the charter program will be conducted in the former dressing rooms of the Oak Grove Middle School gymnasium located under the bleachers. The construction is concrete walls and floors under concrete bleachers.
4. **Academic Suitability:** New lay-in ceilings with new lighting is proposed for the classroom renovations. The facility is not currently air conditioned, but is proposed.
5. **ADA Accessibility:** The facility is not ADA accessible in the restrooms, showers and hallway.
6. **Life Safety Codes:** One existing gas furnace is a potential fire hazard. Roofing tar from the point of penetration of the gas vent thru the roof has dripped onto the furnace cabinet. The furnace does not have the burner shield in place. The resulting roofing tar dripping onto the top of the furnace and into the burner compartment has apparently already resulted in one fire as evidenced by the soot inside the furnace. Also, electrical control panels are mounted exposed in the room.
7. **Conclusion:** The renovations will need to be addressed by the district's design architect. Local or state inspection reports will be required prior to occupancy (alternatively, the architects Certificate of Substantial Completion and statement of code compliance will be acceptable)
8. **Recommendation:** The facility be brought up to the full standard or waivers be issued/or extended by the state board.
9. **Asbestos:** There is no information available as to the status of asbestos in the facility.

STANDARD 12 OF APPLICATION: WAIVERS

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

Evaluation Criteria:

A response that meets the standard will present:

- A persuasive explanation of any waiver requests; and
- A compelling description of how the school will address any waivers.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths		Reference
Concerns and Additional Questions		Reference
Since the emphasis of the school is health and wellness, requesting a waiver in health and wellness seems to conflict with the focus of the school.		Pages are not numbered.
Legal Comments		Reference
<p>Waiver Request from ADE Rules Governing Nutrition, and Physical Activity Standards (concerning licensure requests for Physical Education teachers), and ADE Rules Governing Highly Qualified Teachers, and Waiver of Necessity to have a Highly Qualified Teacher Instruct Cardio Room "Pull-Out" Class and Food Preparation/Nutrition Class:</p> <ul style="list-style-type: none"> • The State Board may waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements <u>if they teach core subjects</u>. • The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Section 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438. • All teachers and school personnel must submit to criminal background checks. 		Pages are not numbered.

STANDARD 13 OF APPLICATION: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that meets the standard will present:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengths		Reference
Application addresses this area fully.		Pages are not numbered.
Concerns and Additional Questions		Reference

STANDARD 14 OF APPLICATION: PARENTAL AND CERTIFIED EMPLOYEE INVOLVEMENT

The Parental and Certified Employee Involvement section should describe how parents or guardians of enrolled students, and the certified employees of the school, will make a positive impact on the school and its educational programs.

Evaluation Criteria:

A response that meets the standards and will present:

- A plan for involving parents, guardians, and the school's certified employees in the school's educational programs.

Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Strengths		Reference
Application does address parental involvement.		Pages are not numbered.
Concerns and Additional Questions		Reference
Copy of the referenced committee list was not included as stated. Application does not define how parents will be used to determine priorities, develop interventions, and evaluate those items other than to mention the use of the ACSIP plan.		Pages are not numbered.

ADDITIONAL COMMENTS:

This application does use very good national and state research statistics concerning the relationship of student health with academic achievement, yet no local needs assessment was used to support the need for this conversion charter school.

The enrollment process should be open to all elementary students within the school district, no priorities given or allowed.

Measureable academic goals should be stated in the application.

The application needs to go deeper in the local research and show more parental and community support (5 people at public meeting).



NICK JANKOVIAK, PRINCIPAL • DONNA SINGLETON, ASSISTANT PRINCIPAL

Monday, January 26, 2009

Mary Ann D. Brown, Ed.D.,

I would like to thank you for the opportunity to provide clarification for the Oak Grove Elementary Health, Wellness and Environmental Science Public Conversion Charter School Application. I have included the original application with clarification for each standard in red. I have also sent a second copy of the application with clarification in black. In addition, I have pulled the clarification out of each question and placed it on a separate form. I appreciate your willingness to work with us as we strive to provide the best possible education for our children.

Nicholas Jankoviak, Principal
Oak Grove Elementary

RECEIVED
JAN 28 2009

CHARTER SCHOOL OFFICE

Clarifications Provided by
Oak Grove Elementary
In Response to the ADE Application Evaluation

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this district conversion public charter school. Provide verification that notice of the public hearing was distributed to the community, certified school personnel, and parents of all students enrolled in the public schools in the community to be served by the proposed charter school. Also, include verification that notice of the public hearing was published on a weekly basis for at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the school district.

In order to assess support for a conversion charter school a public hearing was held on October 29, 2008. A second meeting was held on January 15, 2009. There were 24 parents in attendance at the second meeting. Mr. Jankoviak, principal, led the meetings. A PowerPoint presentation conveyed the impact of becoming a conversion charter school to those in attendance. Facts about overweight children, which relate to the theme of Health, Wellness, and Environmental Studies, were presented. These, along with the Vision Statement, support the belief that our school should educate and benefit the "whole child". Key points about how Oak Grove Elementary is special were discussed. These included the supplemental lessons related to the theme, more opportunities for physical activity, and encouragement of healthy eating habits which were all to be presented in innovative ways. The definition of a conversion charter school and ways it would benefit all students as well as the impact it would have on current practices were presented. An opportunity for questions and discussions was provided. Another set of two meetings have been scheduled for February 13, 2009 during Parent/Teacher Conferences. In an effort to meet the schedules of more parents both a morning meeting and evening meeting will be held.

2. Give the mission statement of the propose district conversion public charter school.

Oak Grove Elementary has created a new building mission statement based on our building theme. Parents, teachers and administrators worked together on the task. Our first meeting was held on Sunday, December 7 from 1:30 pm – 4:30 pm. Our second meeting was held on Monday, December 8 from 6:00 pm – 9:00 pm. The new statement reads as follows:

Oak Grove Elementary
Health, Wellness and Environmental Science Mission Statement

The parents, staff, and administration at Oak Grove Elementary Health, Wellness, and Environmental Science School believe students will master the core curriculum in a family atmosphere that is collaborative, organized, and visually stimulating. Challenging programs, including hands-on theme related activities, inspire all students to improve academic performance and exceed our high expectations.

3. Describe the educational need for the school.

Oak Grove Elementary is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Recent data reveals that Oak Grove Elementary has one of the highest percentages for students considered to be at risk for overweight or overweight in all of Northeast Arkansas.

In the 2003-2004 the BMI results were: Males at risk 14.5%, Males overweight 25.5%; Females at risk 15%, Females overweight 19.9%. The school's combined BMI for males was 40% at risk or overweight. The school's combined BMI for girls was 34.9% at risk or overweight.

In the 2004-2005 school year, on the day the students were measured, 94% of Oak Grove Elementary students were screened. BMI results were: Males at risk 19%, Males overweight 24%; Females at risk 20.1%, Females overweight 17.4%. The school's combined BMI for males was 43.4% at risk or overweight. The school's combined BMI for girls was 37.5% at risk or overweight.

In the 2005-2006 school year, on the day the students were measured, 96% Of Oak Grove Elementary students were screened for BMI measurements. BMI results were: Males at risk 18%, Males overweight 26%; Females at risk 16.5%, Females overweight 23%. The school's combined BMI for males was 44% at risk or overweight. The school's combined BMI for girls was 39.5% at risk or overweight.

In the 2006-2007 the BMI results were: Males at risk 19.5%, Males overweight 27%; Females at risk 18.6%, Females overweight 19.1%. The school's combined BMI for males was 46.5% at risk or overweight. The school's combined BMI for girls was 37.7% at risk or overweight.

Male students categorized as at risk or overweight has increased from 40% in 2003-2004 to 46.5% in 2006-2007. Female students categorized as at risk or overweight has increased from 34.9% in 2003-2004 to 37.7% in 2006-2007. Our goal is to reverse the recent trend in childhood obesity at Oak Grove Elementary. We hope to reduce the percentage of students considered to be at risk for overweight or overweight for both males and females by 5% in 2009-2010.

4. Describe the educational program to be offered by the public charter school.

The core of the educational program is founded on the standards set by the Arkansas Education Department. Along with meeting those standards, Oak Grove Elementary will integrate topics and programs supporting our theme, Health, Wellness and Environmental Science. Research data provided by Bagully, 2006, suggests that obesity has a negative impact on academic performance and is likely impacted by lifestyle. In another longitudinal study conducted in 2004, the risk of obesity was examined at one point in time predicting student achievement at a later date. The authors

hypothesized that students categorized as obese would be more likely to have academic problems in school resulting in lower academic performance. By focusing on programs that instill sound nutritional learning for a healthier lifestyle for students and their home, we feel our students will benefit with higher achievement scores. This is an innovative program that addresses the needs of the whole child. We plan to establish programs that address the needs and interests of the student population including a weekly time block of enrichment in science related subjects, offered in a science lab, along with classroom directed B.A.M (Body And Mind) lessons. Each 9-week period will be centered on a different area of subject matter. These areas would include: the Human Body, Food and Nutrition, Hygiene and the Olympics. Oak Grove Elementary will also instigate innovative programs to reach our student body including Friday Rotations with stations including Science Lab, Speed and Agility, Football plus other sports, and Food Prep/Snacks. The Fresh Fruit and Vegetables Program will be delivered to our school population three days a week. Oak Grove Elementary was one of twenty-six schools in Arkansas to receive this program. Our school will foster activities in an Outdoor Environmental Lab including gardening, planting floral gardens to attract butterflies and other wildlife, outdoor science projects, and a Fishing Rodeo. A walking track, along with stationed exercise machines posted by the track, will support exercise programs at our campus. A pavilion will provide areas for class instruction which might include cooking, building birdhouses, bat houses and other interesting projects. A Kitchen Center for indoor or outdoor use will be constructed. After-School Activities initiated will consist of Swimming at our local community center, Martial Arts lead by an instructor on campus, Science Club directed by our Science Teacher on campus, Gymnastics at a facility in Paragould, an Environmental Club, activities directed toward helping health related issues, a Cardio Room, plus instruction in Nutrition and Health, Soccer, Tennis, Volleyball, Weights, Track and other related endeavors associated with Health, Wellness and Environmental Science. Along with building these programs, we plan to showcase learning with a regular 9-week finale involving grades K through 4. This will give each class or grade level the opportunity to highlight activities and knowledge acquired during this time period. Field trips and guest speakers will be included throughout the school year curriculum to address the Health, Wellness and Environment Science theme. Charter School status will give Oak Grove Elementary the liberties to adjust our school day and or school year to accommodate and meet our goals for our students, including but not limited to after school activities and date changes for evaluation purposes.

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

The faculty and staff at Oak Grove Elementary expect all of our students to be proficient in literacy and math by 2014. Through our Response to Interventions Program (RTI) we will monitor individual student performance in all academic and behavioral areas. The RTI Process requires teachers to work with both building and district staff to document Tier I, Tier II, Tier III and Tier IV interventions. Documentation includes the areas of

concerns a teacher may have about a student and what instructional strategies have been implemented. Grade level, building, and district teams make decisions regarding future interventions. The following is a list of measurement tools used throughout the school year to guide the decision making process.

DRA and DIBELS are administered to determine individual reading levels so teachers can place students in guided reading groups for individualized instruction. It is also used to determine if a child's progress needs to be closely monitored for gains. This data can also be used to make a determination as to what areas the child has strengths and weaknesses in fluency and comprehension.

The DIBELS/DRA chart is used by each teacher to record beginning and ending data to show growth of each student. This data is also used by the next year's teacher to determine where to begin reading instruction.

Literacy Landmark Test

All teachers are required to administer a Literacy Landmark Test each nine weeks. This document is a sample from our district common assessments. These test assess all skills taught in each nine weeks according to our pacing guide.

Math Landmark Assessments

Math skills are taught and then landmarks are given to determine what skills have been mastered and what skills need more instruction and remediation.

Remediation Assessment

This piece is used to assess the effectiveness of remediation efforts after the Landmark test.

STAR Test DATA

This data chart reflects achievement on the STAR test administered at the beginning of the year. The data is used by teachers to make decisions about students' zone of proximal development in reading comprehension.

Computer Lab Activity Report

Students attend a computer lab class at least once a week. In this class, students participate in interactive academic programs. This document shows a student's achievement over a period of time. Teachers use this data to monitor understanding of specific concepts. This report helps teachers decide on what skills need to be remediated individually and as a class.

6. Describe the process that will be used to develop and align the curriculum with the Arkansas frameworks.

State standards, including those in health, PE, and environmental science will be studied and used as a pattern to create a pacing document to guide classroom instruction. Grade level teams will have a common planning time daily and will meet weekly to voice

concerns and offer educational support and suggestions to remediate those students not meeting state standards. Remediation instruction will include one-on-one instruction from the teacher, Title I instructional aides and other specialized teaching staff. District-wide common assessments will be given quarterly in literacy and bi-quarterly in mathematics to monitor skill mastery as well as determine the skills that need to be remediated to meet the standards. Data collected from these assessments in correlation with state assessments results and teacher-collected data (DIBELS, DRA, DSA, and Qualls) will be desegregated by each teacher to place students at the correct level of instruction. Grade level teams will collaborate to create weekly BAM (Body and Mind) lessons to focus on units of health and wellness to be studied each quarter. State standards will guide these lessons and give the students at Oak Grove Elementary Health, Wellness, and Environmental Science School a broad base of health, PE, and science integrated with math and literacy. Culminating events will be planned and scheduled one day of each quarter to let grade levels share their learning with the whole student body, their parents and our community. Health and Wellness will be celebrated as we all strive to become healthier as we learn.

7. Describe the enrollment criteria and the student selection process. Include a statement that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the charter school than can be accommodated under the terms of the charter, except as allowed for in Ark. Code Ann. 6-23-306(14)(C). Should an applicant believe that the use of a weighted lottery is necessary, the applicant shall state how they will comply with the requirements of Arkansas Code Annotated 6-23-306 (14) (c).

In April, 2008 the Paragould School District sent a form to all parents of elementary students. The form provided parents with the opportunity to choose to enroll their child in one of the three district elementary schools. The district was able to provide all parents who completed the form by the deadline with their school of choice. The same process will be used in 2009-2010.

If more eligible students apply for admission to any given grade level prior to the form deadline than the public conversion charter school is able to accept, then Oak Grove Elementary will create an enrollment process based upon a random anonymous student selection method for that particular grade level. Interested applicants will be asked to attend a public meeting held in the Oak Grove Elementary cafeteria. Students will be selected at random to attend Oak Grove Elementary.

Once all available slots are filled we will begin the process of creating a waiting list. Names will be added to the list until all interested applicants have been included. If a student leaves our school to enroll at another campus we will call the parents/guardian of the child next in line to enroll at Oak Grove Elementary. Parents/Guardians of children placed on the list will be called in the order that they were selected at our prior meeting. Parents may place their child at the bottom of our waiting list at any point in time in the school year.

8. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions and support positions and how many of each.

Our district's superintendent and school board govern school policies and decisions, following procedures and protocols of our state's educational guidelines. This school body also approves or disapproves proposals presented by our school, including techniques and programs of educational and extra-curricular activity. Decisions made within the interior structure at Oak Grove Elementary are directed by a principal, assistant principal and committees which may include teachers, school staff, parents, students and support personnel.

11. Describe the facilities to be used. Give the present use of the facility and the use for the past three (3) years. Include a statement that the facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws. If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance.

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

The Paragould School District will ask the Facilities Division to inspect the rooms in question after the renovations have been completed.

12. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code) and the rules and regulations, including sections of the Standards for Rules as allowed, established by the State Board that the district conversion public charter school seeks to be exempted from in order to meet the goals of the school. Identify the specific State Board rules requested to be waived by title and section number if applicable. Provide a brief description of the need for each waiver requested.

Cardio Room and Nutrition/Health Instructor

We do not feel that it is necessary that a highly qualified teacher instruct these classes. We feel that a certified physical education teacher is not needed for the cardio

room pull-out. We also feel that a certified health teacher is not needed for our food preparation / nutrition class. We intend to tap into resources within the district, and possibly others within the community, to meet these instructional needs. These instructors will teach an enrichment class, not a core subject. Standardized assessments will not be given by this instructor. These staff member will be given a criminal background check prior to employment.

14. a. Describe how the certified employees and parents of students to be enrolled in the conversion public charter school will be involved in developing and implementing the school improvement plan and identifying performance criteria.

b. Describe how the concerns of certified employees and parents of students to be enrolled in the conversion public charter school will be solicited and addressed in evaluating the effectiveness of the improvement plan.

The effectiveness of the improvement plan will be discussed by employees at a faculty meeting. Parent suggestions and concerns will be solicited during a PTO meeting to receive evaluations of the improvement plan. Comments and suggestions are also welcomed and solicited during mission statement meetings. At the last meeting, comments were gathered and administration immediately began to make the changes that were suggested. Surveys/rating sheets will be distributed and data will be gathered from employees, parents, and students to determine the effectiveness of the improvement plan.

(See attached survey.)

2008-2009 Arkansas Better Chance Funding Recommendations
February 2009

REQUESTS FOR APPROVAL

Agency	Vendor #	City	Type of Grant
Buffalo Island Central School District	100031459	Monette	Enhancement Grant
Child Development, Inc.	100051103	Russellville	Quality Grant
Christine Leimberg	100086145	Fort Smith	CPR/1st Aid Grant
Danville School District	100036568	Danville	Enhancement Grant
Dawson Education Cooperative	100050744	Arkadelphia	Quality Grant
DeQueen-Mena Education Coop.	100031682	Gillham	Quality Grant
Des Arc School District	100036755	Des Arc	Quality Grant
Fouke School District	100036636	Fouke	Direct Services
Greenbrier School District	100036615	Greenbrier	Quality Grant
Happyland Child Care	100054080	Arkadelphia	Direct Services
Lavaca School District	100036781	Lavaca	Enhancement Grant
Magnolia School District	100036656	Magnolia	Quality Grant
Manila School District	100037088	Manila	Enhancement Grant
Manila School District	100037088	Manila	Quality Grant
Melbourne School District	100037087	Melbourne	Quality Grant
Pulaski Co. Special School District	100036860	Little Rock	Enhancement Grant
Rogers School District	100036835	Rogers	Quality Grant
South Central Education Coop	100031687	Camden	Quality Grant
Southside School District	100037233	Batesville	Direct Services
Springdale School District	100036975	Springdale	Direct Services
Vilonia School District	100036931	Vilonia	Enhancement Grant
Vilonia School District	100036931	Vilonia	Nutrition Funds
Waldron School District	100036613	Waldron	Quality Grant

2008-2009 Arkansas Better Chance Funding Recommendations
February 2009

Amount	
\$	1,500
\$	600
\$	130
\$	2,000
\$	800
\$	2,800
\$	600
\$	6,444
\$	600
\$	33,470
\$	3,000
\$	1,200
\$	2,000
\$	800
\$	800
\$	1,900
\$	1,200
\$	2,000
\$	8,368
\$	33,470
\$	3,000
\$	3,887
\$	800
\$	111,369

**Arkansas State Board of Education Agenda Item
Dr. Gayle Potter, Associate Director
Curriculum, Assessment, and Research
February 9, 2009**

Recommended Pass Cut Score:

**Algebra I End-of-Course Final Recommended Cut Score and Percent* in
Category in Parentheses**

Not Pass	Pass
23 and below out of 100 possible raw points (11.7%)	24 and above out of 100 possible raw points (88.3%)

*Combined Population

Pass Performance Level Descriptor:

**Arkansas End-of-Course Algebra I
PASS PERFORMANCE LEVEL DESCRIPTOR**

PROFICIENCY LEVEL	DEFINITION
Pass	For students to receive a graduation credit in Algebra I based on the EOC Algebra I Examination, Algebra I students demonstrate basic procedural and conceptual knowledge in solving algebra problems. The students recognize relationships presented in algebraic form. These students can generalize from patterns and examples in algebra, use correct mathematical language and symbols to communicate relationships and reasoning process, and use calculators appropriately to solve problems.

**Bismarck School District
LEA # 3001
Hot Spring County**

Classified in Fiscal Distress: June 11, 2007

Fiscal Distress Indicators and Additional Concerns:

- * Projected negative balance of (\$220,118) for fiscal year end June 30, 2008. (Based on trend analysis of prior three year)
- * FY05 the District had significant audit findings, including payments for unauthorized expenditures and improper payments to employment contracts. Also, the District improperly contributed \$18,000 to a tax qualified retirement plan on behalf of the superintendent.
- * FY06 the District failed to distribute Educational Excellence Trust funds to certified staff.
- * July 14, 2006 the District utilized a \$250,000 short term loan to support district operations.
- * April 30, 2007 the District's outstanding short term loan balance was \$50,000.

District Profile:	2004-05	2005-06	2006-07	2007-08
Superintendent	Rodney Whitfield	Ernest Huff	David Hopkins	David Hopkins
4 QTR ADM	1,019	1,039	1,023	995
Assessment	42,929,580	44,268,659	46,996,433	48,540,141
Total Mills	29.00	29.00	29.00	41.00
Total Debt Bond/Non Bond	1,996,836	1,924,269	1,836,066	8,292,197
Per Pupil Expenditures	7,224	7,108	7,195	7,053
Personnel-Non-Fed Certified FTE	81.00	82.00	79.13	75.11
Avg Salary-Non-Fed Cert Clsrm FTE	41,943	40,445	40,844	41,083
Net Legal Balance (Excl Cat & QZAB)	89,787	9,280	198,046	1,046,373

District Actions

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2007-08

- Implemented state minimum salary schedule
- Reduced certified personnel by 6 FTE's through attrition and RIF
- Reduced classified personnel by 2 FTE's through attrition and RIF
- Eliminated 1 bus route
- Approved 12 new debt service mills in the September 2007 election
- Monitor fuel and utilities

2008-09

- Monitor operational spending
- Eliminated short term debt
- Monitor energy usage and consumption
- Reduce certified personnel by .5 FTE through RIF

Analysis:

The Bismarck School District has met the terms of its Fiscal Distress Improvement Plan.

Recommendation:

The Department certifies that the Bismarck School District has corrected all criteria for being classified as in fiscal distress and has complied with all department recommendations and requirements for removal from fiscal distress, in compliance with A.C.A. §6-20-1908.

Bismarck School District
11636 HWY 84
BISMARCK, AR 71929-8170

David Hopkins, EdD
 Superintendent

Phone: 501-865-4888 Ex.4
 Fax: 501-865-3626

January 28, 2009

Arkansas Department of Education
 Fiscal Distress Department
 4 Capitol Mall
 Little Rock, AR 72201-1071

RECEIVED
JAN 28 2009
 Financial Accountability and
 Reporting

Dr. James, Mr. Goff, Mrs. Burnett, and the State Board of Education:

We are pleased to report that the Bismarck School District had an ending balance of \$990,420, for FY08 and as of December 2008, our operating balance was \$1,584,200. Bismarck School District ended FY06 with a legal revenue balance of \$9,280 however, through careful management, a 12 mill millage increase, and with the aid of the Department of Education, in only three years the district has seen a tremendous financial turnaround. FY 2009 is also shaping up nicely. In order to be conservative, we've overestimated expenditures and underestimated revenue to project an ending balance of \$1,400,000 for FY2009.

Since being placed on fiscal distress in 2006, we have completed the following actions in order to improve the financial status of our school district:

1. Cross training our accounts payable and bookkeeping staff, making sure to have more than one person dealing with money.
2. We have put a strict purchasing system in place.
3. Salary Schedule Reduction
4. Position Reduction—1 FTE Middle School Science Teacher, annual savings of \$42,790
5. Position Reduction—1 FTE High School Social Studies Teacher, annual savings of \$51,292
6. Position Reduction—1 FTE Assistant Superintendent, annual savings of \$74,955
7. Position Reduction—1 FTE Basketball Coach, annual savings of \$42,156
8. Position Reduction—1 FTE Band Director, annual savings of \$49,280
9. Position Reduction—1 FTE High School Math Teacher, annual savings of \$37,295
10. Position Reduction—2 FTE's 1 Janitor/1 Bus Driver, annual savings of \$22,957
11. 12 mill millage increase of which \$82,000 annually will be used for operations while the remainder will be used to build the state's first high performance LEED certified green high school!!
12. Tracking utility usage and responding to any increases
13. Requiring all overtime to be pre-approved and all purchases pre-approved by a supervisor
14. We have eliminated all credit cards with the exception of one, which is only permitted to be used at the district office

BISMARCK SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER

www.bismarcklions.net

Bismarck School District

11636 HWY 84

BISMARCK, AR 71929-8170

David Hopkins, EdD
Superintendent

Phone: 501-865-4888 Ex.4
Fax: 501-865-3626

The overall operating budget for FY 2009 is \$7,600,000. Given this figure, the Bismarck School District has set a goal of having no less than \$760,000, for the annual operating carryover. This goal was obtained with our FY 2008 carryover and currently we are on target to achieve an ending balance of \$1,400,000, for FY 2009. As of December 2008, our current balance was \$1,584,200. For the FY2010 school year, we are projecting an ending balance of \$1,600,000. We believe that by maintaining an ending balance between \$760,000--\$1,000,000, the district should be able to operate normally.

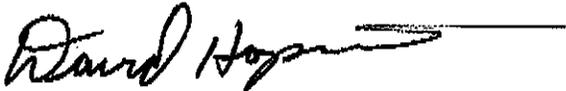
The Bismarck administration will continue to monitor student enrollment/attendance as well as certified and classified staffing numbers, being sure to take advantage of opportunities for attrition and/or RIF if necessary. In fact we have already taken steps to reduce the Special Education Supervisor position to .5 FTE for FY2010. This will allow an additional annual savings of \$28,499.

I believe our financial recovery is one the Department of Education can be proud of. We have made huge financial gains without sacrificing our academic programs. We have not cut any academic programs and we have maintained and even enhanced our facilities, busses, and technology. Our hard work has not gone unnoticed, *U.S. News and World Report* recognized Bismarck High School on their annual list of America's Best High Schools with a bronze medal.

We are very pleased with the efforts of our teachers, staff, students, administrators, and community members have made to ensure the long-term success of the Bismarck School District. We take great pride in our school and our accomplishments and look forward to serving the students of Bismarck for years to come.

At this time we would like to request the Bismarck School District be removed from fiscal distress status and be taken off the fiscal distress list. If you have any questions, please do not hesitate to contact me. Thank you so much for all you've done to assist our district throughout this process.

Thank you,



David Hopkins, EdD
Superintendent
Bismarck School District

RECEIVED

JAN 28 2009

Accountability and
Integrity

BISMARCK SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER

www.bismarcklions.net



ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James
Commissioner

January 27, 2009

State Board
of Education

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Bentonville
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Vice Chair

Sherry Burrow
Jonesboro

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Dr. Ben Mays
Clinton

Diane Tatum
Pine Bluff

Dr. David Hopkins
Bismarck School District
11636 Highway 84
Bismarck, AR 71929-8170

Dear Dr. Hopkins:

This letter is to certify that the Bismarck School District has completed all activities and strategies as outlined in the District's Fiscal Distress Improvement Plan. The District has also complied with all department recommendations and requirements for removal from Fiscal Distress. The District may now petition the State Board for removal from Fiscal Distress status. The petition should be sent to Ms. Hazel Burnett at the address provided below. The petition will be presented to the State Board at the February 9, 2009 meeting. Please plan to attend this meeting and be prepared to answer any questions the State Board may have concerning your District and its programs.

We congratulate the Bismarck School District and encourage continued diligence to sustain this improvement.

Sincerely,

A handwritten signature in cursive script that reads "Hazel Burnett".

Hazel Burnett,
ADE Coordinator,
Fiscal Distress Accountability and Reporting
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

HB:ddm

cc: T. Kenneth James, Ed.D.
Mr. William J. Goff

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

Clinton School District
LEA # 7102
Van Buren County

Classified in Fiscal Distress: June 11, 2007

Fiscal Distress Indicators and Additional Concerns:

- * A projected negative balance of (\$4,650,973) for fiscal year end June 30, 2008. (Based on trend analysis of prior three years)
- * July 1, 2004 the District annexed Scotland and Alread School Districts.
- * FY03 to FY06, the District has transferred a net of \$2,365,273 operating funds to the building fund for construction projects.
- * March 31, 2007 the building fund had a negative fund balance of (\$309,188).
- * March 31, 2007 the legal balance, excluding categorical and building funds, was \$24,903.

District Profile:	2004-05	2005-06	2006-07	2007-08
Superintendent	Curtis Turner, Jr.	Curtis Turner, Jr.	Randal Betts	Randal Betts
4 QTR ADM	1,321	1,299	1,286	1,289
Assessment	75,405,449	81,450,510	88,000,172	109,295,751
Total Mills	33.00	33.00	33.00	32.80
Total Debt Bond/Non Bond	7,257,946	7,421,023	7,456,528	7,133,706
Per Pupil Expenditures	8,552	8,618	8,051	7,189
Personnel-Non-Fed Certified FTE	126.96	133.48	123.30	110.89
Avg Salary-Non-Fed Cert Clsrm FTE	38,747	36,329	37,499	37,476
Net Legal Balance (Excl Cat & QZAB)	1,830,028	354,338	257,977	583,991

*During the 2006-07, the District utilized two (2) cash flow loans to support district operations.

District Actions

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2007-08

- Implemented state minimum salary schedule
- Adopted a revised Reduction in Force (RIF) policy
- Reduced certified personnel by 13.5 FTE's through RIF and attrition
- Reduced classified personnel by 8.5 FTE's through RIF and attrition
- Increased the property insurance deductible to reduce premium
- Proposed 5.9 Mill increase and debt restructuring in 2007 September election; Millage failed
- Eliminated one bus route
- Increased paid meal prices in food service
- Activity events reimbursed District for cost of fuel and driver (i.e., athletics, band)
- Discontinued paying student supplemental insurance
- Monitored the use of substitutes

2008-09

- Reduced certified personnel by 1 FTE through attrition
- Reduced classified personnel by 1 FTE through attrition
- Replaced 4 certified positions at a lower salary
- Monitor operational spending
- Received additional revenue from oil and gas leases
- Moved allowable salaries and other expenditure to federal funds
- Eliminated on-line instructional program not being utilized by district
- Approved debt restructuring in the 2008 September election
- Eliminated short term debt
- Utilized restricted funds more efficiently

Analysis:

The Clinton School District has met the terms of its Fiscal Distress Improvement Plan.

Recommendation:

The Department certifies that the Clinton School District has corrected all criteria for being classified as in fiscal distress and has complied with all department recommendations and requirements for removal from fiscal distress, in compliance with A.C.A. §6-20-1908.

RECEIVED

JAN 28 2009

Financial Accountability and
Reporting

**CLINTON PUBLIC SCHOOLS
851 Yellowjacket Lane
Clinton, AR 72031**

January 28, 2009

Arkansas Department of Education
4 Capitol Mall
Little Rock, AR 72201-1071

Dear Dr. Ken James, Mr. Bill Goff, Ms. Hazel Burnett, and the State Board of Education:

I am very happy to report to you, the Clinton School District in Van Buren County, is projecting an ending 2008-2009 school year balance of \$1,719,702.84. Clinton School District ended the 2007-2008 school year with an operating balance of \$568,836.84. We ended the 2006-2007 school year with an operating balance of \$327,529.23, by making a \$700,000.00 short term loan. At that point, we were able to begin the 2007-2008 school year with the balance of \$327,529.23. During the 2007-2008 school year we paid the short term loan back and ended with a balance of \$568,836.84. I figure our budget very conservatively. I over estimate expenditures and I underestimate revenue. I believe the experience in helping two previous school districts as Superintendent, recover from a negative balance was helpful in bringing the Clinton School District to a healthy financial balance.

In the 2008-2009 school year the district had one time monies in the amount of \$433,000.00 from reorganization of bonds, an additional \$25,000.00 for accrued interest, and \$39,000.00 for lease of mineral rights. Our assessment went from \$88,000,000.00 to \$109,000,000.00 caused by Fayetteville Shale, thus, we have become richer in local wealth. Beyond this we expect to end the 2009-2010 school year with the same kinds of increase in revenue minus the one time monies of mentioned above.

Our district has started cross training our accounts payable and bookkeeping staff. We make sure we have more than one person dealing with money. We have put in place a strict purchasing system. We have moved all activity accounts to the central office for another level of accountability concerning these accounts. We have put in new accounting methods for all activity accounts including gate keeping at ball games. We have a uniform receipting system for the entire school district in which items are receipted. All credits and charge cards must be checked out through the central office for school trips. We pay on pre-approval and itemized receipts only. We require all bank transactions to have at least two people involved.

Due to the annexation of two other school districts we received more personnel than was needed to continue appropriate student/teacher ratio. To better insure income and expenditures related to teachers and pupils along with natural attrition, we implemented the Reduction in Force Policy in both years.

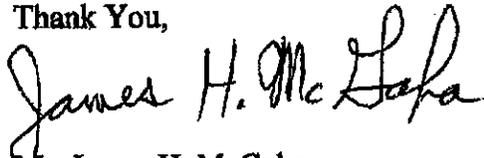
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JAN 28 2009

Financial Accountability and
Reporting

Our school district hopes that our financial recovery is one the Department of Education can accept. It is important to note we have not sacrificed our academic programs. We have not cut any academic programs and we have well maintained facilities, buses, and technology. At this time I would like to request the Clinton School District be removed from fiscal distress status and be taken off the fiscal distress list. If you have any questions please do not hesitate to call me. Thank you so much for the care shown to our school district.

Thank You,



Mr. James H. McGaha

Superintendent

Clinton School District (Van Buren County)



ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James
Commissioner

January 27, 2009

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of Education

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Pine Bluff

Mr. James McGaha
Clinton School District
851 Yellowjacket Lane
Clinton, AR 72031

Dear Mr. McGaha:

This letter is to certify that the Clinton School District has completed all activities and strategies as outlined in the District's Fiscal Distress Improvement Plan. The District has also complied with all department recommendations and requirements for removal from Fiscal Distress. The District may now petition the State Board for removal from Fiscal Distress status. The petition should be sent to Ms. Hazel Burnett at the address provided below. The petition will be presented to the State Board at the February 9, 2009 meeting. Please plan to attend this meeting and be prepared to answer any questions the State Board may have concerning your District and its programs.

We congratulate the Clinton School District and encourage continued diligence to sustain this improvement.

Sincerely,

Hazel Burnett,
ADE Coordinator,
Fiscal Distress Accountability and Reporting
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

HB:dmm

cc: T. Kenneth James, Ed.D.
Mr. William J. Goff

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