

Charter Amendment Request From

The Charter Amendment Request Form and all required documentation must be received via email (ade.charterschools@arkansas.gov) at the Arkansas Department of Education at least 35 days prior to the Charter Authorizing Panel meeting.

Charter Name:	Harrison High School Conversion Charter
LEA Number:	0503703
Superintendent or Director:	Dr. Stewart Pratt
Email:	spratt@hps.k12.ar.us
Phone:	870-741-7600

**All open-enrollment amendment requests must include evidence that the request was contemporaneously sent by the applicant to the superintendent of the school district where the charter is located.*

Type of Amendment(s) Requested

- Add a New Campus** (Must also submit the map of current location, map of proposed location, Facilities Utilization Agreement and desegregation analysis)

Address: _____
School District: _____

- Relocate Existing Campus** (Must also submit the map of current location, map of proposed location, Facilities Utilization Agreement and desegregation analysis)

Campus Name: _____
Current Address: _____
Proposed Address: _____
School District: _____

Increase Enrollment Cap

Current Cap: _____

Proposed Cap: _____

Change Grade Levels Served

Current Grade Levels Served: _____

Proposed Grade Levels Served: _____

Name Change

New Name of Charter: _____

Add a Digital Learning Program

Schools	Grades/Courses	Interaction	Delivery	Platforms
Harrison High School Conversion Charter	Grades 9-12	<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Asynchronous & Synchronous	<input checked="" type="checkbox"/> Virtual (online) <input checked="" type="checkbox"/> Blended (hybrid)	<input checked="" type="checkbox"/> LMS <input type="checkbox"/> CMS
		<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous & Synchronous	<input type="checkbox"/> Virtual (online) <input type="checkbox"/> Blended (hybrid)	<input type="checkbox"/> LMS <input type="checkbox"/> CMS
		<input type="checkbox"/> Asynchronous <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous & Synchronous	<input type="checkbox"/> Virtual (online) <input type="checkbox"/> Blended (hybrid)	<input type="checkbox"/> LMS <input type="checkbox"/> CMS

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the school is applying for the waiver and explain how the waiver will be utilized.
Attendance			6-18-213(a)(2)	<p>The nature of virtual instruction gives students the option of completing their coursework from a different location. Since students will not be on campus we will need a waiver from traditional attendance. Attendance will be determined based on participation in synchronous sessions and completion of asynchronous assignments.</p> <p>District policies and practices regarding student absences apply to virtual academy students. Chronic absenteeism as described in the HVA Student/Parent Handbook may result in the recommendation to return to onsite instruction or a referral to juvenile court for additional services. https://www.harrisonnoblins.org/domain</p>
Class Size	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812 (a)(2)	<p>The DESE Rules Governing Distance and Digital Learning, Sec. 6.07, state that distance learning courses, as defined in rule are considered “large group instruction” courses for the purposes of the Standards for Accreditation. Classes with 100% virtual enrollment may exceed class size maximums due to the fact that technology-based approaches are the primary instructional delivery and teachers are providing instruction through technology-based approaches utilizing a LMS with digital content and allowing for some degree of self-paced or flexible access. Teachers of record who are dedicated to teaching virtually or have a virtual class will adhere to DESE’s rules regarding large group instruction.</p> <p>During the 2020-2021 school year, class sizes did not exceed normal onsite class sizes; therefore, the 100% increase allowable will only be used in rare cases, and teachers will be provided additional support to monitor and provide student support through the district PLC Teams, technology facilitators and campus instructional aides.</p> <p>Teachers in grades 9 - 12 who teach a mix of virtual and onsite classes, can have an overall teaching load equivalent to 10 additional students per digital period assigned. For example, if a 10th-grade teacher has a virtual only period, there may be 40 students assigned on that roster for that period.</p> <p>Therefore, the district requests this waiver.</p>

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the school is applying for the waiver and explain how the waiver will be utilized.
<p>Teaching Load Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.</p>	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	<p>Teachers in grades 9 - 12 who teach a mix of virtual and onsite classes, can have an overall teaching load equivalent to 10 additional students per digital period. For example, if a 10th-grade teacher has 1 digital class he/she can have up to 160 total students.</p> <p>Therefore, the district requests this waiver.</p>
<p>Six Hour Instructional Day Waiver applies to virtual/remote students only</p>	1-A.4.2		6-16-102; 6-16-126	<p>Students in a virtual setting where learning is synchronous and/or asynchronous will learn in their own time, place, and pace. This may mean that the 6-hour school day may not be needed to master the course standards. The district will not be required to provide a school day that averages six (6) hours per day or thirty (30) hours per week for 100% virtual learners due to the fact that technology-based approaches are the primary instructional delivery with flexibility in time, place, and pace.</p>
<p>Clock Hours</p>	1-A.2			<p>Students in a virtual setting where learning is synchronous and/or asynchronous will learn in their own time, place, and pace. This may mean that 120 hours of seat time or clock hours per credit may not be needed to master the course standards.</p>
<p>Recess Waiver applies to virtual/remote students only</p>	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-16-102(a)(5)	

Digital Model

Please complete the following application with complete responses describing the school digital programming.

Interaction / Delivery

What are the ways teachers and students will interact with digital content? (Synchronous or Asynchronous) Please describe instructional expectations and participation for students.

Students in grades 9-12 will use a block schedule. For English, Math, Science and Social Studies students will have synchronous instruction 2 days per week. English and Social studies will be synchronous on Monday and Wednesday. Science and Math will be synchronous on Tuesday and Thursday. Other subjects will be taught asynchronously via Arkansas Virtual. Fridays will be for projects to be completed asynchronously, teacher office hours, planning and student/parent contact.

Students are expected to attend all synchronous lessons and complete and submit asynchronous learning assignments. Attendance will be based on participation in synchronous lessons. Failure to attend a synchronous lesson without prior approval will be considered an absence. District attendance policies apply. After three unexcused absences parent/guardian will be notified, an attendance plan will be created. After five unexcused absences the parents will be contacted and the student will be asked to return to onsite instruction.

What delivery approach will the school utilize to meet the needs of both teachers and students? (i.e., virtual (online) / remote (distance) or blended (hybrid)? Please explain.

Students will access instruction virtually with scheduled synchronous lessons, During asynchronous times students will be working independently on assigned tasks, readings, and projects. Courses like CTE, art, athletics, and music will require students to participate in blended learning. They would be on campus for practices, activities and other learning activities that cannot take place virtually. Virtual teachers will provide synchronous lessons with Google Meet and use a variety of interactive tech tools. Student in grades 9-12 will use Canvas. Virtual students and teachers have access to onsite resources. Teachers will participate in grade level/content PLC teams on campus.

Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners.

*If teachers will serve in a dual role, describe whether it will be simultaneously, meaning remote and in-person at the same time with course/schedule specific considerations.

Virtual teachers for grades 9-12 will have onsite and virtual students. Teachers will have designated periods of their day for virtual instruction in addition to their required daily 40 minutes of prep time. Principals and technology facilitators will meet with staff serving virtual students bi-weekly. They will also monitor virtual classrooms as they would onsite classrooms.

Describe the expectation for teacher instruction, interaction, and frequency with digital learning students.

Students in grades 9-12 would utilize block scheduling. Monday and Wednesday would be synchronous days for Math and Science. Tuesday and Thursday would be synchronous days for English and Social Studies. Instructors will be accessible via virtual "office hours" and phone at regularly scheduled times. Teachers will be accessible by email, scheduled phone conferences and use the district's Remind messaging system. Teachers are not responsible for communicating with offsite students or parents during hours outside the school day unless a parent/student has set up an appointment. A parent or student should receive communication from the teacher within 24 hours of submitting an email, phone message, or Remind message unless school is not in session (ie breaks, weekends, holidays). It is expected that teachers communicate bi-weekly with parents of students they are teaching. This should be more frequent if the student is having difficulty.

<p>If utilizing waivers for class size, what supports will the school put in place to support the teacher and students? How will the charter monitor and determine if the supports are adequate for teachers who exceed class size in digital learning settings.</p>	<p>Grades 9-12 would have a maximum of 90 students accepted into the program. Individual teacher numbers may vary depending on enrollment in courses. The offsite teachers would be housed on their grade level campus and report to their building level principal, or assistant principal. They would be supported by building administration, the district technology facilitators, the district instructional team, and their PLC. The instructional team will monitor grades, and assessment and engagement data to determine if/what additional supports may be necessary. District technology facilitators will meet with their virtual instructors weekly to assess needs and receive feedback. Adjustments to support teachers may include reduction in class size, planning and lesson preparation assistance, professional development, and additional digital resources if necessary.</p>
<p>If utilizing waivers for teaching load, what supports will the school put in place to support the teacher and students? How will the school monitor and determine if the supports are adequate for teachers who exceed teaching loads in digital learning settings.</p>	<p>The instructional team will monitor grades, and assessment and engagement data to determine if/what additional supports may be necessary. District technology facilitators will meet with their virtual instructors weekly to monitor, assess needs and receive feedback. Adjustments to support teachers may include reduction in class size, planning and lesson preparation assistance, professional development, and additional digital resources if necessary.</p>
<p>Technology / Platforms</p>	
<p>Identify the learning management system/content management system that will the school will use? (Canvas, Buzz, Google Classroom, etc.)</p>	<p>Grades 9-12 will use Canvas as their LMS.</p>
<p>Describe the digital content that will be available to students, including any digital curriculum and supports that are available to teachers. If the school is using a content management system (CMS), please specify grades levels and subjects that the CMS will address.</p>	<p>The teachers will use identified essential grade level standards to develop lessons and content in collaboration with their subject area/grade level teams. Teams have worked this year to create digital content in Canvas, and have lessons from this year in a master course in Canvas. This content will be refined and enhanced for continued use. Additional digital resources include Newsela, IXL, Boardworks, EdPuzzle, Nearpod, Grade Guardian, Xello, and Virtual Arkansas.</p>
<p>What video communication software is required for any digital learning student? Please describe the video communication software the teacher will use to facilitate live conferences between two or more participants.</p>	<p>Each student will be provided with a Chromebook equipped with a camera and microphone. Teachers have a desktop computer with webcam and microphone as well as a laptop with video and audio capabilities. Teachers will use Google Meet for video conferencing. They have access to Go Guardian to monitor student activity.</p>
<p>Describe the technology access (device and connectivity) that will be provided to each digital learning student to ensure each student receives a free public education.</p>	<p>Students with no internet access will be provided with a hot spot. In addition the district has drive up wifi access in each campus parking area. A dedicated school bus with wifi is also available to provide connectivity in remote areas as needs arise.</p>

Student Supports

Describe the manner and frequency the school will use to monitor the wellness and safety (food security, physical, mental health, etc.) of students in a digital learning setting. (This may be in-person, video communication, etc.). Identify supports available within the school to assist students.

Teachers are required to make regular contact with offsite students via Google Meet, email, phone and Remind a minimum of two times per week. Offsite students will come to campus to pick up learning materials, participate in testing and access breakfast and lunch. Students needing meal delivery will coordinate through the School Based Social Worker and Child Nutrition Director. At any time a teacher may refer a student to one of the eight school counselors. At the orientation meeting prior to the start of school, parents and students will be given a handbook containing referral information and information regarding the services available to students. Counseling services and/or consultations may take place virtually. Teachers will do a virtual check in with students individually at least once per month, in addition to their regular synchronous classes. In addition to developing relationships, teachers will discuss progress and address any needs that students may have. During PLC meetings time will be set aside for teachers to engage with counselors, school social workers, and school based mental health workers to discuss strategies, supports and practices related to behavior and mental health concerns of virtual students. Offsite students have access to the Harrison School District Social Worker (who does home visits regularly), and the four School Based Mental Health professionals (who also work with families). These referrals can be initiated by the student, parent, or teacher at any time as outlined in the student/parent handbook. The three Harrison High School counselors meet with their assigned students regularly and assist in the development of SSPs using Xello. Offsite students would participate virtually during scheduled "Gob Time".

Describe the manner and frequency the school will use to monitor the academic and student engagement in a digital learning setting. Describe the additional supports available for students struggling with engagement.

Weekly progress monitoring will take place using reports from the LMS, attendance records and completion of required assignments. Teachers will share weekly progress with students and parents. If students are not showing progress on weekly assignments and grades are dropping the teacher will refer the student to the Response to Intervention team. The RTI team will write an intervention plan specific to the students that may include, but is not limited to reteaching of skills, small group sessions, one on one sessions or onsite tutoring time. If the interventions are not successful, the student will be referred to the instructional team. This team will meet along with the student's parents to determine if more interventions or testing are warranted, or if the student should return to onsite instruction.

Describe the Academic Response to Intervention plan for digital learning students, including additional supports and personnel.

Virtual students will take the same universal assessments as students on campus, and be evaluated using CFAs created by district teams. Students needing additional support would follow the same teacher initiated referral process. Students identified as needing Tier 2 support would receive interventions from their regular teacher, just as those on campus do. Tier 3 students would be served by Title 1 personnel in virtual sessions. The frequency and duration of the interventions would be determined by the RTI team. Progress monitoring for Tier 2 would be completed by the virtual teacher. Progress monitoring for Tier 3 would be the responsibility of the Title 1 teacher. Rtl plans and progress monitoring results are monitored every 6-8 weeks during PLCs. Adjustments are made to the plans based on student data. If Tier 3 interventions are not successful the student will be referred to the academic team and considered for further evaluation to determine if behavioral or special education services are warranted.

Describe the school's formative assessment plan to support student learning.

Virtual teachers would follow the district assessment plan and calendar. Offsite students would have the same requirements as on site students. Ninth and tenth grade students would take STAR Reading and Math and whatever Interim Assessments are decided to be given by their respective grade levels. Since all teachers would be participating in PLCs, they would also take the same CFAs as their grade level peers on campus. Students would be required to come to campus three times per year to participate in universal screeners to ensure the fidelity of the assessments.

<p>Describe how dyslexia screening and services will be provided to digital learning students.</p>	<p>Teachers or reading interventionists will administer level 1 screeners as required by law. Title 1 teachers or Dyslexia interventionists will administer level 2 screeners based on the results from level 1 screeners. All HSD Title 1 personnel are trained to deliver DESE approved dyslexia interventions using Phonics First and Structures. Virtual students determined to be in need of Dyslexia services will be served face to face with qualified personnel using state approved intervention programs. The frequency and duration of the interventions will be determined based on the requirements of the program and the attention span of the child. The decision to provide face to face interventions for Dyslexia is based on our experience delivering virtual interventions this year. All requirements of the dyslexia law will be met for digital learners.</p>
<p>Describe how Gifted and Talented supports and services will be provided to digital learning students.</p>	<p>Grades 9-12 will be offered Advanced Placement and Endorsed Concurrent Credit Courses. Teachers teaching AP and concurrent credit courses will be qualified to teach those courses based on guidelines from DESE. Referrals for GT would follow the district referral process. Required testing would take place on the students' respective campus. The district ensures that all GT Program Approval standards will be met for digital learners. .</p>
<p>Describe how English for Speakers of Other Languages (ESOL /ESL) supports and services will be provided to digital learning students.</p>	<p>HSD currently employs a dedicated ELL Instructor that serves the district. EL numbers have remained steady at about 25 students per year. The district uses an integrated support model. Plans for EL students will be developed in collaboration with the virtual teacher and EL instructor. The ELL instructor will maintain weekly contact with the virtual teacher(s). The EL Support teacher will be included in the instructional team that monitors student progress. Students will receive direct support weekly, or as needed. This support may be virtual or face to face depending on the specific needs of the student and family. ELPA assessments will be done face to face on site. The district ensures that all requirements of LPAC plans will be met for digital learners.</p>
<p>Describe how all special education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences.</p>	<p>Upon acceptance into the virtual learning program, special education and related services will be provided to digital learning students as indicated on students' Individualized Education Plans (IEP) and in accordance with IDEA and DESE rules and regulations. IEPs for digital learners will be developed with a variety of digital delivery methods in mind. Goals, objectives, accommodations, modifications, and testing procedures will be calibrated for students to make meaningful progress, in light of their circumstances, through digital learning. Students will have a designated virtual SPED teacher. This teacher will be part of the instructional team and collaborate with the virtual teacher to assist in implementing the accommodations/modifications necessary for that student based on their IEP. Student progress will be monitored closely, and lack of progress will trigger an IEP conference to convene. The district ensures that all state and federal laws regarding special education students will be met for digital learners.</p>
<p>Describe common and frequently used digital accommodations that the school has provided to general education teachers to assist students in digital learning classes.</p>	<p>The district will utilize a variety of digital accommodations including video-recorded or screen-recorded lessons, audiobooks, text to speech, larger font, reduced assignments, web captioning, teacher notes before the lesson, lesson outline sent via email or LMS before the lesson, access to all levels of instructional materials that can be used for remediation or enrichment</p>

Teacher Supports

<p>Describe school supports to provide on-going digital content and instructional supports for teachers.</p>	<p>The district employs one Certified Google Education Trainer and two Technology Facilitators. One facilitator will serve 9-12 and support Canvas and the implementation of digital content at those grade levels. These Technology Facilitators are trained in best practice in virtual instruction and will support teachers in using best practice. Teachers of virtual students would have priority when accessing these facilitators. We will also provide professional development specific to virtual instruction and additional paid work days to develop lessons. This will be provided by Virtual Arkansas. The Certified Google Education Trainer will provide professional development and ongoing tech support to district leadership and staff. On demand technology training is housed in Canvas for teachers, and multiple summer sessions have been planned to support teachers. During the summer the district will allow all teachers three days of unstructured professional development time to create and revise digital content</p>
<p>Identify the daily or weekly amount of time teachers will need to develop and plan for instruction based on interaction and delivery options selected and digital supports provided. How will the school support teachers with digital content and planning?</p>	<p>Teachers will be using some locally created materials developed over the course of this year, along with additional purchased digital resources. These materials will be refined and updated during PLC team meeting times. The district has a dedicated early dismissal day to provide time for these meetings. In addition to meeting with teacher teams the digital teachers will have bi-weekly meetings with the Director of Curriculum, Instruction and Assessment and the technology facilitators. These will take place during times students are working asynchronously. No synchronous lessons will take place on Fridays so that teachers may use that time to plan, contact students, offer 1-1 instruction, assess students and grade student work. Teachers will have 200 weekly minutes of planning time (40 minutes per day) built into their daily schedules. They will have access to a Google Certified Trainer and tech facilitators upon request in addition to the bi-weekly meeting times. The district will use professional development content provided by Virtual Arkansas to train instructors in design and development of digital courses (30 hours). This training will take place during the summer of 2021. Teachers will be compensated for any professional development done during non contract time per district policy. Teachers will also have access to conferences and professional development opportunities during the year as needs arise.</p>
<p>School Supports</p>	
<p>Describe how the school will ensure equitable access to opportunities for success for digital learner's needs (poverty, homelessness, migrant, foster care, and military connected students) A link (URL) to the school equity plan may be acceptable if it meets this criteria.</p>	<p>The district assigns a chromebook to every student with a charger. Students who do not have internet access may request a hot spot. In addition, each campus and the administrative offices (7 locations) have drive up wifi available. The HSD currently employs a school social worker. She works with McKinney Vento students, She liaisons with DHS and also handles referrals from teachers, counselors and principals. These referrals are initiated by teachers, counselors or administrators. The process would be the same for virtual students. In addition, the district employs three School Based Mental Health counselors. Students are served by the same type of referral process. Identified ELL students are assigned to the ESOL coordinator for services. Virtual teachers would follow the same referral processes as regular teachers to access services for their students.</p>

<p>All students are expected to test (statewide summative assessments) onsite as per DESE guidance. Provide an overview of how the school may communicate to parents and test digital learning students at a school site.</p>	<p>Prior to beginning virtual instruction parents and students will attend a required orientation where expectations and testing dates are clearly presented to parents. Parents and students will sign an agreement indicating they understand students must test on campus. Written and video messages will be sent to parents and posted to the district website from the District Testing Coordinator and Building Testing Coordinators with testing dates and expectations. Building Testing Coordinators will be in contact with virtual students to schedule testing and provide support for the teachers serving those students. Teachers will also regularly communicate expectations for testing. On selected testing dates students will report to their campus if space allows, or the district Professional Development Center. Offsite teachers and school counselors will proctor testing face to face. In addition to the large room in the PD center, two smaller rooms are available in the same building should students need to be isolated for testing accommodations.</p>
<p>Provide a detailed explanation of how the school will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of implementation as described within this application.</p>	<p>Digital courses will be subject to the same scrutiny as onsite classes. Regular Common Formative Assessments, Interim Assessments and Universal Screeners will be administered to determine mastery of standards and student growth. Attendance/student engagement data will be considered. Data from these sources will be brought to team/grade level PLC meetings and evaluated at least monthly, but usually bi-weekly. Modifications to instruction and/or curriculum will be made as deemed necessary by analysis of the data. Supports for struggling students will be discussed and put in place based on the data. School administrators will supervise offsite instructors in their building. Digital teachers will be evaluated using the Teacher Excellence Support System. Meetings with the technology facilitators and district instructional team will occur weekly.</p>
<p>Describe how the teacher(s) will engage families into the digital learning process. (School may link the District Engagement Plan if digital learning is included. The plan must address how the school will support parents/students with digital tools and resources)</p>	<p>All HSD families receive information via the district website, Remind, social media, and phone calls. In person orientation will take place prior to the start of school. Parents and students will both receive instruction about the expectations and procedures for digital learning as well as how to log into and use the learning platforms, and monitor student grades. Members of the district technology team, and the technology facilitators will be available to help parents with technology issues they may be having. Ongoing support will be provided by digital teachers, technology facilitators and the district tech team as needed. Instructions for accessing this assistance are outlined in the parent/student handbook. Short tutorials will be posted to the website for parents and students explaining how to navigate the LMS and digital content. Parent surveys will be regularly scheduled to obtain stakeholder feedback. Students will receive grades quarterly on their report cards. In addition, progress reports are sent to parents at the midpoint of each quarter. Parent/teacher conferences will be conducted face to face or virtually depending on the preference of the parent/guardian. Parents may check their child's progress at any time in Eschool or as an observer in Canvas. Instructions on how to do this will be provided in the teacher/student handbook.</p>
<p>Provide a URL to evidence of the local school board's approval of the waiver request(s).</p>	<p>https://www.harrisingoblins.org/site/Default.aspx?PageID=3503 (March board meeting – direct URL - https://drive.google.com/file/d/1g48k8a6Nufz6Ug3s18sdxDfe_Qa5HJ7F/view</p>
<p>Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the school communication plan regarding digital learning program(s).</p>	<p>https://drive.google.com/drive/folders/1FMYWuxjBarSwVIBuosEWPomeS2Fyp2s?usp=sharing</p>

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	https://www.harrisongoblins.org/site/Default.aspx?PageID=3205
Please provide a link (URL) to the discipline policy for digital learning students.	https://www.harrisongoblins.org/site/Default.aspx?PageID=3205
Please provide a link (URL) to the grading policy for digital learning students.	https://www.harrisongoblins.org/site/Default.aspx?PageID=3205
Charter	
Describe how the addition of a virtual program is in line with the mission or model of the school.	A virtual program supports and aligns perfectly with the mission of the district which is Every Learner, Every Way, Every Day!

Additional Waiver(s)

Waiver Topic #1	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

Waiver Topic #2	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

Waiver Topic #3	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

Waiver Topic #4	
Arkansas Code Annotated	
Standard for Accreditation	
ADE Rules	
Rationale for Waiver	

Waiver Topic #5	
Arkansas Code Annotated	
Standard for Accreditation	

ADE Rules	
Rationale for Waiver	