



## DIVISION OF ELEMENTARY & SECONDARY EDUCATION

# 2021 District Conversion Public Charter School Application

**Caddo Academy**

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Name of Proposed Charter

- Initial Application - Deadline July 1, 2021 at 5:00 p.m.**  
Applications will not be accepted after this time.
  
- Final Application - Deadline September 10, 2021 at 5:00 p.m.**  
Applications will not be accepted after this time.

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Division of Elementary and Secondary Education to provide a meaningful review.

Division of Elementary and Secondary Education  
Charter School Office  
Four Capitol Mall  
Little Rock, AR 72201  
501-683-5312

## APPLICANT INFORMATION

<b>Name of Proposed Charter:</b>	<b>Caddo Academy</b>
<b>School District:</b>	<b>Caddo Hills School District</b>
<b>Superintendent:</b>	<b>Deric Owens</b>
<b>Superintendent Phone:</b>	<b>870-356-5708</b>
<b>Superintendent Email:</b>	<b>dowens@caddohills.org</b>
<b>Primary Contact for Application:</b>	<b>Justin Neel</b>
<b>Primary Contact Phone:</b>	<b>870-356-5722</b>
<b>Primary Contact Cell:</b>	<b>985-221-2127</b>
<b>Primary Contact Email:</b>	<b>jneel@caddohills.org</b>

- 1. Describe the public hearing which was held for the purpose of assessing support for the establishment of this public charter school. Include the number of attendees and the feedback and/or public comments that were received.**

The Caddo Hills School District has taken a proactive approach to gain support, input, and feedback concerning the conversion charter conversion process for Caddo Hills School District. The desire of Caddo Hills School District is to ensure that the charter model is the agreed upon model for our students, staff, faculty, families, and community partners. We have conducted meetings with faculty and staff beginning in fall of the 2020-21 school year. At the conclusion of initial faculty and staff meeting faculty and staff were surveyed about the possibility, and 100% agreed this was the right direction. At this point, professional learning groups were formed to review and develop a plan for our concept, operations, master schedule, positive behavior intervention system (PBIS), discipline policy, attendance review, and industry assessments.

At every step, Professional Learning Communities (PLC) teams worked with administration, the DeQueen-Mena Education Service Cooperative, the Arkansas Department of Education (ADE) (ADE) Division of Elementary and Secondary Education (DESE), the ADE Division of Career and Technical Education (DCTE), and the Arkansas Public School Resource Center. From the planning stage, the Life Ready model was developed and implemented as the charter concept grew into the Caddo Academy with a motto – Built for You. Everything done throughout this phase was done intentionally with the students and their individual successes as the focus. Faculty and staff continued to meet throughout the Spring 2021 semester, and checkpoints were developed to ensure the focus was unified and to ensure every internal member of the campus agreed the charter process was the path

towards success.

The focus turned towards communicating the need for the change and collecting feedback from the students, families, and community partners during the final quarter of the 2020-21 school year. Meetings were held with students by grade level, and information was distributed to parents and community members via “all calls” and social media postings. The Caddo Hills School Board was presented with the initial plan, an update, and then another update at three different meetings with input provided and utilized by the planning team. Those meetings resulted in the passage of a resolution in support of the charter and commitment from the board to see this process through.

The students were provided overview presentations with details about the needs and proposed solutions and then provided an opportunity to provide their opinions of the proposal through a survey. Through the feedback provided by the students, the PLCs were able to modify the master schedule and integrate PBIS to address the concerns and needs the students voiced. The high school then spent a week implementing the newly proposed schedule and aspects of the proposed focus areas in the charter plan. Overwhelmingly, students and staff voiced their satisfaction and even produced reflective videos to demonstrate the success of the simulation on our social media platforms and website.

Community leaders were presented with the concept and feedback from staff and students at Glenwood Chamber of Commerce and Mt. Ida Chamber of Commerce meetings, as well as, a public meeting promoted through the chambers of commerce with key industry partners and members of the state and federal legislative offices. This meeting also provided an opportunity for members to provide feedback and additional guidance from an industry perspective. A presentation was also made to the Montgomery County Quorum Court with overwhelming support from every elected official in our county. The Quorum Court has submitted for approval a resolution committing their support for this activity and need within our county.

Two public forums were planned for June 22 and July 1, 2021. These meetings have been advertised in our local newspapers for three weeks and on social media. The meetings resulted in positive support for the charter conversion process. The meetings were attended by parents, guardians, business owners, community leaders, school board members, and members of the local school district. In total we have conducted four open public meetings and over 10 public informational meetings at the school board, quorum court, and special meetings for specific stakeholders.

**2. Describe the educational need for the charter. Include quantitative data related to academic achievement.**

The Caddo Academy will allow students to become Life Ready and meet their individual levels of success both locally and globally. We serve a student population that includes 77% who come from low-income families with limited access to industry and career opportunities within our local community. Regionally, we have more opportunities but for many of our students who lack resources to engage those opportunities, our school is the only available resource. Geographically, our district sits in the middle of the Ouachita National Forest. This creates many barriers in access and availability for career-focused training and support. For this reason, the Caddo Hills School District community desires to refine our methods by utilizing innovative strategies with a focus on the individual learners’ academic, social, emotional, and life ready skills.



Caddo Academy is designed to engage and inspire students to achieve their personal best. We know the value of presence in education, as well as, in the career paths our students have the opportunity to enter. It is essential that we move our attendance rate up where we have more students on campus and engaged in meaningful learning opportunities. It is our desire to see students miss less than six unexcused days in a semester. In order to enrich the learning experience for all learners every day it is our goal to engage and incentivize attendance at Caddo Academy.

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In an effort to get our students Life Ready, we want to enrich the educational experience on our campus with opportunities for students to activate learning through entrepreneurial and community leadership activities. Caddo Hills High School has seen a decline in our graduation rate, and our academic performance has been below the state average over the past several years (refer to table below). We understand the need to link students to relevant and meaningful educational programming that will help the students and community gain value throughout their time on our campus and in our community. We are confident that by implementing the changes that we are proposing, students will be more successful and those results will be evident in our testing data.

School Year	District	Graduation Rate	ACT Aspire – All Grades: Percent Meets/Exceeds Standards				
			Literacy	Math	Science	English	Reading
2017 – 2018	State of Arkansas	89.24%	43.96%	46.99%	39.89%	-	-
	Caddo Hills School District	100%	46.51%	33.14%	38.95%	-	-

2018 – 2019	State of Arkansas	87.56 %	44.59%	47.18	40.09%	-	-
	Caddo Hills School District	90.24%	44.44%	35.98%	34.92%	-	-
2019 - 2020	State of Arkansas	88.78%	-	-	-	69.93%	41.27%
	Caddo Hills School District	82.86%	-	-	-	66.49%	36.22%

ACT Aspire Summative Assessment data for SY2019-20 and SY2020-21 is not available due to the interruption of testing caused by the Covid-19 Pandemic.

### SCHOOL INFORMATION

	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
<b>Grades to be Offered</b>	<b>7-12</b>	<b>7-12</b>	<b>7-12</b>	<b>7-12</b>	<b>7-12</b>
<b>Enrollment Cap</b>	<b>350</b>	<b>350</b>	<b>350</b>	<b>350</b>	<b>350</b>

**3. What type of educational model will the school follow?**

- Traditional
- 100% Virtual
- College Prep
- Credit Recovery/ALE

Other: Career Academy

**4. Provide the mission statement of the proposed charter school:**

Caddo Academy is committed to motivating our students by providing skills and values to persevere through challenging and exciting opportunities to become Life Ready.

**5. Provide a list and brief description of the programmatic features that the school will implement in order to accomplish the mission.**

Caddo Academy will focus on the academy model for delivering age-appropriate programming that will develop a strong foundation of social and emotional skills while also building entrepreneurial knowledge and a commitment to community service learning to our 7<sup>th</sup>-12<sup>th</sup> grade students at Caddo Hills School District. We plan to expand career pathway opportunities from five to ten occupational pathways offered on campus and partner with our community colleges to expand offerings depending on their career action plan.

Students in the 7<sup>th</sup> and 8<sup>th</sup> grades will begin by participating in learning activities that will focus on college, career, and life readiness. The focus will be on leading self, leading others, personal

effectiveness, and interpersonal effectiveness. A dedicated leadership period will be implemented within these grades to allow students to be guided through lessons and activities that will build this foundation. Students will also begin utilizing Career Action Plan (CAP) assessment tools to help them develop an understanding of interests and available career paths in our community, region, state, and world. Students will work with a CAP Advisor to share progress and communicate results with families.

Students in 9<sup>th</sup> grade will enter a freshman academy dedicated to developing the students Career Action Plan that will utilize data from the previous year's assessment tools. Students will begin exploratory classes to develop a foundational knowledge in a specific career pathway. Students will have the ability to enter and exit their desired career pathways throughout their educational career. The Career Action Plan is in alignment with the requirements outlined in Act 930 of 2017.

Students in grades 10-12 will complete their chosen career pathways by completing courses in sequential order that builds their working knowledge of the career field and opportunities within our local, regional, state, and global workforce. Students and families will continue working with CAP advisors to evaluate individual student progress through the Academy with scheduled CAP reviews. By the 12<sup>th</sup> grade, students will be required to complete either a Career Capstone Activity within their chosen path or participate in a work-based learning activity within our local or regional community.

Attention throughout all grades will be given to employability skills, social/emotional intelligence, and community awareness. The use of a Positive Behavior Intervention System will support this work moving forward and enable staff and administration to target behaviors that are trending in both a positive and negative way. Community service learning projects, by grade level, will be completed each year of the charter to provide students with opportunities to apply and serve our community. This is in alignment with Act 930 of 2017 and supports every student having a student success plan.

**6. Describe a plan for school improvement that addresses how the conversion charter school will improve student learning and meet the state educational goals.**

Continuous school improvement will be a focus for the Caddo Academy. Grade level and content specific teams will work together to identify struggling students in both academics and social settings. These teams will use data to help drive decisions as approaches will shift based on need.

Caddo Academy will utilize state assessment data to identify gaps and educational needs for every learner. Grade level and content specific teams will be organized in professional learning communities to monitor and evaluate progress of students by cohort. Response to Intervention teams will work with critically low performing students to address challenges and support students.

School improvement plan meetings will be conducted each semester to set targets and measure completion of goals. Members of the administration, staff, students, and families of the school community will provide input and review of the school improvement plan. Members of the team will help steer the improvement process and help ensure that the school is meeting the needs of all learners through continuous improvement.

Students will be guided through their personal education journeys with an expectation to become Life Ready. A team approach including the student, family, school staff, leaders, and community partners

will ensure students have the tools and resources necessary to develop, progress, and exceed their personal Student Success Plans. A career coach will be utilized to coordinate activities with leadership and community members who will not only support the academic progress of our students, but also the completion of post-graduation activities including college, career, or military service.

Mental health services will also play a vital role in the school improvement process. Caddo Academy will utilize the services of the Caddo Hills School District mental health providers to increase and expand services and options for students identified as in need by school staff, community referrals, or self-referrals. This, along with a PBIS, will equip staff, students, and families with resources, training, and systems that will ensure that each student is provided the necessary supports for their individual success. The implementation of a social-emotional learning curriculum and programming along with the PBIS will ensure that we not only support the academic deficiencies our students struggle with, but also the emotional and sociological issues that face our students and community.

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

Caddo Academy will develop a team of licensed personnel and parents to develop and implement the School Improvement Plan. Licensed personnel will meet quarterly to review data and develop and review the plan of continuous improvement. Parents will be provided with two collaborative meetings to review the plan and make suggestions. A survey will also be distributed to parents each semester outlining the current plan and seeking input. The feedback provided by parents will be considered while reviewing the School Improvement Plan and revising it to make improvements on behalf of the students and school community.

**8. Describe how the concerns of licensed employees and parents of students enrolled in the conversion charter school will be solicited and addressed in evaluating the effectiveness of the improvement plan.**

Caddo Academy will seek continual feedback on operation, programming, and performance from licensed students, staff, parents, and community partners. This will happen during several meetings planned for each collaborative team mentioned above. We will also utilize an online form available for any member of the collaborative team to submit feedback. The submissions will be collected and analyzed by the administration into categories that will be presented during the collaborative team meetings with action steps of how the feedback was processed and utilized.

**9. Establish performance criteria that will be used to measure the school’s progress in improving student learning and meeting or exceeding the state educational goals. The mission of the school should be reflected in the performance criteria.**

Goal	Measuring Instrument
80% of students will actively participate in a club or organization related to their career/interests.	Club/organization rosters by January 15 of each academic year
Decrease student discipline referrals by 6% each academic year	E-School reporting and Live School

of the Charter.	PBIS each quarter
96% of students will be led through a Career Action Plan by a cohort of stakeholders including educators, family, and industry partners.	Xello career advisement reports and locally created career action plans
60% of students will miss <6 unexcused days in year one. That percentage will be increased by 5% each year for a total of five years reaching a goal of 80% of students.	E-School Attendance Data
Increase student performance over the initial five years to meet or exceed the state average in literacy, math, and science.	ACT Aspire Summative Assessment data
Improve the graduation rate to meet or exceed the state average within five years.	Graduation data from DESE.
Improve the graduation rate to meet or exceed the state average within five years.	Graduation rate data provided by DESE.

## CURRICULUM

**10. Will the school provide the required courses as outlined in the Standards for Accreditation and the 38 Required High School Course Offerings? If not, explain what changes will be made. What additional electives will be offered?**

Caddo Academy will provide the required courses as outlined in the Standards for Accreditation and the 38 Required High School Courses Offerings. The Academy will also go above and beyond those courses to offer ten career and technical program pathways on campus, as well as, additional program pathways through our community college partnerships. We will also provide courses through Virtual Arkansas and dual enrollment opportunities through the University of Arkansas Rich Mountain.

The ten career and technical pathways have been identified as high wage, high demand occupational career paths in our local and regional communities. They include: Agriculture CASE Animal Science, CASE Power, Structures, & Tools; Business, Marketing, & Technology, Marketing Business Enterprise, Hospitality & Tourism; Family & Consumer Sciences, Food Production & Management; STEM Project Lead the Way: Aerospace Engineering, Project Lead the Way: Computer Integrated Manufacturing, Mobile Applications Development- Computer Science; Trade & Industry, Audio/Visual Technology & Film and Graphic Design.

The Leader in Me has been identified as the most viable curriculum that has a record of efficacy in regard to social and emotional learning. As mentioned previously, social and emotional learning will play a vital role in the Caddo Academy. Research suggests that students need basic skills in regard to emotional intelligence to grow and develop within any career pathway or field of study. Employability

skills are transferable across any of the 16 career clusters and will ensure students are Life Ready. Instead of focusing on academic measures alone, Leader in Me embodies a holistic approach to education, redefining how Caddo Academy will measure success. This approach will empower educators with effective practices and tools to teach leadership to every student, create a culture of student empowerment, and align systems to drive results in academics. Students will begin the Leader in Me curriculum in the 7<sup>th</sup> grade during a dedicated leadership period that will double as RTI.

**11. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Academic Standards?**

Caddo Academy will utilize research based instructional methods and curriculum that supports the Arkansas Academic Standards. Teachers and administration will work with DeQueen-Mena Educational Service Cooperative staff and members of professional development organizations to support the development of materials and best practices to support learning and teaching. All staff will be placed in PLCs to review, support, expand, and develop curriculum materials and pedagogical practices within the Caddo Academy. We will focus on vertical alignment to ensure that content is appropriately developed and delivered with a focus that engages the learner.

## **STUDENT SERVICES**

**12. Describe how the school will provide guidance and counseling services for all students.**

Currently, one full time counselor serves students in grades 7-12. Caddo Academy will maintain the use of one full time counselor and increase access and service opportunities to students through a partnership with a community based mental health provider. This partnership will support the social and emotional learning environment we will create at the Caddo Academy. Additionally, grants through the Division of Career and Technical Education office will be sought to fund a career coach position to support Caddo Academy. This role will provide additional counseling supports through the Career Action Planning process, as well as, another layer of support to individual students through their student success plan to ensure they are meeting the goals of the Caddo Academy.

Caddo Academy will comply with Act 190 of 2019. We continue to implement and revise the comprehensive counseling plan.

**13. Describe how the school will provide library media services for all students.**

Students at Caddo Academy will be served and continue to have access to the media center located in the current high school building. Additional programming will be developed, such as online career exploration software, online guest speaker resources to support career interests and exploration of career pathways within the media center and online media services.

**14. Describe how the school will provide special education services for all students.**

All students with Individual Education Plans (IEP) and 504 Plans will be provided services outlined in

their individualized plans. Certified teachers will work with students individually, in small groups, and indirectly, as stated in their IEP and 504 Plans. Students receiving special education services will continue to take state mandated assessments and be provided with accommodations specified in their IEP. The Caddo Hills School District will comply with all state and federal special education and 504 regulations. Current services are in compliance with all state and federal requirements and will continue with the charter status.

Additional transitional services will be implemented to ensure that every student is provided with career planning services, as well as, meeting their individual needs to become Life Ready. Partnerships with local and regional agencies, boards, and organizations will be utilized to create opportunities for additional supports outside of the Caddo Academy. The district will provide transportation services and all staff members will be fully licensed for their role. The district will provide transportation services and all staff members will be fully licensed for their role.

**15. Describe how the school will provide dyslexia screening and services for all students.**

The current dyslexia protocols will continue into the proposed charter. Students will be served by a qualified dyslexia interventionist if, after screening, it is determined that the student displays tendencies of dyslexia.

Caddo Hills School District complies with the state requirements for dyslexia screening by screening all K-2 students for the required components (Phonological and Phonemic Awareness, Alphabet Knowledge, Sound Symbol Recognition, Decoding Skills and Encoding) using screeners such as Istation and the Rapid Naming Screener. Also a student in grade three (3) or higher who has difficulty, as noted by a classroom teacher, will be screened. If these screeners show a student is at risk, a level I, or level II dyslexia screener will be used. If the level 1 or 2 screener indicates that a student has characteristics of dyslexia, the Response to Intervention (RTI) process shall be used. If dyslexia screening indicates characteristics of dyslexia exist, then the student shall be provided dyslexia intervention services with combinations of Phonics First, Heggerty, the Barton System and the Sonday System.

**16. Describe how the school will provide screening and instruction for English Language Learners.**

Using our current resources and programs of study, the Caddo Academy will continue to provide instruction and supports to English Language Learners to maximize academic success. Instruction will be individualized using their Career Action Plan to assist students and teachers in fulfillment of student and charter goals.

Caddo Academy will comply with the state requirements for screening with the Home Language Survey being conducted to best serve and assess English Learners.

Caddo Academy will comply with the state requirements for screening with the Home Language

Survey being conducted to best serve and assess English Learners.

**17. Describe how the school will address the needs of gifted and talented students.**

Utilizing students' Career Action Plan and personalized learning plan, the gifted and talented teacher will coordinate appropriate services for gifted and talented students. Multiple advanced placement courses and concurrent credit courses will be available to Caddo Academy students based on their personal family choice and data obtained through their Career Action Planning.

**18. Describe how food services will be provided for students.**

Caddo Academy will utilize the current facilities and operations of the Caddo Hills School District to provide food services to students at the Caddo Academy. All food and nutrition standards through the use of the food services will meet student nutritional standards.

## **SCHOOL GOVERNANCE AND OPERATIONS**

**19. Describe the student recruitment process and timeline that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school.**

The Caddo Academy will remain the only source of instruction for students in grades seven through twelve. Therefore, the school will enroll every eligible student who seeks admission, including students who enroll by legal transfer or school choice. The enrollment cap of 500 should provide ample room for all students seeking admission. If future growth nears the enrollment cap, Caddo Hills School District would petition the state charter authorizer for an increase in the enrollment cap. If the petition is denied, Caddo Hills SD will use a random, anonymous lottery to determine enrollment. Siblings of currently enrolled students would be given priority. Students enrolling under school choice or legal transfer would be accepted according to the statutory provisions that govern those areas. The Caddo Academy will remain the only source of instruction for students in grades nine through twelve. Therefore, the school will enroll every eligible student who seeks admission, including students who enroll by legal transfer or school choice. The enrollment cap of 500 should provide ample room for all students seeking admission. If future growth nears the enrollment cap, Caddo Hills School District would petition the state charter authorizer for an increase in the enrollment cap. If the petition is denied, Caddo Hills SD will use a random, anonymous lottery to determine enrollment. Siblings of currently enrolled students would be given priority. Students enrolling under school choice or legal transfer would be accepted according to the statutory provisions that govern those areas.

Caddo Hills School District participates in the School Choice process. Students and families will be provided with multiple opportunities to engage staff and administration of the Caddo Academy. Students and families will be provided with an overview of the academy model. Social media, local

news outlets, and community chamber of commerce's will be utilized to provide all members of our communities with information regarding this educational programming opportunity within the Caddo Hills School District.

**20. Describe the facility where the school will be located.**

The Caddo Academy will utilize the current facilities of Caddo Hills High School. The physical address of Caddo Hills School District is 2268 HWY 8 E. Norman, Arkansas. All current and future facilities of the Caddo Hills School District will be available to the Caddo Academy. All facilities are in compliance with ADA, IDEA and local zoning ordinances.

All facilities are in compliance with ADA, IDEA and local zoning ordinances.

## WAIVERS

Complete the following tables indicating all sections of Title 6 of the Arkansas Code Annotated, the Division of Elementary and Secondary Education rules, and the Standards for Accreditation of Arkansas Public Schools and School Districts from which the public charter school seeks to be exempted in order to meet the goals of the school.

<b>Waiver #1 Topic</b>	<b>Instructional Day</b>
<b>Arkansas Code Annotated</b>	6-16-102 Except (a)(5) and (b)).6-16-102
<b>Standard for Accreditation</b>	1-A 4.21-A.4.2
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	With a personalized learning plan to get every student Life Ready, Caddo Academy is requesting a waiver of the Instructional Day Requirements. With options for acceleration, enhancement, and/or enrichment that meet all curriculum requirements, instruction may be provided in less than thirty (30) hours per week.

<b>Waiver #2 Topic</b>	<b>Food Services</b>
<b>Arkansas Code Annotated</b>	<b>6-18-705</b>
<b>Standard for Accreditation</b>	<b>8.02.43-D.1</b>
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	Through planned incentive days and the utilization of our Career and Technical program of study, the Caddo Academy will provide students with food service alternatives and rewards that students would be able to consume going beyond the nine exempt food days.

<b>Waiver #3 Topic</b>	<b>Teacher Licensure</b>
<b>Arkansas Code Annotated</b>	<b>6-15-1004; 6-17-401; 6-17-902, 6-17-909, 6-17-309, 6-17-802 and Section 7 of DESE Rules Governing Teacher Licensure.6-15-1004; 6-17-401; 6-17-902, and 6-17-909</b>
<b>Standard for Accreditation</b>	<b>4-D.14-D.1</b>
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	The request of the waiver by CHSD to allow for employment of

	<p>professionals from the community possessing outstanding credentials and work history in the various areas of the Life Ready model, even if they do not possess a teaching license.</p> <p>Any individual hired as a result of this waiver will meet all other requirements, such as Arkansas Qualified Teacher and successful completion of criminal background. CHSD sees this as an enhancement to the relationship it has developed with business and industry partners as a result of the Life Ready model. These individuals will serve as partners with certified classroom teachers in the classes utilized.</p>
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<b>Waiver #4 Topic</b>	
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

<b>Waiver #5 Topic</b>	
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

<b>Waiver #6 Topic</b>	
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	

<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

<b>Waiver #7 Topic</b>	
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

<b>Waiver #8 Topic</b>	
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

<b>Waiver #9 Topic</b>	
<b>Arkansas Code Annotated</b>	
<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	

<b>Waiver #10 Topic</b>	
<b>Arkansas Code Annotated</b>	

<b>Standard for Accreditation</b>	
<b>ADE Rules</b>	
<b>Rationale for Waiver</b>	