



DIVISION OF ELEMENTARY & SECONDARY EDUCATION

2020 Open-Enrollment Public Charter School Application

Submission Deadline: Monday, June 1, 2020 at 5:00 p.m.

Applications will not be accepted after this time.



Westwind School for Performing Arts

Name of the Proposed Charter

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
501.683.5313**

Name of Primary Contact for the Application	Theresa Timmons
Address	P.O. Box 13328
City, Zip	Maumelle, AR 72113
Phone	501-891-1792
Email	theresa@timmonsarts.org

General Information

Westwind School of Performing Arts

Name of Proposed Charter School:

6-8

Grade Level(s) for the School:

150

Student Enrollment Cap:

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Grades to be Offered at the Charter	6-8	6-8	6-8	6-8	6-8
Enrollment Cap at the Charter	150	150	150	150	150

Timmons Arts Foundation

Name of Sponsoring Entity:

Other Charter Schools Sponsored by this Entity

School Name	Location	Year Established	Accreditation Status

The applicant is an “eligible entity” under the following category (check one):

A public institution of higher education;

A private nonsectarian institution of higher education;

Governmental entity; or

An organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax-exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without documentation showing that 501(c)(3) status has been applied for or received will not be reviewed.

Charter Site Address	7318 Windsong Drive
City	North Little Rock
Zip	72113
Date of Proposed Opening	August, 2021
Chief Operating Officer	Theresa Timmons
Title	Executive Director
Phone	501-891-1792
School district where charter will be located	Pulaski County Special School District
Population of District	12,000
List the district from which the charter school expects to draw students	Pulaski County Special School District, North Little Rock School District, Little Rock School District

1. Describe the geographical area to be served by the charter.

Westwind School of Performing Arts (Westwind) is in Pulaski County city limits in North Little Rock, Arkansas. The city, population approximately 66,126, is located northwest of Little Rock, bordering the opposite shore of the Arkansas River and is part of the Little Rock metropolitan area population 197,881. The surrounding neighbor, Maumelle City, is populated with approximately 18,1011. Within these geographical regions, there are approximately 52 elementary schools, 14 middle schools and 12 high schools.

Near Westwind Performing Arts School, is a public elementary school, a public middle school and high school. Westwind will provide students with an integrated arts education. This new approach to teaching students will meet the educational, social emotional, and life skill needs

of the students, specifically economically disadvantaged students in the districts surrounding Westwind: Pulaski County Special School District, North Little Rock and Little Rock. Total student population within each district is as follow:

District	Total Enrollment Within Each District ¹
Pulaski Special	11,863
North Little Rock	8,145
Little Rock	21,595
Total	41,603

1. Arkansas Department of Education Data Center - <https://adedata.arkansas.gov/ark12>

2. **Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.**

Identify any family or financial relationship which may exist between the individual and:

- (A) **Any other individual specifically identified by name in Section A of the application;**
- (B) **Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or**
- (C) **The owner(s) of the facilities to be used.**

Note: For the purpose of this prompt, an individual has a financial relationship with another individual or entity if he or she (1) receives compensation or benefits directly or indirectly from the entity or individual; (2) is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or (3) has a family member (spouse, sibling, parent or child, or the spouse employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

**Individuals Involved in the Organization or Design
of the Charter and/or the Application Process**

Name	Position	State of Residence	Family or Financial Relationships
Theresa Timmons	Executive Director	AR	N/A
Jennifer Conner	Designer	PA	Yes
Sheila Hayes	Designer	AR	N/A
Dr. Rhonda Henry-Tillman	Board of Directors Member	AR	N/A

- 3. For every individual identified above, identify any family or financial relationship which may exist between that individual or entity if he or she:**
- a. Receives compensation or benefits directly or indirectly from the entity or individual;**
 - b. Is an officer, director, partner, employee or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship or LLC; and/or**
 - c. Has a family member (spouse, sibling, parent, child or the spouse employee or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship or LLC.**

b. Jennifer Conner currently owns 50% of CNG Learning, LLC. CNG Learning will be contracted to modify their existing suite of educational products to meet the specific needs and context of Westwind.

4. Provide the mission statement of the proposed school.

The mission of Westwind is to transform the lives of students by awakening their creativity and inspiring them to engage in a rigorous innovative integrated curriculum, while connecting to a global performing arts community.

5. Explain how the mission statement was developed.

The mission statement for Westwind was developed by evaluating the needs of the schools and community to engage students in the core values of the Timmons Arts Foundation. The core values include to educate, enrich and empower children through the arts. The Timmons Arts Foundation collaborated with stakeholders in education and community partners to identify the specific needs of students in the arts.

Founded in December 2011, The Timmons Arts Foundation has been active in the community by providing support to various schools to enhance their art and music programs. These efforts were supported by supplying art supplies and providing instruments to Title 1 schools in the Southwest Little Rock area. In 2014, Timmons Arts Foundation created “Cultivating the Arts Youth Summer Camp”. The students selected were from lower socioeconomic backgrounds. For many of these 65 students this was their first introduction to the ARTS. Students went through an extensive four weeks of total art engagement in the areas of fashion design; vocal; visual art, dance, and drama, which increased their development in creative self-definition, physical activity and positive social action.

In the following year, Timmons Arts Foundation partnered with Arkansas Baptist College to answer the needs of the community. Forging community partnerships with Pulaski County Youth Services; First Security Bank; Simmons Bank; Steve Landers; Arkansas Art Council; Pepsico Foundation and local artists over 140 students were served at no cost. These camps are student driven with student voice, including student input from start to finish. The 4-week camp concludes with a final production, showcasing their artistic growth while exhibiting and reflecting on their knowledge and interest learned from the camp to family & friends. Many of these students from diverse areas and backgrounds have never seen any component of the arts to be a part of everyday life. To see these same children, beam with pride upon the completion of their hard work, is when you see how life changing the integration of arts can truly be. Over the years, the interest grew, therefore exceeding capacity each year. The “Cultivating the Arts camp” is now entering its 7th year and has a wait list of campers excited about participation in the camp.

In 2016, Timmons Arts Foundation formed a partnership with Tendaji CDC to expand and reach more students in the community. Through this partnership, Timmons Arts Foundation, provided arts enrichment courses to the afterschool program, ‘Program IMPACT’. Now entering our fifth-year partnership, the Timmons Arts Foundation has provided arts enrichment for Tendaji’s Program IMPACT afterschool and summer programming serving

over 1200 students to date. In 2018, Tendaji Program IMPACT was nominated and selected by the C.S. Mott Foundation as one of 15 pilot programs to implement innovative curricula developed in a partnership between Foundation, Inc. and Jazz at Lincoln Center. During this one-year pilot, Timmons Arts Foundation instructors facilitated instruction in jazz history, dance, instruments, rhythm, etc. In 2020, students participating in the Pilot were selected to perform on a national platform at the Beyond School Hours conference in Orlando, Florida.

Additionally, in 2018, The Timmons Arts Foundation Choir was formed, performing at special events such as The Arkansas Black Hall of Fame, the Martin Luther King Jr. Celebration, Juneteenth, and most recently performing with the legendary Mississippi Mass Choir.

Through the arts, Westwind will provide the opportunity for students to connect with their culture, in addition to exposure to cultures around the world. This experience is a necessity as it presents the opportunity for students to learn the life skill of appropriately engaging in diverse positive interactions throughout life and expanding their worldview. Global, technological, and art innovation requires our students to become well versed in order to become substantial future leaders.

6. Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

- Acquire skills and knowledge in English Language Arts, Mathematics, Science and Social Studies through the lens of art.
- Transparent data, owned predominantly by students, guides all decisions as staff and students seek to increase knowledge, skills and an appreciation of the arts.
- Explicit instruction and application of Executive Function Skills and Social-emotional skills, which naturally occur in the performance arts, will be interwoven into all aspects of the school.
- Reflection and feedback, critical for actions growth and mastery of student self-agency, will be leveraged to track and highlight the creative process.
- Cultivate a network of community partners and establish opportunities for learning that extend beyond the brick and mortar classroom setting around the competencies of performance arts, fashion design & merchandising, and fine arts.

7. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Westwind will establish a partnership with the National Network of Partnership Schools (NNPS), affiliated with John Hopkins University.

The following information will be adopted based on our partnership:

We believe that a strong partnership between our school, parents, students, and community is critical to our students' academic achievement and overall performance.

We will support all students' performance and work towards closing the achievement gap by providing a standards-based core curriculum infused with per essentials delivered by qualified teachers using research based instructional strategies.

In order to meet the intellectual, social, career and developmental needs of students, we will identify and address any potential barriers to learning in our school by partnering with our parents and community stakeholders. To support an effective partnership between our school and the families of our students, we will implement a research-based school family and community partnership model provided through the National Network for Partnership Schools (NNPS). The following six (6) primary keys will be implemented to assist in creating successful partnerships:

Parenting – Activities designed to help families understand young adolescent development, acquire developmentally appropriate parenting skills, set home conditions to support learning at each grade level. Will provide quarterly parental workshops that will provide them with tools that they are comfortable and informed with.

Communicating – Activities focused on providing an effective method of keeping parents informed of school programs and student progress. Will create a Parent and Teacher (PAT) committee that will host a monthly meeting to inform parents of upcoming events and ways to stay engaged with their students. Parents will have opportunities to host various fundraisers, school events and other community events. Families will be notified of all events prior to, via email, monthly newsletters, and website.

Volunteering – Activities which incorporate strategies for improving volunteer recruiting, training, and scheduling. Parents will have the opportunity to volunteer with performances during the school year. Will encourage/challenge parents to volunteer at least ten hours throughout the school year.

Learning at Home – Activities allowing coordination of schoolwork with work at home (e.g., goal setting, interactive homework). Will provide adequate technology to ensure that instruction continues seamlessly in the event that virtual instruction is needed(laptops).

Decision Making – Activities are designed to solicit the voice of parents in decisions about school policies and practices. By creating a PAT committee, will allow the parents and teachers to have open communication and better understanding of one another. We will be able to receive feedback on past and future events.

Collaborating with the Community – Coordinate resources and services for the families, students, and the school. Provide services to the community. Will create collaborative

partnerships with local organizations to help provide extended services (Program IMPACT afterschool).

Westwind Parent and Family Engagement Plan recognizes that communication between home and school promotes instruction, increases understanding, and is meaningful. Westwind School of Performing Arts supports the development, implementation, and regular evaluation of its Parent and Family Engagement Program to involve parents in the decision practices of the Westwind School of Performing Arts. The principal has designated one certified staff member to serve as a parent facilitator. The parent facilitator organizes meaningful training for staff and parents to help promote and encourage a welcoming atmosphere for parent and family engagement at Westwind School of Performing Arts.

8. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school.

A public hearing was held on May 24, 2020 at 3:00 pm. Due to Covid-19 and the social distancing guidelines, the meeting was held via Zoom and Google Meet. 18 people attended the virtual meeting.

The meeting was presided over by Theresa Timmons, Executive Director of the Timmons Arts Foundation (sponsoring entity). During the presentation, the audience was informed of Open Enrollment Charter Schools and the interest and purpose of Timmons Arts Foundation potential approval. History of the sponsoring entity was provided to communicate the organization's experience in working in the community, for the community and children in the arts.

The Westwind School of Performing Arts mission statement was introduced and discussed. Guests were also provided an academic overview discussing the arts integrated approach the school will take and the performing and fine arts classes offered.

Pictures and descriptions of the facility and campus were provided along with school amenities.

The importance of parental and community involvement was discussed, as well as information on advisory and parent/teacher committees. The open enrollment process for the school was briefly discussed.

The proposed charter school was well received. Questions on collaboration, how the community can get involved, and the facility were raised and answered.

9. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and

community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:

- a. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.**
- b. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.**
- c. Explain how and to what extent the school's leadership will be accountable to parents.**
- d. Describe the plan for providing school board members with continuous professional development.**

Westwind School of Performing Arts governing structure is designed to support the mission of the school while creating strong connections to the community who are committed to ensuring students are provided a well-rounded educational experience. The School will be governed by a Board of Directors. The Board of Directors will consist of no more than 9 and no less than 5 members.

The Executive Director will report directly to the Board of Directors. The school will be administered by the Principal who will report to the Executive Director.

- A. The Board of Directors will be responsible for overseeing the financial condition of the school, ensuring that it remains a financially viable entity through the receipt of monthly updates and approval of the annual budget. The Board of Directors will also provide an annual audit by a qualified CPA.

Additionally, the Board of Directors will ensure that the school meets all state and federal regulatory requirements applied to public charter schools in the State of Arkansas. This will include oversight of the grievance process.

The Principal and Executive Director will work collaboratively to make decisions as it pertains to purchasing, staff employment (hiring and firing of staff), student discipline, and evaluation of potential employees to identify the candidates best prepared to meet the educational needs of the students. The Principal will oversee the day to day operations of the school, leading the faculty in the education of its students. The Board of Directors will have the final decision-making authority of the hiring and firing of the Executive Director.

- B. Board Members are volunteers from the community serving a term period of 3 years, after which members can apply for re-appointment for additional terms. The Executive Officers will include a President, Vice President, Secretary and Treasurer and officers elected in accordance with the established by-laws.

Potential Board Members will be added upon vacancy through a nomination, application and election process. At its inception, all potential board members will complete an interest application. Availability of the application will be announced via the Westwind website, social media and local media. This will ensure opportunity for all community members to engage with the Board.

- C. The School Advisory Committee will be composed of community stakeholders and parents. One member of the committee will be invited to participate as a non-voting member of the Board of Directors. Space and time at each Board meeting will be held in reserve for the committee member to share updates, requests and raise potential issues. The committee will be responsible for coordinating and hosting Family Events within the school and will be invited to attend professional development training when appropriate. Additionally, they will support outreach, recruitment and retention efforts.

School Leadership will work in tandem with the Board of Directors to develop a Board Professional Development Plan. The plan will address key areas necessary for effective oversight of the school. The amount of professional development to be provided annually will be in accordance with required amounts and will occur in a variety of methods, such as in-person workshops and online training modules. Arkansas Public School Resource Center will be leveraged as a resource.

10. Explain the educational need for the charter in the geographical area to be served by the charter. Be certain to include quantitative data related to academic achievement and the source(s) for information presented.

A need for innovative, differentiated instructional models exists in the geographic area surrounding Westwind's proposed location. The Arkansas Department of Education has recognized the need to ensure preparedness for post-secondary life by aligning its state-wide assessment, ACT Aspire, with the college entry exam the ACT. As such, it's imperative for students to earn scores which fall into the Ready or Exceed Expectations. Within the districts which Westwind proposes to draw, Pulaski Special School District, North Little Rock School District and Little Rock School District, an average 63.06% of 6th-8th grade students in ELA and 65.58% of 6th - 8th grade students in mathematics did not demonstrate Readiness or Exceeds Expectations on the 2019 ACT Aspire Assessment. For economically disadvantaged students in 6th to 8th grade, the numbers are far worse, 74.12% for English Language Arts and 76.78% for Mathematics.

2018-2019 English Language Arts - Students who's scored placed them in the Close or In Need of Support Category ¹						
School District	6th		7th		8th	
	All Students	Economically Disadvantaged	All Students	Economically Disadvantaged	All Students	Economically Disadvantaged
Pulaski Special	56.6%	66.79%	63.05%	74.23%	60.34%	69.55%
North Little Rock	57.95%	70.74%	68.95%	78.96%	65.21%	77.89%
Little Rock	65.81%	76.84%	66.28%	77.81%	63.34%	66.15%

2018-2019 Mathematics- Students who's scored placed them in the Close or In Need of Support Category ¹						
School District	6th		7th		8th	
	All Students	Economically Disadvantaged	All Students	Economically Disadvantaged	All Students	Economically Disadvantaged
Pulaski Special	54.81%	66.54%	64.34%	75.57%	67.77%	79.19
North Little Rock	61.35%	73.7%	72.34%	82%	72.55%	84.91%
Little Rock	63.98%	74.56%	66.96%	79.15%	66.15%	76.4%

When compared to similar data for the State of Arkansas, roughly 10% fewer students across these three districts are achieving a readiness for college. Data indicate a need for an innovative model which engages students in mastering core subjects and develops executive functions skills as a means of increasing post-secondary opportunities. Currently, the middle schools in the geographical area surrounding Westwind have a low school rating. Their discipline data reflects that there has not been a considerable decrease in the behavioral infractions that students receive.

Engaging in the arts will play a vital role in a student's success through academics and social emotional learning. Through the Westwind innovative program, students' lives will be transformed by awakening their creativity and inspiring them to engage in a rigorous innovative integrated curriculum.

1. Arkansas Department of Education Data Center - <https://adedata.arkansas.gov/ark12>

11. Describe the innovations that will distinguish the charter from other schools in the geographical area to be served by the charter. Consider noting if the innovations described are considered research-based best practices and/or if these innovations have been successful in other educational programs. The applicant may list as few or as many innovations as they deem appropriate for

their proposed charter.

Ninety-three percent of Americans agree that the arts are vital to providing a well-rounded education for children¹. Studies have shown learning in an arts integrated classroom positively impacts standardized test scores, student attendance, and student engagement². This is particularly true for African American and Hispanic-Americans students where a significant standardized score increase has been previously seen³. Research results are driven by the arts inherent capacity for developing the creative and critical thinking skills assessed by standardized assessments. The positive impacts are not limited to skills assessed by standardized assessments. Research has also shown positive effects on such Executive Functioning skills as reasoning abilities and organization which underpin a successful learning experience⁴. Integrating the arts into core curricula ensures an increased activation of the brain, and the more areas of the brain activated during learning, the stronger the learning.

Arts are necessary in a schools' curriculum, but lack of funding and an increased focus on test scores in public schools create an atmosphere in which implementing the arts is not a priority. Although public schools offer certain art courses, they are limited in their availability and advancement as students master art skills while they matriculate through school. Westwind seeks to fill this void by opening a true arts-integration school. As defined by The Kennedy Center's Changing Education Through the Arts (CETA) program, "Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both."⁵

Academic achievement through arts-integrated core academic subjects will be the key component of Westwind's instructional framework. Westwind will develop clear systems, curriculum frameworks which show teachers "the how" as well as "the what." As a true arts-integration school, students will meet dual learning objectives within each unit of study, referred to as ACTs. Each ACT will balance the need for both explicit and open-ended instruction, providing opportunities for students to apply creative processes to exploring and understanding all disciplines. To that end, students will develop critical thinking and processing skills that will propel them forward as not just creatives in the arts, but citizens prepared for 21st century life.

This new approach to teaching students will meet the educational, social emotional, and life skill needs of the students in the geographic region. "In many disadvantaged urban areas, children and teens lack access to the kinds of rich and ongoing experiences with the arts that are available to young people from higher income communities, both in school and outside of the classroom. Public schools (often working with nonprofits, government agencies and others) as well as afterschool and summer programs all have a role to play in ensuring that high-quality arts education is available to all young people."⁵ This in combination with the barriers within low socioeconomic areas, and the traditional school learning environment, which does not cater to the variety of learning styles that students

need, place these students at a high risk for academic failure. An arts-integration curriculum does just that⁶.

Further, the community and arts-based partnerships Westwind will leverage, and continue to establish, will provide support for a form of Work-based Learning such as student productions and internships that will lead to student self-efficacy and awareness. Work-Based learning has the purpose of helping students to gain quality experiences in areas in the world of work. “It is believed that hands-on workplace experience will provide students with opportunities to learn work-related skills and attitudes they could not otherwise acquire in a classroom.”⁷

While Westwind will be the first school-day setting for the Timmons Arts Foundation, it is not the Foundation’s first foray into education. Rather, it is a natural extension of an existing effective, flourishing arts performance program.

1. <https://nasaa-arts.org/wp-content/uploads/2017/06/IllinoisArtsatTheCore.pdf>
2. Appel, Morgan P. “Arts Integration across the Curriculum Leadership, v36 n2 p14-17 Nov-Dec 2006 <https://educationcloset.com/what-is-arts-integration-in-schools/>
3. Gullatt, David E. “Enhancing Student Learning through Arts Integration: Implications for the Profession.” *The High School Journal*, vol. 91, no. 4, 2008, pp. 12–25. *JSTOR*, www.jstor.org/stable/40364094. Accessed 25 May 2020.
 Nick Rabkin & Robin Redmond (2006) The Arts Make a Difference, *The Journal of Arts Management, Law, and Society*, 36:1, 25-32, DOI: 10.3200/JAML.36.1.25-32
 Ruppert, Sandra S. “Critical Evidence: How the Arts Benefit Student Achievement” National Assembly of State Arts Agencies, 2006.
<https://files.eric.ed.gov/fulltext/ED529766.pdf>
4. Wan, Y., Ludwig, M. J., & Boyle, A. (2018). Review of Evidence: Arts Education through the Lens of ESSA. *American Institutes for Research*.
5. <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-hot-tos/articles/collections/arts-integration-resources/what-is-arts-integration/>
6. VanTassel-Baska, J., & Wood, S. (2010). The integrated curriculum model (ICM). *Learning and individual differences*, 20(4), 345-357.
7. Stasz, C., & Brewer, D. J. (1998). Work-based learning: Student perspectives on quality and links to school. *Educational Evaluation and Policy Analysis*, 20(1), 31-46.

12. In the following table, list the goals of the charter. The goals should be measurable and related to the mission statement. For each goal, include the instrument for measuring performance and the date the goals will be assessed.

Performance Goal	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Students demonstrate grade-level skills in Reading.	ACT Aspire	20% increase of enrolled students will earn a score of Ready or higher each year.	Assessments are given every Spring.

Students demonstrate grade-level skills in Math.	ACT Aspire	20% increase of enrolled students will earn a score of Ready or higher each year.	Assessments are given every Spring.
Students operating below grade-level demonstrate 1.25 years' worth of academic growth in Reading and Math.	NWEA MAP Growth	75% of students who have attended Westwind for two or more years will exceed their MAP Growth Score.	Assessments are given each year during Fall, Winter and Spring.
Families will report an 85% overall satisfaction with the school and their student experience.	Parent Survey	85% of family members who complete the survey will report overall satisfaction.	Annually
Family members will engage in the school.	Family Sign-in Sheets	Two Family Events will be hosted each semester.	By Semester

13. Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Westwind will meet the needs of students utilizing the core subjects to introduce life skills and experience in the arts that will speak to the students' needs and learning preferences. Integration of the arts can provide students with opportunities to visually and physically interact with otherwise difficult concepts taught in standard core curriculum. Arts integration accelerates academic achievement through providing students with opportunities to explore critical thinking and problem-solving skills via creativity in the arts. Youth that have a regular weekly participation in the arts are four times more likely to be recognized for academic achievement¹. Westwind will increase our student's cognitive capacity through arts-integrated core courses and electives. The course offerings will allow students to explore their creativity and emotions while enhancing their academic success.

Our performance-based goals balance the need for objective measurements of both grade-level proficiency and academic growth. Targets for the ACT Aspire goal were set to inspire an achievement of 100% of students achieving or exceeding a score within the Ready category on the ACT by the conclusion of the initial 5-year charter. The NWEA Map Growth scores will allow staff to monitor the academic progress of students as the move from any category below Ready.

Additionally, Westwind youth will have fewer disciplinary infractions, higher test scores, and more expressive opportunities to increase brain function through immersion of the arts in their core curriculum.

1. https://www.americansforthearts.org/sites/default/files/Living%20the%20Arts%20Through%20Language%20and%20Learning%20%28November%20%2798%29_0.pdf

14. For elementary charter schools, provide a proposed daily schedule for all grade levels indicating the classes that will be provided for a one-week time period. For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Master Schedule					
*Day 1 - 4 Rotate					
	Day 1	Day 2	Wednesday	Day 3	Day 4
8:00 - 8:15	Advisory I	Advisory I	Advisory I	Advisory I	Advisory I
8:15 - 9:15	ELA	ELA	ELA	ELA	ELA
9:15 - 10:15	Soc St	Soc St	Soc St	Soc St	Soc St
10:15 - 11:15	Math	Math	Math	Math	Math
11:15 - 12:15	Science	Science	Science	Science	Science
12:17 - 12:47	Lunch	Lunch	Lunch	Lunch	Lunch
12:49 - 1:19	Advisory II	Advisory II	Shortened Advisory	Advisory II	Advisory II
1:21 - 2:06	Intervention	Intervention	1PM Dismissal	Intervention	Intervention
2:08 - 2:53	Electives Block*	Electives Block		Electives Block	Electives Block
2:55 - 3:40	Electives Block	Electives Block		Electives Block	Electives Block

Course Outline

The following is an outline of majority courses students will participate in by grade-level.

Core Courses				
Grade	English Language Arts - Reading and Writing	Mathematics	Science	Social Studies
6th	ELA - 6	Mathematics - 6	Science - 6	Social Studies - 6
7th	ELA - 7	Mathematics - 7	Science - 7	Social Studies - 7
8th	ELA - 8	Mathematics - 8	Science - 6	Arkansas History 7 - 8

For all elective courses which students will automatically be enrolled, an asterisk has been placed by the course name. The intent is to provide all students by the end of seventh grade with a semester course in keyboarding. Keyboarding will also be offered in eighth grade in case any student enters the school after seventh or somehow misses the course in sixth or seventh.

Elective Courses	
Grade 6	
Year-Long Courses	
Independent Learning	*Tools for Learning Grade 6
Physical Education & Health	*Physical Education & Health 6
Arts	*Music - 6
Arts	*Fine Arts - 6
Semester-Long Courses	
CTE	*AC Keyboarding 6
Additional Quarter-Long Courses to include Performing and Visual Arts	

Grade 7	
Year-Long Courses	
Independent Learning	*Tools for Learning Grade 7
Physical Education & Health	*Physical Education & Health 7
Semester-Long Courses	
CTE	*Career Development 7
CTE	*AC Keyboarding 7 & 8
Additional Quarter-Long Courses to include Performing and Visual Arts	

Grade 8	
Year-Long Courses	
Independent Learning	*Tools for Learning Grade 8

Physical Education & Health	*Physical Education & Health 8
Semester-Long Courses	
CTE	Introduction to Business and Marketing
CTE	*AC Keyboarding 7 & 8
Additional Quarter-Long Courses to include Performing and Visual Arts	

15. Provide a description of curriculum, programs, and instructional methods used to support core classes. The curriculum should be aligned with the Division of Elementary and Secondary Education curriculum standards.

The mission of Westwind is to awaken creativity and inspire rigorous academic study regardless of the student’s level of proficiency. To fulfill this mission, Westwind will integrate the arts into all aspects of instruction.

Overview of Grade Level Curriculum

The branded curriculum used to develop the ACTs and additional resources available to teachers are listed in the chart below.

Subject Area	Curricular Resources
Literacy	Wit & Wisdom Reading for Success Reading A-Z Words Their Way
Literacy Interventions	Wilson Language Training - Just Words Junior Great Books
Mathematics	Eureka Math Singapore Math
Mathematics Interventions	Eureka Digital Suite - past grade levels Saxon Math
Science	NGSS Design Badge Units FOSS Middle School Integrated Science
History	Library of Congress Core Knowledge History & Geography Units Fictional, age-appropriate novels Primary Document Compendiums

Across all subject areas	Institute for Arts Integration and STEAM Curriculum Educurious
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The Literacy Curricula were selected to ensure all five components of reading are addressed.

Unique Curricular and Instructional Strategies

Planning Unit Structure/Arts Integration

All core subjects will be divided into a series of units referred to as ACTs. Every ACT will consist of an arts-derived guiding question, a connection to a career in the arts, and an arts related work product.

Every ACT will consist of three phases: plan, rehearse and perform. During Plan, the students are introduced to the skills necessary to the unit. This phase will be at times both synchronous and asynchronous. In the next phase, students will collaborate in groups to apply the skills learned in Plan. This work is synchronous. Finally, students work independently in Perform to extend their learnings in manner more aligned to their personal interests. When in the Perform phase, students work asynchronously.

Cross-curricular Culminating Events

Students will engage in a final performance each year. They will use time set aside during their Tools for Learning class to apply skills and knowledge garnered throughout the year to develop, coordinate, rehearse and perform in an event designed as a celebration of artistic knowledge and ability. Each year students will determine the theme and constraints of the performance, with students participating in the ways that best demonstrate their learning - whether that be through writing a script, signing or lighting.

Lesson Planning

Teachers will work with the Curriculum Consultant to develop units of studies. They will also be required to submit weekly lesson plans showing how they connect the lessons with the units, how they differentiate based on learning styles and how they are altering activities and materials based on data analysis. Teachers will have access to strategic pacing guides designed to share a high-level overview of the units of study.

Grading

Unique to the curriculum, will be the limited number of items which qualify for a grade and the high number of items which qualify for feedback. The system encourages students to engage in the necessary action of making mistakes required in all learning without fear of a grade penalty. Through the units of study phases Plan and Rehearse, students can interact

with the content and skills and practice collaboration skills in a way that ultimately benefits their grades in the long run.

Additionally, it will be Westwind's policy that every student can resubmit a project after completing a revision, feedback and reflection process for a new grade within a given school year. The purpose is to establish a grading system which allows students to become reflective practitioners who understand learning sometimes needs to occur at its own pace. For a student who initially struggles with math or reading basics, will then have the opportunity to return and positively impact his earlier grades based once they have grown in the command of fundamentals.

Grading periods will follow a quarterly schedule, each encompassing 9 weeks. The number of ACTs completed within each period will vary.

Flexible Groupings

After completing the Plan phase of each ACT, staff will work with students to determine the most appropriate grouping requirement for the Rehearsal phase. Groupings can be defined as: (1) with my friends, (2) with students working on similar skills, (3) students with similar interests, (4) students working on different skills, (5) students with similar strengths, or (6) students with differing strengths. Beginning in grade 8, not all students will have to participate in a similar defined group. This process is intended to elevate the reality that humans can perform spectacularly under one set of circumstances while failing miserably in another. It is also an attempt to eliminate the often-developed social norm, some kids are smart, and some kids are not.

Google Classroom

All work will be given and submitted via Google Classroom, although students will have the flexibility in determining how much of any given assignment they complete on paper. This will not only allow students to access materials at a variety of times and locations and to leverage their classroom materials as a resource bank, but also means Westwind will maintain a perpetual state of readiness for both in-person and virtual learning.

Homework

Homework will be relegated to either work they need to complete to keep a project on-time, a self-identified skill or knowledge they need, or want, to develop, or be an experience they wish to have and academically reflect upon. For example, students may wish to explore the latest album of their favorite artist and complete a music critique. Or they may choose to read a book, or volunteer or keep a journal. Homework will be used as an additional opportunity for growth and connection of life experience with the real-world, an essential skill for all artists.

Staff Development

Staff Evaluation will adhere to Arkansas Department of Education guidelines. The dominant method will be The TESS Evaluation system. Supplementary this system, will be usage of the TNTP Core Teaching rubric to ensure a robust teacher coaching system.

The TESS Evaluation, which makes use of the Danielson Framework, provides a detailed and comprehensive evaluation of the specific acts a teacher takes to demonstrate proficiency. It will be administered in accordance with Arkansas Department of Education requirements.

The TNTP Core Teaching Rubric approaches teacher's evaluation from an alternative perspective, it evaluates the teacher effectiveness based on the cognitive thinking done by the student during an observation and by an analysis of completed student work. This streamlined rubric brings focus and coherence to classroom observations allowing for productive observations in as little as 15 minutes. The efficient and effective observation protocol makes weekly observations and coaching attainable with a school leader's schedule.

Using observation and coaching data compiled from the TESS Evaluation system and the TNTP Rubric, teachers will participate in a coaching cycle that matches Westwind calendar quarters. Each cycle will begin with an observation and debrief conversation where a 9-week goal is set in a collaborative conversation between the coach and the teacher. The coach will then develop a pathway to success, whereby each week the teacher makes one minor change to their practice. This approach results in significant long-term improvements to a teacher's practice without overwhelming the teacher.

Every Wednesday afternoon is allocated for teacher development. During this two-hour period teachers will exchange in internal professional development, topics and content to be determined through student data analysis and coaching data, external professional development, where teachers can meet with curriculum specialists from the branded curriculum, experts in the adopted social-emotional learning practices, and common planning time, or common planning. Additionally, data analysis sessions will occur every 4-6 weeks to assess RTI intervention data as well as after each round of NWEA and ACT Aspire Interim Assessments are administered.

School-wide Social-Emotional Learning - Embedded Practices

All school spaces will follow the same success operations model which will include opportunities of reflection and restoration. To ensure practices are guided by the most recent science, all staff will receive training in Restorative Practices on the International Institute for Restorative Practices Model as well as training in Trauma-informed School-based Practices.

To develop students' capacity to participate in and excel from this structure the success operations model will include:

Explicit instruction on cooperative skills which will be combined with purposeful practice opportunities and feedback. Based on research and curriculum by Johnson, Johnson & Holubec (www.co-operation.org), students will work through four levels of cooperative skills: Form, Function, Formulate, and Ferment.

Collaboration skills will be paired with Independent Thinker Skills. These are rooted in successful skills identified by Arthur Costa and Bena Kallick in their book, "Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success." Costa and Kallick identified a set of 16 problem solving, life related skills, necessary to effectively operate in a 21st century environment. The understanding and application of the skills develop students capable of working through real life situations with intentional strategies in order to gain a positive result.

RTI

Westwind will follow guidelines laid out by the Center on Response to Intervention at American Institute for Research. All decisions will be data-driven, and responses will include a multi-level system of support which includes screeners and progress monitoring. Data held on the school's Google LMS system will be reviewed, analyzed and discussed every 4-6 weeks to assess whether the student is demonstrating progress or if an alternative approach is needed.

Tier 1 - Core Curriculum, Behavior and Attendance

During the first weeks of every school year students will participate in a series of screener to establish baselines, potential differentiation requirements and needed interventions. A variety of screeners will be used to ensure the following are assessed: Dyslexia; Reading: phonemic awareness, phonics, vocabulary, fluency and reading comprehension; Mathematics: computation and reasoning; Science and Social Studies. Results of the screeners will be analyzed by staff and provide the first opportunity for students to engage in data-based reflective practices. Staff will determine whether intervention placement is necessary, and students will determine skills to develop in the Independent Learning Block.

Additionally, students will have two periods of advisory. The first period, which will be the first period of the day, will be a chance for students to take stock of their own emotions and physical needs for the day as well as arrange and prepare their day's To Do List. In 6th grade, students will use a paper-based system to keep track of their work. Each quarter they will explore different organizational ways. In 7th grade, they will use an electronic form, again explore various platforms and methods. Finally, in 8th grade they will self-select the version that worked the best. The second Advisory period will be used primarily for community-building and leadership development. An additional unique feature to the second

advisory will be its inclusion of The Neuroscience of Learning, where students will learn about learning.

The curriculum and systems outlined in the Unique Curricular and Instructional Strategies, Standards-based Curriculum, Overview of Grade Level Curriculum and Social-emotional Learning will serve as our Tier I supports. The assessments deemed as external evaluators will be used to determine the effectiveness of the core curriculum. Following the Center's guidelines, the core curriculum and behavioral supports will be deemed successful if 80% of students make at least one year's worth of growth each and every year.

Student progress on Rubric Pathways, NWEA Growth assessments, classroom work, discipline referrals, attendance and screeners will be assessed every 4-6 weeks. Students will join or leave Tier 2 interventions based on these analysis sessions.

Tier 2 - Interventions (3-6)

Tier 2 interventions will provide targeted instruction small group instruction using research-based best practices. Once screener results have been reviewed, students will be assigned to an Intervention group by need. Depending on the identified need, students may participate in short-term or year-long interventions. Groupings will be defined by those needing support in the five core areas of reading, mathematical computation and reasoning, behavior and attendance.

Teachers will have access to those interventions listed in the curricula section. After screener data has been analyzed the Curriculum Consultant will work with staff to determine if additional or different resources are needed.

Tier 3 - Interventions (1-2)

Tier 3 interventions will provide individualized instruction with a maximum student to teacher ratio of 3:1. Interventions used will again be research-based, but the exact interventions will be determined in response to specific individuals. The Team will review data from Tier 3 to determine if the referral process for special education is warranted.

16. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas academic standards as adopted and periodically revised, by the State Board of Education.

Ensuring a Standards-based Curriculum

Alignment Design Process

An external set of Pathway Rubrics, one for each discipline, will be applied to all formative, summative and cumulative work products through the year. Pathway Rubrics were designed in alignment with Common Standards, The College, Career and Civic Life Framework and

the Next Generation Science Standards. They outline the progress of academic skills between grades 1 and 12. These will be modified to ensure full alignment with Arkansas State Standards and provide a framework for all content development. This framework ensures that all ACTs meet or exceed Arkansas expectations.

In addition to each discipline having its own Pathway Rubric, work products such as presentations, plays, or essays will also have their own. The second outlines the progression of performance-based skills on set work products, such as a presentation or play.

In accordance with Act 930 and to meet all elements of Arkansas's Vision for Teaching and Learning, Westwind will develop a CTE pathway which will include courses starting in 8th grade and culminating in eighth. Along the pathway students will develop, implement and refine a Student Success Plan; it will be considered a living document. Students will draw upon their work in not just the CTE courses, but all their Tools for Learning, Core Academic, and Art Elective course to identify: (1) areas of interest and areas of aptitude for career awareness and exploration, (2) skill and knowledge gaps and embark on a blend of independent and teacher-directed work to fill those gaps, (3) topics of personal interest for personal knowledge pursuits as a means of applying knowledge and skill gained. Students will be taught how to read and assess data, set and monitor goals, develop a plan to success, and celebrate through both accomplishment and struggle. Parents and families will be invited to participate in this process as well.

Use of Assessment

Criterion-Based State Assessments

In accordance with Arkansas law, Westwind will participate in its statewide program of educational assessment, ACT Aspire summative assessment. All grades, 6-8, will participate in English, reading, writing, math and science tests. ACT Aspire Interims will also be administered at least three times prior to the summative assessment.

Nationally Normed Assessments

Westwind will administer the MAP Growth assessment three times a year, Fall, Winter and Spring. The assessment is nationally normed.

Internal Standards-Based Assessments

All courses will align with multiple Pathway Rubrics. Pathway Rubrics provide an intentional way for teachers and students to track their progress and achievements while focusing on next steps. Both teachers and students can see the trajectory and connection between yesterday's, today's and tomorrow's work. To achieve a set level, the student must demonstrate mastery and understanding.

The educational program and student achievement will be assessed continuously on multiple levels: (1) External Evaluation, (2) School-Wide, and (3) Within Classroom.

External Evaluation

The ACT Aspire and the NWEA Growth assessment tools will serve as an external evaluation of Westwind's instructional framework.

School-Wide

Data collected from Pathway Rubrics and progress monitoring tools used during the Intervention Block will be used to ensure selected instructional methods are effective, identify areas for adjustment and reteaching, and highlight students who may require additional levels of support. Additionally, these data sets will allow teachers to determine appropriate entry points and scaffolding for students currently operating below-grade level but who need to perform on grade-level to demonstrate mastery.

With Classroom

Every teacher will have a set system for collecting and analyzing data on a daily and weekly basis. The system will be rooted in a combination of curriculum-based assessments, developed by the teacher or the Curriculum and Instruction Consultant, and external assessments, such as the History Assessments of Thinking (HATs) developed by Stanford History Education Group for example.

Data will be collected and maintained through Westwind's Google Learning Management System (LMS). This will allow immediate and consistent access to all data gathered on individual students, groups of students, grades and the entire student body. The LMS will allow Westwind to measure student achievement and mastery on an ongoing basis and greatly increase the ability of leadership to provide targeted support.

Timeline for Alignment

September 2020	Contract Curriculum Consultant to begin curriculum development and existing education product modifications.
December 2020	Finalize all Rubric Pathways and course outlines.
February 2021	Draft teacher onboarding, forms and template outlines. Draft student onboarding, forms and other template outlines.
April 2021	Draft teacher onboarding, forms and template materials. Draft student onboarding, forms and other template materials.
June 2021	Finalize teacher onboarding, forms and template materials. Finalize student onboarding, forms and other template materials.
July 2021	Develop and finalize all handbook items related to curriculum and instruction.

The timelines for curriculum development will ensure curriculum is developed, reviewed and finalized well before teacher orientation. During orientation, teachers will become familiar with the internal curriculum, frameworks, and instructional methodology. Teachers will also learn and practice writing lessons plans and adjusting instruction based on data.

To ensure alignment is continual throughout the year, Westwind leadership will monitor implementation through weekly classroom observation and data analysis sessions.

17. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

a) Guidance program

The school will request a waiver on employing a certified guidance counselor. The school would like to have the ability to integrate social emotional learning throughout its entire curriculum and leverage a higher ratio of instruction staff, including artists, to students. Westwind will seek partnerships to ensure a seamless referral system is in place for any student requiring services beyond the capacity of staff.

b) Health services

The school is requesting a waiver in the area of hiring a licensed registered nurse. The school plans to partner with UAMS who will provide a RN two days a week, to administer health services to students, review health records and consult with certified staff to ensure the students daily health care needs are managed.

c) Media center

A Media Center Waiver will be requested. The school will have access to Chromebooks to leverage programs such as MyOn Read or Lexia for example. The school will partner with AR Kids Read and the public library to ensure access to literary and media-related material. Additionally, all core teachers will participate in professional development to

develop an ability to implement Arkansas Department of Education standards with the core curriculum. The curricula itself will provide opportunities for students to learn and apply library media practices.

d) Special education, including appropriate state assessments for special education students

Westwind School of Performing Art will comply with state and federal guidelines as it pertains to Special Education and Individuals with Disabilities in Education (IDEA). The school will employ at least one certified SPED teacher to provide the services. Related services will be outsourced.

e) Dyslexia Services

Westwind will have an Interventionist trained in Dyslexia to provide quality, evidence-based dyslexia intervention and services. The following data will be reviewed to assign groups:

Previous and new data from:

- DIBELS
- ACT Aspire
- Previous reading data

Westwind Dyslexia Interventionist and ELA Teachers will review Dyslexia Programs.

f) Transportation

At this time, we will collaborate with city bus services to provide bus passes for the students.

g) Alternative education

The school is requesting a waiver due to the size of the school and unique model. The school will develop partnerships to ensure full support of students.

h) English Language Learner (ELL) instruction including appropriate state assessments for ELL students

All ELL standard assessments will be completed to determine what services are needed. Interventions will provide services and complete the required assessment to address the need.

i) Gifted and Talented Program

The school offers a challenging rigorous curriculum that meets each students' individual learning styles. In addition, collaboration with additional educational entities is offered for students that display that they have excelled in the core curriculum set by Westwind.

18. Describe the enrollment criteria and recruitment processes that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school. Please note any specific steps that will be taken to recruit students from educationally disadvantaged subpopulations (i.e. students who qualify for free or reduced lunch prices, students with disabilities, and English language learners).

Westwind School of Performing Arts will ensure citizens of Pulaski County and the three districts from which the school will pull will have equal opportunity to learn about and apply to the school through an intentionally developed recruitment plan. The school will utilize The Design Group Marketing Firm to develop a marketing campaign which will include:

- Community Meetings
- Radio and Newspaper ads
- School website
- Social Media ads
- Community Expos and Fairs
- Television appearances and commercials
- Mail outs to include enrollment information
- Public Service Announcements

Westwind will recruit in accordance with federal laws and will not discriminate against students based on race, gender, disability, aptitude, national origin, ethnicity, or religion. Upon approval of the school, Westwind will collaborate with community partners and organizations to assist in recruitment. Marketing material for recruitment will be communicated in English and Spanish to connect with Arkansas’ growing Hispanic community.

The school will also focus its efforts on marketing to underrepresented populations with community postings and meetings in the targeted areas where parents are able to enroll students on sight.

19. Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school. If box 1 and/or 2 are checked, explain the policy.

- Children of founding members of the charter

- Siblings of enrolled students

- No enrollment preferences

Siblings of students enrolled in the school as well as children of founding members of the charter will be automatically accepted to accommodate the needs of families.

20. If the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

A weighted lottery is not required by federal court or administrative order.

21. It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Ark Code Annotated §6-23-306(14)©.

Yes

No

22. Describe procedures for conducting the annual single lottery enrollment process, including the timeline for enrolling, the date of the lottery, and the way in which students will be placed on waiting lists, and the process for notifying parents about each child's selection or order on the waiting list. Explain how the charter will ensure that the lottery process is transparent to the public.

If necessary, a lottery to determine which applicants will be accepted to Westwind will be held and conducted by a third party. Westwind will host the live lottery from the Timmons Arts Foundation and will be streamed live.

The lottery will be anonymous and random. Each student will be assigned a number, and the numbers will be selected electronically by a random number generator. After 80% of the seats (openings) have been filled, the lottery will stop. Siblings of those selected in the first 80% will be added, as well as children of Westwind employees and founding members. (*Siblings* is defined as students who share one or both parent(s), guardian(s), or custodian(s).) The remainder of the openings will be selected by the random number generator until a total of 150 students have been selected. Any students not chosen will be placed on a waiting list according to the time stamps on their applications.

Following the lottery, the selected applicants will be notified within one week. The results of the lottery will be posted on the Westwind website. A representative from Westwind will make up to three attempts to notify the applicants' parents and receive confirmation of their acceptance. After one week with no confirmation, the seat of the selected applicant will become available to the next student on the waiting list. As seats become available, students on the waiting list will be notified and given the option to enroll.

23. Explain how students leaving the charter during the school year will impact students on the waiting list. Please note that student enrollment must be continuous.

Students will be added to the roster as slots become available.

If a student withdraws from the Charter during the school year, Westwind feels this impact because they have lost a vital student in pursuing future opportunities. It is the responsibility of the Administration/Executive Director to meet with the family to discuss the reason for the withdrawal. This is important, in that it determines, and drives change and improves the overall instruction, leadership, and effectiveness of the Charter.

For those students who are on the waitlist, the process of contacting the families is very precise. School officials will notify the next prospective student listed on the waitlist for possible enrollment. If the student accepts, the enrollment process begins by completing a required application with the required documents. If the student declines, the school will continue down the waitlist until the enrollment of a student has occurred.

24. Name any founders or board members of the proposed charter's sponsoring entity, management company staff, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement template for each individual listed.

At the time of application development, no known involvement by any member of the charter's sponsoring entity or proposed charter leaders have had prior involvement in the operation of one or more other charter schools.

25. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities. Be sure to specify the types of financial decisions and/or actions to be made at the local level, the board level, and, if applicable, the charter management organization level.

The key personnel required to carry out business duties for the school will be the Executive Director. The Executive Director will work in tandem with the principal to verify the school's finances and approve purchases. Upon approval of purchases, invoices will be submitted to the outsourced bookkeeper for payout.

The Board of Directors will receive monthly reports to include:

- Beginning and Ending Balances
- Monthly revenue and expenses
- Monthly check registers report

The Executive Director will ensure that the school follows all federal and state bidding requirements.

26. Describe the process by which the school governance will adopt an annual budget.

Each year, school funding is reviewed at the beginning and ending balance to determine the budget needs. Some funds are allowed as carry over. The School Board in conjunction with the Executive Director review the annual budget for approval by Sept 30 of each year. The School Board is provided with an extensive budget that outlines the staffing needs, resources, and curriculum needs for the current school year. Once the Board reviews and approves the budget, it is submitted to the ADE with timeliness and proficiency. The budget is reviewed monthly at each Board Meeting to determine that expenditures are within the approved spending.

27. Describe the contingency plan if fewer students than necessary for financial viability enroll before the first day of school. Provide a detailed explanation of the ways in which the charter leaders will provide the education program outlined in the application to fewer students than determined necessary for financial viability or a date by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Division of Elementary and Secondary Education that the school will not open as anticipated.

Based on the demands of the community, as demonstrated by actual enrollment numbers, the school may exercise a level of flexibility in its grade configuration. For example, if the school has 65 6th graders enrolled and no 8th graders, the school would offer three sections of 6th grade and no sections of 8th grade. Additionally, the same flexibility would be applied to the number of sections available within each grade.

28. Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures. Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

The budget in Attachment 3 is for the fully enrolled school of 150 students. For the school to be financially viable, the school must enroll at least 108 students. The 108 student-number was determined by performing a break-even analysis utilizing the following steps:

- Categorize each source of revenue as either fixed or variable,
- Categorize each expenditure as either fixed or variable,
- Review Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts and the charter application and remove or reduce all expenditures not required by the Standards or deemed a program priority per the application,
- Calculate the contribution margin per student by subtracting variable expenditure per student from the variable revenue per student,

- Calculate break-even point by subtracting fixed revenue from fixed cost (expenditures are legal under source of fund) and dividing the difference by the contribution margin per student.

The calculations were completed by Chris Bell of School Business Advisory Services. Mr. Bell is a certified public accountant, a chartered global management accountant and a certified general business manager with fourteen years of experience managing the finances of charter schools in Arkansas.

29. Summarize the job descriptions of the school director and other key personnel by completing the information fields below for each position. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, and support staff) of the program.

ADMINISTRATORS Executive Director	
Reports to	Board of Directors
Salary Range	60,000 – 65,000
Education Required	Master's degree
Certification Required	Non-Certified
Experience Required	1-3 years
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> • Management and Supervision of <ul style="list-style-type: none"> ○ Finances ○ Personnel ○ Charter Administrator/School Leadership ○ Facilitates and Maintenance

ADMINISTRATORS

Principal

Reports to	Executive Director
Salary Range	60,000 – 65,000
Education Required	Master of Education
Certification Required	Certified
Experience Required	1-3 years
Job Duties List up to 5 key duties	<ul style="list-style-type: none">● Management and Supervision of School-based<ul style="list-style-type: none">○ Finances○ Personnel○ School Leadership○ Facilitates and Maintenance

TEACHERS

Classroom, Special Education, Gifted and Talented, Instructional Facilitator,

Reports to	Principal
Salary Range	\$32,000 - \$37,000
Education Required	BS/MS
Certification Required	Both certified and non-certified; excluding Special Education teacher who will be certified
Experience Required	0-4 years
Job Duties List up to 5 key duties	<ul style="list-style-type: none">● Lesson plans● Classroom management● Data Management● Engage in Professional Development● Effectively communicate with peers, leaders, students and families

TEACHERS Elective	
Reports to	Principal
Salary Range	Hourly part-time - \$37,000
Education Required	Post-secondary, or relevant work experience
Certification Required	Non-certified
Experience Required	0-4 years
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> ● Lesson plans ● Classroom management ● Oversee various elements of student productions ● Engage in Professional Development ● Effectively communicate with peers, leaders, students and families

SUPPORT STAFF Secretary, Nurse, Bus Driver, etc.	
Reports to	Principal and Exec Director
Salary Range	Hourly part-time - \$34,000
Education Required	High School Diploma AA Degree
Certification Required	N/A
Experience Required	2-4 years
Job Duties List up to 5 key duties	<ul style="list-style-type: none"> ● Assist with student management ● Data Entry ● Maintenance of necessary paperwork ● Provide day-to-day support

30. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

An annual certified audit of the financial condition and transactions of Westwind as of June 30 each year will be prepared by a licensed certified public accountant in public practice in good standing with the Arkansas State Board of Public Accountancy; Lisa Stephens and Company, 715 Front St., P.O. Box 1978, Conway, AR 72033: 501-327-2834; Fax: 501-327-6663 is the preferred auditor. The audit will be prepared in accordance with auditing standards generally accepted in the United States and Government Auditing Standards issued by the Comptroller General of the United States, and will contain any other data as determined by the Arkansas Department of Education. The audit will be completed and filed by the auditor with the Arkansas Department of Education and the Arkansas Division of Legislative Audit within nine (9) months following the end of the fiscal year.

31. It is affirmed that the Arkansas Public School Computer Network (APSCN) Financial Management System, provided by the Division of Elementary and Secondary Education, shall be the original and official accounting systems of record for the public charter school as required by state law and the rules and regulations of the Division of Elementary and Secondary Education for all financial transaction records and reporting (including, but not limited to, payroll processing and wage and tax reporting to the IRS ATRS, DFA, etc., accounts payable, fixed assets, personnel budgeting, and budgeting). APSCN shall be used to record all private, as well as, local, state, and federal revenues and expenditures.

Yes

No

32. It is affirmed that the Arkansas Public School Computer Network (APSCN) Student Management System, provided by the Division of Elementary and Secondary Education, shall be the original and official student management system for the public charter school as required by state law and the rules and regulations of the Division of Elementary and Secondary Education for all

student management areas (including, but not limited to, systems administration, demographics, attendance, scheduling, report cards, discipline, medical, Cognos reporting, and Statewide Information System reporting).

Yes

No

33. Describe in general terms the area within the boundaries of the school district where the applicant intends to obtain a facility to be used for the open-enrollment public charter school.

The Proposed school, located at 7318 Windsong Drive, will be within the boundaries of North Little Rock in the Pulaski County School Special District.

34. If the facility to be used for the school has been identified and is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility has been identified and is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

The facility was previously used as a church as well as a performance arts venue. The facility is 36,000 sq. ft. and sits on 17 acres of land with a parking lot, pond and covered pick up and drop point. The facility currently has 8 classrooms, a state-of-the-art performance theater, bistro, auditorium, commercial kitchen, administrative offices, restrooms, collaborative learning spaces, and multipurpose rooms. Interior renovations are planned for the facility to meet all required codes.

35. If the facility to be used has been identified, list the owner(s) of the proposed facility and describe their relationship, if any, with: Members of the local board of the public school district where the proposed open-enrollment public charter school will be located, employees of the public school district where the proposed open-enrollment public charter school will be located, The eligible entity sponsoring the open-enrollment public charter school, or

Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

The facility is currently owned by Oasis Church. Oasis currently leases the facility to Team Summit, LLC. Team Summit, LLC is scheduled to purchase the building with a closing date of September 2020 (delayed due to COVID-19). The eligible entity will lease from Team Summit LLC.

36. The facility to be used will be in compliance 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 and local zoning ordinances.

Yes

No

37. If the facility to be used has been identified and 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 1,000 feet of the facility.

The facility currently meets these requirements. There are no alcohol sales within 1,000 feet of the facility.

38. Describe the manner in which the proposed charter school will make provisions for feeding the students. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs. Does the school intend to offer a self-operated food service program, vended or unitized meals, or contract with a caterer or food service management company?

Westwind will secure a Food Service Management Company to provide nutritious breakfasts and lunches for all students every day within the allotted budget. Westwind will use an approved record keeping system such as the FSS Reporting System and will employ a Child Nutrition Consultant to maintain all standards and assurances of meeting the required child nutrition guidelines.

Westwind intends to participate in the National School Lunch Program allowing students

who qualify for free or reduced meals to receive them. The budget assumes 70% of the students enrolled would qualify for free and reduced-priced meals as indicated in the calculation of NSLA funding and Title 1 funding. Students who do not qualify will be able to purchase lunch and breakfast.

39. If the proposed charter plans to participate in the National School Lunch, School Breakfast or Afterschool Snack program(s), describe how the school will ensure (1) families have access to the application for free and reduced price school meal benefits; (2) school meal applications (or other means of eligibility determinations) are approved accurately and within 10 days of receipt, (3) student's meal eligibility status is maintained as confidential information each time a meal is served (4) a meal count is taken at the point of service by eligibility category without identifying a student's eligibility status (cannot be a tray count) (5) menus planned meet the meal pattern requirements for the grades applicable, are acceptable to students, and meet all food safety standards (6) menus meet the requirements and are certified to receive the performance based reimbursement (extra 6 cents) within 2 months of the beginning of school the first year of operation and other federal requirements.

Westwind will apply for CEP approval in an effort to provide free meals to all our students. However, if Westwind does not meet requirements, Westwind will collaborate with Child Nutrition Consultant on outlining approved costs for each meal based on the approved meal applications.

Menus will be planned according to the USDA Federal Guidelines and Regulations. Students and their families will be given access to the eligibility requirements for completing the required applications. The status of each student's eligibility meal status will be maintained in a confidential, secured, location under the supervision and management of the Westwind's Child Nutrition Consultant.

The Child Nutrition Consultant will administer confidential meal counts using an approved record keeping system. The required monthly reimbursement documents will be completed with timeliness and efficiency and approved by the Executive Director.

40. Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

All employees, volunteers and board members will be expected to adhere to the Conflict of Interest Policy. If a conflict of interest is identified, the board will take the appropriate actions, which may include termination of contracts, employment or board resignation. The Board will adhere to the Ethical Guidelines and Prohibitions found in ADE rules governing family and financial relationships.

41. Explain how the success of the charter school will be ensured if changes in leadership and board composition occur.

The success of the charter will be ensured if changes in leadership occurs by the following:

Should a vacancy occur in board position because of death, resignation, or other, it shall be filled by the vote of the Board of Directors.

If there is a vacancy on the school level, new candidates will be interviewed by the Principal and Executive Director to ensure their qualifications and experience match the mission and model of the school. Employees who intend to resign will be asked to submit a letter of resignation so the school may have time to find, at minimum, a temporary replacement that fits the mission and model of the school. If the Principal is removed or leaves, the Executive Director will provide administrative guidance until such time a replacement is hired.

42. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

This desegregation analysis is in support of Westwind School of the Arts' (Westwind) request to be granted a charter for an open-enrollment public charter school to be located in an unincorporated area of Pulaski County within the boundaries of the Pulaski County Special School District. Pursuant to Ark. Code Ann. §6-23-106, Westwind is required to carefully review the potential impact its operations would have upon the efforts of Little Rock School District (LRSD), Pulaski County Special School District (PCSSD), North Little Rock School District (NLRSD), and Jacksonville North Pulaski School District (JNPSD) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Westwind will serve students in Grades 6-8 with a maximum enrollment cap of 150 students.

The Status of Pulaski County Desegregation Litigation

Westwind is providing this desegregation analysis in accordance with Ark. Code Ann. §6-23-106 to review the potential impact that its charter application would have upon the efforts of all four (4) of the Pulaski County school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, Westwind has substantiated that the LRSD and the NLRSD have been declared unitary in all respects of its school operations. The Pulaski County desegregation litigation was first filed in 1982. *Little Rock School District, et al v. Pulaski County Special School District, et al.*, Case No. 4:82:cv-00866-DPM. In 1989, the parties entered into a settlement agreement (the "1989 Settlement Agreement") under which the Arkansas Department of Education, the then-three (3) Pulaski County school districts, and the intervenors agreed to the terms of state funding for desegregation obligations.

LRSD successfully completed its desegregation efforts in 2007 and was declared fully unitary by the federal court in 2007. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed February 23, 2007. In 2010,

LRSD filed a motion to enforce the 1989 Settlement Agreement. The motion contended that operation of open-enrollment public charter schools within Pulaski County interfered with the “M-M Stipulation” and the “Magnet Stipulation.” On January 17, 2013, Judge D.P. Marshall Jr. denied LRSD’s motion, stating:

“The cumulative effect of open enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation.”

Little Rock School District v. Pulaski County Special School District, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed January 17, 2013. LRSD appealed to the Eighth Circuit Court of Appeals.

One (1) year later, on January 13, 2014, Judge Marshall approved a Settlement Agreement that included a provision stipulating to the voluntary dismissal with prejudice of LRSD’s pending appeal concerning the charter school issues. Considering LRSD’s unitary status and the parties’ 2014 Settlement Agreement, Premier’s requested charter renewal cannot interfere with the purposes of the Pulaski County desegregation litigation, which has been fully concluded as to LRSD. After the dismissal and the settlement agreement, the case was completely concluded for all purposes as to LRSD, and the federal court terminated all jurisdiction in the matter. Because of that, there is no possibility that Westwind’s charter application could impact LRSD’s unitary status. To be clear, Westwind’s charter application cannot impact LRSD’s unitary status because 1) there is no case in which LRSD’s unitary status could be an issue; 2) LRSD made a claim regarding operation of open-enrollment charter schools in federal court in 2010 and lost it; and 3) As a consequence of the 2014 Settlement Agreement, the LRSD released any claims it had concerning the charter school issues. On January 30, 2014, the Court also approved a stipulation among the parties that PCSSD is unitary in the areas of Assignment of Students and Advanced Placement, Gifted and Talented and Honors Programs. Based on the stipulation, the Court released PCSSD from supervision and monitoring in these areas. Thus, as of January 30, 2014, LRSD, NLRSD and PCSSD are unitary in the area of student assignments. On April 4, 2014, the court found that PCSSD is unitary in the areas of Special Education and Scholarships. Subsequently, PCSSD was also found to be unitary in the areas of Staff and Monitoring. PCSSD thus remains non-unitary in the following three (3) areas of its desegregation plan: 1) Discipline; 2) School Facilities; 3) Student Achievement, and 4) Monitoring. JNPSD is non-unitary in the areas of: 1) Discipline; 2) School Facilities; 3) Staff; 4) Student Achievement, and 5) Monitoring.

Westwind is also aware of Federal court filings by both the PCSSD and JNPSD to be declared fully unitary. Upon review, Westwind believes that its request to obtain an open-enrollment public charter shall have no negative effects on the efforts of the PCSSD and JNPSD to attain unitary status.

Data

According to the 2018-2019 school year enrollment figures as maintained by the ADE Data Center, LRSD had a student population of 21,595 students, of which approximately 61.3% (13,248) are African American; 19% (4,095) are White, and 15.2% (3,279) are Hispanic. NLRSD's 2018-2019 student population is 8,145 students, of which approximately 59.9% (4,877) are African American; 27.9% (2,276) are White, and 9.4% (767) are Hispanic. PCSSD's 2018-2019 student population is 11,863 students, of which approximately 43% (5,097) are African American; 42% (4,987) are White, and 9% (1,063) are Hispanic. JNPSD's 2018-2019 student population is 3,958 students, of which approximately 51.6% (2,043) are African American; 34.4% (1,361) are White, and 7.8% (308) are Hispanic. Under Ark. Code Ann. §6-23-306(6)(A), Westwind must be race-neutral and non-discriminatory in its student selection and admission process. While it is impossible to project its future racial composition accurately, Westwind will implement admissions policies that are consistent with state and federal laws, regulations, and/or guidelines applicable to charter schools.

In addition, Ark. Code Ann. §6-23-106 requires that Westwind's operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of a public-school district or districts within the state. As explained in more detail above, Westwind's careful review of the relevant statutes and court orders affecting the LRSD, NLRSD, PCSSD, and JNPSD and their student populations shows that such negative impact is not present here.

Conclusion

Westwind submits that upon the basis of its review, neither any existing federal desegregation order affecting the PCSSD, LRSD, NLRSD, and JNPSD, nor the 1989 Settlement Agreement prohibit the State's charter school authorizer from granting its application to operate an open-enrollment public charter school within the geographic boundaries of the PCSSD.

- 43. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including 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. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. Provide a rationale for each waiver requested that explains how the waiver will assist the charter in achieving the previously stated goals (see prompt #4), and explain how those goals will be achieved if the waiver is not granted.**

Waiver Topic #1	School Superintendent
Arkansas Code Annotated	<ul style="list-style-type: none"> ● 6-13-109 - Superintendent ● 6-17-427 - Mentoring
Standard for Accreditation	4-B.1 4-B.2
ADE Rules	Rules of Governing Superintendent Mentoring Program
Rationale for Waiver	The school is requesting a waiver in this area. Westwind will employ a principal to handle day to day operations of the charter school. The principal will report directly to the Executive Director and Board of Directors.

Waiver Topic #2	Teachers & Principals
Arkansas Code Annotated	<ul style="list-style-type: none"> ● 6-15-1004 ● 6-17-302 ● 6-17-309 ● 6-17-401 ● 6-17-902 ● 6-17-919
Standard for Accreditation	4-D.1
ADE Rules	Rules Governing Educator Licensure
Rationale for Waiver	A waiver for principal and teacher license is being requested. Although the school will make every effort to hire licensed principals and teachers, due to the uniqueness of our curriculum providing an arts integrated focus, we would like to have the ability to consider highly qualified candidates who would be quality teachers and/or principals in our educational model.

Waiver Topic #3	Guidance Counselor
Arkansas Code Annotated	<ul style="list-style-type: none"> ● 6-18-2002(2)(A) ● 6-18-2003(a)(2)(A)
Standard for Accreditation	4-E.1
ADE Rules	Rules of Governing Public-School Students Services
Rationale for Waiver	The school requests a waiver on employing a certified guidance counselor. The school would like to have the ability to use this position to conduct more direct teaching. This will allow us the ability to employ an unlicensed teacher while adhering to the 90/10 standards and enable us to fully provide the services required in the comprehensive school counseling plan set forth in Act 190 of 2019.

Waiver Topic #4	Library Media Specialist
Arkansas Code Annotated	<ul style="list-style-type: none"> ● 6-25-103 ● 6-25-104 (licensure)
Standard for Accreditation	4-F.1,
ADE Rules	Licensure
Rationale for Waiver	The school is requesting a waiver in this area. The school will have access to Chromebooks to leverage programs such as MyOn Read or Lexia for example. The school will partner with AR Kids Read and the public library to ensure access to literary and media-related material. Additionally, all core teachers will participate in professional development to develop an ability to implement Arkansas Department of Education standards with the core curriculum. The curricula itself will provide opportunities for students to learn and apply library media practices.

Waiver Topic #5	Health and Safety Services
Arkansas Code Annotated	<ul style="list-style-type: none"> • 6-18-706
Standard for Accreditation	2-E.1
ADE Rules	Rules Governing Public School Student Services RN Must oversee LPN's according to State Board of Nursing District does not have to employ RN but must have contract with one to create Individual Health Plans an oversee LPN's
Rationale for Waiver	The school is requesting a waiver in the area of hiring a licensed registered nurse. The school plans to partner with UAMS who will provide an RN two days a week, to administer health services to students, review health records and consult with certified staff to ensure the students daily health care needs are managed and all necessary student health plans are created and fulfilled.

Waiver Topic #6	Gifted and Talented
Arkansas Code Annotated	<ul style="list-style-type: none"> • 6-42-101 • 6-20-2208
Standard for Accreditation	2-G.1
ADE Rules	Rules Governing Gifted and Talented Program Approval Standards
Rationale for Waiver	Gifted and talented students will be served through the increased academic rigor in the core classes along with enrichment opportunities in performance and fine arts.

Waiver Topic #7	Alternative Education Services
Arkansas Code Annotated	<ul style="list-style-type: none"> • 6-15-1005(b)(5)c • 6-18-503(a)(1)(c)(i) • 6-48-101 et seq
Standard for Accreditation	2-I.1
ADE Rules	Rules Governing the Distribution of Student Special Needs Funds
Rationale for Waiver	The school is requesting a waiver in this area due to the size of the school and model as this is a unique setting. The school will provide in house services through counseling and education programs established to service students who would ordinarily be classified as in need of alternative education eservices.

Waiver Topic #8	Teacher Fair Dismissal Act and Public School Employee Fair Hearing Act
Arkansas Code Annotated	<ul style="list-style-type: none"> • 6-17-1501 et seq. • 6-17-1701 et seq.
Standard for Accreditation	Teacher Fair Dismissal Act Public School Employee Fair Hearing Act
ADE Rules	
Rationale for Waiver	The school requests a waiver to establish an at will employment system for staff. This will allow us to make prompt personnel decisions as necessary and to address performance issues which negatively impact the operation of the school.

Waiver Topic #9	Personnel Policies
Arkansas Code Annotated	6-17-201 6-17-2301 et seq.
Standard for Accreditation	3-A.2
ADE Rules	Sections 4-8 of the Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries and Documents Posted to District Websites
Rationale for Waiver	The school requests a waiver in this area to draft personnel policies that reflect the unique needs of the school, but will cover all necessary areas.

**ATTACHMENT 1:
IRS DETERMINATION LETTER**

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: DEC 29 2014

TIMMONS ARTS FOUNDATION
10800 COLONEL GLEN RD
LITTLE ROCK, AR 72204

Employer Identification Number:
45-4007299
DLN:
17053270753044
Contact Person:
NANCY L HEAGNEY ID# 31306
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
January 12, 2012
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Director, Exempt Organizations

ATTACHMENT 2:

PUBLIC HEARING

- Emails to Superintendents
- Proof of Publication
- Public Hearing sign – in – sheets
- Copy of Public Hearing Presentation



Theresa Timmons <theresa@timmonsarts.org>

Notice of Public Hearing - Timmons Arts Foundation

Theresa Timmons <theresa@timmonsarts.org>
To: Mike.Poore@lrzd.org

Sun, May 10, 2020 at 9:43 PM

Greetings Superintendent Poore,

Please see the attached Notice of Public Hearing for the Westwind School of Performing Arts Open Enrollment Charter School.

Please do not hesitate contacting me should you have any questions or to schedule an appointment.

Regards,

Theresa Timmons
Executive Director
Timmons Arts Foundation
501.891.1792

 **Westwind Public Hearing Notice SuperintendentPoore.pdf**
823K



May 8, 2020

Via E-mail
Michael Poore
Superintendent
Little Rock School District
810 W. Markham
Little Rock, Arkansas 72201

Re: Notice of Public Hearing

Dear Superintendent Poore,

The Timmons Arts Foundation has recently filed a Letter of Intent to the Arkansas Department of Education Charter School Office to submit an application for an open enrollment public charter school to be located within the boundaries of Pulaski County Special School District. The charter school will be referred to as the Westwind School of Performing Arts.

Please see public hearing information below:

Notice of Public Hearing

Due to social distancing guidelines as it relates to COVID-19, the meeting will be held via Zoom and Google Meet.

Sunday, May 24, 2020, 3:00 pm

Zoom Meeting ID: 749-8147-6731 or join via Google Meet: meet.google.com/xyo-vwcr-ebd

We are excited about the opportunities we bring to our children and to the community. We would like to invite you to visit our facility and learn more about our programming. If you are available, please respond to this email with your availability or call me at the number listed below.

Regards,

Theresa Timmons
Executive Director
Timmons Arts Foundation



Theresa Timmons <theresa@timmonsarts.org>

Notice of Public Hearing - Timmons Arts Foundation

1 message

Theresa Timmons <theresa@timmonsarts.org>

Sun, May 10, 2020 at 9:21 PM

To: cmcnulty@pcssd.org

Greetings Dr. McNulty,

Please see the attached Notice of Public Hearing for the Westwind School of Performing Arts Open Enrollment Charter School.

I look forward to our meeting this week.

Regards,

Theresa Timmons

 **WestwindPublicHearingNotice.pdf**
740K



May 8, 2020

Via E-mail
Dr. Charles McNulty
Superintendent
Pulaski County Special School District
925 E. Dixon Road
Little Rock, Arkansas 72206

Re: Notice of Public Hearing

Dear Dr. McNulty,

The Timmons Arts Foundation has recently filed a Letter of Intent to the Arkansas Department of Education Charter School Office to submit an application for an open enrollment public charter school to be located within the boundaries of Pulaski County Special School District.

Please see public hearing information below:

Notice of Public Hearing

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Sunday, May 24, 2020, 3:00 pm

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We look forward to visiting with you at our facility for a tour and to learn more about our programming.

Regards,

Theresa Timmons
Executive Director
Timmons Arts Foundation



Theresa Timmons <theresa@timmonsarts.org>

Notice of Public Hearing - Timmons Arts Foundation

Theresa Timmons <theresa@timmonsarts.org>
To: mcgeek@nlrsd.org

Sun, May 10, 2020 at 10:15 PM

Greetings Superintendent McGee,

Please see the attached Notice of Public Hearing for the Westwind School of Performing Arts Open Enrollment Charter School.

Please do not hesitate contacting me should you have any questions or to schedule an appointment.

Regards,

Theresa Timmons
Executive Director
Timmons Arts Foundation
501.891.1792

 **Westwind Public Hearing Notice SuperintendentMcGee.pdf**
826K



May 9, 2020

Via E-mail
Keith McGee
Superintendent
North Little Rock School District
2400 Willow Street
North Little Rock, Arkansas 72114

Re: Notice of Public Hearing

Dear Superintendent McGee,

The Timmons Arts Foundation has recently filed a Letter of Intent to the Arkansas Department of Education Charter School Office to submit an application for an open enrollment public charter school to be located within the boundaries of Pulaski County Special School District. The charter school will be referred to as the Westwind School of Performing Arts.

Please see public hearing information below:

Notice of Public Hearing

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We are excited about the opportunities we bring to our children and to the community. We would like to invite you to visit our facility and learn more about our programming. If you are available, please respond to this email with your availability or call me at the number listed below.

Regards,

Theresa Timmons
Executive Director
Timmons Arts Foundation

Education notebook

CYNTHIA HOWELL
ARKANSAS DEMOCRAT-GAZETTE

School's '21 opening now is out of reach

Construction of the new Jacksonville Elementary School has fallen behind schedule and won't be ready for opening in August 2021, the Jacksonville/North Pulaski School Board learned last week.

Tony Curtis, vice president of Baldwin & Shell Construction Co.'s Central Arkansas team, said the combination of wet weather and the coronavirus that resulted in the slowdown of business operations statewide has hindered the project to the point that construction and moving in cannot be completed by August.

A January 2022 opening date is more likely, he said. The new Jacksonville Elementary will replace Warren Dupree and Pinewood elementaries. It and the new Jacksonville Middle School are being built on the site of the now demolished old Jacksonville High School.

Curtis said that builders were unable to complete initial foundation and utility work on schedule. The middle school building, however, is on track to open in August 2021, Curtis told the School Board.

Waivers granted for storm-lost days

The Board of Education last week granted waivers of the state-required 178-day school year to four districts

because April 12 storms knocked out power for several days to some households where students and teachers were supposed to be doing their schoolwork.

The Hermitage district received a waiver of four days, as did the White Hall School District. The Warren and Fordyce districts each received a waiver for five of the required 178 days.

"We are requesting a waiver of the 278 days due to the fact that [alternative methods of instruction] could not continue without homes having power," Fordyce Superintendent Judy Hubbell wrote to the Education Board.

Students and teachers statewide have been working from home on computers and other devices as a result of schools being closed in mid-March because of the coronavirus outbreak.

Property tax goes up in districts' deal

The Lead Hill School District has acquired a bit of territory from the Ozark Mountain School District in north-central Arkansas.

The land exchange approved by the Board of Education last week, done at the request of the two districts, will mean a 2.5 mill property-tax increase for the residents of the affected territory — described as two peninsulas accessible only from Missouri or by ferry across portions of Bull Shoals Lake.

About two dozen students live in the territory

and they attend schools in Missouri on a tuition agreement, representatives of the Arkansas districts said. Ozark Mountain has been providing the transportation to Missouri for the students. Lead Hill will take on that busing responsibility.

The 2.5-mill increase is a reflection of the higher tax rate in the Lead Hill district as compared with Ozark Mountain.

Pandemic resetting meeting times, rules

The statewide closure of school buildings to stem the spread of the coronavirus that causes the contagious and potentially deadly covid-19 has resulted in some changes in meeting times and dates for governmental bodies.

Also affected are the ability for the meetings to be held in-person and for members of the public to attend.

The School Board for the Pulaski County Special School District is meeting at 5:30 p.m. Thursday on an online platform that will enable the members to interact. The public can view the session on the district's YouTube channel.

The Little Rock district's Community Advisory Board that typically meets on the third Thursday of the month is meeting on May 28, the fourth Thursday.

Pulaski County Election Commission members are meeting together at 5 p.m. Wednesday but are asking the public to view the meeting on YouTube or Face-

book.

"Anyone attending the meeting in person must wear a face covering at all times, exercise physical distancing and will be subject to scanning by an infrared thermometer. Any person exhibiting signs of fever will be excluded from the in-person meeting and may participate remotely," the meeting notice states.

One of the commission's agenda items is the approval of the Little Rock district boundary lines for school board election zones.

Principal in Clinton looks on light side

Mike Smith, the principal at Clinton High School, is using humor to keep students, teachers and the community engaged in the Clinton system at a time when students and teachers cannot physically be in their classrooms.

Smith makes the daily announcements, broadcast on the high school's Facebook page, from a variety of unexpected locations. He recently celebrated Wednesday "Hump Day" in a pasture where he could interact with camels, Titus and Sampson.

On other days, he was in a baby-blue convertible at the Sonic Drive Inn, playing his cards at a gambling table, pretending to levitate, receiving a shot in the school nurse's office and doing chemistry experiments in the science laboratory.

Each post is attracting more than one thousand views.

UA notebook

JAIME ADAME
ARKANSAS DEMOCRAT-GAZETTE

UA to allow some lab work to go on

FAYETTEVILLE — Researchers working on time-sensitive projects can resume lab activities on the University of Arkansas, Fayetteville campus, Chancellor Joe Steinmetz announced Tuesday.

The move is an easing of restrictions put in place because of the coronavirus pandemic. Researchers must take steps to incorporate distancing and other guidelines in their work.

"This is a welcome step, and I know many of our campus researchers are eager to move forward," Steinmetz said.

The university on March 18 announced that only limited campus operations would continue, with most staff members working remotely.

Some research activities continued, but Steinmetz said the most recent easing of restrictions involves "transitioning from only allowing essential research activity to now include critical and time-sensitive research activity." Deans and department heads are to approve plans for such work to resume.

Grant to help fund project on Jones

FAYETTEVILLE — A \$250,000 grant from the National Endowment for the Humanities will support a digital project that's based on the works of noted architect E. Fay Jones, a former University of Arkansas, Fayetteville professor.

UA professors Greg Herman and David Fredrick will create an interactive digital experience for users to explore six of Jones' works.

"An Arkansan himself, Fay Jones is one of the most important and most influential American architects," Herman said in a statement. UA's architecture school is named after Jones, recipient of the 1990 American Institute of Architects Gold Medal.

The digital creations will be of five homes designed by Jones and the Thorncrowne Chapel in Eureka Springs.

Herman and Frederick have already built a prototype that allows for a virtual tour of a Fayetteville home designed by Jones. Their work can be viewed at ahouseoftheozarks.uark.edu.

Warnings issued as storms move through parts of state

WILLIAM SANDERS
ARKANSAS DEMOCRAT-GAZETTE

Several counties in south and southwest Arkansas were placed under tornado and severe weather warnings Saturday evening as storms developing from an upper-level low from the southwest pressed northeast across the state.

Nevada County reported storm damage about 6 p.m. near Bodcaw after a tornado warning was issued there by the National Weather Service office in Shreveport.

The warning area covered northeast Hempstead County and western Nevada County, with weather service officials saying that radar indicated rotation in

the storm.

Tornado warnings Saturday also included Pike, Sevier, Columbia, Miller and Union counties.

No damage was reported in those areas as of Saturday evening.

No injuries or deaths had been reported by Saturday night.

After 8 p.m., more weather warnings were issued as a second wave of storms moved northwest from the southwest.

Jim Cross, with the Office of Emergency Management in Nevada County, said preliminary assessments indicated mostly tree damage in his county.

Trees were blocking

Arkansas 53 near Bodcaw, and at least one house was damaged by a falling tree, he said.

About 9 p.m., the weather service in Shreveport reported snapped and fallen trees across Arkansas 355 in Nevada County near the Columbia County line.

Numerous trees also were down on Columbia County Road 104, a car was flipped over and a boat was thrown into a pasture, according to the weather service.

The weather service office also reported trees down along County Road 35 in Little River County and flooding in the town of Foreman.

Some power outages

were reported, but the extent of those outages could not be determined late Saturday.

Also, about 4 p.m. Saturday, a tornado warning was issued briefly in Pulaski County near the area of Pinnacle Mountain State Park. Conway and other parts of Faulkner County received a deluge of rain, prompting the National Weather Service office in North Little Rock to issue a flash flood warning for that area.

"Several streets are flooded," the Conway Police Department tweeted about 7 p.m.

The tweet urged drivers to use caution and not drive through the standing water.

Police beat

WILLIAM SANDERS
ARKANSAS DEMOCRAT-GAZETTE

Police: Man outside store causes ruckus

Jacksonville police arrested a suspect early Saturday after receiving a call that a man was banging on the front door of a Dollar General store, according to an arrest report.

An officer arrived at the store at 380 S. James St. about 4:30 a.m. Damage to the door and business was listed at \$1,500, according to the report.

Officers arrested Allen Polk, 53, in the case.

Polk was taken to the Pulaski County jail, where he was charged with felony criminal mischief.

Mom in store tried to steal, report says

A woman was arrested about 1:30 p.m. Thursday in the Walmart store at 2000 John Harden Drive in Jacksonville after she was seen on video taking items from packages and concealing them, according to a police report.

Officers arrested Pernieca Little, 40, of Jacksonville in the case.

Store video showed Little, accompanied by four children, going through the store, picking up items, removing them from packaging and hiding them, the report said.

Little and one of the children resisted arrest, the report said. Officers also found a dehydrated and malnourished dog in the woman's vehicle, according to the report.

Little was taken to the Pulaski County jail. She was no longer listed on the jail roster as of Saturday night.

Little is charged with four felony counts of en-

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Interactive map of LR crime
arkansasonline.com/lrcrime



dangering the welfare of a minor, misdemeanor cruelty to animals, misdemeanor obstruction of government operations, misdemeanor resisting arrest, misdemeanor disorderly conduct and two misdemeanor counts of contributing to the delinquency of a minor.

LR officers arrest man on drug counts

Little Rock police arrested a man on drug charges early Saturday after re-

sponding to a call about a disturbance involving a weapon, according to a police report.

Officers arrived about 5:15 a.m. at Martin Luther King Boulevard and Roosevelt Road, where a caller said a man in a red car had pulled a gun on him, the report said.

Officers found Yusuf Muhammad, 39, illegally parked on Martin Luther King Boulevard near 26th Street and after approaching his vehicle, noticed a clear bag poking out of a backpack, according to the report.

The backpack contained scales, a stolen firearm and suspected illegal drugs, the report said.

Muhammad was taken to the Pulaski County jail,

where he was being held without bail. He is charged with felony simultaneous possession of drugs and a firearm, felony possession of cocaine with purpose, felony possession of MDMA with purpose, felony possession of a firearm by certain persons, felony theft by receiving, felony possession of drug paraphernalia and misdemeanor prohibited parking.

The National Institute of Drug Abuse says MDMA is commonly known as Ecstasy.

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PUBLIC MEETING NOTICE

Due to the COVID-19 restrictions, we are unable to conduct a public meeting in the traditional sense. We are therefore offering an online opportunity for the public to review project information for the Reconstruction of Bowman Road from Kanis Road to Cherry Laurel Drive. The address for project information is: <https://www.littlerock.gov/city-administration/city-departments/public-works/civil-engineering/public-meeting-notice/>

At this site, the public will be able to view a project narrative which describes the project need and proposed features, a copy of the latest plans, a copy of the city's non-discrimination policy statement, and a comment form. The public is invited to review these materials, and provide comments on this project. Representatives from the City of Little Rock's Public Works Department and others will review comments submitted and provide appropriate responses as required.

Monday, June 1
5:30 to 6:30 p.m

Meeting log-in information will be posted at
<https://www.littlerock.gov/city-administration/city-departments/public-works/civil-engineering/public-meeting-notice/>

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Notice of Public Hearing

The Timmons Arts Foundation plans to submit an application to the Arkansas Department of Education to open a charter school in Pulaski County to be referred to as **Westwind School of Performing Arts**.

Due to social distancing guidelines as it relates to COVID-19, the meeting will be held via Zoom and Google Meet.

Sunday, May 24, 2020, 3:00 pm
Zoom Meeting ID: 749-8147-6731
or join via Google Meet: meet.google.com/xyo-vwcr-ebd

All are welcome to join us to learn about the opportunities Westwind School of Performing Arts will bring to the community.

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ARMY GUARD CWP Little Rock

Library's 3D printers churning out face shields

DAVID SHOWERS
THE SENTINEL-RECORD

HOT SPRINGS — The Garland County Library has moved beyond providing books during the pandemic and is actively equipping front-line defenders combating the coronavirus, its director Adam Webb said last week.

It's still serving a more traditional supporting role, providing entertainment to fill idle hours for people stuck at home because of social distancing, but it saw a way to do more and stepped up.

While the building has been closed to the public since March, its MakerBot 3D

printers have been whirring away making face shields for health care workers and first responders.

"We've been meaning to get some 3D printers for a number of years," Webb said. "This year we had the money in the budget. This pandemic happened, and we said there's no better time than now. We've been seeing news articles about libraries making face shields."

The library began producing them as part of the Arkansas School for Mathematics, Sciences, and the Arts' effort to supply the University of Arkansas for Medical Sciences,

and is now making shields for use around the Spa City.

"We actually have 100 of them here," County Judge Darryl Mahoney said. "We're going to pass them out to people who would rather use those than a mask in an outside setting where they're going to be around people."

"It's amazing what they can do with a piece of equipment that would otherwise be sitting there useless. They're definitely thinking outside the box," he said of the library.

Webb said the machines would normally support the library's Science, Technology, Engineering and Math pro-

gram, as well as its coding programs, but they have been repurposed to help fill the gaps in a supply chain strained by hospitals, states and localities competing for sought-after protective equipment.

Webb said the library's two printers can make 12-14 shields a day.

"It used to be very much a hobbyist group that used 3D printers, but you're seeing more and more industries turn to using that technology for things like prototyping or printing out a model before they put it into production," said Webb, who was promoted to director late last year partly

because of his work integrating technology and the more traditional library experience.

The machines "we've got are pretty slick," he said. "They have a heated chamber and dissolvable support material. You can print a nice and complicated 3D object and have the support material that holds it together while it's printed dissolve away. So you end up with a nice print."

Webb said 3D files provided by the machine's manufacturer are uploaded to printers using the internet or a thumb drive.

"They have a web inter-

face, or you just stick them on a USB and plug them into your machine," he said. "You select your files, and they just go to town and start printing them."

The library hasn't closed the book on its more traditional offerings. It is still offering digital delivery of books and other materials and programming, while also conducting curbside pickup of physical materials.

"Patrons can place things on hold either online or they can call us," he said. "We still have staff coming in every day."

It's just that for now, at least, the library has reached beyond the printed word.

High-pressure shower



Gregorio Galvan, with Chris Smith Painting in Fayetteville, uses a pressure washer Saturday to clean a statue atop Kosmos Greekafe in Fayetteville as the business prepares to reopen for in-person dining this month. Gov. Asa Hutchinson announced Wednesday that dine-in restaurants will be allowed to reopen May 11 under some restrictions. More photos at nwaonline.com/200503Daily/.

(NWA Democrat-Gazette/Andy Shupe)

Environment notebook

JOSEPH FLAHERTY
ARKANSAS DEMOCRAT-GAZETTE

Watershed group to get \$200,000

A charitable foundation affiliated with utility company American Electric Power plans to donate \$200,000 to the Illinois River Watershed Partnership, according to an April 20 news release.

A nonprofit organization based in Cave Springs, the Illinois River Watershed Partnership's stated goals include conservation, water-quality research and public outreach related to the watershed spanning Northwest Arkansas and eastern Oklahoma.

In a statement, the organization's executive director Nicole Hardiman said the

grant will help the foundation engage with local youths.

"We want to build a conservation ethic in future generations, while also producing information for targeted outreach and best management practice implementation," Hardiman said. "The grant will enhance our ability to provide interactive, science-based field trips for local students, as well as work with student teams to collect useful ecological information about local creeks and streams."

American Electric Power is a publicly traded utility company that provides electricity to customers across 11 states — including Arkansas — under the auspices of a subsidiary, Southwestern Electric Power Co. The com-

pany operates the Flint Creek coal-fired power plant near Gentry in the Illinois River watershed.

Solar array to go in at Jonesboro

A solar energy company will develop an array on 98 acres in Jonesboro on behalf of the local utility district.

Jonesboro's City Water and Light has partnered with Denver-based TurningPoint Energy to develop a 13.25-megawatt solar array. The city will own the system, which is scheduled to be operational by December 2021, according to a Tuesday news release.

In its first year, the array is expected to be able to supply

megawatt-hours equivalent to powering roughly 1,600 homes, according to the project announcement.

Jake Rice, the city's water and light manager, attributed the decision to pursue solar to the coming phaseout of the White Bluff and Independence coal-fired power plants. The power plants, operated by Entergy Arkansas, are to stop burning coal in 2028 and 2030, respectively.

Jonesboro's new solar array "will be a great addition to our generation portfolio," Rice said in a statement. "It will provide clean, sustainable energy and price-certainty for our customers for many years."

Jonesboro television station KAIT-TV first reported the project.

Health care notebook

KAT STROMQUIST
ARKANSAS DEMOCRAT-GAZETTE

New warnings set for cigarette packs

A federal rule that goes into effect next month orders new warnings to appear on cigarette packages.

The rule requires the Food and Drug Administration to add to cigarette warning labels statements and photo-realistic color graphics depicting the negative health consequences of smoking.

The warnings will highlight issues such as diabetes and blindness from cataracts.

The warnings will likely be visible on cigarette boxes next year.

Smoking kills more people in the United States each

year than HIV, drug and alcohol use, car crashes and gun injuries combined, regulators wrote in an explanation of the rule.

The rule aims to help the public better grasp the health risks of smoking.

Arkansas has one of the nation's highest rates of adult smokers, with more than one in five adults saying they smoke cigarettes, according to federal data.

State sees decline in marriage rates

Rates of new marriages in Arkansas were cut almost in half between 1990 and 2018, according to data from the National Vital Statistics System.

In 1990, that rate was 15.3 per 1,000 residents. By 2018, it fell to 8.9 per 1,000, the data said.

Marriage rates in the state have declined every year since 2014.

A report released in April found that rates of new marriages in the U.S. have fluctuated since 1900, plunging in 1932 before climbing to an all-time high of 16.4 per 1,000 in 1946.

Those rates have been declining roughly since 1982 and fell to a historic low of 6.9 per 1,000 between 2017 and 2018, the analysis said.

Alzheimer's group offers \$100 grants

Alzheimer's Arkansas has

announced a grant program to help family caregivers who are struggling during the coronavirus pandemic.

The \$100 grants can be used to help pay for utilities, groceries, medical supplies or additional care.

"Caregivers face a lot of day-to-day stress, and our mission has always been to provide relief," the group's executive director, Matt Elmore, said in a statement.

"Our goal is to help caregivers during this crisis so they can focus on providing the best care for their loved ones."

More information, including eligibility requirements, is available on the group's website: alzark.org/caregivers/grants.

did not feel like we could successfully do it in a safe manner."

Long said that for the River Market farmers market to reopen, the facility needs a large quantity of good-quality supplies for cleaning and a good way to keep customers and sellers close enough to transact business but far enough away to keep everyone healthy.

Many of the patrons and sellers at the River Market farmers market are older, Long said, and thus are at higher risk of serious illness from the coronavirus.

Still, Long is working to promote the market's businesses online, highlighting the stands that growers set up at their home locations.

Higher education notebook

EMILY WALKENHORST
ARKANSAS DEMOCRAT-GAZETTE

Henderson hires financial aid chief

Henderson State University has hired a new financial aid director.

Lisa Smith will start work May 11. Most recently, Smith has been the interim director of financial aid for the Arkansas Department of Education, according to the university's announcement. She's been a program specialist/outreach coordinator there since 2009. Before that, she was manager for student outreach services for the Arkansas Student Loan Authority.

Smith has a bachelor's degree in business from Philander Smith College and an associate of arts degree from Southern Technical College.

Henderson State officials have struggled in the past two years to process financial aid applications, citing issues with new software. Brad Patterson, vice president of student affairs

and student success, who will oversee Smith, has said processing times have improved in recent months.

\$610,000 to help Tech arts students

The Windgate Foundation has donated \$610,000 to Arkansas Tech University for the university's visual arts students and programs, the university announced this week.

Most of the grant — \$500,000 — will go toward endowed scholarships, according to the news release. The remaining money will help pay for the university's artist-in-residence program and the Windgate Summer Art Launch for Arkansas Educators, designed for kindergarten-through-12th-grade teachers.

The Windgate Foundation, based in Little Rock, has donated more than \$100 million to Arkansas institutions of higher education in recent years, all of which has been dedicated to visual arts.

Police beat

BY WILLIAM SANDERS
ARKANSAS DEMOCRAT-GAZETTE

Man lands in jail after LR car chase

An Arkansas State Police trooper arrested a man early Saturday after a Little Rock car chase involving a reported stolen vehicle, according to an arrest report.

The trooper conducted a license plate check while patrolling just after 12:30 a.m. near Geyer Springs Road and Windamer Drive, and found that the vehicle had been reported stolen, the report said. He attempted to pull it over, but the driver, later identified as Darrell Artis, 51, sped off, according to the report.

When the chase ended, Artis fled on foot, but he was arrested after being shocked with a stun gun, the report said.

Artis was taken to the Pulaski County jail, where he was being held without bail and is charged with felony theft by receiving, felony fleeing in a vehicle and misdemeanor fleeing.

LR traffic stop nets drug arrest

A Little Rock man was arrested on drug charges at midnight Friday after an Arkansas State Police trooper saw him driving recklessly, according to an arrest report.

The trooper clocked a vehicle being driven by Daniel Jackson, 24, going 82 mph in a 60-mph zone, the report said. The driver was also texting, the report said.

Jackson did not have a license or proof of insurance and had an infant with him, the

MORE CONTENT

Interactive map of LR crime
arkansasonline.com/lrcrime



report said. Marijuana and Xanax were found in the vehicle along with two plastic scales, the report said.

Jackson was taken to the Pulaski County jail, where he was being held without bail and is charged with felony possession of Xanax, felony possession of marijuana with purpose, misdemeanor possession of drug paraphernalia, felony fleeing in a vehicle and felony endangering the welfare of a minor.

Fatal shooting in NLR investigated

ARKANSAS DEMOCRAT-GAZETTE

North Little Rock police are investigating the shooting death of a man Saturday afternoon, according to a department news release.

Officers were called to 2300 Pike Ave. at about 2 p.m. in response to a 911 call about a disturbance with a weapon, the release said. At the scene, they found an unresponsive black man lying in a parking lot.

Emergency medical treatment was provided but the victim, whom police have not identified, was pronounced dead at the scene, according to the news release.

MORE CONTENT

Interactive map of 2020 slayings
arkansasonline.com/2020homicides/



Notice of Public Hearing

The Timmons Arts Foundation plans to submit an application to the Arkansas Department of Education to open a charter school in Pulaski County to be referred to as Westwind School of Performing Arts.

Due to social distancing guidelines as it relates to COVID-19, the meeting will be held via Zoom and Google Meet.

Sunday, May 24, 2020, 3:00 pm

Zoom Meeting ID: 749-8147-6731

or join via Google Meet: meet.google.com/xyo-vwcr-ebd

All are welcome to join us to learn about the opportunities Westwind School of Performing Arts will bring to the community.

Markets

Continued from Page 1B

"I just joined the online market two or three weeks before all this happened, so I don't have much experience in it," Wilkins said. "I don't know if sales are more than they would have been."

On Saturday, most of the farmers at the Argenta Farmers Market planned to wrap up at 10 a.m. and then move to the White Water Tavern farmers market, which opened the previous Saturday and operates from 11 a.m. to 2 p.m. on Saturdays.

Wilkins said that so far, the farmers markets are helping to keep him going.

"The past few weeks, it's

been picking up in the online markets," Wilkins said. "They've been doing better, and now we've got White Water. I'm so glad they are coming back. Very needed."

Every farmers market has a different situation depending on its location.

In downtown Little Rock's River Market District, the farmers market, which is normally open on Saturdays in May, has decided to wait out this month. It has an opening target date of June 1, according to the director of River Market operations for the Little Rock Convention and Visitors Bureau, Diana Long.

"We want to wait and see for a minute what's going to shake out," Long said. "The

availability of cleaning products is OK. The availability of hand sanitizer — the gel kind you can get in a stand that's easy for groups of people to use when they walk in a building — we've been unable to source that at this point."

The availability of hand sanitizer is just one reason Long said the market cannot safely reopen now. It also faces logistical issues and CDC guidelines regarding operation of farmers markets.

"The CDC sent out some guidelines about how to do a farmers market, and we thought maybe we could do a drive-thru market," Long said. "And then we watched what a couple of other markets did around the country and kept an eye on that and

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Education notebook

CYNTHIA HOWELL ARKANSAS DEMOCRAT-GAZETTE

44 districts to get building-fix funds

The Little Rock, Springdale, Pine Bluff, Watson Chapel, Hall, Van Buren and Lake Hamilton school districts are among the 44 districts now set to receive Arkansas Academic Facilities Partnership money in the coming fiscal year.

That state money — a total \$64.7 million — will help districts replace roofs, install fire alarm systems and update heating and air-conditioning systems, as well as build a handful of new and replacement schools.

In Little Rock, the promised state aid amounts to almost \$100,000 to go toward the roof replacements at Jefferson and Baseline elementaries.

Springdale School District is on the list to receive more than \$6 million for roof, plumbing, electrical and ventilation system work, as as

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List of school construction projects approved for the coming fiscal year
arkansasonline.com/510school/



well convert space at a total of five campuses.

About \$1.4 million is allotted for Pine Bluff is for heating and air-conditioning work at three sites, including the high school gymnasium.

The state's share of a project cost is determined by a district's student enrollment and its local property tax wealth, with wealthier districts qualifying for smaller percentages of the state building aid.

Districts' hearings schedule released

U.S. District Chief Judge D. Price Marshall Jr. has finalized the dates for court hearings this year that are to help him determine whether the

Pulaski County Special and Jacksonville/North Pulaski school systems have met their desegregation commitments.

"We will proceed in two phases," Marshall wrote in an order last week after meeting with attorneys for all of the parties. "The trial on PCSSD issues will begin 14 July 2020, as previously planned, and wrap up by the end of the month. And the trial on JN-PSD issues will be held from 5 October 2020 through 16 October 2020.

"Holding Court on Columbus Day is a possibility, dependent on how the trial is progressing," the judge wrote.

Marshall further directed the attorneys for the school districts and for the black students who are known as the McClendon/Ellis intervenors to confer and submit to him by May 29 a plan for his touring of newly constructed school buildings in the two districts.

The condition of school buildings is one of the factors in determining whether the districts are entitled to be

declared unitary and released from federal court supervision.

Education Board meeting Thursday

The Arkansas Board of Education is holding its regular monthly business meeting at 10 a.m. Thursday.

Because of the covid-19 pandemic and the call for physical distancing, the Education Board meeting will be available for public viewing only by livestream at the following link: <https://bit.ly/2Wegw3S>.

Comments from the public to the Education Board can be sent by email or by U.S. mail. To ensure state Education Board members have sufficient time to review the comments, public comments should be received by 10 a.m. Wednesday. Comments can be emailed to gina.windle@arkansas.gov or mailed to the Arkansas Department of Education, Division of

Elementary and Secondary Education, #4 Capitol Mall, Room 304-A, Little Rock, AR 72201.

The agenda for the meeting is available at <https://bit.ly/3fAlOQA>.

Landry named '20 principal of year

Darin Landry, principal at Lakeside High School in Hot Springs, has been named the 2020 Principal of the Year by the Arkansas Association of Secondary School Principals.

Landry was a leader in developing his school's Second Chance Policy program, which allows suspended students to complete community service hours and have access to a drug and alcohol abuse program, while keeping their status at the high school. They also complete class assignments during their suspension.

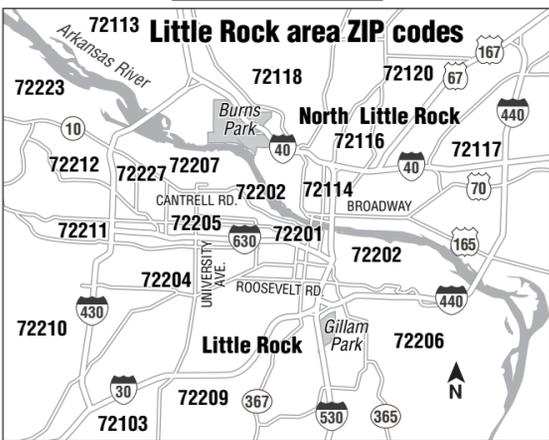
"Throughout my time as an assistant principal, this policy has helped change the

mindset of discipline," said Landry. "Instead of simply punishing students, we now focus on educating students on their choices and behaviors."

Landry has also championed the Lakeside Legacy Program, which allows students to obtain an associate degree from National Park College while still in high school; the Project Search program where students can participate in on-site job training in partnership with CHI St. Vincent Hospital; and the Future of Lakeside Committee, a group of parents, teachers, students and administrators dedicated to finding a better way to rank students.

The secondary principal selected as Arkansas Association of Secondary School Principals Principal of the Year will have the opportunity to represent Arkansas at the National Association of Secondary School Principals Conference in National Harbor, Md., on July 7-9.

Burglaries



The following burglaries are from reports collected from the Little Rock and North Little Rock police departments. The names listed are of people who reported a burglary and the dates are when the crime is believed to have taken place. Cammack Village data are not included.

Little Rock and North Little Rock
CRIME MAPS
arkansasonline.com/crime

- 8 Wynne Circle., residential, Calipso Ramirez, 3 p.m. May 5, property value \$2,001.
- 2115 S. Harrison, residential, Ruben Mandujano, 7 p.m. May 5, property value \$500.
- 205 Dryad Lane, residential, Lanisha Erby, 6:25 p.m. May 5, property value at \$725.
- 1600 Main St., commercial, Matthew McKnight, 5 p.m. April 30, property value unknown.
- 75 S. Meadowcliff Dr., residential, Gabriel Perez-Garcia, 12:35 p.m. May 5, property value unknown.

Little Rock

- 401 President Clinton Ave., commercial, Christopher Ketterman, 3:32 a.m. May 2, property valued at \$100.
- 913 McMath Ave., commercial, Christopher Patton, 12:55 a.m. May 5, property value unknown.
- 6310 Colonel Glenn Road, residential, Stephanie Conley, 10 a.m. May 1, property valued at \$276.
- 4010 Weldon Ave., residential, Jennifer Gray, 11:15 a.m. May 4, property value unknown.

Police beat

WILLIAM SANDERS ARKANSAS DEMOCRAT-GAZETTE

2 men held after car chase yields drugs

North Little Rock police arrested two men on multiple drug charges Friday, according to a police report.

Officers attempted to pull over a white Dodge Charger about 3:15 p.m. and pursued the vehicle at speeds up to 90 mph on Redmond Road, the report said.

After the vehicle drove off the roadway, police arrested Kevin Jarrett, 23, and David Walton, 28, the report said.

Police reported finding a .38-caliber revolver, a bag of heroin and several bags of marijuana in the vehicle.

Jarrett, the driver, was found with a bag of cocaine on his person, and both men were carrying a large amount of cash, the report said.

Both were taken to the Pulaski County jail where Jarrett was being held without bail, and Walton was not listed on the roster late Saturday.

Jarrett is charged with felony simultaneous possession of drugs and a firearm, felony possession of heroin/cocaine with purpose, felony possession of schedule II drugs with purpose, felony possession of marijuana with purpose and felony possession of drug paraphernalia, according to the report.

Walton is charged with felony possession of marijuana with purpose and felony possession of drug paraphernalia.

Man faces charges in theft of firearm

Maumelle police arrested an 18-year-old man Friday afternoon who matched the description of someone who stole a firearm from a residence earlier in the day, according to an arrest report.

Officers were called to

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Interactive map of LR crime
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Oakcrest Manor Townhomes at 200 Pine Forest Drive where a resident reported that a .45-caliber weapon had been stolen by a man who was wearing a gold jacket and pajama bottoms, and was accompanied by a teenage girl, the report said.

Officers located the girl, who identified the man as Akins Martinez, 18, the report said. According to the report, the girl was with Akins in the gun owner's residence when she saw Akins put something in his pants.

Police located Akins, wearing a gold jacket and pajama bottoms, at his apartment on 400 Valencia Drive, and he told them where they could find the firearm, the report said.

The report listed the firearm as valued at \$800.

Akins was being held in the Pulaski County jail in lieu of \$2,395 bond, facing charges of felony theft of property and misdemeanor purchase or possession by a minor.

U.S. declares major disaster over Jonesboro-area storms

WILLIAM SANDERS
ARKANSAS DEMOCRAT-GAZETTE

President Donald Trump has declared a major disaster related to severe storms that ripped through Jonesboro and Craighead County on March 28, the Federal Emergency Management Agency announced Saturday in a news release.

Straight-line winds pummeled the county and a tornado ripped through part of a business district in Jonesboro, causing extensive damage.

The declaration also paves the way for federal funding to be made available to the state, some local governments and certain nonprofit organizations on a cost-sharing basis, the release said.

The tornado that ripped through Craighead County caused an estimated \$7.9 million in damage to public buildings and infrastructure, according to Arkansas Department of Emergency Management spokeswoman Melody Daniel. An estimated \$3.6 million will be made available to assist people who lost their homes in the storm, Daniel said.

On April 24, Gov. Asa Hutchinson signed the letter requesting the federal disaster declaration.

Also, Arkansas' congressional delegation sent a letter that day to the president in support of Hutchinson's request, according to a news release.

U.S. Sens. John Boozman

and Tom Cotton, and Reps. Rick Crawford, French Hill, Steve Womack and Bruce Westerman, mentioned in their letter that the state has had 16 major disaster declarations since 2011, and the state is still recovering from 12 of them, which have occurred since January 2018.

"Simply put, we believe the severe magnitude of these weather events warrant supplementary Federal assistance," the letter said. It added that the state is still dealing with financial hardships from those extreme weather events, and now from the coronavirus, leaving businesses and agriculture enterprises reeling.

In a news release issued Saturday from Boozman's office the state's lawmakers said "we are pleased with this quick response from the administration which will provide financial assistance to speed up recovery efforts" in the disaster-hit areas.

"President Trump's swift action to approve the state's request for a disaster declaration is appreciated," it said.

The declaration announced Saturday comes just a few days after FEMA denied a request by Benton County on April 30



I-30 design work to close LR lanes

ARKANSAS DEMOCRAT-GAZETTE

Crews conducting design work along the Interstate 30 corridor in downtown Little Rock will require lane closings for five days beginning Monday, the Arkansas Department of Transportation said.

Crews will close select lanes and parking lost west of I-30 on Sherman, Fourth and Rock streets and River Market Avenue from 9 a.m. to 3 p.m. daily through Friday, weather permitting.

Traffic will be controlled with construction barrels and signs. Non-interstate traffic may also include flaggers.

The work is associated with the 30 Crossing project, which is a nearly \$1 billion project to improve a I-30 through downtown Little Rock and North Little Rock, including replacing the I-30 bridge over the Arkansas River.

COOL. HEAT. REPEAT!

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Complete Heating & Cooling System

\$4,999*
Limited Time! *Exclusions may apply

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POPATOP
Wine, Spirits, & Beer
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www.popatoplr.com
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WE WILL GLADLY MATCH ANY LOCAL ADVERTISED PRICE.

THURSDAY IS WINE DAY! GET 20% OFF ALL WINE NOT PREVIOUSLY DISCOUNTED!

THURSDAY IS ALSO SCOTCH DAY! GET 15% OFF ALL 750ML BOTTLES OF SCOTCH!

2017 ROMBAUER ZINFANDEL
Every Day Price \$29.99
SALE! \$27.98

2017 CHATEAU BONNET BORDEAUX BLANC
Every Day Price \$11.99
SALE! \$10.48

Wine of the Week: Simi Cabernet Sauvignon 750ml
Simi 2017 Alexander Valley Cabernet Sauvignon has aromas of toasty oak framing dark bramble and dried blueberry. Flavors of blackberry and dark plum dominate, followed by black licorice, cocoa, and dried herb, with a spicy, lifted mid-palate. A bit of peppery cassis leads the finish with some dried herb notes and supple yet firm tannins.
Every Day Price \$17.99 **SALE! \$13.98**

BONUS BUYS 1.75L EVERY DAY SALE!

Grey Goose Vodka	\$49.99	\$44.98
Seagram's Gin	\$16.99	\$15.98
Hornitos Plata Tequila	\$39.99	\$35.98
Forty Creek Canadian Whiskey	\$29.98	\$26.98

750ml SPIRITS SPECIAL

Basic Vodka	\$12.99	\$10.98
Crown Royal Deluxe, Apple, Vanilla	\$22.99	\$19.98
Monkey Shoulder Blended Scotch	\$28.99	\$25.98

KENDALL-JACKSON VINTNER'S RESERVE 750ml
Chardonnay Every Day \$10.99 **SALE! \$8.98**
Cabernet Every Day \$18.99 **SALE! \$14.98**
Merlot Every Day \$18.99 **SALE! \$14.98**
Pinot Noir Every Day \$15.99 **SALE! \$12.98**

CK MONDAVI 1.5L
Assorted Varietals
Every Day Price \$10.99 **SALE! \$8.98**

EVIL GENIUS #ADULTING GUAVA IPA
6 pk bottles
Every Day Price \$12.49 **SALE! \$9.98**

EVIL GENIUS PURPLE DISHWASHER CHOCOLATE PEANUT BUTTER PORTER
6 pk bottles
Every Day Price \$30.99 **SALE! \$9.98**

WAREHOUSE LIQUOR

Tito's vodka 1.75L.....Reg. \$31.99 **\$27.99**
Sailor Jerry spiced Rum 1.75L.....Reg. \$23.99 **\$20.99**
Gentlemen Jack 750ml.....Reg. \$29.99 **\$25.99**
Stella Rosa varietals 750ml.....Reg. \$12.99 **\$10.99**

Warehouse Liquor will gladly match any competitor's advertised price.

HOURS: MON-SAT • 8AM-MIDNIGHT
860 EAST BROADWAY, NLR
501.374.2405

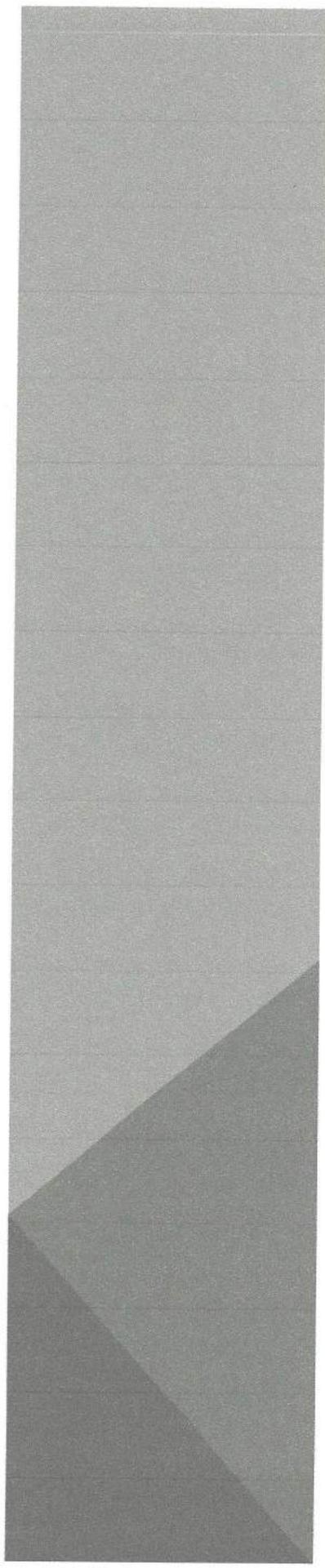
Westwind School of Performing Arts

Public Hearing Meeting Attendees: May 24, 2020 | 3:00-3:30 pm

1. Theresa Timmons
2. Alexandria Tolbert
3. Dee Curry
4. Kiffany Pride
5. Adora Curry
6. Jennifer Conner
7. Brenda Hatton Ficklin
8. Korto Momulu-Briggs
9. Grenisha Matthews
10. Amy Cooper
11. Robert Timmons
12. Tina Timmons
13. Tawanna Campbell
14. Ruth Chelagat
15. Keitha Wilson
16. Shelia Hayes
17. Donna Broyles

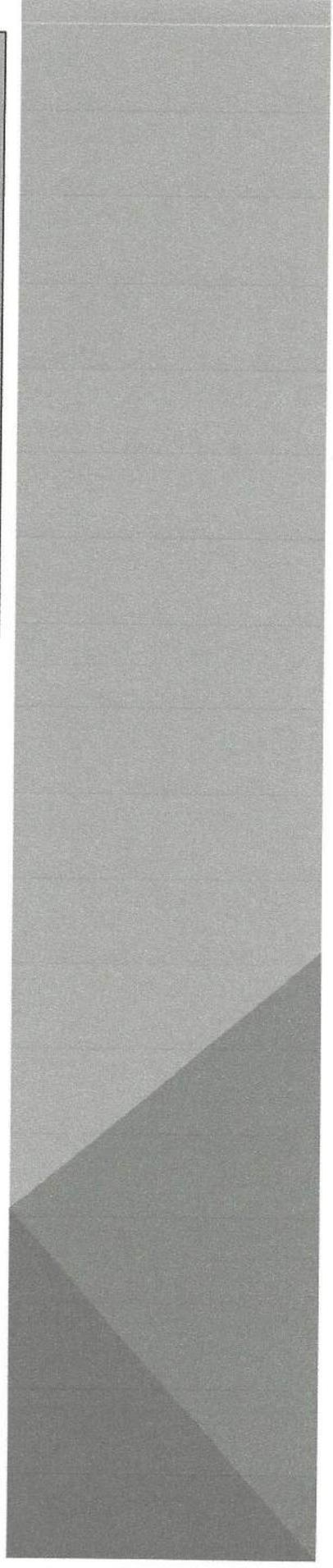
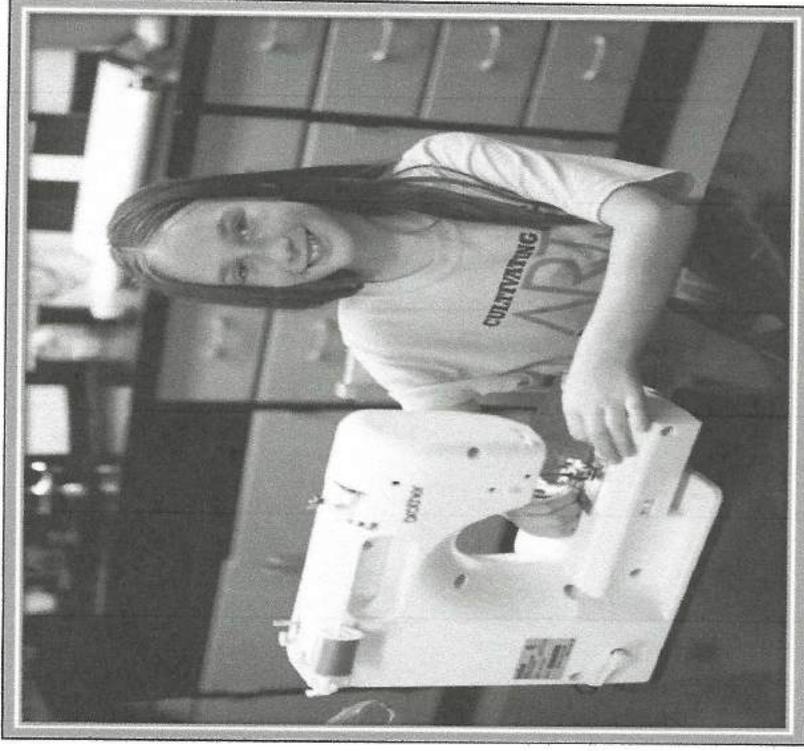
WESTWIND SCHOOL OF PERFORMING ARTS

PUBLIC HEARING
PROPOSED PERFORMING ARTS PUBLIC CHARTER
MAY 24, 2020



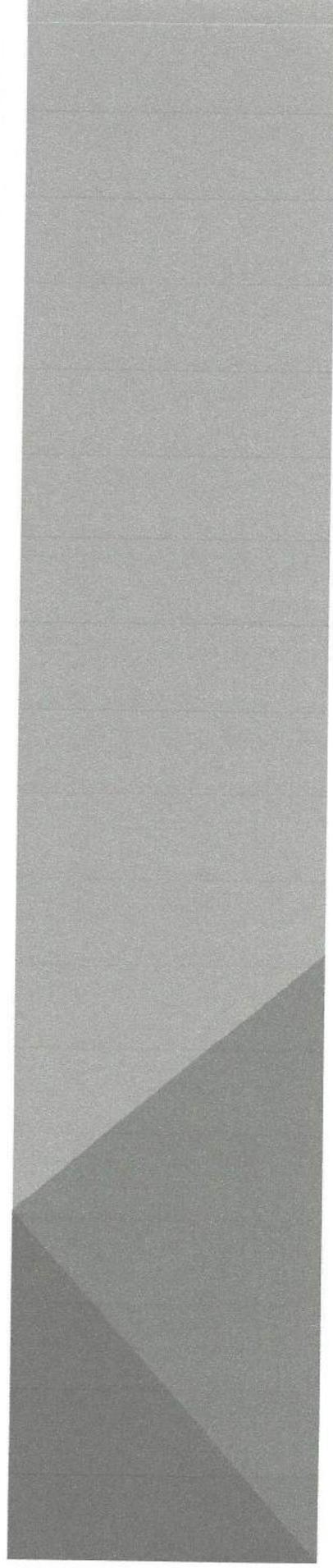
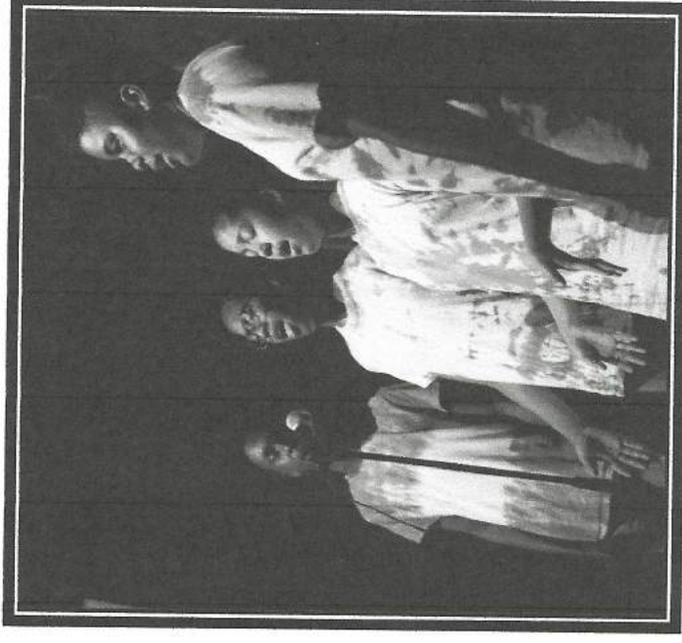
AGENDA

- Open Enrollment Public Charter
- About the Timmons Arts Foundation
- Westwind School of Performing Arts
- Academics Overview
- Westwind Facility
- Community Partners
- Open Enrollment Process
- Q & A

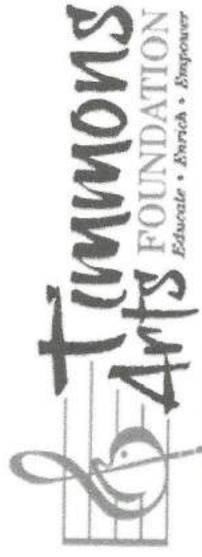


WHAT IS AN OPEN ENROLLMENT PUBLIC CHARTER SCHOOL?

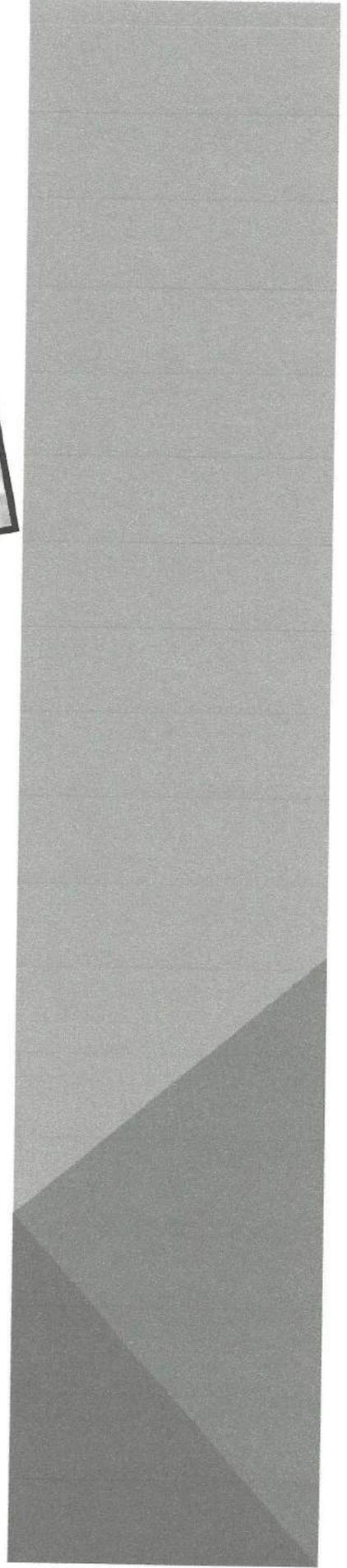
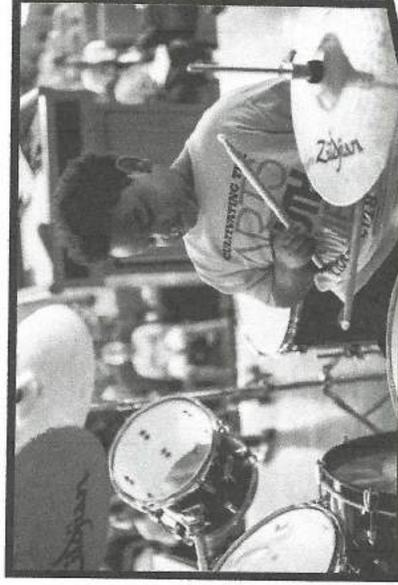
- An open-enrollment charter school is a public school
- A charter is free (no tuition)
- Curriculum is flexible but must meet standards of the Arkansas Department of Education
- The school is accountable to parents, stakeholders, and the community
- The school can draw students from across district boundaries
- The school fulfills a unique educational need



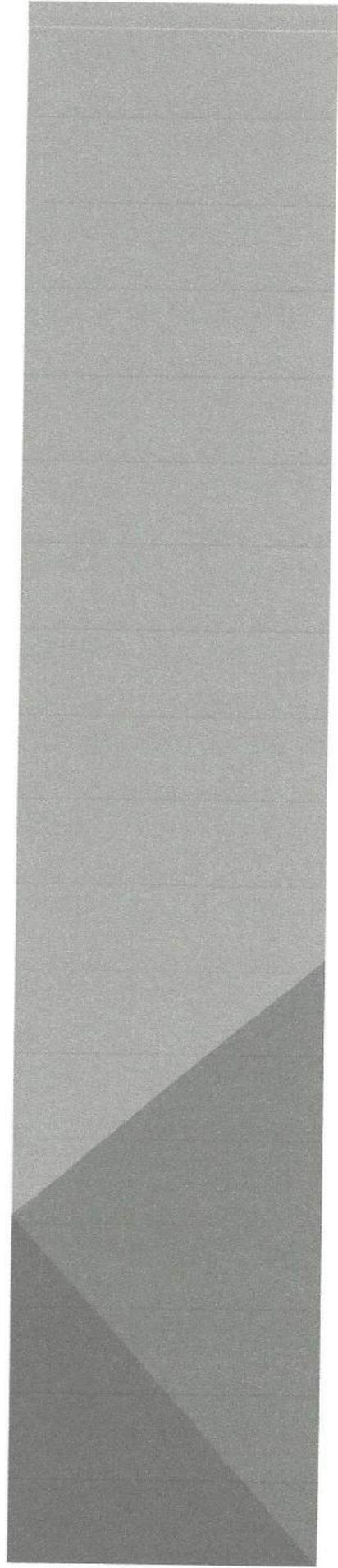
TIMMONS ARTS FOUNDATION



The Timmons Arts Foundation, a 501(c)(3) nonprofit organization, is dedicated to promoting and highlighting the importance of the arts in our community by creating opportunities to develop the talents of our youth, as well as supporting arts programs in local schools and youth organizations.

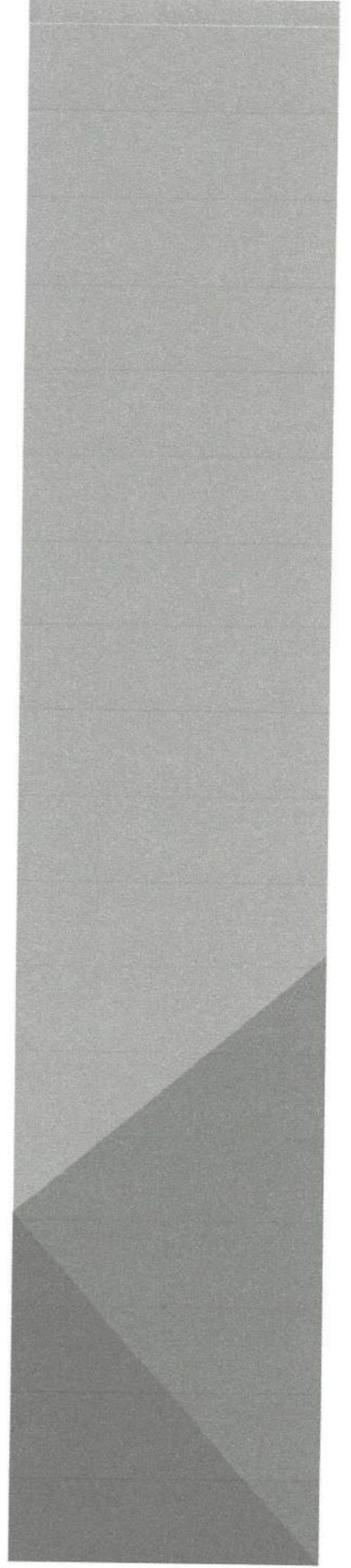


WESTWIND SCHOOL OF PERFORMING ARTS



WESTWIND MISSION

To transform the lives of students by awakening their creativity and inspiring them to engage in a rigorous innovative and integrated curriculum, while connecting them to a global performing arts community.

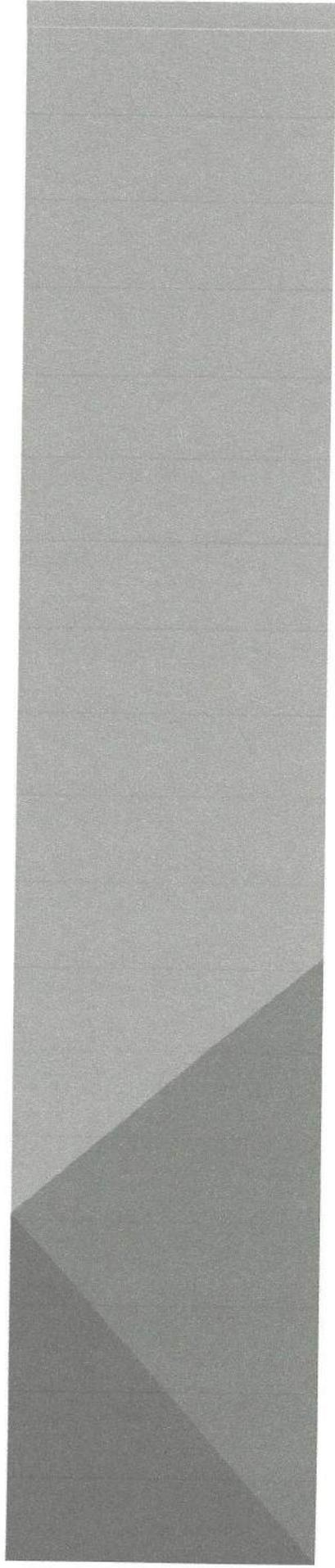


ACADEMIC OVERVIEW

- Grades of students (6-8)
- Core subjects – English, Math, Science, History
- Dance, Vocal Music, Drama, Fashion Design, Visual Art, Instrumental Music
- Entrepreneurship/Career Readiness

Arts Integration

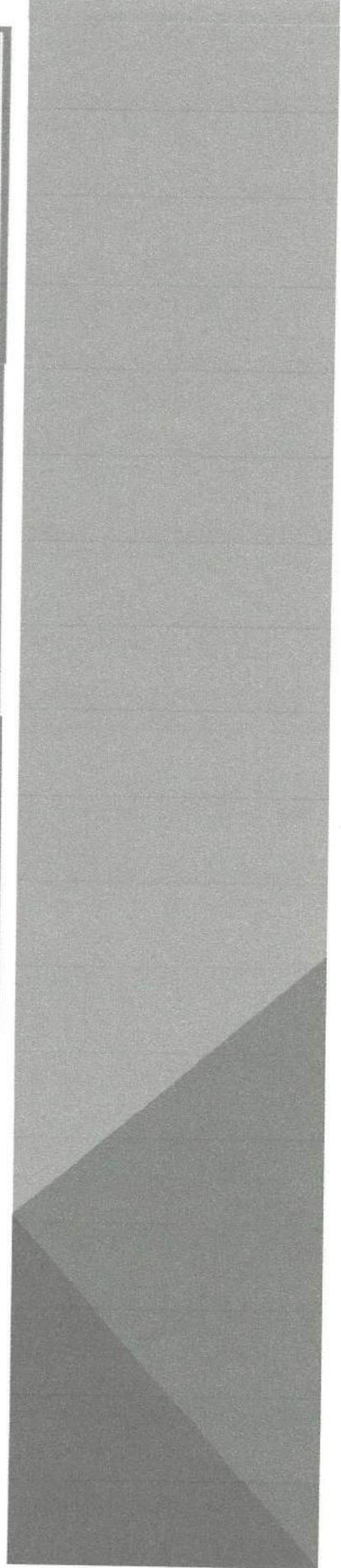
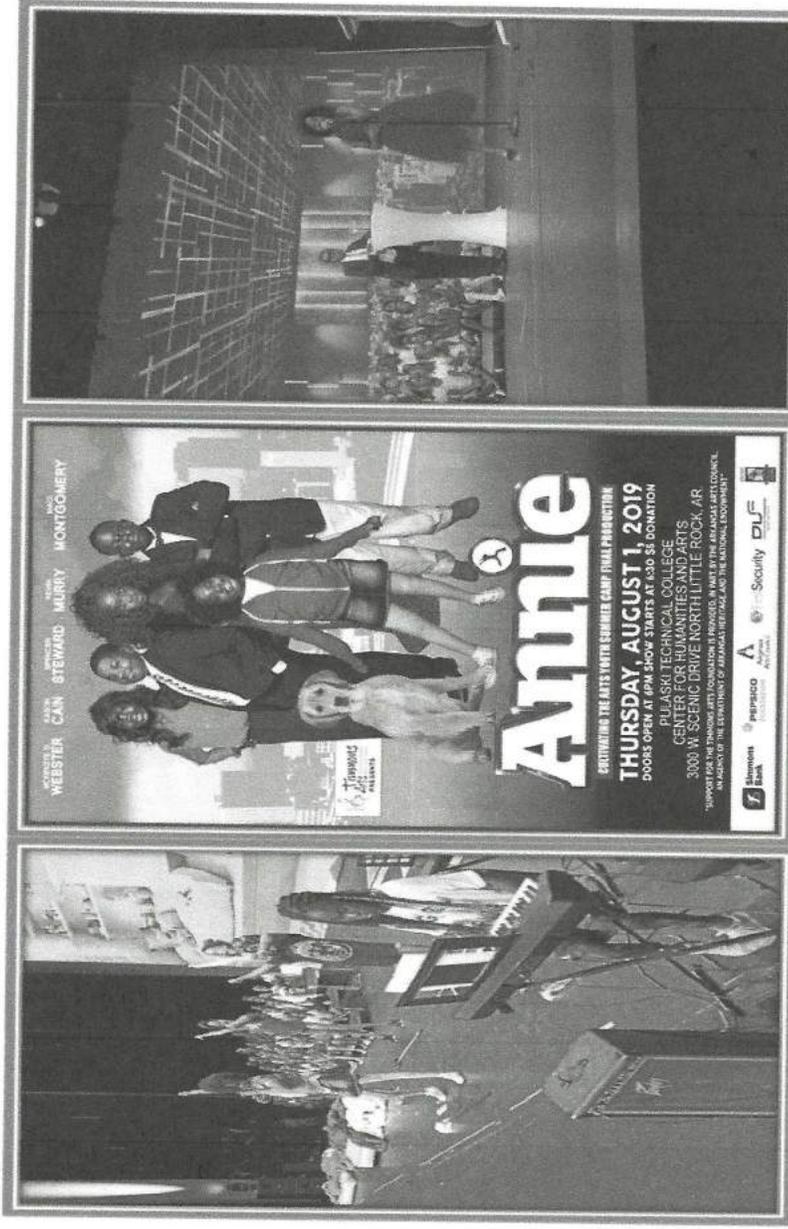
- An approach to teaching and learning through which content standards are taught and assessed equitably in and through the arts.



PERFORMING AND FINE ARTS

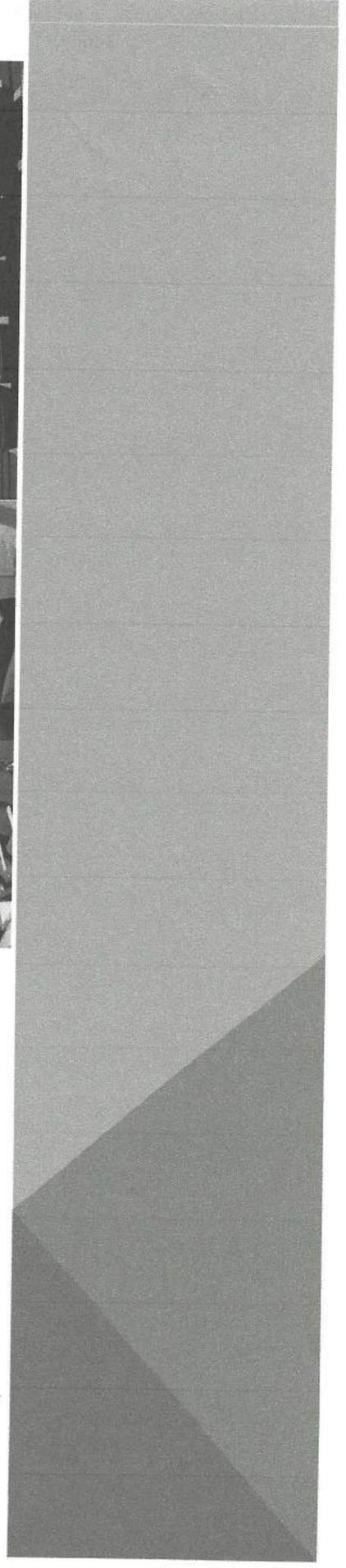
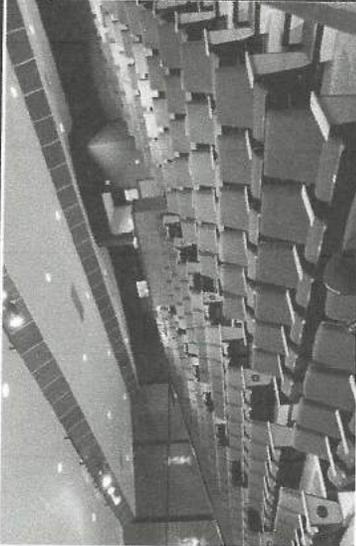
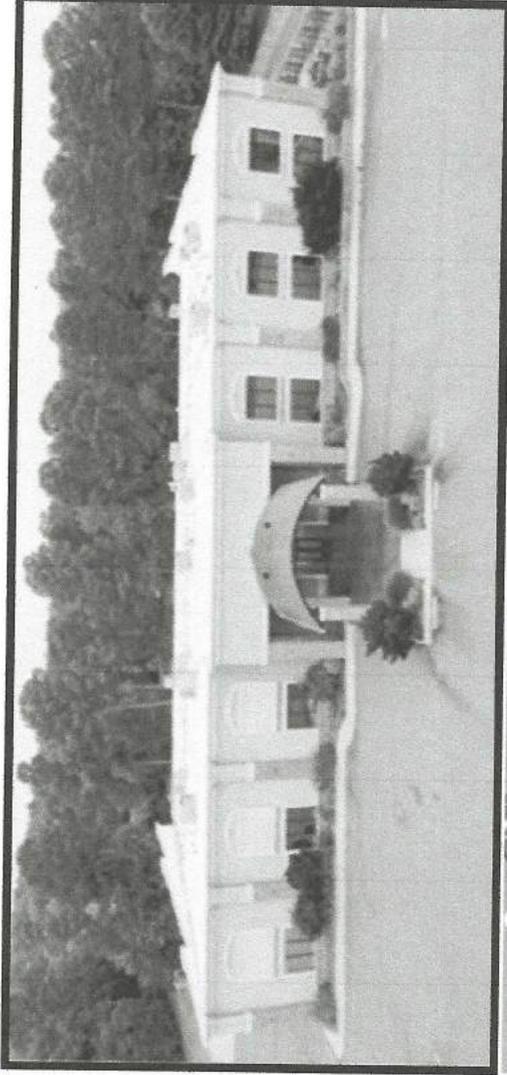
Performing and Fine Arts

- Fashion Design
- Visual Art
- Vocal Music
- Instrumental Music
- Dance
- Drama



WESTWIND FACILITY

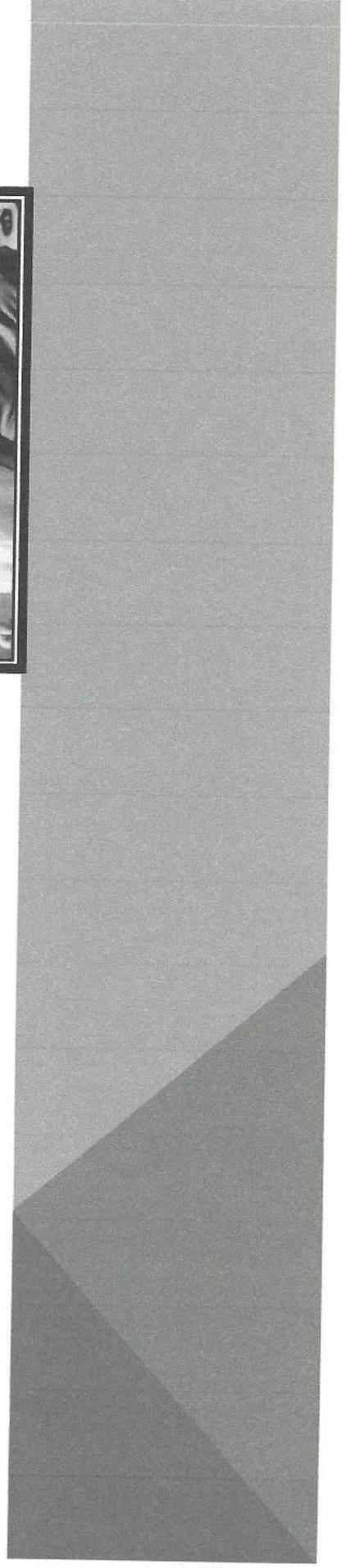
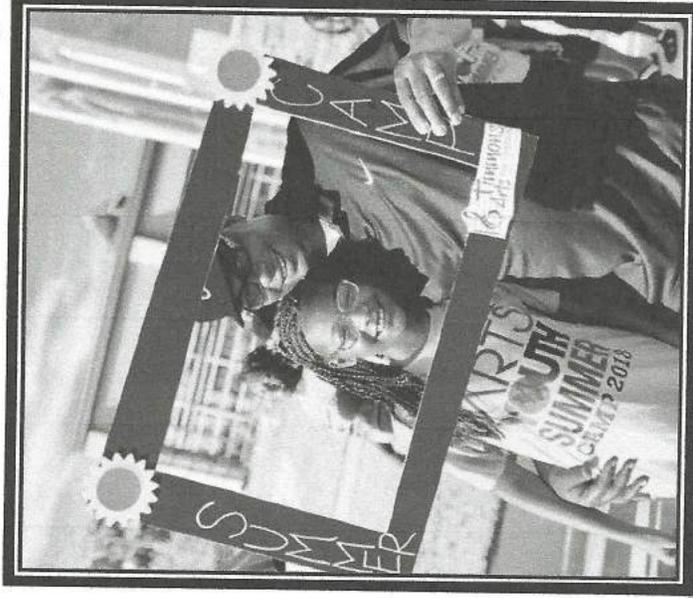
- 36000 square ft facility
- 17 Acres of Land
- Classrooms
- State of the art theater
- Commercial Kitchen
- Cafeteria/Bistro



FAMILY INVOLVEMENT/COMMUNITY PARTNERSHIPS

We believe that a strong partnership between school, parents, students and community is critical to the success of our school. We plan to engage families and community by implementing the following initiatives:

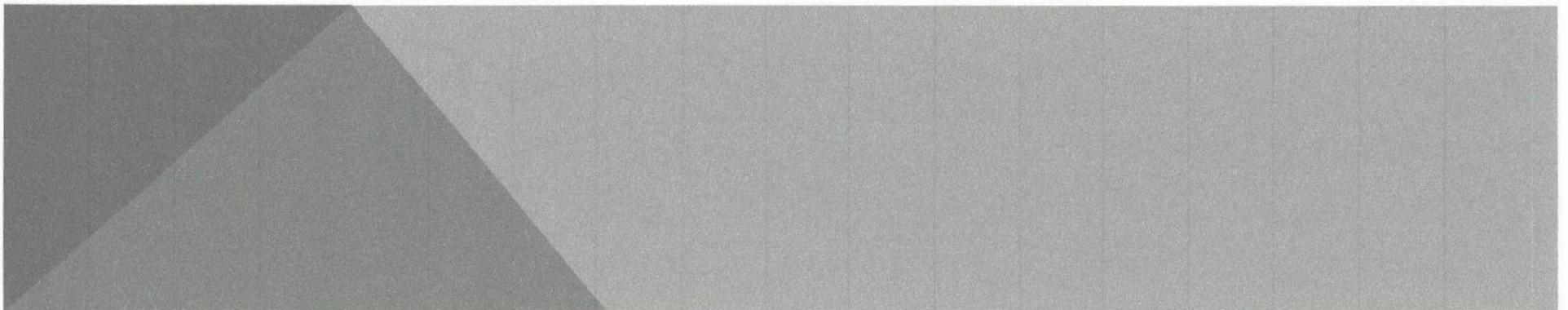
- Parent Involvement
- Communicating
- Volunteering
- Collaboration with the Community



OPEN ENROLLMENT PROCESS

Westwind will open serving students grades 6 – 8 throughout Pulaski County.

- Applications will be available for enrollment next year for the 2021-2022 school year.
- 150 slots available with a cap of 50 students per grade level.
- Applications will be open and available online. Physical applications will also be available.



QUESTIONS AND ANSWERS

THANK YOU!

Theresa Timmons: Theresa@timmonsarts.org

Or 501-891-1792

Follow us on Facebook! @Timmons Arts Foundation
or Instagram @timmonsarts

**ATTACHMENT 3:
BUDGET**

Open-Enrollment Charter School Application Salary Estimates for Year 1

Position	# Positions	Salary	Subtotal	Fringe	Total Expense
Executive Director	1	\$65,000	\$65,000	\$16,900	\$81,900
Prinipal	1	\$65,000	\$65,000	\$16,900	\$81,900
Administrative Assistant/Regi	1	\$34,000	\$34,000	\$8,840	\$42,840
Teachers	6	\$36,000	\$216,000	\$56,160	\$272,160
Aides	2	\$20,000	\$40,000	\$10,400	\$50,400
SPED Teacher	1	\$37,000	\$37,000	\$9,620	\$46,620
Teacher - ELL	0.5	\$35,000	\$17,500	\$4,550	\$22,050
Bus Driver	1	\$16,020	\$16,020	\$4,165	\$20,185
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0

Total Salaries and Benefits for Year 1 \$618,055

Open-Enrollment Charter School Application Salary Estimates for Year 2

Position	# Positions	Salary	Subtotal	Fringe	Total Expense
Executive Director	1	\$65,000	\$65,000	\$16,900	\$81,900
Prinipal	1	\$65,000	\$65,000	\$16,900	\$81,900
Administrative Assistant/Regi	1	\$34,000	\$34,000	\$8,840	\$42,840
Teachers	6	\$36,000	\$216,000	\$56,160	\$272,160
Aides	2	\$20,000	\$40,000	\$10,400	\$50,400
SPED Teacher	1	\$37,000	\$37,000	\$9,620	\$46,620
Teacher - ELL	0.5	\$35,000	\$17,500	\$4,550	\$22,050
Bus Driver	1	\$16,020	\$16,020	\$4,165	\$20,185
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
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			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0
			\$0	\$0	\$0

Total Salaries and Benefits for Year 2 \$618,055

Open-Enrollment Charter School Application Estimated Revenues

State Funding	Year 1			Year 2		
	# of Students	Amount Per Student	Total Yr 1	# of Students	Amount Per Student	Total Yr 2
Foundation Funding	150	\$7,018.00	\$1,052,700.00	150	\$7,018.00	\$1,052,700.00
Professional Development	150	\$27.40	\$4,110.00	150	\$27.40	\$4,110.00
ESA Funding	105	\$1,051.00	\$110,355.00	105	\$1,051.00	\$110,355.00
ESL Funding	2	\$352.00	\$704.00	2	\$352.00	\$704.00
ALE Funding	0	\$4,700.00	\$0.00	0	\$4,700.00	\$0.00
Charter Facilites	150	\$500.00	\$75,000.00	150	\$500.00	\$75,000.00

*ESA Funding Amt: Less than 70% FRL = \$526; Between 70-90% FRL = \$1051; 90% and Above FRL = \$1576

Federal Funds	Estimated Allocation Yr 1	Estimated Allocation Yr 2
Title I	\$50,000.00	\$50,000.00
Title II	\$3,000.00	\$3,000.00
Title III	\$0.00	\$0.00
Title IV	\$10,000.00	\$10,000.00
Title V		
Special Education	\$25,000.00	\$25,000.00
Child Nutrition	\$106,800.00	\$106,800.00

Other Sources	Amount Year 1	Amount Year 2

TOTAL REVENUES	YEAR 1 \$1,437,669.00	YEAR 2 \$1,437,669.00
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Open-Enrollment Charter School Application Estimated Expenditures

Category	Yr 1 Expenditures	Yr 2 Expenditures
Administration:		
Purchased Services	\$1,000.00	\$1,000.00
Supplies and Materials	\$3,000.00	\$3,000.00
Equipment		
Dues and Fees	\$4,500.00	\$4,500.00
Classroom Instruction:		
Purchased Services	\$10,000.00	\$10,000.00
Supplies and Materials	\$100,000.00	\$50,000.00
Equipment		
Dues and Fees	\$2,500.00	\$2,500.00
Special Education:		
Purchased Services	\$500.00	\$500.00
Supplies and Materials	\$5,000.00	\$5,000.00
Equipment		
Gifted & Talented Program		
Purchased Services		
Supplies and Materials		
Equipment		
ALE Program:		
Purchased Services		
Supplies and Materials		
Equipment		
ELL Program:		
Purchased Services		
Supplies and Materials		
Equipment		

ELL Program:		
Purchased Services		
Supplies and Materials	\$2,000.00	\$2,000.00
Equipment		
Guidance Services:		
Purchased Services	\$20,000.00	\$20,000.00
Supplies and Materials	\$2,500.00	\$2,500.00
Equipment		
Health Services:		
Purchased Services		
Supplies and Materials	\$3,000.00	\$3,000.00
Equipment		
Library Media Services:		
Purchased Services		
Supplies and Materials		
Equipment		
Fiscal Services:		
Purchased Services	\$136,000.00	\$106,000.00
Supplies and Materials		\$3,000.00
Equipment		
Pupil Transportation:		
Purchased Services	\$4,500.00	\$80,000.00
Supplies and Materials		
Equipment		
Bus Fuel	\$12,000.00	\$12,000.00

Maintenance & Operations:		
Purchased Services	\$21,000.00	\$21,000.00
Supplies and Materials	\$5,000.00	\$5,000.00
Equipment		
Phone	\$6,000.00	\$6,000.00
Gas	Included in Lease	Included in Lease
Electric	Included in Lease	Included in Lease
Water	Included in Lease	Included in Lease
Food Services:		
Purchased Services	\$75,000.00	\$75,000.00
Supplies and Materials	\$15,000.00	\$15,000.00
Equipment	\$5,000.00	\$5,000.00
Data Processing:		
Purchased Services		
Supplies and Materials		
Equipment		
Substitute Personnel:		
Supplies and Materials		
Purchase Services (Subteach/Willsub)	\$7,500.00	\$7,500.00
CMO Fee (if applicable):		
Office Support		
Advertising/Marketing		
Legal Services		

Facilities:		
Lease/Purchase Contract Per Yr	\$204,000.00	\$204,000.00
Facility Upgrades		
Property Insurance Per Yr		
Content Insurance Per Yr	\$7,500.00	\$7,500.00
Bus Insurance Per Year	\$10,000.00	\$10,000.00
Debt Expenditures:		
Copier Lease (TBD)	\$6,000.00	\$6,000.00
Bus Lease (TBD)	\$15,000.00	\$15,000.00
Other Expenditures:		
Salary Totals from Worksheet:	\$618,055.20	\$618,055.20

	Year 1	Year 2
TOTAL EXPENDITURES	\$1,301,555.20	\$1,300,055.20

NET REVENUE OVER EXPENDITURES	\$136,113.80	\$137,613.80
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**ATTACHMENT 4:
STATEMENT OF ASSURANCE**

2020 Open-Enrollment Charter School Application Statement of Assurances

The signature of the President of the Board of Directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them.

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we expect to draw students.
2. The open-enrollment 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 gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. The open-enrollment charter school shall hold an annual random and anonymous public lottery, followed with notifying parents of enrollment status for all applicants. The waiting list generated by the lottery will be maintained for one year.
4. In accordance with federal and state laws, the open-enrollment 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.
5. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools, applicable provisions of the Arkansas Constitution, and state laws and regulations governing public schools not waived by the approved charter.
6. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.
7. However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Ark. Code Ann.

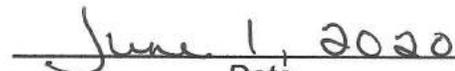
§ 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the State of Arkansas.

8. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
9. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.
10. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the Arkansas State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
11. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
12. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
13. The open-enrollment 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.
14. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code 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;

- (f) Ethical guidelines and prohibitions as established by Ark. Code Ann. § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and state and local governmental entities.
15. The facilities of the public 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.
16. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



President of Board of Directors Signature



Date



Printed Name

**ATTACHMENT 5:
LETTERS OF SUPPORT**



STATE OF ARKANSAS

House of Representatives

REPRESENTATIVE

Mark Lowery

229 Summit Valley Circle

Maumelle, Arkansas 72113-5934

501-837-5221 Cell

markdlowery@mac.com

DISTRICT 39

Counties:

Part Pulaski

COMMITTEES:

Education

Higher Education Subcommittee

Chairperson,

Insurance and Commerce

Joint Performance Review

Arkansas Legislative Council

May 28, 2020

Ms. Tracy Webb, Director
Public Charter School
Arkansas Department of Education
Four Capitol Mall, Room 304B
Little Rock, AR 72201

Dear Ms. Webb:

I am pleased to write in support of the Timmons Arts Foundation as the sponsoring body applying for an open-enrollment public charter school in North Little Rock, Arkansas. I have seen the wonderful work they do for our youth and the community, and I believe this is a great opportunity for growth.

The proposed school, "The Westwind School of Performance Arts," offers a unique instructive concept committed to blending academic growth and performing arts education. The Timmons Arts Foundation is experienced in cultivating the artistic interests of children and the development of disciplined, well-rounded students. I believe the charter school would be an asset to children who are otherwise limited to the exposure of educational amenities focused on these areas of interests.

I fully support the Timmons Arts Foundation in this endeavor and appreciate your sincere consideration in this matter. Should you wish to discuss this further, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads "Mark Lowery".

Mark Lowery
State Representative
District 39

ML/ss

MAUMELLE



OFFICE
OF THE
MAYOR

May 30th, 2020

Arkansas Department of Education
Charter School Office

To whom it may concern:

It is with great pleasure that I write this letter in support of Theresa Timmons and the Timmons Arts Foundation in their quest for opening the Westwind School of Performing Arts Charter School

Over the past several years The Timmons Arts Foundation has left a lasting impression on students as well as other organizations, families and the Little Rock community as a whole by providing arts enrichment to hundreds of children across Central Arkansas. The selfless contributions of this nonprofit organization truly serve as a model for a) acknowledging a need: b) structuring a plan: c) implementing the plan: and d) appreciating a final positive result.

When our youth are met with uplifting positive challenges, they flourish. The Westwind School of Performing Arts, by design, seeks to be a refreshing alternative option, providing students with an improved scope of knowledge and imagination.

In working with Theresa and The Timmons Arts Foundation, one can indisputably surmise that this Foundation exhibits an unwavering commitment to education for the Children of the community and surrounding areas.

Sincerely,

Caleb Norris
Mayor of Maumelle

TERRI HOLLINGSWORTH
PULASKI CIRCUIT/COUNTY CLERK



401 WEST MARKHAM STREET, SUITE 100
LITTLE ROCK, ARKANSAS 72201

May 25, 2020

Arkansas Department of Education
Charter School office
Four Capitol Mall, Room 304B
Little Rock, Arkansas 72201

RE: Letter of Support

To: Charter School Committee

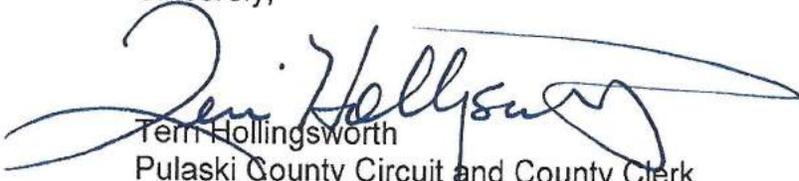
In my capacity as the Pulaski County Circuit and County Clerk, I fully support the Timmons Art Foundation request to run an open enrollment public charter school to cultivate academic growth and performing arts education.

The proposed: "The Westwind School of Performing Arts will be an integrated environment that promotes excellence and will enrich the lives and learning of students through drama/theater, vocal music, fashion design, visual arts, instrumental music, dance and production.

The Westwind School of Performing Arts", an open enrollment public charter school, is an excellent way for students to learn and build self-esteem, communication, critical thinking and cognitive skills all while becoming thoughtful and productive citizens in our community.

Again, I support the Timmons Art Foundation request to run an open enrollment public charter school in North Little Rock Arkansas and County of Pulaski.

Sincerely,


Terri Hollingsworth
Pulaski County Circuit and County Clerk
401 W. Markham, Room 100
Little Rock, Arkansas 72201

Monday, June 1, 2020
Via E-Mail
Nicolas Mayerhoeffer
27 Danube Drive
Maumelle, AR 72113
Email: nxmayerhoeff@ualr.edu
Phone : 501-773-7946

Recommendation letter

To Whom It May Concern,

I am writing to express my support for The Westwind School of Performance Arts' application to a Special Charter School. I know that the School will create exceptional programs. Education is a gift that opens doors, instills confidence and inspire dreams.

I believe that Mrs. Timmons is committed to ensuring that all future students, no matter their background or the borrow they call home, will have the opportunity to learn and grown with The Westwind School of Performance Arts.

Mrs. Timmons, is a magnificent, selfless, qualified leader of children. She is the creator of the Timmons Arts Foundation which has been in existence for over 8 years. She started off with 60 at-risk youth and now she has over 140, with a waiting list. She is a great collaborator when it comes to working with other organizations, as long as it is beneficial and contributes to the advancement and education of her students.

I have the pleasure and privilege of working with her for the last 2 years. Mrs. Timmons has always been an incredible leader and is endowed with a true sense of honor. She holds very strongly to her core values and treats all she meets with respect.

I trust her and would work with her on anything she undertook. She is passionate about her work, always available for her team and excels in all capacities. She does see the big picture and knows what needs to happen at all levels to drive success. She contributes significantly through her knowledge, experience, positive attitude and passion making her a valuable asset to any team. She brings a wealth of experience, spirit of enthusiasm and dedication to quality to everything she does.

Today, I'm proud to support and applaud her new venture with The Westwind School of Performance Arts to uplifting and empowering our youngest generation.

I offer my best wishes for a terrific school and continued success.
Sincerely,

Nicolas Mayerhoeffer

To Whom it May Concern

Re: The Westwind School of Performance Arts

For the past 3 years my children have attended the Timmons Arts Foundation with Theresa Timmons. This is an organization that has been greatly needed in the greater Little Rock area. To see what this program has done for not only my children but hundreds of children throughout the community is nothing short of amazing. Additionally, she has partnered with the Tendaji TDC which provides afterschool care with numerous programs for which my children have participated for the last 2 school years. The next step in development for our children would naturally be a Charter School. I 100% support this endeavor as I have seen firsthand the effect that such programs have on students and the success rate of charter schools in the state of Arkansas. I truly believe that the Timmons Foundation will make a signification impact on the children of such a program as she has been successful thus far with so many others.

Hope Johnson

Remarketing Supervisor

Ally Financial