

# **HOT SPRINGS WORLD CLASS HIGH SCHOOL**

**CHARTER INTERNAL  
REVIEW COMMITTEE  
REVIEW AND APPLICANT  
RESPONSES**

# Hot Springs World Class High School

## PRE-APPLICATION MATERIALS

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

**Evaluation Criteria:**

- A Letter of Intent was filed with Arkansas Department of Education on time and included all the necessary information

**Fully Responsive**

## PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

**Evaluation Criteria:**

- A mission statement (with content to be evaluated for Prompt #2 of Part C); and
- The key programmatic features of the proposed charter school

**Fully Responsive**

## PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

### C1: PUBLIC HEARING RESULTS

All districts must conduct a public hearing before applying for a district conversion or limited charter school to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

**Evaluation Criteria:**

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notice published to garner public attention to the hearing; and
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application

**Fully Responsive**

### **Concerns and Additional Questions**

- Provide a copy of the notice of public hearing from the newspaper that shows the notice and date of publication as printed in the newspaper.

**Applicant Response:** A copy of the notice of the public hearing with the newspaper printed date of publication is included immediately following these responses.

## **C2: MISSION STATEMENT**

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

### **Evaluation Criteria:**

- A mission statement that is clear and succinct

**Fully Responsive**

## **C3: EDUCATIONAL NEED**

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

### **Evaluation Criteria:**

- Valid, reliable, and verifiable data substantiate an educational need for the charter; and
- Innovations that would distinguish the charter from other schools

**Fully Responsive**

### **Concerns and Additional Questions**

- Clarify how the International Baccalaureate Initiative will be supported by conversion to charter status and how the blending of the IB program with a charter will meet the needs of all students.

**Applicant Response:** Three different International Baccalaureate Programmes are present at Hot Springs High School and all three will be supported by conversion to charter status. The IB Diploma Programme, the IB Career-related Programme, and the Middle Years Programme will continue to meet the needs of all students within this new configuration. The three programs emphasize global contexts and provide an international focus to learning, which is critical in most career pathways in our increasingly inter-connected world economy.

**The Middle Years Programme (MYP) operates across both the 9th and 10th grade classes and will continue to do so under the charter conversion. As a project-based and inquiry learning curriculum, the MYP requires that all students take English (mother tongue), a**

foreign language, mathematics, science, and social studies for both years and that students be enrolled in technology, fine arts, and physical education for at least one of the two years. The technology requirement of the MYP is a natural forerunner to the various career paths. Also, all students in the MYP in grade 10 are required to complete a personal project in which they research an area of personal interest, find a service application related to that area of interest, present the project in an approved format, and demonstrate academic integrity in the process. This project provides students with the critical thinking skills and many of the other skills required in any workplace. Finally, the MYP emphasizes collaborative work, which is a critical component in all endeavors.

The IB Diploma Programme (IBDP), considered by most universities to be the most academically rigorous program of study offered in any public school in the United States, will continue as it is. However, the embedding of oral communications into civics will enable these students to complete more graduation requirements and electives in grades 9-10, which will open up more opportunities for these students to take electives in grades 11-12. The IBDP requires that all 11<sup>th</sup> grade students take 7 IB Diploma courses and 6 or more IB Diploma courses in grade 12. Under the present system, unless a student completes Algebra I and Spanish I for credit in grade 8, the IB Diploma candidate rarely has more than one elective in grade 11 or 12. This embedding will provide more options for these students.

This is Hot Springs High School's first year to include the IB Career-related Programme (IBCP); all career pathways in this program will be directly linked to one of the Academies in the Charter proposal. The IBCP is a two- year program that links the IB Diploma Programme's rigor to a Career-related pathway, also requiring that students become a "completer" in one CT course of study by taking a two year career pathway course of study in grades 11 and 12. What makes this program distinctive from the standard academy career pathway are several additional requirements. Students in the IBCP are required to take and test in two IB Diploma level courses of their choosing; one must be a two-year sequence and the other can be a one or two year IBDP course. These help prepare these students to succeed in college level work. In addition, these students must take a two- year course of study called the IBCP Core. This course requires that students maintain and progress in the second language that they studied in grades 9-10 or take up a third language through on-line studies over two years totaling 100 hours of coursework and practice. Another requirement of the IBCP is taking a course call the Approaches to Learning, in which students focus on transferable life skills; a third component is service learning, which relates directly to their career-pathway and requires that students spend a minimum of 50 hours in documented service learning. Finally, the culmination of the IBCP is a reflective project in which students identify, analyze, and critically discuss an ethical issue arising from their career-related studies.

The IBDP will be part of the Liberal Studies Academy and the IBCP will operate in whichever academy that fits their career-related course of study. The MYP will provide an excellent spring-board to all of the academies. We anticipate excellent growth in both the IBDP and the IBCP under the new Charter.

## C4: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole and support the charter's mission.

### Evaluation Criteria:

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

### Fully Responsive

## C5: SCHEDULE OF COURSES OFFERED

The Schedule of Courses Offered section should describe the schedules for a week at the elementary level and courses offered at each grade at the secondary level.

### Evaluation Criteria:

- Evidence that the charter school meets minimum state requirements of courses offered at appropriate grade levels

### Fully Responsive

### Concerns and Additional Questions

- Confirm that the process for approval to embed courses, as outlined by the ADE Curriculum and Instruction Unit, will be followed.

**Applicant Response: Hot Springs High School will follow the process for approval to embed Civics and Oral Communications. In fact, a Citizenship Seminar course approval is being created to embed these courses within.**

## C6: PROGRAMS AND METHODS TO SUPPORT CORE CLASSES

The Programs and Methods to Support Core Classes section should describe the curriculum for core classes.

### Evaluation Criteria:

- A clear description of curriculum, including programs and instructional methods to be used in core classes; and
- An explanation of how the district will pay for all costs associate with the curriculum

### Fully Responsive

## C7: EDUCATIONAL PROGRAM

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

### **Evaluation Criteria:**

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel; and
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time.

### **Fully Responsive**

### **Concerns and Additional Questions**

- Confirm that the process for approval to embed courses, as outlined by the ADE Curriculum and Instruction Unit, will be followed.

**Applicant Response: Hot Springs High School will follow the process for approval to embed Civics and Oral Communications. In fact, a Citizenship Seminar course approval is being created to embed these courses within.**

## C8: CHARTER MODEL

### **Evaluation Criteria:**

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus

### **Fully Responsive**

## C9: AUTONOMY

### **Evaluation Criteria:**

- A clear description of all the ways in which the charter school will have more autonomy than traditional schools in the district, specifically pertaining to personnel, budget, day-to-day operations, and the school calendar

### **Fully Responsive**

## C10: SCHOOL IMPROVEMENT PLAN

### **Evaluation Criteria:**

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan
- A plan that addresses how the charter school will improve student learning and meet the state education goals

**Fully Responsive**

## C11: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and state standards.

### **Evaluation Criteria:**

- Evidence that the applicant has a process to ensure all curriculum materials, used in the educational program, align with the Arkansas Department of Education's curriculum frameworks and the Common Core State Standards

**Fully Responsive**

## C12: STUDENT SERVICES

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

### **Evaluation Criteria:**

A description of the ways in which the following services will be provided to students **even in each area for which a waiver is requested**:

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

**Fully Responsive**

## **Concerns and Additional Questions**

- Confirm that the guidance program as described will continue in the charter.
- Confirm that the full least restrictive environment continuum of special education services will be offered.
- Confirm ongoing compliance with state and federal laws and guidelines as they pertain to special education services.
- Explain if students at the charter school will be sent to Summit School.
- Explain if students attending the on campus alternative school and/or Summit School will be able to continue with the IB and other programs offered at the charter school.
- Confirm that students receiving gifted and talented services will also receive support for their social and emotional needs.

**Applicant Response:** \*Hot Springs High School will continue with the described guidance program throughout the charter.

\*The full least restrictive environment continuum of special education services will be available to meet the needs of individual students.

\*As always, Hot Springs High School will comply with all state and federal laws and guidelines pertaining to special education services.

\*Hot Springs School District's current Alternative Learning Environment is being restructured for the 2016-2017 school year. It is the intent to relocate the program to home buildings to provide full access for all alternative students. Grades 9-12 will be relocated to the Hot Springs High School campus. Students attending the charter school could be reassigned to the Alternative Learning Environment located on the same campus.

\*With the Alternative Learning Environment residing on the same campus, alternative students will have an opportunity to continue with the IB and career pathways offered at the charter school.

\*All students, including identified gifted and talented students, have access to all services offered at Hot Springs High School. These services include health services and school-based mental health services to meet social and emotional needs of all students.

**Remaining Issues:** It remains unclear that gifted and talented students will receive services to meet their emotional and social needs from a licensed gifted and talented instructor.

## **C13: ANNUAL PROGRESS REPORTS**

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

### **Evaluation Criteria:**

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer, separate from the district's annual report to the public, that outlines the school's progress;
- A plan for dissemination of the annual report to appropriate stakeholders

**Fully Responsive**

## C14: ENROLLMENT CRITERIA AND PROCEDURES

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

### **Evaluation Criteria:**

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

**Fully Responsive**

## C15: PRIOR CHARTER INVOLVEMENT

### **Evaluation Criteria:**

- A complete Prior Charter Involvement Template for each individual connected with the proposed charter;
- Accurate data in each Prior Charter Involvement Template, including active links to assessment data

**Fully Responsive**

## C16: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school administrator(s) and other key personnel. This section should also describe the professional qualifications which will be required of employees.

### **Evaluation Criteria:**

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

**Fully Responsive**

### **Concerns and Additional Questions**

- Confirm that all core teachers will be highly qualified.

- Confirm that all personnel who provide special education instruction to students will be certified in special education.
- Add gifted and talented to the faculty list.

**Applicant Response:** \*Hot Springs High School has 100% highly qualified certified staff. It is our intent to ensure that all core teachers continue to be highly qualified.

\*All personnel who provide special education instruction to students will be certified in special education or will be working on an Alternative Licensure Plan to become certified in special education. Those on ALP's will be provided additional supports to ensure they are meeting the needs of individual students.

**\*Gifted and Talented Faculty:** Teachers providing instruction in PreAP, AP, and IB courses must have completed specialized training to meet the needs of gifted and talented students. Rigor and relevance, along with higher-order thinking and problem solving activities, are the expectation of the gifted and talented teachers. AP and IB provide excellent training and curriculum to implement in the classrooms.

**Remaining Issues:** It remains unclear that the applicant understands that AP and IB trained instructors are not licensed gifted and talented instructors.

## C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

**Evaluation Criteria:**

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system

**Fully Responsive**

## C18: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school and any changes to be made to the facilities.

**Evaluation Criteria:**

- An identified facility appropriate to meet the needs of the school over the term of its charter
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public

- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan
- A sound plan for continued operation, maintenance, and repair of the facility

**Fully Responsive**

## C19: FOOD SERVICES

This section should describe how the school will address food services for its student body.

**Evaluation Criteria:**

- A food service plan that will serve all eligible students
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program

**Fully Responsive**

## C20: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

**Evaluation Criteria:**

- A plan for involving parents and guardians in the school's education program
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter

**Fully Responsive**

**Concerns and Additional Questions**

- Confirm that the programs mentioned will continue in the charter or revise appropriately.

**Applicant Response: All programs included in our original application will continue in the charter school.**

## C21: DESEGREGATION ASSURANCES

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

**Evaluation Criteria:**

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

**Fully Responsive****C22: SUSTAINABILITY OF THE PROGRAM**

The Sustainability section should describe the applicant's plan to ensure continued success of the charter school over time.

**Evaluation Criteria:**

- The plan to ensure the sustainability of the charter in the future

**Fully Responsive****C23: WAIVERS**

The Waivers section should discuss all waivers requested from local or state law.

**Evaluation Criteria:**

- Each law, rule, and standard by title, number, and description for which a waiver is requested
- A rationale for each waiver request
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission

**Fully Responsive****Partially Responsive****Not Responsive****Concerns and Additional Questions****See legal comments.**

## **OTHER:**

- Complete the following table with the grade levels and maximum enrollment to be served by year:

School Year	Grade Levels	Maximum Enrollment
2016-2017	9-12	1,000
2017-2018	9-12	1,050
2018-2019	9-12	1,100
2019-2020	9-12	1,150
2020-2021	9-12	1,200

**Applicant Response:** As stated at the beginning of our responses, the 925 provided in our letter of intent was the expected number of students for the 2015-2016 school year. We did not intend for that number to be the maximum enrollment of our charter. We have continued to see growth at Hot Springs High School over the past three years averaging about 50 students increase per year. The table is completed as if that trend were to continue.

**Houses Unfurnished 349****SPECIAL!**

\*LEASE/PURCHASE \$139,900. \$1100 per mo. 1/2 rent goes toward purchase for up to 24 mos. Credit & dep req'd. For details call 501-463-1080, 501-282-1535

**SERRETA PROPERTIES**  
Homes & Apartments  
For Rent  
All School Districts  
[www.serretaproperties.com](http://www.serretaproperties.com)  
**501-760-3324**  
**501-622-0080**

1BR, SMALL, on Lake Hamilton, \$525/mo lease + dep., no pets, water pd. 501-620-9642,

2 & 3BR city homes, fenced yards, kitchen appliances, \$640 mo. Dep., lease & ref's. 501-622-0649

2/1 CH/A, w/d connections, LHSD, \$600/mo. + utilities, South Park Realty 282-2056

**On The Waterfront**

2/1 COVERED dock, remod. & new appl., LHSD, \$750/mo., \$35 app fee. Hot Springs Properties 501-538-6556

2/1.5 - LHS, 206 Elysian Hills, \$650/month + \$400 deposit, 501-844-0504

24 HOURS rent line: 525-RENT  
Hot Springs Property Management.

**LOCATION! LOCATION! LOCATION!**

2BR 2BA, close to LSSD, newly remodeled, one year lease, \$795/mo., references req'd. 501-538-8120 or 262-4505

2BR/1BA ATTACHED utility room, ch/a, stove, refrig., \$600 + dep. 501-276-6236

2BR/1BA NO pets, \$380/mo + \$300 deposit. 501-262-5272

2BR/1BA FENCED yd, W/D connects, stove, frige & garage \$650+\$650 Dep. 282-3333

2BR/3BA MAGNET Cove, LSSD, \$1200/mo negotiable depending on references. \$1000 dep. 501-844-5127 or 617-1748

3 BR 2 BA, \$850 + dep., 2-story, spac, LR w/carpets & hdwd fir in entry, wood stained ceil. Lg. BRs w/tall ceilings & wood trim. HSSD. 520-1488

3/1 AVAIL. now, 1 yr. lease, refrig., w/d, gas water heater, \$800/mo. + util. 238 Glade, HUD approved. 501-655-3152

3/1, CH/A, large rooms. HUD approved. 402 Cedar, \$575. 262-2193 or 815-2390

3/2 BRICK, fresh wd flrs, CHA, frig., stove, WD nego. We do yd. \$650 + dep. 701-0600

3/2, ALL appl., 1 car gar. storage. No pets, \$700 + dep. Option to buy. 501-760-4608

3/2, CARPORT, no pets, near hospital & racetrack, \$750 + deposit. 276-4705

3BR 1BA 214 Pearl \$565 & \$250 dep., no pets. no HUD. \$50 off

**Houses Unfurnished 349**

3BR/1BA GOOD condition, no-pets. HSSD, 793 Omega St., \$650/mo S350 dep 655-1696

3BR/1BA, clean, new kitchen, fenced back yard. 118 Ramble, \$650+\$650 dep 520-7847

3BR/1BA, GARAGE, \$700/mo w/\$400 dep. 115 Ross St. 627-3240

3BR/2BA 135 Phillips \$750, 2BR/1BA on lake \$600, studio cottage 124 Madill \$350. 622-8825 or 912-9626

4BR/3BA LAKESHORE Drive, 2 car garage, no pets, \$1250/mo. 617-1838

**BEASLEY PROPERTIES**  
• HOUSES  
• APARTMENTS  
• MINI STORAGE  
**760-7333**

HOUSE FOR lease/purchase option. Beautiful 3 br/2ba, hdwd floors, fpl, Forest Lakes garden home. 501-525-6719

HOUSE FOR Rent, 124 Robin 3BR/2BA, ch/a \$685/mo. Section 8 OK HSSD 310-908-7211

LHSD: 3/2, 2 car carport, fenced, \$850, 135 Joy Drive, 501-627-6375

NEAR CHI hosp. Remodeled 3/2. No pets. \$850/mo + \$600 Dep. 545-8767, 525-5703

NICE 3/2, 2 car gar, w/d, LSSD, 155 Leatherwood. \$900 + dep. 282-8666

SMALL 1BR cabin. Clean, fenced yard. \$380 + \$400 dep. 501-781-8900, 538-6207

UNIQUE LAYOUT 3br 2ba fenced back yard, LSSD, storage building, \$725/mo + \$725 dep. 501-627-2883

**Vacation Places 355**

VAC. RENTAL: Great loc/view, Lk Ham., 3br, w/dock & dock house, pets ok 501-282-1523

VACATION ON Lake Hamilton! Spend a wk/end or a wk @ Fantasy Island. See us @ [homeaway.com](http://homeaway.com); I.D. #295539. Party Barge rental \$300/day. 501-767-2822

**Manufactured Homes 356**

\* 2 & 3 BR. LHS, MPSD, CMSD. Clean, covered decks, \$475 & up. 609-6943, 767-9304

16X80, 3br/2ba, on 1 acre, newly remodeled, FLSD. \$600 + \$600 dep. 622-0106

2BR 2BA, ch/a, mobile home on 1.5 ac., nice covered deck, Goslee Realty, 501-321-1213

2BR/1BA \$500/MO + 500 dep. no pets. 802-2724

2BR/1BA GOOD condition. LSSD no pets. Tenant pays utilities. 1342 Shady Grove \$500/mo + \$250 dep. 655-1696

2BR/1BA QUIET Country setting, FLSD. No pets. \$400 month \$300 deposit. 623-8779

3/2, 16X80 all elec, good cond., no pets. Tenant pays util. \$600/mo. \$300 dep. HSSD

**Rural Real Estate 383**

3BR/1BA GOOD condition, no-pets. HSSD, 793 Omega St., \$650/mo S350 dep 655-1696

3BR/1BA, clean, new kitchen, fenced back yard. 118 Ramble, \$650+\$650 dep 520-7847

3BR/1BA, GARAGE, \$700/mo w/\$400 dep. 115 Ross St. 627-3240

3BR/2BA 135 Phillips \$750, 2BR/1BA on lake \$600, studio cottage 124 Madill \$350. 622-8825 or 912-9626

**LEGAL NOTICES 410****PRELIMINARY ADVERTISEMENT SALE OF****NATIONAL FOREST TIMBER**

The Forest Service intends to advertise timber designated for cutting in the following proposed timber sale area on the Ouachita National Forest prior to August 31, 2015. The Potato Hill Sale is located within T4N, R24W, Section 6; T4N, R25W, Sections 1, 2, and 4; T5N, R24W, Sections 29-32, and T5N, R25W, Sections 25-29 and 32-36. The sale contains a preliminary estimated volume of 24,837 CCF of timber designated for cutting. The preliminary construction cost estimate for specified roads is \$779,408 which includes an estimated 2.29 miles of construction and 10.41 miles of reconstruction. This advance notice is to afford interested parties time to begin examination of the sale and preliminary sale data and specified road plans prior to the final advertisement. Interested parties may obtain information about the sale area and maps from the District Ranger's Office, Jessville, Arkansas or Forest Supervisor's Office, Hot Springs, AR. Preliminary sale information is also posted on the following website under Quick Links, Timber Bid Information: [www.fs.usda.gov/ouachita](http://www.fs.usda.gov/ouachita). The final advertisement will contain final minimum stumpage rates, bidding provisions, and other sale conditions.

**WARNING ORDER  
CASE NO. DR-2015-383-II****IN THE CIRCUIT COURT OF GARLAND COUNTY, ARKANSAS****DOMESTIC RELATIONS DIVISION, ASHLEY LOVEN HENDERSON, PLAINTIFF VS. JASON KENNETH COX, DEFENDANT.**

To: JASON KENNETH COX  
You are hereby notified that

ASHLEY LOVEN HENDERSON, Plaintiff, whose attorney is Josh Q. Hurst, 518 Ouachita Avenue, Hot Springs, Arkansas 71901, has filed a Complaint for Divorce herein, a copy of which Summons and Complaint for Divorce shall be delivered to you or to your attorney upon request. You are also notified that you must appear and defend by filing your answer or other responsive pleading within thirty (30) days of the date of the first publication of this warning order, and in the event of your failure to do so, judgment by default will be entered against you for the relief demanded in the complaint as circumscribed by the laws of this State.

In WITNESS WHEREOF, I have hereunto set my hand and seal as Clerk of the Court on this 10th day of July, 2015.

Jeannie Pike  
Circuit Clerk

BY: Robin White  
Deputy Clerk

**TERMS OF SALE:**

On a credit of three months, the purchaser being required to execute a bond as required by law and the order of the Court, with approved security, bearing interest at the rate of ten percent (10%) per annum from date of sale until paid, and a lien being retained on the premises sold to secure the payment of the purchaser money.

The Hearing is scheduled for August 6, 2015 in the Hot Springs High School's Mackey Theatre at 6:00 PM. All interested persons are invited to attend. For additional information, please contact Dr. Stephanie Nehus, Director of Secondary Education (624-3372), or Lloyd Jackson, Hot Springs High School Princip-

**LEGAL NOTICE DEADLINE**

3 Business Days prior to publication date.

\* Early deadlines for Holidays

**LEGAL NOTICE**

Hot Springs School District will host a Public Hearing regarding the Arkansas Department of Education's District Conversion Charter School Process and the application for Hot Springs High School for approval as such.

The Hearing is scheduled for August 6, 2015 in the Hot Springs High School's Mackey Theatre at 6:00 PM. All interested persons are invited to attend. For additional information, please contact Dr. Stephanie Nehus, Director of Secondary Education (624-3372), or Lloyd Jackson, Hot Springs High School Princip-

**NOTICE**

The following vehicle(s) will be sold at Crazy Dan's Towing 105 East Grand Hot Springs, AR 71012-3267 if not claimed on or before 45 days of tow date.

The following will be sold 8/19/15: 2006 Chev Cobalt VIN#

**LEGAL NOTICES 410****LEGAL NOTICE**

Pursuant to the provisions of Probate Code, Sec. 152, notice is given that accounts of the administration of the estate listed below have been filed, on the dates shown, by the named personal representatives.

All interested persons are called on to file objections to such ac-

counts on or before the sixtieth day following the filing of the respective accounts, failing which they will be barred forever from excepting to the account.

PR-14-28-III  
Filed 6/2/15

PR-12-499-III  
Filed 6/5/15

PR-13-163-IV  
Filed 6/1/15

PR-12-476-I  
Filed 6/5/15

PR-11-646-III  
Filed 6/5/15

PR-10-171-I  
Filed 6/10/15

PR-14-87-IV  
Filed 6/23/15

PR-11-285-IV  
Filed 6/1/15

PR-10-574-IV  
Filed 6/5/15

PR-02-451-III  
Filed 6/5/15

PR-11-252-IV  
Filed 6/10/15

Dated this 2nd day of July, 2015.

**LEGAL NOTICE**

Pursuant to the provisions of Probate Code, Sec. 152, notice is given that accounts of the administration of the estate listed below have been filed, on the dates shown, by the named personal representatives.

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counts on or before the sixtieth day following the filing of the respective accounts, failing which they will be barred forever from excepting to the account.

LENA B. ADAMS

Tammy Brown, Guardian,

Annual Accounting

JAMES BIRDWELL

David Howell, Public Guardian for Adults,

Annual Accounting

JUNE COOPER

State Support Solutions, Inc., Guardian of the

Estate, December 16, 2013 – May 31, 2015

ABIGAIL FENDLEY

Mike and Alison Fendley, Personal Representatives,

Annual Accounting

DOROTHY LONGINOTTI

David Howell, Public Guardian for Adults,

Annual Accounting

JAMES W. PAFFORD, SR.

James W. Pafford, Jr., Guardian of the Estate,

Annual Accounting

FAYE REED

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Person and Estate, First Accounting

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April Sanders, Guardian,

Annual Accounting

DAKOTA SMITH

David Howell, Public Guardian for Adults,

Annual Accounting

JAMES VANDEROORT

David Howell, Public Guardian for Adults,

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Dorothy Guthrie, Chief Deputy Clerk  
Garland County, Arkansas

**Legal Notices 410****PUBLISHER'S NOTICE**

All real estate advertising in this newspaper is subject to the Federal Fair Housing Act

which makes it illegal to advertise any preference,

limitation or discrimination based on race, color, religion,

sex, handicap, familial status or national origin, or an

intention to make any such preference, limitation or discrimination.

Familial status includes children under the age of 18 living with parents

or legal custodians, pregnant women and people securing custody of children under 18.

This newspaper will not knowingly accept any advertising for real estate which is

in violation of the law. Our

readers are hereby informed that all dwellings advertised in this newspaper are available on an equal opportunity

basis. To complain of discrimination call HUD toll-free

1-800-669-9777. The toll-free telephone number for the hearing impaired is 1-800-927-9275.

**LEGAL NOTICE****DEADLINE**

3 Business Days prior to publication date.

\* Early deadlines for Holidays

**NOTICE**

The following vehicle(s) will be sold at Crazy Dan's Towing 105

East Grand Hot Springs, AR 71012-3267 if not claimed on

or before 45 days of tow date.

The following will be sold 8/19/15: 2006 Chev Cobalt VIN#

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**LEGAL REVIEW OF  
WAIVER REQUESTS  
AND RESPONSES**

**Red**=Waivers not previously requested, need additional discussion, or have remaining issues

**Green**=Waivers previously granted, no remaining issues

*Information provided by Applicant is in italics.*

**Hot Springs World Class High School  
Waivers Requested in Original Application  
2015 District Conversion Application**

**1. Oral Communications**

**Section 9.03.4.1 of the Standards for Accreditation (1 Unit of Oral Communication)**

*It is our intention to embed oral communications throughout the core classes in the Freshman Academy where students are expected to create presentations and present to their classmates and fellow team members. HSHS will ensure that students in the courses in which Oral Communications will be embedded will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. The Oral Communications standards will be divided between the following freshman level courses: English, Algebra I and Geometry, and Physical Science*

**Legal Comments:** Waivers are not necessary to embed courses. The applicant should seek course approval for its embedded course(s).

**Applicant Response:** *Hot Springs High School is seeking course approval for a Citizenship Seminar course that will embed Civics and Oral Communications.*

**Remaining Issues:** Applicant needs to confirm it will seek course approval for its embedded courses.

**2. Civics**

**Sections 9.03.4.7 of the Standards for Accreditation (1/2 Unit of Civics)**

*It is our intention to embed civics throughout the core classes in the Freshmen Academy and through seminars where students will participate in the civics/government process. HSHS will ensure that students in the courses in which Civics will be embedded will receive instruction concerning the required material in the Civics class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. The Freshman Academy is already divided into two teams, so the concept of civics and political institutions, participation and deliberation, and processes, rules, and laws will be embedded into English, Algebra I and Geometry, and Physical Science. Partnering with the City of Hot Springs, seminars about government will be incorporated each semester.*

**Legal Comments:** Waivers are not necessary to embed courses. The applicant should seek course approval for its embedded course(s).

**Applicant Response:** *Hot Springs High School is seeking course approval for a Citizenship Seminar course that will embed Civics and Oral Communications.*

**Red**=Waivers not previously requested, need additional discussion, or have remaining issues

**Green**=Waivers previously granted, no remaining issues

*Information provided by Applicant is in italics.*

**Remaining Issues:** Applicant needs to confirm it will seek course approval for its embedded courses.

### **3. Class Size**

#### **Sections 10.02 of the Standards for Accreditation**

*In the event a specific career pathway has a large number of interested students, the internship portion could still take place regardless of the class size. This waiver would only be used on an as needed basis when an internship presented a large number of students in one area, not to exceed 40 students in any single class or 180 maximum students served by a single teacher.*

**Legal Comments:** None

**Remaining Issues:** None

### **4. Seat Time**

#### **Section 14.03 of the ADE Rules Governing Standards for Accreditation**

*Utilizing digital learning, students have the opportunity to complete courses in fewer clock hours. This opportunity would allow our students more flexibility in scheduling, providing for career related experiences. HSHS is only asking for a waiver of the 120 clock hour requirement, and not to waive any graduation requirements. The granting of this waiver will not create a dilution of the coursework required to meet all necessary standards and frameworks for the affected courses, and HSHS will adhere to full curriculum alignment with the Arkansas frameworks.*

**Legal Comments:** Rationale should be provided as to how this waiver will help the applicant meets its goals. Explanation should be provided as to how this waiver would be implemented, what classes it would apply to, and how the applicant will ensure all frameworks will be taught.

***Applicant Response:** Hot Springs High School is fully aware that individual students learn in various ways. We want to step away from the cookie cutter approach to learning. Many motivated students, working at their own pace, could complete courses in a smaller time frame than 120 clock hours. Our goal is to improve our graduation rate and for students to graduate with a value added diploma. In order to accomplish this goal, students must have the ability to complete internships, concurrent credit courses, industry certifications, etc. In the charter school, students would be able to select courses to take digitally through Virtual Arkansas to complete graduation requirements or go beyond in an area of interest for the student. These courses could be completed outside of the regular school day (at home or through evening opportunities at the school). Completing digital courses will provide more schedule*

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***flexibility and time for internships and concurrent credit courses. This waiver could potentially apply to any course, depending on individual student circumstances and needs, but would primarily apply to elective requirements. Virtual Arkansas assures that all frameworks are taught in each course.***

**Remaining Issues:** None

## **5. Licensure**

**Arkansas Code Ann. § 6-15-1004**

**Arkansas Code Ann. § 6-17-302**

**Arkansas Code Ann. § 6-17-309**

**Arkansas Code Ann. § 6-17-401**

**Arkansas Code Ann. § 6-17-902**

**Arkansas Code Ann. § 6-17-919**

**Standards for Accreditation 15.02 and 15.03**

**ADE Rules for Governing Educator Licensure**

*In career related areas, we would like the flexibility to allow professionals within the related fields to be able to teach students their trade. It is anticipated that licensure waivers will be limited in nature, and will only apply to non-core classes. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks.*

**Legal Comments:** None

**Remaining Issues:** None

## **6. Full-Day Attendance**

**Ark. Code Ann. 6-18-211**

**ADE Rules Governing Mandatory Attendance for Students in Grades 9-12**

*Students who have completed core graduation requirements would be allowed to leave campus to participate in internships or work related tasks. HSHS anticipates this waiver applying primarily to seniors, but possibly some juniors as well. Motivated seniors could*

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*attend school for half a day and participate in work related experiences for the remainder of the day.*

**Legal Comments:** None

**Remaining Issues:** None

**ADE LEGAL  
DESEGREGATION  
ANALYSIS**



# MEMO

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DATE: November 6, 2015

TO: Charter Authorizing Panel

FROM: ADE Legal Staff

SUBJECT: Desegregation Analysis, District Conversion Public Charter School Applications

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## I. Introduction

Five public school districts submitted applications for district conversion charter schools:

- Cave City School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 1,200 students;
- Fayetteville School District, proposing a charter school to provide instruction in grades kindergarten (K) through twelve (12) with an enrollment cap of 500 students;
- Gentry School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 500 students;
- Hot Springs School District, proposing a charter school to provide instruction in grades nine (9) through twelve (12) with an enrollment cap of 1,200 students;
- Springdale School District, proposing a charter school to provide instruction in grades kindergarten (K) through twelve (12) with an enrollment cap of 2,000 students.

## II. Statutory Requirements

Ark. Code Ann. § 6-23-106(a) requires the applicants for a charter school, the board of directors of the school district in which a proposed charter school would be located, and the authorizer to “carefully review the potential impact of an application for a charter school 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.” Ark. Code Ann. § 6-23-106(b) requires the authorizer to “attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system.” Ark. Code Ann. § 6-23-106(c) states that the authorizer “shall not approve any public charter school under this chapter or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.” This analysis is provided to inform the decision-making of the authorizer with regard to the effect, if any, of the proposed charter schools upon the desegregation efforts of a public school district.

### III. INFORMATION SUBMITTED BY THE APPLICANT AND THE AFFECTED SCHOOL DISTRICTS

Each applicant addressed Desegregation Assurances in its application. The Department is unaware of any desegregation-related opposition to these applications from any other school district. Each applicant's desegregation analysis is attached to this memo.

### IV. ANALYSIS FROM THE DEPARTMENT

"Desegregation" is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or "vestiges" of prior *de jure* (caused by official action) racial discrimination.

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that "hampers, delays, or in any manner negatively affects the desegregation efforts" of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

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

### V. CONCLUSION

The Department is unaware of any data demonstrating that any of the proposed charter schools are motivated by an impermissible intent to segregate schools. However, the authorizer should carefully examine the proposed charter school applications in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter schools' existence.

Additionally, only one conversion charter school applicant, the Hot Springs World Class High School, would operate in a school district that is subject to a desegregation order. As noted by the applicant, the conversion charter school will not impede the Hot Springs School District's obligations to participate in inter-district school choice as provided in the controlling desegregation order.

20. 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.

**Applicant Response:**

An active Parent-Teacher Organization provides monthly parent nights as well as support through finances and volunteers for the PBIS (Positive Behavior Intervention and Supports) program, which trains, encourages, and rewards positive student behaviors. A "Three for Me" initiative encourages parents to volunteer at the school at least 3 hours per year, and the "Read 20 Minutes a Day" program encourages parents to be sure that students are reading at least 20 minutes each day. An Athletic Booster Club and a Band Booster Club actively provide supports to these extra-curricular programs. A Senior Parent Committee works each year to assist in making every senior's final year memorable. Each year parents are surveyed to determine ways to improve education for their students, and two Parent-Teacher Conferences plus an August Open House are held for parents to meet with faculty and staff at the school. To aid in a smooth transition for students entering the 9th grade, Camp Troy is held, offering incoming Freshmen and their parents the opportunity to tour the school and meet in mini-sessions to learn about high school expectations and procedures. This event concludes with a dance for all to enjoy. Communication with parents and the community is maintained through a Facebook, Twitter, and Instagram account as well as a website, accessible through the district website. In addition, an advisory committee for each academy will be put in place to provide direction and support for the academies.

Community members are involved through the Senior Exhibition and Interview program, which allows all seniors to interview with and make a presentation to a community member. Other community members provide programs such as financial training, character education training, and act as guest speakers for classes and groups. The Chamber of Commerce and the local community college work closely with the school to offer opportunities for technical training and college classes. The local military recruiters work with students interested in a military career, and a College and Career night for students and parents is held with representatives from around the state available to answer questions about options after high school.

21. 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.

**Applicant Response:**

The Garland County School Desegregation Case Comprehensive Settlement Agreement requires that the applicant district, as well as the other school districts in Garland County, is required to participate in inter-district school choice within the parameters of Act 609 of 1989. The applicant confirms that the conversion of Hot Springs High School to a charter high school will not inhibit its compliance with the Agreement, nor would it negatively affect the efforts of any Arkansas public school district to create and maintain a unitary system of desegregated public schools. The District is currently involved in litigation which seeks to terminate the requirements of the Agreement. The applicant will keep the Arkansas Department of Education and the charter authorizing panel apprised of the status of the litigation as the application process progresses.