



AGENDA

STATE BOARD OF EDUCATION

September 8, 2016

Arkansas Department of Education

ADE Auditorium

10:00 AM

I. Call to Order

II. Consent Agenda

1. Minutes 9

Presenter: Deborah Coffman

2. Newly Employed, Promotions and Separations 24

The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating process. The information is needed to measure the effectiveness of the agency's recruitment, hiring and promotion efforts and is in conformity with federal government guidelines, which require the agency to compile statistical information about applicants for employment.

Presenter: Greg Rogers and Clemetta Hood

3. Consideration of Report on Waivers to School Districts for Teachers 25

Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. § 6-17-309

Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Requests were received from forty-four (44) school districts covering a total of eighty-eight (88) waivers. There were also requests for long-term substitutes from twenty-seven (27)

school districts requesting a total of forty-five (45) waivers for long-term substitutes. These requests have been reviewed, were either approved or denied by Department staff, and are consistent with program guidelines.

Presenter: Cheryl Reinhart

4. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-092 – Don W. Fate

Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a permanent license revocation. Neither Mr. Fate, nor his attorney, responded within the required thirty (30) day period.

Presenter: Eric James

5. Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-111 – Jim Edward Elser

Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom.

Violation of Standard 2. An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position. Violation of Standard 7. An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator's professional services that is protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board issue a written warning. Mr. Elser, through his attorney, accepted the recommendation on July 28, 2016.

Presenter: Eric James

6. End-Of-Semester Reviews of Open-Enrollment Public Charter Schools in the Initial Year of Operation: Capital City Lighthouse, Haas Hall 43

Academy (Bentonville), Ozark Montessori, and Rockbridge Montessori

Presenter: Alexandra Boyd

7. Consideration of 2016 Charter Report 59

Ark. Code Ann. § 6-23-310 requires the authorizer to report on the status of open-enrollment public charter school programs to the General Assembly each biennium and to the House Committee on Education and the Senate Committee on Education during the interim between regular sessions of the General Assembly. Attached is the 2016 Charter Report.

Presenter: Alexandra Boyd

8. Consideration of 2015-2016 Education Renewal Zones Report 70

Ark. Code Ann. § 6-15-2505(b) requires the Arkansas Department of Education to prepare an annual report to the Governor, the General Assembly, and the State Board of Education describing the progress toward accomplishing the goals of the individual education renewal zones and the overall education renewal zone program. Attached is the 2015-2016 report.

Presenter: Cindy Hogue

9. Consideration of PCSSD Community Advisory Board Vacancy

On January 14, 2016, the State Board approved the PCSSD Community Advisory Board membership. On June 23, 2016, the member from Zone 1 resigned. Nominations for the vacancy were accepted from area legislators. Commissioner Key requests approval of a new Zone 1 member, Mr. Mike Kemp, effective immediately.

Presenter: Commissioner Key

10. Consideration of the Recommendation of the Department for 80

Recognition of Private Organizations as an Accrediting Association for the Purpose of Establishing Private School Eligibility for the Succeed Scholarship Program

Ark. Code Ann. § 6-41-803(b)(1) requires that a private school meet the accreditation requirements set by an accrediting association recognized by the State Board for eligibility in the Succeed Scholarship Program. The Department recommends that the State Board

recognize the American Montessori Society and AdvancED as an accrediting association for purposes of Ark. Code Ann. 6-41-803(b)(1), private school eligibility for the Succeed Scholarship Program.

Presenter: Courtney Salas-Ford

11. Consideration of the Recommendation of the Department for Recognition of Nationally Recognized, Norm-referenced Tests for the Purpose of Establishing Private School Eligibility for the Succeed Scholarship Program 81

Ark. Code Ann. § 6-41-803(d) requires that a private school administer or make provisions for a participating student to take, a nationally recognized, norm-referenced test established by the State Board.

Presenter: Courtney Salas-Ford

III. Action Agenda A. 10:00am

Time: 10:00

1. Consideration of the Department of Education Recommendation for Waiver from Repayment of NBPTS Program Funding – Monica Colbert
Monica Colbert is a licensed educator who received funding under the Rules Governing Eligibility and Financial Incentives for National Board for Professional Teaching Standards Candidacy and Certification Program, but did not complete certification. Ms. Colbert has requested a waiver from her obligation to repay NBPTS Program funding in the amount of \$1,375.00. Based on extenuating circumstances, the Department recommends that the State Board waive the requirement for repayment of NBPTS Program funding.

Presenter: Ivy Pfeffer

2. Consideration of the Department of Education Recommendation for Waiver from Repayment of NBPTS Program Funding – Cindy Hallmark
Cindy Hallmark is a licensed educator who received funding under the Rules Governing Eligibility and Financial Incentives for National Board for Professional Teaching Standards Candidacy and Certification Program, but did not complete certification. Ms. Hallmark has requested a waiver from her obligation to repay NBPTS Program funding in the amount of \$1,250.00. Based on extenuating

circumstances, the Department recommends that the State Board waive the requirement for repayment of NBPTS Program funding.

Presenter: Ivy Pfeffer

3. Consideration of the Department of Education Recommendation for Waiver from Repayment of NBPTS Program Funding – Sita Montgomery

Sita Montgomery is a licensed educator who received funding under the Rules Governing Eligibility and Financial Incentives for National Board for Professional Teaching Standards Candidacy and Certification Program, but did not complete certification. Ms.

Montgomery has requested a waiver from her obligation to repay NBPTS Program funding in the amount of \$1,250.00. Based on extenuating circumstances, the Department recommends that the State Board waive the requirement for repayment of NBPTS Program funding.

Presenter: Ivy Pfeffer

4. Consideration of the Department of Education Recommendation for Waiver from Repayment of NBPTS Program Funding – Todd Musgraves

Todd Musgraves is a licensed educator who received funding under the Rules Governing Eligibility and Financial Incentives for National Board for Professional Teaching Standards Candidacy and Certification Program, but did not complete certification. Mr.

Musgraves has requested a waiver from her obligation to repay NBPTS Program funding in the amount of \$1,250.00. Based on extenuating circumstances, the Department recommends that the State Board waive the requirement for repayment of NBPTS Program funding.

Presenter: Ivy Pfeffer

5. Consideration of the Department of Education Recommendation for Waiver from Repayment of NBPTS Program Funding – Jodi Staten

Jodi Staten is a licensed educator who received funding under the Rules Governing Eligibility and Financial Incentives for National Board

for Professional Teaching Standards Candidacy and Certification Program, but did not complete certification. Ms. Staten has requested a waiver from her obligation to repay NBPTS Program funding in the amount of \$1,250.00. Based on extenuating circumstances, the Department recommends that the State Board waive the requirement for repayment of NBPTS Program funding.

Presenter: Ivy Pfeffer

6. Consideration of the Department of Education Recommendation for Waiver from Repayment of NBPTS Program Funding – Trina Walls
Trina Walls is a licensed educator who received funding under the Rules Governing Eligibility and Financial Incentives for National Board for Professional Teaching Standards Candidacy and Certification Program, but did not complete certification. Ms. Walls has requested a waiver from her obligation to repay NBPTS Program funding in the amount of \$2,500.00. Based on extenuating circumstances, the Department recommends that the State Board waive the requirement for repayment of NBPTS Program funding.

Presenter: Ivy Pfeffer

7. Consideration of the Department of Education Recommendation for Waiver from Repayment of NBPTS Program Funding – Casey Weisenbach
Casey Weisenbach is a licensed educator who received funding under the Rules Governing Eligibility and Financial Incentives for National Board for Professional Teaching Standards Candidacy and Certification Program, but did not complete certification. Ms. Weisenbach has requested a waiver from her obligation to repay NBPTS Program funding in the amount of \$1,250.00. Based on extenuating circumstances, the Department recommends that the State Board waive the requirement for repayment of NBPTS Program funding.

Presenter: Ivy Pfeffer

8. Consideration of Embedded Courses

Act 421 of 2013 allows curriculum frameworks from two (2) separate

courses to be taught in a single course, known as a combined or embedded course. Several school districts made application to the Curriculum and Instruction Unit for approval of a combined or embedded course and assured in writing that the curriculum frameworks for both courses will be fully taught in the combined or embedded course. Arkansas Department of Education staff respectfully requests the State Board of Education approve the embedded courses, English 10 with Oral Communication, for West Fork School District and Alpena School District with the understanding that when the curriculum frameworks for one of the courses are revised, a new course approval request must be submitted to the State Board of Education and approval must be granted before a school would be allowed to offer the embedded courses.

Presenter: Thomas Coy

9. Consideration of Appeal from Denial of School Choice Application - 82
Sims

Pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015, the Sims family appeals the decision of the Fountain Lake School District to deny its child's school choice application for the 2016-2017 school year. The family resides in the Cutter-Morning Star School District.

Presenter: Jennifer Davis

10. Consideration of the Charter Authorizing Panel Decision on the Open- 143
Enrollment Public Charter School Application: Lockesburg STEM
Academy, Lockesburg, Arkansas
Presenter: Alexandra Boyd

11. Consideration of the Charter Authorizing Panel Decision on the Open- 260
Enrollment Public Charter School Application: Paron Charter School,
Paron, Arkansas

Presenter: Alexandra Boyd

IV. Action Agenda B 1:00pm

1. Consideration of the Charter Authorizing Panel Decision on the Open- Enrollment Charter School Amendments: Ozark Montessori Academy
Presenter: Alexandra Boyd 371
 2. Consideration of the Charter Authorizing Panel Decision on the Open- Enrollment Public Charter School Application: Classical Academy of Fayetteville, Fayetteville OR Farmington, Arkansas
Presenter: Alexandra Boyd 381
 3. District Request for Waivers Granted to Open-Enrollment Charters: Smackover-Norphlet School District 555
Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. Representatives of the Smackover-Norphlet School District are appearing before the Board with a petition for waivers.
Presenter: Mary Perry
 4. District Request for Waivers Granted to Open-Enrollment Charters: Pine Bluff School District 577
Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that serve students who reside in the school district. Representatives of the Pine Bluff School District are appearing before the Board with a petition for waivers.
Presenter: Mary Perry
- V. Adjournment
- VI. Work Session - Special Committees
- Chair Mireya Reith will meet with State Board Members that have been appointed to Special Committees. This work session will immediately follow the adjournment of the State Board Meeting.
Presenter: Chair Mireya Reith
- VII. Work Session - Deeper Learning and ForwARd Arkansas 591
- NASBE will lead a conversation about deeper learning. Forward Arkansas will discuss the progress in identifying Forward Communities.

The work session will be held in the ADE auditorium from 5:00-7:00 pm.

The meeting is open to the public but will not be live streamed or recorded.

Presenter: Francis Eberle and Susan Harriman

Time: 5:00-7:00pm

**Minutes
State Board of Education Meeting
Thursday, August 11, 2016**

The State Board of Education met Thursday, August 11, 2016, in the Arkansas Department of Education Auditorium. Chair Mireya Reith called the meeting to order at 10:02 am.

Present: Mireya Reith, Chair; Dr. Jay Barth, Vice-Chair; Dr. Fitz Hill; Joe Black; Diane Zook; Ouida Newton; Susan Chambers; Brett Williamson; Charisse Dean; Megan Ables, 2016 Teacher of the Year, and Johnny Key, Commissioner.

Absent: None

Consent Agenda

Ms. Chambers moved, seconded by Ms. Zook, to approve the consent agenda. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes – July 14, 2016
- Minutes – July 15, 2016
- Newly Employed, Promotions and Separations
- Consideration of Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. § 6-17-309
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-083 – Kaley S. Brewer
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-123 – Rebekah Lee Stroth
- Review of Loan and Bond Applications
- Legislative Reports
- Legislative Reports
- Consideration of Approval of Education Service Cooperative's Annual Report

Action Agenda

A-1 Consideration of Appeal from Denial of School Choice Application – Kincaid

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015; the Kincaid family appealed the decision of the Bryant School District to deny its child's school choice application for the 2016-2017 school year.

Bryant School District Director of Legal Services and Human Resources Mr. Jeremy Lasiter said the Bryant School District was at 90% or over of capacity and requested the school choice application be denied. He said the community was growing and the district was working on a lean budget in order to be prepared to grow along with the community. He said the elementary was at 97% capacity and enrollment was ongoing. He said the district was unable to accommodate all school-to-school transfer requests from patrons within the district.

Mr. Black moved to accept the appeal from denial of school choice application for the Kincaid family. The motion died for lack of a second.

Ms. Chambers moved, seconded by Ms. Newton, to deny the appeal from denial of school choice application for the Kincaid family. The motion carried unanimously.

A-2 Consideration of Appeal from Denial of School Choice Application – Molnar

Action Item 2 was pulled from the agenda at the request of the family.

A-3 Consideration of Appeal from Denial of School Choice Application – Newton

Action Item 3 was pulled from the agenda at the request of the family.

A-4 Consideration of Appeal from Denial of School Choice Application – Wall

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015; the Wall family appealed the decision of the White Hall School District to deny its child's school choice application for the 2016-2017 school year.

White Hall School District Superintendent Dr. Larry Smith said the district had a declining enrollment and had reduced the number of teachers. He said he projected 183 kindergarten students with 11 students retained for a total of 194 students in kindergarten this year. He said the district accepted all school choice applications until the district reached capacity. He said unfortunately only one of the twins could be included under the school choice guidelines. He said 75 students were accepted into the district under school choice and 81 applications were denied.

Parent Ms. Carmen Wall said separating the twins would bring an emotional burden on the students. She requested both students be approved to attend the White Hall School District.

Parent Mr. Robert Wall said his children have never been separated for extended periods of time. He provided documents to support the efforts to keep twins together.

Ms. Dean moved, seconded by Mr. Williamson, to grant the appeal from denial of school choice application for the Wall family. The motion carried unanimously.

A-5 Consideration of Appeal from Denial of School Choice Application – Campbell

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015; the Campbell family appealed the decision of the White Hall School District to deny its child's school choice application for the 2016-2017 school year.

White Hall School District Superintendent Dr. Larry Smith said third grade staff was decreased to match the projected enrollment. He said school choice was accepted until the grade reached 92% capacity. He said the student is a sibling to other students enrolled in the White Hall School District. He said the student count is monitored daily. He said the Campbell student was second on the list of students denied enrollment in the third grade. He said there are currently ten (10) third grade classrooms with 25 students allowed per classroom.

Parent Mr. Danny Campbell requested data on the student teacher ratio of the White Hall School District. He said he wanted his daughter to learn in a diverse classroom that challenged her learning.

Parent Ms. Staphea Campbell said it would be challenging to have students in two different districts.

Ms. Newton moved, seconded by Dr. Hill, to grant the appeal from denial of school choice application for the Campbell family. Dr. Barth and Ms. Chambers voted no. The final vote was 6-2. The motion carried.

A-6 Consideration of Appeal from Denial of School Choice Application – Wilson and Consideration of Appeal from Denial of Opportunity School Choice Application – Wilson

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015; the Wilson family appealed the decision of the White Hall School District to deny its child's school choice application for the 2016-2017 school year. She said the Dollarway School District exemption from school choice was under question. She said the Dollarway School District would not oppose approval of the applications.

White Hall School District Superintendent Dr. Larry Smith said under legal advisement the White Hall School District denied the school choice application.

Parent Ms. LaQuita Wilson requested that all of her children attend the same district. She said her other children were accepted into the district six years ago.

Dollarway School District Superintendent Ms. Barbara Warren said Commissioner Key, acting in stead of the school board, did approve the board-to-board transfer.

Dr. Smith said under legal advisement the White Hall School District denied the board-to-board transfer.

Grandparent Ms. Jackie Breamsey said her granddaughter wanted to attend school with her siblings.

Grandparent Mr. Tommy Breamsey requested his granddaughter be approved to attend the White Hall School District.

Mr. Williamson moved, seconded by Ms. Dean, to grant the appeal from denial of school choice application for the Wilson family. The motion carried unanimously.

Ms. Dean moved, seconded by Mr. Williamson, to grant the appeal from denial of opportunity school choice application for the Wilson family. Dr. Barth voted no. The final vote was 7-1. The motion carried.

A-7 Consideration of Appeal from Denial of Opportunity School Choice Application – Allen

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015; the Allen family appealed the decision of the White Hall School District to deny its child's school choice application for the 2016-2017 school year.

White Hall School District Superintendent Dr. Larry Smith said under legal advisement the White Hall School District denied the opportunity school choice application.

Students Mr. Chel-c Hardin and Mr. Zaire Green said their mother had health issues and the family moved in with their grandmother.

Grandparent Ms. Ida Allen said she was providing support to the mother and students. She requested the students attend the White Hall School District.

Grandparent Mr. William Allen Jr. said he had two grandchildren attending the Dollarway School District. He said he wanted the best for his grandsons and requested that the students be enrolled in the White Hall School District.

Ms. Zook moved, seconded by Ms. Newton, to grant the appeal from denial of school choice application for the two students in the Allen family. The motion carried unanimously.

A-8 Consideration of Appeal from Denial of Opportunity School Choice Application – Lucas

Action Item 8 was pulled from the agenda at the request of the family.

A-9 Consideration of the Recommendation of the Office of Educator Effectiveness, National Board for Professional Teaching Standards, for Suspension of License – Ann Johnson

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said Ms. Ann Johnson holds an Arkansas Standard Teaching License. She recommended

suspension of this license for nonpayment of funds expended by the Arkansas Department of Education for National Board Candidacy. She said efforts have been made to contact Ms. Johnson concerning her nonpayment of funds. She said the recommendation was made for the teaching license to be suspended until payment was made in full.

Dr. Barth moved, seconded by Ms. Zook, to grant the recommendation for the suspension of Ms. Ann Johnson's license until payment was made in full. The motion carried unanimously.

A-10 Consideration of the Recommendation of the Office of Educator Effectiveness, National Board for Professional Teaching Standards, for Suspension of License – Robin Johnson

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said Ms. Robin Johnson holds an Arkansas Standard Teaching License. She recommended suspension of this license for nonpayment of funds expended by the Arkansas Department of Education for National Board Candidacy. She said efforts have been made to contact Ms. Johnson concerning her nonpayment of funds. She said the recommendation was made for the teaching license to be suspended until payment was made in full.

Ms. Newton moved, seconded by Ms. Zook, to grant the recommendation for the suspension of Ms. Robin Johnson's license until payment was made in full. The motion carried unanimously.

A-11 Consideration of the Recommendation of the Office of Educator Effectiveness, National Board for Professional Teaching Standards, for Suspension of License – Julia Rice

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said Ms. Julia Rice holds an Arkansas Standard Teaching License. She recommended suspension of this license for nonpayment of funds expended by the Arkansas Department of Education for National Board Candidacy. She said efforts have been made to contact Ms. Rice concerning her nonpayment of funds. She said the recommendation was made for the teaching license to be suspended until payment was made in full.

Ms. Chambers moved, seconded by Ms. Dean, to grant the recommendation for the suspension of Ms. Julia Rice's license until payment was made in full. The motion carried unanimously.

A-12 Consideration of the Recommendation of the Office of Educator Effectiveness, National Board for Professional Teaching Standards, for Suspension of License – Heather Coats-Richardson

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said Ms. Heather Coats-Richardson holds an Arkansas Standard Teaching License. She recommended suspension of this license for nonpayment of funds expended by the Arkansas Department of Education for National Board Candidacy. She said efforts have been made to contact Ms. Coats-Richardson concerning her nonpayment of funds. She said the recommendation was made for the teaching license to be suspended until payment was made in full.

Dr. Barth moved, seconded by Ms. Chambers, to grant the recommendation for the suspension of Ms. Heather Coats-Richardson's license until payment was made in full. The motion carried unanimously.

A-13 Consideration of the Recommendation of the Office of Educator Effectiveness, National Board for Professional Teaching Standards, for Suspension of License – Ashley Nelson

Action Item 13 was pulled from the agenda.

A-14 Consideration of the Recommendation of the Office of Educator Effectiveness, National Board for Professional Teaching Standards, for Suspension of License – Elizabeth Quinn

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said Ms. Elizabeth Quinn holds an Arkansas Standard Teaching License. She recommended suspension of this license for nonpayment of funds expended by the Arkansas Department of Education for National Board Candidacy. She said efforts have been made to contact Ms. Quinn concerning her nonpayment of funds. She said the recommendation was made for the teaching license to be suspended until payment was made in full.

Ms. Zook moved, seconded by Mr. Black, to grant the recommendation for the suspension of Ms. Elizabeth Quinn's license until payment was made in full. The motion carried unanimously.

A-15 Consideration of the Recommendation of the Office of Educator Effectiveness, National Board for Professional Teaching Standards, for Suspension of License – Trina Walls

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said Ms. Trina Walls holds an Arkansas Standard Teaching License. She recommended suspension of this license for nonpayment of funds expended by the Arkansas Department of Education for National Board Candidacy. She said efforts have been made to contact Ms. Walls concerning her nonpayment of funds. She said the recommendation was made for the teaching license to be suspended until payment was made in full.

Ms. Dean moved, seconded by Ms. Newton, to grant the recommendation for the suspension of Ms. Trina Walls' license until payment was made in full. The motion carried unanimously.

Staff Attorney Ms. Jennifer Davis said the Department received mail today that needed to be considered. Ms. Davis requested a motion to resend the previous motion and then table a future motion until the Department can further investigate the matter fully.

Ms. Dean moved, seconded by Ms. Newton, to resend the previous motion to grant the recommendation for the suspension of Ms. Trina Walls' license. The motion carried unanimously.

Ms. Newton moved, seconded by Ms. Dean, to table the item and to allow the Department to fully review the new information. The motion carried unanimously.

A-16 Consideration of Academic Distress Appeal from Mineral Springs High School/Possible Consideration of Mineral Springs High School Meeting the Criteria to be Designated as Being in Academic Distress

General Counsel Ms. Lori Freno said the Mineral Springs School District filed an appeal of the identification of Mineral Springs High School as meeting the criteria for Academic Distress. According to Section 3.02.2.1 of the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) Rules, a school may be identified/classified as being in Academic Distress if 49.5% or less of its students achieve proficient or advanced in math and literacy on the state-mandated criterion referenced assessments administered for the most recent three (3) year period. She said that Mineral Springs High School had a concordance score of 48.13.

Office of Innovation in Education Dr. Denise Airola, participating by phone, said her office provided concordance scores as recommended by the Technical Advisory Committee (TAC). She said the procedure was well documented in literature. She said that Mineral Springs High School had a concordance score of 48.13 based on three years of assessment results. She said the school received a letter grade of C.

Information System Coordinator Mr. Louis Ferren said the TAC recommended the concordance process. He said the TAC was comprised of experts. He said the Department released a Commissioner Memo announcing the corrections period. He said another Commissioner Memo was released announcing the final calculations. He said the Mineral Springs High School made no corrections during the previous three years.

School Improvement Director Dr. Richard Wilde, participating by phone, said the School Improvement Unit provided assistance to all focus schools through the regional education service cooperatives. He said several educators from Mineral Springs School District attended the state school improvement conference. He said targeted assistance was provided to school personnel as requested.

Attorney Omavi Shukur, speaking on behalf of the Mineral Springs School District, said the appeal was based on the ACTAAP Rules reference to the Benchmark Exams. He said the Rules were not updated to include the PARCC assessments. He said the thresholds should have been reestablished for the PARCC assessments. He said the Department did not meet the timeline for announcement of academic distress.

Mineral Springs School District Superintendent Mr. Curtis Turner said he was originally appointed to serve in the district because the district was under state authority for fiscal distress. He said the district adopted a continuous school improvement model and hired several new positions. He said the district had increased enrollment.

Ms. Freno said the State Board and the Department followed the process for the ACTAAP Rules. She said the state mandated criterion referenced assessments were the PARCC assessments. She said the assessments would become fully operational in three years and then thresholds would need to be revised. She said the State Board approved the concordance process in October 2015. She said the concordance process made the scores comparable.

Dr. Barth moved, seconded by Mr. Williamson, to deny the appeal of Academic Distress for Mineral Springs High School. The motion carried unanimously.

Mr. Shukur noted his intent to file a motion of appeal in Circuit Court. He requested a stay from the State Board.

Dr. Barth moved, seconded by Mr. Williamson, to classify the Mineral Springs High School in Academic Distress. The motion carried unanimously.

Mr. Shukur requested a stay pending Mineral Spring School District's appeal of the classification pursuant to A.C.A. 25-15-212 (c).

The Board took no action regarding the stay.

A-17 District Request for Waivers Granted to Open-Enrollment Charters: Greenbrier School District

Greenbrier School District Superintendent Mr. Scott Spainhour said the district requested the waivers to better meet the needs of students. He said the school board was in support of the waivers.

Greenbrier School District Deputy Superintendent Dr. Lisa Todd requested waivers from licensure, library media, and school day. She explained how the waivers would be utilized to serve students. She said the Medical Coding and Billing and Teacher Cadet programs require time outside of the classroom.

Arkansas Education Association (AEA) Executive Director Ms. Tracey Ann Nelson said the organization was against the approval of the waiver for library media. She outlined the reasons for the opposition.

Greenbrier School District Director of College and Career Readiness and Secondary Curriculum Ms. Susan Jackson said the school day waiver would only apply to seniors in good standing.

Greenbrier School District Director of Elementary Curriculum and Instruction Ms. Peggy O'Reilly said collaboration time was included in the schedule.

Ms. Newton moved, seconded by Ms. Chambers, to approve the requested licensure waivers granted to Open-Enrollment Charters for the Greenbrier School District for five years. Dr. Barth and Ms. Zook voted no. The final vote was 6-2. The motion carried.

Dr. Barth moved, seconded by Ms. Chambers, to deny the requested library media waivers granted to Open-Enrollment Charters for the Greenbrier School District. Ms. Zook voted no. The final vote was 7-1. The motion carried.

Ms. Chambers moved, seconded by Dr. Barth, to approve the requested flexible school day waivers granted to Open-Enrollment Charters for the Greenbrier School District for five years. The motion carried unanimously.

A-18 District Request for Waivers Granted to Open-Enrollment Charters: Hamburg School District

Division of Learning Services Coordinator Ms. Mary Perry introduced the Hamburg School District petition for waivers and stated that the request was for three years.

Hamburg School District Superintendent Max Dyson said the requested waiver was for Kindergarten class size at Portland Elementary. He said the teacher and paraprofessional were willing to serve more students in the Kindergarten classroom. He said the school board was supportive of the waiver.

Portland Elementary School Principal Ms. Cristy West said the district utilized the Direct Instruction Program. She said the teacher would be supported with an additional paraprofessional as needed.

Ms. Zook moved, seconded by Dr. Hill, to approve the requested waivers granted to Open-Enrollment Charters for the Hamburg School District for three years. Ms. Newton and Dr. Barth voted no. The final vote was 6-2. The motion carried.

A-19 Consideration of Arkansas Computer Science Standards and Courses for High School

Computer Science Coordinator Mr. Anthony Owen said today marked the one-year anniversary of the ARKidsCanCode Initiative in Arkansas. He said the #ARKidsCanCode Enrollment Contest was announced yesterday in Commissioner's Memo, COM-17-009, available at <http://adecm.arkansas.gov/ViewApprovedMemo.aspx?Id=2007>.

Mr. Owen requested the Arkansas Computer Science Standards for High School be adopted as presented. He said the teacher clarification notes would not be included in the adoption and therefore could be revised as needed.

Ms. Newton moved, seconded by Ms. Zook, to adopt the Arkansas Computer Science Standards and Courses for High School including the Independent Study and/or Internship Program for 2016-2017 with the exception of the teacher clarification notes. The motion carried unanimously.

A-20 Consideration of the Recommendation to Approve the 2016 Educator Preparation Provider Report

Assistant Commissioner of Educator Effectiveness and Licensure Ms. Ivy Pfeffer said the Educator Preparation Provider Report (EPPR) provided information on enrollees and graduates at the institutions and reports demographic and statistical data to inform policy decisions. She said the 2016 EPPR data would be used by the Professional Licensure Standards Board as one data source for program audits. The 2016 EPPR included a statewide report and reports for each Institution of Higher Education (IHE) or other organization that offers a state approved preparation program.

Dr. Barth moved, seconded by Mr. Black, to approve the 2016 Educator Preparation Provider Report. The motion carried unanimously.

A-21 Consideration for Final Approval: ADE Rules Governing Home Schools

Action Item 21 was pulled from the agenda.

A-22 Consideration of 2017 State Board Meeting Schedule

General Counsel Ms. Lori Freno said at its December meeting, the Board shall adopt meeting dates for the following calendar year. She said the Department requested the 2017 schedule be approved for planning purposes.

Dr. Barth moved, seconded by Ms. Dean, to approve the 2017 State Board meeting schedule for planning purposes. The motion carried unanimously.

A-23 Consideration of Resolution for State Representative Sheilla Lampkin

Chair Reith read the resolution.

Ms. Zook moved, seconded by Ms. Dean, to approve the resolution for State Representative Sheilla Lampkin. The motion carried unanimously.

Request to add an item to the agenda

On Wednesday, August 10, 2016, the Department received a request from Attorney Whitney Moore requesting that the El Dorado School District be placed on the State Board agenda for consideration of a previous decision on the McAuliffe school choice appeal. On July 14, 2016, the State Board denied the appeal from denial of school choice application for the McAuliffe family.

Ms. Zook moved, seconded by Ms. Dean, to not add the item to the agenda. Dr. Barth voted no. The final vote was 7-1. The motion carried.

Public Comment Dr. Michael Nellums, Principal at Pine Bluff High School, said he had concerns about a school board member's actions and behaviors that have affected his school and his professional credibility.

Public Comment Dr. Michael Robinson, Superintendent of the Pine Bluff School District, said the Pine Bluff School District would address the Special Committee on Academic Distress in December 2016.

Ms. Zook said the Special Committee on Academic Distress requested to move the Pine Bluff School District to the October 14, 2016 meeting.

Adjournment

Ms. Chambers moved, seconded by Mr. Black, to adjourn. The motion carried unanimously. The meeting adjourned at 5:48 pm.

Minutes recorded by Deborah Coffman.

**Minutes
State Board of Education Meeting
Friday, August 12, 2016**

The State Board of Education met Friday, August 12, 2016, in the Arkansas Department of Education Auditorium. Chair Mireya Reith called the meeting to order at 8:59 am.

Present: Mireya Reith, Chair; Dr. Jay Barth, Vice-Chair; Dr. Fitz Hill; Joe Black; Diane Zook; Ouida Newton; Susan Chambers; Brett Williamson; Charisse Dean; Meghan Ables, 2016 Teacher of the Year, and Johnny Key, Commissioner.

Absent: None

Reports

Report-1 Chair's Report

Chair Mireya Reith said she wanted to thank the Fayetteville School District for inviting her to give remarks at a back-to-school event.

Ms. Reith announced a State Board work session planned for September 8, 2016. She said the Dr. Francis Eberle from NASBE will present a Deeper Learning audit report and Ms. Susan Harriman, Executive Director of ForwARd Arkansas, will provide an update on the ForwARd work. Dr. Eberle will facilitate the work session.

Dr. Barth said the ForwARd report would update the Board on the next steps of the ForwARd work. He said the National Association of State Boards of Education (NASBE) Annual Conference will be held October 19-22, 2016, in Kansas City, MO.

Ms. Zook thanked the Everett family for their support of the Flashing Red. Kids Ahead. Campaign.

The Board wished all a great school year.

Report-2 Commissioner's Report

Commissioner Johnny Key said the My Child/My Student campaign for 2016-2017 school year was available in English and Spanish. He encouraged educators to take a look at the campaign and to utilize the materials in conversations with parents.

Commissioner Key said Ms. Kimberly Friedman, Director of Communications, and Dr. Mark Gotcher, Deputy Commissioner, kicked off the Flashing Red. Kids Ahead. Campaign on Channel 11. He stressed the importance of awareness from all.

Commissioner Key said the Vision for Excellence in Education webpage overviewed the work of the agency. He said the log was a transparent method to share the opportunities to speak with various groups and feedback from stakeholders.

Commissioner Key shared a video from Springdale's Papa Rap on school bus safety. The video is available at <https://www.youtube.com/watch?v=8dlpdz5c3vY>.

Commissioner Key said the Governor's office had issued guidance for potential legislation. He said the Department would submit topics on August 26, draft recommendations by September 16, and then begin stakeholder input on priorities in October.

Report-3 Vision for Excellence in Education and Arkansas Accountability System (ESSA) Report

Special Projects Director Ms. Tina Smith said the Department was working on the state submission to U.S. Department of Education under the Every Student Succeeds Act (ESSA). The information is available on the ADE website at <http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act-essa>. She said this webpage would be updated periodically.

Ms. Smith said the public may receive notification of information by signing up at <http://www.arkansased.gov/divisions/communications/stay-informed>.

Ms. Smith said the timeline for the work was also posted on the website at http://www.arkansased.gov/public/userfiles/ESEA/ESSA_Timeline_Revised_7_29_16_.pdf.

Commissioner Key said the Steering Committee members were selected to represent the diverse regions of the state. The Steering Committee will meet monthly in a public meeting scheduled for the last Wednesday of each month in the ADE auditorium from 9:30-11:30am. The Steering Committee members are Ms. Ouida Newton, Senator Jane English, Representative Bruce Cozart, Ms. Ima Etim, Ms. Michelle Hayward, Ms. Kelli Gill, Dr. Harold Jeffcoat, Ms. Joyce Flowers, Ms. Gloria Phillips, Ms. Melissa Bratton, Mr. Anthony Bennett, and Commissioner Key.

Report-4 Report from Youth for National Change

Mr. Anthony Bennett, Southcentral Regional Director for Youth for National Change, presented two proposals to the Board.

Ms. Sara Hoopchuk, Director of Field Operations for Youth for National Change, said the first proposal addressed the request for students to serve on local school boards. She said students should have a voice in local school decisions.

Mr. Holt Ussery, Director of Finance for Youth for National Change, said the second proposal would permit students to serve on the State Board of Education and permit students a voice in state policy.

Mr. Bennett shared emails from other states that have included students on boards.

Report-5 2016 Arkansas Teacher of the Year Report

2016 Arkansas Teacher of the Year Ms. Meghan Ables said her recent trip to the International Space Camp in Huntsville, Alabama changed her as a teacher. She said the opportunity to talk with other teachers about what is working in their classrooms helped her to rethink her efforts. She said teachers are very knowledgeable and should be making their work more transparent to the public. She said her report will be posted on the ADE website at <http://arkansased.edublogs.org>.

Report-6 My Child/My Student Report

Director of Communications Ms. Kimberly Friedman submitted the quarterly My Child/My Student Report. She thanked Ms. Ouida Newton and Ms. Meghan Ables for their collaboration on the campaign. The campaign is available on the ADE website at <http://www.arkansased.gov/divisions/communications/my-childmy-student>. Monthly resources are available for parents and teachers to utilize to increase communication regarding students. A monthly topic list is available at http://www.arkansased.gov/public/userfiles/Communications/My_Child_2016_17/2016-2017_My_Child_Topics_List.pdf.

Report-7 Learning Services Report

Assistant Commissioner of Learning Services Ms. Stacy Smith submitted the Learning Services Report. She introduced the new video in the series, Innovation in Arkansas Education, now available on the ADE website at <https://www.youtube.com/watch?v=8DDS7UwfgM8>. The video addressed student attendance and family literacy at Monitor Elementary School in Springdale School District.

Ms. Smith said she would provided additional information at a later date regarding the sustainability plan for the School Based Health Centers. She said the role of school counselors was to serve all students. She said the district would provide guidance for specific roles of contracted services.

Assistant Commissioner of Educator Effectiveness and Licensure Ms. Ivy Pfeffer said counseling has been a shortage area in Arkansas for first time licensure area.

Ms. Smith said College and Career Readiness Planning Program competitive grants were awarded to nine institutions.

Adjournment

Mr. Williamson moved, seconded by Mr. Black, to adjourn. The motion carried unanimously. The meeting adjourned at 10:27 am.

Minutes recorded by Deborah Coffman.



NEWLY EMPLOYED FOR THE PERIOD OF July 19, 2016 – August 15, 2016

Kathryn Bates – Accounting Coordinator, Grade C121, Division of Research and Technology, APSCN effective 08/15/16.

Ray Girdler – Director of Data Use and Privacy, Grade N908, Division of Research and Technology, Technology Initiatives and Resources, effective 08/08/16.

Veronica Hebard – Public School Program Advisor, Grade C122, Division of Learning Services, Curriculum and Instruction, effective 08/01/16.

*Sancha Newton – Area Project Manager, Grade C123, Division of Public School Academic Facilities and Transportation, Facilities, effective 08/01/16.

Roy Reynolds – Accounting Coordinator, Grade C121, Division of Research and Technology, APSCN effective 07/18/16.

Wesley Roberts – Public School Program Coordinator, Grade C123, Division of Learning Services, Migrant Education effective 08/15/16.

Cheri Rolett – Administrative Analyst, Grade C115, Division of Educator Effectiveness and Licensure, Professional Licensure Standards Board, effective 08/01/16.

*Karmesha Smith – Administrative Analyst, Grade C115, Division of Educator Effectiveness and Licensure, Educator Effectiveness, effective 08/01/16.

PROMOTIONS/DEMOTIONS/LATERAL TRANSFERS FOR THE PERIOD OF July 19, 2016 – August 15, 2016

Angalique Cartier from an Business Operations Specialist, Grade C116, Division of Research and Technology, APSCN, to an ADE APSCN Field Analyst, Grade C121, Division of Research and Technology, APSCN, effective 08/01/16. Promotion

Nona Comer from an ADE APSCN Applications Manager, Grade C124, Division of Research and Technology, APSCN, to an ADE APSCN Division Manager, Grade C126, Division of Research and Technology, APSCN, effective 08/01/16. Promotion

*Rodney McCullum from an Administrative Specialist II, Grade C109, Central Administration, Communications, to an Administrative Specialist III, Grade C112, Division of Educator Effectiveness and Licensure, Educator Effectiveness, effective 08/01/16. Promotion

SEPARATIONS FOR THE PERIOD OF July 19, 2016 – August 15, 2016

*Laci Richards – Administrative Specialist II, Grade C109, Division of Educator Effectiveness and Licensure, Child Nutrition, effective 07/22/16. 0 Years, 2 months, 20 days. 01

Holly Glover – Director of Data Use and Privacy, Grade N908, Division of Research and Technology, Technology Initiatives and Resources, effective 07/29/16. 2 Years, 0 months, 8 days. 01

*Minority

AASIS Codes:

01 – Voluntary

**Additional Licensure Waiver Requests
2016 - 2017 School Year
Sept State Board Meeting**

Total number of waivers requested this month – 88

Total number of waivers granted – 81

Total number of waivers denied – 7

Total number of School Districts requesting waivers – 44

Waiver requests for schools classified in 2015 as ESEA Needs Improvement Priority
N/A

Waiver requests for schools classified Academic Distressed on April 14, 2016

N/A

Additional Licensure Waiver Requests
2016 - 2017 School Year
September State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code
1701000	ALMA SCHOOL DISTRICT	1	JONES, KATHERINE	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 231-Special Ed Ech Inst Specialist PK-4, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	258
0502000	BERGMAN SCHOOL DISTRICT	3	JAMES, STEPHANIE	001-Early Childhood Education PK-4	258
			SHEARER, MELANIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	288
			SLAY, KELSEY	001-Early Childhood Education PK-4	288
2901000	BLEVINS SCHOOL DISTRICT	2	BENIGHT, KRISTY	001-Early Childhood Education PK-4	257
			BURKE, EMMA	001-Early Childhood Education PK-4	286
4801000	BRINKLEY SCHOOL DISTRICT	1	SHUGHART, MASON	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	170
1605000	BUFFALO IS. CENTRAL SCH. DIST.	2	KASSERMAN, JENNIFER	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	288
			MCFALL, AMANDA	170-Life/Earth Science 7-12	288
1305000	CLEVELAND COUNTY SCHOOL DISTRICT	2	FITZGIBBON, MELANIE	255-Middle School English 4-8, 257-Middle School Science 4-8	170
			JACOBS, ANGEL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	169
	CONWAY HUMAN DEVELOPMENT CENTER	2	HENSEL, CANDACE	001-Early Childhood Education PK-4	258
			MOORE, NATALIE	112-Basic Math Endorsement 7-12, 184-Elementary 1-6, 4520-Algebra I 7-12, 4530-Geometry 7-12, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	258
			CLARK, BETTY	184-Elementary 1-6, 298-Reading Specialist 7-12, 297-Reading Specialist PK-8	258

1901000	CROSS COUNTY SCHOOL DISTRICT	2	SHERLAND, TWYLA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 302-Building Level Administrator 5-12, 312-Build Administrator PK-8, 269-Build Administrator 7-12	258
0201000	CROSSETT SCHOOL DISTRICT	2	BOYKIN II, ANTHONY	167-Social Studies 7-12	276
			BROOKS JR, JOHN	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	276
5802000	DOVER SCHOOL DISTRICT	1	COLLINS, LISA	184-Elementary 1-6, 230-Special Ed Inst Specialist 4-12	276
7202000	FARMINGTON SCHOOL DISTRICT	1	HOWERTON, SAMMIE	001-Early Childhood Education PK-4	258
	FIRST STEP, INC.	1	PETTIT, RHONDA	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	231
0404000	GRAVETTE SCHOOL DISTRICT	1	JONES, TAOS	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12, 412-Career Preparation Endorsement 7-12	276
1003000	GURDON SCHOOL DISTRICT	1	HART, ERICA	167-Social Studies 7-12	255
6603000	HACKETT SCHOOL DISTRICT	1	RAY, EDWARD	083-Physical Education K-12, 087-Coaching 7-12, 131-General Science 7-12, 139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 302-Building Level Administrator 5-12, 313-Build Administrator 7-12, 312-Build Administrator PK-8, 271-Coaching	277
6804000	HIGHLAND SCHOOL DISTRICT	1	COLE, STEVEN	036-Business Ed/Voc Endors 7-12, 087-Coaching 7-12, 200-Mathematics 7-12, 225-Business Tech 7-12, 228-PE/Wellness/Leisure 7-12, 302-Building Level Administrator 5-12, 313-Build Administrator 7-12, 250-Business Technology 4-12, 271-	288
3405000	JACKSON CO. SCHOOL DISTRICT	2	BATEMAN, ASHLEY	316-Sch Psych Spec PK-12	288
			ETHRIDGE, RACHEL	001-Early Childhood Education PK-4	286
			BRINKLEY, JADE	001-Early Childhood Education PK-4	258
			CRAFT, CHRISTAL	139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 184-Elementary 1-6	258

1608000	JONESBORO SCHOOL DISTRICT	4	LOFTIN, KATIE	255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	258
			MAYBERRY, CHELSEA	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258
0506000	LEAD HILL SCHOOL DISTRICT	1	RICHARDSON, DEBRA	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4, 312-Build Administrator PK-8	280
6001000	LITTLE ROCK SCHOOL DISTRICT	1	ROOK, LOUISA	166-Eng Lang Arts 7-12, 288-Guid & Counseling K-12	258
4301000	LONOKE SCHOOL DISTRICT	3	LANDERS, LAUREN	001-Early Childhood Education PK-4	255
			MILLER, TANA	215-Family & Con Sci 7-12, 4511-Applied Math I 7-12, 4512-Applied Math II 7-12, 9042-Work Place Readiness 7-12	288
			VINCENT, MARCEL	082-Secondary Physical Education 7-12, 087-Coaching 7-12, 167-Social Studies 7-12, 271-	258
	Magnolia Specialized Services Child Enrichment Center	1	EPPERSON, WHITNEY	001-Early Childhood Education PK-4	231
6606000	MANSFIELD SCHOOL DISTRICT	5	BENTLEY, CRAIG	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-	167
			BULLARD, RHONDA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 209-Algebra 1 Endorsement 8-8	288
			DEDMON, TRACY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	289
			SPENCER, FRANCES	001-Early Childhood Education PK-4	230
			VANPELT, MELINDA	183-Elementary K-6 K-6, 230-Special Ed Inst Specialist 4-12, 001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	282
2105000	MCGEHEE SCHOOL DISTRICT	1	BARTLETT, MELISSA	001-Early Childhood Education PK-4	258
			BROWN, KACEY	228-PE/Wellness/Leisure 7-12, 227-PF/Wellness/Leisure PK-8	231

	METHODIST FAMILY HEALTH	2	PRICE, KATHERINE	001-Early Childhood Education PK-4, 287-Reading K-12	230
	MILLCREEK OF ARKANSAS	4	EASTERLING, SETH	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	230
			JONES, KAREN	111-Middle School Mathematics 5-8, 183-Elementary K-6 K-6, 413-Career Ser Special Population 7-12, 001-Early Childhood Education	258
			MCGHEE, BRANDY	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258
			TRABAND, RONDA	082-Secondary Physical Education 7-12, 086-Middle School Physical Edu 5-8, 159-Middle School Social Studies 5-8	230
6901000	MOUNTAIN VIEW SCHOOL DISTRICT	3	BARNETT, CARLA	002-Middle Childhood Lang Arts/SS 4-8, 107-Grade 5-6 Endorsement (P-4) 5-6, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	258
			BLACKWELL, KARA	253-Elementary K-6, 254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8	258
			KNAPP, KAYLA	001-Early Childhood Education PK-4, 288-Guid & Counseling K-12	289
1503000	NEMO VISTA SCHOOL DISTRICT	1	DUNHAM, MELISSA	159-Middle School Social Studies 5-8, 184-Elementary 1-6	287
	OZARK MOUNTAIN SCHOOL DISTRICT	9	BRUMMUND, KEITH	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	258
			HARRISON, BRANDY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	269
			JONES, JAMES	083-Physical Education K-12, 087-Coaching 7-12, 302-Building Level Administrator 5-12, 313-Build Administrator 7-12, 417-Driver Education Endorsement 7-12, 312-Build Administrator PK-8, 271-Physical Education 5-8	311
6505000			MURPHY, KATIE	254-Middle School Math 4-8, 257-Middle School Science 4-8	200

			RAMSEY, RANDI	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8,	254, 256
			ROOT, MALISA	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	259, 262
			WILSON, REBECCA	108-Journalism 7-12, 166-Eng Lang Arts 7-12, 4050-Oral Communications 7-12, 4060-Drama 7-12, 229-Adult Educ PK	286
2808000	PARAGOULD SCHOOL DISTRICT	8	BEACH, PAMELA	131-General Science 7-12, 170-Life/Earth Science 7-12, 200-Mathematics 7-12, 6530-Chemistry 9-12, 6545-Physical Science 7-12	528
			CLARK, JACENDA	253-Elementary K-6	258
			CRUMP, CHRISTINA	001-Early Childhood Education PK-	258
			ELMORE, STEPHANIE	001-Early Childhood Education PK-	288
			HARVEY, JENNIFER	001-Early Childhood Education PK-4, 254-Middle School Math 4-8, 257-Middle School Science 4-8	231
			JANKOVIK, NICHOLAS	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4, 312-School Administration PK-8	277
			MOSS, KRISTINA	001-Early Childhood Education PK-	286
			RIBEIRO, MARY	183-Elementary K-6 K-6, 255-Middle School English 4-8	258
	PINNACLE POINTE	2	HASTINGS, MELISSA	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	230
			YOUNG, MONICA	166-Eng Lang Arts 7-12	230
5804000	POTTSVILLE SCHOOL DISTRICT	1	BARTLETT, BLANE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-School Administration PK-8	167
	RIVENDELL / ALTA CARE	1	RHODES, MICHELLE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258

7310000	ROSE BUD SCHOOL DISTRICT	1	THARP, AMANDA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	286
5805000	RUSSELLVILLE SCHOOL DISTRICT	2	DIXON, AIMEE	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	289
			WIEST, ANGELA	001-Early Childhood Education PK-4	258
2502000	SALEM SCHOOL DISTRICT	2	ANDREWS, JULIE	184-Elementary 1-6, 307-ESL PK-8	259
			BRAZEAL, SETH	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 228-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 227-PE/Wellness/Leisure PK-8, 271-	200
	SAMMIE GAIL SANDERS CHILDREN'S LEARNING CENTER	1	KEEN, ERICA	001-Early Childhood Education PK-4	252
7207000	SPRINGDALE SCHOOL DISTRICT	1	WISE, AUSTIN	166-Eng Lang Arts 7-12	258
	The Learning Center of Northeast AR, Inc.	1	SPARKS, ELIZABETH	001-Early Childhood Education PK-4	252
	VANTAGE POINT	2	DUNPHY, JESSICA	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8	258
			ROBERTS, MICAH	106-Grade 5-6 Endorsement Soc Stu 5-6, 114-Speech 7-12, 166-Eng Lang Arts 7-12, 167-Social Studies 7-12	258
6401000	WALDRON SCHOOL DISTRICT	1	DOZIER, TONI	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4, 419-Grade 5/6 Business Tech Endors 5-6	276
3606000	WESTSIDE SCHOOL DIST(JOHNSON)	1	HAYES, VIRGA	131-General Science 7-12, 169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12, 300-Guid & Counseling 7-12, 6541-Principles Of Tech 9-12, 6542-Principles Of Tech 9-12, 6543-Principles Of Tech 9-12, 6544-Principles Of Tech 9-12	280
7304000	WHITE CO. CENTRAL SCHOOL DIST.	1	HALE, SARAH	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258
	YOUTH HOME, INC.	2	MASHBURN, SARAH	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	230
			PARKER, RENITA	184-Elementary 1-6	258
44	Total # Districts Requesting Waivers	88	Total # Waivers Requested this		

Out of Area	Years ALP	Granted / Denied
258-Special Education K-12	16-17	Granted
258-Special Education K-12	16-17	Granted
288-Guid & Counseling K-12	15-16 16-17	Granted
288-Guid & Counseling K-12	15-16 16-17	Granted
257-Middle School Science 4-8	15-16 16-17	Granted
286-Library Media Spec K-12	14-15 15-16 16-17	Granted
170-Life/Earth Science 7-12	16-17	Granted
288-Guid & Counseling K-12	16-17	Granted
288-Guid & Counseling K-12	16-17	Granted
170-Life/Earth Science 7-12	16-17	Granted
169-Phys/Earth Science 7-12	16-17	Granted
258-Special Education K-12	16-17	Granted
258-Special Education K-12	16-17	Granted
258-Special Education K-12	15-16 16-17	Granted

258-Special Education K-12	16-17	Granted
276-Build Level Admin P-12	16-17	Granted
276-Build Level Admin P-12	15-16 16-17	Granted
276-Build Level Admin P-12	16-17	Granted
258-Special Education K-12	16-17	Denied
231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 16-17	Granted
276-Build Level Admin P-12	16-17	Granted
255-Middle School English 4-8	16-17	Granted
277-District Administrator P-12	16-17	Granted
288-Guid & Counseling K-12	16-17	Granted
288-Guid & Counseling K-12	16-17	Granted
286-Library Media Spec K-12	15-16 16-17	Granted
258-Special Education K-12	15-16 16-17	Granted
258-Special Education K-12	15-16 16-17	Granted

258-Special Education K-12	16-17	Granted
258-Special Education K-12	15-16 16-17	Granted
280-Curriculum Prog Adm/Curriculum P-12	16-17	Denied
258-Special Education K-12	16-17	Granted
255-Middle School English 4-8	16-17	Granted
288-Guid & Counseling K-12	15-16 16-17	Denied
258-Special Education K-12	16-17	Denied
231-Special Ed Ech Inst Specialist PK-4	15-16 16-17	Granted
167-Social Studies 7-12	16-17	Granted
288-Guid & Counseling K-12	16-17	Denied
289-Gifted & Talented K-12	15-16 16-17	Granted
230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
282-Curr/Prog Admin (Spec Ed) P-12	15-16 16-17	Granted
258-Special Education K-12	16-17	Granted
231-Special Ed Ech Inst Specialist PK-4	16-17	Granted

230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
230-Special Ed Inst Specialist 4-12	15-16 16-17	Granted
258-Special Education K-12	15-16 16-17	Granted
258-Special Education K-12	15-16 16-17	Granted
230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
258-Special Education K-12	15-16 16-17	Granted
258-Special Education K-12	16-17	Granted
289-Gifted & Talented K-12	14-15 15-16 16-17	Granted
287-Reading K-12	16-17	Granted
258-Special Education K-12	15-16 16-17	Granted
269-Physical Science 7-12	15-16 16-17	Granted
311-District Administrator PK- 12	14-15 15-16 16-17	Granted
200-Mathematics 7-12	16-17	Granted

254-Middle School Math 4-8, 256-Middle School Social Studies 4-8	15-16	Granted
	16-17	
	16-17	Granted
259-Art K-12, 262- Instrumental Music K-12	15-16	Granted
	16-17	
	15-16 16-17	Granted
286-Library Media Spec K-12	16-17	Granted
528-Computer Science 4-12	16-17	Granted
258-Special Education K-12	15-16 16-17	Granted
258-Special Education K-12	16-17	Granted
288-Guid & Counseling K-12	16-17	Granted
231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 16-17	Granted
277-District Administrator P-12	16-17	Granted
286-Library Media Spec K-12	16-17	Granted
258-Special Education K-12	15-16 16-17	Granted
230-Special Ed Inst Specialist 4-12	14-15 16-17	Denied
230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
167-Social Studies 7-12	16-17	Granted
258-Special Education K-12	16-17	Granted

286-Library Media Spec K-12	14-15 15-16 16-17	Granted
289-Gifted & Talented K-12	15-16 16-17	Granted
258-Special Education K-12	15-16 16-17	Granted
259-Art K-12	15-16 16-17	Granted
200-Mathematics 7-12	16-17	Granted
252-ECH/SP. ED. INTEG B-K	15-16 16-17	Granted
258-Special Education K-12	16-17	Granted
252-ECH/SP. ED. INTEG B-K	15-16 16-17	Granted
258-Special Education K-12	16-17	Granted
258-Special Education K-12	16-17	Granted
276-Build Level Admin P-12	15-16 16-17	Granted
280-Curriculum Prog Adm/Curriculum P-12	16-17	Granted
258-Special Education K-12	15-16 16-17	Granted
230-Special Ed Inst Specialist 4-12	14-15 15-16 16-17	Granted
258-Special Education K-12	15-16 16-17	Denied

Total # of Waivers Granted	81
Total # of Waivers Denied	7
Total # of Waivers this month	88

Month on Board	LEA	District	Substitute Name
2016 Sept		AR River Coop	Jeenklub, Yuthvida
2016 Sept	801	Berryville School Dist	Gamboa, Carlos
2016 Sept	1402	Magnolia School Dist	Lyles, Amber
2016 Sept	2003	Millcreek Behavioral	Caldwell, Tammy
2016 Sept	406	Siloam Sprinds SD	Lingerfelt, Charles
2016 Sept	5802	Dover SD	Cheatham, Rachelle
2016 Sept	5805	Russellville SD	Williams, Ralph
2016 Sept	5805	Russellville SD	Keaster, Kristen
2016 Sept	2003	Millcreek Behavioral	Johnson-Ferrell, Lytonya
2016 Sept	3201	Batesville SD	Roepcke, Tony
2016 Sept	7302	Beebe SD	Colbert, Anita
2016 Sept	401	Bentonville	Mantel, Madeline
2016 Sept	401	Bentonville SD	Barnes, Jenny
2016 Sept	401	Bentonville SD	Blayney, Alice
2016 Sept	401	Bentonville SD	Brown, Michelle
2016 Sept	401	Bentonville SD	Brownell, Grace
2016 Sept	401	Bentonville SD	Cole, Sharina
2016 Sept	401	Bentonville SD	Dumond, Lucia
2016 Sept	401	Bentonville SD	Scarpa, Amy
2016 Sept	401	Bentonville SD	Rentschler, Heather
2016 Sept	401	Bentonville SD	Newhall, Joseph
2016 Sept	401	Bentonville SD	Paulk, Jennifer
2016 Sept	4901	Caddo Hills SD	Morvant, Thomas
2016 Sept	5204	Camden Fairview	Shatley, Melissa
2016 Sept	4303	Carlisle SD	Prince, Logan
2016 Sept	2202	Drew Central	Cruce, Bonnie
2016 Sept	7001	El Dorado	Jefferson, Cody
2016 Sept	7001	El Dorado	Franks, Anissa
2016 Sept	7001	El Dorado	Mitchell, Zachary
2016 Sept	2807	Greene County Tech	Hamlett, Butch
2016 Sept	4102	Foreman	Hardwick, Jasmine
2016 Sept	6201	Woodridge Behavioral	Cobb-Norman, Annie
2016 Sept	1608	Jonesboro	Beasley, Haley
2016 Sept	1608	Jonesboro	Morgan, Macy
2016 Sept	2808	Paragould	Sammons, Kristina
2016 Sept	5805	Russellville SD	Carter, Stacy
2016 Sept	5805	Russellville SD	Leavell, Benjamin
2016 Sept	2502	Salem SD	Newberry, Trenia
2016 Sept	104	Stuttgart	Withers, Sherrick
2016 Sept	104	Stuttgart	Cagle, Jana
2016 Sept	7510	Two Rivers	Hooker, Jamie
2016 Sept	1705	Van Buren	Nye, Rachel
2016 Sept	7304	White County	O'Dear, Wade
2016 Sept	3510	White Hall	Easterly, Deborah
2106 Sept		Youth Home, Inc	Murray, Christopher

Substitute Credentials	Teacher of Record	Subject Teaching	Granted/Denied
MA Univ. of Colorado	Craine, Lauren	ECH SpEd	Granted
MA Colorado State	Woodlee, Kendra	Agri	Granted
SAU	Mahaffey, Caitlin	Speech/Drama	Granted
BA, SAU	McGehee, Randy	SpEd K-12	Granted
John Brown	Ault, Rebecca	Music	Granted
BS, AR Tech	NA	Chemistry	Granted
BS, UAPB	Jackson, Haley	Sec. English	Granted
none	Vaughn, Laura	ECH SpEd	Granted
BA UAPB	Stringfellow, Roy	all subjects	Granted
BA Lyon College	Patterson, Lauren	Art 9-12	Granted
BA OBU	Wolff, Mandy	Fam & CS	Granted
MS ISU	NA	Speech	Granted
MS WSU	NA	Elem.	Granted
MS UCM	NA	Orchestra	Granted
MS	NA	Science 7-8	Granted
BA Harding	NA	3rd Grade	Granted
BA JBU	NA	4th Grade	Granted
MS	NA	SpEd K-4	Granted
MS	NA	Speech Path.	Granted
BS	NA	4th Grade	Granted
PhD	NA	Math	Granted
PhD	NA	Math 9-12	Granted
BA	NA	Math 9-12	Granted
BA	NA	3rd Grade	Granted
BSE	NA	Math 9-12	Granted
BS	NA	SpEd	Granted
BA	Blessing, Marianna	Spanish	Granted
BA	Levingston, Lila	MS Literacy	Granted
BA	Harter, Amy	Math 9-12	Granted
BSE	Brightwell, Tricia	Phy Sci	Granted
BA	Smith, Samantha	Algebra	Granted
BA	Duncan, Jerelene	Elem SpEd	Granted
BS	Merriweather, Regina	3rd Grade	Granted
BS	Loven, Leila	Art	Granted
BS	Newman, Valerie	Language Arts	Granted
ATU	Smith, James	English	Granted
BA	Arnold, Jaime	Art K-4	Granted
BSE	Brown, Jan	Library	Granted
BS	Frizzell, Ashley	3rd Grade	Granted
BA	NA	Elem Art	Granted
MS	NA	MS Art	Granted
BSE	Parker, Melissa	SpEd	Granted
BA	NA	Phy Sci, Chem	Granted
BSE	Johnson, Ashley	Spanish	Granted
BS	Minton, Lena	SpEd	Granted

Semester Granted	Comment	Posted
1st	Teacher on ext. leave	7/29/2016
1st	Teacher on ext. leave	7/29/2016
1st	resignation	7/29/2016
1st	resignation	7/29/2016
1st	FMLA	8/2/2016
1st	no teacher of record	8/2/2016
1st	Maternity Leave	8/3/2016
1st	Maternity Leave	8/3/2016
1st	resignation	8/3/2016
1st	teacher on leave	8/19/2016
1st	teacher on leave	8/19/2016
1st	no teacher of record	8/19/2016
1st	no teacher of record	8/19/2016
1st	no teacher of record	8/19/2016
1st	no teacher of record	8/19/2016
1st	no teacher of record	8/19/2016
1st	no teacher of record	8/19/2016
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1st	no teacher of record	8/19/2016
1st	no teacher of record	8/19/2016
1st	no teacher of record	8/19/2016
1st	no teacher of record	8/19/2016
1st	no teacher of record	8/19/2016
1st	no teacher of record	8/19/2016
1st	no teacher of record	8/19/2016
1st	resignation	8/19/2016
1st	transferred within the dis	8/19/2016
1st	resignation	8/19/2016
1st	teacher on leave	8/19/2016
1st	teacher on leave	8/19/2016
1st	resignation	8/19/2016
1st	resignation	8/19/2016
1st	resignation	8/19/2016
1st	teacher on leave	8/19/2016
1st	teacher on leave	8/19/2016
1st	teacher on leave	8/19/2016
1st	teacher on leave	8/19/2016
1st	teacher on leave	8/19/2016
1st	teacher on leave	8/19/2016
1st	no teacher of record	8/19/2016
1st	teacher on leave	8/19/2016
1st	no teacher of record	8/19/2016
1st	teacher on leave	8/19/2016
1st	teacher retired	8/19/2016

Capital City Lighthouse

1. **July** 2016 Initial Year Open-Enrollment Report
2. Chart Provided by ADE Fiscal and Administrative Services/LEA State Funding
3. Detailed Statement of Changes in Fund Balances

ARKANSAS DEPARTMENT OF EDUCATION CHARTER SCHOOL OFFICE
Fiscal Year 2015-2016

INITIAL YEAR OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

MONTHLY ENROLLMENT REPORT

Capitol City Lighthouse LEA:6056700

Required per Ark. Code. Ann. §6-23-405

Information must be accurate and submitted on or before the first business day of each month.

Grade Levels FY 2015-2016: **K-5**

Enrollment CAP FY 2015-2016: **344**

FY 2015-2016 Grade Levels	August 25 th Student Enrollment Count	September 25 th Student Enrollment Count	October 25 th Student Enrollment Count	November 25 th Student Enrollment Count	December 25 th Student Enrollment Count	January 25 th Student Enrollment Count	February 25 th Student Enrollment Count	March 25 th Student Enrollment Count	April 25 th Student Enrollment Count	May 25 th Student Enrollment Count	June 25 th Student Enrollment Count	July 25 th Student Enrollment Count
K	86	88	72	73	71	70	67	67	69	69		
1	53	52	41	42	41	41	42	42	40	40		
2	45	46	39	38	35	35	33	32	32	32		
3	49	51	47	47	44	45	44	43	39	37		
4	43	46	42	41	39	38	39	40	36	36		
5	39	40	34	36	34	34	33	34	35	34		
Total	315	323	275	277	264	263	258	258	251	248	0	0
DUE:	Sept. 1, 2014	Oct. 1, 2014	Nov. 2, 2014	Dec. 1, 2014	Jan. 4, 2015	Feb. 1, 2015	Mar. 1, 2015	Apr. 1, 2015	May 2, 2015	June 1, 2015	July 1, 2015	Aug. 1, 2015

Vanessa Hatcher

Name of Person Completing the Report

Data Coordinator

Title of Person Completing the Report

5/31/16

Date Submitted

SUBMIT ON OR BEFORE THE 1st BUSINESS DAY OF EACH MONTH

Clicking the button below will submit the form via email to the ADE Charter School Office at ade.charterschools@arkansas.gov.

Submit

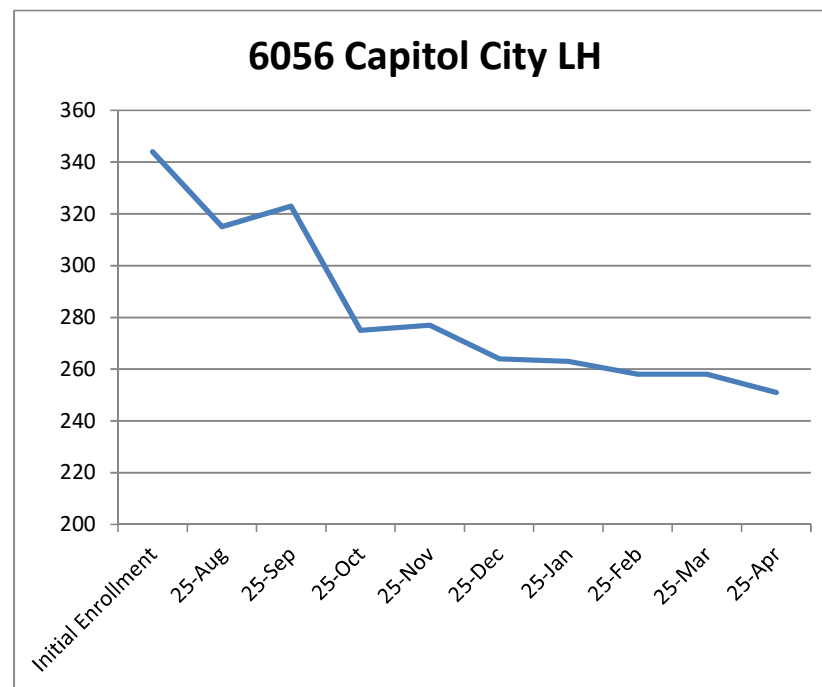
Average Daily Membership Trends	6056 Capitol City LH K-5
CAP 15-16	344
Initial Enrollment	344
<u>25-Aug</u>	315
(monthly shift)	-29
<u>25-Sep</u>	323
(monthly shift)	8
(quarterly shift)	-21
<u>25-Oct</u>	275
(monthly shift)	-48
<u>25-Nov</u>	277
(monthly shift)	2
<u>25-Dec</u>	264
(monthly shift)	-13
(quarterly shift)	-59
<u>25-Jan</u>	263
(monthly shift)	-1
<u>25-Feb</u>	258
(monthly shift)	-5
<u>25-Mar</u>	258
(monthly shift)	0
(quarterly shift)	-6
<u>25-Apr</u>	251
(monthly shift)	-7
% still attending	72.97%

State Foundation Funding Estimates	6056 Capitol City LH K-5
Prelim SFF aid based on July enrollment	\$2,264,896
Prelim SFF aid based on 1st Qtr ADM	\$1,844,771
Prelim SFF aid based on April enrollment	\$1,652,584
Monthly Distribution: July-Nov. (July Enroll.)	\$188,741
Monthly Distribution: Dec.-Apr. (1st Qtr ADM)	\$128,724
Monthly Distribution: Dec.-Apr. (Apr. Enroll.)	\$101,268
Monthly Distribution: May - June	\$32,630

Projected change in funding from July to April	-27.03%
------------------------------------------------	---------

FY 2016 3-qtr avg ADM	267.85
Final FY2016 SFFA	\$1,763,524

Initial Enrollment	6056 Capitol City LH
<u>25-Aug</u>	315
<u>25-Sep</u>	323
<u>25-Oct</u>	275
<u>25-Nov</u>	277
<u>25-Dec</u>	264
<u>25-Jan</u>	263
<u>25-Feb</u>	258
<u>25-Mar</u>	258
<u>25-Apr</u>	251



Capital City Lighthouse
eFinance>Board Report
Periods 1 - 13 of 2016
17-Aug

BUDGET UNIT TITLE	FUND/S F	FUND TITLE	BEG BALANCE	REVENUE	NON- REVENUE	NON- EXPEND	EXPENDITURE S	END BALANCE
0000	0001	DISBURSEMENT FUND	0	0	0	0	0	0
1000	1000	TEACHER SALARY FUND	0	0	0	0	0	0
1000	1200	TEACHER SALARY	0	0	598,717	0	598,717	0
1000	1223	PROFESSIONAL DEVELOP	0	0	0	0	0	0
1000	1246	PATHWISE	0	0	600	0	600	0
1000	1275	ALT LEARNING	0	0	0	0	0	0
1000	1276	ENGLISH LANGUAGE LEA	0	0	0	0	0	0
1000	1281	NSLA	0	0	96,347	0	96,347	0
2000	2000	OPERATING FUND	0	0	0	0	0	0
2000	2001	OTHER OPERATING	0	1,824,485	22,244	1,763,524	6,886	76,319
2000	2002	WALTON	71,008	0	0	0	7,687	63,321
2000	2200	OPERATING	142,923	0	1,763,524	598,717	1,006,605	301,124
2000	2223	PROFESSIONAL DEVELOP	0	8,961	0	0	8,961	0
2000	2246	PATHWISE	0	7,000	0	600	5,200	1,200
2000	2260	STATE PRESCHOOL	0	3,485	0	0	3,485	0
2000	2275	ALT LEARNING	0	0	0	0	0	0
2000	2276	ENGLISH LANGUAGE LEA	0	1,620	0	0	0	1,620
2000	2281	NSLA	0	236,534	0	96,347	124,926	15,261
3000	3000	BUILDING FUND	0	0	0	0	0	0
3000	3400	FACILITIES FUNDING A	0	150,683	0	0	150,683	0
4000	4000	DEBT SERVICE FUND	0	0	0	0	0	0
6000	6501	TITLE I-A	0	156,570	0	0	156,570	0
6000	6520	CHAPTER II	0	0	0	0	0	0
6000	6535	PCSP FED START-UP	(5,672)	508,000	0	0	502,328	0
6000	6700	VI-B	0	0	0	0	0	0
6000	6702	TITLE VI B	0	47,801	0	0	47,801	0
6000	6710	FEDERAL PRESCHOOL	0	1,890	0	0	1,890	0
6000	6750	MEDICAID	0	0	0	0	0	0
6000	6752	ARMAC	0	0	0	0	0	0
6000	6756	TITLE II A	0	18,123	0	0	18,123	0
7000	7000	UNIFORMS	0	5,057	0	0	5,057	0
7000	7001	STUDENT ACTIVITY	0	9,687	0	0	7,322	2,365
8000	8200	FOOD	0	117,710	0	0	117,710	0
Total Report			208,259	3,097,605	2,481,433	2,459,189	2,866,898	461,210

Haas Hall Academy

1. **July** 2016 Initial Year Open-Enrollment Report
2. Chart Provided by ADE Fiscal and Administrative Services/LEA State Funding
3. Detailed Statement of Changes in Fund Balances

ARKANSAS DEPARTMENT OF EDUCATION CHARTER SCHOOL OFFICE
Fiscal Year 2015-2016

INITIAL YEAR OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

MONTHLY ENROLLMENT REPORT

Haas Hall Bentonville LEA:0443700

Required per Ark. Code. Ann. §6-23-405

Information must be accurate and submitted on or before the first business day of each month.

Grade Levels FY 2015-2016: **7-12**

Enrollment CAP FY 2015-2016: **500**

FY 2015-2016 Grade Levels	August 25 th Student Enrollment Count	September 25 th Student Enrollment Count	October 25 th Student Enrollment Count	November 25 th Student Enrollment Count	December 25 th Student Enrollment Count	January 25 th Student Enrollment Count	February 25 th Student Enrollment Count	March 25 th Student Enrollment Count	April 25 th Student Enrollment Count	May 25 th Student Enrollment Count	June 25 th Student Enrollment Count	July 25 th Student Enrollment Count
7	62	71	68	67	67	67	67	67	67	67	0	43
8	53	68	66	69	69	68	65	64	64	64	67	63
9	71	73	72	72	70	69	69	69	69	69	64	64
10	45	45	44	45	46	46	44	43	41	41	69	71
11	30	31	31	30	31	31	31	30	30	29	41	45
12	9	8	8	9	9	9	9	9	9	9	29	26
Total	270	296	289	292	292	290	285	282	280	279	270	312
DUE:	Sept. 1, 2014	Oct. 1, 2014	Nov. 2, 2014	Dec. 1, 2014	Jan. 4, 2015	Feb. 1, 2015	Mar. 1, 2015	Apr. 1, 2015	May 2, 2015	June 1, 2015	July 1, 2015	Aug. 1, 2015

Samantha Butler
Name of Person Completing the Report

Director of eSchool
Title of Person Completing the Report

8/12/2016
Date Submitted

SUBMIT ON OR BEFORE THE 1st BUSINESS DAY OF EACH MONTH

Clicking the button below will submit the form via email to the ADE Charter School Office at ade.charterschools@arkansas.gov.

Submit

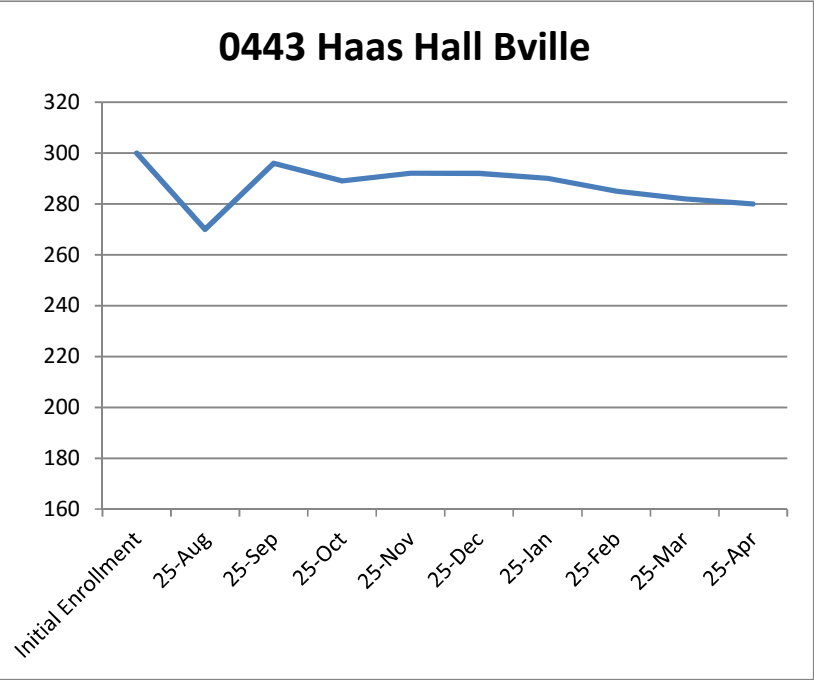
Average Daily Membership Trends	0443 Haas Hall Bville 7-12
CAP 15-16	500
Initial Enrollment	300
25-Aug	270
(monthly shift)	-30
25-Sep	296
(monthly shift)	26
(quarterly shift)	-4
25-Oct	289
(monthly shift)	-7
25-Nov	292
(monthly shift)	3
25-Dec	292
(monthly shift)	0
(quarterly shift)	-4
25-Jan	290
(monthly shift)	-2
25-Feb	285
(monthly shift)	-5
25-Mar	282
(monthly shift)	-3
(quarterly shift)	-10
25-Apr	280
(monthly shift)	-2
% still attending	93.33%

State Foundation Funding Estimates	0443 Haas Hall Bville 7-12
Prelim SFF aid based on July enrollment	\$1,975,200
Prelim SFF aid based on 1st Qtr ADM	\$1,825,612
Prelim SFF aid based on April enrollment	\$1,843,520
Monthly Distribution: July-Nov. (July Enroll.)	\$164,600
Monthly Distribution: Dec.-Apr. (1st Qtr ADM)	\$143,230
Monthly Distribution: Dec.-Apr. (Apr. Enroll.)	\$145,789
Monthly Distribution: May - June	\$152,185

Projected change in funding from July to April	-6.67%
------------------------------------------------	--------

FY 2016 3-qtr avg ADM	280.74
Final FY2016 SFFA	\$1,848,392

Initial Enrollment	0443 Haas Hall Bville
Initial Enrollment	300
25-Aug	270
25-Sep	296
25-Oct	289
25-Nov	292
25-Dec	292
25-Jan	290
25-Feb	285
25-Mar	282
25-Apr	280



HAAS HALL ACADEMY BENTONVILLE
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIODS 1 THROUGH 13 OF 16

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
	TOTAL NO FUND GROUP TITLE	.00	.00	.00	.00	.00	.00
1000	TEACHER SALARY FUND	.00	.00	.00	.00	.00	.00
1200	HIGH SCHOOL	.00	.00	830,500.02	.00	830,500.02	.00
1217	STUDENT GROWTH	.00	.00	.00	.00	.00	.00
1223	PROFESSIONAL DEVELOP	.00	.00	.00	.00	.00	.00
1275	ALT LEARNING	.00	.00	.00	.00	.00	.00
1276	ENGLISH LANGUAGE LEA	.00	.00	.00	.00	.00	.00
1281	NSLA	.00	.00	.00	.00	.00	.00
	TOTAL TEACHER SALARY FUND	.00	.00	830,500.02	.00	830,500.02	.00
2000	OPERATING FUND	.00	.00	.00	.00	.00	.00
2001	OP OTHER	.00	2,090,755.83	.00	1,848,392.00	.00	242,363.83
2003	WALTON GRANT	.00	.00	.00	.00	.00	.00
2200	OPERATING FUND	.00	.00	1,848,392.00	830,500.02	1,400,018.70	-382,126.72
2201	DO NOT USE	.00	.00	.00	.00	.00	.00
2217	STUDENT GROWTH	.00	.00	.00	.00	.00	.00
2223	PROFESSIONAL DEVELOP	.00	7,815.00	.00	.00	3,546.89	4,268.11
2275	ALT LEARNING	.00	.00	.00	.00	.00	.00
2276	ENGLISH LANGUAGE LEA	.00	.00	.00	.00	.00	.00
2281	NSLA	.00	.00	.00	.00	.00	.00
	TOTAL OPERATING FUND	.00	2,098,570.83	1,848,392.00	2,678,892.02	1,403,565.59	-135,494.78
3000	BUILDING FUND	.00	.00	.00	.00	.00	.00
3400	CHARTER FACILITY	.00	145,056.00	.00	.00	.00	145,056.00
	TOTAL BUILDING FUND	.00	145,056.00	.00	.00	.00	145,056.00
4000	DEBT SERVICE FUND	.00	.00	.00	.00	.00	.00
	TOTAL DEBT SERVICE FUND	.00	.00	.00	.00	.00	.00
6501	CHAPTER I	.00	.00	.00	.00	.00	.00
6520	CHAPTER II	.00	.00	.00	.00	.00	.00
6535	TITLE V	.00	31,576.84	.00	.00	.00	31,576.84
6700	VI-B	.00	.00	.00	.00	.00	.00
	TOTAL FEDERAL GRANTS FUND	.00	31,576.84	.00	.00	.00	31,576.84
	TOTAL	.00	2,275,203.67	2,678,892.02	2,678,892.02	2,234,065.61	41,138.06

Ozark Montessori Academy

1. **July** 2016 Initial Year Open-Enrollment Report
2. Chart Provided by ADE Fiscal and Administrative Services/LEA State Funding
3. Detailed Statement of Changes in Fund Balances

ARKANSAS DEPARTMENT OF EDUCATION CHARTER SCHOOL OFFICE
Fiscal Year 2015-2016

INITIAL YEAR OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

MONTHLY ENROLLMENT REPORT

Ozark Montessori Academy LEA:7241700

Required per Ark. Code. Ann. §6-23-405

Information must be accurate and submitted on or before the first business day of each month.

Grade Levels FY 2015-2016: **K-6**

Enrollment CAP FY 2015-2016: **140**

FY 2015-2016 Grade Levels	August 25 th Student Enrollment Count	September 25 th Student Enrollment Count	October 25 th Student Enrollment Count	November 25 th Student Enrollment Count	December 25 th Student Enrollment Count	January 25 th Student Enrollment Count	February 25 th Student Enrollment Count	March 25 th Student Enrollment Count	April 25 th Student Enrollment Count	May 25 th Student Enrollment Count	June 25 th Student Enrollment Count	July 25 th Student Enrollment Count
K	33	33	32	32	32	32	33	33	33	33		
1	17	18	18	18	18	18	18	18	17	17		
2	18	18	17	16	16	17	17	17	16	16		
3	17	16	17	18	18	18	18	18	17	17		
4	17	17	18	18	18	18	18	18	18	18		
5	16	18	18	17	17	17	17	18	18	18		
6	17	16	16	16	16	16	16	16	16	16		
Total	135	136	136	135	135	136	137	138	135	135	0	0
DUE:	Sept. 1, 2014	Oct. 1, 2014	Nov. 2, 2014	Dec. 1, 2014	Jan. 4, 2015	Feb. 1, 2015	Mar. 1, 2015	Apr. 1, 2015	May 2, 2015	June 1, 2015	July 1, 2015	Aug. 1, 2015

Christine Silano
Name of Person Completing the Report

Executive Director/Principal
Title of Person Completing the Report

06/01/2016
Date Submitted

SUBMIT ON OR BEFORE THE 1st BUSINESS DAY OF EACH MONTH

Clicking the button below will submit the form via email to the ADE Charter School Office at ade.charterschools@arkansas.gov.

Submit

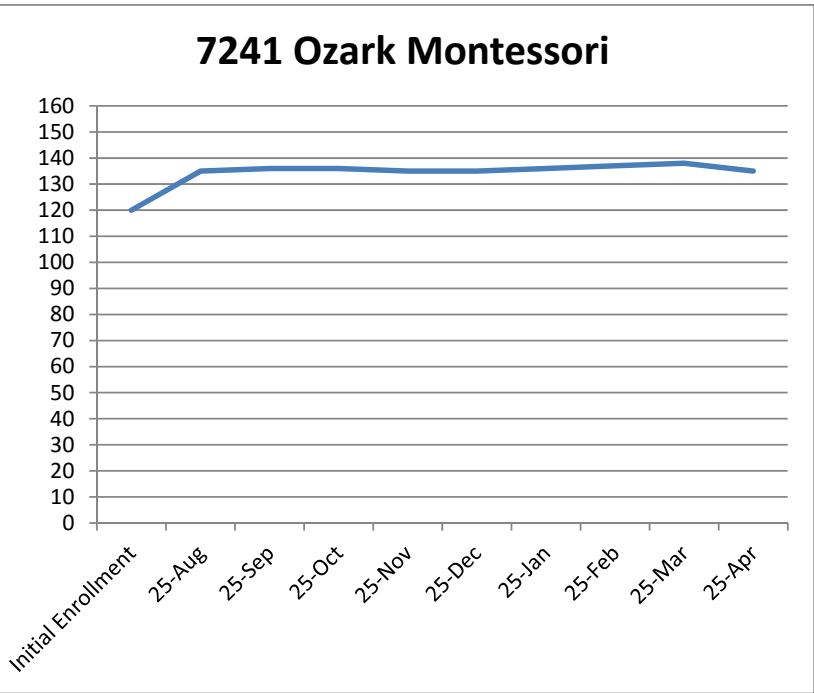
Average Daily Membership Trends	7241 Ozark Montessori K-6
CAP 15-16	140
Initial Enrollment	120
<u>25-Aug</u>	135
(monthly shift)	15
<u>25-Sep</u>	136
(monthly shift)	1
(quarterly shift)	16
<u>25-Oct</u>	136
(monthly shift)	0
<u>25-Nov</u>	135
(monthly shift)	-1
<u>25-Dec</u>	135
(monthly shift)	0
(quarterly shift)	-1
<u>25-Jan</u>	136
(monthly shift)	1
<u>25-Feb</u>	137
(monthly shift)	1
<u>25-Mar</u>	138
(monthly shift)	0
(quarterly shift)	3
<u>25-Apr</u>	135
(monthly shift)	-3
% still attending	112.50%

State Foundation Funding Estimates	7241 Ozark Montessori K-6
Prelim SFF aid based on July enrollment	\$790,080
Prelim SFF aid based on 1st Qtr ADM	\$885,021
Prelim SFF aid based on April enrollment	\$888,840
Monthly Distribution: July-Nov. (July Enroll.)	\$65,840
Monthly Distribution: Dec.-Apr. (1st Qtr ADM)	\$79,403
Monthly Distribution: Dec.-Apr. (Apr. Enroll.)	\$79,949
Monthly Distribution: May - June	\$81,313

Projected change in funding from July to April	12.50%
------------------------------------------------	--------

FY 2016 3-qtr avg ADM	135.20
Final FY2016 SFFA	\$890,157

Initial Enrollment	7241 Ozark Montessori
<u>25-Aug</u>	135
<u>25-Sep</u>	136
<u>25-Oct</u>	136
<u>25-Nov</u>	135
<u>25-Dec</u>	135
<u>25-Jan</u>	136
<u>25-Feb</u>	137
<u>25-Mar</u>	138
<u>25-Apr</u>	135



OZARK MONTESSORI ACADEMY SPRINGDALE
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 13 OF 16

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
TOTAL NO FUND GROUP TITLE		.00	.00	.00	.00	.00	.00
1000	TEACHER SALARY FUND	.00	.00	.00	.00	.00	.00
1003	WFF - TEACHER SALARY	.00	.00	.00	.00	.00	.00
1200	TEACHER SALARY	.00	.00	346,706.47	.00	346,706.47	.00
1223	PROFESSIONAL DEVELOP	.00	.00	.00	.00	.00	.00
1275	ALT LEARNING	.00	.00	.00	.00	.00	.00
1276	ENGLISH LANGUAGE LEA	.00	.00	.00	.00	.00	.00
1281	NSLA	.00	.00	.00	.00	.00	.00
TOTAL TEACHER SALARY FUND		.00	.00	346,706.47	.00	346,706.47	.00
2000	OPERATING FUND	.00	.00	.00	.00	.00	.00
2001	OPERATING-REV	.00	890,327.00	.00	890,157.00	.00	170.00
2002	WFF PD GRANT	.00	32,416.00	.00	.00	26,459.34	5,956.66
2003	WALTON GRANT	.00	.00	95,835.98	.00	46,759.62	49,076.36
2200	OPERATING	.00	.00	890,157.00	346,706.47	495,602.48	47,848.05
2223	PROFESSIONAL DEVELOP	.00	3,126.00	.00	.00	1,339.48	1,786.52
2275	ALT LEARNING	.00	.00	.00	.00	.00	.00
2276	ENGLISH LANGUAGE LEA	.00	10,692.00	.00	.00	.00	10,692.00
2281	NSLA	.00	46,980.00	.00	.00	.00	46,980.00
TOTAL OPERATING FUND		.00	983,541.00	985,992.98	1,236,863.47	570,160.92	162,509.59
3000	BUILDING FUND	.00	.00	.00	.00	.00	.00
3400	BUILDING SUPPLIES	.00	66,140.00	.00	.00	37,184.00	28,956.00
TOTAL BUILDING FUND		.00	66,140.00	.00	.00	37,184.00	28,956.00
4000	DEBT SERVICE FUND	.00	.00	.00	.00	.00	.00
TOTAL DEBT SERVICE FUND		.00	.00	.00	.00	.00	.00
6501	TITLE I	.00	41,346.89	.00	.00	41,386.69	-39.80
6520	CHAPTER II	.00	.00	.00	.00	.00	.00
6535	TITLE V-B	.00	192,128.58	.00	.00	316,500.27	-124,371.69
6702	TITLE VI B	.00	17,975.10	.00	.00	18,500.10	-525.00
6710	FED GRNT IDEA EARLY	.00	.00	.00	.00	.00	.00
6756	FED GRANT TITLE II	.00	45.00	.00	.00	1,321.25	-1,276.25
TOTAL FEDERAL GRANTS FUND		.00	251,495.57	.00	.00	377,708.31	-126,212.74
7100	FUNDRAISERS- UNRESTR	.00	5,767.08	2,630.94	.00	7,543.57	854.45
7101	FUNDRAISERS- MUSIC	.00	.00	.00	.00	.00	.00
7102	FUNDRAISERS- FOOD PR	.00	2,000.00	.00	.00	989.52	1,010.48
7103	FUNDRAISERS- PLAYGRO	.00	.00	.00	.00	.00	.00
7300	RENOVATION FUNDING	.00	.00	.00	.00	.01	-.01
TOTAL ACTIVITY FUND		.00	7,767.08	2,630.94	.00	8,533.10	1,864.92
8200	FOOD SERVICE	.00	55,582.74	.00	.00	95,169.98	-39,587.24
TOTAL NO FUND GROUP TITLE		.00	55,582.74	.00	.00	95,169.98	-39,587.24
TOTAL		.00	1,364,526.39	1,335,330.39	1,236,863.47	1,435,462.78	27,530.53

Rockbridge Montessori

1. **July** 2016 Initial Year Open-Enrollment Report
2. Chart Provided by ADE Fiscal and Administrative Services/LEA State Funding
3. Detailed Statement of Changes in Fund Balances

ARKANSAS DEPARTMENT OF EDUCATION CHARTER SCHOOL OFFICE

Fiscal Year 2015-2016

INITIAL YEAR OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

MONTHLY ENROLLMENT REPORT

Rockbridge Montessori School LEA:6057700

Required per Ark. Code. Ann. §6-23-405

Information must be accurate and submitted on or before the first business day of each month.

Grade Levels FY 2015-2016: **K-5**

Enrollment CAP FY 2015-2016: **150**

FY 2015-2016 Grade Levels	August 25 th Student Enrollment Count	September 25 th Student Enrollment Count	October 25 th Student Enrollment Count	November 25 th Student Enrollment Count	December 25 th Student Enrollment Count	January 25 th Student Enrollment Count	February 25 th Student Enrollment Count	March 25 th Student Enrollment Count	April 25 th Student Enrollment Count	May 25 th Student Enrollment Count	June 25 th Student Enrollment Count	July 25 th Student Enrollment Count
K	31	31	29	29	29	32	28	28	28	29		
1	13	16	18	19	18	20	22	21	21	21		
2	14	13	13	13	13	15	16	16	18	18		
3	24	23	23	23	21	20	22	23	21	21		
4	14	13	15	16	16	17	17	17	18	18		
5	16	16	13	14	14	13	13	13	12	12		
Total	112	112	111	114	111	117	118	118	118	119		
DUE:	Sept. 1, 2014	Oct. 1, 2014	Nov. 2, 2014	Dec. 1, 2014	Jan. 4, 2015	Feb. 1, 2015	Mar. 1, 2015	Apr. 1, 2015	May 2, 2015	June 1, 2015	July 1, 2015	Aug. 1, 2015

Shannon Nuckols

Principal/Superintendent

6-1-2016

Name of Person Completing the Report

Title of Person Completing the Report

Date Submitted

SUBMIT ON OR BEFORE THE 1st BUSINESS DAY OF EACH MONTH

Clicking the button below will submit the form via email to the ADE Charter School Office at ade.charterschools@arkansas.gov.

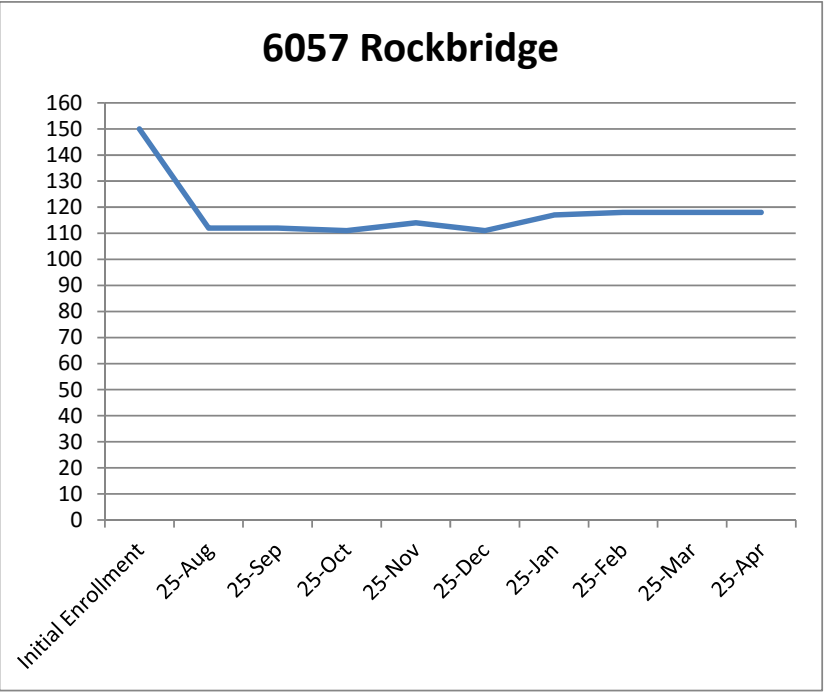
Average Daily Membership Trends	6057 Rockbridge Mont. K-5
CAP 15-16	150
Initial Enrollment	150
<u>25-Aug</u>	112
(monthly shift)	-38
<u>25-Sep</u>	112
(monthly shift)	0
(quarterly shift)	-38
<u>25-Oct</u>	111
(monthly shift)	-1
<u>25-Nov</u>	114
(monthly shift)	3
<u>25-Dec</u>	111
(monthly shift)	-3
(quarterly shift)	-1
<u>25-Jan</u>	117
(monthly shift)	6
<u>25-Feb</u>	118
(monthly shift)	1
<u>25-Mar</u>	118
(monthly shift)	0
(quarterly shift)	7
<u>25-Apr</u>	118
(monthly shift)	0
% still attending	78.67%

State Foundation Funding Estimates	6057 Rockbridge Mont. K-5
Prelim SFF aid based on July enrollment	\$987,600
Prelim SFF aid based on 1st Qtr ADM	\$734,379
Prelim SFF aid based on April enrollment	\$776,912
Monthly Distribution: July-Nov. (July Enroll.)	\$82,300
Monthly Distribution: Dec.-Apr. (1st Qtr ADM)	\$46,126
Monthly Distribution: Dec.-Apr. (Apr. Enroll.)	\$52,202
Monthly Distribution: May - June	\$67,391

Projected change in funding from July to April	-21.33%
------------------------------------------------	---------

FY 2016 3-qtr avg ADM	113.20
Final FY2016 SFFA	\$745,309

Initial Enrollment	6057 Rockbridge
<u>25-Aug</u>	112
<u>25-Sep</u>	112
<u>25-Oct</u>	111
<u>25-Nov</u>	114
<u>25-Dec</u>	111
<u>25-Jan</u>	117
<u>25-Feb</u>	118
<u>25-Mar</u>	118
<u>25-Apr</u>	118



Rockbridge Montessori
eFinance>Board Report
Periods 1 - 13 of 2016
17-Aug

BUDGET UNIT TITLE	FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON- REVENUE	NON- EXPEND	EXPENDITURES	END BALANCE
0000	0001	DISBURSEMENT FUND	0	0	0	0	0	0
1000	1000	TEACHER SALARY FUND	0	0	0	0	0	0
1000	1004	AFTER SCHOOL CARE	0	0	3,200	0	3,200	0
1000	1200	TEACHER SALARY	0	0	258,644	0	258,644	0
1000	1223	PROFESSIONAL DEVELOP	0	0	0	0	0	0
1000	1275	ALT LEARNING	0	0	0	0	0	0
1000	1276	ENGLISH LANGUAGE LEA	0	0	0	0	0	0
1000	1281	NSLA	0	0	0	0	0	0
2000	2000	OPERATING FUND	0	0	0	0	0	0
2000	2001	OTHER OPERATING	248	954,593	0	0	0	954,841
2000	2002	WFF START UP	184,160	0	0	0	34,136	150,024
2000	2003	WALTON PD	21,591	0	0	0	22,831	(1,240)
2000	2004	AFTER SCHOOL CARE PR	0	24,050	0	3,200	20,860	(10)
2000	2005	WFF 100K	0	100,000	0	0	15,229	84,771
2000	2200	OPERATING	0	0	0	258,644	661,079	(919,723)
2000	2223	PROFESSIONAL DEVELOP	0	3,908	0	0	3,908	0
2000	2260	STATE PRESCHOOL	0	1,742	0	0	1,740	2
2000	2275	ALT LEARNING	0	0	0	0	0	0
2000	2276	ENGLISH LANGUAGE LEA	0	0	0	0	0	0
2000	2281	NSLA	0	31,842	0	0	31,842	0
3000	3000	BUILDING FUND	0	0	0	0	0	0
3000	3400	FACILITIES FUNDING	0	59,185	0	0	65,361	(6,176)
4000	4000	DEBT SERVICE FUND	0	0	0	0	0	0
6000	6501	TITLE I-A	0	16,844	4,477	0	37,084	(15,763)
6000	6535	CHARTER SCHOOL PLANN	(167,764)	305,355	0	0	298,308	(160,718)
6000	6700	VI-B	0	0	0	0	0	0
6000	6702	TITLE VI-B	0	19,897	0	0	19,897	0
6000	6710	FEDERAL PRESCHOOL	0	648	0	0	648	0
6000	6756	TITLE II-A	0	4,477	0	4,477	0	0
7000	7000	UNIFORMS	0	2,637	0	0	3,583	(946)
7000	7001	ACTIVITIES	0	3,072	0	0	691	2,381
7000	7002	CLASSROOM SUPPLIES	0	350	0	0	0	350
7000	7004	GARDEN	0	50	0	0	0	50
8000	8200	FOOD SERVICE	0	32,158	0	0	58,163	(26,005)
Total Report			38,235	1,560,808	266,321	266,321	1,537,205	61,838



ARKANSAS DEPARTMENT OF EDUCATION

Report on the Status of the Public Charter Schools Program to The House Interim Committee on Education and The Senate Interim Committee on Education

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



August 2016

**Arkansas Department of Education
Public Charter Schools Office
Learning Services Division
Four Capitol Mall, Little Rock, Arkansas 72201
ade.charterschools@arkansas.gov**

Since ACT 890 of 1999 was enacted, the State Board of Education has been authorized to issue charters to eligible entities for the operation of Arkansas charter schools. In the 2014-2015 school year, Arkansas had 18 open-enrollment public charter schools and 18 district conversion public charter schools.

Act 987 of the 88th Arkansas General Assembly in 2011 changed the charter law from a maximum of 24 open-enrollment charters to allow for the cap on the number of open-enrollment charter schools to be increased by five when the number of existing open-enrollment charter schools is within two charters of the existing cap. This legislation also requires the ADE to post a Commissioner's Memo by March 1 each year stating the number of open-enrollment charter school slots available during the next application cycle.

Following are lists of open-enrollment and district conversion public charter schools that operated in the 2014-2015 school year:

2014-2015 Open-Enrollment Public Charter Schools

1. Academics Plus Charter Schools, Maumelle
2. Arkansas Arts Academy (formerly Benton County School of the Arts), Rogers
3. Arkansas Virtual Academy, Little Rock
4. Covenant Keepers College Preparatory Charter School, Little Rock
5. e-Stem Public Charter Schools, Little Rock
6. Exalt Academy of Southwest Little Rock
7. Haas Hall Academy, Fayetteville
8. Imboden Area Charter School, Imboden
9. Jacksonville Lighthouse Charter School, Jacksonville
10. KIPP Delta Public Schools, Helena/West Helena and Blytheville
11. LISA Academy, Little Rock and North Little Rock
12. Little Rock Preparatory Academy, Little Rock
13. Northwest Arkansas Classical Academy, Bentonville
14. Pine Bluff Lighthouse Charter School, Pine Bluff
15. Premier High School of Little Rock, Little Rock
16. Quest Middle School of Pine Bluff, Pine Bluff
17. Quest Middle School of West Little Rock
18. SIATech, Little Rock

2014-2015 District Conversion Public Charter Schools

1. Academic Center of Excellence, Cabot School District
2. Badger Academy Conversion Charter School, Beebe School District
3. Bauxite Miner Academy, Bauxite School District
4. Blytheville High School, A New Tech School, Blytheville School District
5. Brunson New Vision Charter, Warren School District
6. Cloverdale Aerospace Tech Conversion Charter Middle School, Little Rock School District
7. Cross County Elementary, Cross County School District
8. Cross County New Tech High School, Cross County School District
9. Eastside New Vision Charter, Warren School District
10. Fountain Lake Middle School Cobra Digital Prep Academy, Fountain Lake School District
11. Lincoln High School New Tech, Lincoln Consolidated School District
12. Lincoln Middle Academy of Excellence, Forrest City School District
13. Mountain Home High School Career Academies, Mountain Home School District
14. Osceola STEM Academy, Osceola School District
15. Pea Ridge Manufacturing and Business Academy, Pea Ridge School District
16. Rogers New Technology High School, Rogers School District
17. The Academies at Jonesboro High School, Jonesboro School District
18. The Academies of West Memphis, West Memphis School District
19. Vilonia Academy of Service and Technology, Vilonia School District

20. Vilonia Academy of Technology, Vilonia School District
21. Warren Middle School, Warren School District
22. Washington Academy, Texarkana School District

The following district conversion charters did not seek contract renewals, so they ceased to exist as charters at the end of their contracts on June 30, 2015:

1. Cloverdale Aerospace Tech Conversion Charter Middle School, Little Rock School District
2. Lincoln Middle Academy of Excellence, Forrest City School District
3. Vilonia Academy of Service and Technology, Vilonia School District
4. Vilonia Academy of Technology, Vilonia School District

During the 2014 public charter school application cycles, the following charters were approved to open and began operations in the 2015-2016 school year:

Open-Enrollment Public Charter Schools that Opened in the 2015-2016 School Year

1. Capital City Lighthouse, North Little Rock
2. Haas Hall Academy, Bentonville
3. Ozark Montessori Academy, Springdale
4. Rockbridge Montessori School, Little Rock

District Conversion Public Charter Schools that Opened in the 2015-2016 School Year

1. Career Academy of Siloam Springs, Siloam Springs School District
2. Farmington Career Academies, Farmington School District
3. Fountain Lake Charter High School, Fountain Lake School District
4. Southside Charter High School, Southside School District
5. Warren High School, Warren School District

During the 2015 public charter school application cycles, the following charters were approved to open and will begin operations in the 2016-2017 school year:

Open-Enrollment Public Charter Schools that Opened in the 2016-2017 School Year

1. Arkansas Connections Academy, Bentonville
2. Future School of Fort Smith

District Conversion Public Charter Schools that Opened in the 2016-2017 School Year

1. Cave City High School Career and Collegiate Preparatory School
2. Fayetteville Virtual Academy
3. Gentry High School Conversion Charter
4. Hot Springs World Class High School
5. Springdale School of Innovation

Currently, three open-enrollment charter applications, six district conversion charter applications, and one adult education charter application are under review and consideration. Charters approved during the 2016 application cycles will open in the 2017-2018 school year.

OPEN-ENROLLMENT CHARTER DATA
2014-2015

School	City	Opening Date	Grades Approved	Current CAP	Current Contract Expiration Date	Percent of All Students Achieving in Math	Percent of All Students Achieving in Literacy
ACADEMICS PLUS	Maumelle	2001	K-12	2275	June 30, 2020	32.29	47.33
ARKANSAS ARTS ACADEMY	Rogers	2001	K-12	825	June 30, 2018	23.22	49.34
ARKANSAS VIRTUAL ACADEMY	North Little Rock (Office)	2007	K-12	2000	June 30, 2020	20.68	32.03
COVENANT KEEPERS COLLEGE PREP	Little Rock	2008	6-8	380	June 30, 2019	7.02	12.15
e-STEM ELEMENTARY PUBLIC CHARTER SCHOOLS	Little Rock	2008	K-12	3844	June 30, 2023	20.13	37.03
EXALT ACADEMY OF SOUTHWEST LITTLE ROCK	Little Rock	2014	K-8	540	June 30, 2019	Only served grades K-2 during testing year.	Only served grades K-2 during testing year.
HAAS HALL ACADEMY	Fayetteville	2004	7-12	1000	June 30, 2022	95.2	97.25
IMBODEN AREA CHARTER	Imboden	2002	K-8	150	June 30, 2021	17.65	23.53
JACKSONVILLE LIGHTHOUSE	Jacksonville	2009	K-12	1019	June 30, 2017	17.86	42.50
KIPP DELTA PUBLIC SCHOOLS	Helena and Blytheville	2010	K-12	2310	June 30, 2023	17.10	20.65
LISA ACADEMY	Little Rock	2004	K-12	2100	June 30, 2017	26.36	43.15
LITTLE ROCK PREP ACADEMY	Little Rock	2009	K-8	432	June 30, 2017	9.00	14.93
NORTHWEST ARKANSAS CLASSICAL ACADEMY	Bentonville	2013	K-12	685	June 30, 2018	50.52	62.03
PINE BLUFF LIGHTHOUSE	Pine Bluff	2011	K-8	650	June 30, 2019	5.63	10.56
PREMIER HIGH SCHOOL OF LITTLE ROCK	Little Rock	2013	9-12	240	June 30, 2018	5.13	11.11
QUEST MIDDLE SCHOOL OF PINE BLUFF	Pine Bluff	2013	5-12	460	June 30, 2018	0.00	4.65
QUEST MIDDLE SCHOOL OF WEST LITTLE ROCK	Little Rock	2014	6-12	490	June 30, 2019	49.63	99.38
SIATECH	Little Rock	2011	9-12	275	June 30, 2019	Data not available due to small numbers.	Data not available due to small numbers.

School	City	Total Enrollment	Two Or More Races	Asian	Black	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
ACADEMICS PLUS	Maumelle	749	0	14	112	37	3	4	579
ARKANSAS ARTS ACADEMY	Rogers	758	35	9	17	107	10	6	574
ARKANSAS VIRTUAL ACADEMY	North Little Rock (Office)	1647	30	21	144	90	21	4	1337
COVENANT KEEPERS COLLEGE PREP	Little Rock	157	0	0	89	68	0	0	0
e-STEM ELEMENTARY PUBLIC CHARTER SCHOOLS	Little Rock	1462	51	47	666	93	2	1	602
EXALT ACADEMY OF SOUTHWEST LITTLE ROCK	Little Rock	112	0	0	59	50	0	0	3
HAAS HALL ACADEMY	Fayetteville	320	1	22	8	20	6	0	263
IMBODEN AREA CHARTER	Imboden	64	0	0	0	1	1	0	62
JACKSONVILLE LIGHTHOUSE	Jacksonville	913	1	19	493	88	8	0	304
KIPP DELTA PUBLIC SCHOOLS	Helena and Blytheville	1324	8	12	1205	26	0	0	73
LISA ACADEMY	Little Rock	1488	13	188	568	203	12	7	497
LITTLE ROCK PREP ACADEMY	Little Rock	398	3	2	359	33	0	0	1
NORTHWEST ARKANSAS CLASSICAL ACADEMY	Bentonville	522	17	87	10	71	5	0	332
PINE BLUFF LIGHTHOUSE	Pine Bluff	293	3	0	284	5	0	0	1
PREMIER HIGH SCHOOL OF LITTLE ROCK	Little Rock	130	1	0	107	4	0	0	18
QUEST MIDDLE SCHOOL OF PINE BLUFF	Pine Bluff	57	0	0	57	0	0	0	0
QUEST MIDDLE SCHOOL OF WEST LITTLE ROCK	Little Rock	166	0	13	38	7	3	1	104
SIATECH	Little Rock	152	2	2	129	1	0	0	18

DISTRICT CONVERSION CHARTER DATA
2014-2015

School	School District	Opening Date	Grades Approved	Current CAP	Current Contract Expiration Date	Percent of All Students Achieving in Math	Percent of All Students Achieving in Literacy
ACADEMIC CENTER OF EXCELLENCE	Cabot	2004	7-12	500	June 30, 2017	16.67	18.18
BADGER ACADEMY	Beebe	2007	7-12	170	June 30, 2017	7.14	0.00
BAUXITE MINER ACADEMY CONVERSION CHARTER SCHOOL	Bauxite	2013	6-12	200	June 30, 2018	0.00	15.79
BLYTHEVILLE HIGH SCHOOL, A NEW TECH SCHOOL	Blytheville	2013	9-12	1000	June 30, 2018	4.62	18.24
BRUNSON NEW VISION CHARTER	Warren	2013	4-5	300	June30, 2018	18.04	15.69
CLOVERDALE AEROSPACE TECH	Little Rock	2010	6-8	705	June 30, 2015	5.71	15.48
CROSS COUNTY ELEMENTARY	Cross County	2012	K-6	500	June 30, 2017	19.19	25.00
CROSS COUNTY HIGH-NEW TECH	Cross County	2011	7-12	500	June 30, 2021	8.24	31.18
EASTSIDE NEW VISION	Warren	2012	K-3	600	June 30, 2017	11.81	9.45
FOUNTAIN LAKE MIDDLE SCHOOL COBRA DIGITAL PREP ACADEMY	Fountain Lake	2014	5-8	500	June 30, 2019	27.96	35.43
LINCOLN HIGH-NEW TECH	Lincoln	2011	8-12	850	July 30, 2016	12.08	23.72
LINCOLN MIDDLE ACADEMY	Forrest City	2010	5-6	524	July 30, 2015	8.79	15.32
MOUNTAIN HOME HIGH SCHOOL CAREER ACADEMY	Mountain Home	2003	9-12	1600	June 30, 2020	23.79	55.67
OSCEOLA STEM ACADEMY	Osceola	2011	5-8	450	June 30, 2017	8.56	16.30

School	School District	Opening Date	Grades Approved	Current CAP	Current Contract Expiration Date	Percent of All Students Achieving in Math	Percent of All Students Achieving in Literacy
PEA RIDGE MANUFACTURING AND BUSINESS ACADEMY	Pea Ridge	2014	11-12	250	June 30, 2019	Data not available due to small numbers.	Data not available due to small numbers.
ROGERS NEW TECHNOLOGY HIGH SCHOOL	Rogers	2013	9-12	900	June 30, 2018	45.14	70.79
THE ACADEMIES OF JONESBORO HIGH SCHOOL	Jonesboro	2013	10-12	1800	June 30, 2018	15.94	23.43
THE ACADEMIES OF WEST MEMPHIS	West Memphis	2014	10-12	1300	June 30, 2019	17.53	23.56
VILONIA ACADEMY OF SERVICE AND TECHNOLOGY	Vilonia	2007	5-6	224	June 30, 2015	24.24	48.48
VIOLONA ACADEMY OF TECHNOLOGY	Vilonia	2004	1-4	224	June 30, 2015	47.06	56.86
WARREN MIDDLE SCHOOL	Warren	2014	6-8	450	June 30, 2019	13.03	22.66
WASHINGTON ACADEMY	Texarkana	2013	7-12	160	June 30, 2018	0.00	12.00

School	School District	Total Enrollment	Two Or More Races	Asian	Black	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
ACADEMIC CENTER OF EXCELLENCE	Cabot	218	0	3	3	13	0	0	199
BADGER ACADEMY	Beebe	25	0	0	2	0	0	0	23
BAUXITE MINER ACADEMY CONVERSION CHARTER SCHOOL	Bauxite	52	1	0	0	2	0	0	49
BLYTHEVILLE HIGH SCHOOL, A NEW TECH SCHOOL	Blytheville	699	1	7	568	12	0	0	111
BRUNSON NEW VISION CHARTER	Warren	265	6	0	72	55	0	0	132
CLOVERDALE AEROSPACE TECH	Little Rock	583	0	3	429	131	2	0	18
CROSS COUNTY ELEMENTARY	Cross County	331	0	0	24	9	0	0	298
CROSS COUNTY HIGH-NEW TECH	Cross County	285	4	1	31	5	0	0	244
EASTSIDE NEW VISION	Warren	550	8	1	192	127	1	0	221
FOUNTAIN LAKE MIDDLE SCHOOL COBRA DIGITAL PREP ACADEMY	Fountain Lake	422	22	1	6	22	1	0	370
LINCOLN HIGH-NEW TECH	Lincoln	517	6	29	2	45	24	1	410
LINCOLN MIDDLE ACADEMY	Forrest City	374	1	0	320	4	0	0	49
MOUNTAIN HOME HIGH SCHOOL CAREER ACADEMY	Mountain Home	1226	31	7	3	40	0	0	1145
OSCEOLA STEM ACADEMY	Osceola	390	2	3	322	4	0	0	59
PEA RIDGE MANUFACTURING AND BUSINESS ACADEMY	Pea Ridge	87	0	0	2	6	2	0	77

School	School District	Total Enrollment	Two Or More Races	Asian	Black	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
ROGERS NEW TECHNOLOGY HIGH SCHOOL	Rogers	385	4	10	3	128	3	3	234
THE ACADEMIES OF JONESBORO HIGH SCHOOL	Jonesboro	1136	11	10	503	101	0	0	511
THE ACADEMIES OF WEST MEMPHIS	West Memphis	1128	4	7	917	7	0	0	193
VILONIA ACADEMY OF SERVICE AND TECHNOLOGY	Vilonia	106	0	0	2	3	2	0	99
VIOLONA ACADEMY OF TECHNOLOGY	Vilonia	77	0	0	1	3	0	0	73
WARREN MIDDLE SCHOOL	Warren	374	3	0	113	74	2	0	182
WASHINGTON ACADEMY	Texarkana	119	2	0	92	3	0	0	22



**Education Renewal Zones
Statewide Initiative
2015-2016 Annual Report**

Johnny Key
Commissioner of Education

Stacy Smith
Assistant Commissioner
Division of Learning Services

Cindy Hogue
Director
Educational Renewal Zone

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Introduction

Established in 2003 by Act 106 of the Second Extraordinary Session of the 84th General Assembly, and codified in Ark. Code Ann. § 6-15-2501 *et seq.*, the Education Renewal Zones (ERZs) are designed to provide P-20 services in collaboration with partner universities, educational service cooperatives, and/or other partner service providers such as STEM centers, to help schools in need of improvement. Through a collaborative approach, the ERZs help build capacity by bringing together available resources to focus on essential elements of school improvement and student achievement.

The director of each of the six ERZ locations, works as part of the university faculty in the College of Education and designs a unique yearly strategic plan. With a primary focus of quality learning environments and effective research-based instruction for all students, the strategic plan is individualized with the needs of each school at the heart of this collaborative effort.

Goals

The ERZs submitted recap reports of their annual strategic plans which included evidence that all of the following statutory goals, as outlined in Ark. Code Ann. § 6-15-2504, were accomplished for the 2015-2016 school year:

- Provide collaboration between and among the higher education institution partners, education service cooperatives, schools, and communities participating in the ERZ, including within the academic departments within the higher education institution partners.
- Provide for a comprehensive program of professional development to assure the practical knowledge base of pre-service and in-service teachers with respect to pedagogical practice, content knowledge, and competent use of distance learning technology.
- Serve as a resource for schools to provide enhancement and expansion of local school curricula offerings through the use of two-way interactive television to include advanced placement, dual-credit, and advanced high school courses.
- Support the sharing of faculty for core course offerings when schools are unable to hire highly qualified teachers in core subject areas required for college entrance or teachers necessary to meet state accreditation standards.
- Collaborate with schools to develop strategies to recruit and retain highly qualified teachers with particular focus on hard-to-staff schools.
- Support a system for mentoring teachers with three (3) or fewer years of professional service.
- Support active participation of the community in the work of the school.
- Support active involvement of parents in the academic work of the student.
- Provide a means of collecting the data necessary to evaluate the progress of each participating public school and the education renewal zone in its entirety.

COMBINED REPORT - ERZ Activities 2015-2016

Staff at all six ERZs have effectively implemented the legislatively mandated goals for the 2015-2016 school year. Each of the ERZs has an advisory board that meets two to four times a year. ERZs collaborate with partner schools, education service cooperatives, partner universities, the STEM centers, and other stakeholders, to design strategic plans that meet the needs within their areas and the goals set in statute.

A priority of the ERZs during 2015-2016 was working with partner schools in the area of **college and career readiness**. College and career readiness programs have local names and specific functions in different ERZs, with program goals varying from preparing greater numbers of high school students to enter college with an ACT score of 19 or higher in each area to providing P-20 students opportunities to network with local industry representatives and policymakers. This is done through students interning in local businesses, teachers working with many of these same businesses, and business representatives coming into the school as resources and mentors.

Another focus in 2015-2016 was **teacher recruitment and retention**. All six of the ERZs have extensive programs to connect university faculty with K-12 classrooms and teachers. While these programs differ in the way they are implemented at each ERZ, they foster many positive outcomes. The universities say they gain as much as the teachers and students from the collaboration. Professors gain a better understanding of a typical day in the life of a K-12 public school teacher, and many report changes in the ways they teach and prepare their college students to become teachers. K-12 teachers report that the lessons taught by the college professors have introduced new ideas and teaching methods. Both professors and teachers tell of revitalization in their jobs, and students also gain from these experiences. Often, students are involved in activities not available at their schools, such as robotics, and most of the collaborations end with trips to the universities. For many students, these visits are the first time they have been on a college campus. These are some of the strongest collaborative efforts, and approximately 2,000 students visited college campuses through these programs in 2015-2016.

In spring 2016, the six ERZ directors worked with the Arkansas Department of Education (ADE) Office of Educator Effectiveness and Licensure to recruit local high schools to join the **Teacher Cadet program**. The primary goal of the Teacher Cadet Program is to encourage academically talented, high-achieving, high school students with exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the program is to develop future community leaders who will become civic advocates for public education.

Four of the six ERZ directors and the ADE ERZ director attended the **National Network for Educational Renewal Conference** and presented on the importance of building university/K-12/community collaborations in Arkansas. The ERZ directors shared the work they are doing to develop and maintain collaborations with schools and the communities in their areas.

During the 2016-2017 school year, ERZs will continue these programs, and recognizing the teacher shortage in Arkansas, will expand efforts to retain and recruit teachers for area schools.

Individual ERZ Reports



Arkansas State University **Jill Clogston, Director**

The Arkansas State University (ASU) ERZ serves 65 schools in 23 school districts among 12 contiguous counties of Northeast Arkansas. This university is in a transition period, having an interim director of the College of Education at this time, but has continued to have a strong collaborative presence within member districts.

During the past year, several highly public and collaborative initiatives related to the goals of the ERZ were established. Among the ongoing initiatives were the College Preparatory Academy of the Delta (CPAD), Crowley's Ridge Education Service Cooperative (CRESC) Annual Summer Leadership Conference, and a high school partnership with industry at Marked Tree.

The CPAD - The purpose of this program is to increase readiness and success of students who plan to enter college. The CPAD is a grades 9-16 initiative, managed and directed by the ERZ, in collaboration with, the ASU College of Education, Arkansas Northeastern College, American College Testing (ACT), and the public school partners. Many of the legislative purposes from Act 106 are addressed through the CPAD, including professional development, expanding curricula, mentoring, enhancing leadership, staffing, and shared funding sources. The program also works with parents to prepare them for their children attending college. During 2015-2016, the first cohort of Blytheville seniors completed four years of the CPAD.

Annual Summer Leadership Conference – In a collaborative effort the CRESC, the ERZ, and the ASU College of Education provided a summer leadership institute for area school leaders. Nationally known motivational speaker, Kent Rader, was the keynote speaker. Tina Boogren with the Marzano Research Group presented "School Leadership That Works."

High School Partnership with Industry - The ASU ERZ began a collaborative effort between Marked Tree High School and Hytrol to authenticate the school's problem-based learning curriculum. An engineer from Hytrol is working with the high school principal by bringing real world scenarios for the students to solve. The goal of this collaboration is for students to serve as interns at Hytrol.



Henderson State University
Paulette Blacknall, Director

The Henderson State University (HSU) ERZ serves 39 schools in 13 school districts in eight counties and four education service cooperatives.

Support to Partner Schools

Through the following, the ERZ supported schools that were unable to hire highly-qualified teachers in core subject areas:

- Provided online directories of fall and spring graduates sent electronically to partners for early recruitment purposes;
- Shared staffing needs across ERZs through emails, phone calls, site visits, and posted information to university boards;
- Continued communications between university and education service cooperatives regarding online courses;
- Facilitated visiting professors in the classroom;
- Secured science lab assistance from the university for the ALE program;
- Facilitated biology lab assistance at Bismarck Elementary School and Perritt Primary School; and
- Facilitated a partnership between university physical education faculty and Goza Middle School staff to implement the SPARK curriculum and to share best practice instructional strategies.

Teacher Mentoring

The ERZ supported a system for mentoring teachers with three (3) or fewer years of professional service through the following:

- Researched additional mentoring strategies for schools to use;
- Facilitated partnerships between university and STEM faculty and partner schools;
- Facilitated the process for university faculty to partner with teachers in the New Tech High School integrated programs;
- Organized and hosted the New Teacher Induction Retreat for novice and career teachers transitioning to ERZ Schools with 165 teachers have taken advantage of this opportunity;
- Facilitated the Visiting Professor Program pairing university professors with public school teachers;
- Organized and hosted bi-annual job-embedded professional development designed to strengthen the knowledge base of pre-service and in-service educators;
- Utilized advisory/stakeholder meetings as additional opportunities to improve teaching and learning by providing model academic lessons for science; and
- Improved academic outcomes for over 600 public school students by pairing content area instructors in the areas of math and literacy with 91 professors and teachers participating in this initiative.



Southern Arkansas University Dr. Roger C. Guevara, Director

The Southern Arkansas University ERZ works in collaboration with three education service cooperatives, the DeQueen/Mena cooperative, the Southwest Arkansas cooperative, and the South Central cooperative and serves 42 schools in the 14 districts that are official partners.

Technology Resource for Partner Schools

The ERZ serves as a resource of information to schools regarding the enhancement and expansion of local school curricula offerings available through electronic technology as follows:

- Facilitated the use of concurrent credit with Foreman High School for college algebra, geometry, and history classes through an agreement with Cossatot Community College in Ashdown;
- Used the ERZ Advisory Council meetings to update stakeholders in the latest curricula offerings through discussions and presentations; and
- Modeled the use of best practices with distance learning technology during the South Arkansas Mathematics Standards Partnership and the South Arkansas Integrated Science and Mathematics Initiative.

The ERZ also supported the active participation of parents and the community in the work of the schools in the following ways:

- Served on the Leadership Magnolia Board to ensure a diverse set of academic advocates who understands the importance of being a prime resource to schools and who are willing to provide active participation on key initiatives;
- Included parents and community members in the planning, implementation, and evaluation of the annual Teaching and Learning Fair;
- Shared information sessions on college and career readiness as a resource to partner schools;
- Acted as a primary resource to ERZ schools for higher education planning (academic programs and career exploration) and financing (specific costs for tuition and fees as well as room and board); and
- Conducted site visits to ERZ partner schools to meet with parents and community members to encourage true partnerships in the education of their children.



The University of Arkansas

Lindsey M. Swagerty, Director

The University of Arkansas (UA) ERZ, housed in the College of Education and Health Professions, is committed to improving public school performance through collaboration between the UA, local public schools, the Northwest Education Service Cooperative, and the community. The UA ERZ serves 26 schools, working with nine school districts in two counties.

UA New Teacher Academy

The new teacher academy is designed to support first-year elementary teachers at rural schools in Northwest Arkansas. Each participant is paired with a UA faculty mentor. This was the first year of the program that included nine teachers from eight schools.

Once a month the faculty member and partner teacher meet for lunch. Time is used for the teacher to share successes and challenges and receive guidance and advice from the faculty mentor. The afternoon is a professional development session that targets the needs of the first year teachers.

Northwest Arkansas (NWA) P-20 Task Force

The purpose of the NWA P-20 Task Force is to improve the transitions of pre-kindergarten through post-graduate students in Northwest Arkansas by -

- Minimizing barriers;
- Expanding conversations among education, industry, and community stakeholders;
- Increasing student and parent awareness of the impact of educational opportunities and choice; and
- Addressing the changing regional and global workforce needs.

The NWA P-20 Task Force is a group of more than 50 educators, with half representing P-12 schools and half representing the five institutions of higher education in NW Arkansas. Invitations have been extended to involve more business leaders and chambers of commerce within NW Arkansas. This group is co-led by the ERZ director and the NWA Education Service Cooperative assistant director.

Small groups of P-12 and postsecondary educators gathered to pinpoint precise areas of misalignment and offer suggestions for bridging the gaps. Three sub-committees were recently established to promote greater dialogue about specific topics: teacher education, math and literacy alignment, and computer science and technology frameworks.



The University of Arkansas at Fort Smith
Jennifer Jennings Davis, Director,

The University of Arkansas at Fort Smith (UAFS) ERZ serves 34 schools in 11 school districts in five counties. This ERZ collaborates with the Western Education Service Cooperative.

Adopt-a-Professor

Adopt-a-Professor doubled in size from 10 teacher-professor teams in spring 2015 semester to 20 teacher-professor teams in fall 2015. This program is exclusively managed through the UAFS ERZ office. Each team collaborates and designs three learning engagements throughout the semester. The ERZ then supports the teams by coordinating, organizing, planning, locating and delivering supplies, and keeping lines of communication flowing between all involved school personnel and campus faculty and staff. For the fall 2015 semester, the UAFS ERZ staff orchestrated 60 events in 10 weeks. The UAFS professors worked with K-12 students and classroom teachers. There were lessons about coding, Fort Smith history, art, music as it relates to social studies, and robotics.

Festival of Science

This annual event has been held during the fall semester for four years. This collaboration is between the majority of the STEM college faculty and area 3rd grade teachers and students. The fall 2015 event was the most successful and largest with 164 students participating from four school districts.

STEM Wars

For the second year, the UAFS ERZ assisted the Fort Smith Public School District with the initiative to revamp the science fair into an integrated curriculum, project-based challenge. In addition to supporting the curriculum staff by connecting them with university professors, the UAFS ERZ hosts this 3-4 day event on the college campus. During this event there is game day in which the students compete with other local schools using STEM knowledge to solve problems. Local science professionals serve as judges on game day and work with school teams throughout the school year.

ReadThis!

ReadThis! is a community and campus reading event that focuses on the reading of one text and supporting, supplemental activities planned throughout the campus and community. This annual event has been a relationship building activity for the UAFS ERZ and the College of Communications, Languages, Arts, and Social Sciences (formerly the College of Languages and Communication). The ERZ director sits on the planning committee for this university-wide effort. In October 2015, author Amy Tan spoke on campus. Area schools and teachers are invited to participate and specific outreach is designed to support teachers and students.



University of Arkansas at Monticello

Tracie A. Jones, Director

The UAM/Southeast ERZ partners with 47 public schools in 15 districts. During 2015-2016 the UAM/Southeast ERZ completed 24 projects in support of partner schools. One of the major focuses for the Southeast ERZ is leadership coaching of administrators. The following activities are a snapshot of the 2015-2016 projects facilitated and/or supported by the UAM ERZ:

- The **Leadership Coaching Level I** training was offered as a collaborative effort for UAM faculty as well as partner/associate partner school districts. This training was held in November and December for 28 attendees representing UAM, the UAM STEM Center, and partner/associate partner schools. Leadership Coaching training supports the development of instructional leaders who can impact greater student achievement and public school performance.
- The **Coaching Conversation** book study was offered on July 29, 2015. It was available to school leaders who had completed Leadership Coaching Level I and II. Seven public school administrators and instructional facilitators attended.
- In collaboration with the UAM School of Education, seminars to provide Praxis support were held monthly. The seminars incorporated navigating the Educational Testing Service (ETS) website, locating the online preparation resources, registering for a test, finding the test codes, and applying for financial aid to assist with the cost of exams.
- The UAM ERZ also collaborated with eight academic departments at UAM and the Drew Central School District to plan and host the fall 8th Grade College Experience Day for 32 students. Students were divided into career clusters connected with their KUDER test results. Students in each cluster were able to visit with a UAM faculty member from that career area to learn about skills, classes, careers, and expectations. A tour of the campus was conducted by a UAM admission representative, and a tour of the UAM library was conducted by a librarian.
- The University of Arkansas at Monticello ERZ is working with the School of Education to implement an ADE pilot program of recruiting paraprofessionals to complete degrees and impact the teacher pipeline.

Consideration of the Recommendation of the Department for Recognition of Private Organizations as an Accrediting Association

Ark. Code Ann. § 6-41-801 et seq. sets forth the requirements for participation in the Succeed Scholarship Program. Specifically, Ark. Code Ann. § 6-41-803(b)(1) requires that, to be eligible, a private school must meet the accreditation requirements set by the State Board of Education, the Arkansas Nonpublic School Accrediting Association, or another accrediting association recognized by the State Board of Education as providing services to severely disabled students. The Department recommends that the State Board recognize the American Montessori Society and AdvancEd as accrediting associations for purposes of Ark. Code Ann. § 6-41-803(b)(1), private school eligibility for the Succeed Scholarship Program.

Consideration of the Recommendation of the Department for Recognition of Nationally Recognized, Norm-referenced Tests for the Purpose of Establishing Private School Eligibility for the Succeed Scholarship Program

Ark. Code Ann. § 6-41-801 et seq. sets forth the requirements for participation in the Succeed Scholarship Program. Specifically, Ark. Code Ann. § 6-41-803(d) requires that, to be eligible, a private school must administer annually or make provisions for a student participating in the Succeed Scholarship Program to take a nationally recognized, norm-referenced test as established by the State Board of Education. The Department recommends that the State Board recognize the following assessments as meeting this requirement:

- Stanford 10 (SAT 10)—Grades 3-12
- Comprehensive Test of Basic Skills (CTBS)/ Terra Nova
- Terra Nova/CAT 6—Grades K-12
- The California Achievement Tests (CAT E/Survey)—Grades 4-12
- Iowa Test of Basic Skills (ITBS)—Grades K-9
- Iowa Test of Educational Development (ITED)—Grades 9-12
- Basic Achievement Skills Inventory (BASI)—Grades 3-12
- Metropolitan Achievement Test (MAT8)—Grades K-12
- Cognitive Abilities Test (CogAT)—Grades 3-12
- Brigance Diagnostic Inventories—Grades birth to 7 yellow, PK-9 green

HEARING PROCEDURES

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

9.00 STATE BOARD HEARING PROCEDURES

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

9.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.

9.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

9.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.

- 9.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- 9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

NOTICE LETTER



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

August 22, 2016

State Board
of Education

Mireya Reith
Fayetteville
Chair

Dr. Jay Barth
Little Rock
Vice Chair

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Tina Sims
[REDACTED]
Hot Springs, AR 71901

Dr. Michael Murphy, Superintendent
Fountain Lake School District
4207 Park Avenue
Hot Springs, AR 71901

Nancy Anderson, Superintendent
Cutter-Morning Star School District
2801 Spring Street
Hot Springs, AR 71901

**Re: Appeal Under the Public School Choice Act
VIA CERTIFIED AND REGULAR MAIL**

Everyone:

This letter is to notify you that the Arkansas State Board of Education is scheduled to hear the above-referenced appeal(s) on **Thursday, September 8, 2016**. The meeting will begin at **10:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas.**

The Arkansas State Board of Education has requested the parent, the non-resident district, and the resident district attend this meeting and be available for questions.

The above-referenced appeal(s) will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by the Public School Choice Act and the Arkansas Department of Education Rules Governing the Public School Choice Act. You may find copies of these references on the Arkansas Department of Education School Choice Website:

<http://www.arkansased.gov/divisions/public-school-accountability/equity-assistance/school-choice>

Thank you in advance for your cooperation in this matter. Please do not hesitate to contact the Arkansas Department of Education's Legal Services Division at (501) 682-4227 should you require additional information.

Sincerely,

Jennifer Davis
Staff Attorney
Arkansas Department of Education
Four Capitol Mall, Room 301-A
Little Rock, AR 72201
(501) 682-1958
(501) 682-4249 (fax)
jennifer.davis@arkansas.gov

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

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APPEAL

Oliver Dillingham
Four Capitol Mall, Box #25
Little Rock, AR 72201

This is an appeal request for the denial of school choice request for J [REDACTED] Thomas to attend Fountain Lake Middle School for the 2016-2017 school years.

After meeting with Superintendent Michael Murphy Ed. D, and receiving a letter in reference to our meeting stating that the denial of enrollment was based on race.

Under Section 4. Arkansas Code 6-18-1903(a)-(d). Under (d)(2) The Standards:

- (A) May include without limitation the capacity of a program, class, grade level, or school building;
- (B) May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building;
- (C) Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:
 - (i) Resides in the same household; and
 - (ii) Is already enrolled in the nonresident district by choice; and

I feel J [REDACTED] Thomas is being discriminated against and should be able to attend Fountain Lake School District with her siblings, as not to put undue stress on our family and split the children between school districts.

Tina Sims
[REDACTED]
Hot Springs, AR 71903

Fountain Lake Schools

4207 Park Avenue • Hot Springs, AR 71901

 COPY

June 27, 2016

Tina Sims
118 Cedar Hights Place
Hot Springs, AR 71901

RE: School Choice Application

This letter is to inform you that the "School Choice" Application(s) submitted on behalf of your children, (child) [REDACTED] Thomas has been denied.

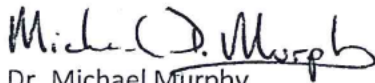
The Arkansas Public School Choice Act of 1989 states:

No student may transfer to a non-resident district where the percentage of enrollment for the student's race exceeds that percentage in the student's resident district.

You listed Cutter Morning Star Public School District as your resident district and their percentage of your child's race (you marked "White"); is 75.99% and Fountain Lake is 86.07%.

If I can be of any further assistance, please do not hesitate to contact Tracy Oxner at 701-1752.

Sincerely,



Dr. Michael Murphy
Superintendent

MM: to

cc: District file



High School
Phone: 501.701.1706
Fax: 501.624.4053

Middle School
Phone: 501.701.1730
Fax: 501.318.6922

Elementary School
Phone: 501.701.1708
Fax: 501.897.6413

District Office
Phone: 501.701.1700
Fax: 501.623.6447

APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT
"ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 2015"
(Must Be Submitted to Non-Resident District)

APPLICANT INFORMATION

Student Name: J [REDACTED] Thomas
 Student Date of Birth: [REDACTED] Gender Male ☐ Female ☒

Grade: 8

Does the applicant require special needs or programs? Yes ☐ No ☒

Is applicant currently under expulsion? Yes ☐ No ☒

ETHNIC ORIGIN (CHECK ONE)

(For data reporting purposes only)

2 or More Races ☐ Asian ☐ African-American ☐
 Hispanic ☐ Native American/ ☐ Native Hawaiian/ ☐
 Native Alaskan ☐ Pacific Islander ☐
 White ☒

RESIDENT SCHOOL DISTRICT OF APPLICANT

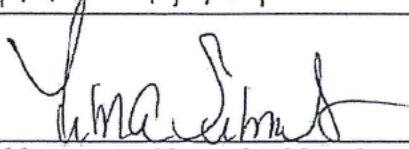
District Name: Cutter Morning Star County Name: Garland
 Address: 2801 Spring St Hot Springs, AR 71901
 Phone: 501-262-1883

NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND

District Name: Fountain Lake County Name: Garland
 Address: 4207 Park Ave Hot Springs, AR 71901
 Phone: 501-701-1730

Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015? yes

RECEIVED
 JUN 27 2016
 BY: [Signature]

PARENT OR GUARDIAN INFORMATION	
Name: Earl & Tina Sims	Home Phone: [REDACTED]
Address: [REDACTED]	Work Phone:
Hot Springs, AR 71901	
Parent/Guardian Signature: 	Date:
<p>Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district or postmarked no later than May 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015 for specific procedures on how to file such an appeal).</p>	
DISTRICT USE ONLY	
Date and Time Received by Resident District:	Date and Time Received by Nonresident District: 4/27/16 11:11am
Resident District LEA #:	Nonresident District LEA#:
Student's State Identification #:	
Application	Accepted <input type="checkbox"/> Rejected <input checked="" type="checkbox"/>
Reason for Rejection (If Applicable): 8th grade is at Capacity / Roll exceeds FL percentage	
Date Notification Sent to Parent/Guardian of Applicant: 7.5.16	
Date Notification Sent to Resident District: 7.5.16	

wrong form

Fountain Lake Schools

4207 Park Avenue • Hot Springs, AR 71901

 **COPY**

June 27, 2016

Tina Sims
118 Cedar Heights Place
Hot Springs, AR 71901

Dear Tina Sims,

RE: Application for Transfer to Fountain Lake School District

Thank you for your application for transfer to Fountain Lake School District. We appreciate your interest in our schools. We regret to inform you that we must deny your application for the 2016/17 school year for Thomas to:

 X denied, based on limited capacity of a program, class, grade level or school building.

 Your resident district and their percentage of your child's race (you marked) exceeds that percentage in our district.

If I can be of any further assistance, please do not hesitate to contact Tracy Oxner at 701-1752.

Sincerely,

Dr. Michael Murphy
Superintendent

MM:to

cc: District file

High School
Phone: 501.701.1706
Fax: 501.624.4053

Middle School
Phone: 501.701.1730
Fax: 501.318.6922



Elementary School
Phone: 501.701.1708
Fax: 501.897.6413

District Office
Phone: 501.701.1700
Fax: 501.623.6447

Date: 06/23/2016

 COPY

To: Administration

From: Tina Sims 501-282-5966

Ref: School choice paperwork for, J. [REDACTED] Thomas, P. [REDACTED] and A. [REDACTED] Johnson's sister to begin the 2016-2017 school year as an 8th grade student in middle school. I do have guardianship of her and have the paperwork.

Total of three pages

Called 6/24/16

*Told Ms. Sims that
Middle School is full,
will keep application &
will be one of 1st to
look @ for next year.
Angie D.*

RECEIVED
JUN 27 2016
BY: _____

Fountain Lake Schools

4207 Park Avenue • Hot Springs, AR 71901

June 27, 2016

Tina Sims
118 Cedar Hights Place
Hot Springs, AR 71901

RE: School Choice Application

This letter is to inform you that the "School Choice" Application(s) submitted on behalf of your children, (child) [REDACTED] Thomas has been denied.

The Arkansas Public School Choice Act of 1989 states:

No student may transfer to a non-resident district where the percentage of enrollment for the student's race exceeds that percentage in the student's resident district.

You listed Cutter Morning Star Public School District as your resident district and their percentage of your child's race (you marked "White"); is 75.99% and Fountain Lake is 86.07%.

If I can be of any further assistance, please do not hesitate to contact Tracy Oxner at 701-1752.

Sincerely,



Dr. Michael Murphy
Superintendent

MM: to

cc: District file

High School
Phone: 501.701.1706
Fax: 501.624.4053

Middle School
Phone: 501.701.1730
Fax: 501.318.6922



Elementary School
Phone: 501.701.1708
Fax: 501.897.6413

District Office
Phone: 501.701.1700
Fax: 501.623.6447

Fountain Lake School District

Michael D. Murphy, Ed.D. • Superintendent

July 26, 2016

Tina Sims
[REDACTED]

Hot Springs, AR 71903

RE: School Choice Application

I am writing to summarize the status of your school choice application. In summary, following our initial correspondence dated June 27, 2016. I was unable to reach you by phone following conversations you had with Brad Sullivan regarding this matter. We did coordinate a follow up meeting on July 20, 2016. Following that meeting I investigated all aspects of the federal compliance law in Garland County to further evaluate our decision as a district. The enclosed documents are documents that I reviewed to interpret the law:

1. Original notification letter re: [REDACTED] Thomas June 27, 2016
2. Commissioner notification regarding Desegregation status April 6, 2015
3. Copy of ACT 560 Regular Session 2015; identifying the language referenced as siblings of non resident student

The above documents are supporting evidence the Fountain Lake School District accurately interpreted the School Choice provision instituted in 1989 at the Federal level. Denying enrollment based on race by interpreting the Federal Statute taking precedence on action taken by the Arkansas General Assembly in 2015 to formulate school choice in Arkansas.

Further to formulate a second opinion, I have visited with numerous Superintendents in the County and visited with Oliver Dillingham with the Arkansas Department of Education to extend the dialogue on this specific provision of the law and the interpretation made by the Fountain Lake School District to make sure we are in compliance with the School Choice provision.

As an advocate for children I extend my apology. I personally view this given instance to deny enrollment not to be in the best interest of your family and truly wish you the very best moving forward in resolving this issue as a family. If myself or members of our staff can be of further assistance please let us know.

Respectfully,



Michael D. Murphy Ed. D
Superintendent of Schools



(2)(A) A student who accepts a public school choice transfer may return to his or her resident district during the school year.

(B) If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.

(c)(1) A transfer student attending a nonresident school under this subchapter may complete all remaining school years at the nonresident district.

(2) A present or future sibling of a student who continues enrollment in the nonresident district under this subsection and applies for a school choice transfer under § 6-18-1905 may enroll in or continue enrollment in the nonresident district until the sibling of the transfer student completes his or her secondary education, if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.

(3) A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under subdivision (c)(2) of this section may complete all remaining school years at the nonresident district.

SECTION 6. Arkansas Code §§ 6-18-1905 and 6-18-1906 are amended to read as follows:

6-18-1905. Application for a transfer.

(a) If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:

(1) To the nonresident district ~~with a copy to~~ ,which shall notify the resident district of the filing of the application;

(2) On a form approved by the Department of Education; and

(3) Postmarked no later than ~~June~~ May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.

(b) A nonresident district that receives an application under subsection (a) of this section shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.

(c) A nonresident district shall review and make a determination on each application in the order in which the application was received by the

Fountain Lake School District

Darin Beckwith • Superintendent

April 6, 2015

 COPY

Johnny Key, Commissioner
Arkansas Department of Education
Office of the Commissioner
Four Capitol Mall
Little Rock, AR 72201

RECEIVED
COMMISSIONER'S OFFICE

APR 8 2015

DEPARTMENT OF EDUCATION

Re: Arkansas Public School Choice Act of 2015

Dear Commissioner Key,

Please accept this letter and its attachments as the Fountain Lake School District's (District) claim of a conflict between the terms of its active desegregation court order in the case of *W.T. Davis, et al. v. Hot Springs School District, et al.*, Case No. 89-CV-06088 (U.S. District Court-Western District of Arkansas) and the Public School Choice Act of 2015 (Act 560 of 2015). Since 1992, the District has been required by the Federal District Court's Settlement Agreement (Agreement) to consider school choice transfer requests pursuant to Act 609 of 1989.

As you are aware, the District, along with five (5) of the other six (6) Garland County school districts, has filed a petition seeking the Federal District Court to terminate the 1992 Order and relieve the District of its obligations under the Settlement Agreement. A copy of the Order and Settlement Agreement is attached. Until such a termination occurs, however, the District is bound by the Court's Order in regards to school choice transfers and must follow Act 609 of 1989 and not the Public School Choice Act of 2015.

Please contact me if you have any questions, or if I may be of assistance in any way.

Sincerely,



Darin Beckwith
Superintendent

cc: D. Scott Hickam, Attorney at Law
Brad Sullivan, FLSD Director of Curriculum and Instruction
Garland County Superintendents
Jeremy Lasiter, ADE General Counsel



The Superintendents of the districts support the settlement and agree to recommend it to their respective boards of directors. The black plaintiffs ("Davis"), the black intervenors, and the Garland County Chapter of the NAACP pledge and endorse its support to this settlement. The Arkansas Department of Education and the State Board of Education are supported in the settlement by the Governor of the State of Arkansas.

II.

Act 609. The School Choice Act

The Hot Springs School District, Lakeside School District, Mountain Pine School District, Cutter Morning Star School District, Jessieville School District, Fountain Lake School District, and Lake Hamilton School District (hereafter the "districts") agree to implement, or have already implemented as a show of good faith, Act 609 of the 1989 Regular Session of The Arkansas General Assembly, better known as the School Choice Act. The parties recognize that the implementation of this Act will facilitate the movement of students, both black and white, who desire to avail themselves of the diverse educational offerings offered by the respective school districts in Garland County. The districts pledge to facilitate implementation in accordance with the terms and conditions embodied within Act 609.

The State Board of Education and the Arkansas Department of Education (hereafter "ADE") agree to provide the funding specified pursuant to Act 609.

III.

The Garland County Education Consortium

The districts agree to organize a Garland County Education Consortium. The Consortium shall meet at least semi-annually and shall, among other matters as may be agreed to by its members, discuss and examine the following issues:

1. Enrollment fluctuations between and among the districts.
2. The ratio of black students to white students in each district and any changes that occur in those ratios.
3. The compliance of each district and each school therein with the Arkansas Educational Standards as established by the Arkansas Department of Education as well as any pertinent statutes adopted or as may be adopted by the Arkansas General Assembly.
4. Any issues related to consolidation of one or more of the school districts in Garland County, Arkansas, including the impact upon teacher and staff salary schedules, the impact upon student transportation, the impact upon community influence and patron access to elected school board representatives, the impact upon per pupil expenditures and any impact upon issues of diversity and differing philosophies as may exist among the respective school districts.
5. The potential for joint and/or bulk purchasing to the

extent such may be economically feasible.

6. The sharing of programs and personnel between and among the districts as appropriate considering all reasonable logistical issues including transportation and personnel compensation.

7. The hiring of minority teachers and staffs in compliance with all pertinent standards and statutes. To that end, the Arkansas Department of Education agrees to study and determine and to report to the parties in this case, the composition of the available labor pool for black teachers and staffs for Garland County.

The Board of Directors of the Garland County Education Consortium shall consist of the superintendents of the seven school districts, or their designated representatives, and one Board member from each district. The president of the local chapter of the NAACP will be an ex-officio, non voting, member of the Garland County Education Consortium and will be invited to all meetings and will have the right to express opinions or thoughts to said group. The President or designated representative shall be informed of each and every meeting and may attend and participate in all activities of the consortium except the voting on specific measures. The Consortium's recommendations to the respective school boards shall be by majority vote with final action authorized by the concurrence of all affected individual school boards.

IV.

State Board of Education Responsibilities

The State Board of Education, through the Department of Education, agrees to perform and fund the following acts or to provide the following described services to the school districts in order to assist these districts in providing quality desegregated education for all of their students.

A. Staff Development

To ensure that the staffs of every school district receive necessary and appropriate staff development, the State Board of Education agrees, upon request of any district, to waive two student interaction days from the school calendar for the first two full school years following the execution of this agreement. The districts agree to use the two days waived to provide extensive staff development in areas selected from the staff development activities listed below, or which may be available in the future, which the Department of Education agrees to provide at its expense, except for the expense of substitute teachers. This agreement does not alter the districts' in-service obligations under the Standards but should be viewed as additional staff development. The programs listed below can be offered on the districts' regularly scheduled staff development days.

The Department of Education agrees to provide the following staff training programs to the school districts during the first

two years following the execution of this agreement and to provide these programs, at its expense, periodically after that time to new staff members of the school districts.

1. Teacher Assistance Team Training - a building level skill development program by selected consultants and ADE staff designed to reach teachers, as a team, how to intervene with students who are at risk of school failure. This program is designed to reduce the number of students who may be mistakenly referred to special education because of disciplinary problems. Teachers are taught to intervene in ways which address the cause of behavior problems.

2. Civil Rights Awareness Training - a workshop program by ADE staff and selected consultants designed to educate staff members regarding the districts' civil rights obligations under the law and to provide practical information and direction on compliance.

3. Race Relations Seminar - an awareness and skill development program designed to assist staff in understanding race relations issues and to teach them problem solving skills in managing race relations problems.

4. Multicultural Counseling Strategies - a two-day skills development program by ADE staff and selected consultants for the districts' counselors designed to teach counselors multicultural counseling strategies.

B. CURRICULUM

The Department of Education agrees to provide, at its expense, the following curriculum development to the school districts:

1. Multicultural Education Seminar - an awareness program by ADE staff and selected consultants designed to educate staff about multicultural education philosophy. This program will be followed with a series of Multicultural Curriculum Development Workshops, with smaller numbers of staff, which are designed to provide the technical assistance necessary for a district to develop its own multicultural curriculum.

2. Textbook and Instructional Material Selection Assistance - when the districts' textbook selection committees meet to select books for the district, the Arkansas Department of Education will provide a specialist in the curriculum area to assist the committees in selecting textbooks which reflect the multicultural curriculum established by the district.

3. Self-Esteem Curriculum - the Arkansas Department of Education will assist the districts in developing a self-esteem curriculum which is infused and integrated into the regular curriculum to raise the self-esteem of students who are at risk for school failure.

C. TESTING AND ASSESSMENT

The focus of any school district's desegregation plan should be upon reducing the disparity between the test scores of African American students and white students as groups. To adequately measure a district's progress toward this goal it is necessary for the district to collect and analyze students' test score data. To assist the districts in conducting this activity in a nondiscriminatory, unbiased manner, the Department of Education agrees to provide the following assistance:

1. Testing and Assessment For Multicultural Schools - an awareness seminar designed to teach staff about sex and race bias in assessment and how to avoid it in testing and assessing students.

2. The Diagnostic Use of EPSF Survey - training for kindergarten and first grade teachers designed to teach the correct diagnostic use of the Early Prevention of School Failure survey in order to prevent the early sorting and labeling of students that sometimes contributes to their failure.

3. Assessment as Diagnosis - a skill development workshop designed to train staff in the appropriate diagnostic use of test and assessment instruments to improve student achievement.

D. SPECIAL EDUCATION AND GIFTED AND TALENTED

The Department of Education agrees to assist the districts, at its expense, with problems of over identification of special education students, over identification of minority students in special education and the under identification of minority students in gifted and talented programs by providing the following programs:

Over representation of Students in Special Education - an education and skill development workshop designed to teach staff how to identify over representation of minority students, male students and students with particular handicapping conditions in special education, and to design and implement programs to alleviate over representation. This workshop will be followed up with specific technical assistance in developing and implementing corrective action plans as needed.

2. Under representation of Students in Gifted and Talented Education - an education and skill development workshop designed to teach staff how to identify under representation of minorities and children from lower socio-economic backgrounds in gifted and talented education and how to design and implement programs to alleviate under representation. This workshop will be followed up by specific technical assistance in developing and implementing corrective action plans as needed.

E. STUDENT/TEACHER INTERACTION

The most critical factor affecting the individual achievement of students is the day to day relationship between the student and the teacher. Recognizing the importance of this relationship, the Department of Education agrees to provide, at its expense, the following programs aimed at improving student/teacher interaction.

1. Teacher Expectations for Student Achievement - an awareness and skills development program designed to teach teachers how their expectations affect student achievement and how to alter their expectations in order to improve student achievement. School districts agree to provide release time for teachers to participate in this training and follow up. This program is especially effective in reducing the differential treatment of students which sometime exists in the classroom.

2. Effective Schools Management - a school management program designed to help administrators identify the characteristics of an effective school and to assist them in developing management skills which will produce those characteristics in their schools.

3. Parental Involvement - a technical assistance program by ADE staff in which a parent involvement program, which will effectively involve parents in the desegregated setting, is developed for the districts and implemented. Training is provided to parents.

4. Classroom Management - a skills development program designed to teach teachers how to maintain classroom control and create a classroom environment conducive to learning.

5. Establishing a School Volunteer Program - A skills and program development seminar which provides a "how to" guide for establishing an effective school volunteer program.

6. Cooperative Learning - an instructional skills strategy which is designed to teach teachers and administrators how to teach students who are grouped heterogeneously by race, gender, socioeconomic level, and ability level. This program helps eliminate the need for "tracking" or "ability grouping" students which sometimes leads to segregated classes. Successfully implemented, Cooperative Learning produces significant gains in self-esteem, academic achievement and social skills.

7. The Provision of Equity: Evaluating for Standard XV Compliance - a technical assistance program by ADE staff designed to assist the districts in conducting their self-evaluation and compliance plans.

F. GRANTS

1. The Department of Education will fund the attendance of one representative, selected by the Consortium, to the Annual Institute For Special Education Law on the conditions that: (1) the school districts provide release time for the person to attend and (2) the districts agree to have the person who attends conduct a workshop for building principals, counselors and

special education supervisors and teachers, in which the seminar materials are disseminated and discussed.

2. The Department of Education agrees to assist the school districts in applying for and securing Drug-Free schools and communities grants, and to develop programs concerning drug abuse awareness, education, and prevention.

3. The Department of Education agrees to assist the school districts in applying for and securing Effective Schools Grants.

4. The Department of Education agrees to assist the school districts in applying for and securing Math and Science grants.

5. The Department of Education agrees to assist the school districts in applying for and securing Classroom Management Grants.

6. The Department of Education agrees to assist the school district in applying for and securing an Alternative School Grant to develop an alternative school which could be used by all districts within the county.

7. The Department of Education agrees to assist the school districts in applying for and securing a Middle Level School Grant upon the condition that the Department receives the grant funds for which it has applied.

G. MONITORING

The Arkansas Department of Education agrees to provide equity monitoring in compliance with Standard 15 of the Arkansas

Educational Standards in order to determine if the districts are providing a quality, desegregated education to all of their students.

Each defendant, school district shall appoint to its equity committee and retain one member of the Garland County Chapter of the NAACP. The representative so appointed shall be provided a copy of the school district's annual review by the equity committee, including any and all supporting data.

H. PARTICIPATION IN CONSORTIUM

The Arkansas Department of Education agrees to send a designated representative to at least one (1) meeting annually of the Garland County Education Consortium. It is specifically understood that at that time enrollment, attendance, and black/white ratios in the schools of Garland County will be discussed with the understanding that all parties hereto will be working to achieve a quality education in each school district and to prevent a depreciation in the quality of education in school districts in which there is an unequal racial balance.

I.

The Arkansas Department of Education agrees that the Garland County Schools shall have the highest priority in those programs identified in paragraphs A, B, C, D, E, F, G, and H of this Agreement.

V.

Attorney Fees

The Districts and the State Defendants agree to pay the total sum of \$30,000.00 as attorneys fees and expenses to counsel for Davis. Such sums will be due and payable within ten (10) days of final Court approval of this Agreement. Of that sum, the State of Arkansas shall contribute 50% with the balance being paid by the respective school district in proportion to their respective average daily memberships for the 1990-91 school year.

VI.

Release and Dismissal

Within ten (10) days of final Court approval of this Agreement, each party shall deliver to the other a release in the form set forth as Exhibit "A" to this Agreement.

The parties condition this settlement upon their dismissal from this litigation with prejudice in accordance with the terms of Exhibit "A". The parties pledge to diligently pursue acceptance of the settlement by the Court.

VII.

Class Certification

The settlement is contingent upon a final determination that the settlement is binding upon the classes of all current, past and future black students, their parents and next friends in Garland County. As part of this settlement, the parties will stipulate that the Davis plaintiffs are proper class representatives under, and otherwise meet the requirements of

Rule 23(A) and (b)2 of the Federal Rules of Civil Procedure, and will support their certification.

VIII.

Agreement Regarding Litigation

The Davis plaintiffs release the Districts and the State of all liability for issues which have been raised in this litigation and commit that there will be no further litigation among or between plaintiffs, the State and any of the Districts, other than proceedings to enforce the terms of this settlement as finally approved by the court.

IX.

It is the intent of this Agreement that the parties hereto act promptly and expeditiously in implementing the terms of this settlement. It is agreed that the Garland County Education Consortium will be immediately organized and will conduct an organizational meeting no later than forty-five (45) days from the date of final approval by the Court of this comprehensive settlement agreement. The State Board of Education and the Arkansas Department of Education agree to have their part of this comprehensive settlement agreement in effect, or substantially in effect, prior to the commencement of the 1991 fall school term.

IX.

Execution

The Garland County school desegregation case comprehensive settlement agreement is executed this _____ day of _____, 1991.

WITNESSED AND APPROVED:
Hurst Law Offices
201 Woodbine
Hot Springs, Arkansas 71901

By: [Signature]
Q. Byron Hurst, Jr.
Its Attorney

HOT SPRINGS, ARKANSAS BRANCH
OF THE NAACP:

By: [Signature]
Its President

EXECUTED this _____ day of _____, 1991 by:

WITNESSED AND APPROVED:
Evans, Farrar, Reis & Love
600 West Grand, Suite 201
Hot Springs, Arkansas 71901

By: [Signature]
Bryan J. Reis
One of its Attorneys

HOT SPRINGS SCHOOL DISTRICT

By: [Signature]
President, Board of Directors

EXECUTED this 11th day of September, 1991 by

WITNESSED AND APPROVED:
Wood, Smith, Schnipper & Clay
123 Market Street
Hot Springs, Arkansas 71901

By: [Signature]
Don Schnipper
One of its Attorneys

LAKESIDE SCHOOL DISTRICT

By: [Signature]
President, Board of Directors

EXECUTED this 16th day of October, 1991 by: *****

WITNESSED AND APPROVED:
Hargraves & McCrary, P.A.
P. O. Box 519
Hot Springs, Arkansas 71902

MOUNTAIN PINE SCHOOL DISTRICT

By: Ronald Owens
President, Board of Directors

By: Robert Hargraves
One of its Attorneys

EXECUTED this 16th day of October, 1991 by: *****

WITNESSED AND APPROVED:
Laser, Sharp, Mayes, Wilson
Bufford & Watts, P.A.
One Spring Street, Suite 300
Little Rock, Arkansas 72201

CUTTER MORNING STAR SCHOOL
DISTRICT

By: William Shirley
President, Board of Directors

By: Dan Bufford
One of its Attorneys

EXECUTED this 16th day of October, 1991 by: *****

WITNESSED AND APPROVED:
McMillan, Turner & McCorkle
929 Main Street
P. O. Box 607
Arkadelphia, Arkansas 71923

JESSIEVILLE SCHOOL DISTRICT

By: Hell Meredith
President, Board of Directors

By: Ed McCorkle
One of its Attorneys

EXECUTED this 16th day of October, 1991 by:

WITNESSED AND APPROVED:
Smith, Stroud, McClerkin,
Dunn & Nutter
Suite #6, State Line Plaza
Texarkana, Arkansas 75502

FOUNTAIN LAKE SCHOOL DISTRICT

By: B. Hamilton
President, Board of Directors

By: Hayes McClerkin
Hayes McClerkin
One of its Attorneys

EXECUTED this 16th of October, 1991 by:

WITNESSED AND APPROVED:
Wright, Lindsey & Jennings
2200 Worthen Bank Building
Little Rock, Arkansas 72201

LAKE HAMILTON SCHOOL DISTRICT

By: A. Hamilton
President, Board of Directors

By: M. Samuel Jones, III
M. Samuel Jones, III
One of its Attorneys

EXECUTED this _____ day of _____, 1991 by:

WITNESSED AND APPROVED:

THE DAVIS PLAINTIFFS

By: _____
Hot Springs Class Representative

By: _____
Lakeside Class Representative

By: _____
Mountain Pine Class
Representative

By: _____
Cutter Morning Star Class
Representative

By: _____
Jessieville Class Representative

By: _____
Fountain Lake Class
Representative

By: _____
Lake Hamilton Class
Representative

EXECUTED this 23rd day of September, 1991 by:

WITNESSED AND APPROVED:

Ray Owen, Jr.

Attorney at Law

1234 Central Avenue

Suite 20

Hot Springs, Arkansas 71901

GARLAND COUNTY BOARD OF EDUCATION

By: Van Smith
Its President

By: [Signature]
Ray Owen, Jr.
Its Attorney

ARKANSAS STATE BOARD OF EDUCATION

By: Nancy M. Wood
Chairman, Board of Directors

By: Sharon Streett
Sharon Streett
One of its Attorneys

RESPONSE

July 26, 2016

Tina Sims
PO Box 23084
Hot Springs, AR 71903

RE: School Choice Application

I am writing to summarize the status of your school choice application. In summary, following our initial correspondence dated June 27, 2016. I was unable to reach you by phone following conversations you had with Brad Sullivan regarding this matter. We did coordinate a follow up meeting on July 20, 2016. Following that meeting I investigated all aspects of the federal compliance law in Garland County to further evaluate our decision as a district. The enclosed documents are documents that I reviewed to interpret the law:

1. Original notification letter re: J ■ ■ Thomas June 27, 1016
2. Commissioner notification regarding Desegregation status April 6, 2015
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Further to formulate a second opinion, I have visited with numerous Superintendents in the County and visited with Oliver Dillingham with the Arkansas Department of Education to extend the dialogue on this specific provision of the law and the interpretation made by the Fountain Lake School District to make sure we are in compliance with the School Choice provision.

As an advocate for children I extend my apology. I personally view this given instance to deny enrollment not to be in the best interest of your family and truly wish you the very best moving forward in resolving this issue as a family. If myself or members of our staff can be of further assistance please let us know.

Respectfully,

Michael D. Murphy Ed. D
Superintendent of Schools

ASSOCIATED DOCUMENTS

SCHOOL CHOICE STATUTES AND ACTS

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1901

§ 6-18-1901. Title--Legislative findings

Effective: March 20, 2015

[Currentness](#)

(a) This subchapter shall be known and may be cited as the “Public School Choice Act of 2015”.

(b) The General Assembly finds that:

(1) The students in Arkansas's public schools and their parents will become more informed about and involved in the public educational system if students and their parents are provided greater freedom to determine the most effective school for meeting their individual educational needs. There is no right school for every student, and permitting students to choose from among different schools with differing assets will increase the likelihood that some at-risk students will stay in school and that other, more motivated students will find their full academic potential;

(2) Giving more options to parents and students with respect to where the students attend public school will increase the responsiveness and effectiveness of the state's schools because teachers, administrators, and school district board members will have added incentive to satisfy the educational needs of the students who reside in the district; and

(3) These benefits of enhanced quality and effectiveness in our public schools justify permitting a student to apply for admission to a school in any school district beyond the school district in which the student resides, provided that the transfer by the student does not conflict with an enforceable judicial decree or court order remedying the effects of past racial segregation in the school district.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 2, eff. March 20, 2015.](#)

[Notes of Decisions \(1\)](#)

A.C.A. § 6-18-1901, AR ST § 6-18-1901

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1902

§ 6-18-1902. Definitions

Effective: March 20, 2015

[Currentness](#)

As used in this subchapter:

- (1) “Nonresident district” means a school district other than a student's resident district;
- (2) “Parent” means a student's parent, guardian, or other person having custody or care of the student;
- (3) “Resident district” means the school district in which the student resides as determined under [§ 6-18-202](#); and
- (4) “Transfer student” means a public school student in kindergarten through grade twelve (K-12) who transfers to a nonresident district through a public school choice option under this subchapter.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 3, eff. March 20, 2015.](#)

A.C.A. § 6-18-1902, AR ST § 6-18-1902

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1903

§ 6-18-1903. Public school choice program established

Effective: March 20, 2015

[Currentness](#)

(a) A public school choice program is established to enable a student in kindergarten through grade twelve (K-12) to attend a school in a nonresident district, subject to the limitations under [§ 6-18-1906](#).

(b) Each school district shall participate in a public school choice program consistent with this subchapter.

(c) This subchapter does not require a school district to add teachers, staff, or classrooms or in any way to exceed the requirements and standards established by existing law.

(d)(1) The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under this subchapter.

(2) The standards:

(A) May include without limitation the capacity of a program, class, grade level, or school building;

(B) May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building;

(C) Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:

(i) Resides in the same household; and

(ii) Is already enrolled in the nonresident district by choice; and

(D) Shall not include an applicant's:

(i) Academic achievement;

(ii) Athletic or other extracurricular ability;

(iii) English proficiency level; or

(iv) Previous disciplinary proceedings, except that an expulsion from another district may be included under [§ 6-18-510](#).

(3) A school district receiving transfers under this subchapter shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.

(e) A nonresident district shall:

(1) Accept credits toward graduation that were awarded by another district; and

(2) Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.

(f) The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:

(1) Availability of the program;

(2) Application deadline; and

(3) Requirements and procedure for nonresident students to participate in the program.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 4, eff. March 20, 2015.](#)

A.C.A. § 6-18-1903, AR ST § 6-18-1903

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1904

§ 6-18-1904. General provisions

Effective: March 20, 2015

[Currentness](#)

(a) The transfer of a student under the Arkansas Public School Choice Act of 1989, [§ 6-18-206](#) [repealed], or the Public School Choice Act of 2013, is not voided by this subchapter and shall be treated as a transfer under this subchapter.

(b)(1) A student may accept only one (1) school choice transfer per school year.

(2)(A) A student who accepts a public school choice transfer may return to his or her resident district during the school year.

(B) If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.

(c)(1) A transfer student attending a nonresident school under this subchapter may complete all remaining school years at the nonresident district.

(2) A present or future sibling of a student who continues enrollment in the nonresident district under this subsection and applies for a school choice transfer under [§ 6-18-1905](#) may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.

(3) A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under subdivision (c)(2) of this section may complete all remaining school years at the nonresident district.

(d)(1) The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

(2) The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

(3) The State Board of Education may resolve disputes concerning transportation arising under this subsection.

(e) For purposes of determining a school district's state aid, a transfer student is counted as a part of the average daily membership of the nonresident district where the transfer student is enrolled.

Credits

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 5, eff. March 20, 2015.

Notes of Decisions (3)

A.C.A. § 6-18-1904, AR ST § 6-18-1904

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1905

§ 6-18-1905. Application for a transfer

Effective: March 20, 2015

[Currentness](#)

- (a) If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:
- (1) To the nonresident district ,which shall notify the resident district of the filing of the application;
 - (2) On a form approved by the Department of Education; and
 - (3) Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.
- (b) A nonresident district that receives an application under subsection (a) of this section shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.
- (c) A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.
- (d) Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under [§ 6-18-1906](#) applies to the application.
- (e)(1) By July 1 of the school year in which the student seeks to enroll in a nonresident district under this subchapter, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.
- (2) If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for rejection.
 - (3) If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

Credits

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 6, eff. March 20, 2015.

A.C.A. § 6-18-1905, AR ST § 6-18-1905

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Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1906

§ 6-18-1906. Limitations

Effective: March 20, 2015

[Currentness](#)

(a)(1) If the provisions of this subchapter conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.

(2) If a school district claims a conflict under subdivision (a)(1) of this section, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.

(b)(1)(A) There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district, under this section of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.

(B) For the purpose of determining the percentage of school choice transfers under this subsection, siblings who are counted in the numerator as transfer students shall count as one (1) student.

(C) A student eligible to transfer to a nonresident district under [§ 6-15-430\(c\)\(1\)](#), the Arkansas Opportunity Public School Choice Act of 2004, [§ 6-18-227](#), or [§ 6-21-812](#) shall not count against the cap of three percent (3%) of the resident or nonresident district.

(2) Annually by December 15, the department shall report to each school district the net maximum number of school choice transfers for the next school year.

(3) If a student is unable to transfer due to the limits under this subsection, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to subdivision (b)(1) of this section in the order that the resident district receives notices of applications under [§ 6-18-1905](#), as evidenced by a notation made by the district on the applications indicating date and time of receipt.

Credits

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 6, eff. March 20, 2015.

[Notes of Decisions \(30\)](#)

A.C.A. § 6-18-1906, AR ST § 6-18-1906

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Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1907

§ 6-18-1907. Rules--Appeal--Data collection and reporting

Effective: April 16, 2013

[Currentness](#)

(a) The State Board of Education may promulgate rules to implement this subchapter.

(b)(1) A student whose application for a transfer under [§ 6-18-1905](#) is rejected by the nonresident district may request a hearing before the state board to reconsider the transfer.

(2)(A) A request for a hearing before the state board shall be in writing and shall be postmarked no later than ten (10) days after the student or the student's parent receives a notice of rejection of the application under [§ 6-18-1905](#).

(B) As part of the review process, the parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.

(3) If the state board overturns the determination of the nonresident district on appeal, the state board shall notify the parent, the nonresident district, and the resident district of the basis for the state board's decision.

(c)(1) The department shall collect data from school districts on the number of applications for student transfers under this section and study the effects of school choice transfers under this subchapter, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

(2) Annually by October 1, the department shall report its findings from the study of the data under this subsection to the Senate Committee on Education and the House Committee on Education.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013.](#)

A.C.A. § 6-18-1907, AR ST § 6-18-1907

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1908

§ 6-18-1908. Effective date

Effective: March 20, 2015

[Currentness](#)

The provisions of this subchapter are effective immediately.

Credits

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 7, eff. March 20, 2015.](#)

A.C.A. § 6-18-1908, AR ST § 6-18-1908

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

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SCHOOL CHOICE RULES

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
THE PUBLIC SCHOOL CHOICE ACT OF 2015
August 2015**

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015.
- 1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Public School Choice Act of 2015.

2.00 AUTHORITY

- 2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Ark. Code Ann. § 6-18-1901 et seq., as amended by Act 560 of 2015, and Ark. Code Ann. §§ 6-11-105 and 25-15-201 et seq.

3.00 DEFINITIONS

As used in these rules:

- 3.01 “Nonresident District” means a school district other than a student’s resident district;
- 3.02 “Parent” means a student’s parent, guardian, or other person having custody or care of the student;
- 3.03 “Resident district” means the school district in which the student resides as determined under Ark. Code Ann. § 6-18-202;
- 3.04 “Sibling” means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster care; and
- 3.05 “Transfer student” means a public school student in kindergarten through grade twelve (12) who transfers to a nonresident district through a public school choice option under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

4.00 ESTABLISHMENT OF PUBLIC SCHOOL CHOICE PROGRAM

- 4.01 A public school choice program is established to enable a student in kindergarten through grade twelve (12) to attend a school in a nonresident district, subject to the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules.
- 4.02 Each school district shall participate in a public school choice program consistent with Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

- 4.03 These rules do not require a school district to add teachers, staff, or classrooms, or in any way to exceed the requirements and standards established by existing law.
- 4.04 The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules. The standards:
 - 4.04.1 May include without limitation the capacity of a program, class, grade level, or school building;
 - 4.04.2 May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building under federal law, state law, the rules for standards of accreditation, or other applicable regulations;
 - 4.04.3 Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:
 - 4.04.3.1 Resides in the same household; and
 - 4.04.3.2 Is already enrolled in the nonresident district by choice.
 - 4.04.4 Shall not include an applicant's:
 - 4.04.4.1 Academic achievement;
 - 4.04.4.2 Athletic or other extracurricular ability;
 - 4.04.4.3 English proficiency level; or
 - 4.04.4.4 Previous disciplinary proceedings, except that an expulsion from another district may be included under Ark. Code Ann. § 6-18-510.
 - 4.04.5 A school district receiving transfers under the Public School Choice Act of 2013 and these rules shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.
- 4.05 A nonresident district shall:
 - 4.05.1 Accept credits toward graduation that were awarded by another district; and

- 4.05.2 Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.
- 4.06 The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:
 - 4.06.1 Availability of the program;
 - 4.06.2 Application deadline; and
 - 4.06.3 Requirements and procedure for nonresident students to participate in the program.

5.00 GENERAL PROVISIONS

- 5.01 The transfer of a student under the Arkansas Public School Choice Act of 1989 (Ark. Code Ann. § 6-18-206 [repealed]) or the Public School Choice Act of 2013, is not voided by Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules and shall be treated as a transfer under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.
- 5.02 A student may accept only one (1) school choice transfer per school year.
 - 5.02.1 A student who accepts a public school choice transfer may return to his or her resident district during the school year.
 - 5.02.2 If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.
- 5.03 A transfer student attending a nonresident school under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules may complete all remaining school years at the nonresident district.
 - 5.03.1 A present or future sibling of a student who continues enrollment in the nonresident district under Section 5.03 of these rules and applies for a school choice transfer under Ark. Code Ann. § 6-18-1905 may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.
 - 5.03.2 A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under Section 5.03 of these rules may complete all remaining years at the nonresident district.

5.04 The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

5.04.1 The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

5.04.2 The State Board of Education may resolve disputes concerning transportation arising under Section 5.04 of these rules.

5.05 For purposes of determining a school district's state aid, a transfer student is counted as part of the average daily membership of the nonresident district where the transfer student is enrolled.

6.00 APPLICATION FOR TRANSFER

6.01 If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:

6.01.1 To the nonresident district which shall notify the resident district of the filing of the application;

6.01.2 On the form that is attached to these rules as Attachment 1; and

6.01.3 Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.

6.02 A nonresident district that receives an application under Section 6.01 of these rules shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.

6.03 A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.

6.04 Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules applies to the application.

6.05 By July 1 of the school year in which the student seeks to enroll in a nonresident district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.

- 6.05.1 If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for the rejection.
- 6.05.2 If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

7.00 LIMITATIONS

- 7.01 If the provisions of Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.
 - 7.01.1 If a school district claims a conflict under Section 7.01 of these rules, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.
 - 7.01.2 A school district shall provide the information required under Section 7.01.1 of these rules to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act
Four Capitol Mall
Little Rock, AR 72201
- 7.02 There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.
 - 7.02.1 For the purpose of determining the percentage of school choice transfers under Section 7.02 of these rules, siblings who are counted in the numerator as transfer students shall count as one (1) student.
 - 7.02.2 A student eligible to transfer to a nonresident district under Ark. Code Ann. §§ 6-15-430(c)(1), 6-18-227, or 6-21-812 shall not count against the cap of three percent (3%) of the resident or nonresident district.

- 7.02.3 Annually by December 15, the Department of Education shall report to each school district the net maximum number of school choice transfers for the next school year.
- 7.02.4 If a student is unable to transfer due to the limits under Section 7.02 of these rules, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to Ark. Code Ann. § 6-18-1906(b)(1) and Section 7.02 of these rules in the order that the resident district receives notices of applications under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules, as evidenced by a notation made by the district on the applications indicating date and time of receipt.

8.00 APPEAL, DATA COLLECTION AND REPORTING

- 8.01 A student whose application for a transfer under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer.
- 8.01.1 A request for a hearing before the State Board of Education shall be in writing and shall be postmarked no later than ten (10) calendar days, excluding weekends and legal holidays, after the student or the student's parent receives a notice of rejection of the application under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules and shall be mailed to:
- Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201
- 8.01.2 Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the student or student's parent must also mail a copy of the written appeal to the superintendent of the nonresident school district.
- 8.01.3 In its written appeal, the student or student's parent shall state his or her basis for appealing the decision of the nonresident district.
- 8.01.4 The student or student's parent shall submit, along with its written appeal, a copy of the notice of rejection from the nonresident school district.
- 8.01.5 As part of the review process, the student or student's parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.
- 8.01.6 The nonresident district may submit, in writing, any additional information, evidence, or arguments supporting its rejection of the

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner
ATTN: Arkansas Public School Choice Act Appeals
Four Capitol Mall
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

9.00 STATE BOARD HEARING PROCEDURES

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

- 9.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.
- 9.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.
- 9.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.

- 9.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- 9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

ATTACHMENT 1

<i>APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT</i> <i>“ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 2015”</i> <i>(Must Be Submitted to Non-Resident District)</i>		
APPLICANT INFORMATION		
Student Name:		
Student Date of Birth:	Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>
Grade:		
Does the applicant require special needs or programs? Yes <input type="checkbox"/> No <input type="checkbox"/>		
Is applicant currently under expulsion? Yes <input type="checkbox"/> No <input type="checkbox"/>		
ETHNIC ORIGIN (CHECK ONE) (For data reporting purposes only)		
2 or More Races <input type="checkbox"/>	Asian <input type="checkbox"/>	African-American <input type="checkbox"/>
Hispanic <input type="checkbox"/>	Native American/ Native Alaskan <input type="checkbox"/>	Native Hawaiian/ Pacific Islander <input type="checkbox"/>
White <input type="checkbox"/>		
RESIDENT SCHOOL DISTRICT OF APPLICANT		
District Name:		County Name:
Address:		
Phone:		
NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND		
District Name:		County Name:
Address:		
Phone:		
Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015? If so, please list:		

PARENT OR GUARDIAN INFORMATION			
Name:		Home Phone:	
Address:		Work Phone:	
Parent/Guardian Signature		Date:	
<p>Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district or postmarked no later than May 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015 for specific procedures on how to file such an appeal).</p>			
DISTRICT USE ONLY			
Date and Time Received by Resident District:		Date and Time Received by Nonresident District:	
Resident District LEA #:		Nonresident District LEA#:	
Student's State Identification #:			
Application	Accepted	Rejected	
Reason for Rejection (If Applicable):			
Date Notification Sent to Parent/Guardian of Applicant:			
Date Notification Sent to Resident District :			



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

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ArkansasEd.gov

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Employer*

August 19, 2016

Michelle L. Burgess
Lockesburg STEM Academy
503 Deer Run Court
Suffolk, VA 23434

**RE: Notice of Charter Authorizing Panel Decision
Lockesburg STEM Academy**

Dear Ms. Burgess:

On August 17, 2016, the Charter Authorizing Panel met and denied the application for Lockesburg STEM Academy. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **noon on Friday, August 26, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on September 8, 2016. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on September 8, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Please contact me by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov with any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Alex Boyd', with a stylized flourish at the end.

Alexandra Boyd, Director
Public Charter Schools

CC: Superintendent Sanders, Ashdown School District
Superintendent Davis, Cossatot River School District
Superintendent Cothren, Dierks School District
Superintendent Kennedy, Foreman School District
Superintendent Smith, Horatio School District
Superintendent Turner, Mineral Springs School District
Superintendent Graham, Nashville School District

Lockesburg STEM Academy Open-Enrollment Charter School Application

Motion

To deny the application

Barnes	Liwo	Saunders
Gotcher	Pfeffer	Smith-M
Lester	Rogers-2	

Vote

Panel	For	Against	Abstain	Reason
Barnes				Absent
Gotcher	X			Too many critical issues were left unanswered, and the applicant is not present to address them.
Lester	X			Applicant was not present to answer critical issues in the application.
Liwo	X			Applicant did not attend hearing. Questions as to the authenticity of the application exist.
Pfeffer	X			Application was weak and new information calls into question the authenticity and viability of the request.
Rogers	X			The application appears to be copied from other online charter applications, and the applicant failed to show up to the Panel hearing.
Saunders	X			Concerns with the clarity and specificity on the application exist.
Smith	X			The quality of the application was poor. It seems that portions of the application were copied from other applications found online.

				Applicant was also not at the hearing.
Coffman				chair

Submitted by: Alexandra Boyd
Date: 08/17/2016

Lockesburg STEM Academy

Sponsoring Entity: JBH Collegiate Academy Public Charter School

IRS Status: 501(c)(3) Determination Letter

Grade Levels: K-8

Grade Levels and Enrollment Cap: 360

School Year	Grade Levels	Maximum Enrollment
2017-2018	K-5	150
2018-2019	K-6	200
2019-2020	K-7	250
2020-2021	K-8	300
2021-2022	K-8	360

Address of Proposed Charter: Address has not yet been provided.

Mission Statement:

The mission of Lockesburg STEM Academy will be a high quality, innovative school initially serving students in grades K-8 and gradually expanding to serve students through grade 12. The school's mission is to provide specialized supports and innovative instruction with an emphasis on acquiring skills in science, technology, engineering, and math. As such, students will have the tools to be: (1) globally competitive for work in an increasingly technological world; (2) prepared for postsecondary education; and (3) equipped for life in the 21st century. The Academy will utilize an educational model that will encourage and support students in gaining skills and attitudes to thrive in our increasingly technological and global economy.

LSA believes that a means of inspiration is to stimulate a culture of oneness and an active community of active participants in life-long learning. Success starts with critical-thinking and problem solving skills. To sustain success, a student needs a cultivating environment, structure, and consistency in their daily routine. An environment conducive to success being a key part in our pursuit of the highest standards. A school offering a broad and challenging educational program to students from diverse cultural backgrounds. This can be achieved by professional developments, collaborative and cooperative planning, and effective and efficient team-building.

Lockesburg STEM Academy is committed to inspiring students to achieve the highest standards of intellectual and personal development; within a caring, respectful, multicultural environment. LSA is committed to instilling in each student a desire to learn, to take appropriate risks, and to accept challenges.

Information on the School District in Which the Charter Would Be Located

DeQueen School District

76.14% free and reduced-price lunch (2015-2016)

Achieving (ESEA 2015) –Literacy and Mathematics

Needs Improvement (ESEA 2015) - Graduation Rate

Documentation Provided in Support of the Charter

Letters of Support Included with the Response Document

Cynthia Green	Lockesburg Community Parent
Ashley and Benjamin Wilson	Lockesburg Community Parents
Buster Dellinger	Lockesburg Community Member
Casey Hardaway	Lockesburg Pre-school Teacher
Wendy Clay	Lockesburg Public Librarian

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee:

C5: ACADEMIC ACHIEVEMENT GOALS

The applicant neglected to provide goals tied to the state benchmark assessment.

C7: EDUCATIONAL PROGRAM

The funding for 1:1 computer access is not secured.

C14:STAFFING PLAN AND C15:BUSINESS AND BUDGETING PLAN

- The budget does not include costs for curriculum, materials, professional development, technology, or the lease or purchase of a facility.
- Positions included in the budget are inconsistent with positions discussed in other sections of the applications, and the annual salary per teacher included in the budget is less than \$38,200, the lowest amount on the teacher salary range provided on page 43.
- The following positions are not provided for in the budget:
 - Full-time nurse
 - Certified library-media specialist
 - SPED director
- There is no verification of the \$500,000 included as a private donation or gift on the revenue section of the budget.
- There are no contingency plans for low enrollment or unexpected expenses.

Arkansas Department of Education

Open-Enrollment Public Charter School 2016 Application

SCORING RUBRIC

PART A GENERAL INFORMATION

Name of Proposed Charter School: **Lockesburg STEM Academy**

Eligible Entity Status:

- ☐ Public institution of higher education
- ☐ Private nonsectarian institution of higher education governmental entity
- ☒ Nonsectarian organization exempt from taxes under Section 501(c)(3) of the Internal Revenue Code
- ☐ Nonsectarian organization that has applied for exemption from taxes under Section 501(c)(3) of the Internal Revenue Code
- ☐ No evidence of eligibility

IF EVIDENCE OF ELIGIBILITY TO APPLY IS NOT INCLUDED, NO FURTHER REVIEW OF THE APPLICATION WILL OCCUR.

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 filed with Arkansas Department of Education on time and including 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 #3 of Part C); and
- The key programmatic features of the proposed charter school

Fully Responsive

Concerns and Additional Questions: Address the discrepancy of the application being for a school serving grades K-8 and having numerous references to high school courses, credits, and graduation.

Applicant Response: LSA will be a K-5 open enrollment charter beginning in year one and will add a grade each year until it reaches a K-8 school. The mission of Lockesburg STEM Academy will be a high quality, innovative school initially serving students in grades K-5 and gradually expanding to serve students through grade 8. The school's mission is to provide specialized supports and innovative instruction with an emphasis on acquiring skills in science, technology, engineering, and math. As such, students will have the tools to be: (1) globally competitive for work in an increasingly technological world; (2) prepared for postsecondary education; and (3) equipped for life in the 21st century. The Academy will utilize an educational model that will encourage and support students in gaining skills and attitudes to thrive in our increasingly technological and global economy.

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that are contiguous to the district in which the charter school would be located

Fully Responsive

C2: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and the relationships among the groups.

Evaluation Criteria:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school

Fully Responsive

C3: 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

C4: 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

C5: 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

Partially Responsive

Concerns and Additional Questions: Provide goals aligned to the state benchmark assessment (ACT Aspire).

Applicant Response:

Remaining Concerns: The applicant did not provide goals aligned to the state benchmark assessment (ACT Aspire).

C6: 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:

- Address the discrepancies in the daily schedule: math and lunch appear to be occurring at the same time; Arkansas History is not specified.
- Explain what occurs during “closing circle/pack up” time.
- Confirm that “flexible time for projects or learning activities” is time scheduled for project based learning.
- Confirm that the daily instructional time is at least 360 minutes.
- Clarify when students will receive health instruction, keyboarding, and career education instruction in grades K-8.
- Explain how required fine arts, music, and art courses will be offered in middle grades.
- Confirm if any courses will be offered as AP or Pre-AP.
- Confirm that the charter, if approved, will work with the ADE to receive course approval for

any blended courses or replace those with approved courses.

- Explain the discrepancy in the school program being STEM focused in name but not in courses/content offered.

Applicant Response:

GRADE(S): K-5

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45-8:00	Arrival & Breakfast	Arrival & Breakfast	Arrival & Breakfast	Arrival & Breakfast	Arrival & Breakfast
8:00-8:45	Math	Math	Math	Math	Math
8:45-9:30	ELA	ELA	ELA	ELA	ELA
9:30-10:15	Science	Social Studies	Science	Social Studies	Science
10:15-11:00	Educational Technology	Music	Educational Technology	Music	Educational Technology
11-11:30	Flexible Time for projects or learning activities	Flexible Time for projects or learning activities	Flexible Time for projects or learning activities	Flexible Time for projects or learning activities	Flexible Time for projects or learning activities
11:30	Recess	Recess	Recess	Recess	Recess
12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:12:45	Arkansas History	Math	Arkansas History	Math	Arkansas History
12:45-1:30	Computer Lab	Free time/Play Time	Robotics Club	PE/Health	Computer Lab
1:30-2:15	Art/Music	Playworks	Art/Music	Playworks	Fun Friday
2:15-2:30	Closing Circle/	Closing Circle/	Closing Circle/	Closing Circle/	Closing Circle/

- For grades k-5, LSA feels as though the students can attend lunch at the same time due to a small number of students.
- (Closing Circle/Pack Up) The group does a brief activity that ends the gathering and makes the transition to dismissal. This activity could be a song sung while putting on coats, goals could be set for the next day, and independent reading or teacher led reading until time to line up.
- The flexible time for projects is a remediation and enrichment time set aside for students that are in need of completing homework assignments, classroom assignments, or projects that may be needed for upcoming classes. It's also a time that teachers can collaborate together for class curriculum.
- The daily instruction time is 360 minutes per day.
- PE/Health is offered on Thursday at 12:45-1:30pm. Monday, Wednesday, and Friday at 10:15-11:00am technology which would function as a keyboarding class and Friday at 12:45-1:30pm.
- ELA is the English, Language, Arts and Music is part of the schedule.
- There will not be AP or Pre-AP course offered until the charter reaches 7th or 8th grade.

- LSA will work with the ADE to receive course approval for any blended courses or replace those with approved courses as outlined by the ADE Curriculum and Instruction Unit.
- What separates STEM from the traditional science and math education is the blended learning environment and showing students how the scientific method can be applied to everyday life. It teaches students computational thinking and focuses on the real world applications of problem solving.
 - **Elementary school** — STEM education focuses on the introductory level STEM courses, as well as awareness of the STEM fields and occupations. This initial step provides standards-based structured inquiry-based and real world problem-based learning, connecting all four of the STEM subjects. The goal is to pique students' interest into them wanting to pursue the courses, not because they have to.

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;
- Revenue to pay for all curriculum expenses as outlined in the budget; 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: Provide a timeline and plan for reaching 1:1 computer access. Explain how this plan will be afforded.

Applicant Response: Our mission is to provide the 1:1 technology resources that are necessary to successfully incorporate technology into curriculum and instruction to improve student learning, increase learning opportunities, and encourage the use of different and innovative teaching methods. If approved for the Charter, LSA plans to apply to the Bill Gates Foundation, grants, and other foundations that will support to receive computers.

Remaining Concerns: The funding for 1:1 computer access is not secured.

C8: 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 state standards

Fully Responsive

Concerns and Additional Questions:

- Explain how the curriculum will be aligned to the Arkansas Curriculum Frameworks.
- Explain the reference to high school courses, credits, and graduation, given this application is for a school that will serve grades K- 8.

Applicant Response:

The core curriculum for grades K-5 shall will be aligned with the Arkansas Curriculum Frameworks to encompass all types of developmentally appropriate learning experiences and provide for differences in rates of learning among children. It shall emphasize reasoning and problem solving, communicating, connecting (linking knowledge, skills, and other understandings within and across disciplines to real-life situations), and internalizing (acting on the learning to make it meaningful, useful, and worthwhile). Mastery of core concepts and abilities in the following areas is to be emphasized.

- Language Arts (Reading, Writing, Listening, Speaking, Viewing)
- Mathematics
- Social Studies (History and Culture of Arkansas, Geography, Economics, Civic Education)
- Science (Life, Earth and space science, Physical sciences and Environmental education)
- Fine Arts
- Practical Living Skills/Career Exploration
- Health and Safety Education and Physical Education

The alignment will be maintained by a curriculum development team (teachers) who possess those special skills. The curriculum development team will review each curriculum document on an annual basis and have an in-depth revision and update for the curriculum.

LSA’s plans is to have an open enrollment for grades K-5 and adding a grade each year to grades 6-8th.

C9: 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

Partially Responsive

Concerns and Additional Questions:

- Explain the following discrepancy: the school nurse is funded as 0.75 FTE's and will be at the school 30 minutes before school starts and 30 minutes after school ends.
- Explain how a media specialist will be afforded if the waiver is not granted.
- Explain how the computer lab will be funded.
- Confirm that the special education (SPED) teacher will be licensed in SPED.
- Explain how the SPED director will be afforded as this position does not appear in the budget.
- Verify that the response to intervention (RTI) process will not prohibit a SPED referral being made before the RTI process is completed.
- Revise the process for alternative learning environment (ALE) identification, given that an individualized education program (IEP) team does NOT "determine alternative curricula based on alternative standards".
- Explain how the social and emotional needs of gifted and talented (G/T) students will be addressed.
- Explain the following contradiction: In the text, 1) research is cited stressing the need for G/T and 2) a waiver of providing G/T services is requested.

Applicant Response:

- There will be a full-time nurse on duty. The explanation to the 30 minute before and 30 minute after is for students arriving early and those that have to wait for parent pick-up.
- LSA will utilize a teacher that is endorsed in media. If not doable, LSA will add the cost into the budget for a library-media specialist if waiver is not approved. The library will include books, written materials, online Internet resource materials, multimedia materials, and information technology that support the curriculum. Resources will be appropriate to the ages of the children served by the school. A certified library-media specialist shall oversee the library-media program in a school administrative unit. The library-media resources, including access to the Internet, shall be accessible to all enrolled students and personnel during school

hours. The school administrative unit shall have a policy governing access to library resources by students in approved equivalent instruction programs in accordance with Arkansas state law and the Dept. of Ed.

- Funding for a computer lab can be received through grants from several foundations that support new open enrollment charters as well as public schools. If this is not the case, then funding from the schools budget will be set aside for computers.
- A licensed special education teacher will provide Special Education services for LSA students. LSA will adhere to all laws pertaining to special education as determined by the Arkansas Department of Education.
- SPED Director will be hired and added into the budget.
- A student would not be “referred” to RTI the same as a student would be referred for a special education evaluation. A student is identified for RTI through the data collection and analysis by a building level team. A special education request for evaluation can be “made by a parent of a child or by an employee of a State educational agency, another State agency, a local educational agency, or a community service agency”. In a three-tier model, LSA will administer a universal screening tool in core academic areas at the beginning of each year to identify a student’s strengths and weaknesses and to examine the effectiveness of the core curriculum and instruction. The building team would then discuss which students would benefit from supplemental interventions in addition to the core curriculum. Initially, a building level team will consist of building staff members; however, once a student is identified by the team as a student who may need interventions, the parents of the child would become members of the team in order to develop an intervention plan.
- The alternative learning programs will develop the capacity to maintain a learning environment that is nurturing and have protective factors that assist students in being resilient. These resiliency factors counter situations that put students at risk of school failure. Therefore, an alternative learning program will be to assist in the effort to decrease school failure by increasing positive student outcomes through effective planning, implementation and evaluation of prevention, intervention, and recovery strategies. The IEP team does not maintain or manage the ALE program and two should never be considered as one.
- G/T students need to be challenged in new ways and given the opportunity to explore their innate gifts. Differentiating curriculum to meet the needs of G/T students is critical for developing a stimulating learning environment. LSA will never give busywork! Just because a student is gifted or "extra" work. LSA will engage G/T students by allowing them to select a topic that they would like to learn more about. LSA will design activities or projects that develop higher-level thinking around their selected topic. LSA will encourage curiosity. This will inspire students to think critically about the world around them. LSA will be realistic and flexible because not all of the G/T students will get straight A's. G/T students come from complex home environments and have to deal with difficult emotional situations at a young age. LSA understands that these issues can lead to anger, frustration, isolation or depression. Being mindful that even though G/T student may be gifted academically, he or she is still developing emotionally and socially. LSA will support the G/T students by staying involved beyond just the curriculum.
- LSA is requesting to have a waiver for a G/T program if there is no one qualified at the time to teach in this capacity. In the event the request for a waiver is denied, LSA understand the need of G/T services and will do everything within its power to seek out and hire a teacher that is endorsed in the area of G/T. If the waiver is granted and there are students excelling academically. LSA will offer an accelerated learning path. The response is explaining that children are academically gifted and there will be programs available to said students.

Remaining Concerns:

The following positions and programs are not provided for in the budget:

- Full-time nurse
- Certified library-media specialist
- SPED director
- Computers/technology

C10: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

- The specific geographical area that would be served by the charter school; and
- Information on the school districts likely to be affected by the charter school, including data on the expected number of students to transfer to the charter school

Fully Responsive

Concerns and Additional Questions: Provide documentation that the Lockesburg STEM Academy will be the “only school in the county” to offer performance based instruction.

Applicant Response: In the act of learning, people obtain content knowledge, acquire skills, and develop work habits—and practice the application of all three to “real world” situations. Performance-based learning and assessment represent a set of strategies for the acquisition and application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students. There are too many unemployed, underserved, and uneducated students walking the streets due to a lack of education. There was no indication from some of the school that I was able to see their curriculum that offered performance based education. This skill can only be taught not designed in a curriculum.

***At this point, the CIRC review ended as the document presented a lack of coherence.**

C11: 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 that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders

Fully Responsive

Partially Responsive

Not Responsive

C12: 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 describe the random, anonymous lottery selection process.

Evaluation Criteria:

- Data included in table format that demonstrates the application is considering the demographics of the district in which the charter is to be located in developing a recruitment plan;
- 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 clear and transparent to the public process for, and a guarantee of, an annual random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter;
- The method by which parents will be notified of each child's selection for the school or placement on the waiting list; and
- The effect students leaving the charter throughout the school year will have on the students on the waiting list

Fully Responsive

Partially Responsive

Not Responsive

Applicant Response: Radio will be used to get the word out for a potential open enrollment charter. The lottery will be publicly held. Notification will be given to parents within 5 business days of an available space. Siblings of enrolled students are admitted first and then a lottery will be administered for other available seating. Applications will be taken all year long and the lottery will be held April 3rd with a cutoff date March 15 2017. Parents will have applications turned in within 2 weeks allowing contact time from the Charter to check on their status and continued interest.

C13: PRIOR CHARTER INVOLVEMENT

The Prior Charter Involvement section should identify all prior charter involvement, if any, for each individual connected with the proposed charter.

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

C14: STAFFING PLAN

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

Evaluation Criteria:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- 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; and
- The staffing plan presented in this section matches the staff members noted in the budget

Fully Responsive

Partially Responsive

Not Responsive

C15: BUSINESS AND BUDGETING PLAN

The Business and Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget;
- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed;
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application;
- An understanding of the minimum number of students required for financial viability and a contingency plan to provide the education program outlined in the program if fewer students than necessary for viability enroll and/or attend;
- Plans to pay for unexpected but necessary expenses; and
- An explanation of the calculations used to project the amounts of federal funding included in the budget

Fully Responsive

Partially Responsive

Not Responsive

C16: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will be conducted. This section should also include an outline for the information that will need to be reported to Arkansas Department of Education and the community.

Evaluation Criteria:

- A sound plan for annually auditing school's financial and programmatic operations;
- If the application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is not listed on any ineligibility list maintained by Arkansas Department of Education or the Division of Legislative Audit.

Fully Responsive

Partially Responsive

Not Responsive

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

Not Responsive

C18: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school, any changes to be made to the facilities, and the owners of 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; and
- A sound plan for continued operation, maintenance, and repair of the facility

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

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

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

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - Members of the local board of the public school district where the charter school will be located;
 - The employees of the public school district where the charter school will be located;
 - The sponsor of the charter school; and
 - Employees, directors and/or administrators of the charter school

Fully Responsive

Partially Responsive

Not Responsive

C19: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and explain how conflicts will be addressed.

Evaluation Criteria:

- Full disclosure of any potential conflicts of interest and an explanation of the ways in which conflicts, if any, will be addressed

Fully Responsive

Partially Responsive

Not Responsive

C20: 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; and
- 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

Partially Responsive

Not Responsive

C21: 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 programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter

Fully Responsive

Partially Responsive

Not 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

Partially Responsive

Not Responsive

C23: 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; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts

See Legal Comments

C24: 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 requested; and
- 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

See Legal Comments

Locksburg STEM Academy

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.

Locksburg STEM Academy Waivers Requested in Original Application 2016 Open Enrollment Application

1. Alternative Learning Environment

Ark. Code Ann. § 6-15-1005(b)(5)

Ark. Code Ann. § 6-18-503(a)(1)(C)(i)

Ark. Code Ann. § 6-48-101 et seq.

Section 19.03 of the Standards of Accreditation

Section 4.00 of the ADE Rules Governing the Distribution of Student Special Needs Funds

Students will not currently need a separate ALE program. Teachers will educate, provide discipline and intervention responses for students with disciplinary, socially dysfunctional, or behavioral problems, but will not provide a physical ALE center.

Legal Comments: Applicant should provide additional rationale on how the needs of ALE will be met and how this waiver will help the Applicant achieve its goals.

Applicant Response: The alternative learning programs will develop the capacity to maintain a learning environment that is nurturing and have protective factors that assist students in being resilient. These resiliency factors counter situations that put students at risk of school failure. Therefore, an alternative learning program will be to assist in the effort to decrease school failure by increasing positive student outcomes through effective planning, implementation and evaluation of prevention, intervention, and recovery strategies.

Remaining Legal Issues: None

2. Library Media Specialist

Ark. Code Ann. §§ 6-25-103 and -104

Ark. Code Ann. § 6-17-1701 et seq.

Section 16.02.3 of the Standards of Accreditation

LSA will not have a Library Media Specialist in years 1-3 but each class will have access to computers and grade level reading materials.

Legal Comments: Applicant should provide additional rationale on how it plans to meet the needs of students and how this waiver will help the Applicant achieve its goals.

Locksburg STEM Academy

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.

Applicant Response: LSA will utilize a teacher that is endorsed in media. If not doable, LSA will add the cost into the budget for a library-media specialist if waiver is not approved. LSA will also have each classroom equipped with grade level materials that will include books, written materials, online Internet resource materials, multimedia materials, and information technology that support the curriculum. Resources will be appropriate to the ages of the children served by the school. A certified library-media specialist shall oversee the library-media program in a school administrative unit in the event the waiver is not granted. The library-media resources, including access to the Internet, shall be accessible to all enrolled students and personnel during school hours. The school administrative unit shall have a policy governing access to library resources by students in approved equivalent instruction programs in accordance with Arkansas state law and the Dept. of Ed.

Remaining Legal Issues: None

3. Gifted and Talented

Ark. Code Ann. § 6-42-101 et seq.

Ark. Code Ann. § 6-20-22089(c)(6)

Section 18.0 of the Standards of Accreditation

ADE Rules Governing Gifted and Talented Program Approval Standards

LSA's mission is to educate all students where they are in their learning. Students that are advanced will have more challenging academia.

Legal Comments: Applicant should provide additional rationale on how it plans to meet the needs of students and how this waiver will help the Applicant achieve its goals.

Applicant Response: LSA is requesting to have a waiver for a G/T program if there is no one qualified at the time to teach in this capacity. In the event the request for a waiver is denied, LSA understand the need of G/T services and will do everything within its power to seek out and hire a teacher that is endorsed in the area of G/T. If the waiver is granted and there are students excelling academically. LSA will offer an accelerated learning path. The response is explaining that children are academically gifted and there will be programs available to said students.

Remaining Legal Issues: None

4. School Year/Mandatory Attendance

Ark. Code Ann. § 6-16-102

Ark. Code Ann. § 6-18-211

Locksburg STEM Academy

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.

Ark. Code Ann. § 6-18-213(a)(2)

Sections 10.01.4 and 14.03 of the Standards of Accreditation

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

No rationale provided.

Legal Comments: Applicant should provide rationale on how they intend to use these waivers. ADE Legal Services does not have enough information to guide on whether these waivers or additional waivers are necessary.

Applicant Response: According to States Compulsory education law requires that children attend a public or state-accredited private school for a certain period of time. There are certain exceptions, most notably homeschooling, but virtually all states have mandates for when children must begin school and how old they must be before dropping out.

Remaining Legal Issues: None

5. Superintendent/Principal Licensure

Ark. Code Ann. § 6-13-109

Ark. Code Ann. § 6-17-427

Ark. Code Ann. § 6-17-302

Ark. Code Ann. § 6-17-309

Section 15.01 of the Standards of Accreditation

ADE Rules Governing the Superintendent Mentoring Program

While certified superintendent and administrators will be sought, the Board would like the discretion to hire the best leader for the school that is available. This will increase student achievement by providing students with the most effective teachers and a robust catalogue of courses.

Legal Comments: In order to effectuate this waiver, a waiver of Section 15.02 of the Standards of Accreditation is necessary.

Applicant Response: We will also like to request a waiver for Section 15:02 of the Standards of Accreditation.

Locksburg STEM Academy

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 Legal Issues: None

6. School Boards

Ark. Code Ann. § 6-13-608

Ark. Code Ann. § 6-13-611(b) and (c)

Ark. Code Ann. § 6-13-612(c)

Ark. Code Ann. § 6-13-613

Ark. Code Ann. § 6-13-619(c)(1)(A) and (d)(2)

Ark. Code Ann. § 6-13-620(5)(A)

Ark. Code Ann. § 6-13-630

Ark. Code Ann. § 6-13-631

Ark. Code Ann. § 6-13-1301 et seq.

Ark. Code Ann. § 6-14-101 et seq.

LSA's Board will select its own members and adopt its own bylaws. All Board Members will be Arkansas residents and none will be employed by the school. The Board will provide for its own site-based decision making committee and school board member training. The LSA Board will allow board members to call in to a public conference line for quorum and/or voting to ensure statewide representation on the board. LSA will be the employer of school leader, even though he/she will serve at the pleasure of the Board. This flexibility will allow the Board to focus on student achievement.

Legal Comments: None

Remaining Legal Issues: None

Desegregation Analysis: Fully Responsive



MEMO

DATE: August 2, 2016
 TO: Charter Authorizer
 FROM: ADE Legal Services Staff
 SUBJECT: Desegregation Analysis of Open Enrollment Charter Application for Lockesburg STEM Academy

I. INTRODUCTION

JBH Collegiate Academy Public Charter School submitted an application for an open-enrollment public charter school, Lockesburg STEM Academy. The proposed charter school would be located within the boundaries of the DeQueen School District. The proposed charter school would provide instruction to students in grades kindergarten through 8 (K-8). The proposed charter school would possess a student enrollment cap of 360. According to its application, the proposed charter school expects to draw students from the Ashdown, Cossatot, DeQueen, Dierks, Foreman, Horatio, Nashville, and Mineral Springs school districts.

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 charter 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 charter 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 charter authorizer with regard to the effect, if any, of the proposed public charter school upon the desegregation efforts of a public school district.

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

The applicant addresses Desegregation Assurances on pages 55 and 56 of its application (attached). To date, none of the affected school districts have submitted a desegregation analysis.

IV. ANALYSIS FROM THE DEPARTMENT

The October 1, 2015, enrollment for the school districts listed by the applicant as affected by its proposed school is as follows:

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
Affected School Districts							
Ashdown School District	78	0	402	56	13	877	1,426
	5.47%	0.00%	28.19%	3.93%	0.91%	61.50%	--
Cossatot River School District	31	2	3	320	36	674	1,066
	2.91%	0.19%	0.28%	30.02%	3.38%	63.23%	--
DeQueen School District	42	17	83	1,501	62	726	2,431
	1.73%	0.70%	3.41%	61.74%	2.55%	29.86%	--
Dierks School District	0	1	4	31	9	508	553
	0.00%	0.18%	0.72%	5.61%	1.63%	91.86%	--
Foreman School District	12	0	72	31	9	357	481
	2.49%	0.00%	14.97%	6.44%	1.87%	74.22%	--
Horatio School District	3	2	9	192	23	611	840
	0.36%	0.24%	1.07%	22.86%	2.74%	72.74%	--
Mineral Springs School District	0	4	260	58	0	89	411
	0.00%	0.97%	63.26%	14.11%	0.00%	21.65%	--
Nashville School District	27	7	431	449	12	983	1,909
	1.41%	0.37%	22.58%	23.52%	0.63%	51.49%	--
DISTRICTS TOTAL	193	33	1,264	2,638	164	4,825	9,117
	2.12%	0.36%	13.86%	28.93%	1.80%	52.92%	--

Source: ADE Data Center, Oct. 1, 2015, Enrollment

“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. The ADE is aware of desegregation orders affecting LRSD, PCSSD, and the North Little Rock School District (NLRSD). *Little Rock School District, et al. v. Pulaski County Special School District, et al.*, Case No. 4:82-cv-00866-DPM (E.D. Ark.). The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)).

The ADE is unaware of any desegregation orders applicable to the Ashdown, Cossatot, DeQueen, Dierks, Foreman, Horatio, Nashville, and Mineral Springs school districts.

V. CONCLUSION

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). It is difficult to conclude, from data currently available, that the proposed charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect any applicable desegregation efforts of any affected school district. However, the authorizer should carefully examine the proposed charter school application in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter school’s existence.

Applicant Response:

A.C.A. § 6-23-106 requires each open-enrollment charter school applicant to review the potential impact of the proposed charter school on the efforts of affected public school districts to comply with court orders or statutory obligations to create and maintain a unitary system of desegregated public schools. The following desegregation analysis explains that LSA's charter approval will not negatively impact the desegregation efforts of any public school district in the state. LSA will operate as a public school; may attract and enroll students across the entire County. LSA cannot fully predict the demographics of its student body, but it will not discriminate in its admissions on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility. If applications for enrollment exceed the set enrollment cap, LSA will use a random, anonymous lottery for admissions.

Since LSA could potentially draw students from each district, enrollment is not expected to be concentrated in any particular district, meaning that no particular school district will be severely or adversely affected. It is reasonable to expect that at least some of the students that choose to enroll in LSA may previously have been enrolled in private, parochial, or home schools. These students would have no impact on the desegregation efforts of any public school district. Even if all students that enroll in LSA do come from public school districts, this is a small fraction of the approximately 7,000 Arkansas public school students.

All school districts, of course, are continuously bound by the U.S. Supreme Court's decision in *Brown v. Board of Education* which requires the operation of a unitary and desegregated system of public schools. It is extremely unlikely, however, that the enrollment of a mere 150-400 students or less from numerous school districts across the state will hamper any active efforts to maintain a unitary school system for any particular school district or districts. (LSA is seeking an enrollment cap of 150 students for the first 3 years of operation, and a cap of 350 students for years 4 and 5.)

LSA plans to operate a public charter school in Lockesburg within the boundaries of the DeQueen, Ashdown, Dierks, Nashville, Mineral Springs, Horatio, Foreman, and Cossatot K-12 School District. Even assuming that the majority of the 150-400 students who may enroll in LSA come from the DeQueen School District and its seven contiguous districts, which again is not likely, it's hard to imagine that 150- 400 students could affect the racial makeup of approximately 7,000 students enrolled in the seven school districts in question. The DeQueen school district currently have a student body of over 65% Hispanic/Latino students with 31% White students being the highest minority concentration. The Ashdown School Districts both have a student body of approximately 62% white students with 27.7% Black students making up the highest minority concentration. Nashville at 22.6% Black, 22.0% Hispanic/Latino and 51.7% White respectively. The only school district with less than a 50% white student body is Mineral Springs with 65% Black , 19.7% White, and 13.8% Hispanic/Latino. The Foreman School District has a student body of just 76.3% White students, 13.3% Black students, 6.2% Hispanic/Latino. Horatio 70.8% White, 23.9% Hispanic/Latino. Dierks has 90.2% White and Cossatot K-12, 63.1% White and 28.5% Hispanic/Latino is the minority. These seven districts, as a whole, enjoy a fairly diverse student body. (Student body information is based on that published by the ADE Data Center for the 2014-2015 school year.) It's unlikely that any of these districts are struggling to maintain desegregated schools. It's even more unlikely that LSA could negatively impact any desegregation efforts currently in place.

Based on the analysis presented, LSA will not negatively impact the desegregation efforts of the School Districts (where administrative offices will be housed) the seven contiguous districts to the DeQueen School District, or any other school district throughout the state. LSA will operate in full compliance with all state and federal statutory and regulatory requirements for the creation and maintenance of desegregated public schools.



ARKANSAS DEPARTMENT OF EDUCATION

2016 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Thursday, April 28, 2016, 4:00 p.m.

Applications will not be accepted after this time.



Name of Proposed Charter School:

Lockesburg STEM Academy

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 Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2016 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Lockesburg STEM Academy

Grade Level(s) for the School: K-8th Student Enrollment Cap: 360

Name of Sponsoring Entity: JBH Collegiate Academy Public Charter School

Other Charter Schools Sponsored by this Entity (Name and Location):
NA

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;
- ☐ a 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.

Name of Contact Person: Michelle L Burgess

Address 503 Deer Run Court City: Suffolk

ZIP: 23434 Daytime Phone Number: (757) 539-1042 FAX: ()

Email: jbh.academy@yahoo.com

Charter Site

Address: TBD City: Lockesburg

ZIP: 71846 Date of Proposed Opening: 08/11/2017

Chief Operating Officer

of Proposed Charter (if known): Michelle L Burgess Title: CEO/President

Address: 503 Deer Run Court City: Suffolk

ZIP: 23434 Daytime Phone Number: (757) 539-1042

The proposed charter will be located in the Sevier County School District.

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.

Name: Pastor Buster Dellinger Position: President State of Residence: AR

Name: Matt Webb Position: Vice President State of Residence: AR

Name: Deborah Hopkins Position: Consultant State of Residence: AR

Name: Phyllis Rogers Position: Financial Advisor State of Residence: AR

Name: Evelyn Perry Position: Compliance State of Residence: AR

Name: LaTricia Hendrix Position: Board Officer State of Residence: AR

Name: Ronnie Clay Position: Board Officer State of Residence: AR

Name: _____ Position: _____ State of Residence: _____

Name: _____ Position: _____ State of Residence: _____

Name: _____ Position: _____ State of Residence: _____

Name: _____ Position: _____ State of Residence: _____

Name: _____ Position: _____ State of Residence: _____

Name: _____ Position: _____ State of Residence: _____

Name: _____ Position: _____ State of Residence: _____

List the current K-12 student enrollment of the district where the proposed public charter school would be located.

2431 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

<u>DeQueen</u>	<u>Mineral Springs</u>	<u>Foreman</u>
<u>Horatio</u>	<u>Cossatot K-12</u>	<u>Nashville</u>
<u>Dierks</u>	<u>Ashdown</u>	

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission of Lockesburg STEM Academy will be a high quality, innovative school initially serving students in grades K-8 and gradually expanding to serve students through grade 12. The school's mission is to provide specialized supports and innovative instruction with an emphasis on acquiring skills in science, technology, engineering, and math. As such, students will have the tools to be: (1) globally competitive for work in an increasingly technological world; (2) prepared for postsecondary education; and (3) equipped for life in the 21st century. The Academy will utilize an educational model that will encourage and support students in gaining skills and attitudes to thrive in our increasingly technological and global economy.

LSA believes that a means of inspiration is to stimulate a culture of oneness and an active community of active participants in life-long learning. Success starts with critical-thinking and problem solving skills. To sustain success, a student needs a cultivating environment, structure, and consistency in their daily routine. An environment conducive to success being a key part in our pursuit of the highest standards. A school offering a broad and challenging educational program to students from diverse cultural backgrounds. This can be achieved by professional developments, collaborative and cooperative planning, and effective and efficient team-building.

Lockesburg STEM Academy is committed to inspiring students to achieve the highest standards of intellectual and personal development; within a caring, respectful, multicultural environment. LSA is committed to instilling in each student a desire to learn, to take appropriate risks, and to accept challenges.

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

Applicant Response:

The Lockesburg STEM Academies' approach is framed around four guiding principles:

- An interdisciplinary program integrating the five areas of science, technology, engineering, arts and mathematics.
- Inquiry-based instructional program with real world context.
- Emphasis on design and problem-solving leading to applications.
- Child-centered, community-based school focusing on science, technology, engineering, arts, and mathematics

The LSA education model is anchored in the grade level Common Core State Standards (CCSS) for English Language Arts, Mathematics and Literacy in History/Social Studies, Science and Technical Subjects collectively. The curriculum should allow students to develop life skills and apply content knowledge within a real world context. STEAM education is active and focuses on a student-centered learning environment. Students engage in questioning, problem solving, collaboration, and hands-on activities while they address real life issues. In STEAM education, teachers function as classroom facilitators. They guide students through the problem-solving process and plan projects that lead to mastery of content and STEAM proficiency. STEAM proficient students are able to answer complex questions, investigate global issues, and develop solutions for challenges and real world problems while applying the rigor of science, technology, engineering, and mathematics content in a seamless fashion. STEAM proficient students are logical thinkers, effective communicators and are technologically, scientifically, and mathematically literate. The overall goal is to prepare students for college.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

A public hearing was held on April 9, 2016 at 11:00 A.M. at the Lighthouse Church 3455 South Camilia Lockesburg, Arkansas. Approximately people attended the meeting. The meeting was presided over by Dr. Michelle Burgess, President/CEO, of JBH Collegiate Academy Public Charter School, that included a presentation on what is STEAM, what is a Charter School, what are the benefits of a Charter, and an open forum. There were questions, concerns and comments from the community, mayor, Pastor, Police Officers, former teachers, and parents in regards to taxes, transportation, classroom size and lunches. If approved by the Arkansas Department of Education; what is the opening date, how are the children chosen for the school, would the teachers be qualified, how is the school funded, would the school be religious based, parent participation, and would there be consideration for teachers who lost their jobs to be hired for a position? Other comments were based on dissatisfaction of the schools closing without warning and the lack of education with surrounding school districts. Dr. Burgess explained that the meeting was not to disenfranchise the local school districts but to educate everyone about a potential Charter School. Dr. Burgess asked the audience if they felt the area would benefit from a Charter School and asked if they would name the potential Charter. After several possible names and several rounds of voting, those in attendance decided on Lockesburg STEM Academy. There were approximately 50 community members at the meeting and were all in favor of re-opening the Lockesburg Elementary campus. No one present opposed to the proposed charter school.

The notice of the public hearing was published in the Nashville News twice a week beginning March 17, March 21st and 24th, March 28th and 31st, in the news section. The public hearing notice was also published in the DeQueen Bee March 17th, March 21st and 24th, March 28th and 31st. There was advertisement with two local radio stations 104.7 FM and 92.1 FM the week of April 4-8th, and the local news stations (KSLA, KTBS, KMSS, KTAL, April 7th and 8th).

See **Attachement B** for ad copies reflecting publication dates and emails to superintendents of affected school districts notifying them of the public hearing.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
 - B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
 - C. ***The last publication date of the notice was no less than seven days prior to the public meeting.***
 - D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open- enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.
2. 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.

Applicant Response:

LSA acknowledges the Charter Authorizing Panel and the State Board of Education are both authorizing agents for charter schools in the State of Arkansas.

LSA will be governed by an independent Board of Directors specially trained and supported to serve in this role. The Board will be responsible for negotiating and overseeing all contracted services, including those provided by Lockesburg STEM Academy, the proposed educational services provider for the school.

The authorizing entity (JBH Collegiate Academy) received non-profit 501(c)(3) status in December 2015 and is eligible to sponsor a public charter school in Arkansas (documentation provided in Attachment 1). The school will conduct its affairs as a governmental entity exempt from federal income taxes under Section 115 of the U.S. Internal Revenue Code or any successor law.

Composition of the Board of Trustees

The Lockesburg STEM Academy Board of Directors will provide ultimate governance of the school. The Board will ensure that the school is fiscally sound, educationally successful, organizationally viable, and consistent with the school's mission and vision. The Board will appoint the school administrators and will receive monthly reports from them as to all major functions of the school. School Leaders/Administrators are considered non-voting members of the Board and are responsible for implementing and supervising the day-to-day educational, managerial, personnel and fiscal operations of the school. The Director of Student Services will report directly to the appropriate-level school administrator, as do the data manager, and receptionist/administrative assistant. The Finance Director reports directly to the Board and will work closely with the School Leader to manage the fiscal/budget operations of the school. In addition, the contracted professional development and technical assistance providers, while they will work closely with the School Leader, will report to the Board. Positions such as the Curriculum and Instruction Specialist will be phased in as the school grows. However, the reporting structure will be consistent with Year 1 in that School Leaders will be responsible for the educational operations of the school.

Board member selection

In order to recruit and select additional Board members, we will use a rigorous process to include engaging diverse professional and personal networks and utilizing Online resources such as BoardNetUsa and board training programs. Upon receiving a charter, the founders and the current board members are prepared to pivot toward constituting a Board of Trustees that will hire the Superintendent/Principal of the school, set policy, govern, and ensure that the school meets or exceeds the terms of the charter. Because LSA aims to be the Nation's best STEM education program for all students, LSA board members will be chosen for their unique capacity to facilitate that mission through past demonstrated community leadership.

Roles and Responsibilities

The roles and responsibilities of the Board of Directors include:

- Review and act upon Federal and State Laws and policies for the operation of the charter school.
- Establish and monitor the mission, vision, goals, and objectives of the school.
- Monitor the needs of the students; ensure that the goals are aligned.
- Conduct, manage, and control the affairs and the activities of the school, and make rules and regulations.
- Review and act upon administrative recommendations for hiring and non-renewal of faculty and staff.
- Review and act upon the budget and fiscal operations of the school.
- Manage the property and affairs of the school according to the authority vested in the annual meeting.
- Promote clear, effective communication between and among community members, Board, and Lockesburg STEM Academy.
- Perform other such duties as required by state law.

Administrator

The principal is the administrative and professional leader of the school, and as such, he/she is directly responsible to the Superintendent for its successful operation. The major effect of the principal is in the field of educational leadership and supervision, with stress on the improvement of teaching and learning. To bring about this improvement, he/she should call upon all of the resources of the school division.

- The primary duty of the principal is to develop and implement an effective instructional program appropriate to the pupils in his/her school. Careful attention should be given to the supervision of teachers and other instructional personnel working in the school, including both full and part-time personnel.
- Principals have general supervision of the grounds, building, and appurtenances of the school, and are responsible for his/her neatness and cleanliness. The safety of the children is a primary responsibility, and school premises should be inspected regularly, giving careful attention of safety factors. When repairs are needed, principals should notify the designated person in the office of the Superintendent.
- Principals may submit recommendations to the Superintendent for the appointment, assignment, promotion, transfer and dismissal of all personnel assigned to his/her supervision.
- Shaping a vision of academic success for all students, one based on high standards.
- Creating a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail.
- Cultivating leadership in others so that teachers and other adults assume their parts in realizing the school vision.
- Improving instruction to enable teachers to teach at their best and students to learn to their utmost.

- Managing people, data and processes to foster school improvement.

Faculty

Each faculty member is expected to maintain the highest personal standards of character and conduct, to keep abreast of his or her academic discipline through continuing study, research, and/or participation in the activities of his or her professional organization, to strive to improve the effectiveness of his or her teaching, to take a sympathetic interest in the progress and development of each of his or her students, to keep accurate records of academic standing of each student in his or her classes, and to hand in promptly all reports of grades and other information required by the administrator, the administrative assistant, or the President.

- Each faculty member is expected to meet his or her classes as regularly scheduled.
- Each faculty member is expected to maintain adequate office hours so that he or she may be available to the students for conferences.
- Each faculty member is expected to participate in the faculty-student advisory program.
- Each faculty member is expected to attend all meetings of the school.
- Each faculty member is expected to continue to teach until the end of the session for which his or her services were engaged.

Students

Students have the opportunity to participate in collective decision making when they are

- members on a partnership council
- empowered with the ability to go beyond the planning of social events and extracurricular activities
- Students in senior years often participate on school partnership groups as student council members. The attitudes, knowledge, and values a student brings to the council meetings can influence the decisions made by the council or the school.

The role a student plays as an educational partner is important to

- make suggestions that reflect student perspectives
- help design policies and programs
- seek the views of other students and share with the council
- represent students
- seek ongoing consultation with school principal
- provide feedback to student council members

Parents and Families

- provide parental perspectives that complement teacher skills
- monitor homework and school projects
- promote attendance, punctuality, and instill a positive attitude towards education
- volunteer at school activities
- assist school organizations
 - provide information about their child's beliefs, values, and preferred learning styles
- provide information about their culture and family beliefs
- teach and learn as true partners in the educational process
- provide suggestions for successful schools

Community members in leadership and decision making

Shared leadership is the practice of governing a school by expanding the number of people involved in making important decisions related to the school's organization, operation, and academics. In general, shared leadership entails the creation of leadership roles or decision-making opportunities for teachers, staff members, students, parents, and community members. Shared leadership is widely seen as an alternative to more traditional forms of school governance in which the principal or administrative team exercises executive authority and makes most governance decisions without necessarily soliciting advice, feedback, or participation from others in the school or community.

Parents are invited to be active members of the school community in a number of ways outlined elsewhere in this document; these include, but are not limited to: serving on formal committees; attending monthly educational sessions; volunteering in school programs; serving as a community mentor or internship supervisor; attending college visits and work-based activities; and taking part in other college/career-access programs. Community

members will be invited into the school periodically, as well as being recruited to serve the school as their interests and talents permit. The School Leader and school staff are available to meet with parents and community members, as much as time permits.

One of the most common forms of shared leadership is a leadership team --i.e., a group of administrators, teachers, staff members, and others who meet regularly to make important school decisions and/or coordinate a school-improvement initiative. Shared leadership may also take other forms: formal committees created to oversee a specific program or provide feedback to the school principal and administration; teams of teachers organized by content area or academic department who meet regularly and provide recommendations on instructional decisions or the design of the academic program; or community meetings in which school leaders listen to the viewpoints and opinions of community members --teachers, students, parents, and others --and then act on their recommendations. That said, these examples constitute only a small selection of possible shared-leadership designs.

The officers will be a President, a Treasurer, and a Secretary. All will be voting Board members. The members will choose officers in accordance with the Bylaws.

Member Term Length

Members will serve staggered terms of one, two, or three years. The Board may renew a Member with an expiring term for an additional three-year term.

Member Selection

The Board is self-perpetuating with new members selected by the Board as membership terms expire. Any member of the community or other locales, may seek election to the Board of Directors, with the exception of employees of LSA, and any person who has been convicted of a felony. The Board anticipates selecting members through an involved review process which includes identifying and interviewing interested candidates to ensure eligibility and that the candidates are supportive of the school's mission. During an open meeting, the Board will meet with the candidates as described in the Bylaws. The Board members shall be elected at any duly organized meeting of the Board by a majority of the Directors then in office.

Leadership accountable to parents

Effective leaders work with representatives from the school's environment - including parents, community members, business and government liaisons - and influence others. They pursue positive interactions with the goals of fostering shared meanings, garnering resources and support and establishing productive inter-organizational relationships. To effectively position their schools within their environments, and to respond to legitimate concerns from parents and others, educational leaders are client-centered, proactive, and focused.

Relationship between Board of School and Board of the Sponsoring Entity

The Board of the school (LSA) is not the same as the Board of the sponsoring entity (JBH Collegiate Academy Public Charter School, Inc.). JBH is a standalone corporate entity with non-profit status and is not a division or part of the Arkansas Department of Education (ADE). The relationship between JBH and the ADE will be based on the terms of the charter. The Board anticipates a positive and effective relationship with the ADE and the State Board of Education.

Role Distinctions between Board and School Administration

The School Leader/Administrator will work with teachers to collectively assess the effectiveness of curriculum and instruction; the administrator then will make recommendations for any changes in curriculum and instruction to the Board, and the Board will have the authority to approve those recommended changes. Personnel decisions are recommended to the Board by the School Leader. All recommendations regarding instructional needs and costs in the annual budget, as well as budget allocations and vendor selections, will be made by the School Leader to the Board, which will have final decision-making power.

Ex-Officio Board Members

The School Leader is an ex-officio members of the Board. As the Charter expands to a full capacity high school, we will consider adding at least one student member ex-officio. These members are non-voting members.

Job Description for the Board of Directors Chairperson

The role of the Chairperson is to oversee the integrity of Board processes, ensure the alignment of all School activities with its stated mission, and represent the Board to outside parties. The general role of the Chairperson, as well as the process for his/her selection and term of office, is outlined in the Bylaws.

S/he will:

- preside at Board meetings in an efficient and effective manner, and set the tone for each meeting through positive leadership.
- assign Board members to committees and monitor their functions
- attempt to arrive at consensus on Board decisions
- be authorized to speak officially for the Board
- promote Lockesburg STEM Academy publicly
- raise funds
- call special meetings, if needed
- inform the full Board of current and pending Board issues and procedures
- ensure that all Board members spend at least one day per term at Lockesburg STEM Academy in order to become more familiar with the workings of the school.
- ensure that the Board behaves in a manner consistent with its own policies and enforce the Board's Code of Conduct

Policy Development and Decision Making

The Board will hold at least nine regular meetings during the year, and more, if necessary. The Board and each of its component committees will develop a set of goals and objectives that will guide their work during the year. Issues for consideration may be raised by members at the meetings, and, depending on the nature of the issues, standing committees or an ad hoc committee appointed by the Board will consider the issues. Committees will meet to pursue their goals, develop policies, and articulate recommendations for the Board to consider at its regular meetings; policies are adopted with a majority vote of members present in a legal Board session.

In developing operating policies and procedures, the Board will use the following steps in policy-making:

- A need is identified by a member of the Board or school community.
- A committee is assigned by the Board. The Board will consider the policy need and articulate general considerations for the policy before assigning the committee to draft a new policy. The committee may include any member of the school, including parents and students, community members, community partners, and/or outside consultants. In any case involving operating policies or procedures, the School Leader will head the committee.
- The Board will articulate a timeframe for the committee's work.
- The committee will draft the policy, calling upon appropriate legal and/or expert advice if necessary.
- The committee will present its work to the Board for approval. The Board will review the draft policy and either approve it or ask for revisions to be reviewed at a later date.
- The Board will conduct periodic reviews of all policies, revising when needed.

*All personnel will refer to the Personnel Handbook for administrative governing procedures.

Dr. Michelle Burgess is the President/CEO of JBH Collegiate Academy Public Charter School, Incorporation. Dr. Burgess has been in the public school system as early as the late eighties, taught adult literacy, and became a licensed educator late 2000 as a Special Education teacher. Dr. Burgess approach to education and classroom management, has successfully increased student scores by 50% in all academic areas; which led to several schools receiving accreditation and Title I funding. Dr. Burgess holds an Associates degree in Early Childhood Education, a Bachelors of Science in Criminal Justice, a Master's Degree in Special Education and a Doctoral Degree in Organizational Leadership with emphasis in Organizational and Educational Leadership. Dr. Burgess also has assisted with the training of first year teachers to include: Collaboration, classroom management, instructional strategies and techniques. Finally, Dr. Burgess writes contracts, by-laws and conflict of interest policies for profit and non-profit organizations.

Alice Lindemuth Founder of "Youth for Technology", is a former school principal, school district administrator, Reading Specialist, State Department of Education Federal and State Programs, Director, and teacher who has designed and implemented instructional programs and strategies that have resulted in significant, sustained improvements in student achievement in high-risk, complex needs schools. In close collaboration with

community, nonprofit, business, and local government, she has designed and implemented many successful educational, social, health, and community outreach programs for thousands of low-income, under-served, diverse, and at-risk children, youth, adults, and families.

Alice brings effective community collaboration and capacity-building experience that result in stronger programs and aligned resources to better serve students and families of any community. She is especially effective in partnering with parents and families, and at increasing parent participation and family engagement in their child's learning.

Alice has her Administrative and Principal Credentials from the University of Puget Sound, Masters of Education in Reading from Seattle Pacific University, and Bachelors in Elementary Education from Anderson College. She has presented at many local, state, regional, and national conferences and is a member of several professional associations. She is an extensive traveler having been to Kenya, Tanzania, Sweden, France, Belgium, the Netherlands, Luxembourg, Germany, Czechoslovakia, Austria, Italy, Switzerland, Monaco, Micronesia, Canada, Mexico, and all U.S. states.

Lisa Coffey has over twelve years of experience in the public and private education sectors writing and managing grants/proposals, analyzing and developing policies and procedures, project management, budget management, organizational development, and designing compliance frameworks and monitoring systems. Ms. Coffey has effectively managed grants and budgets ranging from \$10M to more than \$700M, developed and increased performance and efficiency of teams at local, district, and state levels, and wrote and amended statewide policies, practices, statutes, and rules. Ms. Coffey effectively communicated state- and district-level policies through written communications, presentations, and program-related collateral and developed and implemented change-based policies and programs at district and state levels that significantly increased services to students and teachers. Ms. Coffey also developed and implemented statewide technical assistance guidance, constructed new programs for budget management and performance management, and developed and implemented on-line systems to streamline program management and compliance. Finally, Ms. Coffey has written winning proposals/grants for both the public and private sectors.

Megan Hill CEO of Professional Grant Writers, a team of talented nonprofit professionals working to ensure nonprofits can raise the funds they need to help those in need. These organizations have included food banks, homeless shelters, after school programs, and international programs dedicated to improving conditions in the developing world. Our growing list of grant writing clients includes Surgical Eye Expeditions International, The Scleroderma Foundation, St. Bernard Parish Hospital, The Ellie Fund, Second Harvest Food Bank of Greater New Orleans and Acadiana, ProjectExplorer.org, Best Foot Forward, The International Education Exchange, Lake Charles Memorial Hospital, and Hope House of Central LA. Mrs. Hill manages a team of grant writers, working for nonprofits across the U.S. Clients hire her for a la carte grant services such as prospect research and writing individual grants, or for long-term contracts covering all aspects of grant writing. Mrs. Hill also provide coaching sessions to mentor grant writers as they strike out on their own and start their own businesses.

3. Give the mission statement for the proposed charter school.

Applicant Response:

The mission of Lockesburg STEM Academy will be a high quality, innovative school initially serving students in grades K-8 and gradually expanding to serve students through grade 12. The school's mission is to provide specialized supports and innovative instruction with an emphasis on acquiring skills in science, technology, engineering, and math. As such, students will have the tools to be: (1) globally competitive for work in an increasingly technological world; (2) prepared for postsecondary education; and (3) equipped for life in the 21st century. The Academy will utilize an educational model that will encourage and support students in gaining skills and attitudes to thrive in our increasingly technological and global economy.

LSA believes that a means of inspiration is to stimulate a culture of oneness and an active community of active participants in life-long learning. Success starts with critical-thinking and problem solving skills. To sustain success, a student needs a cultivating environment, structure, and consistency in their daily routine. An environment conducive to success being a key part in our pursuit of the highest standards. A school offering a broad and challenging educational program to students from diverse cultural backgrounds. This can be achieved by professional developments, collaborative and cooperative planning, and effective and efficient team-building.

Lockesburg STEM Academy is committed to inspiring students to achieve the highest standards of intellectual and personal development; within a caring, respectful, multicultural environment. LSA is committed to instilling in each student a desire to learn, to take appropriate risks, and to accept challenges.

4. Describe the educational need for the school by responding to the following prompts.

Complete the following charts to include the most recent literacy and mathematics performance assessment data and graduation rates available for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED			
District Name	Sevier County Lockesburg		
District Status	Closed		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	0	0	0
Targeted Achievement Gap Group	0	0	0
African American	0	0	0
Hispanic	0	0	0
White/Caucasian	0	0	0
Economically Disadvantaged	0	0	0
English Language Learners/ Limited English Proficient	0	0	0
Students with Disabilities	0	0	0

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Sevier County School District	
Campus Name	DeQueen Elementary	
Grade Levels	3-5	
Campus Status	Needs Improvement	
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced
All Students (Combined)	31.52	28.18
Targeted Achievement Gap Group	29.35	25.08
African American	n<10	n<10
Hispanic	30.29	24.79
White/Caucasian	35.24	37.14
Economically Disadvantaged	29.15	25.00
English Language Learners/ Limited English Proficient	24.47	21.81
Students with Disabilities	12.50	16.67

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Sevier County School District	
Campus Name	DeQueen Middle School	
Grade Levels	6-7	
Campus Status	Need Improvement	
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced
All Students (Combined)	35.25	37.26
Targeted Achievement Gap Group	30.81	34.36
African American	31.25	12.50
Hispanic	31.37	37.91
White/Caucasian	44.79	40.49
Economically Disadvantaged	31.17	34.66
English Language Learners/ Limited English Proficient	29.97	35.89
Students with Disabilities	22.50	20.00

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Sevier County School District		
Campus Name	DeQueen High School		
Grade Levels	10-12		
Campus Status	Need Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	29.30	7.46	92.22
Targeted Achievement Gap Group	22.69	6.78	91.38
African American	n<10	n<10	80.00
Hispanic	23.71	4.44	93.62
White/Caucasian	44.90	16.67	91.94
Economically Disadvantaged	22.61	6.25	92.31
English Language Learners/ Limited English Proficient	8.33	3.39	96.30
Students with Disabilities	n<10	n<10	85.71

Explain the educational need for the charter in light of the academic performance by the district in which the charter would be located and at the schools closest to the charter and other significant factors. Be certain to include the source for information presented.

Applicant Response:

From a broader perspective, the United States has entered into a significant national decline in the number of college graduates with STEM degrees. This downward trend is an issue of national importance as it affects the country's capacity to maintain a technological lead in critical skills and disciplines related to STEM. The ability to compete in the increasingly internationalized stage will be hindered without college graduates with the ability to understand and invent cutting edge technologies in the decades to come. Foundational skills to succeed in STEM fields must be built in early grades. Among the most essential skills are mathematics and science skills. Indeed, a strong mathematics and science foundation is critical to success in college regardless of the field attained. Further, as we move towards a more technology-based and globalized world, the importance of mathematics and science for functioning in the society effectively is indisputable.

The region surrounding Lockesburg, Arkansas is diverse with respect to both demographic and student profiles. We submit that the charter for the proposed school is absolutely essential in order to provide the requisite support to establish a framework from which this unique charter school may come into existence. Moreover, the charter is necessary to enable the proposed school to actualize its innovative program to address two of the major forces currently at play in the district: student performance and the ability to graduate from high school prepared for college and/or career.

The school's founder also submit that the unique instructional model of the proposed school, with its concomitant emphasis on personalized learning, leadership development, and building a strong foundation particularly for kindergarten to middle school students in math, problem-solving, critical thinking, science, and technology, is not available to students in the surrounding district and thus will serve as an unprecedented opportunity for the students in the district.

There are 2, 43 students enrolled in DeQueen Public Schools and like the other nearby schools, many of the students are members of the minority population. There is 76.80% of the overall student body living in poverty and under-served. Enrollment for Elementary grades 3-5 total 535 students. Minority enrollment is 74% of the

students body (majority Hispanic) which is more than state average of 37%. Asian 2%, Black 3%, White 26%, Hispanic 68%, Two or more races 1%, with 72% of students on free lunch and 6% reduced. Middle school has 376 students grades 6-7. The minority enrollment is 100% of the student body (majority American Indian and Asian) which is more than that of state average of 37%, with 67% on free lunch and 8% reduced. Primary grades K-2, 612 students minority enrollment is 71% of the student body (majority Hispanic). American Indian 1%, Hispanic 64%, Black 4%, White 29%, and two or more races 2%. There are 78% of students on free lunch and 5% on reduced lunch. Junior High grades 8-9 total students 339. The minority enrollment is 69% of the student body (majority Hispanic) which is more than that of state average of 37%. American Indian 2%, Hispanic 63%, Black 4%, White 31%, 62% free lunch and 8% reduced. High school 10-12 total of students 487. The minority enrollment is 100% of the students body (majority American Indian and Asian). There are 57% of students on free lunch and 10% reduced. (www.publicschoolreview.com/dequeen)

County area surrounding Lockesburg, AR. However, it will be an Open Enrollment Charter School, and scholars may enroll from other districts. In Sevier County where the school will be located, several areas have been left behind both economically and educationally. Currently, the Lockesburg neighborhoods are the most neglected part of the county with poverty and low academic achievement for economically disadvantage scholars.

The area of Lockesburg, AR with the most need is within the zip code 71846. This zip code has 18.6% of residents living below the poverty level and residents with income below 50% poverty level is 12.0%. Furthermore, for the population twenty-five years and over in Lockesburg there were 77.87% high school or higher, 7.5% with a bachelor's degree or higher, 2.4% graduate or professional degree, 4.2% unemployed and a travel of 20 miles or more to work.

Other areas of need in Sevier County are included in the 71832, 71833, 71841, 71842, 71836, Howard County 71851, Hempstead 71852 and 71859, Little River County 71822. Most of these districts have been closed or forced to consolidate with other districts.

In zip code 71832, residents living in poverty in 2013: 34.3%, 25.5% for White Non-Hispanic residents, 6.5% for African American residents, 68.5% Hispanics or Latino residents, 57.0% for American Indian residents, 39.3% for other race residents, 37.1% for two or more races residents. For the twenty-five years and over in DeQueen, 54.1% high school or higher, 6.2% bachelor's or higher, 0.8% graduate or professional degree, 5.5% unemployed and 17.7 minute work commute.

A compounding factor in the demise of these neighborhoods is the current or impending closure and consolidation of school campuses. Lockesburg STEM Academy will be located in this area to provide a free public school choice. LSA will introduce STEM and Liberal Arts with the existing curriculum and provide residents and students of that area with a viable educational option that will enhance the academic performance of their children and prepare them for college.

The analysis of the educational need in this area is based on college readiness, achievement gap, lack of school choice, student performance, and poverty.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

In addition to supporting students in each school district, LSA will also meet the needs of students and families district-wide, bringing new courses, particularly college-level and career/technology electives, to students who previously lacked access to these courses. A high-quality educational school leverages excellent teachers and

curriculum to meet the needs of students who need this option.

LSA will utilize small class sizes and a learning management system to deliver the instruction to the student at the right time, aligning with the mission of the school. The smaller initial student enrollment and especially the smaller number of grades will enable LSA's educators to implement the technology and tailor instruction to the individual needs of the students to help model the next cohort of young LSA learners. The LSA early emphasis on rigorous academics better suit a smaller school.

The purposes of the school, is to improve student learning and encourage the use of different and innovative teaching methods, will be more easily assimilated by staff, administrators, and parents if the focus can stay in the academic area, despite the need for necessary attention to the business of running the new institution.

Sevier county or its surrounding areas has no charter schools to serve students that have been under-served. The board of LSA believes that a new innovative school in Sevier county, with small classes and with the reputation of high quality that charter schools bring, will draw parents to the school to not only meet the enrollment goal, but will exceed it....

LSA will bring opportunities that are not being offered in certain districts for students to access. Such as:

- Advanced Placement (AP) courses, including several in STEM subjects such as calculus, statistics, computer science, biology, and environmental science
- Foreign languages, including courses that many Arkansas students are not typically offered, such as Chinese, Mandarin, Japanese, German, French, and American Sign Language
- Technology courses such as Emergent Computer Technology, Engineering Design, and Game Design
- Career/Technical courses that allow students to explore future career interests in business, law, criminal justice, medicine, management, and marketing

Describe the innovations that will distinguish the charter from other schools. The term "innovation" should be interpreted to mean "innovative teaching methods." The applicant may list as few or as many innovative teaching methods as they deem appropriate for their proposed charter.

Applicant Response:

In order to ensure success for each student, the staff at LSA must use multiple means of reaching students -- relying first on students' identified learning preferences and cultural styles, and gradually stretching each student to be able to adapt to a variety of teaching styles that might present themselves in post-secondary education and/or job training.

The methods that will be utilized are listed below.

- differentiated instruction,
- inquiry-based learning,
- technologically-based learning
- theme and project-based learning,
- mentored study by teachers, community members, and/or other students, and
- community based learning.

The following activities are examples of innovative practices that will be utilized at LSA that reflect the school's relentless focus on student academic growth and achievement:

- All students will be assigned to a Core Group Advisor and Core Group. The Advisor will act as a daily check in and will track student progress of his/her advisees to ensure that all advisees are on track for academic success.
- The school will maintain low student-staff ratios to ensure that all students are known and that their learning needs are met with tailored instruction.
- All students will attend daily Achievement Center, where they will have access to homework help and

tutoring.

- All students will be part of a team that creates and oversees each student's Individual Education Plan. Because the plans are unique to each student, they articulate personal academic goals and the ways in which those goals will be met. Frequent review of IEPs will permit teachers and students to adjust instruction, curriculum or other learning processes to achieve success.
- Teachers will work according to the principles of Universal Design for Learning (UDL), which aims to tailor teaching and assessment to students' learning styles, cultures, interests and strengths. Utilizing UDL "provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged"
- Family members will have access to their children's current academic status on a daily basis, will have opportunities to conference with their children and their teachers, and will be able to attend presentations and workshops that increase their skills and confidence in supporting their children through homework monitoring and other interventions.
- All students will be integrated into leadership and service activities, giving them equal access to roles that can increase self-esteem and sense of belonging to the school community.

LSA will utilize a hybrid instructional approach in order to take advantage of technological advancements and provide a school experience more in line with how the world of work provides education and professional development. In a traditional school setting we typically think of a teacher standing in front of the class lecturing, and students sitting at desks taking notes and completing assignments. Students typically all move through the curriculum at the same pace and on the same time line. This form of education is traditional, going back to the 19th century and quite frankly has become antiquated. Current and emerging technologies are opening up new options and opportunities for learning that is individualized while attending to group work. One option, now available because of current information technologies, is "flipping the classroom". This concept is occurring in higher education and is also making its way into K-12 education.

Flipping is an instructional model in which students view the lecture components of the class at home, then work with the teacher in class on projects and what previously would have been called homework. In other words the advanced levels of Bloom's taxonomy become the focus of teacher directed instruction rather than the lower levels.

The Innovation Instructional model will "flip" the classroom even more by creating an enhanced role for parents in the education of their children. Instruction will occur online at home and in the classroom at the Lockesburg STEM Academy campus.

The innovation model will utilize an online learning system such as the PLATO Learning systems for the online portion of the curriculum. We have reviewed a number of online curriculum providers, and have found PLATO to be superior to others because it meets several critical needs. PLATO is dynamic in that it allows students to move at their own pace across multiple curricular areas. It also allows for significant customization within the curriculum framework. The content developers have assembled a large library of content, but PLATO recognizes that each implementation will have its own needs. This will allow us to not only ensure that all of the content is consistent with state standards, but it will allow us to ensure that the content also aligns to the face-to-face project curricula.

5. On the following table, list the specific measurable goals in reading, English, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
 - The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Students will demonstrate strong English Language Arts and literacy skills as indicated by the Developmental Reading Assessment (DRA) and state assessments in Reading.	Developmental Reading Assessment (DRA) DRA three times a year to ensure adequate progress toward annual goals. Achievement Network ELA Assessment (ANET) PARCC	70% of reading students result in passing scores or in improvement from the lowest score level or range of scores to the next higher level or range of scores	Fall, Winter, Spring
(Mathematics) students will demonstrate a solid foundation in mathematics concepts, computations, and problem-solving.	Group Mathematics Assessment and Diagnostic Evaluation (GMADE) Achievement Network Mathematics Assessment (ANET)	70% of reading students result in passing scores or in improvement from the lowest score level or range of scores to the next higher level or range of scores	Fall, Winter, Spring
(Arts) Students will actively engage and advance in visual and performing arts	IMYC Assessment for Learning (music) Portfolio assessments Performance-based assessments	70% of reading students result in passing scores or in improvement from the lowest score level or range of scores to the next higher level or range of scores	Ongoing
(Global Languages) Students will demonstrate proficiency in Global Language acquisition.	National Spanish Examination (NSE) AVANT Standards-based Measurement of Proficiency (STAMP) (Mandarin) Formative curriculum-based benchmark assessments developed from content standards	70% of reading students result in passing scores or in improvement from the lowest score level or range of scores to the next higher level or range of scores	Spring, Ongoing
(International Understanding) Students will demonstrate international awareness and understanding as evidenced by IMYC's assessment for learning rubric.	IMYC's Assessment for Learning (AFL) tracking tool.	70% of reading students result in passing scores or in improvement from the lowest score level or range of scores to the next higher level or range of scores	Ongoing

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
ELL Students	<p>WIDA Access Placement Test (W-APT), English language proficiency screener to students identified as English Language Learners through the Home Language Survey. The W-APT assesses oral, writing and reading ability in English.</p> <p>Assessing Comprehension and Communication in English State-to-State (ACCESS), given at the end of the school year. The ACCESS test measures student abilities in reading, writing and oral language as well. The assessment results determine whether or not the student continues to need ELL services.</p>	<p>70% of reading students result in passing scores or in improvement from the lowest score level or range of scores to the next higher level or range of scores</p>	<p>Fall, Spring</p>
Special Education	<p>QRI (Qualitative Reading Inventory) in addition to above mentioned ELA assessments; an individual assessment that provides a deeper understanding of a student's reading ability.</p> <p>PARCC Alternate Assessment for students who cannot participate in PARCC Assessments</p>	<p>70% of reading students result in passing scores or in improvement from the lowest score level or range of scores to the next higher level or range of scores</p>	<p>Ongoing (at least five times a year) Spring</p>

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.

Applicant Response:

LSA will have specific, measurable, and attainable objectives for success based upon the academic progress of its students and the school's performance on several academic measures.

LSA seeks to emphasize personalized learning and increasing access to globally competitive education for students who enter school with challenges and who are frequently under-performing. The school also seeks to ensure that students have successful early experiences with math, science, and liberal arts, thus encouraging confidence in the areas that are needed to pursue careers in STEM fields. The school will utilize an assessment system that will support students and provide students, families, and staff with the information they need to meet

high academic standards and make continuous improvement.

The Academy will monitor student and school data to ensure that any students who are falling behind and/or at risk of dropping out receive additional supports.

Accountability for high student achievement is a core goal of LSA. Teachers, staff, and administrators will collect and review student performance data on an ongoing basis. Cumulative student and school-wide performance data, such as standardized test scores and student highlights, will be disseminated annually to all stakeholders (the Board will receive quarterly updates during Board meetings). Individual student performance data (e.g., formal report cards, narrative evaluations of students' academic performance, and progress toward individual goals) will be disseminated quarterly to students and their parents. Cumulative and individual performance data will be synthesized and explained, detailing strengths and weaknesses as well as action steps for improvement. All reports will be shared in the native language of parents/guardians. In many instances, data will be disaggregated according to important variables, so that a more comprehensive understanding can be reached. Sub-scores on a particular test, mastery of particular sub-skills within a content area, and group performance on an assessment are examples of how this might occur.

In addition to meeting goals that are rule-based (e.g., percentage of students meeting or exceeding a standard), LSA aims to gather and report other important student performance indicators. The Academy will collect data and report regularly regarding the following indicators:

- Dropout rate;
- Graduation rate;
- Student attendance rate;
- Student community service rate and descriptive data about type of service;
- Transition after high school (to higher education or employment) rates and descriptors;
- Student-staff ratio;
- Parental involvement data (e.g., number of parent-attended events, absolute number of parents attending events, rate of parents visiting the school, rate of parents attending meetings via conference call, rate of website use (see discussion in next paragraph);
- Community involvement data (e.g., number of events at which community representatives, such as present, number of community sponsored events conducted at the school).

The school website will be an important source of information for parents and guardians, as it is there that they will have secure access to their children's test scores, report cards, and teacher feedback. All parents/guardians can attend orientations to become familiarized with the system. Although the website will be the main source of these data, parents also will receive at least bi-monthly communications from their children's teachers; will be invited to attend quarterly conferences; and will receive a newsletter highlighting accomplishments of students and the school.

Community business partners and local college representatives also will be regularly included in discussions about outcomes, as they are crucial to enhancing students' success once they have graduated from LSA. The school website will post information about the indicators above on an annual basis and will contain information comparing current year data to prior years.



6. For elementary charter schools, provide a 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.

ELEMENTARY DAILY SCHEDULE

GRADE(S): K-5

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45-8:00	Arrival & Breakfast	Arrival & Breakfast	Arrival & Breakfast	Arrival & Breakfast	Arrival & Breakfast
8:00-8:45	Math	Math	Math	Math	Math
8:45-9:30	ELA	ELA	ELA	ELA	ELA
9:30-10:15	Science	Social Studies	Science	Social Studies	Science
10:15-11:00	Educational Technology	Music	Educational Technology	Music	Educational Technology
11-11:30	Flexible Time for projects or learning activities	Flexible Time for projects or learning activities	Flexible Time for projects or learning activities	Flexible Time for projects or learning activities	Flexible Time for projects or learning activities
11:30	Recess	Recess	Recess	Recess	Recess
12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:12:45	Math	Math	Math	Math	Math
12:45-1:30	Computer Lab	Free time/Play Time	Robotics Club	PE/Health	Computer Lab
1:30-2:15	Art/Music	Playworks	Art/Music	Playworks	Fun Friday
2:15-2:45	Closing Circle/ Pack Up	Closing Circle/ Pack Up	Closing Circle/ Pack Up	Closing Circle/ Pack Up	Closing Circle/ Pack Up

MIDDLE SCHOOL COURSES

GRADE(S): 6-8 YEAR OFFERED: 2

REQUIRED COURSES

- Math (6-7th), Pre-Algebra or Algebra 1 Standard (8th)
- Earth Space Science (6th), Physical Science (7th) and Life Science (8th)
- World History*Language Arts (6th) Civics*Language Arts (7th) U.S. History*Language Arts (8th)

ELECTIVE COURSES

- Humanities
- S.T.E.M
- Wellness

7. Provide a description of curriculum, programs, and instructional methods used to support core classes. ***Include all associated costs in the proposed budget.***

Applicant Response:

The following areas of LSA's education focus make the school a unique STEM, international and inclusive program for adolescents, filling a gap in Arkansas's existing elementary and middle school offerings.

To implement our inclusive and holistic vision of education, our curriculum and teachers' professional development will be based on the latest research on child and adolescent development and learning. Our multifaceted program will include the International Primary Curriculum (IPC) and the International Middle Years Curriculum (IMYC) for middle school, based on Howard Gardner's Multiple Intelligence Theory. The program has proven effective for students with various learning styles and socioeconomic backgrounds in over 85 countries around the world. The IPC and IMYC's units of instruction provide various modes of entry into learning (verbal, visual, and kinesthetic) that tap into students' unique strengths. They provide students the opportunity to experience success in their areas of strength while they are working on their areas for growth. This approach enhances the students' motivation and engagement that would otherwise likely decrease when they reach middle school.

The IMYC is specifically designed around the critical needs of the adolescent brain based on research in adolescent development, cognitive psychology and neuroscience. The IMYC inspires and engages students, enriching their learning experience through thematic units designed to tap into their interests. The curriculum aims to support the whole student; the development of personal dispositions and international mindedness are an intrinsic part of every unit, developing students who are culturally aware, globally competitive, and able to think critically and creatively. The IMYC provides a rigorous academic platform that complements the National Common Core Standards and enhances students' learning opportunities by preparing them for successful participation in the 21st century global economy.

Students in elementary school will begin taking Mandarin or Spanish and continue on through to middle school, in keeping with the mission of LSA is to educate students with a 21st century international curriculum that prepares them for success in the United States and abroad. Research indicates that language learning is beneficial to the development of reading ability, increased linguistic awareness, higher standardized test scores, and increased self-confidence (American Council on the Teaching of Global Language, www.actfl.org).

Common Core Standards

A unique component of the LSA program is our small group, Common Core State Standards-based literacy and mathematics differentiated instruction. This method holds high expectations for all students from kindergarten to eighth grade to make steady progress toward individual academic goals as we support them to meet or exceed U.S. national standards. The LSA literacy and mathematics goals from kindergarten through eighth grade are based on the Common Core State Standards, preparing them for college and a career. Reading and mathematics instructional methods are based on research in best practices and include multiple scaffolding methods of planning and instruction to ensure students gain strong foundational skills and learn higher-level cognitive strategies. Because strong literacy skills and a deep conceptual understanding of mathematics are imperative to academic success, our goal is to make sure all students have excellent reading and writing proficiency and mathematical literacy.

Arts Education and Integration

In addition to Common Core Standards and the international curriculum to be implemented at LSA, arts education and integration provide students with multiple modes of representation, multiple modes of expression, and multiple forms of engagement, as proposed by the Universal Design for Learning (UDL). UDL is based on the principle that individuals have unique ways of processing information and expressing themselves. LSA teachers will receive training in applying these principles that will enable them to tap into students' innate and preferred modes of learning, providing all students with engaging modes of access to the academic curriculum while supporting their areas for growth, thereby ensuring a successful educational experience. LSA's inclusive curriculum will offer students instruction in a variety of art forms to allow artistically gifted students opportunities to follow their interests and pursue their talents at school. In addition, the IPC and IMYC integrate arts-based activities in thematic instructional units.

Inclusive Education

The design of the LSA curriculum and instructional methodologies within its smaller classrooms (of 15-20 students) ensure that all types of learners experience success in our educational program, and enable teachers to meet the educational and social/emotional requirements of students with special needs and ELL students. The school's curriculum and structure will include research-based inclusive education requirements. The LSA program also takes into account social/emotional and motivational aspects of learning that are critical for adolescents, especially those with learning challenges. Based on research, successful school-based learning experiences increase students' academic self-efficacy beliefs from early childhood through middle school. Positive self-efficacy beliefs enhance students' cognitive, motivational, and behavioral engagement in learning, and improve self-regulation, leading to high levels of academic achievement.

Methods of Instruction

LSA will implement research-based inclusive curriculum components and instructional methods to meet the school's mission of maximizing the learning potential of all students, including those with special needs, English Language Learners, and gifted students. Our goal is to offer a program that engages all students in the least restrictive environment. We have selected instructional methodologies that have proven effective for all students, such as small group, differentiated instruction, projects and arts-based learning and Universal Design for Learning (UDL) principles.

Education Model

LSA's instructional program from the ground up, starting with Common Core standards as our baseline and the addressing the challenges of accelerating academic growth for our students. Curriculum and instructional strategies are designed to deliver content and guide differentiation for each student based on blended literacies (the ability to make meaning of information and language in multiple scientific, mechanical, visual/spatial, social emotional, and numerical contexts); Science, Technology, Engineering, the Arts, and Mathematics (STEAM); Response to Intervention; a blended learning rotational model; and individualized student plans and instructional tool boxes to support student academic growth and progress monitoring.

Unique aspects attributable to First Place Scholars:

- Provide an integrated educational and mental health services model, called Coordination of Care Team (COST), to address social and emotional and behavioral challenges coupled with a Positive Behavioral Intervention Supports (PBIS) practices.
- Deliver year-round workshop-based and embedded professional development for teachers and the newly hired School Leader to support the above-mentioned EdModel.
- Enhance technology applications and provide teachers and students with relevant resources, tools, and skills to support implementation of the above-mentioned EdModel.
- Serve students and families experiencing multiple forms of trauma.
- Connect students' families to community social services, their child's school, parenting, self-advocacy skill workshops, and mental health services.
- Fulfill an unmet need for students of color living in Arkansas, students living in poverty, students experiencing multiple traumas, and students who, in most cases, are performing below grade level.
- Offer small class sizes, mental health support, personalized family case management, curriculum instruction, extended day, and onsite mentoring and tutoring in addition to a rigorous focus on multiple literacies and on Science, Technology, Engineering, the Arts, and Mathematics (STEAM).
- Educate small groups of 14 to 16 students per classroom with the support of a teacher, instructional aides, case management support, and volunteer mentor and tutor support.

Descriptions of Key Instructional Strategies:

Blended Literacies. A core concept guiding our choices about instructional practices and curricular options at First Place Scholars is derived from what we are calling Blended Literacies. At the core is our conception of literacy as “the ability to make meaning out of information in context.” As language is our primary tool for literacy, we view Blended Literacy as the application of language skills across multiple cognitive, social and academic domains: Social Emotional Literacy; Numeracy; Scientific Literacy; Mechanical Literacy; Visual Spatial Literacy; and Literature Based Literacy.

STEAM: Another element enhanced by the extended day is time for integrated Science, Technology, Engineering, the Arts, and Math (STEAM) based projects. Because we are placing a heavy load on our teachers with the scope of new programs at start-up, we are contracting with a local organization - the Technology Access Foundation (a nationally recognized STEM program located in the Seattle area) to provide STEAM

project development along with co-teaching and coaching opportunities for our staff so that First Place Scholars' staff are able to develop their own age- and skill-appropriate integrated STEAM projects. Rather than make STEAM an add-on at the end of the day, we are embedding STEAM projects throughout the school day, integrated into all content area teaching.

Blended Learning. We will use a school-wide blended learning literacy program (Lexia Core 5) with embedded formative assessments and robust student progress tracking. First, the program and assessments will provide students with instructional resources to personalize their literacy development, as well as providing teachers with indicators of individual literacy strengths and gaps so that teachers may provide additional materials and instructional support at each child's level. Second, when a large number of students show similar gaps or misunderstandings in particular areas, teachers will develop whole class or small group activities to extend skills and build background knowledge.

Response to Intervention. One of the strongest indicators of whether a child will fail to graduate high school on time is his/her placement in special education classes. First Place Scholars' teachers are committed to implementing Response to Intervention (RTI). RTI is the practice of providing high-quality whole-class instruction, interspersed with periods of accelerated small-group instruction, all within the classroom. The RTI model promotes collaboration between special education teachers and classroom teachers, so that they can provide the best interventions for mainstreamed students with disabilities. A key component of RTI's regular assessment of methods and results.

Individualized Learning Plans and Technology. Ours will be a computing environment using Windows-based hardware for students and staff, also allowing use of registered mobile devices, on a school-wide high bandwidth wireless network. We expect to begin with a 3:1 student computer ratio expanding to a 1:1 program as resources become available. Student computers will be for on campus use only initially and we will explore further options for off campus use. We will employ a variety of hosted services to provide web based applications from digital courseware, assessment, collaboration and information tool vendors. We are establishing role-based portals providing secure access to a suite of tools for administrators, teachers, students and parents. All portals will be available from any Internet connected computer using secure log-in.

Instructional staff and school leaders will utilize a team-based approach to managing personalized instruction for all students using a wide range of digital learning resources and learning management tools. Collaborative workspaces will be established using online tools for each team and instructional group. Our initial Student Information System will be Skyward, which will include online gradebooks, data portal, and parent portal. We will use the online program GoalBook to create and develop individual learning plans (see graphic on the following page) with a personalized learning menu for each student.

Coordination of Services Team (COST). Our multidisciplinary team, called Coordination of Services Team is charged with ensuring students have the academic and social/emotional support services best suited to the individual's needs utilizing the RTI model. Composed of the school leader, special education teacher, regular Ed. teacher, case manager, counselor, school psychologist (sub-contracted), and nurse, COST meets weekly to discuss students of concern. In these discussions, each specialty area provides observations about the child's strengths and challenges, asks questions, and offers potential strategies that will lead to an intervention plan. The interventions can include additional testing, coordination with the parent, or discussions with the student. They consider: Methods of engaging both staff & students in the development & delivery of this wrap-around program; Unique schedules supporting this concept; Parent Involvement & Communication; School Culture; and Student Learning Plans.

Furthermore this group also determines the need for school-wide interventions or policy changes and can connect families to ongoing mental health support through community-based mental health programs. Because there is an on-site play therapy room onsite for therapists to work with their students, parents are supported in reducing appointments after school hours as well as giving the case manager, teacher, and school psychologist direct contact with the therapist.

Student Discipline. To ensure that our elementary students develop the study skills, behaviors, and core content skills to achieve at grade level prior to departing for middle school, First Place Scholars' instructional and case management staff will use consistent, school-wide practices aligned with the model of Positive Behavioral Interventions and Supports (PBIS), re-craft our disciplinary policies accordingly, and provide staff development to all staff, volunteers, and partners to ensure consistency throughout the school. Our rationale for employing PBIS as opposed to a model reliant on more traditional exclusionary measures - such as disallowing participation in extended day programs, classroom activities, and field trips, or using suspensions and expulsions - is because of the potential deleterious impact that such discipline models have on students of color and those living in poverty.

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

Applicant Response:

The integration of STEAM across the curriculum enable children to think critically and construct meaning across disciplines. Inquiry-based learning should be integral to engage children in critical thinking and foster higher-order thinking skills, such as goal setting, planning, organizing, prioritizing, synthesizing, risk-taking, and self-monitoring. Specifically, the STEAM can be infused across the curriculum by focusing on the following Common Core Standards:

- Academic Language Proficiency
- Critical and Close Reading of Nonfiction Text
- Writing Across Content Areas
- Problem Solving and the Mathematical Practices
- Historical Thinking and Document Analysis Skills
- Use of Technology for Project-Based/Problem-Based Learning
- Science Content Knowledge and Inquiry Skills

The STEAM model is a framework that allows for the development of STEAM projects. Teachers with assistance from curriculum designers will identify the TEKS to be addressed in each grading period. Projects are developed by teams of teachers with expertise in each content area. Unlike traditional self-contained elementary classrooms, students at LSA will be taught by teachers with content expertise in addition to their general certification training. During STEAM time, the curriculum will focus on the hands-on elements of the education process where students in addition to performing well on academic tests will have to perform and create products that demonstrate their understanding of the TEKS and how the content and skills can be applied.

As we add grade levels students will be prepared to enroll in dual enrollment courses. LSA will foster a college-going culture. LSA will design and provide student support in meeting our goal that all students will graduate with 12 to 30 college credits. In addition by having a STEM focus students will have access to college credits that map to the Arkansas economic workforce clusters.

To assure rigor the curriculum, instruction and assessment will be aligned. We will develop a detailed curriculum scope and sequence for the core disciplines. The scope and sequence will demonstrate vertical alignment of content areas to the state standards. Assessment, aligned to the state standards and the curriculum, will provide timely feedback on gaps in student comprehension. LSA will support the success of all students to take and pass four years of high school math and four years of high school science at a high level.

As described earlier the delivery of innovative curricular programs related to science, technology, engineering and math will be well defined and aligned to state standards. The performance assessments will be also aligned to state standards (TEKS and CCRS). LSA will utilize the PLATO system and the live portion of the curriculum to accelerate student achievement so they will be able to gain high school credits in middle school and college credits in high school.

LSA will bring together teachers, higher education faculty and private business employees together for continued discussion on expanding the work of the charter and assuring high standards. Through PBL we will incorporate work-based, contextual learning with a global perspective into the curriculum. We will also have students participate in extracurricular academic activities centered on math, science, and technology, such as UIL, robotics and math competitions or science fairs. In the Junior or Senior years we will require all students to complete an internship primarily focused in the state's economic development clusters and/or a senior project or capstone project, presentation, and defense. These internships will occur at the university and in local businesses.

Another strategy for assuring high quality and rigor is requiring teachers to use a set of shared practices. In too many schools students are exposed to a disconnected set of instructional approaches that do not meet students need. At LSA, instruction will be data driven. Teachers will train and plan together to understand and effectively

utilize tools and strategies to examine assessment results and refine instruction. LSA has a structure for shared teacher responsibility and accountability for student learning across programs, content areas and classroom. Instruction is organized around clear expectations and state performance standards-students and teachers know what is expected of them. Teachers will use an aligned scope and sequence that coordinates the integration of content areas and aligned resources. Teachers will use high quality curricular materials that are aligned with state standards. These include PLATO, textbooks, online supplemental resources, Project Share resources, and locally developed materials as appropriate.

9. 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;

Applicant Response:

LSA will offer a comprehensive K-12 school counseling program that is an integral part of each school's total educational program designed to promote the academic, career and personal/social development of all students. As an essential part of the instructional program, school counseling helps to build a foundation for student learning and academic success.

The division has adapted the American School Counselor Association (ASCA) National model as the framework for developing a school counseling program because the model emphasizes a comprehensive and developmental approach for implementing a school counseling program. The concepts of student advocacy, leadership, collaboration and systemic change are infused throughout the school counseling program.

All schools are required to have a Guidance Advisory Council to inform all stakeholders about the school counseling program. This council is comprised of representatives from the school and community that include students, parents, administrators, faculty, businesses, universities and other local agencies.

Student goals and Myrick's (1997) principle for developing counseling programs provide the basis of VBCPS' guidance program. These goals are:

1. Understanding the school environment
2. School success skills
3. Career awareness and educational planning
4. Understanding self and others
5. Understanding attitudes and behaviors
6. Decision making and problem solving
7. Interpersonal and communication skills
8. Community pride and involvement

Our comprehensive school counseling programs are developmentally designed to serve all students and include the following services:

1. Counseling Services

- Individual
- Group
- Preventive or Remedial
- Crisis Intervention
- Referrals from students (self), parents, teachers or others

2. Classroom Guidance Services

- Academic Planning
- Career Awareness
- Decision making
- Personal/Social Development Skills

3. Consultation Services

- Parents
- Teachers
- Administrators

- Community Agencies

4. Coordination

- Registration of New Students
- Academic Planning
- Student Records
- Testing Program (counselor's role may vary by school)
- Orientation Programs
- Peer Facilitator Programs
- Special Programs
- Referrals to community agencies
- College and Career Information
- College application process (SAT/PSAT, Financial Aid, Scholarships, Transcripts)
- Career/Vocational preparation
- Parent Workshops
- Presentations
- Military (deployment, support, transitioning)

Myrick, R. D. (1997). Developmental guidance and counseling: A practical approach (3rd ed.). Minneapolis, MN: Educational Media Corporation.

B) Health services;

Applicant Response:

Lockesburg STEM Academy will comply with all state laws regarding staffing in this area. The hours of operation for the nurse will mirror that of the public school plus 30 minutes before the school's opening and 30 minutes after the school's closing for the day. The nurse will be state-certified and appropriately credentialed in First-Aid, CPR and AED. The nurse will manage all dispensing of medication, train staff as needed to keep students safe (i.e. locked cabinets, food allergies, etc.), manage student medical information in full compliance with HIPPA (Health Insurance Portability and Accountability Act of 1996) statutes, and recommend to the Administrator in the creation of necessary medical policies. The nurse may also educate teachers on some basic health procedures. He or she will coordinate with local agencies, hospitals, physicians, and organizations that have as their missions to improve children's or community health in order to make sure that all students have access to the care that they need.

C) Media center;

Applicant Response:

LSA is applying for a waiver from §6-25-103 (Library media services program) and §6-25-104 (Library media specialist --Qualifications). Should the waiver not be approved, LSA will hire or contract with the required trained and certified library media services program personnel and administer a library media services program as specified in state law. The media center will be available for use by all students. Instead, LSA will open a computer lab so that all students have access to the Internet for basic research. Each classroom will have a library of leveled books that support the STEA0M and Common Core Curriculum. The curriculum provides leveled readers for each classroom.

D) Special education, including appropriate state assessments for special education students;

Applicant Response:

All special education services at LSA will be in compliance with the Individuals with Disabilities Education Act (IDEA) as it was reauthorized in 2004 and State of Arkansas Special Education Rules. The school will employ a

Special Education Director that will assure the school complies with all laws and provides all students a Free Appropriate Public Education (FAPE). LSA will provide a continuum of services in order to accommodate students' needs with the Least Restrictive Environments (LRE) and the Least Restrictive Behavior Interventions (LRBI).

The school will work with parents and teachers to identify and create educational plans that fit the needs of students. Administrators and teachers will be trained in Child Find procedures to assist in identifying students that may benefit from special education services. The school will have policies and procedures in place that will ensure parental consent is obtained and confidentiality for all students is maintained. If a student comes to the school with a 504 or IEP in place LSA will accept and fulfil the requirements of these plans.

LSA's Special Education Director will work with staff and parents to identify, test, and create specialized plans for students. It is anticipated that the school will have 8% of its population fall into this category as that is the average for schools in the area.

Students with minor to moderate disabilities will excel at LSA in part due to the ability grouping and small class sizes for Language Arts, Reading and Math. Many students will not require additional one-on-one services. However, services will be provided for any student that is identified as benefitting.

Ability grouping at LSA will allow students with mild to moderate disabilities to be taught at their challenged levels. Students will be grouped by ability and will be given additional resources when needed. Ability grouping these students will allow them to be integrated into the general education classroom. Students will be taught by classroom teachers and will be given support by the Special Education Director or Aide. Students will be pulled out of the classroom only when necessary to provide specialized instruction as outlined in an IEP or 504 plan. LSA believes that consistency for students is a vital part of the educational process and more so for students with disabilities. LSA will make every effort to keep special education students in the classroom with their peers.

The school will contract with specialists to help identify and meet student's needs and prepare individualized plans. Special education professionals will include but are not limited to: psychologists, occupational therapists, speech pathologists, dyslexic screeners and any others required to meet students' needs.

E) Transportation;

Applicant Response:

LSA will lease one or more buses and periodically employ a driver(s) for the purposes of providing transportation to and from school or for field study. We will, at all times, comply with any requirements for transportation written into our students' IEPs. LSA will ensure that our transportation policy complies with state law. We understand that transportation shall not be a barrier to any student who wishes to attend LSA. Transportation will be provided free to all students who attend LSA.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

It is the intention and commitment of the founders of LSA to educate all students who choose our school. We will make necessary accommodations for students who need support beyond that provided by the general curriculum accommodation program. The guidance program, our devotion to parallel cultures of respect and achievement, will help us connect with students who are struggling and make them successful. We will seek to meet individual needs with individual plans as needed. LSA will provide students with an aide, make space available for small groups, offer extra help through academic support, student success plans, interventions, and counseling to students who are experiencing academic, social, or emotional issues to help those students make continued educational progress.

LSA will assist students with achieving their highest potential through flexible educational experiences designed to enhance students' academic growth and foster life-long learning. As the IEP team deems appropriate, if a

student requires alternative curricula and is assessed based on alternative standards, LSA will provide said curriculum at the student's instructional level. Licensed instructors will deliver this rigorous curriculum and innovative strategies in a non-traditional setting through the use of technology. LSA will assess student learning with continuous assessments and will use data to address students' specific needs. Furthermore, LSA will strive to eliminate barriers for students and will provide interlocking structured academic and behavioral Response to Intervention (RTI) supports. Moreover, LSA will provide performance-based and project-based education for students to move at their own paces. Should a student need a more restrictive placement, LSA will work with the student's local zoned district to find an appropriate alternative placement. We will follow all laws to ensure that the student's rights are always protected.

G) English Language Learner (ELL) instruction; and

Applicant Response:

Lockesburg STEM Academy can expect to see a continued growth in its cultural diversity, given both national trends and the continued influx of an immigrant population to Arkansas; this means that the school also can expect an increase in students identified as Limited English Proficient (LEP). Upon enrollment, the school will identify whether a student is a LEP learner by first checking the students' registration information regarding non-English home language, identifying the family's primary language, and assessing other essential information. The school will utilize the Home Language Survey process upon initial enrollment. If a student is identified as a language minority student, the school will administer WIDA Access Placement Test (W-APT) to determine if the student is in need of specialized English instruction or other services.

If evaluation determines that a student is Limited English Proficient, a personalized instructional plan will be developed that best meets the student's needs. When that student's English Language Development Level (ELDL) has been determined, a multi-faceted strategy can be developed and implemented. The strategic plan will be monitored and modified, if necessary, if the student's progress is not satisfactory.

Lockesburg STEM Academy will follow a plan of structured English language immersion, ensuring the students are receiving the same academic curriculum as other students. They will be instructed in English, but modifications in the level of English will be made if needed. The Enrichment periods may also be used for additional instruction or club activities, and the Achievement Center time each day will be critical as a vehicle for more intensive English language instruction.

As part of a more comprehensive approach to the inclusion of English Language Learners (ELL) and their families, core advisors and other members of the school community will devise methods to determine if there are other levels of social support that may be beneficial. For example, after the school has reached and enrolled high school students, there may be upper grades peer mentors who speak the same language, or come from the same culture, who can act as tutors; similarly, there may be parents and community members who can act as resources. Students themselves may wish to form interest groups or host programming during some of the enrichment periods.

The entire staff will be trained to work with ELL using the Sheltered Instruction Observation Protocol (SIOP). This protocol is a nationally recognized strategy for supporting LEP students and non-English Proficient (NEP) learners in accessing core content. Using this instrument, content specialist teachers not trained in English as a Second Language instruction (ESL) adapt curriculum to increase comprehension and access for LEP students. This instructional approach will likely benefit all students having difficulty with content because it stresses previewing, adapting, and modifying, strategies that can be successful with all learners.

Lockesburg STEM Academy will use the Sheltered Instruction Observation Protocol's eight principles of lesson preparation (language objectives, content objectives); building background, comprehensive input; strategies, interaction; practice/application; lesson delivery and indicators of review and assessment to maximize student learning. Depending on the needs of the student body, ELL teachers will be hired with category training already complete and they will have an opportunity at faculty meetings to discuss best practices in instructing ELL. Whenever possible, multi-lingual teachers will be hired and students will be taught to read in their home language because it promotes reading achievement in their second language (English). Teachers will make instructional modifications when ELL students are taught in English, primarily because of the students' language limitations. As needed, students will be helped to transfer what they know in their first language to learning tasks.

presented in English; LSA teachers will not assume that transfer is automatic. Teaching in the first and second languages will be approached similarly with the knowledge that more complex learning might require more instructional adjustments.

LSA staff will know that ELL students need intensive oral English language development (ELD), especially vocabulary and academic English instruction knowing that effective ELD provides both explicit teaching of features of English (such as syntax, grammar, vocabulary, pronunciation, and norms of social usage) and ample, meaningful opportunities to use English. In addition, LSA staff will understand that support is needed for the academic content instruction.

H) Gifted and Talented Program.

Applicant Response:

LSA is applying for a waiver from §6-20-2208(c)(6) and §6-42-101 et seq. If the waiver is not approved, LSA will administer a program complying with §6-42-101 et seq. and will expend revenues in accordance with §6-20-2208(c)(6).

Students who are Academically Gifted

Students may be identified for extra services as academically gifted (AG) at any grade level. LSA will utilize the following protocol (adapted from that used by the Arkansas Department of Education Public School System) for identification of Academically Gifted students.

Gifted and talented students and those with high abilities need gifted education programs that will challenge them in regular classroom settings and enrichment and accelerated programs to enable them to make continuous progress in school.

- According to a recent report on high-achieving students, more than 7 in 10 teachers of these students surveyed noted that their brightest students were not challenged or given a chance to “thrive” in their classrooms. [1] Additionally, gifted students need gifted programming in many cases because the “general education program is not yet ready to meet the needs of gifted students” (p.9) due to lack of general educators’ training in gifted education and the pressure classroom teachers face to raise the performance of their struggling students. [2]
- It’s more than just giving students a challenge in classrooms: Gifted programming positively influences students’ futures. Several longitudinal studies have shown that gifted programs have a positive effects on students’ post-secondary plans. For example, studies found that 320 gifted students identified during adolescence who received services through the secondary level pursued doctoral degrees at more than 50X the base rate expectations. [3] In a follow-up report on the same study participants at age 38, 203 participants, or 63%, reported holding advanced terminal degrees (master’s and above). Of these, 142 (44%) held doctoral degrees and 8 of these 142 had more than one doctoral degree. As a benchmark for this accomplishment, the authors of this study compared these rates to the general U.S. population, noting that only approximately 2% of the general population held a doctoral degree according to the 2010 U.S. Census. [4]
- Additionally, in a study looking at gifted students who participated in talent development through competitions, the researchers reported a long-term impact on these students’ postsecondary achievements, with 52% of the 345 students who participated having earned doctoral degrees. [5]
- Further benefits of gifted programs have been shown to include that students who had participated in gifted programs maintained their interests over time and stayed involved in creative productive work after their finished college and graduate school. [6]
- A sample of 2,409 intellectually talented adolescents (top 1%) who were assessed on the SAT by age 13, and provided services through a talent search program, was tracked longitudinally for more than 25 years. Their creative accomplishments, with particular emphasis on literal achievement and scientific-technical innovation, were examined and results showed that distinct ability patterns identified by age 13 foreshadowed creative accomplishments in middle age. Among the sample, participants had earned 817 patents and published 93 books, one had been awarded the Fields Medal in mathematics, and another had won the John Bates Clark

Medal for the most outstanding economist under 40. [7]

1. Loveless, T., Farkas, S., & Duffett, A. (2008). *High-achieving students in the era of NCLB*. Washington, DC: Thomas B. Fordham Institute.
2. Hertberg-Davis, H. L., & Callahan, C. M. (2013). Introduction. In H. L. Hertberg-Davis & C. M. Callahan (Eds.), *Fundamentals of gifted education* (pp. 1 -10). New York, NY: Routledge.
3. Lubinski, D., Webb, R. M., Morelock, M. J., & Benbow, C. P. (2001). Top 1 in 10,000: A 10 year follow-up of the profoundly gifted. *Journal of Applied Psychology*, 4, 718 -729.
4. Kell, H. J., Lubinski, D., & Benbow, C. P. (2013). Who rises to the top? Early indicators. *Psychological Science*, 24, 648 -659.
5. Campbell, J. R., & Walberg, H. J. (2011). Olympiad studies: Competitions provide alternatives to developing talents that serve national interests. *Roeper Review*, 33, 8 -17.
6. Westberg, K. L. (1999, Summer). What happens to young, creative producers? *NAGC: Creativity and Curriculum Division Newsletter*, 3, 13 -16.
7. Park, G., Lubinski, D., & Benbow, C. P. (2007) Contrasting intellectual patterns predict creativity in the arts and sciences: Tracking intellectually precocious youth over 25 years. *Psychological Science*, 18, 948 -995.



10. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

Lockesburg STEM Academy will educate 150 students in grades K-8. The school will provide a STEM emphasis with a Project-based Learning Model neither of which is currently available in the target area. As mentioned in the Market Analysis there are several schools in the surrounding Counties but none that offer a STEM model. This shows a demand and interest for choices in the educational landscape in the County.

Lockesburg STEM Academy will implement a strategic, county-wide recruitment and marketing plan, but it is anticipated that a large number of students that will enroll in Lockesburg STEM Academy will be from the areas of DeQueen, Lockesburg, Dierks, Horatio, Mineral Springs, Nashville, Foreman, Ashdown, and Cossatot K-12.

Lockesburg STEM Academy will be the only school in the county that will offer Performance-based and Project-based Learning and the only school in the target area offering a STEM focus. This will allow families with students that would like to have more STEM learning an option for their students. Students and families looking for an education that is hands-on, with student focused learning will be drawn to the school.

With the unique program Lockesburg STEM Academy will give families the opportunity to have a quality education and a school that is within their community. This school will also give students in grades 1-5 time to learn in small groups. This will appeal to students that struggle and would benefit from more one-on-one interaction. The ability grouping will appeal to students who want to be challenged in their studies.

The school is also unique to the county and will allow students in grades six through eight and beyond the freedom to direct their learning by choosing the courses in subjects that interest them. Students can choose to from honors core courses and a variety of STEM focused electives which can give them a more rigorous educational experience.

The Board of Directors will be on hand to support students who apply to Lockesburg STEM Academy. Students who want to take advantage of the new and unique approach to education offered. The school will market to and recruit serious students who want to be part of this educational and learning process. The Board will specifically market and recruit low-income, minority and female students as these populations are traditionally underrepresented in STEM fields.

11. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.*)

Applicant Response:

LSA supports the vision, mission, and goals through its commitment to maintain multiple lines of communication with its stakeholders. LSA strives to inform stakeholders of the successes and challenges of the school's students, staff, programs and budgets as well as gather input and feedback. Accountability is very important to a high-functioning school. LSA will offer a variety of strategies such as (websites and emails) that will be implemented to garner input and inform stakeholders on academic performance. This reinforcement will build strong relationships with all stakeholders.

LSA will establish a parental involvement plan to meet the needs of the families in our school. We understand that a child's education is a responsibility shared by the school and family during the entire time the child spends in school. Our goal is to educate all students effectively, in order to do that, the school and parents must work as partners to ensure educational success.

However, there are other means of demonstrating the progress of student academia. The use of gathering data; by testing, surveys, and rubrics that apply to specific assignments. The administrator will use data from all assessments and prepare annual reports to be released to all parents and interested community members. The report will include progress towards annual goals, to include test data from the previous year and compare it with the following year.

The school will begin compiling data in the spring of the current school year and will finalize all reports during the summer following the school year. All reports and information will be final, available, and disseminated by November 15 of each year for the previous school year.

LSA will develop, with staff and community participation, a plan to disseminate the annual report. Goals will be compatible with state and national educational goals and address state needs. LSA will file the plan with the ADE. LSA will provide and publish before November 15 of each school year a report to the public detailing progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies. In addition, LSA will notify parents of the report via email. LSA will systematically and at least annually explain its policies, programs, and goals to the community in a public board meeting and provide opportunities for parents and other members of the community to ask questions and make suggestions.

As described previously, LSA will have very specific and measurable objectives for success, based upon the academic progress of its students and the school's performance on several academic and non-academic measures. The school administration will use STEM101 to watch each of these variables closely to monitor the school's overall success. The Principal, in collaboration with the staff and with the administrative support team, will develop a list of measurable annual school goals that are designed to ensure continuous improvement. The Board will approve these school goals and the performance of the Principal and staff is evaluated in part by using the school goals.

As a public charter school, LSA will measure and report the academic achievement of all students annually, as well as ongoing progress and performance of cohorts and the school as a whole. LSA students will participate in state proficiency tests depending upon grade level. Results of these assessments will be reported through the ADE. In addition, state assessment data is logged in with STEM101 to complete a data snapshot of student academic performance. The Board and school leadership will also include the results of the state-mandated testing in the evaluation of the school's overall performance.

Responsibility for monitoring, evaluating, adjusting, and adhering to the school's assessment policies and practices will follow a traditional model. Teachers will have primary responsibility for administering assessments and providing feedback to administrators. The Principal will oversee the assessment program and work with education specialists in evaluating and making recommendations for changes. The Board will have ultimate

responsibility for ensuring that the school is fulfilling the expectations and obligations under charter school law, the charter, and Board-approved school policy.

LSA will follow ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (http://www.arkansased.org/public/userfiles/Legal/Legal-current%20Rules/ade_282_standards_0709_current.pdf) LSA will maintain reports and records necessary for effective planning, operation, and education. LSA will submit timely and accurate reports appraising student performance to the ADE.

12. Complete the following table with data about the district in which the charter proposes to locate and projections for the charter school.

Applicant Response:

Sevier County DeQueen School District in Which the Charter is to be Located			Percentage of Students Projected at the Charter				
	2015-2016		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
	Number	%	%	%	%	%	%
All	2,431						
Two or More Races	42	0.02	0.02	0.02	0.02	0.02	0.02
Asian	17	0.01	0.01	0.01	0.01	0.01	0.01
Black	83	0.03	0.04	0.04	0.04	0.04	0.04
Hispanic	1,501	0.62	0.62	0.62	0.63	0.64	0.65
Native American/ Native Alaskan	36	0.01	0.01	0.01	0.01	0.01	0.01
Native Hawaiian/ Pacific Islander	26	0.01	0.01	0.01	0.01	0.01	0.01
White	726	0.3	0.3	0.3	0.31	0.32	0.33
Free and Reduced Lunch	1,851	76.14	0.78	0.8	0.85	0.9	0.98
Data Below from 2014-2015 Cycle 4 Report							
Migrant	99	0.04	0.04	0.05	0.05	0.06	0.07
LEP	1,039	0.43	0.43	0.43	0.44	0.45	0.46
Gifted & Talented	114	0.05	0.05	0.05	0.06	0.07	0.08
Special Education	62	0.03	0.03	0.03	0.04	0.05	0.06
Title I	1,675	0.7	0.7	0.7	0.7	0.71	0.72
			2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Grades to be Offered at the Charter			K-8	K-9	K-10	K-11	K-12
Enrollment Cap at the Charter			150	50	50	50	50

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.

Applicant Response:

Enrollment Criteria. In accordance with federal laws, no student will be denied admission to JBH Academy based on race, ethnicity, national origin, disability, aptitude, or athletic ability. The school will be open to all children who are eligible under the laws of the State of Arkansas for admission to a public school. JBH will ensure compliance with all applicable anti-discrimination laws governing public schools, including: Title VI of the Civil Rights Act and the laws of the State of Arkansas. New students will be admitted each year without regard to prior measures of achievement or ability, athletic aptitude, infirmity, handicapped state, culture, race, belief, gender, sexual orientation, national origin, religion, or lineage.

- Any child whose fifth birthday is on/before October 1st may apply for admission to kindergarten.
- Any child that is age ready for K-5th grade may apply for admission to the early elementary (1st- 3rd) and/or upper elementary (4th - 5th) and middle grade (6th - 8th) will be available in (2017-2019).

Recruitment Process. JBH Academy will begin by recruiting through the normal means of media, through the ads in the newspaper, the public hearing, and promotional print media (e. g. fliers and brochures), technology such as our website, social media, and links on our website that will explain JBH Academy. We foresee that the news of a free and public Open Enrollment Charter School might spread quicker to the community than to public school parents, who are only familiar with traditional public schools. We specifically are worried that recruitment through technology might in fact limit our recruitment efforts to families that cannot afford full access to the Internet. In fact we anticipate that public school parents, and especially low Socio-Economic Status (SES) families with little or no access to Internet, will have little or no knowledge of an Open Enrollment Charter School and will have limited ways of learning about it. We also anticipate they will need more time to hear about, investigate, and then choose JBH Academy for their children.

JBH shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building. In such cases, all applicants shall have an equal chance of being admitted through a random selection process. In addition, JBH may give enrollment preference to the populations donated in State and Federal law. Prior to the School's opening, an Open Enrollment period will be established. At the end of the enrollment period, parents will be notified of acceptance to the School or assigned a lottery number in the event that applications exceed capacity. If capacity is not reached after the established enrollment period, subsequent applications will be accepted as received.

Upon submission of an application the information is reviewed for eligibility of attendance. Proof of residence in a particular area and age requirements are verified. At each phase of the admission process, the appropriate correspondence will be generated and communicated to each applicant. The data will be monitored and reports created to determine the need for a lottery, wait-lists, and letters of acceptance. If, at the end of the Open Enrollment period, there is an over subscription for any grade level, a Lottery will be conducted.

In subsequent years, applications will be accepted each year during an Open Enrollment period and continuously to maintain capacity in each grade level. All applications will be date/time stamped as they are received and filed by grade level. If the number of applications exceeds the capacity of a program, class, grade level, or building, a public lottery will be held to determine which applicants are admitted. The number of seats available will be determined by the number of students who recommit minus the capacity. The drawing will continue until every name has been drawn and scheduled for enrollment, placed on a numerical waiting list, or placed back into the applicant pool.

The lottery will be system generated. If an applicant is selected in the Lottery, the parent/guardian of the applicant will be offered a seat no later than twenty-one (21) days after the date of the Lottery. If an accepted applicant decides not to attend the school, the slot will be given to the first person on the waiting list. All accepted applicants will be provided with access to registration requirements.

JBH founders will focus its recruitment on the specific families we are targeting--through a local neighborhood campaign. We will knock on doors, talk to families directly, and encourage families to spread the word. We will

specifically target the outlying areas around the Local District, giving these families the most current information about our school, so they can sign up for the lottery and have a good chance of admission. We will actively recruit to make it happen.

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.

- ☒ 1. Children of founding members of the charter
- ☒ 2. Siblings of enrolled students
- ☐ 3. No enrollment preferences (No other boxes may be checked in order to select this option.)

If box 1 and/or 2 are checked, explain the policy.

Applicant Response:

Children of Founding Board Members and siblings of enrolled students will be given enrollment preference. Up to five spaces will be held for the children of founding board members. The spaces will be reserved until a published date and will be released if not filled.

The children of Founding Board Members who were not exempt from the lottery process and were not accepted in the lottery will be placed on a Founder Preference List. These students will be given the first opportunity to enroll as space becomes available. Students on this list with the lowest lottery number will be placed first.

Siblings of enrolled or accepted students who were not accepted in the lottery will be placed on a Sibling Preference List. These students will be made an offer of enrollment after students on the Founder Preference List as space becomes available. Students on this list with the lowest lottery number will be placed first.

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 Arkansas Code Annotated §6-23-306(14)(C).

- ☒ Yes
- ☐ No

Describe procedures for conducting the an 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.

Applicant Response:

Procedure for conducting lottery enrollment

To apply for enrollment to LSA, prospective students must complete an application. The Office of Charter Schools will develop a standard student enrollment application that must be used by all potential students. The application will be provided to the community in multiple languages. LSA will proactively inform the communities about the school for the purpose of generating interest in attending the school. By law, LSA will be required to establish policies that outline outreach and recruitment programs; these programs must encourage the enrollment of a diverse student population. Outreach policies should include multiple approaches to recruitment that notify the entire enrolling community, including families that may be hard to reach. Methods may include public notices, open houses, coordination with other schools, community meetings, visits to community centers, web-based notifications and portals, mailings, and door knocking.

Tentative Open Enrollment and Lottery Dates (Subject to Change)**Open Enrollment begins:** Wednesday 3/1/17**Lottery Determination Date/Close of Open Enrollment:** Monday 4/3/17**Lottery If Needed:** Tuesday**Students placed on waiting lists**

In the event of a charter school lottery, all students in the lottery pool shall be drawn. Once all available seats have been filled based on the order applicants were selected, the remaining applicants in the pool must be placed on a waiting list ranked in the order that they were drawn. Applicants should be permitted to apply to the school at any point during the school year. In cases where these applicants apply after a lottery is held and a waiting list is already created, the new applicants should be placed at the end of the existing waiting list, in the order their applications are received.

Charter schools must maintain the current year's waiting list through the end of the last regular day of school of the school year. After the close of the last school day of the year, waiting list results may not roll over. The next (upcoming) school year's waiting list shall serve as the basis for enrollment offerings as spaces become available. All applicants remaining on the waiting list at the end of the current year must reapply to be included in the lottery for the upcoming school year.

For example, if the current school year ends on June 30 and a current student departs on May 21, the school should offer an enrollment opportunity to the next student on the current school year's waiting list. However, if the school year ends on June 30 and a charter school receives notice of a student's intent to depart at the end of the school year (and is thus effective July 1), the vacancy should be offered to the top most applicant on the upcoming year's waiting list.

Process for notifying parents

1. Within seven days after conducting the selection process, Lockesburg STEM Academy will send an offer letter to the parent, guardian, or other person who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to Lockesburg STEM Academy. The offer letter must be signed by the student's parent or guardian, and returned to LSA by the date designated in the offer letter from LSA.
2. Within seven days after conducting the selection process, Lockesburg STEM Academy will send a letter to the parent or guardian, or other person who has submitted an admission request on behalf of the student, advising them that the perspective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.
3. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.
4. If a student withdraws from Lockesburg STEM Academy during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

Lottery process is transparent

If the initial capacity of Lockesburg STEM Academy is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then LSA will determine who will be offered admission to LSA by conducting a fair and equitable selection process. That process will use a randomized method for identifying the draw order for the grades and for all student applications. The method will be transparent and follow a clearly defined process. LSA will be using the randomized method in an effort to increase the accuracy of the data and reduce the amount of time required to perform the lottery.

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

Applicant Response:

We will not have a weighted lottery.

Explain how students leaving the charter during the school year will impact students on the waiting list.

Applicant Response:

Waiting List Procedures 6-23-306 (B)(i)(a)

- a) If a student stops attending LSA or declines admission, the next student on the Waiting List for that grade will be offered admission; this will be repeated until the vacant seat is filled.
- b) No student will be admitted ahead of other eligible students on the wait list unless said student is either a sibling of a currently attending student at the time an offer of admission is made, or a resident of Sevier County (6-23-306) (B)(i)(a).
- c) Students on the Waiting List will be contacted by phone with any offer of admission to the school. It is the parent/guardian's responsibility to notify the school with any change of contact information.
- d) Any student who is offered a seat at LSA and declines admittance, will need to reapply. Starting in March 2017, all students who are already on the school's Waiting List will remain on the Waiting List advancing one grade level yearly until their name comes to the top of their grade list and they are offered admission to attend LSA. Parents/guardians are encouraged to contact LSA once a year to update their child's information and track their child's movement on the Waiting List.
- e) All other students applying to LSA, after March 2017, must complete an Application for Admission yearly if they are not offered admission. All students who sign up for enrollment will be part of a lottery to determine their placement on the Waiting List.
- f) These students will take part in a lottery, by grade, and will then be added to the existing grade Waiting List of the students who applied before April 2017, following the sibling, resident and nonresident preferences.
- g) Students who are on the Waiting List as non-siblings and become a sibling, due to the acceptance and attendance of their brother/sister, will be given sibling status. It is the parent's responsibility to notify the school if this occurs. If a student currently on the Waiting List changes his/her grade, it is the parent's responsibility to notify the school.
- h) LSA will keep accurate and secure electronic and paper records of the Waiting List. The Waiting List will contain the name (first, middle, last), home address, telephone number, grade level, date of birth, and sibling status of each student who enters a lottery but does not gain admission. It is the parent/guardian's responsibility to notify the school with a change in sibling status.
- i) When a student stops attending the school for any reason, the school will attempt to fill that vacant seat up to February 15th of that school year. LSA must replace any student who leaves the school in grade K-8th with a student in the same grade level, if the replacement takes place on or before February 15^h. If a student in grade K-8th leaves the school after February 15th that vacancy may be filled in the current school year or in the following school year with a new student in the subsequent (next) grade level, at the school's discretion.

- j) If a vacancy is not filled after February 15th the opening will move into the next grade to be filled for the following school year if such grade is not grades 7, or 8. Seats for students who have accepted an offer of admission in the charter school but have never attended are exempt from this provision (6-23-306) (B) (i)(a)(2).

13. 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.

Applicant Response:

There are no founders or board members of the proposed charter's sponsoring entity that has any prior involvement in the operation of one or more other charter schools.

14. 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.

Applicant Response:

ADMINISTRATORS

Administrator Position: Principal

Reports to: Assistant Superintendent

Salary Range: \$79,760 - \$101,583

Minimum Qualifications Required

Education Required:

Master's degree in educational administration or School Leadership

Experience Required:

Three years experience as a classroom teacher

Three years of experience in instructional leadership roles

Certification Required:

Arkansas principal or other appropriate Arkansas certificate

Job Duties: List up to 5 key duties this individual will perform.

- Demonstrate relentless commitment to academic achievement of all students.
- Demonstrate effective customer service strategies to all district patrons.
- Communicate and promote expectation for high-level performance from staff and students; hold staff and students accountable for high performance; recognize excellence and achievement.
- Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use these findings for corrective action and improvement, as well as for recognition of success.
- Develop budgets based upon documented program needs, estimated enrollment, personnel and other fiscal needs; implement programs within budget limits; maintain fiscal control; accurately report fiscal information.

Administrator Position: Director of School, Community, and Parental Involvement

Reports to: Superintendent

Salary Range: \$51,600-78,061

Minimum Qualifications Required

Education Required:
Master's Degree

Experience Required:
Three years' experience in administrative position

Certification Required:
Administrative certification

Job Duties: List up to 5 key duties this individual will perform.

- Supervise, manage, and coordinate the activities regarding business and community partnerships, volunteers, parental involvement, and public relations.
- Supervise leadership in collaborative processes to develop district-wide plans with staff, parents, and community members, including publication of district volunteer handbook and an annual schedule of parental involvement activities.
- Work effectively with parent groups, Chamber of Commerce, the municipal staff, other community organizations, and patrons to facilitate the mission of the school district.
- Compile and manage budgets and cost estimates based upon documented program needs; ensure that programs within the defined area of responsibility are cost effective and funds are managed prudently.
- Supervise effective incentive and recognition programs for exemplary employee performance (e.g., administrators, teachers, classified/auxiliary groups, and staff).

TEACHERS

Teacher Position: Classroom

Reports to: Principal

Salary Range: \$38,200-52,700

Minimum Qualifications Required

Education Required:

Bachelor's degree from accredited university

Experience Required:

At least one year of student teaching or approved internship

Certification Required:

Valid Arkansas teaching certificate with required endorsements for subject and level assigned

Job Duties: List up to 5 key duties this individual will perform.

- Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned.
- Demonstrate relentless commitment to academic achievement of all students.
- Communicate and promote expectation for high-level performance from students; hold students accountable for high performance; recognize excellence and achievement.
- Assess, track, and provide feedback promptly and often to students on their progress and assignments and maintain record of grades. Work with other members of staff to determine instructional goals, objectives, and methods according to district requirements.
- Establish and maintain open communication with parents and students concerning academic and behavioral progress of students.

Teacher Position: Special Education

Reports to: Principal

Salary Range: \$38,200-52,700

Minimum Qualifications Required

Education Required:

Bachelor's Degree

Experience Required:

Certification Required:

Hold or be eligible to obtain teacher certification in special education.

Job Duties: List up to 5 key duties this individual will perform.

- Establish and enforce rules for behavior and procedures for maintaining an environment conducive to learning for all students.
- Meet with parents to discuss their children's progress and to determine priorities for their children and their individualized educational needs.

Job Duties: List up to 5 key duties this individual will perform.

- Confer with parents, administrators, testing specialists, social workers, and other professionals to develop individualized education programs (IEPs) designed to promote students' educational, physical, and social/emotional development.
- Maintain accurate and complete student records and prepare reports on children and activities, as required by laws, district policies, and administrative regulations.
- Establish clear objectives for all lessons, units, and projects and communicate those objectives to students.

SUPPORT STAFF**Support Staff Position:** Nurse**Reports to:** Director of Special Services**Salary Range:** \$31,399-45,507**Minimum Qualifications Required****Education Required:**

Graduate of an accredited professional nursing education program

Experience Required:

Two years nursing experience, preferably in community health

Certification Required:

Valid registered nurse licensed to practice professional nursing in Arkansas from the State Board of Nurse Examiners

Job Duties: List up to 5 key duties this individual will perform.

- Coordinate health service activities with the instructional program.
- Plan and implement health assessment and screening programs.
- Assist in control of communicable diseases by interpreting the policies and procedures for control of communicable disease within the school.
- Coordinate referrals to health care professionals for medical diagnostic services and treatment as needed.
- Implement and comply with policies established by federal and state law, Arkansas Dept. of Education and local board policy in the area of health services.

15. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities, and the process by which the school governance will adopt an annual budget.

Applicant Response:

The Board is responsible for the completion and results of all accounting reports as required by law, regulation, or the charter, including a report of budgeted and actual expenses. The Board will provide any information required by the ADE or its auditors. LSA will use the chart of accounts outlined in the Arkansas Financial

Accounting Handbook, as reported via APSCN.

The Board will designate one of its members, to serve as the Treasurer of the school. The Treasurer has the oversight responsibility for all funds and securities and for monies due and payable from any source, including the deposit of monies in the banks, trust companies, or other depositories as will be selected in accordance with the provisions of the Bylaws.

The Treasurer will receive supporting documentation for all invoices as well as a transaction listing of all activity in the school's bank account. In addition to reviewing the actual monthly and year-to-date results for the school, the Treasurer will review a monthly projection for the balance of the school year in order to provide the Board with visibility to the projected financial position of the school at the end of the fiscal year. This report will be reviewed at each Board meeting to ensure that the school has sufficient funds to meet all of its obligations and to stay on a sound financial footing. Potential shortfalls will be identified with sufficient time to make adjustments in the school's operations to ensure that a sufficient fund balance is always available at the end of each school year.

LSA will use industry-standard accounting software to ensure proper bookkeeping. LSA will also establish policies and procedures and will institute rigorous financial controls including the following:

LSA will develop and maintain simple check request and purchase order forms to document the authorization of non-payroll expenditures. All proposed expenditures must be approved by a designee of the Board. The designee will review the proposed expenditure for approval and to determine whether it is consistent with the Board's adopted budget. Supporting documentation will be required for all expenditures.

To ensure fiscal responsibility and compliance, the Board will meet regularly to review the operations and financial performance of the school.

LSA will maintain its accounts at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments. Access to these accounts will be limited to individuals designated by the Board.

Each month, LSA will produce a set of detailed financial statements that include a statement of activities, a balance sheet, bank reconciliations, invoice detail, payroll registers, any grant fund expenditures, cash receipts from all sources, and a transaction listing of all activity. The Treasurer will be provided with access to such financial documents for review as an increased measure of oversight and governance.

The Board will use a sound budgeting and forecasting policy and procedures to monitor revenue and authorize expenditures according to any restrictions placed on such revenue. A detailed revenue and expense statement will be reviewed at each Board meeting and will serve as the vehicle to authorize future expenditures, along with the adopted budget and other policies.

Plan for Managing Procurement Activities

LSA is requesting a waiver from §6-21-301 et seq. to contract with outside sources before conducting a background check for their legitimacy to provide educational services, which are only available from a single source and thus exempt under §6-21-305. The Board will follow state regulations regarding all other procurement activities. Should the waiver not be granted, LSA will follow the required process for a contract with an educational service provider.

Board members have experience operating businesses and schools and are familiar with standard procurement processes including the Request for Proposal process. The Board will work with legal counsel to ensure all required procurement steps are completed and that all regulations are met.

Personnel who will Perform Business Duties

LSA intends to contract with Juanita Smith Bookkeeping for business support and assistance with performing various financial functions. Juanita Smith will be required to provide financial reports and supporting documentation for all expenditures to the Treasurer and the Board as a whole. The Charter School Financial

Services team and Smith Bookkeeping will work together to ensure an exemplary audit record. Functions performed by this team, under the direction of the various boards, include:

- Preparing financial reports and disclosures to meet the reporting needs of multiple schools in various states.
- Performing daily accounting activities and general ledger maintenance to record charter school financial activity.
- Providing accounting and financial/legislative audit support services for schools reporting under non-profit and governmental GAAP.
- Monitoring federal/state accounting and regulatory requirements unique to various states to ensure school compliance.
- Assisting with developing internal control design and providing support for the implementation of school financial processes and procedures.
- Assisting with financial budgeting and forecasting functions on behalf of the schools.
- Providing training sessions to school management to increase their awareness of financial and compliance matters unique to their school.

Juanita Smith Bookkeeping will work closely with the Treasurer and the Board to deliver information in a manner that ensures proper oversight is maintained over the school's financial operations.

Timeline and Process by which the Board will Review and Adopt an Annual Budget

On an annual basis and prior to any deadline specified in the charter, LSA will present a balanced budget (i.e. not resulting in a cumulative net asset deficit) for the following fiscal year to the ADE or its auditors.

Developing LSA's annual budget will be an iterative process incorporating input from key stakeholders including the designated members of the Board including the Board Treasurer and the school's Principal. A preliminary budget based on initial assumptions will be presented to the Board for approval before the start of the school year. Once the beginning enrollment and updated per pupil funding figures are known, a revised budget will be prepared. On a monthly basis, the budget will be compared to actuals and a re-forecast will be prepared. This process will provide the Board with the ability to change the financial direction of the school at any point.

Balanced Two-Year Budget

A balanced two-year budget estimate is included in Attachment 6. The budget does not rely on one-time grants or other funds not presently guaranteed. It includes costs for all personnel, programs, and expenses.

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. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

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 that determined necessary for financial viability or a date certain by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Arkansas Department of Education that the school will not open as anticipated.

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

Explain how the amounts of federal funds included in the budget were calculated.

Applicant Response:

The school's mission is to offer families throughout the state access to a quality education by providing the personalized learning inherent in a high quality STEM school. In order to achieve its mission, the school must remain fiscally sound.

The completed budget template, is carefully aligned to the mission of the school and demonstrates a school with sound financial planning.

Revenue is limited to State Charter School Aid. Enrollment figures have been based on the projections for the initial size of the school and subsequent school growth and are consistent with demand in Arkansas for full-time virtual education.

Expenditures are based upon reasonable estimates of anticipated expenses and are aligned to the school's mission and performance goals. A majority of the school's expenses will be variable instead of fixed.

Personnel assumptions are based on staffing ratios that have been found to be effective in with smaller classrooms. Substitute teachers are required in the event a teacher is absent or in training. LSA does intend, however, to identify some substitute teaching resources to address longer-term absences if needed.

School administrators and staff will be employed by LSA through the professional services agreement, but serve at the pleasure of the Board of Directors.

For expenditures other than personnel, the budget assumes that expenses will be consistent with the full-time charter school supported by LSA's. In the completed budget template, the anticipated expenses can be found under the following expenditure types:

- Administration
- Regular Classroom Instruction

- Special Education
- Auditor
- Maintenance and Operations

For Fiscal Services, the budgeted expenditure covers expenses such as:

- School Financial Services
- Federal Programs Support
- Payroll
- Accounts Payable
- Cash Flow Protection
- School Business Support
- Internet Subsidy Management and Payment Processing

For Maintenance and Operations, the budgeted expenditure covers expenses related to:

- Systems Administration
- Telecommunications Support
- Facilities Support Services
- Insurance/Risk Management Support
- Purchasing Support

The Board understands ELL and guidance services are not special education programs. These bundled purchased services are included within the “Special Education Oversight and Support” fee. For Special Education, the budgeted expenditure covers expenses related to special populations such as:

- Special Education Protocol Development
- Special Education Training and Professional Development
- Special Education Oversight and Compliance Support
- IEP Management Software and Support
- Assistive Technology Procurement
- Special Education Service Provider Coordination
- Accessibility Support
- 504 Plan Guidance
- At-Risk Population Support Services
- ELL Support (provided by ESOL/TESOL certified leaders and teachers)
- School Counseling Support

Minimum Number of Students Required for Financial Viability

Although LSA can budget for a minimum enrollment level, the revenue would not support some of the features proposed in this application. Any changes to the model presented in this application would require discussion and a decision by the Board.

In the event that enrollment is less than anticipated, the school would remain financially viable and the model would remain consistent with the adopted budget. Most expenses of the school are anticipated to be variable instead of fixed. This will ensure the majority of expenses will flex up and down with enrollment, thus cushioning the impact of lower than estimated revenue due to an enrollment shortfall.

16. 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.

Applicant Response:

Provisions that will be made for conducting annual audits. The LSA Board will be steadfastly committed to prudent fiscal management of both our public and private resources. The Board will hire a Certified Public Accounting Firm to conduct annual reviews of cash flow, retrospective budget, and financial controls. The audit will be conducted according to Government Auditing Standards Arkansas and included in the Approved Auditor List for charter schools. LSA will provide the necessary financial records, documentation, and data required to complete the financial audit. Upon completion, the audit will be submitted to the Arkansas Department of Education Public Charter School Board and other appropriate authorities as required by law.

Thomas & Thomas LLP is committed to delivering excellent client service in the areas of tax, audit, bond arbitrage, accounting and business advisory services. We focus on thoroughly understanding each client's unique needs and objectives and strive to help them achieve success by providing a combination of personal attention and expertise that results in mutual trust and long-lasting relationships.

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17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

☒ Yes

☐ No

18. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school 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 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.

Applicant Response:

The proposed location is the Lockesburg Elementary campus located at 124 Darter Circle, Lockesburg, AR, 71846. The facility is a one story, 30, 696 square foot structure with a gymnasium, maintenance shop, childcare center, and separate music room. There are approximately 20 classrooms, a science lab, media center, library, nurse station, cafeteria, and playground for physical activities. There are two offices for the principal and assistance, copy room, filing room for student records that is connected to the administrative assistance office. The site is located of approximately 32 acres, giving it adequate room for future additions and instructional space to accommodate enrollment through grade 12. The proposed school has not been in operation approximately four years. The DeQueen Superintendent is the current overseer.

As a contingency for LSA and school space, we have identified a location in Nashville, AR. This site is a former grocery store with more than 20,000 sq. ft. of appropriate space. We are currently reaching out to the owner of the property to finalize a purchase price or a lease-to-own opportunity until LSA has sufficient credit and / or reserves to purchase the site outright.

Site renovation.

The site previously used would not need any renovation, as it was recently updated. If the site is ultimately unavailable, LSA will attempt to identify a school or other vacant buildings near Lockesburg or DeQueen that does not require extensive renovation so that resources can be focused on activities that directly impact instruction and student achievement. If it becomes necessary for LSA to acquire space in a facility requiring renovation, we will establish a line of credit with a third party to finance the additional costs. Suntrust and Old Point National Bank has offered to consider such a line of credit.

Accessibility of the facility.

LSA will work to identify and secure a facility that is programmatically accessible to all students who wish to attend. The mission of LSA - to educate responsible citizen-scholars for success in the college of their choice and a life of public leadership - does not exempt students with special needs. LSA will be deeply committed to serving all students in our community and firmly believes that all students should have access to a high-quality education. As such, LSA is intent on ensuring that, regardless of mobility limitations, students have access to the entirety of its programmatic offerings in a safe space that promotes a high achievement.

Timetable for acquisition of a site.

Should the facilities under consideration be unavailable, there are a number of other facilities we are exploring including some local Churches of Lockesburg, DeQueen, and Texarkana, AR. The following table provides a planned time-line for acquiring a site for the Upper Academy.

Task	Due Date	Responsible Party
Hire Head of School	July 2017	LSA Board
Thorough review and exploration of sites available	October 2016	Head of School
Signed lease or purchase agreement	November 2016	Head of School
Renovation begins (if needed)	December 2016	Head of School

Renovations ends (if applicable)

May 2017

Head of School

Furniture and equipment moved, leased or purchased

June 2017

Head of School

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

The facility is being overseen by DeQueen Public School System.

No members of the Board have an interest or relationship with the potential owner. No employees of the public school district, the open enrollment charter school, or any other interested persons have any relationship with the DeQueen Public School District.

The facility 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

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

The building does meet ADA and life safety codes. Each classroom has handicapped accessible bathrooms, water fountains, and sinks. Restrooms that are throughout the hallways is handicapped accessible as well. Each classroom has phone jacks and a PA system, all fire alarms and extinguishers are still being checked by the Lockesburg volunteer fire department.

The property is located within the city limits of Lockesburg, AR and is therefore required to adhere to the zoning requirements set forth by the city of Lockesburg and DeQueen Planning and Highway Safety Department. The subject property is currently zoned 1.

The site has been occupied by the Lockesburg School District since the early 1960's when it was constructed. Lockesburg's Superintendent had to consolidate with the DeQueen school district due to a decrease in student enrollment.

There are no establishment that sell alcohol within 1,000 feet of the site.

19. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that 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.

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.

Applicant Response:

None of the Board Members, who are volunteers are not receiving any pay for being on the Board and no board member assisted in writing this application, as identified in Section A of the application:

None of the Board Members have a family or financial relationship with any other individual specifically identified by name in Section A of the application; or any individual or entity with whom LSA have contracted, or intends to contract, to provide any services or products for LSA; or the owner of the facilities intended to be used.

None of the Board Members receive compensation either as an employee or independent contractor, from Lockesburg STEM Academy. Further, none of the Board Members are 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.

None of the Board Members have a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who 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.

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.

Applicant Response:

The Board is committed to the highest standards of ethical conduct. The purpose of a Conflict of Interest policy is to protect LSA when the Board is contemplating a transaction or arrangement that might impermissibly benefit the private Financial Interest of an Officer or Director of the Board. In addition, the Conflict of Interest policy provides the Board with a procedure which, if observed, will allow a transaction or arrangement to be treated as valid and binding even though Board Director has, or may have, a Conflict of Interest with respect to the transaction.

The Board places great importance on making clear any existing or potential Conflicts of Interest. All such Conflicts of Interest shall be declared by the member concerned and noted in the Board meeting minutes.

Duty to Disclose

In connection with any transaction or arrangement that might give rise to a Conflict of Interest, an Interested Person must disclose the existence of his or her Financial Interest and must be given the opportunity to disclose all material facts to the Board. The Interested Person must make this disclosure at the start of the regularly scheduled Board meeting following discovery of the Financial Interest; provided, however, that no action can be taken on such disclosure unless the issue was identified in the posted agenda for the meeting where required by the Open Meetings Law.

Determining Whether a Conflict of Interest Exists

After disclosure of the Financial Interest and all material facts, and after any discussion with the Board, the interested Board member shall not participate in the discussions or vote on the matter. The remaining Board members and Board Counsel will determine whether a Conflict of Interest exists.

Procedures for Addressing the Conflict of Interest

- If the Board determines that a Financial Interest of a Board member constitutes a Conflict of Interest, the Board Chair (or acting Board Chair if the sitting chair is the Interested Person) shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement giving rise to the conflict.
- After exercising due diligence, the Board shall determine whether it can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a Conflict of Interest.
- If a more advantageous transaction or arrangement is not reasonably attainable, and the State's Ethics Laws do not prohibit or invalidate the proposed transaction, the Board or committee shall determine by a majority vote whether the proposed transaction or arrangement is in the School's best interest, for its own benefit, and whether the transaction is fair and reasonable to the School. Based on this determination, the Board shall decide whether to enter into the proposed transaction or arrangement.
- The Board shall make its determination using the Rebuttal Presumption Checklist (Property) as a guide.

Violations of the Conflict of Interest Policy

- If the Board or committee has reasonable cause to believe that a member has failed to disclose an actual or

possible Conflict of Interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

- If, after hearing the response of the member and making such further investigation as the Board deems warranted under the circumstances, the Board determines that the member has in fact failed to disclose an actual or possible Conflict of Interest, the Board shall take appropriate corrective action.

Records of Proceedings

The minutes of the Board shall document the Conflict of Interest and contain:

- The names of the persons who disclosed or otherwise were found to have a Financial Interest giving rise to an actual or possible Conflict of Interest, the nature of the Financial Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's decision as to whether a Conflict of Interest in fact existed.
- The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken on the subject.

Compensation

- A voting member of the Board who receives direct or indirect compensation from the School for services that are necessary for carrying out LSA's purposes (other than serving as a Board Director), where this is permitted by law or not otherwise prohibited, is precluded from participating in discussions or votes pertaining to that member's compensation.
- A voting member of any committee whose jurisdiction includes compensation matters and who receives direct or indirect compensation from LSA for services is precluded from participating in discussions or votes pertaining to that member's compensation.
- When setting compensation for any individual, the Board committee with jurisdiction over compensation matters shall set such compensation using the Rebuttable Presumption Checklist (Compensation).
- No Board member is precluded from providing information to the Board of Directors or any committee of the Board regarding member compensation.

Annual Statements

Each Director and member of the Board shall annually sign the Conflict of Interest Disclosure Statement, which affirms that the Board member:

- Has received a copy of the Conflict of Interest Policy
- Has read and understands the Policy
- Has agreed to comply with the Policy
- Understands that LSA is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes

Periodic Review

The Board shall conduct periodic reviews to ensure that LSA operates in a manner consistent with its charitable purposes and does not engage in activities that could jeopardize its status as an organization exempt from federal income tax. The periodic reviews shall, at a minimum, address the following subjects:

- Whether compensation arrangements and benefits are reasonable and the result of arm's-length bargaining and do not result in Inurement or impermissible private benefit.
- Whether partnership and joint venture arrangements and third party transactions conform to written policies, are properly recorded, reflect reasonable payments for goods and services, further the LSA's charitable purposes, and do not result in Inurement or impermissible private benefit.
- Whether agreements with employees and third-party payers further the LSA's charitable purposes and do not result in inurement or impermissible private benefit.

In conducting the periodic reviews provided for above, LSA may use outside advisors. The use of outside

advisors does not relieve the Board of its responsibility for ensuring that periodic reviews are conducted.

20. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

The school will seek out a local vendor to supply hot and cold nutritious meals for all students every day at a reasonable cost through the Request for Proposals (RFP's) process. The nurse will consult with the vendor to ensure that menus are healthy and that foods that may trigger any severe allergies are either left out or easy to identify. While the specifics of the menus can only be developed once the nurse/nutritionist is hired and the vendor selected, in general, students will have milk, fruit and an entrée each day, and there will always be a vegetarian option to include students with dietary restrictions. Students who need free or reduced price lunches will have them provided. The school plans to participate in the National School Lunch Program. The school plans to offer breakfast, lunch and an after-school snack through contracted services with a local vendor. The budget assumes 60% of the students enrolled would qualify for free and reduced priced meals as indicated in the calculation of NSLA funding and Title 1 funding. Any student who does not qualify for a free or reduced price lunch will pay for lunch and for breakfast per meal, per day and the after-school snack at cost. The school will use the process outlined in the Arkansas Department of Education School Eligibility Manual to determine eligibility.

21. 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:

Lockesburg STEM Academy is dedicated to a positive parent and student experience; hence, it considers parents and students as well as the community in general as its customer base. Therefore, communicating with them has utmost importance for both the success of the schools educational program as well as its financial health. Upon the approval of the Lockesburg STEM Academy charter application, the school will start accepting applications and publicize its educational program through its website, flyers, bulletins, newspaper ads, mailings, town meetings, informational open house sessions, and/or presentations where prospective parents and students can learn more about the schools educational program.

A Family, Student and School Compact which details expectations for the school, families and students. The more aligned the school and students' homes are in regards to student expectations at school, the stronger the experience and more successful the student will be.

Home Visits welcome families into the education process, educate teachers about their students and families and help the school begin the process of family involvement. It also provides a forum to answer family questions and confirming the student's enrollment.

A Back To School Night provides a forum for families to learn about the school's academic program, tour the school building and receive the Student-Family Handbook. All new students, families and staff participate in an orientation to welcome them to the LHA community.

Weekly/Bi-Weekly Communication from both the school leader and classroom teacher provides ongoing updates on school events, classroom instruction and individual student progress.

Monthly Family Meetings for families include information about how families can help students at home as well as some cultural education for families.

Quarterly Parent/Student-Teacher Conferences are opportunities for teachers to meet with the student and his/her family to discuss progress in school.

We believe that active parent engagement is as important as having a quality educational program. Therefore, once the school starts, parents will be encouraged to form the Parent Volunteer Organization (PVO). Its membership will include all parents, legal guardians and staff at Lockesburg STEM Academy. The PVO's mission will be to promote open communication and understanding between parents and staff, and to enhance the education experience of each child. The PVO will support teachers in classroom setting, hold fund-raisers for supplemental educational materials and experiences, and support school and family social interaction.

Active involvement of all stakeholders will ensure the success of LSA and the successful fulfillment of the school's charter. Parents, employees, and community members will be actively involved in the planning the school's future and developing close relationships with each other.

Administrators and teachers will have regularly scheduled staff meetings to discuss issues important to the school and maintaining the charter. Professional development will also be conducted at the staff meetings and offered periodically throughout the year.

22. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

Student academic success will be monitored and evaluated by all stakeholders: parents, teachers, students, administrators, and the Board. Strong accountability metrics and a high-quality curriculum will ensure the Arkansas Curriculum Frameworks are implemented with fidelity. Comprehensive but appropriate data collection and analysis through Comprehensive Data Analysis (CDA) will be used to design and implement student supports and interventions. To increase transparency and accountability, the school's performance will be measured and communicated annually to parents and reported monthly by the Board.

To ensure the success of the charter school in perpetuity and the sustainability of the charter in the future, the Board will focus on ongoing professional development for the Board, school leaders, and teachers to ensure professional growth; continue the staggered term limits of board members to ensure the Board can maintain the organizational knowledge base; and maintain appropriate levels of staffing at the school. In addition, the Board will receive ongoing support from the Board of Directors to ensure all state laws are met.

LSA will ensure everyone has access to the education program, including providing a computer and Internet subsidy. LSA is committed to making sure all students can access the program regardless of socio-economic status.

Additionally, the Board will be responsible for ensuring that all aspects of the financial and programmatic accountability systems meet the obligations to the ADE. Plans for monitoring and reporting on the effectiveness of curriculum, instructional methods, and practices include:

1. Student learning: The Board will hold the school faculty, staff, and its support partner accountable for student learning. Examples of student learning outcomes include measurable learning gains, performance on the state standardized tests, and meeting or exceeding Arkansas's Annual Measurable Objectives (AMO).
2. Curriculum Alignment: The content is aligned to the Arkansas Curriculum Frameworks. If the state standards change, the curriculum can also change to maintain alignment.
3. Stakeholder feedback: The Board will take into account and hold the school responsible for implementing constructive and actionable stakeholder feedback, including feedback received from parents and students via emails, mailings and College and Work Readiness Assessment. This integrated rating system allows every student (along with every teacher and Learning Coach) to rate each lesson from one to five stars and give comments. Ratings are used by curriculum staff to identify areas of strength, as measured by student learning outcomes, as well as areas in need of improvement. This same tool is also used to measure the school's success. The College and Work Readiness Assessment system will be fully embraced by students, teachers, and the school's leadership as a dynamic means to provide real-time feedback on the quality of the curriculum and the school.

4. Parent satisfaction: The Board is focused on parent satisfaction. Parents enroll students in Charter schools for a variety of reasons. LSA will measure parental satisfaction and use the data to improve the school. LSA families will be given an annual opportunity to participate in a thorough parent satisfaction survey, conducted by an independent market research firm and overseen by the Board. The school will aim for at least 90% of families to agree that the curriculum is high quality and that they are satisfied with the educational program and instruction.
5. School growth: LSA has a responsible plan for school growth, balancing the desire to serve as many students as possible with the challenges of a growing school that positions both the students and LSA for future success. The school hopes to responsibly grow from 150 students (Year 1) to up to 350 (Year 3) through a combination of parent outreach, high student retention rates, and word-of-mouth recommendations and referrals by local families.
6. Compliance with state and federal laws: The Board will ensure the school is compliant with all applicable state and federal laws regarding public education and specifically charter schools, including ADE policies. This compliance will include the timely and accurate reporting of required state data.
7. Fiscal accountability: The Board is fully committed to fiscal accountability, including cost control, responsible growth, and regular audits. At a minimum on a monthly basis, the Board Treasurer will review all invoices and expenditures and the Board will review a re-forecasted budget in order to adjust to unexpected financial events on a timely basis. The Board will also continually examine processes to make sure best practices are being followed and solid financial accountability is being upheld.

LSA and its Board members will ensure that the school will open on time the first year. In the event that enrollment is less than anticipated, the school would remain financially viable and the model would remain consistent with the adopted budget. Most expenses of the school are anticipated to be variable instead of fixed. This will ensure the majority of expenses will flex up and down with enrollment, thus cushioning the impact of lower than estimated revenue due to an enrollment shortfall.

23. 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:

A.C.A. § 6-23-106 requires each open-enrollment charter school applicant to review the potential impact of the proposed charter school on the efforts of affected public school districts to comply with court orders or statutory obligations to create and maintain a unitary system of desegregated public schools. The following desegregation analysis explains that LSA's charter approval will not negatively impact the desegregation efforts of any public school district in the state. LSA will operate as a public school; may attract and enroll students across the entire County. LSA cannot fully predict the demographics of its student body, but it will not discriminate in its admissions on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility. If applications for enrollment exceed the set enrollment cap, LSA will use a random, anonymous lottery for admissions.

Since LSA could potentially draw students from each district, enrollment is not expected to be concentrated in any particular district, meaning that no particular school district will be severely or adversely affected. It is reasonable to expect that at least some of the students that choose to enroll in LSA may previously have been enrolled in private, parochial, or home schools. These students would have no impact on the desegregation efforts of any public school district. Even if all students that enroll in LSA do come from public school districts, this is a small fraction of the approximately 7,000 Arkansas public school students.

All school districts, of course, are continuously bound by the U.S. Supreme Court's decision in *Brown v. Board of Education* which requires the operation of a unitary and desegregated system of public schools. It is extremely unlikely, however, that the enrollment of a mere 150-400 students or less from numerous school districts across the state will hamper any active efforts to maintain a unitary school system for any particular school district or districts. (LSA is seeking an enrollment cap of 150 students for the first 3 years of operation, and a cap of 350 students for years 4 and 5.)

LSA plans to operate a public charter school in Lockesburg within the boundaries of the DeQueen, Ashdown, Dierks, Nashville, Mineral Springs, Horatio, Foreman, and Cossatot K-12 School District. Even assuming that the majority of the 150-400 students who may enroll in LSA come from the DeQueen School District and its seven contiguous districts, which again is not likely, it's hard to imagine that 150- 400 students could affect the racial makeup of approximately 7,000 students enrolled in the seven school districts in question. The DeQueen school district currently have a student body of over 65% Hispanic/Latino students with 31% White students being the highest minority concentration. The Ashdown School Districts both have a student body of approximately 62% white students with 27.7% Black students making up the highest minority concentration. Nashville at 22.6% Black, 22.0% Hispanic/Latino and 51.7% White respectively. The only school district with less than a 50% white student body is Mineral Springs with 65% Black, 19.7% White, and 13.8% Hispanic/Latino. The Foreman School District has a student body of just 76.3% White students, 13.3% Black students, 6.2% Hispanic/Latino. Horatio 70.8% White, 23.9% Hispanic/Latino. Dierks has 90.2% White and Cossatot K-12, 63.1% White and 28.5% Hispanic/Latino is the minority. These seven districts, as a whole, enjoy a fairly diverse student body. (Student body information is based on that published by the ADE Data Center for the 2014-2015 school year.) It's unlikely that any of these districts are struggling to maintain desegregated schools. It's even more unlikely that LSA could negatively impact any desegregation efforts currently in place.

Based on the analysis presented, LSA will not negatively impact the desegregation efforts of the School Districts (where administrative offices will be housed) the seven contiguous districts to the DeQueen School District, or any other school district throughout the state. LSA will operate in full compliance with all state and federal statutory and regulatory requirements for the creation and maintenance of desegregated public schools.

24. 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 increase student achievement and how the increase in achievement will be measured.**

Applicant Response:

Waiver Topic: Alternative Learning Environment

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Alternative Learning Environments (ALE)
Ark. Code Ann. §§ 6-15-1005(b)(5) , 6-18-503(a)(1)(C)(i), and 6-48-101 et seq.

Standards for Accreditation

- Standard for Accreditation 19.03

ADE Rules

- Section 4.00 of ADE Rules Governing the Distribution of Student Special Needs Funds

Rationale for Waiver

Students will not currently need a separate ALE program. Teachers will educate, provide discipline and intervention responses for students with disciplinary, socially dysfunctional, or behavioral problems, but will not provide a physical ALE center.

Waiver Topic: Library Media Specialist

Statute/Standard/Rule to be Waived**Arkansas Code Annotated**

- Licensed Library Media Specialist Ark. Code Ann. §§ 6-25-103 & 104

Standards for Accreditation

- Standards for Accreditation 16.02.3

ADE Rules

- NA

Rationale for Waiver

LSA will not have a Library Media Specialist in years 1-3 but each class will have access to computers and grade level reading materials.

Waiver Topic: Gifted and Talented

Statute/Standard/Rule to be Waived**Arkansas Code Annotated**

- Gifted & Talented Programs Ark. Code Ann. §§ 6-42-101 et seq. and 6-20-2208(c)(6)

Standards for Accreditation

- Standards for Accreditation 18.0

ADE Rules

- ADE Rules Governing Gifted and Talented Program Approval Standards

Rationale for Waiver

LSA's mission is to educate all students where they are in their learning. Students that are advanced will have more challenging academia.

Waiver Topic: School Year

Statute/Standard/Rule to be Waived**Arkansas Code Annotated**

- Start and End Dates for School Year Ark. Code Ann. § 6-10-106 ACA
ACA §6-16-102 School day
ACA §6-18-211 Mandatory attendance for students in grades nine through twelve
ACA §6-18-213(a)(2) Attendance records and reports generally

Standards for Accreditation

- Standards for Accreditation 10.01.4 & 14.03

ADE Rules

- ADE Rules - Mandatory Attendance Requirements for Students in Grades Nine through 12

Rationale for Waiver

Waiver Topic: Superintendent Licensure

Statute/Standard/Rule to be Waived
Arkansas Code Annotated

- Superintendent Licensure Ark. Code Ann. §§ 6-13-109 & 6-17-427 ACA §6-17-302 Public school principals - Qualifications and responsibilities ACA §6-17-309 Licensure – Waiver

Standards for Accreditation

- Standards for Accreditation 15.01

ADE Rules

- ADE Rules Governing the Superintendent Mentoring Program

Rationale for Waiver

While certified superintendent and administrators will be sought, the Board would like the discretion to hire the best leader for the school that is available. This will increase student achievement by providing students with the most effective teachers and a robust catalogue of courses.

Waiver Topic: School Board

Statute/Standard/Rule to be Waived
Arkansas Code Annotated

- ACA §6-13-608 Length of directors' terms
ACA §6-13-611(b) and (c) Vacancies generally
ACA §6-13-612 (c) Vacancy – Conviction of a felony
ACA §6-13-613 Temporary vacancies – Vacancies created by failure to participate
ACA §6-13-619(c)(1)(A) and (d)(2) Meetings
ACA §6-13-620(5)(A) Powers and duties
ACA §6-13-630 Election by zone and at large
ACA §6-13-631 Effect of minority population on election
ACA §6-13-1301 et seq. Site-Based Decision Making
ACA §6-14-101 et seq. School elections

Rationale for Waiver

LSA's Board will select its own members and adopt its own bylaws. All Board Members will be Arkansas residents and none will be employed by the school. The Board will provide for its own site-based decision making committee and school board member training. The LSA Board will allow board members to call in to a public conference line for quorum and/or voting to ensure statewide representation on the board. LSA will be the employer of school leader, even though he/she will serve at the pleasure of the Board. This flexibility will allow the Board to focus on student achievement.

2016
Public Charter School Application
Personnel Salary Schedule

Administrative Positions:		2017-2018	2017-2018	2018-2019	2018-2019
<i>Line #</i>		No. FTEs	Salary	No. FTEs	Salary
1	Principal	1	\$92,000.00	1	\$92,000.00
2	Director of Teacher Leadership	1	\$55,000.00	1	\$56,750.00
3	Assistant Principal	0	\$65,250.00	1	\$65,250.00
4	Administrative Assistant	1	\$31,500.00	1	\$31,500.00
5	Subtotal:		\$178,500.00		\$245,500.00
6	Fringe Benefits (rate used 32 %)		\$57,120.00		\$78,560.00
7	Total Administrative Positions:		\$235,620.00		\$324,060.00
Regular Classroom Instruction:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
8	Teachers	12	\$35,000.00	14	\$36,200.00
9	Aides	2	\$24,000.00	2	\$24,750.00
10	Subtotal:		\$468,000.00		\$556,300.00
11	Teacher Fringe Benefits (rate used 32 %)		\$134,400.00		\$162,176.00
12	Aide Fringe Benefits (rate used 32 %)		\$15,360.00		\$15,840.00
13	Total Regular Classroom Instruction:		\$617,760.00		\$734,316.00
Special Education:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
14	Teachers	1	\$35,000.00	1	\$36,200.00
15	Aides	1	\$24,000.00	1	\$24,000.00
16	Subtotal:		\$59,000.00		\$60,200.00
17	Teacher Fringe Benefits (rate used 32 %)		\$11,200.00		\$11,584.00
18	Aide Fringe Benefits (rate used 32 %)		\$7,680.00		\$7,680.00
19	Total Special Education:		\$77,880.00		\$79,464.00
Gifted and Talented Program:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
20	Teachers	0.5	\$35,000.00	0.5	\$36,200.00
21	Aides				
22	Subtotal:		\$17,500.00		\$18,100.00
23	Teacher Fringe Benefits (rate used 32 %)		\$5,600.00		\$5,792.00
24	Aide Fringe Benefits (rate used %)		\$0.00		\$0.00
25	Total Gifted and Talented Program:		\$23,100.00		\$23,892.00
Alternative Education Program/ Alternative Learning Environments:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
26	Teachers				
27	Aides				
28	Subtotal:				
29	Teacher Fringe Benefits (rate used %)		\$0.00		\$0.00
30	Aide Fringe Benefits (rate used %)		\$0.00		\$0.00
31	Total Alternative Education Program/ Alternative Learning Environments:		\$0.00		\$0.00

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English Language Learner Program:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary	
32	ELL Coordinator	0.25	\$42,250.00	0.25	\$42,250.00	
33	ELL Teacher	2	\$35,250.00	2	\$35,250.00	
34	Subtotal:		\$81,062.50		\$81,062.50	
35	Fringe Benefits (rate used 32 %)		\$25,940.00		\$25,940.00	
36	Total English Language Learner Program:		\$107,002.50		\$107,002.50	
Guidance Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary	
37	Guidance Counselor	1	\$40,000.00	1	\$4,000.00	
38	Subtotal:		\$40,000.00		\$4,000.00	
39	Fringe Benefits (rate used 32 %)		\$12,800.00		\$1,280.00	
40	Total Guidance Services:		\$52,800.00		\$5,280.00	
Health Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary	
41	Nurse	0.75	\$32,000.00	0.75	\$32,000.00	
42	Subtotal:		\$24,000.00		\$24,000.00	
43	Fringe Benefits (rate used 32 %)		\$7,680.00		\$7,680.00	
44	Total Health Services:		\$31,680.00		\$31,680.00	
Media Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary	
45						
46	Subtotal:					
47	Fringe Benefits (rate used %)		\$0.00		\$0.00	
48	Total Media Services:		\$0.00		\$0.00	
Fiscal Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary	
49						
50	Subtotal:					
51	Fringe Benefits (rate used %)		\$0.00		\$0.00	
52	Total Fiscal Services:		\$0.00		\$0.00	
Maintenance and Operation:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary	
53	Custodian	2.5	\$18,000.00	3	\$18,000.00	
54	Subtotal:		\$45,000.00		\$54,000.00	
55	Fringe Benefits (rate used 32 %)		\$14,400.00		\$17,280.00	
56	Total Maintenance and Operation:		\$59,400.00		\$71,280.00	
Pupil Transportation:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary	
57	Bus Driver	2	\$24,000.00	2	\$24,000.00	
58	Subtotal:		\$48,000.00		\$48,000.00	
59	Fringe Benefits (rate used 32 %)		\$15,360.00		\$15,360.00	
60	Total Pupil Transportation:		\$63,360.00		\$63,360.00	

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Food Services:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
61	Food Service Worker	2	\$22,000.00	2.5	\$22,000.00
62	Subtotal:		\$44,000.00		\$55,000.00
63	Fringe Benefits (rate used 32 %)		\$14,080.00		\$17,600.00
64	Total Food Services:		\$58,080.00		\$72,600.00
Data Processing:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
65	Operational Manager	1	\$36,250.00	1	\$36,250.00
66	Subtotal:		\$36,250.00		\$36,250.00
67	Fringe Benefits (rate used 32 %)		\$11,600.00		\$11,600.00
68	Total Data Processing:		\$47,850.00		\$47,850.00
Substitute Personnel:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
69	Number of Certified Substitutes 2	2	\$15,000.00	2	\$15,000.00
70	Number of Classified Substitutes				
71	Subtotal:		\$30,000.00		\$30,000.00
72	Certified Fringe Benefits (rate used 23 %)		\$6,900.00		\$6,900.00
73	Classified Fringe Benefits (rate used %)		\$0.00		\$0.00
74	Total Substitute Personnel:		\$36,900.00		\$36,900.00
75	TOTAL EXPENDITURES FOR SALARIES:		\$1,411,432.50		\$1,597,684.50

**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:				<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
Line #	2017-2018				
1	Number of Students	200	X \$6,646.00 State Foundation Funding	\$1,329,200.00	
2	Number of Students	200	X \$26.00 Professional Development	\$5,200.00	
3	Number of Students	180	X \$1,051.00 NSL Funding: 70-89%	\$189,180.00	
4	Number of Students		X _____ Other: <i>Explain Below</i>		
5	Number of Students		X _____ Other: <i>Explain Below</i>		
6	Number of Students		X _____ Other: <i>Explain Below</i>		
7	Number of Students		X _____ Other: <i>Explain Below</i>		
8	Number of Students		X _____ Other: <i>Explain Below</i>		
2018-2019					
9	Number of Students	275	X \$6,646.00 State Foundation Funding		\$1,827,650.00
10	Number of Students	275	X \$26.00 Professional Development		\$7,150.00
11	Number of Students	250	X \$1,051.00 NSL Funding: 70-89%		\$262,750.00
12	Number of Students		X _____ Other: <i>Explain Below</i>		
13	Total State Public Charter School Aid:			\$1,523,580.00	\$2,097,550.00
Federal Charter School Aid:					
				<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
14	Title I				
15	Special Education				
16	Child Nutrition				
	Other:				
17					
18	Total Federal Charter School Aid:				
Other Sources of Revenues:					
				<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)					
19	Private Donations or Gifts			\$500,000.00	
20	Special Grants (<i>List the amount</i>)				
	Other (<i>Specifically Describe</i>)				
21					
22	Total Other Sources of Revenues:			\$500,000.00	
23	TOTAL REVENUES:			\$2,023,580.00	\$2,097,550.00

EXPENDITURES

Administration:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
24	Salaries and Benefits	\$235,620.00	\$324,060.00
	Purchased Services (List Vendors Below)		
25	V - AD 1 Marketing-Nashville News	\$3,500.00	\$35,000.00
26	V - AD 2 Marketing-De-Queen Bee	\$3,500.00	\$3,500.00
27	V - AD 3 Telecommunication-Verizon	\$6,500.00	\$6,500.00
28	Supplies and Materials	\$25,000.00	\$27,252.00
29	Equipment		
30	Other (List Below)		
31	Total Administration:	\$274,120.00	\$396,312.00
Regular Classroom Instruction:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
32	Salaries and Benefits	\$617,760.00	\$734,316.00
	Purchased Services (List Vendors Below)		
33	V - CI 1		
34	Supplies and Materials	\$50,000.00	\$50,000.00
35	Equipment		
36	Other (List Below)		
37	Total Regular Classroom Instruction:	\$667,760.00	\$784,316.00
Special Education:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
38	Salaries and Benefits	\$77,880.00	\$79,464.00
	Purchased Services (List Vendors Below)		
39	V - SE 1 OT/PT-Speech	\$38,200.00	\$38,200.00
40	Supplies and Materials		
41	Equipment	\$5,000.00	\$5,000.00
42	Other (List Below)		
43	Total Special Education:	\$121,080.00	\$122,664.00
Gifted and Talented Program:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
44	Salaries and Benefits	\$23,100.00	\$23,892.00
	Purchased Services (List Vendors Below)		
45	V - GT 1 Waiver Request for GT		
46	Supplies and Materials		
47	Equipment		
48	Other (List Below)		
49	Total Gifted and Talented Program:	\$23,100.00	\$23,892.00

Alternative Education Program/ Alternative Learning Environments:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
50	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
51	V - ALE 1 Waiver Request for ALE		
52	Supplies and Materials		
53	Equipment		
54	Other (List Below)		
55	Total Alternative Education Program/ Alternative Learning Environments:	\$0.00	\$0.00
English Language Learner Program:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
56	Salaries and Benefits	\$107,002.50	\$107,002.50
	Purchased Services (List Vendors Below)		
57	V - ELL 1 IPT, K-WAPT, W-APT and WIDA	\$25,000.00	\$25,000.00
58	Supplies and Materials		
59	Equipment	\$10,000.00	\$10,000.00
60	Other (List Below)		
61	Total English Language Learner Program:	\$142,002.50	\$142,002.50
Guidance Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
62	Salaries and Benefits	\$52,800.00	\$5,280.00
	Purchased Services (List Vendors Below)		
63	V - GS 1 Family and Human Services	\$12,000.00	\$12,000.00
64	Supplies and Materials		
65	Equipment	\$1,500.00	\$1,500.00
66	Other (List Below)		
67	Total Guidance Services:	\$66,300.00	\$18,780.00
Health Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
68	Salaries and Benefits	\$31,680.00	\$31,680.00
	Purchased Services (List Vendors Below)		
69	V - HS 1		
70	Supplies and Materials		
71	Equipment	\$3,000.00	\$3,000.00
72	Other (List Below)		
73	Total Health Services:	\$34,680.00	\$34,680.00
Media Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
74	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
75	V - MS 1 Waiver requested		
76	Supplies and Materials		
77	Equipment		
78	Other (List Below)		
79	Total Media Services:	\$0.00	\$0.00

Fiscal Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
80	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
81	V - FS 1 Auditor_CPA	\$5,000.00	\$5,000.00
82	V - FS 2 Time & Labor	\$8,000.00	\$8,000.00
83	V - FS 3 Legal	\$2,500.00	\$2,500.00
84	Supplies and Materials		
85	Equipment		
	Other (List Below)		
86			
87	Total Fiscal Services:	\$15,500.00	\$15,500.00
Maintenance and Operation:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
88	Salaries and Benefits	\$59,400.00	\$71,280.00
	Purchased Services (List Vendors Below)		
	INCLUDE UTILITIES		
89	V - MO 1 SWEPCO	\$20,000.00	\$20,000.00
90	V - MO 2 Disposal Services-Waste Management	\$6,000.00	\$6,000.00
91	V - MO 3 Repairs and Maintenance	\$15,000.00	\$15,000.00
92	Supplies and Materials		
93	Equipment		
	Other (List Below)		
94			
95	Total Maintenance and Operation:	\$100,400.00	\$112,280.00
Pupil Transportation:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
96	Salaries and Benefits	\$63,360.00	\$63,360.00
	Purchased Services (List Vendors Below)		
97	V - PT 1 Bus Lease USA Coach	\$20,000.00	\$20,000.00
98	Supplies and Materials		
99	Equipment		
	Other (List Below)		
100			
101	Total Pupil Transportation:	\$83,360.00	\$83,360.00
Food Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
102	Salaries and Benefits	\$58,080.00	\$72,600.00
	Purchased Services (List Vendors Below)		
103	V - FD 1 Meal Delivery-Performance Food Group	\$100,000.00	\$100,000.00
104	V - FD 2 CN Director	\$15,000.00	\$15,000.00
105	Supplies and Materials		
106	Equipment		
	Other (List Below)		
107			
108	Total Food Services:	\$173,080.00	\$187,600.00

Data Processing:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
109	Salaries and Benefits	\$47,850.00	\$47,850.00
	Purchased Services (List Vendors Below)		
110	V - DP 1 IT Support	\$25,000.00	\$25,000.00
111	Supplies and Materials		
112	Equipment		
	Other (List Below)		
113			
114	Total Data Processing:	\$72,850.00	\$72,850.00
Substitute Personnel:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
115	Salaries and Benefits	\$36,900.00	\$36,900.00
	Purchased Services (List Vendors Below)		
116	V - SB 1		
117	Total Substitute Personnel:	\$36,900.00	\$36,900.00
Facilities:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
118	Lease/Purchase Contract for One Full Year		
	Facility Upgrades (List Upgrades Below)		
119	No Lease at this time		
120	Property Insurance for One Full Year	\$15,000.00	\$15,000.00
121	Content Insurance for One Full Year		
122	Total Facilities:	\$15,000.00	\$15,000.00
Debt Expenditures:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	List Debts Below		
123			
124	Total Debt Expenditures:		
Other Expenditures:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	List Other Expenditures Below		
125			
126	Total Other Expenditures:		
127	TOTAL EXPENDITURES:	\$1,826,132.50	\$2,046,136.50
128	NET REVENUE OVER EXPENDITURES:	\$197,447.50	\$51,413.50

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

93
DEPARTMENT OF THE TREASURY

Date:

DEC 10 2015

JBH COLLEGIATE ACADEMY PUBLIC
CHARTER SCHOOL
503 DEER RUN CT
SUFFOLK, VA 23434

Employer Identification Number:
47-4229203

DLN:

17053210332005

Contact Person:

JOHN JENNEWEIN

ID# 31307

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Public Charity Status:

170(b)(1)(A)(ii)

Form 990/990-EZ/990-N Required:

Yes

Effective Date of Exemption:

July 13, 2015

Contribution Deductibility:

Yes

Addendum Applies:

No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

JBH COLLEGIATE ACADEMY PUBLIC

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,



Jeffrey I. Cooper
Director, Exempt Organizations
Rulings and Agreements

Letter 947

2A THE DE QUEEN BEE, DE QUEEN, ARKANSAS, THURSDAY, MARCH 17, 2016

from across the area. Non-members are invited to attend and are encouraged to sign up during the event. Dues are \$50 per year.

vendors and booths set up at the conference. A veterinarian from Merial Veterinary services will be the event's keynote speaker. Mike Run-

on the latest techniques and equipment in the cattle industry. Details on this event will be released at a future date.



Mt. Ida Cemetery work day Saturday, March 19

There will be a work day at the Mt. Ida Cemetery on Saturday, March 19 beginning at 9 a.m. In the event of rain, the work day will be re-scheduled to Saturday, April 2.

Blood drive to be held at Jonquil Fest

LifeShare is having a blood drive Saturday, March 19 at the Jonquil Festival, Historic State Park, Washington. From 11 a.m. to 5 p.m. the blood drive will be on the Donor Coach.

Revival services next week at Horatio FBC

Revival services at the First Baptist Church of Horatio will be held Sunday, March 20 through Wednesday, March 23. Sunday morning service will begin at 10:50 a.m. and each evening service will begin at 6 p.m. Evangelist is Bro. Frank Henson. Special music each service will be provided by: Sunday, Cross

Point Cowboy Band; Monday: Darrell Argenbright Band; Tuesday and Wednesday: The Chosen. Wednesday night is Youth Night. A nursery will be provided and everyone is welcome to attend.

DQ First Assembly Eggstravaganza to be held March 26

De Queen First Assembly's Easter Eggstravaganza will be held March 26 at 10 a.m. 10,000 prize filled eggs, lots of prizes, lots of money filled eggs plus special grand prize.

hosting a ton of events Marcy 19-27 that will be both entertaining and educational for the whole family. Programs include survival tactics, cast iron cooking, hikes and much more. There will also be a Lost and Found program on March 25.

For more information on the programs call the visitor

NOTICE OF PUBLIC HEARING

JBH COLLEGIATE ACADEMY ANNOUNCES IT'S TOWN MEETING
FREE REFRESHMENTS
A NEW FREE, PUBLIC, NON-DISCRIMINATORY CHARTER SCHOOL IN LOCKESBURG, ARKANSAS
LIGHTHOUSE CHURCH
SATURDAY, APRIL 9, 2016 - 11A.M.-1P.M.
3455 SOUTH CAMELIA
COME LET US SHOW YOU HOW DIFFERENT JBH COLLEGIATE ACADEMY EDUCATION IS.

74623

Aaron Eckhart, Gerard Butler
DAILY MATINEES
12:00, 2:30, 4:55
SUN-THURS NIGHT 7:30
FRI & SAT NIGHT 7:30, 9:30

Regular Admission - Adult \$7.00
Child \$5.00 - Matinees \$5.00
ADMISSION 3-D MOVIES -
Adult \$9.50 Child \$7.50
Matinees \$7.50
Movie times subject to change
check schedule at:
www.mccourtmaincinema.com
or call 580-286-2220
for Showtimes



...when I trust Jesus. Sin has been punished and I receive the righteousness of Jesus. Hear Romans 3:26, "... That he might be just. (Sin was punished) and the justifier of him which believeth in Jesus."

But it doesn't end there. Jesus rose bodily from the dead. I Cor. 15:4, "and that He was buried, and that He rose again the third day according to the Scriptures." But there's more! Because He was punished for my sin and I have received His imputed righteousness, I will experience resurrection too! John 14:19, "... Because I live, ye shall live also." Philippians 3:21, "Who shall change our vile body that it may be fashioned like unto His glorious body..."

Why do we celebrate the resurrection? Because it is the proof and the promise of our salvation!

Come and share in our Resurrection Celebration on March 27th! Horatio First Baptist Church, 207 Hazard Street, Horatio, AR 870-832-2281

Want to know more? Call 870-832-2281 or visit the First Baptist Church of Horatio, where we know that "God is Good..." All the Time" and where we meet to worship and study Sunday evenings at 9 p.m. and Wednesday evenings at 6 p.m.

404 De Queen Ave.
Or e-mail editor@
dequeenbee.com

NOTICE OF PUBLIC HEARING

JBH COLLEGIATE ACADEMY
ANNOUNCES ITS TOWN MEETING

FREE REFRESHMENTS
A NEW FREE, PUBLIC,
NON-DISCRIMINATORY
CHARTER SCHOOL IN
LOCKESBURG, ARKANSAS

LIGHTHOUSE CHURCH

SATURDAY APRIL 9, 2016 • 11 A.M. - 1 P.M.
3455 SOUTH CAMELIA

COME LET US SHOW YOU HOW
DIFFERENT JBH COLLEGIATE ACADEMY
EDUCATION IS.

Susan and Rachel Luplace and Barbara and Jeff Jarvis, all of Rowlett, Texas; one son, Robert Gregg Parker of Dallas, Texas; five grandchildren, Patricia Steuwe, Adam Luplace, Amanda Jarvis, Scott Jarvis and Andrew Parker; five great-grandchildren, Sarah Kennedy, Shaun Weaver, Annabelle Luplace, Lorja Luplace and Jase Gage; and one great-grandchild, Allison Kennedy.

Funeral services for Mrs. Parker were held at 1:00 p.m., Saturday, March 19, 2016, in the First Baptist Church in Horatio, Arkansas with Bro. Jerry Hill officiating. Burial followed in Horatio Cemetery, under the direction of Wilkerson Funeral Home in De Queen, Arkansas.

The family received friends from 5-7 p.m. Friday, March 18, at the funeral home.

You may register online at
www.wilkersonfuneralhomes.com

74885

March is National Nutrition Month. This is an important opportunity to recognize the role of Arkansas educators in promoting healthy eating habits to the Arkansas' Come join the Fish Commission. The dis-

fast Week in early March, the organization highlighted Mellon's work to incorporate breakfast as part of the classroom routine. Mellon's efforts.

The dead deer found near staffed by AGFC and Na-

of combating hunger and creating a foundation for lifelong healthy habits. The summer months, when school is out of session, is processed at a case camp

U.S. SENATOR JOHN BOOZMAN

I hear that we set records in attendance at the festival and I am sure the famous restaurant did more business than in past years.

Co. Washington, D.C.

completed. They are for im-

We have a lot of company now that we have moved to the state park in Washington, Ark. The roads are paved here and there is a lot to do in our village. Plus, Pine Bluff, Marion, Fayette-

with some "customers," we noted that a lady was staring at our house with a benign smile. Turns out she had been conceived in our house a long time ago — she would partment grants charters for

2A THE DE QUEEN BEE, DE QUEEN, ARKANSAS, THURSDAY, MARCH 31, 2016

APRIL COMMUNITY CALENDAR

testing positive — or fail to complete the program — are excluded from receiving the funds directly and the benefits will sent to the person's family.

Supporters claim the pro-

point, we don't have any idea of what this cost is going to be to us because we don't know how many (welfare applicants) will show as 'suspicious.' ... We don't know how many will have

varney Cemetery board

annual meeting will be held Saturday, April 2, 2016 at 2 p.m. at the Gillham Methodist Church fellowship hall. All those interested in the cemetery are welcome to attend.

Sevier County

Genealogical Society

to meet Saturday

The Sevier County Genealogical Society will on Saturday, April 2 at 10 a.m. at the Sevier County Museum. The program will be about the Ladd family and the Elzy Taylor mystery.

The public is welcome.

Boaters Ed Class

at Cossatot River Park

WICKES - Cossatot River State Park/Natural Area will host a Boater Education class April 4-5 from 6 p.m. to 9 p.m. both days.

Classes will be held in the visitor center. Anyone born after 1985 must take and pass an approved Arkansas Game and Fish Boating Education Course and carry

in Gillham April 9

Volunteers are needed to participate in Gillham's spring community improvement event on April 9 starting at 9 a.m. Trash bags will be distributed at the library. The library will also have gloves, vests, and tee shirts on a first come first serve bases.

Launch Party

for Charlie Farley

at 5S Outdoors

DE QUEEN - De Queen native Charlie Farley will celebrate the launch of his newest album on Saturday, April 9 in De Queen. The event will be held at 5S Outdoors on Highway 71 North from 12:30-3 p.m. Grilled hot dogs and soft drinks will be provided.

Cossatot Volunteer

Fire Department

Fundraiser is April 2

The Cossatot Volunteer

Fire District are invited to enjoy a BBQ chicken dinner while enjoying area gospel band, Harmony.

A live auction will be held at 6 p.m. Cost is \$5 per plate. Residents of the district will receive a complimentary plate if they pay their annual \$25 membership dues at the dinner. Carry out is available. For more information contact Linda at (870) 584-9592 or Katrina at (870) 642-5569

NOTICE OF PUBLIC HEARING

JBH COLLEGIATE ACADEMY ANNOUNCES ITS TOWN MEETING

FREE REFRESHMENTS

NEW FREE PUBLIC, NON-DISCRIMINATORY CHARTER SCHOOL IN

LOCKESBURG, ARKANSAS

LIGHTHOUSE CHURCH

Saturday, April 9, 2016 - 11A.M.-1P.M.

3455 SOUTH CAMELIA

COME LET US SHOW YOU HOW DIFFERENT JBH COLLEGIATE ACADEMY EDUCATION IS.

2D ANIMATED, RATED PG
TUES & FRI MAT 4:50
FRI & SAT MATINEES
12:00, 2:30, 4:50
SUN-THURS NIGHT 7:15
FRI & SAT NIGHT 7:15, 9:40

"GOD IS NOT DEAD 2"

RATED PG

STARRING: Jesse Metcalfe, David A.R. White, Ray Wise

TUES & FRI MAT 4:00
SAT & SUN MATINEES
1:00, 4:00

SUN-THURS NIGHT 7:00
FRI & SAT NIGHT 7:15, 9:50

"MIRACLES FROM HEAVEN"

RATED PG

STARRING: Jennifer Garner, Martin Henderson

TUES & FRI 4:50
SAT & SUN MAT 12:00, 2:30, 4:50
SUN-THURS NIGHT 7:15
FRI & SAT NIGHT 7:15, 9:45

Regular Admission - Adult \$7.00
Child \$5.00 - Matinees \$5.00
ADMISSION 3-D MOVIES -
Adult \$9.50 Child \$7.50
Matinees \$7.50

Movie times subject to change
check schedule at:
www.miracletaninema.com
or call 580-286-2220
for Showtimes

74709

AT THEATRE

NOTICE OF PUBLIC HEARING

JBH Collegiate Academy
announces its **TOWN MEETING** to inform the
community of its plans to apply to the Arkansas
Department of Education to open a new **FREE,**
PUBLIC, NON-DISCRIMINATORY charter
school in Lockesburg, Arkansas.

Lighthouse Church
Saturday, April 9, 2016 • 11:00-1:00pm
3455 South Camelia

FREE Refreshments

Come let us show you how different JBH
Collegiate Academy education is.

**Texas Sourdough
Sandwich!**

Come in and enjoy this
delicious, all-new
Chicken Sandwich...
served Grilled or Fried.
Enjoy seven days a week!



411 S. Main • Nashville
Ph. 845-4997

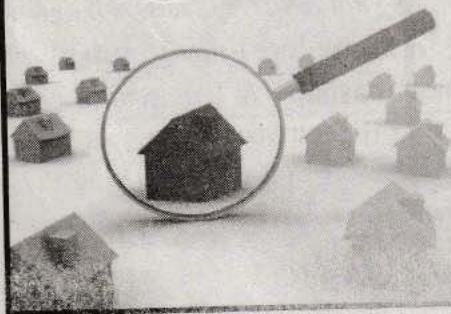
Don't be PENALIZED!

All Commercial & Personal Property
Must Be Assessed By

May 31, 2016

(Commercial forms **MUST** be returned or
postmarked by this date)

All Personal Property may be assessed
by calling **870-845-7511** or by going
online to **www.countyservice.net**



Debbie Teague
Howard County
Assessor

KITES CAN DAMAGE SWEPCO LINES

SHREVEPORT, La., March 22, 2016 — AEP Southwestern Electric Power Company (SWEPCO) reminds its customers that metallic coatings on mylar helium balloons and on kites can cause damage to SWEPCO's electrical system and cause power losses, emphasizing the need to make sure these objects are not allowed to interfere in the lines. SWEPCO also wants to remind children, and adults too, that there are certain safety precautions that should be taken concerning kites and power lines.

- Never use wire, tinsel or any metal in kite construction or as string—they can conduct electricity.
- Never fly a kite near this spring.

Remember to follow simple safety rules for a fun and safe kite-flying outing this spring.

Check out...

The Nashville News

~ **Group & Individual** ~
 ♦ Health ♦ Life ♦ Dental ♦
 ♦ Medicare Supplement ♦
For more information, call
(870) 845-5930 Office
845-7728 Cell

**Southwest Arkansas Domestic
Violence/Crisis Center
(SWADV/CC)**
 Battered Women's Center and
 Sexual Assault Services
24 Hour Crisis Line
870-584-3447

Offices located in:

DeQueen • Nashville • Mt. Ida • Mena

*There will be a box in the Nashville
News set up to collect supplies for the
center. Items needed include: Paper
goods (paper towels, toilet tissue, etc),
Dish Soap, Hand Soap, Toiletries,
Lotion, Games for kids, books.*

Reg. Value \$60⁰⁰ • New patients only
 Must present coupon to redeem at time of service.
 Offer not good with any other offer.

FAMILY DENTISTRY
 W. Darrel Fain, D.D.S., P.A.
 419 E. 6th St. • Prescott, Arkansas &
 3201 Richmond Rd. • Texarkana, Texas
Call toll-free 1-800-487-1854
 We accept ARKids & Medicaid
 Ask us about Whitening for Life and IV & Oral Sedation!

Keep that
 pretty
 smile!

www.faindental.com

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without taxes or penalties.**

Josh Tice, AAMS®
 Financial Advisor
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Edward Jones
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NOTICE OF PUBLIC HEARING

JBH Collegiate Academy
 announces its **TOWN MEETING** to inform the
 community of its plans to apply to the Arkansas
 Department of Education to open a new **FREE,**
PUBLIC, NON-DISCRIMINATORY charter
 school in Lockesburg, Arkansas.

Lighthouse Church

Saturday, April 9, 2016 • 11:00-1:00pm

3455 South Camelia

FREE Refreshments

Come let us show you how different JBH
 Collegiate Academy education is.

Thursday, March 31, 2016 | The Nashville News | Online at <http://www.nashvillenews.org> | Call: 1-888-845-63976

COMMUNITY 7

*Denotes all A's

KINDERGARTEN: *Adan, Albiter, *Keeli Partee, *Landon White

FIRST GRADE: *Rilee Faulkner, Drake Golden, Patrick Kitchens, Abigail Tomblin

SECOND GRADE: Trace Dorse, Ashlynn Egger, *Delaney Ford, Selena Garcia, *Brayam Salaices, *Saedee White

THIRD GRADE: Addison Egger, *Blake Eskew, Olivia Estep, *Christopher Tomblin, Jazmin Trejo, Jose Zaragoza

FOURTH GRADE: Jon Antonio, Brooklyn Bearden, Baylee Carter, Haley Carter, Samantha Chambers, Abigail Cook, Miranda Dorse, Isaac Egger, *Jalyn Estep, *Ricardo Frias

FIFTH GRADE: *Titus Eskew, Yahir Garcia, Kelvin Vasquez

SIXTH GRADE: Logan Barnett, Tyler Dorse, Alexandra Eford, Josue Marquez, *Allie McConnell, Ben O'Neal, Gracie Turner, Jaydan White

SEVENTH GRADE: Lainey Eason, James Estep, *Kelsie Faulkner, Selena Zaragoza

EIGHTH GRADE: *Isabel Antonio, Michael Arivett, *Madison Cook, Christian Gomez, Javier Salinas

FRESHMEN: Aubrey Crawford, Taylor Dorse, Hailey Dowdy, Kinsey Ferguson, *Savanah Henegar, Miriam Marquez, Emily McCarley, Lexi Moore

SOPHOMORES: Stacy Dunson Jr., *Luis Salinas, *Mae-ghan McCarley, Kasie Miles, *Griselda Salinas, Lyndsey Thomas

JUNIORS: *Karlie Alexander, Danielle Cocke, Yaremi Gomez, *Natalie Henegar, *Desmond Pinson, Angelica Salinas, Anthony Vaughn, Landon Vaughn

SENIORS: Bailey Lott, *Yessica Martinez, Amanda Parsons, Sebastian Ratliff, Rosa Salinas

NOTICE OF PUBLIC HEARING

JBH Collegiate Academy

announces its **TOWN MEETING** to inform the community of its plans to apply to the Arkansas Department of Education to open a new **FREE, PUBLIC, NON-DISCRIMINATORY** charter school in Lockesburg, Arkansas.

Lighthouse Church

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3455 South Camelia

FREE Refreshments

Come let us show you how different JBH Collegiate Academy education is.

PRIME LOCATION ~ ATTENTION INVENTORS

REAL ESTATE AUCTION

Saturday - APRIL 2 ~ 11 AM

101 Broadway, Glenwood AR, 71943

Cynthia Green
207A Old Hwy 24
Horatio, AR 71842
April 22, 2016

Dear Arkansas Board of Education:

I am writing to day in regards to the possibility of a JBH Academy charter school being opened in Lockesburg, AR. I grew up in Lockesburg my entire life. I attended kindergarten there, learned to read and write, met my first friends, lost my first tooth, played basketball and had my heart broken for the first time. Lockesburg has always been where my roots are. I proudly say that I will always be a Lockesburg Darter.

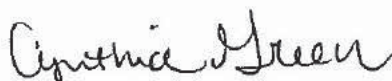
My husband and I chose to raise our family there so that they would have the chance to be a Darter as well. Unfortunately, that didn't happen. Our daughters have to ride the school bus for an hour one way, twice a day. They are up by 5 o'clock every morning and waiting on the bus at 6:30 a.m. That makes a very long day for a child. They are so tired from getting up so early that the evenings are a struggle to get their homework done.

The Lockesburg community would greatly benefit from this school opening in our community. Our children could attend school where they live not 20 miles away. Our little loving, caring community would have the chance to prosper and grow again. The schools being so far away has been the cause of some members of our community to consider moving from the homes their families built and grew up in, to other towns for their children to feel more involved in their school.

The talk of this school opening up has lit a spark in Lockesburg. Our parents are hopeful again and the children are excited! The charter school being discussed has brought our community back together once again and has given them hope.

Whatever your decision, please accept my sincere thanks for your time and consideration of my request.

Sincerely,



Cynthia Green

To Whom it may Concern:

My name is Ashley Wilson. My husband Ben & I are residents of Lockesburg. We were both privileged to be graduates of Lockesburg High School before its closure. We have two sons that are 9 years and 2 years old. Our oldest son is currently enrolled in Dierks School District which is over 20 miles away from our home. We sent him there as opposed to De Queen due to the smaller Elementary School. I believe that children in smaller districts are more likely to receive personal attention from their teachers.

A school in Lockesburg would be valuable to not only students, but the community in general. It would create jobs that lift the community after the closure of the Lockesburg High School and Elementary School. Our community is centrally located and on a well traveled Highway making it a prime location for a specialty school to bring in not only citizens of Lockesburg but students of surrounding districts.

A STEM academy would be beneficial to all students of our area. I am a nurse and I believe that science and math as well as technology are extremely important parts of any school curriculum. Having a school that emphasizes these aspects of ~~education~~ would be important for the growth of our children's futures. Science, math, and technology fields are all growing and will give our children the best head start to becoming successful adults and contributing members of society.

Please consider the placement of a school back in Lockesburg for our community and for our children.

Ashley Wilson
Ben Wilson

P.O. Box 472
Lockesburg, AR 71846
(870) 584-9492 and (870) 784-3468

April 22, 2016

Arkansas Board of Education:

As I write this I want to express my complete and total support for re-establishing a school in the Lockesburg area. I do not currently have a child that this will directly impact but I have grandchildren and children from my church that could be greatly helped by a local school. As an area Pastor I know very well the effect this can have on our community and its children. I believe that a smaller classroom and more teacher interaction is very valuable. The emphasis that a S.T.E.M. school would provide would be a wonderful and much needed addition to the local school offerings. In a world where Science, Technology, Engineering and Math are so highly utilized...a school specializing in this type education would be a tremendous asset to the local area.

The removal of smaller schools in our state, I believe, was a huge mistake and has done tremendous harm to our children and our communities. Children now ride buses for up to 4 hours a day...and we should be ashamed!!! I personally know of children who get on the bus as early as 6am... two full hours before school!!! Children should be able to be educated in their own community with children and friends of theirs instead of being fragmented and bused all over the local area. A sleepy and tired student does not learn well...and we have done that to our children!!! Currently children from our old school district have been fragmented into up to 5 different school districts. This has had a negative impact on our town and our community as a whole!!

I pledge my support for the Lockesburg S.T.E.M. Academy and I ask that you please support this school and support our children!!!

Sincerely,



Buster Dellinger

Dear Arkansas Board of Education,

I write to ask you to consider the opening of a JBH Academy charter school in Lockesburg. I have lived in Lockesburg my whole life and now I teach preschool here. I love this small, friendly town and want nothing more than to see it grow and prosper. Though we lost our public school to consolidation in recent years, we hold tight to the hope that we can heal and grow again as a community. Educating our children here is vital to that hope.

Lockesburg is a small town with a population of just seven hundred and eleven lovely people. When talk of the school's closure first began circulating, back in the early 2000s, I was in junior high. I remember that people felt afraid and rushed to enroll their children in nearby schools. They were trying to protect their children, but their fear only hastened our decline. With too few students to meet the state's enrollment requirement, the high school closed. I settled in Lockesburg after I married, and I was lucky enough to send my daughter to school here for Kindergarten and first grade. But again the student population was not high enough and the elementary closed its doors.

However, talk of the charter school has renewed hope in the people of Lockesburg. That old talk of "leaving before the school closes" has been replaced with a commitment to stay and help a new school grow. We have many reasons to be optimistic. The town has made some improvements in infrastructure and added business in recent years. Our children, weary of long bus rides and unfamiliar teachers, are hopeful that they might attend school in the community in which they live. People have such nice things to say about the charter school and its CEO, Michelle Burgess. Things seem to be looking up.

Thank you so much for your consideration. I am looking forward to the opportunities this charter school will open up to Lockesburg's students and community.

Sincerely,

A handwritten signature in cursive script, appearing to read "Casey Hardaway".

Casey Hardaway

April 19, 2016

Arkansas Dept of Education:

I am writing to express my support for
JBH Collegiate Academy and the creation
of a charter school in Lockesburg, Arkansas.

Losing our school to consolidation has had
a dramatic negative impact on our
community. Our school was so important
to the health and vitality of our town.

As the public librarian it saddens me that
because of the long bus commutes grade
school children are limited in their
ability to use the library during school days
when they are likely to need the services
provided there the most.

We all would be so excited to see our children
return to Lockesburg.

Wendy Clay
963 Hwy. 24E
DeQueen, AR 71846
817-404-7801

2017-2018 Teacher and Student Calendar

Event	Date
<i>First Day of School (Teachers)</i>	July 17, 2017
<i>Professional Development</i>	July 18-21, 2017
<i>K-5 Parent Meeting</i>	August 1, 2017
<i>First Day of School (Students)</i>	August 14, 2017
<i>Kindergarten Screening</i>	August 21-25, 2017
Labor Day (No School in Session)	September 4, 2017
Professional Development/Early Dismissal	September 15, 2017
Columbus Day (No School in Session)	October 9, 2017
First Quarter Ends	October 13, 2017
Parents Conference Day; Early Dismissal (No School in Session)	October 20, 2017
Veterans Day (No School in Session)	November 9, 2017
Thanksgiving Break (No School in Session)	November 22-24, 2017
Winter Break (No School in Session)	December 21/ - 1/2, 2018
Professional Development (No School in Session)	January 4, 2018
<i>First Semester End Date</i>	January 12, 2018
Dr. Martin Luther King, Jr. Day (No School in Session)	January 16, 2018
Parent Conference Day (No School for Students)	February 19, 2018
Spring Break (No School in Session)	March 19-23, 2018
Memorial Day (No School in Session)	May 28, 2018
<i>Last Day of School Students</i>	June 1, 2018
<i>Last Day of School Teachers</i>	June 15, 2018

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT

Lessor(Owner): _____

Lessee(Tenant): _____

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

Proposed Location is 124 Darter Circle Lockesburg, AR 71846

Address of Premises: TBD

Square Footage: _____

Terms of Lease: _____

Rental Amount: _____

Contingency: The terms of this agreement are contingent upon

Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2017

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas 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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: _____

By: _____ Date _____

Lessor: _____

By: _____ Date _____

2016 APPLICATION OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL 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 intend 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 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 statutes or 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.

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

7. 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.
8. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.
9. 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 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.
10. 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.
11. 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.
12. 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.
13. 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 Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 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 Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and

14. Health and safety codes as established by the State Board of Education 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 involuntary 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.


 Signature of President of the Sponsoring Entity Board of Directors


 Date


 Printed Name

District: DEQUEEN SCHOOL DISTRICT
LEA: 6701000
Enrollment: 2415

Superintendent: BRUCE HILL
Attendance 95.54
Poverty Rate: 77.43

Address: PO BOX 950
Address: DE QUEEN, AR 71832
Phone: (870) 584-4312

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1400	1409	99.36	1379	1407	98.01
Targeted Achievement Gap Group	1150	1159	99.22	1151	1178	97.71
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	45	45	100.00	46	46	100.00
Hispanic	868	873	99.43	864	884	97.74
White	433	435	99.54	413	421	98.10
Economically Disadvantaged	1091	1097	99.45	1089	1116	97.58
English Language Learners	674	680	99.12	688	705	97.59
Students with Disabilities	88	89	98.88	84	85	98.82

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	419	1364	30.72	22.73
Targeted Achievement Gap Group	301	1121	26.85	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	8	41	19.51	10.77
Hispanic	235	854	27.52	18.35
White	163	420	38.81	26.04
Economically Disadvantaged	288	1065	27.04	17.63
English Language Learners	151	664	22.74	7.64
Students with Disabilities	15	84	17.86	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	409	1344	30.43	13.95
Targeted Achievement Gap Group	303	1123	26.98	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	5	42	11.90	5.87
Hispanic	244	850	28.71	12.10
White	146	401	36.41	17.14
Economically Disadvantaged	288	1064	27.07	11.02
English Language Learners	173	677	25.55	6.23
Students with Disabilities	14	80	17.50	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		NEEDS IMPROVEMENT			
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	154	177	87.01	88.09	94.00
Targeted Achievement Gap Group	106	126	84.13	86.89	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	436	494	88.26	88.09	94.00
Targeted Achievement Gap Group	298	345	86.38	86.89	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	8	11	72.73	83.33	
Hispanic	88	98	89.80	86.52	
White	57	66	86.36	89.85	
Economically Disadvantaged	96	114	84.21	87.83	
English Language Learners	26	28	92.86	85.71	
Students with Disabilities	12	14	85.71	85.97	

District: DEQUEEN SCHOOL DISTRICT
LEA: 6701000
Enrollment: 2415

Superintendent: BRUCE HILL
Attendance 95.54
Poverty Rate: 77.43

Address: PO BOX 950
Address: DE QUEEN, AR 71832
Phone: (870) 584-4312

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	1
Number of enrolled students with completed EOY only:	14

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016

Alexandra Boyd (ADE)

From: Alexandra Boyd (ADE)
Sent: Tuesday, August 16, 2016 3:54 PM
To: ADE Charter Schools
Subject: FW: Lockesburg STEM Academy

From: HOLLY COTHREN [mailto:holly.cothren@dierksschools.org]
Sent: Tuesday, August 16, 2016 3:14 PM
To: Alexandra Boyd (ADE) <Alexandra.Boyd@arkansas.gov>; Mark Gotcher (ADE) <Mark.Gotcher@arkansas.gov>
Subject: Lockesburg STEM Academy

Ms. Boyd and Dr. Gotcher:

I am sending this email to express my deep concern about the Charter School proposed for the Lockesburg community in Sevier County. The school districts in this area of the state do a fantastic job of educating the young people of our region. I do not feel this charter school is a good idea for the area. It will harm the enrollment of my school district, Dierks School District. We have approximately 70-75 of the students from the Lockesburg community enrolled in our district. We provide a superior education for these youngsters. I send a bus into the heart of this community and transport them to and from school. I provide differentiated instruction for their varied educational needs. My district is completely committed to these students and their needs as well as their families.

I feel as though this charter school cannot obtain appropriate facilities nor funding to provide the quality of education that my school district can provide for these young people. Please take this into consideration as you hold your Charter Authorizing Panel Meeting tomorrow.

Respectfully,

Holly Cothren, Superintendent
Dierks School District

PRIDE Paron Residents Interested in Development & Education

August 25, 2016

Alexandra Boyd, Program Director
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

RE: Charter Panel Appeal Request

Dear Ms. Boyd:

The Paron Community Trust received your email containing a Notice of Charter Authorizing Panel Decision – Paron Charter School. In response to such notice, the Paron Community Trust, as the sponsoring entity for the Paron Charter School application, respectfully requests a hearing at the next scheduled opportunity before the Arkansas State Board of Education to appeal the decision of the Charter Authorizing Panel.

Paron Community Trust Appeal

I. Application and Decision

In response to the 2015 closure of Paron Elementary School and the continued demand from the community for a local option, the Paron Community Trust submitted its full application for the Paron Charter School in compliance with all requirements under Ark. Code Ann. § 6-23-302 et seq. and the ADE Rules Governing Public Charter Schools. The application proposed a K-12 school (beginning with K-5) and a maximum enrollment of 200 students. On August 18, 2016, the Charter Authorizing Panel voted in a 6-2 decision to deny the application after nearly 2 ½ hours of debate.

II. Basis for Appeal

Pursuant to Ark. Code Ann. § 6-23-702(b)(2) and Section 8.06.1 of the ADE Rules Governing Public Charter Schools, the Paron Community Trust requests that the State Board of Education review the decision of the Charter Authorizing Panel for the following reasons:

1. The Paron community has tremendous interest in re-establishing its school. As the sponsoring entity for the Paron Charter School, the Paron Community Trust has heard repeated calls for a charter school application from the community in an effort to re-establish a local option for families and to design an educational experience tailored to community interests.
2. The community needs a more appropriate option for its students. Currently, many Paron students must commute upwards of 45 minutes each morning to attend their designated schools. This commute is often longer for children relying on bus transportation. Moreover, Paron students have been removed from their school and support of their community and dispersed to unfamiliar, distant districts.
3. The local school district supports the establishment of the Paron Charter School. The Bryant School District sold the proposed school facility—the former Paron Elementary building—to the Paron Community Trust for \$1, and the superintendent of Bryant School District first suggested that the Paron Community Trust apply for a charter school.

4. **The Paron Charter School application is a unique proposal.** First, the Paron Charter School proposes a curriculum aligned to Arkansas standards and frameworks and delivered entirely through the lens of environmental education, which is an educational program unlike any other in the State. Moreover, unlike many applicants, the Paron Charter School has the means to execute such a proposal.

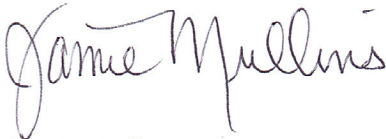
The school is supported financially by the Community Trust, which has agreed to provide a facility and to bridge any unforeseen financial shortcomings in the initial year of the charter school. In addition to these advantages, the Paron Charter School brings numerous community partners together to provide services of all kinds, including enrichment activities aligned to our environmental curriculum, health services, transportation, and even a continuing contract to provide meals at our neighboring Head Start center.

5. **A review would provide the opportunity to supplement and clarify the original application.** The Paron Charter School has already begun the process of seeking technical assistance and believes that it is able to provide much clarification and additional information to the State Board of Education to ensure that members are able to make an informed decision. As one member of the Charter Authorizing Panel stated, the Paron community "needs an alternative educational option," and as another clarified, the Paron Charter School "would have almost a year to plan and implement" if granted approval and provided technical assistance.

III. Relief

To review the decision of the Charter Authorizing Panel would give the State Board of Education the opportunity to hear the clarification and the supplemental information that the Charter Authorizing Panel members stated was necessary. As such, the Paron Charter School respectfully requests that the State Board of Education immediately review the decision at its next scheduled opportunity so as to avoid further delays in re-establishing a local educational option in Paron.

Sincerely,



Jamie Mullins
Board Member
Paron Community Trust



Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

State Board
of Education

Mireya Reith
Fayetteville
Chair

Dr. Jay Barth
Little Rock
Vice Chair

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

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

*An Equal
Opportunity
Employer*

August 19, 2016

Jamie Mullins
Paron Charter School
P.O. Box 44
Paron, AR 72122

**RE: Notice of Charter Authorizing Panel Decision
Paron Charter School**

Dear Ms. Mullins:

On August 18, 2016, the Charter Authorizing Panel met and denied the application for Paron Charter School. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **noon on Friday, August 26, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on September 8, 2016. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on September 8, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Please contact me by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov with any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Alex Boyd', with a stylized flourish at the end.

Alexandra Boyd, Director
Public Charter Schools

CC: Superintendent Donaghy, Bauxite School District
Superintendent Skelton, Benton School District
Superintendent Kimbrell, Bryant School District
Superintendent Murphy, Fountain Lake School District
Superintendent Henley, Harmony Grove School District
Superintendent Carter, Jessieville School District
Superintendent Poore, Little Rock School District
Superintendent Wilson, Perryville School District
Superintendent Guess, Pulaski County Special School District
Superintendent Williams, Sheridan School District

Paron Charter School Open-Enrollment Charter School Application

Motion

To deny the application

Barnes-2	Liwo	Saunders
Gotcher-M	Pfeffer	Smith
Lester	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			While I understand the passion and desire to restore educational opportunities in the community, many concerns remain unresolved. I share concerns expressed by my colleagues regarding sustainability, educational success, and critical components to start up a charter. At this time too many responses are dependent upon “may”, “we would hope”, etc. and so I am unable to support approval today.
Gotcher	X			I feel there is strong community support and the potential for a viable academic program for students. Much time is needed for a more quality application to be submitted.
Lester	X			It is obvious that the Paron community has a passion for providing an educational setting for their children. However, at this time, I have concerns about the initial start-up, operations, capacity, and sustainability for educational success.
Liwo	X			A need for another alternative in Paron is apparent. The passion and desire to support and aid the Paron community is noted.

				However, the application lacked substance. I had concerns that the proposed charter would have sufficient financial support. The applicant also appeared uncertain as to what waivers they were requesting and could not clearly articulate the basis for the requested waivers.
Pfeffer	X			While I want to say yes to this application, I cannot today say yes based on the many waiver questions, changes during today's meeting, and concerns over the lack of technical assistance the applicant sought prior to today's hearing. Based on the application presented today, the charter is not yet ready and does not evidence readiness.
Rogers		X		While I agree with the Panel that there are questions, I would like to have seen the charter applicant have the opportunity to get the additional technical help they need. I hope they will work to improve the application and bring it back to the Charter Panel next year.
Saunders	X			A denial of the application at this time will allow the time to produce greater quality in the application and strengthen their position.
Smith		X		I believe additional technical assistance would have allowed the charter to have an approved application. This would have allowed almost a year for the charter to plan and implement.
Coffman				chair

Submitted by: Alexandra Boyd
Date: 08/18/2016

Paron Charter School

Sponsoring Entity: Paron Community Trust

IRS Status: 501(c)(3) Determination Letter

Grade Levels: K-12

Grade Levels and Enrollment Cap: 200

School Year	Grade Levels	Maximum Enrollment
2017-2018	K-5	120
2018-2019	K-6	140
2019-2020	K-7	160
2020-2021	K-8	180
2021-2022	K-9	200

Address of Proposed Charter: 22265 Highway 9
Paron, AR 72122

Mission Statement:

The mission of the Paron Charter School is to provide a comprehensive environmental-based education that connects the learning experience with the world around us. We will be developing independent successful individuals with mastery of life skills and core subjects. This will provide our students with the tools they need to succeed and the skills to use them. Real world learning and being current with technological advances will put them on a path of academic accomplishment, making excellence the standard, not the exception.

Information on the School District in Which the Charter Would Be Located

Bryant School District

37.48% free and reduced-price lunch (2015-2016)

Achieving (ESEA 2015) -Literacy, Mathematics, and Graduation Rate

Documentation Provided in Support of the Charter

Letters of Support Included with the Response Document

Amanda Williams	CADC Paron Head Start/ABC Preschool Program
Tabitha Bean	Paron Community Parent
Steve and Donna Lambert	Paron Community Parent
Nancy Richardson	Paron Community Member

Additional Letters of Support on File in the Charter Office

Bruce Cozart	State Representative District 24
Lanny Fite	State Representative, Former Saline County Judge
Lavina Grandon	Rural Community Alliance Board

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee:

C6: SCHEDULE OF COURSES OFFERED

- It remains unclear that AP courses will be offered in high school grades.
- It remains unclear that elementary students will be provided with physical activity time (recess).
- With the information provided, it remains unclear that all classes offered will be approved courses.
- It remains unclear how the applicant will be able to afford to offer electives “based on the needs and gifts of the individual student”.

C7: EDUCATIONAL PROGRAM

It remains unclear if the applicant plans to have 1:1 computer access for the students or communal access in a computer lab.

C9: STUDENT SERVICES

- The following positions and programs are not provided for in the budget:
 - Transportation
 - Licensed Gifted and Talented Specialist
- No formalized agreements were provided to substantiate the following statement “Community resources have stepped forward to offer mentorship in forestry, computer programming, welding, carpentry, aqua-culture, bee keeping, environmental management and engineering thus far”.

C14: STAFFING PLAN

It remains unclear that the applicant understands that the Director will need to have a SPED license to oversee the implementation of IEP’s.

C15: BUSINESS AND BUDGETING PLAN

- The new budget outlines fringe benefits that vary by type of teacher (i.e. regular and SPED) and falls below 28%.
- It remains unclear that the applicant realizes that, at some point, a minimum number of pupils must be enrolled for the school to operate with a sound financial structure.

Arkansas Department of Education

Open-Enrollment Public Charter School 2016 Application

SCORING RUBRIC

PART A GENERAL INFORMATION

Name of Proposed Charter School: **Paron Charter School**

Eligible Entity Status:

- ☐ Public institution of higher education
- ☐ Private nonsectarian institution of higher education governmental entity
- ☒ Nonsectarian organization exempt from taxes under Section 501(c)(3) of the Internal Revenue Code
- ☐ Nonsectarian organization that has applied for exemption from taxes under Section 501(c)(3) of the Internal Revenue Code
- ☐ No evidence of eligibility

IF EVIDENCE OF ELIGIBILITY TO APPLY IS NOT INCLUDED, NO FURTHER REVIEW OF THE APPLICATION WILL OCCUR.

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 filed with Arkansas Department of Education on time and including 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 #3 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 proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that are contiguous to the district in which the charter school would be located

Fully Responsive

C2: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and the relationships among the groups.

Evaluation Criteria:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school

Fully Responsive

C3: 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

C4: 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

C5: 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

C6: 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

Partially Responsive

Concerns and Additional Questions: Provide all elective courses and required courses to be offered.

Applicant Response:

In K-5 required courses will include language, math, social studies including specific units on Arkansas history, science including environmental understanding, earth and solar systems, technical skills for learning including researching, data gathering, computer use, dictionary use, health and personal hygiene, physical education, visual/performing arts and appreciation, and practical skills of daily life.

In grades 6-8 all required courses as listed above will be provided as well as more focused career and technical training. The Arkansas history immersion will be expanded and connect to career paths within the state.

In grades 9-12, at a minimum the 38 required courses will be provided to include (6) language arts units, (5) science, (6) math, (1) computer science, (4) social studies units, (3 ½) fine arts units, (1/2) economics units, (9) career and technical units, (2) foreign language (same language) and (1 ½) health/safety/PE. Electives will be offered based on the needs and gifts of the individual student.

Remaining Concerns:

- It remains unclear that AP courses will be offered in high school grades.
- It remains unclear that elementary students will be provided with physical activity time (recess).
- With the information provided, it remains unclear that all classes offered will be approved courses.
- It remains unclear how the applicant will be able to afford to offer electives “based on the needs and gifts of the individual student”.

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;
- Revenue to pay for all curriculum expenses as outlined in the budget; 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: Provide a plan for reaching 1:1 computer access and explain how this plan will be afforded.

Applicant Response: A grant is being sought by the Paron Community Trust for the purchase of computers for use by students and after school hours in the learning center/computer for adult learners. In lieu, or in conjunction with the grant, plans are underway to utilize Thee Brother’s Keeper, a nonprofit organization in Hot Springs. They accept donated computers while assisting single fathers and providing them computer training, resulting in rebuilt and upgraded computers. TBK offers readied computers for donations to continue to provide services and assistance. Acquisition of computers has already begun as the learning center has been under development prior to application for a charter school. Initial expense of computers and maintenance will be the responsibility of PCT.

Remaining Concern: It remains unclear if the applicant plans to have 1:1 computer access for the students or communal access in a computer lab.

C8: 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 state standards

Fully Responsive

Concerns and Additional Questions: Specify where the expenditures associated with Connections Education are included in the budget.

Applicant Response: The budget has been revised and included with this submission.

C9: 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:

- Explain how student health needs will be addressed in an emergency.
- Explain how the computer lab and media services will be funded.
- Provide usage agreement with the community library.
- Confirm that the special education (SPED) teacher will be a licensed SPED teacher.

- Provide any formalized agreements between the applicant and local churches to support transportation.
- Explain how the English language learners (ELL) programming, assessments, and monitoring will be afforded and who will facilitate the programming, assessments, and monitoring.
- Address the discrepancy between the definition provided in the text and the state definition of gifted and talented (G/T), which is found at <http://www.arkansased.gov/divisions/learning-services/gifted-and-talented-and-advanced-placement>
- Confirm that a licensed G/T instructor will facilitate the G/T programming.

Applicant Response:

Emergency student health needs will be met by a part time nurse on campus and an on call nurse with a 5 minute response during other school hours. All staff will have CPR training. The Paron Volunteer Fire Dept is directly across the street from the campus and can be activated for emergency medical services or transport.

The computer lab and media services will initially be covered by the Paron Community Trust as the computer will be a shared learning center with after school availability for adult learners in the community.

A library usage agreement is contained in the attached agreement with the Paron Community Trust. The special education needs at the Paron Charter School will be met by a licensed SPED teacher. Formalized agreements with local churches on student transportation have not been completed. Drop off points are still being worked out to provide secure locations.

Due to limited student population and staff ELL provisions will be on an as needed basis. Bi-lingual education will be part of staff education through Connection Education. Their eLIT program for ELL will be utilized if needed.

We are requesting a waiver from having a specific G/T program as the essence of the PCS programing will be geared towards moving students forward at a pace that is individually evaluated and accelerated based on acumen and ability. Staff will be provided training in G/T recognition and services of a licensed G/T specialist will be recruited to assist staff in spotting talent at an early age and fostering it. We will be promoting 'Motivated and Moving Up'. Gifted students may not fall in traditional academic categories and we plan to offer opportunities to challenge their abilities whether they are physical, technical or intellectual. Community resources have stepped forward to offer mentorship in forestry, computer programing, welding, carpentry, aqua-culture, bee keeping, environmental management and engineering thus far.

Remaining Concerns:

- **The following positions and programs are not provided for in the budget:**
 - **Transportation**
 - **Licensed Gifted and Talented Specialist**
- **No formalized agreements were provided to substantiate the following statement "Community resources have stepped forward to offer mentorship in forestry, computer programing, welding, carpentry, aqua-culture, bee keeping, environmental management and engineering thus far".**

C10: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

- The specific geographical area that would be served by the charter school; and
- Information on the school districts likely to be affected by the charter school, including data on the expected number of students to transfer to the charter school

Fully Responsive

C11: 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 that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders

Fully Responsive

C12: 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 describe the random, anonymous lottery selection process.

Evaluation Criteria:

- Data included in table format that demonstrates the application is considering the demographics of the district in which the charter is to be located in developing a recruitment plan;
- 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 clear and transparent to the public process for, and a guarantee of, an annual random,

anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter;

- The method by which parents will be notified of each child's selection for the school or placement on the waiting list; and
- The effect students leaving the charter throughout the school year will have on the students on the waiting list

Fully Responsive

Concerns and Additional Questions: Explain why waitlisted students will have to wait until the start of a new semester to enroll when a student leaves the school mid-semester.

Applicant Response: The original thought was having waitlisted students fill a vacancy at the end of a grading period with transfer of a completed section of work. PCS has chosen to modify their position to state that once a vacancy is available, parents of the waitlisted student that is offered that vacancy will make the decision if the student will transfer immediately or at end of grading period.

C13: PRIOR CHARTER INVOLVEMENT

The Prior Charter Involvement section should identify all prior charter involvement, if any, for each individual connected with the proposed charter.

Evaluation Criteria:

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

Fully Responsive

C14: STAFFING PLAN

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

Evaluation Criteria:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- 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; and
- The staffing plan presented in this section matches the staff members noted in the budget

Fully Responsive

Concerns and Additional Questions: Explain the qualifications that would permit the Director to oversee the individualized education program (IEP) implementation and if those qualifications would include possessing a license in SPED.

Applicant Response: Qualifications for the Director will included experience in IEP implementation with preference given to holding a license in SPED.

Remaining Concern: It remains unclear that the applicant understands that the Director will need to have a SPED license to oversee the implementation of IEP's.

C15: BUSINESS AND BUDGETING PLAN

The Business and Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget;
- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed;
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application;
- An understanding of the minimum number of students required for financial viability and

a contingency plan to provide the education program outlined in the program if fewer students than necessary for viability enroll and/or attend;

- Plans to pay for unexpected but necessary expenses; and
- An explanation of the calculations used to project the amounts of federal funding included in the budget

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions:

- Confirm that Legislative Audit will be used for auditing.
- Provide documentation of the commitment of The Paron Community Trust to provide financial assistance if fewer than 50 students are enrolled at the start of the school year.
- Explain what is meant by “If that minimum [50] is only missed by a few, staff cuts will be considered.”

Applicant Response: The Legislative Audit will be used for auditing of the Paron Charter School. The agreement for services and facilities with the Paron Community Trust is attached.

If the minimum of 50 students is not met by less than 10 students, staff positions may initially be combined or cut. Janitorial/custodian could be cut to a part time position. School nurse could be combined with administrative assistant or custodial duties. A part time aide position could be dropped with a call for volunteer ‘classroom moms’. Due to the unique circumstances of our community and this campus, it is our intention, if granted charter approval, to make the school viable the first year. Seeing is believing and word of mouth testimony of what is being made available is what will make the numbers grow. Possibly struggling to make the first year viable is the goal of the PCS board, the PCT and the community as a whole.

Remaining Concerns:

- The new budget outlines fringe benefits that vary by type of teacher (i.e. regular and SPED) and falls below 28%.
- It remains unclear that the applicant realizes that, at some point, a minimum number of pupils must be enrolled for the school to operate with a sound financial structure.

C16: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will be conducted. This section should also include an outline for the information that will need to be reported to Arkansas Department of Education and the community.

Evaluation Criteria:

- A sound plan for annually auditing school's financial and programmatic operations;
- If the application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is not listed on any ineligibility list maintained by Arkansas Department of Education or the Division of Legislative Audit.

Fully Responsive

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, any changes to be made to the facilities, and the owners of 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; and
- A sound plan for continued operation, maintenance, and repair of the facility

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

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

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

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - Members of the local board of the public school district where the charter school will be located;
 - The employees of the public school district where the charter school will be located;
 - The sponsor of the charter school; and
 - Employees, directors and/or administrators of the charter school

Fully Responsive

C19: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and explain how conflicts will be addressed.

Evaluation Criteria:

- Full disclosure of any potential conflicts of interest and an explanation of the ways in which conflicts, if any, will be addressed

Fully Responsive

20: 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; and
- 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

C21: 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 programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter

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

Concerns and Additional Questions: Provide a plan to ensure sustainability, moving forward.

Applicant Response: The PCS board consists of former Paron School District board members, new and long established members of the community and all with a vested interest in education in Paron. Just as the Paron Community Trust was established to provide for the community, its development and making education available, the PCS board will focus on the education dynamic and recruit members that will continue guide the school in the years to come. That is part of the overall education of the community and parents of students that their participation matters to the success of the PCS and the students there.

C23: 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; and
- 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

C24: 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 requested; and
- 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

Paron Charter School

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.

**Paron Charter School
Waivers Requested in Original Application
2016 Open Enrollment Application**

1. School Year

Ark. Code Ann. §6-10-106 Uniform dates for beginning and end of school year

Allow for best fit for student population and educational opportunities

Legal Comments: Applicant should provide additional rationale on why this waiver is necessary and how it will help the Applicant achieve its goals.

Applicant Response: PCS is requesting flexibility in beginning and end dates of school year to accommodate the increase or decrease in student hours and variation on out of classroom time (adjusted vacation times).

Remaining Legal Issues: None

2. Personnel

Ark. Code Ann. § 6-13-109

Ark. Code Ann. § 6-15-1004

Ark. Code Ann. § 6-17-301

Ark. Code Ann. § 6-17-302

Ark. Code Ann. § 6-17-309

Ark. Code Ann. § 6-17-401

Ark. Code Ann. § 6-17-902

Ark. Code Ann. § 6-17-919

Ark. Code Ann. § 6-15-2302

Ark. Code Ann. § 6-17-201

Ark. Code Ann. § 6-17-1501 et seq.

Ark. Code Ann. § 6-17-1701 et seq.

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Information provided by Applicant is in italics.

Ark. Code Ann. § 6-17-2301

Ark. Code Ann. § 6-18-1001 et seq.

Ark. Code Ann. § 6-18-706

Ark. Code Ann. § 6-18-1001 delete duplicate

Ark. Code Ann. § 6-17-302

Ark. Code Ann. § 6-17-201(c)(2)

Ark. Code Ann. § 6-17-2203

Ark. Code Ann. § 6-17-2403

Ark. Code Ann. § 6-14-427

Ark. Code Ann. § 6-17-201 delete duplicate

Ark. Code Ann. § 6-18-1001 et seq.

Ark. Code Ann. § 6-25-103 & 6-25-104

Standards of Accreditation 15.01, 15.02, 15.03, 16.01, 16.03, teacher2003, 16.02.03

Sections 5, 6, 7, and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

Due to the small student population and the desire to find the best fit of instructors for the program we are requesting latitude to fill those needs. A superintendent position is not necessary in small setting, as the school board will assume some of those responsibilities.

Legal Comments: Applicant should provide additional rationale on how it intends to use these waivers and how these waivers will help the Applicant to achieve its goals. Additionally, Applicant needs to provide additional information on how it will meet the medical, library, and other services of the students.

In order to effectuate the licensure waivers, a waiver of the ADE Rules Governing Educator Licensure is necessary. In order to effectuate the superintendent licensure waivers, a waiver of the ADE Rules Governing Superintendent Mentoring Program is necessary. In order to effectuate the waiver of guidance counseling services, a waiver of Section 3.01.1 of the ADE Rules Governing Public School Student Services is necessary. In order to effectuate the waiver of school nurses, a waiver of Section 3.01.6 of the ADE Rules Governing Public School Student

Paron Charter School

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Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

Services is necessary. In order to effectuate a waiver of general business manager, a waiver of the ADE Rules Governing the Minimum Qualifications for General Business Managers is necessary.

Applicant should confirm if it is requesting a waiver of only § 6-18-1001 or the entire section (et seq.). Applicant should confirm if it is requesting a waiver of only § 6-17-1501 or the entire section (et seq.). Applicant should confirm if it is requesting a waiver of only § 6-17-1701 or the entire section (et seq.).

ADE Legal Services is unsure what Applicant is requesting with “teacher2003.” Applicant should provide additional information. Also, Applicant lists several sections of Ark. Code more than once. Applicant should clarify what it is asking with the duplicates.

Applicant Response: It is the intent to employ qualified staff to meet the needs of PCS students and provide a personalized program that works with the student and parent. PCS seeks the flexibility to hire teachers and staff best suited to provide the innovative educational experience to elevate student achievement and growth. All teachers and staff will be provided ongoing training to add to their effectiveness in their student interaction. As stated elsewhere medical services for students will be provided by a part time nurse, CPR certified staff, on call nurse and close proximity to fire station with EMT services. The library services will be provided through the Paron Community Center library on campus and its association with the Saline County Library System. Counseling services for students will be on a contracted basis. PCS seeks exemption 6-17-117 to provide flexibility of assigning duties to maximize use of a small staff. PCS seeks exemption 6-17-114 to allow flexibility in teachers’ schedules to effectively plan curriculum based on student development. In light of ADE review comments, PCS would like a waiver of Section 3.01.1 of the ADE Rules Governing Public School Student Services, a waiver of Section 3.01.6 of the ADE Rules Governing Public School Student Services, the ADE Rules Governing Educator Licensure, the ADE Rules Governing Superintendent Mentoring Program, and ADE Rules Governing the Minimum Qualifications for General Business Managers. Notations in red are to clarify waiver requests.

Remaining Legal Issues: Applicant should confirm whether licensure waivers will apply to core courses or non-core only.

4. ALE

Ark. Code Ann. § 6-15-1005(b)(5)

Ark. Code Ann. § 6-18-503(a)(1)(C)(i)

Ark. Code Ann. § 6-48-101 **et seq.**

Ark. Code Ann. 6-42-01

ADE Rule 4.00 Governing the Distribution of Students with Special Needs Funds

Paron Charter School

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Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

Standards for Accreditation 19.03

The program in its entirety is an alternative learning environment to handle individual needs.

Legal Comments: Applicant should clarify which rules it is requesting a waiver of Section 4 and whether it is only requesting a waiver of § 6-48-101 or the entire section (et seq.). Applicant should provide additional rationale on how these waivers will be used, how it will meet student individual needs, and how these waivers will help the Applicant achieve its goals.

Applicant Response: Applicant updates its request to include Ark. Code Ann. 6-48-101 et seq. and clarifies its request for Section 4.00 of the ADE Rules Governing the Distribution of Student Special Needs Funding

Remaining Legal Issues: It appears that Applicant has added a request for a waiver of Ark. Code Ann. § 6-42-01. ADE Legal is uncertain whether this was in error. If not, Applicant should provide additional information regarding its request.

Desegregation Analysis: Fully Responsive.

Applicant Response: Being required by The Ark Code to review the potential impact opening a charter school will cause to surrounding school districts to comply with court orders and obligations to maintain a unitary system of desegregation within the school district, our findings are as follows: The majority of student draw for the PCS would be from the Bryant School District and Perryville School District. Neither of these districts are under a federal desegregation order. Potential drawn from Fountain Lake School District is expected to be minimal. The Garland County Desegregation Case Comprehensive Settlement Agreement requires FLSD to participate in inter-district school choice with parameters of Act 609 of 1989. The Pulaski County Special School District has been determined by the Federal District Court to be unitary in all respects to inter-district student assignments and is no longer under court order. Based on the limited enrollment of the PCS (120 to 240 at year 5), the 80% anticipated draw from Bryant School District, the remaining percentage of potential students from the other three school districts, PCS will not likely have a negative impact on their district's ability to maintain a unitary status.



MEMO

DATE: August 2, 2016
 TO: Charter Authorizer
 FROM: ADE Legal Services Staff
 SUBJECT: Desegregation Analysis of Open Enrollment Charter Application for Paron Charter School

I. INTRODUCTION

Paron Community Trust submitted an application for an open-enrollment public charter school, Paron Charter School. The proposed charter school would be located within the boundaries of the Bryant School District. The proposed charter school would provide instruction to students in grades kindergarten through five (K-5) eventually growing through twelve (K-12). The proposed charter school would possess a student enrollment cap of 200. According to its application, the proposed charter school expects to draw students from the Bryant and Perryville school districts.

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 charter 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 charter 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 charter authorizer with regard to the effect, if any, of the proposed public charter school upon the desegregation efforts of a public school district.

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

The applicant addresses Desegregation Assurances on page 32 of its application and request for more information (attached). To date, none of the affected school districts have submitted a desegregation analysis.

IV. ANALYSIS FROM THE DEPARTMENT

The October 1, 2015, enrollment for the school districts listed by the applicant as affected by its proposed school is as follows:

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
Affected School Districts							
Bryant School District	129 1.44%	157 1.75%	1,266 14.12%	952 10.61%	23 0.26%	6,442 71.83%	8,969 --
Perryville School District	15 1.58%	3 0.32%	8 0.84%	25 2.63%	2 0.21%	899 94.43%	952 --
DISTRICTS TOTAL	144 1.45%	160 1.61%	1,274 12.84%	977 9.85%	25 0.25%	7,341 73.99%	9,921 --

Source: ADE Data Center, Oct. 1, 2015, Enrollment

“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. The ADE is aware of desegregation orders affecting LRSD, PCSSD, and the North Little Rock School District (NLRSD). *Little Rock School District, et al. v. Pulaski County Special School District, et al.*, Case No. 4:82-cv-00866-DPM (E.D. Ark.). The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)).

The ADE is unaware of any desegregation orders applicable to the Bryant or Perryville school districts.

V. CONCLUSION

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). It is difficult to conclude, from data currently available, that the proposed charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect any applicable desegregation efforts of any affected school district. However, the authorizer should carefully examine the proposed charter school application in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter school’s existence.

Applicant Response:

Being required by The Ark Code to review the potential impact opening a charter school will cause to surrounding school districts to comply with court orders and obligations to maintain a unitary system of desegregation within the school district, our findings are as follows: The majority of student draw for the PCS would be from the Bryant School District and Perryville School District. Neither of these districts are under a federal desegregation order. Potential drawn from Fountain Lake School District is expected to be minimal. The Garland County Desegregation Case Comprehensive Settlement Agreement requires FLSD to participate in inter-district school choice with parameters of Act 609 of 1989. The Pulaski County Special School District has been determined by the Federal District Court to be unitary in all respects to inter-district student assignments and is no longer under court order. Based on the limited enrollment of the PCS (120 to 240 at year 5), the 80% anticipated draw from Bryant School District, the remaining percentage of potential students from the other three school districts, PCS will not likely have a negative impact on their district's ability to maintain a unitary status.



ARKANSAS DEPARTMENT OF EDUCATION

2016 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Thursday, April 28, 2016, 4:00 p.m.

Applications will not be accepted after this time.



Name of Proposed Charter School:

PARON CHARTER SCHOOL

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 Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2016 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: PARON CHARTER SCHOOL

Grade Level(s) for the School: K-5 up to 12 Student Enrollment Cap: 120-yr 1 to 200-yr 5

Name of Sponsoring Entity: Paron Community Trust

Other Charter Schools Sponsored by this Entity (Name and Location):
N/A

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;
- ☐ a 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.

Name of Contact Person: Jamie Mullins

Address P O Box 44 City: Paron

ZIP: 72122 Daytime Phone Number: (501) 840-2122 FAX: (501) 594-5001

Email: paronpride@aol.com

Charter Site

Address: 22265 Hwy 9 City: Paron

ZIP: 72122 Date of Proposed Opening: August 2017

Chief Operating Officer
of Proposed Charter (if known): _____ Title: _____

Address: _____ City: _____

ZIP: _____ Daytime Phone Number: () _____

The proposed charter will be located in the Bryant School District.

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.

Name: Dan Carlson Position: PCT board State of Residence: AR

Name: Candy Webb Position: PCT board State of Residence: AR

Name: Jamie Mullins Position: PCT board State of Residence: AR

Name: Michael York Position: PCT board State of Residence: AR

Name: Belinda Hill Position: PCT board State of Residence: AR

Name: Felicia Hill Position: PCT Board State of Residence: AR

Name: Curt Malone Position: PCT board State of Residence: AR

Name: Andrew Justice Sr Position: Charter school board State of Residence: AR

Name: Carlie Carreon Position: Charter school board State of Residence: AR

Name: Danny Bean Position: Charter school board State of Residence: AR

Name: Sara Miller Position: Charter school board State of Residence: AR

Name: Donna Lambert Position: Charter school board State of Residence: AR

Name: _____ Position: _____ State of Residence: _____

Name: _____ Position: _____ State of Residence: _____

List the current K-12 student enrollment of the district where the proposed public charter school would be located.

8969 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

<u>Bryant School District</u>	<u>Perryville School District</u>	_____
_____	_____	_____
_____	_____	_____

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission of the Paron Charter School is to provide a comprehensive environmental-based education that connects the learning experience with the world around us. We will be developing independent successful individuals with mastery of life skills and core subjects. This will provide our students with the tools they need to succeed and the skills to use them. Real world learning and being current with technological advances will put them on a path of academic accomplishment, making excellence the standard, not the exception.

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

Applicant Response:

We will be partnering with the University of Arkansas Extension Service to provide students hands on connection to their studies. A green house and herb beds are currently under development at the community center and chickens will be provided for a poultry project. A satellite kitchen approved for use by the Health Department will be available as needed for life skills training, and learning the biologic and chemical actions at work in food processing. The outdoor classroom approach will be utilized as much as possible. Local government will be included in projects and business skills, as will working with Game and Fish and timber company specialists to get hands on understanding of wildlife management and environmental issues. In the classroom, state of the art digital education such as Learning Connections by Pearson will provide a blended learning platform combining face to face instruction with an online curriculum of a content and caliber that would not be otherwise affordable for a school our size. Learning Connections has a track record of students regularly meeting or exceeding state benchmarks in core subjects. This solid proficiency in core subjects with the availability of advanced course work or vocational-technical training will provide a full spectrum of opportunity for the students in the charter school. As grades are added, the flexible implementation of digital offering of electives, AP/honors and NCAA approved core courses will provide options to engage students and give them opportunities for accelerated learning.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

The public hearing was held on March 14th, 2016 at 6:30 pm in the Paron Cafetorium. There 21 people in attendance.

Jamie Mullins and Candy Webb, trustees for the Paron Community Trust (PCT), co-chaired the meeting. The establishment of the PCT's commitment to the community and to education was outlined. An explanation of the requirements of the process to apply for a charter school and the approval time line was presented.

Comments and questions were received. Attendees were invited to be on the charter school advisory panel or initial board to form the guidelines and bylaws for the charter school.

At the close of the meeting, most in attendance stayed to offer support or sign up for initial school board. Everyone in attendance offered positive reasons to move forward with the application.

Attached is documentation pertaining to the meeting.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
- C. ***The last publication date of the notice was no less than seven days prior to the public meeting.***
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open- enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

2. 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.

Applicant Response:

Initial charter school board is by volunteering and acceptance by the sponsoring PCT board. The initial Paron Charter School(PCS) board's responsibility is to meet with parents and community members to create the documents that provide governance. This activity is currently taking place. The current board will be seated for a period not to exceed 14 months. During the 60 days prior to that time public notice will be made of the board election where all positions will be voted on by the public in attendance at the meeting. Board positions will, at the first election, have staggered terms and thereafter terms will be three years each. It will be the PCS board that will have final decision making authority on hiring and firing of staff and the school director. Policies will be set by the PCS board in the area of finance and purchasing to be carried out by the school director. A budget will be set for routine expenditures with financial reports reviewed at each meeting. Procedures will be put in place to handle emergency expenditures with the school director responsible to notify PCS board of the emergency.

Student discipline policies will be drafted by a committee of former students, teacher, community members and board members for PCS and PCT. As part of the student discipline policy, both the student and staff will be held accountable for their actions. Once the enrollment lottery has been held and student body is determined meetings will be held with parents and students to finalize the student policy handbook. These meetings will emphasize the need for adherence to policies to create the best possible learning environment.

The school director, teachers and school board will be accountable directly to parents for providing a safe and challenging learning environment. Parents will be held accountable for their part in the learning process of their children. They will be expected to participate in school functions. The school leadership will be expected to keep an open line of communication with parents to alert them of needs that may need to be addressed. The school administration will be responsible for supporting student achievement and providing a strong example of leadership.

3. Give the mission statement for the proposed charter school.

Applicant Response:

The mission of the Paron Charter School is to provide a comprehensive environmental-based education that connects the learning experience with the world around us. We will be developing independent successful individuals with mastery of life skills and core subjects. This will provide our students with the tools they need to succeed and the skills to use them. Real world learning and being current with technological advances will put them on a path of academic accomplishment, making excellence the standard, not the exception.

4. Describe the educational need for the school by responding to the following prompts.

Complete the following charts to include the most recent literacy and mathematics performance assessment data and graduation rates available for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED			
District Name	Bryant School District		
District Status	Needs improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	47.28	34.60	88.96
Targeted Achievement Gap Group	30.70	21.62	81.95
African American	27.30%	16.10	90.80
Hispanic	31.04	22.41	75.08
White/Caucasian	52.48	39.27	89.68
Economically Disadvantaged	32.65	22.61	80.59
English Language Learners/ Limited English Proficient	14.35	11.84	70.00
Students with Disabilities	11.91	11.46	82.46

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Perryville School District	
Campus Name	Perryville Elementary School	
Grade Levels	K-6	
Campus Status		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced
All Students (Combined)	36.19	25.00
Targeted Achievement Gap Group	28.07	19.30
African American	n< 10	n< 10
Hispanic	n< 10	n< 10
White/Caucasian	37.05	25.50
Economically Disadvantaged	28.83	19.63
English Language Learners/ Limited English Proficient	n< 10	n< 10
Students with Disabilities	12.24	10.20

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Perryville School District	
Campus Name	Perryville High School	
Grade Levels	7-12	
Campus Status	Needs Improvement	
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced
All Students (Combined)	27.81	19.61
Targeted Achievement Gap Group	18.95	14.65
African American	n< 10	n< 10
Hispanic	n< 10	n< 10
White/Caucasian	28.32	19.50
Economically Disadvantaged	20.71	15.97
English Language Learners/ Limited English Proficient	n<10	n< 10
Students with Disabilities	8.20	8.57

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Perryville School District		
Campus Name	Perryville High School		
Grade Levels	7-12		
Campus Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	27.81	19.61	88.51
Targeted Achievement Gap Group	18.95	14.65	80.95
African American	n< 10	n<10	n<10
Hispanic	n<10	n<10	n<10
White/Caucasian	28.32	19.5	89.29
Economically Disadvantaged	20.71	15.97	79.49
English Language Learners/ Limited English Proficient	n<10	n<10	n<10
Students with Disabilities	8.20	8.57	90.00

Explain the educational need for the charter in light of the academic performance by the district in which the charter would be located and at the schools closest to the charter and other significant factors. Be certain to include the source for information presented.

Applicant Response:

It is not the purpose of this charter application to discredit the the school district in which it will be situated or the schools closest to the Paron campus. Using the most recent performance assessment data for the current district and closest campuses there is room for improvement. It is our intention to provide a more expansive and innovative approach to learning, focusing on environmental concerns and citizenship, supported by our community. The student cap will allow a more personalized approach for the individual student, while blended classrooms will permit students to share their understanding with others that are struggling. The concept of 'it takes a village' is very much a part of our program and plans. Incorporating hands on community involvement and support, face to face experience with virtually unlimited internet resources we intend to provide a complete educational experience.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

The Bryant Schools and Perryville Schools are the only ones with anticipation of draw.

Describe the innovations that will distinguish the charter from other schools. The term "innovation" should be interpreted to mean "innovative teaching methods." The applicant may list as few or as many innovative teaching methods as they deem appropriate for their proposed charter.

Applicant Response:

- *Focus on environmental concerns and issues, partnering with extension service, utilities, forestry, timber industry and others to make student's lessons come alive in the real world.
- *Using problem based learning to produce students that are creative and encourage life long learning.
- *Having mixed age classes with fewer grade transitioning and allowing students to move ahead at their own pace to prevent boredom
- *Life skills training and vocational training to be provided on site
- *Approaching education like a sport and generate interest to motivate them to stay engaged
- *Push for understanding, not just memorizing;
- *Multimedia approach to learning that teaches how to work collaboratively with others using group skills to accomplish objectives.
- *Using mind mapping to help teachers explain concepts in an innovative way that engages more of the brain in the process connecting facts and retaining information
- *Create a personal work plan for each child incorporating the input of teacher, student and parent so that goals are set and as a team, work toward those goals.

5. On the following table, list the specific measurable goals in reading, English, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

- The tool to be used to measure the academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
English Language Arts	State mandated assessments, Pearson Learning Assessments	Meet or exceed local school district performance	Annual review beginning with the end of the school year in 2018
Math	State mandated assessments, Pearson Learning Assessments	Meet or exceed local school district performance	Annual review beginning with the end of the school year in 2018
Science	State mandated assessments, Pearson Learning Assessments	Meet or exceed local school district performance	Annual review beginning with the end of the school year in 2018
Parent Involvement	Goals set by school leadership	Goals set by school leadership for parental and community participation in school events	Annual review beginning with the end of the school year in 2018

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.

Applicant Response:

Attaining the academic goals is a measurement of accountability to the students and the Department of Education by the Paron Charter School. It would demonstrate that the innovative methods used to produce positive results were effective. The Paron Charter School would remain vigilant in determining other assessment methods for students who need a different approach for comprehension of specific subjects. For those students needing a specialized approach, an appropriate assessment tool will be sought to determine the effectiveness and student progress.

Parental involvement will be monitored through out the year and compared with student achievement for correlation. Parents will be constantly encouraged to be part of their child's progress so that they can play a part in attainment of goals both academic and personal.

6. For elementary charter schools, provide a 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.

ELEMENTARY DAILY SCHEDULE

GRADE(S): K-5

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30-8am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8-8:30	Morning intro	Morning intro	Morning intro	Morning intro	Morning intro
8:30-9:15	Reading	Reading	Reading	Reading	Reading
9:15-10:00	Writing	Writing	Writing	Writing	Writing
10:00-10:30	Flex Block	Flex Block	Flex Block	Flex Block	Flex Block
10:30-11:00	Snack/Recess	Snack/Recess	Snack/Recess	Snack/Recess	Snack/Recess
11:00-11:45	Hands on Learning	Hands on Learning	Hands on Learning	Hands on Learning	Hands on Learning
11:45-12:30	Math	Math	Math	Math	Math
12:30-1:20	Lunch	Lunch	Lunch	Lunch	Lunch
1:20-2:40	Flex Block	Flex Block	Flex Block	Flex Block	Flex Block
2:40-3:00	Social study/ Science	Social study/ Science	Social study/ Science	Social study/ Science	Social study/ Science
3:00-3:45	PE or Elective	PE or Elective	PE or Elective	PE or Elective	PE or Elective
3:45-4:00	Closing routine	Closing routine	Closing routine	Closing routine	Closing routine

MIDDLE SCHOOL COURSES

GRADE(S): 6 YEAR OFFERED: 2018-19

REQUIRED COURSES

- Math, Science, English, Social Studies

ELECTIVE COURSES

- To be determined by individual interest

GRADE(S): 7 YEAR OFFERED: 2019-20

REQUIRED COURSES

- Math, Science, English, Social Studies

ELECTIVE COURSES

- To be determined by individual interest

GRADE(S): 8 YEAR OFFERED: 2020-21

REQUIRED COURSES

- Math, Science, English, Social Studies

ELECTIVE COURSES

- To be determined by individual interest

GRADE(S): 9 YEAR OFFERED: 2021-22

REQUIRED COURSES

- Math, Science, English, Social Studies

ELECTIVE COURSES

- To be determined by individual interest

7. Provide a description of curriculum, programs, and instructional methods used to support core classes. ***Include all associated costs in the proposed budget.***

Applicant Response:

Our focus on core curriculum in the initial K-5 block is to provide through Connections Learning a solid academic base for the hands on learning in the classroom. Teachers will meet with parents within the first two weeks of the school year to set goals and tailor learning program for individual student. Time each day is blocked for core course work interspersed with challenging and creative activities to keep the child's attention. Outdoor activities will set up to follow core course work to show relevance. Making learning a real world activity is key to engaging student and it is understood that individuals will show receptivity at different speeds. This will be an important

part of observation by staff to promote the best avenue to engage individuals. Mind mapping for information retention will be started in the earliest grades to build on connectivity of knowledge and help relieve the stress of testing.

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

Applicant Response:

Digital learning through Connection Education is approved by the ADE and continued compliance will be assessed annually to ensure program materials are aligned with the Arkansas Curriculum Framework.

9. 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;

Applicant Response:

Requesting a waiver for guidance program. Because of the nature of the personal programing planned for students, guidance will be part of mentoring and relationships developed in the learning process. Any issues that go beyond the scope of staff will be contract with local counselors and mental health agencies on a case by case basis.

B) Health services;

Applicant Response:

Requesting a waiver for full time nurse. A part time Nurse will be on staff to monitor and manage health services of the students. Staff will be trained in CPR and proper response to health emergencies and volunteer fire department is across the street from the campus. Increase in nurse hours will be determined by school administration based on acuity of students.

C) Media center;

Applicant Response:

Requesting a waiver for an on site media center. Within the campus, but not specifically part of the lease, is a

community library to which students will have full access. A computer lab will be furnished for student's use for learning computer skills, attending on line courses and computer lab work.

D) Special education, including appropriate state assessments for special education students;

Applicant Response:

A special education instructor will be employed to provide services and the school will comply with all requirements of IDEA and IEP implementation.

E) Transportation;

Applicant Response:

Due to the expansive rural area surrounding the campus it would be difficult to set up transportation plans the first year. Partnering with local churches to provide transportation to and from different areas and encourage parents to seek and work out carpooling with other parents they know and trust will be the initial plan. Other alternatives will be considered for the 2018-19 school year.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Paron Charter school considers itself an alternative learning environment established to meet the individual needs of all students. Those who may have struggled elsewhere will participate in the general student population with special guidance and monitoring for any additional needs to provide a successful outcome.

G) English Language Learner (ELL) instruction; and

Applicant Response:

An English Language Specialist will be contracted for students needing assistance with the English language.

H) Gifted and Talented Program.

Applicant Response:

An accelerated learning program will be available to those who are able to move ahead at a more rapid pace or need more challenging courses to keep them engaged. We believe all the students that come to the Paron Charter School are gifted and talented. It will be the task of the director and staff to help them identify, develop and attain the full use of those gifts and talents.

10. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

Northwest Saline County (primarily the area of the former Paron School District) and potentially southern Perry County is the area to be served by the charter. It is unlikely due to the caps in enrollment that it will have any negative effect on the Bryant or Perryville School district. In fact a beneficial effect may be a decrease in overcrowding of classrooms in Perryville and Salem Elementary that occurred due to the closure of the Paron Elementary at the end of the 2014-15 school year. Since the closure of the sixth through twelfth grades in 2006 those grades have long since been assimilated or school-choiced to other areas with few returning. The primary draw will be the pre-school through second grade students that may not have established well in a new location and/or parents choose to have students at a closer campus where they have more opportunity to participate in their child's activities. It is also possible that the Paron Charter School due to its flexible structure and curriculum will attract students that have been home schooled in younger years.

11. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (See *ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts*.)

Applicant Response:

Annual data review assemblies will be held and staff, community members and parents will be encouraged to attend to discuss the annual progress report by the school. This meeting will be utilized to discuss improvement plans and implementation of other learning opportunities that would be beneficial to all or part of the student body. The annual progress report will be provided on line and in print form and made available to all interested parties. The ADE rules governing reporting to the authorizer will be met.

12. Complete the following table with data about the district in which the charter proposes to locate and projections for the charter school.

Applicant Response:

School District in Which the Charter is to be Located			Percentage of Students Projected at the Charter				
	2015-2016		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
	Number	%	%	%	%	%	%
All	8,969						
Two or More Races	129	1	8	9	9	9	10
Asian	157	1.2	2	2	2	2	2
Black	1,266	14	5	6	6	7	7
Hispanic	152	1	2	3	3	3	3
Native American/ Native Alaskan	13	0.04	1	1	1	1	1
Native Hawaiian/ Pacific Islander	10	0.04	1	1	1	1	1
White	6,442	71	81	79	78	77	76
Free and Reduced Lunch	3,576	39.66	75	75	76	76	76
Data Below from 2014-2015 Cycle 4 Report							
Migrant	1						
LEP	432	4					
Gifted & Talented	1,129	12					
Special Education	935	10	2	2	2	2	2
Title I	4,355	48	80	80	80	80	80
			2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Grades to be Offered at the Charter			K-5	K-6	K-7	K-8	K-9
Enrollment Cap at the Charter			120	140	160	180	200

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.

Applicant Response:

Being an open enrollment charter, there would be no enrollment criteria. Public notice by newspaper ads, media coverage, social media, sponsoring youth oriented activities and flyers in the mail would be used to bring attention to the Paron Charter School and provide information on applying.

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.

- ☒ 1. Children of founding members of the charter
- ☒ 2. Siblings of enrolled students
- ☐ 3. No enrollment preferences (No other boxes may be checked in order to select this option.)

If box 1 and/or 2 are checked, explain the policy.

Applicant Response:

Due to the distance to other campuses, allowing siblings of enrolled students would assist parents to have more time to participate in their children's education by not splitting them between campuses 20 -30 miles apart.

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 Arkansas Code Annotated §6-23-306(14)(C).

- ☒ Yes
- ☐ No

Describe procedures for conducting the an 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.

Applicant Response:

Applications would be made available in December with instructions on submission. Applications accepted until noon on March 31, 2018. If at that time the number of applications is greater than 120 a public lottery will be held and names drawn at random until 120 names have been pulled. All other names drawn will be put on the wait list in the order they were pulled as will any additional applications, in the order they were received. Applicants will be notified by mail notifying they were selected or on the wait list. Those selected will have 30 days to complete the registration process. After 30 days, failure to enroll results in forfeiture of the opportunity to enroll and that spot will be offered to the next on the wait list. As spaces are available wait list students will have the opportunity to complete registration in 30 days or forfeit the spot. In following years, students who are already enrolled will hold their spot and next preference will be given to siblings of enrolled students. Children of founders of the charter are exempt from the lottery process as permitted by federal guidelines. The remaining spots will be opened to those on the wait list, if any.

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

Applicant Response:

Do not believe weighted lottery is required

Explain how students leaving the charter during the school year will impact students on the waiting list.

Applicant Response:

If an opening is created by the departure of a student, those on the waiting list will be offered the space in the order they were received and will be accepted at the beginning of the next semester if registration is completed in a timely manner. If there is no child on the waiting list and there is an opening, applications will be accepted in the order they are received.

13. 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.

Applicant Response:

No founders or board members with previous charter involvement

14. 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.

Applicant Response:

ADMINISTRATORS

Administrator Position: Director

Reports to: Paron Charter School Board

Salary Range: 60,000-70,000

Minimum Qualifications Required

Education Required:

Teaching license in a content area or special education

Experience Required:

Leadership experience, classroom experience

Certification Required:

Job Duties: List up to 5 key duties this individual will perform.

- Oversee classroom work
- Participate in developing the annual budget and is part of leadership team
- Ensure compliance with state and federal laws
- Oversee special education resources and IEP implementation

Job Duties: List up to 5 key duties this individual will perform.

- Foster strong community relationship with school

TEACHERS

Teacher Position: Classroom

Reports to: Director

Salary Range: 32,000-36,000

Minimum Qualifications Required

Education Required:
Teaching Licensure

Experience Required:
Prefer classroom experience but new grad will be considered

Certification Required:

Job Duties: List up to 5 key duties this individual will perform.

- Guiding students through daily course work
- Presenting positive role model
- Fostering a positive attitude toward learning
- Listening to students for keys to needs and concerns

Teacher Position: Classroom

Reports to: Director

Salary Range: _____

Minimum Qualifications Required

Education Required:
Teaching Licensure

Experience Required:
Prefer classroom experience but new grad will be considered

Certification Required:

Job Duties: List up to 5 key duties this individual will perform.

- Guiding students through daily course work
- Presenting positive role model

Job Duties: List up to 5 key duties this individual will perform.

- Fostering a positive attitude toward learning
- Listening to students for keys to needs and concerns

Teacher Position: Classroom

Reports to: Director

Salary Range: 32000-36,000

Minimum Qualifications Required

Education Required:
Teaching Licensure

Experience Required:
Prefer classroom experience but new grad will be considered

Certification Required:

Job Duties: List up to 5 key duties this individual will perform.

- Guiding students through daily course work
- Presenting positive role model
- Fostering a positive attitude toward learning
- Listening to students for keys to needs and concerns

SUPPORT STAFF

Support Staff Position: Administrative Assistant

Reports to: Director

Salary Range: 18,000-20,000

Minimum Qualifications Required

Education Required:
High school Diploma or GED

Experience Required:
Office and computer skills

Certification Required:
CPR

Job Duties: List up to 5 key duties this individual will perform.

- Manage incoming calls and require check in of visitors on campus

Job Duties: List up to 5 key duties this individual will perform.

- Assist director in organizing activities and appointments
- Assist in managing health services when necessary
- Assist in preparing homebound information for parents
- Other assisting duties as deemed appropriate

Support Staff Position: Janitorial

Reports to: Director

Salary Range: 18,000-20,000

Minimum Qualifications Required

Education Required:
High school/GED

Experience Required:
General cleaning or custodial experience preferred

Certification Required:

Job Duties: List up to 5 key duties this individual will perform.

- Stocking and cleaning restrooms
- Maintaining cleanliness of spaces used by students and staff
- Reporting any items needing maintenance attention or supplies needed
- Weed eating around buildings
- Other tasks that would fall under custodial duties

Support Staff Position: Kitchen manager

Reports to: Director

Salary Range: 11,000-12,000

Minimum Qualifications Required

Education Required:
High School diploma or GED

Experience Required:
Meal prep experience

Certification Required:
Safe Hands training

Job Duties: List up to 5 key duties this individual will perform.

- create menus and order food for meal preparation
- Assist in meal preparation
- Keep track of lunch purchases and free or reduced lunches
- Coordinate with Head Start for meal service

Support Staff Position: Kitchen staff

Reports to: Kitchen manager

Salary Range: 10,000-11,000

Minimum Qualifications Required

Education Required:

High school diploma, GED or complete GED with one year

Experience Required:

Meal prep

Certification Required:

Safe Hands training

Job Duties: List up to 5 key duties this individual will perform.

- Meal prep
- Keeping kitchen/equipment/food service items clean
- Demonstrate knowledge of proper food handling

Support Staff Position: Teachers aide

Reports to: Teacher/Director

Salary Range: 18,000-20,000

Minimum Qualifications Required

Education Required:

High school diploma or GED

Experience Required:

Child care experience

Certification Required:

CPR

Job Duties: List up to 5 key duties this individual will perform.

- Individualized interaction with students

Job Duties: List up to 5 key duties this individual will perform.

- Assist teacher in organizing activities

Support Staff Position: Teachers aide

Reports to: Teacher/Director

Salary Range: 18,000-20,000

Minimum Qualifications Required

Education Required:

High school diploma or GED

Experience Required:

Child care experience

Certification Required:

Job Duties: List up to 5 key duties this individual will perform.

- Individualized interaction with students
- Assist teacher in organizing activities

15. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities, and the process by which the school governance will adopt an annual budget.

Applicant Response:

Business office will be overseen by the Director and administrative assistant both of whom will be answerable to the school board. The Paron Community Trust will assist the school board initially in providing guidance for purchasing supplies and developing a budget for routine janitorial and student supplies. Combined purchases may be arranged to lower overall cost with the school only paying for their portion of the order. The PCS board will have to review the staffing needs based on actual student numbers and create a budget that reflects those needs. The budget will be overseen by a public accountant who will be responsible for disbursement and payroll management. All state and federal income and expenditures thereof will be under the guidance of the accountant.

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. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

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 that determined necessary for financial viability or a date certain by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Arkansas Department of Education that the school will not open as anticipated.

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

Explain how the amounts of federal funds included in the budget were calculated.

Applicant Response:

We are considering 50 students to be the minimum number of students that must attend for the school to financially viable. If that minimum is only missed by a few staff cuts would be considered. The Paron Community Trust as the sponsoring entity has committed to assisting with certain costs or waiving all or part of lease fee on buildings to keep the school open for the first year. Parents and volunteers will be enlisted to cover ancillary duties and assist in classrooms where possible.

16. 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.

Applicant Response:

We have not considered requesting an accountant other than the Legislative Auditor to perform the first year audit. We understand that prior approval of the authorizer would be required to change this preference.

17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

☒ Yes

☐ No

18. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school 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 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.

Applicant Response:

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

The title holder of the entire campus is the Paron Community Trust. Ownership is held for the benefit of the Paron Community and was transferred by the Bryant School District after the announced closure of the campus in 2015. The property was originally bought and paid for by the tax payers of the former Paron School District as long as 75 years ago. So as members of the community, everyone has a stake in the property and its use but none have a financial interest or actual ownership.

The facility 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

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

This campus has been used as a school for nearly 80 years and being an unincorporated area of the county, has no local zoning authority. There are no alcohol sales within 1000 ft of the facility.

19. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that 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.

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.

Applicant Response:

There is no financial or family relationship between any individuals in Section A.

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.

Applicant Response:

The school board will strive to avoid a conflict of interest by making it the duty of employees and board to disclose any relationships that could create a conflict. If it is in the matter of voting on an issue that creates a conflict, that board member can abstain from the votes. The conflict of interest policy of the Paron Community Trust would be used as they are the sponsoring entity and the PCT would want to protect their best interests as well as the student body.

20. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

The kitchen on campus is fully equipped and the Paron Community Trust has maintained an Arkansas Department of Health certificate to operate it for food service. It has continued to provide daily breakfast, lunch and snack for the Paron Head Start center for the 2015-16 school year. The kitchen has routine inspections as required by law and safety. Meals that have been provided for the this school year have met or exceeded ABC requirements. All reimburseable meals provided now, and in the future through the kitchen on campus will be in accordance with all state and federal regulations. Through a grass root effort the "Farm to Table" program is growing and we intend to be part it. Providing healthy, fresh meals on a daily basis to our student body will be a priority.

21. 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:

The population of support for the charter school has diverse backgrounds and expertise to share in the classrooms. The community and families have long supported their local school, participating in reading programs, special activities and as classroom aides. At the beginning of each year parents would be required to meet with teacher and student to plan for the year ahead. The purpose of meeting would be to set goals and define the role each play in meeting those goals. Additional meetings through the school year would keep parents engaged and accountable for assisting in their child's progress.

22. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

Paron Schools continued for decades meeting or exceeding the fiscal and educational requirements of ADE prior to the implementation of Act 60. Restoring local responsibility to those with close ties to the community and the school's history will allow for the perpetual support of the charter school and campus. The Paron Community Trust was founded to support educational endeavors and community services to maintain or exceed previous levels of performance.

23. 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:

We are not anticipating the Paron Charter School to impact court orders or statutory obligations of surrounding public schools.

24. 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 increase student achievement and how the increase in achievement will be measured.**

Applicant Response:

Waiver Topic: **Personnel**

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-15-1004
- 6-17-301
- 6-17-302
- 6-17-309
- 6-17-401
- 6-17-902
- 6-17-919
- 6-15-2302
- 6-17-201
- 6-17-1501
- 6-17-1701
- 6-17-2301
- 6-18-1001 counselor
- 6-18-706 nurse
- 6-18-1001 nurse
- 6-13-109 supt
- 6-17-302
- 6-17-201 c2 employee comp
- 6-17-2203 employee comp
- 6-17-2403 emp comp
- 6-14-427
- 6-17-201
- 6-18-1001
- 6-25-103 & 6-25-104 media specialist

Standards for Accreditation

- 15-02

- 15-03
- 16.01 counselors
- 16.03 nurse
- 15.01 & 15.02
- teacher2003 5, 6 ,7, 8 rules covering school dist
- 16.02.03

Rationale for Waiver

Due to the small student population and the desire to find the best fit of instructors for the program we are requesting latitude to fill those needs. A superintendent position is not necessary in small setting as the school board will assume some of those responsibilities.

Waiver Topic: Start and End Dates for School Year

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-10-106

Rationale for Waiver

Allow for best fit for student population and educational opportunities

Waiver Topic: Alternative Learning Environment

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-15-1005 (b)(5), 6-18-503(a)(1)(C)(i), 6-48-101

Standards for Accreditation

- 19.03

ADE Rules

- 4.00

Rationale for Waiver

The program in its entirety is an alternative learning environment to handle individual needs.

2016
Public Charter School Application
Personnel Salary Schedule

Administrative Positions:		2017-2018	2017-2018	2018-2019	2018-2019
Line #		No. FTEs	Salary	No. FTEs	Salary
1	Director	1	\$60,000.00		\$62,000.00
2	Administrative Assistant	1	\$20,000.00	1	\$20,500.00
3	Subtotal:		\$80,000.00		\$20,500.00
4	Fringe Benefits (rate used 28 %)		\$22,400.00		\$5,740.00
5	Total Administrative Positions:		<u>\$102,400.00</u>		<u>\$26,240.00</u>
Regular Classroom Instruction:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
6	Teachers	2	\$36,000.00	3	\$36,800.00
7	Aides	2.5	\$18,000.00	3.5	\$18,500.00
8	Subtotal:		\$117,000.00		\$175,150.00
9	Teacher Fringe Benefits (rate used 28 %)		\$20,160.00		\$30,912.00
10	Aide Fringe Benefits (rate used 28 %)		\$12,600.00		\$18,130.00
11	Total Regular Classroom Instruction:		<u>\$149,760.00</u>		<u>\$224,192.00</u>
Special Education:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
12	Teachers	0.75	\$40,000.00	0.75	\$40,000.00
13	Aides				
14	Subtotal:		\$30,000.00		\$30,000.00
15	Teacher Fringe Benefits (rate used %)		\$0.00		\$0.00
16	Aide Fringe Benefits (rate used %)		\$0.00		\$0.00
17	Total Special Education:		<u>\$30,000.00</u>		<u>\$30,000.00</u>
Gifted and Talented Program:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
18	Teachers				
19	Aides				
20	Subtotal:				
21	Teacher Fringe Benefits (rate used %)		\$0.00		\$0.00
22	Aide Fringe Benefits (rate used %)		\$0.00		\$0.00
23	Total Gifted and Talented Program:		<u>\$0.00</u>		<u>\$0.00</u>
Alternative Education Program/ Alternative Learning Environments:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
24	Teachers				
25	Aides				
26	Subtotal:				
27	Teacher Fringe Benefits (rate used %)		\$0.00		\$0.00
28	Aide Fringe Benefits (rate used %)		\$0.00		\$0.00
29	Total Alternative Education Program/ Alternative Learning Environments:		<u>\$0.00</u>		<u>\$0.00</u>

English Language Learner Program:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
30					
31	Subtotal:				
32	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
33	Total English Language Learner Program:		<u>\$0.00</u>		<u>\$0.00</u>
Guidance Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
34	Contract PRN	0		0	\$0.00
35	Subtotal:		\$0.00		\$0.00
36	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
37	Total Guidance Services:		<u>\$0.00</u>		<u>\$0.00</u>
Health Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
38	Nurse	0.5	\$32,000.00	0.5	\$33,000.00
39	Subtotal:		\$16,000.00		\$16,500.00
40	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
41	Total Health Services:		<u>\$16,000.00</u>		<u>\$16,500.00</u>
Media Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
42					
43	Subtotal:				
44	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
45	Total Media Services:		<u>\$0.00</u>		<u>\$0.00</u>
Fiscal Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
46	Accountant	0	\$0.00		\$10,000.00
47	Subtotal:		\$0.00		\$0.00
48	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
49	Total Fiscal Services:		<u>\$0.00</u>		<u>\$0.00</u>
Maintenance and Operation:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
50	Custodian/Janitor	1	\$18,000.00	1	\$18,500.00
51	Subtotal:		\$18,000.00		\$18,500.00
52	Fringe Benefits (rate used 28 %)		\$5,040.00		\$5,180.00
53	Total Maintenance and Operation:		<u>\$23,040.00</u>		<u>\$23,680.00</u>
Pupil Transportation:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
54					
55	Subtotal:				
56	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
57	Total Pupil Transportation:		<u>\$0.00</u>		<u>\$0.00</u>

Food Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
58	Kitchen Manager	1	\$12,000.00	1	\$12,500.00
59	Kitchen Assistant	1	\$10,000.00	1	\$10,400.00
60	Subtotal:		\$22,000.00		\$22,900.00
61	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
62	Total Food Services:		\$22,000.00		\$22,900.00

Data Processing:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
63					
64	Subtotal:				
65	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
66	Total Data Processing:		\$0.00		\$0.00

Substitute Personnel:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
67	Number of Certified Substitutes 100	30	\$75.00	30	\$75.00
68	Number of Classified Substitutes				
69	Subtotal:		\$2,250.00		\$2,250.00
70	Certified Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
71	Classified Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
72	Total Substitute Personnel:		\$2,250.00		\$2,250.00

73	TOTAL EXPENDITURES FOR SALARIES:		\$345,450.00		\$345,762.00
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Public Charter School Application Estimated Budget Template

REVENUES

State Public Charter School Aid:				2017-2018 Amount:	2018-2019 Amount:
Line #	2017-2018				
1	Number of Students	60	X \$6,646.00	State Foundation Funding	\$398,760.00
2	Number of Students	60	X \$26.00	Professional Development	\$1,560.00
3	Number of Students	50	X \$1,051.00	NSL Funding: 70-89%	\$52,550.00
4	Number of Students		X	Other: Explain Below	
5	Number of Students		X	Other: Explain Below	
6	Number of Students		X	Other: Explain Below	
2018-2019					
7	Number of Students	80	X \$6,646.00	State Foundation Funding	\$531,680.00
8	Number of Students	80	X \$26.00	Professional Development	\$2,080.00
9	Number of Students	60	X \$1,051.00	NSL Funding: 70-89%	\$63,060.00
10	Number of Students		X	Other: Explain Below	
11	Total State Public Charter School Aid:			\$452,870.00	\$596,820.00
Federal Charter School Aid:				2017-2018 Amount:	2018-2019 Amount:
12	Title I				
13	Special Education				
14	Child Nutrition				
15	Other:				
16	Total Federal Charter School Aid:				
Other Sources of Revenues:				2017-2018 Amount:	2018-2019 Amount:
<small>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</small>					
17	Private Donations or Gifts				
18	Special Grants (List the amount)				
19	Other (Specifically Describe)				
20	Total Other Sources of Revenues:				
21	TOTAL REVENUES:			\$452,870.00	\$596,820.00

EXPENDITURES

Administration:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
22	Salaries and Benefits	\$102,400.00	\$26,240.00
	Purchased Services (List Vendors Below)		
23	V - AD 1		
24	Supplies and Materials		
25	Equipment		
	Other (List Below)		
26			
27	Total Administration:	\$102,400.00	\$26,240.00
Regular Classroom Instruction:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
28	Salaries and Benefits	\$149,760.00	\$224,192.00
	Purchased Services (List Vendors Below)		
29	V - CI 1		
30	Supplies and Materials		
31	Equipment		
	Other (List Below)		
32			
33	Total Regular Classroom Instruction:	\$149,760.00	\$224,192.00
Special Education:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
34	Salaries and Benefits	\$30,000.00	\$30,000.00
	Purchased Services (List Vendors Below)		
35	V - SE 1		
36	Supplies and Materials		
37	Equipment		
	Other (List Below)		
38			
39	Total Special Education:	\$30,000.00	\$30,000.00
Gifted and Talented Program:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
40	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
41	V - GT 1		
42	Supplies and Materials		
43	Equipment		
	Other (List Below)		
44			
45	Total Gifted and Talented Program:	\$0.00	\$0.00

Alternative Education Program/ Alternative Learning Environments:		2017-2018 Amount:	2018-2019 Amount:
46	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
47	V - ALE 1		
48	Supplies and Materials		
49	Equipment		
50	Other (List Below)		
51	Total Alternative Education Program/ Alternative Learning Environments:	\$0.00	\$0.00
English Language Learner Program:		2017-2018 Amount:	2018-2019 Amount:
52	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
53	V - ELL 1		
54	Supplies and Materials		
55	Equipment		
56	Other (List Below)		
57	Total English Language Learner Program:	\$0.00	\$0.00
Guidance Services:		2017-2018 Amount:	2018-2019 Amount:
58	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
59	V - GS 1 Contracted PRN	\$20,000.00	
60	Supplies and Materials		
61	Equipment		
62	Other (List Below)		
63	Total Guidance Services:	\$20,000.00	\$0.00
Health Services:		2017-2018 Amount:	2018-2019 Amount:
64	Salaries and Benefits	\$16,000.00	\$16,500.00
	Purchased Services (List Vendors Below)		
65	V - HS 1		
66	Supplies and Materials		
67	Equipment		
68	Other (List Below)		
69	Total Health Services:	\$16,000.00	\$16,500.00
Media Services:		2017-2018 Amount:	2018-2019 Amount:
70	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
71	V - MS 1		
72	Supplies and Materials		
73	Equipment		
74	Other (List Below)		
75	Total Media Services:	\$0.00	\$0.00

Fiscal Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
76	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
77	V - PS 1 Accountant services	\$10,000.00	
78	Supplies and Materials		
79	Equipment		
	Other (List Below)		
80			
81	Total Fiscal Services:	\$10,000.00	\$0.00
Maintenance and Operation:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
82	Salaries and Benefits	\$23,040.00	\$23,680.00
	Purchased Services (List Vendors Below)		
	INCLUDE UTILITIES		
83	V - MO 1 utilities	\$2,500.00	\$6,000.00
84	Supplies and Materials	\$3,500.00	\$3,600.00
85	Equipment		
	Other (List Below)		
86			
87	Total Maintenance and Operation:	\$29,040.00	\$33,280.00
Pupil Transportation:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
88	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
89	V - PT 1		
90	Supplies and Materials		
91	Equipment		
	Other (List Below)		
92			
93	Total Pupil Transportation:	\$0.00	\$0.00
Food Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
94	Salaries and Benefits	\$22,000.00	\$22,900.00
	Purchased Services (List Vendors Below)		
95	V - FD 1 Food and supplies	\$6,000.00	
96	Supplies and Materials		
97	Equipment		
	Other (List Below)		
98			
99	Total Food Services:	\$28,000.00	\$22,900.00
Data Processing:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
100	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
101	V - DP 1	\$7,500.00	\$8,000.00
102	Supplies and Materials		
103	Equipment		
	Other (List Below)		
104			
105	Total Data Processing:	\$7,500.00	\$8,000.00

Substitute Personnel:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
107	Salaries and Benefits	\$2,250.00	\$2,250.00
	Purchased Services (List Vendors Below)		
108	V - SB 1		
109	Total Substitute Personnel:	\$2,250.00	\$2,250.00
Facilities:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
110	Lease/Purchase Contract for One Full Year	\$5,000.00	
	Facility Upgrades (List Upgrades Below)		
111			
112	Property Insurance for One Full Year	\$4,000.00	\$4,500.00
113	Content Insurance for One Full Year		
114	Total Facilities:	\$9,000.00	\$4,500.00
Debt Expenditures:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	List Debts Below		
115			
116	Total Debt Expenditures:		
Other Expenditures:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	List Other Expenditures Below		
117	Course material/lesson plans	\$20,000.00	
118	Total Other Expenditures:	\$20,000.00	
119	TOTAL EXPENDITURES:	\$423,950.00	\$367,862.00
120	NET REVENUE OVER EXPENDITURES:	\$28,920.00	\$228,958.00

2016 APPLICATION OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL 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 intend 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 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 statutes or 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.

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

7. 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.
8. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.
9. 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 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.
10. 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.
11. 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.
12. 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.
13. 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 Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 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 Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and

14. Health and safety codes as established by the State Board of Education 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.



 Signature of President of the Sponsoring Entity Board of Directors

4/27/16

 Date

DAN CARLSON

 Printed Name

From: paronpride <paronpride@aol.com>

To: kimbrell <kimbrell@bryantschools.org>; ron.wilson <ron.wilson@perryvilleschool.org>; ralph.carter
<ralph.carter@jshions.net>; dbeckwith <dbeckwith@flocobras.com>; jcollum <jcollum@bentonschools.org>;
jguess <jguess@pcssd.org>; donaghym <donaghym@bauxiteminers.org>; jerrodwilliams
<jerrodwilliams@sheridanschools.org>

Subject: Public Hearing for Paron Charter School

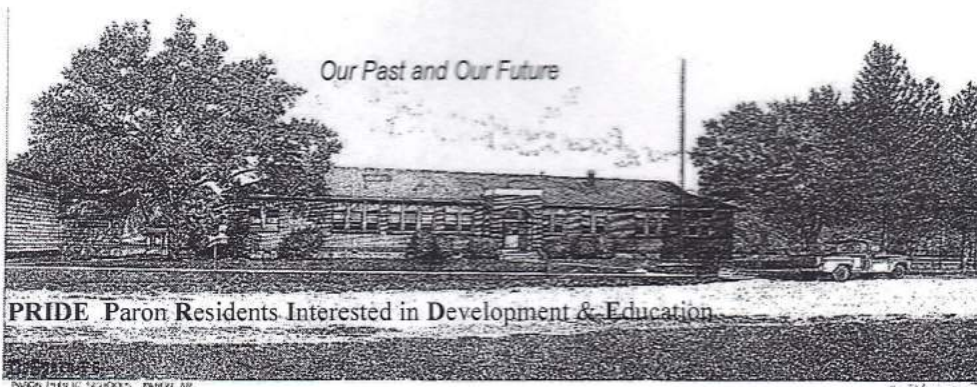
Date: Sun, Mar 6, 2016 5:05 pm

The Paron Community Trust has published notice of the charter school hearing to take place on March 14th as required by the Arkansas Department of Education. As the Paron Charter School is anticipated to be opened in the Bryant School District, we are required to notify all contiguous districts of the public hearing. That is the basis of this notice.

The public hearing will be held in the Paron cafetorium, 2265 Hwy 9, Paron, at 6:30 pm on Monday March 14th.

We look forward to once again providing a school in our community dedicated to the development of children socially and academically.

Jamie Mullins
Paron Community Trust
P O Box 44, 22265 Hwy 9
Paron AR 72122
ph. 501-840-2122



Paron Community Trust⁷¹
P O Box 44
22265 Hwy 9
Paron AR 72122
paronpride@aol.com
Web site: paronpride.com

February 22, 2016

Arkansas Department of Education
Charter School Office
4 State Capitol Mall
Little Rock, AR 72201

Please accept this letter of intent from the Paron Community Trust to sponsor the application of an open enrollment charter school in Paron, Arkansas. The Paron Community Trust was incorporated in 2007 as a non-profit and is an approved 501(c)3 by the IRS. The purpose of establishing the PCT was to support education and development within the community when there was partial closure of the Paron school after consolidation. The PCT supported the K-5 grades and continued to engage the community with the elementary school and community events on the campus.

The proposed name of the charter school would be Paron Charter School and it would be located on the Paron campus at 22265 Highway 9, Paron, Arkansas. The entire campus is now under the control of the Paron Community Trust and currently provides meals for the CADC Head Start, Paron Center. The campus is presently within the Bryant School District.

The contact person is: Jamie Mullins, P O Box 44, Paron, AR 72122-0044
Ph. 501-840-2122 Fax 501-594-5001
E-mail paronpride@aol.com

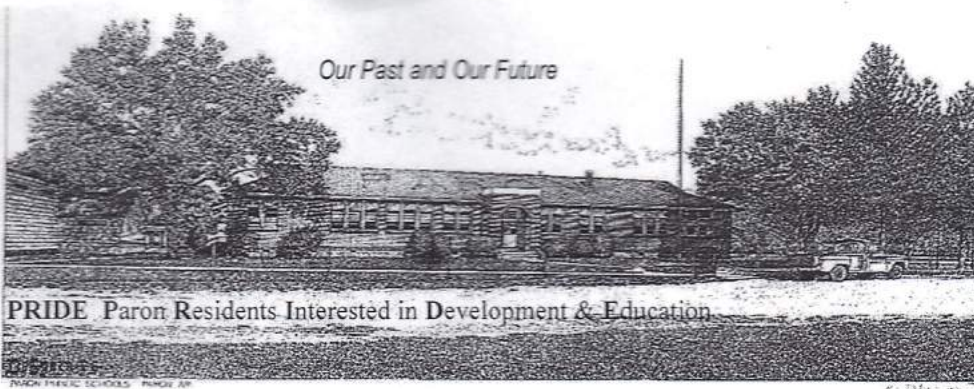
The Paron Charter School anticipates serving grades K-5 in year one with a student cap of 120 and adding a grade each year for a maximum enrollment in K-12 of 250 students. The goal is to return educational opportunity to Paron in a school that is deeply committed to helping all attending students realize their academic potential.

The emphasis of the Paron Charter School is to develop life skills in our youth while promoting technologies and environmental stewardship. The rural setting of the campus will lend itself for hands on agricultural, forestry and Game and Fish educational opportunities.

We look forward to once again providing a school in our community dedicated to the development of children socially and academically.

Respectfully,

Jamie Mullins, Trustee
Paron Community Trust



Paron Community Trust⁷²
 P O Box 44
 22265 Hwy 9
 Paron AR 72122
 paronpride@aol.com
 Web site: paronpride.com

PARON CHARTER SCHOOL HEARING
 Monday March 14, 2016
ATTENDANCE

Richard Webb
 Brent Williams
 Lily Webb
 Tabitha Bean
 Nathan Bean
 Jelicia Hill
 Marlana Grinnett
 Forrest Grinnett
 Nancy Richardson
 Kylie Richardson
 Madison Richardson
 Laurent & Owen
 Donna Lambert
 Belinda Hill
 Yvonne Ault
 Andrew Justice &
 Day & Darr

Jill Ross
 Carlisle Carreon
 Jessica Surratt
 Justin Surratt
 Kathy Carlson
 Julian Carlson
 Rachel Carlson
 Jamie Mullins

Proof of Publication

STATE OF ARKANSAS
County of Saline

I, Maribeth Bueche, do solemnly swear that I am Legal Advertising Clerk for The Saline Courier, a daily newspaper printed in said county, and that I was such at the date of publication hereinafter stated, and that said newspaper had a bona fide circulation in such county at said dates, and has been regularly published in said county since the year 1876 before the date of the first publication of the advertisement hereto annexed, and that said advertisement was published in said newspaper 4 times for 4 issues, the first insertion therein having been made on 2-23-2016, and the last insertion on 3-14-2016.

Billed Account

Paron Community Center

Ad Number

73606

Legal Advertising Clerk

Sworn to and subscribed before me on

3-16-16

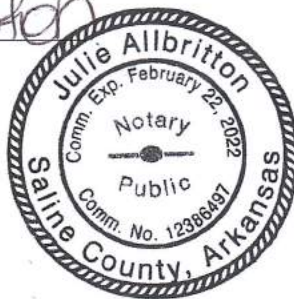
Notary Public

FEE FOR PRINTING

\$ 216.00 Cost of Notice

\$ — Cost of Proof

\$ 216.00 Total



NOTICE OF PUBLIC HEARING

to start the application process for an

OPEN-ENROLLMENT CHARTER SCHOOL

in Paron, Arkansas

Meeting date: Monday March 14, 2016

Time: 6:30pm

Location: Paron Cafetorium, 22265 Hwy 9, Paron

*Please come to ask questions
and provide input.*

Tuesday, March 1, 2016

SALINE COURIER SCRAPBOOK 1981



Some polls to allow voters with concealed guns

The Associated Press

FAYETTEVILLE — A state law changed last year will allow voters bearing concealed handguns into some polling stations in Benton and Washington counties.

The *Arkansas Democrat-Gazette* reports that the change in state code opens the door for concealed guns, but the final ideal candidate, but the final be him, but I wouldn't have a problem voting for (Clinton)," she said after voting in downtown Little Rock.

Patricia Watts, who voted early in downtown Perryville on Monday, said she supported Cruz, but said she's prepared to vote for Trump if the billionaire wins the Republican nomination.

"I think Donald Trump is a joke, although I think Donald Trump probably will win," Watts said. "I think we

The election several Republican primaryes tered around the state's hy expansion. H who has prop the expansion restrictions, i lawmakers co fire from pri ers and cons who oppose coverage.

intense campaign brought a flurry of visits from White House hopefuls and a barrage of television ads.

Republicans Ted Cruz, Marco Rubio and Donald Trump are vying for Arkansas' 40 delegates in the first presidential primary since the GOP became the majority party in the state. Former Secretary of State Hillary Clinton, who served 12 years as Arkansas' first lady, hoped for a win in her adopted home state as she competed against Vermont Sen. Bernie Sanders for the Democratic nomination.

primary from an effort to create a regional nominating contest among southeastern states supporters dubbed the "SEC primary."

The hunt for Republican votes in Arkansas picked up after former Gov. Mike Huckabee dropped out of the race last month. Rubio has the endorsement of Gov. Asa Hutchinson and other top officials in the state, while Cruz has the backing of 18 state legislators and the secretary of state. The GOP primary bal-

NOTICE OF PUBLIC HEARING

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OPEN-ENROLLMENT CHARTER SCHOOL

in Paron, Arkansas

Meeting date: Monday March 14, 2016

Time: 6:30pm

Location: Paron Cafetorium, 22265 Hwy 9, Paron

Please come to ask questions and provide input.

THE DIZZINESS, HEARING & LO



Lisa Richey, Au.D.
Credonna Miller, Au.D.
Benton Office
5 Medical Park Dr., Ste. 101
501.778.3868

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Business & Service
Directory

April 27, 2016

To whom it may concern,

As the lead teacher/director at CADC Paron Head Start/ABC Preschool Program, I, Amanda Williams, am writing to show support for the proposed Charter School in Paron.

The Charter school would be beneficial to the families the Head Start center serves by becoming a part of our community partnership. With an emphasis on agriculture, the children would have access to guest speakers and local field trips to learn more about the world around us and life in Arkansas. The impact could benefit many generations in the agricultural field.

A Charter school would also make an impact in the educational aspect for the Head Start children. The kindergarten teachers would be able to participate in a collaboration to help transition students from preschool to kindergarten. Having a local school librarian/teacher available to partner with would be valuable to helping our students attain literacy skills at an earlier age with guest story times and activities. With high school students available to partner with for literacy, science, and math activities, not only would the preschoolers benefit, but the community service hours would be an asset for scholarship/college applications for the seniors.

The families served by the Head Start center and the students/teachers/staff of the Charter school working together in a community partnership would greatly benefit this rural area by building many new and lasting relationships. This small town in Arkansas could become a gateway for future agriculturalists, wildlife enthusiasts, and productive members in society with a love for our beautiful State and heritage. Hopefully, this letter helps to express a genuine need for a Charter school in Paron, Arkansas.

Sincerely,



Amanda Williams

aallred@cadc.com
(501)594-5668

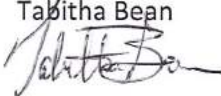
To Whom It May Concern,

Hi, my name is Tabitha Bean, my family and I are residents of the Paron Community. Raising our children in such a small town has been amazing, until we lost our public school. Now our children have to school-choice into a school or choose to be on a bus a total of 3 hours a day. No parent would get any satisfaction out of their children being on a bus that long, losing time with family, getting up early, missing out on school events because they get home too late and etc.

I am currently a stay at home mom. I would love nothing more than to have our school open back up, and be able to be a serious part of my child's education. Having a charter school in Paron would give our parents and community the opportunity to have a role in decisions making, the type of curriculum used, and the operations. Having a charter school will provide more personalized learning experiences, which is what all our kids were used to before the school closed. We understand that charter schools have a higher accountability to meet education standards, but have the freedom to choose the path to meet those standards. Some public schools seem to remain in operation no matter how poorly they meet their student's education needs. So a charter that challenges a school to be better would greatly benefit our community. Additionally, the flexibility of school hours, recess time, and holidays would be beneficial.

All in all, bringing a school back to the Paron Community will have a HUGE positive impact on our growing children and community. We fully support the plan to establish a charter school in Paron.

Thank You,
Tabitha Bean



March 15, 2016
22499 South Reform Rd.
Paron, Ar 72122

Arkansas Department of Education
Charter School Office
4 State Capitol Mall
Little Rock, Ar 72201

To whom it may concern:

We, Steve and Donna Lambert that reside at 22499 South Reform Road, in Paron, Arkansas 72122, are interested in supporting a Charter School to be established in the original Paron School District. We have a child that will be enrolled in Kindergarten for the 2016-17 school year. We understand the required regulations for establishing a Charter School and we will enroll our child as soon as it is possible to do so in this district.

Steve's father, Mr. Charles Eudell Lambert, graduated from Paron in 1940. He was instrumental in establishing the Alma Mater and the school colors. He served on the School Board for several years. His children all graduated from Paron and many of his Grandchildren. My, Donna Lambert's, two sons by a previous marriage also graduated here in Paron. Our son Austin also graduated here in Paron.

We supported the former Paron School at all times. We also worked for a brief time for the school. We supported the Athletic Department by attending as many ball games as we could at home and away. Our intentions are that as the school grows and prospers, as we are very sure it will, we will do all diligence to support it and attend meetings as much as we can. Your consideration for opening a Charter School in Paron will be greatly appreciated.

Thank you:

Steve and Donna Lambert

Mr. & Mrs. Steve and Donna Lambert

22499 South Reform Rd.
Paron, Ar 72122

SD/pa

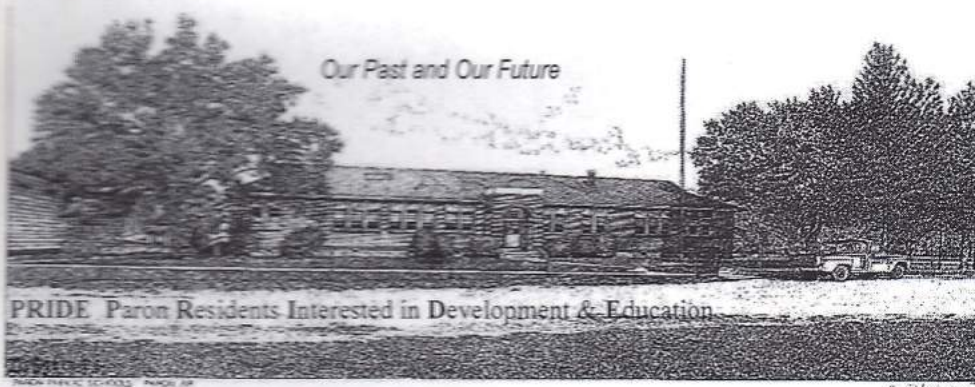
April 4, 2014

To Whom it may concern:

I have been a resident of the Paron community for 29 years. One of my sons attended Paron High School at age 16. Since then 7 of my grandchildren and 2 of my great grandchildren have attended the elementary school. When Paron School was closed it broke my heart. The school was the center of the Paron community.

I fully support a charter school at Paron, as does my daughter and two sons.

Thank You,
Nancy Richardson



Paron Community Trust⁷⁹
P O Box 44
22265 Hwy 9
Paron AR 72122
paronpride@aol.com
Web site: paronpride.com

ADDITIONAL LETTERS OF SUPPORT

James Zahn, Saline County JP Dist 13

Bill Sample , State Senator District 14

Mickey Gates, State Representative

Lanny Fite, State Representative, Former Saline County Judge

Jo Etta Woods, Paron Resident

Andrew Justice Sr, local Paron pastor

Charles Wood, Paron resident

Lavina Grandon on behalf of Rural Community Alliance board

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): PARON COMMUNITY TRUST

Lessee(Tenant): PARON CHARTER SCHOOL

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

A portion of the property is used by community residents for events, gathering, reunions, meeting space, greenhouse projects, WIFI access, and preparation of Head Start Meals.

Address of Premises: 22265 Hwy 9, Paron AR 72122

Square Footage: 22,000sf class/office space

Terms of Lease: Yearly basis

Rental Amount: \$5,000/year

Contingency: The terms of this agreement are contingent upon

PARON COMMUNITY TRUST

Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2017

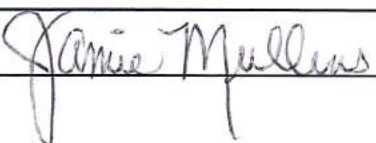
Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas 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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: PARON CHARTER SCHOOL

By: _____ Date _____

Lessor: PARON COMMUNITY TRUST

By:  Date 4/27/16

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

DEPARTMENT OF THE TREASURY

Date: **NOV 05 2008**

PARON COMMUNITY TRUST INC
C/O JAMIE MULLINS
PO BOX 44 22265 HWY 9 BLDG 100
PARON, AR 72212-0044

Employer Identification Number:
20-8633480
DLN:
17053240334028
Contact Person:
ZENIA LUK ID# 31522
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:
June 1, 2007
Contribution Deductibility:
Yes
Addendum Applies:
No

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.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC

Letter 947 (DO/CG)

ARTICLES OF INCORPORATION
OF
PARON COMMUNITY TRUST, INC.

Arkansas Secretary of State
Business Services Division

We, the undersigned, acting as incorporators for the purpose of forming a nonprofit corporation under and pursuant to the laws of the State of Arkansas governing the incorporation of Nonprofit Associations (Act 1147 of 1993) do hereby incorporate ourselves by these Articles of Incorporation, and do hereby agree as follows:

ARTICLES OF INCORPORATION

Article I

The name of the organization shall be PARON COMMUNITY TRUST, INC.

Article II

The principal office of the organization will be located at 22265 Hwy 9, Paron, Arkansas 72122. The registered agent of the organization is Jamie Mullins, 23965 Hwy 9, Paron, Arkansas 72122.

Article III

The duration of the organization shall be perpetual.

Article IV

The purposes for which this public benefit organization is formed are as follows:

(1) To promote and provide educational, vocational/technical training, health and social services resulting in economic development and sustainable cultural growth and employment opportunities that enhance the quality of life for all members of the community.

(2) To make all and every necessary, suitable and proper effort for the accomplishment of any of the objectives, either alone or associated with other organizations, entities or individuals.

(3) To do any other act or thing, incidental or pertaining to, or growing out of, or connected with, the aforementioned purposes or powers, provided the same be consistent with the Constitution and the laws of the State of Arkansas.

Article V

This organization shall have no capital stock, nor shall there be any stated capital.

Article VI

The administration, business, conduct of the affairs of the Trust shall be vested in a Board of Trustees consisting of not less than four (4) nor more than ten (10) members, and the undersigned shall serve as the initial Board of Trustees until their successors are established and qualify. The Trust will have no members.

Article VII

The Paron Community Trust shall be a non-profit, non-sectarian, non-political organization. No part of any earnings shall benefit any individual, group or organization as net profit for gain. There shall be no capital stock, no division nor distribution thereof. No member of the Board of Trustees shall receive any remuneration for any services and the Trustees shall faithfully apply all funds collected, and the proceeds of property belonging to the Trust and profits from any business carried on by the Trust, according to their best judgment, to accomplish the purposes of this Trust, and to provide the facilities, officers and employees therefore. Nor shall any Trustee benefit from any services or sales rendered to the Trust. In the event of dissolution of the Trust for any reason, any real property leased or donated by the Bryant School District shall be returned to their possession, and all other property of the Trust will be donated or sold and proceeds donated to other non-profit entities after settling the indebtedness of the Trust. The Trust shall comply with 501(c)3 of the IRS code.

Article VIII

The Officers of the Trust shall consist of a Chairman and Vice-Chairman. The election of such officers shall be by the Board of Trustees.

Article IX

The Trustees shall adopt a set of bylaws for the Trust and the Trust may, in its bylaws, confer authorities upon its Board of Trustees in addition to the foregoing, and in addition to the powers and authorities expressly conferred upon it by statute.

Article X

These Articles of Incorporation may be amended at any regular or special meeting of the Board of Trustees by a vote of the full board, provided written notice has been

given to all members of the Board of Trustees that such amendment or amendments are to be considered and acted upon.

Signed this 29th day of May, 2007.

Jamie Mullins 23965 Hwy 9, Paron, AR 72122
Chairman Address

Jackie A. Malone 23550 N Cold Springs, Paron, AR 72122
Vice-Chairman Address

Dan Carlson P O Box 41, Paron, AR 72122
Address

Carolyn D. Zambrough 17600 Wolfe Trail, Paron, AR 72122
Address

SUBSCRIBED AND SWORN to before me this 29th day of May, 2007.

Jackie A. Malone
Notary Public

My Commission expires:

2/1/2012





2016-000314

I certify this instrument
was filed on:
01/06/2016 8:48:59 AM
Myka Bono Sample
Saline County Circuit Clerk

Pages: 8
B FENTER

REAL ESTATE SALE, DONATION AND LEASE-BACK AGREEMENT

THIS REAL ESTATE SALE, DONATION AND LEASE-BACK AGREEMENT ("Agreement") is entered into at Bryant, Arkansas by and between the Bryant School District, a public school district organized and operating pursuant to Arkansas law ("Donor"), and Paron Community Trust, a nonprofit organization organized and operating pursuant to Arkansas law ("Donee").

1. Agreement to Convey and Donate. Donor agrees to sell, convey and donate, and Donee agrees to purchase and accept all of that property (the "Property"), including all buildings and improvements situated thereon, described in Exhibit "A" attached hereto and incorporated by reference herein, together with all of Donor's right, title and interest in and to the Property. Donee's purchase and acceptance of the Property is for purposes of using the Property to provide community programs, beneficial educational services, and social enrichment programs.

2. Purchase Price. The total purchase price for the Property shall be Ten Dollars (\$10.00), to be paid at the date of closing (the "Closing"), as hereinafter defined.

3. Delivery of Possession. Donor shall deliver possession of the Property to Donee upon the date of the transfer of title. Donee and its agents or employees may enter upon the Property before Closing in order to cause inspections, surveys, or tests at Donee's expense.

4. Proration of Taxes. Taxes and assessments for prior years and those currently due on or before Closing, if any, shall be paid by Donor. Taxes and assessments for the current year, both general and special, if any, shall be prorated as of the date of Closing and paid by Donee.

5. Title. Donor shall convey the Property to Donee by good and sufficient special warranty deed, free and clear of all liens and encumbrances, except applicable zoning ordinances, and other government restrictions or limitations affecting or restricting said Property.

6. Conditions Precedent to Donee's Obligation to Accept the Property. The following shall be conditions of Donee's obligation to accept title to the Property subject to the conditions of this Agreement:

(a) Board of Directors Approval. It is understood and agreed that this Agreement is subject to the approval and ratification by the Board of Directors of Donor and Donee.

(b) Testing. Donee shall promptly determine that it is satisfied with the matters and conditions disclosed by any surveys, reports, investigations and tests, including but not limited to civil and geotechnical engineering reports, traffic studies and Phase I environmental reports, received or performed by Donee.

7. Closing Date. The Closing shall occur no later than June 30, 2015. It being expressly understood by Donor and Donee that failure of Donee to close by June 30, 2015, regardless of the reason for such failure, including without limitation the non-occurrence of any condition to Donee's obligations set forth elsewhere in this Agreement, shall entitle Donor, at the option of Donor, to terminate this agreement by written notice to Donee. Time is of the essence regarding this paragraph. To that end, it is agreed by Donor and Donee that physical changes regarding the property, including fencing modifications and utility changes are to be completed by July 31, 2015. The Donee agrees to take responsibility of the water utility effective July 1, 2015 and the electric utilities will be transferred to the Donee on August 1, 2015 to provide time for the Donor to arrange for meter service to the bus building and for disconnection of service from agricultural building.

8. Donor's Representation and Warranty. Donor represents and warrants that Donor is the sole owner of good, fee simple, unencumbered, marketable title to all of the real property to be conveyed to Donee under this Agreement.

9. Donee Representations and Warranties. Donee makes the following representations and warranties which are material and relied upon by Donor:

(a) Conflict of Interest. Donee represents and warrants that no director, board member or employee of Donor is in any manner interested directly or indirectly in this Agreement or in any of the expected profits or uses which might arise therefrom.

(b) Non-Collusion. Donee and the individual personally signing this Agreement represent and warrant that this Agreement is neither collusive nor made for or on behalf of any person not named.

(c) Indemnification and Legal Compliance. Donee agrees to save, hold harmless and to indemnify Donor and its agents, employees, officers and board members against any and all liability, losses, claims or costs of whatsoever kind or nature relative to the transfer of the property or any occurrence or accident in connection with the transfer of the Property, whether to property or persons. Further, Donee shall indemnify, hold harmless and defend Donor, its agents, employees, officers and board members from any lawsuits, causes of action, claims, liabilities and damages, of any kind and nature, including but not limited to, attorney's fees and costs, in connection with the Property or arising out of the performance of this Agreement whether attributable in whole or in part to any act, omission or negligence of Donor, its agents, board members or employees, including, but not limited to, any and all lawsuits, causes of action, claims, liabilities, and damages which Donor, its agents, board members or employees may sustain as provided herein, or any failure by Donee to otherwise perform its obligations pursuant to

this Agreement, or by reason of the injury to or death of any person or persons or the damage to, loss of use of or destruction of any property in connection with the Property with the exception of the leased premises.

(d) Donee's purchase and acceptance of the Property is for purposes of using the Property to provide community programs, beneficial educational services, and social enrichment programs.

10. Donor's Right of First Refusal. In the event that Donee subsequently decides to sell or otherwise convey the Property to a third party, Donee shall provide notice of such sale or conveyance to Donor, and Donor shall thereupon have the right to repurchase or reacquire the Property from Donee at a price that (a) shall not exceed the price, if any, paid by Donee to Donor for the Property; and (b) shall not include any compensation to Donee for improvements made, if any, to the Property by Donee.

11. Brokerage Fees. Each party represents to the other that it has not engaged the services of any real estate broker or agent in connection with the Property and/or this Agreement.

12. Lease-Back to Donor. Donee does hereby grant, demise and lease unto Donor (the "Lease") the premises more particularly described as the bus lot, fueling station, and bus shop, all as more particularly described in Exhibit "B" attached hereto and incorporated by reference herein (the "Leased Premises"), for a period commencing July 1, 2015 for a term of ninety-nine (99) years, unless sooner terminated by the parties. Donor shall pay Donee as rental for the Leased Premises the sum of One Dollar (\$1.00) per year. Subject to and without waiving Donor's statutory immunity under Arkansas law, Donor shall procure and maintain through the term of the Lease appropriate insurance coverage at Donor's cost and expense insuring against damage or destruction of property on the Leased Premises. Donor shall be responsible for and

pay for all utility services provided in or to the Leased Premises. Donor shall have sole responsibility to maintain the Leased Premises and Donee shall not be liable for any injury to persons or damage to or loss of property on or about the Leased Premises.

13. Notice. All notices under this Agreement shall be deemed given when deposited in the United States Mail, postage prepaid, and marked registered or certified mail, return receipt requested, and addressed to the parties at the following addresses:

To Donor:	Dr. Tom W. Kimbrell Superintendent of Schools Bryant School District 200 Northwest Fourth Street Bryant, AR 72022
With a copy to:	Jay Bequette Bequette & Billingsley, P.A. 425 West Capitol Avenue, Suite 3200 Little Rock, AR 72201
To Donee:	Paron Community Trust ATTN: Ms. Jamie Mullins PO Box 44 Paron, AR 72122

14. Entire Agreement; Modification. This instrument constitutes the entire agreement between the parties with respect to the Property. It may not be modified except by an agreement duly executed by both parties.

15. Binding Effect. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective legal representatives, successors, and assigns.

16. Nonwaiver. No delay or failure by either party to exercise any right hereunder, and no partial or single exercise of such right, shall constitute a waiver of that or any other right, unless otherwise expressly provided herein.

17. Headings. Headings in this Agreement are for convenience and reference only and shall not be used to interpret or construe its provisions.

18. Governing Law. This Agreement shall be construed in accordance with and governed by the laws of the State of Arkansas.

19. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same instrument.

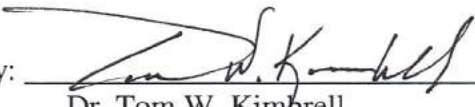
20. Time of Essence. Time is of the essence with respect to the performance of all obligations hereunder.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of this

25 day of JUNE, 2015.

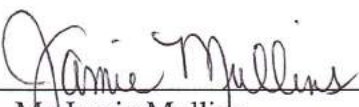
DONOR:

BRYANT SCHOOL DISTRICT

By: 
Dr. Tom W. Kimbrell
Title: Superintendent

DONEE:

PARON COMMUNITY TRUST

By: 
Ms. Jamie Mullins
Title: Trust Principal

STATE OF ARKANSAS)
) ss. ACKNOWLEDGMENT
 COUNTY OF)

On this 25 day of June, 2015, before me, a Notary Public duly commissioned, qualified and acting, within and for said County and State, appeared in person the within named Dr. Tom Kimbrell, to me personally well known, who stated that he was the Superintendent of the Bryant School District, a public school district organized and operating pursuant to Arkansas law, and was duly authorized in said capacity to execute the foregoing instrument for and in the name and behalf of said school district, and further stated and acknowledged that he had so signed, executed and delivered the foregoing instrument for the consideration, uses and purposes therein mentioned and set forth.

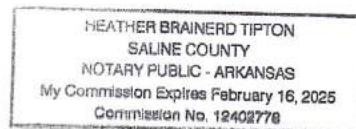
IN TESTIMONY WHEREOF, I have hereunto set my hand and official seal this 25 day of June, 2015.

Heather Brainerd Tipton
 Notary Public

My commission expires:

2/16/25

(SEAL)



STATE OF ARKANSAS)
) ss. ACKNOWLEDGMENT
 COUNTY OF)

On this 25 day of June, 2015, before me, a Notary Public duly commissioned, qualified and acting, within and for said County and State, appeared in person the within named James Mullens, to me personally well known, who stated that he was the President of Paron Community Trust, a nonprofit organization organized and operating pursuant to Arkansas law, and was duly authorized in said capacity to execute the foregoing instrument for and in the name and behalf of said nonprofit organization, and further stated and acknowledged that he had so signed, executed and delivered the foregoing instrument for the consideration, uses and purposes therein mentioned and set forth.

IN TESTIMONY WHEREOF, I have hereunto set my hand and official seal this 25 day of June, 2015.

Heather Brainerd Tipton
 Notary Public

My commission expires:

2/16/25

(SEAL)

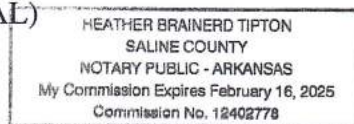
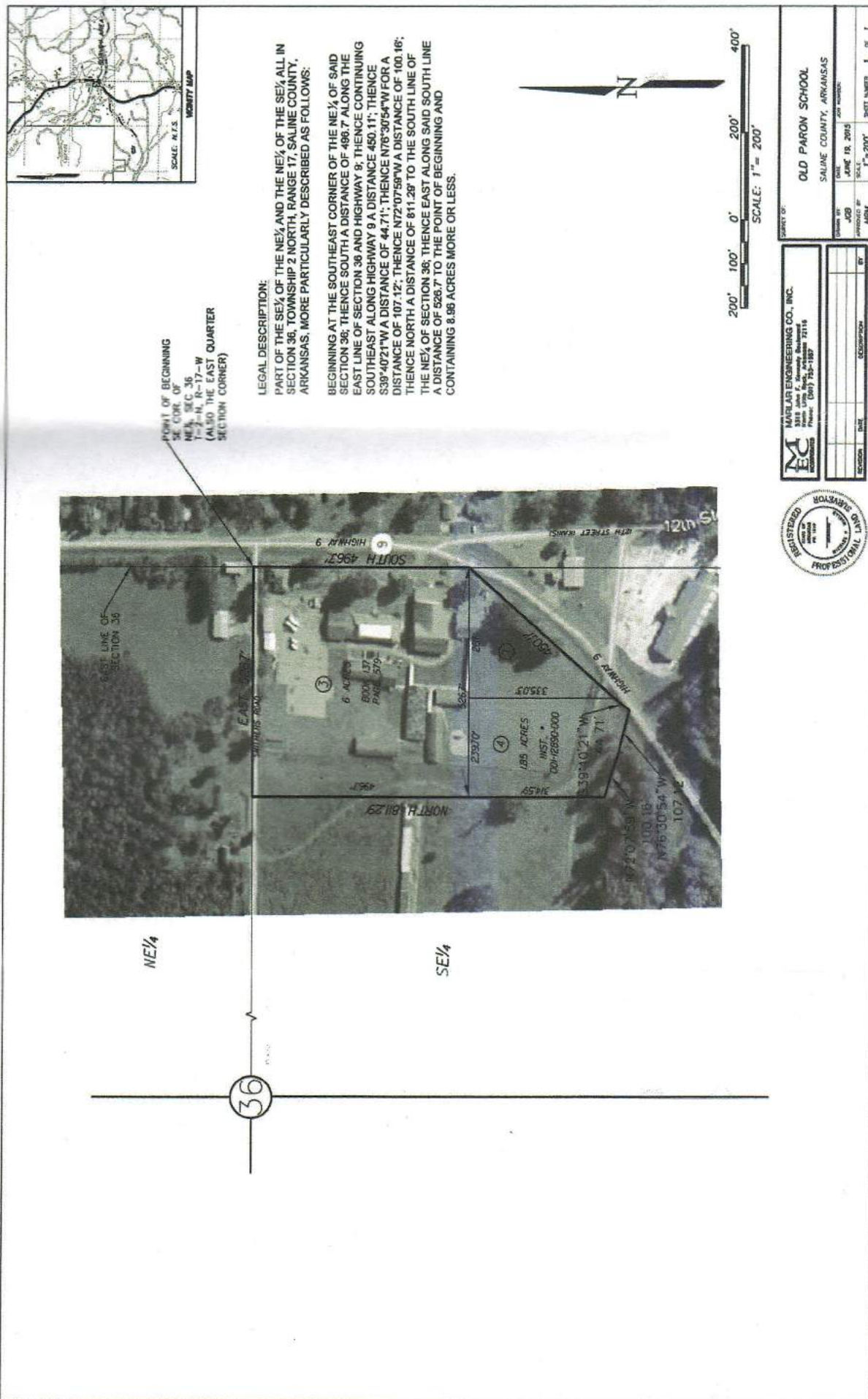


Exhibit "A"



District: BRYANT SCHOOL DISTRICT
LEA: 6303000
Enrollment: 9017

Superintendent: PHILIP RUTHERFORD **Address:** 200 N.W. FOURTH ST.
Attendance 97.78 **Address:** BRYANT, AR 72022
Poverty Rate: 39.66 **Phone:** (501) 847-5600

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	5403	5419	99.70	5234	5246	99.77
Targeted Achievement Gap Group	2407	2416	99.63	2375	2382	99.71
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	761	764	99.61	752	756	99.47
Hispanic	498	503	99.01	505	505	100.00
White	3963	3971	99.80	3801	3809	99.79
Economically Disadvantaged	2135	2142	99.67	2124	2129	99.77
English Language Learners	246	247	99.60	258	258	100.00
Students with Disabilities	558	562	99.29	507	511	99.22

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	2461	5205	47.28	22.73
Targeted Achievement Gap Group	703	2290	30.70	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	196	718	27.30	10.77
Hispanic	149	480	31.04	18.35
White	2010	3830	52.48	26.04
Economically Disadvantaged	665	2037	32.65	17.63
English Language Learners	34	237	14.35	7.64
Students with Disabilities	63	529	11.91	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	1740	5029	34.60	13.95
Targeted Achievement Gap Group	488	2257	21.62	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	114	708	16.10	5.87
Hispanic	108	482	22.41	12.10
White	1440	3667	39.27	17.14
Economically Disadvantaged	458	2026	22.61	11.02
English Language Learners	29	245	11.84	6.23
Students with Disabilities	55	480	11.46	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	572	643	88.96	86.12	94.00
Targeted Achievement Gap Group	168	205	81.95	73.01	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	1550	1862	83.24	86.12	94.00
Targeted Achievement Gap Group	405	543	74.59	73.01	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	79	87	90.80	82.86	
Hispanic	28	37	75.68	76.92	
White	452	504	89.68	86.75	
Economically Disadvantaged	137	170	80.59	74.69	
English Language Learners	7	10	70.00	83.33	
Students with Disabilities	47	57	82.46	60.00	

District: BRYANT SCHOOL DISTRICT
LEA: 6303000
Enrollment: 9017

Superintendent: PHILIP RUTHERFORD
Attendance 97.78
Poverty Rate: 39.66

Address: 200 N.W. FOURTH ST.
Address: BRYANT, AR 72022
Phone: (501) 847-5600

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	14
Number of enrolled students with completed EOY only:	29

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016

2016
Public Charter School Application
Personnel Salary Schedule

Administrative Positions:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
Line #					
1	Director/Principal	1	\$60,000.00	1	\$62,000.00
2	Administrative Assistant	1	\$22,000.00	1	\$23,000.00
3	Subtotal:		\$82,000.00		\$85,000.00
4	Fringe Benefits (rate used 23 %)		\$18,860.00		\$19,550.00
5	Total Administrative Positions:		\$100,860.00		\$104,550.00
Regular Classroom Instruction:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
6	Teachers	2	\$36,000.00	3	\$36,800.00
7	Aides	2.5	\$19,000.00	3.5	\$19,750.00
8	Subtotal:		\$119,500.00		\$179,525.00
9	Teacher Fringe Benefits (rate used 23 %)		\$16,560.00		\$25,392.00
10	Aide Fringe Benefits (rate used 23 %)		\$10,925.00		\$15,898.75
11	Total Regular Classroom Instruction:		\$146,985.00		\$220,815.75
Special Education:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
12	Teachers	0.75	\$40,000.00	0.75	\$40,000.00
13	Aides				
14	Subtotal:		\$30,000.00		\$30,000.00
15	Teacher Fringe Benefits (rate used 18 %)		\$5,400.00		\$5,400.00
16	Aide Fringe Benefits (rate used %)		\$0.00		\$0.00
17	Total Special Education:		\$35,400.00		\$35,400.00
Gifted and Talented Program:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
18	Teachers				
19	Aides				
20	Subtotal:				
21	Teacher Fringe Benefits (rate used %)		\$0.00		\$0.00
22	Aide Fringe Benefits (rate used %)		\$0.00		\$0.00
23	Total Gifted and Talented Program:		\$0.00		\$0.00
Alternative Education Program/ Alternative Learning Environments:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
24	Teachers				
25	Aides				
26	Subtotal:				
27	Teacher Fringe Benefits (rate used %)		\$0.00		\$0.00
28	Aide Fringe Benefits (rate used %)		\$0.00		\$0.00
29	Total Alternative Education Program/ Alternative Learning Environments:		\$0.00		\$0.00

English Language Learner Program:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
30					
31	Subtotal:				
32	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
33	Total English Language Learner Program:		\$0.00		\$0.00
Guidance Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
34	Contracted				
35	Subtotal:				
36	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
37	Total Guidance Services:		\$0.00		\$0.00
Health Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
38	Nurse	0.5	\$32,000.00	0.5	\$33,000.00
39	Subtotal:		\$16,000.00		\$16,500.00
40	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
41	Total Health Services:		\$16,000.00		\$16,500.00
Media Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
42					
43	Subtotal:				
44	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
45	Total Media Services:		\$0.00		\$0.00
Fiscal Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
46					
47	Subtotal:				
48	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
49	Total Fiscal Services:		\$0.00		\$0.00
Maintenance and Operation:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
50	Custodian/Janitor	1	\$18,500.00	1	\$19,000.00
51	Subtotal:		\$18,500.00		\$19,000.00
52	Fringe Benefits (rate used 23 %)		\$4,255.00		\$4,370.00
53	Total Maintenance and Operation:		\$22,755.00		\$23,370.00
Pupil Transportation:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
54					
55	Subtotal:				
56	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
57	Total Pupil Transportation:		\$0.00		\$0.00

				97	
Food Services:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
58	Kitchen Manager _____	1	\$12,000.00	1	\$12,500.00
59	Subtotal:		\$12,000.00		\$12,500.00
60	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
61	Total Food Services:		\$12,000.00		\$12,500.00
Data Processing:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
62	_____				
63	Subtotal:				
64	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
65	Total Data Processing:		\$0.00		\$0.00
Substitute Personnel:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
66	Number of Certified Substitutes _____	30	\$75.00	30	\$75.00
67	Number of Classified Substitutes _____				
68	Subtotal:		\$2,250.00		\$2,250.00
69	Certified Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
70	Classified Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
71	Total Substitute Personnel:		\$2,250.00		\$2,250.00
72	TOTAL EXPENDITURES FOR SALARIES:		\$336,250.00		\$415,385.75

**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:				<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
<small>Line #</small>	2017-2018				
1	Number of Students	60 X \$6,646.00	State Foundation Funding	\$398,760.00	
2	Number of Students	60 X \$26.00	Professional Development	\$1,560.00	
3	Number of Students	50 X \$1,051.00	NSL Funding: 70-89%	\$52,550.00	
4	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	_____
5	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	_____
6	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	_____
	2018-2019				
7	Number of Students	80 X \$6,646.00	State Foundation Funding		\$531,680.00
8	Number of Students	80 X \$26.00	Professional Development		\$2,080.00
9	Number of Students	65 X \$1,051.00	NSL Funding: 70-89%		\$68,315.00
10	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	_____
11	Total State Public Charter School Aid:			\$452,870.00	\$602,075.00
Federal Charter School Aid:				<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
12	Title I			\$2,800.00	\$3,920.00
13	Special Education			\$15,000.00	
14	Child Nutrition			\$2,900.00	
15	Other:			_____	_____
16	Total Federal Charter School Aid:			\$20,700.00	\$3,920.00
Other Sources of Revenues:				<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
<small>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</small>					
17	Private Donations or Gifts			_____	_____
18	Special Grants (<i>List the amount</i>)			_____	_____
19	Other (<i>Specifically Describe</i>)			_____	_____
20	Total Other Sources of Revenues:			_____	_____
21	TOTAL REVENUES:			\$473,570.00	\$605,995.00

EXPENDITURES

Administration:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
22	Salaries and Benefits	\$100,860.00	\$104,550.00
	Purchased Services (List Vendors Below)		
23	V - AD 1 _____		
24	Supplies and Materials		
25	Equipment		
	Other (List Below)		
26	_____		
27	Total Administration:	\$100,860.00	\$104,550.00
Regular Classroom Instruction:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
28	Salaries and Benefits	\$146,985.00	\$220,815.75
	Purchased Services (List Vendors Below)		
29	V - CI 1 Connection Education _____	\$37,500.00	
30	Supplies and Materials		
31	Equipment		
	Other (List Below)		
32	_____		
33	Total Regular Classroom Instruction:	\$184,485.00	\$220,815.75
Special Education:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
34	Salaries and Benefits	\$35,400.00	\$35,400.00
	Purchased Services (List Vendors Below)		
35	V - SE 1 _____		
36	Supplies and Materials	\$2,500.00	
37	Equipment		
	Other (List Below)		
38	_____		
39	Total Special Education:	\$37,900.00	\$35,400.00
Gifted and Talented Program:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
40	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
41	V - GT 1 _____		
42	Supplies and Materials		
43	Equipment		
	Other (List Below)		
44	_____		
45	Total Gifted and Talented Program:	\$0.00	\$0.00

Alternative Education Program/ Alternative Learning Environments:		2017-2018 Amount:	2018-2019 Amount:
46	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
47	V - ALE 1 _____		
48	Supplies and Materials	\$3,000.00	\$3,500.00
49	Equipment		
	Other (List Below)		
50	_____		
51	Total Alternative Education Program/ Alternative Learning Environments:	\$3,000.00	\$3,500.00
English Language Learner Program:		2017-2018 Amount:	2018-2019 Amount:
52	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
53	V - ELL 1 Connection Education _____	\$1,200.00	\$1,200.00
54	Supplies and Materials		
55	Equipment		
	Other (List Below)		
56	_____		
57	Total English Language Learner Program:	\$1,200.00	\$1,200.00
Guidance Services:		2017-2018 Amount:	2018-2019 Amount:
58	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
59	V - GS 1 Contracted _____	\$20,000.00	\$20,000.00
60	Supplies and Materials		
61	Equipment		
	Other (List Below)		
62	_____		
63	Total Guidance Services:	\$20,000.00	\$20,000.00
Health Services:		2017-2018 Amount:	2018-2019 Amount:
64	Salaries and Benefits	\$16,000.00	\$16,500.00
	Purchased Services (List Vendors Below)		
65	V - HS 1 _____		
66	Supplies and Materials	\$1,000.00	\$1,200.00
67	Equipment		
	Other (List Below)		
68	_____		
69	Total Health Services:	\$17,000.00	\$17,700.00
Media Services:		2017-2018 Amount:	2018-2019 Amount:
70	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
71	V - MS 1 _____	\$10,000.00	\$10,000.00
72	Supplies and Materials		
73	Equipment		
	Other (List Below)		
74	_____		
75	Total Media Services:	\$10,000.00	\$10,000.00

		101	
Fiscal Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
76	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
77	V - FS 1 Accountant services	\$15,000.00	\$15,000.00
78	Supplies and Materials		
79	Equipment		
	Other (List Below)		
80			
81	Total Fiscal Services:	\$15,000.00	\$15,000.00
Maintenance and Operation:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
82	Salaries and Benefits	\$22,755.00	\$23,370.00
	Purchased Services (List Vendors Below)		
	INCLUDE UTILITIES		
83	V - MO 1	\$2,500.00	\$5,000.00
84	Supplies and Materials	\$3,500.00	\$3,600.00
85	Equipment		
	Other (List Below)		
86			
87	Total Maintenance and Operation:	\$28,755.00	\$31,970.00
Pupil Transportation:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
88	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
89	V - PT 1 Working on agreements		
90	Supplies and Materials		
91	Equipment		
	Other (List Below)		
92			
93	Total Pupil Transportation:	\$0.00	\$0.00
Food Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
94	Salaries and Benefits	\$12,000.00	\$12,500.00
	Purchased Services (List Vendors Below)		
95	V - FD 1 Food & supplies	\$6,000.00	\$9,000.00
96	Supplies and Materials		
97	Equipment		
	Other (List Below)		
98			
99	Total Food Services:	\$18,000.00	\$21,500.00
Data Processing:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
100	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
101	V - DP 1	\$7,500.00	\$7,500.00
102	Supplies and Materials		
103	Equipment		
	Other (List Below)		
104			
105	Total Data Processing:	\$7,500.00	\$7,500.00

		102	
Substitute Personnel:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
106	Salaries and Benefits	\$2,250.00	\$2,250.00
	Purchased Services (List Vendors Below)		
107	V - SB 1		
108	Total Substitute Personnel:	\$2,250.00	\$2,250.00
Facilities:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
109	Lease/Purchase Contract for One Full Year	\$5,000.00	\$6,000.00
	Facility Upgrades (List Upgrades Below)		
110			
111	Property Insurance for One Full Year	\$4,000.00	\$4,500.00
112	Content Insurance for One Full Year	\$4,000.00	\$4,000.00
113	Total Facilities:	\$13,000.00	\$14,500.00
Debt Expenditures:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	List Debts Below		
114			
115	Total Debt Expenditures:		
Other Expenditures:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	List Other Expenditures Below		
116			
117	Total Other Expenditures:		
118	TOTAL EXPENDITURES:	\$458,950.00	\$505,885.75
119	NET REVENUE OVER EXPENDITURES:	\$14,620.00	\$100,109.25

Our Past and Our Future

PRIDE Paron Residents Interested in Development & Educa-

Paron Community Trust¹⁰³
P O Box 44
22265 Hwy 9
Paron AR 72122
paronpride@aol.com
Web site: paronpride.com

June 20 2016

AGREEMENT FOR PARON CHARTER SCHOOL

It is the intent of the Paron Community Trust to fully support the start up and continuance of the Paron Charter School. Education, development and community services were the founding purposes of the PCT. The Paron community has been through a lot of disappointment over reduction of school services and loss of the school and it is acknowledged that there may be skepticism in its ability to return. A school year may be required to re-establish confidence and educate parents and community about what is being made available.

Therefore, with this in mind the Paron Community Trust is prepared to financially assist the Paron Charter School in its start up. If necessary, if there is a shortfall in student numbers, the PCT is prepared to waive the lease for the first two years of charter school operation and cover utilities in the classrooms occupied for the same period. The learning center/computer lab will be a shared space for school and community and the burden will of providing computers in this space will initially fall to the PCT. As student enrollment increases the PCS can begin to provide for additional or updated needs for the students. It is imperative that it be understood that while the PCT will share the use of computer lab and associated facilities, this will be a multipurpose endeavor and all equipment installed at the expense of the PCT will remain the property of the PCT, unless otherwise agreed. The Paron campus is being set up to provide educational and environmental opportunities for all members of the community, even if the charter school is not approved or lacks numbers. The hope is to rebuild the school population from kindergarten and capture and keep those students going forward.

Additionally the public library in the community center building will available during the school day for student needs. Duplicating library facilities is costly and unnecessary. As this will be a community space, it will be available to students and family outside of school hours as well.

The PCT has recently forged and agreement with a registered dietitian and staff to use the kitchen on campus in exchange for school meal prep services for the school. It will be launched with Head Start meals this coming school year. This collaborative venture will additionally reduce costs in the school budget by potentially eliminating a kitchen position.

Any changes or further agreements will be brought to the attention of the Arkansas Department of Education.

Dan Carlson, PCT chairman

Bryant School District

1:82,281

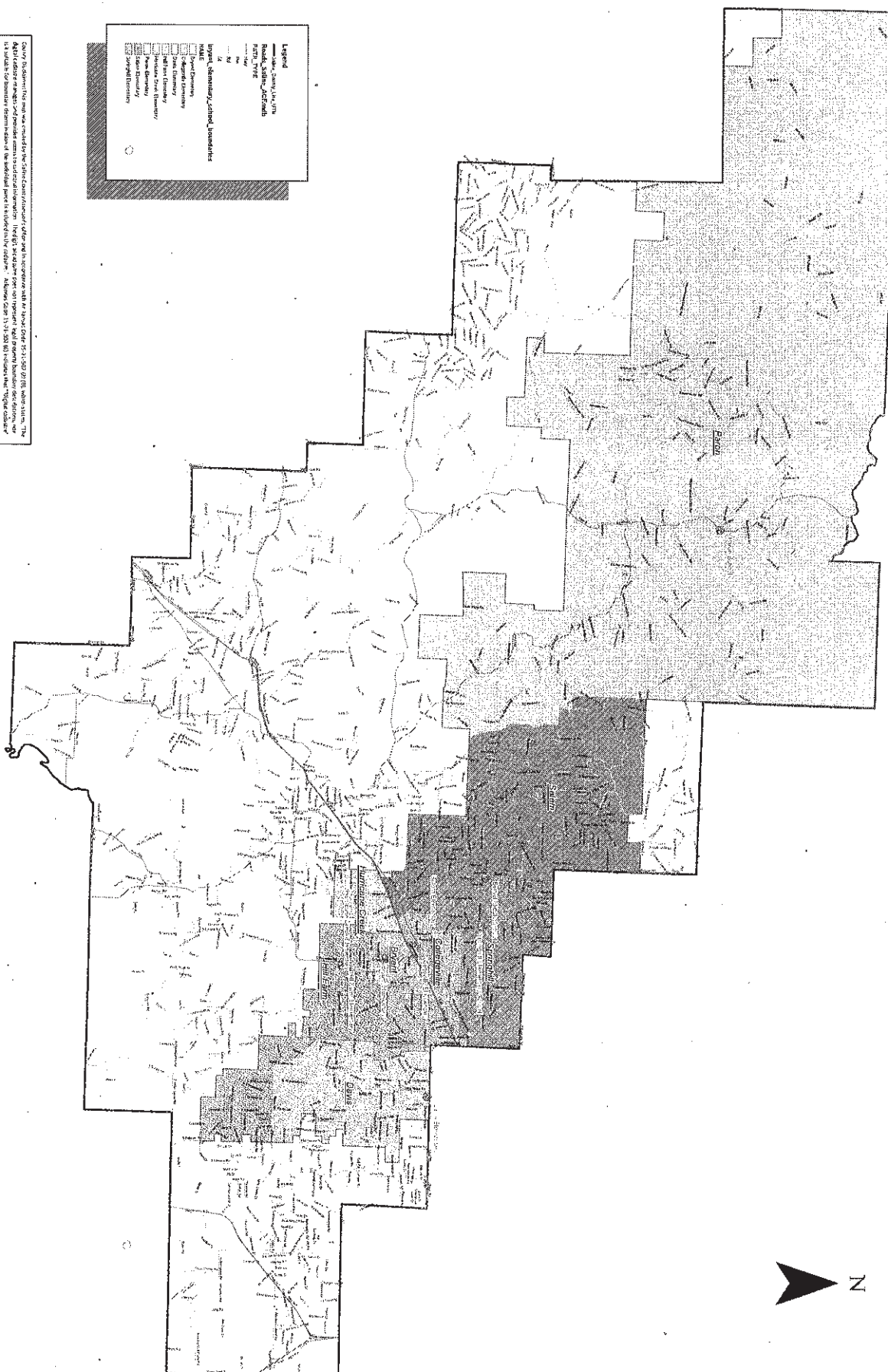
1 inch = 1.29862 miles

Saline County Assessor
Geographic Information Systems
121 East Conway Benton, AR 72015

121 East Conway, Benton, AR 72015
 501-321-1100 ext 202 FAX 501-321-1100

marys@salinasassessor.org (504) 303-5653

Print Date:05-05-2015



Bryant School District



1:85,439

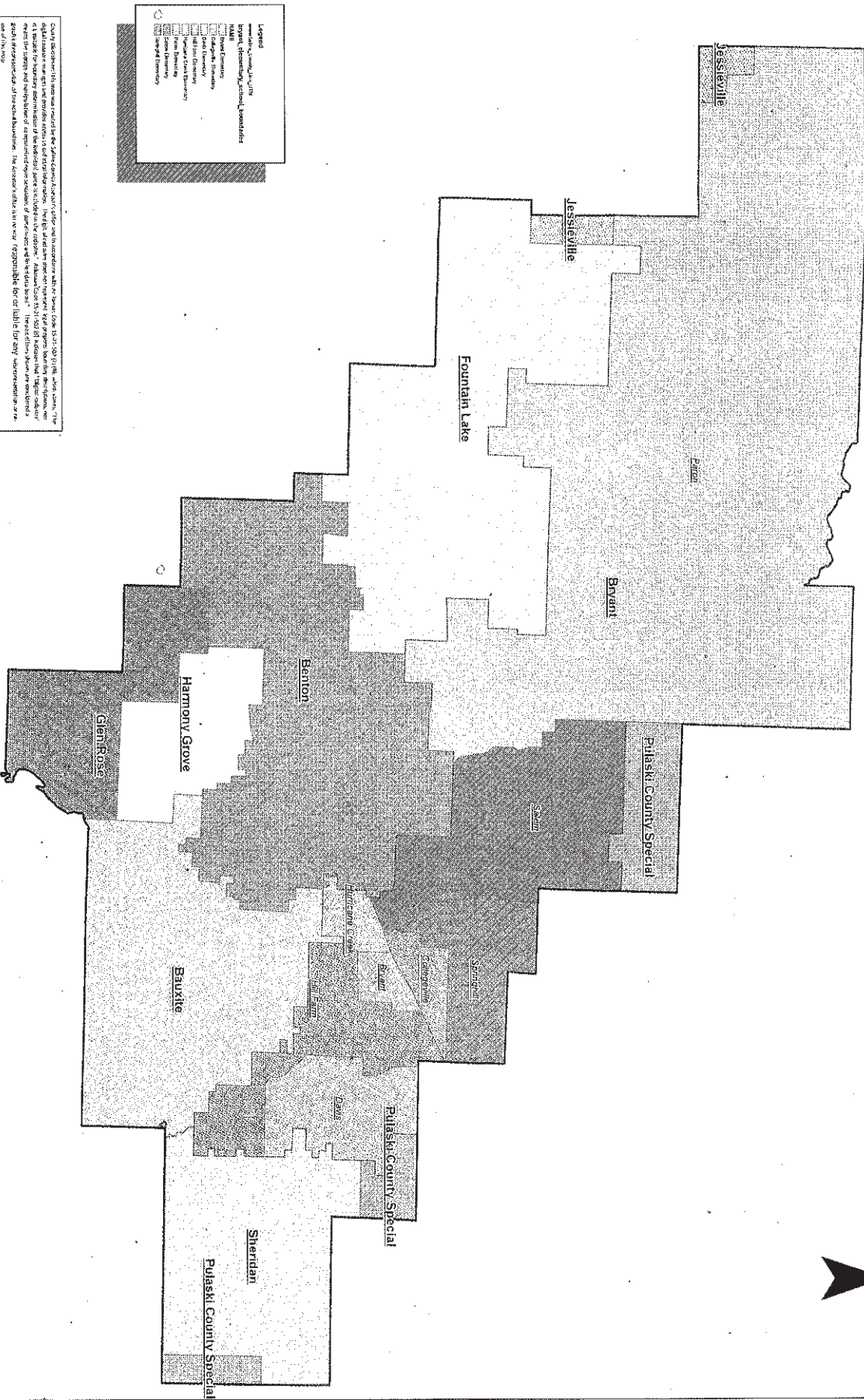
1 inch = 1,248.66 miles

Saline County Assessor Geographic Information Systems

121 East Conway, Benton, AR 72015

saliregis@gmail.com • (501) 305-5653

Print Date: 03-18-2015



Saline County Assessor's Office
121 East Conway, Benton, AR 72015
(501) 305-5653
saliregis@gmail.com
Print Date: 03-18-2015



Arkansas Department of Education

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August 19, 2016

Dr. Christine Silano
Ozark Montessori Academy
301 South Holcomb Avenue
Springdale, AR 72764

**RE: Notice of Charter Authorizing Panel Decision
Ozark Montessori Academy Amendment Request**

Dear Dr. Silano:

On **August 18, 2016**, the Charter Authorizing Panel met and approved the amendment request for Ozark Montessori Academy. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **noon on Friday, August 26, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on September 8, 2016.

Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the amendment request will be an action item for the State Board of Education on September 8, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Please contact me by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov with any questions.

Sincerely,

Alexandra Boyd, Director
Public Charter Schools

CC: Superintendent Rollins, Springdale School District

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

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Ozark Montessori Academy Amendment Request

Motion

To approve the amendment request

Barnes	Liwo	Saunders-M
Gotcher-2	Pfeffer	Smith
Lester	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			I have no concerns regarding this amendment. It appears to be necessary to maintain integrity of process and operation in the Montessori Model.
Gotcher	X			I have no concerns with this amendment that impact student achievement .
Lester	X			I have no concerns with the amendment request. It aligns with the Montessori Model.
Liwo	X			No concerns with the requested amendments exist. Granting the request will allow the charter to be in compliance with the Standards for Accreditation.
Pfeffer	X			No concerns with the amendment request exist.
Rogers	X			No concerns with the amendment request exist.
Saunders	X			The amendment allows the flexibility to follow the Montessori Model with the assurance of an aide being in every classroom.
Smith	X			No concerns regarding the amendment

				request exist.
Coffman				Chair

Submitted by: Alexandra Boyd

Date: 08/18/2016

OZARK MONTESSORI ACADEMY
SPONSORING ENTITY: OZARK EDUCATION, INC.

CURRENT DATA

Maximum Enrollment	280
Approved Grade Levels	K-8
Grades Served 2016-2017	K-7

2015-2016 Enrollment by Race

Two or More Races	1
Asian	2
Black	4
Hispanic	46
Native American/Native Alaskan	3
Native Hawaiian/Pacific Islander	2
White	78
Total	136

2015-2016 Enrollment by Grade

Kindergarten	33
1st Grade	18
2nd Grade	18
3rd Grade	16
4th Grade	17
5th Grade	18
6th Grade	16
7th Grade	0
8th Grade	0

2015-2016 Student Status Counts

Migrant	0
LEP	37
Gifted & Talented	2
Special Education	0
Title I	0
Source: District Cycle 4 Report	

2015-2016 Average Daily Attendance

	Q1	Q2	Q3	Q4
ADA	129.55	128.05	134.5	137
ADM	134.27	135.34	136	137
%	96.48%	94.61%	98.90%	100.00%

BACKGROUND

Authorized October 16, 2014
Contract Expiration June 30, 2020

Amendment Request Considered and APPROVED

Relocate campus to 301 S. Holcomb Ave, Springdale

February 18, 2015

Amendment Request Considered and APPROVED

Change original opening enrollment from 120 to 140

July 15, 2015



PO Box 114
Springdale, AR 72765-0114

email: ozarkcca@gmail.com
ph. (479) 717-6561

June 27, 2016

Commissioner of Education Johnny Key
Arkansas Department of Education, Four Capitol Mall, Rm. 304-A
Little Rock, Arkansas, 72201

RE: Charter School Amendment Request- Ozark Montessori Academy

Dear Commissioner Key,

Thanks to you and Arkansas Department of Education (ADE) staff, Ozark Montessori Academy enjoyed a successful first year as a new charter school in Springdale. Now we are seeking an amendment to our charter, a waiver for class sizes, due to a misunderstanding on our part in developing our original charter application.

This spring our school was placed on Probationary Status by the State Board of Education because we had 27 students in our two Lower Elementary classrooms (grades 1-3), which are supposed to hold an average of 23, and not more than 25 students, each. We did not ask for a classroom size waiver originally because we have a Lead Teacher and Teacher Aide in each classroom, per the Montessori model. Being new to the Standards for Accreditation requirements, I did not realize the second adult in the room would have to be a Teacher-of-Record to be in compliance.

In order to ensure that we will be in compliance with the Standards for Accreditation in the 2016-17 school year, I will submit a charter amendment request to the Charter Authorizing Panel (Panel) for a waiver of the class size requirements under the Standards for Accreditation Rules. As circumstances exist that would negatively impact the continuation of educational services at Ozark Montessori Academy if the waiver request could not be considered by the Panel until its October, 2016 meeting, I respectfully request that pursuant to Section 4.02.7 of the ADE Rules Governing Public Charter Schools (Rules), you waive the provisions of Section 4.02.3 of the Rules and allow the amendment request to be considered by the Panel at its August 18, 2016 meeting.

Thank you for your consideration of this matter. I look forward to hearing from you soon.

Sincerely,

Christi Silano

Christine Silano, Ph.D.
Executive Director
Ozark Education, Inc.

cc: Dr. Jimmy Rollins, Springdale Public Schools

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Est. 2013



ARKANSAS DEPARTMENT OF EDUCATION

3

Johnny Key
Commissioner

June 30, 2016

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El Dorado

Diane Zook
Melbourne

Christine Silano, Executive Director
Ozark Education, Inc.
PO Box 114
Springdale, Arkansas

72765-0114

Re: Charter Authorizing Panel-Amendment Request

Dear Dr. Silano:

I received your letter dated June 27, 2016, requesting a waiver of Section 4.02.3 of the ADE Rules Governing Public Charter Schools that states requests for amendments will be heard at the February and October authorizer meetings.

Ozark Montessori is requesting an amendment for a waiver of class sizes. As you stated, Ozark Montessori is asking for a waiver in order to have its amendment request considered by the Charter Authorizing Panel at the August hearing.

Pursuant to Section 4.02.7 of the ADE Rules Governing Public Charter Schools, I will grant a waiver of the February/October amendment hearing in order to allow this amendment request to appear on the August agenda of the Charter Authorizing Panel.

Sincerely,

Johnny Key
Commissioner

cc: Dr. Jim Rollins - Springdale School District Superintendent

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

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ARKANSAS DEPARTMENT OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name: Ozark Montessori Academy

LEA Number: 7241700 **Phone Number:** (479)717-6464 **Submission Date:** 07/05/2016

Charter Leader: Dr. Christine Silano

Email Address: ozarkcca@gmail.com

Type of Amendment Requested:

☒ **Waiver**

Waiver Topic: Classroom Sizes

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

•

Standards for Accreditation

•

ADE Rules

- Section 10.02.3

Rationale for Waiver

Each of our classrooms includes a full-time Assistant Teacher to supervise and assist students to allow the Lead Teacher to give individual and small group lessons in accordance with the Montessori Instructional Model. Our classes will never exceed a 1:15 adult:student ratio.

CHARTER AMENDMENT REQUEST

by

OZARK MONTESSORI ACADEMY

for

August 18, 2016

Charter Authorizing Panel Meeting

DOCUMENTATION:

- Budget Projections. See attached budget. Budget will be affected if OMA is forced to reduce class sizes. Bottom line contingency funds will be reduced.
- Current Year to Date Enrollment by Race and Grade (39% Minority Pop)

GRADE	Hispanic	African Amer.	Asian /Pacific Islander	White	TOTALS
K	9	1	1	20	30
1	7	2	1	25	34
2	11	0	0	14	25
3	9	0	0	15	24
4	6	0	0	17	23
5	8	0	0	14	23
6	11	2	0	10	23
7	10	0	0	7	18
TOTALS	71	5	2	122	200

- Current Year to Date Free and Reduced Lunch: 66%

FY17 Budget

REVENUE

1,545,598

EXPENDITURES

Payroll: Admin. Staff	219,858	
Payroll: Teachers/Aides	756,296	
Payroll: Chef/Cafeteria Cook	49,526	
Payroll: Substitute Person.	20,318	
Payroll: Counselor	8,515	
Payroll: Nurse, RN	41,920	
Payroll: Custodian	18,864	
Payroll: Bus Driver	15,720	
Total Payroll		1,131,016

IT Support/Consultant	6,000	
Website Expense		
Student Laptops	-	
Technology Supplies	4,000	
Total Technology		10,000

Office Supplies	6,000	
Marketing	-	
Background Checks/Drug Tests	1,000	
Legal Services	1,000	
Travel	6,000	
Board Training/Travel	7,500	
Postage	500	
Staff Training/Consulting	2,687	
Accounting Consulting	2,000	
Audit Services	-	
Copier Toner	5,000	
Internet/Telephone Svc	10,800	
Total Administrative		42,487

Easy Tech	5,950	
STAR Enterp. Assessments	6,784	
Total Assessments		12,734

Nurse Supplies	1,000	
Homeless Students	1,000	
Total Student Services		2,000

Montessori Compass	3,600	
Mango Languages	-	
PD	4,950	
Classroom Supplies	13,000	
Physical Education Equip	500	
Parental Involvement	500	
Total Instructional		22,550

Rent Payments	120,166	
Disposal/Sanitation	1,800	
Repair and Maintenance	9,500	
Food Services	42,656	
Landscape	2,000	
Utilities	44,363	
Pest Control	2,700	
Insurance	12,000	
Alarm Monitor/Inspect.	4,860	
Janitorial Svc/Supplies	1,900	
Total Facility		241,945

Bus Lease	14,500	
Bus Repairs	5,000	
Bus - Fuel	5,000	
Total Transportation		24,500

Field Trips	500	
Instructional Services	-	
Related Services (PT, OT, Speech)	4,048	
Staff Recruitment	1,500	
Instructional Material	-	
Athletics	-	
Student Activities	-	
Dues and Fees	10,000	
Miscellaneous/Extras	10,000	
Total Other Expenditure		26,048

Total Expenditures	1,513,280
---------------------------	------------------

NET INCOME (LOSS)	32,318
--------------------------	---------------

August 26, 2016

Alexandra Boyd, Director
Public Charter Schools
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

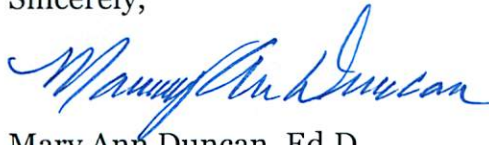
Re: Fayetteville Classical Academy

Dear Ms. Boyd,

We are in receipt of your recent communication regarding the Charter Authorizing Panel decision on Fayetteville Classical Academy. ResponsiveEd is not asking for a review by the State Board of Education regarding the Charter Authorizing Panel decision. Additionally, ResponsiveEd is requesting that the application for Fayetteville Classical Academy be pulled at this time.

Please feel free to contact me by phone at (972) 316-3663 ext. 263 or by email at mduncan@responsiveed.com.

Sincerely,



Mary Ann Duncan, Ed.D.
Superintendent, ResponsiveEd Arkansas



P.O. Box 292730, Lewisville, TX 75029 • Phone: 972.316.3663 • Fax: 972.315.9506



Arkansas Department of Education

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Johnny Key
Commissioner

August 19, 2016

State Board
of Education

Mireya Reith
Fayetteville
Chair

Dr. Mary Ann Duncan
Fayetteville Classical Academy
1301 Waters Ridge Drive
Lewisville, TX 75057

Dr. Jay Barth
Little Rock
Vice Chair

**RE: Notice of Charter Authorizing Panel Decision
Fayetteville Classical Academy**

Joe Black
Newport

Dear Dr. Duncan:

Susan Chambers
Bella Vista

On August 17, 2016, the Charter Authorizing Panel met and denied the application for Fayetteville Classical Academy. **Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to request that the State Board of Education review a final decision of the Charter Authorizing Panel.** A request must state the specific reasons that the Board should review the decision.

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than **noon on Friday, August 26, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on September 8, 2016. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the Panel's decision is requested, the application will be an action item for the State Board of Education on September 8, and, at that time, the Board will determine whether or not to review the Panel's decision. If the State Board decides to review the Panel's decision, the review will take place at a later meeting.

Ouida Newton
Poyen

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

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

*An Equal
Opportunity
Employer*

Please let me know if you have any questions. I can be reached by phone at (501) 682-5665 or by email at alexandra.boyd@arkansas.gov.

Sincerely,

A handwritten signature in black ink, appearing to read 'Alex Boyd', with a stylized flourish at the end.

Alexandra Boyd, Director
Public Charter Schools

CC: Superintendent Jordan, Elkins School District
Superintendent Law, Farmington School District
Superintendent Wendt, Fayetteville School District
Superintendent Ben, Greenland School District
Superintendent Jones, Huntsville School District
Superintendent Williams, Prairie Grove School District
Superintendent Rollins, Springdale School District

Fayetteville Classical Academy Open-Enrollment Charter School Application

Motion

To deny the application

Barnes	Liwo-2	Saunders-M
Gotcher	Pfeffer	Smith
Lester	Rogers	

Vote

Panel	For	Against	Abstain	Reason
Barnes				Absent
Gotcher	X			While I support the Classical Model of instruction and that it provides a unique opportunity for pupils and parents, I feel there is more preparation required before I can fully support the current application. However, with my new understanding of the time afforded them in regards to the available technical assistance, I feel it may be best to apply at the next application cycle.
Lester	X			At this time, with questions on waivers and a recent change in location of the charter school, I feel I cannot vote in favor of this application.
Liwo	X			This application is a work in progress that was prematurely presented to the CAP. This should not be the case given that several other ResponsiveEd charter schools are in Arkansas. The application was vague without clear and specific plans. For example, there was ambiguity on career education courses, additional counseling for students, addressing student health care concerns, school hours, school calendar year etc. As an additional

				<p>example, the table of waivers presented during the hearing includes a request to waive 6-16-102 and 6-18-211. The rationale is to provide flexibility for students participating in internships and career opportunities, but the application and hearing presentation was devoid of any detailed information on how internships and career opportunities would be provided. While there is only one other charter in Arkansas operating under the classical approach, at least seven other academies in Texas have used the classical model for a significant period of time. The applicant could have drawn from the success stories of these other academies and molded them to provide a well-structured plan that could work in Arkansas. There are performance concerns with other ResponsiveEd sponsored charter schools. While they are working on the performance issues, it would be better to ensure that there is a positive turnaround with the existing charters before granting an application for another ResponsiveEd charter school. Finally, ADE legal did not have an opportunity to review the revised table of waivers presented during the hearing. Before granting waiver requests, it is vital that ADE legal have a meaningful opportunity to review the requests and provide counsel, where necessary, to the CAP.</p>
Pfeffer	X			<p>I like the classical academy concept, curriculum, and vision for the school. I was uncomfortable with the location change from the original application and the lack of direct notice to the new school district. While my decision would not be based on the opinion of the Farmington School District's approval or disapproval of the location, I feel that the public knew of the Fayetteville proposal but would be surprised with Farmington. I would feel more comfortable if complete transparency had occurred. Also, the application alluded to communication and plans already underway</p>

				with ACE, which is not the case. While high school implementation is in the future, plans need to begin now in communication with ACE to form a partnership to ensure maximum opportunities. Also, the legal office admission with waiver concerns is a concern to me. I would like all legal issues to be addressed prior to a hearing.
Rogers	X			While I believe the classical model is intriguing and can be successful, I just feel too many issues and too many unanswered questions concerning waivers, facilities, and how the school would work were present. With ResponsiveEd already in Northwest Arkansas with the Northwest Arkansas Classical Academy, I would hope they would have used more of that model and had a cleaner application.
Saunders	X			The application was unclear and unspecific as to why the requested waivers were necessary for student achievement. Also, continuing legal concerns were present.
Smith	X			I am looking for a record of success with ResponsiveEd's existing charter schools in Arkansas. Two of the current four schools are achieving at a very low level while a third scores below schools with a similar demographic. I need to see evidence of continued growth within the current approved charters and a proven plan before granting an additional charter school.
Coffman				chair

Submitted by: Alexandra Boyd
Date: 08/17/2016

Fayetteville Classical Academy

Sponsoring Entity: Responsive Education Solutions

IRS Status: 501(c)(3) Determination Letter

Grade Levels: K-12

Grade Levels and Enrollment Cap: 688

School Year	Grade Levels	Maximum Enrollment
2017-2018	K-5	147
2018-2019	K-6	172
2019-2020	K-7	197
2020-2021	K-8	222
2021-2022	K-9	247

Address of Proposed Charter: 271 West Main Street
Farmington, AR 72730

Mission Statement:

Fayetteville Classical Academy (“Classical Academy”) seeks to provide a well-rounded and distinctly 21st century classical education that promotes intellectual curiosity, critical thinking, and virtue, preparing students to make a meaningful contribution in a free society.

Information on the School District in Which the Charter Would Be Located

Fayetteville School District

40.29% free and reduced-price lunch (2015-2016)

Achieving (ESEA 2015) -Literacy, Mathematics, and Graduation Rate

Farmington School District

38.50% free and reduced-price lunch (2015-2016)

Achieving (ESEA 2015) -Literacy, Mathematics, and Graduation Rate

Documentation Provided in Support of the Charter

Letters of Support Included with the Response Document

Kathy Smith

Walton Family Foundation

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee:

C6: SCHEDULE OF COURSES OFFERED

- Advanced Placement English Composition will require course approval or to be changed to English III.
- Advanced Placement Literature will require course approval or to be changed to English IV.
- The courses offered are lacking one math class and visual arts offerings.
- Logic and Acting I will require course approval.

C9: STUDENT SERVICES

- The budget does not account for consultation with mental health professionals or an ELL Coordinator.
- It remains unclear who is going to train teachers to work with Gifted and Talented students and how that training will be afforded.

C10: GEOGRAPHICAL SERVICE AREA AND C18: FACILITIES

The applicant did not notify the superintendents of Siloam Springs, Gentry, Bentonville, or Rogers when the application for an open-enrollment charter school was submitted. Therefore, the applicant does not have the ability to place a campus in Springdale.

C12: ENROLLMENT CRITERIA AND PROCEDURES

It remains unclear who is going to train teachers to work with Gifted and Talented students and how that training will be afforded.

C15: BUSINESS AND BUDGETING PLAN

The minimum/special qualifications for the chief financial officer, should the applicant have to hire a new CFO, remain unclear.

Arkansas Department of Education

Open-Enrollment Public Charter School 2016 Application

SCORING RUBRIC

PART A GENERAL INFORMATION

Name of Proposed Charter School: **Fayetteville Classical Academy**

Eligible Entity Status:

- ☐ Public institution of higher education
- ☐ Private nonsectarian institution of higher education governmental entity
- ☒ Nonsectarian organization exempt from taxes under Section 501(c)(3) of the Internal Revenue Code
- ☐ Nonsectarian organization that has applied for exemption from taxes under Section 501(c)(3) of the Internal Revenue Code
- ☐ No evidence of eligibility

IF EVIDENCE OF ELIGIBILITY TO APPLY IS NOT INCLUDED, NO FURTHER REVIEW OF THE APPLICATION WILL OCCUR.

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 filed with Arkansas Department of Education on time and including 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 #3 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 proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that are contiguous to the district in which the charter school would be located

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C2: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and the relationships among the groups.

Evaluation Criteria:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school

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C3: 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

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C4: 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

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C5: 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

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C6: 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

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Concerns and Additional Questions:

- Provide time slots for daily schedule for elementary grades.
- Confirm that students will receive 90 minutes a week for physical activity and 40 minutes a week for physical education, art, and music in elementary grades.
- Explain how students will receive technology instruction.
- Clarify when students will receive health instruction in grades K-12.
- Explain how fine arts will be offered in middle grades.
- Confirm which courses will be offered as AP and Pre-AP.
- Explain how students in grades 9 through 12 will receive instruction in instrumental and vocal music, oral communications/drama, civics, and economics.
- Confirm that the charter, if approved, will work with the ADE to receive course approval for Western Civilization or replace it with an approved course. If this approval is not received, the course schedule will be a semester short of reaching the graduation requirements for social studies.
- Confirm that the charter, if approved, will work with the ADE to receive course approval for Biology II or replace it with an approved course. If this approval is not received, the course schedule will be a semester short of reaching the graduation requirements for science.
- Explain how the charter will provide career education courses.

Applicant Response:

Provide time slots for daily schedule for elementary grades.

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	Time
Phonics/Spelling	Phonics/Spelling	Phonics/Spelling	Spelling/Latin & Greek Roots	Spelling/Latin & Greek Roots	8:00-8:30
Copy Work/Recitations (Writing)	Copy Work/Recitations (Writing)	Copy Work/Recitations (Writing)	Copy Work/Recitations (Writing)	Copy Work/Recitations (Writing)	8:35-9:05
Classic Canon (Reading)	Classic Canon (Reading)	Classic Canon (Reading)	Classic Canon (Reading)	Classic Canon (Reading)	9:10-9:40
PE/Computer Lab	Art/Music	Math	Math	Math	9:45-10:25

Science	Math	PE/Computer Lab	Art/Music	Science	10:30-11:10
Lunch	Lunch	Lunch	Recess	Recess	11:15-11:45
Recess	Recess	Recess	Lunch	Lunch	11:50-12:20
History/Geography	History/Geography	Art/Music	History/Geography	PE/Computer Lab	12:25-1:05
Math	Science	History/Geography	PE/Computer Lab	Art/Music	1:10-1:50
Art/Music	PE/Computer Lab	Science	Science	History/Geography	1:55-2:35
Enrichment Time	Enrichment Time	Enrichment Time	Enrichment Time	Enrichment Time	2:40-3:10

5th Grade	6th Grade	7th Grade	8th Grade	Time
Language Arts/Spelling	Language Arts	Language Arts	Language Arts	8:00-8:40
Classical Canon (Reading)	Classical Canon (Reading)	Classical Canon (Reading)	Classical Canon/Logic (Reading)	8:45-9:25
Spelling/Latin & Greek Roots	Latin Language Study	Latin Language Study	Latin Language Study	9:30-10:10
Math	Math	Math	Math/Algebra I	10:15-10:55
Lunch	Lunch	PE/Computer Lab	PE/Computer Lab	11:00-11:30
PE/Computer Lab	PE/Computer Lab	Lunch	Lunch	11:35-12:05
Science	Science	Science	Science	12:10-12:50
STEM Elective	STEM Elective	STEM Elective	STEM Elective (1 semester) & Career Orientation (1 semester)	12:55-1:35
History/Geography	History	History	History	1:40-2:20
Art/Music/Humanities	Art/Music/Humanities	Art/Music/Humanities	Art/Music/Humanities	2:25-3:05

Confirm that students will receive 90 minutes a week for physical activity and 40 minutes a week for physical education, art, and music in elementary grades.

As evidenced by the above schedule, students will have approximately 150 minutes per week for physical activity via “Recess”. Additionally, they will receive between 80 and 120 minutes a week for physical education and 200 minutes a week for art and music in elementary grades.

Explain how students will receive technology instruction.

When our school opens, we anticipate having a 1:2 ratio of students to Chromebooks; however, by Year 5, we expect to achieve a 1:1 ratio. Students in Grades 3-8 will have regular training on how to use the Google application suite. Students will use Google for e-mail/messaging communication, shared document collaboration, portfolio development, and presentations. Students will take a one semester course of Keyboarding Applications in Grade 7 or 8. At the middle and high school levels, we offer a series of core and elective courses in the STEM field aimed at introducing students to fields such as engineering, medicine, and computer science. These courses are innovative to the extent that they are hands-on, project-based, and allow students a range of avenues to demonstrate learning. At the high school level, we will offer online technology courses either online or in partnership with local community colleges.

Clarify when students will receive health instruction in grades K-12

Students will receive one semester (½ credit) of formal health and safety education in Grade 9. Students in Grades Kindergarten through 8th, in their science and physical education courses, will be introduced to the biological principles related to personal health and safety. Teachers will be responsible for including the content for the health and safety frameworks into their classroom activities.

Explain how fine arts will be offered in middle grades.

In the middle school grades, our classical schools have mandatory art and music courses that occur on an alternating basis. Our campus may offer them on an every other day basis or offer art in one semester and music in another semester.

Confirm which courses will be offered as AP and Pre-AP

Our school may offer the following Pre-AP and Advanced Placement courses. We may offer, via digital platform, other Pre-AP or AP courses for students who need additional enrichment.

- English I: Greek and Roman Literature (Pre-AP)
- English II: Medieval through Romantic Era Literature (Pre-AP)
- Advanced Placement English Composition
- Advanced Placement Literature (Modern Literature)
- Algebra I Pre-AP
- Geometry Pre-AP

- Algebra II Pre-AP
- Pre-Calculus Pre-AP
- Advanced Placement Calculus AB
- Biology Pre-AP
- Chemistry Pre-AP
- Physics Pre-AP
- Advanced Placement Biology I
- Advanced Placement Physics
- Advanced Placement Human Geography
- Advanced Placement World History

Explain how students in grades 9 through 12 will receive instruction in instrumental and vocal music, oral communications/drama, civics, and economics.

Based upon the foundation of art, music, and humanities provided in the elementary and middle school program, we anticipate a vibrant arts program at the high school level. In alignment with the “humanities” graduation track, we offer multiple levels of vocal and instrumental music. For vocal music, we expect to have an on-site, certified music teacher. We offer the following vocal music courses:

- Choir I
- Choir II
- Choir III

These are audition-based courses which can be repeated for fine arts credit. With respect to instrumental music, we offer multiple levels of applied music through on outside provider (professional musician and/or music consortium). Courses include:

- Band I
- Band II
- Band III

As part of our high school fine arts curriculum, we offer the following courses in communications/drama:

- Logic
- Journalism
- Acting I

In addition to fine arts courses, our high school program includes an array of courses in civics and economics, which will be taught on site and build upon the foundation provided through our Core Knowledge at the elementary and middle levels.

- World History
- American History
- Civics
- Economics

Confirm that the charter, if approved, will work with the ADE to receive course approval for Western Civilization or replace it with an approved course. If this approval is not received, the course schedule will be a semester short of reaching the graduation requirements for social studies.

The charter, if approved, we will work with the ADE to receive course approval for Western Civilization or replace it with an approved course.

Confirm that the charter, if approved, will work with the ADE to receive course approval for Biology II or replace it with an approved course. If this approval is not received, the course schedule will be a semester short of reaching the graduation requirements for science.

To meet the requirement, we plan to offer Biology I, Chemistry, and Physics. Consideration for Biology II may be given as the grade levels progress and student academic performance solidifies. We will work with ADE to receive course approval for Biology II once the need arises.

Explain how the charter will provide career education courses.

Arkansas has created curriculum frameworks for all its CTE courses, including internships and workplace readiness. These frameworks are based on career skills and designed to reinforce academic and employability skills. The Director of CTE is currently in the process of exploring ACE (Arkansas Career Education) resources in an effort to curate a comprehensive program for future ResponsiveEd students. We are in the process of exploring all resources available to provide a comprehensive CTE program, including, but not limited to, business interests within the community, local technical needs, and Arkansas Virtual Academy. It is our hope to focus CTE courses on STEM-related content, along with a humanities track that emphasizes the connection between technology and the arts.

We will comply with all the Arkansas standards associated with CTE and we have plans to create three career pathways based on the needs of the local community and student interest.

Remaining Concerns:

- **Advanced Placement English Composition will require course approval or to be changed to English III.**
- **Advanced Placement Literature will require course approval or to be changed to English IV.**
- **The courses offered are lacking one math class and visual arts offerings for high school grades.**
- **Logic and Acting I will require course approval.**

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;
- Revenue to pay for all curriculum expenses as outlined in the budget; and
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time

Fully Responsive

C8: 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 state standards

Fully Responsive

C9: 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

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Concerns and Additional Questions:

- Explain how the headmaster will have the capacity to provide counseling while also performing the required duties of a headmaster.
- Explain how additional counseling will be afforded if the need should arise.
- Explain who will address student health concerns.
- Explain how media services will be provided in lieu of a media center.
- Verify that the response to intervention (RTI) process will not prohibit a special education (SPED) referral from being made before the RTI process is completed.
- Confirm that (SPED) students will be provided with allowable accommodations on state assessments.
- Confirm that the specialized transportation that is needed for any SPED student whose individualized education program (IEP) requires it would be provided.
- Explain how English language learners (ELL) programming, assessments, and monitoring will be afforded and who will facilitate the programming, assessments, and monitoring.
- Explain how the social and emotional needs of gifted and talented (G/T) students will be addressed in grades K-12.
- Explain how G/T students in elementary grades will be challenged academically.

Applicant Response:

Explain how the headmaster will have the capacity to provide counseling while also performing the required duties of a headmaster.

The Classical Academy of Fayetteville Headmaster will perform limited counselor duties and those counseling duties will focus on improving the educational life of the student such as giving student's advice regarding higher educational options, interpreting standardized test scores, life after high school, and character education. The Headmaster will work with students one-on-one, in a private setting with teachers and parents, or with peers in a group assembly or discussion forum.

The Classical Academy of Fayetteville will seek to partner with local mental health facilities that will help assist with governing the mental health needs of the student body. The partnership will assist in the development of students with mental health, social and emotional challenges, and mental health disorders.

Explain how additional counseling will be afforded if the need should arise.

The Classical Academy of Fayetteville will seek to partner with an outside consultant or mental health provider to provide additional counseling duties on a contractual basis.

Explain who will address student health concerns.

The Classical Academy of Fayetteville will seek to partner with certified health professionals and health service providers to ensure health services are being met. This will also be inclusive of mandated student health care screenings such as hearing, vision, BMI, and scoliosis. Health care screenings follow-ups will be conducted on students as needed.

Campus Leadership will work with the Directors of Student Health Services to ensure policies, procedures, and work standards for the school health program comply with federal and state regulations/policies.

Professional development will be provided to staff members regarding first responder medical needs. Staff members will be thoroughly trained in First Aid, CPR, use of the Automatic Electric Defibrillator AED systems, and minor injury prevention and treatment.

Explain how media services will be provided in lieu of a media center.

School will provide on-site and online media to support and enhance its educational program. Online media will employ the Google platform through adoption of Chromebooks, initially at a 1:2 ratio, moving toward a 1:1 ration by Year 5. We anticipate supporting Chromebooks through wi-fi and carts of 30 which can be docked and transported from classroom to classroom. This will provide students with broad access to a wide array of digital resources, texts, and research materials.

Teachers will assume the responsibility for the inclusion of all media and learning frameworks within their respective curricula.

Verify that the response to intervention (RTI) process will not prohibit a special education (SPED) referral from being made before the RTI process is completed.

The response to intervention process will not prohibit students from being referred for special education services based on our operating procedures.

Confirm that (SPED) students will be provided with allowable accommodations on state assessments.

Special Education students will be provided with allowable accommodations on state assessments as defined in their IEPs.

Confirm that the specialized transportation that is needed for any SPED student whose individualized education program (IEP) requires it would be provided.

We will follow all rules and regulations regarding specialized transportation of Special Education students and individualized education plans.

Explain how English language learners (ELL) programming, assessments, and monitoring will be afforded and who will facilitate the programming, assessments, and monitoring.

Upon enrollment, potential English Language Learners (ELL) are identified through the Home Language Survey (HLS). Survey responses that report a language other than English (spoken or heard at home) are screened using a state approved placement test (e.g., MAC II). This process is overseen by a Campus ELL Coordinator who in this process is key to collecting and aggregating student data and submitting reports to students, district office, and appropriate state and federal agencies.

All identified ELL students are evaluated upon enrollment as well as annually to ensure that appropriate goals are set forth and that progress is monitored closely for those who meet exit criteria. Progress monitoring for all ELL students, inclusive of those who have exited the program (2 years), is a federal requirement and will be closely monitored by a Campus ELL Coordinator.

Explain how the social and emotional needs of gifted and talented (G/T) students will be addressed in grades K-12.

The social and emotional needs of gifted and talented (G/T) students will be addressed in grades K-12 by offering such students the opportunity to participate in a variety of activities that will allow them to demonstrate their intellectual ability (e.g., spelling bee), creativity (e.g., science fair), leadership (e.g., student council), and performance skills (e.g., school play; talent show). Gifted and Talented students will be challenged in high school with Pre-AP and Advanced Placement courses. Students dealing with social and emotional issues will be offered guidance and support by faculty and staff who are trained in working with Gifted and Talented students.

In addition, our embedded character education program teaches students to manage their activities and understand the impact their activities have on others. This approach seeks to foster student leaders who take ownership of their education, following the tenants of Covey's Seven Habits.

Explain how G/T students in elementary grades will be challenged academically.

Gifted and Talented students in elementary grades will be challenged academically by the academic rigor of classical education and by its accompanying offerings. Students at the elementary grades will be introduced to the foundational elements of the Latin and Greek languages. Our language arts program will introduce students to some of the world's most

important and most challenging authors (e.g., Homer, Plato, Plutarch). For example, as early as second grade, our students transcribe passages from documents such as the U.S. Constitution. Our third graders will do picture studies of works by artists such as Norman Rockwell, while our fifth graders will muse upon and write about Raphael's School of Athens. Our art and music courses will give Gifted and Talented students the opportunity to display their individual creations and talents for their peers. Annual school plays, talent shows, spelling and geography bees, and science fairs will also afford our students with venues to show off their talents. Finally, our elementary students will have an "Enrichment Time" each day that will allow them to receive additional individual attention from teachers who can challenge them further.

Remaining Concerns:

- The budget does not account for consultation with mental health professionals or an ELL Coordinator.
- It remains unclear who is going to train teachers to work with Gifted and Talented students and how that training will be afforded.

C10: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

- The specific geographical area that would be served by the charter school; and
- Information on the school districts likely to be affected by the charter school, including data on the expected number of students to transfer to the charter school

Fully Responsive

Applicant Response: To clarify, ResponsiveEd is seeking to locate the school in Fayetteville or Farmington or Springdale area. This does not affect the required notification requirements as to all districts where students may have been drawn have been notified according to Ark. Code Ann. § 6-23-302.

Remaining Concerns: The applicant did not notify the superintendents of Siloam Springs, Gentry, Bentonville, or Rogers when the application for an open-enrollment charter school was submitted. Therefore, the applicant does not have the ability to place a campus in Springdale.

C11: 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 that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders

Fully Responsive

C12: 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 describe the random, anonymous lottery selection process.

Evaluation Criteria:

- Data included in table format that demonstrates the application is considering the demographics of the district in which the charter is to be located in developing a recruitment plan;
- 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 clear and transparent to the public process for, and a guarantee of, an annual random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter;
- The method by which parents will be notified of each child's selection for the school or placement on the waiting list; and
- The effect students leaving the charter throughout the school year will have on the students on the waiting list

Fully Responsive

Concerns and Additional Questions: Provide an explanation for the request of a waiver for G/T with the inclusion of a designated G/T coordinator in the narrative of the application.

Applicant Response:

Provide an explanation for the request of a waiver for G/T with the inclusion of a designated G/T coordinator in the narrative of the application.

The classical environment provides an academic ethos which naturally lends itself to support higher level thinking skills. Through our character education program, students develop the tools to become independent learners. Mindful of the need to develop social/emotional learning, in addition to cognitive development, we seek to provide a foundation for lifelong learning. In addition to learning strategies, through Covey's *Seven Habits*, to become successful academic learners, we foster an environment where student can develop autonomous regulation, fostering independent intellectual pursuits. In addition to leveraging student interest through our classical program, we seek to provide choices to students, specifically with respect to their graduation track (STEM or Humanities). Through an array of academic choices and optimal challenge, this approach promotes self-determination and fosters self-regulated learning and intrinsic motivation. We will conduct intensive training with our faculty on addressing the social and academic needs of Gifted and Talented students. Given this, we request a waiver of the G/T requirement, along with a waiver for a G/T coordinator.

Remaining Concerns: It remains unclear who is going to train teachers to work with Gifted and Talented students and how that training will be afforded.

C13: PRIOR CHARTER INVOLVEMENT

The Prior Charter Involvement section should identify all prior charter involvement, if any, for each individual connected with the proposed charter.

Evaluation Criteria:

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

Fully Responsive

C14: STAFFING PLAN

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

Evaluation Criteria:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- 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; and
- The staffing plan presented in this section matches the staff members noted in the budget

Fully Responsive

Concerns and Additional Questions: Address the inclusion of No Child Left behind (NCLB) as it is no longer an educational act.

Applicant Response:

Address the inclusion of No Child Left Behind (NCLB) as it is no longer an educational act.

District will follow rules and regulations as set forth in Every Student Succeeds Act (ESSA) and will do so with the guidance of the Arkansas Department of Education on making sure all provisions and requirements of ESSA are met.

C15: BUSINESS AND BUDGETING PLAN

The Business and Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget;
- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed;

- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application;
- An understanding of the minimum number of students required for financial viability and a contingency plan to provide the education program outlined in the program if fewer students than necessary for viability enroll and/or attend;
- Plans to pay for unexpected but necessary expenses; and
- An explanation of the calculations used to project the amounts of federal funding included in the budget

Partially Responsive

Concerns and Additional Questions:

- Provide the qualifications for the chief financial officer (CFO).
- Revise the plan for financial stability as it is unclear, keeping clarity of terminology in mind.
- Explain the discrepancy in the number of pupils needed for viability being at least 205 and the budget being based on a pupil count of 147.

Applicant Response:

Provide the qualifications for the chief financial officer (CFO).

Mr. James Taylor has been the CFO of Responsive Education Solutions since 2010. He has an MBA from the University of California in Berkeley. Mr. Taylor has extensive experience in the financial management and operation of charter schools. He is responsible for all financial and fiscal management aspects of ResponsiveEd operations and also provides leadership and coordination in the administrative, business planning, accounting and budgeting areas. Ms. Karen Cassidy, CPA, works directly under Mr. Taylor as Director of Finance for Out of State Operations. Ms. Katie Stephens, who has a BBA in Accounting and extensive working experience in Arkansas Public Schools, works directly under Ms. Cassidy as Arkansas Accounting Manager for all of Responsive Educations Solutions' Arkansas schools.

Revise the plan for financial stability as it is unclear, keeping clarity of terminology in mind.

A revised Estimated Budget Template is included with our response. It is now anticipated that the enrollment of the school will be 264 ADM in the first year and 318 ADM in the second year, both of which exceed the fully self-sustaining ADM of 205 students. Additionally, the budgets for 2016-17 and 2017-18 were prepared on a conservative basis based on historical experience with other ResponsiveEd schools. Beginning the school with two sections for each grade and adding one grade per year is standard programming for our new schools. This methodology is very similar to that utilized in previous Arkansas schools operated by our organization, such as Northwest Arkansas Classical Academy in Bentonville. ResponsiveEd has a proven track record of fiscal stability maintained by sound fiscal policies and procedures, careful planning, and conservative management that ensure adequate fund balances at all times.

Explain the discrepancy in the number of pupils needed for viability being at least 205 and the budget being based on a pupil count of 147.

As discussed above, the pupil count for the first two years of operations of the school as presented on the revised Estimated Budget Template now exceeds the minimum of 205 pupils necessary for financial viability. Our organization will employ a variety of proven marketing strategies in order to achieve goals for enrolling students such as direct mail, social media, broadcast media, and other techniques.

Remaining Concerns: The minimum/special qualifications for a chief financial officer, should the applicant have to hire a new CFO, remain unclear.

C16: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will be conducted. This section should also include an outline for the information that will need to be reported to Arkansas Department of Education and the community.

Evaluation Criteria:

- A sound plan for annually auditing school's financial and programmatic operations;
- If the application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is not listed on any ineligibility list maintained by Arkansas Department of Education or the Division of Legislative Audit.

Fully Responsive

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, any changes to be made to the facilities, and the owners of 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; and
- A sound plan for continued operation, maintenance, and repair of the facility

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

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

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

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - Members of the local board of the public school district where the charter school will be located;
 - The employees of the public school district where the charter school will be located;
 - The sponsor of the charter school; and
 - Employees, directors and/or administrators of the charter school

Fully Responsive

Applicant Response: To clarify, ResponsiveEd is seeking to locate the school in Fayetteville or Farmington or Springdale area depending on facility availability. This does not affect the required notification requirements as to all districts where students may have been drawn have been notified according to Ark. Code Ann. § 6-23-302.

Remaining Concerns: The applicant did not notify the superintendents of Siloam Springs, Gentry, Bentonville, or Rogers when the application for an open-enrollment charter school was submitted. Therefore, the applicant does not have the ability to place a campus in Springdale.

C19: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and explain how conflicts will be addressed.

Evaluation Criteria:

- Full disclosure of any potential conflicts of interest and an explanation of the ways in which conflicts, if any, will be addressed

Fully Responsive

C20: 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; and
- 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

C21: 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 programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter

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: 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; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts

See Legal Comments

C24: 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 requested; and
- 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

See Legal Comments

Fayetteville Classical Academy

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Fayetteville Classical Academy Waivers Requested in Original Application 2016 Open Enrollment Application

1. School Boards

Ark. Code Ann. § 6-13-608
Ark. Code Ann. § 6-13-611
Ark. Code Ann. § 6-13-619
Ark. Code Ann. § 6-13-620
Ark. Code Ann. § 6-13-622
Ark. Code Ann. § 6-13-623
Ark. Code Ann. § 6-13-625
Ark. Code Ann. § 6-13-634
Ark. Code Ann. § 6-13-1303
Ark. Code Ann. § 6-13-1401 et seq.
Ark. Code Ann. § 6-14-101 et seq.

In order to meet the goals of the school, district seeks exemption from this portion of the Education Code to the extent that its provisions relating to board size, qualifications, elections, duties, powers, terms, meeting location, and vacancies are: (a) generally not applicable in the open-enrollment charter school context, and/or (b) otherwise outlined in Responsive Education Solutions of Arkansas' bylaws.

Legal Comments: Ark. Code Ann. § 6-13-622 is a constitutional requirement and cannot be waived.

Applicant Response: *ResponsiveEd has obtained exemption from Ark. Code Ann. § 6-13-622 in one of its current charters. Even so, to the extent that waiver is not permitted, ResponsiveEd withdraws its request for a waiver of Ark. Code Ann. § 6-13-622.*

Remaining Legal Issues: None, Ark. Code Ann. § 6-13-622 cannot be waived.

2. Licensures

Ark. Code Ann. § 6-13-109
Ark. Code Ann. § 6-15-1004
Ark. Code Ann. § 6-17-301
Ark. Code Ann. § 6-17-302
Ark. Code Ann. § 6-17-309
Ark. Code Ann. § 6-17-401
Ark. Code Ann. § 6-17-427
Chapter 17, Subchapter 4
Ark. Code Ann. § 6-17-902
Ark. Code Ann. § 6-17-919

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Sections 15.01, 15.02, and 15.03 of the Standards of Accreditation

ADE Rules Governing Educator Licensures

ADE Rules Governing Superintendent Mentoring Program

All other rules required to give effect to this waiver request

In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that require superintendents, principals, and teachers to be certified and/or licensed.

Legal Comments: Applicant requests a waiver of Chapter 17, Subchapter 4 and all other rules required. Applicant should specify which additional code and rules it is requesting. Applicant should provide additional rationale on why it needs waivers of teacher licensure if it is going to hire “highly qualified” teachers.

Applicant Response: *In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that require superintendents, principals, and teachers to be certified and/or licensed. However, within those requirements, we want to have the autonomy to hire the best possible administrators and teachers, even if some of those candidates' qualifications do not include an Arkansas license. The Classical Academy seeks the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. The school will be committed to recruiting and hiring quality staff members. The Classical Academy will hire "highly qualified" teachers.*

Remaining Legal Issues: Applicant needs to specify what provisions of the education code, rules, and standards that it is requesting a waiver that are not already listed. Additionally, Applicant should confirm whether this applies to core classes.

3. Employee Contracts

Ark. Code Ann. § 6-17-117

Ark. Code Ann. § 6-17-201

Ark. Code Ann. § 6-17-301

Ark. Code Ann. § 6-17-302

Ark. Code Ann. § 6-17-919

Ark. Code Ann. § 6-17, Subchapter 15 (Teacher Fair Dismissal Act)

Ark. Code Ann. § 6-17, Subchapter 17 (Public School Employee Fair Hearing Act)

All Standards required to give effect to this waiver request

All Rules required to give effect to this waiver request

In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that require employees to be under contract. The Classical Academy seeks the flexibility to hire all employees on an "at-will" basis, maintaining the flexibility to dismiss employees when it becomes apparent that they are not performing up to the high standards required for successful implementation of the school's

Fayetteville Classical Academy

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unique educational program. Employees will have the ability to appeal their dismissal in accordance with a grievance policy adopted by the ResponsiveEd Board.

Legal Comments: Applicant should provide additional rationale on how a waiver of § 6-17-117 (noninstructional duties) will be used and how it will help the Applicant achieve its goals. Applicant should specify which standards and rules it is requesting to be waived. Applicant should confirm it is requesting a waiver of § 6-17-1501 et seq. and § 6-17-1701 et seq. Applicant has already requested a waiver of Ark. Code Ann § 6-17-301, § 6-17-309, and § 6-17-919. Applicant should confirm if this duplication was intentional or if it intended to request other code sections.

Applicant Response: *In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that require employees to be under contract. The Classical Academy seeks the flexibility to hire all employees on an "at-will" basis, maintaining the flexibility to dismiss employees when it becomes apparent that they are not performing up to the high standards required for successful implementation of the school's unique educational program. Employees will have the ability to appeal their dismissal in accordance with a grievance policy adopted by the ResponsiveEd Board. The Classical Academy seeks the flexibility to develop its own employee compensation and leave package which will be adopted by the ResponsiveEd Board.*

§ 6-17-117 (noninstructional duties) The Classical Academy seeks exemption from these portions of the Education Code as, with a small staff, we may need to utilize our team during certain hours in order to cover all needed duties. The Classical Academy offers of employment will be made while notifying potential hires of this exemption and potential expectations.

The Classical Academy confirms it is requesting a waiver of § 6-17-1501 et seq. and § 6-17-1701 et seq., Ark. Code Ann § 6-17-301, § 6-17-309, and § 6-17-919 is a duplicate request from a previous section was unintentional and should be omitted from this section only.

Remaining Legal Issues: Applicant needs to specify what provisions of the education code, rules, and standards that it is requesting a waiver that are not already listed.

4. EMPLOYEE COMPENSATION

Ark. Code Ann. § 6-17-111 (Duty-Free Lunch Period)

Ark. Code Ann. § 6-17-201 (Personnel Policies Requirements)

Ark. Code Ann. § 6-17-211 (Use of Personal Leave When Administrator of School Employee is Absent from Campus)

Ark. Code Ann. § 6-17-908 (Teachers' Salary Fund-Authorized Disbursements)

Ark. Code Ann. § 6-17-1001 (Minimum Base Salary)

Ark. Code Ann. § 6-17, Subchapter 12 (Teachers' Minimum Sick Leave Law)

Ark. Code Ann. § 6-17, Subchapter 13 (School Employees' Minimum Sick Leave Law)

Ark. Code Ann. § 6-17, Subchapter 22 (Classified School Employee Minimum Salary Act)

Ark. Code Ann. § 6-17, Subchapter 24 (Teacher Compensation Program of 2003)

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Ark. Code Ann. § 6-17, Subchapter 23 (Classified School Employee Personnel Policy Law)
All Standards required to give effect to this waiver request.
All Rules required to give effect to this waiver request.

In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that mandate the provision of specific employee benefits relating to compensation, leave, and breaks. The Classical Academy seeks the flexibility to develop its own employee compensation and leave package.

Legal Comments: Applicant should specify which code sections, standards, and rules it is requesting to be waived. Ark. Code Ann. § 6-17-1001 is repealed so a waiver is not necessary.

Applicant Response: *In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that mandate the provision of specific employee benefits relating to compensation, leave, and breaks. The Classical Academy seeks the flexibility to develop its own employee compensation and leave package that is approved by the ResponsiveEd Board, which is intended to be competitive in the marketplace and fair to all employees. ResponsiveEd Board will adopt personnel policies which will include, but not be limited to the following: salary schedule, fringe benefits, and other compensation issues; annual school calendar including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.*

Remaining Legal Issues: Applicant needs to specify what provisions of the education code, rules, and standards that it is requesting a waiver that are not already listed.

5. Academics

Ark. Code Ann. § 6-15-902(a) (Grading Scale)
 Ark. Code Ann. § 6-15-1005(b)(5) (Alternative Learning Environments)
 Ark. Code Ann. § 6-16-102 (School Day Hours)
 Ark. Code Ann. § 6-16-1204 (Implementation)
 Ark. Code Ann. § 6-17-114 (Daily Planning Period)
 Ark. Code Ann. § 6-18-211 (Mandatory Attendance for Students in Grades 9-12)
 Ark. Code Ann. § 6-18-503(a)(1)(C)(i) (Alternative Learning Environments)
 Ark. Code Ann. § 6-20-2208(c)(6) (Gifted and Talented)
 Ark. Code Ann. § 6-21-303 (Rules)
 Ark. Code Ann. § 6-42, Subchapter 1 (Gifted and Talented)
 Ark. Code Ann. § 6-48, Subchapter 1 (Alternative Learning Environments)
 Standards of Accreditation 9.0 (Curriculum)
 Standards of Accreditation 9.03.4 (38 Units of Credit)
 Standards of Accreditation 10.02 (Class Size and Teaching Load)
 Standards of Accreditation 14.03 (Unit of Credit and Clock Hours for a Unit of Credit)
 Standards of Accreditation 15.01 (School District Superintendent)
 Standards of Accreditation Standard 18 (Gifted and Talented Education)

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Standards of Accreditation Standard 19 (Supplementary Educational Opportunities)

Standards of Accreditation 19.03 (Alternate Learning Environments)

Standards of Accreditation 19.04 (Summer School and Adult Education Programs)

ADE Rules for Gifted and Talented Program Approval Standards

ADE Rules Governing Waivers for Substitute Teachers

ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More Than Thirty (30) Consecutive Days and for Granting Waivers

Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Alternative Learning Environments)

In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that require alternative learning environments, minimum staffing levels, a school library media services program, Advanced Placement courses, supplementary educational opportunities, and practices which are inconsistent with its unique educational program.

Legal Comments: Applicant should clarify which specific code sections they are requesting waivers. Additionally, ADE Legal Services does not have information to provide guidance since so many unrelated requests have been grouped together with very little specific rationale on how the waivers will be used, how they will help Applicant achieve its goals, and how Applicant will still meet the needs of the students. Additionally, some of the rules Applicant has requested are no longer effective. Applicant should clarify its request so that ADE Legal Services can provide better guidance.

Applicant Response: ACADEMICS

Title 6 of the Arkansas Code Annotated:

- *6-15-902(a) (Grading Scale): The Classical Academy seeks exemption from this provision so that it may flexibility to implement a more rigorous grading scale.*
- *6-15-1005(b)(5) (Alternative Learning Environments): The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to offer an alternative learning environment.*
- *6-16-102 (School Day Hours): The Classical Academy seeks exemption from this provision to the extent that it defines the length of a “school day.” The Classical Academy requests the flexibility to implement its mastery-based classical educational program, which may necessitate a “school day” of more or fewer than six hours.*
- *6-16-1204 (Implementation): The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to offer pre-AP courses. The Classical Academy requests the flexibility to offer pre-AP courses as student interest and need dictates.*

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- *6-17-114 (Daily Planning Period): The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to provide teachers with time for conferences, instructional planning, and preparation. Instead, such time is to be spent before or after school without and addition to the teacher's base pay. Time for instructional planning and preparation should be greatly reduced given the Classical Academy's academic support and curriculum resources.*
- *6-18-211 (Mandatory Attendance for Students in Grades Nine through Twelve): The Classical Academy seeks exemption from this provision to the extent that it requires students in grades nine through twelve (9-12) to enroll in no less than three hundred fifty (360) minutes of planned instructional time each day as a requirement for graduation. The Classical Academy requests the flexibility to implement its mastery-based classical educational program, which may necessitate more or fewer than 360 minutes of planned instructional time each day.*
- *6-18-503(a)(1)(C)(i) (Alternative Learning Environments): The Classical Academy seeks exemption from this provision to the extent that it requires The Classical Academy to offer an alternative learning environment. The Classical Academy itself, as a school of choice, is an alternative learning environment.*
- *6-20-2208(c)(6) (Gifted and Talented): The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to provide a gifted and talented program. Instead, The Classical Academy will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes.*
- *6-21-303 (Rules): The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to reimburse teachers for personal expenditures on classroom supplies. All educational materials necessary for the effective implementation of the Classical Academy educational program will be provided to the teacher as established in the school budget.*
- *6-42, Subchapter 1 (Gifted and Talented): The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to provide a gifted and talented program. Instead, The Classical Academy will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes.*
- *6-48, Subchapter 1 (Alternative Learning Environments): The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to offer an alternative learning environment. The Classical Academy itself, as a school of choice, is an alternative learning environment.*

Fayetteville Classical Academy

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State Board of Education Rules:

- *ADE Rules for Gifted and Talented Program Approval Standards: The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to provide a gifted and talented program. Instead, The Classical Academy will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes.*
- *ADE Rules Governing Waivers for Substitute Teachers: The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to ensure that no class of students receives instructions from a substitute teacher(s) for more than thirty (30) consecutive school days in the same class during the year. The Classical Academy requests the flexibility to identify and utilize those substitute teachers who it believes will effectively implement its unique educational program.*
- *ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More Than Thirty (30) Consecutive Days and for Granting Waivers: The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to obtain a waiver from the Arkansas Department of Education for teachers who will be teaching outside of the grade level or subject area they are licensed to teach for more than thirty (30) consecutive school days in the same class during a school year. The Classical Academy requests the flexibility to identify and utilize those teachers who it believes will effectively implement its unique educational program.*
- *Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Alternative Learning Environments): The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to offer an alternative learning environment. The Classical Academy itself, as a school of choice, is an alternative learning environment.*

Standards for Accreditation of Arkansas Public Schools and School Districts:

- *9.0 (Curriculum): The Classical Academy seeks exemption from this provision to the extent that it conflicts with the educational program described in the Charter Application.*
- *9.03.4 (38 Units of Credit): The Classical Academy seeks exemption from this provision to the extent that it requires all 38 units to be taught annually. Instead, the Classical Academy requests the flexibility to offer those courses necessary to enable a student to obtain the requisite 22 units required for graduation.*

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- *10.02 (Class Size and Teaching Load): The Classical Academy seeks exemption from this provision to the extent that it requires a certain teacher/student ratio. Instead, the Classical Academy requests the flexibility to establish teacher/student ratios that best implements its individualized educational program.*
- *14.03 (Unit of Credit and Clock Hours for a Unit of Credit): The Classical Academy seeks exemption from this provision to the extent that it sets a minimum of 120 clock hours for each unit of credit. The Classical Academy is a mastery-based system. As such, a unit of credit may be earned in fewer than 120 clock hours.*
- *15.01 (School District Superintendent): The Classical Academy seeks exemption from this provision to the extent that it requires the employment of a full-time superintendent when enrollment exceeds 300. The superintendent for the Classical Academy oversees the operations of several charters.*
- *18 (Gifted and Talented Education): The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to provide a gifted and talented program. Instead, the Classical Academy will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes.*
- *19.03 (Alternate Learning Environments): The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to offer an alternative learning environment. The Classical Academy itself, as a school of choice, is an alternative learning environment.*
- *19.04 (Summer School and Adult Education Programs): The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to provide opportunities for summer school and adult education programs. Instead, the Classical Academy requests that it be permitted to focus on the educational program described in the Charter Application.*

Remaining Legal Issues: Because Applicant still listed so many unrelated topics under one heading, ADE Legal has attempted to piece together this request in order to provide guidance. However, Applicant should review and provide better organization in order to clarify their request. Additionally, Applicant should provide additional rationale (other than flexibility) as to how the waivers will be used, how they will help Applicant achieve its goals, and how Applicant will still meet the needs of its students and teachers.

In order to fully effectuate a waiver of grading scale, a waiver of the ADE Rules Governing Uniform Grading Scale is needed. In order to effectuate a waiver of Ark. Code Ann. § 6-18-211, a waiver of the ADE Rules Governing Mandatory Attendance for Students in Grades 9-12 is needed. In order to effectuate a waiver of less than 6 hours instructional time, a waiver of the Standards of Accreditation 10.01.4 is necessary. Applicant should confirm whether it is requesting a waiver of the entire § 6-21-303 or only 6-21-303(b). Applicant should specify which subsections of Section 9 are being requested as there may be additional waivers needed

Fayetteville Classical Academy

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Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

upon further clarification by the Applicant. Applicant needs to confirm its understanding that special education class sizes cannot be waived. Additionally, if Applicant will be paying its teachers for students over 150, no additional waivers are needed to effectuate a waiver of class size, otherwise a waiver of Ark. Code Ann. § 6-17-812 is needed. In order to effectuate waivers of superintendent, a waiver of the ADE Rules Governing the School Superintendent Mentoring Program is needed. Applicant requested a waiver of the ADE Rules Governing Waivers for Substitute Teachers and the ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers – both of these rules were repealed in 2012.

6. Support Services

Ark. Code Ann. § 6-18, Subchapter 10 (Public School Student Services Act)

Ark. Code Ann. § Chapter 25 (Public School Library Media and Technology Act)

Standards for Accreditation 16 (Support Services); and all other Standards required to give effect to this waiver request

ADE Rules Governing Public School student Services and all Rules required to give effect to this waiver request

In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that require specific support services (e.g., guidance and counseling, media services, health and safety services, etc.). The Classical Academy seeks flexibility to provide those support services which it determines are integral to its unique educational program.

Legal Comments: Applicant should specify which code sections, standards, and rules it is requesting to be waived. Applicant should provide rationale on how the waivers will be used, how they will help Applicant achieve its goals, and how Applicant will still meet the needs of the students.

Applicant Response:

Ark. Code Ann. § 6-18, Subchapter 10 (Public School Student Services Act)

Standards for Accreditation 16 (Support Services)

Ark. Code Ann. § Chapter 25 (Public School Library Media and Technology Act)

ADE Rules Governing Public School student Services

The Classical Academy of Fayetteville Headmaster will perform limited counselor duties and those counseling duties will focus on improving the educational life of the student such as giving student's advice regarding higher educational options, interpreting standardized test scores, life after high school, and character education. The Headmaster

Fayetteville Classical Academy

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will work with students one-on-one, in a private setting with teachers and parents, or with peers in a group assembly or discussion forum.

The Classical Academy of Fayetteville will seek to partner with local mental health facilities that will help assist with governing the mental health needs of the student body. The partnership will assist in the development of students with mental health, social and emotional challenges, and mental health disorders.

The Classical Academy of Fayetteville will seek to partner with certified health professionals and health service providers to ensure health services are being met. This will also be inclusive of mandated student health care screenings such as hearing, vision, BMI, and scoliosis. Health care screenings follow-ups will be conducted on students as needed.

School will provide on-site and online media to support and enhance its educational program. Online media will employ the Google platform through adoption of Chromebooks, initially at a 1:2 ratio, moving toward a 1:1 ration by Year 5. We anticipate supporting Chromebooks through wi-fi and carts of 30 which can be docked and transported from classroom to classroom. This will provide students with broad access to a wide array of digital resources, texts, and research materials.

Teachers will assume the responsibility for the inclusion of all media and learning frameworks within their respective curricula.

Remaining Legal Issues: Applicant should confirm if they are requesting a waiver of Ark. Code Ann. § 6-18-1001 et seq. or something else. Only a waiver of Sections 16.01 and 16.02 are needed, not the entire section. Applicant needs to confirm that services required by an IEP or 504 Plan cannot be waived.

7. Miscellaneous

Legal Comments: Applicant should clarify which specific code sections they are requesting waivers. Additionally, ADE Legal Services does not have information to provide guidance since so many unrelated requests have been grouped together with very little specific rationale on how the waivers will be used, how they will help Applicant achieve its goals, and how Applicant will still meet the needs of the students. Additionally, Applicant has listed code in the rationale that was not requested in the waiver request. Applicant should clarify its request so that ADE Legal Services can provide better guidance.

Applicant Response:

Ark. Code Ann. § 6-10-106 (Uniform Dates for Beginning and End of School Year)

6-10-106 (Uniform Dates for Beginning and End of School Year): The Classical Academy will follow the school calendar for the Fayetteville School District but wants the flexibility to adjust based on the needs of the students.

Fayetteville Classical Academy

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Ark. Code Ann. § 6-15-2302 (General Business Manager)

6-15-2302 (General Business Manager): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires a general business manager for a public school district to meet the minimum qualifications established by rule of the Department of Education. The Classical Academy seeks the flexibility to hire a general business manager that is able to address the unique needs of the school's business model.

Ark. Code Ann. § 6-16-105 (United States Flag)

6-16-105 {United States Flag}: The Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. The Classical Academy may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, the Classical Academy will seek alternative methods for prominently displaying the United States flag.

Ark. Code Ann. § 6-16-106 (Arkansas Flag)

6-16-106 {Arkansas Flag}: The Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. The Classical Academy may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, the Classical Academy will seek alternative methods for prominently displaying the Arkansas flag.

Ark. Code Ann. § 6-17-201 et seq. (Committee for Each School District)

6-17-201 et seq. {Committee for Each School District}: The Classical Academy personnel policies are developed by ResponsiveEd and approved by the ResponsiveEd Board.

Ark. Code Ann. § 6-17-204 (Incorporation into Teachers' Contracts)

6-17-204 {Incorporation into Teachers' Contracts}: The Classical Academy seeks exemption from this portion of the Education Code to the extent that it: (1) prohibits revisions to personnel policies from taking immediate effect, (2) prohibits notice of such revisions through means other than first class mail, and (3) is inconsistent with other waivers requested herein.

Ark. Code Ann. § 6-17-908(a)(4)(B) (Teachers' Salary Fund)

6-17-908(a)(4)(B) (Teachers' Salary Fund): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires insurance or other fringe benefits to be approved by a majority of the teachers in the school district. Instead, the provisions of insurance or other fringe benefits will be considered and provided pursuant to action by the ResponsiveEd Board.

Ark. Code Ann. § 6-17, Subchapter 23 (Personnel Policy Law for Classified Employees)

6-17, Subchapter 23 (Personnel Policy Law for Classified Employees): The Classical Academy seeks exemption from this portion of the Education Code. Instead, the ResponsiveEd Board will adopt personnel policies, including, but are not limited to, the following terms and conditions of employment: salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.

Fayetteville Classical Academy

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Information provided by Applicant is in italics.

Ark. Code Ann. § Chapter 19 (Transportation)

Chapter 19 (Transportation): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it conflicts with the transportation services described herein.

Ark. Code Ann. § 6-21 -117 (Leased Academic Facilities)

6-21-117 (Leased Academic Facilities): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by the Classical Academy to conform to the school facility standards defined in the Arkansas School Facility Manual. Considering initial enrollment size, it will be difficult to financially follow through with this requirement. The applicant ensures that any and all facilities that it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

Ark. Code Ann. § 6-21-304 (Manner of Making Purchases)

6-21-304 (Manner of Making Purchases): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires bidding in each instance in which the estimated purchase price shall equal or exceed \$10,000. For purchases between \$1,000 and \$50,000, the Classical Academy will use either a state approved vendor or obtain a minimum of three quotes. The Classical Academy will obtain bids in each instance in which the estimated purchase price shall equal or exceed \$50,000.

Standards for Accreditation 21.0 (Auxiliary Services)

ADE Rules Governing Minimum Qualifications for General Business Managers

ADE Rules Governing Eye and Vision Screening

6-11-129 (Data to be Accessible on Website)

Remaining Legal Issues: Because Applicant still listed so many unrelated topics under one heading, ADE Legal has attempted to piece together this request in order to provide guidance. However, Applicant should review and provide better organization in order to clarify their request. Additionally, Applicant should provide additional rationale (other than flexibility) as to how the waivers will be used, how they will help Applicant achieve its goals, and how Applicant will still meet the needs of its students and teachers.

Applicant has already requested a waiver of Ark. Code Ann. § 6-17-201. Applicant should specify which subsections of Ark. Code Ann. § 6-19-101 et seq. are being requested as there may be additional waivers needed upon further clarification by the Applicant. Waiver of Ark. Code Ann. § 6-17-908 is not necessary because Applicant requested a waiver of the definition of teacher in Ark. Code Ann. § 6-17-902. Applicant needs to be aware that federal procurement laws and procedures cannot be waived. Applicant should confirm that eye and vision screenings required as part of an IEP or 504 Plan cannot be waived. Section 9 of the Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum

Fayetteville Classical Academy

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Salaries, and Documents Posted to District Websites is also needed. Applicant should provide rationale on its request for a waiver of § 6-11-129 and how the waiver will help Applicant achieve its goal.

Desegregation Analysis: Fully Responsive



MEMO

DATE: August 2, 2016
 TO: Charter Authorizer
 FROM: ADE Legal Services Staff
 SUBJECT: Desegregation Analysis of Open Enrollment Charter Application for Fayetteville Classical Academy

I. INTRODUCTION

Responsive Education Solutions submitted an application for an open-enrollment public charter school, Fayetteville Classical Academy. The proposed charter school would be located within the boundaries of the Farmington School District. The proposed charter school would provide instruction to students in grades kindergarten through twelve (K-12). The proposed charter school would possess a student enrollment cap of 688. According to its application, the proposed charter school expects to draw students from the Elkins, Fayetteville, Farmington, Greenland, Huntsville, and Springdale school districts.

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 charter 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 charter 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 charter authorizer with regard to the effect, if any, of the proposed public charter school upon the desegregation efforts of a public school district.

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

The applicant addresses Desegregation Assurances on pages 40 and 41 of its application (attached). To date, none of the affected school districts have submitted a desegregation analysis.

IV. ANALYSIS FROM THE DEPARTMENT

The October 1, 2015, enrollment for the school districts listed by the applicant as affected by its proposed school is as follows:

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
Affected School Districts							
Elkins School District	9	3	7	74	18	1,020	1,131
	0.80%	0.27%	0.62%	6.54%	1.59%	90.19%	--
Farmington School District	88	17	60	192	20	1,989	2,366
	3.72%	0.72%	2.54%	8.11%	0.85%	84.07%	--
Fayetteville School District	496	363	924	1,164	128	6,577	9,652
	5.14%	3.76%	9.57%	12.06%	1.33%	68.14%	--
Greenland School District	28	2	10	50	4	755	849
	3.30%	0.24%	1.18%	5.89%	0.47%	88.93%	--
Huntsville School District	61	12	5	228	62	1,918	2,286
	2.67%	0.52%	0.22%	9.97%	2.71%	83.90%	--
Springdale School District	301	330	517	9,756	2,608	7,748	21,260
	1.42%	1.55%	2.43%	45.89%	12.27%	36.44%	--
DISTRICT TOTALS	983	727	1,523	11,464	2,840	20,007	37,544
	2.62%	1.94%	4.06%	30.53%	7.56%	53.29%	--
Open-Enrollment Public Charter Schools in Washington and Benton Counties							
Arkansas Arts Academy	39	12	15	108	16	584	774
	5.0%	1.6%	1.9%	14.0%	2.1%	75.5%	--
Haas Hall Academy	12	27	6	26	6	275	352
	3.4%	7.7%	1.7%	7.4%	1.7%	78.1%	--
Haas Hall Bentonville	7	40	4	25	7	212	295
	2.4%	13.6%	1.4%	8.5%	2.4%	71.9%	--
Ozark Montessori	1	2	4	46	5	78	136
	0.7%	1.5%	2.9%	33.8%	3.7%	57.4%	--
NWA Classical Academy	12	112	9	67	6	345	551
	2.2%	20.3%	1.6%	12.2%	1.1%	62.6%	--
CHARTER TOTALS	71	193	38	272	40	1,494	2,108
	3.4%	9.2%	1.8%	12.9%	1.9%	70.9%	--
COMBINED TOTAL	1,054	920	1,561	11,736	2,880	21,501	39,652
	2.7%	2.3%	3.9%	29.6%	7.3%	54.2%	--

Source: ADE Data Center, Oct. 1, 2015, Enrollment

“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. The ADE is aware of desegregation orders affecting LRSD, PCSSD, and the North Little Rock School District (NLRSD). *Little Rock School District, et al. v. Pulaski County Special School District, et al.*, Case No. 4:82-cv-00866-DPM (E.D. Ark.). The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)).

The ADE is unaware of any desegregation orders applicable to the Elkins, Fayetteville, Farmington, Greenland, Huntsville, and Springdale school districts.

V. CONCLUSION

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). It is difficult to conclude, from data currently available, that the proposed charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect any applicable desegregation efforts of any affected school district. However, the authorizer should carefully examine the proposed charter school application in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter school’s existence.

Applicant Response:

The Classical Academy proposes to locate its open-enrollment public charter school within the boundaries of the Fayetteville School District, and as an open-enrollment public charter school unconfined by district boundaries, expects to obtain majority of its students from within the boundaries of:

Fayetteville School District
 Springdale School District
 Huntsville School District
 Greenland School District
 Elkins School District
 Farmington School District

In reviewing the potential impact of the Classical Academy would have upon the efforts of surround school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools, the applicant finds that neither Fayetteville School District nor any of its contiguous or neighboring schools are currently subject to, or have been subject to, any court orders or judicial decrees concerning the desegregation of its schools.

The Classical Academy will be race neutral and non-discriminatory in its student selection and admission processes, and its operation will not hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the State of Arkansas.



ARKANSAS DEPARTMENT OF EDUCATION

2016 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Thursday, April 28, 2016, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Fayetteville Classical Academy

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 Arkansas Department of Education to provide a meaningful review.

Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313

**ARKANSAS DEPARTMENT OF EDUCATION
2016 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Fayetteville Classical Academy

Grade Level(s) for the School: K-12 Student Enrollment Cap: 688

Name of Sponsoring Entity: Responsive Education Solutions

Other Charter Schools Sponsored by this Entity (Name and Location):

Quest Middle School of West Little Rock, 1815 Rahling Road, Little Rock, AR 72223

Quest Middle School of Pine Bluff, 308 South Blake Street, Pine Bluff, AR 71601

Northwest Arkansas Classical Academy, 1302 Melissa Drive Dr. suite 101, Bentonville, AR 72712

Premier High School of Little Rock, 1621 Martin Luther King Dr., Little Rock, AR 72202

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;
- ☐ a 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.

Name of Contact Person: Dr. Mary Ann Duncan

Address 1301 Waters Ridge Drive City: Lewisville, TX

ZIP: 75057 Daytime Phone Number: (972) 316-3663 FAX: (866) 396-8657

Email: MDuncan@responsived.com

Charter Site

Address: 3155 North College Street City: Fayetteville, AR

ZIP: 72703 Date of Proposed Opening: August 2017

Chief Operating Officer

of Proposed Charter (if known): Robert Davison Title: COO

Address: 1301 Waters Ridge Road City: Lewisville, TX

ZIP: 75057 Daytime Phone Number: (972) 316-3663

The proposed charter will be located in the Fayetteville School District.

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.

Name: <u>Dr. Mary Ann Duncan</u>	Position: <u>Interim Superintendent</u>	State of Residence: <u>TX</u>
Name: <u>Charles Cook</u>	Position: <u>Chief Executive Officer</u>	State of Residence: <u>TX</u>
Name: <u>Robert Davison</u>	Position: <u>Chief Operating Officer</u>	State of Residence: <u>TX</u>
Name: <u>James Taylor</u>	Position: <u>Chief Financial Officer</u>	State of Residence: <u>TX</u>
Name: <u>Dr. Alan Wimberley</u>	Position: <u>Chief Education Officer</u>	State of Residence: <u>TX</u>
Name: <u>Curtis Shack</u>	Position: <u>AR Program Manager</u>	State of Residence: <u>AR</u>
Name: <u>Glenda Simon</u>	Position: <u>Executive Director TCPA</u>	State of Residence: <u>TX</u>
Name: <u>Scott Davis</u>	Position: <u>Director-Classical Schools</u>	State of Residence: <u>TX</u>
Name: <u>John Thorburn</u>	Position: <u>Director of K-12 Language Arts</u>	State of Residence: <u>TX</u>
Name: <u>Dr. Steve Bourgeois</u>	Position: <u>Executive Director of Research and Instruction</u>	State of Residence: <u>TX</u>
Name: _____	Position: _____	State of Residence: _____
Name: _____	Position: _____	State of Residence: _____
Name: _____	Position: _____	State of Residence: _____
Name: _____	Position: _____	State of Residence: _____

List the current K-12 student enrollment of the district where the proposed public charter school would be located.

9652 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

<u>Fayetteville School District</u>	<u>Springdale School District</u>	<u>Huntsville School District</u>
<u>Farmington School District</u>	<u>Greenland School District</u>	<u>Elkins School District</u>
_____	_____	_____

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

Fayetteville Classical Academy ("Classical Academy") seeks to provide a well-rounded and distinctly 21st century classical education that promotes intellectual curiosity, critical thinking, and virtue, preparing students to make a meaningful contribution in a free society.

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

Applicant Response:

The Classical Academy fosters intellectual curiosity, critical thinking, and virtuous character through a rigorous academic program. Through a grounding in the canonical writings of authors such as Homer, the Greek tragedians, Plato, Aristotle, Cicero, Virgil, Augustine, Shakespeare, and Tolkien, along with continuous exposure to history from antiquity through the Renaissance and modern periods, students acquire an intellectual foundation that will serve them in every aspect of their lives, not just the workplace.

Employing the Classical Trivium as an organizing principle, students' progress through the academic program, building upon foundational linguistic skills (Grammar), intellectual inquiry (Logic), and persuasive speaking and writing (Rhetoric). Unique to the academic program is an effort to address the needs of the 21st century learner, specifically in the areas of collaboration, time management, presentation in a variety of media, and the use of emergent technology. Through a mix of Socratic questioning, inquiry-based instruction, project-based learning, technology-assisted learning, and direct teaching, students gain a broad understanding of academic content that is aligned with the Arkansas Curriculum Frameworks.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

The Classical Academy public hearing was held at the Hampton Inn Fayetteville located at 915 Krupa Drive, Fayetteville, Arkansas 72704 on Tuesday, April 19, 2016 at 6:30 pm. A presentation providing the vision of the school was made by ResponsiveEd representatives Dr. Mary Ann Duncan, Micheal Terry, Glenda Simons, and Curtis Shack. Brochures were provided to give more insight into ResponsiveEd and the Fayetteville Classical Academy.

The local community support is growing in an effort to bring other educational option to the students and families in the Fayetteville, AR / Benton County area.

Additional public meetings regarding the Classical Academy will be held early summer of 2016 to provide more information to those interested in a classical educational option.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
- C. *The last publication date of the notice was no less than seven days prior to the public meeting.***
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open- enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

2. 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.

Applicant Response:

GOVERNANCE STRUCTURE

The governing structure of Fayetteville Classical Academy is illustrated as follows: (1) ResponsiveEd Board of Directors ("ResponsiveEd Board"), (2) Fayetteville Classical Academy Board of Directors ("Classical Academy Board"), (3) Superintendent, (4) Regional Director, (5) Campus Director, and (6) Teachers/Paraprofessionals.

ResponsiveEd Board

The ResponsiveEd Board will serve as the ultimate governing authority of the Fayetteville Classical Academy and shall, except as specifically described herein, retain final decision-making authority for the Fayetteville Classical Academy in all areas of operation, including, but not limited to: (1) finance and purchasing, and (2) hiring and termination of the Fayetteville Classical Academy Superintendent. The ResponsiveEd Board shall be composed of not less than five (5) members selected by the majority vote of the existing members of the ResponsiveEd Board. Each member shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is removed by the ResponsiveEd Board. Each member may be reelected an unlimited number of times.

Fayetteville Classical Academy ("Classical Academy Board")

The Fayetteville Classical Academy Board shall have final decision-making authority for Fayetteville Classical Academy in the areas of: (1) student discipline, (2) employee grievances, (3) parent grievances, and (4) community complaints/concerns. The Classical Academy Board shall be composed of not less than three (3) members selected by the majority vote of the members of the ResponsiveEd Board. Each member shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is removed by the ResponsiveEd Board. Each member may be reelected an unlimited number of times.

Superintendent

The Superintendent shall have final decision-making authority for the Classical Academy in the area of hiring and termination of the Regional Director and Campus Director and will oversee the primary financial and administrative management responsibility for the Classical Academy, including, but not limited to: (1) personnel and payroll administration; (2) professional development/training; (3) curriculum and testing; (4) contract administration; (5) accounting, budgeting, cash management, and financial reporting; (6) information management systems; (7) insurance; (8) child nutrition services; (9) marketing and recruitment; and (10) public relations activities.

Regional Director

The Regional Director will have primary responsibility for the implementation of the Classical Academy's academic programs and systems, will oversee all professional development activities, will be responsible for the educational welfare of the students, and will lead in the development of the educational goals of the community. The Regional Director will promote a shared vision of what the school should be to all stakeholders. In addition, the Regional Director will oversee the development of the culture of the school and will ensure an appropriate balance of time and energy is devoted to goals in the areas of intellectual, physical, social, vocational, emotional, ethical, and developmental needs. The Regional Director will regularly monitor implementation of the academic programs and systems with frequent on-site visits and on-site meetings with staff.

Campus Director

The Campus Director will have primary responsibility for all aspects of the school's daily operations and programs, including the day-to-day management of staff and students. The teachers and staff of the Classical Academy will report to the Campus Director. Similarly, the Campus Director will have the responsibility of hiring and termination campus staff, including teachers, campus secretary, and instructional aides.

Teachers/Paraprofessionals

Teachers/Paraprofessionals are the learning facilitators in the school who maintain direct contact with each student under their care on a day-by-day, moment-by-moment, basis. The Teachers/Paraprofessionals monitor progress, assist students in overcoming learning difficulties, provide motivation, and, in general, create an environment of loving care.

SCHOOL DECISION-MAKING

Fayetteville Classical Academy believes that parents, staff, students, and community will be an integral part of the school governance. The Superintendent, Regional Director, and Campus Director, with support from the Classical Academy Board, will develop a Community Advisory Council ("CAC") to provide input to the Campus Director regarding the following issues: (1) general operation, (2) policy review, (3) long-range strategic plans, and (4) performance standards.

While the CAC will have no official authority in the operation or administration of the Classical Academy, it will serve as invaluable problem-solving body, assisting the Campus Director in maintaining a high-quality and appropriate learning program for the children. The CAC will seek to have two student volunteers, two volunteer parents/guardians of the Classical Academy students, two staff members, and two community leaders. The CAC will meet monthly and will provide input to the Campus Director.

In addition to the CAC, every effort will be made to make parents/guardians partners in their children's education. Such efforts will include: (1) encouraging parents/guardians to serve as school volunteers; (2) promoting and strengthening parental responsibility and involvement; (3) encouraging parents/guardians to serve on school-based committees such as the CAC; and (4) recognizing the importance of the community's historic, ethnic, linguistic, and/or cultural resources in generating interest in family involvement.

3. Give the mission statement for the proposed charter school.

Applicant Response:

Fayetteville Classical Academy ("Classical Academy") seeks to provide a well-rounded and distinctly 21st century classical education that promotes intellectual curiosity, critical thinking, and virtue, preparing students to make a meaningful contribution in a free society.

4. Describe the educational need for the school by responding to the following prompts.

Complete the following charts to include the most recent literacy and mathematics performance assessment data and graduation rates available for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED			
District Name	Fayetteville School District		
District Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	54.84	42.80	90.35
Targeted Achievement Gap Group	31.70	23.20	81.86
African American	26.49	15.37	94.52
Hispanic	34.92	24.35	84.31
White/Caucasian	62.49	49.43	90.95
Economically Disadvantaged	32.27	23.36	80.95
English Language Learners/ Limited English Proficient	21.09	22.45	87.10
Students with Disabilities	13.54	12.38	82.46

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Fayetteville School District	
Campus Name	Butterfield Elementary School	
Grade Levels	K-5	
Campus Status	Needs Improvement	
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced
All Students (Combined)	56.77	51.69
Targeted Achievement Gap Group	36.67	31.40
African American	27.27	27.27
Hispanic	44.44	40.74
White/Caucasian	63.35	57.59
Economically Disadvantaged	38.68	30.84
English Language Learners/ Limited English Proficient	n<10	20
Students with Disabilities	13.79	24.14

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Fayetteville School District	
Campus Name	Holt Middle School	
Grade Levels	5-7	
Campus Status	Needs Improvement	
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced
All Students (Combined)	44.85	35.80
Targeted Achievement Gap Group	26.58	19.62
African American	16.09	11.63
Hispanic	36.47	30.23
White/Caucasian	53.70	42.44
Economically Disadvantaged	25.94	19.11
English Language Learners/ Limited English Proficient	16.07	19.30
Students with Disabilities	12.16	9.59

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Fayetteville School District		
Campus Name	Fayetteville High School East		
Grade Levels	09-12		
Campus Status	Needs Improvement - Focus		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	64.77	19.28	91.57
Targeted Achievement Gap Group	43.52	15.43	84.09
African American	43.14	5.13	94.52
Hispanic	48.33	11.32	86.00
White/Caucasian	70.29	21.27	91.99
Economically Disadvantaged	44.95	15.29	83.61
English Language Learners/ Limited English Proficient	26.09	23.08	87.10
Students with Disabilities	28.57	14.29	83.93

Explain the educational need for the charter in light of the academic performance by the district in which the charter would be located and at the schools closest to the charter and other significant factors. Be certain to include the source for information presented.

Applicant Response:

According to the Arkansas Department of Education 2015 district accountability reports, Fayetteville School District has a total enrollment of 9,503, and the overall district status is classified as "Needs Improvement." Fayetteville School District has a total of 14 schools, all of which are classified as "Needs Improvement." In addition, the Haas Hall Academy is located within our proposed attendance zone. This is a traditionally high-performing campus, offering STEM-related curriculum for students in grades 7-12.

A body of research has shown how Classical education improves student performance on state achievement measures. Splittgerber's 2010 study of more than one thousand students in six classical Lutheran schools and nine non-classical Lutheran schools in Texas, Nebraska, and Wyoming revealed that "classical Lutheran schools outperformed the non-classical schools in achievement as assessed through standardized testing" (43). In fact, Splittgerber (2010: 47) found that "Classical Lutheran schools showed a steady increase in achievement over their norm group, while non-classical Lutheran schools showed a steady decline." Splittgerber (2010: 50) discovered that the classical schools he studied outstripped their non-classical counterparts even in the area of mathematics. Equally compelling is the connection between the study of Latin and relatively higher SAT scores: "In 2002, the mean verbal SAT score for Latin students was 666. French, German, and Spanish students, meanwhile, achieved a mean score of 637, 622, and 581, respectively" (Tennery, 2009). On the 2008 SAT Reasoning Test in the areas of Critical Reading and Writing, students who had four years of Latin outscored all other students with four years of a single language by a minimum of 45 and 38 points, respectively. In 2010, college-bound seniors who had taken Latin scored "50 to 60 points above the national average on each of the three mean scores" of the SAT exam.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

Describe the innovations that will distinguish the charter from other schools. The term "innovation" should be interpreted to mean "innovative teaching methods." The applicant may list as few or as many innovative teaching methods as they deem appropriate for their proposed charter.

Applicant Response:

While classical education programs have a range of shared characteristics, including emphasis on grammar, logic, and rhetoric, along with offerings of Latin and Greek, natural sciences, and humanities, our program adds a layer of innovation relating specifically to the needs of the 21st century learner. The following distinctives represent innovative teaching methods and programs that connect the classical curriculum to the unique demands of the 21st century student, building to a two-tier STEM/Humanities high school program.

- **Combining classical and technology:** Our primary instructional innovation involves enhancing a classical foundation with 21st century technology, supporting high school tracks in the STEM and Humanities fields. Mindful of the need for a strong linguistic and intellectual foundation, we seek to foster well-rounded students who are comfortable both in the arts and sciences.
- **Data-informed instruction:** Recognizing the value of ongoing formative assessment, we provide real-time data for instructional adjustment and intervention throughout the school year. Our students take the computer-adaptive NWEA MAP assessment, allowing for ongoing evaluation of curriculum, instructional capacity, and student performance.

- **Blended Learning Options:** Throughout our program, we emphasize a “technology-friendly” environment. With that in mind, we do not promote a rigid approach to the deployment of technology within a classical program. Rather, we offer blended learning opportunities in the form of supplements to core subjects at the elementary and middle school levels. In addition, we offer an array of web-based electives to support our two-tier high school track.
- **Project-Based Learning (PBL):** Starting in middle school, our students experience the PBL process, working individually and collaboratively to form driving questions, establish timelines, and prepare final presentations, both as tangible artifacts and digital exhibitions. Recognizing that collaboration, time management, and presentation skills must be taught, our teachers act as facilitators, guiding students through the project process. By gradually handing over leadership to students, we leverage the motivational potential of the PBL methodology to create lifelong learners.
- **Explicit phonics taught with blended approach:** Based upon a time-tested methodology, we feel that our use of Spalding Phonics from K-2 provides students the best foundation to become independent readers. We implement a blended approach to phonics, combining traditional methodology with digital formative assessments and targeted online interventions, ensuring mastery.
- **Socratic Method with digital support:** We train our teachers to engage students’ intellectual curiosity at all grade levels. Through a series of probing questions, students develop the rhetorical skills to engage content critically throughout their academic program. We leverage digital platforms, such as Google Apps for Education, Quizlet, and Socrative, to allow our students to respond to discussion prompts, collaborate, and engage with material on a deep level.
- **Latin as foundational for the academic program:** Our middle school teachers direct a three-year middle school Latin program that teaches students Latin word roots, Roman history, and the foundational principles of Latin grammar. Systematic Latin vocabulary-building facilitates high levels of reading comprehension across disciplines, allowing students to pursue advanced study in Latin, or to transition to commence studying a modern language at the high school level..
- **Latin as a springboard for high school science track:** Because Latin provides the basis for a majority of our scientific and medical terminology, a natural preparation and springboard will exist for high school students to explore potential careers in the health-sciences. Thus, our school would offer the sort of electives (anatomy; physiology; psychology) commonly taken by students who hope to enter such fields.
- **Integrated English/Language Arts program:** Unique to our school is an ELAR curriculum spanning grades K-8 that fosters deep student engagement through appreciation of the beauty of the English language. This systematic pedagogy aligns with the four domains of the English language: listening, speaking, reading, and writing. The primary texts for each lesson are from vibrant literary sources such as stories, fables, poems, speeches, recitation passages, and art masterpieces. Instructional methodology facilitates active engagement with vibrant discussion questions and enjoyable oral and written activities, including cursive penmanship, spelling, and grammar, aligning with or exceeding Arkansas testing requirements. These literature-based lessons not only establish the four domains of language, but also foster integrated skill development in areas of collaboration, listening, speaking, writing, and performing.
- **Historical approach to all subjects:** : We offer a sequences of history that to support our integrated academic program. However, unique in our methodology is a historical approach to all disciplines. For example, we teach science historically, examining how theory, hypotheses, and empirical investigation lead to refined findings, new theory, and subsequent investigation. At the elementary level, we implement Core Knowledge intentionally to reference a common vernacular and set of facts that link all subsequent curricula. Through our middle school Humanities course, we teach seven strands of history, including philosophy, literature, art, music, architecture, religion, and technology, providing an interdisciplinary foundation that prepares students for AP and early college coursework. Teachers collaborate across disciplines to spiral historical content, emphasizing connections that may escape a more traditional course by course approach. Recognizing that history represents both a discipline and a method, we call on our history teachers to facilitate students’ hermeneutic understanding of human events. Our cross-disciplinary approach to historical study provides students contextual understanding—something often lost in the assessment-driven culture.
- **AP and early college courses:** Recognizing the need for academic rigor at the high school level, we offer multiple graduation tracks and multiple delivery systems of course content, including AP and dual enrollment. While electives in math, science, and technology are offered through partnerships with community colleges and online content providers, core courses in language, literature, and history will be available through College Board approved AP courses.

- **STEM and technology-based courses:** At the middle and high school levels, we offer a series of core and elective courses in the STEM field aimed at introducing students to fields such as engineering, medicine, and computer science. These courses are innovative to the extent that they are hands-on, project-based, and allow students a range of avenues to demonstrate learning.
- **Humanities-based courses:** We offer hands-on music and art courses at the elementary level, providing students to explore and build a foundation for advanced studies. At the middle and high school levels, we offer performance/studio based courses in visual art, art history, instrumental music, vocal music, music history, and applied music. Teachers infuse a range of digital media into the courses, allowing students to master both course content and appropriate digital platforms.

Character education: Martin Buber (1947) noted that "Education worthy of the name is essentially education of character. For the genuine educator does not merely consider individual functions of his pupil, as one intending to teach him only to know or to be capable of certain definite things; but his concern is always the person as a whole, both in the actuality in which he lives before you now and in his possibilities, what he can become." With that in mind, we infuse character education throughout our program. Starting with Covey's *Seven Habits*, we teach students to manage their activities and understand the impact their activities have on others. Embedded in our instructional approach is the conception that academic effort represents virtuous activity, fostering a mindset of growth, perseverance, and intellectual inquiry.

5. On the following table, list the specific measurable goals in reading, English, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

- The tool to be used to measure the academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Math	Arkansas State Assessment	<ul style="list-style-type: none"> • Campus passing rate will meet or exceed the state average in Math. • 60% or more of our students would be proficient or advanced in mathematics at each grade level and school-wide. 	Year 5 of Operation

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Reading	Arkansas State Assessment	<ul style="list-style-type: none"> • Campus passing rate will meet or exceed the state average in Reading. • 60% or more of our students would be proficient or advanced in Reading at each grade level and school-wide. 	Year 5 of Operation
Literacy	Arkansas State Assessment	<ul style="list-style-type: none"> • Campus passing rate will meet or exceed the state average in Literacy. • 60% or more of our students would be proficient or advanced in Literacy at each grade level and school-wide. 	Year 5 of Operation
Math	NWEA MAP	Campus-level MAP Conditional Growth Index will meet or exceed the 50th percentile in Math.	Year 5 of operation
Reading	NWEA MAP	Campus-level MAP Conditional Growth Index will meet or exceed the 50th percentile in Reading.	Year 5 of operation
Language Usage	NWEA MAP	Campus-level MAP Conditional Growth Index will meet or exceed the 50th percentile in Language Usage.	Year 5 of operation
Math	NWEA MAP	Campus-level mean MAP performance will meet or exceed the national norm (50th percentile) in Math.	Year 5 of Operation
Reading	NWEA MAP	Campus-level mean MAP performance will meet or exceed the national norm (50th percentile) in Reading.	Year 5 of Operation

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Language Usage	NWEA MAP	Campus-level mean MAP performance will meet or exceed the national norm (50th percentile) in Language Usage.	Year 5 of Operation

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.

Applicant Response:

Goals Relating to College Readiness:

While the Classical Academy plans to expand through the ninth grade by the end of the renewal period (Year 5), we will monitor college readiness through NWEA's ACT Linking Study. Projections in Language Usage, Reading, and Math will represent longitudinal growth measures.

By Year 5 of operations, 50% of our students will meet NWEA's college readiness standards.

Goals Relating to Advanced Academics:

In addition, we seek to prepare students for advanced academics through early entry into Algebra I. With this in mind:

In Year 5, 50% of our 8th graders will be enrolled in Algebra I (rather than 8th grade math)

In addition to the state-required academic assessments, we have added a layer of formative assessments through the NWEA MAP. This parallel assessment allows us ongoing diagnostics, longitudinal data sets, and the means to trigger timely targeted interventions. For MAP assessments, we have three data points within each school year, allowing for instructional adjustments across subject areas and timely reporting of student and campus progress. Since we propose an initial K-5 program, while adding an additional grade level each year, we are able to ensure that students attending the Classical Academy have attained the foundational knowledge necessary to progress through our middle and high school programs. NWEA MAP is a particularly valuable tool for predicting algebra readiness. With this in mind, we will evaluate 6th grade MAP math scores, following NWEA recommendations for placement in advanced (honors) math in the 7th grade. This early identification of student capacity will support our goal of relative high enrollment (50% in Year 5) in Algebra I in the 8th grade. Our approach is to triangulate data sources, including Arkansas state assessments, NWEA MAP, and advanced math enrollment data, to ensure our students are on track, and to demonstrate that the charter is fulfilling its mission. As we progress to a high school, we will add metrics relating to college readiness and participation in advanced academics (AP, dual enrollment).

6. For elementary charter schools, provide a 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.

ELEMENTARY DAILY SCHEDULE

GRADE(S): K-4

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
	Math	Math	Math	Math	Math
	Science	Science	Science	Science	Science
	History/ Geography	History/ Geography	History/ Geography	History/ Geography	History/ Geography
	PE	PE	PE	PE	PE
	Art	Music	Art	Music	Art
	Phonics	Spelling	Phonics	Spelling	Phonics
	Classical Canon	Classical Canon	Classical Canon	Classical Canon	Classical Canon
	Copy Works \Recitations	Copy Works \Recitations	Copy Works \Recitations	Copy Works \Recitations	Copy Works \Recitations

MIDDLE SCHOOL COURSES

GRADE(S): 5-8 YEAR OFFERED: 2018 - 2021

REQUIRED COURSES

- Language Arts, Science, Math, Algebra I, Science, History, Arkansas History, Music, PE, Spelling, Career Orientation, Career Development, Keyboarding

ELECTIVE COURSES

- Classical Canon, Logic, STEM Elective, Humanities Elective, Latin, Geography, Tools for Learning

HIGH SCHOOL COURSES

GRADE(S): 9 YEAR OFFERED: 2021-2022

REQUIRED COURSES

- English I, Algebra I, Geometry, Biology, Western Civilization

ELECTIVE COURSES

- Latin, PE, Logic, STEM Elective, Humanities Elective, Computer Science
-

GRADE(S): 9-10 YEAR OFFERED: 2022-2023

REQUIRED COURSES

- English I, Algebra I, Geometry, Biology, Western Civilization
- English II, Algebra II, Chemistry, World History

ELECTIVE COURSES

- Latin, Latin II, PE, Logic, STEM Elective(s), Humanities Elective(s), Spanish, Computer Science
-

GRADE(S): 9-11 YEAR OFFERED: 2023-2024

REQUIRED COURSES

- English I, Algebra I, Geometry, Biology, Western Civilization
- English II, Algebra II, Chemistry, World History
- English III, Pre-Calculus, Biology II, US History

ELECTIVE COURSES

- Latin, Latin II, PE, Logic, STEM Elective(s), Humanities Elective(s), Spanish, Spanish II, Computer Science
-

GRADE(S): 9-12 YEAR OFFERED: 2024-2025

REQUIRED COURSES

- English I, Algebra I, Geometry, Biology, Western Civilization
- English II, Algebra II, Chemistry, World History
- English III, Pre-Calculus, Biology II, US History
- English IV, Calculus, Physics, US Government

ELECTIVE COURSES

- Latin, Latin II, PE, Logic, STEM Elective(s), Humanities Elective(s), Spanish, Spanish II, Computer Science, Senior Thesis
-

7. Provide a description of curriculum, programs, and instructional methods used to support core classes. ***Include all associated costs in the proposed budget.***

Applicant Response:

Core Elementary Curriculum:

Language Arts:

- Spalding Phonics (K-2)
- English from the Roots up (3-5)
- Daily Grammar Practice (K-8)
- Classical Novels (3-8)
- Gretchen Bernabei Writing (4-8)
- Integrated Core Knowledge (K-8)

Mathematics:

- Math in Focus (K-8)
 - Math Buddies (K-5)
 - Dreambox Math (6-8)
- First course in Algebra by Bates (9th)

Science:

- Core Knowledge Science
- Supplemental lab materials
- Glencoe/McGraw Biology

Social Studies:

- Core Knowledge History

Course Descriptions

History (Core Knowledge)

We offer a continuum of history that supports our integrated academic program. However, unique in our methodology is an historical approach to all disciplines. For example, we teach science historically, examining how theory, hypotheses, and empirical investigation lead to refined findings, new theory, and subsequent investigation. At the elementary level, we implement Core Knowledge intentionally to reference a common vernacular and set of facts that link all subsequent curricula. Through our middle school Humanities course, we teach seven strands of history, including philosophy, literature, art, music, architecture, religion, and technology, providing an interdisciplinary foundation that prepares students for AP and early college coursework. Teachers collaborate across disciplines to spiral historical content, emphasizing connections that may escape a more traditional course by course approach. By intentionally placing courses such as Humanities within our academic program, students and teachers have the opportunity to articulate a coherent narrative of history, spanning both Eastern and Western cultures. Recognizing that history represents both a discipline and a method, we call on our history teachers to facilitate students' hermeneutic understanding of human events. Our cross-disciplinary approach to historical study provides students contextual understanding—something often lost in the assessment-driven culture.

Language Arts

Unique to our school is a Language Arts curriculum spanning grades K-8 that fosters deep student engagement through appreciation of the beauty of the English language. This systematic pedagogy aligns with the four domains of the English language: listening, speaking, reading, and writing. The primary texts for each lesson are from vibrant literary sources such as stories, fables, poems, speeches, recitation passages, and art masterpieces. Instructional methodology facilitates active engagement with vibrant discussion questions and enjoyable oral and written activities, including cursive penmanship, spelling, and grammar, aligning with or exceeding Arkansas testing requirements. These literature-based lessons not only establish the four domains of language, but also foster integrated skill development in areas of collaboration, listening, speaking, writing, and performing.

Latin

Our Latin program will introduce students to the language, history, culture, art, and architecture of the ancient Romans. Foundational lessons in grammar, vocabulary, and syntax will prepare our students for reading and discussing selected works by ancient Roman authors, to study other Western languages, and to have a deeper understanding of the English language.

Mathematics (Math in Focus)

Our school will utilize Math in Focus, “an authentic Singapore Math® curriculum –with problem solving as the center of math learning and concepts taught with a concrete -pictorial -abstract learning progression through real-world, hands-on experiences. Beyond the digital learning tools and apps that are native to the core program, Math in Focus® Digi+™ offers a complete online teaching and learning environment for students in Grades 1 -5.”

Physical Education

Our physical education program promotes physical fitness for life. Throughout the year, students will focus on health-related fitness, as well as topics associated with health and wellness that will serve through throughout their lives. All students will participate in health-related fitness assessments, aligning to the Arkansas State Standards

Science

In keeping with our primary methodological approach, we teach science historically and contextually. With this approach, science can be viewed as a history of error, where hypotheses are tested, measured, rejected, and reformulated. We integrate the scientific disciplines, providing students a coherent narrative of inquiry. In addition, we have an experiential approach, allowing for hand-on applications of theoretical scientific content. Finally, we embrace the project-based approach and feel science particularly lends itself to this methodology, which is aligned to the Arkansas Science frameworks.

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

Applicant Response:

We have a structure of ongoing curriculum review in place at the district level. To support curriculum alignment, we have established monthly meetings of stakeholders who have insight into state standards, performance results, and technicalities of curriculum evaluation. The Curriculum Review Committee meets monthly to evaluate student performance on state assessments, formative assessments (NWEA MAP), and to review proposed changes to state standards. While we have a standing three-year review cycle covering Language Arts/Science, Math/Social Studies, and Electives, the committee is flexible and willing to address time-sensitive curricular needs, particularly in light of ever-changing state standards and assessment instruments. The Curriculum Review Committee is supported by the Arkansas Program Manager and the Superintendent for ResponsiveEd Arkansas, providing guidance on specific state requirements. The review process covers existing and proposed new curricula, fostering a culture of continuous improvement. Central to this structure are content area experts, holding the positions of Director of K-5 Mathematics, Director of 6-12 Mathematics, Director of K-12 English/Foreign Language, Director of K-12 Social Studies, and Director of K-12 Science. These individuals take a lead role in reviewing curricula in their respective content areas, and coordinate with campus staff to supplying instructional adjustments and targeted interventions, based upon multiple data sources. The K-12 Directors serve on the Curriculum Review Committee as appropriate, offering guidance for both vertical and horizontal alignment of curriculum. As an organization, we strive to base all curricular decisions on alignment to state standards, measureable success of students, and efficiency of instructional spending.

9. 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;

Applicant Response:

The Classical Academy will seek a waiver for the requirement of a guidance program and on-campus certified counselor. The Headmaster and or campus administration designee will be equipped to give students advice regarding higher education options, life after high school, etc. Similarly, the Classical Academy staff will be informed that they will be responsible to handle issues generally given to a campus counselor. Should the need for a campus counselor be deemed necessary, the Classical Academy will seek an outside consultant on a contractual basis to handle counseling duties. In addition, we will ensure that the Classical Academy will meet all state and federal regulations.

B) Health services;

Applicant Response:

The Classical Academy will offer a health services program that will serve all students and provide immediate attention involving minor sicknesses or injuries, and aid in creation of campus health and safety regulations.

C) Media center;

Applicant Response:

The Classical Academy will seek a waiver for the requirement of a media center. The Classical Academy will

provide on-site and online media to support and enhance its educational program.

- D) Special education, including appropriate state assessments for special education students;

Applicant Response:

The term "Special Education" means specially-designed instruction to meet the unique needs of a child with a disability. The purpose of the Special Education program is to design and deliver quality supports to students, educators, and families for the success of students with disabilities. The Special Education Services will meet all state and federal requirements.

IMPLEMENTATION OF THE INDIVIDUALIZED EDUCATION PROGRAM

When IEPs must be in Effect: The Classical Academy shall have an Individual Education Program ("IEP") in effect for each identified child with a disability. The Classical Academy will ensure that the IEP is in effect before special education and related services are provided to an eligible child, and that the IEP is implemented as soon as possible following the IEP committee meeting.

Transfer Students: For a student who is new to the Classical Academy, a Transfer IEP committee will meet prior to or upon the student's enrollment. In this case, the parents must verify that the student was receiving special education services in the previous school district, or the previous school district must verify in writing or by telephone that the student was receiving special education services. A second IEP committee meeting must be held within 30 school days from the date of the first IEP committee meeting to finalize or develop an IEP based on current information.

EVALUATION OF CHILDREN TO DETERMINE ELIGIBILITY

Initial Evaluation: Referral of students for a full and individual initial evaluation for possible special education services is a part of the Classical Academy overall general education Response to Intervention program. Prior to referral, students experiencing difficulty in the general classroom are considered for all support services available to all students, such as tutorial, remedial, compensatory, and other services. If the student continues to experience difficulty, the student is referred to the Student Success Team (SST) for additional services through the Response to Intervention program. School personnel document the provision of the additional interventions and the results. When a student does not progress adequately, the student is referred for a full and individual evaluation. The Classical Academy ensures that a full and individual evaluation is conducted for each student being considered for special education and related services. The evaluation is completed prior to the initial provision of special education and related services and addresses if the student is a "student with a disability" in accordance with federal and state requirements and the educational needs of the student.

DEVELOPMENT, REVIEW, AND REVISION OF THE IEP

In both the development and review of a child's IEP, the IEP team will consider the strengths of the student and the concerns of the parents for enhancing the education of their child; the results of the initial or most recent evaluation of the child; and, if appropriate, the results of the student's performance on any state or district-wide assessment that has been administered. The IEP team will also consider special factors such as: whether a child's behavior impedes his/her learning or the learning of others; whether a student is limited English proficient and the language needs of the child as those needs relate to the child's IEP; what the communication needs of the student are; and whether the child needs assistive technology devices/services. The Classical Academy will provide special education and related services to a child with a disability in accordance with the child's IEP and make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP. Review of the IEP will occur annually or more frequently if the student is not being successful.

LEAST RESTRICTIVE ENVIRONMENT ("LRE") PLACEMENT

General Least Restrictive Environment Requirements: The Classical Academy will assure that students with disabilities are educated with nondisabled students to the maximum extent appropriate to meet the student's individual education program and overall educational needs. In providing programs, services, and activities for students with disabilities, The Classical Academy shall first consider the least restrictive environment of the general education program. Special classes, separate schooling or other removal of students with disabilities

from the general education environment occurs only when the nature and severity of the disability is such that education in general classes, with the use of supplementary aids and services cannot be achieved satisfactorily.

E) Transportation;

Applicant Response:

The Classical Academy will elect not to provide transportation services. Should the need for transportation be deemed necessary to address, funds will then be budgeted to allow students the ability to use public transportation.

The Classical Academy will also explore before and after school options for students to support parental and public transportation avenues.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

The Classical Academy will seek a waiver from Alternative Learning Environments and will strive to provide a classical approach to students. The Classical Academy embodies key practices described in the *Exemplary Practices in Alternative Education: Indicators of Quality Programming*. A couple of areas stand out as promoting success in serving all students. These areas are Program Evaluation and Professional Development to improve teaching and learning at an atypical school. ResponsiveEd offers innovative, non-typical approaches to the instruction, leading students to become lifetime learners.

The Classical Academy staff will actively facilitate instruction in content areas for these students by relying on students' strengths via prior instruction, taking inventory of students' weaknesses/needs, and providing a personalized approach when tutorials are indicated. The Classical Academy's classical education approach assists students to a successful career and a higher education experience.

G) English Language Learner (ELL) instruction; and

Applicant Response:

The Classical Academy will offer a program that serves students identified as students of limited English proficiency in English. All students new to the school will complete a Home Language Survey (HLS) form at the time of enrollment. This form will be used to identify students whose home and/or native language is other than English. All students identified as Language Minority Students (LMS) will be initially assessed with a valid and reliable instrument in the four modalities (reading, writing, speaking and comprehension). Students who are not proficient in English will be assessed annually with a valid and reliable instrument to determine progress being made towards English proficiency.

H) Gifted and Talented Program.

Applicant Response:

A waiver will be sought for the inclusion of a gifted and talented program at the Classical Academy. Upon program assessment, if the need for such a program is determined, then Classical Academy will attempt to align with a local distinguished college or university in order to offer students the opportunity to take dual-enrollment classes. Students will have an opportunity for dual credit enrollment in their senior year. The Classical Academy will offer pre-advanced placement and eventually advanced placement classes in subsequent years.

10. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

The Classical Academy of Fayetteville will be an open-enrollment public charter school; therefore, we could draw

students from anywhere in the state. The school will be located within the city limits of Fayetteville, and will also be located within the boundaries of the Fayetteville School District. It is anticipated that the Classical Academy of Fayetteville will receive most of its students from the Fayetteville, Farmington and Springdale School Districts, with some students also coming from the Elkins, Greenwood, and Huntsville School Districts. The maximum enrollment in the first five (5) years of the charter will be 478 students.

According to the 2015-2016 enrollment information housed on the Department of Education Data Center's website, there were 9,652 students enrolled in the Fayetteville School District; 2,366 students enrolled in the Farmington School District; 21,260 students enrolled in the Springdale School District; 1,131 students enrolled in the Elkins School District; 849 students enrolled in the Greenland School District; and 2,286 students enrolled in the Huntsville School District. The school will enroll approximately 147 students in 2017-18; of those 147 students, it is estimated that up to 75 students would come to the Classical Academy of Fayetteville from the Fayetteville School District; up to 30 students from the Farmington School District; up to 25 students from the Springdale School District; and up to 17 students from the Elkins, Greenland and Huntsville School Districts combined. At its maximum enrollment, it is estimated that up to 244 students would come to the Classical Academy of Fayetteville from the Fayetteville School District; up to 98 students from the Farmington School District; up to 81 students from the Springdale School District; and up to 55 students from the Elkins, Greenland and Huntsville School Districts combined.

It is also possible that the Classical Academy of Fayetteville will enroll students who currently attend private schools or who are home-schooled students.

11. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (See *ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts*.)

Applicant Response:

The Classical Academy will comply with annual progress report requirements stated in the Standards for Accreditation, Standard II, Goals and Administration of Arkansas Public Schools and School Districts, Section 7.04.2. With feedback received from parents and the community, the Classical Academy will annually develop a comprehensive progress report which includes updated data regarding student performance, program objectives, and accreditation standards. A School Improvement Plan will also be created annually in order to project further campus needs, as well as a clear plan to correct any known program deficiencies. All reports will be written based on ADE regulations and guidelines.

In accordance with Section 7.02, Standard II, Standards for Accreditation, annual reports will be submitted for review to the ADE, as well as posted in the Arkansas Democrat Gazette (or any other newspaper with general circulation in the district) at or before November 15th. Data will also be made readily available to the general community via the Classical Academy campus website. Printed copies of the reports will be available for distribution at the Classical Academy.

The Classical Academy will host an annual public gathering in order to provide further information regarding the academic program, as well as campus policies and goals, for parents, students, and other stakeholders. This meeting will also serve as a way for interested parties to share with the staff of the Classical Academy their questions and suggestions regarding the program, campus, and annual report data. Such a meeting will be held in compliance with any and all ADE regulations for disseminating annual report information.

12. Complete the following table with data about the district in which the charter proposes to locate and projections for the charter school.

Applicant Response:

Fayetteville School District School District in Which the Charter is to be Located			Percentage of Students Projected at the Charter				
	2015-2016		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
	Number	%	%	%	%	%	%
All	9,652						
Two or More Races	496	5	6	7	8	8	9
Asian	363	3	2	3	3	3	3
Black	924	9	8	9	10	12	13
Hispanic	1,164	12	10	10	12	14	15
Native American/ Native Alaskan	64	1	1	1	1	1	1
Native Hawaiian/ Pacific Islander	64	1	1	1	1	1	1
White	6,577	68	72	68	65	62	58
Free and Reduced Lunch	3,807	39.44	37	38	39	40	41
Data Below from 2014-2015 Cycle 4 Report							
Migrant	31	1	1	1	1	1	1
LEP	853	8	5	5	6	7	8
Gifted & Talented	877	9	0	0	0	0	0
Special Education	1,143	12	8	10	11	13	15
Title I	4,214	43	33	35	37	40	43
			2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Grades to be Offered at the Charter			KF-5	KF-6	KF-7	KF-8	KF-9
Enrollment Cap at the Charter			147	172	197	222	247

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.

Applicant Response:

As per Section 10.02.02 of the Arkansas Department of Education Rules for Governing Charter Schools and/or any and all applicable federal and state laws, Classical Academy will not deny enrollment to any high school eligible student based on gender, national origin, race, ethnicity, religion, disability, academic, or athletic eligibility. Nor will the Classical Academy discriminate against students with special education needs or those qualified as English Language Learners. It will be the intention of Classical Academy to enroll students from all walks of life, regardless of socioeconomic status. Consistent with previous ResponsiveEd campuses, information regarding the vision of the Classical Academy will be readily available to all parents, students, and stakeholders via the Classical Academy campus website. Parties interested in applying for enrollment or seeking further campus information will be encouraged to either call the campus or visit the campus website. To raise enrollment awareness for students of all ages and ethnicities, a strong marketing presence will also be necessary to increase visibility for the Classical Academy. This will be achieved through the use of campus-specific postcards, banners, signs, and, potentially, billboards spread throughout the areas in the community most likely to draw students of various age groups and ethnicities, such as shopping malls, grocery stores, athletic facilities, or movie theaters. Marketing materials will include information as to how one can contact the Classical Academy to learn more about the campus, as well as how to enroll.

RANDOM LOTTERY PROCESSES

Should more individuals apply for admission to the Classical Academy than can be accommodated ; a random, anonymous lottery will take place in order to allow all eligible, interested students an equal opportunity to enroll at the campus. Lottery proceedings will occur at the Classical Academy campus, will be governed by the Headmaster, as well as overseen by a member of the Community Advisory Council and other available campus staff. Prior to such an event, proper notification will be posted on the campus website. Similarly, the ADE Public Charter School Program Coordinator will be notified in advance of the lottery.

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.

- ☒ 1. Children of founding members of the charter
- ☒ 2. Siblings of enrolled students
- ☐ 3. No enrollment preferences (No other boxes may be checked in order to select this option.)

If box 1 and/or 2 are checked, explain the policy.

Applicant Response:

If an enrollment vacancy arises, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the open-enrollment period has passed, the applicant's name will be added to the waiting list behind the names of the eligible applicants who timely applied. Federal guidelines permit the school to exempt from lottery process students who are already admitted under the charter, siblings of students already admitted under the charter, and children of charter's founders, teachers, and staff. Students of the previously mentioned will automatically be given a space in the lottery or will be given preference at the top of the lottery if the grade level is full.

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 Arkansas Code Annotated §6-23-306(14)(C).

☒ Yes

☐ No

Describe procedures for conducting the an 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.

Applicant Response:

If the number of eligible applicants does not exceed the number of vacancies, then all eligible applicants who have timely applied during the open-enrollment period will be offered admission. If there are more eligible applicants than available spaces in a class/grade/school, then a lottery will be conducted at a time set by the school each year. A name (or number assigned to a name) will be drawn for each vacancy that exists, and each applicant whose name (or number) is drawn will be offered admission. The remaining names will then be drawn and placed on a waiting list in the order in which they were drawn.

Notification of admission will be made by telephone, e-mail, or U.S. Postal Service. Failure of a parent to respond within 48 hours of the date of the telephone call or e-mail, or within three business days of a post-marked letter, will forfeit his or her position in the lottery. Parents should call the school immediately upon receipt of the notice in order to preserve their student's position in the lottery.

If a vacancy arises, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the open-enrollment period has passed, the applicant's name will be added to the waiting list behind the names of the eligible applicants who timely applied.

Exceptions

Federal guidelines permit the school to exempt from the lottery process students who are already admitted under the charter, siblings of students already admitted under the charter, and children of the charter's founders, teachers, and staff.

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

Applicant Response:

Explain how students leaving the charter during the school year will impact students on the waiting list.

Applicant Response:

If a student vacancy arises, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. Notification of admission will be made by telephone, e-mail, or U.S. Postal Service. Failure of a parent to respond within 48 hours of the date of the telephone call or e-mail, or within three business days of a post-marked letter, will forfeit his or her position. This will ensure that the current enrollment stays consistent and that all students on the weight list has the same opportunity to be enrolled in the school.

13. 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.

Applicant Response:

Charles Cook - Chief Executive Officer
 Dr. Alan Wimberley - Chief Education Architect
 Robert Davison - Chief Operating Officer
 Dr. Mary Ann Duncan - Interim Superintendent
 James Taylor - Chief Financial Officer
 Ben Klingstein - Board Member
 Lance Losey - Board Member
 Daniel Maddalena - Board Member
 Marvin Reynolds - Board Member
 Curtis Shack - Arkansas Program Manager
 Glenda Simon - Executive Director - TCPA

Scott Davis - National Director of Classical Schools
 John Thorburn - Director of K - 12 Language Arts
 Dr. Steve Bourgeois - Executive Director of Research, Evaluation, and Instruction

14. 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.

Applicant Response:

ADMINISTRATORS

Administrator Position: Campus Director

Reports to: Superintendent of Responsive Education Solutions Arkansas

Salary Range: 60,000 - 80,000

Minimum Qualifications Required

Education Required:

Bachelor's degree from a four-year accredited College or University, Master's degree preferred.

Experience Required:

3+ years of experience in supervising a staff of 5 or more, preferred

3+ years of experience in managing budgets, preferred

3+ years of vendor management, preferred

Certification Required:

Possess a Current Arkansas Standard Teaching License with four years teaching experience, preferred.

Accredited College or University's graduate degree or program of study that is reflective of the Current Arkansas Leadership Standards for School Leaders for Headmaster, preferred.

Successful completion of the Administrator Licensure Completion Plan (ALCP) for Building Level Administrator, preferred.

TESS Credentials

Job Duties: List up to 5 key duties this individual will perform.

- Directly supervises employees in accordance with the organization's policies and applicable laws.
- Interviewing, hiring, and training employees.
- Planning, assigning and directing work.
- Appraises the performance of staff, rewards and disciplines employees according to Classical Academy of Fayetteville's policies and procedures, and addresses and resolves complaints and problems.

TEACHERS

Teacher Position: Classroom Teacher

Reports to: Campus Director

Salary Range: 35,000 - 50,000

Minimum Qualifications Required

Education Required:

Must have a Current Arkansas Standard Teaching License.
Highly Qualified (HQ) with a minimum of a Bachelor's degree from a four-year accredited College or University.
Must demonstrate content knowledge in the subject area(s).

Experience Required:

Teaching experience in a Public or Private School is preferred.

Certification Required:

Must meet NCLB Highly-Qualified requirements.

Job Duties: List up to 5 key duties this individual will perform.

- The Teacher will be responsible for the Instructional and Program Management for all students assigned.
- The Teacher will administer and monitor Diagnostic Tests to determine a student's performance level and assigns curriculum accordingly.
- The Teacher must prepare academic projections for all students 9th grade and higher and prepares a course of study following curriculum guidelines or requirements of state and school.
- The Teacher will administer tests to evaluate student's progress, records results, and issues reports to inform parents of progress.

Teacher Position: Special Education Teacher

Reports to: Campus Director

Salary Range: 35,000 - 50,000

Minimum Qualifications Required

Education Required:

Highly Qualified (HQ) with a minimum of a Bachelor's degree from a four-year accredited College or University.
Must demonstrate content knowledge in the subject area(s).

Experience Required:

Must meet Highly-Qualified requirements.
Teaching experience in a Public or Private School is preferred.

Certification Required:

Must have a Current Arkansas Standard Teaching License in Special Education (SPED).

Job Duties: List up to 5 key duties this individual will perform.

- Schedule and conduct Admission, Review, and Dismissal (ARD) meetings to ensure the appropriate placement and development of individual education plans for students with disabilities within specific timelines.
 - Schedule Full and Individual Evaluations ensuring that all timeline requirements are met.
 - Ensure student individualized education programs (IEPs) are appropriately written and implemented.
Ensure that student progress is evaluated on a regular basis, and that the findings are used to make special education services more effective.
 - Assist the campus administrator with the Response to Intervention process.
 - Develop and implement transition services for special education students as determined by the ARD.
-

SUPPORT STAFF

Support Staff Position: Campus Secretary

Reports to: Campus Director

Salary Range: 13.00 - 18.00 per hour

Minimum Qualifications Required**Education Required:**

One-year certificate from college or technical school; or two years of related experience and/or training; or equivalent combination of education and experience.

Experience Required:

Must have 2+ years of experience in working within an office environment.

Certification Required:

None

Job Duties: List up to 5 key duties this individual will perform.

- Ensure appropriate enrollment forms are completed and faxed to the APSCN Coordinator in a timely manner. Ensure timesheets are completed daily and faxed to corporate staff prior to each payday.
 - Complete Purchase Order (PO) for corporate staff approval so that school supplies may be ordered.
 - Communicate effectively with Parents and ResponsiveEd staff via email, telephone, fax, and in person in a professional manner.
 - Ensure appropriate enrollment forms are completed and faxed to the APSCN Coordinator in a timely manner. Ensure timesheets are completed daily and faxed to corporate staff prior to each payday.
 - Assist parents in completing Enrollment forms and ensure Cumulative Record folders are completed according to state and school requirements.
-

Support Staff Position: Instructional Aide

Reports to: Campus Director

Salary Range: 14.00 - 18.00 per hour

Minimum Qualifications Required

Education Required:

Associates degree or equivalent from an accredited College or University preferred.

Experience Required:

Six months to one year related experience or training preferred.

Certification Required:

Teacher's Certificate recommended but not required.

Job Duties: List up to 5 key duties this individual will perform.

- Assist teacher in all areas of work.
- Assist students with academics
- Distribute lesson plans or assign computer lessons to students.
- Grade student tests.

15. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities, and the process by which the school governance will adopt an annual budget.

Applicant Response:

A Superintendent will be contracted by the school through ResponsiveEd School Services Inc. ("School Services") to oversee the hiring of local personnel, operations of the schools, and the administration of school responsibilities and obligations for the state of Arkansas.

A Regional Director, Headmaster, Administrative Assistant, and part-time staff will be hired by the Superintendent for the school as administrative staff. The instructional staff will consist of sixteen teachers, two special education teachers, and ten aides. One teacher will be identified as the Testing and Guidance Specialist.

Financial, facility, and IT services will be contracted through School Services. The Superintendent is responsible to ensure that the school and contractor conform to the following practices and procedures currently in place at the ResponsiveEd home offices.

ACCOUNTING

The Classical Academy shall comply fully with the following:

- A. generally accepted accounting principles (GAAP);
- B. the Financial Accountability System Resource Guide; and
- C. the federal standards for financial management systems, 34 Code of Federal Regulations §80.20, and/or other applicable federal standards.

Accounting data will be maintained through the Arkansas Public School Computer Network (APSCN) as required.

FISCAL YEAR

The Classical Academy shall operate on a fiscal year beginning July 1 and ending June 30.

BUDGETS

The budget shall be approved by the Board by June 30, and submitted to the Arkansas Department of Education by September 1. The budget shall be used to monitor and evaluate the financial status of the school throughout the fiscal year.

Financial statements displaying budget vs. actual results shall be prepared by the Superintendent and presented to the Board at each board meeting.

The budget provides authority to expend funds for the purposes indicated and in accordance with state law, Board policy, and the school's approved purchasing procedures. The expenditure of funds shall be under the direction of the Superintendent who shall ensure that funds are expended in accordance with the adopted budget.

The budget shall be amended when a change is made increasing any one of the functional spending categories.

PROCUREMENT

The school will adopt a procurement process which complies with Arkansas state law. The applicant shall procure only those items and services which are required to perform the mission and/or fill a bona fide need. Procurements shall be made using best value contracting which includes assessing the best value considering quality, performance and price. The applicant shall use an open market procurement process, which requires sound business reasons for purchases less than \$10,000. The applicant shall adhere to the following objectives:

- A. procurements shall be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.;
- B. make all purchases in the best interests of the school and in accordance with funding source guidelines;
- C. obtain quality supplies/services needed for delivery at the time and place required;
- D. buy from responsible sources of supply;
- E. obtain maximum value for all expenditures;
- F. deal fairly and impartially with all vendors;
- G. maintain dependable sources of supply; and
- H. be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in the Classical Academy supplier relationships.

The applicant shall execute a *Purchase Order* for all purchases and it shall be approved by the Campus Director \Headmaster for purchases less than \$500, by the Chief Financial Officer for purchases less than \$2500, by the Chief Executive Officer/Superintendent or Chief Operating Officer for purchases less than \$25,000. All purchases in excess of \$25,000 will be presented to the Board of Directors for approval with the exception of the purchase of computers already approved in the annual budget. All lease agreements shall be evidenced by a lease or sublease agreement approved by the Board and signed by the Superintendent. The agreement shall identify all the terms and conditions of the lease.

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. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

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 that determined necessary for financial viability or a date certain by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Arkansas Department of Education that the school will not open as anticipated.

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

Explain how the amounts of federal funds included in the budget were calculated.

Applicant Response:

The minimum number of students who must attend this charter in order for the school to be financially viable using only state and federal funds is 205 ADM. With the addition of local funds, the minimum number of students who must attend this charter in order for the school to be financially viable using local, state, and federal funds is 154 ADM.

Per pupil amounts were multiplied by expected ADM by fund type to project revenue. Both fixed and variable expenses were used to project expenditures based on actual and expected costs.

The calculations were made by Ken Harp, Vice President of Finance, ResponsiveEd School Services, Inc., Katie Stephens, Arkansas Finance Manager, ResponsiveEd School Services Inc., and Joseph Riggs, Director of Accounting Systems, Responsive Education Solutions.

The school expects it will be able to sustain its core operations solely with state per pupil and local start-up grant revenues in its first school year. In the event of funding fluctuations, emergency facility costs, delays in public payments, and other unexpected financial challenges, the school will maintain fiscal stability through sound fiscal policies and procedures that ensure an adequate fund balance surplus. If that is unsuccessful, the school's parent organization will fund the shortfall.

The school expects it will be able to sustain its core operations solely with state per pupil and local start-up grant revenues in its first school year. In the event of funding fluctuations, emergency facility costs, delays in public payments, and other unexpected financial challenges, the school will maintain fiscal stability through sound fiscal policies and procedures that ensure an adequate fund balance surplus. If that is unsuccessful, the school's parent organization will fund the shortfall.

The school expects it will be able to sustain its core operations solely with state per pupil and local start-up grant revenues in its first school year. In the event of funding fluctuations, emergency facility costs, delays in public

payments, and other unexpected financial challenges, the school will maintain fiscal stability through sound fiscal policies and procedures that ensure an adequate fund balance surplus. If that is unsuccessful, the school's parent organization will fund the shortfall.

Federal funds included in the budget were calculated using ADM multiplied by the projected number of enrolled students. For Title IA federal fund budget calculations, projected ADM for Economically Disadvantaged students was multiplied by the anticipated funding per pupil amount projected at \$582.78. For IDEA-B federal fund budget calculations, projected ADM for students receiving special education services was multiplied by the anticipated funding per pupil amount projected at \$5,272.36.

16. 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.

Applicant Response:

A. The Board shall arrange annually for a qualified certified public accountant licensed by the Arkansas State Board of Public Accountancy and registered as a provider of public accounting services to conduct an audit of the Classical Academy's financial statements in accordance with Government Auditing Standards and the Office of Management and Budget Circular A-133 or its successor.

B. The Board shall review the scope and results of the audit. The Board also shall receive notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the Board shall develop a corrective action plan to address all relevant weaknesses noted by the auditor.

C. The applicant requests to the State Board of Education the ability to use a CPA, instead of the Division of Legislative Audit, to perform the first year financial audit. Upon approval of the State Board, the applicant intends to use the following CPA to perform the first year financial audit:

J. Mason Andres
Thomas & Thomas, LLP
201 East Markham, Suite 500
Little Rock, AR 72201
(903) 831-3477

J. Mason Andres meets the requirements of Act 993 of 2011 and is not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit. Northwest Arkansas Classical Academy will continue with the following practices to ensure programmatic quality:

- A. continuous in-house academic program review;
- B. immediate action as issues related to campus programs arise;
- C. annual Campus Improvement Plan to identify areas that may be lacking; and
- D. alignment with National Accreditation by Southern Accreditation of Colleges and Schools (SACS-CASI) and other state accreditation processes.

17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

☒ Yes

☐ No

18. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school 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 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.

Applicant Response:

There is currently 13,400 sf available for lease. It was the former Haas Hall Academy. It is possible to lease an adjacent 7500 sf, and even have possible expansion to the second floor space of another 7000 sf (approx.). We are working on obtaining the rights to use about 1 acre of undeveloped land behind the building.

The current available space is vacant.

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

Paradigm Company is the current owner of the building and Tracy Hoskins is the President \Owbner of the company.

There are no known current relationship with members of the local board, employees of the public school district, Charter Sponsor, or employees of the sponsoring entity.

The facility 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

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

19. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that 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.

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.

Applicant Response:

The following individuals specifically identified by name in Section A above are officers and/or employees of ResponsiveEd School Services Inc., receive compensation or benefits from ResponsiveEd School Services Inc., a Texas nonprofit corporation with whom the Classical Academy intends to contract for turn-key administrative services:

Dr. Mary Ann Duncan - Interim Superintendent
 Charles Cook - Chief Executive Officer
 Dr. Alan Wimberley - Chief Education Architect
 Robert Davison - Chief Operating Officer
 James Taylor - Chief Financial Officer
 Scott Davis - National Director of Classical Schools

Any potential conflict will be addressed through a management agreement between the two organizations which will clearly define the duties and responsibilities of the listed individuals

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.

Applicant Response:

There are no known potential conflicts of interest among individuals involved with the proposed charter school. If a conflict is identified, the individual with the conflict may be requested to abstain from any decision-making process involving the conflict.

The board of directors adheres to the Employee Conduct and Welfare guidelines. Within the ResponsiveED, the board has adopted the following "Code of Ethics and Standards Practices which states: The educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents and members of the community and shall safeguard academic freedom. The educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity and exemplify honesty. The educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

Conflicts of Interest

The board of directors abides by a written policy to prevent potential conflicts of interest. Accordingly, the policy is as follows:

If a individual has a substantial interest in a business entity or real property, he shall file before a vote or decision on any matter involving the business entity or real property an affidavit stating the nature and extent of the interest and shall abstain from further participation in the matter if the action will have a special economic effect on the business entity or it is reasonably foreseeable that an action on the matter will have a special economic effect on the value of the real property distinguishable from its effect on the public. The affidavit must be filed with the Secretary of the board. If a majority of the directors are required to and file affidavits of similar interest, the director is not required thereafter to abstain.

20. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

The Classical Academy will apply to participate in the Child Nutrition Program ("CNP"), including both The School Breakfast Program and the National School Lunch Program). It is the intention of the Classical Academy to contract Preferred Meal Systems, Inc. ("Preferred Meals"), based out of Berkeley, Illinois, through the RFP process as the vendor to provide hot and cold meals to the students of the Classical Academy. A local food vendor may also be considered if the option is more cost-effective for the Classical Academy. Preferred Meals is a well-respected national food vendor; supplying nutritious and great-tasting meal options to campuses across the United States. Meal plans will meet both the National School Lunch Program (NSLP) standards, as well as those guidelines set by the United States Department of Agriculture (USDA). Similarly, The Classical Academy will commit to determining that the food program meets all applicable Arkansas state regulations and standards. If deemed necessary, food plans will be subjected to the consultation of a local nurse to determine the health benefits and nutritional value.

Low-cost meals will be provided to the students. The CNP will also ensure the equal treatment of students who qualify for free and reduced price meals. Further, no one will be discriminated against based on race, gender,

national origin, age, or disability. Upon receiving appropriate training, the campus administrative assistant will be responsible for preparing and serving student meals, while also keeping track of records related to CNP. The Classical Academy will adhere to local, state, and federal health and sanitation guidelines and will keep the food service area available for inspection by appropriate personnel.

21. 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:

Due to the strong partnership with local parents, the amount of parent involvement at the Classical Academy is expected to be quite high. The administration at the Classical Academy will strive to keep interested parties, including parents and/or guardians, involved in the happenings on-campus through the use of:

- A. on-site informational campus meetings;
- B. annual gatherings allowing questions and parental/community feedback;
- C. district-wide informational newsletter available on-campus for distribution;
- D. web-based communication of campus/district news; and
- E. prompt email or phone communication with all levels of campus personnel.

Additionally, parents and/or guardians, will regularly be given the opportunity to participate in the school's Community Advisory Council ("CAC") and volunteer their time or resources to help further the vision of the Classical Academy. Examples would include aiding in setup of on-campus activities or spreading the word about the mission of the Classical Academy, amongst other opportunities. Parents at the Classical Academy will have an opportunity to establish other avenues of school / parent community building activities. Those who have the chance to volunteer will aid in lifting up the Classical Academy to its greatest level of potential.

22. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

In accordance with the organization's Bylaws, all business of the corporation is managed by the board of directors. The board of directors will be accountable to the people for whose benefit the schools will be established and has the overall responsibility for ensuring that the students attending the Classical Academy will be provided with a quality education. Accordingly, the board will maintain the following powers and responsibilities:

The board as a corporate body has the power and duty to govern and oversee the management of the campus;
 The board shall determine the organization and support the mission of the campus;
 The board shall approve and cause to be submitted charter-related documents to ADE;
 The board shall set policies for campus operation, ensuring conformance with the provisions of the contract for charter and applicable laws;
 The board shall approve an official budget to operate campus while maintaining fiscal responsibility;
 The board shall establish the short- and long-range goals for the campus and shall monitor progress toward the achievement of those goals;

The board shall appoint and regularly receive information and recommendations from a Community Advisory Council (established for each site);
 The board shall ensure that fiscal operations satisfy general accounting standards of fiscal management;
 The board shall ensure that ResponsiveEd remains in good standing as an organization exempt from taxation

under Section 501(c)(3) of the Internal Revenue Code;

The board shall approve and ratify all contracts;

The board shall adopt an annual budget for each school and shall regularly review financial statements;

The board shall ensure that all schools maintain adequate resources for school activities; and

The board or its designees shall select, evaluate and, as necessary, terminate the appointment of the Regional Director.

The board of directors will strive to model and promote a shared mission and vision among all members and stakeholders through its work, practices and achievements. The board will concern itself first and foremost with student achievement and how to assist in establishing a sense of community for each student and stakeholder. To that end, the board will involve teachers, parents and students in the governance, operations and planning procedures of the campus and every effort will be made to create an environment in which students can experience a sense of community and involvement that addresses their needs and interests. Board members will exercise their authority as a board member and have one vote equally as will the President of the board. Members will exercise their authority, except when specifically authorized by a vote of the board, through meaningful discussion and voting during board meetings. Board members will have no individual authority outside the meetings to make authorizations or commitments on behalf of the individual schools. Board members will speak as a body in all decision-making.

ResponsiveEd will employ a high-quality team of professionals to manage and implement the campus. Overseeing the state network, a Regional Director will supervise the launch and on-going implementation of all charter schools within Arkansas. A Campus Director will be hired for each site and will be responsible for the school's daily operations and programs, including the day-to-day management of staff and students. In addition, a statewide school board will be established to carry out certain delegated duties, e.g., increase community partnerships, hear and decide parent complaints and concerns in accordance with established policy.

ResponsiveEd is managed under the direction of a five-member board of directors. The board of directors is comprised of a team of individuals that represent the education, business, and legal sectors. The board of directors will work closely with the Arkansas administrative team to monitor and promote school goal achievement, student academic achievement, and the ongoing alignment with the schools' mission and vision. The board will focus on policy issues and will entrust the day to- day management of the school to the Campus Directors who will be accountable to the Regional Director and board of directors for the overall performance.

23. 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 Classical Academy proposes to locate its open-enrollment public charter school within the boundaries of the Fayetteville School District, and as an open-enrollment public charter school unconfined by district boundaries, expects to obtain majority of its students from within the boundaries of:

Fayetteville School District

Springdale School District

Huntsville School District

Greenland School District

Elkins School District

Farmington School District

In reviewing the potential impact of the Classical Academy would have upon the efforts of surrounding school

districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools, the applicant finds that neither Fayetteville School district nor any of its contiguous or neighboring school are currently subject to, or have been subject to, and court orders or judicial decrees concerning the desegregation of schools.

The Classical Academy will be race neutral and non-discriminatory in its student selection and admission processes, and its operation will not hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state of Arkansas.

24. 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 increase student achievement and how the increase in achievement will be measured.**

Applicant Response:

Waiver Topic: School Board and Elections

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-13-608 (Length of Directors)
- 6-13-619 (Monthly Meetings)
- 6-13-620 (Powers and Duties of School Boards)
- 6-13-622 (Budget Publication)
- 6-13-623 (Legal Counsel Employment)
- 6-13-625 (Liability Insurance)
- 6-13-634 (School District Board of Directors-Size)
- 6-13-1401 et seq. (Consolidation, Annexation, and Formation)
- 6-14-101 et seq. (School Elections)
- 6-13-1303 (Adoption of Policy)
- 6-13-611 (Vacancies Generally)

Rationale for Waiver

In order to meet the goals of the school, district seeks exemption from this portion of the Education Code to the extent that its provisions relating to board size, qualifications, elections, duties, powers, terms, meeting location, and vacancies are: (a) generally not applicable in the open-enrollment charter school context, and/or (b) otherwise outlined in Responsive Education Solutions of Arkansas' bylaws.

Waiver Topic: SUPERINTENDENT, PRINCIPAL, AND TEACHER CERTIFICATION AND LICENSURE

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-13-109 (School Superintendent)
- 6-15-1004 (Qualified Teachers in Every Public School Classroom)
- 6-17-301 (Employment of Certified Personnel)
- 6-17-302 (Public School Principals - Qualifications and Responsibilities)
- 6-17-309 (Certification - Waiver)
- 6-17-401 et seq. (Teacher's License Requirement)
- 6-17-427 (Superintendent License-Superintendent Mentoring Program Required)
- Chapter 17, Subchapter 4 (Certification Generally)
- 6-17-902 (Definitions)
- 6-17-919 (Warrants Void Without Valid Certificate and Contract)

Standards for Accreditation

- 15.01 (School District Superintendent)
- 15.02 (Principals)
- 15.03 (Licensure and Renewal)

ADE Rules

- ADE Rules Governing Educator Licensure, Superintendent Mentoring Program, and all other Rules required to give effect to this waiver request.

Rationale for Waiver

In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that require superintendents, principals, and teachers to be certified and/or licensed. The Classical Academy seeks the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. The Classical Academy will hire "highly qualified" teachers

Waiver Topic: EMPLOYEE CONTRACTS

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-17-117 (Non-instructional Duties)
- 6-17-201 (Certified Personnel Policies and Committees)
- 6-17-301 (Employment of Certified Personnel)
- 6-17-302 (Public School Principals - Qualifications and Responsibilities)
- 6-17-919 (Warrants Void Without Valid Certificate and Contract)
- 6-17, Subchapter 15 (Teacher Fair Dismissal Act)
- 6-17, Subchapter 17 (Public School Employee Fair Hearing Act)

Standards for Accreditation

- All Standards required to give effect to this waiver request.

ADE Rules

- All Rules required to give effect to this waiver request.

Rationale for Waiver

In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that require employees to be under contract. The Classical Academy seeks the flexibility to hire all employees on an "at-will" basis, maintaining the flexibility to dismiss employees when it becomes apparent that they are not performing up to the high standards required for successful implementation of the school's unique educational program. Employees will have the ability to appeal their dismissal in accordance with a grievance policy adopted by the ResponsiveEd Board.

Waiver Topic: EMPLOYEE COMPENSATION, LEAVE, AND BREAKS**Statute/Standard/Rule to be Waived****Arkansas Code Annotated**

- 6-17-111 (Duty-Free Lunch Period)
- 6-17-201 (Personnel Policies Requirements)
- 6-17-211 (Use of Personal Leave When Administrator of School Employee is Absent from Campus)
- 6-17-908 (Teachers' Salary Fund-Authorized Disbursements)
- 6-17-1001 (Minimum Base Salary)
- 6-17, Subchapter 12 (Teachers' Minimum Sick Leave Law)
- 6-17, Subchapter 13 (School Employees' Minimum Sick Leave Law)
- 6-17, Subchapter 22 (Classified School Employee Minimum Salary Act)
- 6-17, Subchapter 24 (Teacher Compensation Program of 2003)
- 6-17, Subchapter 23 (Classified School Employee Personnel Policy Law)

Standards for Accreditation

- All Standards required to give effect to this waiver request.

ADE Rules

- All Rules required to give effect to this waiver request.

Rationale for Waiver

In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that mandate the provision of specific employee benefits relating to compensation, leave, and breaks. The Classical Academy seeks the flexibility to develop its own employee compensation and leave package.

Waiver Topic: ACADEMICS**Statute/Standard/Rule to be Waived****Arkansas Code Annotated**

- 6-15-902(a) (Grading Scale)
- 6-15-1005(b)(5) (Alternative Learning Environments)
- 6-16-102 (School Day Hours)
- 6-16-1204 (Implementation)
- 6-17-114 (Daily Planning Period)
- 6-18-211 (Mandatory Attendance for Students in Grades Nine through Twelve)
- 6-18-503(a)(1)(C)(i) (Alternative Learning Environments)
- 6-20-2208(c)(6) (Gifted and Talented)
- 6-21-303 (Rules)
- 6-42, Subchapter 1 (Gifted and Talented)
- 6-48, Subchapter 1 (Alternative Learning Environments)

Standards for Accreditation

- 9.0 (Curriculum)
- Standard 9.03.4 (38 Units of Credit)
- 10.02 (Class Size and Teaching Load)
- Standard 14.03 (Unit of Credit and Clock Hours for a Unit of Credit)
- 15.01 (School District Superintendent)
- Standard 18 (Gifted and Talented Education)
- Standard 19 (Supplementary Educational Opportunities)
- 19.03 Page 38 of 41 (Alternate Learning Environments)
- 19.04 (Summer School and Adult Education Programs)

ADE Rules

- ADE Rules for Gifted and Talented Program Approval Standards
- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More Than Thirty (30) Consecutive Days and for Granting Waivers
- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Alternative Learning Environments)
-

Rationale for Waiver

In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that require alternative learning environments, minimum staffing levels, a school library media services program, Advanced Placement courses, supplementary educational opportunities, and practices which are inconsistent with its unique educational program.

Waiver Topic: SUPPORT SERVICES

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-18, Subchapter 10 (Public School Student Services Act)

- Chapter 25 (Public School Library Media and Technology Act)

Standards for Accreditation

- Standard 16 (Support Services); and all other Standards required to give effect to this waiver request.

ADE Rules

- ADE Rules Governing Public School Student Services and all Rules required to give effect to this waiver request.

Rationale for Waiver

In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that require specific support services (e.g., guidance and counseling, media services, health and safety services, etc.). The Classical Academy seeks flexibility to provide those support services which it determines are integral to its unique educational program.

Waiver Topic: MISCELLANEOUS

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-10-106 (Uniform Dates for Beginning and End of School Year)
- 6-15-2302 (General Business Manager)
- 6-16-105 (United States Flag)
- 6-16-106 (Arkansas Flag)
- 6-17-201 et seq. (Committee for Each School District)
- 6-17-204 (Incorporation into Teachers' Contracts)
- 6-17-908(a)(4)(B) (Teachers' Salary Fund)
- 6-17, Subchapter 23 (Personnel Policy Law for Classified Employees)
- Chapter 19 (Transportation)
- 6-21-117 (Leased Academic Facilities)
- 6-21-304 (Manner of Making Purchases)

Standards for Accreditation

- 21.0 (Auxiliary Services)

ADE Rules

- ADE Rules Governing Minimum Qualifications for General Business Managers
- ADE Rules Governing Eye and Vision Screening

Rationale for Waiver

6-10-106 (Uniform Dates for Beginning and End of School Year): The Classical Academy will follow the school calendar for the Little Rock School District.

6-11-129 (Data to be Accessible on Website)

6-15-2302 (General Business Manager): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires a general business manager for a public school district to meet the minimum qualifications established by rule of the Department of Education. The Classical Academy seeks the flexibility to hire a general business manager that is able to address the unique

needs of the school's business model.

6-16-105 (United States Flag): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. The Classical Academy may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, the Classical Academy will seek alternative methods for prominently displaying the United States flag.

6-16-106 (Arkansas Flag): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. The Classical Academy may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, the Classical Academy will seek alternative methods for prominently displaying the Arkansas flag.

6-17-201 et seq. (Committee for Each School District): The Classical Academy personnel policies are developed by ResponsiveEd and approved by the ResponsiveEd Board.

6-17-204 (Incorporation into Teachers' Contracts): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it: (1) prohibits revisions to personnel policies from taking immediate effect, (2) prohibits notice of such revisions through means other than first class mail, and (3) is inconsistent with other waivers requested herein.

6-17-908(a)(4)(B) (Teachers' Salary Fund): The Classical Academy seeks exemption from this portion of the Education Code to Page 39 of 41 the extent that it requires insurance or other fringe benefits to be approved by a majority of the teachers in the school district. Instead, the provisions of insurance or other fringe benefits will be considered and provided pursuant to action by the ResponsiveEd Board.

6-17, Subchapter 23 (Personnel Policy Law for Classified Employees): The Classical Academy seeks exemption from this portion of the Education Code. Instead, the ResponsiveEd Board will adopt personnel policies, including, but are not limited to, the following terms and conditions of employment: salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.

Chapter 19 (Transportation): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it conflicts with the transportation services described herein.

6-21-117 (Leased Academic Facilities): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by the Classical Academy to conform to the school facility standards defined in the Arkansas School Facility Manual. Considering initial enrollment size, it will be difficult to financially follow through with this requirement. The applicant ensures that any and all facilities that it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

6-21-304 (Manner of Making Purchases): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires bidding in each instance in which the estimated purchase price shall equal or exceed \$10,000. For purchases between \$1,000 and \$50,000, the Classical Academy will use either a state approved vendor or obtain a minimum of three quotes. The Classical Academy will obtain bids in each instance in which the estimated purchase price shall equal or exceed \$50,000.

ATTACHMENT 1

501 (c)(3) Status

REQUIRED ATTACHMENT 7 – EVIDENCE OF STATUS AS ELIGIBLE ENTITY



Arkansas Secretary of State
Mark Martin

State Capitol Building • Little Rock, Arkansas 72201-1094 • 501.682.3409

CERTIFICATE OF GOOD STANDING

I, Mark Martin, Arkansas Secretary of State of the State of Arkansas, and as such, keeper of the records of domestic and foreign corporations, do hereby certify that the records of this office show

RESPONSIVE EDUCATION SOLUTIONS OF ARKANSAS

authorized to transact business in the State of Arkansas as a Non-Profit Corporation, filed Articles of Incorporation in this office August 30, 2011.

Our records reflect that said entity, having complied with all statutory requirements in the State of Arkansas, is qualified to transact business in this State.

In Testimony Whereof, I have hereunto set my hand and affixed my official Seal, Done at my office in the City of Little Rock, this 30th day of August, 2011.

Mark Martin

Mark Martin

Arkansas Secretary of State

By: *Martha Nicholas*

Martha Nicholas

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
P. O. BOX 2509
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAR 08 1999

EAGLE EDUCATIONAL REFORM LEARNING
SYSTEMS INC
C/O MARK K OBRIANT ATTORNEY
4123 MANORVIEW LANE
DALLAS, TX 75228

Employer Identification Number:
75-2748762

OLN:

318338882

Contact Person:

RONALD BENJAMIN

ID# 75883

Contact Telephone Number:

(214) 767-0157

Accounting Period Ending:

December 31

Form 990 Required:

Yes

Addendum Applies:

No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(i).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Letter 947 (DC '06)



OGDEN UT 84201-0046

In reply refer to: 0423335246
 May 29, 2008 LTR 252C 0
 75-2748762 000000 00 000
 00004239
 BODC: TE

RESPONSIVE EDUCATION SOLUTIONS
 PO BOX 292730
 LEWISVILLE TX 75029

007850

Taxpayer Identification Number: 75-2748762

Dear Taxpayer:

Thank you for the inquiry dated Nov. 09, 2007.

We have changed the name on your account as requested. The number shown above is valid for use on all tax documents.

If you have any questions, please call us toll free at 1-877-829-5500.

If you prefer, you may write to us at the address shown at the top of the first page of this letter.

Whenever you write, please include this letter and, in the spaces below, give us your telephone number with the hours we can reach you. Also, you may want to keep a copy of this letter for your records.

Telephone Number () _____ Hours _____

Sincerely yours,

Karen E. Peat

Karen E. Peat
 Dept. Manager, Code & Edit/Entity 3

Enclosure(s):
 Copy of this letter

ATTACHMENT 2

Public Hearing

March 23, 2016

Dr. Paul Hewitt
Fayetteville School District
1000 West Bulldog Drive
Fayetteville, AR 72701

Dr. Paul Hewitt,

This letter is to inform you that our organization, Responsive Education Solutions, intends to submit an application for an open-enrollment charter school in the Fayetteville Metropolitan area to be referred to as Classical Academy of Fayetteville. A public meeting will be held on April 19, 2016 at 6:30 Hampton Inn Fayetteville located at 915 Krupa Drive, Fayetteville, AR 72704.

Should you have any questions, please feel free to contact Superintendent, Dr. Mary Ann Duncan by phone: (940) 367-7432 or by email: MDuncan@responsiveed.com.

Sincerely,

Curtis D. Shack

Curtis Shack
Arkansas Program Manager
Responsive Education Solutions – Arkansas

Cc: Jimmy Rollins, Superintendent – Springdale School District
Clinton Jones, Superintendent – Huntsville School District
Larry Ben, Superintendent – Greenland School District
Jon Jordan, Superintendent – Elkins School District
Bryan Law, Superintendent – Farmington School District
Allen Williams, Superintendent – Prairie Grove School District



P.O. Box 292730, Lewisville, TX 75029 • Phone: 972.316.3663 • Fax: 972.315.9506

ResponsiveEd.com PremierHighSchools.com FoundersClassical.com iSchoolHigh.com QuestMiddleSchools.com Vista-Academies.com K12.com/TXVA

Curtis Shack

From: Curtis Shack
Sent: Wednesday, March 23, 2016 5:15 PM
To: 'paul.hewitt@fayar.net'; 'ade.charterschools@arkansas.gov'
Cc: 'jordan@elkinsdistrict.org'; 'BLAW@FARMCARDS.ORG'; 'lben@greenlandsd.com';
 'cjones@1hsd.org'; 'allen.williams@pgtigers.org'; 'jrollins@sdaie.org'; 'Alexandra Boyd
 (ADE)'; Mary Ann Duncan
Subject: Notice of Public Hearing: Classical Academy of Fayetteville
Attachments: Classical Academy of Fayetteville Public Hearing Letter.docx

Importance: High

Tracking:	Recipient	Delivery
	'paul.hewitt@fayar.net'	
	'ade.charterschools@arkansas.gov'	
	'jordan@elkinsdistrict.org'	
	'BLAW@FARMCARDS.ORG'	
	'lben@greenlandsd.com'	
	'cjones@1hsd.org'	
	'allen.williams@pgtigers.org'	
	'jrollins@sdaie.org'	
	'Alexandra Boyd (ADE)'	
	Mary Ann Duncan	Delivered: 3/23/2016 5:15 PM

March 23, 2016

Dr. Paul Hewitt
 Fayetteville School District
 1000 West Bulldog Drive
 Fayetteville, AR 72701

Dr. Paul Hewitt,

This letter is to inform you that our organization, Responsive Education Solutions, intends to submit an application for an open-enrollment charter school in the Fayetteville Metropolitan area to be referred to as Classical Academy of Fayetteville. A public meeting will be held at the Hampton Inn Fayetteville located at 915 Krupa Drive, Fayetteville, AR 72704 on April 19, 2016 at 6:30 pm.

Should you have any questions, please feel free to contact Superintendent, Dr. Mary Ann Duncan by phone: (940) 367-7432 or by email: MDuncan@responsived.com.

Sincerely,

Curtis D. Shack

Curtis Shack
 Arkansas Program Manager

Responsive Education Solutions – Arkansas

Cc: Jimmy Rollins, Superintendent – Springdale School District
Clinton Jones, Superintendent – Huntsville School District
Larry Ben, Superintendent – Greenland School District
Jon Jordan, Superintendent – Elkins School District
Bryan Law, Superintendent – Farmington School District
Allen Williams, Superintendent – Prairie Grove School District

Curtis Shack**Arkansas Program Manager**

1301 Waters Ridge Drive

Lewisville, TX 75057

479-282-9971

RESPONSIVE 

Bogle tree



David Bogle (middle), his mother, Marilyn Bogle, and his sister Stacy Alexander look over a site tree Monday in Cabot, Ark. The tree was planted in honor of Marilyn Bogle by the James Earl Ray Chapter of the Daughters of American Revolution.

Man wants to act as own attorney

Defendant faces two life sentences if convicted of rape, sexual assault

DAVID M. SEAL
STAFF WRITER

BENTONVILLE — A 36-year-old man accused Monday of representing himself in his rape trial, which is set to begin today.

Kevin Reed, 36, is charged with two counts of rape and second-degree sexual assault. Reed appeared in court Monday morning and said he has conflicts with his attorney, Scott McElveen, and asked the judge to allow him to represent himself.

Carol Judge-Rubin, court clerk, said she had to tell Reed that he was not allowed to represent himself. She said she had to tell him that he was not allowed to represent himself because he was not a lawyer.

Reed also claimed that McElveen had not received the victim's statement. McElveen said Monday was the first time he heard Reed's concerns, adding he met with Reed at the Benton County Jail on Sunday morning.

Reed said he had no lawyer. He said he had no lawyer because he was not a lawyer. He said he had no lawyer because he was not a lawyer. He said he had no lawyer because he was not a lawyer.

Reed said he had no lawyer. He said he had no lawyer because he was not a lawyer. He said he had no lawyer because he was not a lawyer. He said he had no lawyer because he was not a lawyer.

Reed said he had no lawyer. He said he had no lawyer because he was not a lawyer. He said he had no lawyer because he was not a lawyer. He said he had no lawyer because he was not a lawyer.

Bentonville School District arrives at price for new schools

DAVID M. SEAL
STAFF WRITER

BENTONVILLE — Builders for the school district's next two schools will have about \$2.2 million less than originally budgeted.

The school board on Monday unanimously approved a 10% cost reduction on the original \$22.2 million budget for two new schools.

The school board on Monday unanimously approved a 10% cost reduction on the original \$22.2 million budget for two new schools.

The school board on Monday unanimously approved a 10% cost reduction on the original \$22.2 million budget for two new schools.

Report: Deputy cited for public intoxication

DAVID M. SEAL
STAFF WRITER

A Benton County Sheriff's Office deputy was cited for public intoxication after a 911 call on Sunday.

The deputy was cited for public intoxication after a 911 call on Sunday. The deputy was cited for public intoxication after a 911 call on Sunday.

The deputy was cited for public intoxication after a 911 call on Sunday. The deputy was cited for public intoxication after a 911 call on Sunday.

Squabbles

DAVID M. SEAL
STAFF WRITER

A dispute over a piece of land in the town of Bentonville has led to a lawsuit.

The dispute over a piece of land in the town of Bentonville has led to a lawsuit. The dispute over a piece of land in the town of Bentonville has led to a lawsuit.

The dispute over a piece of land in the town of Bentonville has led to a lawsuit. The dispute over a piece of land in the town of Bentonville has led to a lawsuit.

Hunter pleads not guilty to murder

DAVID M. SEAL
STAFF WRITER

A long-horned hunter accused of fatally shooting a man in rural Carroll County pleaded not guilty to first-degree murder charges Monday.

The hunter pleaded not guilty to first-degree murder charges Monday. The hunter pleaded not guilty to first-degree murder charges Monday.

The hunter pleaded not guilty to first-degree murder charges Monday. The hunter pleaded not guilty to first-degree murder charges Monday.

Transportation grants

DAVID M. SEAL
STAFF WRITER

Benton County officials are seeking transportation grants for a new project.

The officials are seeking transportation grants for a new project. The officials are seeking transportation grants for a new project.

The officials are seeking transportation grants for a new project. The officials are seeking transportation grants for a new project.

ATTACHMENT 3

Community Support

The
WALTON FAMILY
FOUNDATION

April 27, 2016

Mr. Johnny Key
Commissioner
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Mr. Key,

I am writing to confirm that the Walton Family Foundation supports newly authorized open-enrollment public charter schools through our school start up and expansion grant programs, at \$250,000 for new schools and up to \$500,000 for successful expansion schools authorized in Arkansas and vetted by our own foundation staff via our grant process.

The foundation has already made investments in Responsive Ed Charter Schools in Arkansas, and feels that their application for Fayetteville will be equally strong. As such, I feel confident that should Responsive Ed be authorized by the Charter Council and subsequently the State Board of Education, the foundation will deem it worthy of appropriate funding for expansion.

If you have any questions, please don't hesitate to contact me.

Sincerely,



Kathy Smith
Senior Program Officer

ATTACHMENT 4

Proposed 2017-2018 Calendar

2017-2018 School Calendar

102

Fayetteville Classical Academy

3155 North College Street
Fayetteville, AR 72703

July 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2017						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2017						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2017						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2017						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2017						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Aug 7-11	Professional Development Days
Aug 14	First Day of School for Students
Sep 4	Labor Day
Oct 10-11	Fall Break - No School
Oct 13	End of 1st Term
Nov 3	Professional Development Day
Nov 20-24	Thanksgiving Vacation
Dec 18-Jan 1	Winter Break
Dec 15	End of 2nd Term
Jan 19	Professional Development Day
Jan 22	Martin Luther King, Jr. Day
Feb 19	Presidents' Day
Mar 15-16	Professional Development Day
Mar 30	End of 3rd Term
Mar 19-23	Spring Break
Apr 16	Professional Development Day
Jun 1	End of 4th Term

Attendance\Grade Reporting		
1st Quarter:	08/14/2017 - 10/13/2017	44 Days
2nd Quarter:	10/16/2017 - 12/15/2017	40 Days
3rd Quarter:	01/02/2018 - 03/30/2018	50 Days
4th Quarter:	4/2/2018 - 6/1/2018	44 Days
Total Days		178

Category of Events

Professional Development

August 7-11
November 3
January 19
March 15-16
April 16

January 2018						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



February 2018						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			



March 2018						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31


April 2018						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2018						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2018						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

 School Closed
 Early Release

 Employee Planning (no school for students)
 Report Cards

 Parent Teacher Conferences
First & Last Day of School

ATTACHMENT 5

Budget Information

2016
Public Charter School Application
Personnel Salary Schedule

Administrative Positions:		2017-2018	2017-2018	2018-2019	2018-2019
Line #		No. FTEs	Salary	No. FTEs	Salary
1	Regional Director of School Operations	0.2	\$90,000.00	0.2	\$90,000.00
2	Regional Director of Special Education	0.2	\$54,587.00	0.2	\$54,587.00
3	Campus Director/Headmaster	1	\$90,000.00	1	\$90,000.00
4	Administrative Assistant	1	\$31,392.00	1	\$31,392.00
5	Subtotal:		\$150,309.40		\$150,309.40
6	Fringe Benefits (rate used <u>28</u> %)		\$42,086.63		\$42,086.63
7	Total Administrative Positions:		\$192,396.03		\$192,396.03
Regular Classroom Instruction:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
8	Teachers	5.25	\$45,000.00	6.25	\$45,000.00
9	Aides	1.2	\$23,850.00	1.4	\$23,850.00
10	Subtotal:		\$264,870.00		\$314,640.00
11	Teacher Fringe Benefits (rate used <u>28</u> %)		\$66,150.00		\$78,750.00
12	Aide Fringe Benefits (rate used <u>28</u> %)		\$8,013.60		\$9,349.20
13	Total Regular Classroom Instruction:		\$339,033.60		\$402,739.20
Special Education:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
14	Teachers	1	\$40,242.00	1	\$40,242.00
15	Aides				
16	Subtotal:		\$40,242.00		\$40,242.00
17	Teacher Fringe Benefits (rate used <u>28</u> %)		\$11,267.76		\$11,267.76
18	Aide Fringe Benefits (rate used <u>0</u> %)		\$0.00		\$0.00
19	Total Special Education:		\$51,509.76		\$51,509.76
Gifted and Talented Program:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
20	Teachers				
21	Aides				
22	Subtotal:				
23	Teacher Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
24	Aide Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
25	Total Gifted and Talented Program:		\$0.00		\$0.00
Alternative Education Program/ Alternative Learning Environments:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
26	Teachers				
27	Aides				
28	Subtotal:				
29	Teacher Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
30	Aide Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
31	Total Alternative Education Program/ Alternative Learning Environments:		\$0.00		\$0.00

English Language Learner Program:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
32					
33	Subtotal:				
34	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
35	Total English Language Learner Program:		\$0.00		\$0.00
Guidance Services:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
36					
37	Subtotal:				
38	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
39	Total Guidance Services:		\$0.00		\$0.00
Health Services:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
40					
41	Subtotal:				
42	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
43	Total Health Services:		\$0.00		\$0.00
Media Services:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
44					
45	Subtotal:				
46	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
47	Total Media Services:		\$0.00		\$0.00
Fiscal Services:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
48					
49	Subtotal:				
50	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
51	Total Fiscal Services:		\$0.00		\$0.00
Maintenance and Operation:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
52					
53	Subtotal:				
54	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
55	Total Maintenance and Operation:		\$0.00		\$0.00
Pupil Transportation:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
56					
57	Subtotal:				
58	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
59	Total Pupil Transportation:		\$0.00		\$0.00

Food Services:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
60	CNP Stipend	1	\$608.00	1	\$1,759.00
61	Subtotal:		\$608.00		\$1,759.00
62	Fringe Benefits (rate used <u>28</u> %)		\$170.24		\$492.52
63	Total Food Services:		\$778.24		\$2,251.52
Data Processing:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
64					
65	Subtotal:				
66	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
67	Total Data Processing:		\$0.00		\$0.00
Substitute Personnel:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
68	Number of Certified Substitutes <u>1</u>	1	\$4,546.00	1	\$4,546.00
69	Number of Classified Substitutes _____				
70	Subtotal:		\$4,546.00		\$4,546.00
71	Certified Fringe Benefits (rate used <u>28</u> %)		\$1,272.88		\$1,272.88
72	Classified Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
73	Total Substitute Personnel:		\$5,818.88		\$5,818.88
74	TOTAL EXPENDITURES FOR SALARIES:		\$589,536.51		\$654,715.39

**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:				<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
Line #	2017-2018				
1	Number of Students	147 X \$6,646.00	State Foundation Funding	\$976,962.00	
2	Number of Students	147 X \$26.00	Professional Development	\$3,822.00	
3	Number of Students	14 X \$526.00	NSL Funding: 0-69%	\$7,421.86	
4	Number of Students	X	Other: <i>Explain Below</i>		
5	Number of Students	X	Other: <i>Explain Below</i>		
6	Number of Students	X	Other: <i>Explain Below</i>		
7	Number of Students	X	Other: <i>Explain Below</i>		
8	Number of Students	X	Other: <i>Explain Below</i>		
	2018-2019				
9	Number of Students	172 X \$6,646.00	State Foundation Funding		\$1,143,112.00
10	Number of Students	172 X \$26.00	Professional Development		\$4,472.00
11	Number of Students	17 X \$526.00	NSL Funding: 0-70%		\$8,684.26
12	Number of Students	X	Other: <i>Explain Below</i>		
13	Number of Students	X	Other: <i>Explain Below</i>		
14	Number of Students	X	Other: <i>Explain Below</i>		
15	Total State Public Charter School Aid:			\$988,205.86	\$1,156,268.26
Federal Charter School Aid:				<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
16	Title I			\$8,251.00	\$12,040.00
17	Special Education			\$47,029.00	\$47,029.00
18	Child Nutrition			\$8,664.00	\$10,137.00
19	Other:				
20	Total Federal Charter School Aid:			\$63,944.00	\$69,206.00
Other Sources of Revenues:				<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
<small>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</small>					
21	Private Donations or Gifts				
22	Special Grants (List the amount)			\$250,000.00	\$250,000.00
23	Other (Specifically Describe)				
24	Total Other Sources of Revenues:			\$250,000.00	\$250,000.00
25	TOTAL REVENUES:			\$1,302,149.86	\$1,475,474.26

EXPENDITURES

Administration:		2017-2018 Amount:	2018-2019 Amount:
26	Salaries and Benefits	\$192,396.03	\$192,396.03
	Purchased Services (List Vendors Below)		
27	V - AD 1		
28	Supplies and Materials	\$3,258.00	\$3,642.00
29	Equipment	\$18,818.18	\$18,666.67
	Other (List Below)		
30	Professional Development	\$1,305.82	\$1,352.67
31	Travel	\$1,818.18	\$1,666.67
32	Total Administration:	\$217,596.21	\$217,724.04
Regular Classroom Instruction:		2017-2018 Amount:	2018-2019 Amount:
33	Salaries and Benefits	\$339,033.60	\$402,739.20
	Purchased Services (List Vendors Below)		
34	V - CI 1 Professional Services	\$1,000.00	\$1,000.00
35	Supplies and Materials	\$11,533.00	\$12,984.00
36	Equipment	\$8,181.82	\$8,333.33
	Other (List Below)		
37	Curriculum/Textbooks	\$21,168.00	\$24,768.00
38	Reading Materials	\$423.00	\$495.00
39	Professional Development	\$5,876.18	\$6,763.33
40	Travel	\$8,181.82	\$8,333.33
41	Total Regular Classroom Instruction:	\$395,397.42	\$465,416.19
Special Education:		2017-2018 Amount:	2018-2019 Amount:
42	Salaries and Benefits	\$51,509.76	\$51,509.76
	Purchased Services (List Vendors Below)		
43	V - SE 1		
44	Supplies and Materials		
45	Equipment		
	Other (List Below)		
46			
47	Total Special Education:	\$51,509.76	\$51,509.76
Gifted and Talented Program:		2017-2018 Amount:	2018-2019 Amount:
48	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
49	V - GT 1		
50	Supplies and Materials		
51	Equipment		
	Other (List Below)		
52			
53	Total Gifted and Talented Program:	\$0.00	\$0.00

Alternative Education Program/ Alternative Learning Environments:		2017-2018 Amount:	2018-2019 Amount:
54	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services (List Vendors Below)		
55	V - ALE 1 _____		
56	Supplies and Materials		
57	Equipment		
	Other (List Below)		
58	_____		
59	Total Alternative Education Program/ Alternative Learning Environments:	<u>\$0.00</u>	<u>\$0.00</u>
English Language Learner Program:		2017-2018 Amount:	2018-2019 Amount:
60	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services (List Vendors Below)		
61	V - ELL 1 _____		
62	Supplies and Materials		
63	Equipment		
	Other (List Below)		
64	_____		
65	Total English Language Learner Program:	<u>\$0.00</u>	<u>\$0.00</u>
Guidance Services:		2017-2018 Amount:	2018-2019 Amount:
66	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services (List Vendors Below)		
67	V - GS 1 _____		
68	Supplies and Materials		
69	Equipment		
	Other (List Below)		
70	_____		
71	Total Guidance Services:	<u>\$0.00</u>	<u>\$0.00</u>
Health Services:		2017-2018 Amount:	2018-2019 Amount:
72	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services (List Vendors Below)		
73	V - HS 1 _____		
74	Supplies and Materials		
75	Equipment		
	Other (List Below)		
76	_____		
77	Total Health Services:	<u>\$0.00</u>	<u>\$0.00</u>

Media Services:		2017-2018 Amount:	2018-2019 Amount:
78	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
79	V - MS 1		
80	Supplies and Materials		
81	Equipment		
	Other (List Below)		
82	Marketing Services	\$5,000.00	\$5,000.00
83	Advertising	\$2,000.00	\$2,000.00
84	Total Media Services:	\$7,000.00	\$7,000.00
Fiscal Services:		2017-2018 Amount:	2018-2019 Amount:
85	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
86	V - FS 1 Audit - Thomas and Thomas	\$15,000.00	\$15,000.00
87	Supplies and Materials		
88	Equipment		
	Other (List Below)		
89			
90	Total Fiscal Services:	\$15,000.00	\$15,000.00
Maintenance and Operation:		2017-2018 Amount:	2018-2019 Amount:
91	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
	INCLUDE UTILITIES		
92	V - MO 1 Water/Sewer	\$2,259.00	\$2,259.00
93	V - MO 2 Disposal/Sanitation	\$3,456.00	\$3,456.00
94	V - MO 3 Janitorial - Superior Sanitation	\$15,000.00	\$15,000.00
95	V - MO 4 Natural Gas	\$3,300.00	\$3,300.00
96	V - MO 5 Electricity	\$8,987.00	\$8,987.00
97	V - MO 6 Contracted Maint. & Repair - Building Repair	\$28,800.00	\$28,800.00
98	V - MO 7 Contracted Maint. & Repair - Miscellaneous	\$1,000.00	\$1,000.00
99	V - MO 8 Equipment Rental	\$780.00	\$780.00
100	Supplies and Materials	\$6,000.00	\$6,000.00
101	Equipment		
	Other (List Below)		
102			
103	Total Maintenance and Operation:	\$69,582.00	\$69,582.00
Pupil Transportation:		2017-2018 Amount:	2018-2019 Amount:
104	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
105	V - PT 1		
106	Supplies and Materials		
107	Equipment		
	Other (List Below)		
108			
109	Total Pupil Transportation:	\$0.00	\$0.00

Food Services:		2017-2018 Amount:	2018-2019 Amount:
110	Salaries and Benefits	\$778.24	\$2,251.52
	Purchased Services (List Vendors Below)		
111	V - FD 1		
112	Supplies and Materials	\$5,397.00	\$7,885.00
113	Equipment		
	Other (List Below)		
114			
115	Total Food Services:	\$6,175.24	\$10,136.52
Data Processing:		2017-2018 Amount:	2018-2019 Amount:
116	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
117	V - DP 1 Internet	\$9,000.00	\$9,000.00
118	V - DP 2 Telephone	\$7,000.00	\$7,000.00
119	Supplies and Materials		
120	Equipment		
	Other (List Below)		
121	Consulting Fee	\$2,821.00	\$3,216.00
122	Total Data Processing:	\$18,821.00	\$19,216.00
Substitute Personnel:		2017-2018 Amount:	2018-2019 Amount:
123	Salaries and Benefits	\$5,818.88	\$5,818.88
	Purchased Services (List Vendors Below)		
124	V - SB 1		
125	Total Substitute Personnel:	\$5,818.88	\$5,818.88
Facilities:		2017-2018 Amount:	2018-2019 Amount:
126	Lease/Purchase Contract for One Full Year	\$238,500.00	\$372,012.00
	Facility Upgrades (List Upgrades Below)		
127			
128	Property Insurance for One Full Year	\$3,200.00	\$3,200.00
129	Content Insurance for One Full Year		
130	Total Facilities:	\$241,700.00	\$375,212.00
Debt Expenditures:		2017-2018 Amount:	2018-2019 Amount:
	List Debts Below		
131			
132	Total Debt Expenditures:		
Other Expenditures:		2017-2018 Amount:	2018-2019 Amount:
	List Other Expenditures Below		
133	Dues	\$950.00	\$950.00
134	Miscellaneous Operating Costs	\$4,000.00	\$4,000.00
135	Charter Management Organization Administration Fee	\$148,372.00	\$173,605.00
136	Total Other Expenditures:	\$153,322.00	\$178,555.00

¹³⁷ TOTAL EXPENDITURES:**\$1,181,922.51****\$1,415,170.39****¹³⁸ NET REVENUE OVER EXPENDITURES:****\$120,227.35****\$60,303.87**

ATTACHMENT 6

Facilities Utilization Agreement

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT

Lessor(Owner): Paradigm Companies

Lessee(Tenant): Responsive Education Solutions of Arkansas, an Arkansas non-profit

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

Vacant since August 2015. A portion was formerly a charter school

Address of Premises: 3155 N. College Avenue, Fayetteville, AR

Square Footage: 13,400 yr1 + 7500 sf yr 2

Terms of Lease: 5 yr + two 5 year options. Lease start 7/2017

Rental Amount: \$19,876/mo Yr1; \$31,002/mo Yr 2+

Contingency: The terms of this agreement are contingent upon

Responsive Education Solutions of Arkansas

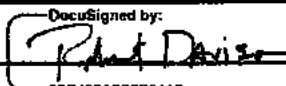
Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2016

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas 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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Responsive Education Solutions of Arkansas, an Arkansas non-profit

By:  Date 4/27/2016

Lessor: Paradigm Companies

By: _____ Date _____

ATTACHMENT 7

Statement of Assurance

2016 APPLICATION OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL 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:

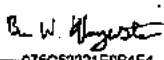
1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space- 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 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 statutes or 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.

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

7. 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.
8. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.
9. 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 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.
10. 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.
11. 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.
12. 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.
13. 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 Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 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 Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and

14. Health and safety codes as established by the State Board of Education 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.

DocuSigned by:


075C52225F05A54

4/27/2016

Signature of President of the Sponsoring Entity Board of Directors

Date

Ben Klingenstein

Printed Name

ATTACHMENT 8

Prior Involvement

Name of Individual with Prior Charter Experience Mr. Marvin Reynolds, President

Position with Proposed Charter Board Member of Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of Pine Bluff	Board Member	Operating	308 S. Blake St. Pine Bluff, AR 71601	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Board Member	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Board Member	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Board Member	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Mr. Lance Losey

Position with Proposed Charter Board Member of Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of Pine Bluff	Board Member	Operating	308 S. Blake St. Pine Bluff, AR 71601	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Board Member	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Board Member	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Board Member	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Mr. Daniel Maddalena, Vice-President

Position with Proposed Charter Board Member of Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of Pine Bluff	Board Member	Operating	308 S. Blake St. Pine Bluff, AR 71601	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Board Member	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Board Member	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Board Member	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Mr. Ben Klingenstein, Secretary

Position with Proposed Charter Board Member of Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of Pine Bluff	Board Member	Operating	308 S. Blake St. Pine Bluff, AR 71601	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Board Member	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Board Member	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Board Member	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Charles Cook

Position with Proposed Charter Chief Executive Officer - Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of Pine Bluff	Chief Executive Officer - Responsive Education Solutions	Operating	308 S. Blake St. Pine Bluff, AR 71601	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Chief Executive Officer - Responsive Education Solutions	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Chief Executive Officer - Responsive Education Solutions	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Chief Executive Officer - Responsive Education Solutions	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Dr. Mary Ann Duncan

Position with Proposed Charter Superintendent of Responsive Education Solutions - Arkansas

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of Pine Bluff	Superintendent	Operating	308 S. Blake St. Pine Bluff, AR 71601	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Superintendent	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Superintendent	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Superintendent	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Curtis Shack

Position with Proposed Charter AR Program Manager - Responsive Education Solutions - Arkansas

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of Pine Bluff	AR Program Manager	Operating	308 S. Blake St. Pine Bluff, AR 71601	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	AR Program Manager	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	AR Program Manager	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	AR Program Manager	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience James Taylor

Position with Proposed Charter Chief Financial Officer – Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of Pine Bluff	Chief Financial Officer - Responsive Education Solutions	Operating	308 S. Blake St. Pine Bluff, AR 71601	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Chief Financial Officer - Responsive Education Solutions	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Chief Financial Officer - Responsive Education Solutions	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Chief Financial Officer - Responsive Education Solutions	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Robert Davison

Position with Proposed Charter Chief Operating Officer - Responsive Education Solutions and Chief Executive Officer - ResponsiveEd School Services

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of Pine Bluff	Chief Operating Officer - Responsive Education Solutions	Operating	308 S. Blake St. Pine Bluff, AR 71601	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Chief Operating Officer - Responsive Education Solutions	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Chief Operating Officer - Responsive Education Solutions	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Chief Operating Officer - Responsive Education Solutions	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience John Thorburn

Position with Proposed Charter Director of Language Arts K-12 - Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of Pine Bluff	Director of Language Arts K-12	Operating	308 S. Blake St. Pine Bluff, AR 71601	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Director of Language Arts K-12	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Director of Language Arts K-12	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Director of Language Arts K-12	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Scott Davis

Position with Proposed Charter Executive Director of Classical Schools - Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of West Little Rock	Executive Director of Classical Schools	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Executive Director of Classical Schools	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Glenda Simons

Position with Proposed Charter Executive Director of Academics - Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of Pine Bluff	Executive Director of Academics	Operating	308 S. Blake St. Pine Bluff, AR 71601	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Executive Director of Academics	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Executive Director of Academics	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Executive Director of Academics	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Dr.. Steve Bourgouis

Position with Proposed Charter Executive Director of Research and Instruction - Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of Pine Bluff	Executive Director of Research and Instruction	Operating	308 S. Blake St. Pine Bluff, AR 71601	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Executive Director of Research and Instruction	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Executive Director of Research and Instruction	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Executive Director of Research and Instruction	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

District: FAYETTEVILLE SCHOOL DISTRICT **Superintendent:** PAUL HEWITT**LEA:** 7203000**Attendance** 94.71**Enrollment:** 9503**Poverty Rate:** 40.26**Address:** 1000 W. STONE ST.**Address:** FAYETTEVILLE, AR 72701**Phone:** (479) 444-3000**OVERALL SCHOOL STATUS:** 2014 NEEDS IMPROVEMENT**PERCENT TESTED**

PERCENT TESTED STATUS:	ACHIEVING					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	5682	5754	98.75	5372	5411	99.28
Targeted Achievement Gap Group	2699	2761	97.75	2636	2667	98.84
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	529	540	97.96	503	507	99.21
Hispanic	666	678	98.23	659	663	99.40
White	3895	3925	99.24	3639	3664	99.32
Economically Disadvantaged	2395	2452	97.68	2337	2364	98.86
English Language Learners	435	452	96.24	451	453	99.56
Students with Disabilities	687	703	97.72	657	669	98.21

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	2969	5414	54.84	22.73
Targeted Achievement Gap Group	790	2492	31.70	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	129	487	26.49	10.77
Hispanic	220	630	34.92	18.35
White	2332	3732	62.49	26.04
Economically Disadvantaged	709	2197	32.27	17.63
English Language Learners	89	422	21.09	7.64
Students with Disabilities	88	650	13.54	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	2186	5107	42.80	13.95
Targeted Achievement Gap Group	563	2427	23.20	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	71	462	15.37	5.87
Hispanic	151	620	24.35	12.10
White	1725	3490	49.43	17.14
Economically Disadvantaged	499	2136	23.36	11.02
English Language Learners	97	432	22.45	6.23
Students with Disabilities	77	622	12.38	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		ACHIEVING			
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	543	601	90.35	83.73	94.00
Targeted Achievement Gap Group	185	226	81.86	69.89	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	1593	1813	87.87	83.73	94.00
Targeted Achievement Gap Group	474	621	76.33	69.89	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	69	73	94.52	70.71	
Hispanic	43	51	84.31	77.78	
White	402	442	90.95	86.04	
Economically Disadvantaged	153	189	80.95	66.25	
English Language Learners	27	31	87.10	86.05	
Students with Disabilities	47	57	82.46	69.45	

District: FAYETTEVILLE SCHOOL DISTRICT **Superintendent:** PAUL HEWITT
LEA: 7203000 **Attendance** 94.71
Enrollment: 9503 **Poverty Rate:** 40.26

Address: 1000 W. STONE ST.
Address: FAYETTEVILLE, AR 72701
Phone: (479) 444-3000

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only: 46
Number of enrolled students with completed EOY only: 68

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016

District: FARMINGTON SCHOOL DISTRICT**Superintendent:** BRYAN LAW**Address:** 42 S. DOUBLE SPRINGS ROAD**LEA:** 7202000**Attendance** 95.34**Address:** FARMINGTON, AR 72730**Enrollment:** 2321**Poverty Rate:** 40.67**Phone:** (479) 266-1862**OVERALL SCHOOL STATUS:****2014 NEEDS IMPROVEMENT****PERCENT TESTED**

PERCENT TESTED STATUS:		ACHIEVING				
		ELA			MATHEMATICS	
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1438	1439	99.93	1397	1398	99.93
Targeted Achievement Gap Group	686	687	99.85	671	672	99.85
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	35	35	100.00	35	35	100.00
Hispanic	120	120	100.00	119	119	100.00
White	1222	1223	99.92	1182	1183	99.92
Economically Disadvantaged	621	622	99.84	609	610	99.84
English Language Learners	61	61	100.00	61	61	100.00
Students with Disabilities	159	159	100.00	150	150	100.00

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	542	1385	39.13	22.73
Targeted Achievement Gap Group	165	647	25.50	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	8	33	24.24	10.77
Hispanic	16	113	14.16	18.35
White	497	1181	42.08	26.04
Economically Disadvantaged	154	585	26.32	17.63
English Language Learners	6	56	10.71	7.64
Students with Disabilities	23	147	15.65	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	406	1357	29.92	13.95
Targeted Achievement Gap Group	132	642	20.56	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	7	34	20.59	5.87
Hispanic	21	115	18.26	12.10
White	357	1148	31.10	17.14
Economically Disadvantaged	121	582	20.79	11.02
English Language Learners	7	58	12.07	6.23
Students with Disabilities	23	140	16.43	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		ACHIEVING			
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	153	157	97.45	87.65	94.00
Targeted Achievement Gap Group	58	61	95.08	86.37	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	456	474	96.20	87.65	94.00
Targeted Achievement Gap Group	156	167	93.41	86.37	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	83.33	
Hispanic	10	10	100.00	80.95	
White	135	139	97.12	87.98	
Economically Disadvantaged	53	55	96.36	86.67	
English Language Learners	n < 10	n < 10	n < 10	33.33	
Students with Disabilities	16	17	94.12	84.61	

District: FARMINGTON SCHOOL DISTRICT
LEA: 7202000
Enrollment: 2321

Superintendent: BRYAN LAW
Attendance 95.34
Poverty Rate: 40.67

Address: 42 S. DOUBLE SPRINGS ROAD
Address: FARMINGTON, AR 72730
Phone: (479) 266-1862

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	1
Number of enrolled students with completed EOY only:	10

Percent Tested: Source and Use of Enrollment

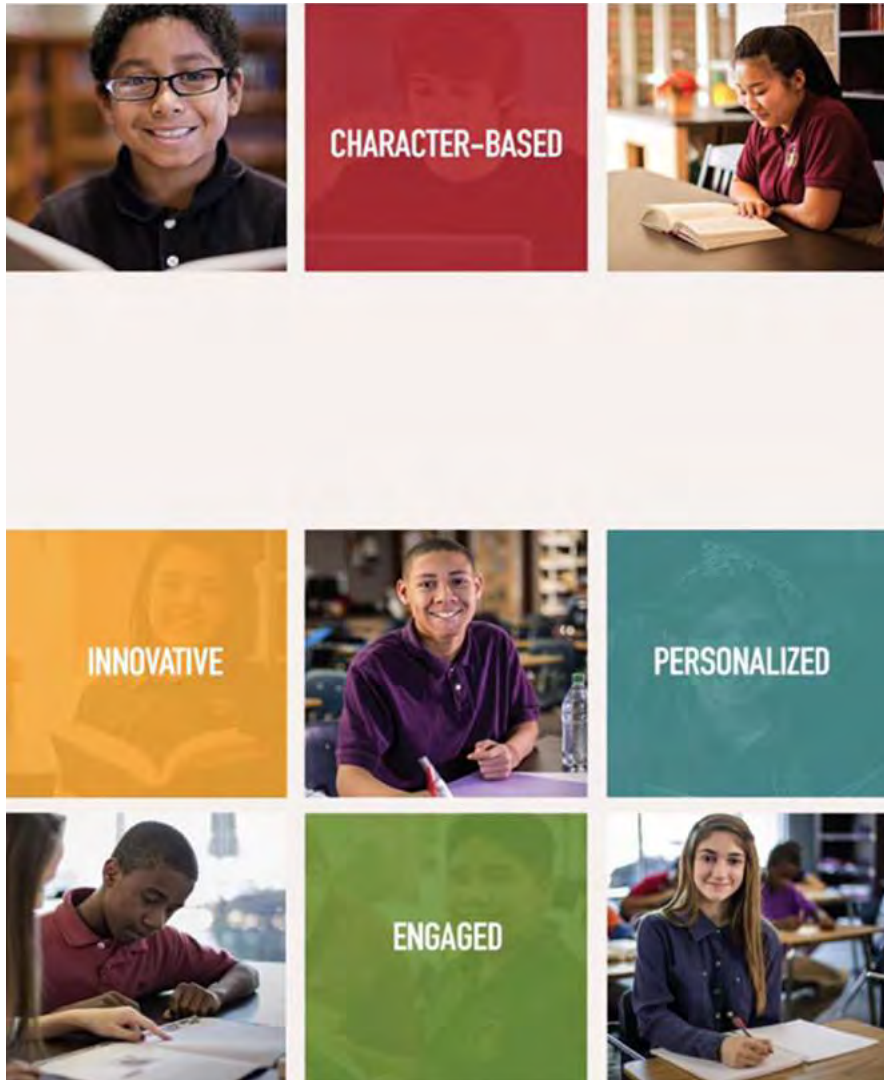
For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016



Fayetteville Classical Academy Presentation

August 17, 2016

RESPONSIVE ED
 RESPONSIVE TO THE COMMUNITY . . . DESIGNED FOR THE STUDENT.

Outline of Presentation

- **The Need**
- **Our Mission**
- **Theoretical Grounding**
- **Distinctives**

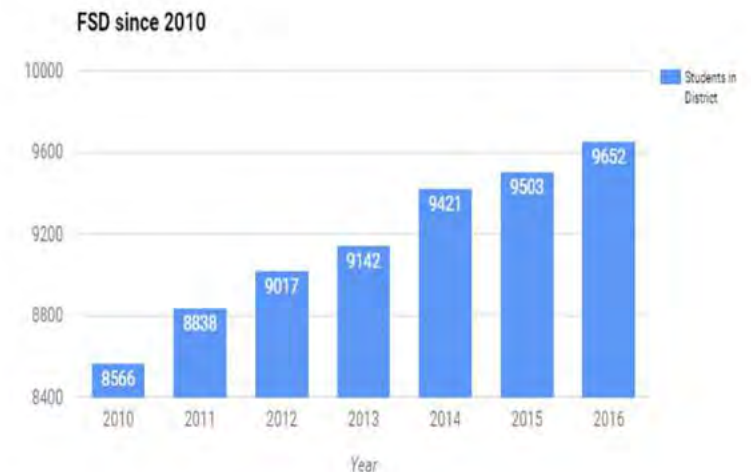
Fayetteville: One of the **fastest growing** cities in Arkansas

+12.6% in both city & district from 2010-2015

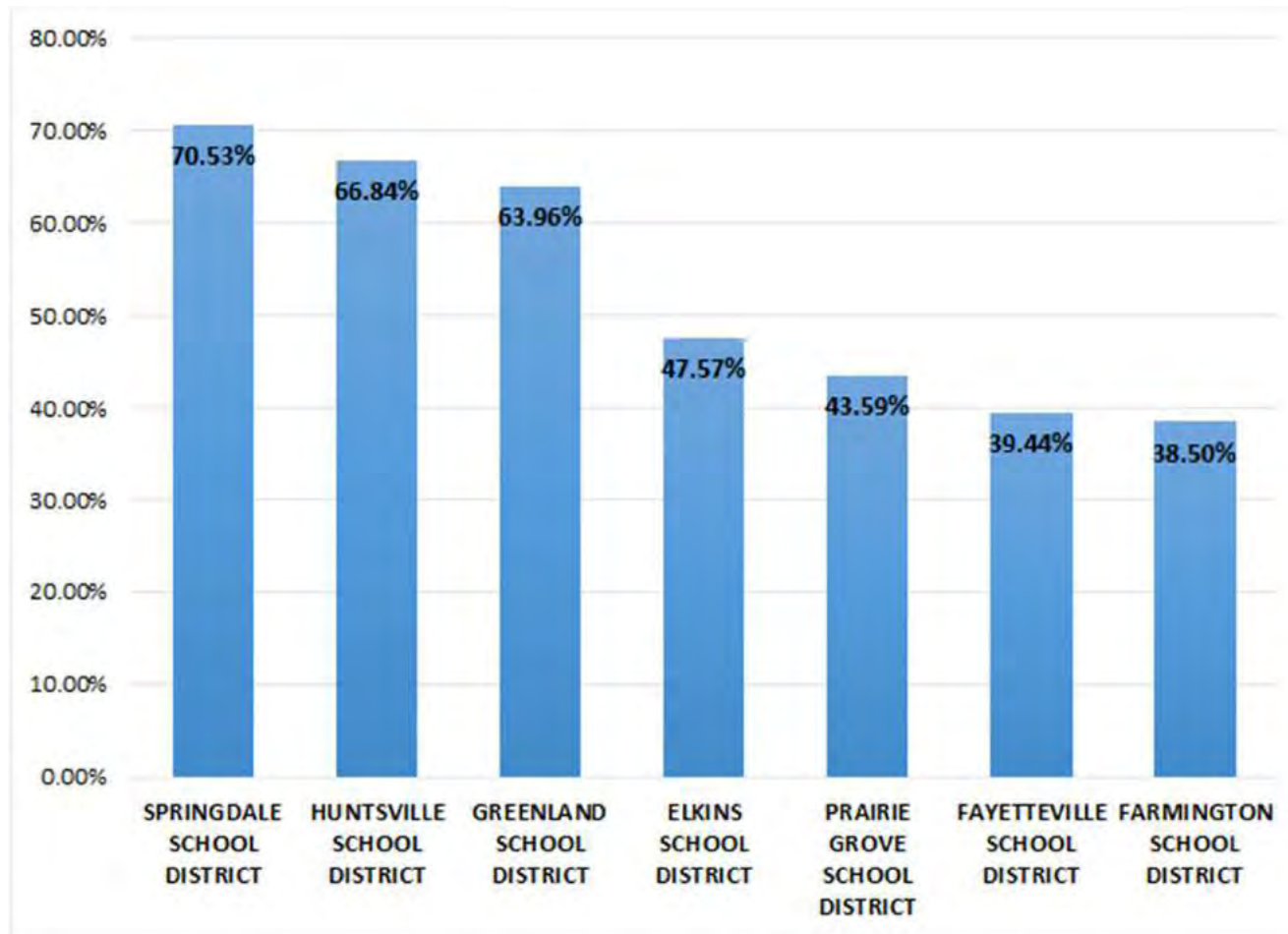
Fayetteville HS: 2,764 students (Grades 9-12)

Ramay JH: 710; Woodland JH: 746 (Grades 7 & 8)

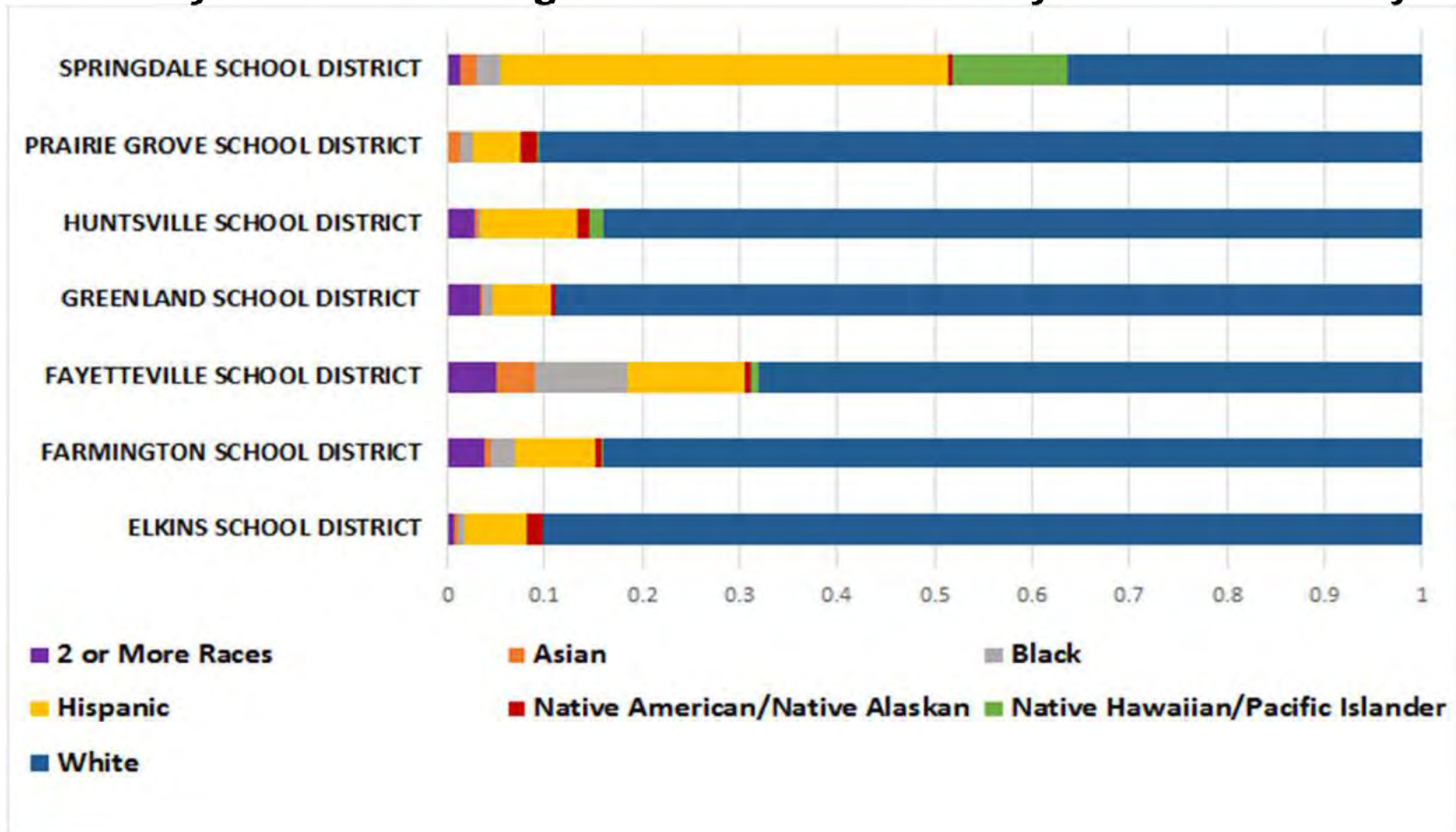
Holt MS: 444; McNair MS: 725 (Grades 5 & 6)



2016 Free-Reduced Lunch



2016 Fayetteville & Contiguous School Districts by Student Ethnicity



Mission

Fayetteville Classical Academy seeks to provide a well-rounded and distinctly 21st century classical education that promotes intellectual curiosity, critical thinking, and virtue, preparing students to make a meaningful contribution in a free society.

Theoretical Grounding of Our Motivational Approach

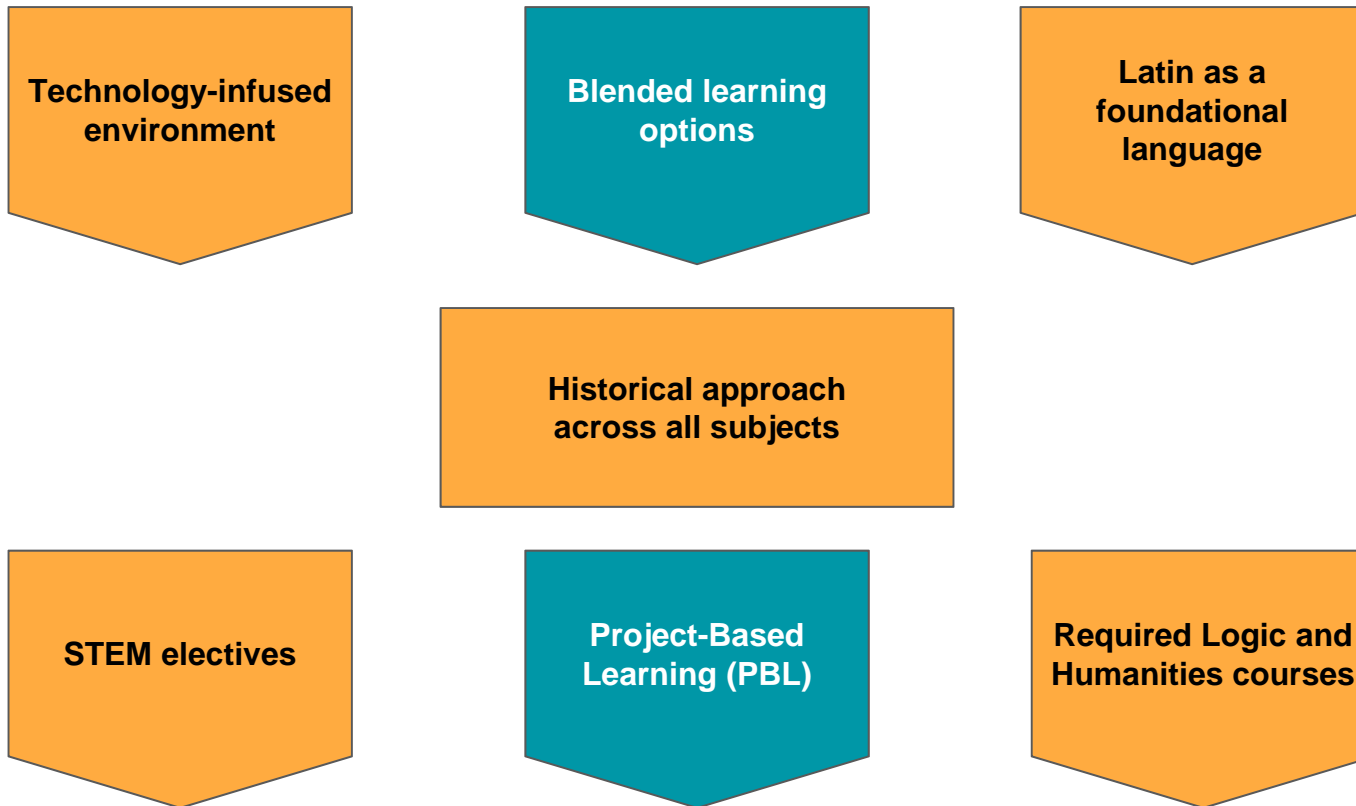
Self-determination theory (Deci & Ryan, 1985, 2013) posits three basic psychological needs:

- ***Autonomy***
- ***Competence***
- ***Relatedness***

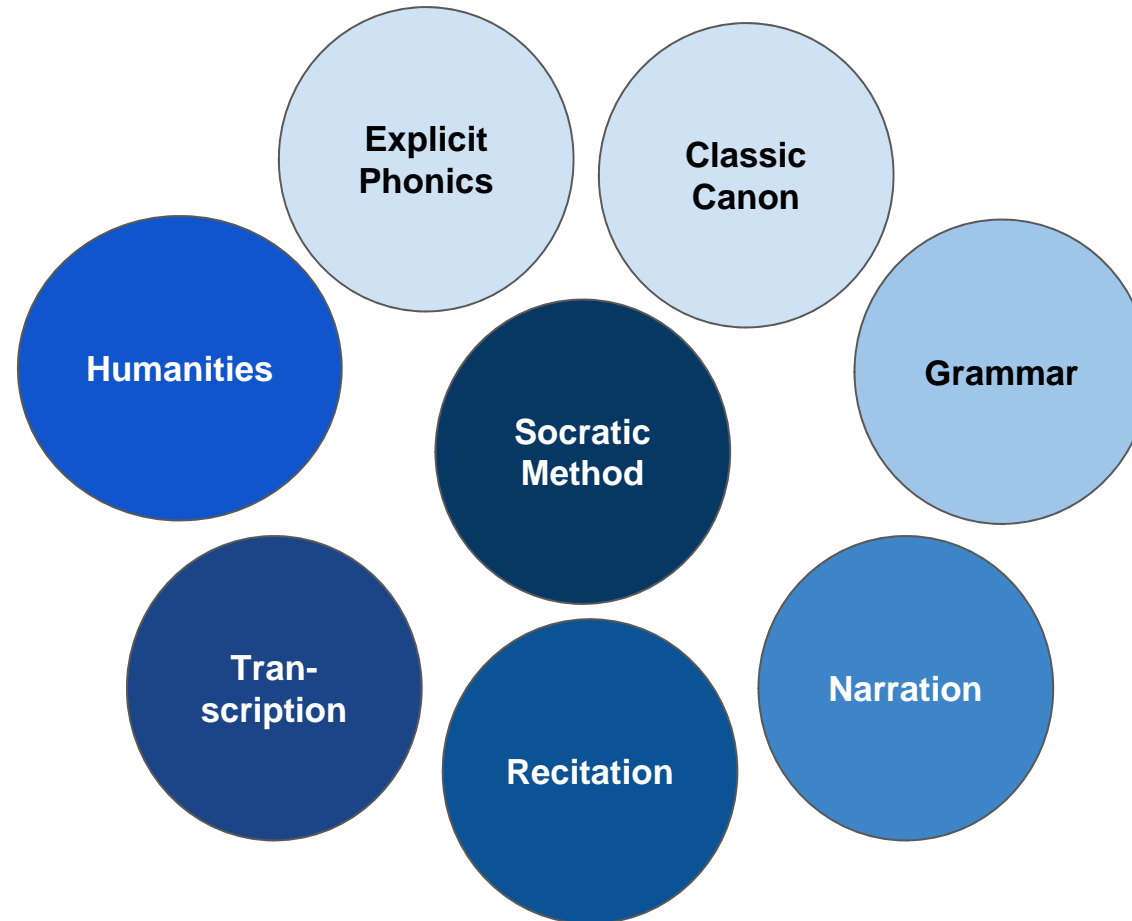
To the extent that these needs are met, individuals experience optimal functioning and intrinsic motivation.

Our integrated classical curriculum promotes self-regulated learning.

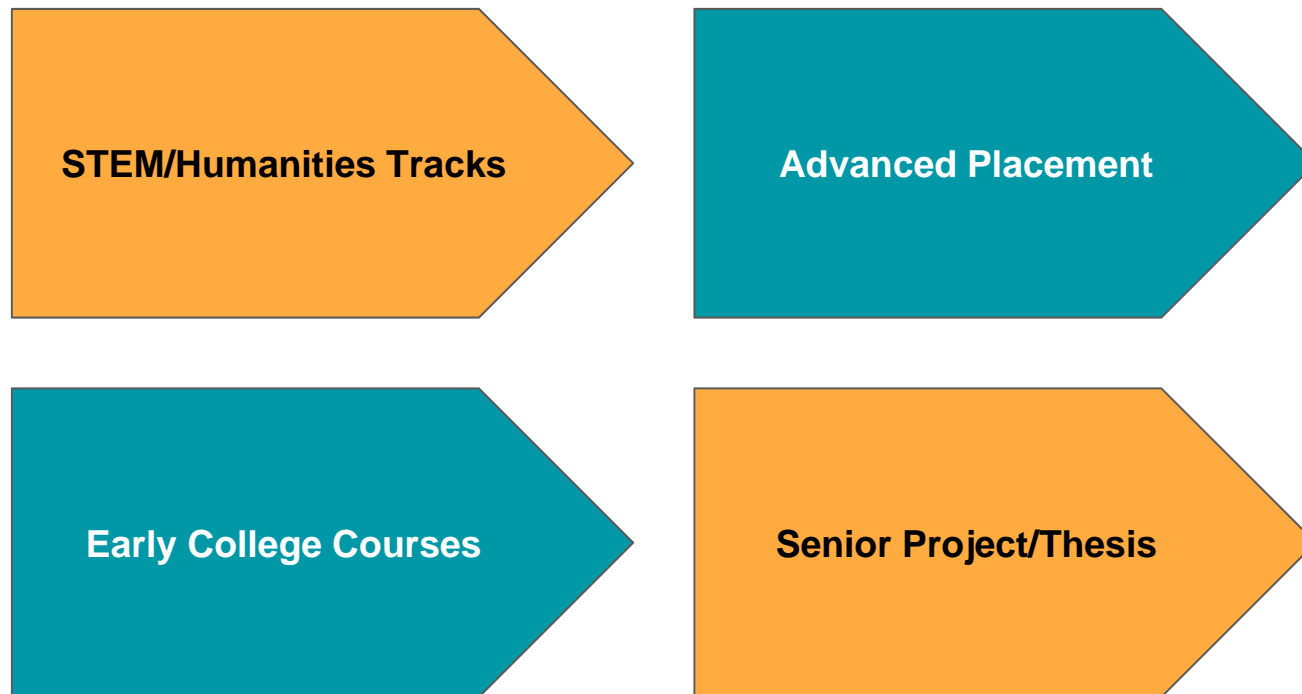
Distinctive #1: 21st Century Classical Approach



Distinctive #2: Integrated Language Arts



Distinctive #3: Two-Tier High School Track with Advanced Academics



Distinctive #4: Smaller Public School Learning Environment



Teaching Character and Skills that Resist Measurement

- Motivating oneself
- Appreciating literature
- Connecting the disciplines
- Developing new interests
- Enhancing aesthetic sensibility
- Cultivating sense of wonder
- Writing well
- Substantiating opinion
- Building self-confidence
- Fostering a love of learning

“Measurable outcomes may be the least significant results of learning.”

(McNeil, 1996, p. xviii)

Character Education: Taking a Long View

“Education worthy of the name is essentially education of character. For the genuine educator does not merely consider individual functions of his pupil, as one intending to teach him only to know or to be capable of certain definite things; but his concern is always the person as a whole, both in the actuality in which he lives before you now and in his possibilities, what he can become.” (Martin Buber, 1947)

536

At ResponsiveEd,
we serve students through...

CLASSICAL

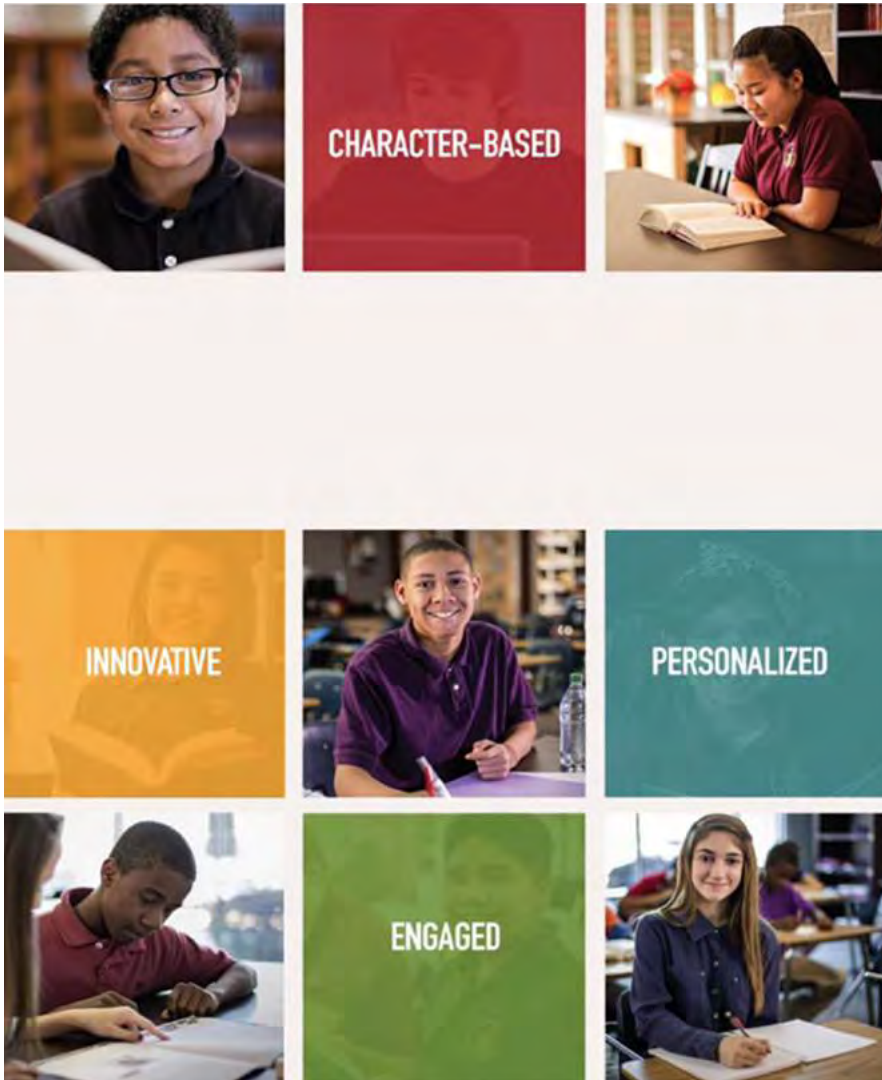
CREDIT RECOVERY

STEM

COLLEGE PREP

EARLY COLLEGE

VIRTUAL



Fayetteville Classical Academy

RESPONSIVE ED
 RESPONSIVE TO THE COMMUNITY . . . DESIGNED FOR THE STUDENT.

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT

Lessor(Owner): Farmington JK, LLC

Lessee(Tenant): Responsive Education Solutions

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility: Vacant, former grocery store location.

Address of Premises: 271 West Main Street, Farmington, AR 72730

Square Footage: 23,200 SF

Terms of Lease: Five(5) years with Five(5) year option

Rental Amount: \$9.00 psf + \$3.50 psf NNN = \$24,167 per month

Contingency: The terms of this agreement are contingent upon
Final lease negotiations and build out, and Responsive Education
Solutions. *Sponsoring Entity*

receiving a charter to operate an open-enrollment public charter school approved by
the authorizer by August of 20 16

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas 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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Responsive Education Solutions

By: _____ **Date** _____

Lessor: Farmington JK, LLC

By:  _____ **Date** 6/23/16

2016
Public Charter School Application
Personnel Salary Schedule

Administrative Positions:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
Line #					
1	Regional Director of School Operations	0.2	\$90,000.00	0.2	\$90,000.00
2	Campus Director/Headmaster	1	\$90,000.00	1	\$90,000.00
3	Administrative Assistant	1.27	\$32,000.00	1.53	\$31,392.00
4	Assistant Director			1	\$55,000.00
5	Subtotal:		\$148,640.00		\$211,029.76
6	Fringe Benefits (rate used 28 %)		\$41,619.20		\$59,088.33
7	Total Administrative Positions:		\$190,259.20		\$270,118.09
Regular Classroom Instruction:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
8	Teachers	10.52	\$41,981.00	12.88	\$41,981.00
9	Aides	2.11	\$23,850.00	2.54	\$23,850.00
10	Subtotal:		\$491,963.62		\$601,294.28
11	Teacher Fringe Benefits (rate used 28 %)		\$123,659.23		\$151,400.28
12	Aide Fringe Benefits (rate used 28 %)		\$14,090.58		\$16,962.12
13	Total Regular Classroom Instruction:		\$629,713.43		\$769,656.68
Special Education:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
14	Teachers	1	\$41,981.00	1	\$41,981.00
15	Aides				
16	Subtotal:		\$41,981.00		\$41,981.00
17	Teacher Fringe Benefits (rate used 28 %)		\$11,754.68		\$11,754.68
18	Aide Fringe Benefits (rate used 0 %)		\$0.00		\$0.00
19	Total Special Education:		\$53,735.68		\$53,735.68
Gifted and Talented Program:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
20	Teachers				
21	Aides				
22	Subtotal:				
23	Teacher Fringe Benefits (rate used %)		\$0.00		\$0.00
24	Aide Fringe Benefits (rate used %)		\$0.00		\$0.00
25	Total Gifted and Talented Program:		\$0.00		\$0.00
Alternative Education Program/ Alternative Learning Environments:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
26	Teachers				
27	Aides				
28	Subtotal:				
29	Teacher Fringe Benefits (rate used %)		\$0.00		\$0.00
30	Aide Fringe Benefits (rate used %)		\$0.00		\$0.00
31	Total Alternative Education Program/ Alternative Learning Environments:		\$0.00		\$0.00

English Language Learner Program:				153
		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs
				2018-2019 Salary
32				
33	Subtotal:			
34	Fringe Benefits (rate used _____ %)		\$0.00	\$0.00
35	Total English Language Learner Program:		\$0.00	\$0.00
Guidance Services:				
		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs
				2018-2019 Salary
36				
37	Subtotal:			
38	Fringe Benefits (rate used _____ %)		\$0.00	\$0.00
39	Total Guidance Services:		\$0.00	\$0.00
Health Services:				
		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs
				2018-2019 Salary
40				
41	Subtotal:			
42	Fringe Benefits (rate used _____ %)		\$0.00	\$0.00
43	Total Health Services:		\$0.00	\$0.00
Media Services:				
		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs
				2018-2019 Salary
44				
45	Subtotal:			
46	Fringe Benefits (rate used _____ %)		\$0.00	\$0.00
47	Total Media Services:		\$0.00	\$0.00
Fiscal Services:				
		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs
				2018-2019 Salary
48				
49	Subtotal:			
50	Fringe Benefits (rate used _____ %)		\$0.00	\$0.00
51	Total Fiscal Services:		\$0.00	\$0.00
Maintenance and Operation:				
		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs
				2018-2019 Salary
52				
53	Subtotal:			
54	Fringe Benefits (rate used _____ %)		\$0.00	\$0.00
55	Total Maintenance and Operation:		\$0.00	\$0.00
Pupil Transportation:				
		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs
				2018-2019 Salary
56				
57	Subtotal:			
58	Fringe Benefits (rate used _____ %)		\$0.00	\$0.00
59	Total Pupil Transportation:		\$0.00	\$0.00

Food Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	154 2018-2019 Salary
60	CNP Stipend	1	\$608.00	1	\$1,759.00
61	Subtotal:		\$608.00		\$1,759.00
62	Fringe Benefits (rate used 28 %)		\$170.24		\$492.52
63	Total Food Services:		\$778.24		\$2,251.52
Data Processing:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
64					
65	Subtotal:				
66	Fringe Benefits (rate used %)		\$0.00		\$0.00
67	Total Data Processing:		\$0.00		\$0.00
Substitute Personnel:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
68	Number of Certified Substitutes 1	1	\$8,833.00	1	\$10,811.00
69	Number of Classified Substitutes				
70	Subtotal:		\$8,833.00		\$10,811.00
71	Certified Fringe Benefits (rate used 28 %)		\$2,473.24		\$3,027.08
72	Classified Fringe Benefits (rate used %)		\$0.00		\$0.00
73	Total Substitute Personnel:		\$11,306.24		\$13,838.08
74	TOTAL EXPENDITURES FOR SALARIES:		\$885,792.79		\$1,109,600.05

Public Charter School Application Estimated Budget Template

REVENUES

State Public Charter School Aid:				2017-2018 Amount:	2018-2019 Amount:
Line #	2017-2018				
1	Number of Students	264	X \$6,646.00 State Foundation Funding	\$1,754,544.00	
2	Number of Students	264	X \$26.00 Professional Development	\$6,864.00	
3	Number of Students	25	X \$526.00 NSL Funding: 0-69%	\$13,328.84	
4	Number of Students		X Other: <i>Explain Below</i>		
5	Number of Students		X Other: <i>Explain Below</i>		
6	Number of Students		X Other: <i>Explain Below</i>		
7	Number of Students		X Other: <i>Explain Below</i>		
8	Number of Students		X Other: <i>Explain Below</i>		
2018-2019					
9	Number of Students	318	X \$6,646.00 State Foundation Funding		\$2,113,428.00
10	Number of Students	318	X \$26.00 Professional Development		\$8,268.00
11	Number of Students	31	X \$526.00 NSL Funding: 0-70%		\$16,058.78
12	Number of Students		X Other: <i>Explain Below</i>		
13	Number of Students		X Other: <i>Explain Below</i>		
14	Number of Students		X Other: <i>Explain Below</i>		
15	Total State Public Charter School Aid:			\$1,774,736.84	\$2,137,754.78
Federal Charter School Aid:				2017-2018 Amount:	2018-2019 Amount:
16	Title I				
17	Special Education			\$25,044.00	\$30,158.00
18	Child Nutrition			\$15,559.00	\$18,745.00
19	Other:				
20	Total Federal Charter School Aid:			\$40,603.00	\$48,903.00
Other Sources of Revenues:				2017-2018 Amount:	2018-2019 Amount:
(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)					
21	Private Donations or Gifts				
22	Special Grants (<i>List the amount</i>)			\$250,000.00	\$250,000.00
23	Other (<i>Specifically Describe</i>)				
24	Total Other Sources of Revenues:			\$250,000.00	\$250,000.00
25	TOTAL REVENUES:			\$2,065,339.84	\$2,436,657.78

EXPENDITURES

Administration:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
26	Salaries and Benefits	\$190,259.20	\$270,118.09
	Purchased Services (List Vendors Below)		
27	V - AD 1		
28	Supplies and Materials	\$3,258.00	\$3,642.00
29	Equipment	\$18,818.18	\$18,666.67
	Other (List Below)		
30	Professional Development	\$1,647.00	\$1,984.00
31	Travel	\$1,818.18	\$1,666.67
32	Total Administration:	\$215,800.56	\$296,077.43
Regular Classroom Instruction:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
33	Salaries and Benefits	\$629,713.43	\$769,656.68
	Purchased Services (List Vendors Below)		
34	V - CI 1 Professional Services	\$1,000.00	\$1,000.00
35	Supplies and Materials	\$12,672.00	\$15,264.00
36	Equipment	\$8,181.82	\$8,333.33
	Other (List Below)		
37	Curriculum/Textbooks	\$38,016.00	\$45,792.00
38	Reading Materials	\$760.00	\$916.00
39	Professional Development	\$8,211.00	\$9,891.00
40	Travel	\$8,181.82	\$8,333.33
41	Total Regular Classroom Instruction:	\$706,736.07	\$859,186.34
Special Education:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
42	Salaries and Benefits	\$53,735.68	\$53,735.68
	Purchased Services (List Vendors Below)		
43	V - SE 1		
44	Supplies and Materials		
45	Equipment		
	Other (List Below)		
46	SHARED SERVICES - SPECIAL EDUCATION	\$13,974.00	\$13,974.00
47	Total Special Education:	\$67,709.68	\$67,709.68
Gifted and Talented Program:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
48	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
49	V - GT 1		
50	Supplies and Materials		
51	Equipment		
	Other (List Below)		
52			
53	Total Gifted and Talented Program:	\$0.00	\$0.00

Alternative Education Program/ Alternative Learning Environments:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
54	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
55	V - ALE 1		
56	Supplies and Materials		
57	Equipment		
	Other (List Below)		
58			
59	Total Alternative Education Program/ Alternative Learning Environments:	\$0.00	\$0.00
English Language Learner Program:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
60	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
61	V - ELL 1		
62	Supplies and Materials		
63	Equipment		
	Other (List Below)		
64			
65	Total English Language Learner Program:	\$0.00	\$0.00
Guidance Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
66	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
67	V - GS 1		
68	Supplies and Materials		
69	Equipment		
	Other (List Below)		
70			
71	Total Guidance Services:	\$0.00	\$0.00
Health Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
72	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
73	V - HS 1		
74	Supplies and Materials		
75	Equipment		
	Other (List Below)		
76			
77	Total Health Services:	\$0.00	\$0.00

		158	
Media Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
78	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
79	V - MS 1		
80	Supplies and Materials		
81	Equipment		
	Other (List Below)		
82	Marketing Services	\$5,000.00	\$5,000.00
83	Advertising	\$2,000.00	\$2,000.00
84	Total Media Services:	\$7,000.00	\$7,000.00
Fiscal Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
85	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
86	V - FS 1 Audit - Complete Consulting	\$15,000.00	\$15,000.00
87	Supplies and Materials		
88	Equipment		
	Other (List Below)		
89			
90	Total Fiscal Services:	\$15,000.00	\$15,000.00
Maintenance and Operation:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
91	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
	INCLUDE UTILITIES		
92	V - MO 1 Water/Sewer	\$2,259.00	\$3,501.45
93	V - MO 2 Disposal/Sanitation	\$3,456.00	\$5,356.80
94	V - MO 3 Janitorial - Superior Sanitation	\$15,000.00	\$23,250.00
95	V - MO 4 Natural Gas	\$3,300.00	\$5,115.00
96	V - MO 5 Electricity	\$8,987.00	\$13,929.85
97	V - MO 6 Contracted Maint. & Repair - Building Repair	\$28,800.00	\$28,800.00
98	V - MO 7 Contracted Maint. & Repair - Miscellaneous	\$1,000.00	\$1,000.00
99	V - MO 8 Equipment Rental	\$780.00	\$780.00
100	Supplies and Materials	\$6,000.00	\$6,000.00
101	Equipment		
	Other (List Below)		
102			
103	Total Maintenance and Operation:	\$69,582.00	\$87,733.10
Pupil Transportation:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
104	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
105	V - PT 1		
106	Supplies and Materials		
107	Equipment		
	Other (List Below)		
108			
109	Total Pupil Transportation:	\$0.00	\$0.00

		159	
Food Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
110	Salaries and Benefits	\$778.24	\$2,251.52
	Purchased Services (List Vendors Below)		
111	V - FD 1		
112	Supplies and Materials	\$12,550.79	\$13,807.00
113	Equipment		
	Other (List Below)		
114			
115	Total Food Services:	\$13,329.03	\$16,058.52
Data Processing:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
116	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
117	V - DP 1 Internet	\$9,000.00	\$9,000.00
118	V - DP 2 Telephone	\$7,000.00	\$7,000.00
119	Supplies and Materials		
120	Equipment		
	Other (List Below)		
121	Consulting Fee	\$2,821.00	\$3,216.00
122	Total Data Processing:	\$18,821.00	\$19,216.00
Substitute Personnel:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
123	Salaries and Benefits	\$11,306.24	\$13,838.08
	Purchased Services (List Vendors Below)		
124	V - SB 1		
125	Total Substitute Personnel:	\$11,306.24	\$13,838.08
Facilities:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
126	Lease/Purchase Contract for One Full Year	\$290,004.00	\$290,004.00
	Facility Upgrades (List Upgrades Below)		
127			
128	Property Insurance for One Full Year	\$3,200.00	\$3,200.00
129	Content Insurance for One Full Year		
130	Total Facilities:	\$293,204.00	\$293,204.00
Debt Expenditures:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	List Debts Below		
131			
132	Total Debt Expenditures:		
Other Expenditures:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	List Other Expenditures Below		
133	Dues	\$950.00	\$950.00
134	Miscellaneous Operating Costs	\$4,000.00	\$4,000.00
135	Charter Management Organization Administration Fee	\$266,464.00	\$320,968.00
136	Total Other Expenditures:	\$271,414.00	\$325,918.00

137 TOTAL EXPENDITURES:	<u>\$1,689,902.58</u>	160 <u>\$2,000,941.15</u>
138 NET REVENUE OVER EXPENDITURES:	<u>\$375,437.26</u>	<u>\$435,716.63</u>

Classical Academy

Table of Waivers

School Boards	Rationale
Ark. Code Ann. § 6-13-608 Ark. Code Ann. § 6-13-611 Ark. Code Ann. § 6-13-615 Ark. Code Ann. § 6-13-619 Ark. Code Ann. § 6-13-620 Ark. Code Ann. § 6-13-621 Ark. Code Ann. § 6-13-623 Ark. Code Ann. § 6-13-625 Ark. Code Ann. § 6-13-634 Ark. Code Ann. § 6-13-1303 Ark. Code Ann. § 6-13-1401 et seq. Ark. Code Ann. § 6-14-101 et seq.	Some of the waivers requested in this section (i.e., Ark. Code §§ 6-13-615 and 6-13-621 are wholly inapplicable to open-enrollment charter schools as they do not have elected boards, and they do not hold sixteenth section lands. Other waivers are requested as necessary measures to meet the goals of the school. Some of the waivers are necessary to effectuate the policies and practices outlined in Responsive Education Solutions of Arkansas' bylaws.
Licensure	Rationale
Ark. Code Ann. § 6-13-109 Ark. Code Ann. § 6-15-1004 Ark. Code Ann. § 6-17-301 Ark. Code Ann. § 6-17-302 Ark. Code Ann. § 6-17-309 Ark. Code Ann. § 6-17-401 Ark. Code Ann. § 6-17-402 Ark. Code Ann. § 6-17-418 Ark. Code Ann. § 6-17-427 Ark. Code Ann. § 6-17-902 Ark. Code Ann. § 6-17-919 Sections 15.01, 15.02, and 15.03 of the Standards of Accreditation ADE Rules Governing Educator Licensure ADE Rules Governing Superintendent Mentoring Program All other rules required to give effect to this waiver request.	In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that require superintendents, principals, and teachers to be certified and/or licensed. However, within those requirements, we want to have the autonomy to hire the best possible administrators and teachers, even if some of those candidates' qualifications do not include an Arkansas license. The Classical Academy seeks the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. The school will be committed to recruiting and hiring quality staff members. The Classical Academy will hire "Arkansas qualified" teachers in accordance with AQT rules. Each of the waivers requested above are currently held by Northwest Arkansas Classical Academy, which operates a similar educational model in Bentonville.
Employee Contracts	Rationale
Ark. Code Ann. § 6-17-117 Ark. Code Ann. § 6-17-201 Ark. Code Ann. § 6-17-203 Ark. Code Ann. § 6-17-205 Ark. Code Ann. § 6-17-209 Ark. Code Ann. § 6-17-302 Ark. Code Ann. § 6-17-802 Ark. Code Ann. § 6-17, Subchapter 15 (Teacher Fair Dismissal Act) Ark. Code Ann. § 6-17, Subchapter 17	In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that require employees to be under contract. The Classical Academy seeks the flexibility to hire all employees on an "at-will" basis, maintaining the flexibility to dismiss employees when it becomes apparent that they are not performing up to the high standards required for successful implementation of the school's unique educational program. Employees will have the ability to appeal their

(Public School Employee Fair Hearing Act)	dismissal in accordance with a grievance policy adopted by the ResponsiveEd Board. The Classical Academy seeks the flexibility to develop its own employee compensation and leave package which will be adopted by the ResponsiveEd Board.
All Standards required to give effect to this waiver request	
Sections 4-8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.	
All other rules required to give effect to this waiver request	§ 6-17-117 (non-instructional duties) The Classical Academy seeks exemption from these portions of the Education Code as, with a small staff, we may need to utilize our team during certain hours in order to cover all needed duties. The Classical Academy offers of employment will be made while notifying potential hires of this exemption and potential expectations.
Employee Compensation	Rationale
Ark. Code Ann. § 6-17-111 (Duty-Free Lunch Period)	In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that mandate the provision of specific employee benefits relating to compensation, leave, and breaks. The Classical Academy seeks the flexibility to develop its own employee compensation and leave package that is approved by the ResponsiveEd Board, which is intended to be competitive in the marketplace and fair to all employees. ResponsiveEd Board will adopt personnel policies which will include, but not be limited to the following: salary schedule, fringe benefits, and other compensation issues; annual school calendar including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments. The Classical Academy seeks exemption from Ark. Code Ann. § 6-17-204 specifically, to the extent that it: (1) prohibits revisions to personnel policies from taking immediate effect, (2) prohibits notice of such revisions through means other than first class mail, and (3) is inconsistent with other waivers requested herein.
Ark. Code Ann. § 6-17-201 (Personnel Policies Requirements)	
Ark. Code Ann. § 6-17-204 (Incorporation into Teachers' Contracts)	
Ark. Code Ann. § 6-17-211 (Use of Personal Leave When Administrator of School Employee is Absent from Campus)	
Ark. Code Ann. § 6-17-908 (Teachers' Salary Fund-Authorized Disbursements)	
Ark. Code Ann. § 6-17, Subchapter 12 (Teachers' Minimum Sick Leave Law)	
Ark. Code Ann. § 6-17, Subchapter 13 (School Employees' Minimum Sick Leave Law)	
Ark. Code Ann. § 6-17, Subchapter 22 (Classified School Employee Minimum Salary Act)	
Ark. Code Ann. § 6-17, Subchapter 24 (Teacher Compensation Program of 2003)	
Ark. Code Ann. § 6-17, Subchapter 23 (Classified School Employee Personnel Policy Law)	
All Standards required to give effect to this waiver request.	
All Rules required to give effect to this waiver request.	
Personnel	Rationale
Standards of Accreditation 15.01 (School District Superintendent)	The Classical Academy seeks exemption from this provision to the extent that it requires the employment of a full-time superintendent when enrollment exceeds

	300. The superintendent for the Classical Academy oversees the operations of several charters.
ADE Rules Governing Waivers for Substitute Teachers	The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to ensure that no class of students receives instructions from a substitute teacher(s) for more than thirty (30) consecutive school days in the same class during the year. The Classical Academy requests the flexibility to identify and utilize those substitute teachers who it believes will effectively implement its unique educational program. The Classical Academy will only use this waiver as needed and on a limited basis.
ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More Than Thirty (30) Consecutive Days and for Granting Waivers	The Classical Academy will only use this waiver as needed and will use it on a limited basis. This is consistent with all Arkansas ResponsiveEd campuses.
School Day	Rationale
Ark. Code Ann. § 6-16-102 (School Day Hours) Ark. Code Ann. § 6-18-211 (Mandatory Attendance for Students in Grades 9-12) ADE Rules Governing Mandatory Attendance in Grades 9-12	This waiver request is limited to secondary only to provide flexibility for those students participating in internships and career opportunities.
Clock Hours	Rationale
Standards of Accreditation 14.03 (Unit of Credit and Clock Hours for a Unit of Credit)	The Classical Academy seeks exemption from this provision to the extent that it sets a minimum of 120 clock hours for each unit of credit. The Classical Academy is a mastery-based system. As such, a unit of credit may be earned in fewer than 120 clock hours.
Grading Scale	Rationale
Ark. Code Ann. § 6-15-902(a) (Grading Scale) ADE Rules Governing Uniform Grading Scale	Grading scale exemptions – special education (in grades three through eight) the uniform grading scale is requested to be waived only as to non-core courses. This is consistent with all Arkansas ResponsiveEd campuses.
Planning Period	Rationale
Ark. Code Ann. § 6-17-114 (Daily Planning Period)	The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to provide teachers with time for conferences, instructional planning, and preparation. Instead, such time is to be spent before or after school without an addition to the teacher's base pay. Due to the level of academic support and the range of curricular resources provided by the Classical Academy, teachers spend far less time on non-instructional duties such as planning and preparation. Ample time is still afforded for collaboration

Ark. Code Ann. § 6-17-812	where appropriate within the Classical Academy model. Current compensation policies address situations where teachers may have to teach larger student numbers than normally expected.	Rationale
Class Size and Teaching Load	Rationale	<p>The Classical Academy seeks exemption from this provision to the extent that it requires a certain teacher/student ratio. Instead, the Classical Academy requests the flexibility to establish teacher/student ratios that best implements its classical educational program. This waiver for class size and teaching load would only be used in non-core courses not to exceed a total of 5 additional students above the required amount/25 students more per teacher per day on teaching load.</p>
Summer Programs	Rationale	<p>The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to provide opportunities for summer school and adult education programs. Instead, the Classical Academy requests that it be permitted to focus on the educational program described in the Charter Application. The Classical Academy will offer summer school programs as needed and as demand arises.</p>
Support Services	Rationale	<p>The classical academy seeks flexibility in providing support services. In order to meet student needs alternative forms of service such as partnerships with local mental health facilities, certified health professionals and the Responsive Health Services Director will be utilized. Technology support will be provided to students through the use of Chromebooks for on line media access.</p>
Ark. Code Ann. §6-18-1001 et seq. ADE Rules Governing Public School Student Services		<p>The Classical Academy Headmaster will perform limited counselor duties and those counseling duties will focus on improving the educational life of the student such as giving student's advice regarding higher educational options, interpreting standardized test scores, life after high school, and character education. The Headmaster will work with students one-on-one, in a private setting with teachers and parents, or with peers in a group assembly or discussion forum.</p> <p>The Classical Academy will seek to partner with local mental health facilities that will help assist with governing the mental health needs of the student body. The partnership will assist in the development of students with mental health, social and emotional</p>
Licensed Guidance Counselors: Standards for Accreditation 16.01		

<p>School Nurses:</p> <ul style="list-style-type: none"> Ark. Code Ann. §§ 6-18-706 Standards for Accreditation 16.03 <p>ADE Rules Governing Eye and Vision Screening</p>	<p>challenges, and mental health disorders.</p> <p>The Classical Academy of will seek to partner with local mental health facilities that will help assist with governing the mental health needs of the student body.</p> <p>The partnership will assist in the development of students with mental health, social and emotional challenges, and mental health disorders. The Classical Academy of will seek to partner with <u>certified health professionals and health service providers</u> to ensure health services are being met. This will also be inclusive of mandated student health care <u>screenings</u> such as hearing, vision, BMI, and scoliosis. Health care screenings follow-ups will be conducted on students as needed. Where Eye and Vision Screening is required in a 504 or IEP, such services will be provided by the school.</p>
<p>Licensed Library Media Specialist:</p> <ul style="list-style-type: none"> Ark. Code Ann. §§ 6-25-101 et seq. <p>Standards for Accreditation 16.02.3</p>	<p>School will provide on-site and online media to support and enhance its educational program. Online media will employ the Google platform through adoption of Chromebooks, initially at a 1:2 ratio, moving toward a 1:1 ration by Year 5. We anticipate supporting Chromebooks through wi-fi and carts of 30 which can be docked and transported from classroom to classroom. This will provide students with broad access to a wide array of digital resources, texts, and research materials. Teachers will assume the responsibility for the inclusion of all media and learning frameworks within their respective curricula.</p>
<p>Gifted and Talented Education:</p> <ul style="list-style-type: none"> Ark. Code Ann. § 6-20-2208(c)(6) (Gifted and Talented) Ark. Code Ann. § 6-42, Subchapter 1 (Gifted and Talented) Standards of Accreditation Standard 18 (Gifted and Talented Education) <p>ADE Rules for Gifted and Talented Program Approval Standards</p>	<p>The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to provide a gifted and talented program. Instead, The Classical Academy will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes. The classical program provides rigor to meet the needs of academically advanced students:</p> <p>Top 10% identified through MAP for enrichment</p> <p>Digital supplemental math for 90 minutes per week</p> <p>Latin Study Group preparing for National Latin Exam</p> <p>Supplemental higher level research projects that offer a variety of platforms for presentation and expression based on student interest and gifting</p> <p>Using classical literature or works of art as inspiration for student projects (research, presentations, etc.)</p> <p>Collaborative Creative Projects - (science and math provide opportunities for older students to collaborate and create projects for the younger students with similar interests)</p> <p>Artistically Gifted Students</p>

<p>Explore some of the rich resources available within the community for artistically gifted students (Crystal Bridges)</p> <p>Art teacher from NWACA - came from Crystal Bridges and the Armazeum so has received some training and has access to many resources. She can provide professional development for teachers at the Classical Academy We will assess the needs of our students and work to provide resources in their area of interest and gifting Additional and available resource in Texas with GT certified teachers at our other Classical Academies - provide affordable PD</p> <p>Depending on the GT need, we will try to provide training for a staff member within the first semester</p>	
<p>The Classical Academy seeks exemption from this provision to the extent that the Classical Academy provides a smaller school environment, which lends itself the ability to address the needs of these students more freely. The goal is to incorporate students in the general educational environment while helping with any social and emotional challenges they may face. The Academy will seek assistance from within the community, including, but not limited to, Springwood Behavioral Health. Additionally, our Character Education program seeks to address behavioral concerns and foster an environment of respect.</p>	<p>Alternative Learning Environment:</p> <ul style="list-style-type: none"> Ark. Code Ann. § 6-15-1005(b)(5) (Alternative Learning Environments) Ark. Code Ann. § 6-18-503(a)(1)(C)(i) (Alternative Learning Environments) Ark. Code Ann. § 6-48, Subchapter 1 (Alternative Learning Environments) Standards of Accreditation 19.03 (Alternate Learning Environments) <p>Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Alternative Learning Environments)</p>
<p>School Year</p>	<ul style="list-style-type: none"> Ark. Code Ann. § 6-10-106 (Uniform Dates for Beginning and End of School Year)
<p>Rationale</p> <p>The Classical Academy will follow the local school calendar but wants the flexibility to adjust based on the needs of the students/program.</p>	<ul style="list-style-type: none"> Business Operations
<p>Rationale</p> <p>The Classical Academy seeks exemption from this code to the extent that it requires a general business manager for a public school district to meet the minimum qualifications established by ADE rule. The Classical Academy seeks the flexibility to hire a general business manager that is able to address the unique needs of the schools business model.</p>	<ul style="list-style-type: none"> • ADE Rules Governing Minimum Qualifications for General Business Managers • Ark. Code Ann. § 6-15-2302 (General Business Manager) • Ark. Code Ann. § 6-21-304 (Manner of Making Purchases)

	bidding in each instance in which the estimated purchase price shall equal or exceed \$10,000. For purchases between \$1,000 and \$20,000, the Classical Academy will use either a state approved vendor or obtain a minimum of three quotes. The Classical Academy will obtain bids in each instance in which the estimated purchase price shall equal or exceed \$20,000.
School Operations	Rationale
Ark. Code Ann. § 6-16-105 (United States Flag)	The Classical Academy seeks an exemption as it may be leasing its facilities. As such, it may not be permitted to erect a flag staff on the leased property. Otherwise, the Classical Academy will seek alternative placement for prominently displaying the United States Flag.
Ark. Code Ann. § 6-16-106 (Arkansas Flag)	The Classical Academy seeks an exemption as it may be leasing its facilities. As such, it may not be permitted to erect a flag staff on the leased property. Otherwise, the Classical Academy will seek alternative placement for prominently displaying the Arkansas State Flag.
Ark. Code Ann. § 6-17-201 et seq. (Committee for Each School District)	The Classical Academy personnel policies are developed and approved by the ResponsiveEd board. This is consistent with all Arkansas ResponsiveEd campuses.
Ark. Code Ann. § 6-21-303(b) (Rules)	The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to reimburse teachers for personal expenditures on classroom supplies. All educational materials necessary for the effective implementation of the Classical Academy educational program will be provided to the teacher as established in the school budget.
Ark. Code Ann. § Chapter 19 (Transportation)	The Classical Academy seeks exemption from this portion of the Education Code to the extent that it conflicts with the transportation services as described in the application.
Ark. Code Ann. § 6-21 -117 (Leased Academic Facilities)	The Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by the Classical Academy to conform to the School Facilities Standards defined in the Arkansas Schools Facility Manual. The applicant ensures that any and all facilities that it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.
Standards for Accreditation 21.0 (Auxiliary Services)	The Classical Academy seeks a waiver of Auxiliary Services as it applies to transportation.
Waiver Requests to Rescind	
Ark. Code Ann. § 6-16-1204 (Implementation)	

Standards of Accreditation 9.0 (Curriculum)	
Standards of Accreditation 9.03.4 (38 Units of Credit)	
Standards of Accreditation Standard 19 (Supplementary Educational Opportunities)	
Ark. Code Ann. § 6-17-204 (Incorporation into Teachers' Contracts)	
Ark. Code Ann. § 6-17-908(a)(4)(B) (Teachers' Salary Fund)	
Ark. Code Ann. § 6-17, Subchapter 23 (Personnel Policy Law for Classified Employees)	



ARKANSAS DEPARTMENT OF EDUCATION

DISTRICT WAIVER REQUEST FORM

District Name: Smackover-Norphlet School District

Superintendent: Dave Wilcox

Email Address: dave.wilcox@smackover.net

Phone Number: (870) 725-3132 **Submission Date:** 8/8/2016

Name of Charter School(s) Attended by District Students

Arkansas Virtual Academy

Waiver Topic: Teacher Licensure

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Ark. Code Ann. § 6-15-1004: Qualified Teachers in Every Public School Classroom
- Ark. Code Ann. § 6-17-309: Certification to teach grade or subject matter - Exceptions - Waivers
- Ark. Code Ann. § 6-17-919: Warrants void without valid certification and contract
- Ark. Code Ann. § 6-17-401: Teacher licensure requirement
- Ark. Code Ann. § 6-17-902: Definition

Standards for Accreditation

- 15.03 Licensure and Renewal: Licensure and Renewal

ADE Rules

- ADE Rules Governing Educator Licensure

Rationale for Waiver

The mission of the Smackover-Norphlet School District is to prepare students in becoming college and career ready citizens. To that end, the District acknowledges that our ability to recruit and hire the best and most qualified teachers is our greatest challenge. This is a challenge which is not taken lightly since we know that research shows that effective teachers are the most important factor contributing to student achievement. Although curricula, reduced class size, district funding, family and community involvement all contribute to school improvement and student achievement, the most influential factor is the teacher.

Over the past several years, the District has seen a reduction in the number of licensed applicants for many of the vacant positions which we have had. Due to this shortage, we have relied on APPEL, the MAT programs, and Teach for America to help us secure qualified and quality individuals for teachers. We have worked in close contact with our regional universities: Southern Arkansas University (SAU) in Magnolia, Henderson State University (HSU) in Arkadelphia, and the University of Arkansas at Monticello (UAM).

District representatives attended job fairs at each of these universities this year. At SAU, only 26

students were graduating from their teacher preparation program. SAU supplies many teachers for Magnolia, El Dorado, and Camden-Fairview School Districts, in addition to many of our neighboring rural school district. HSU provides many of the teachers for Arkadelphia, Hot Springs, Lakeside, and Fountain Lake, and other school districts in the Dawson Cooperative area. UAM graduated seven students from its teacher education program. UAM is regionally supportive of all of the Delta school districts. District representatives are scheduled to attend a fall education job fair at HSU in October.

Several years ago, the District positively partnered with Teach for America. Although the District has requested teachers in subsequent years from the Teach for America and the Teach for Arkansas programs, we have been told that these organizations prefer to place their teachers where larger cohorts exist, where the hiring needs are greater than ours, and in areas with substantially larger poverty.

During the 2014-2015 school year, the Smackover-Norphlet School District had 1,160 students. Of those students 53% qualified for free or reduced lunch based on District Cycle 2 data. According to the 2015 ESEA District Report, the District had a 56.77% poverty rate.

The Smackover-Norphlet School District does not view this waiver as an option of first choice, but only to be used in rare and extraordinary circumstances, when the best solution for the students is to employ an individual who meets the recently passed Arkansas Qualified Teacher Requirements.

For the 2016-2017 school year, the district filled 12 vacant teaching positions. Thanks to the new opportunities to obtain a special education license through the MAT program, the District was able to fill 1 of 2 special education teaching positions which are often our most difficult to fill. The district would like to fill the second special education teaching position with another MAT candidate who is in the process of passing the last of the required Praxis examinations. Once passed, she will receive a provisional license. Until that time, she has been hired as a long term substitute. Our thirteenth position which needs to be filled is a band director who meets three of the six qualifications for a demonstration of content knowledge as an Arkansas Qualified Teacher.

According to the Arkansas Department of Education's website, an Arkansas Qualified Teacher must have (1) a minimum of a bachelor's degree and (2) demonstrated content knowledge in the Core Academic subject area being taught (See AQT Rules), and, when applicable (3) a Special Education license for a Special Education class, or a teaching license when teaching in an Alternative Learning Environment (ALE); except where licensure is officially waived.

Teachers in the above circumstance(s) must be designated as AQT for that subject content and grade level.

Demonstration of content knowledge may be achieved by any one of the following:

- Passed a content area assessment approved by the State Board of Education for the subject/content/grade level the educator will teach
- Passed a content exam which was accepted as demonstration of content knowledge for a teaching license in another state that is acceptable through reciprocity for an Arkansas teaching license
- Has a bachelor's degree or advanced degree in the content area
- Has a minimum of 18 college credit hours in the content area
- Has National Board Certification in the content area
- Has documented successful, relevant work experience in the content area to be taught, established by at least one year of employment in a specific field or occupation that required the educator to demonstrate knowledge and skills in the content area. This is to be supported by two professional letters of recommendation from the educator's employers or supervisors.

The gentleman who has been assigned to this position as a band director has a Bachelor of Arts degree in Music (Instrumental) with over 50 hours of college course work in the content area. He has documented work experience of over 18 years supporting instrumental music education as a band assistant in a public school district in Arkansas, as well as multiple years leading and directing local community bands. He has numerous letters of support from his prior school district.

Additionally, the gentleman for whom we are specifically requesting a waiver today is conditionally enrolled in the APPEL program. He will receive Code of Ethics training along with all of the other licensed and classified employees in the District prior to the beginning of the school year. Additionally, the District plans for him to fully participate in TESS. The long-term special education substitute who is enrolled in the MAT program will also receive Code of Ethics training and will fully participate in TESS if the waiver is approved.

The Smackover-Norphlet School District respectfully requests this Act 1240 Waiver regarding teacher licensure for a period of five (5) years which affords us the ability to fill a vacant position under the guidance of the Arkansas Qualified Teacher stipulations. The District has requested this waiver based on the enrollment of four students who reside in the Smackover-Norphlet School District, but are attending Arkansas Virtual Academy.

When the form is complete, email it with the waiver lists for the charter school(s) that serve district students to Mary Perry at mary.perry@arkansas.gov. Waiver lists can be accessed from the Arkansas Department of Education website at <http://www.arkansased.gov/divisions/learning-services/charterschools/open-enrollment-charter-school-waivers>.

Questions should be directed to Mary Perry by email at mary.perry@arkansas.gov or by phone at (501) 683-4800.

**ARKANSAS VIRTUAL ACADEMY
APPROVED WAIVERS**

District LEA:	60-43-700	Elementary School LEA:	60-43-701
City:	Little Rock	Middle School LEA:	60-43-702
Opening Date:	Fall 2007	High School LEA:	60-43-703
Grades Approved:	K-12	Expiration Date:	6/30/2020
CAP:	2000	Grades Served 2015-16:	K-11

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election—Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors—Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale—Exemptions—Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-208	Written grievance procedure
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements

6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy—Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School Library and Media Technology Act
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

Waivers from ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.1.2	The Smart Core curriculum contained within 38 units that must be taught each year
9.03.2.7	Grades K-4 Practical Living Skills/Career Exploration
9.03.3.9	Grades 5-8 Career and Technical Education (not approved to the extent that it affects accountability)
9.03.4	Grades 9-12 (courses to be taught, requiring the 38 units of credit)
10.01.4	Planned instructional time
10.02	Class Size and Teaching Load
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction
10.05	Extracurricular Activities
10.06	Requirements for Participation in Extracurricular Activities
10.07	Homework and Independent Study Skills

12.02	Grading
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16.01	Guidance and Counseling
16.02	Media Services
16.03	Health and Safety Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments

Waivers from Other Rules:

ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve

ADE Rules Governing the Superintendent Mentoring Program

ADE Rules Governing Educator Licensure

Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

ADE Rules Governing Public School Student Services

ADE Rules for Gifted and Talented Program Approval Standards

ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools

Section 1-7 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (not a waiver of website posting requirements)

Alternative Learning

Certified staff salary scale

Defibrillator devices

Discipline and school safety policies

Distance learning

Expenditure requirements

Junior Fire Marshal Program

Purchasing of instructional materials

Regardless of any waivers granted, every charter school must always abide by the following requirements:

- All standardized assessments required by the state must be administered solely by licensed required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability personnel, as Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6.23.105.
- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the NO CHILD LEFT BEHIND ACT of 2001. Core academic subject are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

2015 ESEA DISTRICT REPORT

District: SMACKOVER-NORPHLET SCHOOL I **Superintendent:** BRIAN WILCOX
LEA: 7008000 **Attendance:** 96.03
Enrollment: 1182 **Poverty Rate:** 56.77

Address: 112 E EIGHTH ST
Address: SMACKOVER, AR 71762
Phone: (870) 725-3132

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	726	729	99.59	724	735	98.50
Targeted Achievement Gap Group	445	447	99.55	441	451	97.78
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	153	154	99.35	157	161	97.52
Hispanic	26	26	100.00	25	26	96.15
White	536	538	99.63	531	536	99.07
Economically Disadvantaged	429	431	99.54	428	438	97.72
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	71	71	100.00	57	63	90.48

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	211	689	30.62	22.73
Targeted Achievement Gap Group	92	419	21.96	17.41
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African American	25	144	17.36	10.77
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STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
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2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	80	89	89.89	84.97	94.00
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Report created on: 01/07/2016

Supporting Information Regarding Act 1240 Waiver Request
Smackover-Norphlet School District
August 16, 2016

1. How does the waiver support or complement the district's vision or strategic plan?

The mission of the Smackover-Norphlet School District is to prepare students in becoming college and career ready citizens.

The Smackover-Norphlet School District began addressing the serious issue of recruiting and hiring teachers through its improvement plan (Indistar) during the 2014-2015 school year with the following indicator:

IA14 - The district will recruit, train, support, and place personnel to competently address the problems of schools in need of improvement. (14)(AllDistricts)

When our District saw this indicator, we not only thought about the issue of supporting schools in need of improvement, but all schools in the district. To address this issue, two primary goals were stated in the plan:

- The superintendent will look for ways to increase the licensed employee salary schedule to make the district's schedule more competitive.
- The principals will contact the person responsible for placing student teachers at HSU, UAM, and SAU to extend an invitation to place student teachers within the district.

In the spring of 2016, the superintendent did recommend a \$500 increase onto the base of the salary schedule. This is the third increase in three years with plans for additional raises in the future pending fiscal impact analysis.

Additionally, the District reached out to Henderson State University and joined their Partners in Education group at the beginning of the summer. Through this partnership, the District was able to recruit a special education teacher enrolled in the MAT program for one of the two vacant special education positions.

2. What are the specific benefits to students if these waivers are granted? What are the expected academic gains to the students if these waivers are granted?

The Smackover-Norphlet School District is specifically requesting a waiver regarding teacher licensure. If the District is not granted the waiver, then the District will most likely place a long-term substitute in the classroom who may or may not have any experience or background in the subject area. If approved for the waiver, it will be easier to recruit somebody who is working towards licensure and who will have the support of a non-traditional licensure preparation program because this individual will be eligible for teacher salary and benefits as opposed to the long-term substitute pay of \$100/day with no benefits.

To be clear, when hiring an employee using this waiver, the Smackover-Norphlet School District will stipulate that the person must be enrolled in a program which will lead towards licensure or completing

any steps required for obtaining teacher licensure. This is not a “get out of jail free card” in which an employee would not work towards the attainment of an Arkansas teaching license.

For example, this year the Smackover-Norphlet School District has a Band Director who is enrolled in the APPEL program, but has not passed all of his licensing exams. He has 15 years of direct experience working with school age children in a band program. He will remain enrolled in and participate fully in the APPEL program while working to pass his Praxis tests. Hiring this gentleman is better for students than hiring a long-term substitute who has a Bachelor’s degree and no incentive to become licensed.

3. What are the specific plans to implement the waiver (e.g., if the district is asking for larger class sizes, what is the largest class size that will be allowed)?

Whenever a licensed position is vacant within the Smackover-Norphlet School District, the following steps will occur:

- All Smackover-Norphlet School District employees will be notified of the vacancy. Employees will be eligible to request a transfer.
- If no transfer request is made within the District, the vacancy will be posted in the newspaper, on the District’s website, on The Buckaroo Blog, and on the AAEA website.
- If no viable applications are received, the District will contact all area universities and the APPEL program to recruit for the position.
- If no viable candidates are available at this point, then the Smackover-Norphlet School District will begin recruiting applicants who have a bachelor’s degree in the content area or applicants with a bachelor’s degree and relevant work experience who are willing to pursue an Arkansas teaching license.

4. Is the waiver consistent with district policy? It is important to recognize that the State Board may allow a waiver for flexibility, but whether the district can exercise it depends upon district policy. In the end, it is up to the district to effectuate the waiver.

The Smackover-Norphlet School District passed a resolution in support of the waiver on Monday, August 15, 2016. If granted the waiver, any employee hired under this waiver would be subject to any of the policies related to licensed personnel.

5. What is the fiscal impact of the waiver? Will there be additional costs associated with this waiver, and if so, what is the source of funding? If funds are saved, what are the planned uses for the savings?

Money has already been budgeted for all licensed positions based on the licensed salary schedule. Receiving this waiver will not have a negative fiscal impact on the District.

6. What effects will the waiver have on current academic, fiscal, or facilities distress status? How will the waiver help the district to alleviate the distress issues? Will implementation of the waiver cause any distress issues?

The Smackover-Norphlet School District is not currently in academic, fiscal, or facilities distress. The implementation of this waiver should not cause any distress issues.

7. Will the use of the requested waivers assist the district in resolving any accreditation issues? Will the use of the requested waivers cause the district any difficulty in complying with the Standards for Accreditation?

Potentially. The receipt of the waiver in which the Smackover-Norphlet School District is requesting will keep the District from being cited for having a non-licensed person teaching in a classroom if it took more than one year for the person to complete all of the requirements necessary to obtain an Arkansas teaching license.

8. How has the charter school effectively applied this waiver? How will the district ensure effectiveness?

The District contacted Arkansas Virtual Academy by email on Monday, August 15, 2016. A copy of the email is attached.

The District will make further attempts to contact Arkansas Virtual Academy prior to appearing before the State Board of Education.

9. Does the district's school board support the waiver requests? Did the board sign a resolution?

The Smackover-Norphlet School District Board of Directors passed and signed a resolution on August 15, 2016 in support of the waiver regarding teaching licensure. A copy of the resolution is attached.

10. Have school employees been notified that the district intends to request and implement these waivers? If so, what methods of notification were used, and how often were notifications sent or published? If not, when and how will employees be notified?

School employees were notified by email on August 15, 2016. A copy of the email is attached to this form.

Additionally, informal conversations were held with school employees regarding the issue. Everyone involved in these informal conversations supported the waiver provided that the person being hired was pursuing a pathway to licensure.

11. Have parents and other members of the community been notified that the district intends to request and implement these waivers? If so, what methods of notification were used, and how often were notifications sent or published? If not, when and how will parents and other members of the community be notified?

During the regular session of the August School Board Meeting, a resolution regarding the waiver was passed and signed. The following day, August 16, 2016, a notice regarding the waiver was posted on the District's blog. The Buckaroo Blog has 638 followers. During the month of August, 2016, the Blog averaged 585 "hits" daily. For the year, there have been approximately 75,000 visits to the blog. The Buckaroo Blog is the conduit for spreading information regarding the District to the community and parents as quickly and efficiently as possible.

A copy of The Buckaroo Blog posting is attached.

Additionally, parents will be notified in writing if their child has a teacher who is not fully licensed, but is working on obtaining a license under the terms of the requested waiver. This notification will be sent out within the first 30 student contact days in which a student is assigned a teacher who is not fully licensed.

Evaluation of Success of Act 1240 Waiver:

The Smackover-Norphlet School District supports evaluating the effects of the utilization of an Act 1240 Waiver to ensure that student success is not affected by a teacher seeking licensure while employed as a teacher of record. The methods of evaluation would vary depending on the teaching assignment. For example:

- English Language Arts, Math, or Science Teachers – Scores on standardized achievement tests of waiver teachers vs. scores of other first year licensed teachers on standardized achievement tests
- Instrumental and Vocal Music – Scores at competitions of waiver teachers
- All – TESS ratings of waiver teachers vs. TESS ratings of other first year licensed teachers



Jennifer Lee <jennifer.lee@smackover.net>

Questions from a School District

1 message

Jennifer Lee <jennifer.lee@smackover.net>
To: arva.media@k12.com

Mon, Aug 15, 2016 at 3:09 PM

Good afternoon!

My name is Jennifer Lee. I am the Curriculum Director for the Smackover-Norphlet School District. Our district is in the process of submitting a waiver request to the Arkansas Department of Education regarding teacher licensure. I would kindly ask that you would forward this to the correct administrator who would be able to answer the following questions for me so that I can complete our application for the waiver request.

1. How many licensed employees do you have?
2. How many employees do you have who are utilizing a waiver related to teacher licensure?
3. How successful have the employees been who have utilized a waiver related to teacher licensure?
4. Could you recommend any successful strategies that you have used to proactively support employee who utilized a waiver related to teacher licensure?

Thank you so much for your assistance! I hope you have a successful start to your school year!

Jennifer

--

Jennifer Lee
Curriculum Director
Smackover-Norphlet School District
112 East 8th Street
Smackover, AR 71762
(870) 725-1234

Follow our blog!
<http://thebuckarooblog.wordpress.com/>

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Resolution

WHEREAS, the mission of the Smackover-Norphlet School District is to prepare students in becoming college and career ready citizens; and,

WHEREAS, the research shows that effective teachers are the most important factor contributing to student achievement; and,

WHEREAS, the Smackover-Norphlet School District acknowledges that our ability to recruit and hire the best and most qualified teachers is our greatest challenge; and,

WHEREAS, the Smackover-Norphlet School District is facing extreme challenges employing licensed teachers for all classrooms; and,

WHEREAS, the Smackover-Norphlet School District has exhausted options to recruit new teachers for licensed positions from students who have completed traditional educational licensure programs and persons enrolled in or pursuing non-traditional licensure programs, including APPEL, MAT, Teach for America, and ABCTE;

WHEREAS, waivers of certain state laws and administrative rules would allow the Smackover-Norphlet School District more flexibility in placing teachers in classrooms; and,

WHEREAS, Act 1240 of 2015, codified at Ark. Code Ann. § 6-15-103, allows public school districts to petition the State Board of Education for all or some of the waivers granted to an open-enrollment public charter school that draws students from the public school districts; and,

WHEREAS, Arkansas Virtual Academy is an open-enrollment public chart school that draws students from the Smackover-Norphlet School District; and,

WHEREAS, the Arkansas State Board of Education granted Arkansas Virtual Academy a series of waivers, including waivers from the Arkansas Department of Education Rules Governing Standards of Accreditation of Arkansas Public Schools and School Districts, including: (1) ACA § 6-15-1004, (2) ACA § 6-17-309, (3) ACA § 6-17-919

NOW, THEREFORE, BE IT RESOLVED BY THE SMACKOVER-NORPHLET SCHOOL DISTRICT BOARD OF DIRECTORS, THAT:

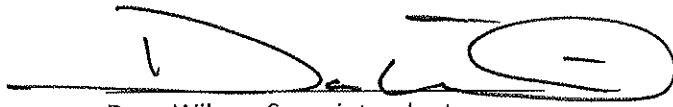
1. Pursuant to Act 1240 of 2015, codified at Ark. Code Ann. § 6-15-103, the Smackover-Norphlet School District Board of Directors is requesting the following waivers from the Arkansas State Board of Education:
 - a. Section 15.03 of the Arkansas Department of Education Rules Governing Standards of Accreditation of Arkansas Public Schools and School Districts;
 - b. ACA § 6-15-1004;
 - c. ACA § 6-17-309;
 - d. ACA § 6-17-919; and

- e. Any other such waivers as may legally be required and granted by the Arkansas State Board of Education to give effect to the efforts to place licensed teachers in classrooms.
- 2. The Smackover-Norphlet School District is requesting these waivers for a period of five years which would culminate in the 2020-2021 school year.

Adopted on this fifteenth day of August in the year of our Lord, 2016, by the Smackover-Norphlet School District Board of Directors.


Joe Bates, President


Don Thomas, Secretary


Dave Wilcox, Superintendent



Jennifer Lee <jennifer.lee@smackover.net>

Act 1240 Waiver

1 message

Dave Wilcox <dave.wilcox@smackover.net>

Mon, Aug 15, 2016 at 9:40 AM

To: licensed <licensed@smackover.net>

The Smackover-Norphlet School District is seeking an Act 1240 Waiver regarding teacher licensure. If approved, this waiver would allow the district to hire a non-licensed person as a teacher of record provided that the person:

- Had a minimum of a bachelor's degree with either course work directly related to the teaching assignment or career-related experience directly related to the teaching assignment
- Was in the process of obtaining the appropriate licensure from the Arkansas Department of Education

If you have any questions, comments, or concerns regarding this waiver which is being sought by the district, please contact me.

The Buckaroo Blog

News from the Smackover-Norphlet School District

School Board Passes Resolution

The Smackover-Norphlet School District Board of Directors met in regular session on Monday, August 15, 2016. During the meeting, the board approved and signed a resolution supporting the District in seeking an Act 1240 Waiver regarding teacher licensure from the Arkansas Department of Education. If approved, this waiver would allow the district to hire a non-licensed person as a teacher of record provided that the person:

- Had a minimum of a bachelor's degree with either course work directly related to the teaching assignment or career-related experience directly related to the teaching assignment
- Was in the process of obtaining the appropriate licensure from the Arkansas Department of Education.

Posted in [Buckaroo Board](#) on [August 16, 2016](#) by [The Buckaroo Blog](#). ›

[BLOG AT WORDPRESS.COM.](#)

Faculty changes, resolutions approved in SNSD board meeting

By Brittany Williams

This article was published today at 5:00 a.m.

By Brittany Williams

Staff Writer

SMACKOVER — The Smackover-Norphlet School Board approved several hires and resignations within the district during its meeting Monday.

Board members signed a resolution prior to applying for district waiver requests under Arkansas Department of Education Act 1240.

If the Department of Education approves the district's application, "that would give the district the right to hire qualified personnel that don't have a teaching license to teach," said Dave Wilcox, Smackover-Norphlet superintendent.

Wilcox recommended approving the hiring of two teachers and two cafeteria workers, a long-term substitute math teacher and a preschool paraprofessional. The board approved these hires and two resignations.

Smackover-Norphlet principals gave the board and Superintendent Wilcox their first-day enrollment numbers.

"At Smackover Elementary we have 340 (students), so we're up about 16 from last year. There were 10 that did not show up," said Principal Holly Strickland.

Smackover Elementary enrollment could round out at 350 students. After preschool slots are filled and more students come to school, projected enrollment at Norphlet Elementary would near 200 students.

"As of today, I have 167, which is up 24 from last year. I have 15 in my pre-K. I had nine that did not show up today," Norphlet Elementary Principal Patty Vickery, said.

While the district's elementary schools are seeing possible enrollment increases, enrollment at Norphlet Middle School is dropping.

"We're down. We had 249 (students) total, 103 boys and 146 girls. We started at 280 last year," Norphlet Middle School Principal Keith Coleman said.

According to the superintendent, Norphlet Middle School's sixth-grade class is the school's smallest class.

"I got 375 (students) now. I could be at 380 by 3:30 tomorrow," Smackover High School Principal Jan Henderson said.

Smackover-Norphlet school principals will have official enrollment numbers at the next board meeting, Wilcox said.

The school board also approved the purchase of a new truck for the district's agriculture program.

To give bookkeepers time to get budgets together, the next board meeting will be pushed back a week from its usual third Monday meeting day, Wilcox said.

The next Smackover-Norphlet board meeting will be held at 5:30 p.m. Sept. 26 in the board room of the central office.

Brittany Williams may be contacted at 870-862-6611, extension 131 or by email at editorial@eldoradonews.com.

SMACKOVER-NORPHLET SCHOOL DISTRICT

Date of Waiver Request Submission
90-Day Deadline for State Board of Education Action

August 5, 2016
November 3, 2016

2015-2016 Enrollment	
2 or More Races	5
Asian	4
Black	226
Hispanic	40
Native American/ Native Alaskan	6
Native Hawaiian/ Pacific Islander	4
White	875
TOTAL	1,160

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Report created on: 01/07/2016

Pine Bluff School District
Waiver Requests
Arkansas State Board of Education
August 16, 2016

Name of Charter School(s) Attended by District Students:

Pine Bluff Quest School

Pine Bluff Lighthouse Charter Schools

**Each Law, Rule and/or Standard, with Corresponding Number(s), that
the District Wants to Waive:**

Pursuant to Act 1240 of 2015, codified at Ark. Code Ann. § 6-15-103, the Pine Bluff School District administration is hereby authorized to request the following waivers from the Arkansas State Board of Education:

- A) 6-15-1004 Qualified Teachers in every public school classroom
- B) 6-17-309 Certification to teach grade or subject matter-Exceptions-Waiver
- C) 6-17-401 Teacher Licensure Requirements
- D) 6-17-902 Definition (definition of a teacher as licensed)
- E) 6-17-919 Warrants void without valid certification and contract
- F) Section 15.03, Licensure and Renewal, of the Arkansas Department Of Education Rules Governing Standards For Accreditation Of Arkansas Public Schools And School Districts
- G) Arkansas Department Of Education Rules Governing Educator Licensure

The above waivers are requested for a five year period, through the 2020-2021 school year.

Brief Explanation for Requesting Each Waiver (to enable the State Board of Education to make an informed decision)

Waiver requests A) through G) address the district's certified personnel issues. These waivers address specific school laws and accreditation standards dealing with the district's inability to attract enough Highly Qualified Teachers to staff our schools. This yearly shortage of Highly Qualified Teachers that the district experiences is due to both a dearth of applicants, and difficulty in retaining personnel, both of which impede our ability to effectively operate our schools and provide a sound and effective educational curriculum delivered by a Highly

Qualified Staff. It is our belief that the immediate granting of waivers related to employee certification and credentials will enable the district to address the hardship we are experiencing with regards to attracting and retaining highly qualified personnel. Advertising vacant positions with waiver related flexibility will greatly enhance our chances of acquiring quality educational personnel to staff our schools. During the past 5 years the district has experienced a yearly shortage of ELA and Math certified applicants. During that period of time, Teach For America (TFA) helped to alleviate that shortage by providing the district with a yearly pool of Math and English Language Arts personnel. There are currently three (3) TFA staff members working at the high school complex and one (1) at an elementary campus. Of that number, two (2) of the teachers are in the English Department and one (1) is in the Social Studies Department. The Pine Bluff School District has recently hired certified Human Capital and Evaluation Officer. This action has enhanced our capacity to actively recruit personnel, but challenges still exist. There are four separate public school districts within a five mile radius and three private and/or charter schools within the same area who all recruit the same personnel. During the 2015-16 academic school term, no other secondary certified ELA or Math teachers applied for advertised positions in the Pine Bluff School District.

Pine Bluff School District
Waiver Requests
Arkansas State Board of Education
August 16, 2016

Waivers Requested

Pursuant to Act 1240 of 2015, codified at Ark. Code Ann. § 6-15-103, the Pine Bluff School District administration is hereby authorized to request the following waivers from the Arkansas State Board of Education:

- A) 6-15-1004 Qualified Teachers in every public school classroom
- B) 6-17-309 Certification to teach grade or subject matter-Exceptions-Waiver
- C) 6-17-401 Teacher Licensure Requirements
- D) 6-17-902 Definition (definition of a teacher as licensed)
- E) 6-17-919 Warrants void without valid certification and contract
- F) Section 15.03, Licensure and Renewal, of the Arkansas Department Of Education Rules Governing Standards For Accreditation Of Arkansas Public Schools And School Districts
- G) Arkansas Department Of Education Rules Governing Educator Licensure

The above waivers are requested for a five year period, through the 2020-2021 school year.

1. How does the waiver support or complement the district's vision/strategic plan?

The Pine Bluff School District Mission Statement reads:

In partnership with teachers, parents, and community, the Pine Bluff School District will provide quality educational opportunities that will enable scholars to reach their maximum potential, graduating college and career ready.

Our superintendent, Dr. C. Michael Robinson, Jr., assembled a diverse team of stakeholders and charged them with creating a Coherence Framework to communicate the district's strategic plan to all of our audiences. The Coherence Framework is based on the work of Dr. Richard Elmore and the Data Wise team from Harvard University. Our framework was extracted from the work that was done around Data Wise in Prince George's County Public Schools, Maryland, and systemic improvement work that was being done through the New York State Department of Education. Our Coherence Framework is representative of who we are and the work that we will do in the Pine Bluff School District. It is our compass and guide that will keep us focused on creating systems and structures in order to do the work around systemic improvement, ultimately improving schools and increasing scholar achievement. Recruiting and developing high performing instructional staff is near the core of our work.



2. What are the specific benefits to students if these waivers are granted?

The area is serviced by the University of Arkansas at Pine Bluff and will be provided with a strong (non-teacher certified) applicant pool. As a result, the district will benefit by having a more diverse pool of applicants, many who have degrees in core specific areas, but who lack teacher certification. These individuals share strong content knowledge but

did not pursue educational certification or licensure in their respective fields of study. As a district, we will no longer be forced to place students in short and long-time learning environments with substitute staff whose educational backgrounds often meet a minimum requirement of a high school diploma for short term assignments and out of area college degrees for long term assignments.

3. What are the expected academic gains to the students if these waivers are granted?

Our scholars will benefit from having stronger instruction delivered from career ready college graduates. The elimination of the instability caused from the use of long-term substitutes and their inevitable constant turnover should benefit our student population and provide consistent, sound instructional planning and delivery.

4. What are the specific plans to implement the waiver (e.g., if the district is asking for larger class sizes, how are you going to do this; what is the largest you want to allow)?

The district will advertise the positions with the qualifications associated with the waiver. With the new requirements for employment in place, the district expects to receive a sufficient number of applications for employment in both the elementary and secondary schools.

5. Is the waiver consistent with district policy? It is important to recognize that the State Board may allow a waiver for flexibility, but whether the district can exercise it depends upon district policy. In the end, it is up to the district to effectuate the waiver.

Yes, the waiver application was presented to the board during the last school year, and a district resolution is expected. The board understands our recruiting and retention predicament and the benefits the waiver will produce.

6. What is the fiscal impact of the waiver? Will there be additional costs associated with this waiver, and if so, what is the source of funding? If funds are saved, what are the planned uses for the saving?

No additional costs are expected.

7. What effects will the waiver have on current academic, fiscal or facilities distress status? Will the waiver help the district to alleviate the distress issues, or hinder the district's progress? Will the waiver cause any distress issues?

The district's academic distress status has the potential to be more positively impacted by the waiver than the current scenario of substitute teachers. The district is not in fiscal or facility distress.

8. Will the use of the requested waiver cause any issues with the district's compliance with the Standards of Accreditation? Will the use of the requested waivers assist the district in resolving any accreditation issues?

If the waiver is approved, it will not cause any issues in complying with the Standards of Accreditation. The Pine Bluff School District has no accreditation issues.

9. How has the charter school effectively applied this waiver, and how do you expect to implement that effectiveness into your district?

The Pine Bluff Quest School and Pine Bluff Lighthouse Charter School have used the waiver to hire college graduates who do not have a teacher education background or standard educational certification. We do not possess adequate data to determine how the school effectively applied all of its waivers.

10. Has your school board approved the use of the requested waivers? Do you have a board resolution?

This is pending and will be presented at the board meeting on August 23, 2016. The resolution will be provided immediately following the board meeting.

11. Have you notified the staff that you intend to request and implement these waivers? If so, what methods of notification did you use, and how often were the notifications sent out/published, etc.? If you have not notified the staff, how and when do you plan on notifying them?

Yes, the high school staff during faculty meetings held in March and April of 2016. The option has been discussed with district and campus administrators. Campus faculties will be notified during staff meetings.

Have you notified the parents and the community that you intend to request and implement these waivers? If so, what methods of notification did you use, and how often were the notifications sent out/published, etc.? If you have not notified the parents/community, how and when do you plan on notifying them?

No. This notice will occur after the board approves the resolution. The Human Capital and Evaluation Officer briefly presented the option during the July board meeting. A community meeting will be scheduled after the board approves the resolution.

QUEST MIDDLE SCHOOL OF PINE BLUFF
APPROVED WAIVERS

District LEA:	35-42-700	Elementary School LEA:	N/A
City:	Pine Bluff	Middle School LEA:	35-42-702
Opening Date:	Fall 2013	High School LEA:	N/A
Grades Approved:	5-12	Expiration Date:	6/30/2018
CAP:	460	Grades Served 2016-2017:	5-10

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106	School year dates
6-13-109	School superintendent
6-13-601 et seq.	District Boards of Directors Generally
6-13-619	Monthly meetings
6-13-1303	Implementation policies
6-13-1401 et seq.	District Formation, Consolidation, and Annexation
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale—Exemptions—Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-2302	General business manager—Responsibilities—Minimum qualifications
6-16-102	School day hours
6-16-105	United States flag
6-16-106	Arkansas state flag
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-211	Use of personal leave when administrator or school employee is absent from campus
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401 et seq.	Certification Generally
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-802	Yearly contracts—Agriculture teacher
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1201 et seq.	Teachers' Minimum Sick Leave Law
6-17-1301 et seq.	School Employees' Minimum Sick Leave Law
6-17-1302	Definitions (as teachers are excluded from the definition of school employee)

6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2201 et seq.	Classified School Employee Minimum Salary Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2401 et seq.	Teacher Compensation Program of 2003
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
Chapter 19	Transportation
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-117	Leased academic facilities
6-21-303	Rules (the requirement to reimburse teachers for personal expenditures for classroom supplies)
6-25-101 et seq.	Public School Library and Media Technology Act
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

Waivers from ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

10.02	Class Size and Teaching Load
14.03	Unit of credit and clock hours for a unit of credit
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16	Support Services
16.01	Guidance and Counseling
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments
19.04	Requirement to provide summer school and adult education programs
21	Auxiliary Services

Waivers from Other Rules:

ADE Rules Governing Waivers for Substitute Teachers

ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers

ADE Rules Governing the Superintendent Mentoring Program

ADE Rules Governing Minimum Qualifications for General Business Managers

Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

ADE Rules Governing Public School Student Services

ADE Rules for Gifted and Talented Program Approval Standards

ADE Rules Governing Educator Licensure

ADE Rules Governing School Board Zones and Rezoning

ADE Rules Governing School Election Expense Reimbursement

Sections 4-8 of ADE Rules Governing Personnel Policies, Salary Schedules, and Documents Posted to District Websites

Certain provisions of state law shall not be waived. The public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:

- Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
- Conducting criminal background checks for employees;
- High school graduation requirements as established by the State Board of Education;
- Special education programs as provided by this title;
- Public school accountability under this title;
- Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
- Health and safety codes as established by the State Board of Education and local governmental entities.

Also, any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Arkansas Qualified Teacher Requirements. Core academic subjects include English Language Arts, Mathematics, Science, Social Studies, Early Childhood (Elementary), Music, Art and Foreign Language.

**PINE BLUFF LIGHTHOUSE CHARTER SCHOOL
APPROVED WAIVERS**

District LEA:	35-41-700	Elementary School LEA:	35-41-701
City:	Pine Bluff	Middle School LEA:	35-41-702
Opening Date:	Fall 2011	High School LEA:	N/A
Grades Approved:	K-12	Expiration Date:	6-30-2019
CAP:	650	Grades Served 2016-2017:	K-8

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-13-619(c) and (d)	Monthly board meetings
6-15-1004	Qualified teachers in every public school classroom
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-702	Staff development sessions
6-17-902	Definition (definition of a teacher as licensed)
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-2403	Minimum teacher compensation schedule
6-18-1001 et seq.	Public School Student Services Act
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)

Waivers from ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

7.03.1	Operating Policies and Procedures (first year only)
8.01	Each school district shall form a coalition of parents, and representatives of agencies and institutions, and of business and industry to develop and implement a comprehensive plan for effective and efficient community involvement in the delivery of comprehensive youth services and support
10.02	Class Size and Teaching Load
15.01	School District Superintendent
15.03.1	Requiring all administrative, teaching, and other personnel shall hold a current, valid Arkansas license
15.03.2	Requiring all administrative, teaching, and other personnel shall meet appropriate state licensure and renewal requirements for the position to which they are assigned
16.02.3	Requiring a licensed library media specialist
16.02.4	Establishing minimum requirements for the school's media collection

Waivers from Other Rules:

ADE Rules for Gifted and Talented Program Approval Standards

Certain provisions of state law shall not be waived. The public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:

- Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
- Conducting criminal background checks for employees;
- High school graduation requirements as established by the State Board of Education;
- Special education programs as provided by this title;
- Public school accountability under this title;
- Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
- Health and safety codes as established by the State Board of Education and local governmental entities.

Also, any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Arkansas Qualified Teacher Requirements. Core academic subjects include English Language Arts, Mathematics, Science, Social Studies, Early Childhood (Elementary), Music, Art and Foreign Language.

PINE BLUFF SCHOOL DISTRICT

Date of Waiver Request Submission
90-Day Deadline for State Board of Education Action

August 17, 2016
November 15, 2016

2015-2016 Enrollment	
2 or More Races	28
Asian	16
Black	3,857
Hispanic	35
Native American/ Native Alaskan	6
Native Hawaiian/ Pacific Islander	3
White	71
TOTAL	4,016

2015 ESEA DISTRICT REPORT

District: PINE BLUFF SCHOOL DISTRICT
LEA: 3505000
Enrollment: 4240

Superintendent: LINDA WATSON
Attendance 94.25
Poverty Rate: 86.39

Address: 512 SOUTH PINE
Address: PINE BLUFF, AR 71601
Phone: (870) 543-4203

OVERALL SCHOOL STATUS:	2014 NEEDS IMPROVEMENT
-------------------------------	-------------------------------

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	2550	2570	99.22	2497	2526	98.85
Targeted Achievement Gap Group	2285	2303	99.22	2244	2268	98.94
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	2440	2458	99.27	2392	2419	98.88
Hispanic	20	21	95.24	19	19	100.00
White	60	61	98.36	58	60	96.67
Economically Disadvantaged	2261	2274	99.43	2219	2241	99.02
English Language Learners	11	11	100.00	11	11	100.00
Students with Disabilities	328	342	95.91	321	327	98.17

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	518	2355	22.00	22.73
Targeted Achievement Gap Group	414	2115	19.57	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	489	2261	21.63	10.77
Hispanic	6	18	33.33	18.35
White	17	48	35.42	26.04
Economically Disadvantaged	412	2091	19.70	17.63
English Language Learners	3	11	27.27	7.64
Students with Disabilities	24	315	7.62	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	207	2285	9.06	13.95
Targeted Achievement Gap Group	176	2059	8.55	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	197	2194	8.98	5.87
Hispanic	2	18	11.11	12.10
White	6	47	12.77	17.14
Economically Disadvantaged	174	2037	8.54	11.02
English Language Learners	0	11	0.00	6.23
Students with Disabilities	25	304	8.22	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	229	310	73.87	75.00	94.00
Targeted Achievement Gap Group	170	239	71.13	71.47	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	704	937	75.13	75.00	94.00
Targeted Achievement Gap Group	501	683	73.35	71.47	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	209	285	73.33	74.24	
Hispanic	n < 10	n < 10	n < 10		
White	n < 10	n < 10	n < 10	93.94	
Economically Disadvantaged	165	230	71.74	71.34	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	34	44	77.27	66.67	

2015 ESEA DISTRICT REPORT

District: PINE BLUFF SCHOOL DISTRICT
LEA: 3505000
Enrollment: 4240

Superintendent: LINDA WATSON
Attendance 94.25
Poverty Rate: 86.39

Address: 512 SOUTH PINE
Address: PINE BLUFF, AR 71601
Phone: (870) 543-4203

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	100
Number of enrolled students with completed EOY only:	95

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016

THE STATE OF EDUCATION IN ARKANSAS

2015 FULL REPORT



WORKING TOGETHER TO
ADVANCE EDUCATION

ForwARd



Dear Arkansan:

ForwARd Arkansas, a strategic partnership of the Winthrop Rockefeller Foundation, Walton Family Foundation and Arkansas Board of Education, has been established to develop a strategic plan to dramatically improve public education in Arkansas.

ForwARd has brought us together, a diverse group of Arkansas leaders with a wide range of experiences, to form its steering committee. We are reaching out to educators, parents, students, community leaders and policy makers across our state for input on how to advance education and move Arkansas forward. Following careful review of input from the community and based upon our understanding of where we stand today (which we share with you in this report), we plan to complete and release a holistic plan for P-16 education.

We start this process from a position of strength. Arkansas has been successful in improving access to education across all ages from pre-K to college. We have also established policies and standards that should support improved student outcomes. However, student outcomes are still far below our aspirations. Too few students are graduating from our schools prepared for college and the workforce. Additionally, the achievement gap is still significant despite recent gains.

ForwARd's work will not stop with the release of a plan. ForwARd is committed to working with the rest of Arkansas to change these outcomes in the coming years. And the opportunity is great. Just to give one example: if we are able to bring Arkansas's 6-year college graduation rates up from 39% (among the lowest in the nation) just to the national average of 57%, 11,000 more Arkansas students would graduate from college in the next five years in 4-year public universities alone.¹

Education is important to all of us. Let's move ForwARd together.

Sincerely,

ForwARd Arkansas Steering Committee
Working Together to Advance Education

Steering Committee

Shane Broadway, Director, Arkansas Department of Higher Education
Toby Daugherty, Lead Recruiter and Outreach Coordinator, The STAND Foundation
Kim Davis, Board Member, Arkansas State Board of Education
Bill Dillard III, Vice President, Dillard's Inc.
Marcy Doderer, President and CEO, Arkansas Children's Hospital in Little Rock
Matt Dozier, President and CEO, Environmental and Spatial Technology (EAST) Initiative
Bob East, Co-Founder, East-Harding Inc.
Joyce Elliot, Arkansas State Senator
Melanie Fox, Co-Founder, J&M Foods
Diana Gonzales Worthen, Director, Project RISE at University of Arkansas at Fayetteville
Lavina Grandon, Founder and President, Rural Community Alliance
Johnny Key, Associate Vice President of University Relations, University of Arkansas
Tom Kimbrell, Superintendent, Bryant Public Schools
Ginny Kurrus, Former State President, Arkansas PTA
Michele Linch, Executive Director, Arkansas State Teachers Association
Hugh McDonald, President and CEO, Entergy Arkansas Inc.
Justin Minkel, Elementary School Teacher, Jones Elementary School in Springdale
David Rainey, Assistant State Director, JBHM Education Group
John Riggs IV, President, J.A. Riggs Tractor Company
Scott Shirey, Founder and Executive Director, KIPP Delta Public Schools
Ray Simon, Former Deputy Secretary, U.S. Department of Education
Kathy Smith, Senior Program Officer, Walton Family Foundation
LaDonna Spain, School Improvement Specialist, Arkansas Department of Education
Bob Watson, Former Superintendent, El Dorado Public Schools
Sherece West-Scantlebury, President and CEO, Winthrop Rockefeller Foundation
Darrin Williams, CEO, Southern Bancorp Inc.
Kenya Williams, Co-Chair, Strong-Community Leadership Alliance

For more information on the Steering Committee, please visit ForwardArkansas.org.

About ForwARd

ForwARd Arkansas is a partnership of education, business, government and civil society professionals committed to improving public education in the state. The group is currently conducting extensive research, encouraging statewide discussion and developing a holistic plan to strengthen public education.

ForwARd is organized by the Winthrop Rockefeller Foundation, Walton Family Foundation and Arkansas Board of Education, and advised by The Boston Consulting Group (research and strategic planning), Eric Rob & Isaac (web and report development), and The Peacock Group (communications).

VISION: Every Arkansas student will graduate prepared for success in college and the workplace

MISSION: To help Arkansas create one of the finest public education systems in the nation

GOAL: To create a holistic strategic plan for P-16 education in Arkansas, with specific recommendations for academically distressed schools and school districts, that will provide actionable recommendations to shape and guide the state's time and resources to realize this vision and mission

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Arkansas Education at a Glance

A Changing Landscape

A lot has changed in the last several years. Arkansas has more students in fewer schools, with increases in percentage of minority students and percentage of students qualifying for free or reduced lunch (FRL). State spending per student enrolled has dropped 8%

for pre-K and increased 3% for K-12, with Arkansas ranked 33rd in the nation for per-pupil expenditure. There has also been a 24% increase in the number of students attending 2- or 4-year institutions.

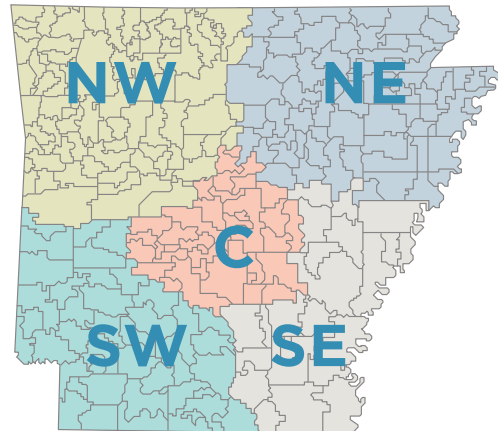
Key Changes Since 2005-06²

	2005-06	2012-13	Change from '05-'13
Pre-K³			
3- & 4-year-olds enrolled	37,000	39,000	+2,000 students (+5%)
\$ per pupil	\$6,014	\$5,514	-\$500 (-8% pts)
	2005-06	2013-14	Change from '05-'14
K-12			
Number of school districts	261	258	-3 districts
Avg students/district	1,766	1,841	+75 stud./district (+4%)
Number of schools	1,111	1,082	-29 schools (-3%)
Number of teachers ⁴	33,000	33,000	—
Number of students	464,000	475,000	+11,000 (+2%)
% of students minority	31%	37%	+6% pts
% of students qualifying for FRL ⁵	54%	61%	+7% pts
\$ per pupil ⁶	\$9,173	\$9,411	+\$238 (+3%)
	2005-06	2013-14	Change from '05-'14
Higher Ed			
Number of students in 2- or 4-year	146,000	181,000	+35,000 (24%)
% of students in 4-year schools ⁷	61%	65%	+4% pts
% of students minority ⁸	26%	32%	+6% pts

Understanding Regional Differences

Racial and economic composition in the Arkansas student population varies widely from region to region, with significant numbers of children from low-income families present in all areas of the state.

For the purpose of this report, regions are defined according to the Arkansas Comprehensive Testing and the Assessment and Accountability Program.



Student Demographics by Region⁹

	NW	NE	Central	SW	SE	Arkansas
White	70%	71%	56%	56%	46%	63%
Black	3%	22%	33%	30%	46%	21%
Hispanic	19%	5%	7%	11%	6%	11%
Other Races	8%	2%	4%	3%	1%	5%
Total Students (k)	162.5	93.7	146.0	48.5	24.2	474.9
FRL-Eligible	58%	67%	56%	68%	74%	61%
% Age 0-17 in Poverty (2012)	26%	31%	25%	34%	39%	28%
ELL (2014-15)	16%	2%	5%	6%	3%	8%
504 (2014-15)	3%	3%	3%	3%	3%	3%

Note: May not sum to 100% due to rounding.

Report Summary: 4 Major Findings¹⁰

1 Access

Arkansas has been successful in improving access to education and in increasing participation in higher-level educational activities.

- ▶ **Pre-K Access:** Top 20 nationally
- ▶ **High School Graduation Rate:** Above national average
- ▶ **AP Exams & ACT:** Very large increase in participating students
- ▶ **College-Going Rate:** Top 20 nationally

2 Standards

Arkansas has established policies and standards that should support improved student outcomes.

- ▶ **Common Core:** Arkansas is now 4 years into the implementation of this rigorous college-ready standards program
- ▶ **Principal & Teacher Licensure & Training:** Arkansas has been recognized as a leader in developing standards in these areas
- ▶ **Per-Pupil Expenditure:** Arkansas's per-pupil expenditure has increased in recent years and is near national average

3 Outcomes

Student outcomes are still far below aspirations across the state; opportunity exists to improve.

- ▶ **Pre-K:** For low-income children who attended pre-K, only 18% were considered 'developed' in all six QELI categories: 31% in at least 5 categories, 43% in at least 4 categories and 57% in 3 or less categories
- ▶ **4th- and 8th-Grade:** Bottom 20 nationally in math and literacy test scores – and that rank has dropped since 2005
- ▶ **College Graduation Rate:** 39% (48th in the nation)

4 Achievement Gap

Despite recent gains, the achievement gap is still significant, and this is reflected in economic, racial and regional disparities.

- ▶ **Low-Income & Minority Students:** Perform below other students on national tests, although the gap has narrowed since 2005
- ▶ **Regional Achievement:** Southeast has lowest average but largest gains; Central has largest disparity and concentration of academically distressed schools
- ▶ **Pockets of Performance:** Across Arkansas, there are pockets of high and low performance suggesting opportunity to spread what already works well statewide

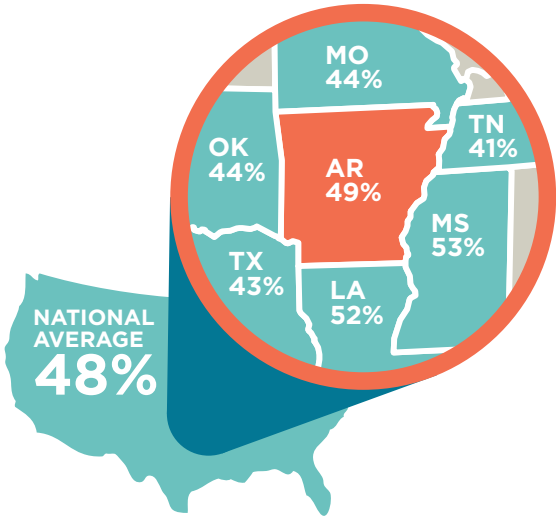
ACHIEVING STUDENT ACCESS TO EDUCATION

Arkansas has been successful in improving access to education and in increasing participation in higher-level educational activities. More students are attending pre-K, and high school graduation and college-going rates are higher than the national average. College enrollment is up.

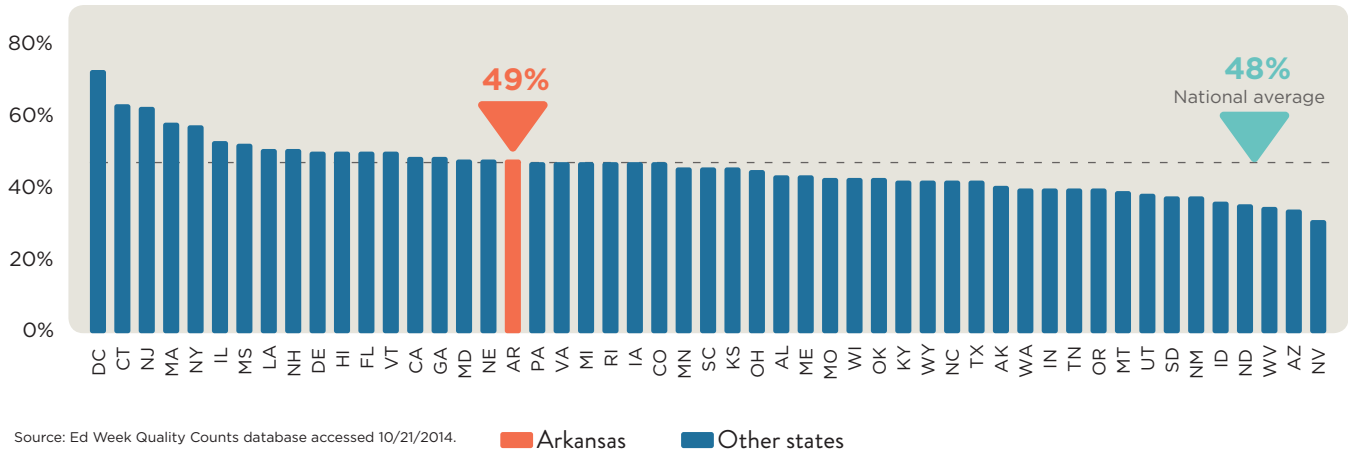
Improved Opportunity for Pre-K Students

49% of Arkansas 3- and 4-year-olds attend pre-K which is in line with the national average of 48%. While we rank 18th in the nation, we have only increased pre-K attendance by 0.6% since 2005-06 compared to a national average increase of 3%.¹¹

To help improve these numbers, Arkansas recently received a \$60 million grant from the U.S. Department of Education and U.S. Department of Health and Human Services. This grant will be used to improve services for roughly 1,700 students and increase pre-K capacity by nearly 2,200 students.¹²



3- and 4-Year-Olds Enrolled in Preschool in 2012-13



Source: Ed Week Quality Counts database accessed 10/21/2014.

Arkansas

Other states

Pre-K Access in Arkansas¹³

Study after study shows the benefit of pre-K education for 3- and 4-year-olds. Pre-K provides our children the learning foundation they need to succeed in kindergarten and beyond.

“The research is strong,” Rich Huddleston, executive director for Arkansas Advocates for Children and Families, said in a July 11, 2013, *Arkansas Times* article reporting on pre-K access in the state. “For low-income and at-risk kids, if you don’t get to them early and if they start school behind, it’s less likely that they’re going to catch up to their peers.”

In Arkansas, we continue to make strides in pre-K access, leading the nation as one of the Top 20 states in this area. Although we rank higher than other states, we still have room to grow. Between the federal Head Start and Early Head Start and the state program, Arkansas Better Chance, we serve 47% of eligible 3-year-olds and 80% of eligible 4-year-olds. That leaves approximately 15,000 eligible low-income 3- and 4-year-old children without pre-K slots.

The need for pre-K access is great and helps families like Charlotte Franklin’s son, Christopher, who was featured in the *Arkansas Times* article. Christopher attended a Head Start program in Little

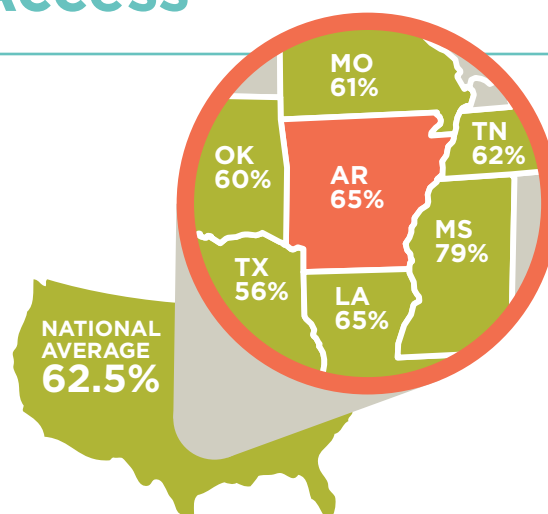
Rock when he was 3 years old after his mom saw a sign about it and decided to check it out. Now, Christopher is in 4th grade at eStem, a charter school in downtown Little Rock.

His mom said Christopher’s pre-K foundation made all the difference in his school readiness, social skills and academic performance. For Christopher, pre-K instilled in him a love for learning.

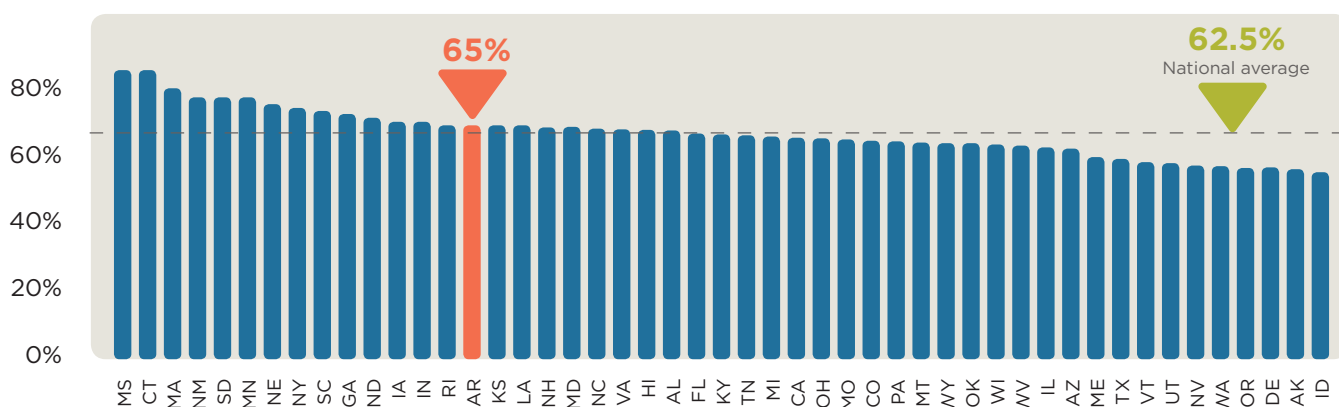
“At Head Start, we learned math, writing and literacy,” Christopher told the reporter. “It helped me a lot when I went to kindergarten. I like school. I want to go to college.”

Improvement in College Access

84% of Arkansas high school students graduate, and 65% of those who graduate attend college. This is a 9% increase in students attending college from 2004, indicating that college access has improved. The national average for college attendance has only increased by 6.8% since 2004.¹⁴



Percentage of High School Graduates Going on to College in 2010



Source: NCHEMS Information Center

More Students Participate in AP Exams and the ACT

Participation in AP exams and the ACT helps pave the way for access and success in college. 59% of Arkansas junior and senior students took AP exams in 2012, ranking us 6th in the nation for participation. 88% of Arkansas students took the ACT in 2012, which is a 14% increase from 2008, with the average score staying consistent.¹⁵

► Success of the AAIMS Program¹⁶

Some of these gains can be attributed to the Arkansas Advanced Initiative for Math and Science, Inc., an affiliate of the National Math and Science Initiative. AAIMS works to build enrollment and increase the number of students taking – and earning qualifying scores on – AP exams in mathematics, science and English (MSE). The program launched in 2008 and includes a special focus on traditionally underserved students.

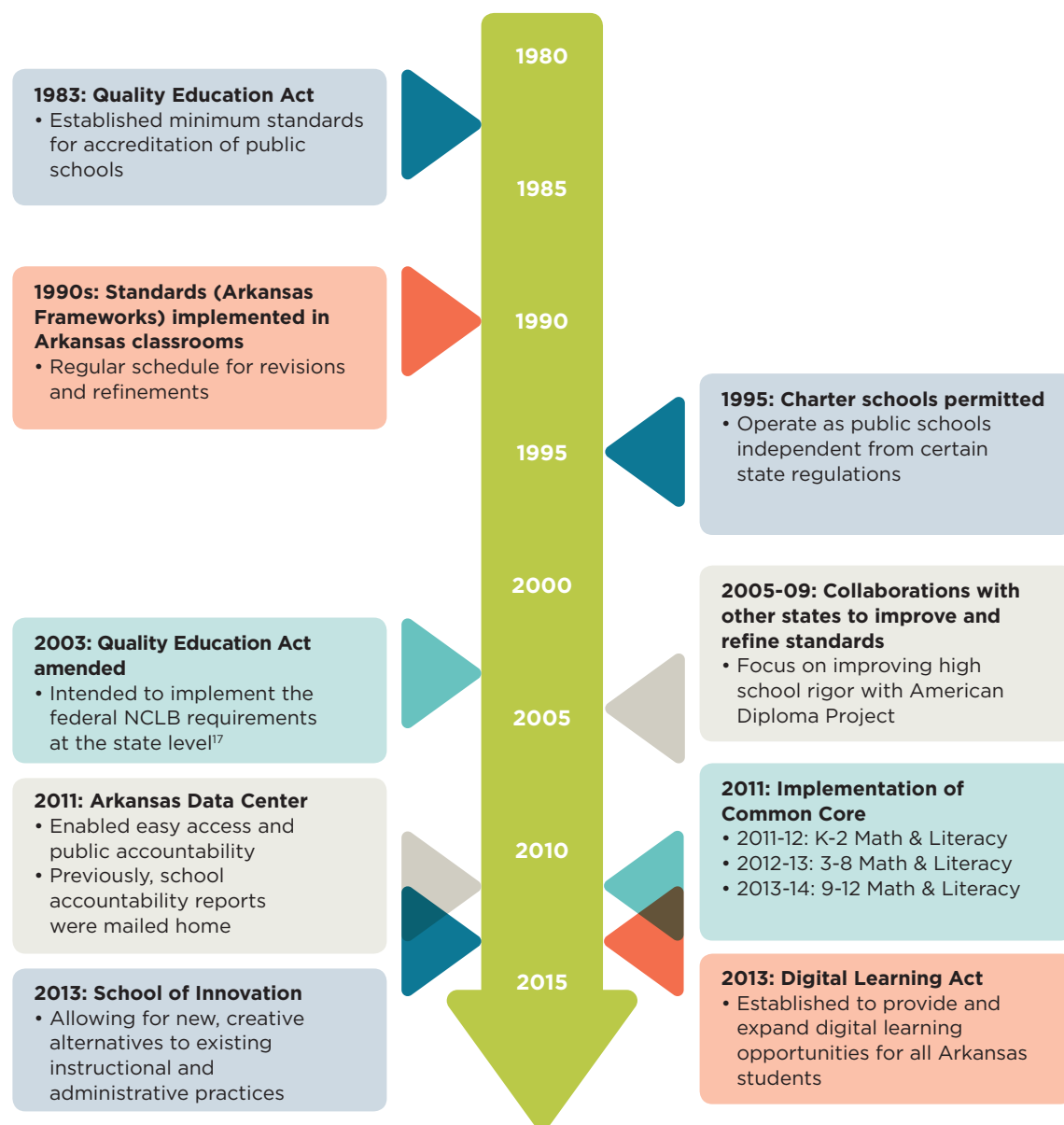
AAIMS focuses on working with teachers, students and schools on best practices for preparing for AP exams, including providing annual incentives for teachers, students and schools.

In looking at results for 2012-13, AAIMS participants accounted for 43% of qualifying scores and 41% of MSE exams, but only 14% of schools. In 2012, 17,700 students took AP exams through AAIMS, accounting for 28% of students who took AP exams in Arkansas that year. AAIMS is a strong example of a program that is helping more high-school students take AP exams and perform well on AP exams, better preparing them for the rigors of college-level coursework.

STRONG POLICIES & STANDARDS

Arkansas has strong policies and standards in place to support student outcomes. In fact, Arkansas has a long history of supporting education initiatives, working to establish standards and provide clear accountability since 1983. The state's leadership should continue to strive for innovation and excellence when establishing policies and standards for public school students. The groundwork has been laid, but there is still work to be done to dramatically improve student outcomes.

Policies & Standards Power Student Outcomes



Sources: Interviews with ADE; University of Arkansas Office of Education Policy "Quality Education Act of 2003"

▶ Common Core in Arkansas¹⁸

From 2011 to 2014, Arkansas implemented the K-12 Common Core State Standards, a set of research-based national education standards for math and English. Common Core will help Arkansas's schools meet the standards needed for students to succeed at every grade level. Adopting the Common Core means that a child in Arkansas is now expected to learn the same core knowledge and skills as a child in the same grade in Oklahoma, Mississippi, Louisiana and 40 other states.

The state has also adopted assessments developed by the Partnership for the Assessment of Readiness for College and Careers (PARCC). These assessments, which reflect the Common Core, were piloted in the 2013-14 school year across the state and will replace the current Benchmark exams in the 2015-16 school year.

Educators Meeting Quality Counts Standards

Arkansas is being recognized for success in equipping teachers and providing strong leadership. In 2012, Arkansas earned top honors from *Education Week* for meeting standards in teacher licensure and training.



LEADERSHIP METRICS:

1 of 3 states meeting all 4 standards

Standard	AR
1 State provides incentives for principals who work in targeted schools	<input checked="" type="checkbox"/>
2 State has standards for licensure of school administrators	<input checked="" type="checkbox"/>
3 State requirements for initial licensure include a supervised internship	<input checked="" type="checkbox"/>
4 State requirements for initial licensure include participation in an induction or mentoring program	<input checked="" type="checkbox"/>



BEGINNING TEACHERS:

Arkansas had 3 of the 4 supports; most states had none

Standard	AR
1 All new teachers required to participate in a state-funded induction	<input checked="" type="checkbox"/>
2 All new teachers required to participate in a state-funded mentoring program	<input checked="" type="checkbox"/>
3 State has standards for selecting, training and/or matching mentors	<input checked="" type="checkbox"/>
4 State has reduced-workload policy for first-year teachers	<input type="checkbox"/>



PROFESSIONAL DEVELOPMENT:

1 of 7 states meeting all standards

Standard	AR
1 State finances professional development for all districts	<input checked="" type="checkbox"/>
2 State has formal professional development standards	<input checked="" type="checkbox"/>
3 State requires a specific amount of time to be set aside for professional development	<input checked="" type="checkbox"/>
4 State requires districts to align professional development with local priorities and goals	<input checked="" type="checkbox"/>

Source: Education Week Quality Counts Database 2012.¹⁹

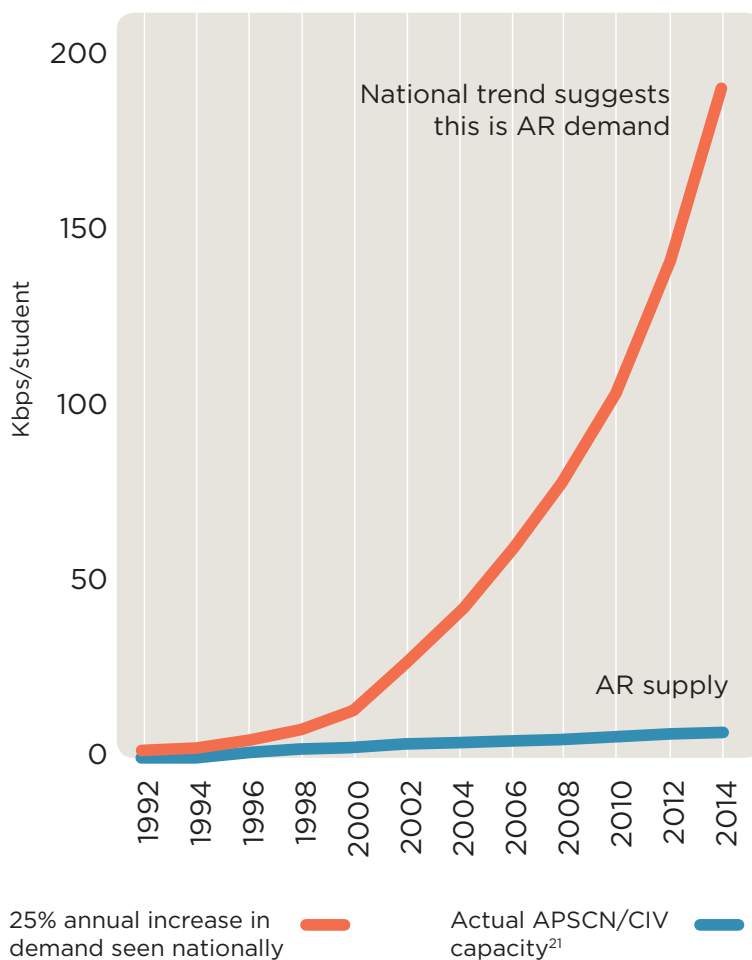
While Arkansas is recognized as a leader in meeting these standards, these efforts are not sufficient to improve student outcomes. The 2015 edition of *Education Week* shifted the focus from licensure and training to educational outcomes.

Expanding Digital Learning

Investing in high-speed Internet access is a priority for schools as they strive to take advantage of the opportunities made available through the Internet. Opportunities exist across many areas of education including augmenting classroom instruction, distance learning, professional development and learning management tools.

Arkansas approved the Digital Learning Act of 2013 to provide and expand digital learning opportunities for all Arkansas students. While this legislation is designed to make digital learning accessible throughout the state, broadband access in Arkansas is still severely limited, hindering schools from meeting the requirements.²⁰

Limited Broadband Access



Source: Arkansas Department of Education Digital Learning webpage



Innovative Learning Models

There are two innovative learning models in Arkansas: charter schools and schools of innovation.

CHARTER SCHOOLS

A charter school is publicly funded, but is typically governed by a group or organization under a legislative contract (or charter) with the state. The school is exempt from certain state or local rules and regulations. However, it must meet the same accountability standards as traditional public schools.

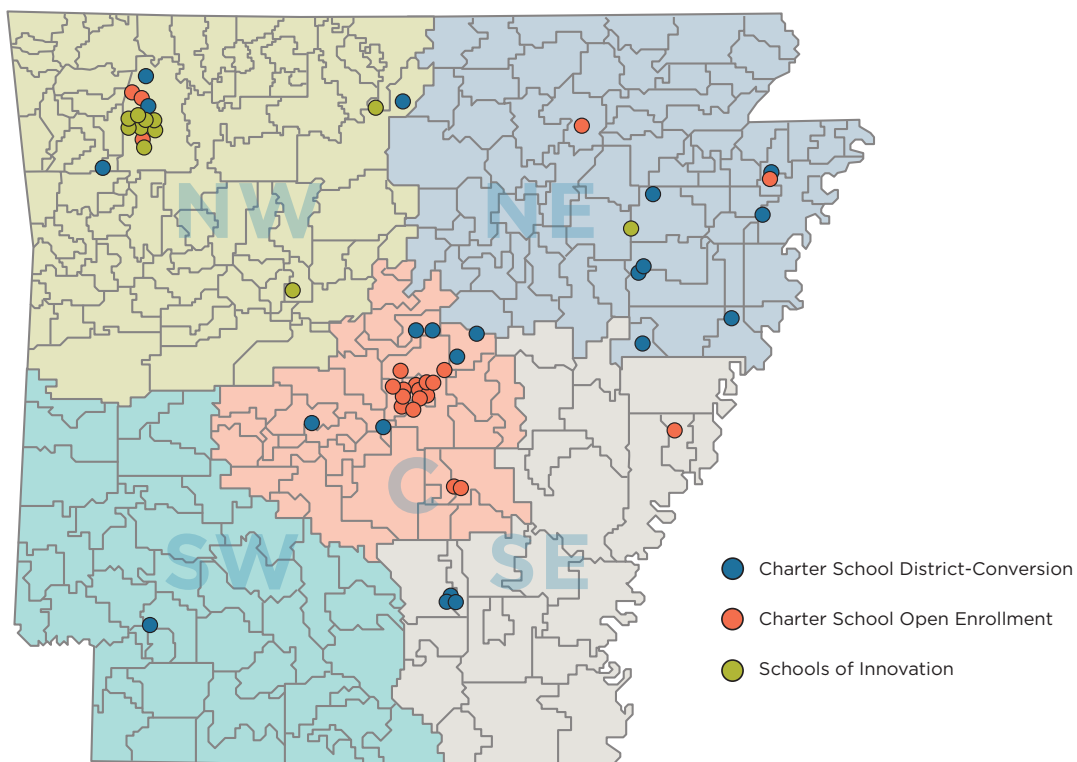
While charter schools are an option for Arkansas students and families, availability is limited. Fewer students in Arkansas attend charter schools compared to other states, with students in charter schools accounting for approximately 3% of the total number of Arkansas students.²²

SCHOOLS OF INNOVATION

In 2013, Arkansas created the Schools of Innovation program. Through the program, school districts and individual schools are encouraged to design new and creative alternatives to the existing instructional and administrative practices. These changes are intended to improve academic performance and learning. Approval to become a School of Innovation is determined by the Commissioner of Education, is granted for a four-year period, and can give schools flexibility on state laws and policies to implement their plans.

For the 2014-15 school year, five schools and one school district were named Schools of Innovation, serving approximately 9,000 students (less than 2% of public K-12 students in Arkansas).²³

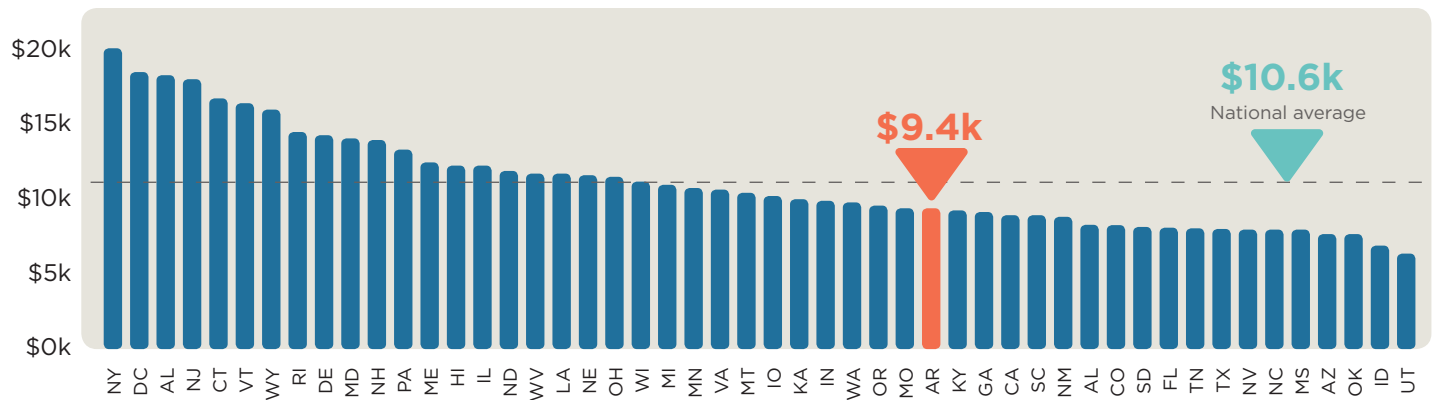
Charter Schools and Schools of Innovation in Arkansas as of December 2014



Source: ADE Charter Schools and Schools of Innovation website

Investing in Education

Current Expenditure Per Pupil in 2012



Sources: Census of Governments: Finance - Survey of School System Finances <http://www.census.gov/govs/school/>. National Center for Education Statistics (NCES): <http://nces.ed.gov/>.

Arkansas has continued to invest more in its students, with a 0.5% increase in spending from 2007. Other states have cut funding, causing the national average to fall 0.18%. Our per-pupil expenditure has increased, bringing it closer to the national average – \$9,400 per pupil in Arkansas compared to \$10,600 nationally. Increased spending allows Arkansas to build a strong foundation for continued improvement in educational outcomes.²⁴



STUDENT OUTCOMES ARE BELOW ASPIRATIONS

While access to academic programs and opportunity is on the rise in Arkansas, student outcomes from pre-K through college are still low and far below aspirations. While the Academically Distressed schools are of particular concern, there are significant opportunities to improve rigor and policy execution across the state.

Access vs. Achievement

Even though Arkansas continues to improve access for students pre-K through college, student achievement is still far below aspirations.

Pre-K

Attending pre-K helps children, especially children from low-income families, develop the necessary skills for success in kindergarten and beyond. According to the Qualls Early Learning Inventory assessment, which assesses kindergarten readiness through observing six learned behaviors, a greater percentage of children from low-income families were considered 'developed' when attending the Arkansas Better Chance early childhood education program (ABC), Arkansas's state-funded pre-K, vs. not on each of the six behaviors assessed. Also, 7% more low income children were considered 'developed' across all six behaviors after pre-K vs. not. Furthermore, when these children were tracked longitudinally, attending ABC was found to have led to better scores in language, math and literacy at the end of first and second grade, and better scores in literacy at the end of 3rd grade.

However, further evaluation and potential program adjustments may be needed to be sure that all children are fully developed in all necessary skill areas. For those who attended pre-K, only 18% of low-income children were considered developed in all six QELI categories: 31% were developed in at least 5 categories, 43% were developed in at least 4 categories and 57% were developed in 3 or less categories.²⁵

For low-income children who attended pre-K, only 18% were considered 'developed' in all six QELI categories: 31% in at least 5 categories, 43% in at least 4 categories and 57% in 3 or less categories.

Arkansas ranks in the bottom 20 states – and dropping – on 4th- and 8th-grade national tests in math and literacy.

Elementary & Middle School

The National Assessment of Educational Progress is the largest nationally representative and continuing assessment of what American students know in various subject areas. For Arkansas 4th- and 8th-graders, the NAEP shows modest improvement in math and reading from 2005 to today, but the improvement did not keep pace with national averages. Arkansas's 4th-grade rankings dropped in both categories from 33rd to 36th. The 8th-grade ranking for reading remained flat at 38th in the nation and dropped in math from 40th to 42nd in the nation.²⁶

College

Arkansas is among the top 20 states for students attending college. However, it appears that students are not prepared when they get to college. Almost 50% of all students enrolling in public universities require remedial coursework, and Arkansas's six-year college graduation rate is among the lowest in the nation.²⁷

Only 20% of students taking the ACT met college-ready benchmarks in all four subjects.

Almost 50% of all students enrolling in public universities require remedial coursework.

Arkansas is among the lowest in the nation for college graduation and degree attainment rates.

▶ Elementary Schools Moving the Needle²⁸

Although it was once among Little Rock School District's state-identified "priority" schools – the 5% lowest-performing schools in Arkansas – Wilson Elementary School now finds itself on the much shorter list of state-named "exemplary" schools. There were only nine of the latter for the 2013-14 school year.

Wilson was recognized for sizable year-to-year achievement gains, specifically for the gains made by pupils who are poor, require special education services or are non-native English language learners.

According to the Arkansas Education Report from the Office for Education Policy at University of Arkansas, Wilson was among the Top 20 (#4) Most Improved Elementary Schools based on Benchmark mathematics achievement from 2009-14. The student

average increased from 58% proficient/advanced initially to 87% proficient/advanced. Wilson also was among the Top 20 (#3) Most Improved Elementary Schools for literacy achievement.

According to a May 27, 2014, article in the *Arkansas Democrat-Gazette*, "Faculty members and other observers of [Wilson Elementary] list many reasons for the school's recent achievement gains, including the school's small size, its care for the individual child, its partnerships with churches whose members mentor pupils, its analysis of student test data to identify and teach to each child's needs, and the direct services the school receives from the Arkansas Department of Education and Pearson School Achievement Services, a school improvement company."

Success at Wilson is also attributed to

literacy and math coaches, who were hired in 2012 as trainers and resources for teachers.

Similarly, Jones Elementary School in Springdale improved, with the percentage of students reading on grade level increasing from 26% to 73%.

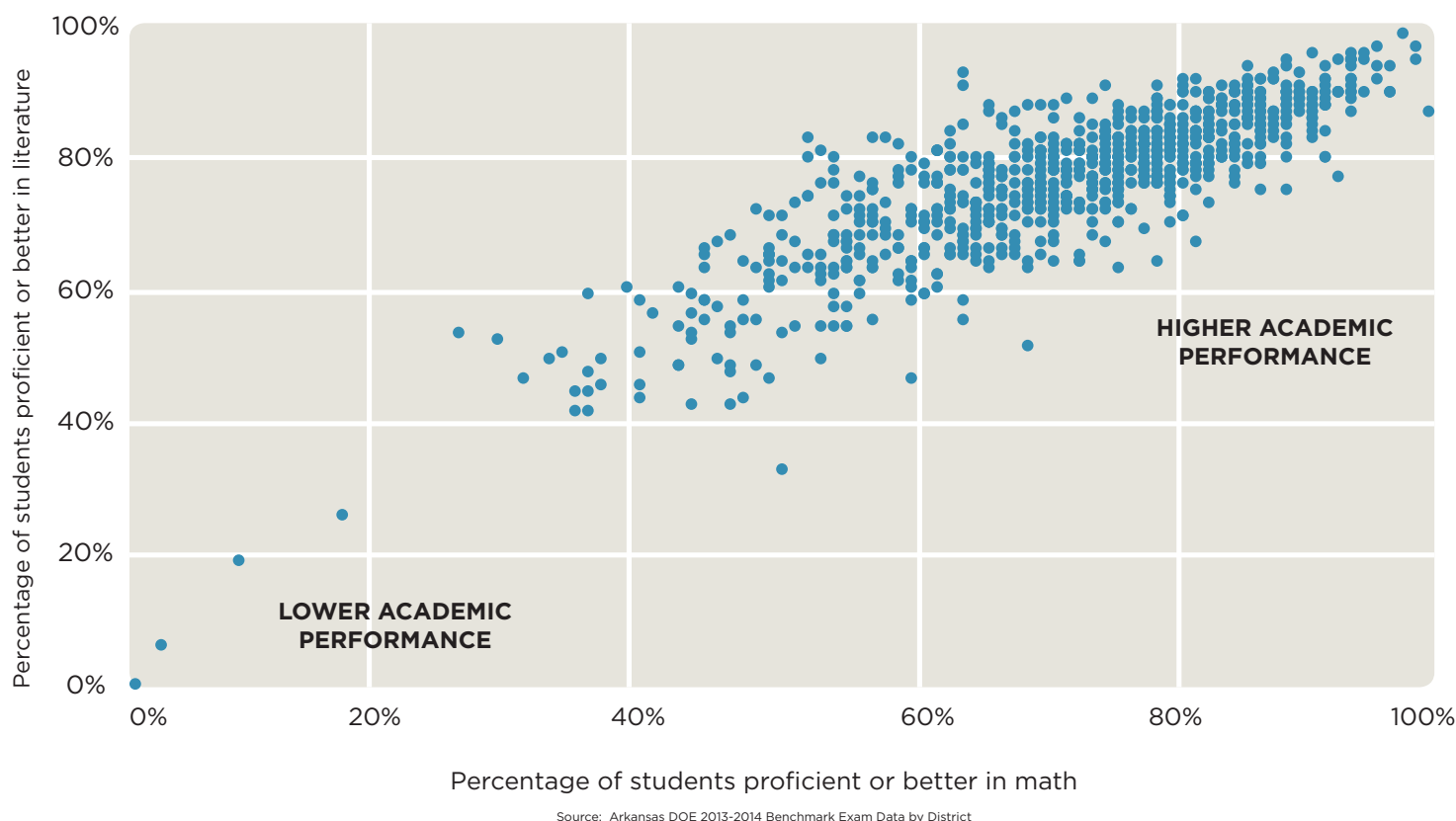
For Jones Elementary, educators credit their data-driven approach, the school's teamwork, and their principal, Melissa Fink, for their drastic improvements. The school makes decisions based on the data teachers are collecting in the classroom and the data the school is collecting from parents. The teachers focus not just on their own classrooms but on the grade as a whole, and they listen and learn from each other. Fink places a strong emphasis on growth for her teachers – setting goals as teachers in the same way that their students set goals.



Academic Performance Varies by School

Student academic performance varies by school across the state. Most schools have more than 60% of students scoring proficient or better in math and literature on Augmented Benchmark Exams (ABE).

Average Scores by School on ABE Grades 3-8, 2013-14²⁹



Academic Distress in Arkansas³⁰

Schools are identified as being in Academic Distress if 49.5% or less of students score at or above proficiency on a composite of math and literacy tests over a three-year period. While the majority of Arkansas schools are not in this category, many are performing below aspirations.

Under old regulations put in place by the Arkansas General Assembly in 2004, only school districts could be placed in Academic Distress. The requirements had to include school data for all schools in the district, meaning the criteria and

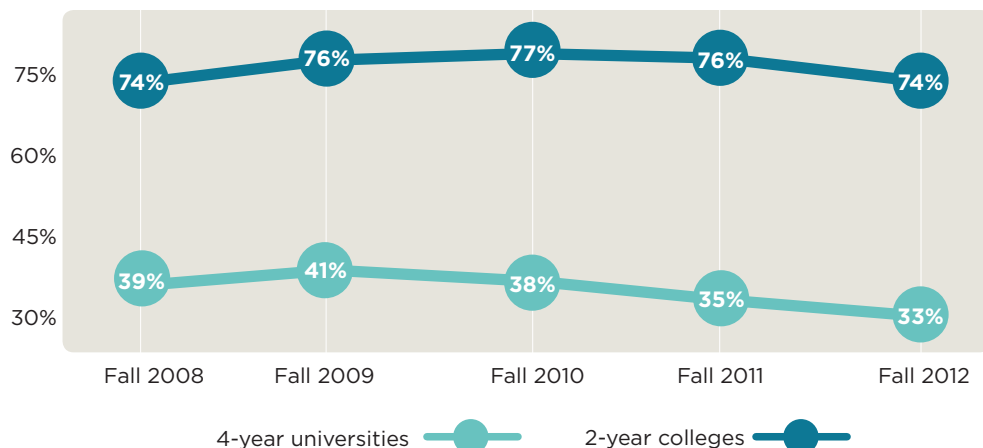
standards for takeover were quite high. Therefore, only a few school districts were ever placed in Academic Distress. A few had been placed in Fiscal Distress, and a handful had even been taken over by the state for financial mismanagement.

In 2013, legislators passed new policy that changed the rules, now allowing for individual schools to be put in Academic Distress. Following the writing of new rules and regulations, the State Board of Education identified 26 schools and two school districts to be officially in Academic Distress.

Increased Enrollment in College Remedial Courses

Although 65% of high school graduates attend college, 74% of students attending 2-year colleges and 33% of students attending 4-year colleges require remediation. Such high remediation rates suggest that although students may be graduating from high school and attending college, they may not be well prepared to succeed in higher education. This is especially a concern because students requiring remediation are far less likely to graduate from college.

'Anytime' Remediation Rates: Fall 2008 to Fall 2012



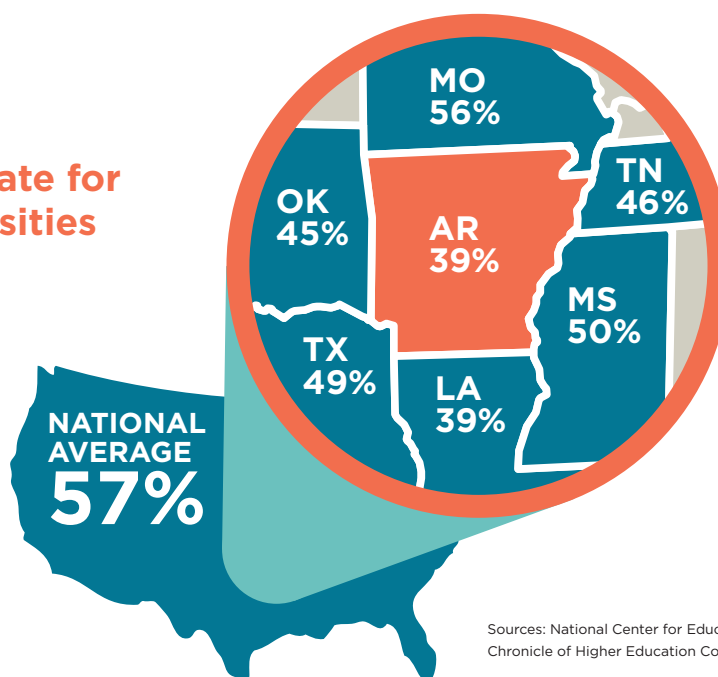
'Anytime' remediation rate is defined to be percentage of first-time degree-seeking students enrolled in a remedial class; the balance was placed in college-level coursework

Source: 2013 Comprehensive Arkansas Higher Education Annual Report

Low College Graduation Rates

Despite an above-average rate of students going to college, Arkansas is near the very bottom in college graduation rates. In 2010, Arkansas's college graduation rate was 39%, compared to 57% nationally in 2012. Arkansas ranked 48th in the nation in 2010 for first-time, full-time undergraduate enrollees in public 4-year institutions graduating in six years.

6-Year Graduation Rate for Public 4-Year Universities



Sources: National Center for Education Statistics Fast Facts and The Chronicle of Higher Education College Completion webpages

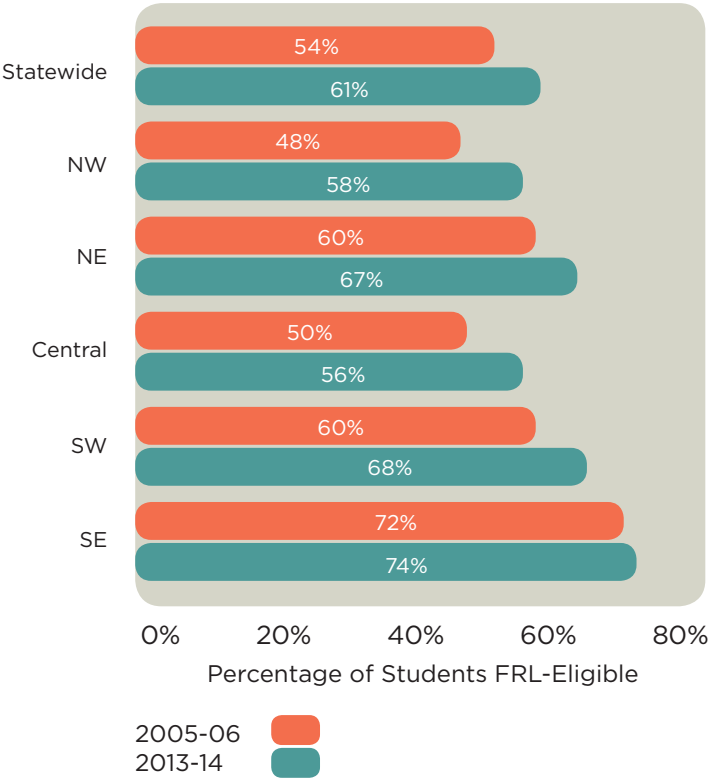
SIGNIFICANT ACHIEVEMENT GAPS

Arkansas is making strides to close the student achievement gap between students within our borders. However, significant achievement gaps still exist. In order to close these gaps and improve outcomes for all students, Arkansas must address economic, racial and even geographic disparities, both in and outside of the classroom.

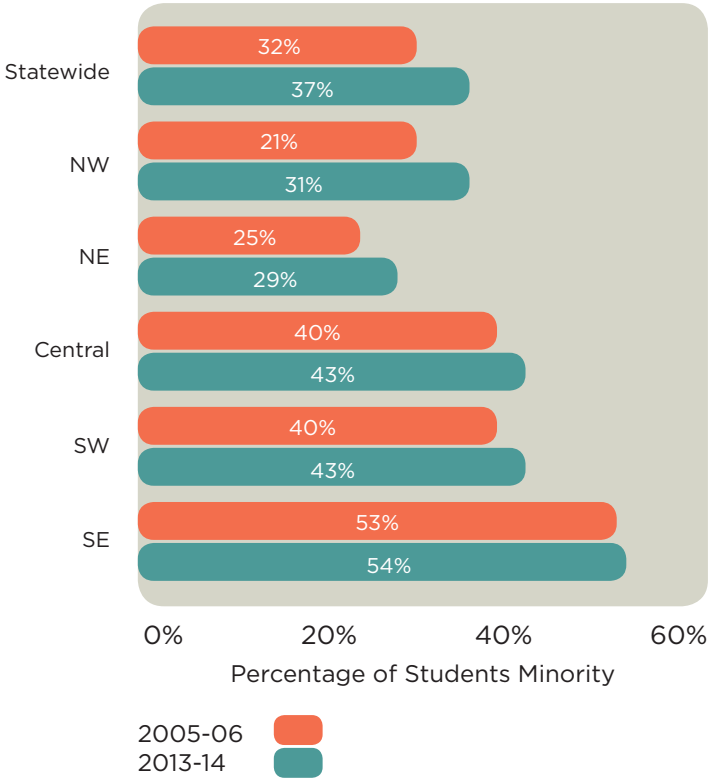
Population Changes in Arkansas

Historically, FRL-eligible and minority students perform below other students on national tests – although that gap has narrowed in the last decade – and both populations have increased steadily throughout Arkansas. While the Northwest region has seen the greatest change since 2005-06, the Southeast region continues to have the largest percentages of both minority and FRL-eligible students in the state.

Percentage of Students FRL-Eligible in Each Region



Percentage of Minority Students in Each Region



Source: Office for Education Policy demographic databases, 2005-06 and 2013-14



▶ Overcoming Poverty by Investing in Education³¹

Nearly three out of 10 kids are living in poverty in Arkansas. As dramatic as this figure is, research suggests that the true economic picture is even bleaker. More than half of all Arkansas children live in a household that struggles financially. Unfortunately, Arkansas is seeing the gap between low-income students and their more affluent counterparts grow wider.

According to Arkansas Advocates for Children and Families, studies have repeatedly shown that children living in poverty are more prone to negative educational outcomes such as poor

academic performance, low vocabularies, lower reading and achievement scores, higher drop-out rates and lower college graduation rates.

Poverty is also associated with higher rates of teen pregnancy, low self-esteem and feelings of anxiety, unhappiness and dependence. Children who experience poverty earlier in life have a harder time overcoming its impacts.

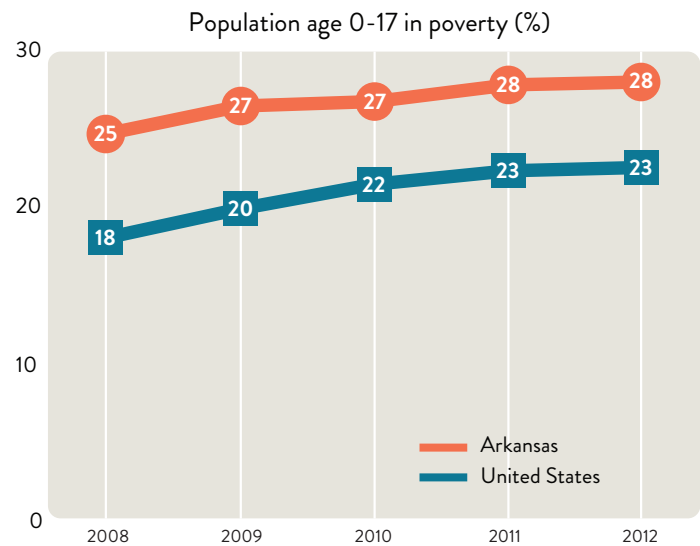
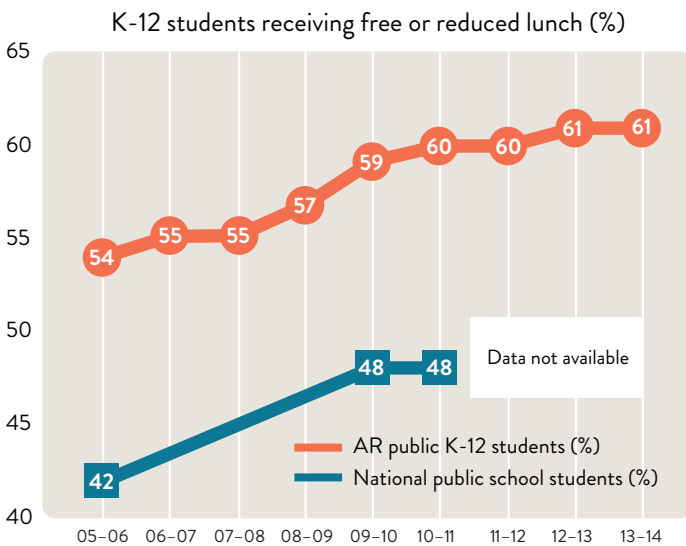
In some instances, poverty is compounded by an unstable home environment. Children in these situations are more likely to act

out, experience disobedience and aggression and have a more difficult time getting along with other children.

One way to combat Arkansas's high level of poverty over the long term is to invest in education. Higher levels of education allow Arkansans to get better jobs and provide for their families. Policies that help low-income children succeed academically also improve the odds that they will be able to get an education that helps them find better paying jobs.

Arkansas's Students are More Likely to be FRL-Eligible or in Poverty Than National Average

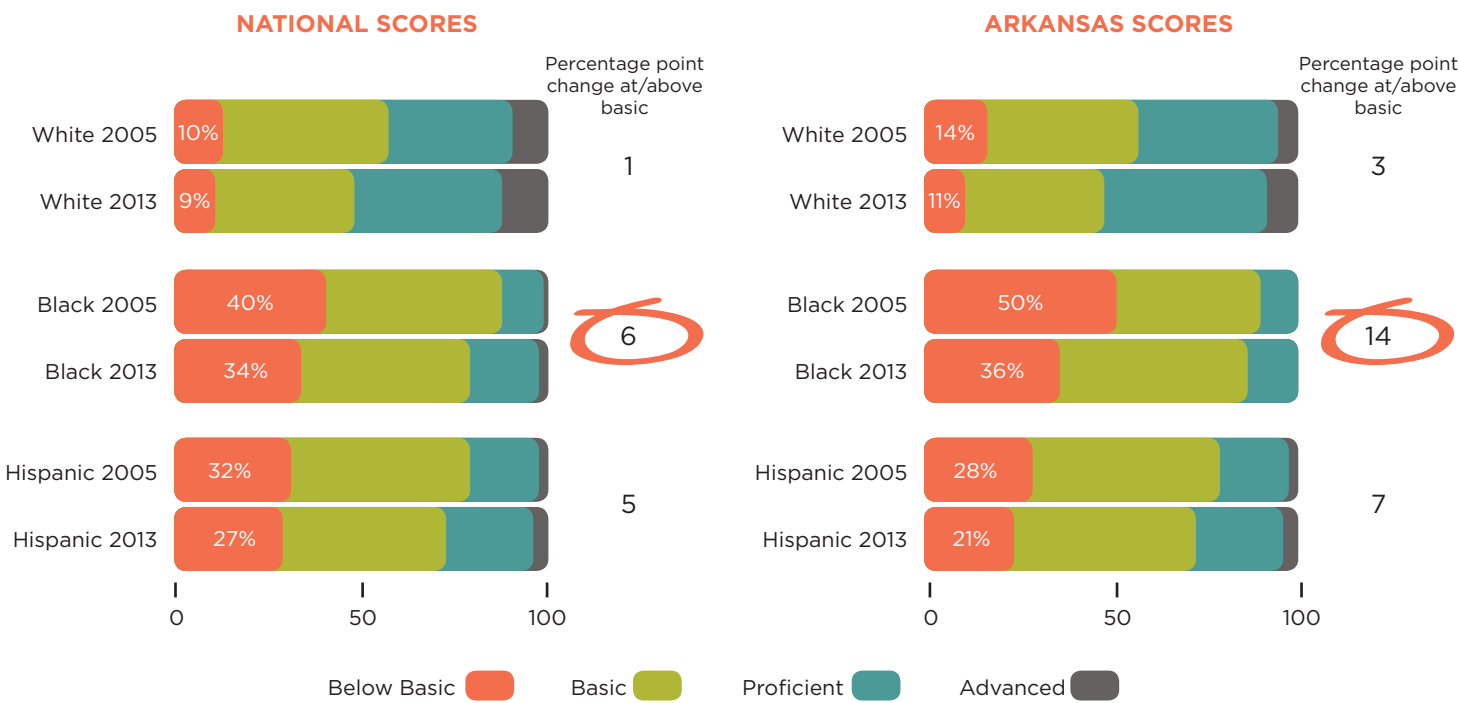
The impact of poverty and financial struggle can be seen in the classroom with potentially long-term effects. In 2010-11, Arkansas had the 6th-highest percentage in the nation of FRL-eligible students. A year later, in 2012, Arkansas had the 5th-highest percentage of children, ages 0-17, in poverty.³²



Minority Achievement Gaps

The achievement gap between white students and minority students has narrowed since 2005, with black and Hispanic students outpacing their white peers in terms of improved scores on the National Assessment of Educational Progress. In 2013, black students who scored basic or better increased by 14 percentage points in Arkansas compared to a national increase of only 6 percentage points. Despite these gains, the achievement gap for minority students is significant.

Narrowing the Gap in 4th Grade Math Scores (NAEP)

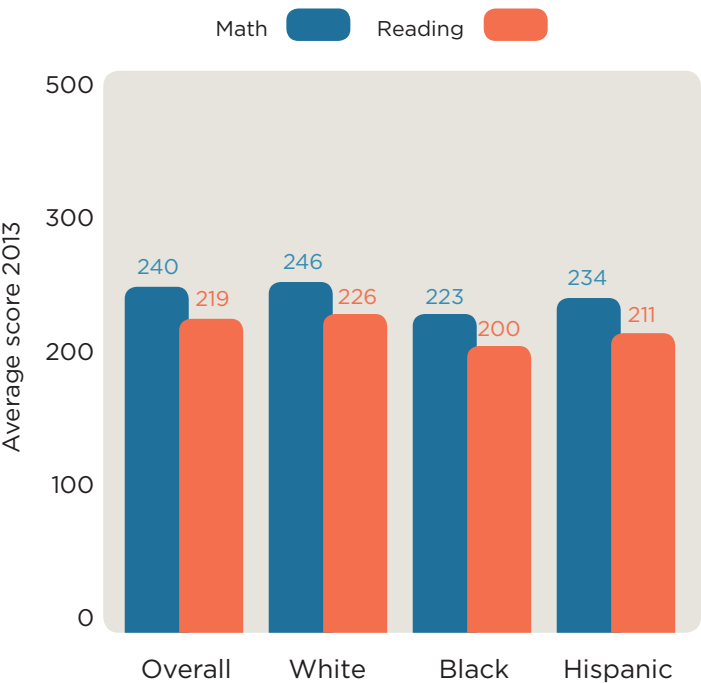


Source: NAEP Database data for 2005 and 2013.

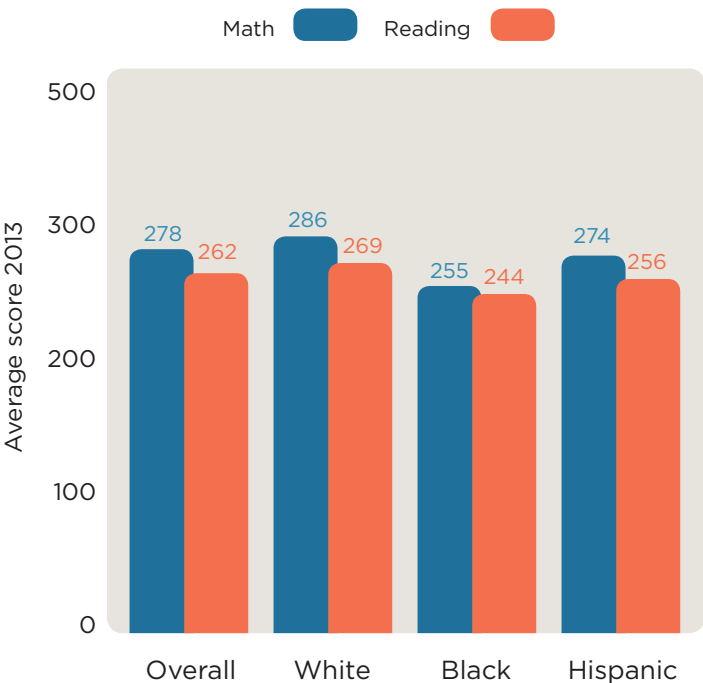


Narrowing the Gaps: 4th & 8th Grades

4th Grade NAEP Scores³³



8th Grade NAEP Scores




Change in Average 4th Grade NAEP Scores 2005-13

	MATH	READING
Overall	+4	+1
White	+3	0
Black	+9	+7
Hispanic	+5	-1

Change in Average 8th Grade NAEP Scores 2005-13

	MATH	READING
Overall	+6	+4
White	+5	3
Black	+12	+7
Hispanic	+7	+6

 Growth higher than white peers suggesting the achievement gap is narrowing.

Source: National Center for Education Statistics, NAEP Mathematics and Reading Assessments. Office for Education Policy Benchmark Exam databases

Regional Achievement Gaps

Arkansas has high- and low-performing schools in every region, but access to high-performing schools varies significantly by region. While the Central (particularly Little Rock) and Southeast regions have a disproportionate number of low-performing schools, the Northwest region has a disproportionate number of high-performing schools.

In addition, according to the Arkansas Department of Education, most academically distressed schools are in the Central or Southeast region. And none in the Northwest.

Regional differences are especially challenging for minority and lower-income students who – in disproportionate numbers – attend school in the lower-performing regions.³⁴

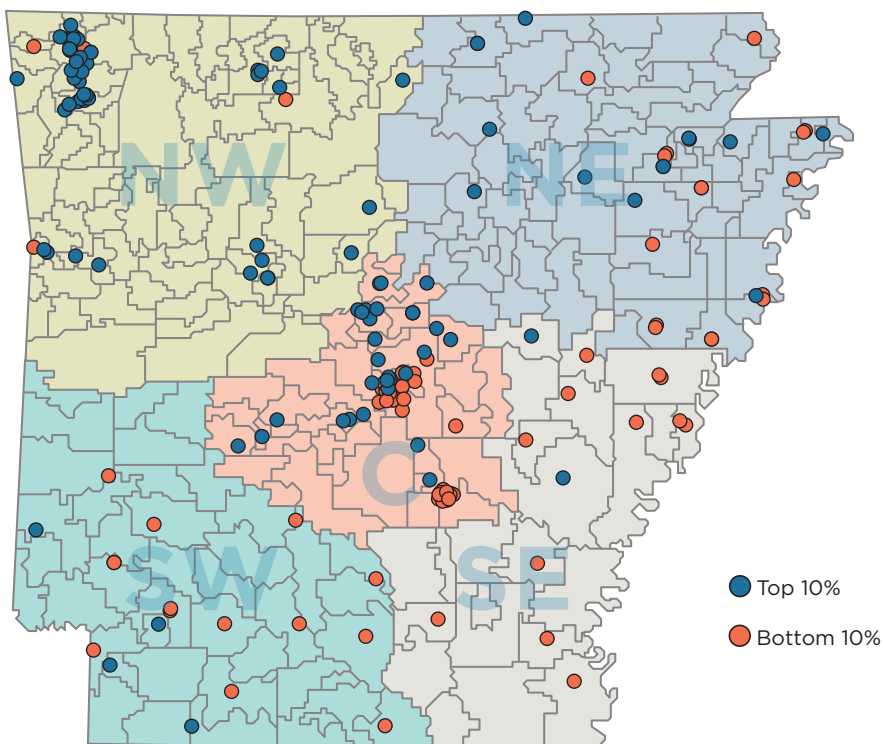
There are high-performing schools in every region, but access to such schools varies significantly.

Students in NW have the highest math and literacy proficiency; students in SE have the lowest.

Most students in NW attend schools in top 50% of performance.

Most in SE attend schools in bottom 50%.

Top and Bottom 10% in ABE Proficiency for Schools Serving Grades 3–8



Source: Office of Education Policy Benchmark Exam database 2013-14

Conclusion

There's no doubt that Arkansas has made progress in improving the education of our students. We have seen many inspiring examples of great teaching by educators across the state. Yet there is still a long way to go to be sure that every student is provided the best education to serve them in the future.

This report is designed to help you better understand the state of education in Arkansas and how we compare nationally. The facts and figures found in this report set the foundation for creating a holistic plan to improve public education in our state.

This is our home and these are our children. We owe them, the future of our state, the best education possible. We owe the employers who have committed to building businesses here the most educated workforce. We are committed to making that happen, and we hope you'll join us in the journey.

Call to Action

We need all Arkansans to do their part in helping move the state forward. Here are a few steps you can take today!

1. Visit www.ForwardArkansas.org and use our online survey to share your thoughts on public education in Arkansas.
2. Share this report with your friends, families, teachers and community leaders. We make it easy through our social portals on Facebook and Twitter.
3. Encourage conversations in your community and email us at info@ForwardArkansas.org to tell us about your progress.
4. Sign up for our e-newsletter (on the home page of the website) to stay informed about ForwARd Arkansas's progress and how you can help.

Partnering Organizations



The Winthrop Rockefeller Foundation

www.wrfoundation.org

For 40 years, the Winthrop Rockefeller Foundation has helped to build and sustain the organizations that serve and strengthen Arkansas. Through grantmaking and strategic partnerships, the foundation works hard to help close the economic and educational gaps that leave too many Arkansas families in persistent poverty.



Walton Family Foundation

www.waltonfamilyfoundation.org

When Sam and Helen Walton launched their modest retail business in 1962, one of their goals was to increase opportunity and improve the lives of others along the way. This principle drives the philanthropic mission of the Walton Family Foundation. By working with grantees and collaborating with other philanthropic organizations, the foundation is dedicated to making a positive difference in three focus areas: K-12 education, freshwater and marine conservation, and quality of life initiatives in our home region.



The Arkansas Department of Education

www.arkansased.org

The Arkansas Department of Education (ADE) is a dedicated service agency that provides leadership, resources and technical support to school districts, school and educators. ADE serves students, parents and the general public by protecting the public trust through adherence to laws, strong stewardship of public funds and accountability for student performance.

Arkansas Advanced Initiative for Math and Science Inc.

(AAIMS): AAIMS, an affiliate of the National Math and Science Initiative, is a program that aims to increase the number of students taking and earning qualifying scores on AP Exams in these subjects. It is currently run in 14% of Arkansas's high schools.

<http://uarl.edu/aAIMS/>

Arkansas Better Chance (ABC): The Arkansas Better Chance (ABC) program was created in 1991 to offer high-quality early education services to children ages 0 to 5 exhibiting developmental and socioeconomic risk factors. In 2003, the Arkansas General Assembly made a commitment to expand early childhood education funding by \$100 million to serve low-income 3- and 4-year-old children with high-quality prekindergarten services. This expansion, known as Arkansas Better Chance for School Success, has become the state prekindergarten program. ABC is only available to students with family income that is 200 percent or less of the federal poverty line. It operates as a grant program, and participating providers must renew ABC grants annually.

<http://humanservices.arkansas.gov/dccece/Pages/aboutDCCECE.aspx>; ABC Shrinks Gaps (Arkansas Research Center)

Academic Distress: This term is used to describe a school or district that has, for a sustained period of time, demonstrated a lack of student achievement. Specifically, this is a classification assigned to (a) any public school or school district in which 49.5 percent or less of its students achieve proficient or advanced on a composite of math and literacy tests for the most recent three-year period; or (b) a Needs Improvement school (Priority) or a school district with a Needs Improvement (Priority) school that has not made the progress required under the school's Priority Improvement Plan (PIP). A Needs Improvement school is a school that has not met its annual targets in performance growth and high school graduation rates. See the Arkansas Accountability Addendum to Elementary Secondary Education Act Flexibility Request for more information.

http://www.arkansased.org/public/userfiles/ESEA/ESEA_Flexibility_Accountability_Addendum.pdf, ADE Rules Governing ACTAAP and the Academic Distress Program, Sept 2014: http://www.arkansased.org/public/userfiles/rules/Current/ACTAAP-FINAL_-_September_2014.pdf

ACT: The ACT is a national college admissions examination that consists of subject area tests in English, mathematics, reading and science.

<http://www.actstudent.org/faq/what.html>

Arkansas Department of Education (ADE): The administrative organization that carries out the state's education laws and policies of the state board.

Advanced Placement Exams (AP): AP Exams are rigorous, multiple-component tests that are administered at high schools each May. High school students can earn college credit, placement or both for qualifying AP Exam scores. Each AP Exam has a corresponding AP course and provides a standardized measure of what students have learned in the AP classroom.

<http://professionals.collegeboard.com/testing/ap>

Augmented Benchmark Exams: The Augmented Benchmark Exam is an assessment that is given in the spring to students in grades 3-8. It is a combination of questions from a criterion-reference test and questions from a norm-reference test. The criterion-reference test, commonly called the Benchmark, is based on specific student learning expectations (SLEs) found in the state frameworks. It is expected that every concept has been taught by the teacher and the student has learned the skill. The Benchmark test covers SLEs in math and literacy. Science SLEs are included in grades 5 and 7. Scores from the Benchmark are reported as below basic, basic, proficient and advanced. In the fall of the following school year, parents receive a brochure containing their child's scores and an explanation of the scores. An Academic Improvement Plan will be developed to identify skills where a student needs extra support to be successful in school if the student scored basic or below basic. Students scoring proficient or advanced combine to form our percentage reported as AYP (Adequate Yearly Progress). This percentage – or AYP – is reported to the public. The second part – augmented – of this assessment is the norm-reference test called ITBS. Questions from the ITBS are not based on Arkansas learning objectives. Because it is norm-referenced, it measures an individual student's performance to a nationwide group of students. Parents will receive their child's ITBS scores and an explanation as part of the Benchmark brochure. Scores from this part of the Augmented Benchmark are not part of the AYP calculations.

<http://www.cabotschools.org/curriculum/assessment-testing/benchmark-exams-grades-3-8>

Charter school: Charter schools are public schools that operate under a "charter," or "charter contract," which frees them from many regulations created for traditional public schools while holding them accountable for academic and financial results. The charter contract is between the charter school's sponsoring entity and the Arkansas State Board of Education or the Commissioner of Education.

<http://www.arkansased.org/faqs/105/what-is-a-charter-school>

Common Core State Standards: The Common Core State Standards is a set of high-quality academic standards in mathematics and English language arts/literacy. These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career and life, regardless of where they live.

<http://www.arkansased.org/divisions/learning-services/assessment/definitions-of-common-terms>

Degree Attainment Rate: Percentage of the state's working-age population (25-64) with at least an associate's degree.

Education Week - Quality Counts: Quality Counts is *Education Week's* annual report on state-level efforts to improve public education. It is published in January.

<http://www.edweek.org/ew/qc/index.html>

Free or Reduced Lunch (FRL): The National School Lunch Program is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946. A student is eligible for free lunch at school if his or her family income is below 130 percent of the poverty line; the student is eligible for a reduced-price lunch if the family income is below 185 percent of the poverty line.

<http://www.fns.usda.gov/nslp/national-school-lunch-program-nslp>

National Assessment of Educational Progress (NAEP): NAEP is the largest nationally representative and continuing assessment of what students in the United States know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and beginning in 2014, in technology and engineering literacy.

<http://nces.ed.gov/nationsreportcard/about/>

P-16: Refers to the full spectrum of education from pre-K through the first four years of post-secondary education.

Partnership for Assessment of Readiness for College and Careers (PARCC): The Partnership for Assessment of Readiness for College and Careers (PARCC) is a group of states working together to develop a set of assessments that measure whether students are on track to be successful in college and in their careers. These K-12 assessments in mathematics and English language arts/literacy give teachers, schools, students and parents better information regarding student performance, and tools to help teachers customize learning to meet student needs. The PARCC assessments will be ready for states to administer during the 2014-15 school year.

<http://www.parcconline.org/about-parcc>

Poverty: Poverty thresholds are the dollar amounts used to determine poverty status. Each person is assigned one out of 48 possible poverty thresholds, which vary according to size of the family and ages of the members. The same thresholds are used throughout the United States; they do not vary geographically. As an example, in 2013, the poverty threshold for a family of four (two are children) was \$24,421.

<https://www.census.gov/hhes/www/poverty/about/overview/measure.html>

Qualls Early Learning Inventory (QELI): Qualls Early Learning Inventory (QELI) is an observational tool for use in the primary grades to identify student development in six areas related to school learning. The inventory observes behaviors developed in school so observations can be used to inform instruction and improve achievement.

Remediation Rate: Since 1988, all entering first-year students seeking an associate degree or higher from an Arkansas public college or university must meet Arkansas Higher Education Coordinating Board assessment and placement standards in the disciplines of English, math and reading. A cut-off score of 19 on the ACT exam (or the equivalent on the ASSET, SAT or COMPASS tests) is used for each of the three subject areas. In all charts, the remedial data are based on students who meet two criteria: (1) not meeting the board's cut-off score and (2) being assigned to enroll in developmental-level coursework.

Comprehensive Arkansas Higher Education Report, Dec 2013, Remediation Rates.

Appendix

Roles in Education in Arkansas

STRUCTURE	RESPONSIBILITIES
State Board of Education (9 members, 7-year terms, appointed by governor)	<ul style="list-style-type: none"> • General supervision • Set accreditation standards and recommend courses of study for the public schools and teacher training institutions • Issue licenses based on credentials to teach in public schools
Arkansas Department of Education	<ul style="list-style-type: none"> • Liaison between legislative action and district school boards • Carry out the state's education laws and policies of the state board
Local school boards (1 per school district)	<ul style="list-style-type: none"> • Comply with state and federal laws • Determine district's education philosophy • Choose the superintendent and work constructively with him or her • Develop, adopt and review policies that will attract and keep personnel who can promote the district's AAIMS • Adopt policies and procedures to ensure finances are legally and effectively managed
Superintendent (1 per school district)	<ul style="list-style-type: none"> • "CEO" of the school district: prepare budget and authorize purchases, reporting on progress toward goals • Provide recommendations to the school board about suspension, termination or non-renewal of a district employee • Provide substantive leadership for the schools' education programs and quality professional development for staff

Other Associated Departments

STRUCTURE	RESPONSIBILITIES
Arkansas Department of Human Services (Division of Childcare and Early Childhood Education)	<ul style="list-style-type: none"> • Coordinate child care and early childhood education programs, including operations of the Arkansas Better Chance program (state-funded pre-K for low-income students) • Ensure child care centers and family child care homes meet state-minimum licensing standards
Arkansas Department of Human Services (Division of Behavioral Health Services)	<ul style="list-style-type: none"> • Mental Health Delivery System for children with severe to moderate behavioral health needs • Arkansas Wraparound, a service for families with complicated needs (e.g., involved with multiple service agencies – juvenile justice, child welfare, schools, mental health, etc.)
Arkansas Department of Career Education	<ul style="list-style-type: none"> • Oversee career and technical education programs in the secondary schools, career centers, apprenticeship programs, two post-secondary tech institutes, vo-tech school within the Department of Correction and adult education programs • Approve state educational programs for veterans' benefits
Arkansas Department of Higher Education	<ul style="list-style-type: none"> • Manage state's scholarship and financial aid programs • Recommend higher education budgets to legislature • Assurance of academic program quality and viability • Professional development for faculty and staff • Educational support to business and industry

Footnotes

1. **Sources:** The Chronicle of Higher Education *College Completion* webpage (Winter 2015). <http://collegecompletion.chronicle.com/state>; Data is based on IPEDS, which tracks completions of first-time, full-time degree-seeking undergrad students. See also National Center for Education Statistics webpage (Winter 2015). <http://nces.ed.gov/fastfacts/display.asp?id=40>. See also 2013 Comprehensive Arkansas Higher Education Annual Report, Section 4: “Retention and Graduation Rates.” http://www.highereducation.org/reports/college_readiness/gap.shtml.

2. **Sources:** Pre-K spending data from NIEER 2013 Yearbook, pre-K volume from Ed Week Quality Counts and US Census data. All K-12 data from Arkansas Department of Education SIS State Profiles, unless otherwise noted. Higher Ed data from IPEDS and SREB. Teacher data a special pull by ADE. Per pupil expenditures from US Census, NCES.

3. **Note:** Provided in NIEER 2013 yearbook as 2006 and 2013 state spending per child enrolled; constant USD 2013. Note that state-funded pre-K enrollment has increased dramatically, from ~11k in 2005-06 to ~19k in 2012-13 (NIEER).

4. **Note:** Data compares 2005-06 and 2014-15, as reporting issue for 2013-14 prohibits comparisons.

5. **Note:** FRL stands for Free or Reduced Lunch. A student is eligible for free lunch at school if his or her family income is below 130 percent of the poverty line; the student is eligible for a reduced-price lunch if the family income is below 185 percent of the poverty line.

6. **Note:** The years are FY 2007 and FY 2012 in this case; constant FY 2012 values are shown (calculated using CPI inflator).

7. **Note:** This is for 2011-12, data not available for 2012-13 (from SREB).

8. **Note:** Minority includes all races except white.

9. **Note:** The student population by race is estimated from the Office of Education Policy’s 2013-14 demographic data, which provides, by region, an absolute # of students and the percent of students in the region of each ethnicity. This was used to derive the number of students of each ethnicity. As a result of rounding in the percentage data, student volumes may be off by 1-2k. Percentages may not sum to 100% due to rounding. To estimate the percent of the population in poverty in each region, computed a weighted average by county, using % of total population in poverty (estimate from 2012 Area and Small Income Estimates). A student is “in poverty” if the family income is less than the threshold set by the US Census

Bureau. The thresholds vary by size and family composition. Family income is defined as income before taxes and does not include capital gains or noncash benefits (e.g., public housing, food stamps). The same thresholds are used throughout the US, but are updated annually for inflation via CPI. Although the thresholds in some sense reflect family needs, they are intended for use as a statistical yardstick, not as a complete description of what people and families need to live. In 2013, a family of four (two children) would be in poverty if the family income was less than \$23,624. See <http://www.census.gov/hhes/www/poverty/about/overview/measure.html> for more information.

Source: Office for Education Policy, 2013-14 demographic database for ethnicity and FRL. Small Area Income and Poverty Estimates database (source data: American Community Survey).

10. **Sources:** Source citations for the summary page can be found in the source citations for each report section.

11. **Source:** Ed Week Quality Counts database accessed 10/21/2014.

12. **Source:** <http://arkansasnews.com/news/arkansas/arkansas-awarded-60-million-grant-expand-pre-k-program>

13. **Source:** Arkansas Times article, July 11, 2013

14. **Note A:** Using adjusted cohort graduation rate, which is considered the most accurate measure available for reporting on-time graduation rates (Seastrom et al. 2006b). A 4-year ACGR is defined as the number of students who graduate in 4 years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class. The term “adjusted cohort” means the students who enter grade 9 plus any students who transfer into the cohort in grades 9-12 minus any students who are removed from the cohort because they transferred out, moved out of the country, or were deceased (34 C.F.R. § 200.19). The Office of Education Policy’s graduation rate database also reports 2011-12 adjusted graduation rate as 84%.

Note B: College-going rate is defined as the number of first-time freshmen who graduated from high school in the past year from state X enrolled anywhere in the U.S./Public and private high school graduates. 2010 is the last year for which this was calculated. Note that the Arkansas Dept of Higher Ed’s 2013 Comprehensive Report calculates the 2012 college-going rate as 52%; this difference is potentially due to the fact that only public high school students are considered.

Sources: NCES Public HS Four-Year On-Time Graduation Rates and Event Dropout Rates: School years 2010-11 and 2011-12. See NCHEMS Information Center for college-going rate, which relies on information from Tom Mortenson—*Postsecondary Education Opportunity* <http://www.postsecondary.org>

15. **Note:** Number of exams taken by the current year's 11th and 12th grade AP students (number of exams not given) divided by the state's "11th and 12th Grade Enrollment" x 1000. 11th and 12th grade enrollment represent enrollment for public schools only, from Applied Educational Research Inc. of Princeton, NJ.

Sources: College Board National AP Report. See also ACT Condition of College and Career Readiness Report 2012.

16. **Source:** Arkansas AIMS webpage: <http://ualr.edu/aaims/home/overview/>. Arkansas AIMS results, pdf accessed from: <http://ualr.edu/aaims/2013/12/10/2011-2012-result>

17. **Note:** NCLB = No Child Left Behind

18. **Note:** PARCC, the Partnership for Assessment of Readiness for College and Careers is a group of states collaborating to design assessments to measure whether students are on track to be successful in college and career.

Sources: <http://www.corestandards.org/standards-in-your-state/>; http://www.arkansased.org/faqs/faq_categories/common-core-state-standards <http://officefordpolicy.com/2014/11/05/election-results-are-in-how-will-this-impact-education-in-arkansas/>; <http://www.parconline.org/about-parcc>

19. **Note:** 2012 was most recent year data was available for a state by state comparison in the Education Week Quality Counts Database.

20. **Source:** Arkansas Department of Education *Digital Learning* webpage (Winter, 2014). <http://www.arkansased.org/divisions/learning-services/digital-learning-k-12>

21. **Note:** APSCN/CIV is the current K-12 education network.

22. **Sources:** ADE Charter Schools website: <http://www.arkansased.org/divisions/learning-services/charter-schools>. Enrollment estimates from Office for Ed Policy demographic database, 2013-14.

23. **Source:** ADE Schools of Innovation website: <http://www.arkansased.org/divisions/learning-services/schools-of-innovation> and Related Files.

24. **Note A:** Statewide data on current expenditures collected and aggregated from states by Census Bureau, statewide enrollment from National Center for Education Statistics (NCES)

Note B: Growth rate calculated on real 2012 dollars i.e. adjusted for inflation using the CPI inflator.

Sources: Census of Governments: Finance - Survey of School System Finances (FY2007-FY2012): <http://www.census.gov/govs/school/>. National Center for Education Statistics (NCES): <http://nces.ed.gov/>.

25. **Note:** Low-income defined in study as being free or reduced lunch eligible. For example, according to the Arkansas Research Center study "ABC Shrinks Gap in Kindergarten Readiness for Economically Disadvantaged Students", for a family of four an income of \$43,568 or less is classified as free or reduced lunch eligible.

Sources: Arkansas Research Center, ADE expert interview, National Institute for Early Education Research: "Longitudinal effects of the Arkansas Better CHance Program: Findings from First Grade through Fourth Grade": <http://nieer.org/publications/latest-research/longitudinal-effects-arkansas-better-chance-program-findings-first>.

26. **Sources:** U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005, 2007, 2009, 2011 and 2013 Mathematics and Reading Assessments.

27. **Note A:** The four subjects tested in the ACT are: English, Mathematics, Reading, and Science.

Note B: Using "anytime" remediation rate, which is defined to be % of first-time degree seeking students enrolled in a remedial class; the balance was placed in college-level coursework.

Sources: ACT Profile Report for Arkansas, Graduating Class of 2013. 2013 Comprehensive Arkansas Higher Education Annual Report, Section 4: "Remediation Rates": http://www.highereducation.org/reports/college_readiness/gap.shtml. http://collegecompletion.chronicle.com/state/no.state=AR§or=public_four; data is based on IPEDS, which tracks completions of first time, full-time degree seeking undergrad students.

28. **Sources:** <http://www.ed.gov/blog/2015/01/teamwork-data-big-gains-at-jones-elementary-school/>; Office for Education Policy, University of Arkansas; Arkansas Democrat-Gazette article, May 27, 2014

29. **Note:** School w/ 0% scoring proficient or better is the Arkansas School for the Deaf Elementary School.

30. **Sources:** ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program, September 2014: <http://www.arkansased.org/divisions/legal/rules/current>. ADE interview.

31. **Source:** Arkansas Advocates for Children and Families

32. **Note A:** FRL stands for Free or Reduced Lunch. A student is eligible for free lunch at school if his or her family income is below 130 percent of the poverty line; the student is eligible for a reduced-price lunch if the family income is below 185 percent of the poverty line.

Note B: A student is “in poverty” if the family income is less than the threshold set by the US Census Bureau. The thresholds vary by size and family composition. Family income is defined as income before taxes and does not include capital gains or noncash benefits (eg, public housing, food stamps). The same thresholds are used throughout the US, but are updated annually for inflation via CPI. Although the thresholds in some sense reflect family needs, they are intended for use as a statistical yardstick, not as a complete description of what people and families need to live. In 2013, a family of four (two children) would be in poverty if the family income was less than \$23,624. See <http://www.census.gov/hhes/www/poverty/about/overview/measure.html> for more information.

Sources: ADE database: <https://adedata.arkansas.gov/statewide/>. National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2000–01, 2005–06, 2009–10, and 2010–11. (This table was prepared December 2012.) For students in poverty, Small Area Income and Poverty Estimates database (source data: American Community Survey).

33. **Note:** The NAEP Mathematics and Reading scale ranges from 0 to 500. Some apparent differences between estimates may not be statistically significant.

Sources: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005, 2007, 2009, 2011 and 2013 Mathematics and Reading Assessments. Office for Education Policy Benchmark Exam databases.

34. **Note:** Ranking for schools calculated by taking an average of % of students scoring proficient or better on the Augmented Benchmark Exams in literacy and math. There were 7 schools in the bottom 10% that were not in the 2014-15 school address database: Geyer Springs Elementary, Forest Heights Middle School, Pine Bluff Lighthouse Academy, Cloverdale Middle School, Stephens High School, Robert F Morehead Middle School, and WD Hamilton Learning Academy.

Source: ADE. Office of Education Policy (University of Arkansas) benchmark exam database and demographic data, 2013-14.



Forward

forwardarkansas.org



A NEW VISION FOR ARKANSAS EDUCATION



WORKING TOGETHER TO ADVANCE EDUCATION

VISION:

Our vision
is that *every*
Arkansas student
will graduate
prepared
for success in
COLLEGE
and the
WORKPLACE.

What Great Looks Like



When the bus pulls up to the stop, Marcus and his mother are waiting.

He gets a quick hug from Mom, then a high-five from Ms. Susan, the bus driver, before heading off to school. When they get there, a volunteer who owns a café in town greets the kids and helps monitor the parking lot.

Marcus walks in carrying a book assigned for class, hoping to read a few extra pages before the bell rings. Sure, he's two chapters ahead, but it's getting really good! Breakfast is whole-grain blueberry muffins with fruit and milk – one of his favorites – so the book might have to wait for a little while.

Marcus's teacher, Mrs. Raines, is busy putting the finishing touches on a new multiplication relay the class is going to play this morning. They'll analyze the results on school tablets afterward. During their weekly collaboration time, she and her fellow teachers have been working on ways to incorporate active games into math lessons. This is just the thing some of her kids need to make those math facts really stick.

Later, Marcus and several friends are going on a nature scavenger hunt with the afterschool program, plus working on creating slide presentations. They'll do homework, too, but Marcus doesn't mind. Mr. Clarkson will be there to help him check his writing (and then teach him some more chess moves).

Mom picks him up on the way home from work, and Marcus spends the entire trip telling her about this new computer design project. Mrs. Raines showed him a website with pictures of famous buildings. She said he could be an architect one day, and that sounds like a pretty cool career.



About ForwARd

ForwARd Arkansas is a partnership of education, business, government and community members committed to improving public education in our state. The group, guided by a steering committee, has conducted extensive research and is encouraging statewide discussion and activities aimed at strengthening public education.

ForwARd is organized by the Winthrop Rockefeller Foundation, Walton Family Foundation and Arkansas Board of Education. The steering committee is made up of the following individuals, all of whom voted and approved these recommendations:

Steering Committee

Ana Aguayo, Board Member, Citizens First Congress

Shane Broadway, Vice President for University Relations, Arkansas State University

Deborah Coffman, Chief of Staff, Arkansas Department of Education

Toby Daugherty, Lead Recruiter and Outreach Coordinator, The STAND Foundation

Bill Dillard III, Vice President, Dillard's Inc.

Marcy Doderer, President and CEO, Arkansas Children's Hospital

Matt Dozier, President and CEO, Environmental and Spatial Technology (EAST) Initiative

Bob East, Co-Founder, East-Harding Inc.

Joyce Elliot, Arkansas State Senator

Melanie Fox, Co-Founder, J&M Foods

Diana Gonzales Worthen, Director, Project RISE at University of Arkansas at Fayetteville

Lavina Grandon, Founder and President, Rural Community Alliance

Ginny Kurrus, Former State President, Arkansas Parent-Teacher Association

Michele Linch, Executive Director, Arkansas State Teachers Association

Hugh McDonald, President and CEO, Entergy Arkansas Inc.

Justin Minkel, Elementary School Teacher, Jones Elementary School in Springdale

David Rainey, Former Superintendent, Dumas Public Schools

John Riggs IV, President, J.A. Riggs Tractor Company

Brenda Robinson, President, Arkansas Education Association

Scott Shirey, Founder and Executive Director, KIPP Delta Public Schools

Ray Simon, Former Deputy Secretary, U.S. Department of Education

Kathy Smith, Senior Program Officer, Walton Family Foundation

Leandro Braslavsky Soldi, Finance Director, Hispanic Community Services Inc.

LaDonna Spain, School Improvement Specialist, Arkansas Department of Education

Joy Springer, Student Advocate

Sherece West-Scantlebury, President and CEO, Winthrop Rockefeller Foundation

Darrin Williams, CEO, Southern Bancorp Inc.

Kenya Williams, Co-Chair, Strong-Community Leadership Alliance

Table of Contents

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Get to know us better. We want you to know who we are and what we are trying to do. Want more information? Contact us at info@forwardarkansas.org.

OUR PROCESS: Pages 5-7

Hundreds of hours of research and discussion have been invested in developing these recommendations. We want you to understand our process and how we reached these recommendations.

WHERE WE WANT TO GO: Pages 8-9

Every good vision starts with a goal, and every good goal has measurable results. This section explains our goal and how we plan to measure the results of our efforts.

AREAS OF FOCUS: Pages 10-51

After defining the seven areas of focus, the group directed its research efforts on fully understanding those areas. This section is divided into the seven areas of focus and explains the importance of the focus area, research on current Arkansas education, and aspirations and recommendations for the future.

The recommendations for each focus area are divided into a few different categories. “Foundational recommendations” are those deemed by the steering committee to be the most critical to improving Arkansas education. “Quick wins” are faster to accomplish and will get results quickly. Other recommendations might not fall into either category, but are still important.

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CONCLUSION: Pages 52-53

This section explains how implementing these recommendations can affect Arkansans and how you can get involved. Will you join us?

Introduction

We want every day to be a great day for Arkansas students. What does great look like? It looks like Marcus – and thousands of children like him – being happy, healthy and excited about learning. It looks like teachers who are supported and prepared. It looks like parents who are engaged and invested. It looks like progress. Arkansas has the ability to do all of this and more for students in every corner of the state – and that will change everything. More students graduating from college. A better, prepared workforce. Higher incomes. Increased prosperity. Education is where it all begins.

The ForwARd State of Education in Arkansas Report, made public in January 2015, highlighted opportunities for improvement in Arkansas education based on in-depth analysis of school readiness, academic performance and college outcomes. The research was clear: Arkansas is making gains to increase access to pre-K and college, but kindergarten readiness and college completion rates are still low. On nationally administered tests of students in fourth- and eighth-grade math and reading, the average scores in Arkansas are below national averages.

While the report identified clear gaps affecting our students, simply recognizing those gaps in Arkansas education will not close them. To close the gaps and move all students to excellence, we need a new vision for education in Arkansas.

To create realistic, workable recommendations that are tailored to Arkansas, the ForwARd team relied on input from students, teachers, administrators, community and business leaders, parents and more. Working together, the steering committee developed a vision that every Arkansas student will graduate prepared for success in college and the workplace. To measure progress toward that vision, the steering committee established a strategic goal, metrics and targets.

VISION:

Our vision is that every Arkansas student will graduate prepared for success in college and the workplace.

STRATEGIC GOAL:

Becoming a leading state in education by improving student achievement at a historically ambitious yet achievable rate and closing the achievement gap within a generation.

They then selected seven areas of focus where changes will make the biggest impact on Arkansas education. Based on the research and feedback outlined in this document, the ForwARd team has created a list of recommendations for each of the focus areas: pre-K, teaching and learning, teacher pipeline, effective leadership, support beyond the classroom, academic distress, and systems and policies. Implementing these recommendations fully and consistently should result in a dramatic improvement in Arkansas education.

These recommendations are informed by Arkansans across the state and reflect the rigorous efforts of a diverse steering committee. As the recommendations are implemented, it may be necessary to make adjustments based on the values and aspirations of the steering committee and ForwARd's commitment to excellence for every student in Arkansas.

Our Process

Since November 2014, the ForwARd team has been gathering information about the state of education in Arkansas. Our first set of findings is outlined in the State of Education in Arkansas Report, published in January 2015. Below is a summary of the key findings from the report. The full report can be read at ForwardArkansas.org.

Findings From State of Education in Arkansas

1 Access

Arkansas has been successful in improving access to education and in increasing participation in higher-level educational activities.

- ▶ **Pre-K Access:** Top 20 nationally
- ▶ **High School Graduation Rate:** Above national average
- ▶ **AP Exams & ACT:** Very large increase in participating students
- ▶ **College-Going Rate:** Top 20 nationally

2 Standards

Arkansas has established policies and standards that should support improved student outcomes.

- ▶ **Common Core:** Arkansas is now four years into the implementation of this rigorous college-ready standards program
- ▶ **Principal & Teacher Licensure & Training:** Arkansas has been recognized as a leader in developing standards in these areas
- ▶ **Per-Pupil Expenditure:** Arkansas's per-pupil expenditure has increased in recent years and is near national average

3 Outcomes

Student outcomes are still far below aspirations across the state; opportunity exists to improve.

- ▶ **Pre-K:** For low-income children who attended pre-K, only 18 percent were considered “developed” in all six Qualls Early Learning Inventory (QELI) categories: 31 percent in at least five categories, 43 percent in at least four categories and 57 percent in three or less categories
- ▶ **Fourth- and Eighth-Grade:** Bottom 20 nationally in math and literacy test scores – and that rank has dropped since 2005
- ▶ **College Graduation Rate:** 39 percent (48th in the nation)

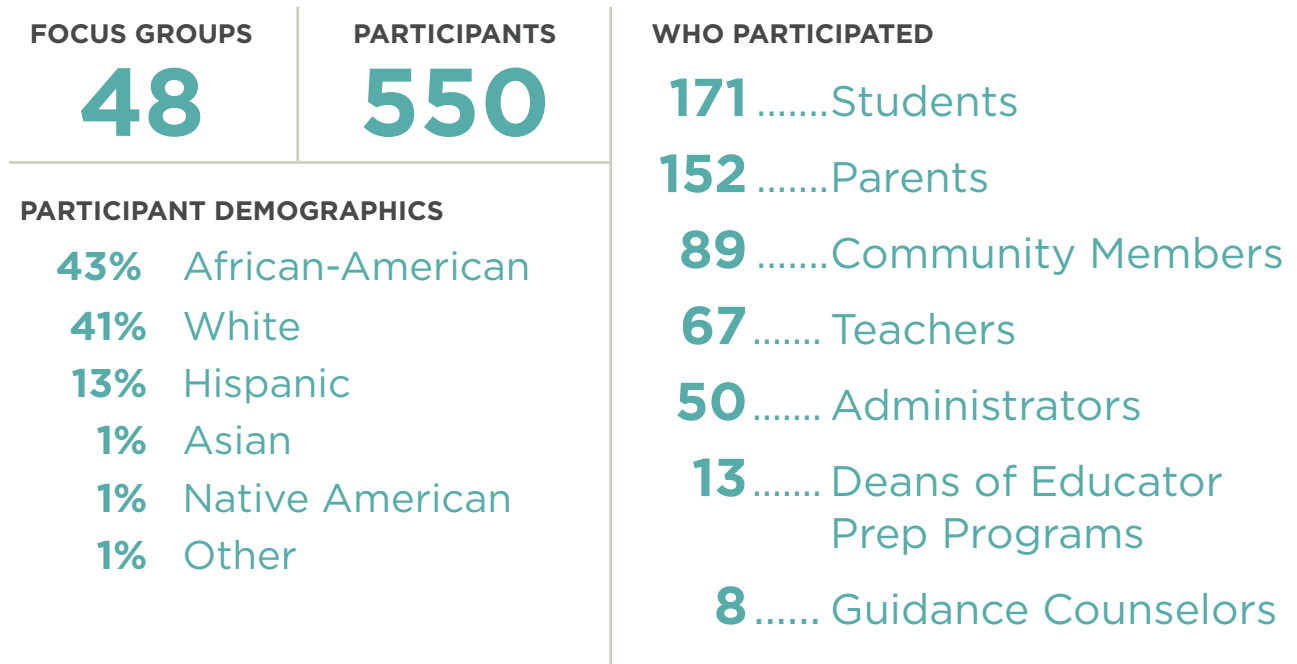
4 Achievement Gap

Despite recent gains, the achievement gap is still significant, and this is reflected in economic, racial and regional disparities.

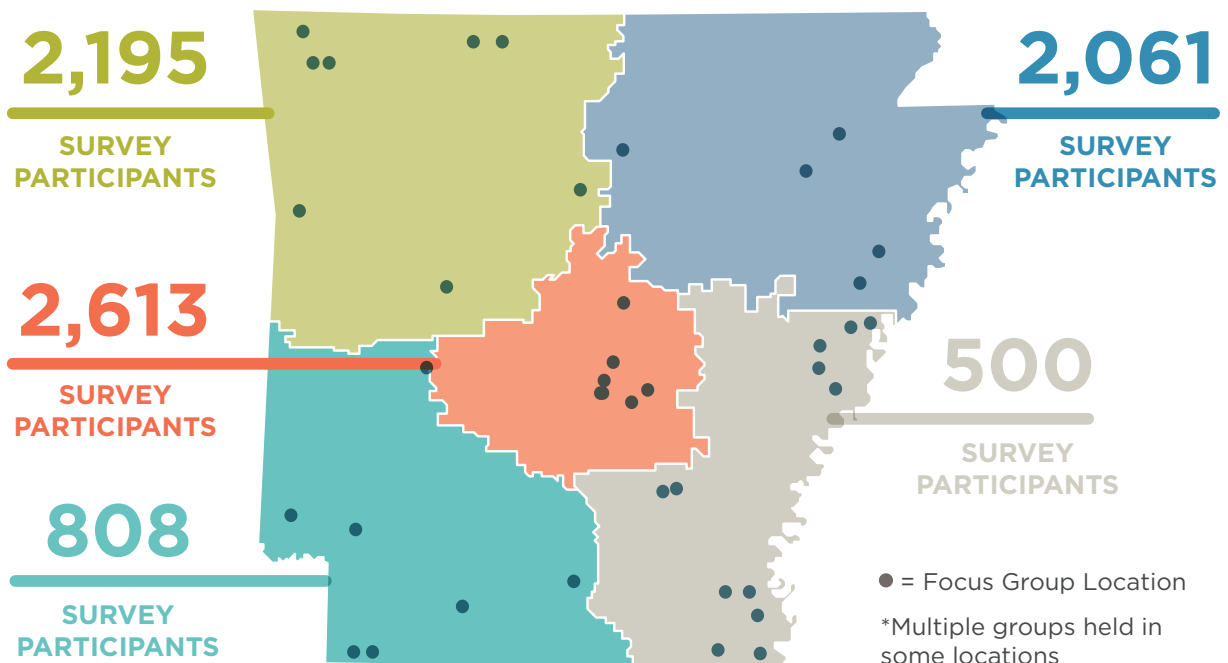
- ▶ **Low-Income & Minority Students:** Perform below other students on national tests, although the gap has narrowed since 2005
- ▶ **Regional Achievement:** Southeast has lowest average but largest gains; Central has largest disparity and concentration of academically distressed schools
- ▶ **Pockets of Performance:** Across Arkansas, there are pockets of high and low performance suggesting opportunity to spread what already works well statewide

After compiling data on Arkansas education, ForwARd gained valuable insight by conducting interviews, surveys and focus groups with a wide variety of Arkansans. Their input helped us better understand the challenges and opportunities in Arkansas education. We sought to capture diverse perspectives on best practices and challenges by conducting interviews, surveys and focus groups, including:

Focus Groups: Who Provided Input

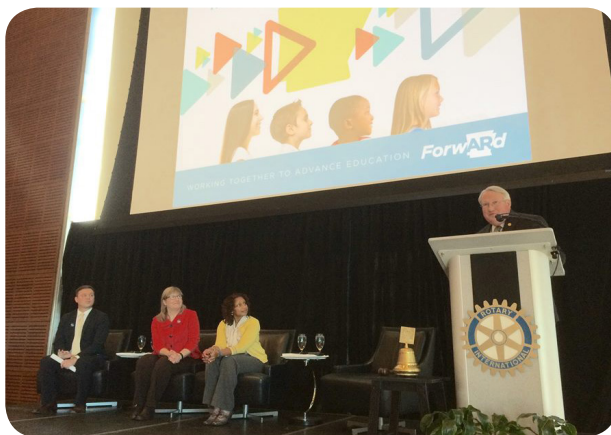
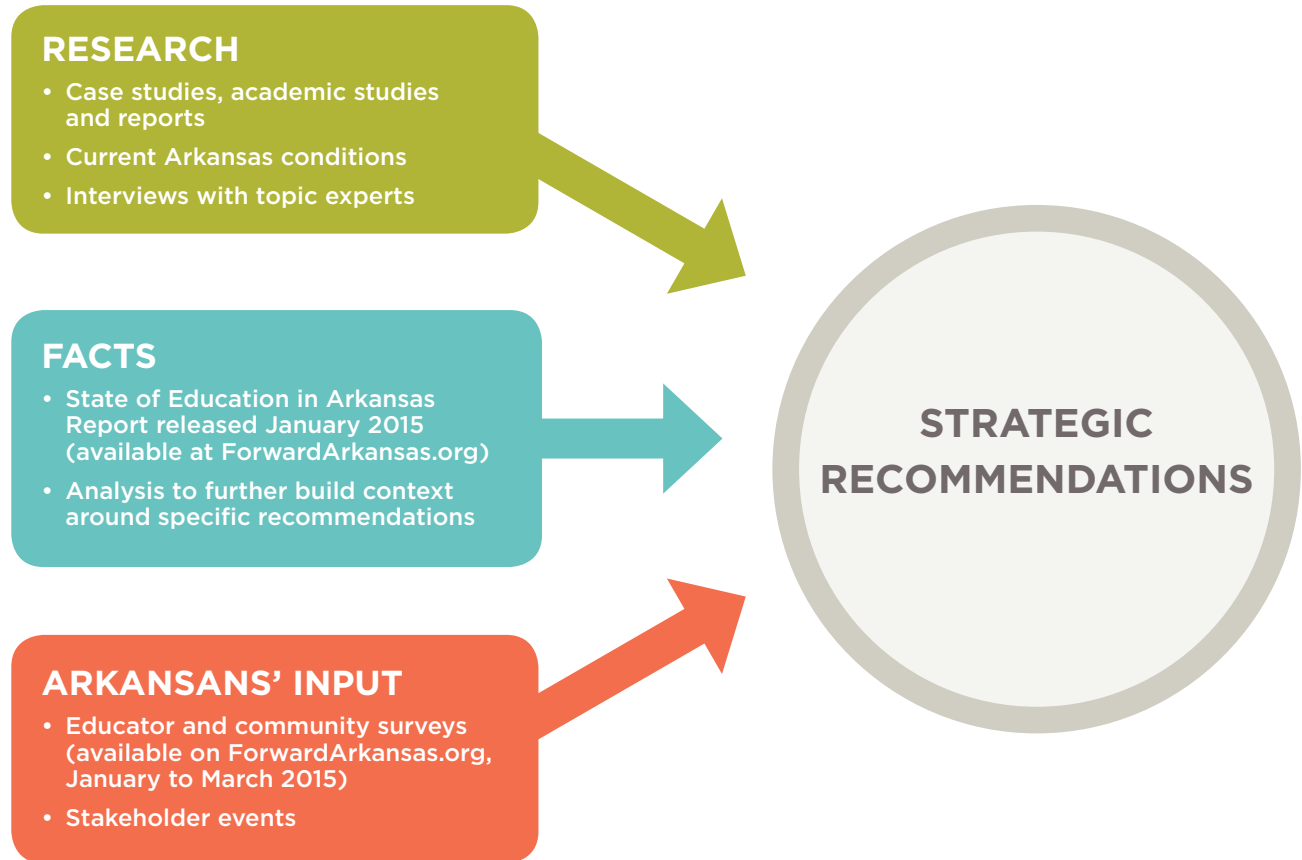


Where Input Came From



Over 90 percent of districts and 70 percent of schools are represented in the survey results.

We believe that there are nuances to Arkansas education that go above and beyond what statistics and data can convey. What is working in our state? What isn't? What do Arkansans aspire to? Firsthand insight is critical to our future success. That is why we used all of the information collected through online surveys and form submissions, focus groups, community events and interviews with experts in the field to ultimately shape the recommendations.



Where We Want to Go

To ensure we are making progress toward our strategic goal – and ultimately our vision – we need measurable checkpoints along the way. Metrics also show our progress, or lack thereof, so we can know if student needs are being met and if schools are moving in the right direction. As a state, we must compare our student achievement to what other states, and ultimately other nations, prove is achievable. Why? Because our kids deserve the best.

Of course, setting state metrics and targets does not take the place of individual schools and districts setting their own goals and measures that provide local insight.

Unfortunately, measuring progress in education is difficult. Currently, there is not a set of metrics available that we feel measures progress holistically. For example, there is no established metric for measuring how prepared students are for the workplace. Until we can develop better metrics, we must continue to rely on existing assessments, rankings and test scores. But we will use them in a new way.

Traditional metrics have long been used to hold educators and students accountable. For many, these metrics feel like the center of the educational universe around which everything else revolves. Now it's time to use available metrics to hold ourselves accountable. Legislators, school boards, community members, parents – we all have a responsibility to our students and educators. To assess progress toward that end, we recommend using the following metrics:

METRICS FOR STRATEGIC GOAL:

KINDERGARTEN READINESS

Average Qualls Early Learning Inventory (QELI) score for Free and Reduced Lunch students attending ABC/Head Start

QELI is an observational tool for use in the primary grades to identify student development in six areas related to school learning. The inventory observes behaviors developed in school so observations can be used to inform instruction and improve achievement.

MIDDLE SCHOOL READINESS

Fourth-grade National Assessment of Educational Progress (NAEP) reading rank

HIGH SCHOOL READINESS

Eighth-grade National Assessment of

Educational Progress (NAEP) math rank. NAEP is the largest nationally representative and continuing assessment of what students in the United States know and can do in various subject areas.

COLLEGE READINESS

Arkansas's national ACT rank among states with more than 50 percent participation in the ACT

The ACT is a national college admissions examination that consists of subject area tests in English, mathematics, reading and science.

POSTSECONDARY SUCCESS

Two- and four-year college graduation rate national rank

Tracking Progress¹

In order to reach our goal, Arkansas will have to make substantial gains at all levels – pre-K, elementary, middle school, high school and college – over the next 25 years. With this in mind, we set target metrics at each level to track both parts of our goal: raising overall achievement and eliminating the achievement gap.

For example, Arkansas's NAEP fourth-grade reading score must improve by 1.4 points each year for Arkansas to be ranked fifth in the nation by 2041, and the achievement gap must decrease by .97 points each year to be eliminated by 2041. These projected gains are based on the assumption that other states will continue to improve at the national average growth rate, and that Arkansas meets its annual goals. Maintaining this rate of improvement will be a challenge, but it is possible. Consider our target fourth-grade reading score improvement of 1.4 points per year. At least three states have improved at this rate or faster over the last 10 years.



Areas of Focus

How We Get There

The following pages include a detailed explanation of each of the areas of focus for which we have created specific recommendations. Each area of focus is divided into three categories: importance of the focus area, research on current Arkansas education, and aspirations and recommendations for the future of Arkansas education. Below is an overview for each section.

1 Pre-K

All students, starting with those in highest need, have access to high-quality early childhood learning opportunities so they arrive at kindergarten ready to learn.

- Starting with lowest-income areas, improve quality of programs to meet new, high standards.
- Then, increase access to pre-K in areas of shortage.

2 Teaching & Learning

Each student is supported in developing the full range of knowledge and skills she/he needs to be successful in college and career. All schools have a culture of mutual respect, high expectations for all, teamwork and continuous growth.

- Embed more high-quality teacher collaboration in schools.
- Establish workforce education pathways that provide college credit during high school and prepare students for both career and higher education options.
- Improve testing in a way that maintains academic rigor, uses classroom time thoughtfully, informs teaching, and measures student progress holistically.

3 Teacher Pipeline

All schools, especially those in high-need areas, have access to talented educators who have been rigorously prepared.

- Build homegrown teaching talent by expanding programs like Teacher Cadet.
- Expand pathways for nontraditional educators without sacrificing quality.
- Attract top talent to high-need schools and subjects by improving incentives.

4 Support Beyond the Classroom

All students and families, starting with those in highest need, have access to and support in accessing the nutritional and health resources needed to come to school ready to learn.

- Increase access to nutrition by implementing healthy breakfast as a part of the school day.
- Provide high-risk children and families improved support in navigating access to quality health care services.

5 Leadership

All education leaders put students at the center of their decisions, work tirelessly to build and support a team, deploy resources effectively, and hold themselves and their team accountable for enabling all children to be successful.

- Empower principals to set a shared vision, and manage staff and resources to reach it.
- Support implementation of a rigorous administrator evaluation system.
- Expand rigorous preparation programs and mentorship.
- Focus school board training on good governance; align board elections with general election.

6 Academic Distress

All schools in academic distress and pre-academic distress receive support and interventions that enable them to transform their school cultures, dramatically improve student achievement, and sustain their improvement over time.

- Create a transparent process that proactively identifies schools approaching distress.
- Empower one unit at the ADE and staff it with top talent to manage the process.
- Measure progress holistically (not just test scores) and share with the community.

7 Systems & Policies

All school districts have sufficient funding and use resources in a way that most effectively supports student success. Policies enable the implementation of recommendations needed for Arkansas to become a leading state in education.

- Streamline the regulatory burden (on teachers and administrators, educator prep programs, ADE) to enable a focus on instruction, encourage innovation, and support a mindset shift from compliance to excellence.
- Improve district capabilities to make decisions based on evidence of educational impact.
- Over time, increase funding to support educational excellence, tying incremental increases to evidence of effective resource use.

Why It's Important

High-quality pre-K is crucial for preparing children to succeed. This stance is supported by the most respected national research, as well as by Arkansas student outcomes data. Research shows that the benefits of a high-quality pre-K program last through adulthood – particularly for students growing up in poverty. While developing academic skills like reading is important, it's about more than learning to read – pre-K also helps develop social skills and the ability to self-regulate. Investment in high-quality pre-K programs will prevent delays for many children, thus the need for remediation in later grades.²

“The children coming to kindergarten without pre-K instruction are performing significantly lower than their peers.”

– Arkansas Educator
(ForwARd Educator Survey)



Pre-K in Arkansas Today

Pre-K Quality³

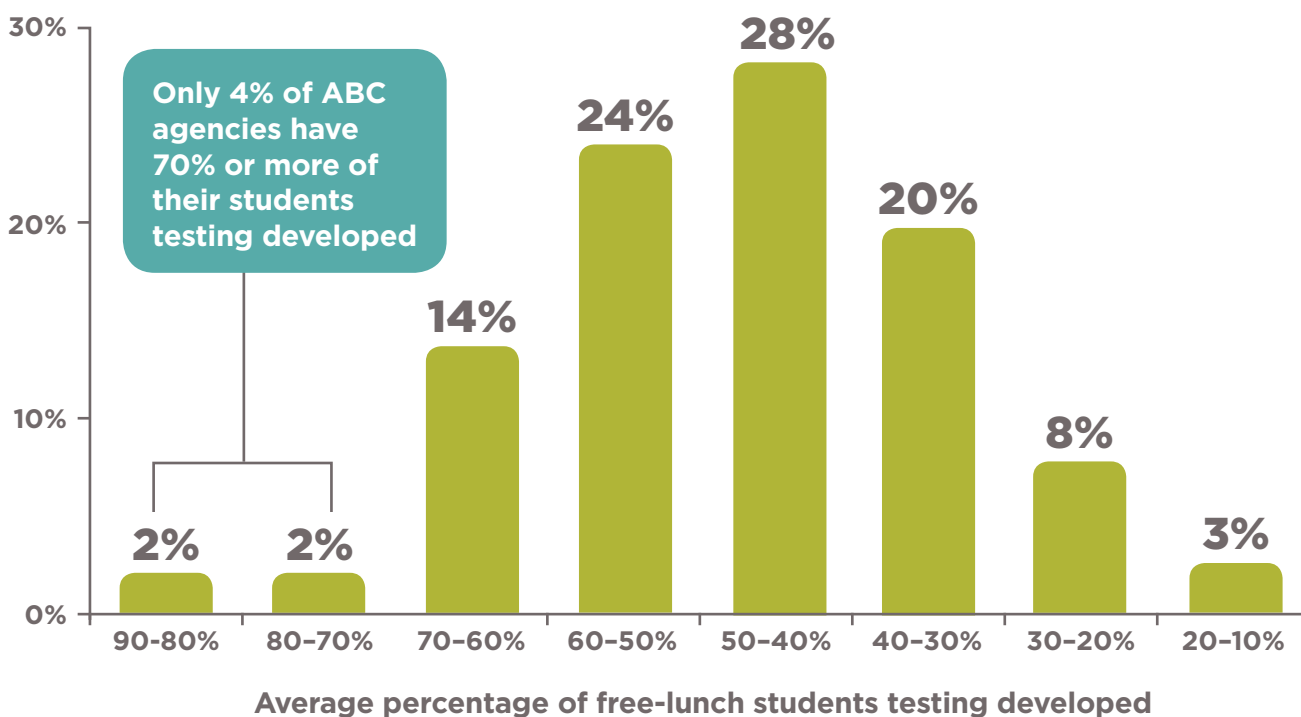
The Arkansas Better Chance (ABC) program is designed to support high-quality pre-K programming that helps at-risk children develop intellectually, physically, socially and emotionally. This program mainly consists of students from families with incomes under 200 percent of the Federal Poverty Line (FPL).

In Arkansas, 49 percent of 3- and 4-year-olds attend pre-K, which is in keeping with the national average of 48 percent. However, there is a vast difference in the performance of students from different pre-K programs.

To understand the difference in programs, we looked at student outcomes with family income below 100 percent of the FPL. In the top third of programs, more than 70 percent of low-income students test as developed on the Qualls Early Learning Inventory (QELI). QELI is an observational tool for use in the primary grades to identify student development in six areas related to school learning. The inventory observes behaviors developed in school so observations can be used to inform instruction and improve achievement. However, the bottom third of ABC providers have fewer than 30 percent of low-income students reach that same goal.

Students From ABC Agencies Testing Developed*

Percentage of
ABC agencies



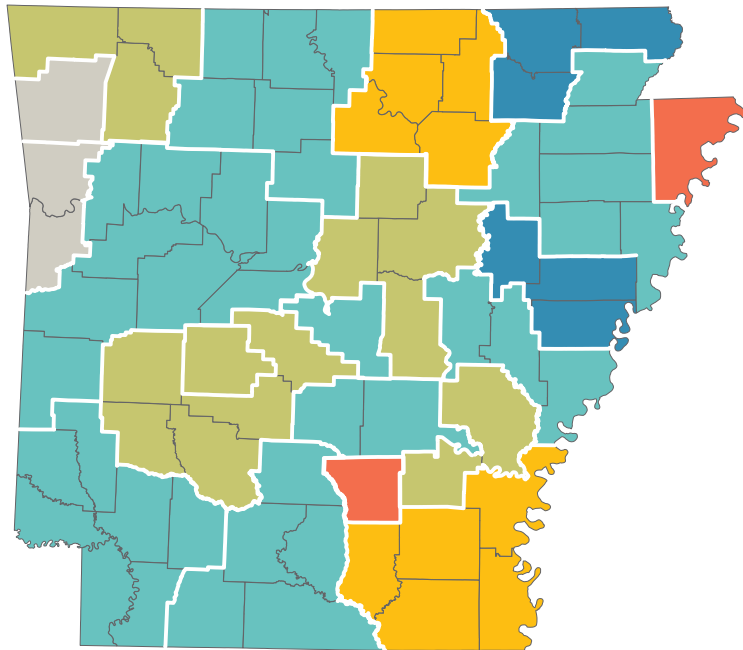
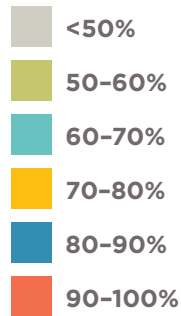
*Based on Qualls Early Learning Inventory (QELI)

Pre-K Availability⁴

Not all students who are eligible for an ABC program have the opportunity to attend. Why? There simply aren't enough seats. Arkansas has the capacity to accommodate 62 percent of low-income 4-year-olds in either an ABC or Head Start program. However, this availability varies widely by region.

In some regions, there are enough seats to accommodate every child under 200 percent of the Federal Poverty Line. Yet two Arkansas jurisdictions do not have enough seats for even half of the eligible students. Counties in northwest Arkansas are among those with the least capacity compared to the population of eligible students.

Percentage of 4-year-old FRL students covered by ABC or Head Start pre-K⁵



White outlines = Jurisdictions
Black outlines = Counties

Pre-K Performance Over Time

To fully understand the importance of early childhood education, it is crucial to have data that demonstrates the long-term impact on students. However, currently, no system exists statewide to link pre-K student enrollment with K-12 performance in order to measure long-term effectiveness of pre-K programs.

Where We Want to Go

Aspiration

All students, starting with those in highest need, have access to high-quality early childhood learning opportunities so they arrive at kindergarten ready to learn.

Recommendations

FOUNDATIONAL

- ▶ Set clear standards for what high quality means in Arkansas, based on established research, and improve all pre-K seats to meet these new, high-quality standards.
- ▶ Improve longitudinal tracking of student performance, trace outcomes back to specific programs, and actively collect data on barriers faced by families preventing higher enrollment.
- ▶ After all current seats meet high-quality standards, increase number of seats in areas with shortages so all eligible students can attend Arkansas Better Chance (ABC) or Head Start (maximizing use of federal funds; for example, Head Start, funds allocated to daycare, Temporary Assistance for Needy Families, etc.).

QUICK WINS

- ▶ Develop or select strong kindergarten readiness indicators.
- ▶ Tightly align Arkansas Better Chance (ABC) and Head Start curricula with strategic goal of kindergarten readiness.
- ▶ Develop marketing program to educate and communicate value of pre-K to parents.

OTHER

- ▶ Move toward goal of ensuring all pre-K teachers have a bachelor's degree and specialized Early Childhood Education training.
- ▶ Conduct analysis to determine if there is need to expand 200 percent Free and Reduced Lunch (FRL) threshold for guaranteed pre-K seats.

2

Teaching & Learning

Why It's Important

Empowering teachers to learn and grow in their professional skills is arguably one of the most important ways to create a culture of continuous growth, lift student achievement and make the profession attractive over the long term. But efforts to support and strengthen education – whether in the classroom, online or in the field – must ultimately have a positive impact on student learning. Therefore, being learner-centric must be a top priority in order to maximize resources (time, training, curriculum, funding and more) and support student achievement.

Teaching & Learning in AR Today

Teacher Learning and Development

Through our outreach efforts, Arkansas educators identified a need for professional learning opportunities that are more relevant to their experiences, immediately applicable in the classroom, and interactive. In addition, educators indicated that they learn more when material is delivered by someone who understands what it is like to be a teacher and when learning opportunities are sustained over time.

Educators also identified well-structured collaboration with other educators as an opportunity to learn and grow. This time can be spent developing content skills, agreeing with other educators on standards and expectations, building relationships, and working together to plan specific lessons. However, many educators in Arkansas either don't have time built into the school week to collaborate with their peers or feel that the collaboration time lacks clear objectives.

“We should have collaboration and mentorship for teachers built into the day so teachers can grow continuously.”

– Arkansas Educator
(ForwARd Educator Survey)

Instructional Preparation

In our focus groups and surveys, educators expressed concerns about spending fewer hours than ever before on preparing to teach. As more rules and responsibilities have been introduced – requiring educators to spend more and more time “checking the box” – teachers feel that students must compete with paperwork for time and attention.

Testing

Appropriate, well-planned testing can provide crucial feedback for instruction. Results can be used to identify a student’s learning strengths and needs or to assure that all student groups in a school are making progress in their learning. Either way, testing outcomes can be powerful drivers of data-driven decision-making at all levels to ensure that individual needs are met and district curriculum and instruction alignment is effective.

However, focus groups and survey participants – including Arkansas educators, parents and students – all cite concerns about the current testing environment. We heard that testing takes too much time away from instruction, and that it doesn’t help students develop a full range of knowledge and skills. To address these shared concerns, we need to ensure that testing is useful. How? By eliminating any redundancies and streamlining testing requirements. In addition, testing should be holistic and help students develop the skills they need to succeed beyond the classroom.

Workforce Education

Only about one in five Arkansas students (20 percent) graduates from a two-year college within three years, or a four-year college within six years. This tells us that we have an opportunity to better transition students from K-12 education into and through higher education and the workforce.⁶

One way of doing this is through a workforce education pathway: a program that, beginning in high school, teaches students academic and technical skills needed to succeed in college and/or high-demand, high-opportunity jobs. Students aren’t required to decide up front whether they want to get a job or go to college; instead, they get hands-on experience, earn college credit while still in high school, and keep their future options open. For example, through an advanced manufacturing pathway, a student would have the option to get an advanced manufacturing job after high school, pursue a community college degree, or pursue a bachelor’s degree and beyond.

These programs are often developed in partnership with local community colleges and industries. One example in Arkansas is the Arkansas Delta Training and Education Consortium (ADTEC), a collaboration of community colleges in eastern Arkansas that partners with businesses to develop industry-driven career and technical training. More than 9,000 individuals, including 1,000 youth, have been provided career-specific training, with employers voicing satisfaction with “dramatic” changes in students’ skill levels.⁷

Where We Want to Go

Aspiration

Each student is supported in developing the full range of knowledge and skills he/she needs to be successful in college and career. All schools have a culture of mutual respect, high expectations for all, teamwork and continuous growth.

Recommendations

FOUNDATIONAL

- ▶ Schools should embed meaningful teacher collaboration time into the school day (for example, three hours per week) and provide support to teachers in order to use this time effectively.
- ▶ Districts should assess effectiveness of current professional development. For less effective professional development, reinvest time and funds toward more district teacher-driven professional development, observations and coaching.
- ▶ Improve testing for students, teachers and schools. The emerging assessment approach should maintain academic rigor, use classroom time thoughtfully (by eliminating redundant or low-priority tests), inform teaching and continuous learning, and measure student progress holistically (including “21st century” higher-order cognitive skills and noncognitive skills).
- ▶ Establish workforce education pathways across the state that enable students to earn college credit in high school and pursue career opportunities while preserving options to pursue higher education. For example, through an advanced manufacturing pathway, a student would have the option to get an advanced manufacturing job after high school, pursue a community college degree, or pursue a bachelor’s degree and beyond. Pathways should be developed with consideration of job opportunities in the state and beyond.
- ▶ Offer adequate broadband access for all schools, meeting national standards for throughput (100 kbps/student as of 2015). Adequate broadband will enable students and teachers to access online resources and improve teaching and learning.

QUICK WINS

- ▶ Introduce more flexibility at state and district levels for what can count toward professional development hours (for example, allow National Board Certified Teachers a degree of flexibility with professional development hours.)
- ▶ Reduce and streamline teachers’ tasks to enable them to focus on instruction. Begin with an investigation of current teacher tasks and streamlining opportunities.

OTHER

- Support the rigorous implementation of standards (for example, Common Core State Standards) through continued professional development provided by the state, Education Service Cooperatives (co-ops) and districts.
- Offering competitive funding for school and district proposals to implement structural innovations. Research-based structural innovations to consider include implementing a year-round calendar, extending learning time (school day and/or year, with a proportional increase in staff pay), and looping classrooms (having same teacher instruct same students for more than one school year).



Why It's Important

A high-quality teacher has proven to be the single most important in-school factor for student learning, with one influential study suggesting that teacher quality alone could account for anywhere between 7 and 20 percent of the variation in student achievement.⁸ Another study found that simply replacing the least effective 5 to 10 percent of U.S. teachers with just an average-performing counterpart would lead U.S. schools to rise to the top of international rankings.⁹

Building Strong Teachers for Arkansas

- **ATTRACT** the most qualified applicants
- **PREPARE** to the highest standards
- **SUPPORT & DEVELOP** through fair evaluations and strong training and mentoring

“With a great teacher, the kids are excited and learning. Without a great teacher, the kids are bored and not engaged.”

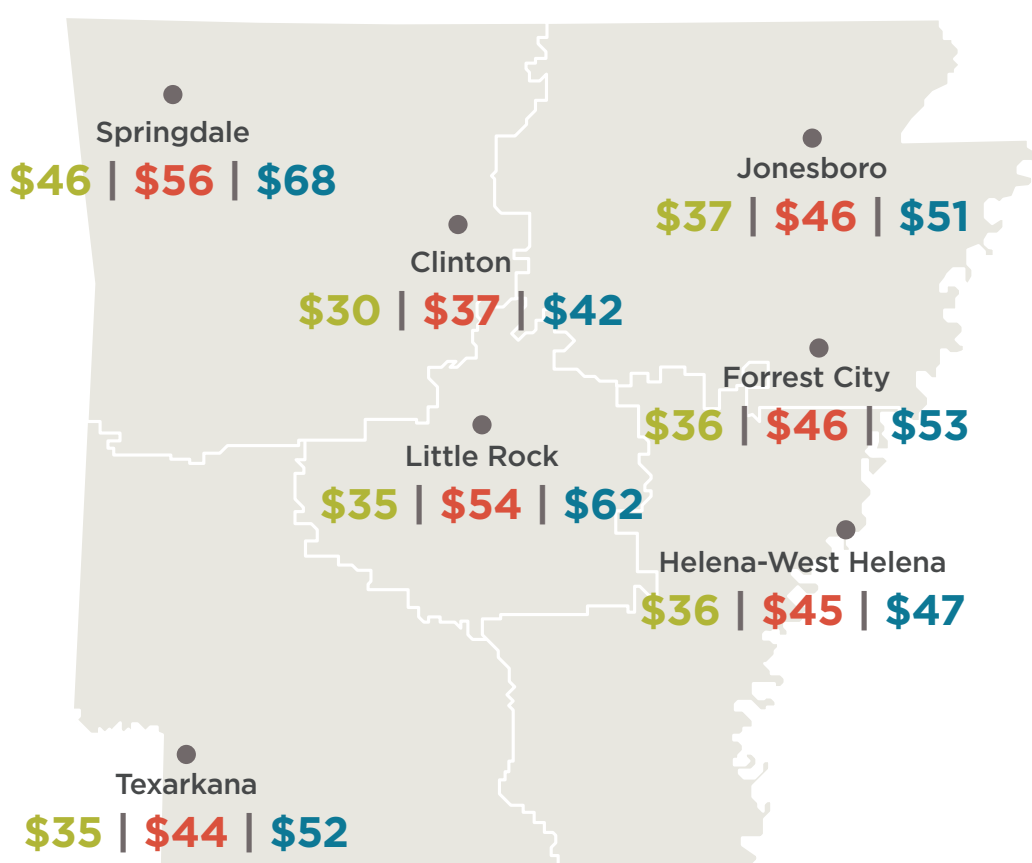
– Arkansas Educator
(ForwARd Educator Survey)

Teacher Pipeline in Arkansas Today

Attracting Teachers

Teachers consider salary, location, leadership and school culture when selecting a school district. Many Arkansas districts report difficulty in attracting teachers to high-need subjects, such as math and computer science, and to various locations across the state. Districts have flexibility to adjust teacher salaries and the chart below shows how those salaries vary statewide.

Teacher Salaries Vary Across the State¹⁰



Salary for length of time working = 0 yrs | 15 yrs | Max

Measured in thousands

Prepare

Traditionally, Arkansas educators are prepared through educator preparation bachelor's degree programs, where students spend four years learning subject matter knowledge, learning how to be a teacher and getting classroom experience. In Arkansas, there are also several alternative educator preparation routes that enable high-potential, nontraditional candidates to become educators and teach in Arkansas's highest-need areas, such as the Arkansas Teacher Corp and Teach for America. There is a need to continue to improve our educator preparation programs, both traditional and alternative, in order to ensure Arkansas's students have the best educators possible.

In our outreach, we heard that while all agree that setting a high standard for educator preparation programs is important, Arkansas's educator preparation programs have been constrained by excess regulations and paperwork that do not help programs prepare educators. This includes redundant paperwork and reporting, as well as excessively detailed and prescriptive requirements around how programs are run (for example, details on which topics are covered and how much time students spend in their internship).

Understanding the effectiveness of an educator preparation program is an important part of helping programs improve. In 2014, Arkansas Department of Education published its first Educator Preparation Performance Report (EPPR) which measures teacher program effectiveness. While currently using limited metrics, the ADE aspires that future EPPRs measure more outcomes, like student growth of program graduates. Providing transparency on outcomes, highlighting effective practices, and offering data-driven improvement suggestions will help improve programs.¹¹

Support and Develop

In 2013, Arkansas passed the Teacher Excellence and Support System (TESS), a comprehensive and standardized teacher evaluation process, to promote effective teaching and leading in Arkansas schools. The majority of teachers believe TESS in Arkansas is headed in the right direction, but implementation must be well executed for maximum impact. We need to support efforts to ensure that teachers receive effective preparation and are also provided continuous feedback for professional development.

Where We Want to Go

Aspiration

All schools, especially those in high-need areas, have access to talented educators who have been rigorously prepared.

Recommendations

FOUNDATIONAL

- Support the introduction and expansion of programs that encourage talented, local high school students to pursue a teaching credential and enter the teaching profession (for example, the Teacher Cadet Program offers top high school students an opportunity to learn about teaching and get classroom experience with teacher supervision).
- Attract top talent to teach in high-need subjects (for example, Science, Technology, Engineering and Math (STEM), special education, English as a Second Language (ESL)) and high-need schools by offering districts flexibility to pay these teachers more than stipulated by the salary schedule and by improving the incentives offered. Ensure high-need subjects can be defined locally to account for geographical variation.
- Support expansion of effective alternative educator pathways and subject expert pathways for nontraditional talent to enter the teaching profession without sacrificing quality. Explore additional innovative models from traditional and alternative providers to address the need for talent in high-need subjects and high-need schools.
- Enable both traditional and alternative educator preparation programs to innovate and improve by reviewing and streamlining regulations that do not drive outcomes. More regulatory flexibility could allow for programs with experiential/competency-based learning elements and 3+1 programs where teachers have paid, year-long internships.
- Support state efforts to measure and report the performance of educator preparation programs, including the inclusion of multiple outcome measures such as the student growth of graduates. In addition, encourage the state to hold traditional and alternative educator preparation programs, accountable for their completers/graduates impact on student learning.

QUICK WINS

- Establish centralized educator recruitment resources for potential educators across Arkansas. Develop a state-of-the-art website in order to attract and recruit potential teachers from across the state and beyond.

OTHER

- ▶ In the long term, support substantial additional investment to pay teachers more.
- ▶ Offer funding for educator preparation program proposals to offer support to graduates in their first year of teaching.
- ▶ Enable educator preparation programs to learn from the most highly-rated programs on the educator preparation report card by systematically recognizing, sharing and learning from excellent educator preparation practices. This could be supported by activities at an Arkansas-wide teaching and learning summit.
- ▶ Develop teacher leader roles (especially roles allowing teachers to maintain time in the classroom) to allow effective teachers to take on more responsibility, support school leadership and be compensated more. Teacher leaders should be selected based on rigorous, objective criteria.
- ▶ Support ongoing implementation of a rigorous teacher support and accountability system, such as Teacher Excellence and Support System. Monitor policies and implementation to maintain evaluation accuracy, rigor and fairness, and offer continued administrator professional development.
- ▶ Recognize, celebrate and systematically learn from excellent teaching and excellent teachers (for example, Arkansas-wide teaching and learning summit, public marketing campaign showcasing excellent teachers and their impact).



4

Effective Leadership

Why It's Important

Highly effective principals, assistant principals, superintendents, assistant superintendents, school board members and other district leadership in schools are critical for improving educational outcomes in Arkansas. These leaders use resources well and wisely and are focused on helping students succeed. The recommendations in this section aim to attract, develop and support these effective education leaders, as well as help create the systems needed to enable these leaders to be successful.



Research suggests a principal accounts for **25%** of a school's total impact on student achievement.¹²

Leadership in Arkansas Today

Building Leadership in Arkansas Education

ATTRACT the most qualified applicants
TRAIN to the highest standards
TRUST leadership decisions
HOLD leaders accountable for outcomes

“Great leaders have a respect for teachers and their potential, and will empower them to be successful. What happens in the classroom is a direct reflection of the leadership support.”

– Arkansas Educator
(ForwARd Educator Survey)

Attract

Education leadership roles, especially the principal role, are extremely important – and extremely challenging. While there are many schools in Arkansas with highly effective principals at the helm, there are also many schools where leaders are unable to provide the support needed for students, teachers and staff to be successful. Furthermore, especially in the highest-need areas, leadership turnover is a major challenge. School leadership requires time and stability to develop relationships and to set and take action toward long-term goals.

While we know that educators enter the profession to help students and make a difference, we cannot expect educators to contribute for decades if other aspects of the profession are not sufficiently appealing. It is imperative to make schools and districts a great place to work statewide.

“Leadership attrition is a major problem, especially in high-need communities. It takes time to develop relationships. When people leave, you start different initiatives again.”

– Arkansas Educator
(ForwARd Educator Survey)

Train

Arkansas already has several effective, rigorous programs available to prepare principals. But the educators, families and leaders we heard from want to see Arkansas develop programs that rival the best in the nation. The most effective programs include heavy mentorship and residency components where candidates can see what excellence looks like and learn from the most effective school and district leaders. After principals accept positions, continued support is needed, such as mentoring by highly effective principals and meaningful professional development.

“Experiential learning is far superior for leadership preparation – it requires apprenticeship and on-the-job training.”

– Arkansas Educator
(ForwARd Educator Survey)

Trust and Hold

An individual leader’s effectiveness can be enhanced or constrained by the support he/she receives. While there are many schools and districts where conditions support leaders, there are some that struggle with leadership retention or have specific factors in place that hinder – or even undermine – strong leadership. Some obstacles leaders identified in our outreach include paperwork and regulatory requirements that do not help student achievement, and a lack of decision-making authority and resources to effectively guide student achievement. Leaders also deserve thoughtful evaluations that help them improve.

“As a principal for the past 10 years, I have seen an overwhelming increase in tasks that require a great deal of time but have little impact on student achievement. The principal role has become overwhelming.”

– Arkansas Educator
(ForwARd Educator Survey)

Where We Want to Go

What Great Leadership Looks Like¹³

Effective leaders put students at the center of all their decisions. They work tirelessly to build up a team and provide resources that will enable all children – regardless of background – to be successful beyond their school walls. Effective leaders hold themselves and their team accountable to that end.

AN EFFECTIVE SCHOOL LEADER (PRINCIPAL, ASSISTANT PRINCIPAL AND OTHER LEADER):

- Allocates a substantial majority of time, focus and energy to instructional leadership, as well as building and developing the team

AN EFFECTIVE SYSTEM LEADER (SUPERINTENDENT, ASSISTANT SUPERINTENDENT AND OTHER DISTRICT LEADER):

- Is committed to bringing system resources to bear to support schools
- Empowers school leaders to be instructional leaders and managers of their teams; protects schools from undue interference; understands and acts on the principle that one size does not fit all schools
- Ensures all school leaders receive frequent, high-quality coaching and mentorship in being effective instructional leaders and people managers
- Holds school leaders and leadership teams accountable for student outcomes, defined holistically

AN EFFECTIVE SCHOOL BOARD:

- Is highly engaged in critical governance activities, including hiring and evaluating the superintendent, setting strategic direction and guiding the system's use of resources
- Empowers system leaders to manage the district in part by backing away from operational details/decisions and focusing on delivery of results

In addition, education leadership needs to be tightly aligned across all levels of the district – from the school leader, to the system leader, to the school board.

Finally, strong leadership needs to be supported by an environment that enables leaders to be successful. Although exceptional leaders can be successful in the most challenging situations, this is not a sustainable or scalable strategy. To enable more education leaders to be successful, they need to be empowered with autonomies to make the most impactful decisions, supported by the system and staff, and held holistically accountable for student success.

Where We Want to Go

Aspiration

All education leaders put students at the center of their decisions, work tirelessly to build and support a team, deploy resources effectively, and hold themselves and their team accountable for enabling all children to be successful.

Recommendations

FOUNDATIONAL

- ▶ In the long term, support additional investment to pay school leaders more. Align compensation increases with evidence of effectiveness.
- ▶ Develop alternative pathways that will enable effective educators to become effective school leaders.
- ▶ Prepare principals to be effective in their role by establishing and supporting existing highly rigorous principal preparation programs and by ensuring novice principals are mentored by highly effective principals.
- ▶ Implement principal support strategies by providing incentives and support for interested schools. Strategies may include 1) creating a school administration manager role to support operations, 2) creating a principal supervisor role to support principals with external needs, and/or 3) developing teacher leader positions for teachers to share leadership responsibilities.
- ▶ Empower principals to partner with school staff in developing a shared vision for instruction in their school and to manage resources important to achieving this vision, including the ability to 1) hire and place staff, 2) remove low-performing staff while ensuring due process, and 3) deploy instructional support resources to meet the school's unique needs.
- ▶ Support the ongoing implementation of a rigorous administrator evaluation system (for example, the Leader Excellence and Development System). Monitor the implementation to make sure system leaders use the evaluation system effectively to provide developmental support and hold administrators accountable for their effectiveness and outcomes.

QUICK WINS

- ▶ Expose Arkansas's education leaders to the highest-performing schools inside and outside the state, and provide them a clear point of reference for what outstanding schools look like.
- ▶ Streamline current paperwork and regulatory requirements for administrators. Although streamlining regulatory requirements will not be quick, a quick win could be to conduct a review of current practices.

OTHER

- ▶ Attract and retain top leadership talent to work in high-need schools by offering districts flexibility to pay school leaders more and by improving the incentives offered.
- ▶ Support state efforts to measure administrator preparation program effectiveness. In addition, encourage the state to hold programs accountable for outcomes.
- ▶ Establish new and support existing highly effective administrator professional development programs (for example, programs that emphasize ongoing, job-embedded, cohort-based, and/or school team-based professional development).
- ▶ Change the timing of school board elections to coincide with state or district elections.
- ▶ Revamp current school board training and offer high-quality professional development focused on how to govern instead of micromanage, on hiring, supporting and evaluating superintendents, and on budget.
- ▶ Invest in a state-funded mentor to support superintendents and school boards in districts with priority schools on effective board governance.



5

Support Students Beyond the Classroom

Why It's Important

A hungry, sick or emotionally unstable child simply cannot perform his/her best in the classroom, so we believe improving access to the basic nutritional and health resources is crucial to improving education. Beyond the basic needs, many students face language barriers, poverty, transportation issues, a lack of one-on-one support – any of which can have a direct impact on student achievement.

“There is a desperate need for improved access to mental health care for students and their families.”

– Arkansas Educator
(ForwARd Educator Survey)

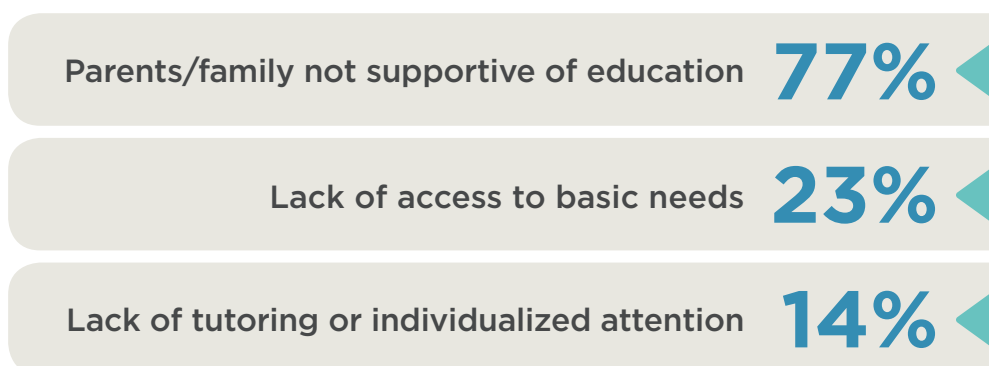


Support Beyond the Classroom in Arkansas Today

Parent and Family Engagement

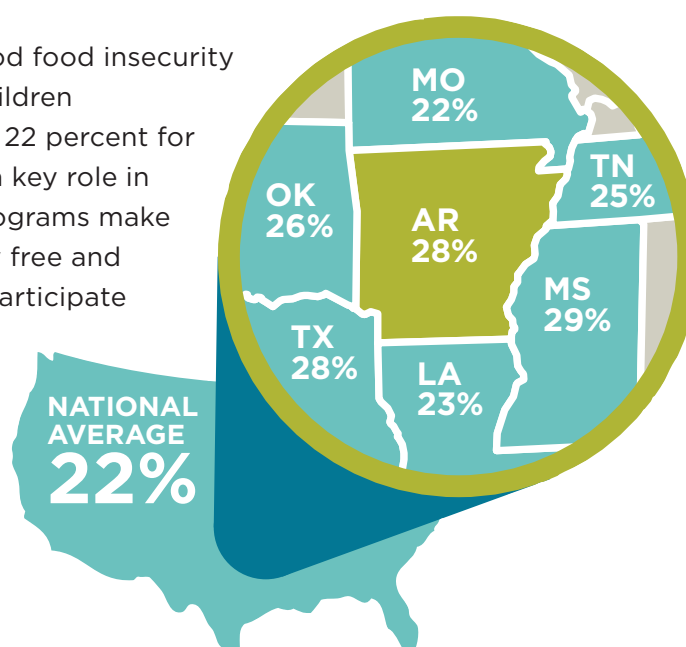
When there is a lack of supportive or engaged adults in a student's life, schools must have strong collaborative practices and a true culture of high expectations to support that student. Arkansas educators called out these needs in our educator surveys and focus groups, identifying lack of parent engagement and lack of basic needs as significant concerns. When asked to choose up to three obstacles (from a list of 10) to students achieving high levels of proficiency, educators selected:

Percent of Teacher Survey Respondents Selecting Obstacles to Student Success



Food Insecurity¹⁴

Arkansas has one of the highest childhood food insecurity rates in the nation, with 28 percent of children considered “food insecure” compared to 22 percent for the U.S. School nutrition programs play a key role in filling this gap. While school nutrition programs make both breakfast and lunch available, many free and reduced lunch-eligible students do not participate in breakfast. Why? Some want to avoid the social stigma associated with free meals; others can't get to school in time to eat before classes begin. Increasing breakfast participation would improve nutrition and school readiness among students at risk for food insecurity.

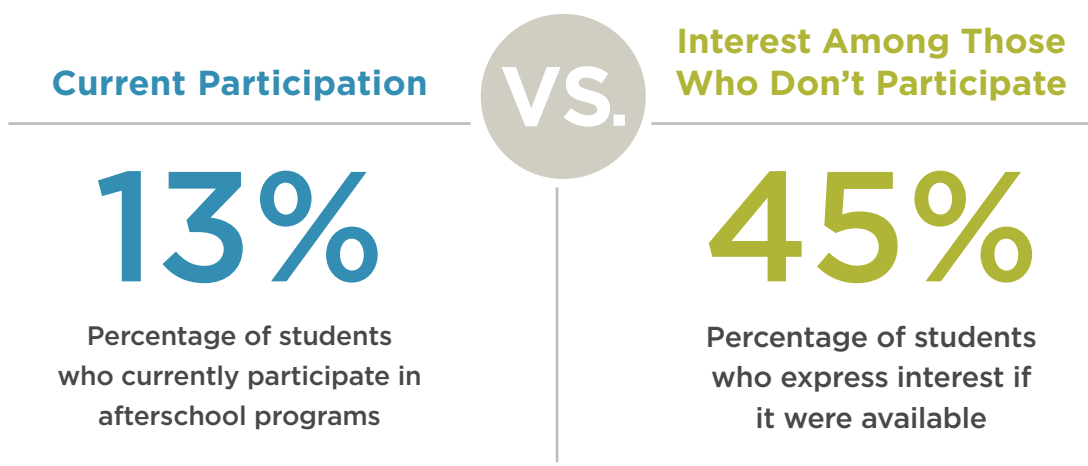


Access to Health and Dental Care¹⁵

Our state is also in the bottom quartile of states for access to preventative health and dental care, putting Arkansas students at risk from multiple angles. In fact, for students in Arkansas ages 2-17, four out of 10 children lack sufficient access to medical or dental care.

Participation in Afterschool and Summer Programs¹⁶

High-quality programs beyond the regular school hours can provide students with enrichment opportunities, positive reinforcement, one-on-one attention, mentoring and more. However, many Arkansas students are unable to participate in afterschool and summer programs due to lack of seats and barriers to transportation. A recent survey by the advocacy organization *America After 3PM* identified that only 13 percent of Arkansas students participate in afterschool or summer programs – but 45 percent of those who do not participate express interest if no barriers to participation existed.



Where We Want to Go

Aspiration

All students and families, starting with those in highest need, have access to and support in accessing the nutritional and health resources needed to come to school ready to learn.

Recommendations

FOUNDATIONAL

- ▶ Implement healthy breakfast as part of school day and provide all children nutritious snacks/dinner at afterschool and summer programs in high-need schools.
- ▶ Coordinate school-based resources information so high-risk children and families receive support, access to quality health care resources, and the effective communication they need.
- ▶ Expand high-quality afterschool and summer programs for all children P-12 by securing dedicated revenue stream including state support.

QUICK WINS

- ▶ Encourage all eligible schools and districts to sign up for Community Eligibility Program, which provides all students in a school free breakfast and lunch.
- ▶ Encourage regular, convenient, two-way parental and caregiver communication during and out of the school year. To achieve this, schools and districts must align their current outreach with best practices highlighted by leading advocacy organizations such as the National Parent Teacher Association and those practices observed in other districts (for example, providing English as a Second Language parents night classes on English, coaching parents to assist their children at home with class assignments).

OTHER

- ▶ Use telemedicine to cost-effectively deliver common health services to students.

6

Academically Distressed Schools

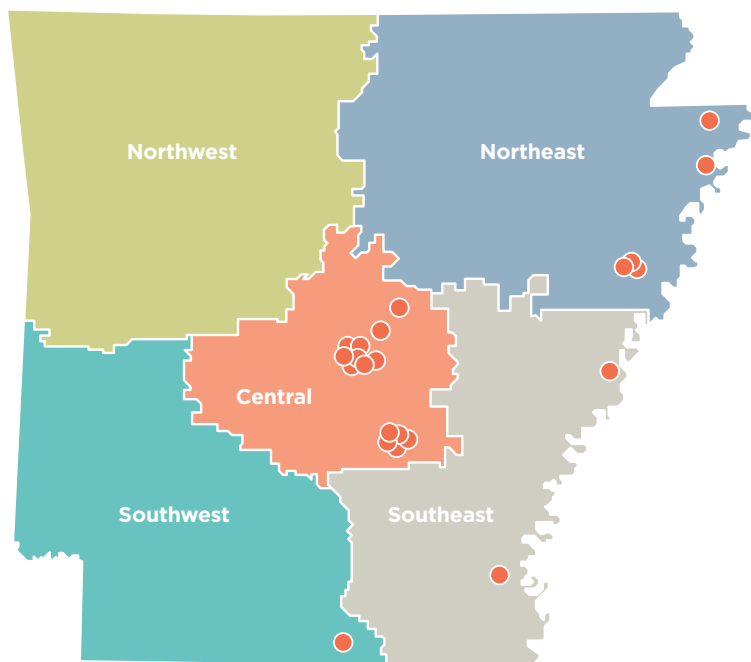
Why It's Important¹⁷

In 2013-14, approximately 14,000 students in Arkansas attended schools in academic distress. Unfortunately, most of these students represent already at-risk populations with minority students representing 88 percent, and Free and Reduced Lunch (FRL) 83 percent of the total student body. Statewide, student populations are less than 40 percent minority and 60 percent FRL. For many of these families, simply changing schools is not an option. Why? Academically distressed schools in Arkansas tend to be clustered together, making transportation and proximity real barriers. Arkansas must work to empower academically distressed schools to turn around and better serve their students.

SCHOOLS IN ACADEMIC DISTRESS AS OF SPRING 2015

What is Academic Distress?

The term “academic distress” applies to a school where 49.5 percent or less of students score at or above proficiency on a composite of math and literacy tests over a three-year period, or is a “Needs Improvement” school that has not made progress against its Improvement Plan.



● = one distressed school

Academic Distress in Arkansas Today

While all recommendations can be applied to schools in academic distress, it's important to address areas that are unique to academically distressed schools. Right now, Arkansas does not have the resources in place to support and coordinate turnaround efforts at all academically distressed schools.

With all of the challenges faced by academically distressed schools, it's no wonder that educators in those schools report being much less satisfied with student achievement than peers in higher-performing schools (44 percent vs. 63 percent). However, a strong majority of educators do agree that the lowest-performing schools can be improved.

Positive Outlook

85%

Percentage of teachers in and out of academically distressed schools who believe the lowest-performing schools can be improved.



Where We Want to Go

Aspiration

All schools in academic distress and pre-academic distress receive support and interventions that enable them to transform their school cultures, dramatically improve student achievement and sustain their improvement over time.

Recommendations

Academic distress is a complicated situation for schools, districts, communities and more. There are no fast fixes or easy outs. Because academic distress involves several key components of the education system, we have grouped recommendations into the following categories: process, support, interventions, evaluation, community, and the Arkansas Department of Education.

PROCESS

Recommendations on how, when and why a school is deemed academically distressed.

SUPPORT

Recommendations on resources and assistance for schools in or approaching academic distress.

INTERVENTIONS

Recommendations on improving performance and progress to avoid or exit academic distress.

EVALUATION

Recommendations on a holistic, ongoing evaluation process to measure and share progress with the community.

COMMUNITY

Recommendations on how to inform and engage the community before, during and after academic distress.

ARKANSAS DEPARTMENT OF EDUCATION

Recommendations on how the state can assess, manage and monitor academic distress in Arkansas schools.

► PROCESS

Before Academic Distress (AD)

- The state should clearly explain how the “A-F report card” and Elementary and Secondary Education Act “focus” and “priority” schools relate to AD classifications in order to communicate more clearly with districts and communities.
- The state should create a Pre-Academic Distress (“Pre-AD”) zone to identify schools and districts that are on a path to academic distress.
- The Pre-AD zone should be composed of schools in the lowest-performing 5 percent not already in academic distress in order to concentrate focus and resources.
- Pre-AD schools that do not follow “binding recommendations” and do not demonstrate student achievement gains can be moved to AD classification.
- All Pre-AD and AD schools should participate in a comprehensive evaluation process.
 - Each comprehensive evaluation should provide Pre-AD and AD schools with specific recommendations of programs, interventions and strategies that improve student outcomes, particularly those necessary to increase performance in the areas causing the Pre-AD and AD designations
- The comprehensive evaluation process should result in “binding recommendations” (i.e., mandated actions) created with significant input from school leaders.
- The results of the comprehensive evaluation and “binding recommendations” should be shared with school and district leadership, the school board and the community.

Exiting Academic Distress

- The “academic distress” label should just be a classification and should end as soon as a school rises above the agreed-upon performance threshold signaling academic distress (for example, a school should not continue to be considered academically distressed after its performance has risen above the original threshold).
- Support and binding recommendations associated with academic distress should continue until a school demonstrates that it can sustain turnaround (i.e., support associated with academic distress should not necessarily end as soon as a school rises above the agreed-upon performance threshold).
- The decision to “exit” schools from state control should be made on a case-by-case basis, but should occur as soon as the school has met the agreed-upon performance threshold and demonstrated sustained progress implementing the recommendations in its comprehensive evaluation.

► SUPPORT

During Academic Distress

- In order to fund the specific supports recommended to schools in their comprehensive evaluation, the state should work with AD and Pre-AD schools to:
 - Supplement existing funds from a dedicated state funding pool for AD school support, when current sources (including districts, co-ops and the Arkansas Department of Education) are insufficient to fund recommendations
 - Reallocate existing funds from lower-impact programs where possible
 - Leverage all additional funds available to AD schools (for example, 1003g grants)
- Create a “turnaround academy” to train teachers and leaders (including those currently in AD schools) in specific skills needed to be successful in turnaround environments and provide financial and nonfinancial incentives to graduates who work in academically distressed schools.
 - The “turnaround academy” should be made accessible to participants living throughout the state
 - The “turnaround academy” should include a track for school-support personnel including those in the Arkansas Department of Education, districts and co-ops
 - The “turnaround academy” curriculum should be built from national best practices and include application of theory in the classroom, in addition to theory-based learning
- School boards of districts with schools in AD or Pre-AD must participate in special trainings on the academic distress process.

► INTERVENTIONS

During Academic Distress

- Decisions to remove leadership and/or assume state control should be case dependent and should be made if leadership (including principal, superintendent and/or board) demonstrates an inability to implement the plan and make improvements (as evidenced by changes in students’ actions).
 - The state should consider removal of leadership and/or assuming control if in-depth evaluation finds leadership does not have reasonable probability of implementing the plan and improving if given support
 - After initial evaluation, leadership should continue to lead turnaround process if they consistently demonstrate progress implementing their plan and improvement in the classroom throughout their time in academic distress

► EVALUATION

Holistic Metrics

- Progress in AD and Pre-AD schools should be measured using a balanced set of metrics, not just proficiency levels on test scores. Specifically, evaluation should include:
 - Progress implementing recommendations following timeline outlined in initial comprehensive evaluation (assessed through site visits)
 - Student achievement growth
 - Leading indicators of achievement (for example, attendance, tardiness, retention)
 - Educator and community input (for example, survey, focus groups, interviews)
 - Analysis of contextual factors which may be contributing to or inhibiting progress in implementing interventions identified in the comprehensive evaluation, including:
 - Academic supports available as compared to high-achieving schools with similar demographic populations (see example of academic supports at the end of this section)
 - Other important context including but not limited to demographic and enrollment trends and external risk factors (for example, safety, housing, healthy food options, public transportation and green spaces)
- The results of ongoing evaluation should be clearly communicated to families and the community.
- A new ADE team will be created to support the creation and implementation of the evaluation process (see ADE capacity). This team will be distinct from the team providing support to schools.



► COMMUNITY

• Family-community partnership with schools is an important part of turning around each AD or Pre-AD school. Partnership will ensure families and communities will have a say in the overall direction and sustainability of the turnaround. During the AD and Pre-AD process, communities need frequent, relevant communications and engagement to keep them well informed about the situation and improvement plan. Specifically:

- AD and Pre-AD schools should be required to have a community-chosen community advisory body which will take an active role advising the management of AD and Pre-AD schools
- Struggling schools' academic standing (Pre-AD and AD) should be clearly communicated to the community
- AD and Pre-AD schools' ongoing evaluation results (for example, quarterly reports) should be shared with the community in a public-friendly format
- Regular and effective parent and community engagement should be part of the accountability framework for AD and Pre-AD schools
- Community input should be part of AD and Pre-AD schools' evaluation process
- Community input should be part of AD and Pre-AD school leaders' evaluation process

• A new ADE team will be created to empower schools to build their own capacity to support their communities and hold schools accountable for effectively engaging with their communities in partnership with the evaluation teams (see the Arkansas Department of Education capacity recommendation).

► ARKANSAS DEPARTMENT OF EDUCATION CAPACITY

Management of AD Process

- There should be a single unit, internal to the Arkansas Department of Education, responsible for managing the entire AD and Pre-AD process.
- The unit should be responsible for providing or coordinating the provision of the comprehensive evaluation, support, accountability, intervention and all other actions outlined in prior AD process, support and intervention recommendations.
- The single unit should be led by a direct report to the commissioner.

Size and Organization of ADE Unit

- School-support personnel should maintain a 3:1 ratio of AD and Pre-AD schools to support personnel.

- New teams with specialized capabilities (incremental to school-support personnel) should be created inside the Arkansas Department of Education unit.
 - Community engagement team (2-4 incremental full-time employees): made up of “community-engagement specialists” and designed to empower schools to build their own capacity to support their communities and to hold schools accountable for effectively engaging their communities
 - Ongoing evaluation team (1-2 incremental full-time employees): designed to create, pilot and implement the new AD evaluation process (see “Process: Before Academic Distress” proposed recommendation)

Skills and Capabilities

- School-support personnel should have experience leading in turnaround environments and demonstrate the ability to coach leaders in development of turnaround skills such as competencies for turnaround success, in addition to existing job description.

Recruiting and Retention

- Recruiting highly skilled, highly qualified personnel to internal Arkansas Department of Education unit must be a top priority for ADE.
 - ADE should be allowed hiring flexibility to staff team more efficiently (including waivers from mandated salary ranges, job posting duration requirements and hiring timeline)
- Salaries for school-support positions must be competitive with comparable positions in school districts.
- “Turnaround academy” should include a track for school-support personnel, including those in the Arkansas Department of Education, districts and co-ops.

Empowerment and Accountability

- Arkansas Department of Education unit should be held accountable for the success of schools in AD and Pre-AD.
- Evaluations of school-support personnel should be aligned with the way in which schools are evaluated (see “Process: Before Academic Distress” recommendations). The team evaluating schools should be separate from the school-support team.
- The Arkansas State Board of Education should continually evaluate the effectiveness of the internal Arkansas Department of Education unit and after five years should conduct a formal review to decide if it should continue, end or change this approach to school turnaround.
 - The results of the board’s evaluations and reviews should be presented to the Joint Legislative Committee on Education

Additional Information: Examples of Academic Supports That Could be Used as Part of Proposed Evaluation Recommendation

- The AD evaluation recommendation includes tracking the academic supports available to schools in AD and how the availability of those supports compares to those of high-achieving Arkansas schools with similar demographic populations.
- The final list of academic supports tracked should be determined during the creation of the comprehensive evaluation. Examples of the types of academic supports that could be measured as part of the evaluation include:
 - Highly qualified teachers including teachers certified by the National Board, certified to teach GT classes, certified to teach Advanced Placement or pre-AP courses (not excluding other measures of highly qualified teachers), or teachers with previous success in high-need schools
 - Instructional coaches/facilitators including math and literacy coaches, interventionists and other certified staff who are not assigned a class-load of students who have clear goals, expectations and accountability
 - Building administrators including assistant principals and principals
 - Rigorous classes including GT classes (including seminar classes) for secondary schools, pre-AP classes for secondary schools and AP classes for secondary schools, EAST lab classes for elementary and secondary schools
 - Average class sizes
 - Technology resources including number of computers (desktop, laptop and iPads) assigned to the school, number of SMART boards, number of computer labs, number of computer lab attendants and teachers employed to run the computer labs
 - School partners and volunteers including the number of community organizations, local businesses engaged in formal partnerships with each school, the number of volunteer hours logged at each school
 - Grants, awards and other supplemental funding including the name of each grant and the amount of the grant (all federal, state and local grants and gifts including PTA funding given to schools for activities and programs)
 - Out-of-school learning opportunities including number of student field trips, trips for school clubs/organizations/teams, workshops/classes for students held in the evenings and on weekends
 - Facilities including the number of gymnasiums, auditoriums, science labs, outdoor classrooms, portable classrooms, nurse offices, counselor offices, square footage of facility



Why It's Important

If Arkansas is to bring about significant improvements in public education, we must be ready to initiate and support those improvements with legislation, funding and a commitment to using every dollar wisely. Simply put, we have a responsibility to not only provide sufficient resources for Arkansas education, but also to ensure that those resources are used efficiently and effectively.

Systems and Policies in Arkansas Today

Arkansas Department of Education (ADE)

The ADE is the administrative arm of the State Board of Education. In addition to implementing education law, the ADE provides leadership, resources and support to school districts, schools and educators. Echoing concerns from teachers and leaders, we heard from ADE leadership that the burden of regulations and paperwork hinders its ability to support student achievement.

Education Service Cooperatives¹⁸

Co-ops were established by the Arkansas State Board of Education in 1985 to help districts meet standards, equalize education opportunities, use resources more effectively and promote coordination between school districts and the Arkansas Department of Education. The services provided by co-ops include support for professional development, curriculum, technology, purchasing and more.

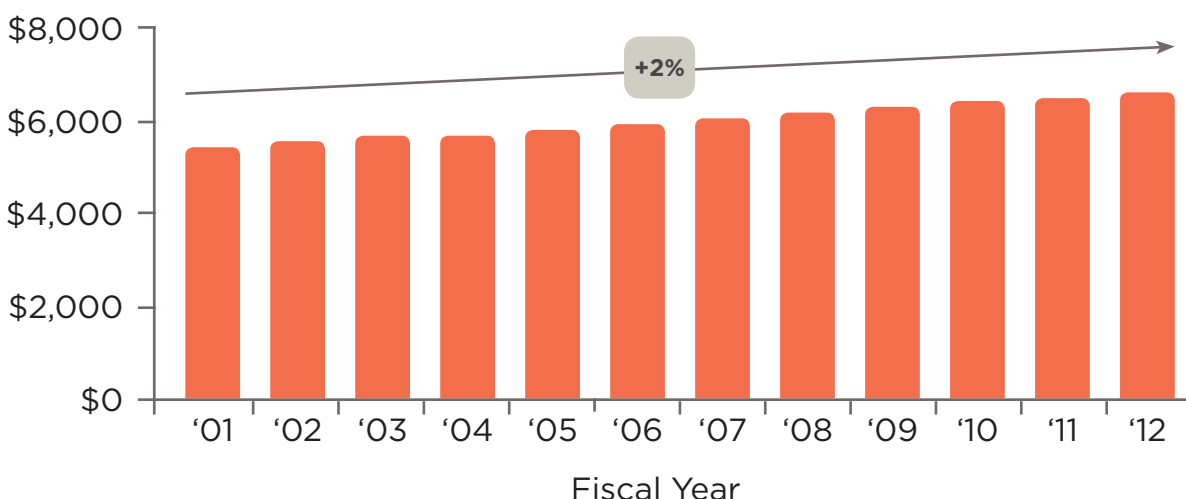
In our outreach efforts we heard that co-ops do important work today, but there is also an opportunity to reinforce that good work with additional support and attention from the ADE.

Funding and Spending¹⁹

In Arkansas today, school districts are funded by a combination of federal funds, state funds and local funds raised by property taxes. More than half of Arkansas's total education funding is funding from the state and a uniform tax rate levied locally. That funding, called foundation funding, has generally increased about 2 percent annually over the last 10 years to account for changes in cost of living.

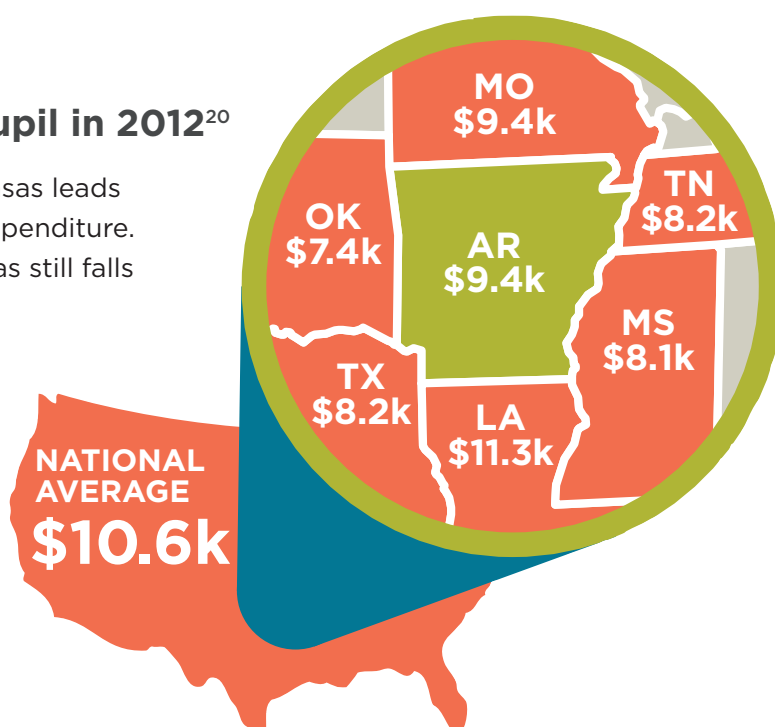
INCREASE IN FOUNDATION FUNDING

Per Pupil Foundation Funding



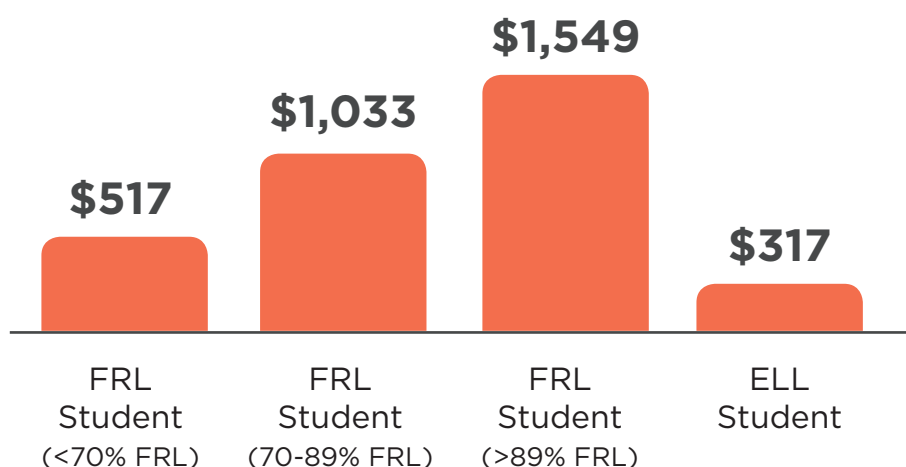
FOUNDATION FUNDING: Current Expenditure Per Pupil in 2012²⁰

With the exception of one state, Arkansas leads the region in per-student education expenditure. However, education funding in Arkansas still falls below the national average.



Levels of funding differ across the state to account for the fact that some students have different education and support needs. For example, each school district today receives about \$300 per year per student identified as an English Language Learner (ELL). Throughout our outreach, we heard that additional funding is needed to support the success of ELL students. Additionally, each school district receives additional funds to support students from low-income families. The amount of incremental funds awarded depends on the percent of students qualifying for free or reduced lunch. In today's model, the level of support at the percentage cut points varies drastically. A school district with 69 percent of the student population qualifying for Free & Reduced Lunch (FRL) receives only about half of what a district with 70 percent of its student population qualifying for FRL receives.

Additional Pre-Pupil Funding for Free & Reduced Lunch and English Language Learner Students



Aspiration

All school districts have adequate funding and use resources in a way that most effectively supports student success. Policies enable the implementation of recommendations needed for Arkansas to become a leading state in education.

Recommendations

► Arkansas Department of Education and Education Service Cooperatives (Co-ops)

- Streamline the regulatory burden for educators at all levels (including the Arkansas Department of Education) to reduce complexity, encourage a shift from a compliance mindset to a performance-driven mindset, and enable educators to focus on their most important roles. Gather input from educators to inform specific changes. Focus regulations and related support on highest-risk situations where compliance activities could be most helpful (for example, struggling schools).
- Current staffing and budget rules governing the Arkansas Department of Education (ADE) constrain ADE from hiring the best personnel for the job (for example, each ADE division is required to have a specified number of personnel from each salary schedule). Revise staffing and budget rules to offer more hiring autonomy to ADE leadership.
- Increase compensation in the Arkansas Department of Education staff salary schedule to be at least as competitive as districts in order to attract strong educator talent to ADE.
- The state should consider structural changes (for example, governance, funding, support) for underperforming co-ops to ensure all districts have access to a consistent set of high-quality services.
- The ADE should hold each co-op accountable for providing high-quality services that support student achievement and effective use of resources at the school and district levels.
- This effort should build and improve upon ADE's existing evaluation of co-ops as required by legislation in 2012. Refinements to consider include introducing greater rigor, requiring an independent evaluator, making formal evaluations more frequent, and introducing yearly reporting on progress.

► Recommendations to Improve Spending Effectiveness

- Districts, co-ops, ADE and other education stakeholders should make decisions based on educational value (for example, how much student impact is achieved with funds). Support districts and other entities in building this capability.
- Develop statewide district efficiency metrics to support spending transparency. For districts that are underperforming (for example, classified as Pre-Academically Distressed or Academically Distressed), efficiency targets should be set and intensive support should be provided to improve how funds are spent.
 - Metrics should be carefully developed with input from districts to mitigate unintended consequences (for example, sending misleading messages, adding bureaucratic requirements, encouraging changes not in the best interest of student achievement)
 - Consider implementing as part of current performance measurements and action plans so this does not add a new burden for districts
 - While any metrics should be the product of a fresh review, they might build on existing law established in Act 35 of the 2nd Extraordinary Session of 2003
- Drive greater efficiency of district spending without compromising outcomes. Form regional and/or statewide “communities of practice” around resource use in specific, high-value/high-inefficiency areas (for example, school staffing/class size, use of instructional coaches, purchasing, special education). Create or leverage an existing statewide public-private partnership to oversee these “communities of practice.”
 - Enable best-practice sharing and collective problem solving, and drive long-term improvement
 - Identify metrics to measure improvement and success
 - Build political will by convening key stakeholders from multiple sectors and across the state (e.g., districts, co-ops, industry leaders)
 - In areas where clear best practices are established, the state may then codify the practices into law or regulation (e.g., statewide purchasing practices)

► Funding for Excellence

- Arkansas's schools are not sufficiently resourced to perform at the aspired level of educational excellence. Invest in additional funding to support educational excellence. This funding should prioritize ForwARd's recommendations and be increased in increments, and additional funding should be tied to evidence of effective use of existing resources.
- Currently, National School Lunch (NLS) funding is provided to districts based on tiers of percentage of Free and Reduced Lunch (FRL), so that a district with 69 percent FRL students gets roughly half the funds of a 70 percent FRL district. Smooth out the step-wise function used for the National School Lunch program to reduce funding differences between similar percent FRL districts.
- Current English Language Learner funding is insufficient compared to the need – invest in greater categorical funding for ELL students. Funding should be used in ways that best provide additional support to ELL students (e.g., additional high-quality academic support).
- Tie a portion of English Language Learner and National School Lunch program funding to evidence of district effectiveness in supporting ELL and NSL students.
- Current pre-K funding is insufficient compared to the need – invest in greater funding for pre-K. Improving quality will require approximately \$70 million to \$100 million per year, then subsequently increasing access will require an incremental approximately \$20 million to \$80 million per year.

► Other Recommendations

- As a general principle, education laws should be kept as simple as possible. In that spirit, ForwARd recommends implementing legislative changes only when department policy changes are insufficient to drive the change needed.
- Evaluate a school's effectiveness based on both absolute performance and student growth (i.e. student achievement growth from the beginning to the end of the school year).
- Continue to build alignment across Arkansas's school performance designations to enhance clarity. Furthermore, improve communication of the designations to educators and communities.

Potential Impact

Just as it will take many people working together to implement these recommendations, doing so will impact many people throughout the state. Students, educators, entire communities – all will feel the impact. How? Read through the graphic below to see just some of the ways achieving our goals will benefit Arkansas education.

Educators

- Teachers are excited about how collaboration can help them become better teachers
- Teachers feel respected and that rules, training and processes support them in helping kids
- New teachers have a smooth transition into the profession with lots of hands-on training and mentors

School and district leaders

- Principals and superintendents are inspired by visits to high-performing schools and districts to set lofty visions for their own schools and districts
- Administrators feel respected and are supported by rules, training and processes to make decisions and lead the teams toward their vision

Schools in academic distress

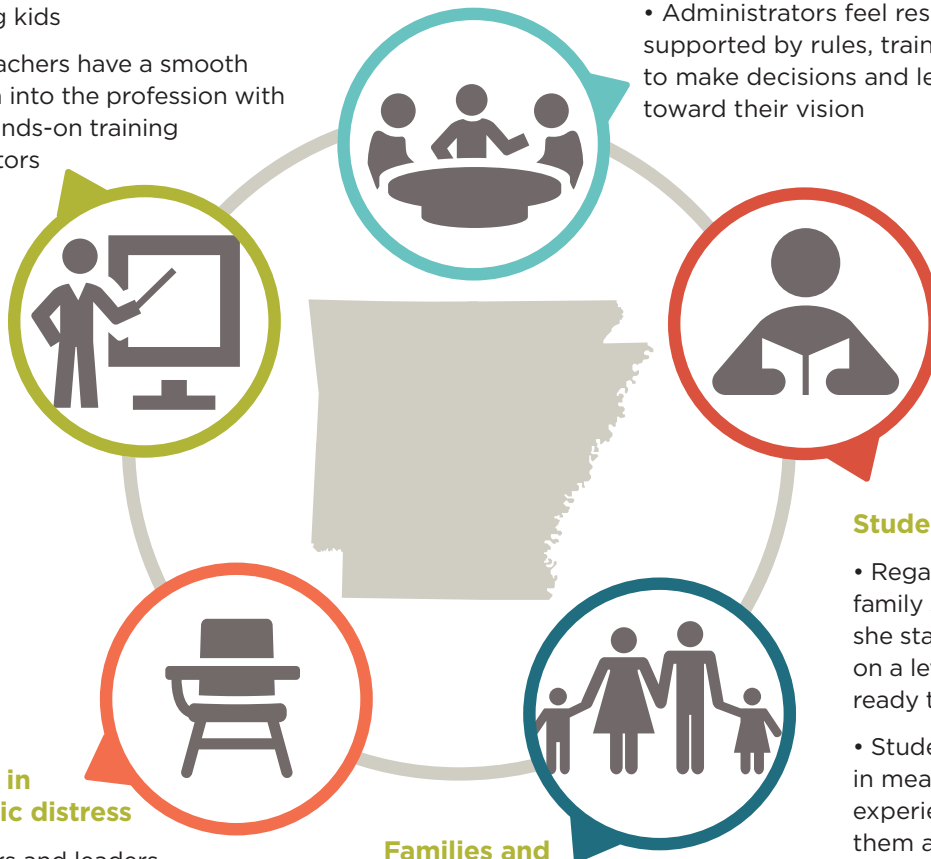
- Teachers and leaders in schools in academic distress feel supported by the administration and community to overcome their challenges
- Students and the community of a school in Academic Distress feel like they have input in determining where support is needed

Families and communities

- Families and communities feel like they know what's happening at their local school and know how to be involved
- Families and communities are assured that even in tough economic times, their kids will be able to get nutritious meals and health care through school

Students

- Regardless of a student's family situation, he or she starts kindergarten on a level playing field, ready to learn
- Students are engaged in meaningful learning experiences that excite them and help them understand a wide variety of college and career options throughout their education
- Students in every classroom, regardless of location or subject, are taught by a talented, well-prepared teacher



Moving ForwARd: Next Steps

These recommendations set a lofty ambition for the state of Arkansas: that every student graduates prepared for college and the workplace. We believe that implementing the recommendations will get us there – but not overnight. Achieving this end will require hard work, true collaboration from around the state and a commitment to continuous improvement over the course of several years. We have a strong, diverse coalition – the ForwARd steering committee – that believes in this work. Will you join us?

Our first step will be to share these recommendations with the whole state. We've also identified some early priorities: supporting the Arkansas Department of Education in implementing the recommendations for Academic Distress, improving the quantity and quality of time that teachers spend collaborating, and creating more opportunities for our students to participate in summer programs.

We'll also be creating a new organization to help support and implement the recommendations, which will keep us on track for making progress at the rate we aspire to pursue.

HOW CAN I BE INVOLVED?

- 1** Visit ForwardArkansas.org to learn more about the state of education in Arkansas.
- 2** Share the recommendations with your friends, families, teachers and community leaders. We make it easy through our social portals on Facebook and Twitter.
- 3** Encourage conversations in your community and email us at info@forwardarkansas.org to tell us about your progress.
- 4** Sign up for our e-newsletter (on the home page of the website) to stay informed about ForwARd Arkansas's progress and how you can help.

Glossary

Arkansas Better Chance (ABC): The Arkansas Better Chance (ABC) program was created in 1991 to offer high-quality early education services to children ages 0 to 5 exhibiting developmental and socioeconomic risk factors. In 2003, the Arkansas General Assembly made a commitment to expand early childhood education funding by \$100 million to serve low-income 3- and 4-year-old children with high-quality prekindergarten services. This expansion, known as Arkansas Better Chance for School Success, has become the state prekindergarten program. ABC is only available to students with family income that is 200 percent or less of the federal poverty line. It operates as a grant program, and participating providers must renew ABC grants annually.

<http://humanservices.arkansas.gov/dccece/Pages/aboutDCCECE.aspx>; ABC Shrinks Gaps (Arkansas Research Center)

Academic Distress: This term is used to describe a school or district that has, for a sustained period of time, demonstrated a lack of student achievement. Specifically, this is a classification assigned to (a) any public school or school district in which 49.5 percent or less of its students achieve proficient or advanced on a composite of math and literacy tests for the most recent three-year period; or (b) a Needs Improvement school (Priority) or a school district with a Needs Improvement (Priority) school that has not made the progress required under the school's Priority Improvement Plan (PIP). A Needs Improvement school is a school that has not met its annual targets in performance growth and high school graduation rates. See the Arkansas Accountability Addendum to Elementary Secondary Education Act Flexibility Request for more information.

http://www.arkansased.org/public/userfiles/ESEA/ESEA_Flexibility_Accountability_Addendum.pdf, ADE Rules Governing ACTAAP and the Academic Distress Program, Sept 2014: http://www.arkansased.org/public/userfiles/rules/Current/ACTAAP-FINAL_-_September_2014.pdf

ACT: The ACT is a national college admissions examination that consists of subject area tests in English, mathematics, reading and science.

<http://www.actstudent.org/faq/what.html>

Arkansas Department of Education (ADE): The administrative organization that carries out the state's education laws and policies of the state board.

Advanced Placement Exams (AP): AP exams are rigorous, multiple-component tests that are administered at high schools each May. High school students can earn college credit, placement or both for qualifying AP Exam scores. Each AP Exam has a corresponding AP course and provides a standardized measure of what students have learned in the AP classroom.

<http://professionals.collegeboard.com/testing/ap>

Common Core State Standards: The Common Core state standards is a set of high-quality academic standards in mathematics and English language arts/literacy. These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career and life, regardless of where they live.

<http://www.arkansased.org/divisions/learning-services/assessment/definitions-of-common-terms>

Quality Counts: Quality Counts is *Education Week's* annual report on state-level efforts to improve public education. It is published in January.

<http://www.edweek.org/ew/qc/index.html>

Free or Reduced Lunch (FRL): The National School Lunch Program is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946. A student is eligible for free lunch at school if his or her family income is below 130 percent of the poverty line; the student is eligible for a reduced-price lunch if the family income is below 185 percent of the poverty line.

<http://www.fns.usda.gov/nsllp/national-school-lunch-program-nsllp>

Glossary

National Assessment of Educational Progress

(NAEP): NAEP is the largest nationally representative and continuing assessment of what students in the United States know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history and, beginning in 2014, technology and engineering literacy.

<http://nces.ed.gov/nationsreportcard/about/>

Qualls Early Learning Inventory (QELI):

Qualls Early Learning Inventory (QELI) is an observational tool for use in the primary grades to identify student development in six areas related to school learning. The inventory observes behaviors developed in school so observations can be used to inform instruction and improve achievement.

Footnotes

1. **Source:** NAEP database; ACT Condition of College and Career Readiness Report, 2007–2013; The Chronicle for Higher Education data on college completion – data from 2004–2013

2. **Source:** Abbott Preschool Program Longitudinal Effects Study: Fifth Grade Follow Up; The Abecedarian Project; The HighScope Perry Preschool Study; Chicago Child Parent Centers Program

3. **Source:** Office for Education Policy, *National and AR Research on Pre-K* (10/2014).

4. **Source:** QELI data gathered by the Arkansas Research Center, reported by Arkansas Department of Education. Data for 2013 only.

5. **Source:** ADE QELI performance and ABC enrollment data by county for 2012. 2011 4-year-old ABC enrollment assumed to equal 2012 kindergarten entry from ABC. American Community Survey, 2013 five-year estimate for age. Four-year-old Arkansas population by county estimated as 20 percent of 0-4 age group. ADE public school FRL demographics. Arkansas Head Start Association reported actual enrollment.

6. **Source:** NCES Public HS Four-Year On-Time Graduation Rates and Event Dropout Rates: School years 2010-11 and 2011-12; College going rate from NCHEMS Information Center, which relies on information from Tom Mortenson-Postsecondary Education Opportunity <http://www.postsecondary.org>; College completion rates calculated from: http://collegecompletion.chronicle.com/state/no.state=AR§or=public_four; data is based on IPEDS, which tracks completions of first time, full-time degree seeking undergrad students; Arkansas workforce funding white paper “Arkansas Workforce

Funding Model and the Middle-Skill Jobs Gap”.

7. **Source:** Workforce Strategy Center and the Gates Foundation report: “Employers, low-income young adults, and post secondary credentials: a practical typology for business, education, and community leaders” (2009); ADTEC reports; ADTEC interview

8. **Source:** Eric A. Hanushek, John F. Kain, and Steven G. Rivkin, “Teachers, Schools, and Student Achievement,” NBER Working Paper No. 6691, August 1998, <http://www.nber.org/papers/w6691>.

9. **Source:** Eric A. Hanushek, “Valuing Teachers,” Education Next, Summer 2011, <http://educationnext.org/valuing-teachers/>.

10. **Source:** Arkansas Department of Education, Teacher Salary Schedule Analysis 2014-2015, ForwARd analysis

11. **Source:** ADE website, ADE interview

12. **Source:** Arkansas LEADS rubric, Arkansas Leadership Academy Master Principal Program rubric, The Wallace Foundation report “The School Principal as Leader: Guiding Schools to Better Teaching and Learning” (2012), The Center for Public Education (NSBA initiative) “Eight Characteristics of Effective School Boards” (2011), The George W. Bush Institute and New Leaders “Great Principals at Scale: Creating District Conditions that Enable All Principals to be Effective” (2014), Center for Applied Research and Educational Improvement, University of Minnesota “How Leadership Influences Student Learning” (2004) and “Investigating the Links to Improved Student Learning: Final Report of Research Findings” (2010), STAND for Children Leadership Center “Strengthening School Leadership” (2012)

Footnotes

13. **Sources:** Arkansas LEADS rubric, Arkansas Leadership Academy Master Principal Program rubric, The Wallace Foundation report “The School Principal as Leader: Guiding Schools to Better Teaching and Learning” (2012), The Center for Public Education (NSBA initiative) “Eight Characteristics of Effective School Boards” (2011), The George W. Bush Institute and New Leaders “Great Principals at Scale: Creating District Conditions that Enable All Principals to be Effective” (2014), Center for Applied Research and Educational Improvement, University of Minnesota “How Leadership Influences Student Learning” (2004) and “Investigating the Links to Improved Student Learning: Final Report of Research Findings” (2010), STAND for Children Leadership Center “Strengthening School Leadership” (2012)

14. **Source:** Map the Meal Gap (2014), Feeding America, pg. 32-33.

15. **Source:** Kaiser Family Foundation based on national ACS health survey (2012/2013).

16. **Source:** Parent survey conducted by AR after 3 PM, advocacy organization in state for expanded range of support services.

17. **Source:** ADE. Regions and school enrollment identified based on school code in 2013-14 demographic data from Office for Education Policy at the University of Arkansas.

18. **Source:** Arkansas Education Service Cooperatives 2-page flyer, co-op director and ADE interviews.

18. **Source:** Arkansas Bureau Legislative Research report “A report on Legislative Hearings for the 2014 Interim Study on Educational Adequacy” (Oct 2014), Picus Odden & Associates report “Desk Audit of the Arkansas School Funding Matrix” (Sept. 2014).

19. **Source:** Census of Governments: Finance – Survey of School System Finances <http://www.census.gov/govs/school/>. National Center for Education Statistics (NCES): <http://nces.ed.gov/>.

ForwARd is advised by The Boston Consulting Group (research and strategic planning), Eric Rob & Isaac (web and report development), and The Peacock Group (communications).



WORKING TOGETHER TO ADVANCE EDUCATION

forwardarkansas.org



Working Together to Advance Education

Little Rock Area Public
Education Stakeholders Group

Mission

Becoming a leading state in education by improving student achievement at a **historically ambitious yet achievable rate** and **closing the achievement gap within a generation.**

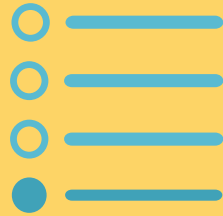
<https://www.youtube.com/watch?v=TGyUmorOzQI>

Values

- 1) **Community Engagement** – Education is a local enterprise that thrives when entire communities are united in pursuit of a shared vision.
- 2) **Community-based Solutions** – Communities have diverse needs and must employ equally diverse methods to address those needs.
- 3) **Equity** – Excellence in education and student achievement is possible everywhere in Arkansas.
- 4) **Shared Vision** – Learning from each other in support of our shared vision is vital to strengthening education throughout our state.
- 5) **Innovation** – Engaged communities are committed to advancing local innovations in education to enhance student outcomes.

What We've Done

8,500
surveys



550
focus group participants



100
hours of
expert interviews

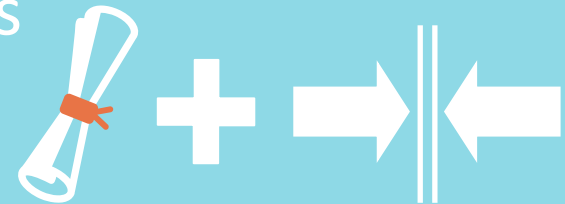


28
volunteer committee
members

7 areas
of focus



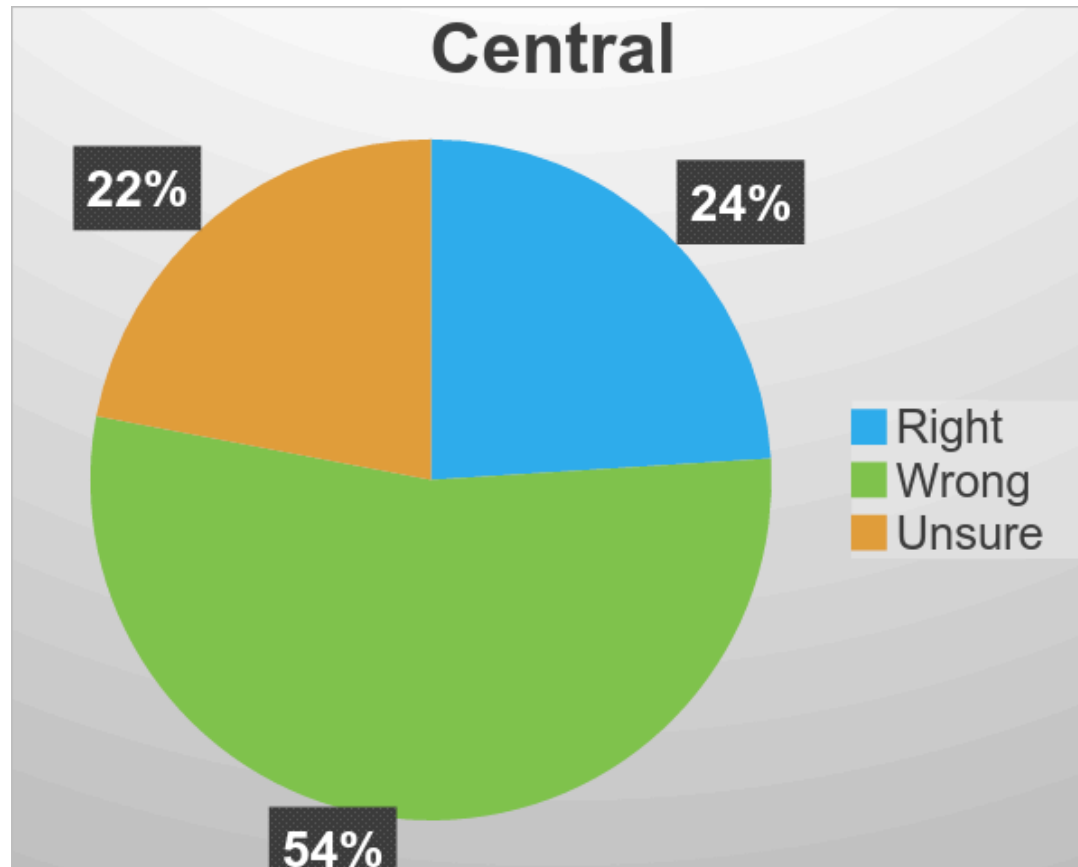
2 goals



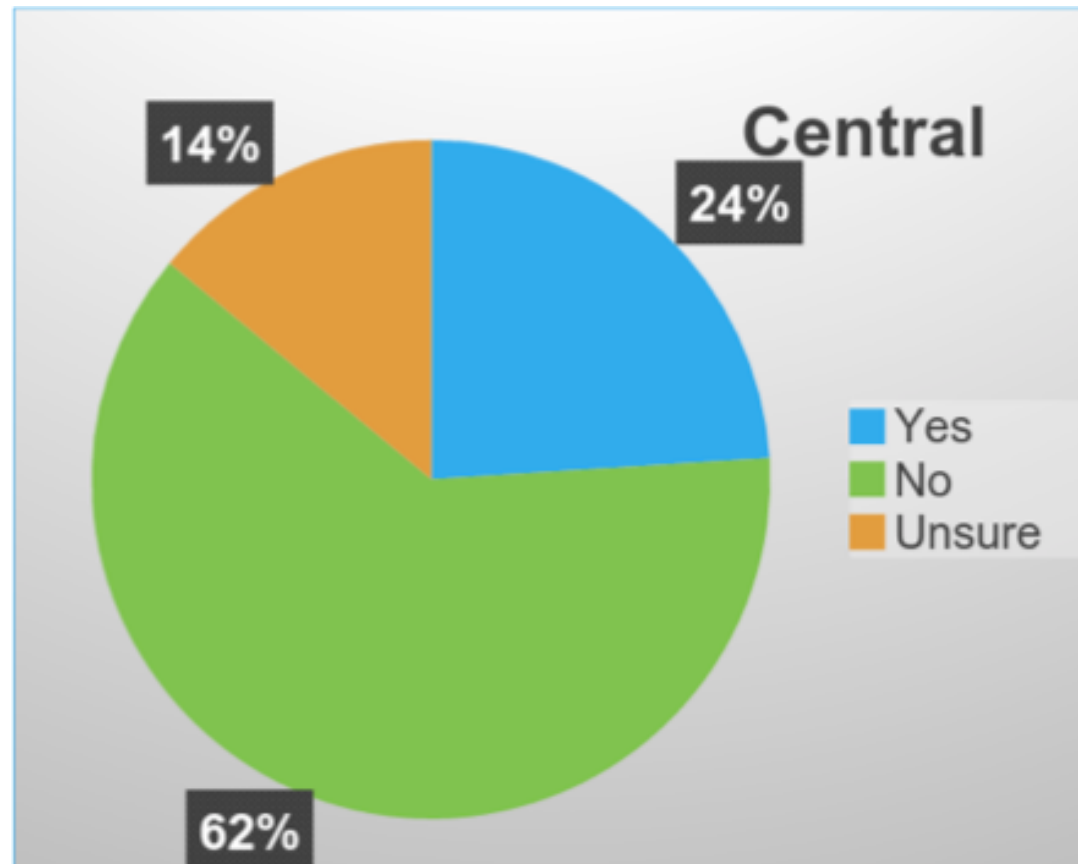
One vision



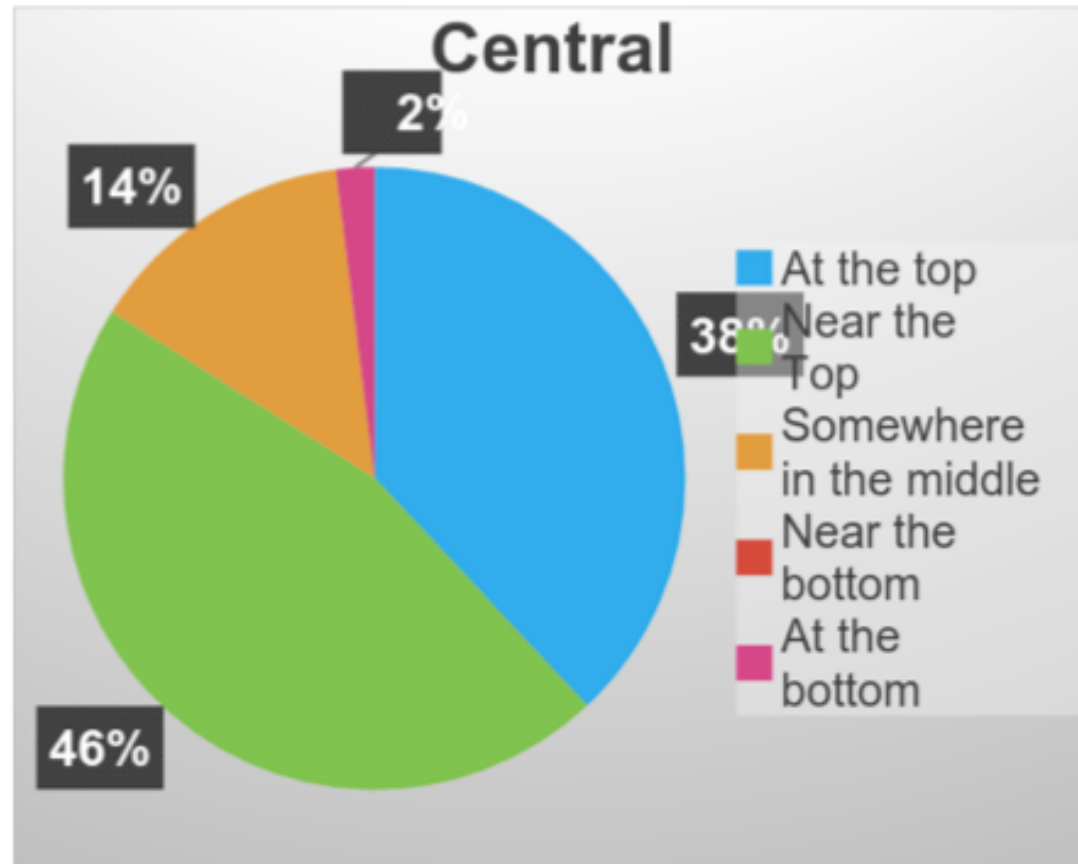
Do you think Arkansas is heading in the right or wrong direction when it comes to education?



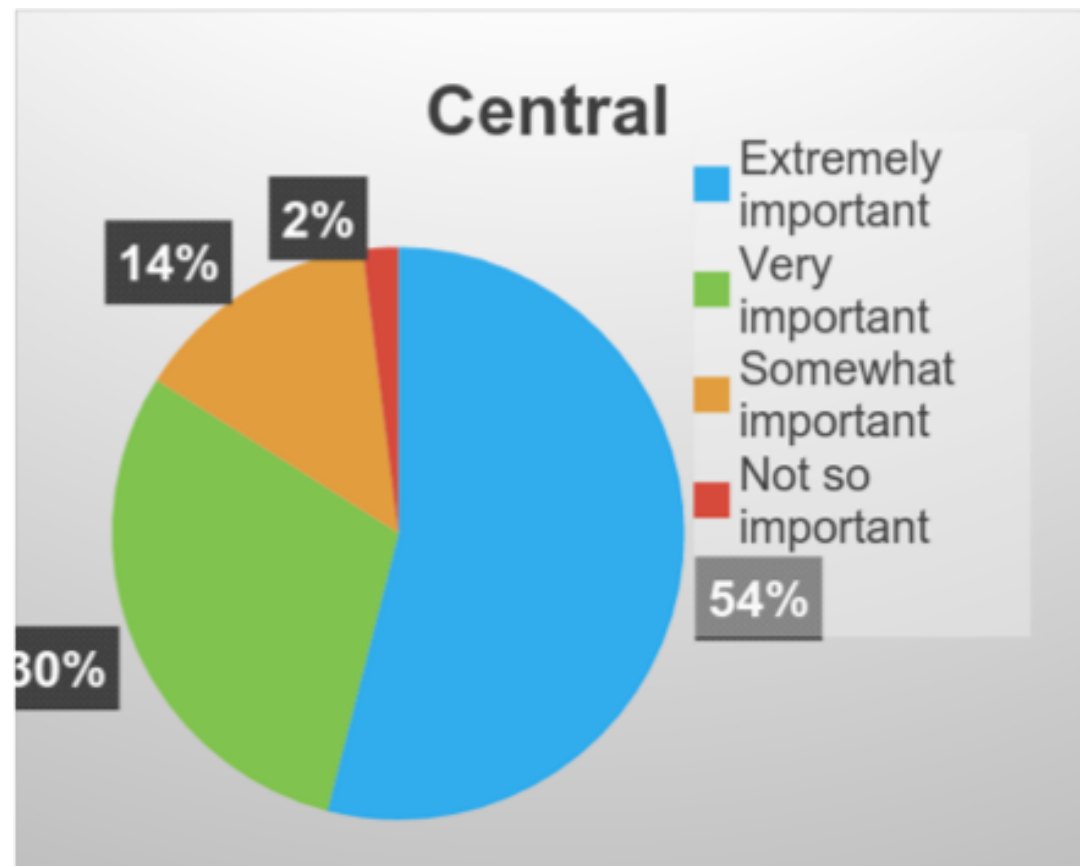
Do you think enough is being done to improve access to quality education for all children in Arkansas, no matter where they live?



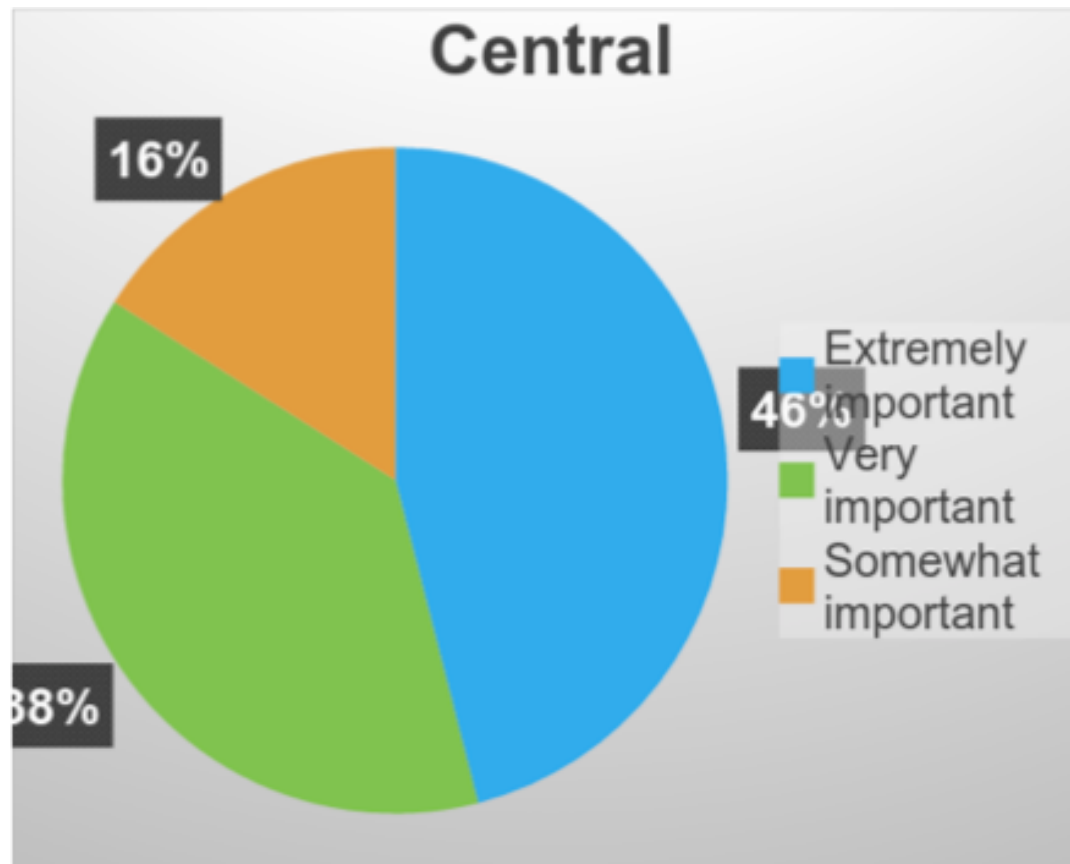
Where would you rank a quality education as essential to preparing Arkansas students to succeed in school and in life?



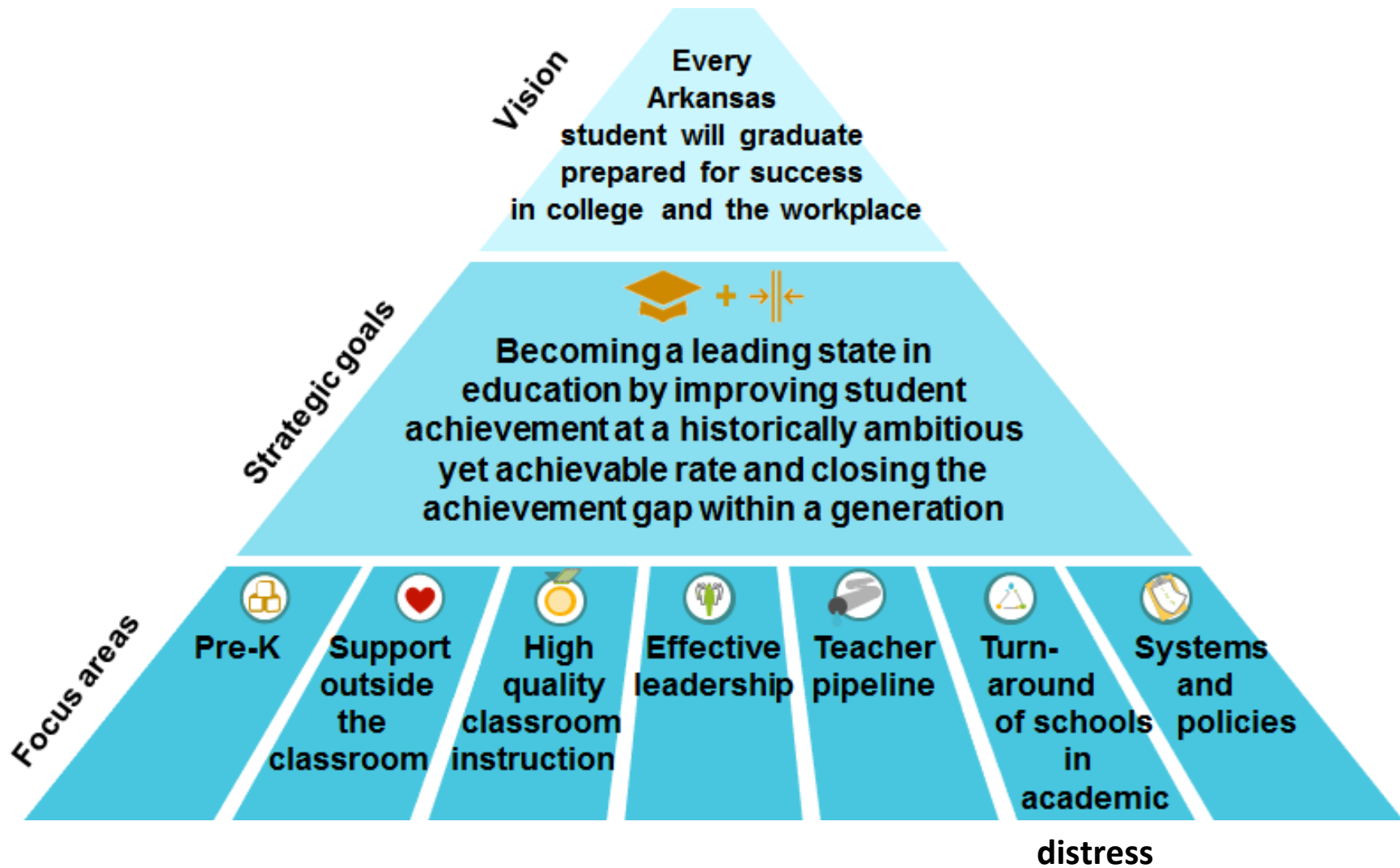
How important do you think a quality education and/or advanced training after high school is to Arkansans making family-supporting wages later on?



How important do you think it is that quality early childhood education is an essential part of the ForwARd Arkansas strategic plan?



ForwARd Structure



ForwARd Communities

In support of specific communities, ForwARd will provide:

- Access to technical assistance to develop local plans to advance public education, including data collection and analysis support;
- Exposure to effective practices;
- A peer learning community between parent advocacy groups, administrators, educators, faith-based institutions, business leaders, and other key community stakeholders;
- A platform to generate local energy and momentum; and
- Statewide recognition

Projected Timeline – Moving ForwARd

Phase I (Fall 2016)

Listening

Phase II (Winter 2016 - Spring 2017)

Learning

Phase III (2017 & Beyond)

Taking Action

Appendix - Preliminary and Incomplete Alignment Chart

The following chart is a rough visual comparison of the text from the various documents with the deeper learning competencies. This is a preliminary step in the analysis and does not represent a complete picture. It does, however, provide a quick visual indication of the similarities of the text.

A major challenge with this type of comparison is the language describing the aspect of education on which the organizations are focused. The state level organizations are addressing the system level. The deeper learning competencies are at the student level. The difference between the granularity of areas being addressed in aspects of the educational system leads to a problematic comparison.

Summary Chart with the Organizations and Documents Reviewed.

Organizations	AR Board of Education	Gov's Office Computer Sci. Initiative	AR Depart. of Education	AR Depart. of Ed School Improvement	AR Depart. of Higher Education	AR Depart. of Career Education	AR Depart. of Workforce Services	ACT and ACT Acquire		University of AR: Office of Innovation	ForwARd Arkansas	AR Economic Development Commission	Northwest AR Education Service Coop.	Winthrop Rockefeller Foundation (WRF)
Visions	The Arkansas Department of Education is transforming Arkansas to lead the nation in student-focused education.	All Arkansas K-12 students actively engaging in a superior and appropriate computer science education Mission: To facilitate Arkansas's transition to becoming and remaining a national leader in technology education and careers	The Arkansas Department of Education is transforming Arkansas to lead the nation in student-focused education.	The primary mission of the School Improvement Unit is to assist districts and schools in their efforts to improve student achievement. The Unit's purpose is to enhance the quality of the student experience through teaching and learning and broker resources aligned to need. The Unit provides technical assistance to districts and schools in the effective use of interventions, processes, diagnostic analysis, development of needs assessments,	The long-term objective to reach the 2025 goal of a 60% post-secondary attainment rate in Arkansas, increasing from the current estimate of 43.4%. By 2020, we will reduce the educational attainment gap in Arkansas by increasing the number of postsecondary credentials by 50% over the 2013-2014 academic year levels; increasing the number of certificates awarded to 19,200; associate's degrees to 12,700; and bachelor's degrees to 19,900	A new vision adopted from the Advance CTE: This vision calls for a systemic transformation of the education system, and identifies CTE strengths and role in this transformation. It challenges our community to continue on the path of fierce dedication to quality and equity, while providing the leadership necessary to continue to re-examine, grow and transform CTE into a system that truly prepares all students for a lifetime of success. Arkansas participated with the development of the Common Career Technical Core (CCTC) a state-led initiative to establish a set	To strengthen the economic well-being of all Arkansans and their communities. Mission: To enable Arkansas' workforce to compete in the global economy by linking a comprehensive array of services for employers and job seekers. Core Values: A: Accountability - We concern ourselves with the responsibilities we have to our customers, state, agency partners and colleagues. Accordingly, we use good judgment when making decisions, and we take ownership for our actions. P: Passion - We are dedicated to improving the well-being of our state	ACT and ACT Aspire have the only college and career readiness assessment linked to performance in college courses and hence they align with what most perceive as college expectations. The ACT Aspire was developed prior to CCSS and hence do not directly align.		Vision: Cultivate and support sustainable innovation in education Our goal is to spearhead, support and promote innovation in education to cultivate and support a teaching and learning culture that will increase students' readiness for success in a continually changing college and career landscape.	Every Arkansas student will graduate prepared for success in college and the workplace (2015).	The mission of the Arkansas Economic Development Commission is to create economic opportunity by attracting higher paying jobs, expanding and diversifying our state and local economies, increasing incomes and investment, and generating positive growth throughout Arkansas.	The mission of the Northwest Arkansas Education Service Cooperative is to promote high expectations for positive leadership in order to effect desired change for educators and students in this region. We further seek to foster public and private sector educational partnerships as we seek to continuously enhance and expand the quality of programs and services for the schools we serve. The goal of the	Goal: Reverse the 70/30 equation so that at least 70% of Arkansas jobs provide family-supporting wages.

				building capacity, implementation of the Seven Turnaround Principles, and addressing instructional issues.		of rigorous, high-quality standards for Career Technical Education. However, I could not find them listed on the ADCTE web site.	and show pride and enthusiasm in providing quality services to our customers.	However, the ACT information about college and career readiness was used in the development of the CCSS and hence there is a relationship between the two.					NWAESC's Professional Development Program is to provide the administrators, teachers, and support staffs of our 16 districts with quality professional development opportunities that will expand knowledge, expand skills and will develop strategies and techniques that will assist in improving student achievement.	
	Deeper Learning (DL) Competencies													
DL- Master core academic content- Master core academic content	1.Each student will meet or exceed readiness benchmarks along the pathway to graduate prepared for college, career, and community engagement.		Facilitated by state standards: ELA, Mathematics, Science and TBD <i>(Draft) Strategic Performance Goal # 1 - Each student will meet or exceed readiness benchmarks along pathways to graduate prepared for college, career, and community engagement.</i> <i>(Draft) Strategic Performance Goal, Strategy: I.1, 1.2, 1.4</i> <i>(Draft) Strategic Performance Goal #2- Each student will meet or exceed his/her expected individual growth annually, Strategy: 2.1, 2.3, 2.4,</i>		Each student is supported in developing the full range of knowledge and skills he/she needs to be successful in college and career. All schools have a culture of mutual respect, high expectations for all, teamwork and continuous growth. Student Success Innovations Consortium encourage innovative methods to address efficient delivery of academic programs and services to achieve student	Principle #1: <i>All CTE Programs are held to the highest standards of excellence</i>		A-List.The SAT and ACT accomplish many of the goals of the Standards. They are designed to identify whether students are ready for college by testing the skills and knowledge they will need when			Teaching and Learning – Aspiration: Each student is supported in developing the full range of knowledge and skills he/she needs to be successful in college and career. All schools have a culture of mutual respect, high expectations for all,		Some programs list activities such as: * To provide strategies for integrating science into the literacy block in the elementary classroom * To integrate 21st century skills, including technology, into science instruction	

					success, with success defined as students reaching their educational goals			they get there. In fact, both the College Board and ACT, Inc., were actively involved in the creation of the Standards. “ One can be confident that test prep is fully compatible with the Common Core and helps students acquire and refine real skills they will need and use in college or careers.”			teamwork and continuous growth. Teacher Pipeline- Enable both traditional and alternative educator preparation programs to innovate and improve by reviewing and streamlining regulations that do not drive outcomes. More regulatory flexibility could allow for programs with experiential/c ompetency-based learning elements and 3+1 programs where teachers have paid, year-long internships			
DL - Think critically and solve complex			Facilitated by state standards: ELA, Mathematics, Science and TBD			Principle 3. All Learning is Personalized and Flexible								

problems														
Work collaboratively			Goal #3. Each student will develop and apply personal competencies that foster learning, community engagement, and success in life. Facilitated by state standards: ELA, Mathematics, Science, and TBD				Core Value: Teamwork - We care about each other both professionally and personally, and we are cooperative with each other and our partners, uniting to achieve a common mission.				Teaching and Learning – Aspiration: Each student is supported in developing the full range of knowledge and skills he/she needs to be successful in college and career. All schools have a culture of mutual respect, high expectations for all, teamwork and continuous growth.			
DL- Communicate effectively			Facilitated by state standards: ELA, Mathematics, Science and TBD											
DL - Learn how to learn			Goal #2. Each student will meet or exceed his/her expected individual growth annually. Goal #3. Each student will develop and apply personal competencies that foster learning, community engagement, and success in life. Facilitated by state standards: ELA, Mathematics, Science and TBD			Principle #2: <i>All Learners Are Empowered to Choose a Meaningful Education and Career</i>					Teaching and Learning – Aspiration: Each student is supported in developing the full range of knowledge and skills he/she needs to be successful in college and career. All			

											schools have a culture of mutual respect, high expectations for all, teamwork and continuous growth.			
DL- Develop academic mindsets			<p><i>(Draft) Strategic Performance Goal #3</i> – Each student will develop and apply personal competencies that promote learning and success in life. Strategy: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6.</p> <p><i>(Draft) Strategic Performance Goal #4</i> – Each student will be activity engaged in college, career preparation, military service, and/or competitive employment one year after graduation. Strategy: 4.1, 4.2, 4.3</p> <p>Facilitated by state standards: ELA, Mathematics, Science.</p>		<p>Student Success Innovations Consortium encourage innovative methods to address efficient delivery of academic programs and services to achieve student success, with success defined as students reaching their educational goals</p>	Principle 3. <i>All Learning is Personalized and Flexible</i>	<p>Core Values: Discipline - We demonstrate discipline in our thoughts and actions, always striving to improve our processes and never settling for mediocrity, and Agility - We are flexible and embrace innovation in order to align ourselves with our ever-changing world.</p>				<p>Teaching and Learning - Establish workforce education pathways across the state that enable students to earn college credit in high school and pursue career opportunities while preserving options to pursue higher education. For example, through an advanced manufacturing pathway, a student would have the option to get an advanced manufacturing job after</p>			

											high school, pursue a community college degree, or pursue a bachelor's degree and beyond. Pathways should be developed with consideration of job opportunities in the state and beyond. Teaching and Learning – Aspiration: Each student is supported in developing the full range of knowledge and skills he/she needs to be successful in college and career. All schools have a culture of mutual respect, high expectations for all, teamwork and continuous growth.			
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Equity Ratings*	Equity Strategies and Monitoring	Equity and Strategies	Equity Strategies and Monitoring	Equity and Strategies	Equity Strategies and Monitoring	Equity and Strategies	Equity Mentioned	Equity Mentioned		Equity Mentioned	Equity and Strategies	Equity Strategies and Monitoring	Equity Mentioned	Equity Mentioned
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* An *Equity Mentioned* rating would be used if several statements about all students were included without defining populations, strategies or actions. This doesn’t mean that they didn’t have more explanation is elsewhere or that it is their intention to not act equitably, but rather it was not explicit.

An *Equity and Strategy* rating would be used if specific strategy(s) and statement(s) and about the need for improved access and opportunity for a high quality education for all students was included. And that there was at least one historically underserved population identified and actions to reach that target population(s).

An *Equity Strategies and Monitoring* rating would be used if specific strategies and statements about the need for improved access and opportunity for a high quality education for all students was included; And descriptions of specific underserved populations were included, along with an outline of policies, practices and actions for target populations, and articulation of how to move policy, address specific challenges, plus milestones by which to determine if the strategies are working.

Review of Arkansas pK-12 Education Visions and Strategies, and their Alignment with Deeper Learning Competencies and Equity of Opportunity and Access

**Prepared for the Arkansas State Board of Education
August, 2106**

Introduction

A diverse set of organizations in Arkansas are motivated to bring about systemic change in the state's pK-12 education. To assess these organizations' level of interest, the Arkansas State Board of Education (SBE) wants to better understand their vision statements and to what extent are they aligned with the vision of the SBE. The alignment of the visions with each other might determine to what degree there is synergy among them. Also, the SBE is curious as to the degree to which these visions incorporate deeper learning principles for students and a commitment to ensuring all students have equal access and opportunity to a high quality education.

The SBE requested an audit of thirteen organizations' vision statements to answer three questions:

1. To what extent do those Arkansan organizations that desire change in pK-12 education have similar visions for improving pK-12 education?
2. To what extent do these visions include ideas, strategies and actions that align with the deeper learning competencies?
3. To what extent do these visions include ideas, strategies and actions that align with equity principles for all students?

The answer to these questions on one level is fairly simple and at another level problematic. The ultimate goal of all the organizations appears to be providing access to and the opportunity for the highest quality education for all students. The visions of the Arkansas state agencies are appropriately focused at the system level. Other state level organizations' visions are also focused at the system level. In other words, some of the state level organizations' visions are worded broadly, but are connected to their own unique missions; missions that might include jobs, wages, training, housing and education. This audit will examine how well these visions align and attempt to determine to what degree their ideas, goals, or strategies would promote deeper learning competencies and equity of access and opportunity for all students.

Within this report we will explain how the audit was conducted, present its findings, provide an analysis of the various visions and goals, and give examples of what some other states are doing in the area of deeper learning. Also, we will explain the degree to which opportunities in the new Federal Law, *Every Student Success Act*, can help in promoting deeper learning and equity.

We will conclude with recommendations for the Arkansas State Board of Education to consider as a potential first step in a process to improve pK-12 education in Arkansas.

The Arkansas Department of Education has concurrently been undertaking a strategic planning process with the Building State Capacity and Productivity Center and South Central Comprehensive Center. The vision used in this analysis is from the draft of that new plan. The timing of this audit fits well with the planning process outlined by the Department of Education.

The Audit

We began by auditing the vision statements, plans and reports of the thirteen organizations' interested in improving Arkansas pK-12 education. These organizations and documents were recommended by the Arkansas Department of Education. Eight of them are connected to pK-12 government agencies or divisions. Five are related governmental agencies, non-profits and private foundations. This second group often had non-educational areas as a part of their work but were included in the audit because they have incorporated education into their plans, albeit their goals for education were less well articulated than those of the educational organizations.

In the review, we sought to identify common elements to answer the Question (1) within the vision statements, goals, strategies and/or actions. We undertook a second review to determine whether these documents and related materials contained deeper learning competencies and equity principles to answer Questions (2) and (3). To be able to review them for deeper learning and equity, we needed an operational definition as a common reference for the review and summarizing the materials. A summary chart for this audit is provided in the appendix.

Before conducting the audit, it was important to develop a common definition of "deeper learning" and "equity" so as to identify alignment with them.

The Hewlett Foundation, well known for working in deeper learning, defines it as, "students using their knowledge and skills in ways that prepare them for real life. They master core academic content while learning how to think critically, collaborate, communicate effectively, direct their own learning, and believe in themselves". (Hewlett, 2014, Zeiser et al, 2014. Pellegrino & Hilton, 2012). The competencies include:

- Mastery of Core Academic Content
- Critical Thinking and Problem Solving
- Collaboration
- Communication
- Self-directed Learning
- An Academic Mindset.

For the purposes of this report, that is the definition (including the competencies) we employed for the audit.

Equity is a broad term, and in education circles, it is often misunderstood. The Great Schools Partnership in the *Glossary of Education Reform* defines the term “equity” as “the principle of fairness” (2016). They go on to say, “While equity and equality are often used interchangeably, equity encompasses a wide variety of educational models, programs, and strategies that could be considered fair, but not necessarily equally shared across the system. Equity is the process; equality is the outcome.” (2016) For the audit, we employed this definition of equity as the principle of fairness, including strategies, models and programs for targeted populations and evidence of monitoring those strategies.

These definitions are commonly used in educational circles. Therefore, we use them here as the basis for determining to what extent the various organizations included deeper learning competencies and equity in their materials.

The Analysis

A comparison of the thirteen organizations’ vision statements and/or reports provided a rich collection of ideas and many common themes. We compared the visions to the subject of Question (1); *To what extent do the organizations connected to pK-12 education in Arkansas have similar visions for improving pK-12 education?* The level of detail was sufficient for this review.

Questions (2) and (3) asked, *to what extent do these visions include ideas, strategies and actions that align with the deeper learning competencies? And, to what extent do these visions include ideas, strategies and actions that align with equity principles for all students?* These were more difficult to answer because they require a level of detail that in many cases was not readily available in these documents and web sites.

The audit scrutinized the language used in the stated goals, strategies and action statements as evidence for its findings. Sometimes the language was at the level of implementation with students which better matches the deeper learning competencies. Other documents were more general and it was difficult to determine to what extent they supported the principles of deeper learning. Therefore, the deeper learning comparisons in the summary chart are more interpretive than an exact match. The existing links and gaps do provide information that helps inform possible next steps. It is not that they were missing, but rather appeared to be implicit rather than explicit in the materials provided.

By virtue of the detail in the definition of equity, the alignment with equity was easier to identify. Here a rating was provided for the level of inclusion of equity principles in the documents.

Visions

The answer to the first question; *Do the organizations connected to pK-12 education in Arkansas have similar visions for improving pK-12 education?* is fairly straightforward. There was remarkable similarity in the language for outcomes across all thirteen organizations addressing the need for Arkansas to lead change and have impact resulting in more positive results for Arkansas students and citizens.

The words “transforming”, “innovation” and “lead” or “leading” are used in four of the vision statements. For example, the Arkansas Department of Education states, “Arkansas to lead the nation in student-focused education”. The Office of Innovation at the University of Arkansas states, “Cultivate and support sustainable innovation in education”. These are bold statements about what Arkansas believes it can do. In five vision statements there are also words such as “improve”, “strengthen”, “graduate prepared”, and “high expectations” that refer to making things better for more students. The ForwARd Arkansas report stated, “Students will graduate prepared for success in college” and the Arkansas Department of Higher Education in their objectives stated, “increasing from the current estimate of 43.4% to 60% of students graduating with a post-secondary degree by 2025”. These statement are slightly less lofty than the bold ones mentioned above, but still very ambitious. Finally, three vision statements included notions of improving economic opportunity for Arkansas students and citizens. These were from organizations that have more than education in their mission. They were the Winthrop Rockefeller Foundation, Arkansas Economic Development Commission and Arkansas Department of Workforce services. They present education as one key factor to help achieve their goals. These documents represent a bold view for Arkansas too, because they include things such as jobs, housing, and wages.

The vision statements do not use the same words, but each expressed an awareness of the need for improvement and a strong intent for change. Many talk of the success that Arkansas has achieved up to this point, but suggest that more progress is needed. All of these organizations want to help Arkansas students and citizens to accomplish more than they currently are accomplishing.

Deeper Learning

To answer question (2), *To what extent do these visions include the ideas, strategies and actions that align or support deeper learning*, required a more in-depth review of the goals, strategies action steps and other materials. In some cases, the material just was not available. This was most evident with the organizations that did not necessarily have education as their primary mission. We did not necessarily interpret this to mean they were not supportive of deeper learning competencies, but rather, that they did not have the level of detail in their statements about or related to deeper learning.

One other challenge was interpreting what the statements really mean. For example, the Department of Higher Education’s report *Closing the Gap* included a strategy under the *Student Success Innovations Consortium* that said that the consortium is to, “encourage innovative methods to address efficient delivery of academic programs and services to achieve student

success, with success defined as students reaching their educational goals”. They do not specify what is meant by “innovative methods” but it could be interpreted as being supportive of deeper learning. Another example, comes from the state’s pK-12 English Language Arts, Mathematics and Science curriculum standards. If these standards are implemented well they would support deeper learning as they are well-aligned with deeper learning competencies (Conley, 2011). This injects an element of assumption or interpretation into the reviewer’s task of determining the degree of the alignment of the organizations’ visions, goals and materials to deeper learning, because we do not know how well the standards or any other initiative is being implemented.

Only two organizations explicitly mentioned strategies or actions that aligned with deeper learning. They were the Arkansas Department of Education in their Strategic Performance Plan and the Northwest Arkansas Educational Services Cooperative. The Department’s Strategic Performance plan repeatedly refers to policies and practices that will achieve student-focused learning and learning systems. I believe student-focused learning systems do promote deeper learning principles, but they fails to define student-focused learning, so it is not clear. In describing one of its programs, the Northwest Arkansas Educational Services Cooperative’s annual report states “increasing their [teachers] knowledge and skills in research-based, developmentally appropriate instructional practices. It focuses on teaching students along a continuum of literacy learning progressions, using an assessment system to inform systematic and explicit instruction, choosing instructional strategies proven to prevent or remediate reading failure, and utilizing evidence-based practices for classroom management”. This is an information-packed statement and I believe the intention of this is that they are helping teachers to use practices that will promote deeper learning competencies. But since it does not explicitly state this it is an assumption.

The remaining organizations’ documents and websites have broad statements such as the ForwARd Arkansas’ report; “Each student is supported in developing the full range of knowledge and skills he/she needs to be successful in college and career. All schools have a culture of mutual respect, high expectations for all, teamwork and continuous growth”. Or the Arkansas Department of Career Readiness refers to in the organizational draft strategic plan that,” to meet the needs of Arkansas’ employers they will prepare students to be job-ready”. On their web site they refer to adopting the vision document for Advance CTE that “All Learning is Personalized and Flexible”. Finally, some organizations refer to their employees rather than to students. For example, the Arkansas Department of Workforce Services says “We care about each other both professionally and personally, and we are cooperative with each other and our partners, uniting to achieve a common mission”. If this statement were applied to their students it would be a direct match. With respect to this group of organizations, it is difficult to say one way or the other whether they are aligned with the deeper learning competencies.

Except for three organizations -- the State Board of Education, The Arkansas Department of Education and The Northwest Arkansas Educational Services Cooperative -- alignment of statements with deeper learning competencies is too challenging to determine. From the

language reviewed they do not seem to oppose deeper learning competencies. It might be productive to perform additional reviews or interviews. While this comparison is problematic because of the “grain size” of the statements as compared to the deeper learning competencies and lack of information, it does provide some valuable insight into how and what the organizations’ desires are for the future. More about this in the recommendations.

Equity

To what extent do these visions include ideas, strategies and actions that align with equity principles to support all students? As with the deeper learning analysis the answer to the question of equity required more than a straightforward review of the visions. It was not easy to determine whether equity was an element of all of the organizations’ positions. One reason for the challenge is that equity can mean many things and the definition employed here was specific and had several components. Another may be some of the organizations didn’t have enough level of detail in the material to make a determination of true alignment.

We used as an operational definition the principle of fairness, with the understanding that “equity and equality are not interchangeable. Equity encompasses a wide variety of educational models, programs, and strategies that could be considered fair, but not necessarily equally shared across the system. Equity becomes the process by which we reach equality. “

Each organization was given a rating of based on the inclusion of equity strategies, programs, models for students in their materials. The three ratings were defined as the following;

- An *Equity mentioned* rating would be used if several statements about all students were included without defining populations, strategies or actions. This doesn’t mean that they didn’t have more explanation elsewhere or that it is their intention not to act equitably, but rather it was not explicit.
- An *Equity and Strategy* rating would be used if specific strategy(s) and statement(s) about the need for improved access and opportunity for a high quality education for all students was included; And that there was at least one historically under-served population identified and actions to reach that target population(s).
- An *Equity Strategies and Monitoring* rating would be used if specific strategies and statements about the need for improved access and opportunity for a high quality education for all students was included; And descriptions of specific under-served populations were included, along with an outline of policies, practices and actions for target populations, and articulation of how to move policy, address specific challenges, plus milestones by which to determine if the strategies are working.

Every organization had references to equity. Using the definition, a delineation was made based on only the materials reviewed. Many of the organizations did not have specific strategies in the materials. This suggests that either more research, interviews or a gathering of these groups is needed to better understand their positions on equity.

There were four organizations that had an *Equity Strategies and Monitoring* rating. These were The Arkansas State Board of Education, Arkansas Department of Education, Arkansas

Department of Higher Education and the Arkansas Economic Development Commission. There were four organizations with an *Equity and Strategies* rating. These were the Governor's Office program for Computer Science Initiative, the Arkansas Department of Education School Improvement, ForwARd Arkansas and the Arkansas Department of Career Education. Lastly, there were five organizations with an *Equity Mentioned* rating. They were the Arkansas Workforce Services, University of Arkansas Office of Innovations, Northwest Arkansas Education Services, the Winthrop Rockefeller Foundation and the ACT and ACT Aspire. The reason they received this rating may have had to do with what could be found in their materials or their website vs their beliefs. It is likely with more research or interviews would add to a clearer understanding. Looking for answers to the three questions provided a wealth of information about the aspirations and good intentions of these groups. There appears to be an opportunity to leverage the energy for improving pK-12 education for students in Arkansas.

Deeper Learning and State Examples

A quick review of how other states are working toward including deeper learning principles can be instructive for planning and implementation in Arkansas. Sometimes the lever is a policy to facilitate the process and other times the lever is an action without a policy.

The flexibility in policies and support needed for the implementation of deeper learning competencies, also facilitates similar educational strategies such as personalized learning, competency based learning, or problem based learning. The similarity among these strategies makes for some confusion about deeper learning, but they are in contrast to the one-size-fits all approach of traditional pK-12 educational. With deeper learning, student learning is differentiated and students can progress with their learning by progressing at a pace that matches the content, and connects their learning with self-reflection and collaboration. Two fundamental pieces are key: flexibility and support to ensure achievement of the highest standards possible.

States have many entry points to work on developing this flexibility and support. Some states have been working at this for some time and others are just starting. Some sample policies and actions in states that are just launching efforts may include, but are not limited to:

- Creating deeper learning education task forces to identify barriers and policy issues and to generate a feedback loop
- Supporting innovative systems of assessments and next generation accountability models
- Establishing innovation zones that provide school districts flexibility with state policies and requirements in order to implement new learning models
- Setting up pilot programs and planning grants to support deeper learning models
- Creating policies that allow for multiple pathways to earning credits and to graduation (Patrick, S. et al 2016)

States farther along with a foundation of model schools or cohort of pilots from which to build are looking to scale what they think is successful. Specific policies and actions may include but are not limited to:

- Implementing proficiency-based diplomas
Building innovative assessment models separate or a part of a next generation accountability models
- Developing state-level initiatives and partnerships to develop educator and school leader capacity to implement deeper learning competencies
(Patrick, S. et al 2016)

A few states have taken a comprehensive approach, combining a number of the previous policy areas into a coordinated system. These areas may include, but are not limited to:

- Providing flexibility to school districts to award credits on mastery
- Creating flexible pathways to graduation, to higher education and to careers
- Implementing proficiency-based graduation requirements to ensure mastery
- Building educator and school leader capacity
- Rethinking a system of assessments
- Redesigning accountability systems for continuous improvement; and
- Aligning data systems with student learning
(Patrick, S. et al 2016)

These three levels illustrate some promising state policy areas and actions based on the context of the state. Providing examples from some specific states about how they are accomplishing these things gives more clarity about their approach. The following examples are limited and only scratch the surface of revealing what these states are doing. More investigation is warranted to understand the scope of the work in these states.

Iowa - State Level Task Force

In 2012, HF365 created a Competency Based Education (CBE) Task Force. The Task Force convened four meetings over the course of one year. A final plan, model and recommendations were presented to the State Board of Education, the Governor, and the General Assembly in December 2013.

There were seven final recommendations and four were aligned with the deeper learning competencies. They are;

- Allowing students younger than ninth grade to earn credit in any curricular area toward graduation if they complete the requirements for the credit
- Removing restrictions that student advancement and credit may be only in the area of English or language arts, mathematics, science or social studies
- Establish a research partnership with an institution of higher education to monitor and evaluate CBE systems and share findings
- Establishing a collaborative team with higher education to support smooth transitions to postsecondary institutions for students with competencies based educational experiences in high school, and to work towards training pre-service teachers and

aspiring administrators in competency based environments and to encourage competency based pathways in postsecondary opportunities for all Iowans (Iowa Department of Education. 2013)

Oregon – Credit Flexibility

Oregon Administrative Code 581-022-1131 allows school districts or charter schools to grant credit if a student demonstrates mastery by one or more of the following ways:

- Successfully completing classroom or equivalent work designed to measure proficiency in class or out of class, where hours of instruction may vary
- Successfully passing an appropriate exam designate to measure proficiency or mastery of identified standards
- Providing a collection of work or other evidence which demonstrates proficiency or mastery of identified standards, and/or
- Providing documentation of prior learning activities or experience which demonstrate proficiency or mastery

(Oregon state Archives. 2009)

Colorado – Innovation zones

The Colorado Innovation Schools Act of 2008 provides opportunities for school and districts to develop innovative practices to better meet the needs of all students and allow for more autonomy to make decisions at the school level (Colorado Legislature 2013). Colorado created a six step application process:

- Develop an innovation plan
- Obtain consent
- Seek District waivers approval of the plan
- Seek state waivers approval of the plan
- Seek approval of collective bargaining waivers (if applicable)
- Implementation and review

(Colorado Department of Education. 2014)

Kentucky – Building Capacity in Local Schools

Kentucky's Department of Education is providing actionable information through their website to support school leaders who are ready to innovate. The website provides curated information to help Kentucky districts and schools move to personalized-learning. The web site includes *Exemplars of Design Principles of Innovation* to help school leaders understand the most important elements of a next generation learning system. (Kentucky Department of Education. 2015).

New Hampshire- Modernizing System of Assessments

New Hampshire began a pilot of a new system of assessment that supported the state's comprehensive shift away from seat time in 2012. This shift occurred as a result of the Title XV, Chapter 193-C of the New Hampshire Education Code. (New Hampshire General Court. 2012)

The US Department of Education developed and approved a performance assessment system in 2015 for use in New Hampshire's state accountability system called the *Performance Assessment for Competency Education (PACE)*. The key components of PACE include:

- Common performance tasks that have high technical quality
 - Locally designed performance tasks with guidelines for ensuring high technical quality
 - Regional scoring sessions and local district peer review audits to ensure sound accountability systems and high inter-rater reliability
 - A web-based bank of local and common performance tasks
 - A regional support network for districts and schools
- (New Hampshire Department of Education. 2015)

Vermont – A Comprehensive, Statewide Approach

Vermont has pursued a comprehensive statewide policy approach. In 2013 the Vermont Legislature passed Act 77, the Flexibility Pathways initiative. The State Board of Education approved Rule 2000: Education Quality Standards. Combined, these two created the policy environment for a statewide system change.

The developing work in Vermont has the following aspects:

- Proficiency-based graduation requirements
- Personalized learning plans
- Rethinking systems of assessments
- Accountability and continuous improvement
- Flexible pathways
- Educator and school leader development

Equity and State Examples

True equity in education is still aspirational for states. However, a review of how other states are working towards more equitable practices can be instructive for planning and implementation. Many states are working hard and are experiencing good progress. The demographics of this country and Arkansas have changed and are still changing. Those changes are leaving schools, districts and states trying to catch up to address the needs and dynamics of new student populations. For example, it is estimated that there are 4.4 million English learners in our educational system today. Equity is complex as it has many levels: federal, state, district and school policies and as well as behavioral components within the pK-12 educational system. Equity also has residual artifacts that still can be found in schools today, such as high school course selection options for some students. Skill based courses are still seen as a lesser career option by many than the traditional academic program.

Additionally, sometimes people don't recognize equity as a problem because the inequities occur at so many levels, some of which are hard to distinguish. Moreover, sometimes we don't

have the data to know the nature or extent of the problem. Data identification and collection is a good place to start the process of addressing inequities. For example, in Wisconsin they have been collecting data concerning school climate and discipline.

Wisconsin Data Collection

“The Wisconsin Department of Public Instruction has been collecting and disaggregating school climate data as part of their US Department of Education Safe Supportive Schools funding, with a specific focus on discipline data. In particular, they have developed a web-based tool for collecting and reporting data to schools. The tool allows participating schools to view disaggregated data by race/ ethnicity, disability status, and other characteristics. Schools with identified disparities can then address them as they make general school climate improvements.” (Columbi & Osher. 2015)

Policies and practices that work to provide equitable learning opportunities will be categorized here into three areas for easier explanation, even though they often overlap. We will use LEAs and schools, educators and students as the three categories.

LEAs and Schools

At the LEA/School level we include such things as access to certain course offerings, remedial course approaches, course tracks, graduation rates, post-secondary attendance and success, school climate, counseling, and funding. Some of these involve local decisions such as course offerings, and counseling. Others can be facilitated at the state level either through policy or recommendations such as incorporating graduation rates, post-secondary enrollment or school climate as a part of the LEA’s indicators for success. In the example from Wisconsin above, the state developed a data system for measuring indicators about school climate which is being used at the local level for taking action. That data provides the LEA opportunities to improve school climate.

El Paso Community College and Surrounding pK-12 Districts

The El Paso Community College together with the surrounding pK-12 schools lead the development of and cultural change for a college-going attitude in the region’s pK-12 schools. The partnership started in 2005, developing an alignment between the high schools and the college that has dramatically reduce students’ need for remedial education and boosted enrollment. A targeted strategy of dual credit options for high school students allows them to earn college credit while still in high school. Most of the courses are now housed on the high school campuses and offer college-level coursework. This was accomplished by the college working closely with the pK-12 districts to understand the unique challenges in the region. (Aspen Institute. 2016.)

Educators

Concerning the category of educators and equity, things such as student access to quality teachers and administrators, percent of minority educators in schools, and educator preparation addressing minority populations fit here. These areas and a focus on them can be facilitated through policies implemented at the state level. For example, under ESSA states are

required to have a teacher equity plan that specifically addresses whether students have access to quality teachers. These state plans can include strategies for recruitment, preparation, and placement of quality and minority educators, both principals and teachers.

Oklahoma's Teacher Equity Plan

Under the previous ESEA and now ESSA legislation, states are required to develop a plan to provide all students a qualified teacher. This translates into what is commonly known as a *teacher equity plan*. Oklahoma has an administrator and teacher shortage problem, hence their plan focuses on recruitment and professional development of their existing workforce. Their strategies include: Professional development and mentoring for administrators and teachers in high minority schools, improving their recruitment and retention strategies, and improving educator preparation and pathways. They plan on expanding their pathways to teaching by leveraging the Teach Oklahoma program to encourage qualified minority high school students to consider teaching as a career. This plan is new and time will determine how successful it will be. But the state teacher equity plans provide states leverage to address many of the concerns around qualified teachers for all students. (Oklahoma Department of Education. 2015)

Students

The ultimate impact of equitable policies and practices is on students. All of the ideas in the two previous categories also impact students. So, the ideas grouped in this category overlap and can also be facilitated at the state as well as the local school level. Some examples include things such as discipline policies, attendance, school climate, access to courses, teachers and other learning experiences for students, including off campus, and the level of expectations for students. These things can be facilitated through policies but implemented at the local level.

Elmont High School, NY

Elmont High School is a high minority school led by a goal-oriented principal. The school was able to increase its graduation rate and the percent of its graduates attaining an advanced Regents diploma, thereby pushing student achievement well past state benchmarks. They collected data and used it in a variety of ways to accomplish this. At the beginning of each school year, the teachers examined student performance data and set goals to move all students up a proficiency level. They reviewed students' incorrect answers on prior-year exams to develop an individualized plan for every student. They disaggregated student performance data on an ongoing basis by teacher to determine whether students were grasping specific content better than others. Teachers worked with each other to share their instructional best practices. They eliminated their two-year-long geometry course that was a dumping ground for low-achieving students. New accommodations were put in place. What they accomplished was tremendous and to do it they, "1) set meaningful goals for students at different levels; 2) raised the bar for all students; 3) mined every source of data for signals; and 4) identified and attended to the gaps between groups". (The Education Trust. 2013)

These examples only scratch the surface of the possibilities for improving equity. To achieve equity, all parts of the educational system have to work together and support each other. For example, policies that undermine high expectations work against schools trying to achieve them. States can develop data systems to help local educators identify and develop strategies to help students. States can also help develop partnerships within the Pk-16 system to facilitate high levels of learning for all students. When pursuing excellence for all students, expectations must be high, data must be collected and used in ways that improve practice and student learning. When pursued together, these strategies form a comprehensive approach to addressing equity and excellence.

Summary and Every Student Succeeds Act

There appears to be real enthusiasm among these agencies/organizations for improving pK-12 education in Arkansas. The audit provides a rich collection of perspectives and content, starting with a baseline of information about the organizations and what they perceive are the obstacles to improving pK-12 education in Arkansas. The documents reviewed do not necessarily present the whole picture of their intentions, plans or strategies because of the limited scope of this review. The information does, however, provide enough detail to be used to spark ideas for what to do next.

There is strong alignment of all the visions about the need to improve and the desire for improving pK-12 education. However, with respect to their alignment with deeper learning and equity, the alignment is unclear. That's because the wording in their goals, strategies and actions are not explicit. This creates a challenge to compare them when there are gaps in the information. None of which is to say that these organizations do not want or believe in supporting these two ideas. Further research or discussions would be necessary to make this level of determination.

Another challenge for determining alignment was that several of the organizations had language as inputs and not as outputs. The deeper learning competencies are written as outputs making it difficult to compare them to those written as inputs. One organization which enumerated many program goals included the following articulation: "To provide teachers, administrators, and support staff with professional growth opportunities in order to expand knowledge, enhance skills, and develop new strategies and techniques is the major focus." A second organization's goal was to "raise the graduation rate of colleges and universities by 10%". One of their strategies was to "reduce the time needed for students to complete remedial requirement". With respect to the first organization, it is hard to tell what would be different with students. The second organization makes clear that there is a target and an outcome for their students. The difference in the specific articulation of organizational goals and strategies prevented better determination of their alignment.

Every Student Succeeds Act

The new Federal Law, *Every Student Succeeds Act* (ESSA), provides new opportunities that did not exist under *No Child Left Behind*. These additions could be seen as another reason to act now. There are several key provisions that are directly aligned to the policies and practices supporting a system of education that is more equitable and one which promotes deeper learning competencies. Without going into the all the details of the law, here is a general list of provisions to illustrate areas that have changed so that one can assess whether the state wants to act on them. They are:

- Greater state decision making for setting in the expectations for students, schools and districts
- Re-building the state's accountability system
- Capacity building funds for teachers and school leaders with Titles I and II with the Student Support and Academic Enrichment Grants
- Defining and developing the mechanisms for supporting underperforming schools
- Greater transparency by LEAs and schools for student progress and costs for educating a student
- Identification and intervention approaches for consistently low performing schools
- Public disclosure of funding amounts and sources for students
- Aligning CTE and traditional education standards
- Specific provisions and expectations for English learners

For example, ESSA states students can be assessed using portfolios, projects, and performance tasks. This means that states can use their resources to develop high-quality assessments, as well as competency-based assessments that support deeper learning and student-centered approaches. This provides more opportunity for all students to demonstrate their knowledge, supporting a range of learning style and learners.

As another example, states are required to use multiple measures as a part of their accountability systems. A state has the flexibility to incorporate an indicator(s) of deeper learning into their accountability systems. States and districts can use funds to build capacity of their workforce, if explained in their plan. The idea is to help teachers learn how to implement high-quality project-based learning, integrate career and technical education and rigorous academics, and use other methods to make learning more personalized and engaging. There is some uncertainty as to exactly what the new provisions in ESSA will allow whilst the U.S. Department of Education is still undergoing their public comment and revision process.

If, as anticipated, this provides a higher level of flexibility, states will have an unprecedented opportunity for beginning and/or building new systems that support deeper learning and an equitable education for all students.

Recommendations

These recommendations are grounded in both where Arkansas pK-12 education currently is based on the documents reviewed and in the experiences of other states. Also, each recommendation responds to at least two of the organizations' visions, goals and strategies as reviewed in this audit. These recommendations are measured and focused on building support from stakeholders, providing some easy "wins" for policy makers and being responsive to students who are in school now and who are unable to wait until a change process is completed. These recommendations are not in any particular order of priority, but are presented as a possible starting point for the Arkansas SBE's process for improving pK-12 education. Arkansas appears to be at a critical juncture for education, at which many influential organizations' visions are aligned for pK1-2 education, coupled with the new flexibility from the federal level, facilitating more state autonomy.

1. **Develop a common language:**

With a group of diverse stakeholders who have a desire to change education, building common ground is necessary to provide a united front. Getting clarity about educational terms used in the reviewed documents is critical. This aligns with one of the actions in the Arkansas Department of Education's Draft Strategic Performance plan: to establish a common definition for "student-focused". Adding some of the other terms may not be that difficult. Other terminology used in the reports includes: *deeper learning, competency based, problem based, character centered teaching, career readiness, research based, developmentally appropriate, learning progressions, personalized learning, and individualized learning*. Establishing common definitions that are agreed to by stakeholders, and perhaps narrowing down the number, will help with communication.

2. **Inventory and assess the new policy ideas and current policies at both the state and federal levels:**

The Arkansas Department of Education, Department of Career Readiness and the ForwARd Arkansas have a number of ideas that could become policies. ForwARd Arkansas has many recommendations, one of which is around equity; "Arkansas's schools are not sufficiently resourced to perform at the aspired level of educational excellence. Invest in additional funding to support educational excellence" (2016). This will require funding changes. There is some opportunity for different funding allocation under ESSA in the Title I, II and III. Comparing the new recommendations with existing state policy, and the new ESSA requirements and opportunities may reduce duplication, identify gaps and new opportunities.

3. **Establish a Task Force or Advisory Group.**

With the excellent collection of leaders and organizations that want to make a difference in Arkansas Pk-12 education, a unique opportunity exists. A number of those organizations called for a gathering of participants for various reasons. Hence establishing or using an

existing stakeholder group to act as a Task Force or Advisory Group could provide a platform for engagement and new ideas.

Their involvement would help build support, identify additional partners, identify regional needs and resources, gaps and opportunities that might have been overlooked. They could examine issues such as credit flexibility, local assessment criteria, indicators of student growth, professional learning needs, the connection between economic development and education, and performance-based diplomas. This group would produce a report for the SBE and Arkansas Department of Education. The topics listed here are only suggestions and further planning would be needed to present a focused task for such a group to complete.

4. Research the viability of innovation zones or pilots.

A number of the education and economic development organizations referred to ideas that could be tried in pilot districts or innovation zones. Allowing some districts to pilot elements supporting deeper learning or improved equity is a way to jump start the process of change by learning from the field. They might work on items such as building educator capacity for deeper learning instructional and assessment strategies, developing common performance tasks, expanded learning opportunities, apprenticeships, and calibrating and assessing students work and evidence in performance tasks for proficiency and deeper learning. The benefit of this approach is that learnings from the districts could be shared, refined and scaled over a period of two to five years.

ESSA allows greater flexibility by states and LEAs in their use of funds to support districts or schools. Under the Titles I and II and possibly V, districts funds could be used to pilot certain ideas, models or programs.

5. Examine implementing multiple and flexible pathways.

A number of organizations wanted to provide new opportunities for students currently in school. These opportunities would go beyond what is offered in their courses and might extend to work-based experiences. Some policy areas that limit these two opportunities are the challenge of obtaining credit for advanced courses, allowance of dual enrollment and giving credit for workplace experiences. Utilizing multiple pathways for credit or graduation for students can include learning experiences outside of traditional schools such as after-school programs, apprenticeships, community service, independent study, performing arts, private instruction and career and technical course work. This approach allows students and schools to customize learning to individual students.

ESSA requires an alignment of CTE and traditional education standards. Exploring this further would potentially be an opportunity for improvement, while meeting federal expectations.

6. Develop a communications system for outreach to stakeholders.

This recommendation is not new. Diverse partners and stakeholder present unique challenges. Another way to connect with and hold the attention of those stakeholders

committed to the change is to include them in outreach communications. Such communication could include innovations now in districts or schools as well as the efforts at the state level. A direct link to the activity websites or documentation would be useful as activities begin to scale.

The Arkansas Department of Education has just launched a web site dedicated to ESSA as a method for communication around their efforts; <http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act-essa>. This is a great start for sharing plans, strategies, programs and impact. It can easily be built on or used to provide the foundation by which other communications efforts could be linked for more information.

ESSA requires states and LEAs to engage and communicate with stakeholders in their planning and improvement efforts. An effective communication plan reaches out and is transparent.

There are many potential recommendations to be inferred from the new draft Performance Strategic Plan by Arkansas Department of Education. Additionally, there are other ideas that could meet some of the criteria for recommendations. These recommendations are based on the current documentation and on some of the recommendations by the Arkansas Department of Education's draft plan. The Arkansas Department of Education appears to be further ahead in their thinking and to have more concrete ideas than some of the other organizations. Some of the suggested topics include benchmarks for college, career and community engagement; professional learning opportunities; certification and licensure; multiple measures, and examination of the current assessment system. This plan is still in development but will be an aggressive and positive step toward addressing deeper learning competencies and equity. Engaging stakeholders in various aspects of this plan by having them think about and act on elements of the plan can go a long way toward moving the ideas forward.

Arkansas is at a pivotal point in pK-12 education, with the strong alignment of many organizations, a motivation to make a difference, and the new federal law allowing more flexibility for states to try ideas. The timing is good for convening stakeholders in support of improving pK-12 education for all of the children in Arkansas.

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Additional Resources

Alliance for Excellent Education: <http://deeperlearning4all.org/policy-brief/new-opportunities-for-deeper-learning-in-the-every-student-succeeds-act-essa>

American Institute for Research: <http://www.air.org/resource/deeper-learning>

The Asia Society Deeper Learning Network:

<http://www.hewlett.org/sites/default/files/uploads/documents/Asia%20Society%20FINAL%20Oct%202013.pdf>

Jobs For The Future: <http://www.jff.org/initiatives/students-center/deeper-learning>

National Association of State Boards of Education: *How States Can Advance Deeper Learning for All.* (2016). http://www.nasbe.org/wp-content/uploads/Parsi_DL-Equity-Final-for-web.pdf

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