AGENDA
STATE BOARD OF EDUCATION

January 14, 2016

Arkansas Department of Education

ADE Auditorium

10:00 AM

Back Print

Work Session

W-1 Discussion regarding the Fiscal Distress status of the Pulaski County Special School District

The State Board will convene at the Mills University Studies High School Auditorium, Pulaski County Special School District, 1205 E. Dixon Road, Little Rock, AR at 6:30 p.m. for a work session to discuss the district's current fiscal distress status. Public comment will be accepted as time permits. Patrons may sign up for public comment on the day of the meeting.

Presenter: *PCSSD Superintendent Dr. Jerry Guess; ADE General Counsel Ms. Kendra Clay; Assistant Commissioner for Fiscal and Administrative Services Mr. Greg Rogers; Assistant Commissioner for Public School Accountability Ms. Annette Barnes; Public School Accountability Coordinator Mr. Elbert Harvey; School Improvement Director Dr. Richard Wilde; and Commissioner Johnny Key*

Consent Agenda

C-1 Minutes - December 10, 2015

Presenter: *Deborah Coffman*

C-2 Minutes - December 11, 2015

Presenter: *Deborah Coffman*

C-3 Newly Employed, Promotions and Separations

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*

C-4 Report on Waivers to School Districts for Teachers 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 25 school districts covering a total of 49 waivers. There were also requests for long-term substitutes from 24 school districts requesting a total of 37 waivers for long-term substitutes. These requests have been reviewed, and have either approved or denied by Department staff, and are consistent with program guidelines.

Presenter: *Ivy Pfeffer*

C-5 Student Services Program Annual Report

The Arkansas Department of Education Public School Student Services Report as required by Ark. Code Ann. §6-18-1007 (a).

Presenter: *Suzanne Knowles*

C-6 Consideration for Public Comment – Proposed Arkansas Department of Education Policies Governing Educator Preparation Program Approval

The Department recommends changes to the Arkansas Department of Education Policies Governing Educator Preparation Program Approval. These rules were previously released for public comment in October. However, public comment was substantial, and further revisions have been made. The Department staff respectfully requests that the State Board authorize the second release of the proposed rules for public comment.

Presenter: *Cheryl Reinhart and Ivy Pfeffer*

C-7 Consideration for Public Comment: Department of Education Rules Governing Eligibility and Financial Incentives for National Board for Professional Teaching Standards Candidacy and Certification

The Department recommends changes to the Arkansas Department of Education Rules Governing Eligibility and Financial Incentives for National Board for Professional Teaching Standards Candidacy and Certification to update the rule and to comply with legislative intent concerning the distribution of appropriate funding. The Department staff respectfully requests that the State Board authorize the release of the proposed rules for public comment.

Presenter: *Ivy Pfeffer*

C-8 Consideration for Public Comment: Proposed Arkansas Department of Education Rules Governing Public Charter Schools

Acts 846 and 1200 of 2015 revised Arkansas laws pertaining to charter schools including the establishment of adult education charter schools. Department staff respectfully requests that the State Board approve the proposed rules for public comment.

Presenter: *Jennifer Davis*

C-9 Consideration for Public Comment: Arkansas Department of Education Rules Governing the Monitoring of Arkansas Comprehensive School Improvement Plans (ACSIP)

Act 841 of 2015 revised Arkansas laws pertaining to ACSIP Monitoring. Department staff respectfully requests that the State Board approve the proposed rules for public comment.

Presenter: *Cory Biggs*

C-10 Consideration for Public Comment: Arkansas Department of Education Rules Governing Access to Public School Information on Arkansas Comprehensive School Improvement Plans (ACSIP)

Act 841 of 2015 revised Arkansas laws pertaining to ACSIP Public Access. Department staff respectfully requests that the State Board approve the proposed rules for public comment.

Presenter: *Cory Biggs*

C-11 Consideration for Public Comment: ADE Rules Governing How to Meet the Needs of Children with Dyslexia

The ADE proposes revisions to these rules to bring them in compliance with Act 1268 of 2015 (codified at Ark. Code Ann. §§ 6-40-101 through 109). The proposed rules set forth a process for school district to screen students for characteristics of dyslexia and provide services as appropriate. In accordance with Act 1268, the proposed rules add several definitions and set forth the membership of the Dyslexia Resource Guide Committee. The Department respectfully requests the State Board release these rules for public comment.

Presenter: *Lori Freno*

C-12 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #T15-005 – Debra Reynolds

Violation of Standard 6: An educator keeps in confidence secure standardized test materials and results and maintains integrity regarding test administration procedures. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order probation for two (2) years; assess a $75.00 fine; and require completion of training on test procedures. Training must be completed prior to Ms. Reynolds administering any testing. All costs paid by educator. Ms. Reynolds accepted the recommendation on December 4, 2015.

Presenter: *Jennifer Liwo*

C-13 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-133 – Shaybreian Charnelle Willis

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 permanently revoke Ms. Willis' license. Ms. Willis did not respond within the required thirty-day period.

Presenter: *Jennifer Liwo*

C-14 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-149 – Anthony Clarence Bridgeforth

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. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order probation of two (2) years and assess a $75.00 fine. Mr. Bridgeforth did not respond within the required thirty-day period.

Presenter: *Jennifer Liwo*

C-15 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-150 – Heather Ann Davenport

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 permanent revocation of Ms. Davenport's license. Ms. Davenport, through her attorney, accepted the recommendation on December 9, 2015.

Presenter: *Jennifer Liwo*

C-16 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-151 – Justin Cole Deaton

Violation of Standard 8: An educator refrains from using, possessing and/or being under the influence of alcohol or unauthorized drugs/substances and/or possessing items prohibited by law, or possessing or using tobacco or tobacco-related products while on school premises or at school-sponsored activities involving students. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order license suspension for three (3) years; assess a $100 fine; require a series of quarterly random drug tests; that the drug test results be negative for unauthorized substances; require quarterly reports submitted to the PLSB providing proof of passed drug tests; require drug counseling with quarterly progress reports submitted to PLSB; and require a letter from a licensed drug and alcohol counselor stating that Mr. Deaton is fit to return to the classroom. All requirements are to be completed prior to the end of the suspension period. All costs paid by educator. Mr. Deaton did not respond within the required thirty-day period.

Presenter: *Jennifer Liwo*

C-17 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-167 – Lola Faye Dulaney

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. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order suspension for three (3) years and assess a $100.00 fine. Ms. Dulaney did not respond within the required thirty-day period.

Presenter: *Jennifer Liwo*

C-18 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-182 – Lorna Gail King

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. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order probation for three (3) years; assess a $75.00 fine; and require completion of training on special education

paperwork, process, and procedures provided by the ADE Special Education Office. The training must be completed within one year of the beginning date of probation. All costs paid by educator. Ms. King accepted the recommendations on November 30, 2015.

Presenter: *Jennifer Liwo*

C-19 Consideration of PCSSD Community Advisory Board Membership

The Pulaski County School District was rezoned as a result of the detachment of the Jacksonville North Pulaski School District. Nominations were accepted from area legislators. Commissioner Key requests approval of PCSSD Community Advisory Board membership effective immediately.

Presenter: *Commissioner Key*

Action Agenda

A-1 Consideration of the Little Rock School District Report of Progress

Presenter: *Baker Kurrus, Superintendent*

A-2 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-127 – Emory Lee Atkins

This item was tabled from the Consent Agenda on December 10, 2015, and is being resubmitted. 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. The Professional Licensure Standards Board Ethics Subcommittee affirms its recommendation that the State Board order a written reprimand and assess a $50.00 fine. Mr. Atkins was notified of the Ethics Subcommittee's recommendation on August 11, 2015. Mr. Atkins did not respond within the required thirty-day period.

Presenter: *Jennifer Liwo*

A-3 District Request for Waivers Granted to Open-Enrollment Charter: Barton-Lexa School District

Act 1240 of 2015 allows a school district 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 school district. Representatives of the Barton-Lexa School District are appearing before the Board with a petition for waivers.

Presenter: *Mary Perry*

A-4 Consideration of Waiver Request for Legal Transfers - Blytheville School District

Pursuant to Ark. Code Ann. § 6-18-318, the Blytheville School District requests a waiver of the transfer prohibitions set out in § 6-18-317(a) which prevents a school districts board of directors from granting legal transfers when either the resident or receiving district is under or has ever been under a desegregation-related court order and the transfer would negatively affect the racial balance of that district.

Presenter: *Jennifer Davis*

A-5 Hearing on Open-Enrollment Public Charter School Application: Arkansas Connections Academy, Bentonville, Arkansas

On November 17, 2015, the Charter Authorizing Panel continued the hearing from October 14, 2015, for the open-enrollment charter application for Arkansas Connections Academy. Representatives of Arkansas Connections Academy appeared before the Panel and requested to serve students across the state in grades K-12 with a maximum enrollment of 3,000 in a virtual environment. By a 5-2 vote, the Panel approved the application. On December 10, 2015, the State Board of Education voted to review the decision of the Charter Authorizing Panel.

Presenter: *Alexandra Boyd*

A-6 American Sign Language Proficiency Interview (0634)

Educational Testing Service (ETS) has arranged for educators who wish to teach American Sign Language (ASL) to take the American Sign Language Proficiency Interview (ASLPI) delivered and evaluated by ASL Diagnostic and Evaluation Services of Gallaudet University (ASL-DES) in Washington, DC. The ASLPI has replaced the Praxis™ Assessment of Signed Communication – American Sign Language (0632). The 0632 is currently required for the American Sign Language (K-12) Arkansas Educator License. Act 328 of 2013 provides authority for Arkansas public schools to offer American Sign Language as a credit-bearing modern language or foreign language. ASLPI is a 20-25 minute interactive dialogue between the test taker and the interviewer. The interview is rated by a team of evaluators, and test takers are awarded an overall proficiency level on a 0-5 rating scale. For candidates located outside the Washington, D.C. area, the interview is conducted remotely by videophone at a proctored location that meets Gallaudet's requirements. More information can be found at http://www.gallaudet.edu/asldes/aslpi.html.

When considering a passing score on the ASLPI, ETS recommends that states consider current requirements of the American Sign Language Teachers Association (ASLTA). One of the components of ASLTA certification is to demonstrate ASL proficiency on a standardized measure. One of the two measures cited in the ASLTA guidelines is the ASLPI. The ASLPI passing score for provisional certification is 3+ on the ASLPI 5 point rating scale. ETS has a conversion table for ASLPI on the existing Praxis 100-200 point scale. According to ETS, a 3+ is equivalent to a 170 on the Praxis point system. On December 2, 2015, a representative from ETS conducted a test review of the ASLPI with Arkansas ASL practitioners. Panel members agreed with the 170 cut score recommendation. The Department recommends adopting the American Sign Language Proficiency Interview (0634) with a passing score of 170 effective immediately.

Presenter: *Ivy Pfeffer/Michael Rowland*

A-7 Consideration for Final Approval: Arkansas Department of Education Rules Governing Professional Development

Acts 44 and 1090 of 2015 revised Arkansas laws pertaining to the educator professional development requirements. On August 13, 2015, the Board approved these rules for public comment. A public comment hearing was held on September 2, 2015. Public comments were received which resulted in a second public comment period. A second public comment hearing was held on November 4, 2015. One public comment was received, but no substantive changes were made. Governor's approval was first received on August 21, 2015. Arkansas Department of Education staff respectfully requests that the State Board of Education give final approval for these rules.

Presenter: *Jennifer Davis*

A-8 Consideration for Approval for Computer Science Curriculum Frameworks

The Arkansas K-8 Computer Science Standards are focused on the foundational computer science and computer literacy skills necessary for 21st century learners within the Arkansas K-8 educational system. The K-8 standards are composed of grade specific content standards to be embedded in all content areas, a 7th/8th grade coding block, and practices that should be habits of mind for computer science students, educators, and industry professionals.

The committee was composed of K-8 classroom educators spanning multiple subject areas, business education teachers, secondary and post-secondary computer science educators, school administrators, an Arkansas Department of Career Education Specialist, ADE Curriculum and Instruction and Licensure Specialists, and computer science industry representatives. The standards were open for a 30-day public feedback survey, and the committee had a chance to respond to all survey responses. ADE is recommending the Board adopt the standards.

Presenter: *Anthony Owen*

A-9 Consideration for Approval for Computer Science Praxis Cut Score

The Arkansas Department of Education would ask the Board for consideration of approval for passing score range for the Computer Science Praxis assessment. The range would include up to -2 SEM, within the national standard setting recommendations of a "just qualified candidate." As defined by ETS, a "just qualified candidate" is a test taker who has met the minimum level of knowledge believed necessary to be a qualified teacher for the content or licensure area being tested. The reason for the request is that there has been insufficient time to conduct the state standard setting study for Computer Science Praxis, but the need for qualified teachers is immediate. It is important for the test to align with what Arkansas requires of these licensure candidates. Although some candidates may possess the content knowledge by virtue of their experience, content knowledge may not specifically align with teaching competencies and standards identified in Arkansas. Additionally, educator preparation programs for this licensure content area have not yet been implemented. Therefore, until the competencies, standards, and testing are fully aligned through a state standard setting study, and educator preparation programs are implemented, the Department recommends this -2 SEM range of 171 (current cut score) to 159. On October 30, 2015, the Professional Licensure Standards Board voted to approve this recommendation and seeking approval from the Board.

Presenter: *Anthony Owen*

Minutes
State Board of Education Meeting
Thursday, December 10, 2015

The State Board of Education met Thursday, December 10, 2015, in the Arkansas Department of Education Auditorium. Chair Toyce Newton called the meeting to order at 10:05 a.m.

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

Absent: none

Consent Agenda

Ms. Saviers moved, seconded by Dr. Barth, to approve the consent agenda. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes - November 12, 2015
- Review of Loan and Bond Applications
- Newly Employed, Promotions and Separations
- Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309
- Annual Report on Programs for Gifted and Talented Students
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-153 – Lee Jameson Black
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-184 – David Paul Smith

Action Agenda

A-1 Consideration of Resolution for Arkansas School Board Member Recognition

Commissioner Key said the Arkansas School Boards Association requested approval of a resolution recognizing January as Arkansas School Board Member Recognition Month.

Ms. Reith moved, seconded by Ms. Dean, to approve the Resolution for Arkansas School Board Member Recognition. The motion carried unanimously.

A-2 Consideration of the Arkansas Better Chance Enhancement Grant

Ms. Mary Kaye McKinney, representing the Division of Child Care and Early Childhood Education, said in June 2015, the State Board approved one-time funding to enhance the services for 21 ABC programs serving infants and toddlers in their community. When processing the payments for the final payment in June, two programs were inadvertently left off the list for payment. The two programs were Cedar Ridge School District for $61,656 and Earle School District for $26,424. She requested approval to allow funding out of the current fiscal year budget.

Ms. Zook moved, seconded by Ms. Reith, to approve the Arkansas Better Chance Enhancement Grants for Cedar Ridge School District for $61,656 and Earle School District for $26,424. The motion carried unanimously.

Ms. McKinney provided longitudinal outcomes for Arkansas Better Chance Children (2008 Cohort) as previously requested by Ms. Zook.

Ms. Sarah Ague, Arkansas Research Center, said students who participate in the ABC program are more likely to be proficient on state assessments than students who do not participate in the ABC program. The Board requested additional information regarding the demographics of students participating and not participating in ABC programs.

A-3 Consideration of Arkansas Better Chance Funding Request for the Paris School District

Ms. Mary Kaye McKinney, representing the Division of Child Care and Early Childhood Education, said the Paris School District was approved in August 2015 to provide services for 63 children with $306,180.00 annual budget. She recommended the Board increase the Paris School District's number of ABC children to 65 and provide one retroactive payment of $972.00 for these two slots back to October 1. She said these services would accommodate two children in extenuating circumstances that are now in the custody of a family within the Paris community and in need of quality child care services. She requested the Board approve the increase to the Paris School District by $972.00 per month and make their total budget for the remaining part of the year $312,012.00.

Ms. Saviers moved, seconded by Ms. Dean, to approve the Arkansas Better Chance Funding Request for the Paris School District. The motion carried unanimously.

A-4 Adoption of State Board of Education Meeting Dates for Calendar Year

2016

General Counsel Ms. Kendra Clay said Arkansas statute requires that each constitutional board and commission set proposed dates for the next calendar year. The State Board of Education has previously set the second Thursday and Friday of each month as its regular meeting dates. On October 8, 2015, the State Board approved the 2016 meeting dates so that other meetings at ADE may be planned. She said Arkansas statute required that dates be approved in December; therefore, the ADE requested that the 2016 meeting dates be approved. She said the 2016 State Board calendar would reflect the second Thursday and Friday of each month. The State Board would only meet one day in November because of a holiday.

Ms. Zook moved, seconded by Ms. Reith, to approve the adoption of State Board of Education Meeting Dates for calendar year 2016. The motion carried unanimously.

A-5 Little Rock School District Report of Progress

Little Rock School District Civic Advisory Committee Co-Chairs Dr. Dionne Jackson and Mr. Greg Adams said the LRSD Civic Advisory Committee received updates from four subcommittees regarding plans each subcommittee would achieve by February. The subcommittees reported the following actions: requesting feedback on a community survey, will conduct community surveys by February, are planning community forums, are in the process of creating a CAC Facebook page, all members are visiting all six schools in academic distress and considering the need for the current number of schools and potential school closures.

Little Rock School District Superintendent Mr. Baker Kurrus said the schools are doing a much better job in meeting the academic needs of students. He said the procedures of pre-test, teach, intervene, and post-test are working.

Mr. Kurrus said he has preliminary drawings for the new west school for sixth graders. He said he has met with groups regarding the new southwest school. He said the budget for the two projects would be approximately $75 million.

Mr. Kurrus said he has not announced any changes in block scheduling at Central High School at this time. He said hard decisions would be needed to bring the district within a balanced budget.

Mr. Kurrus said all policy changes are made in collaboration with LRSD staff and the Commissioner's office. He said ongoing communication regarding changes needed to be collaborative and respectful. He said he has invited the public to visit the schools and be part of the solution.

Ms. Saviers moved, seconded by Mr. Williamson, to approve the Little Rock School District Progress Report. The motion carried unanimously.

A-6 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Amendment Requests: Quest Middle School of Pine Bluff

Charter School Coordinator Ms. Alexandra Boyd said on November 18, 2015, representatives from Quest Middle School of Pine Bluff appeared before the Panel requesting amendments to the charter. She said by a unanimous vote, the Panel denied the request. No request for the State Board of Education to review the decision made by the Panel was submitted.

Ms. Saviers moved, seconded by Dr. Barth, to not review the Charter Authorizing Panel action on Open-Enrollment Public Charter School amendment requests for the Quest Middle School of Pine Bluff. The motion carried unanimously.

A-7 Charter Authorizing Panel Action on District Conversion Public Charter School Amendment Request: Washington Academy (Texarkana)

Charter School Coordinator Ms. Alexandra Boyd said on November 17, 2015, representatives from Washington Academy appeared before the Charter Authorizing Panel requesting an amendment to the charter. She said by a unanimous vote, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted.

Ms. Chambers moved, seconded by Dr. Barth, to not review the Charter Authorizing Panel action on District Conversion Public Charter School amendment request for the Washington Academy (Texarkana). The motion carried unanimously.

A-8 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Amendment Request: Academics Plus Charter School, Inc.

Charter School Coordinator Ms. Alexandra Boyd said on November 17, 2015, representatives from Academics Plus Charter School, Inc. appeared before the Charter Authorizing Panel requesting an amendment to the charter. She said by a four-to-two vote, with one abstention, the Panel approved the request. No request for the State Board of Education to review the decision made by the Panel was submitted.

Ms. Zook moved, seconded by Ms. Dean, to not review the Charter Authorizing Panel action on Open-Enrollment Public Charter School amendment request for

the Academics Plus Charter School, Inc. Dr. Barth, Ms. Reith, and Ms. Chambers voted no. The final vote was 5-3. The motion carried.

A-9 Charter Authorizing Panel Action on District Conversion Public Charter School Application: Cave City High School Career and Collegiate Preparatory School

Charter School Coordinator Ms. Alexandra Boyd said on November 18, 2015, the Charter Authorizing Panel held a hearing on the district conversion charter application for Cave City High School Career and Collegiate Preparatory School. She said by a unanimous vote, the Panel approved the application. No request for the State Board of Education to review the decision made by the Panel was submitted.

Ms. Chambers moved, seconded by Ms. Zook, to not review the Charter Authorizing Panel action on District Conversion Public Charter School application for the Cave City High School Career and Collegiate Preparatory School. The motion carried unanimously.

A-10 Charter Authorizing Panel Action on Public Charter School Application: Arkansas Connections Academy, Bentonville, Arkansas

Charter School Coordinator Ms. Alexandra Boyd said on November 17, 2015, the Charter Authorizing Panel continued the hearing from October 14, 2015, for the open-enrollment charter application for Arkansas Connections Academy. She said by a five-to-two vote, the Panel approved the application. No request for the State Board of Education to review the decision made by the Panel was submitted.

Mr. Williamson moved, seconded by Mr. Black, to not review the Charter Authorizing Panel action on Public Charter School application for the Arkansas Connections Academy, Bentonville, Arkansas. Ms. Reith, Dr. Barth, Ms. Saviers, Ms. Zook, Ms. Chambers, and Ms. Dean voted no. The vote was 2-6. The motion failed.

Ms. Saviers moved, seconded by Dr. Barth, to review the Charter Authorizing Panel action on Public Charter School application for the Arkansas Connections Academy, Bentonville, Arkansas. The motion carried unanimously.

Work Session

W-1 Arkansas School Boards Association Luncheon

The Arkansas School Boards Association invited the State Board to attend the ASBA luncheon. The Board attended the luncheon from 11:45-1:30 at the Marriott. There were no topics for discussion.

Action Agenda Continued

A-11 Charter Authorizing Panel Action on District Conversion Public Charter School Application: Fayetteville Virtual Academy

Charter School Coordinator Ms. Alexandra Boyd said on November 18, 2015, the Charter Authorizing Panel held a hearing on the district conversion charter application for Fayetteville Virtual Academy. She said by a unanimous vote, the Panel approved the application. No request for the State Board of Education to review the decision made by the Panel was submitted.

Fayetteville School District Assistant Superintendent Mr. John L. Colbert said the waiver from teacher fair dismissal would only include the staff involved in the Fayetteville Virtual Academy.

Fayetteville School District Superintendent Dr. Paul Hewitt said the waiver was needed to ensure that only the best teachers work in the virtual academy. He said no teachers would be transferred into the academy involuntarily.

Ms. Dean moved, seconded by Ms. Reith, to not review the Charter Authorizing Panel action on District Conversion Public Charter School application for the Fayetteville Virtual Academy. Ms. Zook voted no. The final vote was 7-1. The motion carried.

A-12 Charter Authorizing Panel Action on District Conversion Public Charter School Application: Gentry High School Conversion Charter

Charter School Coordinator Ms. Alexandra Boyd said on November 19, 2015, the Charter Authorizing Panel held a hearing on the district conversion charter application for Gentry High School Conversion Charter. She said by a unanimous vote, the Panel approved the application. No request for the State Board of Education to review the decision made by the Panel was submitted.

Ms. Chambers moved, seconded by Mr. Black, to not review the Charter Authorizing Panel action on District Conversion Public Charter School application for the Gentry High School Conversion Charter. The motion carried unanimously.

A-13 Charter Authorizing Panel Action on District Conversion Public

Charter School Application: Hot Springs World Class High School

Charter School Coordinator Ms. Alexandra Boyd said on November 19, 2015, the Charter Authorizing Panel held a hearing on the district conversion charter application for Hot Springs World Class High School. She said by a unanimous vote, the Panel approved the application. No request for the State Board of Education to review the decision made by the Panel was submitted.

Dr. Barth moved, seconded by Ms. Saviers, to not review the Charter Authorizing Panel action on District Conversion Public Charter School Application for the Hot Springs World Class High School. The motion carried unanimously.

A-14 Charter Authorizing Panel Action on District Conversion Public Charter School Application: Springdale School of Innovation

Charter School Coordinator Ms. Alexandra Boyd said on November 19, 2015, the Charter Authorizing Panel held a hearing on the district conversion charter application for Springdale School of Innovation. She said by a unanimous vote, the Panel approved the application. No request for the State Board of Education to review the decision made by the Panel was submitted.

Ms. Dean moved, seconded by Ms. Saviers, to not review the Charter Authorizing Panel action on District Conversion Public Charter School application for the Springdale School of Innovation. Ms. Zook voted no. The final vote was 7-1. The motion carried.

Items A-15 and A-16 were considered together.

A-15 Consideration of Dermott School District Academic Distress Progress Report

A-16 Consideration of Possible Action Pursuant to Ark. Code Ann. § 6-15-430- Dermott School District

School Improvement Director Dr. Richard Wilde said given concerns identified by the State Board Subcommittee for Academic Distress, Dermott School District was asked to provide quarterly reports to the State Board of Education. Dr. Wilde said the turnaround process is change and support. He said he would expect the district to identify a plan for change and persons responsible for the actions. He said during a site visit, the school improvement team interviewed teachers, support staff, principals and superintendent to explain how they are attempting to make the needed changes and the level of support provided. He said there was improvement in the Dermott School District.

Dermott School District Superintendent Ms. Kristi Ridgell said roles and responsibilities were developed and/or clarified in order to ensure leadership

teams are functioning appropriately. Leaders are using tools and data to made better decisions. She said interim assessment data were showing improvement in comparison to last year's data at this time.

Dermott High School Principal Mr. Mike Duncan said recruitment and retention of teachers was a challenge for the Dermott School District.

Ms. Ridgell said the district was partnering with the University of Arkansas at Monticello.

Dermott School Board President Mr. Tommie Robinson said the district would waive a hearing (referring to Action Item A-16) and support the ADE recommendation to hear progress reports quarterly from the Dermott School District.

Ms. Dean moved, seconded by Ms. Zook, to approve the Dermott School District Academic Distress Progress Report and accept the ADE recommendation to hear progress reports quarterly from the Dermott School District. The motion carried unanimously.

Items A-17 and A-18 were considered together.

A-17 Consideration of Dollarway School District Academic Distress Progress Report

A-18 Consideration of Possible Action Pursuant to Ark. Code Ann. § 6-15-430- Dollarway School District

General Counsel Ms. Kendra Clay said on February 12, 2015, the State Board of Education classified the Dollarway High School in academic distress. She said Ark. Code Ann. § 6-15-430(b) authorized the State Board to take action if a school is classified in academic distress.

School Improvement Director Dr. Richard Wilde said given concerns identified by the State Board Subcommittee for Academic Distress, the Dollarway School District was asked to provide quarterly reports to the State Board of Education. Dr. Wilde said the School Improvement Unit was tasked with monitoring the plan and actions. He said teachers, support staff, principals and the superintendent indicated that they do not feel supported.

Dollarway School District Superintendent Ms. Tammi Dockett-Wilson said the district was working to change culture. She said an organizational system was needed. She said the students must be the focus. She has requested mentors to assist her in this work. She said there was a high teacher absenteeism issue because of the low morale among employees. Ms. Dockett-Wilson said protocols were not in place for finance, maintenance, and leadership. She said she was putting the protocols into place and said there was now a sense of

order. She said the screening assessment implemented in the high school indicated 70% of students were basic or below basic (three or more years below grade level). She said the district has a high graduation rate but the data show the students are not prepared for college and career.

Ms. Dockett-Wilson said she attended the school board training with the Arkansas School Boards Association in August. She said she saw the friction with the board and the previous superintendent. She said the board has been supportive of her. She has been interim superintendent since November 3, 2015.

Dr. Wilde said it is important to understand who is distracting the superintendent from the important work.

Dollarway School District Assistant Superintendent Dr. Melvin Bryant said the key issue affecting the staff was the micromanagement from the school board. He said the district was in crisis. He said he spends most of his time dealing with adult issues that take time away from student issues.

Dollarway School Board President Ms. Billie Sanders Langford said the past two superintendents did not stabilize the district. She said the board has been asking many questions. She said some staff was not ready for change. She said decisions have been made in haste. She said there were hidden agendas. She said there were many outside distractions that have affected the progress of the district.

Parent Ms. Annie Bryant said she is very passionate about the Dollarway School District. She said the district needed a systemic change.

Dollarway School District employee Mr. Martin D. Golden said he was in support of the Dollarway School District and the leadership of Ms. Dockett-Wilson.

Dollarway School District employee Mr. Michael Coates said he has been an employee of the Dollarway School District for 16 years. He said he was in support of Ms. Dockett-Wilson.

Dollarway School District Former Superintendent Ms. Patsy Hughey said the district has been struggling with these same issues for years. She said the district has had many superintendents. She said the school board would not permit her to speak to the public about a millage increase.

Assistant Commissioner for Fiscal and Administrative Services Mr. Greg Rogers said the district was back on track with nutrition. He said an audit was conducted but results are not finalized.

Dr. Wilde said the school board, not the district or building leadership, reassigned

a teacher. He said this speaks to the micromanagement of the school board.

Dollarway School District Administrative Assistant for Transportation Ms. Renda Johnson-Fennell said she has been with the district for 18 years. She said Ms. Dockett- Wilson has been fair.

Parent Mr. Isadore Daniels said the Dollarway School Board is a problem and he recommended they be removed.

Commissioner Key said given the considerations it is my recommendation that the State Board remove all of the current members of the Dollarway School District Board of Directors and allow me, as the Commissioner, to assume all authority of the board of directors as may be necessary for the day-to-day governance of the school district. I recommend that Ms. Tammi Dockett-Wilson, who is currently acting as interim superintendent, be returned to her previous position as School Improvement Specialist for the Dollarway School District, and that Ms. Barbara Warren is appointed as superintendent of the Dollarway School District.

Ms. Saviers moved, seconded by Ms. Zook, to approve the Commissioner's recommendation to assume state authority over the Dollarway School District by removing the school board; reassignment of the interim superintendent, Ms. Tammi Dockett-Wilson to School Improvement Specialist; and appointment of Ms. Barbara Warren as superintendent, effective immediately, with bi-monthly reporting to the State Board. The motion carried unanimously.

A-19 Consideration of Waiver Request for Teaching License – Ann K. Morocco

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said Ms. Ann K. Morocco was seeking the renewal of her teaching license and has applied for a lifetime license. She said the Department received notification that Ms. Morocco's name appeared on the Child Maltreatment Central Registry. She said on September 30, 2015, the Department notified Ms. Morocco that she was disqualified from holding a teaching license under Ark. Code Ann. § 6-17-410. Ms. Morocco requested a waiver of the disqualification from the State Board. Ms. Liwo recommended the waiver be granted.

Ms. Zook moved, seconded by Mr. Williamson, to approve the waiver of disqualification for Ms. Ann K. Morocco. The motion carried unanimously.

A-20 Consideration of Waiver Request for Teaching License – Clarence D. Mumford

Professional Licensure Standards Board (PLSB) Attorney Ms. Cheryl Reinhart said Mr. Clarence Donald Mumford was a licensed educator and received his license by reciprocity. She said the Department received information that Tennessee and Mississippi revoked his teaching licenses in those states. Further, Mr. Mumford has been convicted of an offense that under Ark. Code Ann. § 6-17-410 disqualified him for licensure. She said on September 16, 2015, and on September 29, 2015, the Department notified Mr. Mumford that he was disqualified from holding a teaching license. Mr. Mumford requested a waiver of the disqualification from the State Board. Ms. Reinhart recommended revocation of license.

Dr. Barth moved, seconded by Ms. Saviers, to approve the revocation of license for Mr. Clarence D. Mumford. The motion carried unanimously.

A-21 State Board Review of PLSB Evidentiary Hearing Findings and Recommendations – PLSB Case No. 15-088; Angela Lynn Phifer (Melton)

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said Ms. Angela Lynn Phifer Melton was in violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. She said following an evidentiary hearing on July 10, 2015, the Professional Licensure Standards Board Ethics Subcommittee recommended that the State Board suspend Ms. Melton's license for one (1) year, assess a $100.00 fine, and require Ms. Melton to complete Tier 2 financial training prior to the reinstatement of her license. Ms. Melton made a timely request for State Board review. Ms. Melton filed her written objection and brief. The PLSB has filed its response.

Ms. Zook moved, seconded by Mr. Williamson, to approve the suspension of Ms. Melton's license for one (1) year, assess a $100.00 fine, and require Ms. Melton to complete Tier 2 financial training prior to the reinstatement of her license and permit her to return to teaching in the summer of 2016. The motion carried unanimously.

A-22 Consideration of Revocation of Teaching License – Kristi Dawn Brinkman-Lee

Professional Licensure Standards Board (PLSB) Attorney Ms. Cheryl Reinhart said Ms. Kristi Dawn Brinkman-Lee was a licensed educator. She said the Department received information that Ms. Brinkman-Lee pleaded guilty to an offense that under Ark. Code Ann. § 6-17-410 disqualified her for licensure. She said on September 9, 2015, the Department notified Ms. Brinkman-Lee that she was disqualified from holding a teaching license. Ms. Brinkman-Lee did not respond or request a waiver of the disqualification from the State Board.

Ms. Saviers moved, seconded by Ms. Reith, to approve the revocation of license for Ms. Kristi Dawn Brinkman-Lee. The motion carried unanimously.

A-23 Consideration of Revocation of Teaching License – Deborah K. Freeman

Professional Licensure Standards Board (PLSB) Attorney Ms. Cheryl Reinhart said Ms. Deborah K. Freeman is a licensed educator. The Department received notification that Ms. Freeman's name appears on the Child Maltreatment Central Registry. On September 10, 2015, the Department notified Ms. Freeman that she is disqualified from holding a teaching license under Ark. Code Ann. § 6-17-410. Ms. Freeman did not respond or request a waiver of the disqualification from the State Board.

Ms. Chambers moved, seconded by Ms. Dean, to approve the revocation of license for Ms. Deborah K. Freeman. The motion carried unanimously.

A-24 Consideration for Final Approval: Arkansas Department of Education Rules Governing Schools of Innovation

Staff Attorney Mr. Cory Biggs said the State Board, on October 8, 2015, approved for public comment the proposed Rules Governing Schools of Innovation. He said a public hearing was held on October 20, 2015. The public comment period expired on November 10, 2015. Public comments were received; no substantive changes were made. The proposed rules have been approved by the Governor's Office. Mr. Biggs requested that the State Board give final approval to these rules pending Legislative Council review.

Dr. Barth moved, seconded by Mr. Black, to approve the Arkansas Department of Education Rules Governing Schools of Innovation. The motion carried unanimously.

A-25 Consideration for Final Approval: Arkansas Department of Education Rules Governing the Succeed Scholarship Program

Staff Attorney Mr. Cory Biggs said the State Board, on October 8, 2015, approved for public comment the proposed Rules Governing the Succeed Scholarship Program. A public hearing was held on October 20, 2015. The public comment period expired on November 10, 2015. Public comments were received; no substantive changes were made. The proposed rules have been approved by the Governor's Office. Mr. Biggs requested that the State Board give final approval to these rules pending Legislative Council review.

Special Education Attorney Ms. Courtney Salas-Ford said the parent maintains the rights under IDEA.

Mr. Williamson moved, seconded by Ms. Dean, to approve the Arkansas Department of Education Rules Governing the Succeed Scholarship Program. Ms. Zook and Ms. Saviers voted no. Ms. Reith abstained and Dr. Barth voted present. The final vote was 4-2. The motion carried.

A-26 Consideration for Final Approval: Arkansas Department of Education Rules Governing Local Education Agency Numbers

Staff Attorney Ms. Jennifer Davis said Ark. Code Ann. § 25-6-107 addressed local education numbers and allowed the State Board of Education to adopt rules necessary to fully implement the issuance of LEA numbers. She said on October 8, 2015, the Board approved these rules for public comment. A public comment hearing was held on October 20, 2015. Public comments were received, but no substantive changes were made. The Governor's approval was received on November 10, 2015.

Dr. Barth moved, seconded by Ms. Chambers, to approve the Arkansas Department of Education Rules Governing Local Education Agency Numbers. The motion carried unanimously.

A-27 Consideration for Public Comment: Arkansas Department of Education Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds

Staff Attorney Mr. Cory Biggs said Acts 841, 846, 994, and 1115 of 2015 revised Arkansas laws pertaining to Student Special Needs Funding. Mr. Biggs requested that the State Board approve the proposed rules for public comment.

Assistant Commissioner of Learning Services Dr. Debbie Jones said the 3% cap has been the Department's practice. She said this puts practice into the rules.

Ms. Reith moved, seconded by Mr. Black, to approve the Arkansas Department of Education Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds for public comment. The motion carried unanimously.

A-28 Consideration for Public Comment: ADE Rules Governing School District Requirements For Personnel Policies, Salary Schedules, Minimum Salaries, And Documents Posted To District Websites

Deputy Counsel Ms. Lori Freno said the ADE proposed revisions to these rules to bring them in compliance with Acts 44, 1087, and 1177 of 2015 (i.e., revised number of days of professional development to be included in a basic contract from 10 days to no less than 6 days; added to definition of "basic contract" language addressing teachers employed in a C-Step Program or the Arkansas National Guard Youth Challenge; clarified that minimum teacher compensation schedule at Ark. Code Ann. § 6-17-2403 does not apply to part-time teachers or paraprofessionals employed by a school district to work in an adult education program). Ms. Freno requested the State Board release these rules for public comment.

Dr. Barth moved, seconded by Ms. Reith, to approve the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites for public comment. The motion carried unanimously.

A-29 Consideration for Public Comment: Arkansas Department of Education Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools

Staff Attorney Mr. Cory Biggs said Acts 846 and 1079 of 2015 revised Arkansas laws pertaining to Nutrition and Physical Activity Standards. Mr. Biggs requested the State Board approve the proposed rules for public comment.

Ms. Chambers moved, seconded by Ms. Reith, to approve the Arkansas Department of Education Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools for public comment. The motion carried unanimously.

A-30 Consideration for Public Comment: Proposed Arkansas Department of Education Rules Governing Ethical Guidelines

Staff Attorney Ms. Jennifer Davis said Act 846 of 2015 revised Arkansas laws pertaining to the ethical guidelines and prohibitions for educational administrators, employers, and board members, changing the requirements for contracting with an interested party of board members and employers from $5,000 to $10,000. Ms. Davis requested the State Board approve the proposed rules for public comment.

Ms. Dean moved, seconded by Mr. Williamson, to approve the Arkansas Department of Education Rules Governing Ethical Guidelines for public comment. The motion carried unanimously.

A-31 Consideration for Public Comment: Proposed Arkansas Department of Education Rules Governing Education Service Cooperatives

Staff Attorney Ms. Jennifer Davis said Act 846 of 2015 revised Arkansas laws pertaining to education service cooperative distribution of assets of a dissolved education service cooperative. Ms. Davis requested the State Board approve the proposed rules for public comment.

Ms. Reith moved, seconded by Ms. Chambers, to approve the Arkansas Department of Education Rules Governing Education Service Cooperatives for public comment. The motion carried unanimously.

Adjournment

Mr. Williamson moved, seconded by Mr. Black, to adjourn. The motion carried unanimously.

The meeting adjourned at 5:05 p.m.

Minutes recorded by Deborah Coffman.

Work Session

W-2 Professional Licensure Standards Board

On November 12, 2015, State Board Members requested a work session with the Professional Licensure Standards Board to better understand the PLSB Ethics Complaint Process. Professional Licensure Standards Board (PLSB) Attorney Ms. Cheryl Reinhart and members of the PLSB presented information to the State Board Members.

Minutes
State Board of Education Meeting
Friday, December 11, 2015

The State Board of Education met Friday, December 11, 2015, in the Arkansas Department of Education Auditorium. Chair Toyce Newton called the meeting to order at 9:05 a.m.

Present: Toyce Newton, Chair; Mireya Reith, Vice-Chair; Vicki Saviers; Joe Black; Diane Zook; Dr. Jay Barth; Susan Chambers; Brett Williamson; Ouida Newton, Teacher of the Year; and Johnny Key, Commissioner.

Absent: Charisse Dean.

Reports

Report-1 Chair's Report

Dr. Barth said President Obama signed the ESSA. He said that next year the National Association of State Boards of Education (NASBE) might offer a regional meeting in little Rock. It may be on a Friday and Saturday of a Board meeting (Apr/May/June).

Ms. Zook attend the Special Education Task Force meeting to discuss ways to be more efficient in the paperwork. She recently visited the Northcentral Co-op for a tour of the building and to learn more about the work of co-ops.

Ms. Reith spoke at Har-Ber High School in the Springdale School District about how to help parents with a career pathway for their children. She also spoke at the Arkansas Teachers of English to Speakers of Languages (ATESOL) Conference.

Report-2 Commissioner's Report

Commissioner Key said the ADE would immediately begin to study the Every Student Succeeds Act (ESSA). He said the current ESEA waivers would end August 2016. He said states and districts would now have a significant responsibility under ESSA.

Commissioner Key shared a story about a 2015 graduate from Northside High School, Fort Smith School District; Mr. Asher Parvu received a scholarship at the University of Arkansas at Fort Smith. He said this young man was homeless but through his perseverance he is now studying to be a doctor. Commissioner Key

said we have amazing students in Arkansas.

Report-3 Recognition of Arkansas Schools Designated as National Blue Ribbon Schools for 2015

Public School Program Coordinator Ms. Otistene Smith said U.S. Secretary of Education Arne Duncan recognized 335 schools as National Blue Ribbon Schools for 2015 based on their overall academic excellence or their progress in closing achievement gaps among student subgroups. She said these schools demonstrated that all students could achieve to high levels. The U. S. Department honored 285 public and 50 private schools at a recognition ceremony on Nov. 9-10 in Washington, D.C. In its 33-year history, the National Blue Ribbon Schools Program has bestowed this coveted award on more than 8,000 of America's schools. The National Blue Ribbon Schools Program honors public and private elementary, middle, and high schools where students either achieve very high learning standards or are making notable improvements in closing the achievement gap.

Ms. Smith said each school received an award plaque and flag from the U.S. Department of Education, Blue Ribbon Office. She said the award plaque affirmed the hard work of students, educators, families and communities in creating safe and welcoming schools where students master challenging content. She said the award flag gracing a school's building is a widely recognized symbol of exemplary teaching and learning. She said all schools are recognized in one of two performance categories, based on all student scores, subgroup student scores and graduation rates.

Ms. Smith said all four (4) of Arkansas' schools below were in the category of high performing. Exemplary High Performing Schools are among their state's highest performing schools as measured by state assessments or nationally normed tests. Student subgroup performance and high school graduation rates are also at the highest levels.

Mount Pleasant Elementary School, Melbourne School District
Park Magnet School, Hot Springs School District
Valley View Junior High School, Valley View School District
Vandergriff Elementary School, Fayetteville Public School District

Ms. Smith said Exemplary Achievement Gap Closing Schools are among their state's highest performing schools in closing achievement gaps between a school's subgroups and all students over the past five years. Student subgroup performance and high school graduation rates for each subgroup are at high levels. The state had no schools nominated in the second category.

Ms. Smith said the U. S. Department invited National Blue Ribbon School

nominations from the top education official in every state, the District of Columbia, Puerto Rico, the Virgin Islands, the Department of Defense Education Activity and the Bureau of Indian Education. The Council for American Private Education (CAPE) nominated private schools. She said a total of 420 schools nationwide might be nominated, with allocations determined by the numbers of K-12 students and schools in each jurisdiction.

Commissioner Key and Ms. Smith awarded each school a plaque.

Mount Pleasant Elementary School, Melbourne School District Principal Mr. Steven Chaney said the community is the reason for their success. Mr. Chaney recognized Ms. Chrysti Turner, Mr. John Gardner, and Mr. Dennis Sublet.

Park Magnet School, Hot Springs School District Principal Ms. Diane Smith said the data teams have made the difference in their school. Ms. Smith recognized Ms. Laura Vaughn, Ms. Stephanie Ray, Ms. Carmen Binns, and Dr. Mike Hernandez.

Valley View Junior High School, Valley View School District Principal Mr. Barry Jones said a great community, staff and students made this success possible. He said there is a commitment and high expectations. Mr. Jones recognized Ms. Donna White, Ms. Kelly Hogan, Ms. Sandy Hefner, and Ms. Sara Osment.

Vandergriff Elementary School, Fayetteville Public School District Principal Ms. Andrea Sego said this is the school's second time to receive this award. She said the school is a family. Great teachers, students and parents make the learning fun. Ms. Sego recognized Ms. Leanne Deweese, Ms. Blakely Stokenbury, Ms. Katie Hollowell, Ms. Susan Wizer, Mr. John Colbert, and Mr. Jason Edwards.

Report-4 Arkansas Teacher of the Year (ATOY) Report

2015 Arkansas Teacher of the Year Ms. Ouida Newton said the 2016 Arkansas Teacher of the Year is Ms. Meghan Ables, English teacher from Stuttgart High School in the Stuttgart School District. She said Ms. Ables would join the State Board in July 2016.

Ms. Newton posted a blog on Response to Intervention (RTI). She said the blog is intended to assist educators in understanding the RTI model. She said the dyslexia screening is helping schools develop quality RTI models. She said many resources are available on Arkansas IDEAS, the ADE website and from the local education service cooperatives.

Report-5 Arkansas Governor's School Report

Arkansas Governor's School Director Dr. Lyle Rupert said Hendrix College is proud to host the Governor's School. He said approximately 400 gifted and talented students are selected to participate each year for the residential experience. He said four arts (drama, choral music, instrumental music, and visual arts) and four academic areas (English/language arts, mathematics, natural science and social science) are offered. All students are involved in the conceptual development, personal and social development, and the speaker series.

Report-6 Career Pathway for the Educator Workforce

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said the data are showing a significant decrease in the number of potential educators enrolled in educator preparation programs. She said the ADE Office of Educator Licensure is working with the Department of Career Education to establish a pathway to the educator workforce. The proposed pathway begins with career-focused education in high school with participating students receiving an industry certification as a Certified Teacher Assistant (CTA) upon completion of high school career coursework and passing all areas of the Praxis Core assessment.

Ms. Pfeffer said a student with a CTA would be eligible for employment in public schools to work as a paraprofessional, gaining valuable experience while also attending a two or four-year college on a flexible schedule allowing the student to take classes and work at least part-time as a CTA. Once the CTA has earned enough credit to be admitted into a teacher preparation program, the CTA progresses to the level of a Teacher Intern with progressively increasing job responsibilities at the public school. She said this on-the-job experience allows for higher education institutions to be flexible with students field experiences and student teaching credit, and combined with the rigorous coursework, promotes a learner-ready educator who is eligible for a standard license upon successful completion of the degree program and corresponding assessments. To be successful, the ADE and ACE are working with school districts and institutions of higher education to promote opportunities for employment and flexible college course scheduling, as well as, sufficient support for the CTA/Teacher Intern throughout the educational path. She said it is critical that each step of the pathway be connected to promote success for this grow-your-own approach.

Report-7 Research and Technology Report

Assistant Commissioner for Research and Technology Dr. Eric Saunders reviewed the resources and tools available from the division. State data are collected through the Arkansas Public School Computer Network (APSCN),

consisting of eSchoolPLUS+ and eFinancePLUS. Certified data are available to educators and the public through the ADE Data Center. The ADE Data Center is available at https://adedata.arkansas.gov.

Dr. Saunders said the Triand Electronic Transcript System permits schools to access student transcripts as students move between districts or schools.

APSCN Division Manager Ms. Sarah Cox said the Division of Youth Services has access to limited data. She said Arkansas is the only state that uses TRIAND in total.

Dr. Saunders said the Arkansas student GPS Dashboards, a quick view of student data, are designed to assist the classroom teacher and building leader in monitoring the progress of the students. He said the Arkansas Student Intervention System allows educators to create and monitor academic improvement plans for students.

Director of Data Use and Privacy Ms. Holly Glover said each school signed a memorandum of understanding to utilize the Student GPS Dashboards and the Arkansas Student Intervention System. She said approximately 90% of districts use the dashboards and 85% of districts use the student intervention system.

Dr. Saunders also reviewed tools such as Arkansas iTunesU and Quick Links.
Arkansas iTunesU is available at http://arkansasitunesu.com.
Quick Links website is available at http://adequicklinks.arkansas.gov.

Dr. Saunders said the state broadband would be upgraded for public schools. By 2017 schools should have access to 200kbs per student.

Dr. Saunders shared a video about the Student GPS Dashboards. The video is available at https://adedata.arkansas.gov/sgps/.

Report-8 Learning Services Report

Assistant Commissioner for Learning Services Dr. Debbie Jones shared the monthly Learning Services Report.

English Language Learners
Dr. Jones said Ms. Patricia Kerr was the new director for English Language Learner Services. She said the annual Home Language Survey results indicated 121 languages spoken in Arkansas. Dr. Jones said the ELPA21 assessment has replaced the ELDA assessment. She said the ELPA21is an online assessment that measures reading, writing, speaking, and listening.

Special Education

Dr. Jones said ADE is collaborating with the Easter Seals Arkansas Outreach on the Capacity Project: *Building Capacity through Evidenced-Based Practices in School Districts across America*.

Curriculum and Instruction
Dr. Jones said Ms. Cassandra Barnett, Library Media Specialist, has been providing professional development at several education service cooperatives. She said Ms. Barnett was knowledgeable regarding the changes needed for future library/media centers.

Math and English Language Arts Standards
Dr. Jones said most of the grade level committees have completed draft standards. She said the curriculum and professional development units are collaborating to provide professional development, technical assistance, and resources to assist teachers in meeting the learning needs of students.

Commissioner Key said the agency is trying to provide more communication regarding the Mathematics and English Language Arts standards review. Dr. Jones said the standards should be ready for approval by summer 2016.

Assessment
Dr. Jones said only three districts would test with paper and pencil in 2016.

Accountability
Assistant Commissioner Ms. Annette Barnes said the assessment corrections engine (ACE) closed on November 30, 2015, in order for the ADE to submit data to Ed Facts. She said the ACE would reopen December 7 and would close December 18 to permit schools additional time to ensure accurate data would be used for state accountability and reporting. This information is referenced in Commissioner's Memo, COM-16-039. Ms. Barnes said the technical advisory committee was working to finalize procedures for accountability that are statistically reliable and legally defensible.

Schools of Innovation
Director of Educational Options Ms. Cindy Hogue introduced the Schools of Innovation video from KIPP Delta Public School available at https://www.youtube.com/watch?v=EUBYvooQSZU.

Report-9 Computer Science Report

Computer Science Director Mr. Anthony Owen shared the recommendations from the Computer Science Task Force. The recommendations are posted on the ADE website at http://www.arkansased.gov/public/userfiles/Learning_Services/Curriculum%20an

d%20Instruction/Resource%20Mat/Computer%20Science/taskforce/CSTF_12_15_Report.pdf.

Mr. Owen said there were over 900 coding events in Arkansas during the Arkansas Computer Science Education Week. He said the Girl's of Promise Coding Event winner was Western Hills Elementary in the Little Rock School District. He said Ms. Sarah Burns, Art Teacher at Western Hills Elementary, would receive $10,000 technology grant because her students participated in the Hour of Code and Ms. Burns submitted a grant request to Code.org. He said one entry from each of the 50 states and Washington, DC were selected.

Mr. Owen recently presented as one of the panelist at the White House State Education Leaders Convening and a Microsoft Computer Science and Equity: State Policies That Work.

Mr. Owen said the Every Student Succeeds Act explicitly recognized computer science as a critical academic field, naming computer science among the list of "well-rounded education" subjects.

Mr. Owens said the Computer Science Standards are out for public feedback. He said the standards committee would review the feedback. He said the future recommendation to the State Board would be for implementation of the standards in 2017-2018.

Adjournment

Ms. Zook moved, seconded by Ms. Reith, to adjourn. The motion carried unanimously.

The meeting adjourned at 11:57 a.m.

Minutes recorded by Deborah Coffman.

NEWLY EMPLOYED FOR THE PERIOD OF November 14, 2015 – December 18, 2015

Robert Brewer – Public School Program Advisor, Grade C122, Public School Accountability, School Improvement effective 12/07/15.

Alexandra Demskie – Administrative Specialist III, Grade C112, Division of Learning Services, Educational Options effective 12/07/15.

***Myia McBride – Nutritionist Consultant, Grade C121, Division of Educator Effectiveness and Licensure, Child Nutrition effective 11/23/15.**

Tiffany Thomas – Administrative Analyst, Grade C115, Division of Learning Services, Curriculum and Instruction effective 12/07/15.

PROMOTIONS/DEMOTIONS/LATERALTRANSFERS FOR THE PERIOD OF November 14, 2015 – December 18, 2015

***Aleta Fletcher from a Senior Auditor, Grade C119 , Public School Accountability, Desegregation and Monitoring, to a Program Fiscal Manager, Grade C122 , Public School Accountability, School Improvement, effective 12/07/15.**

Kathy Mascuilli from a Public School Program Advisor, Grade C122, Division of Learning Service, Professional Development, to an ADE Program Administrator, Grade C124, Division of Learning Services, Professional Development effective 11/16/15.

Brandon Morrison from a Public School Program Advisor, Grade C122, Public School Accountability, Standards Assurance, to a Public School Program Advisor, Grade C122, Division of Educator Effectiveness and Licensure Educator Licensure, effective 11/23/15. Lateral Transfer

SEPARATIONS FOR THE PERIOD OF November 14, 2015 – December 18, 2015

Terri Bollinger – APSCN Field Analyst, Division of Research and Technology, APSCN, Grade C121, effective 12/01/15. 0 Years, 0months, 29 days. 01

***John DeLeon – Maintenance Supervisor, Division of Fiscal and Administrative Services, Central Support, Grade C11, effective 12/18/15. 23 Years, 10 months, 27 days. Retirement**

Cherry Norris – Coordinator Fiscal Distress, Grade N902, Division of Fiscal and Administrative Services, Fiscal Services and Support, effective 12/15/15. 0 Years, 7 months, 25 days. 02

Milton Purdy – ADE Area Project Manager, Division of Public School Academic Facilities and Transportation, Grade C123, effective 12/18/15. 22 Years, 1 month, 13 days. Retirement

Vernon Robertson – ADE Area Project Manager, Division of Public School Academic Facilities and Transportation effective 11/19/15. 8 Years, 2 months, 22 days. 02

Wayne Ruthven – ADE PLSB Chief Investigator, Division of Educator Effectiveness and Licensure, Professional Licensure Standards Board, effective 12/11/15. 1 Year, 6 months, 2 days. 01

***Greg Sanford- APSCN Field Analyst, Division of Research and Technology, APSCN, Grade C121, effective 12/03/15. 17 Years, 7 months, 27 days. 01**

Stanley Young – Public School Program Coordinator, Division of Learning Services, Migrant Education Unit, Grade C123 effective 12/18/15. 22 Years, 11 months, 10 days. Retirement

***Minority**

AASIS Codes:
01 – Voluntary
02 – Involuntary
Retirement

Additional Licensure Waiver Requests
2015 - 2016 School Year
January State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code
7401000	AUGUSTA SCHOOL DISTRICT	1	KELLETT, KEENAN	500-P. E. & HEALTH K-12	255
7302000	BEEBE SCHOOL DISTRICT	1	TREADWAY, JULIA	300-Guid & Counseling 7-12, 001-Early Childhood Education PK-4, 299-Guid & Counseling PK-8	276
4702000	BLYTHEVILLE SCHOOL DISTRICT	7	GRIGGS, MAUREEN	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	258
			HARMON, AMY	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12	230
			JONES, VERETTA	001-Early Childhood Education PK-4, 287-Reading K-12	258
			MILLER, STEPHANIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6, 302-Building Level Administrator 5-12, 312-Build Administrator PK-8	288
			PERKINS, RUSSELL	218-Agri Sci & Tech 7-12, 9051-Career Orn/Voc Fund 7-12	250
			SHEPARD, JESSICA	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8	258
			TOMLIN, DARA	001-Early Childhood Education PK-4	230
3212000	CEDAR RIDGE SCHOOL DISTRICT	2	ALEXANDER, CHARISSA	001-Early Childhood Education PK-4	710
			JOHNSTON, JORDAN	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	166
	Community School of Cleburne County	2	DAHLEM, SHANNON	001-Early Childhood Education PK-4	258
			HANNAH, MARLI	001-Early Childhood Education PK-4	258
0201000	CROSSETT SCHOOL DISTRICT	1	SANDERS, ASHLEY	167-Social Studies 7-12	254
3502000	DOLLARWAY SCHOOL DISTRICT	1	HELTON, SENTWALI	254-Middle School Math 4-8, 289-Gifted & Talented K-12	200
5608000	EAST POINSETT CO. SCHOOL DIST.	1	WEATHERS, BRIAN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 293-Coaching 7-12, 271-Coaching K-12	276
	ESTEM PUBLIC CHARTER SCHOOL	1	HOBBS, JOLIE	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	282

7203000	FAYETTEVILLE SCHOOL DISTRICT	1	FORREST, SHANE	215-Family & Con Sci 7-12	419
	FRIENDSHIP COMMUNITY CARE	1	PATTERSON, KIMBERLY	001-Early Childhood Education PK-4	252
5602000	HARRISBURG SCHOOL DISTRICT	1	WILSON, CYNTHIA	001-Early Childhood Education PK-4	254
	JENKINS MEMORIAL CENTER	1	JACKSON, NATHANIEL	168-Middle Childhood Science/Math 4-8	258
6001000	LITTLE ROCK SCHOOL DISTRICT	3	CROSS, TERRI	001-Early Childhood Education PK-4	289
			HARRIS, JASMINE	166-Eng Lang Arts 7-12	258
			ROGERS, JOSEPH	001-Early Childhood Education PK-4	289
4202000	MAGAZINE SCHOOL DISTRICT	3	BUNCH, BRETT	167-Social Studies 7-12, 302-Building Level Administrator 5-12	311
			HODGES, SUVELLA	001-Early Childhood Education PK-4	258
			THOMAS, ELINOR	306-Gift & Talented 7-12, 001-Early Childhood Education PK-4, 305-Gift & Talented PK-8, 253-Elementary K-6	280
5604000	MARKED TREE SCHOOL DISTRICT	1	PRUNTY, APRIL	254-Middle School Math 4-8, 257-Middle School Science 4-8	269
4902000	MOUNT IDA SCHOOL DISTRICT	1	WUICHET, ZACKARY	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256
1704000	MULBERRY SCHOOL DISTRICT	1	ROBERSON, ASHLEY	001-Early Childhood Education PK-4	258
2808000	PARAGOULD SCHOOL DISTRICT	1	RIBEIRO, MARY	183-Elementary K-6 K-6, 255-Middle School English 4-8	258
6003000	PULASKI COUNTY SPECIAL SCHOOL DISTRICT	1	COOK, ALICE	111-Middle School Mathematics 5-8, 184-Elementary 1-6	200
	Quapaw House Adolescent School	1	SEEL, REBECCA	001-Early Childhood Education PK-4	288
0405000	ROGERS SCHOOL DISTRICT	3	BUTLER, BRAD	271-Coaching K-12, 500-P. E. & HEALTH K-12	257
			COOK, JAMIE	002-Middle Childhood Lang Arts/SS 4-8, 308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	258
			ESCALANTE, PERRY	087-Coaching 7-12, 167-Social Studies 7-12, 271-Coaching K-12	500
7207000	SPRINGDALE SCHOOL DISTRICT	1	MEEKS, ROBIN	167-Social Studies 7-12	258
7304000	WHITE CO. CENTRAL SCHOOL DIST.	1	LOTHIAN, AMY	166-Eng Lang Arts 7-12, 4040-Journalism 7-12, 247-ESL K-12	114
24	Total # Districts Requesting Waivers	38	Total # Waivers Requested this month		

Out of Area	Years ALP	Granted / Denied
255-Middle School English 4-8	15-16	Granted
276-Build Level Admin P-12	15-16	Granted
258-Special Education K-12	15-16	Granted
230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
258-Special Education K-12	15-16	Granted
288-Guid & Counseling K-12	14-15 15-16	Granted
250-Business Technology 4-12	13-14 14-15 15-16	Granted
258-Special Education K-12	15-16	Granted
230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
710-Spanish K-12	15-16	Granted
166-Eng Lang Arts 7-12	15-16	Granted
258-Special Education K-12	15-16	Granted
258-Special Education K-12	15-16	Granted
254-Middle School Math 4-8	15-16	Granted
200-Mathematics 7-12	15-16	Granted
276-Build Level Admin P-12	15-16	Granted
282-Curr/Prog Admin (Spec Ed) P-12	15-16	Granted

419-Grade 5/6 Business Tech Endors 5-6	15-16	Granted
252-ECH/SP. ED. INTEG B-K	15-16	Granted
254-Middle School Math 4-8	15-16	Granted
258-Special Education K-12	15-16	Granted
289-Gifted & Talented K-12	15-16	Granted
258-Special Education K-12	15-16	Granted
289-Gifted & Talented K-12	15-16	Granted
311-District Administrator PK-12	15-16	Granted
258-Special Education K-12	15-16	Granted
280-Curriculum Prog Adm/Curriculum P-12	15-16	Denied
269-Physical Science 7-12	15-16	Granted
256-Middle School Social Studies 4-8	15-16	Granted
258-Special Education K-12	15-16	Granted
258-Special Education K-12	15-16	Granted
200-Mathematics 7-12	15-16	Granted
288-Guid & Counseling K-12	15-16	Granted
257-Middle School Science 4-8	15-16	Granted
258-Special Education K-12	15-16	Granted
500-P. E. & HEALTH K-12	15-16	Granted
258-Special Education K-12	15-16	Granted
114-Speech 7-12	15-16	Granted

Total # of Waivers Granted	37
Total # of Waivers Denied	1
Total # of Waivers this month	38

Additional Licensure Waiver Requests
2015 - 2016 School Year
January State Board Meeting

Total number of waivers requested this month – 38

Total number of waivers granted – 37

Total number of waivers denied – 1

Total number of School Districts requesting waivers – 24

Waiver requests for schools classified in 2014 as ***ESEANeeds Improvement Priority.***

Augusta School District

Augusta High School - Keenan Kellett (255) Middle School English 4-8 (Granted)

Dollarway School District

Dollarway High School -Sentwali Helton (200) Math 7-12 (Granted)

Waiver requests for schools classified ***Academic Distressed on February 12, 2015***.

Blytheville School District

Blytheville High School – Dara Tomlin (230) SpEd 4-12 (Granted)

Blytheville Middle School - Amy Harmon-Ivey (230) SpEd 4-12 (Granted)

Russell Perkins (250) Bus Tech 4-12 (Granted)

Jessica Shepard (258) SpEd K-12 (Granted)

Dollarway School District

Dollarway High School -Sentwali Helton (200) Math 7-12 (Granted)

Month on Board	LEA	District	Substitute Name	Substitute Credentials	Teacher of Record	Subject Teaching	Granted/ Denied	Semester Granted	Comment	Posted
Jan-16	5602	Harrisburg School Dist	Andrea Caldwell	BSE- ASU	Andrea Harder	HS Social Studies	Granted	1 st	Teacher Resigned 10/27/2015	12/11/15
Jan-16	0203	Hamburg School District	Sharonda Hubbard	BS/MS- UAPB	William Rothwell	Math	Granted	1 st	Teacher Resigned 10/21/2015	12/11/15
Jan-16	3804	Hoxie School Dist	Ericka Bruce	BA/Crowley' Ridge	None	Kindergarten	Granted	1 st	No Teacher of Record	12/11/15
Jan-16	5903	Hazen School District	Leslie Addison	ASU	Rebecca Acree	SPED	Granted	1 st	Medical Leave	12/11/15
Jan-16	0201	Crossett School Dist	Jennifer Rawling	Austin Univ	None	Social Studies	Granted	1 st	No Teacher of Record	12/11/15
Jan-16	6003	Pulaski County Special School	Vikki Parker	Fort Valley Univ	None	SPED	Granted	1 st	No Teacher of Record	12/11/15
Jan-16	1905	Wynne School Dist	Chelsea Sorrels	BSE U of A	Alicia Jackson	First Grade	Granted	1 st	Medical Leave	12/11/15
Jan-16	1702	Cedarville School Dist	Ruben Miller	BA- Fort Smith	Kevin Lea	PE/Wellness	Granted	1 st	Administrative Leave	12/11/15
Jan-16	0405	Roger Public School	Ashley Rieske	BA- U of A	Tracy Bell	Gifted & talented	Granted	1 st	Medical Leave	12/11/15
Jan-16	5707	Cossatot School Dist	Iris Dean	BA- Ozarks	Emily Huckabey	EAST Lab	Granted	1 st	Maternity leave	12/11/15
Jan-16	0405	Rogers School District	Bobbi Smith	BA/MA Harding	Rodney Fulton	5th Grade	Granted	1 st	Medical Leave	12/11/15
Jan-16	3001	Bismarck School Dist	Kevin Divine	BA- Minnesota	Susanna Anderson	SPED	Granted	1 st	Teacher Resigned	12/11/15
Jan-16	2807	Greene County Tech SD	Katie Howe	BSE- Crowley	Donna Horner	4th Grade Math & Sci	Granted	1 st	Teacher Deceased	12/11/15
Jan-16	6303	Bryant School Dist	Debbie Clay	BS-UAMS	Hailey Kuhlmann	English	Granted	1 st	Medical Leave	12/11/15
Jan-16	7203	Fayetteville School District	Kevin Divine	BA- Minnesota	Susanna Anderson	SPED	Granted	1 st	Teacher Resigned 11/3/2015	12/11/15
Jan-16	7203	Fayetteville School District	Gina Niederman	MS- Berkeley	None	Media Specialist	Granted	1 st	No Teacher of Record	12/11/15
Jan-16	7105	South Conway Co. School Dist	Morgan McKnight	MA-UCA	Barry Scott	Physical Science	Granted	1 st	Teacher Resigned 11/20/2015	12/11/15
Jan-16	7207	Springdale School Dist	Nancy Couture	BA-UMN	Diana Brickell	SPED	Granted	1 st	Maternity leave	12/11/15

Jan-16	3502	Dollarway School Dist	Christi Baugh	BS-UAPB	Kathryn Dokes	Art	Granted	1 st	Teacher Resigned 10/09/2015	12/11/15
Jan-16	3502	Dollarway School Dist	Bettye Fields	MS- UCA	None	SPED	Granted	1 st	No Teacher of Record	12/11/15
Jan-16	3502	Dollarway School Dist	Chondra Hicks	BS-UAPB	None	ECE P-4	Granted	1st	No Teacher of Record	12/11/15
Jan-16	3502	Dollarway School Dist	Velicia Liddell	BA-UAPB	None	Computer Lab	Granted	1st	No Teacher of Record	12/11/15
Jan-16	6041	LISA Academy	Colesia Perry	BS- Phoenix	Christy Kellensworth	SPED	Granted	1st	Teacher Resigned 11/20/2015	12/11/15
Jan-16	5707	Cossatot School Dist	Dana Hall	BA-SAU	None	9th & 10th English	Granted	1st	No Teacher of Record	12/11/15
Jan-16	7014	Shirley School Dist	Brenda Lister	BA -Ashford	Kerri Tindall	Social Studies	Granted	1st	Medical Leave	12/11/15
Jan-16	2301	Conway School Dist	Jennifer Barnett	BA- San Jose State	Jeana Myers	Art	Granted	1st	Medical Leave	12/11/15
Jan-16	5707	Cossatot School Dist	Jesse Edge	BA- Henderson	none	Math	Granted	1st	No Teacher of Record	12/11/15
Jan-16	1803	West Memphis school Dist	Melissa Halford	BA- Mississippi	Jeffrey Davis	PE/Wellness	Granted	1st	Medical Leave	12/11/15
Jan-16	1802	Earle School District	Steven Jefferson	BA-ASU	None	Career Education	Granted	1st	No Teacher of Record	12/11/15
Jan-16	1603	Brookland Public Schools	Sandra Brooks	MS- ASU	Mary Pulley	SPED	Granted	1st	Teacher Resigned 11/4/2015	12/11/15
Jan-16	3505	Pine Bluff Public School	John McCullough	BA - Southwestern	None	Spanish	Granted	1st	No Teacher of Record	12/16/15
Jan-16	4101	Ashdown School Dist	Linda Henderson	BA-SAU	Annette Epperson	Art/ Vocal Music	Granted	1st	Teacher Resigned 10/23/2015	12/16/15
Jan-16	2808	Paragould School Dist	Robert Martin	BSE- ASU	Jody Williams	JROTC	Granted	1st	Teacher Resigned 12/04/2015	12/16/15

ARKANSAS DEPARTMENT OF EDUCATION

PUBLIC SCHOOL STUDENT SERVICES PROGRAM

ANNUAL REPORT

[As required by Ark. Code Ann. §6-18-1007 (a)]

Submitted to:

Governor, State of Arkansas
House Committee on Education
Senate Committee on Education
Arkansas State Board of Education

January 1, 2016

JANUARY 2016 ANNUAL REPORT

In accordance with Ark. Code Ann. §6-18-1007 (a), this annual report has been compiled and will be transmitted to the Governor, State Board of Education and the Senate and House Interim Committees on Education.

By October 15 of each year, superintendents sign a *Statement of Assurance* indicating their school district is in compliance with the requirements of the Public School Student Services Act. Commissioner's Memo LS-15-046 dated February 2, 2015 called for the submission of the annual Public School Student Services Report by each school counselor and local education agency (LEA) served. The data collected is inclusive of the 33 open-enrollment charter schools that did not waive any requirements of the Public School Student Services Act. The report was collected electronically from March 2 through 20, 2015. A review of the 2014 – 2015 school year data was the source for this report.

The Standards Assurance Unit and the Guidance and School Counseling Unit of the Arkansas Department of Education collaborate to assist schools in complying with the requirements of the public school student services legislation. Assistance is provided for those needing information, materials, samples, and electronic or hands-on reviews. Statewide staff development opportunities and communications concerning the requirements of the law are provided to assist school counselors in the development and implementation of the school's plan.

Each district is required to have a site/building-based Student Services Plan for each school building (LEA) in the district. This plan should reflect input from parents, teachers, principals, students, and other stakeholders. The plan requires the delivery of a comprehensive, developmental school counseling program as well as other support personnel and services. Analysis of data from surveys, student assessments, and other measurement tools is used to evaluate the program's effectiveness. Components of the plan shall include, but are not limited to, guidance and counseling services, psychological services, visiting teacher and school social work services, career development services, group conflict resolution services, health services, suicide prevention public awareness programs, and occupational and placement specialists services. The report indicates that 98.4% of the schools have a written building-based student services plan.

There are approximately 1327 school counselors in Arkansas. Many counselors serve more than one school, which accounts for the 1453 traditional reports and 70 charter reports submitted. Although 53% of the charter schools waived either the 450:1 ratio, or the requirements of the Public School Student Services Act, many of them provide some of the support services identified in the Act. The data tables in this report include the results from the traditional schools and the 47% of the charter schools that did not waive.

The district-wide student-to-school counselor ratio of 450:1 is of concern because there are some counselors who are assigned more than 450 students. While these counselors are over-allocated, there are other counselors within the district who are serving fewer than 450 students; which allows the district to meet the requirements of the *Rules Governing Standards for Accreditation*. Ultimately, this could affect the quality of service students receive from their counselor. There were 190 counselors who reported that they serve more than 450 students. Of the 190, there

were 102 counselors serving 500 or more students, and 18 counselors serving more than 600. The American School Counseling Association recommends a student-to-school counselor ratio of 250:1.

There were no school districts that reported school counselors were administering the Pre-GED test or the Test for Adult Basic Education (TABE). The addition of a third response option for question #52 (School does not have a TABE or GED program or is an elementary or middle school) was tabulated as No on the data tables.

The results for items #28, #48, #49, and #46 may not accurately reflect the components of a district plan. Many elementary school counselors do not define elementary students as "drop outs", thus making the response to Item #48 a "No" by some elementary counselors. On the same note, elementary counselors may have selected "No" for a response to Item #28, which is about class selection/academic advisement, for the same reason. Also, elementary, middle and junior high counselors may have selected "No" to Item #49, the follow-up of high school graduates, which is an activity that is not applicable to them. Item #46 regarding suicide awareness may not be deemed as appropriate for students below the sixth grade in some districts. Additional professional development will be provided prior to the Student Services Report window in order to clarify these items.

As a result of the 2011 Legislative Session, the Public School Student Services Act requires school counselors to spend at least 75% of work time each month providing direct counseling services and no more than 25% of work time each month providing administrative services related to counseling. As defined by the American School Counseling Association, direct student services are in-person interactions between the student and the counselor. It includes structured lessons provided in the classroom or in small group settings and is designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes, and skills appropriate for their developmental level. It also includes individual student planning designed to assist students in establishing personal goals and developing future plans, and responsive services designed to assist students' immediate needs and concerns. Administrative services related to counseling are services provided on behalf of students. This includes interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations. There were 79 counselors in 39 districts who reported percentages outside the 75:25 ranges. Since the report was due prior to the administration of mandated state and federal assessments, this data may not accurately reflect counselors' time spent providing direct counseling services in the spring months. This may be an area for further study and consideration. For the 2015-2016 report, counselors will be asked to identify time spent providing direct services to students monthly. In addition, counselors will be asked to provide use of time assessment data with their reports.

As indicated in the reports, school counselors spend time each month providing non-counseling functions and activities, such as assessment requirements (scheduling, proctoring, and managing technology) as well as being assigned supplementary duties (coordinating 504 programs, E-School data input, building master schedules and other clerical duties). Counselors' responses indicate that they are finding it increasingly difficult to provide direct support to students 75% of their time each month. However, with a significant decrease in

state required assessment, the counselors should spend less time on testing administration in the future thus allowing more time for direct counseling.

It was reported that 100% of counselors serving students in K – 12 grades provide an age appropriate career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skills necessary to achieve career goals. Item #17 indicates that individual age appropriate career development counseling is provided by 100% of school counselors. Counselors serving students in grades 8 through 12 provide a career plan for each student. Students, in concert with the school counselor, revisit those plans periodically throughout high school to ensure they are participating in the appropriate courses and programs that will maximize their school experience and allow them the widest array of opportunities for the future as they prepare for college and/or career readiness.

In summary, the data shows that school counselors are making a concerted effort to comply with the components of the Public School Student Services Act. The results of the survey are contained in the following pages.

The first 16 questions of the report are demographic in nature: name, school, district, phone #, etc. Applicable results of the survey starting with #17 were tabulated and are reported below.

DIRECT COUNSELING SERVICES

For each numbered item in the section below, mark "YES" or "NO" as it applies to you, your school or district (do not leave any numbered item blank).

Question #	Question	# Yes	# No	% Yes	% No
17	Counseling - individual (personal and social development, academic development, and age-appropriate career development)	1,467	0	100%	0%
18	Counseling - classroom (personal and social development, academic development, and age-appropriate career development)	1442	25	98.30%	1.70%
19	Counseling - small groups (personal and social development, academic development, and age-appropriate career development)	1449	18	98.77%	1.23%
20	The counselor consults with student(s).	1467	0	100%	0%
21	The counselor consults with parents (with student present).	1463	4	99.73%	.27%
22	The counselor consults with school personnel or outside agencies (with student present).	1458	9	99.39%	.61%
23	The counselor provides test interpretation to the student(s).	1434	33	97.75%	2.25%
24	The counselor reviews records and files with the student(s).	1426	41	97.21%	2.79%
25	The counselor provides classroom guidance which is limited to forty (40) minute class sessions not exceeding three (3) per day.	1340	127	91.34%	8.66%
26	The counselor provides classroom guidance which is limited to forty (40) minute class sessions not exceeding ten (10) per week.	1323	144	90.18%	9.82%
27	Orientation activities are provided for new students at each level of education.	1437	30	97.96%	2.04%
28	Academic advisement for class selection is provided to students.	1333	134	90.87%	9.13%
29	Academic goals are established for students at all levels.	1443	24	98.36%	1.64%

ADMINISTRATIVE COUNSELING SERVICES					
For each numbered item in the section below, mark "YES" or "NO" as it applies to you, your school or district (do not leave any numbered item blank).					
Question #	**Question**	**# Yes**	**# No**	**% Yes**	**% No**
30	Consultation with parents is provided (without student present).	1466	1	99.93%	.07%
31	Consultation with school personnel or outside agencies is provided (without student present).	1465	2	99.86%	.14%
32	Incidents/concerns regarding child abuse or neglect are reported as required by law.	1466	1	99.93%	0.07%
33	Referrals or recommendations are made for additional services.	1466	1	99.93%	0.07%
34	Test interpretation for parents is provided.	1451	16	98.91%	1.09%
35	Test interpretation for school personnel and/or community agencies is provided.	1439	28	98.09%	1.91%
36	Records and files are reviewed and updated for the counselor's use.	1466	1	99.93%	.07%
37	Academic, personal/social, and career development resources are available for students, parents, and other stakeholders to support educational decision making.	1463	4	99.73%	.27%

TALLY OF DIRECT/ADMINISTRATIVE COUNSELING RATIO			
Answer questions below as they pertain to the sections Direct Counseling and Administrative Activities. Total percentage cannot be more than 100%.			
Question #	**Question**	**Direct Percent >75 and Administrative Percent <25**	**Administrative Percent >25 and Direct Percent <75**
38	What is the estimated percentage of your time spent providing direct counseling services each month? What is the estimated percentage of your time spent providing administrative activities each month?	94.61%	5.39%
39	If your response to "estimated percentage of the school counselor's time spent providing direct counseling services" is less than 75%, please provide an explanation in the text box below.		

GENERAL INFORMATION					
For each numbered item in the section below, mark "YES" or "NO" as it applies to you, your school or district (do not leave any numbered item blank).					
Question #	**Question**	**# Yes**	**# No**	**% Yes**	**% No**
40	A building-based Student Services Program (SSP) has been written for this school building.	1465	2	99.86%	.14%
41	A building-based system of parental involvement has been implemented.	1465	2	99.86%%	.14%
42	Psychological services are being offered to students.	1455	12	99.18%	.82%
43	A nurse coordinates health services for students.	1466	1	99.93%	.07%
44	Conflict resolution services are available to students.	1464	3	99.80%	.20%
45	A School/District bully prevention program has been developed and implemented.	1452	15	98.98%	1.02%
46	A School/District suicide awareness and prevention program has been developed and implemented.	1409	58	96.05%	3.95%
47	The school/district provides data analysis to assist in the school improvement process for developing interventions and for assisting students who fail to reach proficiency on state-mandated assessments.	1464	3	99.80%	.20%%
48	There is a district-level tracking system for school dropouts that includes an exit interview and follow-up.	1270	197	86.57%	13.43%
49	The School/District has a system to follow up on high school graduates.	1304	163	88.89%	11.11%
50	The district provides a liaison between the home and school by making home visits and referring students for assistance.	1393	74	94.96%	5.04%

Question #	Question	# Yes	# No	% Yes	% No
51	The district has available alternative methods of classroom management such as:				
	• Behavioral Contracting	1445	22	98.50%%	1.50%
	• Dispute Resolution	1446	21	98.57%	1.43%
	• Classroom Meetings	1433	34	97.68%	2.32%
	• Logical Consequences	1454	13	99.11%	.89%
	• Assertive Discipline	1407	60	95.91%	4.09%
	• Behavior Modification	1457	10	99.32%	.68%
	• Career & Academic Counseling	1462	5	99.66%	.34%
52	The school counselor administers the TABE or the GED assessment. (531 checked "No;" 936 selected "School does not have a TABE or GED program or is an elementary or middle school").	0	1467	0%	100%

Question #	Question	# Yes	% Yes
53	Each counselor serving students in grades K - 12 provides age-appropriate career planning. Choose all that apply to you. The school counselor:		
	• provides career awareness and career information to students.	1438	98.02%
	• provides employment readiness tools and information to students.	1136	77.44%
	• supports student development of knowledge and skills necessary to achieve career goals.	1384	94.34%
	• helps students see the relationship between classroom performance and success in school.	1444	98.43%
	• encourages parents to support partnerships in their child's learning and career process.	1386	94.48%
54	How is career information shared with students in this school? Choose all that apply. Career information may also be provided by others (listed in the box on question #16 of this report).		
	• Individual	1129	76.96%
	• Small Groups	978	66.67%
	• Classroom Guidance	1391	94.82%

CAREER PLANNING

For each numbered item in the section below, mark "YES" or "NO" as it applies to you, your school or district (do not leave any numbered item blank).

Question #	Question	# Yes	# No	% Yes	% No
55	During regular parent-teacher conferences, the counselor encourages parents to support partnerships in their students' learning and career planning process.	1423	44	97.00%	3.00%
56	The counselor provides advisement to students on workforce or career opportunities available.	1232	235	83.98%	16.02%
57	The school/district provides advisement to students on college assessments available.	1371	96	93.46%	6.54%
58	Do you serve any students in grade 8 or above?	674	793	45.94%	54.06%
59	The career folder or planner (CAP) used at this school was created and/or printed by (check all that apply): **Note:** Percent of districts using different modes of career planning below.				

	Educational Service Cooperatives	61.77%	District Developed	12.98%	Navigator Electronic	5.71%	Other	19.54%
60	If you choose OTHER, please describe the planner in the box below and fax, mail, or e-mail a copy to the ADE Office of Guidance and Counseling.							

CLOSING PAGE		
Question #	**Question**	**Number**
61	Additional comments regarding the Student Services Report:	145 Comments
62	Date Survey submitted: MM/DD/YYYY	

ARKANSAS DEPARTMENT OF EDUCATION
POLICIES GOVERNING EDUCATOR PREPARATION PROGRAM APPROVAL ~~PROGRAMS FOR EDUCATOR LICENSURE OFFERED BY INSTITUTIONS OF HIGHER EDUCATION IN ARKANSAS~~

~~December 2014~~ _____, 2016

1.0 REGULATORY AUTHORITY AND PURPOSE

1.01 These rules shall be known as Arkansas Department of Education Policies Governing ~~Programs for Educator Licensure Offered by Institutions of Higher Education in Arkansas~~ Educator Preparation Program Approval.

1.02 The State Board of Education enacts these policies pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-17-422, and 25-15-201 et seq.

1.03 It is the purpose of these policies to set forth the requirements for Arkansas Department of Education (ADE) approval of educator licensure programs offered by a college or university in Arkansas. The policies establish a framework for educator preparation programs, but do not prohibit an educator preparation provider from exceeding the minimum standards in these rules.

1.04 These policies are to be viewed in conjunction with and do not replace the Arkansas Department of Education Rules Governing Educator Licensure. If a conflict exists between these policies and the Rules Governing Educator Licensure, the Rules Governing Educator Licensure shall take precedence over the policies.

2.0 DEFINITIONS

For these policies the following terms are defined:

2.01 **Accreditation** of an institution of higher learning, ~~professional education unit~~ educator preparation provider, or program of study is the official recognition granted to the institution of higher learning, ~~professional education unit~~ educator preparation provider or program of study that meets the standards of quality established by the accrediting agency.

2.02 **ADE** is the Arkansas Department of Education.

2.03 **ADHE** is the Arkansas Department of Higher Education.

2.04 **CAEP** is the Council for the Accreditation of Educator Preparation.

~~2.05 **Candidacy for Accreditation** means the status granted to a professional education unit that has met CAEP's pre-conditions for accreditation.~~

MARK-UP

2.05 **Candidate** is an individual who has been admitted into an educator licensure program.

2.06 **Data Literacy** means the knowledge and skill in accessing, generating, and analyzing data from a variety of sources to facilitate instruction and decision-making.

2.07 **Disciplinary Literacy** means the knowledge and skills in reading, writing, and reasoning processes that are specific to the intellectual beliefs and methods by which scholarship is created in a content field.

2.08 **Disposition for Teaching** means the critical dispositions identified in the Arkansas Teaching Standards, including without limitation, the professional attitudes, values, and beliefs of an individual regarding instruction, and student learning and development, including beliefs that all students can learn and all teachers can improve their knowledge and skills.

2.09 **Distance Learning Technology** means the electronic or digital learning media, including the Internet, e-mail, television, and other audio-visual communication devices used to deliver instruction where the teacher and the students are in separate physical settings.

2.10 **Educator Licensure** is the official recognition by the State Board that an individual has met state requirements and has been authorized to practice as a professional educator in Arkansas.

2.11 **Educator Preparation Provider** is a college, school, department, or other administrative entity within an institution of higher education that is primarily responsible for coordinating all programs for the initial and advanced preparation of educators and other professional school personnel, also referred to as "provider".

2.12 **Field Experiences** means the activities for ~~students in professional education that are completed in P-12 school settings~~ candidates in educator preparation programs that allow early and ongoing practice opportunities to apply content and pedagogical knowledge. These include observations, tutoring, assisting teachers and administrators, ~~student teaching, pre-service teaching and internships~~ and practicums.

2.13 **General Studies** means the courses and other learning experiences in the liberal arts and sciences that students in degree programs normally complete during the first two years of their higher education experience.

2.14 **NCATE** is the National Council for Accreditation of Teacher Education.

2.15 **Nontraditional Educator Licensure Program** at an institution of higher education means a graduate-level preparation program designed for individuals seeking licensure as a teacher who did not complete an undergraduate educator preparation

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program but which, under the Arkansas Department of Education rules for nontraditional licensure, allows them to serve as teacher of record while enrolled in a program of study.

~~2.15 **Preconditions** are fundamental requirements undergirding CAEP standards that must be met before a professional education unit is permitted to advance to candidacy for initial accreditation.~~

~~2.16 **Professional education unit** is a college, school, department, or other administrative entity within an institution of higher education that is primarily responsible for coordinating all programs for the initial and advanced preparation of educators and other professional school personnel; also referred to as "unit".~~

2.16 **PLSB** means the Arkansas Professional Licensure Standards Board.

2.17 **Program or Program of Study** means a curriculum that is aligned with the Arkansas Teaching Standards, and that requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions for a particular endorsement to an educator's license, a licensure content area, or level of licensure provided by a college or university accredited and approved under these rules.

2.18 **Provisional Teaching License** means a temporary, non-renewable license, which is issued by the State Board to an individual who has met certain requirements but not all of the requirements for a standard license that allows the holder to teach or work in Arkansas public schools.

2.19 **Specialized Professional Association (SPA)** means any of the national associations representing educators of specific subject areas, grade levels or student groups~~;~~, administrators~~;~~, or other school professionals that establish standards for candidates preparing for educator licensure.

2.20 **Standard Teaching License** means a five-year renewable license issued by the State Board that allows the license holder to teach in Arkansas public schools.

2.21 **State Board** means the Arkansas State Board of Education.

2.22 **Supervised Clinical Practice** means pre-service teaching or internship in a school setting that provides candidates with extensive opportunities to develop and demonstrate competence in the professional roles for which they are preparing~~;~~, completed under the guidance and supervision of licensed practicing school personnel and college or university supervisory personnel. This includes internships and student teaching.

2.23 **Teacher Effectiveness Support System (TESS)** is an integrated evaluation, feedback, and support system under the Department of Education Rules Governing

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The Teacher Effectiveness and Support System that encourages teachers to improve their knowledge and instructional skills in order to improve student learning.

2.24 **Teacher of Record** means an individual~~,~~ (or individuals in a co-teaching assignment~~,~~) who has ~~or have~~ been assigned the lead responsibility for a student's learning in a subject/course with aligned performance measures.

2.25 **Traditional Program for Educator Licensure** means an undergraduate program of study or graduate program of study at an institution of higher education that prepares candidates for traditional licensure as a teacher, school counselor, library media specialist, school administrator, or other school professional.

2.26 **Universal Design for Learning** means a scientifically valid framework for guiding educational practice that (A) 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; and (B) reduces barriers in instruction, provides appropriate accommodations~~,~~ and supports, and challenges~~,~~ and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

3.0 APPROVAL REQUIRED

Any educator licensure program offered by a college or university in Arkansas must be approved by the Arkansas Department of Education (ADE)~~, Office of Educator Licensure (OEL)~~. These policies shall be effective beginning September 1, 2014 2016~~, and they shall supersede any previous ADE policies pertaining to professional education programs offered by colleges or universities in Arkansas~~. As often as may be necessary, these policies will be reviewed by the Professional Licensure Standards Board (PLSB) and approved by the Arkansas State Board of Education (State Board).

4.0 POLICIES FOR INSTITUTIONS OF HIGHER EDUCATION PROVIDING PROGRAMS FOR EDUCATOR LICENSURE

4.01 Prior to program implementation, public institutions of higher education in Arkansas and any out-of-state institutions of higher education offering programs (including programs with online coursework) to students in Arkansas shall be approved by the Arkansas Higher Education Coordinating Board to offer certificate and degree programs leading to educator licensure in Arkansas.

4.02 Institutions of higher education that offer programs in Arkansas leading to educator licensure shall be accredited by a national or regional accrediting agency that is recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).

5.0 POLICIES FOR ~~PROFESSIONAL EDUCATION UNIT PROVIDING PROGRAMS FOR EDUCATOR LICENSURE~~ EDUCATOR PREPARATION PROVIDERS

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5.01 ~~A professional education unit~~ An educator preparation provider accredited by CAEP (or NCATE) and in compliance with all other policies set forth in this document is considered eligible by the ADE to provide professional education programs leading to educator licensure in Arkansas.

5.01.1 If a ~~unit~~ provider is not yet accredited by CAEP, ~~it shall meet all other preconditions for CAEP~~ it must be identified by CAEP either as accreditation eligible or as a candidate for accreditation before the ADE can approve any of its programs for educator licensure.

~~5.01.2 If a unit fails to achieve initial CAEP accreditation, or CAEP accreditation is discontinued, the unit and its individual programs for educator licensure shall forfeit state approval.~~ MOVED TO 9.01

~~5.01.3 The unit shall inform current and potential candidates of its standing with regard to CAEP accreditation and state approval of its licensure programs.~~ MOVED TO 9.01

6.0 POLICIES FOR ALL PROGRAMS LEADING TO EDUCATOR LICENSURE (TRADITIONAL AND NONTRADITIONAL)

6.01 An educator licensure program proposed by ~~a professional education unit~~ an educator preparation provider that is CAEP accredited may be granted ~~initial~~ state approval upon review by the ADE in accordance with the *Protocol for the Review and Approval of Programs of Study Leading to Educator Licensure or Endorsement in Arkansas*.

6.02 ~~An educator licensure program proposed by a professional education unit that has met all other requirements for candidacy for CAEP accreditation, except having a state-approved licensure program, may be granted provisional state approval until accreditation is achieved or for a period of no longer than five (5) years.~~ The Department may grant provisional state approval upon review by the ADE until accreditation is achieved when an educator licensure program proposed by an educator preparation provider is identified by CAEP either as accreditation eligible or as a candidate for accreditation. If accreditation is not achieved within ~~the 5-year period~~ five (5) years of being identified by CAEP as accreditation eligible or as a candidate for accreditation, the ~~unit's~~ provider's professional education programs will forfeit the provisional state approval, and no new students may be admitted into the programs but the Department may allow existing candidates to matriculate through the program.

~~6.03 Continued state approval of an educator licensure program shall be granted if it attains recognition from its affiliated CAEP Specialized Professional Association (SPA), or is accredited by a CAEP recognized organization associated with the field~~

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~~of study, or is recommended for approval based upon results of a CAEP or state review of the program.~~

~~6.03.1 A program for licensure endorsement requiring less than 18 credit hours shall not be required to prepare individual program reports, but the programs must provide candidate performance data from state-required licensure assessments in the unit's documentation for CAEP accreditation.~~

~~6.03.2 A program having no completers or enrolled candidates during its most recent three (3) years of operation may be declared to be inactive, and therefore shall not be required to prepare a program report in conjunction with preparation for the unit's CAEP accreditation review.~~

6.03 Any revisions to an ADE-approved program of study for licensure shall be submitted to the ADE Office of Educator Licensure in accordance with the *Protocol for the Review and Approval of Programs of Study Leading to Educator Licensure or Endorsement in Arkansas*.

6.04 Before allowing a candidate to begin a supervised clinical practice, a program shall require candidates to apply to the Identification Bureau of the Arkansas State Police for a criminal records check and to the Department of Human Services for a Child Maltreatment Central Registry check and to successfully complete those background checks in accordance with the Department of Education Rules Governing Background Checks.

7.0 POLICIES FOR TRADITIONAL EDUCATOR LICENSURE PROGRAMS

7.01 ~~All traditional educator licensure programs~~ Programs shall include curriculum that addresses requirements established by Arkansas statutes governing educator preparation and the ADE Rules Governing Educator Licensure, including without limitation, instruction in:

7.01.1 The state-approved Arkansas Teaching Standards and the appropriate content knowledge and pedagogical competencies for the respective licensure areas;

7.01.2 The *Code of Ethics for Arkansas Educators*;

7.01.3 Data literacy;

7.01.4 Disciplinary literacy;

7.01.5 Universal Design for Learning (UDL);

7.01.6 The Teacher Excellence and Support System, under Ark. Code Ann. 6-17-2801 et seq.;

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7.01.7 Child maltreatment, under Ark. Code Ann. § 6-61-133;

7.01.8 Parental involvement, under Ark. Code Ann. § 6-15-1705;

7.01.9 Teen suicide awareness and prevention, under Ark. Code Ann. § 6-17-708; and

7.01.10 Information on the identification of students at risk for dyslexia and related disorders, under Ark. Code Ann. § 6-41-609.

7.02 All programs that prepare candidates for licensure to teach in grades birth through kindergarten (B-K), kindergarten through grade six (K-6), or grades four through eight (4-8) shall include ~~at least six semester hours of~~ instruction in reading pedagogy. The instruction shall include theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers and disciplinary literacy as identified in the competencies for educator licensure.

7.03 ~~Traditional programs~~ Programs that prepare candidates for middle childhood licensure to teach in grades four through eight (4-8) shall require concentrations in at least two content areas to be selected by the candidates from English-language arts, mathematics, science, and social studies. ~~The concentrations shall include at least eighteen (18) semester hours of coursework in each of the selected content areas.~~

7.04 ~~Traditional programs~~ Programs that prepare candidates for secondary licensure to teach in grades seven through twelve (7-12) shall require candidates to have content preparation in a teaching field equivalent to the institutional requirements for an academic major ~~(at least 30 semester hours)~~. Degree requirements shall be determined by the institution, but the requirements for a student seeking a teaching degree shall not be substantially different from the requirements for a student seeking a non-teaching degree in the same content field.

7.05 Programs that prepare candidates as library media specialists, reading specialists, and guidance and school counselors shall lead to a master's degree or higher. For programs that prepare guidance and school counselors, if the candidate's master's degree is in another field of counseling the program shall require the candidate to complete a graduate level program of study in guidance and school counseling.

7.06 Programs that prepare candidates for standard or add-on licensure to teach special education in grades K-12, shall include a curriculum ~~of at least twenty-one (21) semester hours~~ in special education content and pedagogy ~~and shall comply~~ that complies with standards of the Council for Exceptional Children (CEC).

7.07 Programs that prepare candidates for licensure as school administrators, grades P-12, shall comply with ~~the *Standards for School Administrators in Arkansas* and Educational Leadership Constituent Council (ELCC) standards~~ state-approved standards for school leaders.

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7.08 ~~Professional education programs~~ Programs shall engage candidates in ~~direct,~~ substantial, quality participation in field experiences (such as observations and practicums) and supervised clinical practice (such as student teaching and internships), as applicable in the licensure content area.

7.08.1 The combination of field experiences and supervised clinical practice shall provide opportunities for a candidate for teacher licensure to teach across the entire grade of the license being sought, as applicable in the licensure content area.

7.08.1.1 Field experiences and supervised clinical practice in a program of study for teacher licensure, Birth – Kindergarten (B-K), shall be divided between prekindergarten and kindergarten, with no less than 40% of the total experiences completed in either area.

7.08.1.2 Field experience and supervised clinical practice in a program of study for teacher licensure, grades K-6, shall be divided between grades K-3 and 4-6, with no less than 25% of the experiences completed in either grade range.

7.08.1.3 Field experiences and supervised clinical practice in a traditional program of study for teacher licensure, grades 4-8, shall be divided between grades 4-6 and 7-8, with no less than 25% of the total experiences completed in either grade range, and shall include teaching in each area of concentration selected by the candidate.

7.08.1.4 Field experiences and supervised clinical practice in a traditional program of study for teacher licensure, grades 4-12, shall be divided between grades 4-8 and 9-12, with no less than 25% of the total experiences completed in either grade range.

7.08.1.5 Field experiences and supervised clinical practice in a traditional program of study for teacher licensure, grades 7-12, shall be divided between grades 7-9 and 10-12 in the licensure content area(s) with no less than 25% of the total assignment completed in either grade range. If a candidate is seeking licensure in more than one content area, the field experiences and supervised clinical practice shall be divided among the content areas.

7. 08.1.6 Field experiences and supervised clinical practice in a traditional program of study for teacher licensure, grades K-12, shall be divided between grades K-6 and 7-12 in the licensure content area with no less than 25% of the total experiences completed in either grade range. If no K-6 settings are available in a K-12 licensure area,

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candidates may complete their experiences within the 7-12 grade range.

7.08.2 Programs of study for the first time licensure of teachers shall require candidates to be engaged in supervised clinical practice for a minimum of sixty (60) complete school days (approximately 420 contact hours).

7.08.3 Candidates shall be placed only with cooperating teachers or mentors who have received at least a proficient or equivalent rating in their latest TESS performance review or, if applicable, under 7.08.5.2, an equivalent performance review, as applicable in the licensure content area.

7.08.4 Programs of study for the licensure of building-level administrators, district-level administrators, curriculum/program administrators, school counselors, school psychologists, library media specialists, and other professional school personnel shall require candidates to complete supervised clinical practice across the grade range for each license being sought by the candidate as outlined in the Arkansas educator competencies.

7.08.5 Field experiences and supervised clinical practice in traditional undergraduate or graduate programs for teacher licensure areas that involve grades K-12, or in graduate programs for school administration and other non-teaching licensure areas, shall be completed in:

7.08.5.1 Traditional public K-12 school settings that are accredited by the ADE; or

7.08.5.2 ~~Traditional in-state or border-state~~ Other private or public school settings where ~~Common Core and other~~ content standards adopted by the State Board are taught and faculty are subject to an evaluation system that uses a framework substantially similar to TESS.

7.08.6 Field experiences and supervised clinical practice in a B-K licensure program shall be completed in:

7.08.6.1 An early childhood education setting accredited by the Division of Child Care and Early Childhood Education of the Department of Human Services as a Better Beginnings Level 3 or higher program; or

7.08.6.2 ~~A border-state~~ Other early childhood education setting having state accreditation similar to the Arkansas accreditation for a Better Beginnings Level 3 or higher program.

7.08.7 Field experience and internship placements for candidates in a traditional program of study for educator licensure shall not include priority schools, public schools or school districts in academic distress, or school districts

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under administrative takeover for violations of the Standards for Accreditation of Arkansas Public Schools and School Districts, unless:

7.08.7.1 The candidate is in an administrator licensure program and the state has replaced the administrator in the applicable priority school, public school or school district in academic distress, or school district under administrative takeover; or

7.08.7.2 Under an extreme circumstance, ~~based on a recommendation from the Department of Education Director of Educator Licensure, the Assistant Commissioner for Licensure of the Department of Education approves~~ the ADE may approve the field experience or internship placement in the applicable priority school, public school or school district in academic distress, or school district under administrative takeover.

7.08.8 ~~Candidates for educator licensure may~~ Programs may allow candidates to complete their supervised clinical practice in instructional settings that employ distance learning technology, but at least 75% of their clinical practice must engage them in face-to-face interaction where the candidate and the students are in the same physical setting.

7.08.8 ~~Professional~~ Programs shall ensure that professional education faculty, including adjunct faculty, and cooperating teachers who teach and/or supervise teacher candidates must be trained in the domains and criteria of TESS. ~~Candidates shall be placed only with cooperating teachers or mentors who have received at least a *proficient* or equivalent rating in their latest TESS performance review or, if applicable, under 7.07.4.2, an equivalent performance review.~~

7.09 Programs of study for teacher licensure shall require the following of candidates before ~~completing the program~~ recommending the candidate for licensure:

7.09.1 Complete the program of study for the license, including achieving a passing score on the basic skills assessment required by the State Board;

7.09.2 Achieve a passing score on state-approved content assessments for the license; and

7.09.3 Take the state-approved pedagogical assessment.

~~8.0 POLICIES FOR CANDIDATES IN TRADITIONAL PROGRAMS FOR EDUCATOR LICENSURE~~ [IN EDUCATOR LICENSURE RULES]

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~~8.01 Candidates in programs leading to a baccalaureate degree with educator licensure shall complete, as a minimum, a general studies curriculum similar to that required for other baccalaureate degree programs offered by the institution.~~

~~8.02 To qualify for admission as a candidate into a traditional program for first-time educator licensure:~~

~~8.02.1 An individual shall have earned a cumulative grade point average in non-remedial coursework of no less than 2.5 (4.0 scale) until Fall 2015 and 2.7 (4.0 scale) beginning in Fall 2015.~~

~~8.02.2 An individual shall achieve a passing score, as determined by the ADE, for each of the state-approved basic skills assessments, except as noted below.~~

~~8.02.2.1 In lieu of the state-approved basic skills assessments, an individual seeking entry into a baccalaureate program for first time licensure for teaching may substitute:~~

~~8.02.2.1.1 A minimum composite score of 24 on the ACT and either:~~

~~8.02.2.1.1.1 A minimum score of 22 in each of the Reading, Mathematics, and combined English/Writing sections, or~~

~~8.02.2.1.1.2 For one (1) or more of the Reading, Mathematics, or combined English/Writing sections with a score lower than the minimum, a passing score on the equivalent section of the basic skills assessment approved by the State Board; or~~

~~8.02.2.1.2 A minimum score of 1650 on combined Math and Cricital Reading, and Writing, and either:~~

~~8.02.2.1.2.1 A minimum score of 510 in each of the Math, Critical Reading, and Writing sections on the Scholastic Aptitude Test (SAT), or~~

~~8.02.2.1.2.2 For one (1) or more of the Math, Critical Reading, or Writing sections with a score lower than the minimum, a passing score~~

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~~on the equivalent section of the basic-skills assessment approved by the State Board.~~

~~8.02.2.2 An individual seeking entry into a post-baccalaureate program for first time educator licensure may substitute passing scores, determined by the ADE, from the Graduate Record Examination (GRE), the Law School Admission Test (LSAT), or the Medical College Admission Test (MCAT) in lieu of the state-approved basic skills assessments.~~

~~8.03 A candidate for licensure in teaching shall demonstrate proficiency in oral communications and shall indicate an appropriate disposition for teaching.~~

~~8.03.1 A candidate shall demonstrate proficiency in oral communications as determined by requirements in the candidate's program of study.~~

~~8.03.2 A candidate shall indicate, via interviews or other means determined by the candidate's program of study, an appropriate disposition for teaching.~~

~~8.04 Before entering a classroom to complete a supervised clinical practice, a candidate shall apply to the Identification Bureau of the Arkansas State Police for a criminal records check and to the Department of Human Services for a Child Maltreatment Central Registry check and shall successfully complete those background checks in accordance with the Department of Education Rules Governing Background Checks and Licensure Revocation.~~

8.0 POLICIES FOR NONTRADITIONAL EDUCATOR LICENSURE PROGRAMS

8.01 ~~Nontraditional educator licensure programs~~ Programs may be offered at the post-baccalaureate level by institutions of higher education. Such programs may be offered as degree or non-degree programs of study.

~~9.02 A nontraditional educator licensure program may admit and prepare candidates only for ADE-approved teacher licensure areas at the middle childhood (grades 4-8) and secondary (grades 7-12 or K-12) levels, not including special education.~~

8.02 ~~A nontraditional educator licensure program~~ Programs shall include one of the following two tracks or both tracks:

8.02.1 Track 1 allows a candidate to be employed as a teacher of record with a provisional teaching license for the duration of the prescribed program of study~~:~~. ~~a~~ A candidate shall teach only in the content area(s) and grade level(s) indicated on the provisional teaching license. Candidates shall be placed only with cooperating teachers or mentors who have received at least a *proficient*

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or equivalent rating in their latest TESS performance review or, if applicable, under 7.08.5.2, an equivalent performance review.

8.02.2 Track 2 allows a candidate to complete a traditional internship (student teaching) as a culminating experience of the candidate's program of study or obtain a provisional teaching license and be employed as a teacher of record as a culminating experience of the candidate's program of study.

8.03 ~~A candidate in a nontraditional educator licensure program~~ Programs shall require candidates to complete an internship or obtain a provisional license and be employed as a teacher of record only in the area(s) which s/he has passed the state-required content assessment(s).

8.03.5 Programs shall only place candidates with cooperating teachers or mentors who have received at least a proficient or equivalent rating in their latest TESS performance review or, if applicable, under 8.07.2, an equivalent performance review.

8.04 ~~Nontraditional educator licensure programs~~ Programs shall include curriculum that addresses requirements established by Arkansas statutes governing preparation for nontraditional educator licensure and ADE rules governing nontraditional educator licensure, including without limitation, instruction in:

8.04.1 The state-approved Arkansas Teaching Standards and specific pedagogical competencies for the respective licensure areas;

8.04.2 The *Code of Ethics for Arkansas Educators*;

8.04.3 Data literacy;

8.04.4 Disciplinary literacy;

8.04.5 Universal Design for Learning (UDL);

8.04.6 Arkansas' Teacher Excellence Support System (TESS), under Ark. Code Ann. 6-17-2801 et seq.;

8.04.7 Child maltreatment, under Ark. Code Ann. § 6-61-133;

8.04.8 Parental involvement, under Ark. Code Ann. § 6-15-1705;

8.04.9 Teen suicide awareness and prevention, under Ark. Code Ann. § 6-17-708; and

8.04.10 Information on the identification of students at risk for dyslexia and related disorders, under Ark. Code Ann. § 6-41-609.

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8.05 Nontraditional educator licensure programs that prepare candidates to teach grades four through eight (4-8) shall include ~~at least six (6) semester hours of~~ instruction in reading pedagogy. The instruction shall include theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers and disciplinary literacy as identified in the competencies for educator licensure.

8.06 Candidates completing a nontraditional educator licensure program in, middle childhood, grades 4-8, or secondary social studies, grades 7-12 must complete a three semester hour course in Arkansas history, as required by state law, or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS.

8.07 ~~Nontraditional educator licensure program~~ Programs shall require internships or teaching service to be completed in:

8.07.1 ~~Traditional public K-12~~ Public school settings that are accredited by the ADE; or

8.07.2 Other ~~traditional in-state or border-state~~ private or public school settings where ~~Common Core and other~~ content standards adopted by the State Board are taught and faculty are subject to an evaluation system that uses a framework substantially similar to TESS.

8.08 ~~Teaching~~ Programs shall ensure that teaching and internship placements for candidates ~~in nontraditional educator licensure programs~~ shall not include priority schools, public school or school districts in academic distress, or school districts under administrative takeover for violations of the Standards for Accreditation of Arkansas Public Schools and School Districts.

8.08.1 Under an extreme circumstance, ~~based on a recommendation from the Department of Education Director of Educator Licensure, the Assistant Commissioner for Licensure of the Department of Education~~ the ADE may approve the field experience or internship placement in the applicable priority school, public school or school district in academic distress, or school district under administrative takeover.

8.09 ~~Candidates in nontraditional educator licensure programs may~~ Programs may allow candidates to complete their teaching or internships in instructional settings that employ distance learning technology, but ~~at least 75% of their~~ some of the clinical practice must engage them in face-to-face interaction ~~where candidates and the students are in the same physical setting~~.

8.10 ~~Professional~~ Programs shall ensure that professional education faculty ~~in nontraditional educator licensure programs~~, including adjunct faculty, and cooperating teachers who teach and/or supervise nontraditional teacher candidates must be trained in the domains and criteria of TESS. ~~Candidates shall be paired only~~

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~~with cooperating teachers or mentors who have received at least a *proficient* or equivalent rating in their latest TESS performance review or, if applicable, under 7.07.4.2, an equivalent performance review.~~

~~10.0 POLICIES FOR CANDIDATES IN NONTRADITIONAL EDUCATOR LICENSURE PROGRAMS~~ [IN EDUCATOR LICENSURE RULES]

~~10.01 Individuals seeking admission into a nontraditional educator licensure program are subject to the following requirements:~~

~~10.01.1 An applicant shall provide an official transcript(s) documenting an earned bachelor's degree or higher from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. An applicant who earned a degree from an out-of-country college or university may provide an official college transcript evaluation from a nationally recognized credential evaluation agency documenting that their degree is equivalent to a four-year degree from an accredited United States institution of higher learning.~~

~~10.01.2 An applicant shall have earned a cumulative grade point average in non-remedial coursework of no less than 2.5 (4.0 scale) until Fall 2015 and 2.7 (4.0 scale) beginning in Fall 2015.~~

~~10.01.3 An applicant shall have achieved a passing score, as determined by the ADE, for each of the state-approved basic skills assessments, except as noted below:~~

~~10.01.3.1 An individual seeking entry into a post-baccalaureate program for first-time educator licensure may substitute passing scores, determined by the ADE, from the Graduate Record Examination (GRE), the Law School Admission Test (LSAT), or the Medical College Admission Test (MCAT) in lieu of the state-approved basic skills assessments.~~

~~10.01.4 An applicant seeking licensure in middle childhood, grades 4-8, must achieve passing scores, as determined by the ADE, on at least two of the state-required content assessments required for middle childhood licensure.~~

~~10.01.5 An applicant seeking licensure in secondary teaching, grades 7-12 or K-12, must achieve a passing score, as determined by the ADE, on the state-required content assessment(s) for each level and content area in which licensure is sought.~~

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10.02 A candidate for nontraditional licensure in teaching shall demonstrate proficiency in oral communications and shall indicate an appropriate disposition for teaching.

10.02.1 The candidate shall demonstrate proficiency in oral communications as determined by requirements in the candidate's program of study.

10.02.2 The candidate shall indicate, via interviews or other means as determined by the candidate's program of study, an appropriate disposition for teaching.

10.03 Before entering a classroom to complete a supervised clinical practice, a candidate for nontraditional licensure shall apply to the Identification Bureau of the Arkansas State Police for a criminal records check and to the Department of Human Services for a Child Maltreatment Central Registry check and shall successfully complete those background checks in accordance with the Department of Education Rules Governing Background Checks and Licensure Revocation.

11.0 PROGRAM AND UNIT ACCOUNTABILITY REQUIREMENTS

[No longer needed with the transition to CAEP accreditation. Also, statutorily-required audits will address this.]

11.01 An educator licensure program having at least ten (10) program completers during its most recent three-year period shall maintain an eighty percent (80%) average candidate pass rate on all assessments required by the state for professional licensure. Programs failing to maintain a three-year average pass rate of at least 80% on the assessments will be placed on probation for a period of no more than three (3) years. The probation shall end if an 80% average pass rate is achieved within the 3-year probationary period. A program that fails to achieve an 80% average pass rate by the end of the 3-year probationary period shall forfeit its state approval.

11.02 A professional education unit shall maintain an eighty percent (80%) pass rate on the state-required licensure assessments among all of its candidates for licensure during its most recent three-year period. A unit that fails to maintain an 80% pass rate will be placed on probation for a period of no more than three (3) years. The probation shall end if an 80% pass rate is achieved within the 3-year period. A unit that fails to achieve an 80% pass rate by the end of the 3-year probationary period will forfeit its state approval and will no longer be eligible to offer any programs for educator licensure.

11.03 A professional education unit may be designated as "low performing" as defined in the *Plan for Title II Reporting Requirements of the Higher Education Act* published by the ADE. If a unit is designated as low performing for three consecutive years, state approval for the unit and its programs for licensure will be revoked, and the unit will no longer be eligible to recommend candidates for educator licensure.

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~~11.04 If a program or unit is designated as "on probation" or "low performing," current and potential candidates must be advised of the program's or unit's standing.~~

9.0 EDUCATOR PREPARATION PROVIDER ACCOUNTABILITY REQUIREMENTS

9.01 State approval of an educator preparation provider is immediately suspended if:

9.01.1 The institution has failed to obtain approval by the Arkansas Higher Education Coordinating Board to offer certificate and degree programs leading to educator licensure in Arkansas, under Section 4.01;

9.01.2 The institution has failed to obtain regional accreditation under Section 4.02, or regional accreditation is discontinued; or

9.01.3 The educator preparation provider fails to achieve initial CAEP accreditation under Section 5.01 or CAEP accreditation is discontinued.

9.02 If state approval is immediately suspended under Section 9.01, the PLSB shall submit a recommendation to the State Board for discontinuance of the authority of the institution to offer a program of study for educator licensure.

9.03 Within thirty (30) days of the occurrence of any of the events under 9.01 or 9.02, an educator preparation provider shall inform current students in its programs and shall post on its website the institution's or the provider's accreditation or state approval status.

9.04 To ensure that an educator preparation provider's program of study aligns with state and federal standards, laws, and regulations, the ADE shall conduct audits of all Arkansas institutions of higher education with an ADE-approved educator preparation provider program of study.

9.04.1 The audits shall use state and/or national standards, laws, and regulations for licensure programs that are identified on the ADE's website.

9.04.2 Beginning on July 1, 2016, the ADE will conduct the audits on a seven-year cycle that aligns to each provider's CAEP accreditation cycle. The ADE will provide the audit reports to the PLSB.

9.05 The ADE shall notify an institution of higher education of the ADE's audit findings that an educator preparation program does not comply with the audit criteria. After receiving the ADE's audit findings and recommendations, the institution shall:

9.05.1 Within two (2) full semesters of receiving the audit findings and recommendations, provide to the ADE for its review and approval a

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plan to bring the institution's programs into compliance with the audit recommendations; and

9.05.2 By the end of the next full academic year following the date of plan approval, submit documentation of compliance with the plan implementation to the Professional Licensure Standards Board.

9.06 With the assistance of the ADE and the Department of Higher Education, the PLSB shall review the audits.

9.07 If an institution of higher education does not bring its program into compliance with audit recommendations, the PLSB shall submit a recommendation to the State Board for discontinuance of the authority of the institution to offer the program, and shall provide notice to the institution of the recommendation.

9.08 The institution may request a hearing before the State Board on the recommendation by providing a written request to the PLSB within thirty (30) days of receiving the notice from the PLSB.

9.08.1 The written request for a hearing shall be accompanied by the institution's written objections to the recommendation and any evidence the institution will present to the State Board.

9.08.2 At the hearing, each party will have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the representative of the PLSB. The Chairperson of the State Board may for good cause shown and upon the request of either party allow either party additional time to present their opening statements.

9.08.3 Each party will be given twenty (20) minutes to present their case, beginning with the representative of the PLSB. The Chairperson of the State Board may for good cause shown and upon the request of either party allow either party additional time to present their case.

9.08.4 Every witness giving oral testimony must be sworn under oath by the court reporter and shall be subject to direct examination and cross examination of the other party, and questioning by the State Board.

9.08.5 For the purposes of the record, documents offered during the hearing by a party shall be clearly marked with the party's name and numbered in sequential, numeric order (1, 2, 3).

9.08.6 The PLSB shall have the burden of proving by a preponderance of the evidence that cause for the action exists and that the State Board should adopt the recommendation for discontinuance of the authority of the institution to offer the program.

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9.08.7 While the scope of each party's presentation ultimately lies within the State Board Chairperson's discretion, case presentation should be arranged in such a way as to avoid redundant testimony.

9.08.8 After both parties have presented their cases, the State Board may allow each party to present limited rebuttal testimony.

9.08.9 After making its decision, the State Board shall reduce its decision to writing and shall mail copies of the decision to each party.

9.08.10 The State Board's written decision shall constitute the final agency action for purposes of judicial review pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

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ARKANSAS DEPARTMENT OF EDUCATION
POLICIES GOVERNING EDUCATOR PREPARATION PROGRAM APPROVAL
_____, 2016

1.0 REGULATORY AUTHORITY AND PURPOSE

1.01 These rules shall be known as Arkansas Department of Education Policies Governing Educator Preparation Program Approval.

1.02 The State Board of Education enacts these policies pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-17-422, and 25-15-201 et seq.

1.03 It is the purpose of these policies to set forth the requirements for Arkansas Department of Education (ADE) approval of educator licensure programs offered by a college or university in Arkansas. The policies establish a framework for educator preparation programs, but do not prohibit an educator preparation provider from exceeding the minimum standards in these rules.

1.04 These policies are to be viewed in conjunction with and do not replace the Arkansas Department of Education Rules Governing Educator Licensure. If a conflict exists between these policies and the Rules Governing Educator Licensure, the Rules Governing Educator Licensure shall take precedence over the policies.

2.0 DEFINITIONS

For these policies the following terms are defined:

2.01 **Accreditation** of an institution of higher learning, educator preparation provider, or program of study is the official recognition granted to the institution of higher learning, educator preparation provider or program of study that meets the standards of quality established by the accrediting agency.

2.02 **ADE** is the Arkansas Department of Education.

2.03 **ADHE** is the Arkansas Department of Higher Education.

2.04 **CAEP** is the Council for the Accreditation of Educator Preparation.

2.05 **Candidate** is an individual who has been admitted into an educator licensure program.

2.06 **Data Literacy** means the knowledge and skill in accessing, generating, and analyzing data from a variety of sources to facilitate instruction and decision-making.

2.07 **Disciplinary Literacy** means the knowledge and skills in reading, writing, and reasoning processes that are specific to the intellectual beliefs and methods by which scholarship is created in a content field.

2.08 **Disposition for Teaching** means the critical dispositions identified in the Arkansas Teaching Standards, including without limitation, the professional attitudes, values, and beliefs of an individual regarding instruction, and student learning and development, including beliefs that all students can learn and all teachers can improve their knowledge and skills.

2.09 **Distance Learning Technology** means the electronic or digital learning media, including the Internet, e-mail, television, and other audio-visual communication devices used to deliver instruction where the teacher and the students are in separate physical settings.

2.10 **Educator Licensure** is the official recognition by the State Board that an individual has met state requirements and has been authorized to practice as a professional educator in Arkansas.

2.11 **Educator Preparation Provider** is a college, school, department, or other administrative entity within an institution of higher education that is primarily responsible for coordinating all programs for the initial and advanced preparation of educators and other professional school personnel, also referred to as "provider".

2.12 **Field Experiences** means the activities for candidates in educator preparation programs that allow early and ongoing practice opportunities to apply content and pedagogical knowledge. These include observations, tutoring, assisting teachers and administrators, and practicums.

2.13 **General Studies** means the courses and other learning experiences in the liberal arts and sciences that students in degree programs normally complete during the first two years of their higher education experience.

2.14 **NCATE** is the National Council for Accreditation of Teacher Education.

2.15 **Nontraditional Educator Licensure Program** at an institution of higher education means a graduate-level preparation program designed for individuals seeking licensure as a teacher who did not complete an undergraduate educator preparation program but which, under the Arkansas Department of Education rules for nontraditional licensure, allows them to serve as teacher of record while enrolled in a program of study.

2.16 **PLSB** means the Arkansas Professional Licensure Standards Board.

2.17 **Program or Program of Study** means a curriculum that is aligned with the Arkansas Teaching Standards, and that requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions for a particular endorsement to an educator's license, a licensure content area, or level of licensure provided by a college or university accredited and approved under these rules.

2.18 **Provisional Teaching License** means a temporary, non-renewable license, which is issued by the State Board to an individual who has met certain requirements but not all of the requirements for a standard license that allows the holder to teach or work in Arkansas public schools.

2.19 **Specialized Professional Association (SPA)** means any of the national associations representing educators of specific subject areas, grade levels or student groups, administrators, or other school professionals that establish standards for candidates preparing for educator licensure.

2.20 **Standard Teaching License** means a five-year renewable license issued by the State Board that allows the license holder to teach in Arkansas public schools.

2.21 **State Board** means the Arkansas State Board of Education.

2.22 **Supervised Clinical Practice** means pre-service teaching or internship in a school setting that provides candidates with extensive opportunities to develop and demonstrate competence in the professional roles for which they are preparing, completed under the guidance and supervision of licensed practicing school personnel and college or university supervisory personnel. This includes internships and student teaching.

2.23 **Teacher Effectiveness Support System (TESS)** is an integrated evaluation, feedback, and support system under the Department of Education Rules Governing The Teacher Effectiveness and Support System that encourages teachers to improve their knowledge and instructional skills in order to improve student learning.

2.24 **Teacher of Record** means an individual (or individuals in a co-teaching assignment) who has been assigned the lead responsibility for a student's learning in a subject/course with aligned performance measures.

2.25 **Traditional Program for Educator Licensure** means an undergraduate program of study or graduate program of study at an institution of higher education that prepares candidates for traditional licensure as a teacher, school counselor, library media specialist, school administrator, or other school professional.

2.26 **Universal Design for Learning** means a scientifically valid framework for guiding educational practice that (A) 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; and (B) reduces barriers in instruction, provides appropriate accommodations and supports, and challenges and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

3.0 APPROVAL REQUIRED

Any educator licensure program offered by a college or university in Arkansas must be approved by the Arkansas Department of Education (ADE). These policies shall be effective beginning September 1, 2014 2016. As often as may be necessary, these policies will be reviewed by the Professional Licensure Standards Board (PLSB) and approved by the Arkansas State Board of Education (State Board).

4.0 POLICIES FOR INSTITUTIONS OF HIGHER EDUCATION PROVIDING PROGRAMS FOR EDUCATOR LICENSURE

4.01 Prior to program implementation, public institutions of higher education in Arkansas and any out-of-state institutions of higher education offering programs (including programs with online coursework) to students in Arkansas shall be approved by the Arkansas Higher Education Coordinating Board to offer certificate and degree programs leading to educator licensure in Arkansas.

4.02 Institutions of higher education that offer programs in Arkansas leading to educator licensure shall be accredited by a national or regional accrediting agency that is recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).

5.0 POLICIES FOR EDUCATOR PREPARATION PROVIDERS

5.01 An educator preparation provider accredited by CAEP (or NCATE) and in compliance with all other policies set forth in this document is considered eligible by the ADE to provide professional education programs leading to educator licensure in Arkansas.

5.01.1 If a provider is not yet accredited by CAEP, it must be identified by CAEP either as accreditation eligible or as a candidate for accreditation before the ADE can approve any of its programs for educator licensure.

6.0 POLICIES FOR ALL PROGRAMS LEADING TO EDUCATOR LICENSURE (TRADITIONAL AND NONTRADITIONAL)

6.01 An educator licensure program proposed by an educator preparation provider that is CAEP accredited may be granted state approval upon review by the ADE in accordance with the *Protocol for the Review and Approval of Programs of Study Leading to Educator Licensure or Endorsement in Arkansas*.

6.02 The Department may grant provisional state approval upon review by the ADE until accreditation is achieved when an educator licensure program proposed by an educator preparation provider is identified by CAEP either as accreditation eligible or as a candidate for accreditation. If accreditation is not achieved within five (5) years of being identified by CAEP as accreditation eligible or as a candidate for accreditation, the provider's professional education programs will forfeit the provisional state approval, and no new students may be admitted into the programs but the Department may allow existing candidates to matriculate through the program.

6.03 Any revisions to an ADE-approved program of study for licensure shall be submitted to the ADE Office of Educator Licensure in accordance with the *Protocol for the Review and Approval of Programs of Study Leading to Educator Licensure or Endorsement in Arkansas*.

6.04 Before allowing a candidate to begin a supervised clinical practice, a program shall require candidates to apply to the Identification Bureau of the Arkansas State Police for a criminal records check and to the Department of Human Services for a Child Maltreatment Central Registry check and to successfully complete those background checks in accordance with the Department of Education Rules Governing Background Checks.

7.0 POLICIES FOR TRADITIONAL EDUCATOR LICENSURE PROGRAMS

7.01 Programs shall include curriculum that addresses requirements established by Arkansas statutes governing educator preparation and the ADE Rules Governing Educator Licensure, including without limitation, instruction in:

7.01.1 The state-approved Arkansas Teaching Standards and the appropriate content knowledge and pedagogical competencies for the respective licensure areas;

7.01.2 The *Code of Ethics for Arkansas Educators*;

7.01.3 Data literacy;

7.01.4 Disciplinary literacy;

7.01.5 Universal Design for Learning (UDL);

7.01.6 The Teacher Excellence and Support System, under Ark. Code Ann. 6-17-2801 et seq.;

7.01.7 Child maltreatment, under Ark. Code Ann. § 6-61-133;

7.01.8 Parental involvement, under Ark. Code Ann. § 6-15-1705;

7.01.9 Teen suicide awareness and prevention, under Ark. Code Ann. § 6-17-708; and

7.01.10 Information on the identification of students at risk for dyslexia and related disorders, under Ark. Code Ann. § 6-41-609.

7.02 All programs that prepare candidates for licensure to teach in grades birth through kindergarten (B-K), kindergarten through grade six (K-6), or grades four through eight (4-8) shall instruction in reading pedagogy. The instruction shall include theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers and disciplinary literacy as identified in the competencies for educator licensure.

7.03 Programs that prepare candidates for middle childhood licensure to teach in grades four through eight (4-8) shall require concentrations in at least two content areas to be selected by the candidates from English-language arts, mathematics, science, and social studies.

7.04 Programs that prepare candidates for secondary licensure to teach in grades seven through twelve (7-12) shall require candidates to have content preparation in a teaching field equivalent to the institutional requirements for an academic major. Degree requirements shall be determined by the institution, but the requirements for a student seeking a teaching degree shall not be substantially different from the requirements for a student seeking a non-teaching degree in the same content field.

7.05 Programs that prepare candidates as library media specialists, reading specialists, and guidance and school counselors shall lead to a master's degree or higher. For programs that prepare guidance and school counselors, if the candidate's master's degree is in another field of counseling the program shall require the candidate to complete a graduate level program of study in guidance and school counseling.

7.06 Programs that prepare candidates for standard or add-on licensure to teach special education in grades K-12, shall include a curriculum in special education content

and pedagogy that complies with standards of the Council for Exceptional Children (CEC).

7.07 Programs that prepare candidates for licensure as school administrators, grades P-12, shall comply with state-approved standards for school leaders.

7.08 Programs shall engage candidates in substantial, quality participation in field experiences (such as observations and practicums) and supervised clinical practice (such as student teaching and internships), as applicable in the licensure content area.

7.08.1 The combination of field experiences and supervised clinical practice shall provide opportunities for a candidate for teacher licensure to teach across the entire grade of the license being sought, as applicable in the licensure content area.

7.08.1.1 Field experiences and supervised clinical practice in a program of study for teacher licensure, Birth – Kindergarten (B-K), shall be divided between prekindergarten and kindergarten, with no less than 40% of the total experiences completed in either area.

7.08.1.2 Field experience and supervised clinical practice in a program of study for teacher licensure, grades K-6, shall be divided between grades K-3 and 4-6, with no less than 25% of the experiences completed in either grade range.

7.08.1.3 Field experiences and supervised clinical practice in a traditional program of study for teacher licensure, grades 4-8, shall be divided between grades 4-6 and 7-8, with no less than 25% of the total experiences completed in either grade range, and shall include teaching in each area of concentration selected by the candidate.

7.08.1.4 Field experiences and supervised clinical practice in a traditional program of study for teacher licensure, grades 4-12, shall be divided between grades 4-8 and 9-12, with no less than 25% of the total experiences completed in either grade range.

7.08.1.5 Field experiences and supervised clinical practice in a traditional program of study for teacher licensure, grades 7-12, shall be divided between grades 7-9 and 10-12 in the licensure content area(s) with no less than 25% of the total assignment completed in either grade range. If a candidate is seeking licensure in more than one content

area, the field experiences and supervised clinical practice shall be divided among the content areas.

7. 08.1.6 Field experiences and supervised clinical practice in a traditional program of study for teacher licensure, grades K-12, shall be divided between grades K-6 and 7-12 in the licensure content area with no less than 25% of the total experiences completed in either grade range. If no K-6 settings are available in a K-12 licensure area, candidates may complete their experiences within the 7-12 grade range.

7.08.2 Programs of study for the first time licensure of teachers shall require candidates to be engaged in supervised clinical practice for a minimum of sixty (60) complete school days (approximately 420 contact hours).

7.08.3 Candidates shall be placed only with cooperating teachers or mentors who have received at least a proficient or equivalent rating in their latest TESS performance review or, if applicable, under 7.08.5.2, an equivalent performance review, as applicable in the licensure content area.

7.08.4 Programs of study for the licensure of building-level administrators, district-level administrators, curriculum/program administrators, school counselors, school psychologists, library media specialists, and other professional school personnel shall require candidates to complete supervised clinical practice across the grade range for each license being sought by the candidate as outlined in the Arkansas educator competencies.

7.08.5 Field experiences and supervised clinical practice in traditional undergraduate or graduate programs for teacher licensure areas that involve grades K-12, or in graduate programs for school administration and other non-teaching licensure areas, shall be completed in:

7.08.5.1 Traditional public K-12 school settings that are accredited by the ADE; or

7.08.5.2 Other private or public school settings where content standards adopted by the State Board are taught and faculty are subject to an evaluation system that uses a framework substantially similar to TESS.

7.08.6 Field experiences and supervised clinical practice in a B-K licensure program shall be completed in:

7.08.6.1 An early childhood education setting accredited by the Division of Child Care and Early Childhood Education of the Department of Human Services as a Better Beginnings Level 3 or higher program; or

7.08.6.2 Other early childhood education setting having state accreditation similar to the Arkansas accreditation for a Better Beginnings Level 3 or higher program.

7.08.7 Field experience and internship placements for candidates in a traditional program of study for educator licensure shall not include priority schools, public schools or school districts in academic distress, or school districts under administrative takeover for violations of the Standards for Accreditation of Arkansas Public Schools and School Districts, unless:

7.08.7.1 The candidate is in an administrator licensure program and the state has replaced the administrator in the applicable priority school, public school or school district in academic distress, or school district under administrative takeover; or

7.08.7.2 Under an extreme circumstance, the ADE may approve the field experience or internship placement in the applicable priority school, public school or school district in academic distress, or school district under administrative takeover.

7.08.8 Programs may allow candidates to complete their supervised clinical practice in instructional settings that employ distance learning technology, but at least 75% of their clinical practice must engage them in face-to-face interaction where the candidate and the students are in the same physical setting.

7.08.9 Programs shall ensure that professional education faculty, including adjunct faculty, and cooperating teachers who teach and/or supervise teacher candidates must be trained in the domains and criteria of TESS.

7.09 Programs of study for teacher licensure shall require the following of candidates before recommending the candidate for licensure:

7.09.1 Complete the program of study for the license, including achieving a passing score on the basic skills assessment required by the State Board;

7.09.2 Achieve a passing score on state-approved content assessments for the license; and

7.09.3 Take the state-approved pedagogical assessment.

8.0 POLICIES FOR NONTRADITIONAL EDUCATOR LICENSURE PROGRAMS

8.01 Programs may be offered at the post-baccalaureate level by institutions of higher education. Such programs may be offered as degree or non-degree programs of study.

8.02 Programs shall include one of the following two tracks or both tracks:

8.02.1 Track 1 allows a candidate to be employed as a teacher of record with a provisional teaching license for the duration of the prescribed program of study. A candidate shall teach only in the content area(s) and grade level(s) indicated on the provisional teaching license. Candidates shall be placed only with cooperating teachers or mentors who have received at least a proficient or equivalent rating in their latest TESS performance review or, if applicable, under 7.08.5.2, an equivalent performance review.

8.02.2 Track 2 allows a candidate to complete a traditional internship (student teaching) as a culminating experience of the candidate's program of study or obtain a provisional teaching license and be employed as a teacher of record as a culminating experience of the candidate's program of study.

8.03 Programs shall require candidates to complete an internship or obtain a provisional license and be employed as a teacher of record only in the area(s) which s/he has passed the state-required content assessment(s).

8.03.5 Programs shall only place candidates with cooperating teachers or mentors who have received at least a proficient or equivalent rating in their latest TESS performance review or, if applicable, under 8.07.2, an equivalent performance review.

8.04 Programs shall include curriculum that addresses requirements established by Arkansas statutes governing preparation for nontraditional educator licensure and ADE rules governing nontraditional educator licensure, including without limitation, instruction in:

8.04.1 The state-approved Arkansas Teaching Standards and specific pedagogical competencies for the respective licensure areas;

8.04.2 The *Code of Ethics for Arkansas Educators*;

8.04.3 Data literacy;

8.04.4 Disciplinary literacy;

8.04.5 Universal Design for Learning (UDL);

8.04.6 Arkansas' Teacher Excellence Support System (TESS), under Ark. Code Ann. 6-17-2801 et seq.;

8.04.7 Child maltreatment, under Ark. Code Ann. § 6-61-133;

8.04.8 Parental involvement, under Ark. Code Ann. § 6-15-1705;

8.04.9 Teen suicide awareness and prevention, under Ark. Code Ann. § 6-17-708; and

8.04.10 Information on the identification of students at risk for dyslexia and related disorders, under Ark. Code Ann. § 6-41-609.

8.05 Programs that prepare candidates to teach grades four through eight (4-8) shall include instruction in reading pedagogy. The instruction shall include theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers and disciplinary literacy as identified in the competencies for educator licensure.

8.06 Candidates completing a nontraditional educator licensure program in, middle childhood, grades 4-8, or secondary social studies, grades 7-12 must complete a three semester hour course in Arkansas history, as required by state law, or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS.

8.07 Programs shall require internships or teaching service to be completed in:

8.07.1 Public school settings that are accredited by the ADE; or

8.07.2 Other private or public school settings where content standards adopted by the State Board are taught and faculty are subject to an evaluation system that uses a framework substantially similar to TESS.

8.08 Programs shall ensure that teaching and internship placements for candidates shall not include priority schools, public school or school districts in academic distress, or school districts under administrative takeover for violations of the Standards for Accreditation of Arkansas Public Schools and School Districts.

8.08.1 Under an extreme circumstance, the ADE may approve the field experience or internship placement in the applicable priority school, public school or school district in academic distress, or school district under administrative takeover.

8.09 Programs may allow candidates to complete their teaching or internships in instructional settings that employ distance learning technology, but some of the clinical practice must engage them in face-to-face interaction.

8.10 Programs shall ensure that professional education faculty, including adjunct faculty, and cooperating teachers who teach and/or supervise nontraditional teacher candidates must be trained in the domains and criteria of TESS.

9.0 EDUCATOR PREPARATION PROVIDER ACCOUNTABILITY REQUIREMENTS

9.01 State approval of an educator preparation provider is immediately suspended if:

9.01.1 The institution has failed to obtain approval by the Arkansas Higher Education Coordinating Board to offer certificate and degree programs leading to educator licensure in Arkansas, under Section 4.01;

9.01.2 The institution has failed to obtain regional accreditation under Section 4.02, or regional accreditation is discontinued; or

9.01.3 The educator preparation provider fails to achieve initial CAEP accreditation under Section 5.01 or CAEP accreditation is discontinued.

9.02 If state approval is immediately suspended under Section 9.01, the PLSB shall submit a recommendation to the State Board for discontinuance of the authority of the institution to offer a program of study for educator licensure.

9.03 Within thirty (30) days of the occurrence of any of the events under 9.01 or 9.02, an educator preparation provider shall inform current students in its programs and shall post on its website the institution's or the provider's accreditation or state approval status.

9.04 To ensure that an educator preparation provider's program of study aligns with state and federal standards, laws, and regulations, the ADE shall conduct audits of all Arkansas institutions of higher education with an ADE-approved educator preparation provider program of study.

9.04.1 The audits shall use state and/or national standards, laws, and regulations for licensure programs that are identified on the ADE's website.

9.04.2 Beginning on July 1, 2016, the ADE will conduct the audits on a seven-year cycle that aligns to each provider's CAEP accreditation cycle. The ADE will provide the audit reports to the PLSB.

9.05 The ADE shall notify an institution of higher education of the ADE's audit findings that an educator preparation program does not comply with the audit criteria. After receiving the ADE's audit findings and recommendations, the institution shall:

9.05.1 Within two (2) full semesters of receiving the audit findings and recommendations, provide to the ADE for its review and approval a plan to bring the institution's programs into compliance with the audit recommendations; and

9.05.2 By the end of the next full academic year following the date of plan approval, submit documentation of compliance with the plan implementation to the Professional Licensure Standards Board.

9.06 With the assistance of the ADE and the Department of Higher Education, the PLSB shall review the audits.

9.07 If an institution of higher education does not bring its program into compliance with audit recommendations, the PLSB shall submit a recommendation to the State Board for discontinuance of the authority of the institution to offer the program, and shall provide notice to the institution of the recommendation.

9.08 The institution may request a hearing before the State Board on the recommendation by providing a written request to the PLSB within thirty (30) days of receiving the notice from the PLSB.

9.08.1 The written request for a hearing shall be accompanied by the institution's written objections to the recommendation and any evidence the institution will present to the State Board.

9.08.2 At the hearing, each party will have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the representative of the PLSB. The Chairperson of the State Board

may for good cause shown and upon the request of either party allow either party additional time to present their opening statements.

9.08.3 Each party will be given twenty (20) minutes to present their case, beginning with the representative of the PLSB. The Chairperson of the State Board may for good cause shown and upon the request of either party allow either party additional time to present their case.

9.08.4 Every witness giving oral testimony must be sworn under oath by the court reporter and shall be subject to direct examination and cross examination of the other party, and questioning by the State Board.

9.08.5 For the purposes of the record, documents offered during the hearing by a party shall be clearly marked with the party's name and numbered in sequential, numeric order (1, 2, 3).

9.08.6 The PLSB shall have the burden of proving by a preponderance of the evidence that cause for the action exists and that the State Board should adopt the recommendation for discontinuance of the authority of the institution to offer the program.

9.08.7 While the scope of each party's presentation ultimately lies within the State Board Chairperson's discretion, case presentation should be arranged in such a way as to avoid redundant testimony.

9.08.8 After both parties have presented their cases, the State Board may allow each party to present limited rebuttal testimony.

9.08.9 After making its decision, the State Board shall reduce its decision to writing and shall mail copies of the decision to each party.

9.08.10 The State Board's written decision shall constitute the final agency action for purposes of judicial review pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

Proposed Arkansas Department of Education
Policies Governing Educator Preparation Program Approval

Summary

Purpose: The proposed changes to the Arkansas Department of Education Policies for Educator Preparation Program Approval are made:

- To reflect recent amendments to the Rules Governing Educator Licensure and remove provisions duplicated in those rules;
- To comply with legislative intent;
- To reflect the transition of accreditation from National Council for Accreditation of Teacher Education (NCATE) to the Council for the Accreditation of Educator Preparation (CAEP);
- To provide a clear basis for the statutorily required audits of educator preparation programs under Ark. Code Ann. § 6-17-422;
- To remove unnecessary barriers and allow institutions of higher education to innovate and update programs to meet current needs for teachers and students in Arkansas public schools; and
- To make technical corrections to the rule.

Highlights of the revisions include:

- The name of the rule is changed to a shorter name that reflects the statutory basis for the policies.
- Language has been revised throughout the rule to transition from NCATE accreditation terminology to CAEP accreditation terminology.
- **Section 4.02** adds "national" accrediting agency, which will allow the institution of higher education to be regionally OR nationally accredited.

  Rationale: Acts 292, 865, and 1090 indicated that it is the intent of the legislature that institutions be allowed to be nationally or regionally accredited.

- **Sections 5.01.2 and 5.01.3** were deleted and incorporated in a new **Section 9.0**.
- **Section 6.03** and its subdivisions are deleted to remove Specialized Professional Association accreditation as a substitute for state approval. This deletion also removes a provision for placing a program on inactive status, as CAEP accreditation will control this.
- **Section 6.04** is added due to the deletion of old Sections 8.0 and 10.0.

- **Sections 7.02, 7.03, 7.04, and 7.06** remove the number of semester hours and instead program approval will be determined by an analysis of how the program prepares candidates for the competencies expected. Section 7.04

  Rationale: Having a designated number of semester hours or "seat time" does not necessarily ensure quality. This will give programs flexibility for course and program design, but programs will be held accountable for meeting state-approved standards.

- **Section 7.05** is added to cover the licensure areas of library media specialist, reading specialist, and guidance and school counselors, as these areas were previously inadvertently omitted from these policies. The Specialized Professional Association that provides national recognition for these programs allows each state to determine whether a master's degree is required. Therefore, Arkansas has included that requirement.

- **Section 7.06** (see above)

- **Section 7.07** is amended because these standards have recently undergone revision and new leadership standards will be submitted for State Board approval soon, but not before these rules are submitted for public comment.

- **Section 7.08.1.4** is added to cover the 4-12 licensure area, previously inadvertently omitted.

- **Section 7.08.3** is added to place the provisions of old Section 7.08.8 in a more appropriate place in the policies; therefore, old Section 7.08.8 is deleted.

- **Section 7.09** clarifies that this provision relates to recommending candidates for licensure, not identifying them as "completers", as that is a term of art for Title II and other purposes.

- **Section 8.05** removes the number of semester hours and instead program approval will be determined by an analysis of how the program prepares candidates for the competencies expected. Having a designated number of clock hours does not always ensure quality. This will give programs flexibility for course design, but will ensure that candidates will have quality preparation.

- **Old Sections 8.0 and 10.0** have been removed. They were specifically for candidates and are included in the *ADE Rules Governing Educator Licensure*. These policies should focus on the education preparation programs and be usable as the basis for audit criteria.

- **Old Section 11.0** regarding program accountability is also removed as it is not needed during the transition to CAEP. In addition, new audit procedures are being developed for compliance with statutory audit requirements.

- **New Section 9.0** is added to accurately reflect the current accountability provisions for educator preparation program approval by the ADE and PLSB. The provisions reflect what will happen when approval or accreditation is discontinued. It also reflects the changes in audit provisions in Ark. Code Ann. § 6-17-422 (Act 1090). New provisions were included for a State Board hearing process when an institution of higher education challenges a PLSB recommendation to the State Board for removal of authority to offer a program.

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Arkansas Department of Education
Rules Governing Eligibility and Financial Incentives For
National Board For Professional Teaching Standards
Candidacy and Certification Program
_____, 2016

1.00 Regulatory Authority

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the National Board for Professional Teaching Standards Program (NBPTS Program).

1.02 These rules are enacted under the State Board of Education's authority pursuant to Ark. Code Ann. §§6-11-105, 6-17-412, and 6-17-413.

2.00 Purpose

2.01 To improve student learning by strengthening teaching and to encourage teachers to participate in and complete NBPTS certification by authorizing the Department to pay the program component costs for NBPTS candidacy and certification and incentive bonuses to participants and by establishing eligibility requirements.

2.02 To outline the establishment of a support program for NBPTS.

2.03 To establish the mechanism for the selection of teacher participants.

3.00 Definitions

For the purposes of these rules, the following terms shall mean:

3.01 **"Classroom setting"** for purposes of candidacy means full-time assignment to an Arkansas public school building or buildings in which a teacher works directly with a student or students and for purposes of any bonus under these rules means full-time assignment to a setting in a school building(s) or other instructional settings cited in Section 3.02.1 where an NBCT is directly involved in the instructional process by teaching children, by facilitating the instructional process through work with building teachers in classrooms, or by serving in the role of building-level administrator.

3.02 **"Classroom teacher"** means a person employed with an educational entity full-time, as verified by the educational entity under Section 8.00 of these rules, who is

required to hold a standard teaching license from the Department, and who is engaged directly in instruction with students in a *classroom setting* for more than seventy percent (70%) of the individual's contracted time.

3.02.1 The 70% may include time spent in the following types of service or positions:

3.02.1.1 Regularly scheduled instructional preparation time during the regular school day;

3.02.1.2 A maximum of one period per day service as an instructional department chair;

3.02.1.3 Service as a master teacher in an Arkansas public school or public charter school;

3.02.1.4 Service as a mentor to a novice teacher;

3.02.1.5 Participation in State Board approved teaching excellence programs such as Arkansas Teacher of the Year;

3.02.1.6 Employment by an educational service cooperative when the teacher provides direct student services for a collaborative of school districts in public school buildings and other instructional settings throughout the cooperative area; and

3.02.1.7 Instructional positions such as library/media specialist, school guidance counselor, literacy specialist, math specialist or others for whom NBPTS certificates specifically exist.

3.02.2 District curriculum administrators and program administrators are eligible for the payment of National Board fees and bonuses provided that they: (1) hold a standard teaching license from the Department; (2) are engaged directly in instruction in a *classroom setting* for more than seventy percent (70%) of their contracted time as set forth above; and (3) provide to the Department the verification under Section 8.01 of these Rules that they fulfill the foregoing requirements.

3.03 **"Complete the certification process"** means the official NPBTS recognition as a National Board Certified Teacher.

3.04 **"Department"** means the Arkansas Department of Education.

3.05 **"Educational entity"** means an Arkansas public school, public charter school, or

education service cooperative.

3.06 **"Full-time"** means employed under contract with an educational entity for a full day each day of the contract for the school year in a qualifying position under Sections 3.01 and 3.02 of these rules, and as verified under Section 8.01.

3.07 **"Initial certification"** means the ten-year period following the first certificate awarded to a NBCT. After the NBPTS begins issuing five-year certificates, initial certification will include the first five (5) years of certification and the first sequential five-year renewal.

3.08 **"National Board for Professional Teaching Standards" or "NBPTS"** means the independent board which reliably identifies and certifies teachers who meet advanced standards and certifications by effectively enhancing student learning and demonstrating the high level of knowledge and skills, dispositions, and commitments reflected in the NBPTS core propositions.

3.09 **"NBCT"** means National Board Certified Teacher, as designated by the NBPTS.

3.10 **"NBPTS Program"** means the state program for funding NBCT candidates under these rules.

3.11 **"NBPTS Program Advisory Committee"** or **"Advisory Committee"** is a ten-member team of three (3) National Board Certified Teachers, three (3) National Board facilitators, and four (4) educational administration or business representatives, to include one (1) Department staff member, which will advise the Department on policy issues, assist in the support system, and select candidates based on relevant criteria when all candidates cannot be funded; such criteria to be established by the Advisory Committee in accordance with law and with final review and approval by the State Board.

3.12 **"State Board"** means the Arkansas State Board of Education.

3.13 **"Starting bonus"** means a one-time payment in the amount of $5,000 given during the school year in which an individual first obtains National Board certification. This provision shall apply only to the extent that necessary funds are appropriated to the Department.

3.14 **"Support program for candidates"** means a comprehensive process of technical assistance provided to program applicants to ensure successful program completion, as Ark. Code Ann. §6-17-413 allows.

3.15 **"Three (3) continuous years"** means the three-year period following certification that includes the year of certification and the two (2) years immediately following certification.

3.16 **"Three (3) years of teaching in the Arkansas public school system,"** as required for state support of candidacy, is credited beginning no earlier than the year in which a first-time license to teach in an Arkansas public school is issued.

3.17 **"Yearly bonus"** means a payment in the amount $5,000 that a NBCT receives annually under Section 6.02. This provision shall apply only to the extent that necessary funds are appropriated to the Department.

4.00 Selection Process and Requirements for NBPTS Program Support

4.01 Qualified NBPTS Program applicants will establish eligibility for state funding of NBPTS Program components by:

4.01.1 Successfully completing the official application process established by the Department;

4.01.2 Never having received any prior state funding for participation in a certification area in the NBPTS Program;

4.01.3 Verifying at least three (3) years of teaching in the Arkansas public school system, a current standard Arkansas teaching license, and current full-time employment as an Arkansas public school *classroom teacher* in a *classroom setting*; and

4.01.4 Teaching in an area that correlates to an available and suitable National Board certificate area.

4.02 When candidate demands exceed funding availability, the Advisory Committee will review and recommend to the Department an appropriate number of candidates to be funded.

5.00 Payment of Component Costs for NBPTS Candidacy and Certification

5.01 Provisions of this Section 5.00 apply only to the extent that necessary funds are appropriated and available to the Department.

5.02 The Department shall pay the cost of the selected candidate's initial NBPTS program components and up to three (3) days of school release time to qualified teacher applicants under one of the following options:

5.02.1 **Option 1:** A candidate may complete the full application process for state support that includes meeting the minimum application score established by the Advisory Committee and approved by the State Board.

5.02.2 **Option 2:** A candidate may pay for the cost of the first certification component and within sixty (60) days after the candidate passes the submitted component, may apply to the Department for reimbursement of that cost and for state support of the remaining certification components.

5.03 The candidate is responsible for payment of the NBPTS application fee and for any retake fees.

5.04 A candidate who receives state support is subject to the repayment provisions of Section 7.00 of these rules.

6.00 Payment of Bonuses for NBCT Certification

6.01 The Department shall pay a *starting bonus* in the first year of *initial certification* for a candidate selected under Section 4.00 of these rules.

6.02 The Department shall pay a *yearly bonus* for each of the remaining years of *initial certification* (as defined in Section 3.07).

6.03 The yearly bonus will be paid to an NBCT who:

6.03.1 Is employed according to Sections 3.01 and 3.02 of these rules;

6.03.2 Is currently employed full-time as a building-level administrator in an Arkansas educational entity;

6.03.3 Is currently employed full-time in an ADE-approved teacher preparation program at an institution of higher education after:

6.03.3.1 Receiving National Board certification on or after August 1, 2009; and

6.03.3.2 Working full-time for an Arkansas educational entity for a minimum of three (3) years with National Board certification as a *classroom teacher* or building-level administrator;

6.03.4 Moves into the state, registers with the NBPTS program, and meets the remaining qualifications for employment under these rules; or

6.03.5 Is an Arkansas-licensed teacher who personally pays all expenses of NBPTS candidacy, becomes a NBCT, registers with the NBPTS

program, and meets the remaining qualifications for employment under these rules.

6.04 After the effective date of these rules, a yearly bonus will be paid in the remaining years of a **renewed ten-year certificate** based only on the following:

6.04.1 The NBCT:

6.04.1.1 Completed a submission for renewal to NBPTS before June 1, 2016, and was renewed; and

6.04.1.2 Meets the requirements of 6.03; and

6.04.2 Subject to Section 10.0, for a maximum of five (5) years, as shown below:

	Yearly Bonus Available in Year:				
Number of years remaining on a renewed 10-yr certificate:	2017	2018	2019	2020	2021
5 or more	$ 5,000	$ 4,000	$ 3,000	$ 2,000	$ 1,000
4	$ 5,000	$ 4,000	$ 3,000	$ 2,000	$ -0-
3	$ 5,000	$ 4,000	$ 3,000	$ -0-	$ -0-
2	$ 5,000	$ 4,000	$ -0-	$ -0-	$ -0-
1	$ 5,000	$ -0-	$ -0-	$ -0-	$ -0-

6.05 A bonus payment or any increase in a bonus payment shall not be made retroactively.

6.06 Bonuses shall be paid thirty (30) days prior to the closing of the fiscal year.

7.00 Repayment of State Funds for NBPTS Program

7.01 Repayment of state funds for the NBPTS Program is required if a recipient:

7.01.1 Does not complete the certification process within three (3) years after the Department accepts the recipient's application under Option 1 or within two (2) years after the Department accepts the recipient's application under Option 2; or

7.01.2 After receiving state funds under these rules, is not an Arkansas *classroom teacher* or building-level administrator for the three (3)

continuous school years after achieving initial NBCT status.

7.02 A candidate required to repay funds under Section 7.01 may seek a waiver from the State Board of that requirement under the following circumstances:

7.02.1 Death or disability of the teacher; or

7.02.2 Other serious extenuating circumstances and/or health related problems verified by a licensed physician as may be recognized by the State Board.

7.03 The State Board may revoke a teaching license for failure to repay state funds.

8.00 Support Program for Teachers Selected to Participate in the NBPTS Program

8.01 The State Board will establish a support program for candidates selected to participate in the NBPTS Program that provides technical assistance to program applicants to ensure successful program completion.

8.02 The support program includes:

8.02.1 Establishing a variety of support opportunities such as annual pre-candidacy orientations, regular meetings of participants, telephone/email contact with facilitators and NBCTs, and Department intervention with NBPTS if necessary;

8.02.2 Providing information on the support program on the Department web site; and

8.02.3 Providing other assistance determined to be necessary by the Department.

9.00 Monitoring for the NBPTS Program

9.01 The educational entity that employs a NBCT must verify to the Department annually the employment status of the NBCT for each year of the life of the certificate under 6.02.

9.02 A person shall not receive any bonus under these rules if the person:

9.02.1 Leaves the full-time employment of an Arkansas educational entity in a qualifying position under Sections 3.01 and 3.02;

9.02.2 Becomes employed as a district-level central office administrator;

9.02.3 Is employed by an Arkansas institution of higher education and does not meet the requirements as defined in Section 5.05.2 of these rules;

9.02.4 Is employed by an education service cooperative and does not teach in a classroom with students as defined in Sections 3.01 and 3.02 of these rules; or

9.02.5 Is receiving a financial incentive under the Department's Rules Governing Eligibility and Financial Incentives for the Arkansas Leadership Academy Master Principal Program.

10.00 Funding for NBPTS Candidacy and Certification

10.01 Provisions of these rules and Ark. Code Ann. §§6-17-412 and 6-17-413 apply only to the extent that funds are appropriated and available to the Department to pay for these provisions.

10.02 Available funds for the NBPTS Program are expended in this order of priority: (a) *starting bonuses* and *yearly bonuses*; (b) fees for the NBPTS candidacy and certification program components; (c) necessary program expenses; (d) support system expenses, and (e) bonuses paid under Section 6.04.

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Arkansas Department of Education
Rules Governing Eligibility and Financial Incentives For
National Board for Professional Teaching Standards
Candidacy and Certification Program
~~September 2010~~
_____, 2016

1.00 Regulatory Authority

1.01 These rules shall be known as the Arkansas Department of Education ~~(Department)~~ Rules Governing the National Board for Professional Teaching Standards Program (NBPTS Program).

1.02 These rules are enacted under the State Board of Education's ~~(State Board)~~ authority pursuant to Ark. Code Ann. §§6-11-105, 6-17-412, and 6-17-413.

2.00 Purpose

2.01 To improve student learning by strengthening teaching and to encourage teachers to participate in and complete NBPTS certification by authorizing the Department to pay ~~full tuition~~ the program component costs for NBPTS candidacy and certification and incentive bonuses to participants and by establishing eligibility requirements.

2.02 To outline the establishment of a support program for NBPTS~~, and~~.

2.03 To establish the mechanism for the selection of teacher participants~~, as determined by the amount of funding available for the program~~.

3.00 Definitions [These have been renumbered in alphabetical order of the term]

For the purposes of these rules, the following terms shall mean:

~~3.01 "Completion of the certification process" will be defined as officially being recognized as a National Board Certified Teacher (NBCT) by the NBPTS.~~Moved to 3.03

3.01 **"Classroom setting"** for purposes of candidacy means full-time assignment to an Arkansas public school building or buildings in which a teacher works directly with a student or students and for purposes of any bonus under these rules means full-time assignment to a setting in a school building(s) or other instructional settings cited in Section 3.02.1 where an NBCT is directly involved in the

instructional process by teaching children, by facilitating the instructional process through work with building teachers in classrooms, or by serving in the role of building-level administrator.

3.02 **"Classroom teacher"** means a person employed with an educational entity full-time, as verified by the educational entity under Section 8.00 of these rules, who is required to hold a standard teaching license from the Department, and who is engaged directly in instruction with students in a *classroom setting* for more than seventy percent (70%) of the individual's contracted time.

3.02.1 The 70% may include time spent in the following types of service or positions:

3.02.1.1 Regularly scheduled instructional preparation time during the regular school day;

3.02.1.2 A maximum of one period per day service as an instructional department chair;

3.02.1.3 Service as a master teacher in an Arkansas public school or public charter school;

3.02.1.4 Service as a mentor to a novice teacher;

3.02.1.5 Participation in State Board approved teaching excellence programs such as Arkansas Teacher of the Year;

3.02.1.6 Employment by an educational service cooperative when the teacher provides direct student services for a collaborative of school districts in public school buildings and other instructional settings throughout the cooperative area; and

3.02.1.7 Instructional positions such as library/media specialist, school guidance counselor, literacy specialist, math specialist or others for whom NBPTS certificates specifically exist.

3.02.2 District curriculum administrators and program administrators are eligible for the payment of National Board fees and bonuses provided that they: (1) hold a standard teaching license from the Department; (2) are engaged directly in instruction in a *classroom setting* for more than seventy percent (70%) of their contracted time as set forth above; and (3) provide to the Department the verification under Section 8.01 of these Rules that they fulfill the foregoing requirements.

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3.03 **"~~Completion of~~ Complete the certification process"** ~~will be defined as officially being recognized~~ means the official NPBTS recognition as a National Board Certified Teacher ~~(NBCT) by the NBPTS~~.

3.04 **"Department"** means the Arkansas Department of Education.

3.05 **"Educational entity"** means an Arkansas public school, public charter school, or education service cooperative.

3.06 **"Full-time"** means employed under contract with an educational entity for a full day each day of the contract for the school year in a qualifying position under Sections 3.01 and 3.02 of these rules, and as verified under Section 8.01.

3.07 **"Initial certification"** means the ten-year period following the first certificate awarded to a NBCT. After the NBPTS begins issuing five-year certificates, initial certification will include the first five (5) years of certification and the first sequential five-year renewal.

3.08 **"National Board for Professional Teaching Standards" or "NBPTS"** ~~will be defined as an~~ means the independent board which reliably identifies and certifies teachers who meet advanced standards and certifications by effectively enhancing student learning and demonstrating the high level of knowledge and skills, dispositions, and commitments reflected in the ~~following five~~ NBPTS core propositions~~:~~.

~~3.2.1 Teachers are committed to students and their learning.~~

~~3.2.2 Teachers know the subjects they teach and how to teach those subjects to students.~~

~~3.2.3 Teachers are responsible for managing and monitoring student learning.~~

~~3.2.4 Teachers think systematically about their practice and learn from experience.~~

~~3.2.5 Teachers are members of learning communities.~~

~~3.3 "A support program for candidates" is a comprehensive process of technical and financial assistance provided to program applicants to ensure successful program completion, as Ark. Code Ann. §6-17-413 allows.~~

3.09 **"NBCT"** means National Board Certified Teacher, as designated by the NBPTS.

3.10 **"NBPTS Program"** means the state program for funding NBCT candidates under these rules.

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3.11 **"~~The~~ NBPTS Program Advisory Committee"** or ~~(the~~ **"Advisory Committee"~~)~~ is a ~~ten (10)~~ ten-member team of three (3) National Board Certified Teachers, three (3) National Board facilitators, and four (4) educational administration or business representatives, to include one (1) Department staff member, which will advise the Department on policy issues, assist in the support system, and select candidates based on relevant criteria when all candidates cannot be funded; such criteria to be established by the Advisory Committee in accordance with law and with final review and approval by the State Board.

~~3.5 "Classroom teacher" means a teacher who is required to hold a standard teaching license from the Department and who is engaged directly in instruction with students in a classroom setting for more than seventy percent (70%) of the individual's contracted time, with that 70% allowed to include:~~ Moved to 3.02

~~3.5.1 Regularly scheduled instructional preparation time during the regular school day;~~

~~3.5.2 A maximum of one period per day service as an instructional department chair;~~

~~3.5.3 Service as a master teacher in a charter school;~~

~~3.5.4 Service as a mentor to a novice teacher;~~

~~3.5.5 Employment by an educational service cooperative when the teacher provides direct student services for a collaborative of school districts in public school buildings and other instructional settings throughout the cooperative area; and~~

~~3.5.6 Instructional positions such as library/media specialist, school guidance counselor, literacy specialist, math specialist or others for whom NBPTS certificates specifically exist.~~

~~3.5.7 District curriculum administrators and program administrators are eligible for the payment of National Board fees and bonuses provided that they: (1) hold a standard teaching license from the Department; (2) are engaged directly in instruction in a classroom setting for more than seventy percent (70%) of their contracted time as set forth above; and (3) provide to the Department written certification that they fulfill the foregoing requirements in accordance with Section 8.01 of these Rules.~~ Moved to 3.02

~~3.6 "Classroom setting" for purposes of candidacy means full-time assignment to a setting in a specific Arkansas public school building or buildings in which a teacher works directly with a student or students and for purposes of a starting or~~

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~~a yearly bonus means full-time assignment to a setting in a school building(s) or other instructional settings cited in §3.05.05 where an NBCT is directly involved in the instructional process by teaching children, by facilitating the instructional process through work with building teachers in classrooms, or by serving in the role of building administrator, or assistant building administrator.~~ Moved to 3.01

~~3.7 "Higher education eligibility" refers to teachers who have worked a minimum of three (3) years with National Board certification as a classroom teacher, building level principal or building level assistant principal in an Arkansas public school district before full time employment as a teacher in an accredited teacher preparation program at a state-sponsored institution of higher education.~~ Term is not used, but provision is incorporated in Section 6.03]

3.12 **"State Board"** means the Arkansas State Board of Education.

3.13 **"Starting bonus"** means a one-time ~~bonus~~ payment in the amount of $5,000 given during the school year in which an individual first obtains National Board certification. ~~The amount is $5,000.~~ This provision shall apply only to the extent that necessary funds are appropriated to the Department.

3.14 **"Support program for candidates"** means a comprehensive process of technical assistance provided to program applicants to ensure successful program completion, as Ark. Code Ann. §6-17-413 allows.

~~3.9 "Yearly bonus" means a bonus that a NBCT receives in each of years two (2) through ten (10) of the 10-year life of the certificate. The amount is $5,000. This provision shall apply only to the extent that necessary funds are appropriated to the Department.~~ Moved to 3.17 and amended.

3.15 **"Three (3) continuous years"** means the three-year period following certification that includes the year of certification and the two (2) years immediately following certification.

3.16 **"Three (3) years of teaching in the Arkansas public school system,"** as required for state support of candidacy, ~~shall be~~ is credited beginning no earlier than the year in which ~~the initial~~ a first-time license to teach in an Arkansas public school is issued.

3.17 **"Yearly bonus"** means a payment in the amount $5,000 that a NBCT receives annually under Section 6.02. This provision shall apply only to the extent that necessary funds are appropriated to the Department.

4.00 Selection Process and Requirements for NBPTS Program Support

4.01 Qualified NBPTS Program applicants will establish eligibility for state funding of

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NBPTS Program components by:

4.01.1 Successfully completing the official application process established by the Department;

4.01.2 Never having received any prior state funding for participation in a certification area in the NBPTS Program;

4.01.3 Verifying at least three (3) years of teaching ~~experience~~ in the Arkansas public school~~s~~ system ~~that can include the years following initial licensure~~, a current standard Arkansas teaching license, and current full-time employment as an Arkansas public school *classroom teacher* in a *classroom setting*; and

4.01.4 Teaching in an area that correlates to an available and suitable National Board certificate area.

4.02 When candidate demands exceed funding availability, the ~~NBPTS~~ Advisory Committee will review and recommend to the Department an appropriate ~~selection~~ number of candidates to be funded.

~~4.3 At the time that the National Board establishes a certification for school administrators and an Arkansas district-level central office administrator becomes national board certified, the district-level central office administrator will be eligible to receive incentive bonuses in the amount awarded to NBCTs for every year for the life of the NBPTS administrator's certificate.~~

~~4.4 Achieving NBCT status prior to renewal of the Arkansas standard teaching license satisfies professional development requirements for the one-year teaching license renewal period. The Department will supply the appropriate form to be submitted with the teaching license renewal documents.~~

~~4.4.1 Achieving a total score of 225 across all of the ten entries submitted to the NBPTS satisfies one-half of the professional development requirements for the period between the beginning and end of one renewal period.~~

5.00 Payment of ~~Fees and Bonuses~~ Component Costs for NBPTS Candidacy and Certification

5.01 Provisions of this Section 5.00 apply only to the extent that necessary funds are appropriated and available to the Department.

5.02 The Department shall pay ~~full tuition for~~ the cost of the selected candidate's initial NBPTS program components ~~initial participation fee, one retake entry fee,~~ and up

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to three (3) days of school release time to qualified teacher applicants ~~as funds are available~~ under one of the following options:

5.02.1 **Option 1:** A candidate may complete the full application process for state support that includes meeting the minimum application score established by the Advisory Committee and approved by the State Board.

5.02.2 **Option 2:** A candidate may pay for the cost of the first certification component and within sixty (60) days after the candidate passes the submitted component, may apply to the Department for reimbursement of that cost and for state support of the remaining certification components.

5.03 The candidate is responsible for payment of the NBPTS application fee and for any retake fees.

5.04 A candidate who receives state support is subject to the repayment provisions of Section 7.00 of these rules.

6.00 Payment of Bonuses for NBCT Certification

6.01 The Department shall pay a *starting bonus* in the first year of *initial certification* for a candidate selected under Section 4.00 ~~and a yearly retention bonus for each of the remaining nine years of the ten-year certificate to any NBCT who is employed in an Arkansas public school district (except as prescribed in Section 5.02.1) as a teacher in accordance with Section 3.05-3.06~~ of these rules.

6.02 The Department shall pay a *yearly bonus* for each of the remaining years of *initial certification* (as defined in Section 3.07).

6.03 ~~This~~ The yearly bonus will be paid to an NBCT who:

~~5.2.1 Eligible NBCTs participating in State Board approved teaching excellence programs such as Arkansas Teacher of the Year, or~~ Moved to 3.02.1.5

~~5.2.2 Any NBCT who has successfully completed the NBPTS certification as a classroom teacher and is employed in an Arkansas public school district as a building administrator or assistant building administrator, or~~

6.03.1 Is employed according to Sections 3.01 and 3.02 of these rules;

6.03.2 Is currently employed full-time as a building-level administrator in an Arkansas educational entity;

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6.03.3 Is currently employed full-time in an ADE-approved teacher preparation program at an institution of higher education after:

6.03.3.1 Receiving National Board certification on or after August 1, 2009; and

6.03.3.2 Working full-time for an Arkansas educational entity for a minimum of three (3) years with National Board certification as a *classroom teacher* or building-level administrator;

6.03.4 Moves into the state, registers with the NBPTS program, and meets the remaining qualifications for employment under these rules; or

6.03.5 Is an Arkansas-licensed teacher who personally pays all expenses of NBPTS candidacy, becomes a NBCT, registers with the NBPTS program, and meets the remaining qualifications for employment under these rules.

6.04 After the effective date of these rules, a yearly bonus will be paid in the remaining years of a **renewed ten-year certificate** based only on the following:

6.04.1 The NBCT:

6.04.1.1 Completed a submission for renewal to NBPTS before June 1, 2016, and was renewed; and

6.04.1.2 Meets the requirements of 6.03; and

6.04.2 Subject to Section 10.0, for a maximum of five (5) years, as shown below:

	Yearly Bonus Available in Year:				
Number of years remaining on a renewed 10-yr certificate:	2017	2018	2019	2020	2021
5 or more	$ 5,000	$ 4,000	$ 3,000	$ 2,000	$ 1,000
4	$ 5,000	$ 4,000	$ 3,000	$ 2,000	$ -0-
3	$ 5,000	$ 4,000	$ 3,000	$ -0-	$ -0-
2	$ 5,000	$ 4,000	$ -0-	$ -0-	$ -0-
1	$ 5,000	$ -0-	$ -0-	$ -0-	$ -0-

6.05 A bonus payment or any increase in a bonus payment shall not be made

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retroactively.

6.06 Bonuses shall be paid ~~to those described in Section 5.02.3 of these rules 30 days prior to the closing of the fiscal year only if funds are available after payments are made to those eligible under sections 5.02, 5.02.1, 5.02.2, and 5.03 of these rules~~ thirty (30) days prior to the closing of the fiscal year.

~~5.3 Any NBCT who moves into the state and teaches in an Arkansas public school classroom shall be eligible for the yearly bonus for every remaining year in the life of the NBPTS certificate; provided that the same bonus is available to a NBCT who moves into the state and assumes the position of building administrator or assistant building administrator in a public school district for the life of the NBPTS certificate.~~ Moved to 6.03.4

~~5.4 Available funds for NBPTS state activities support functions in this order of priority: (a) payment of bonus incentives; (b) initial fee payments; (c) necessary program expenses; (d) support system expenses; and (e) retake entry fees.~~ Moved to 10.02

~~5.5 No increase in the starting or yearly bonus is retroactive.~~ Moved to 6.05

~~5.6 The Department will issue a provisional or standard Arkansas teaching license in compatible areas to any National Board certified teacher, building-level principal, or building level assistant principal trained in and holding a valid license issued by a state other than Arkansas who moves to Arkansas, provided that the NBCT status is current at the time of license application and that the applicant passes the required criminal background check.~~

~~5.7 An Arkansas licensed teacher who personally pays the expenses of NBPTS candidacy and becomes a NBCT is eligible for a starting and yearly bonus under the same terms as a NBCT who achieves certification through state fee support.~~ Moved to 6.03.5

~~5.8 Provisions of Ark. Code Ann. §§6-17-412 and §§6-17-413 apply only to the extent that necessary funds are appropriated to the Department.~~ Moved to 5.01

7.00 Repayment of ~~Fees~~ State Funds for NBPTS Program

7.01 Repayment of state funds for the NBPTS Program is required if a recipient:

7.01.1 Does not complete the certification process within three (3) years after ~~entry~~ the Department accepts the recipient's application under Option 1 or within two (2) years after the Department accepts the recipient's application under Option 2; or

7.01.2 ~~Becomes a NBCT with the support of state funds, does not teach in an~~

~~Arkansas public school classroom in an Arkansas district for three (3) continuous school years or does not serve as a building-level administrator or building level assistant administrator for three (3) continuous years~~ After receiving state funds under these rules, is not an Arkansas *classroom teacher* or building-level administrator for the three (3) continuous school years after achieving initial NBCT status.

7.02 ~~Repayment of funds is not required if the candidate is forced to withdraw from candidacy due to~~ A candidate required to repay funds under Section 7.01 may seek a waiver from the State Board of that requirement under the following circumstances:

7.02.1 Death or disability of the teacher; or

7.02.2 Other serious extenuating circumstances and/or health related problems verified by a licensed physician as may be recognized by the State Board.

7.03 The State Board ~~can~~ may revoke a teaching license for failure to repay state funds.

8.00 Support Program for Teachers Selected to Participate in the NBPTS ~~Candidacy~~ Program

8.01 The State Board will establish a support program for ~~teachers~~ candidates selected to participate in the NBPTS Program that provides technical assistance to program applicants to ensure successful program completion.

8.02 The support program includes:

8.02.1 Establishing a variety of support opportunities such as annual pre-candidacy orientations, regular meetings of participants, telephone/email contact with facilitators and NBCTs, and Department intervention with NBPTS if necessary;

8.02.2 Providing information on the ~~NBPTS state~~ support program on the Department web site; and

8.02.3 Providing other assistance~~, if~~ determined to be necessary by the Department~~; and~~.

~~7.1.4 Designating Department staff to coordinate NBPTS activities at the state level.~~

~~7.2 Provisions of Ark. Code Ann. §§6-17-412 and 6-17-413 apply only to the extent that~~

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~~necessary funds are appropriated to the Department.~~

9.00 Monitoring for the NBPTS Program

9.01 The ~~local public school district~~ educational entity that employs a NBCT must verify to the Department annually the employment status of ~~that teacher~~ the NBCT for each year of the ~~ten-year~~ life of the certificate under 6.02 and 6.03.

9.02 A person shall not receive ~~either a starting bonus or a yearly bonus~~ any bonus under these rules if the person:

9.02.1 Leaves the full-time employment of an Arkansas ~~public school district~~ educational entity in a qualifying position under Sections 3.01 and 3.02;

9.02.2 Becomes employed as a district-level central office administrator ~~(subject to the provisions of Section 4.03)~~;

9.02.3 Is employed by an Arkansas institution of higher education and does not meet the requirements as defined in ~~Sections 3.07 and 5.02.03~~ Section 5.05.2 of these rules; ~~or~~

9.02.4 Is employed by an education service cooperative and does not teach in a classroom with students as defined in Sections ~~3.05-3.06~~ 3.01 and 3.02 of these rules; or

9.02.5 Is receiving a financial incentive under the Department's Rules Governing Eligibility and Financial Incentives for the Arkansas Leadership Academy Master Principal Program.

10.00 Funding for NBPTS Candidacy and Certification

10.01 Provisions of these rules and Ark. Code Ann. §§6-17-412 and 6-17-413 apply only to the extent that funds are appropriated and available to the Department to pay for these provisions.

~~9.2 To the extent funds as provided for by Ark. Code Ann. §26-52-311(c) (3) (B) are available, such funds may be used to fund the "starting incentive bonus" and the "yearly incentive bonus" required in §§3.07 and 3.08 of these rules and required by Ark. Code Ann. §6-17-413.~~ § 26-52-311 has been repealed

10.02 Available funds for the NBPTS Program are expended in this order of priority: (a) *starting bonuses* and *yearly bonuses*; (b) fees for the NBPTS candidacy and certification program components; (c) necessary program expenses; (d) support system expenses, and (e) bonuses paid under Section 6.05. Moved from old 5.4

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Proposed Arkansas Department of Education
Rules Governing Eligibility and Financial Incentives For
National Board for Professional Teaching Standards
Candidacy and Certification Program

Summary

The proposed changes to the Arkansas Department of Education Rules Governing Eligibility and Financial Incentives for National Board for Professional Teaching Standards Candidacy and Certification Program are for the purpose of updating the rule.

Purpose:

The purpose in making the changes to these rules (as shown in the markup) is primarily to clarify the process by which applicants may become qualified for the appropriated funding, to ensure that legislative intent is followed, and to ensure that decisions for payments from the appropriated funding are prioritized. Also, the National Board is changing the way it issues certificates, for example – in 2017 it will begin issuing 5-year certificates, and will discontinue the renewal of 10-year certificates after 2020 (all will be renewed for five years). Therefore it is necessary to change the rules to provide for phasing out payments for renewals of 10-year certificates and add provisions for including the 5-year certificates and one renewal of a 5-year certificate, which will allow the payment of bonuses for a 10-year period.

In the process of making the substantive changes, technical changes were also made.

Technical changes:

- **Section 2.01** uses the correct terminology for what the program will pay for, which is not "full tuition".
- **Definitions section** – Arranges the definitions in alphabetical order and adds new definitions at 3.04, 3.05, 3.06, and 3.07, revised 3.08, adds 3.09, 3.10, and 3.12, and deletes one unused term.
- **Section 5.01** and throughout clarifies that all payments for NBCT candidacy and bonuses are subject to the availability of funds.
- Many other provisions are rewritten or reordered to make the rule easier to read and understand. Some redundancy is eliminated.

Substantive changes:

- **Section 3.07** defines "initial certification" to include an initial 10-year certificate and the new 5-year certificate plus the first 5-year renewal.
- **Section 5.01** clarifies that it is the NBPTS fees for the program components. The program does not pay for a candidate to retake an exam.

- **Section 5.02** provides options for candidates who either wish to complete a full application process to receive funding for program components from the outset, and an option for candidates who will pay for the cost of their first component and upon successful completion seek reimbursement for the costs.

  Rationale: Some candidates prefer to have the knowledge that they can be successful before seeking state funding, as they do not want to be subject to the repayment of funds if they are unsuccessful. This was a deterrent to some qualified candidates.

- **Section 5.03** is added to clarify that the applicant pays the NPBTS application fee.
- Beginning in **Section 6.01**, the proposed rule clarifies that all payments under this program are for the period of the initial certification.
- **Section 6.04** provides a specific schedule for phasing out bonus payments for the renewal of a ten-year certificate.

  Rationale: The changes in 6.01 and 6.04 reflect the legislative intent that NBCTs receive a bonus for the period of the initial 10-year certificate. Although in the past there have been bonus payments made beyond the initial 10-year period as funds were available, the number of NBCTs in Arkansas has increased to a level that renders the payment of bonuses during the renewal of a 10-year certificate unsustainable based on current funding levels.

- **Section 9.02.5** is added to eliminate double payments of financial incentives to an educator who is also receiving a financial incentive as a Master Principal.
- **Section 10.02** expresses the priority for the payment of appropriated and available funds.

National Board

Financial Projections

A Look at the Past

		(Renewals Began)							
	SFY07	SFY08	SFY09	SFY10	SFY11	SFY12	SFY13	SFY14	SFY
us Payments	$ 2,825,000	$ 2,870,000	$ 5,309,000	$ 6,650,000	$ 7,980,000	$ 9,330,000	10,695,000	11,590,000	$ 12,940
Payments:	565	574	1,062	1,330	1,596	1,866	2,139	2,318	
ndards Board - Payment	$ 727,500	$ 437,500	$ 607,500	$ 342,500	$ 497,500	$ 497,500	492,500	485,000	$ 456
pport Centers	$ 76,000	$ 85,100	$ 91,950	$ 91,043	$ 99,150	$ 95,358	95,000	92,064	$ 95
y***	$ 16,211	$ 15,237	$ 1,891	$ 30,202	$ 12,428	$ 15,694	13,972	10,524	$ 12
	$ 3,644,711	$ 3,407,837	$ 6,010,341	$ 7,113,745	$ 8,589,078	$ 9,938,552	11,296,472	12,177,588	$ 13,503

SFY = State Fiscal Year - July 1 - June 30
2 - SFY03 - NBPT Bonus Payments = $2,000 each
NBPTS Bonus Payments = $3,000 each
NBPTS Bonus Payments = $4,000 each
- SFY12 NBPTS Bonus Payments = $5,000 each
onal Standards Board - Payment - SFY06 - see SFY07 includes 2 payments
ostitute Pay - SFY10 includes SFY09

128 Renewals Funded Since 2008

79 New Renew

207 to renew

WHAT DOES THE "LAW" SAY REGARDING NATIONAL BOARD RENEWALS

- The law is silent regarding National Board Renewals.
- The law does state the following:
  - (ii) A teacher who holds national board certification on or after August 1, 2009, who moves into the state shall be eligible for the yearly incentive bonus of five thousand dollars ($5,000) for every school year the teacher is employed full time for the life of **the certificate** of the national board
  - Because of this wording, certificate renewals were paid the annual bonus for another 10 year cycle.
  - At the time the law was enacted, the initial term of a certificate was 10 years. A renewal was for another 10 years.
  - After speaking to some of those responsible for authoring the legislation, it was the intent that the bonus would only be paid for the initial 10-year certificate.

WHY the CONCERN?

6 PROJECTED		SFY17 PROJECTED		SFY18 PROJECTED
$13,075,000.00		$13,230,000.00		$16,480,900.00
2,615		2,646		3,296
$296,400.00		$475,000.00		$380,000.00
$140,292.00		$203,542.00		$95,000.00
$12,520.00		$20,000.00		$12,000.00
$13,524,212.00		$13,928,542.00		$16,967,900.00
lew Renewals ted; **323 Total wals Projected**		82 New Renewals Projected; **405 Total Renewals Projected**		216 possible renewals**;** **621 Total Renewals Projected** ** Projecting 200 new candidates*

National Board is given a $13,800,000 budget. Additional appropriations will need to be made to cover the 2017 projections and more for the 218 projections.

The large increase for SFY18 reflects the three years National Board used to change their curriculum. Candidates entering in the summer of 2014 are unable to certify until fall of 2017 and will not receive their first bonus until the spring of 2018. So three years of new candidates will all certify at once.

Components 1 & 2 became available in 2014; Component 3 in 2015 and Component 4 in Nov. of 2016. Candidates will submit in spring of 2017, pass or fail in Nov. 2017 and receive first payment in spring of 2018.

What do we do about the NBCTs currently receiving the 10 year renewal bonus?

- A sub-committee of the National Board Advisory Committee was convened to determine a solution. Below are the options suggested.
  - Continue to finish with those who have achieved the additional 10 year bonus and those who have submitted by June 1, 2016. This is not financially feasible.
  - Stop all 10 year renewals effective June 1, 2016. This option would be most disruptive to NBCTs.
  - Phase out the second 10-year renewal. All NBCTs with less than five years left on the renewal certificate would not receive any further bonuses after 1016. Those with five years or more would receive $5,000 1017; $4,000 1018; $3,000 2019; $2,000 2020 and $1,000 2021. This is the option the committee sees as best solution moving forward.

- Fiscal Year 2017 $ 40,000
- Fiscal Year 2018 $127,000
- Fiscal Year 2019 $245,000
- Fiscal Year 2020 $442,000
- Fiscal Year 2021 $797,000

How much will it save?

Savings are estimated based on projections

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING PUBLIC CHARTER SCHOOLS
~~**August 2014**~~ _____

1.00 REGULATORY AUTHORITY AND PURPOSE

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing Public Charter Schools.

1.02 The State Board of Education enacted these rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-23-101 et seq., 25-15-201 et seq., and ~~Act 509 of 2013~~ Acts 846 and 1200 of 2015.

2.00 LEGISLATIVE AND REGULATORY INTENT

2.01 It is the intent of the Arkansas General Assembly, and of these rules, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain public schools that operate independently from the existing structure of local school districts as a method to accomplish the following:

2.01.1 Improve student learning;

2.01.2 Increase learning opportunities for all students, with special emphasis on expanding learning experiences for students who are identified as low-achieving;

2.01.3 Encourage the use of different and innovative teaching methods;

2.01.4 Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;

2.01.5 Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system; and

2.01.6 Hold the schools established under this chapter accountable for meeting measurable student achievement standards.

Source: Ark. Code Ann. § 6-23-102

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3.00 DEFINITIONS

3.01 "Academic Eligibility" means qualified for selection or admission based upon academic performance.

3.02 "Adult education charter school" means a charter school for individuals at least nineteen (19) years of age that offers a high school diploma program and an industry certification program simultaneously to students. *Source: Act 1200 of 2015*

3.~~02~~03 "Affected School District" means each public school district from which an open-enrollment public charter school or adult education public charter school is expected to draw students for the purposes of enrollment; the public school district in which the open-enrollment public charter school or adult education public charter school will be located; and each public school district that is contiguous to the public school district in which the open-enrollment or adult education public charter school will be located.

3.~~03~~04 "Athletic Eligibility" means qualified for selection or admission based upon athletic performance or upon athletic eligibility requirements set forth by the Arkansas Activities Association.

3.~~04~~05 "Application" means the proposal by a public school district or eligible entity for obtaining conversion public charter school status, open-enrollment public charter school status, or ~~limited public~~ adult education charter school status. *Source: Ark. Code Ann. § 6-23-103(1)*

3.~~05~~06 "Authorizer" means an entity that authorizes a charter, which may be either the:

3.~~05~~06.1 Department of Education; or

3.~~05~~06.2 State Board of Education acting under Ark. Code Ann. § 6-23-703 and Section ~~10~~9.0 of these rules. *Source: Act 509 of 2013*

3.~~06~~07 "Average daily membership" means the total number of days of school attended plus the total number of days absent by students in kindergarten through grade twelve (K-12) during the first three (3) quarters of each school year divided by the number of school days actually taught in the school district during that period of time rounded up to the nearest hundredth. Open-enrollment public charter school students who are enrolled in a curriculum that fulfills the requirements established

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by the State Board of Education under the Standards for Accreditation of Arkansas Public Schools and School Districts may be counted for average daily membership. *Source: Current rule as modified by Ark. Code Ann. § 6-20-2303(3).*

3.~~07~~08 "Charter," or "charter contract" means a performance-based contract for an initial five-year period between the authorizer and an approved applicant for public charter school status that exempts the public charter school from state and local rules, regulations, policies, and procedures specified in the contract and from the provisions of Title 6 of the Arkansas Code specified in the contract. *Source: Ark. Code Ann. § 6-23-103(2).* The initial charter or charter contract may be renewed as set forth in these rules. For the purposes of these rules, the initial five-year period of a charter begins to run on the July 1 following approval of the charter unless otherwise specified by the authorizer. The period for any subsequent renewal of an initial charter shall begin to run on the July 1 following approval of the renewal.

3.~~08~~09 "Conversion public charter school" means a public school that has converted to operating under the terms of a charter approved by the local school board and the authorizer. *Source: Ark. Code Ann. § 6-23-103(3).*

3.~~09~~10 "Debt" means any financial obligation incurred by a public charter school which will not be paid in full within 365 days from the date on which the financial obligation is incurred. *Source: Current rule as modified herein.*

3.~~10~~11 "Eligible entity" means:

3.~~10~~11.1 A public institution of higher education;

3.~~10~~11.2 A private nonsectarian institution of higher education;

3.~~10~~11.3 A governmental entity; or

3.~~10~~11.4 An organization that:

3.~~10~~11.4.1 Is nonsectarian in its program, admissions policies, employment practices, and operations, and

3.~~10~~11.4.2 Has applied for tax-exempt status under § 501(c)(3) of the Internal Revenue Code of 1986. The eligible entity must

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obtain status as a tax-exempt organization under § 501 (c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Source: Ark. Code Ann. § 6-23-103(4).

3.~~11~~12 "Founding member" means any individual who is either:

3.~~11~~12.1 A member or an employee of the eligible entity applying for the initial charter for an open-enrollment public charter school; or

3.~~11~~12.2 A member of the initial governing nonadvisory board of the open-enrollment public charter school.

Source: Ark. Code Ann. § 6-23-103(5).

3.~~12~~13 "Letter of Intent" means a written notice submitted to the Department of Education Charter School Office that a public school district or an eligible entity intends to file a charter school application. The letter of intent shall be submitted by the established deadline on forms provided by the Department of Education. *Source: Current rule.*

~~3.13 "Limited Public Charter School" means a public school that has converted to operating under the terms of a limited public charter approved by the local school board and the authorizer. *Source: Ark. Code Ann. § 6-23-103(6).*~~

3.14 "License" means the authority granted by the authorizer to an already-existing open-enrollment or adult education public charter sponsoring entity for the purpose of establishing another open-enrollment or adult education public charter school(s) provided the applicant for a charter license(s) meets the following minimum conditions: (1) maintains an existing open-enrollment or adult education public charter school charter from the authorizer; and (2) meets the requirements of Section 6.05 of these rules. *Source: Current rule and Ark. Code Ann. § 6-23-304.*

3.15 "Local school board" means a board of directors exercising the control and management of a public school district. For the purposes of these rules, "local school board" also refers to the board of directors of a school district where a public charter school will be physically located. *Source: Current rule and Ark. Code Ann. § 6-23-103(7).*

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3.16 "Net assets" refers to the status of particular items upon the occurrence of the dissolution, nonrenewal, or revocation of the charter, with the purpose being to identify publicly-funded unencumbered assets as property of the state at that point. Specifically, "net assets" refer to any unencumbered asset for which public funds were spent. *Source: Attorney General Opinion No. 2007-204*

3.17 "Open-enrollment public charter school" means a public school that:

3.17.1 Is operating under the terms of a charter granted by the authorizer on the application of an eligible entity;

3.17.2 May draw its students from any public school district in this state; and

3.17.3 Is a local educational agency under the Elementary and Secondary Education Act of 1965, 20 U.S.C. § 7801, as it existed on April 10, 2009.

3.17.4 "Open-enrollment public charter school" also possesses the same meaning as given the term "charter school" in the Elementary and Secondary Education Act of 1965, 20 U.S.C. § 7221i, as it existed on April 10, 2009.

Source: Ark. Code Ann. § 6-23-103(8).

3.18 "Parent" means any parent, legal guardian, or other person having custody or charge of a school-age child. *Source: Ark. Code Ann. § 6-23-103(9).*

3.19 "Public school" means a school that is part of a public school district under the control and management of a local school board. *Source: Ark. Code Ann. § 6-23-103(10).*

3.20 "Public charter school" means a conversion public charter school, an open-enrollment public charter school, or ~~a limited public~~ an adult education charter school. *Source: Ark. Code Ann. § 6-23-103(11).*

3.21 "Sectarian" means of or relating to a particular religious sect. Source: Black's Law Dictionary, 8th Ed., 2004.

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3.22 "Short-term Line of Credit" means any financial obligation or obligations incurred by a public charter school as the result of an agreement by a lender or potential creditor to advance funds of ten thousand dollars ($10,000.00) or more in the form of:

3.22.1 A loan (or combination of loans) that is payable in full in less than three hundred sixty-five (365) days from the date on which the financial obligation is incurred; or

3.22.2 A loan (or combination of loans) that does not define a date certain at which the loan is payable in full.

4.00 RULES APPLICABLE TO ALL PUBLIC CHARTER SCHOOLS

4.01 Charter Form for Public Charter Schools – Requirements – Revision

4.01.1 A charter for a public charter school shall:

4.01.1.1 Be in the form of a written contract signed by the Commissioner of Education and the chief operating officer of the public charter school;

4.01.1.2 Satisfy the requirements of Title 6, Chapter 23 of the Arkansas Code and of these rules; and

4.01.1.3 Ensure that the information required under Ark. Code Ann. § 6-23-404 is consistent with the information provided in the application and any modification that the authorizer may require.

4.01.2 Any revision or amendment of the charter for a public charter school may be made only with the approval of the authorizer.

Source: Ark. Code Ann. § 6-23-104

4.02 Authorizer Hearing Notice Requirements

4.02.1 For applications for a public charter school, the public charter school applicant shall submit its application according to a schedule set forth by the State Board of Education.

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4.02.2 For renewal requests for a public charter school, the public charter school applicant shall submit its renewal request according to a schedule set forth by the State Board of Education.

4.02.3 Requests seeking amendments to current charters will be heard at the authorizer meetings in February and October of each year.

4.02.4 For requests seeking authorizer approval for a change in the physical location of a public charter school, the public charter school applicant shall submit such request not later than thirty-five (35) days prior to the date of the authorizer meeting at which the request will be heard. For open-enrollment or adult education public charter schools, each such request shall be contemporaneously sent by the applicant to the superintendent of the local school district in which the public charter school is located.

4.02.4.1 For the purposes of these rules, a change in the physical location of a public charter school means a relocation of a public charter school from its present location.

4.02.4.2 Requests for a change in the physical location of a public charter school shall include maps of the present and proposed future locations of the charter school, and shall identify the local public school district in which the proposed future location will be located.

4.02.4.3 Not later than seven (7) days after receipt of the request to change the physical location of a public charter school, the Commissioner of Education may, in writing, require the public charter school, the local school district and the Department of Education to submit additional information, including without limitation a desegregation analysis, concerning the proposed change in the physical location of the public charter school. Should the Commissioner of Education require the submission of such additional information, he or she shall modify the deadlines contained in Sections 4.04.4, 4.04.5, 4.04.6 of these rules accordingly.

4.02.5 For requests seeking authorizer approval for other amendments to a public school charter, the public charter school applicant shall submit such

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request not later than thirty-five (35) days prior to the date of the authorizer meeting at which the request will be heard. For open-enrollment public charter schools, each such request shall be contemporaneously sent by the applicant to the superintendent of the local school district in which the public charter school will be located.

4.02.6 For requests seeking authorizer approval for licenses for an existing open-enrollment or adult education public charter school, the open-enrollment or adult education public charter school applicant shall submit such request for license not later than thirty-five (35) days prior to the date of the authorizer meeting at which the request will be heard. Each such request shall be contemporaneously sent by the applicant to the superintendent of the local school district in which the public charter school will be located.

4.02.7 Under circumstances involving imminent peril to the health, welfare, or safety of students, or under circumstances that may negatively impact the continuation of educational services offered by the public charter school, and upon written request from the public charter school, the Commissioner of Education or his or her designee may waive the requirements set forth in Sections 4.02.3 through Sections 4.02.6 of these rules. The decision of whether to grant such a waiver is within the sole discretion of the Commissioner of Education or his or her designee. If the Commissioner of Education, or his or her designee, grants such a waiver, he or she shall also adjust the resulting deadlines for local school districts and Department of Education staff contained in Sections 4.04.5 and 4.04.6 of these rules.

4.03 Basis and Procedure for Public Charter School Probation or Charter Modification, Revocation or Denial of Renewal

4.03.1 The authorizer may place a public charter school on probation or may modify, revoke, or deny renewal of its charter if the authorizer determines that the persons operating the public charter school:

4.03.1.1 Committed a material violation of the charter, including failure to satisfy accountability provisions prescribed by the charter;

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4.03.1.2 Failed to satisfy generally accepted accounting standards of fiscal management;

4.03.1.3 Failed to comply with this Title 6, Chapter 23 of the Arkansas Code or other applicable law or regulation; or

4.03.1.4 Failed to meet academic or fiscal performance criteria deemed appropriate and relevant for the public charter school by the authorizer.

4.03.1.5 Pursuant to the federal mandate contained in P.L. 111-117, 123 Stat. 3264, the authorizer will consider increases in student academic achievement for all groups of students described in Section 1111 (b)(2)(C)(v) of the Elementary and Secondary Education Act as a primary factor in determining whether to non-renew or revoke a public charter school's charter. However, any one of the circumstances listed in Sections 4.03.1.1 through 4.03.1.4 of these rules may be reason enough to non-renew or revoke a public charter school's charter.

4.03.2 Any action the authorizer may take under Ark. Code Ann. § 6-23-105 and Section 4.02 of these rules shall be based on the best interests of the public charter school's students, the severity of the violation, and any previous violation the public charter school may have committed.

4.03.3 The authorizer's procedures for placing a public charter school on probation or modifying, revoking, or denying renewal of the school's charter can be found in these rules as follows:

4.03.3.1 Conversion public charter schools: Sections 5.06 and 5.07

4.03.3.2 Open-enrollment public charter schools: Sections 6.23 and 6.24

4.03.3.3 Adult Education public charter schools: Sections 10.15 and 10.16

~~4.03.3.3 Limited public charter schools: Section 7.12~~

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4.03.4 There is no further right of appeal beyond the determination of the authorizer except as set forth in Sections ~~9~~8.00 and ~~10~~9.00 of these Rules.

4.03.5 The Arkansas Administrative Procedure Act, § 25-15-201 et seq., shall not apply to any hearing concerning a public charter school.

Source: Ark. Code Ann. § 6-23-105.

4.04 Impact on School Desegregation Efforts

4.04.1 The applicants for a public charter school, the local school board for the district in which the proposed public charter school would be located, and the authorizer shall carefully review the potential impact of an application for a public 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.

4.04.2 The authorizer shall 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.

4.04.3 The authorizer shall not approve any public charter school under Title 6, Chapter 23, 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.

4.04.4 A public charter school or applicant shall provide to the Department of Education, with a copy to the local school board for the school district in which the public charter school is or will be located, a desegregation analysis carefully reviewing the potential impact of the public charter school's application or request 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:

4.04.4.1 In its application for a public charter school charter;

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4.04.4.2 In its renewal request for its existing public charter school charter;

4.04.4.3 In its request to change the physical location of its existing charter school if required by the Commissioner of Education in accordance with Section 4.02.3 of these rules;

4.04.4.4 In any request to amend its existing charter to increase its enrollment cap or add grade levels; and

4.04.4.5 For an existing open-enrollment public charter school, in any request for a license.

4.04.5 The local school board of the school district in which the proposed public charter school is or will be located may provide to the Department of Education, with a copy to the public charter school or applicant, a desegregation analysis carefully reviewing the potential impact of an application for a public charter school, or a request under Section 4.04.4 above, 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:

4.04.5.1 Not later than twenty (20) days prior to the authorizer's consideration of an application of a public charter school;

4.04.5.2 Not later than twenty (20) days prior to the authorizer's consideration of a proposed renewal of a public charter school;

4.04.5.3 Not later than twenty (20) days prior to the authorizer's consideration of a change in the physical location of a public charter school if required by the Commissioner of Education in accordance with Section 4.02.3 of these rules;

4.04.5.4 Not later than twenty (20) days prior to the authorizer's consideration of a proposed amendment to a public charter that includes an increased enrollment cap or the addition of grade levels; and

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4.04.4~~5~~5.5 Not later than twenty (20) days prior to the authorizer's consideration of a proposed license for an existing open-enrollment public charter school.

4.04.5.6 Failure of the local school board of the district in which the proposed public charter school will be located to submit to the Department of Education a desegregation analysis as set forth above shall result in a waiver of the local school board's right to submit such a desegregation analysis to the authorizer.

4.04.6 In accordance with Section 4.04 of these rules, the Department of Education staff shall submit to the authorizer, with copies to the public charter school or applicant and the local school board of the school district in which the public charter school is or will be located, a desegregation analysis:

4.04.6.1 Not later than ten (10) days prior to the authorizer's consideration of an application of a public charter school;

4.04.6.2 Not later than ten (10) days prior to the authorizer's consideration of a proposed renewal of a public charter school;

4.04.6.3 Not later than ten (10) days prior to the authorizer's consideration of a change in physical location of a public charter school if required by the Commissioner of Education in accordance with Section 4.02.3 of these rules;

4.04.6.4 Not later than ten (10) days prior to the authorizer's consideration of a proposed amendment to a public charter that includes an increased enrollment cap or the addition of grade levels;

4.04.6.5 Not later than ten (10) days prior to the authorizer's consideration of a proposed license for an existing open-enrollment public charter school; and

4.04.6.~~5~~6 At any other time as directed by the authorizer or the Commissioner of Education.

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4.04.6.~~6~~7 The Department of Education's desegregation analysis will include as attachments the desegregation analyses provided by the applicant or public charter school and the local school board in which the public charter school is or will be located.

Source: Ark. Code Ann. § 6-23-106.~~.~~

4.05 Observance of Anti-Discrimination Laws

4.05.1 All public charter schools shall observe and comply with all anti-discrimination laws, both federal and state, except where otherwise exempted under federal charter school law.

4.05.2 All public charter schools are responsible for meeting the requirements of the Individuals with Disabilities Act (IDEA) and these rules.

4.05.3 All public charter schools are responsible for meeting the requirements of Section 504 of the Rehabilitation Act.

Source: Current rules as modified.~~.~~

4.06 Reporting Requirements

4.06.1 Within ten (10) calendar days of the close of the first quarter of each school year, a public charter school shall submit a written report to the Department of Education that contains the following information for the current school year:

4.06.1.1 The number of applications for enrollment received;

4.06.1.2 The number of applicants with a disability identified under the Individuals with Disabilities Act, 20 U.S.C. § 1400 et seq.; and

4.06.1.3 The number of applications for enrollment the public charter school denied and an explanation of the reason for each denial.

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4.06.2 Within ten (10) calendar days of the close of the fourth quarter of each school year, a public charter school shall submit a written report to the Department of Education that contains the following information for the current school year:

4.06.2.1 The number of students in each of the following categories:

4.06.2.1.1 Students who dropped out of the public charter school during the school year;

4.06.2.1.2 Students who were expelled during the school year by the public charter school;

4.06.2.1.3 Students who were enrolled in the public charter school but for a reason other than those cited under Sections 4.06.2.1.1 and 4.06.2.1.2 did not complete the school year at the public charter school;

4.06.2.1.4 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to another open-enrollment public charter school;

4.06.2.1.5 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to a private school;

4.06.2.1.6 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to a home school;

4.06.2.1.7 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to a school outside of Arkansas; and

4.06.2.1.8 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to a traditional public school district within Arkansas.

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4.06.2.1.9 The report shall identify the dates of transfer for all students identified in Section 4.06.2.1.8.

4.06.2.2 For all students enrolled in the public charter school, the scores for assessments required under the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., including without limitation benchmark assessments and end-of-course assessments

4.06.2.3 If there is any discrepancy in the number of students for whom scores are reported under Section 4.06.2.2 of these rules, and the number of students enrolled at the beginning of the school year, the public charter school shall explain in the report the reason for the discrepancy.

4.06.3 The Department of Education shall not exempt a public charter school from the reporting required under Section 4.06 of these rules.

4.06.4 The Department of Education shall publish a copy of each report on the department's website.

4.06.5 If a public charter school fails to comply with Ark. Code Ann. § 6-23-107 and Section 4.06 of these rules, the Department of Education shall note the failure in the annual evaluation of the public charter school.

4.06.6 Every public charter school shall furnish any other information, record, or report requested by the Department of Education Charter School Office unless disclosure of the information, record, or report is explicitly prohibited by court order or by federal or state law.

4.06.7 The Department of Education Charter School Office shall, at least annually, post on the Department of Education's website a list of deadlines for which legally required reports are due from the public charter school to the Department of Education.

Source: Ark. Code Ann. § 6-23-107 ~~Act 993 of 2011.~~

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4.07 Public Charter Schools Receiving Federal Dissemination Grants from the Arkansas Department of Education

4.07.1 Public Charter Schools that receive federal dissemination grant funds from the Department of Education shall, by July 1 of each year, provide the Department of Education Charter School Office with a list of the public charter school's best or promising practices in accordance with their approved dissemination grant applications.

4.07.2 By August 1 of each year, the Department of Education Charter School Office will post a link of each public charter school's best or promising practices on the Department of Education's website.

4.08 Application Process, Schedule and Forms

4.08.1 A procedure for establishing a public charter school shall be published by the Department of Education as approved by the State Board.

4.08.2 All dates and requirements listed in the procedures for establishing a public charter school shall be strictly followed by the public charter school applicant.

4.08.3 If all dates and requirements listed in the procedures for establishing a public charter school are not strictly followed by the public charter school applicant, the authorizer may refuse to consider the application.

4.08.4 Application forms and other documents needed for the public charter school application process shall be provided by the Arkansas Department of Education Charter School Office and are incorporated into these rules as if fully set forth herein.

4.08.5 Any requests for technical assistance by a charter applicant shall be made to the Arkansas Department of Education Charter School Office.

4.08.6 Letter of Intent: Each public charter school letter of intent shall be submitted by the potential applicant ~~by certified mail, hand delivery or~~ by electronic means and must be received by the Department of Education Charter School Office on or before the established deadline. The Department of Education Charter School Office may refuse to process or review any letter of intent not received by the established deadline.

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4.08.7 Charter Application: Each public charter school application shall be submitted by the applicant ~~by certified mail, hand delivery or~~ by electronic means and must be received by the Department of Education Charter School Office on or before the established deadline. The Department of Education Charter School Office may refuse to process or review any application not received by the established deadline.

4.08.8 The Department of Education shall review the application for a public charter school and present to the authorizer a written evaluation of the application. The Department's evaluation shall be sent to the public charter school applicant.

4.08.9 The public charter school applicant shall be allowed an opportunity to submit a written response to the Arkansas Department of Education's evaluation by an established deadline.

4.08.10 The Department of Education may require additional information from a charter applicant to be delivered by the charter applicant in oral or written form, or both.

5.00 RULES APPLICABLE TO CONVERSION PUBLIC CHARTER SCHOOLS

5.01 Application for Conversion Public Charter School Status

5.01.1 Any public school district may apply to the authorizer for conversion public charter school status for a public school in the public school district in accordance with a schedule approved by the State Board. The authorizer shall not approve an application for conversion public charter school status that has not first been approved by the school district's board of directors.

5.01.2 A public school district's application for conversion public charter school status for the public school may include, without limitation, the following purposes:

5.01.2.1 Adopting research-based school or instructional designs, or both, that focus on improving student and school performance;

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5.01.2.2 Addressing school improvement status resulting from sanctions listed in Ark. Code Ann. §§ 6-15-207(c)(8) and 6-15-429(a) and (b); or

5.01.2.3 Partnering with other public school districts or public schools to address students' needs in a geographical location or multiple locations.

5.01.3 An application for a conversion public charter school shall:

5.01.3.1 Describe the results of a public hearing called by the local school board for the purpose of assessing support of an application for conversion public charter school status.

5.01.3.2 Notice of the public hearing shall be:

5.01.3.2.1 Distributed to the community, licensed personnel, and the parents of all students enrolled at the public school for which the public school district initiated the application; and

5.01.3.2.2 Published in a newspaper having general circulation in the public school district at least three (3) weeks prior to the date of the meeting;

5.01.3.3 Describe a plan for school improvement that addresses how the conversion public charter school will improve student learning and meet the state education goals;

5.01.3.4 Outline proposed performance criteria that will be used during the initial five-year period of the charter to measure the progress of the conversion public charter school in improving student learning and meeting or exceeding the state education goals;

5.01.3.5 Describe how the licensed employees and parents of the students to be enrolled in the conversion public charter school will be involved in developing and implementing

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the school improvement plan and identifying performance criteria;

5.01.3.6 Describe how the concerns of licensed employees and parents of students enrolled in the conversion public charter school will be solicited and addressed in evaluating the effectiveness of the improvement plan; and

5.01.3.7 List the specific provisions of Title 6 of the Arkansas Code and the specific rules and regulations promulgated by the State Board from which the public charter school will be exempt.

5.01.4 A licensed teacher employed by a public school in the school year immediately preceding the effective date of a charter for a public school conversion within that public school district may not be transferred to or be employed by the conversion public charter school over the licensed teacher's objection, nor shall that objection be used as a basis to deny continuing employment within the public school district in another public school at a similar grade level.

5.01.5 If the transfer of a teacher within the public school district is not possible because only one (1) public school exists for that teacher's certification level, then the local school board shall call for a vote of the licensed teachers in the proposed conversion public charter school site and proceed, at the local school board's option, with the conversion public charter school application if a majority of the licensed teachers approve the proposal.

Source: Ark. Code Ann. § 6-23-201.

5.02 Authorization for Conversion Public Charter School Status

5.02.1 As requested by the conversion public charter school applicant, the authorizer shall review the application for conversion public charter school status and may approve any application that:

5.02.1.1 Provides a plan for improvement at the school level for improving student learning and for meeting or exceeding the state education goals;

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5.02.1.2 Includes a set of performance-based objectives and student achievement objectives for the term of the charter and the means for measuring those objectives on at least a yearly basis;

5.02.1.3 Includes a proposal to directly and substantially involve the parents of students to be enrolled in the conversion public charter school, as well as the licensed employees and the broader community, in the process of carrying out the terms of the charter; and

5.02.1.4 Includes an agreement to provide a yearly report to parents, the community, the local school board, and the authorizer that indicates the progress made by the conversion public charter school in meeting the performance objectives during the previous year.

Source: Ark. Code Ann. § 6-23-202.

5.03 Resubmission of Conversion Public Charter School Applications

5.03.1 ~~The authorizer may allow applicants to resubmit applications for conversion public charter school status if the original application was, in the opinion of the authorizer, deficient in one (1) or more respects.~~ If the authorizer disapproves an application for a conversion public charter school, the authorizer shall notify the applicant in writing of the reasons for the disapproval.

5.03.2 The Department of Education may provide technical assistance to the conversion public charter school applicants in the ~~creation or modification of these applications.~~

5.03.2.1 Creation of its application; and

5.03.2.2 Modification of its application as directed by the authorizer.

Source: Ark. Code Ann. § 6-23-203

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5.04 Public Conversion Charter School Renewal: The authorizer is authorized to renew charters of conversion public charter schools on a one-year or multiyear basis, not to exceed five (5) years, after the initial five-year period if the renewal is approved by the local school board.

Source: Ark. Code Ann. § 6-23-204

5.05 Teacher Hires when Charter Revoked: If a licensed teacher employed by a public school district in the school year immediately preceding the effective date of the charter is employed by a conversion public charter school and the charter is revoked, the licensed teacher will receive a priority in hiring for the first available position for which the licensed teacher is qualified in the public school district where the licensed teacher was formerly employed.

5.06 Authorizer Hearing Procedures Related to Conversion Public Charter Schools (Application, Renewal, or Request for Charter Amendment)

5.06.1 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by ~~a certified court reporter~~ the Chair of the body conducting the hearing.

5.06.2 The conversion public charter school or applicant shall have twenty (20) minutes to present its case to the authorizer for approval of the proposed conversion public charter school, renewal, or amendment. The Chair of authorizing body may grant additional time, if necessary.

5.06.3 Parties opposed to the conversion public charter school application, renewal, or amendment, if any, shall have twenty (20) minutes to present their case to the authorizer for disapproval of the proposed conversion public charter school, renewal, or amendment. The Chair of the authorizing body may grant additional time, if necessary.

5.06.4 The conversion public charter school or applicant shall have five (5) minutes to respond to any arguments in opposition to the conversion public charter school application, renewal, or amendment. The Chair of the authorizing body may grant additional time, if necessary.

5.06.5 The authorizer will follow the presentation with discussion of the conversion public charter school application or request and questions, if any, to the conversion public charter school or applicant, opposing parties, or both.

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5.06.6 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.

5.06.7 The authorizer may defer the vote to approve or disapprove a charter application, renewal, or amendment in order to allow a public charter school or applicant to make modifications or receive technical assistance to correct deficiencies in the application or request.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section ~~9~~8.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section ~~10~~9.00 of these Rules.

5.07 Authorizer Hearing Procedures Related to Conversion Public Charter Schools (Modification, Probation or Revocation of Charter)

5.07.1 Not later than twenty (20) days prior to the authorizer meeting at which the matter of modification, probation or revocation will be considered, the Department of Education shall provide written notice of the reason(s) for the proposed action, as well as of the time and location of such hearing, to the conversion public charter school.

5.07.2 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by ~~a certified court reporter~~ the Chair of the body conducting the hearing.

~~5.07.3 Arkansas Department of Education staff shall have twenty (20) minutes to present its case to the authorizer for modification, probation, or revocation of a conversion public charter school charter. The Chair of the authorizing body may grant additional time, if necessary.~~

5.07.~~4~~3 The conversion public charter school shall have twenty (20) minutes to present its case to the authorizer for regarding the proposed modification, probation, or revocation of the conversion public charter school charter. The Chair of the authorizing body may grant additional time, if necessary.

5.07.~~5~~4 The authorizer will follow the presentation with discussion of the matter and questions, if any, to representatives from the Department of Education, the conversion public charter school, or both.

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5.07.~~6~~5 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section ~~9~~8.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section ~~10~~9.00 of these Rules

6.00 RULES APPLICABLE TO OPEN-ENROLLMENT PUBLIC CHARTER SCHOOLS

Note: The rules applicable to Adult Education Charter Schools can be found in Section 10.00 of these Rules.

6.01 Application for an Open-Enrollment Public Charter School

6.01.1 Pursuant to Title 6, Chapter 23 of the Arkansas Code and these rules, an eligible entity may apply to the authorizer to grant a charter for an open-enrollment public charter school to operate in a facility of a commercial or nonprofit entity or a public school district. As noted in Section 6.17.11 of these Rules, an open-enrollment public charter school shall have the right of first refusal to purchase or lease for fair market value a closed public school facility or unused portions of a public school facility located in a public school district from which it draws students if the public school district decides to sell or lease the public school facility.

6.01.2 The authorizer shall adopt an application form, schedule, and a procedure that must be used to apply for an open-enrollment public charter school. The State Board shall adopt any applications, forms, schedules and procedures that are required to be promulgated through the Administrative Procedure Act.

6.01.3 The authorizer shall adopt, in conjunction with the application form adopted under section 6.01.2 of these Rules, a scoring rubric that shall constitute criteria to inform the authorizer's approval of a program for which an open-enrollment public charter may be granted. The State Board shall adopt any rubric that is required to be promulgated through the Administrative Procedure Act.

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6.01.4 The application to the authorizer for an open-enrollment public charter school shall be made in accordance with a schedule approved by the authorizer. The State Board shall adopt any schedule that is required to be promulgated through the Administrative Procedure Act.

6.01.5 The application form must provide space for including all information required under Title 6, Chapter 23 and these rules to be contained in the charter.

6.01.6 The application for an open-enrollment public charter school shall:

6.01.6.1 Describe the results of a public hearing called by the applicant for the purpose of assessing support for an application for an open-enrollment public charter school.

6.01.6.1.1 Notice of the public hearing shall be published one (1) time a week for three (3) consecutive weeks in a newspaper having general circulation in the public school district in which the open-enrollment public charter school is likely to be located.

6.01.6.1.1.1 The last publication of notice shall be no less than seven (7) days before the public meeting.

6.01.6.1.1.2 The notice shall not be published in the classified or legal notice section of the newspaper.

6.01.6.1.2 Within seven (7) calendar days following the first publication of notice required under Section 6.01.6.1.1 of these rules, letters announcing the public hearing shall be sent to the superintendent of each of the public school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment

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and the superintendent of any public school district that is contiguous to the public school district in which the open-enrollment public charter school will be located.

6.01.6.1.3 An affected school district may submit written comments concerning the application to the authorizer to be considered at the time of the authorizer's review of the application.

6.01.6.2 Describe a plan for academic achievement that addresses how the open-enrollment public charter school will improve student learning and meet the state education goals;

6.01.6.3 Outline the proposed performance criteria that will be used during the initial five-year period of the open-enrollment public charter school operation to measure its progress in improving student learning and meeting or exceeding the state education goals;

6.01.6.4 List the specific provisions of Title 6 of the Arkansas Code and the specific rules and regulations promulgated by the State Board from which the open-enrollment public charter school seeks to be exempted;

6.01.6.5 Describe the facility to be used for the open-enrollment public charter school and state the facility's current use.

6.01.6.5.1 If the facility to be used for an open-enrollment public charter school is a public school district facility, the open-enrollment public charter school must operate in the facility in accordance with the terms established by the local school board of the public school district in an agreement governing the relationship between the open-enrollment public charter school and the public school district.

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6.01.6.5.2 If the facility that will be used for the open-enrollment public charter school is owned by or leased from a sectarian organization, the terms of the facility agreement must be disclosed to the authorizer.

6.01.6.6 Include a detailed budget and a governance plan for the operation of the open-enrollment public charter school.

6.01.7 Review and Approval by the Local School Board:

6.01.7.1 The application may be reviewed and approved by the local school board of the public school district in which the proposed open-enrollment public charter school will operate.

6.01.7.2 Any decision by the local school board approving or disapproving the application must be made within forty-five (45) days of the local school board's receipt of the application.

6.01.7.3 The applicant may submit to the authorizer for expedited review an application approved by the local school board under Section 6.01.7.1 of these rules.

6.01.7.4 If the local school board disapproves the application, or if the local school board takes no action in the time allowed by Section 6.01.7.2 of these Rules, the applicant shall have an immediate right to proceed with a written notice of appeal to the authorizer.

6.01.7.5 The authorizer shall hold a hearing within forty-five (45) calendar days after receipt of the notice of appeal or a request for review, unless the applicant and the local school board agree to a later date.

6.01.7.6 All interested parties may appear at the hearing and present relevant information regarding the application.

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6.02 A licensed teacher employed by a public school district in the school year immediately preceding the effective date of a charter for an open-enrollment public charter school operated at a public school facility may not be transferred to or be employed by the open-enrollment public charter school over the licensed teacher's objections.

Source: Ark. Code Ann. §§ 6-23-301 and 6-23-302 ~~*as amended by Act 993 of 2011*~~

6.03 Authorization for an Open-Enrollment Public Charter School

6.03.1 As requested by the applicant for an open-enrollment public charter school, the authorizer shall review the application for an open-enrollment public charter school and may approve any application that:

6.03.1.1 Provides a plan for academic achievement that addresses how the open-enrollment public charter school proposes to improve student learning and meet the state education goals;

6.03.1.2 Includes a set of performance criteria that will be used during the initial five-year period of the open-enrollment public charter school's operation to measure its progress in meeting its academic performance goals;

6.03.1.3 Includes a proposal to directly and substantially involve the parents of students to be enrolled in the open-enrollment public charter school, the licensed employees, and the broader community in carrying out the terms of the open-enrollment charter;

6.03.1.4 Includes an agreement to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the open-enrollment public charter school during the previous academic year in meeting its academic performance objectives;

6.03.1.5 Includes a detailed budget, a business plan, and a governance plan for the operation of the open-enrollment public charter school; and

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6.03.1.6 Establishes the eligible entity's status as a tax-exempt organization under § 501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Source: Ark. Code Ann. § 6-23-303

6.04 Other Application Requirements – Preference for Certain Districts

6.04.1 The authorizer may approve or deny an application based on:

6.04.1.1 Criteria provided by law;

6.04.1.2 Criteria provided by rule adopted by the authorizer under section 6.01.3 of these Rules;

6.04.1.3 Findings of the authorizer relating to improving student performance and encouraging innovative programs; and

6.04.1.4 Written findings or statements received by the authorizer from any public school district likely to be affected by the open-enrollment public charter school.

6.04.2 The authorizer shall give preference in approving an application for an open-enrollment public charter school to be located in any public school district:

6.04.2.1 When the percentage of students who qualify for free or reduced-price lunches is above the average for the state;

6.04.2.2 When the district has been classified by the State Board as in academic distress under Ark. Code Ann. § 6-15-428; or

6.04.2.3 When the district has been classified by the Department of Education as in some phase of school improvement status under Ark. Code Ann. § 6-15-426 or some phase of fiscal distress under the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq., if the fiscal distress status is a result of administrative fiscal mismanagement, as determined by the State Board.

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6.04.3 The Department of Education, State Board, or a combination of the department and the State Board may grant no more than a total of twenty-four (24) charters for open-enrollment public charter schools except as provided under Section 6.04.3.1 below.

6.04.3.1 If the cap on the number of charters available for an open-enrollment public charter schools is within two (2) charters of meeting any existing limitation or cap on available open-enrollment charters, the number of available charters shall automatically increase by five (5) slots more than the most recent existing limitation or cap on open-enrollment charters.

6.04.3.2 By March 1 each year, the Department of Education shall issue a Commissioner's Memo stating the existing limitation on the number of charters available for open-enrollment public charter schools and the number of charters available for open-enrollment public charter schools during the next application cycle.

6.04.4 An open-enrollment public charter applicant's school campus shall be limited to a single open-enrollment public charter school per charter except as allowed in Section 6.05 of these rules.

6.04.5 An open-enrollment public charter school shall not open in the service area of a public school district administratively reorganized under Ark. Code Ann. § 6-13-1601 et seq., until after the third year of the administrative reorganization.

6.04.6 A private or parochial elementary or secondary school shall not be eligible for open-enrollment public charter school status.

Source: Ark. Code Ann. § 6-23-304 ~~as amended by Act 987 of 2011~~

6.05 Open-Enrollment Public Charter School Licenses

6.05.1 A charter applicant that receives an approved open-enrollment public charter may petition the authorizer for additional licenses to establish an

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open-enrollment public charter school in any of the various congressional districts in Arkansas if the applicant meets the following conditions:

6.05.1.1 The approved open-enrollment public charter applicant has demonstrated academic success as defined by the State Board for all public schools;

6.05.1.2 The approved open-enrollment public charter applicant has not:

6.05.1.2.1 Been subject to any disciplinary action by the authorizer;

6.05.1.2.2 Been classified as in academic or fiscal distress;

6.05.1.2.3 Had its open-enrollment public charter placed on charter school probation or suspended or revoked under Ark. Code Ann. § 6-23-105 or Section 4.03 of these rules; and

6.05.1.2.4 The authorizer determines in writing by a majority of a quorum present that the open-enrollment public charter applicant has generally established the educational program results and criteria set forth in Section 6.05 of these rules.

Source: Ark. Code Ann. § 6-23-304 ~~as amended by Act 993 of 2011~~

6.06 Resubmission of Open-Enrollment Public Charter School Applications

6.06.1 If the authorizer disapproves an application for an open-enrollment public charter school, the authorizer shall notify the applicant in writing of the reasons for such disapproval.

~~6.06.2 The authorizer may allow the applicant for an open-enrollment public charter school to resubmit its application if the original application was found to be deficient by the authorizer.~~

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6.06.2~~3~~ The Department of Education may provide technical assistance to the applicant for an open-enrollment public charter school in the: ~~creation or modification of its application.~~

6.06.2.1 Creation of its application; and

6.06.2.2 Modification of its application as directed by the authorizer.

Source: Ark. Code Ann. § 6-23-305

6.07 Contents of Open-Enrollment Public Charters

6.07.1 An open-enrollment public charter granted by the authorizer shall:

6.07.1.1 Describe the educational program to be offered;

6.07.1.2 Specify the period for which the open-enrollment public charter or any renewal is valid;

6.07.1.3 Provide that the continuation or renewal of the open-enrollment public charter is contingent on acceptable student performance on assessment instruments adopted by the State Board and on compliance with any accountability provision specified by the open-enrollment public charter, by a deadline, or at intervals specified by the open-enrollment public charter;

6.07.1.4 Establish the level of student performance that is considered acceptable for the purposes of Section 6.07.1.3 of these rules;

6.07.1.5 Specify any basis, in addition to a basis specified by Title 6, Chapter 23 of the Arkansas Code or Section 4.03 of these rules, on which the open-enrollment public charter school may be placed on probation or its charter revoked or on which renewal of the open-enrollment public charter school may be denied;

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6.07.1.6 Prohibit discrimination in admissions policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows:

6.07.1.6.1 The open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools;

6.07.1.6.2 Consistent with the requirements of Section 6.07.1.14.3 of these rules, the open-enrollment public charter school may allow a weighted lottery to be used in the student selection process when necessary to comply with Title VI of the federal civil rights act of 1964, Title IX of the federal Education Amendments of 1972, the equal protection clause of the Fourteenth Amendment to the United States Constitution, a court order, or a federal or state law requiring desegregation; and

6.07.1.6.3 The open-enrollment public charter may provide for the exclusion of a student who has been expelled from another public school district in accordance with Title 6 of the Arkansas Code.

6.07.1.7 Specify the grade levels to be offered;

6.07.1.8 Describe the governing structure of the program;

6.07.1.9 Specify the qualifications to be met by professional employees of the program;

6.07.1.10 Describe the process by which the persons providing the program will adopt an annual budget;

6.07.1.11 Describe the manner in which the annual audit of the financial and programmatic operations of the program is to

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be conducted, including the manner in which the persons providing the program will provide information necessary for the public school district in which the program is located to participate;

6.07.1.12 Describe the facilities to be used, including the terms of the facility utilization agreement if the facility for the open-enrollment public charter school is owned or leased from a sectarian organization;

6.07.1.13 Describe the geographical area, public school district, or school attendance area to be served by the program;

6.07.1.14 Specify the methods for applying for admission, enrollment criteria, and student recruitment and selection processes.

6.07.1.14.1 Except as provided in Section 6.07.1.14.2 of these rules, if more eligible students apply for a first-time admission than the open-enrollment public charter school is able to accept by the annual deadline that the open-enrollment public charter school has established for the receipt of applications for the next school year, the open-enrollment public charter must require the open-enrollment public charter school to use a random, anonymous student selection method that shall be described in the charter application.

6.07.1.14.1.1 If there are still more applications for admissions than the open-enrollment public charter school is able to accept after the completion of the random, anonymous student selection method, then the open-enrollment public charter school shall

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place the applicants on a waiting list for admission.

6.07.1.14.1.2 The waiting list is valid until the next time the open-enrollment public charter school is required to conduct a random, anonymous student selection.

6.07.1.14.2 However, an open-enrollment public charter school may allow a preference for:

6.07.1.14.2.1 Children of the founding members of the eligible entity. The number of enrollment preferences granted to children of founding members shall not exceed ten percent (10%) of the total number of students enrolled in the open-enrollment public charter school; and

6.07.1.14.2.2 Siblings of students currently enrolled in the open-enrollment public charter school.

6.07.1.14.3 The open-enrollment public charter may use a weighted lottery in the student selection process only when necessary to comply with a:

6.07.1.14.3.1 Federal court order; or

6.07.1.14.3.2 Federal administrative order issued by an appropriate federal agency having proper

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authority to enforce remedial measures necessary to comply with Title VI of the federal Civil Rights Act of 1964, Title IX of the federal Education Amendments of 1972 and the equal protection clause of the Fourteenth Amendment to the United States Constitution.

6.07.1.15 Include a statement that the eligible entity will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions, including hiring and retention of administrators, teachers, and other employees whose salaries or benefits are derived from any public moneys.

Source: Ark. Code Ann. § 6-23-306 ~~as amended by Act 993 of 2011~~

6.08 Renewal of an Open-Enrollment Charter: After the initial five-year period of an open-enrollment public charter, the authorizer may renew the open-enrollment public charter on a one-year or multiyear basis, not to exceed twenty (20) years.

Source: Ark. Code Ann. § 6-23-307 ~~as amended by Act 993 of 2011~~

6.09 Priority Hiring for Teachers: If a licensed teacher employed by a public school district in the school year immediately preceding the effective date of the open-enrollment public charter is employed by an open-enrollment public charter school and the open-enrollment public charter is revoked, the licensed teacher will receive a priority in hiring for the first available position for which the licensed teacher is qualified in the school district where the licensed teacher was formerly employed.

Source: Ark. Code Ann. § 6-23-308

6.10 Status Report: The authorizer shall report on the status of the 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.

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Source: Ark. Code Ann. § 6-23-310

6.11 Authority under a Charter for Open-Enrollment Public Charter Schools

6.11.1 An open-enrollment public charter school:

6.11.1.1 Shall be governed by an eligible entity that is fiscally accountable under the governing structure as described by the charter;

6.11.1.2 Shall provide instruction to students at one (1) or more elementary or secondary grade levels as provided by the charter;

6.11.1.3 Shall retain the authority to operate under the charter contingent on satisfactory student performance as provided by the charter in accordance with Title 6, Chapter 23 of the Arkansas Code and these rules;

6.11.1.4 Shall have no authority to impose taxes;

6.11.1.5 Shall not incur any debts without the prior review and approval of the Commissioner of Education;

6.11.1.5.1 Requests for approval of debt must be submitted to the Commissioner of Education by the open-enrollment public charter school no later than thirty (30) days prior to the date upon which the debt will be incurred.

6.11.1.5.2 Under circumstances involving imminent peril to the health, welfare, or safety of students, or under circumstances that may negatively impact the continuation of educational services offered by the public charter school, and upon written request from the public charter school, the Commissioner of Education may waive the thirty (30) day deadline set forth in Section 6.11.1.5.1 of these rules. The decision of whether to grant such a waiver is within the

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sole discretion of the Commissioner of Education.

6.11.1.6 Shall not enter into any short-term line of credit, or receive any funds from a short-term line of credit, without prior notice to the Commissioner of Education;

6.11.1.6.1 Notice of a short-term line of credit must identify the lender or creditor, the principal amount, the interest rate, and the payment terms;

6.11.1.6.2 No public funds may be used to repay any short-term line of credit unless prior notice of the line of credit was given to and received by the Commissioner of Education;

6.11.1.7 Shall not charge students tuition or fees that would not be allowable charges in the public school districts; and

6.11.1.8 Shall not be religious in its operations or programmatic offerings.

6.11.2 An open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code and any rule and regulation promulgated by the State Board under Title 6 of the Arkansas Code relating to:

6.11.2.1 Monitoring compliance with Title 6 of the Arkansas Code, as determined by the Commissioner;

6.11.2.2 Public school accountability under Title 6 of the Arkansas Code;

6.11.2.3 High school graduation requirements as established by the State Board;

6.11.2.4 Special education programs as provided by Title 6 of the Arkansas Code;

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6.11.2.5 Conducting criminal background checks for employees as provided by Title 6 of the Arkansas Code;

6.11.2.6 Health and safety codes as established by the State Board and local governmental entities; and

6.11.2.7 Ethical guidelines and prohibitions as established by Ark. Code Ann. § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest.

Source: Ark. Code Ann. § 6-23-401

6.12 Enrollment Numbers and Deadline:

6.12.1 An open-enrollment public charter school may enroll a number of students not to exceed the number of students specified in its charter.

6.12.2 Any student enrolling in an open-enrollment public charter school shall enroll in that school by the deadline established in Ark. Code Ann. § 6-23-402 for the upcoming school year during which the student will be attending the open-enrollment public charter school.

6.12.3 However, if a student enrolled by the deadline established in Ark. Code Ann. § 6-23-402 should no longer choose to attend the open-enrollment public charter school or if the open-enrollment public charter school has not yet met its enrollment cap, the open-enrollment public charter school may enroll a number of replacement or additional students not to exceed the enrollment cap of the open-enrollment public charter school.

6.12.4 Open-enrollment public charter schools shall keep records of attendance in accordance with the law and submit quarterly attendance reports to the Department of Education.

Source: Ark. Code Ann. § 6-23-402 ~~as amended by Acts 989 and 993 of 2011~~

6.13 Annual Audit of Open-Enrollment Public Charter School Required:

6.13.1 Any other provision of the Arkansas Code or these rules notwithstanding, an open-enrollment public charter school shall be subject to the same

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auditing and accounting requirements as any other public school district in the state.

6.13.2 An open-enrollment public charter school shall prepare an annual certified audit of the financial condition and transactions of the open-enrollment public charter school as of June 30 each year in accordance with auditing standards generally accepted in the United States and Government Auditing Standards issued by the Comptroller General of the United States, and containing any other data as determined by the State Board for all public schools.

6.13.3 If the school is an open-enrollment public charter school in its first year of operation, the Legislative Auditor shall prepare the required annual financial audit for the school unless:

6.13.3.1 The open-enrollment public charter school chooses to retain the services of a licensed certified public accountant in public practice in good standing with the Arkansas State Board of Public Accountancy; and

6.13.3.2 The authorizer approves the open-enrollment public charter school's use of an entity other than the Legislative Auditor to prepare the annual financial audit.

6.13.4 No open-enrollment public charter school shall engage an accountant or accounting firm to conduct any audit if the accountant or accounting firm is listed on any ineligibility list maintained by the Department of Education or the Division of Legislative Audit.

Source: Ark. Code Ann. §§ 6-23-403, 6-23-505, and 10-4-413 ~~as amended by Act 993 of 2011.~~

6.14 Evaluation of Open-Enrollment Public Charter Schools:

6.14.1 The Department of Education shall cause to be conducted an annual evaluation of open-enrollment public charter schools.

6.14.2 An annual evaluation shall include, without limitation, consideration of:

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6.14.2.1 Student scores under the statewide assessment program described in Ark. Code Ann. § 6-15-433;

6.14.2.2 Student attendance;

6.14.2.3 Student grades;

6.14.2.4 Incidents involving student discipline;

6.14.2.5 Socioeconomic data on students' families;

6.14.2.6 Parental satisfaction with the schools;

6.14.2.7 Student satisfaction with the schools; and

6.14.2.8 The open-enrollment public charter school's compliance with Ark. Code Ann. § 6-23-107 and Section 4.06 of these rules.

6.14.3 The authorizer may require the charter holder to appear before the authorizer to discuss the results of the evaluation and to present further information to the authorizer as the authorizer deems necessary.

Source: Ark. Code Ann. § 6-23-404 ~~as amended by Act 993 of 2011~~

6.15 Monthly Reports: An open-enrollment public charter school in its initial school year of operation shall provide monthly reports on its enrollment status and compliance with its approved budget for the current school year to the Department of Education.

Source: Ark. Code Ann. § 6-23-405 as added by Act 993 of 2011

6.16 Department of Education Review: The Department of Education shall:

6.16.1 Conduct an end-of-semester review of each open-enrollment public charter school that is in its initial school year of operation at the end of the first semester and at the end of the school year; and

6.16.2 Report to the State Board and the Commissioner of Education on the open-enrollment public charter school's:

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6.16.2.1 Overall financial condition; and

6.16.2.2 Overall condition of student enrollment.

Source: Ark. Code Ann. § 6-23-406 ~~as added by Act 993 of 2011~~

6.17 Funding for Open-Enrollment Public Charter Schools

6.17.1 An open-enrollment public charter school shall receive funds equal to the amount that a public school would receive under Ark. Code Ann. § 6-20-2305(a) and (b) as well as any other funding that a public charter school is entitled to receive under law or under rules promulgated by the State Board.

6.17.2 For the first year of operation and any year the open-enrollment public charter school adds a new grade, the foundation funding for an open-enrollment public charter school is determined as follows:

6.17.2.1 The initial funding estimate shall be based on enrollment as of the deadline established by Ark. Code Ann. § 6-23-501;

6.17.2.2 In December, funding will be adjusted based upon the first quarter average daily membership; and

6.17.2.3 A final adjustment will be made after the current three-quarter average daily membership is established.

6.17.3 For the second year and each school year thereafter, the previous year's average daily membership will be used to calculate foundation funding amounts.

6.17.4 National school lunch state categorical funding under Ark. Code Ann. § 6-20-2305(b)(4) shall be provided to an open-enrollment public charter school as follows:

6.17.4.1 For the first year of operation and in any year when a grade is added, free or reduced-price meal eligibility data as reported by October 1 of the current school year will be used to calculate the national school lunch state categorical

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funding under the State Board rules governing special needs funding; and

6.17.4.2 For the second year and each school year of operation thereafter, the previous year's October 1 national school lunch student count as specified in State Board rules governing special needs funding will be used to calculate national school lunch state categorical funding for the open-enrollment public charter school.

6.17.5 Professional development funding under Ark. Code Ann. § 6-20-2305(b)(5) shall be provided to an open-enrollment public charter school for the first year of operation and in any year in which a grade is added as follows:

6.17.5.1 In the first year of operation and in any year when a grade is added, the open-enrollment public charter school shall receive professional development funding based upon the initial projected enrollment student count as of the date required by Ark. Code Ann. § 6-23-501 multiplied by the per-student professional development funding amount under Ark. Code Ann. § 6-20-2305(b)(5) for that school year.

6.17.5.2 For the second year and each school year thereafter, professional development funding will be based upon the previous year's average daily membership multiplied by the per-student professional development funding amount for that school year.

6.17.6 The Department of Education shall distribute other categorical funding under Ark. Code Ann. § 6-20-2305(a) and (b) for which an open-enrollment public charter school is eligible as provided by state law and rules promulgated by the State Board.

6.17.7 An open-enrollment public charter school shall not be denied foundation funding or categorical funding in the first year or any year of operation provided that the open-enrollment public charter school submits to the Department of Education the number of students eligible for funding as specified in applicable rules.

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6.17.8 Foundation funding for an open-enrollment public charter school shall be paid in twelve (12) installments each fiscal year.

6.17.9 An open-enrollment public charter school may receive any state and federal aids, grants, and revenue as may be provided by law.

6.17.10 Open-enrollment public charter schools may receive gifts and grants from private sources in whatever manner is available to public school districts.

6.17.11 An open-enrollment public charter school shall have a right of first refusal to purchase or lease for fair market value a closed public school facility or unused portions of a public school facility located in a public school district from which it draws students if the public school district decides to sell or lease the public school facility.

6.17.11.1 The public school district may not require lease payments that exceed the fair market value of the property.

6.17.11.2 The application of this Section 6.17.11 is subject to the rights of a repurchase under Ark. Code Ann. § 6-13-103 regarding property taken by eminent domain.

6.17.11.3 A public school district is exempt from the requirements of this Section 6.17.11 if the public school district, through an open bid process, receives and accepts an offer to lease or purchase the property from a purchaser other than the open-enrollment public charter school for an amount that exceeds the fair market value.

6.17.11.4 The purposes of this Section 6.17.11 are to:

6.17.11.4.1 Acknowledge that taxpayers intended a public school facility to be used as a public school; and

6.17.11.4.2 Preserve the option to continue that use.

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6.17.11.5 Nothing in this Section 6.17.11 is intended to diminish the opportunity for an Arkansas Better Chance program to bid on the purchase or lease of the public school facility on an equal basis as the open-enrollment public charter school.

Source: Ark. Code Ann. § 6-23-501 ~~as amended by Acts 989 and 993 of 2011~~

6.18 Source of Funding for Open-Enrollment Public Charter Schools

6.18.1 Open-enrollment public charter schools shall be funded each year through funds set aside from funds appropriated to state foundation funding aid in the Public School Fund.

6.18.2 The amount set aside shall be determined by the State Board.

Source: Ark. Code Ann. § 6-23-502

6.19 Use of Funding by Open-Enrollment Public Charter Schools

6.19.1 An open-enrollment public charter school may not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt.

6.19.2 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.

6.19.3 Every contract or lease into which an open-enrollment public charter school enters shall include the wording of Section 6.19.2 of these rules.

Source: Ark. Code Ann. § 6-23-503

6.20 Employee Benefits: Employees of an open-enrollment public charter school shall be eligible to participate in all benefits programs available to public school employees.

Source: Ark. Code Ann. § 6-23-504

6.21 Deposit and Management of Charter School Funds

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6.21.1 All charter school funds, including state foundation funding, other state funding, federal funding, and grants and private donations received directly by a charter school, shall be deposited into a bank account titled in the name of the charter school.

6.21.2 Non-charter school funds of the sponsoring entity shall be deposited in a separate bank account titled in the name of the sponsoring entity and shall not be commingled with charter school funds.

6.21.3 If the charter school operates an approved federal child nutrition program, food service revenues shall be deposited and managed as required by federal law and by any regulations promulgated by the Arkansas Department of Education Child Nutrition Unit or the Arkansas Department of Human Services.

6.21.4 Charter schools may, but are not required to, secure bank accounts as detailed in Ark. Code Ann. § 6-20-222.

6.22 Assets of Open-Enrollment Public Charter School as Property of State

6.22.1 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.

6.22.2 If the open-enrollment public charter school used state funds to purchase or finance personal property, real property, or fixtures for use by the open-enrollment public charter school, the Department of Education may require that the property be sold.

6.22.3 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.

Source: Ark. Code Ann. § 6-23-506

6.23 Authorizer Hearing Procedures Related to Open-Enrollment Public Charter Schools (Application, Renewal, or Request for Charter Amendment)

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6.23.1 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by ~~a certified court reporter~~ the Chair of the body conducting the hearing.

6.23.2 The open-enrollment public charter school or applicant shall have twenty (20) minutes to present its case to the authorizer for approval of the proposed open-enrollment public charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.

6.23.3 Parties opposed to the open-enrollment public charter school application, renewal, or request, if any, shall have twenty (20) minutes to present its case to the authorizer for disapproval of the proposed open-enrollment public charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.

6.23.4 The open-enrollment public charter school or applicant shall have five (5) minutes to respond to any arguments in opposition to the open-enrollment public charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.

6.23.5 The authorizer will follow the presentation with discussion of the open-enrollment public charter school application, renewal, or request, and questions, if any, to the open-enrollment public charter school or applicant, opposing parties, or both.

6.23.6 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.

6.23.7 The authorizer may defer the vote to approve or disapprove a charter application, renewal, or request in order to allow a public charter school or applicant to make modifications or receive technical assistance to correct deficiencies in the application, renewal, or request.

6.23.8 During the roll call vote on each open-enrollment public charter initial application, if a particular member of the authorizing body votes against the initial application, that member should state his or her reasons for disapproval as necessary to comply with Ark. Code Ann. § 6-23-305.

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Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section ~~9~~8.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section ~~10~~9.00 of these Rules.

6.24 Authorizer Hearing Procedures Related to Open-Enrollment Public Charter Schools (Modification, Probation or Revocation of Charter)

6.24.1 Not later than twenty (20) days prior to the authorizer meeting at which the matter of modification, probation or revocation will be considered, the Department of Education shall provide written notice of the reason(s) for the proposed action, as well as of the time and location of such hearing, to the open-enrollment public charter school.

6.24.2 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by ~~a certified court reporter~~ the Chair of the body conducting the hearing.

~~6.24.3 Arkansas Department of Education staff shall have twenty (20) minutes to present its case to the authorizer for modification, probation, or revocation of an open-enrollment public charter school charter. The Chair of the authorizing body may grant additional time, if necessary.~~

6.24.43The open-enrollment public charter school shall have twenty (20) minutes to present its case to the authorizer for regarding the proposed modification, probation, or revocation of the open-enrollment public charter school charter. The Chair of the authorizing body may grant additional time, if necessary.

6.24.5~~4~~The authorizer will follow the presentation with discussion of the matter and questions, if any, to representatives from the Department of Education, the open-enrollment public charter school, or both.

6.24.6~~5~~The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section ~~9~~8.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section ~~10~~9.00 of these Rules

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6.25 Charter School Facilities

An open-enrollment public charter school shall not commence operations with students in any new or renovated facility unless the school has obtained for the new construction or renovation:

6.25.1 A certificate of occupancy issued by a local code official approved by the state fire marshal;

6.25.2. A certificate of occupancy or other approval of the state fire marshal; or

6.25.3 A certificate of substantial completion issued by a licensed architect.

~~**7.00 RULES APPLICABLE TO LIMITED PUBLIC CHARTER SCHOOLS**~~

~~7.01 Any public school may apply to the Department of Education for limited public charter school status for alternative comprehensive staffing and compensation programs designed to enhance student and teacher performance and improve employee salaries, opportunities, and incentives, to be known as a "limited public charter school." The authorizer shall not approve an application for limited public charter school status that has not first been approved by the school district's board of directors.~~

~~7.02 A limited public charter school shall be for the purpose of instituting alternative staffing practices in accordance with a schedule approved by the authorizer.~~

~~7.03 A limited public charter school shall be initially established for no more than five (5) years and may be renewed on a one-year or multiyear basis, not to exceed five (5) years per charter renewal.~~

~~7.04 The application for a limited public charter school shall:~~

~~7.04.1 Contain the provisions of Title 6 of the Arkansas Code and the specific rules and regulations promulgated by the State Board from which the limited public charter school will be exempt.~~

~~7.04.1.1 The provisions from which the public school district may be exempt for the limited public charter school only shall be limited to the following:~~

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~~7.04.1.1.1 The duty-free lunch period requirements set forth in Ark. Code Ann. § 6-17-111;~~

~~7.04.1.1.2 The daily planning period requirements set forth in Ark. Code Ann. § 6-17-114;~~

~~7.04.1.1.3 The committee on personnel policies requirements set forth in Ark. Code Ann. § 6-17-201 et seq., and~~

~~7.04.1.1.4 Standards for accreditation set forth in the Arkansas Code, set forth by the Department of Education, or set forth by the State Board of Education.~~

~~7.04.1.2 No limited public charter school may be allowed an exemption that would allow a full-time licensed employee to be paid less than the salary provided in the public school district's salary schedule for that employee;~~

~~7.04.2 Describe a plan for school improvement that addresses how the limited public charter school will improve student learning and meet the state education goals;~~

~~7.04.3 Describe how the licensed employees at the limited public charter school will be involved in developing and implementing the school performance plan set forth in Section 7.04.2 of these rules and in identifying performance criteria;~~

~~7.04.4 Outline proposed performance criteria that will be used during the initial five-year period of the charter to measure the progress of the limited public charter school in improving student learning and meeting or exceeding the state education goals; and~~

~~7.04.5 Be reviewed as a regular agenda item and approved after sufficient public comment by the local school board and the authorizer.~~

~~7.05 Any application to obtain limited public charter school status approved by a local school board shall be forwarded by the local school board to the authorizer.~~

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7.06 If a local school board does not approve a public school's application, the local school board shall inform the applicants and faculty of the public school of the local school board's reasons for not approving the application.

7.07 A licensed teacher employed by a public school in the year immediately preceding the effective date of a limited public charter for a limited public charter school within that public school district may not be transferred to or be employed by the limited public charter school over the licensed teacher's objections, nor shall that objection be used as a basis to deny continuing employment within the public school district in another public school at a similar grade level.

7.08 If the transfer of a teacher within a public school district is not possible because only one (1) public school exists for the teacher's certification level, then the local school board shall call for a vote of the licensed teachers in the proposed limited public charter school site and proceed, at the local school board's option, with the limited public charter school application if a majority of the licensed teachers approve the proposal.

7.09 A licensed teacher choosing to join the staff of a limited public charter school shall be employed by the district by a written contract as set forth in Ark. Code Ann. § 6-13-620(5), with the contract being subject to the provisions of the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.

7.09.1 The licensed teacher shall also enter into a separate supplemental contract specifically for the teacher's employment in the limited public charter school, with the supplemental contract being exempt from the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., and from Ark. Code Ann. § 6-17-807.

7.09.2 Termination of the supplemental contract shall not be used as a basis to deny continued employment of the teacher within the public school district in another public school at a similar grade level.

7.10 Limited public charter schools shall be evaluated annually by the Department of Education based on criteria approved by the authorizer, including without limitation:

7.10.1 Student performance data in order to determine progress in student achievement that has been achieved by the limited public charter school; and

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~~7.10.2 The limited public charter school's compliance with Ark. Code Ann. § 6-23-107 and Section 4.05 of these rules.~~

~~7.10.3 The Department of Education shall annually report its evaluation to the State Board and the Commissioner of Education.~~

~~7.10.4 Based upon that evaluation, the authorizer may revoke a limited public charter.~~

~~*Source: Ark. Code Ann. § 6-23-601 as amended by Act 993 of 2011*~~

~~7.11 Authorizer Hearing Procedures Related to Limited Public Charter Schools (Application, Renewal, or Request for Charter Amendment)~~

~~7.11.1 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by a certified court reporter.~~

~~7.11.2 The limited public charter school or applicant shall have twenty (20) minutes to present its case to the authorizer for approval of the proposed limited public charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.~~

~~7.11.3 Parties opposed to the limited public charter school application, renewal, or request, if any, shall have twenty (20) minutes to present its case to the authorizer for disapproval of the proposed limited public charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.~~

~~7.11.4 The limited public charter school applicant shall have five (5) minutes to respond to any arguments in opposition to the limited public charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.~~

~~7.11.5 The authorizer will follow the presentation with discussion of the limited public charter school application, renewal, or request and questions, if any, to the limited public charter school or applicant, opposing parties, or both.~~

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7.11.6 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section 9.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section 10.00 of these Rules.

7.12 Authorizer Hearing Procedures Related to Limited Public Charter Schools (Modification, Probation or Revocation of Charter)

7.12.1 Not later than twenty (20) days prior to the authorizer meeting at which the matter of modification, probation or revocation will be considered, the Department of Education shall provide written notice of the reason(s) for the proposed action, as well as of the time and location of such hearing, to the limited public charter school.

7.12.1 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by a certified court reporter.

7.12.2 Arkansas Department of Education staff shall have twenty (20) minutes to present its case to the authorizer for modification, probation, or revocation of a limited public charter school charter. The Chair of the authorizing body may grant additional time, if necessary.

7.12.3 The limited public charter school shall have twenty (20) minutes to present its case to the authorizer for regarding the proposed modification, probation, or revocation of the limited public charter school charter. The Chair of the authorizing body may grant additional time, if necessary.

7.12.4 The authorizer will follow the presentation with discussion of the matter and questions, if any, to representatives from the Department of Education, the conversion public charter school, or both.

7.12.5 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section 9.00 of these Rules. Additional requirements pertaining to

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~~*hearings involving the State Board of Education as authorizer may be found in Section 10.00 of these Rules.*~~

~~8~~7.00 RULES APPLICABLE TO THE CLOSURE OR DISSOLUTION OF PUBLIC CHARTER SCHOOLS

~~8~~7.01 Required Notices

~~8~~7.01.1 No later than fifteen (15) days after the authorizer votes to non-renew or revoke the charter, or the charter otherwise dissolves, the charter school or sponsoring entity shall furnish to the Department of Education:

~~8~~7.01.1.1 A complete inventory of all personal property, real property, equipment, and fixtures owned or financed by the charter school, with documentation showing a description of each asset, serial number, tag number, location, estimated value, any encumbrance on the asset including recorded security interest or lien, and the source of funds for each purchase;

~~8~~7.01.1.2 The account number and financial institution contact information for every account in which the charter school or sponsoring entity deposited any state or federal funds at any time, and complete bank statements for the twelve (12) months preceding the effective date of closure;

~~8~~7.01.1.3 A complete list of all debts or obligations owed by the charter school and still outstanding as of the effective date of closure, including all outstanding checks or warrants;

~~8~~7.01.1.4 A complete list of all accounts receivable owed to the charter school and still outstanding as of the effective date of closure; and

~~8~~7.01.1.5 Complete contact information for every member of the charter school's board or governing entity.

~~8~~7.01.2 If the authorizer votes to non-renew or revoke the charter, or the charter otherwise dissolves, the charter school or sponsoring entity shall, on a

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timeline established by the Department, send written notice of closure, as approved by the Department, to:

~~8~~7.01.2.1 The parents and legal guardians of all students;

~~8~~7.01.2.2 All employees of the charter school;

~~8~~7.01.2.3 All creditors of the charter school; and

~~8~~7.01.2.4 Every school district in which any students of the charter school reside.

~~8~~7.01.3 Every notice sent pursuant to Section ~~8~~7.01.2 above must include:

~~8~~7.01.3.1 The effective date of closure and last day of regular instruction; and

~~8~~7.01.3.2 Contact information of the person employed or retained by the charter school or sponsoring entity to handle inquiries regarding the closure.

~~8~~7.01.4 Parental notices sent pursuant to Section ~~8~~7.01.2 must additionally include:

~~8~~7.01.4.1 The student's school district of residence, and the contact information for that district's enrollment office;

~~8~~7.01.4.2 A statement that parents should contact the resident school district or any charter school where the student intends to enroll and should ask that school or district to request transfer of the student's educational records from the closing charter school; and

~~8~~7.04.4.3 Contact information for the individual or entity charged with storage of student records after the school's closure.

~~8~~7.01.5 Employee notices sent pursuant to Section ~~8~~7.01.2 must additionally include the date of termination of all employee benefits (health insurance, etc.), along with any COBRA or other documentation required by law.

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~~8~~7.01.6 The deadline for any notice required by this Section may be extended by the Department of Education Charter School Office for good cause.

~~8~~7.02 Assets of Open-Enrollment Public Charter School as Property of State

~~8~~7.02.1 Upon the dissolution, non-renewal, or revocation of an open-enrollment public charter, all net assets of the open-enrollment public charter school purchased with public funds, including any interest in real property, shall be deemed the property of the state, unless otherwise specified in the charter or by federal law.

~~8~~7.02.2 The Commissioner of Education or his or her designee shall take all steps necessary to protect and recover any and all state assets in the possession or control of the former charter school or the sponsoring entity.

~~8~~7.02.2.1 If any state or federal funds remain in any bank account(s) titled in the name of the charter school or sponsoring entity, the Commissioner of Education or his or her designee shall notify the financial institution that the account(s) holds state or federal funds and shall direct that the account(s) be immediately frozen, subject to further direction by the Commissioner or his or her designee.

~~8~~7.02.2.2 Any funds remaining in any bank account(s) titled in the name of the charter school shall be presumed to be state or federal funds until such time as the sponsoring entity furnishes documentation showing otherwise.

~~8~~7.02.2.3 The Commissioner or his or her designee shall secure and arrange for the recovery and storage of all personal property, equipment, and fixtures purchased or financed in whole or in part with any state or federal funds. Any personal property or equipment contained within the charter school facility shall be presumed to have been purchased or financed in whole or in part with state or federal funds until such time as the sponsoring entity furnishes documentation showing otherwise.

~~8~~7.02.2.4 At all times, the charter school, the sponsoring entity, and their officers, agents, and employees, must protect the

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school's assets against theft, misappropriation, and deterioration.

~~8~~7.03 Distribution of Property

~~8~~7.03.1 Upon the dissolution, non-renewal, or revocation of an open-enrollment public charter, the following property shall be sold, unless the Commissioner of Education determines otherwise:

~~8~~7.03.1.1 Real property or fixtures purchased or financed in whole or in part by the open-enrollment public charter school with state funds;

~~8~~7.03.1.2 Real property or fixtures purchased or financed in whole or in part by the sponsoring entity with federal grant funds administered by the Department of Education, unless federal law requires some other method of distribution;

~~8~~7.03.1.3 Personal property encumbered by a recorded security interest or lien and purchased or financed by the open-enrollment public charter school in whole or in part with state funds;

~~8~~7.03.1.4 Personal property purchased or financed in whole or in part with state funds by an open-enrollment public charter school that never received federal funds and never directly benefited from a federal grant administered by the Department of Education; and

~~8~~7.03.1.5 Any other personal property not distributed as provided by Sections ~~8~~7.03.3 and ~~8~~7.03.4 below.

~~8~~7.03.2 The state has a perfected priority security interest in the net proceeds from the sale or liquidation of property sold pursuant to Section ~~8~~7.03.1 above to the extent of the public funds used in the purchase. For the purpose of this section, "net proceeds" means the sale proceeds remaining after the satisfaction of all lien, security, ownership, or other interests that supersede the state's interest.

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~~8~~7.03.3 If the open-enrollment public charter school at any time operated an approved federal child nutrition program, all commodities and foodservice equipment purchased in whole or in part with federal funds or with nutrition program revenues shall be sold or transferred as directed by the Arkansas Department of Education Child Nutrition Unit.

~~8~~7.03.4 If the open-enrollment public charter school or its sponsoring entity received a federal grant administered by the Department of Education, then all other personal property, including furniture, equipment and supplies, purchased with state or federal funds may be redistributed to other Arkansas public charter schools or traditional public schools as allowed by federal law.

~~8~~7.04 Distribution of Funds

~~8~~7.04.1 Upon the dissolution, non-renewal, or revocation of an open-enrollment public charter, the Commissioner of Education or his or her designee shall assert control over any funds deemed the property of the state under Section ~~8~~7.02 above.

~~8~~7.04.2 In order to comply with federal and state law, the Commissioner of Education shall use such funds to satisfy the following obligations of the charter school in the order listed:

~~8~~7.04.2.1 Domestic support obligations withheld from an employee's wages in compliance with a court order prior to the effective date of dissolution, non-renewal, or revocation;

~~8~~7.04.2.2 Federal tax liens imposed by the Internal Revenue Code for taxes or payroll tax withholding owed;

~~8~~7.04.2.3 Any state tax lien or certificate of indebtedness issued by the Arkansas Department of Finance and Administration for taxes or payroll tax withholding owed;

~~8~~7.04.2.4 Any debt owed to the Arkansas Department of Education Child Nutrition Unit for penalties or reimbursement of overpayments;

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~~8~~7.04.2.5 Any debt owed to the Department of Education or other state agency for reimbursement of any other overpayment of federal funds;

~~8~~7.04.2.6 Unpaid contributions to the Arkansas Teacher Retirement System accrued prior to the effective date of dissolution, non-renewal, or revocation;

~~8~~7.04.2.7 Unpaid contributions to the Employee Benefits Division of the Arkansas Department of Finance & Administration accrued prior to the effective date of dissolution, non-renewal, or revocation; and

~~8~~7.04.2.8 Unpaid employee wages accrued prior to the effective date of dissolution, non-renewal, or revocation in accordance with employee contracts and the school's policies ~~salary schedule~~ in effect as of the beginning of the current school year.

~~8~~7.04.3 Any remaining funds deemed the property of the state under Section ~~8~~7.02 above shall be deposited into the State Treasury to the credit of the Department of Education Public School Fund Account.

~~8~~7.05 Distribution of Records

~~8~~7.05.1 The charter school or sponsoring entity must promptly submit all student records to the transfer school, including:

~~8~~7.05.1.1 Individualized Education Programs (IEPs) and all records regarding special education and supplemental services;

~~8~~7.05.1.2 Student health / immunization records;

~~8~~7.05.1.3 Attendance records;

~~8~~7.05.1.4 Testing materials, including scores, test booklets, etc. required to be maintained by the School; and

~~8~~7.05.1.5 All other student records.

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~~8~~7.05.1.6 All end-of-school-year grades and evaluations must be completed and made part of the student records, including any IEP, Committee on Special Education meetings, or progress reports.

~~8~~7.05.1.7 To the extent that testing scores, etc. are scheduled to arrive after the school closure, arrangements should be made with the testing agent to forward such material to the transfer school.

~~8~~7.05.2 No later than thirty (30) days after closure or dissolution of the charter, the charter school or sponsoring entity shall send each employee of the charter school:

~~8~~7.05.2.1 Copies of his or her contracts, evaluations, recommendation letters, and any other proof of employment and/or termination;

~~8~~7.05.2.2 Documentation of staff development hours; and

~~8~~7.05.2.3 Notice that employees must keep this documentation for their records as the state will have no way of providing proof of employment after the school is closed.

~~8~~7.05.3 If the charter school operated an approved federal child nutrition program, all child nutrition records shall be delivered to the Arkansas Department of Education Child Nutrition Unit on a schedule established by the Unit.

~~8~~7.05.4 Any student records remaining in the possession of the charter school or sponsoring entity, or in the possession of any other entity or individual designated by the charter school or sponsoring entity, shall be maintained in a manner sufficient to protect student privacy rights in accordance with the Federal Educational Rights and Privacy Act of 1974, as amended.

~~8~~7.05.5 The sponsoring entity shall maintain all relevant corporate or governance records for at least five (5) years after the effective date of closure, specifically including but not limited to:

~~8~~7.05.5.1 All board minutes, policies, and bylaws of the charter school board or governing entity;

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~~8~~7.05.5.2 Bonds, mortgages, loan agreements, and all other financing instruments;

~~8~~7.05.5.3 Lease agreements;

~~8~~7.05.5.4 Accounting and bank records;

~~8~~7.05.5.5 Payroll and tax records as required by federal law;

~~8~~7.05.5.6 Grant records as specified by 34 C.F.R. § 80.42 or other relevant federal or state law; and

~~8~~7.05.5.7 Any other document required by law to be maintained.

~~9~~8.00 DEPARTMENT OF EDUCATION AS PUBLIC CHARTER AUTHORIZER

~~9~~8.01 The Department of Education is the designated public charter authorizer with jurisdiction and authority over all public charters issued in this state to take the following action on a proposed or established public charter:

~~9~~8.01.1Approve;

~~9~~8.01.2Reject;

~~9~~8.01.3Renew;

~~9~~8.01.4Non-renew;

~~9~~8.01.5Place on probation;

~~9~~8.01.6Modify;

~~9~~8.01.7Revoke; or

~~9~~8.01.8Deny.

~~9~~8.02 The department shall exercise authority over public charter schools under Title 6, Chapter 23 of the Arkansas Code and these rules through a public charter authorizing panel established within the department.

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~~9~~8.02.1 The Commissioner of Education shall appoint a public charter authorizing panel that consists of professional staff employed at the department to serve at the pleasure of the commissioner.

~~9~~8.02.2 The commissioner may elect to serve as a member on the charter authorizing panel as the chair.

~~9~~8.02.3 The public charter authorizing panel is composed of an odd number of members and consists of no less than five (5) members and no more than eleven (11) members.

~~9~~8.03 The department may waive provisions of Title 6 of the Arkansas Code or State Board of Education rules as allowed by law for public charters.

~~9~~8.04 The department shall conduct all hearings on public charter school matters as required by law, rule, and process and make final determinations as allowed by law.

~~9~~8.04.1 A hearing under Title 6, Chapter 23 of the Arkansas Code and these rules conducted by the department shall be an open meeting under the Freedom of Information Act of 1967, Ark. Code Ann. § 25-19-106.

~~9~~8.04.2 For the purposes of Ark. Code Ann. § 25-19-106, the members of the public charter authorizing panel shall be considered a governing body only in regards to actions specifically authorized by Title 6, Chapter 23, Subchapter 7 of the Arkansas Code and these rules.

~~9~~8.04.3 All decisions of the panel shall be made by a majority vote of the quorum.

~~9~~8.04.4 A decision of the department is final except as provided under Ark. Code Ann. § 6-23-703 and Section ~~10~~9.00 of these rules.

~~9~~8.04.5 The Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq. shall not apply to a hearing concerning a public charter school.

~~9~~8.05 The department shall be the primary authorizer of public charters except as provided under Ark. Code Ann. § 6-23-703 and Section ~~10~~9.00 of these rules.

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~~9~~8.06 The department shall notify in writing the State Board, charter applicant, public charter school, and affected school districts, if any, of final decisions made by the department no less than fourteen (14) calendar days before the next regularly scheduled State Board meeting after the final decision is made by the department.

~~9~~8.06.1 A charter applicant, public charter school, and affected school district, if any, may submit in writing a request that the State Board review the final decision of the department under Ark. Code Ann. § 6-23-703 and Section ~~10~~9..00 of these rules.

~~9~~8.06.2 The written request submitted under Section ~~9~~8.06.1 of these rules shall state the specific reasons supporting a review by the State Board.

~~9~~8.06.3 The decision of whether to review a final decision of the department is discretionary by the State Board and the provisions of this section and Ark. Code Ann. § 6-23-703 do not grant any right of appeal to a charter applicant, public charter school, or affected school district.

Source: Ark. Code Ann. § 6-23-701 through 6-23-702.

~~10~~9.00 STATE BOARD OF EDUCATION OPTIONAL REVIEW

~~10~~9.01 If a charter applicant, public charter school, or affected districts submits a request that the State Board review the final decision of the department under Section ~~9~~8.06.1 of these rules, the State Board shall:

~~10~~9.01.1 Allow the party requesting review three (3) minutes to present the reasons for review.

~~10~~9.01.2 Allow any parties opposed to the State Board review three (3) minutes to present the reasons to deny review.

~~10~~9.01.3 Allow the party requesting review one (1) minute to offer any closing remarks.

~~10~~9.01.4 Allow additional time at the discretion of the Chair.

~~10~~9.02 On a motion approved by a majority vote, the State Board may exercise a right of review of a charter determination made by the department at the next regularly

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scheduled State Board meeting after receiving notice provided under Ark. Code Ann. § 6-23-702(b) and Section ~~98~~.06 of these rules.

~~10~~9.03 If the State Board votes to review a final decision made by the department, the State Board shall:

~~10~~9.03.1 State the specific additional information the State Board requires from the department, public charter school, public charter school applicant, or affected school district.

~~10~~9.03.2 Conduct a full hearing regarding a final decision made by the department under Ark. Code Ann. § 6-23-701(a) and Section ~~98~~.04 of these Rules; and

~~10~~9.03.3 Hold the hearing at the earlier of:

~~10~~9.03.3.1 The next regularly scheduled State Board meeting following the State Board meeting during which the State Board voted to authorize a review; or

~~10~~9.03.3.2 A special board meeting called by the State Board.

~~10~~9.04 At the conclusion of the hearing, the State Board may issue a final decision by State Board vote.

~~10~~9.04.1 The State Board may decide by a majority vote of the quorum to:

~~10~~9.04.1.1 Affirm the decision of the department;

~~10~~9.04.1.2 Take other lawful action on the public charter;

~~10~~9.04.1.3 Request additional information from the department, public charter school, public charter school applicant, or affected school district, if needed.

~~10~~9.04.1.4 If the State Board requests additional information under Ark. Code Ann. § 6-23-703(c)(2)(C)(i) or Section ~~10~~9.03.1.3 of these Rules, the State Board shall hold a subsequent hearing at the earlier of the next regularly

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scheduled State Board meeting or a special board meeting called by the State Board.

~~10~~9.04.2 A decision made by the State Board is final with no right of appeal.

Source: Ark. Code Ann. § 6-23-703

10.00 RULES APPLICABLE TO ADULT EDUCATION CHARTER SCHOOLS

10.01 Application for an Adult Education Charter School

10.01.1 Pursuant to Title 6, Chapter 23 of the Arkansas Code and these rules, an eligible entity may apply to the authorizer to grant adult education charter school status for an adult education program that offers a curriculum that culminates in

10.01.1.1 A high school diploma; and

10.01.1.2 An industry certification.

10.01.2 An adult education charter school shall be recognized by the State Board of Education as an open-enrollment public charter school. However, an adult education charter school is not eligible for state funding intended for elementary and secondary districts, schools, or programs, including but not limited to, state foundation and categorical funding.

10.01.3 An adult education charter school does not count toward the cap for open-enrollment public charter schools under § 6-23-304(c).

10.01.4 The authorizer shall adopt an application form, schedule, and a procedure that must be used to apply for an adult education charter school. The State Board shall adopt any applications, forms, schedules and procedures that are required to be promulgated through the Administrative Procedure Act.

10.01.5 The authorizer shall adopt, in conjunction with the application form adopted under section 10.01.4 of these Rules, a scoring rubric that shall constitute criteria to inform the authorizer's approval of a program for which an adult education charter may be granted. The State Board shall

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adopt any rubric that is required to be promulgated through the Administrative Procedure Act.

10.01.6 The application to the authorizer for an adult education charter school shall be made in accordance with a schedule approved by the authorizer. The State Board shall adopt any schedule that is required to be promulgated through the Administrative Procedure Act.

10.01.7 The application form must provide space for including all information required under Title 6, Chapter 23 and these rules to be contained in the charter.

10.01.8 A nonprofit entity's application for an adult education charter school shall include, without limitation a:

10.01.8.1 History of the nonprofit entity's success in providing education services, including industry certifications and job placement services, to adults eighteen (18) years of age and older whose educational and training opportunities have been limited by educational disadvantages, disabilities, homelessness, criminal history, or similar circumstances;

10.01.8.2 Pledge to commit at least one million dollars ($1,000,000) to the adult education charter school, if approved, with up to twenty-five percent (25%) of the commitment allowed to be in-kind;

10.01.8.3 Description of any partnership with a state-supported two year institution of higher education, if anticipated;

10.01.8.4 Description of testimony from a public hearing in the community where the adult education charter school is planned;

10.01.8.5 Copy of the notice of the public hearing that documents that the notice was published, at least three (3) weeks before the date of the public hearing, in a newspaper having general circulation in the community where the adult education charter school is planned;

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10.01.8.6 Comprehensive plan of how the adult education charter school will meet the industry needs for a sufficiently trained workforce in the state;

10.01.8.7 Strategy for engaging the community, including business leaders, in carrying out the goals and objectives of the adult education charter school;

10.01.8.8 Description of the proposed performance criteria that will be used during the initial five-year period of the charter to measure the progress of the adult education charter school in meeting the industry needs for a sufficiently trained workforce in the state;

10.01.8.9 Detailed budget and governance plan for the operation of the adult education charter school; and

10.01.8.10 List of any specific state laws or rules of the State Board of Education from which the adult education public charter wishes to be exempt with an explanation of why the exemption is needed.

Source: Ark. Code Ann. § 6-23-1001

10.02 Authorization for an Adult Education Charter: The authorizer shall review the application for an adult education charter school and may approve an application that:

10.02.1 Provides an acceptable plan for meeting the industry needs for a sufficiently trained workforce in the state;

10.02.2 Includes a set of performance criteria objectives for the terms of the charter and the means for measuring the performance criteria objectives on a yearly basis;

10.02.3 Includes a comprehensive strategy for engaging the community, including business leaders, in the process of meeting the goals and objectives of the charter;

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10.02.4 Includes an agreement to provide an annual report to the community that indicates the progress made by the adult education charterschool in meeting the performance criteria objectives during the previous year; and

10.02.5 Includes an appropriate budget and governance plan.

Source: Ark. Code Ann. § 6-23-1002

10.03 Resubmission of Adult Education Charter School Applications

10.03.1 The authorizer may allow an applicant to resubmit the application for an adult education charter school if the original application was, in the opinion of the authorizer deficient in one (1) or more respects.

10.03.2 The Department of Education may provide technical assistance to the applicant for an adult education charter school in the creation or modification of its application.

Source: Ark. Code Ann. § 6-23-1003

10.04 Enrollment in an Adult Education Charter School

10.04.1 An approved adult education charter school shall have an enrollment cap of no more than three hundred fifty (350) students.

10.04.2 A person who is at least nineteen (19) years of age may enroll in an adult education charter school if the person has:

10.04.2.1 Not earned a high school diploma;

10.04.2.2 Failed to complete the requirements for high school graduation.

Source: Ark. Code Ann. § 6-23-1004

10.05 Funding for an Adult Education Charter School

10.05.1 Funding for an adult education charter school shall not be provided through the Public School Fund.

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10.05.2 Funding for an adult education charter school may come from public or private sources, including from the eligible entity that operates an adult education charter school.

10.05.3 An adult education charter school is not eligible to receive any state funds intended for elementary and secondary programs.

Source: Ark. Code Ann. § 6-23-1005

10.06 Renewal of an Adult Education Charter: The authorizer may renew the adult education charter on a one-year or multiyear basis.

Source: Ark. Code Ann. § 6-23-1006

10.07 Status Report: The Department of Education shall report to the Senate Committee on Education and the House Committee on Education by December 1 each year concerning:

10.07.1 Evaluations of any adult education charter schools operating under this subchapter in the state, including the impact on meeting industry needs and addressing the workforce needs in the state; and

10.07.2 Recommendations regarding the abolition, expansion, or modifications of the laws pertaining to adult education charters.

Source: Ark. Code Ann. § 6-23-1007

10.08 Authority under a Charter for Adult Education Charter Schools

10.08.1 An adult education charter school:

10.08.1.1 Shall be governed by an eligible entity that is fiscally accountable under the governing structure as described by the charter;

10.08.1.2 Shall provide instruction to adults as provided by the charter;

10.08.1.3 Shall retain the authority to operate under the charter contingent on satisfactory student performance as provided

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by the charter in accordance with Title 6, Chapter 23 of the Arkansas Code and these rules;

10.08.1.4 Shall have no authority to impose taxes;

10.08.1.5 Shall not charge tuition or fees that would not be allowable charges in the public school districts; and

10.08.1.6 Shall not be religious in its operations or programmatic offerings.

10.08.2 An adult education charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code and any rule and regulation promulgated by the State Board under Title 6 of the Arkansas Code relating to:

10.08.2.1 Monitoring compliance with Title 6 of the Arkansas Code, as determined by the Commissioner;

10.08.2.2 Public school accountability under Title 6 of the Arkansas Code;

10.08.2.3 High school graduation requirements as established by the State Board;

10.08.2.4 Special education programs as provided by Title 6 of the Arkansas Code;

10.08.2.5 Conducting criminal background checks for employees as provided by Title 6 of the Arkansas Code;

10.08.2.6 Health and safety codes as established by the State Board and local governmental entities; and

10.08.2.7 Ethical guidelines and prohibitions as established by Ark. Code Ann. § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest.

Source: Ark. Code Ann. § 6-23-1008

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10.09 Enrollment Numbers and Deadline: Adult education charter schools shall keep records of attendance in accordance with the law and submit quarterly attendance reports to the Department of Education.

Source: Ark. Code Ann. § 6-23-1008(3)

10.10 Annual Audit of Adult Education Charter School Required

10.10.1 An adult education charter school shall prepare an annual certified audit of the financial condition and transactions of the adult education charter school as of June 30 each year in accordance with auditing standards generally accepted in the United States and Government Auditing Standards issued by the Comptroller General of the United States, and containing any other data as determined by the State Board for all public schools.

Source: Ark. Code Ann. § 6-23-1008(3)

10.11 Monthly Reports: An adult education charter school in its initial school year of operation shall provide monthly reports on its enrollment status and compliance with its approved budget for the current school year to the Department of Education.

Source: Ark. Code Ann. § 6-23-1008(3)

10.12 Department of Education Review: The Department of Education shall:

10.12.1 Conduct an end-of-semester review of each adult education charter school that is in its initial school year of operation at the end of the first semester and at the end of the school year; and

10.12.2 Report to the State Board and the Commissioner of Education on the adult education charter school's:

10.12.2.1 Overall financial condition; and

10.12.2.2 Overall condition of student enrollment.

Source: Ark. Code Ann. § 6-23-1008

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10.13 Use of Funding by Adult Education Charter Schools

10.13.1 No indebtedness of any kind incurred or created by the adult education charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the adult education charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

10.13.2 Every contract or lease into which an adult education charter school enters shall include the wording of Section 10.13.1 of these rules.

Source: Ark. Code Ann. § 6-23-1008

10.14 Charter School Facilities: An adult education charter school shall not commence operations with students in any new or renovated facility unless the school has obtained for the new construction or renovation:

10.14.1 A certificate of occupancy issued by a local code official approved by the state fire marshal;

10.14.2 A certificate of occupancy or other approval of the state fire marshal; or

10.14.3 A certificate of substantial completion issued by a licensed architect.

10.15 Authorizer Hearing Procedures Related to Adult Charter Schools (Application, Renewal, or Request for Charter Amendment)

10.15.1 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by the Chair of the body conducting the hearing.

10.15.2 The adult education charter school or applicant shall have twenty (20) minutes to present its case to the authorizer for approval of the proposed adult education charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.

10.15.3 Parties opposed to the adult education charter school application, renewal, or request, if any, shall have twenty (20) minutes to present its case to the authorizer for disapproval of the proposed adult education charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.

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10.15.4 The adult education charter school or applicant shall have five (5) minutes to respond to any arguments in opposition to the adult education charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.

10.15.5 The authorizer will follow the presentation with discussion of the adult education charter school application, renewal, or request, and questions, if any, to the adult education charter school or applicant, opposing parties, or both.

10.15.6 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.

10.15.7 The authorizer may defer the vote to approve or disapprove a charter application, renewal, or request in order to allow a public charter school or applicant to make modifications or receive technical assistance to correct deficiencies in the application, renewal, or request.

10.15.8 During the roll call vote on each adult education charter initial application, if a particular member of the authorizing body votes against the initial application, that member should state his or her reasons for disapproval.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section 8.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section 9.00 of these Rules.

10.16 Authorizer Hearing Procedures Related to Adult Education Charter Schools (Modification, Probation or Revocation of Charter)

10.16.1 Not later than twenty (20) days prior to the authorizer meeting at which the matter of modification, probation or revocation will be considered, the Department of Education shall provide written notice of the reason(s) for the proposed action, as well as of the time and location of such hearing, to the adult education charter school.

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10.16.2 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by the Chair of the body conducting the hearing.

10.16.3 The adult education charter school shall have twenty (20) minutes to present its case to the authorizer regarding the proposed modification, probation, or revocation of the adult charter school charter. The Chair of the authorizing body may grant additional time, if necessary.

10.16.4 The authorizer will follow the presentation with discussion of the matter and questions, if any, to representatives from the Department of Education, the adult education charter school, or both.

10.16.5 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section 8.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section 9.00 of these Rules.

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Arkansas Department of Education
Rules Governing the Monitoring of Arkansas Comprehensive School Improvement Plans (ACSIP)

1.0 Regulatory Authority

1.01 These Rules shall be known as the Arkansas Department of Education Rules Governing the Monitoring of Arkansas Comprehensive School Improvement Plans.

1.02 The State Board of Education promulgates these Rules pursuant to Ark. Code Ann. §§ 6-15-424, 6-15-426, 6-20-2301 *et seq*., and 10-3-2101 *et seq*., and Act 841 of 2015.

2.0 Purpose

2.01 To expand the monitoring process to include a comprehensive compliance review of the development and implementation of educational strategies, assessment, academic accountability and resources as outlined in each public school and public school district's Arkansas Comprehensive School Improvement Plan (ACSIP).

2.02 To monitor the use of "Instructional Facilitators" in school improvement plans.

2.03 To ensure compliance with federal and state law and State Board of Education policies.

2.04 To provide technical assistance for program improvement.

3.0 Definitions

For the purpose of this Rule:

3.01 "Alternative Learning Environment (ALE)" – a student intervention program in compliance with Ark. Code Ann. §§ 6-18-508 and 6-18-509 that seeks to eliminate traditional barriers to student learning.

3.02 "Arkansas Comprehensive Assessment Program" – means the testing component of Arkansas Comprehensive, Testing, Assessment and Accountability Program, which shall consist of developmentally appropriate assessments as required by the State Board of Education, or other assessments which are based on researched best practices as determined by qualified experts which would be in compliance with federal and state law, End-of-Course tests for designated grades and content areas, and the high school literacy test.

3.03 "Arkansas Comprehensive Testing, Assessment and Accountability Program" – means a comprehensive system that focuses on high academic standards, professional development, student assessments, and accountability for all schools.

3.04 "Arkansas Comprehensive School Improvement Plan (ACSIP)" – A plan developed by a local school team based on an analysis of student performance data and other relevant data that provides a plan of action to address deficiencies in student performance and any academic achievement gap as evidenced in the Arkansas Comprehensive Assessment Program as defined in Section 3.02. This plan shall be reviewed annually and monitored at least every two years. Additionally, this plan shall become the application for all instructional federal programs as administered by the Arkansas Department of Education.

3.05 "Benchmarks/Grade-Level Benchmarks" – Academic Content Standards and/or grade-level statements of what a student should know and be able to do. The Grade-Level Benchmarks provide guidance to classroom teachers in planning instruction aligned with the Academic Content Standards.

3.05.1 "Benchmark Statements" – Statements that indicate the anticipated score or status advancement of a particular student population, on a particular measurement instrument, by a specified time. These measurement statements may incorporate the appropriate AYP target(s).

3.06 "Board" – The Arkansas State Board of Education.

3.07 "Compliance" – Documenting that the district adheres to applicable statutes and regulations.

3.08 "Department" – The Arkansas Department of Education.

3.09 "District Improvement Plan" – A compilation of the individual school improvement plans which align the district's resources to meet the needs of the individual schools' plans. The main focus of the district improvement plan shall be to ensure that all students have an opportunity to demonstrate proficiency on all portions of state-mandated assessments.

3.10 "English Language Learners (ELL)" – are students identified by the State Board of Education (Board) as not proficient in the English language based upon approved English proficiency assessment instruments administered annually in the fall of the current school year, which assessments measure oral, reading, and writing proficiency.

3.11 "Grade Level" – performance of a student (or group of students) at the proficient level on benchmark assessments at the specified grade that is age-appropriate for that student(s).

3.12 "Instructional Facilitator" – an individual holding a valid Arkansas teacher's license meeting the criteria for a highly qualified teacher who facilitates continuous improvement in classroom instruction by providing instructional support to teachers in the elements of research-based instruction and by demonstrating the alignment of instruction with curriculum standards and assessment tools; develops instructional strategies; develops and implements training; chooses standards-based instructional materials; provides teachers with an understanding of current research; integrates technology into instruction; assists in the implementation of the components of the Arkansas Comprehensive School Improvement Plan (ACSIP).

3.13 "Interventions" – research-based programs, initiatives, or strategies designed to address the student academic, behavioral and social needs identified in the data analysis.

3.14 "Monitoring" – the process of collecting information from schools and school districts to:

3.14.1 determine compliance with the implementation of school improvement plans, promote collaborative planning and budgeting, and provide technical assistance for program improvement; and

3.14.2 examine in-class practice and student learning results as identified by school improvement plans to determine the impact of school programs and activities.

3.15 "National School Lunch Students" – are those students from low socio-economic backgrounds as indicated by eligibility for free or reduced-priced meals under the National School Lunch Act as determined on October 1 of the previous school year.

3.16 "Professional Development" – is a coordinated set of planned learning activities for school teachers and administrators that are based on research, are standards-based and continuous.

3.16.1 Professional development shall result in individual, school-wide, and district-wide improvement designed to ensure that all students demonstrate proficiency in the state academic standards.

3.17 "Program" – Any or all of the districts sponsored or district-supported educational opportunities for students, either within or beyond the school day.

3.18 "Public School District/Public School" – those school districts and schools (including open-enrollment charter schools) created pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program except specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to Ark. Code Ann. §§ 6-15-501, 9-28-205, and 12-29-301 through 12-29-310, or other provisions of Arkansas law.

3.19 "School Improvement" – the initial classification applied to a school that fails to meet adequate yearly progress for two successive years.

3.20 "School Year" – is the year beginning July 1 of one calendar year and ending June 30 of the next calendar year.

4.0 Implementation

4.01 Beginning with the 2007-2008 school year and each year thereafter, the Arkansas Department of Education will conduct periodic comprehensive on-site monitoring reviews of school and school district's school improvement plans to verify that activities are being implemented in accordance with the approved application.

5.0 Arkansas Comprehensive School Improvement Plan

5.01 Each public school or school district shall develop and file, by a deadline date established by the Department, with the Department an Arkansas Comprehensive School Improvement Plan (ACSIP) focused on student achievement.

5.02 The purpose of ACSIP is to provide equal opportunity for all students, including identifiable subgroups, to meet the expected performance levels established by the Board on all State assessments. The plan:

5.02.1 Identifies a challenging set of goals and sets forth actions that will be taken to achieve the goals. It specifies the responsibilities of the school district and its schools. The plan includes periodic benchmarks, measurements processes, and evaluation protocols.

5.02.2 Is based on an analysis of data produced by the Arkansas Comprehensive Testing Program and other reliable measures of student learning to determine classroom, school, and school district academic performance.

5.02.3 Includes the public school or school districts use of categorical funding for:

(A) Alternative Learning Environments (ALE);
(B) Professional Development;
(C) English-Language Learners (ELL); and
(D) National School Lunch Students, as defined by Ark. Code Ann. § 6-20-2303 (12) (A).

5.02.4 Specifies allocation of funding and resources including tutors, teachers' aides, counselors, social workers, nurses and instructional facilitators.

5.02.5 Outlines a process for evaluating the effectiveness of the strategies and activities indicated in the plan.

5.02.6 Includes a cross section of teachers, experts, parents and other stakeholders as plan developers.

5.03 An improvement plan is subject to annual review.

5.04 Any public school or school district classified as in school improvement under Ark. Code Ann. § 6-15-425 shall develop and file with the Department a revised comprehensive school improvement plan each year, meeting the requirements of this section and containing any additional requirements determined necessary by the department to ensure that all students in the public school or school district have an opportunity to demonstrate proficiency on all portions of the state-mandated assessments.

5.05 The district has the primary responsibility for ensuring that the school in school improvement receives technical assistance as it develops or revises its school plan and throughout the plan's implementation.

5.06 Technical assistance for a school identified for improvement must focus on strengthening and improving the school's instructional program. Specifically, the district must ensure that the school in need of improvement receives technical assistance based on scientifically based research in the following areas:

(A) Assessment and Data Analysis: including purposes and use of data
(B) Identification and Implementation of Strategies, and
(C) Budget Analysis

5.07 At the end of each school year, the school district shall evaluate the implementation and impact of programs (interventions or actions) included in the comprehensive school improvement plan to ensure that the programs are providing intervention and prevention services designed to increase student achievement.

5.08 Evaluation results must be included in the comprehensive school improvement plan for the following year.

6.0 Comprehensive Monitoring

6.01 The Department shall periodically monitor each public school's and school district's compliance regarding its comprehensive school improvement plan. A team of reviewers shall conduct a comprehensive site visit to:

6.01.1 Determine whether the evaluation conducted by the public school or school district under Section 5.07 of this Rule was conducted properly;

6.01.2 Assess the areas in which the public school or school district needs to revise its plan;

6.01.3 Review the school/district's performance during the preceding two years, including the documented academic performance of its students;

6.01.4 Review the use of public school funding under the Public School Funding Act of 2003, Ark. Code Ann. §§ 6-20-2301 *et seq*. for the following:

6.01.4.1 Instructional facilitators, as that term is defined by the State Board of Education in Section 3.12 of this Rule;

6.01.4.2 Alternative Learning Environments (ALE), Professional Development, English-language learners (ELL), and National School Lunch Students identifying specific:

- Educational strategies;
- Resources used, including tutors, teachers' aides, counselors, social workers, and nurses;
- Expenditures made from categorical funds provided under § 6-20-2305(b); and

6.01.4.3 The implementation of programs for students whose academic achievement is below proficient.

6.02 As part of the monitoring process under this Section 6, the Department shall evaluate the research cited by the public school or school district in its comprehensive school improvement plan in support of the proposed interventions and actions to assess its independence and empirical support for the effectiveness of the program.

6.03 The Department shall use the information obtained through monitoring comprehensive school improvement plans under this section to:

6.03.1 Determine the compliance of the public school or school district with the provisions of this section; and

6.03.2 Evaluate whether the assessment conducted by the public school or school district under this section was conducted properly, and assess the areas in which the public school or school district needs to revise its plan.

6.04 Make recommendations regarding the review findings for the purpose of improving educational practices beyond the level of minimum compliance to foster practices of continuous improvement.

~~**7.0 Procedures for Comprehensive Monitoring**~~

~~7.01 On-Site Monitoring – Monitoring teams, consisting of ADE staff, shall conduct periodic on-site reviews. The number of team members will vary,~~

depending on the size of the school district and the number of program areas to be reviewed. The on-site review will be conducted in a revolving cycle. However, monitoring for specific issues and/or programs may be conducted at any time at the discretion of the Commissioner of the Arkansas Department of Education.

7.02 Preparation for On-Site Visit – An annual notice of the monitoring process and checklist of items to be monitored will be provided prior to on-site visits. The monitoring team leader will inform the school district superintendent of the on-site monitoring visit at least one month prior to the visit. The team leader, in collaboration with the superintendent, will establish a proposed schedule of activities.

7.03 The monitoring process may include any of the following, as well as any additional procedures and policies as approved by the State Board.

7.03.1 Administrative Review – This portion of the visit will look at procedures that are typically the responsibility of district level staff. District administrators are asked to provide the monitoring team with an overview of how the coordination of funding is impacting student achievement and teacher effectiveness.

7.03.2 Program Evaluation – This portion of the visit will include a review of how district staff collects data from district schools and how the data is used for evaluation purposes and to update or revise the school improvement plan.

7.03.3 School Level Review – This section of the review is conducted at the schools. Reviewers collect data on the implementation of the district's programs.

7.03.4 Interviews – Interviews with selected persons will be conducted, either individually or as a group, for the purpose of verifying and gathering information. Interviews will be conducted at the district and/or school and program site.

7.04 A draft report of preliminary findings will be mailed to the school district superintendent via certified mail within twenty (20) business days of the exit conference. Upon agreement of the findings by Arkansas Department of Education personnel, the final report will be sent to the district superintendent not later than sixty (60) business days from the conclusion of the exit conference via certified mail.

7.04.1 This report provides a rating for each compliance criterion; those ratings are:

7.04.1.1 "Implemented" - meaning at least substantially implemented; program requirements have been fulfilled.

7.04.1.2 "Implementation in Progress" - is used for criteria containing new requirements (results of Scholastic Audit Recommendations) and means that the district is either training staff or beginning to implement the new requirement in such a way that the on-site team anticipates that the new requirements will be implemented by the end of the school year or within the required time frame.

7.04.1.3 "Partially Implemented" – program requirements have been implemented in part but not in total.

7.04.1.4 "Not Implemented" - meaning at least substantially not implemented; no action has occurred toward the implementation of program requirements.

7.04.1.5 "Not Applicable" - does not apply.

7.04.2 The report will include findings for each criterion that it rates "Partially Implemented" or "Not Implemented," explaining the basis for the rating. Areas in need of further technical assistance may also be included.

7.04.3 Technical assistance plans may be developed to assist districts in meeting compliance.

7.05 Monitoring Report Response –The Superintendent or designee will have to review the report for factual accuracy prior to dissemination of the final report. Formal written response by the school district with regards to any required corrective action will be due to the Department thirty (30) days after the Final Report is mailed.

7.05.1 The response must outline the planned implementation of corrective actions issued for findings, including timelines for completion of the corrective action.

7.05.2 These corrective actions are subject to the Department's review and approval.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING ACCESS TO PUBLIC SCHOOL INFORMATION ON ARKANSAS COMPREHENSIVE SCHOOL IMPROVEMENT PLANS (ACSIP)

1.0 Authority

1.01 These Rules are promulgated pursuant to Ark. Code Ann. §§ 6-11-105, 6-15-2202, ~~(added by Act 1373 of 2009)~~ and 25-15-201 et seq., and Act 841 of 2015.

2.0 Purpose

2.01 The purpose of these Rules is to execute the following requirements of Ark. Code Ann. § 6-15-2202:

2.02.1 Improve student achievement and close achievement gaps among student subgroups by providing public access to comprehensive school improvement plans;

2.01.2 Improve parental involvement and communication with parents;

2.01.3 Increase transparency and accountability of public schools and public school districts to the public; and

2.01.4 Make public school and public school district data more accessible to researchers and policymakers.

3.0 Access to Public School Information on Comprehensive School Improvement Plans

3.01 By the twentieth day following the date a public school or public school district is required by law or rule to provide the applicable information listed in this section, a public school district shall post the most recent version of the following information on its website:

3.01.1 The comprehensive school improvement plan developed under the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq. for each public school in the public school district.

3.01.1.1 A public school that accepts National School Lunch Act funds and national school lunch student state categorical funding under § 6-20-2305 shall report in the public school's

comprehensive school improvement plan the following:

3.01.1.1.1 A description of how the public school plans to use National School Lunch Act funds and national school lunch student state categorical funds in the current school year; and

3.01.1.1.2 A description of how the school used National School Lunch Act funds and national school lunch student state categorical funds in the previous school year;

3.01.2 The public school district's annual report card and the annual report card of each public school in the public school district;

3.01.3 A parent-friendly explanation of:

3.01.3.1 The school improvement status of the public school district;

3.01.3.2 The school improvement status of each public school in the public school district, including the identification of any supplemental educational services available to each public school; and

3.01.3.3 Why the public school district or any of its public schools are under academic distress, school improvement, or fiscal distress and what the district is doing to be removed from academic distress, school improvement, or fiscal distress.

3.01.4 The public school district's parental involvement plan and the parental involvement plan of all public schools in the public school district and informational packets required under Ark. Code Ann. § 6-15-1702.

3.01.4.1 Public school districts and schools receiving

Title I funds shall also post ~~the parental involvement policy~~ any policies required by the ~~No Child Left Behind Act of 2001~~ Elementary and Secondary Education Act as most recently authorized by Congress.

3.01.5 Teacher qualifications for all public schools in the public school district under the ~~No Child Left Behind Act of 2001~~ Elementary and Secondary Education Act as most recently authorized by Congress.

3.02 Not less than annually, the Department of Education (ADE) shall monitor compliance with the requirements of this section when the ADE monitors a school for compliance with standards and Accreditation:

~~(i) Directly monitors a school for compliance with standards and Accreditation.; or~~

~~(ii) Monitoring the implementation of ACSIP in compliance with Act 807 of 2007. Any areas of non compliance will be forwarded to the Standard for Accreditation Unit.~~

3.02.1 Monitoring may be performed electronically.

3.03 The ADE shall report a failure to comply with this section to the State Board of Education.

3.04 Compliance with these Rules is a requirement for accreditation of a public school, including an open-enrollment charter school, or public school district.

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING HOW TO MEET THE NEEDS OF CHILDREN WITH DYSLEXIA

~~August 2014~~_____

1.00 PURPOSE

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing How to Meet the Needs of Children with Dyslexia.

1.02 The purpose of these rules is to establish guidelines for early screening, intervention and services to meet the educational needs of students with dyslexia.

2.00 AUTHORITY

2.01 These rules are enacted pursuant to the Arkansas State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, ~~Act 1294 of 2013 (codified at Ark. Code Ann. §~~ 6-41-601 through § 6-41-610~~)~~, ~~Ark. Code Ann. §§ 6-11-105,~~ and 25-15-201 *et seq*.

2.02 NOTE: These rules set forth the procedures outlined in ~~Act 1294 of 2013, codified at~~ Ark. Code Ann. §§ 6-41-601 through 6-41-610 ~~*et seq*.,~~ regarding screening, evaluation, and ~~therapeutic~~ services for students with dyslexia who may not otherwise qualify for special education services under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§1400 et seq. Students may display additional factors that complicate their dyslexia and may require more support than what may be provided for in these rules. At any time during the administration of the procedures set forth in these rules, students may be referred for evaluation for special education services in accordance with IDEA. While these rules may use similar terms as set forth in IDEA, no provision of these rules is intended to supplant, or in any way conflict with, IDEA. If a student with dyslexia is referred for special education services, public schools shall follow the requirements of IDEA.

3.00 DEFINITIONS

3.01 "Dyslexia" means a specific learning disability that is:

3.01.1 Neurological in origin;

3.01.2 Characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities that typically result from a deficit in the phonological component of language; and

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3.01.3 Often unexpected in relation to other cognitive abilities.

3.02 "Dyslexia interventionist" means a school district or public school employee trained in a dyslexia program, such as a:

3.02.1 Dyslexia therapist;

3.02.2 Dyslexia specialist;

3.02.3 Reading interventionist;

3.02.4 Certified teacher; or

3.02.5 Tutor or paraprofessional working under the supervision of a certified teacher.

3.03 "Dyslexia program" means explicit, direct instruction that is:

3.03.1 Systematic, sequential, and cumulative and follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student without presuming prior skills or knowledge of the student;

3.03.2 Systematic, multisensory, and research-based;

3.03.3 Offered in a small group setting to teach students the components of reading instruction, including without limitation:

3.03.3.1 Phonemic awareness to enable a student to detect, segment, blend, and manipulate sounds in spoken language;

3.03.3.2 Graphophonemic knowledge for teaching the letter-sound plan of English;

3.03.3.3 The structure of the English language that includes morphology, semantics, syntax, and pragmatics;

3.03.3.4 Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are carriers of meaning; and

3.03.3.5 Strategies that students use for decoding, encoding, word recognition, fluency, and comprehension.

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3.03.4 Delivered with fidelity. "Fidelity" means the intervention is done as the author of the program intended.

3.04 "Dyslexia specialist" means:

3.04.1 A professional at each education service cooperative or school district who has expertise and is working towards an endorsement or certification in providing training for:

3.04.1.1 Phonological and phonemic awareness;

3.04.1.2 Sound and symbol relationships;

3.04.1.3 Alphabet knowledge;

3.04.1.4 Decoding skills;

3.04.1.5 Rapid naming skills; and

3.04.1.6 Encoding skills.

3.04.2 A dyslexia specialist shall be fluent in the Response to Intervention (RTI) process and provide training in administering screenings, analyzing and interpreting screening data, and determining appropriate interventions that are systematic, multisensory, and evidence-based.

3.05 "Dyslexia therapist" means a professional who has completed training and obtained certification in dyslexia therapy from a dyslexia therapy training program ~~approved~~ defined by the Arkansas Department of Education.

3.0~~3~~6 ~~The terms "d~~Dyslexia therapy~~"~~ ~~and "therapeutic services"~~ means an appropriate specialized ~~dyslexia~~ reading instructional program specifically designed for use in a dyslexia program that is~~:~~

~~3.03.1 D~~delivered by a dyslexia ~~therapist;~~ interventionist.

~~3.03.2 Explicit, direct instruction;~~

~~3.03.3 Systematic, multi-sensory, and research based;~~

~~3.03.4 Offered in a small group setting to teach students the components of reading instruction including without limitation:~~

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~~3.03.4.1 Phonemic awareness to enable a student to detect, segment, blend, and manipulate sounds in spoken language;~~

~~3.03.4.2 Graphophonemic knowledge for teaching the letter-sound plan of English;~~

~~3.03.4.3 The structure of the English language that includes morphology, semantics, syntax, and pragmatics;~~

~~3.03.4.4 Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are carriers of meaning; and~~

~~3.03.4.5 Strategies that students use for decoding, encoding, word recognition, fluency, and comprehension.~~

3.047 "Response to Intervention (RTI)" is the practice of:

3.04~~4~~7.1 Screening ~~all~~ students to identify those needing extra support;

3.04~~4~~7.2 Providing high-quality instruction and appropriate interventions matched to student needs;

3.04~~4~~7.3 Closely monitoring progress to assess both the learning rate and the level of performance of individual students; and

3.04~~4~~7.4 Basing instructional decisions about the intensity and duration of interventions on individual student response to intervention.

3.08 "Program approved or defined by the Department" means any program a school district determines meets all required components set forth in Section 3.03.

4.00 REQUIRED SCREENING

4.01 A school district shall screen:

4.01.1 ~~e~~ Each student ~~each year~~ in kindergarten, grade one, and grade two (K-2);

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4.01.2 ~~a~~A student in kindergarten, grade one, or grade two (K-2) who transfers to a new school and has not been screened during the same school year;

4.01.3 ~~a~~A student in grade three (3) or higher who has difficulty, as noted by a classroom teacher, in any skills listed in 4.02 of these rules;

4.01.4 ~~a~~A student from another state who enrolls for the first time in Arkansas in kindergarten through grade two (K–2) unless the student presents documentation that the student:

4.01.4.1 ~~h~~Had the screening or a similar screening in the current school year; or

4.01.4.2 ~~i~~Is exempt from screening as set forth in Section 4.04~~4~~5 of these Rules.

4.02 The screening of students shall be performed with fidelity and include without limitation:

4.02.1 Phonological and phonemic awareness;

4.02.2 Sound symbol recognition;

4.02.3 Alphabet knowledge;

4.02.4 Decoding skills;

4.02.5 Rapid naming skills; and

4.02.6 Encoding skills

4.03 Every school district shall ensure that students are screened using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or an equivalent screener for phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, and decoding skills, and by using an appropriate screener for rapid naming skills and encoding skills.

NOTE: DIBELS may indicate characteristics of a reading deficiency, which may include characteristics of dyslexia. DIBELS alone may be insufficient to determine the existence of dyslexia. Refer to the Arkansas Dyslexia Resource Guide for a list of screening instruments.

4.04 If the screener(s) used under section 4.03 shows that a student is at risk, or at some risk, then a Level I dyslexia screener shall be administered. The

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Level I dyslexia screening of a student shall be performed with fidelity and include the components listed under section 4.02.

4.0~~4~~5 The following students shall be exempt from dyslexia screening:

4.04.1 Students with an existing diagnosis of dyslexia;

4.04.2 Students with a sensory impairment that prevents screening for dyslexia.

5.00 INTERVENTION AND SERVICES

5.01 If the ~~DIBELS~~ initial, Level I, or Level II dyslexia screening~~, or the screening for rapid naming and encoding skills,~~ indicates that a student ~~has~~ exhibits ~~markers for~~ characteristics of dyslexia ~~and needs intervention~~, the Response to Intervention (RTI) process shall be used to address the needs of the student.

~~NOTE: DIBELS may indicate markers for a reading deficiency, which may include markers for dyslexia. DIBELS alone may be insufficient to determine the existence of dyslexia. Refer to the Arkansas Dyslexia Resource Guide for a list of screening instruments.~~

~~5.02 If RTI indicates the possibility of dyslexia, the student shall be evaluated for dyslexia upon the notification and consent of the parents or legal guardians of the student.~~

5.0~~3~~2 If the ~~dyslexia evaluation~~ Level II dyslexia screening conducted by the school district indicates that a student ~~is dyslexic~~ exhibits characteristics of dyslexia, the student shall be provided ~~therapeutic~~ intervention services ~~upon the notification and consent of the parents or legal guardians of the student~~.

~~NOTE: Refer to the Arkansas Dyslexia Resource Guide for a description of therapeutic services.~~

5.04~~3~~ If it is determined the student has functional difficulties in the academic environment due to characteristics of dyslexia, the necessary accommodations or equipment for the student shall be provided under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, and Title II of the Americans with Disabilities Act, 42 U.S.C. §§ 12131-12165, as they existed on February 1, 2013~~.~~, if qualified under the applicable federal law.

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~~5.05 Therapeutic services may be provided by a tutor who is highly qualified and trained, as determined by the ADE and outlined in the Arkansas Dyslexia Resource Guide.~~

~~5.06 If a student's performance on the DIBELS screening, and the appropriate screening for rapid naming skills and encoding skills under Section 4.00, indicates a need for additional screening the student may receive additional testing by a trained professional using a norm-referenced test.~~

6.00 INDEPENDENT, COMPREHENSIVE DYSLEXIA EVALUATION

6.01 If a student's performance on an initial screener, Level I screening, or Level II dyslexia ~~evaluation~~ screening under Section 4.00 of these rules indicate~~s~~ a need for dyslexia ~~therapy~~ intervention services, the student's parent or legal guardian shall be:

6.01.1 Notified of the results of the dyslexia evaluation;

6.01.2 Provided with information and resource material~~s~~ including without limitation:

6.01.2.1 ~~t~~The ~~common indicators~~ characteristics of dyslexia;

6.01.2.2 ~~a~~Appropriate classroom interventions and accommodations for students with dyslexia; and

6.01.2.3 ~~t~~The right of the parent or legal guardian to have the student receive an independent, comprehensive dyslexia evaluation by a:

6.01.2.3.1 Licensed psychological examiner;

6.01.2.3.2 School psychology specialist;

6.01.2.3.3 Licensed speech-language pathologist; ~~or~~

6.01.2.3.4 Certified dyslexia ~~training~~ testing specialist; or

6.01.2.3.5 Dyslexia therapist.

~~6.02 If a student's performance on a dyslexia evaluation under Section 5.02 of these rules indicates the need for dyslexia therapy services, the school district may perform a comprehensive dyslexia evaluation in addition to the required RTI under 5.02 of this Rule.~~

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6.0~~3~~2 If a parent or legal guardian chooses to have an independent comprehensive dyslexia evaluation for the student, the parent or legal guardian shall:

6.02.1 Select an individual qualified under section 6.01.2.3 to perform the comprehensive dyslexia evaluation; and

6.02.2 Cover the cost of the comprehensive dyslexia evaluation.

6.03 ~~the~~ A school district shall consider the diagnosis from the independent comprehensive dyslexia evaluation and ~~allow~~ provide the student ~~to receive direct intervention~~ with interventions determined to be appropriate by the school district from a district dyslexia ~~therapist~~ interventionist.

NOTE: Whether an individual is qualified to provide a diagnosis is dependent upon their licensure.

7.00 INSTRUCTIONAL APPROACHES

7.01 Dyslexia ~~therapy~~ intervention for a student whose dyslexia ~~evaluation~~ Level I or Level II screening under Section 5.02 of these rules indicates the need for dyslexia ~~therapy~~ intervention services ~~shall be provided with fidelity and~~ may include the following instructional approaches:

7.01.1 Explicit, direct instruction that is systematic, sequential, and cumulative and follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student without presuming prior skills or knowledge of the student;

7.01.2 Individualized instruction to meet the specific needs of the student in a small group setting that uses intensive, highly concentrated instruction methods and materials that maximize student engagement;

7.01.3 Meaning-based instruction directed at purposeful reading and writing, with an emphasis on comprehension and composition; and

7.01.4 Multisensory instruction that incorporates the simultaneous use of two (2) or more sensory pathways during teacher presentations and student practice.

7.02 Until there are a sufficient number of graduates from a dyslexia therapy program established at the university level in Arkansas or from a dyslexia

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therapy program established at the university level in another state that is approved by the Arkansas Department of Education, the department shall allow dyslexia therapy to be provided by individuals who have received training and certification from a program approved by the department.

8.00 REPORTING BY SCHOOL DISTRICTS

8.01 The superintendent of a school district shall annually report the results of the school district screening required under Section 4.00 of these rules. Additional information concerning the manner of submission of the report may be found in the Arkansas Dyslexia Resource Guide.

9.00 DYSLEXIA SPECIALIST

9.01 No later than the 2015 fiscal year, the Department of Education shall employ at least one (1) dyslexia specialist ~~who is a dyslexia therapist, licensed psychologist, licensed psychometrist, licensed speech-language pathologist, or certified dyslexia training specialist~~ with a minimum of three (3) years of field experience in screening, identifying, and treating dyslexia and related disorders to provide technical assistance for dyslexia and related disorders to school districts across the state.

9.01.1 The dyslexia specialist shall:

9.01.1.1 Be highly trained in dyslexia and related disorders, including best-practice interventions and treatment models <u>for dyslexia</u>;

9.01.1.2 Be responsible for the accountability of screening results and the implementation of professional awareness required <u>by</u> Section 11.00 of these rules and

9.01.1.3 Serve as the primary source of information and support for school districts <u>in</u> addressing the needs of students with dyslexia and related disorders.

9.02 The Department of Education shall ensure at least one (1) staff member at each education service cooperative is trained as a dyslexia specialist to provide necessary information and support to school districts.

~~9.02.1 A dyslexia specialist shall have completed training and received certification from a program approved by the department. Additional information pertaining to training, certification and program approval may be found in the Arkansas Dyslexia Resource Guide.~~

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10.0 DYSLEXIA INTERVENTIONISTS

10.01 No later than the 2015-2016 academic year, a school district shall have at least one individual to serve as a dyslexia interventionist. ~~as defined in the Arkansas Dyslexia Resource Guide who are trained as dyslexia interventionists:~~

~~10.01.1 By the Department of Education; or~~

~~10.01.2 Using other dyslexia training programs approved by the department~~.

11.00 PROFESSIONAL AWARENESS

11.01 ~~No later than the 2014-2015 school year, t~~The Department of Education shall ensure that each teacher receives professional awareness on the following:

11.01.1 The ~~indicators~~ characteristics of dyslexia; and

11.01.2 The ~~science behind teaching a student who is dyslexic~~ evidence-based interventions and accommodations for dyslexia.

11.02 Professional awareness may be provided:

11.02.1 Online through Arkansas IDEAS;

11.02.2 At an education service cooperative; or

11.02.3 At another venue approved by the Department of Education.

12.00 EDUCATION IN TEACHER PREPARATION PROGRAMS

No later than the 2015-2016 school year, ~~T~~the Department of Education shall collaborate with the Department of Higher Education to ensure that all teacher education programs offered at state-supported institutions of higher education ~~include information on the identification of students at risk for dyslexia and related disorders~~ provide dyslexia professional awareness of the:

12.01 Characteristics of dyslexia; and

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12.02 Evidence-based interventions and accommodations for dyslexia.

13.00 DYSLEXIA RESOURCE GUIDE

13.01 The Department of Education shall maintain a committee for the purpose of developing and update~~e~~ing the Dyslexia Resource Guide ~~that is used as a guide for school districts, public schools, and teachers~~.

13.02 The committee shall be appointed by the Commissioner of Education and include one (1) representative who has experience working in the field of dyslexia intervention from each of the following organizations:

13.02.1 The Arkansas Association of Education Administrators;

13.02.2 The Arkansas Department of Education, Division of Learning Services;

13.02.3 The Arkansas Department of Higher Education;

13.02.4 The Arkansas Education Association;

13.02.5 The Arkansas School Boards Association;

13.02.6 An Education Service Cooperative Administrator; and

13.02.7 The Arkansas School Psychology Association.

13.02.7.1 The committee member from the Arkansas School Psychology Association must have at least three (3) years of experience in testing for dyslexia.

13.03 The committee also shall include three (3) professionals who have worked in public schools and who are knowledgeable in and have expertise in dyslexia screening and interventions.

Mark-Up

Zone	Title	First Name	Last Name
1	Mrs.	Fatima	Garcia
2	Mayor	McKinzie	Riley
3	Dr.	Linda	Remele
4	Mr.	Shelby	Thomas
5	Ms.	Lindsey	Gustafson
6	Mr.	Kenneth	Fells
7	Mr.	Brian	Maune
Jacksonville	Mr.	Daniel	Gray

DISTRICT WAIVER REQUEST FORM

District name Barton-Lexa School District

Superintendent's Name David Tollett

Superintendent's Phone Number 870-572-7294 ext. 4790

Superintendent's E-mail Address dtollett@bartonsd.org

Name of Charter School(s) Attended by District Students

KIPP
Waivers approved for KIPP.

Each Law, Rule and/or Standard, with Corresponding Number(s), that the District Wants to Waive

SCHOOL START DATES
6-10-106 School year dates

DAILY PLANNING PERIOD
6-17-114 Daily planning period

TEACHER LICENSURE
6-15-1004 Qualified teachers in every public school classroom
6-17-309 Certification to teach grade or subject matter-Exceptions-Waivers
6-17-401 Teacher licensure requirement
6-17-902 Definition (definition of a teacher as licensed)
15.03 Licensure and Renewal
6-17-919 Warrants void without valid license and contract

LIBRARY MEDIA SPECIALIST
6-25-103 Library media services program defined
6-25-104 Library media specialist- Qualifications
16.02.3 Library media specialist requirements

Brief Explanation for Requesting Each Waiver (to enable the State Board of Education to make an informed decision)

SCHOOL START DATES 6-10-106
The district would like to balance out both semesters according to days. This would allow for additional time to teach students prior to state mandated testing. This would be implemented by granting the district the autonomy to start the school year from August 1st through August 19th.

DAILY PLANNING PERIOD 6-17-114
This waiver request would allow for common teaching planning time after the end of the school day. It would also allow the district to add additional classes to the master schedule affording students more opportunities during the instructional day.

TEACHER LICENSURE 6-15-1004, 6-17-309, 6-17-401, 6-17-902, 15.03
Barton-Lexa School District resides in Phillips County, the second highest impoverished county in the state of Arkansas. The delta area currently has more unfilled teaching positions in public schools than any other area in Arkansas. This waiver request will enable the district to employ degreed, knowledgeable individuals wanting to enter the teaching profession. This opportunity is presently afforded to charter schools in the area. This waiver request is for non-core areas of instruction.

TEACHER LICENSURE 6-17-919
If the district hires a four year degreed person without a teaching license to teach a class that requires a certification, then the district could pay them on the district's certified salary schedule.

LIBRARY MEDIA SPECIALIST 6-25-103
The district would be able to utilize the library and media services in the best interest of the school.

LIBRARY MEDIA SPECIALIST 6-25-104; 16.02.3
The district would be able to utilize a non certified skilled individual with a skill set designed to service the needs of the school from the library/media specialist position. The district will maintain at least one certified library/media specialist to oversee the other campus.

All waivers would be in effect for five years beginning July 1, 2016 and ending June 30, 2021.

KIPP DELTA COLLEGE PUBLIC SCHOOLS
AN OPEN-ENROLLMENT CHARTER SCHOOL
WAIVERS

District LEA:	54-40-700	**Elementary School LEA:**	54-40-701
City:	Helena, Blytheville	**Middle School LEA:**	54-40-702
Opening Date:	Fall 2010	**High School LEA:**	54-40-703
		Blytheville LEA:	54-40-705
Grades Approved:	K-12	**Expiration Date:**	6/30/2023
CAP:	1,910	**Grades Served 2013-14:**	K-12

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(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring board members' physical presence at meetings in order to be counted for purposes of quorum or a vote
6-13-635	School board review and approval of salary increases
6-15-902(a)	Grading scale—Exemptions—Special education (applies only to non-core classes)
6-15-902(c)(2)	Requiring quality points for Advanced Placement courses be contingent upon teacher AP training documentation
6-15-1004	Qualified teachers in every public school classroom (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1603	Establishment of local task forces on closing the achievement gap
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-201(c)(2)	Pertaining to teacher compensation
6-17-203	Committees on personnel policies—Members
6-17-302	Public school principals—Qualifications and responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher's licensure requirement (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-17-418	Teacher certification—Arkansas history requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition of a teacher (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
6-17-919	Warrants void without valid certification and contract (the only requirement which would be waived is the ability to pay a teacher's salary only upon the 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)
6-17-1301 et seq.	School Employees' Minimum Sick Leave Law
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2203	Minimum salary
6-17-2205	Paid breaks for certain classified employees
6-17-2403	Minimum teacher compensation schedule
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-508	Alternative learning environments
6-18-1001 et seq.	Public School Student Services Act
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Definitions (alternative learning environments)

Waivers from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03	Grades 5-8
9.03.3.11	Arkansas history
10.01.2	185-day teacher/administrator contracts
10.02	Class Size and Teaching Load
10.02.4	Student/teacher ratio for grades 4-6
10.02.5	Student/teacher ratio for grades 7-12
15	Personnel
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal (each teacher in a core area must have bachelor's degree and meet content knowledge requirements)
16.0	Support Services
16.01.3	Counselor/student ratio of 1/450
16.02	Media 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 (applies only to non-core classes)
- Certified staff salary schedule
- Gifted and Talented Program Approval Standards
- Teacher Education and Licensure
- Waivers of Minimum Salaries of Certified Personnel
- 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 School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (pertaining to salary schedules and personnel policies)
- ADE Rules Governing the Superintendent Mentoring Program
- 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)
- Section 4 of the ADE Rules for Advanced Placement and International Baccalaureate Diploma Incentive Program
- Section 4.03(c)(i) of the ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

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 personnel, as required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability 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 areas are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

BARTON-LEXA SCHOOL DISTRICT

Date of Waiver Request Submission **December 11, 2015**
90-Day Deadline for State Board of Education Action **March 10, 2016**

2015-2016 Enrollment	
2 or More Races	0
Asian	7
Black	282
Hispanic	29
Native American/ Native Alaskan	3
Native Hawaiian/ Pacific Islander	1
White	484
TOTAL	806

District: BARTON-LEXA SCHOOL DISTRICT
LEA: 5401000
Address: PO BOX 97
Address: BARTON, AR 72312
Phone: 870-572-7294

Superintendent: JOHN WILSON
Enrollment: 831
Attendance: 94.69
Poverty Rate: 75.69

Report created on: 10/29/2014

% Prof/Adv.	
2014 Math + Literacy	67.7
2013 Math + Literacy	70.0
2012 Math + Literacy	72.7

OVERALL DISTRICT STATUS:	NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	448	456	98.25	499	511	97.65
Targeted Achievement Gap Group	357	365	97.81	398	407	97.79
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	163	164	99.39	180	182	98.90
Hispanic	10	10	100.00	13	13	100.00
White	267	274	97.45	297	307	96.74
Economically Disadvantaged	350	358	97.77	391	400	97.75
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	52	53	98.11	57	59	96.61

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	324	434	74.65	78.10	91.00	217	300	72.33	74.70	93.00
Targeted Achievement Gap Group	252	349	72.21	74.13	91.00	178	248	71.77	71.19	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	958	1290	74.26	78.10	91.00	625	871	71.76	74.70	93.00
Targeted Achievement Gap Group	722	1021	70.71	74.13	91.00	500	721	69.35	71.19	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	103	154	66.88	74.30		75	99	75.76	73.28	
Hispanic	7	10	70.00	62.50		n < 10	n < 10	n < 10	40.00	
White	206	262	78.63	80.93		133	186	71.51	76.47	
Economically Disadvantaged	250	342	73.10	75.45		177	244	72.54	72.18	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	11	52	21.15	42.65		9	33	27.27	43.75	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	295	481	61.33	77.04	92.00	151	308	49.03	65.67	81.00
Targeted Achievement Gap Group	227	387	58.66	72.81	92.00	115	252	45.63	63.29	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	958	1443	66.39	77.04	92.00	455	879	51.76	65.67	81.00
Targeted Achievement Gap Group	718	1144	62.76	72.81	92.00	354	725	48.83	63.29	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	98	171	57.31	73.93		48	101	47.52	60.35	
Hispanic	7	13	53.85	75.00		n < 10	n < 10	n < 10	85.00	
White	182	288	63.19	78.90		96	191	50.26	68.63	
Economically Disadvantaged	227	381	59.58	73.47		115	248	46.37	64.11	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	11	56	19.64	42.65		3	33	9.09	35.72	

2013 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	57	61	93.44	78.95	94.00
Targeted Achievement Gap Group	37	39	94.87	67.86	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	165	189	87.30	78.95	94.00
Targeted Achievement Gap Group	101	115	87.83	67.86	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	31	31	100.00	85.00	
Hispanic	n < 10	n < 10	n < 10		
White	24	28	85.71	75.68	
Economically Disadvantaged	36	38	94.74	70.00	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	37.50	

ARKANSAS DEPARTMENT OF EDUCATION

LEADERSHIP SUPPORT SERVICE

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Melbourne

December 14, 2015

Richard Atwill, Superintendent
Blytheville School District
405 W. Park
Blytheville, Arkansas 72316

Re: Standards for Accreditation: Desegregation Obligations
Blytheville School District

Dear Superintendent Atwill:

We have reviewed the information submitted by the Blytheville School District in response its desegregation obligations under the Arkansas Department of Education Standards for Accreditation outlined in Commissioner's Memo COM-16-019. Based on a review of the supplemental information submitted on October 29, 2015, it appears that the Blytheville School District is no longer under active desegregation orders or under the supervision of the court in *Franklin v. Blytheville School District*.

Based on this determination, the Blytheville School District has met its obligations required by Section 6.03 of the Standards of Accreditation and is released from further reports required by COM-16-019.

Per our conversation, we understand the Blytheville School District has concerns regarding whether Ark. Code Ann. § 6-18-317 presents a conflict with the District's ability to fully participate in school choice. While we do not believe this presents a conflict, to the extent that it does, the District may apply for a waiver of the prohibitions in § 6-18-317(a), pursuant to Ark. Code Ann. § 6-18-318.

Should the District wish to apply for a waiver, please submit your waiver request to myself via email or by mail to the ADE Legal Office no later than December 30, 2015, in order for the request to be placed on the January 2016 State Board of Education agenda.

If you have any questions or require additional information, please do not hesitate to contact me at (501) 682-4227 or Kendra.Clay@arkansas.gov.

Respectfully,

Kendra Clay

Kendra Clay
General Counsel

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

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BLYTHEVILLE PUBLIC SCHOOLS

405 W. Park • PO Box 1169
BLYTHEVILLE, ARKANSAS 72316
(870) 762-2053 • Fax (870) 762-0141

Richard Atwill
Superintendent

"Learners Today - Leaders Tomorrow"

December 15, 2015

Kendra Clay, General Counsel
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201-1019

Sent via U.S. Mail and Email to
Kendra.Clay@arkansas.gov

Re: Standards for Accreditation: Desegregation Obligations
Blytheville School District – Request for waiver under § 6-18-318

Dear Mrs. Clay:

This will acknowledge receipt of your letter dated December 14, 2015, and our conversations in connection with the matters raised in your letter. As we discussed, Blytheville School District has concerns regarding whether Ark. Code Ann. § 6-18-317 presents a conflict with regard to the District's ability to fully participate in school choice inasmuch as §6-18-317 prohibits "legal transfers," if the District has ever been under a desegregation related order.

You advised the you did not believe that § 6-18-317 presents a conflict, but suggested that one way to legally resolve the potential conflict issue so that there is no legal uncertainty, would be for Blytheville School District to apply for a waiver of the transfer prohibitions set out at § 6-18-317(a), pursuant to the waiver provisions set forth at Ark. Code Ann. § 6-18-318.

As you know, it has been the intent of Blytheville School District all along to comply with all applicable laws, court orders, and regulations. Therefore, please accept this letter as a formal request to the Arkansas Board of Education for a waiver of the prohibitions set forth in §6-18-317(a), pursuant to the waiver provisions set forth at § 6-18-318.We are asking that our request be submitted as soon as possible, which I understand will be the January 2016 meeting.

It is my understanding from reading your letter and our conversations that, if the waiver is granted, there will be no genuine legal conflict, in the eyes of the Arkansas Department of Education, which would prohibit Blytheville School District from participating in school choice under the 2015 School Choice Act. Therefore, Blytheville would be authorized and required to participate in school choice under the 2015 Act, to the same extent as school districts which have never been under any type of desegregation-related court order.

If my understanding is not correct or you have any questions or concerns regarding this letter, please feel free to contact me.

I look forward to hearing from you with regard to the decision of the State Board of Education with regard to my request.

Respectfully,

Richard Atwill, Superintendent

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A.C.A. § 6-18-317

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*** Current through the 2015 Regular Session and First Extraordinary Session. ***

Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 18 Students
Subchapter 3 -- Assignment

A.C.A. § 6-18-317 (2015)

6-18-317. Prohibited transfers.

(a) Boards of directors of local school districts are prohibited from granting legal transfers in the following situations:

(1) When either the resident or the receiving district is under a desegregation-related court order or has ever been under such a court order; and

(2) The transfer in question would negatively affect the racial balance of that district which is or has been under such a court order.

(b) Each form filed with the Department of Education reporting a legal student transfer must be accompanied by an affidavit signed by each member of both school district boards of directors stating that the transfer does not violate the prohibition set forth in subsection (a) of this section.

(c) If the transfer fails to comply with subsection (b) of this section, the department shall withhold from each district state aid in an amount equal to that to be generated by the student in question in the respective districts.

HISTORY: Acts 1987, No. 762, §§ 2-4.

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A.C.A. § 6-18-318

Arkansas Code of 1987 Annotated Official Edition
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*** Current through the 2015 Regular Session and First Extraordinary Session. ***

Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 18 Students
Subchapter 3 -- Assignment

A.C.A. § 6-18-318 (2015)

6-18-318. Waiver of prohibition.

(a) Any district not currently under a desegregation-related court order, but which has been under such a court order in the past, may apply for a waiver of the prohibition set forth in § 6-18-317(a).

(b) The State Board of Education may grant such a district a waiver from the provisions of § 6-18-317(a) if it is determined that the district's desegregation status would not be adversely affected by allowing a legal transfer that would negatively affect the district's racial balance.

HISTORY: Acts 1987, No. 762, § 5.

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NOTIFICATION OF BOARD HEARING

ARKANSAS DEPARTMENT OF EDUCATION

December 11, 2015

Johnny Key
Commissioner

State Board of Education

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Dr. Dennis Beck
Arkansas Connections Academy, Inc.
2224 East Tall Oaks
Fayetteville, Arkansas 72703

RE: State Board Review-Arkansas Connections Academy Application for an Open-Enrollment Charter School

Dear Dr. Beck:

On November 17, 2015, the Charter Authorizing Panel met and approved the application for Arkansas Connections Academy. **On Thursday, December 10, 2015, the State Board of Education voted to review the decision made by the Panel. The review will occur at the Board's regularly scheduled meeting on Thursday, January 14, 2016.** The meeting will begin at 10:00 a.m. in the Auditorium of the Arch Ford Building, Four Capitol Mall, Little Rock, Arkansas.

The State Board will conduct a full hearing pursuant to Ark. Code Ann. §6-23-703 and Section 10.02 of the Arkansas Department of Education Rules Governing Public Charter Schools (Charter School Rules). A copy of the Charter School Rules can be found at the following link under the heading, "Charter School (PDF)".

http://www.arkansased.org/divisions/legal/rules/current

At its December 10, 2015 meeting, the State Board discussed that it would like to further explore Arkansas Connections Academy's plans due to concerns around math scores of students in virtual environments, the success of special education students in virtual environments, and the ability of students across the state to access a program run from the northwest corner of the state.

Please keep in mind that the State Board will conduct a full hearing on the entire application and the State Board's discussion of the application may not necessarily be limited only to the areas of concern addressed by the State Board at its December 10, 2015 meeting. Therefore, you should be prepared to discuss the entire application. Any modifications to the application that were approved by the Charter Authorizing Panel, including modifications agreed to in oral testimony on October 14, 2015, and November 17, 2015, are considered part of the application. If the applicant wishes to request other modifications, these should be addressed in written materials provided to the State Board in advance of the January 14, 2016 hearing and in the presentation to the State Board during the hearing. The applicant should attend the hearing and bring any personnel and documentation necessary to address any questions the State Board of Education may have. Be advised that the State Board, at its discretion, could request additional application modifications and/or alterations to modifications previously approved by the Charter Authorizing Panel.

The State Board will be provided copies of the entire packet that was presented to the Charter Authorizing Panel. **If the parties have additional written information to present to the State Board, the parties must provide that written information to the Charter Office, ade.charterschools@arkansas.gov by 10:00 a.m. on December 23, 2015.**

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

An Equal Opportunity Employer

For your information and reference, the transcripts from the Charter Authorizing Panel meetings are available at:

http://www.arkansased.org/about-ade/charter-authorizing-panel/minutes/archive/2015

If you wish to present an electronic presentation to the State Board, please provide an electronic copy of the presentation to the Charter Office, ade.charterschools@arkansas.gov, by 4:30 p.m. on Friday, January 8, 2016.

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,

Alexandra Boyd
Director of Charter Schools

ARKANSAS CONNECTIONS ACADEMY

SUPPLEMENTAL INFORMATION SUBMITED FOR BOARD HEARING

2015 Application
Open-Enrollment Public Charter School

Overview of Arkansas Connections Academy for the State Board of Education

December 22, 2015

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To the Members of the State Board of Education:

Our Founding Board looks forward to the January hearing and the opportunity to explain our vision for Arkansas Connections Academy. Our Mission Statement will guide our school:

> Arkansas Connections Academy (ARCA) will offer families throughout the state access to a quality education by providing the personalized learning inherent in a high quality online school. ARCA will provide a complete public school experience for students in grades K-12 focusing on the students' academic growth, social and emotional needs, and post-secondary goals.
>
> The school will embody multiple hallmarks of excellence: a rigorous curriculum aligned to the Arkansas Curriculum Frameworks; licensed teachers actively engaged with students and families; and an educational management system designed to provide accountability through data collection, analysis, and reporting.

The Arkansas Connections Academy application presents the State Board of Education an opportunity to foster innovation. Arkansas has grown by over 300,000 residents since 2010 and the state's growing economy continues to create jobs and attract new employers. This is an opportunity to lead and offer our new neighbors innovative public schools.

We were familiar with Connections' educational program well before we began the application process nearly two years ago. Dr. Dennis Beck, Board President and Assistant Professor at the University of Arkansas, researches online learning and has always been impressed with Connections' curriculum design. Virginia Walden-Ford met Connections students at a conference and enjoyed their individual stories of thriving in an online school. Carla Hartwell has family experience with online schooling. Researching education options for her own kids, she's decided Connections is the best choice and wants to bring it to Arkansas for her family and families across the state.

If entrusted with a charter, we pledge to always put students first. Our Board duties will include fulfilling the entirety of the charter agreement; responsibly managing public funds; ensuring compliance with all state and federal laws; setting school policy; and overseeing high quality contractors, including those providing management, curriculum, technology, personnel, and instructional services.

The review process has strengthened our application. As detailed in this packet, we have increased funding dedicated to ensuring all students can fully participate in the school and field trips, added state licensure and professional development requirements for teachers, strengthened our school goals, and submitted course alignment documents. We are ready to serve students and help each meet his or her full potential.

We ask the State Board of Education to agree with the Charter Authorizing Panel's affirmative decision to entrust our Board with these responsibilities. There are many students across the state who need and will benefit from Arkansas Connections Academy. Working together, we can provide all Arkansas families an innovative public school option that provides each child a personalized and high-quality education.

The Founding Board of Arkansas Connections Academy

Dr. Dennis Beck Virginia Walden-Ford Carla Hartwell

ARKANSAS CONNECTIONS ACADEMY MODEL

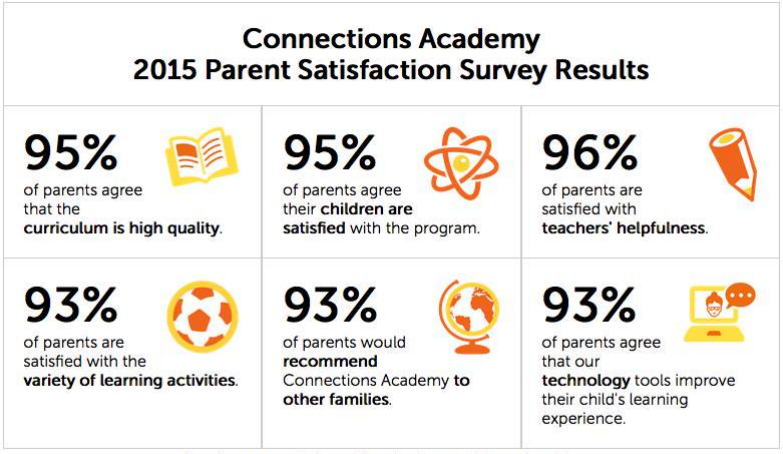
Arkansas Connections Academy

About our Proposed School

Arkansas Connections Academy (ARCA) is applying to be a full-time statewide virtual public charter school for grades K-12 to open for the 2016-17 school year.

Our Mission

Arkansas Connections Academy's (ARCA) mission is to maximize learner-centered instruction and effectively leverage 21st century education resources to provide a high-quality education to students in grades K-12 throughout the state who need expanded educational options. ARCA will personalize each student's education path to maximize his or her potential with a focus on meeting and exceeding the highest performance standards.



Based on a survey of Connections Academy families conducted in January 2015 by Shapiro+Raj.

Founding Board

Dennis Beck
Virginia Walden Ford
Carla Hartwell

Our Program

Arkansas Connections Academy will feature:

- an individualized, personalized, flexible education for Arkansas students in grades K-12;
- a rigorous, proven K-12 virtual curriculum that is aligned to Common Core State Standards;
- a course catalog of hundreds of courses in the K-12 grade range, including more than 20 Advanced Placement courses, numerous electives, and extracurricular programs all designed to help students develop superior thinking, global awareness, and technology fluency essential for success in the 21st century;
- more than 20 Career Technical Education (CTE) courses which allow students to combine both college preparation and workforce skills development into one customized education program;
- teachers and school leaders able to use real and readily available student performance data to make day-to-day instructional decisions;
- assessments combined with top-quality curriculum and instruction to improve student achievement and maintain a high level of accountability; and
- high-quality teaching, parent involvement, accountability, technology, and proven curriculum, all resulting in academic achievement.

Across Connections Academy Schools

Eligible for Free/Reduced Meals	47.2%
Students on an IEP	10.4%
Hispanic or Latino	14.1%
Black/African-American	10.4%
Multiple Races	6.0%
White	66.5%

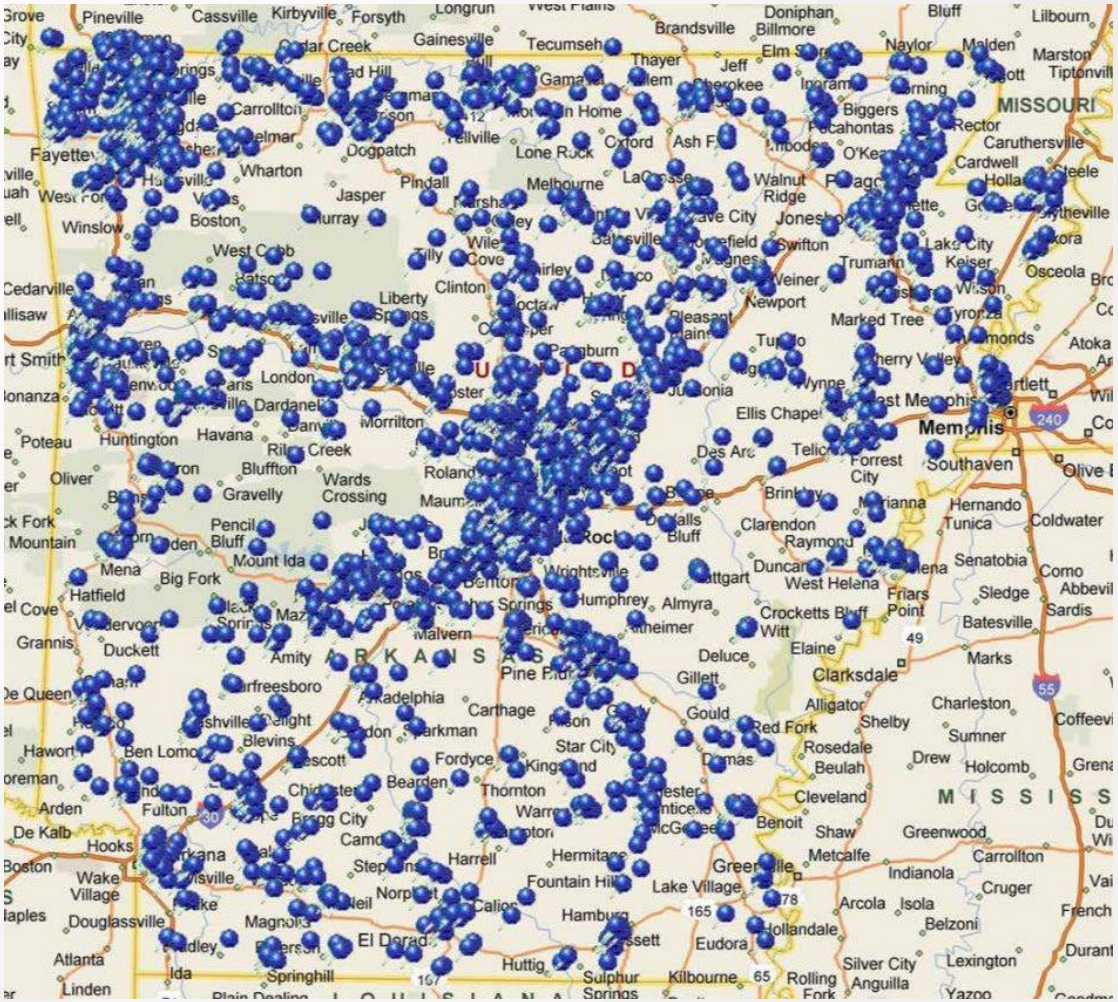
ConnectionsAcademy.com

Why Arkansas Connections Academy?

- One size does not fit all
  - Growing interest in new modes of learning
  - Online programs have different strengths
- Experienced partner
- Accredited - AdvancEd & regional accreditors
- NCAA-approved courses
- Award-winning curriculum

ARKANSAS FAMILY INTEREST

Over 3,000 requests for information via Connections' website.



A DAY IN THE LIFE OF A STUDENT

If you're a Connections Academy student, your typical day is anything but typical.

LOGAN

7 AM – Morning Practice
10 AM – Algebra LiveLesson®
11 AM – Sign Language
2 PM – U.S. History
4 PM – Debate Club
5 PM – Language Arts

AALIYAH

6 AM – Chinese
8 AM – Language Arts
10 AM – Horseback Riding
12 PM – Science Experiment
1 PM – Math
2 PM – Social Studies
3 PM – Book Club Meeting

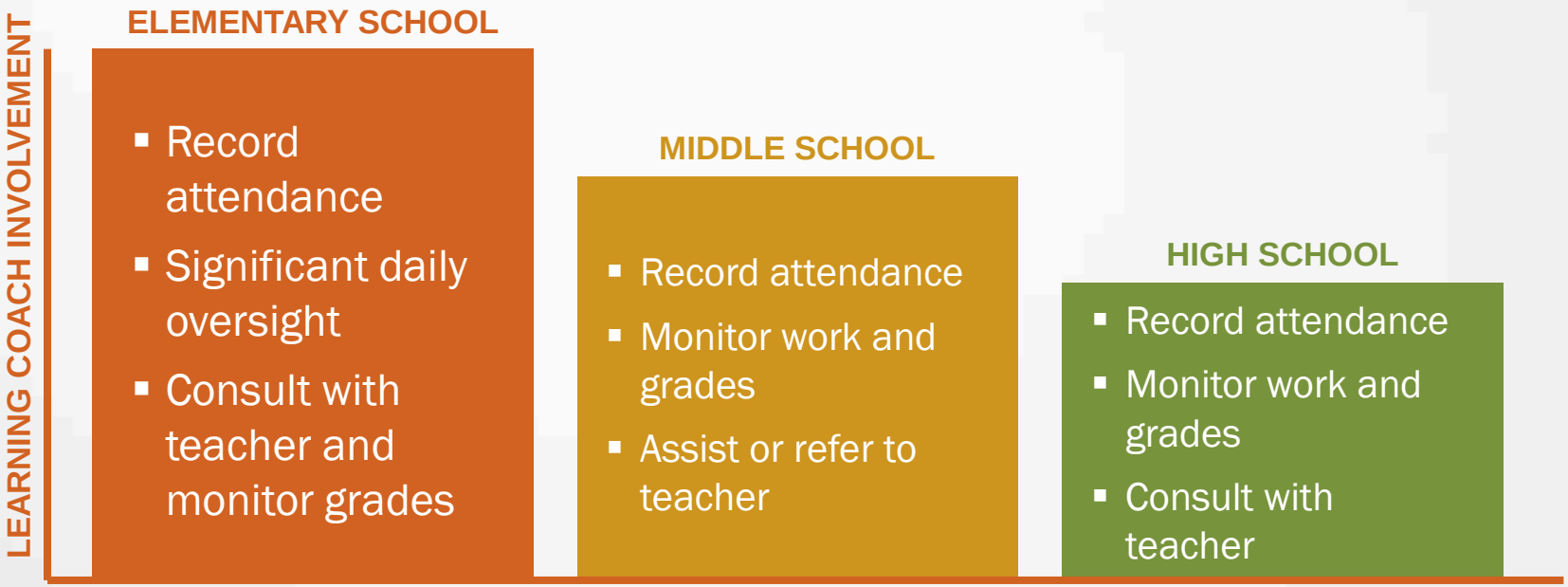
JAMES

6 AM – Work
1 PM – AP Art History
2 PM – Call teacher about U.S. History essay
3 PM – Calculus
4 PM – Chemistry LiveLesson®
9 PM – Submit English paper

PREPARING FOR SUCCESS

LEVEL OF LEARNING COACH INVOLVEMENT

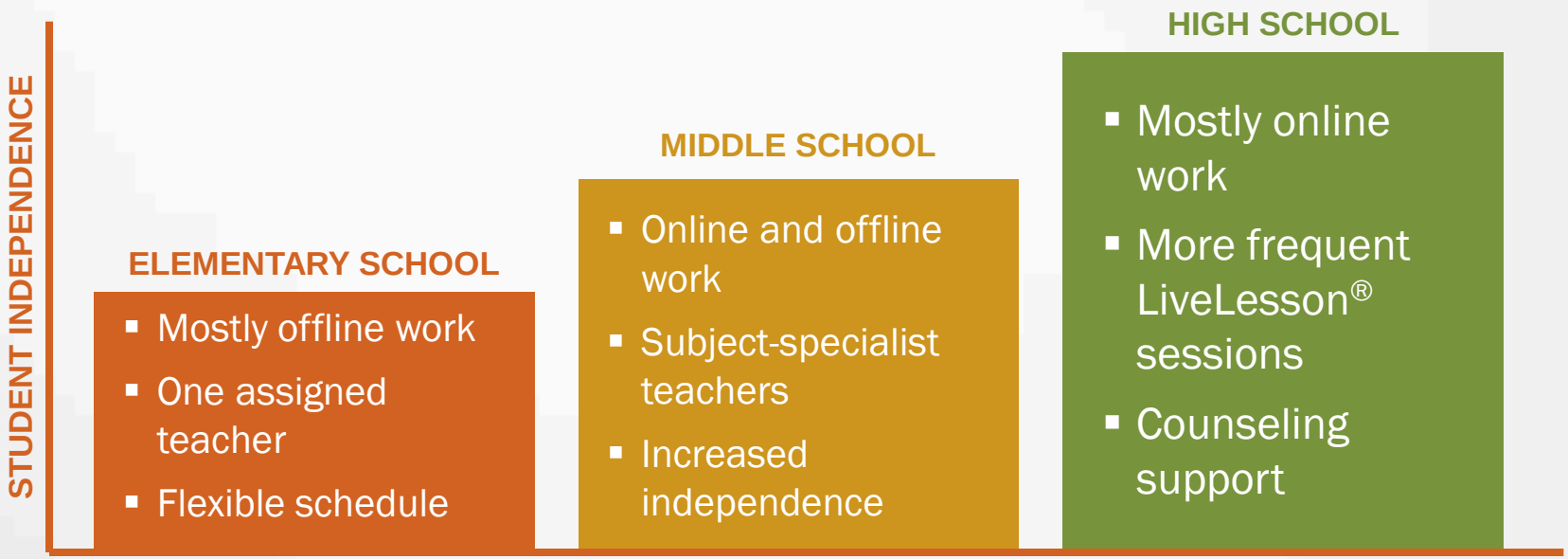
- A strong commitment to student growth in all grades.



PREPARING FOR SUCCESS

LEVEL OF STUDENT INDEPENDENCE

- Students' responsibilities increase as they mature.



Mission

The mission of Connections Education and the schools it supports is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program.

Virtual School Students and Math

Connections supported schools provide students and families with an alternative to traditional brick-and-mortar schooling when they are seeking a different type of learning environment. In addition to supporting students who may be looking for more challenge, students attend virtual school because they have struggled (for a variety of reasons) in their previous school. A significant percentage of students who enroll in Connections supported schools are behind in math and need intensive learning supports to catch up to their grade level peers. In addition, many students start the school year at a traditional school and make the decision to enroll in an online school after the school year has started. Our data indicates that students who enroll late often struggle to maintain their grades which is evident in math performance.

- 35% of new students who enrolled in a Connections supported school during the 2013-2014 school year were not proficient in math the previous year.
- 37.4% of students who enrolled in a Connections supported school during the 2013-2014 school year enrolled after the first day of school.

Supporting Increased Math Performance

Connections Education is addressing math in a comprehensive manner ensuring that all perspectives, from student, teacher, and parent, are included:

- Curriculum & Instruction: Connections Education curriculum is aligned to the most current state standards; instructional activities and assessments align to how students are being asked to demonstrate their learning.
- Data Analytics & Assessments: Real-time data is used to actively engage students in the learning process, ensuring students' current performance levels are monitored, and identifying student and teacher behaviors that support learning and mastery to improve practices.
- Research and Support Programs: Learning sciences, cognitive sciences and research based practices are applied to the development of curriculum and instructional activities, and to the development of support programs, which include student engagement and resources, continuous teacher professional development, and instructionally focused parent support programs.

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Recent Initiatives to Improve Math Performance

Systematic Response to Intervention Program

Connections Education recently implemented a systematic response to intervention program to ensure all students are receiving timely and effective instructional support, and that their performance is being actively monitored. Students who struggle with the core reading and math curriculum are assigned appropriate instructional interventions targeted to their greatest area of need.

Multi-Year Professional Development for Teachers

Research indicates that the single most important factor affecting student achievement is the teacher, and that sustained and professional learning for teachers is related to student-achievement gains. A systematic multi-year professional learning plan for teachers, initiated in 2013-2014, is aligned to learning science research, data–driven instructional practices, and the results of data analysis by Connections Education. Examples of professional learning session topics and student performance meetings include:

- Are My Students Learning? Knowing When and How to Intervene
- Unlocking Math in a Virtual World
- Teaching Children with Learning Differences
- Weekly Interdepartmental Math Student Performance Committee Meetings

New Algebra I Course & Enhancements to All K-12 Math Courses

During the 2014-2015 school year, an enhanced Algebra I course was piloted in several Connections supported schools; and was based on learning science research and student performance data analytics. All math courses through Algebra 2 have been updated to include these same enhancements for the school year. Enhancements include:

- self-reflection components that require students to assess their mastery of prerequisite skills and additional targeted activities that provide opportunities to explain mathematical thinking
- review and practice activities that target prerequisite skills and improve memory
- expanded assessment question types, such as practice interactives and widgets, that require students to demonstrate learning in alignment with Next Generation Assessments
- opportunities to evaluate student understanding of new concepts prior to taking an assessment

Math Efficacy Research

The results of Connections Education math research studies, in collaboration with Pearson, will inform additional curriculum enhancements, instructional resources, and teacher professional development. Areas of study include:

- The impact of working memory training on math performance
- The impact of increased teacher and student understanding and engagement in math metacognitive practices (thinking about math) on student math performance
- The impact of specific math interventions on student math performance
- The relationship between teacher feedback (type and quantity) on student math performance

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RESPONSE TO INTERVENTION
&
STUDENTS WITH DISABILITIES

MULTI-TIERED INSTRUCTION (RtI)

Tier 1 – Core Instructional Program

- Differentiated Instruction (foundations, standard, honors, GT, AP, lesson mods)
- Skill Instruction
- LiveLesson® sessions – live synchronous instruction
- Ongoing teacher professional development

Tier 2 – Supplemental Programs and Support

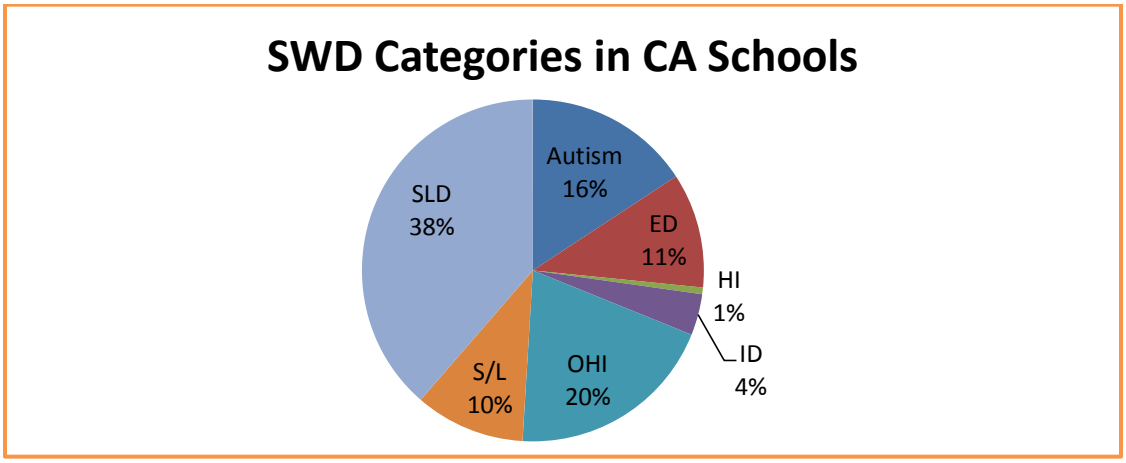
- LiveLesson® sessions – live synchronous instruction
- Targeted skill instruction with increased frequency and intensity

Tier 3 – Increased Frequency and Intensity including Alternative Programs

- Targeted skill instruction with increased frequency and intensity
- Alternative courses program
- Special Education support/IEP implementation

Students with Disabilities (SWD) Attending Connections-Supported Schools

- Schools abide by IDEA, Section 504, and all state and federal statutes
- Serve all SWD in their Least Restrictive Environment (LRE):



- Services:
  - Evaluations & Reevaluations - Connections contracts with providers proximate to students to conduct evaluations according to state timelines.
  - Direct and specially-designed instruction provided in virtual classrooms through inclusion and small groups.
  - Separate classes for many alternatively-assessed students.
- Related Services: The following services are provided virtually or face-to-face at a location proximate to the child:
  - Speech language therapy
  - Physical therapy
  - Counseling
  - Transition services
  - Teachers for the vision-impaired & deaf
  - Occupational therapy
  - Behavior therapy
  - Social work
  - Transportation
- Additional Supports/Services:
  - Closed Captioning and ASL
  - Assistive technologies
  - Braille & large-print books
  - Physical texts & manipulatives

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REPRESENTATIVE LETTERS OF SUPPORT

To: Arkansas Connections Academy <ArkansasConnectionsAcademy@gmail.com>
From: Selvog Bruce
Date: Fri, Jul 11, 2014 at 5:52 PM
Subject: Arkansas Connections Academy

I have two daughters that have attended Connections Academy in Minnesota. My oldest daughter graduated in 2013 from MTS Minnesota Connections Academy and my youngest daughter just completed the 10th grade @ MTS Minnesota Connections Academy.

When my daughters lived in Arkansas we applied to get them into the virtual school that was available at that time but was denied as there was insufficient funding. (As I understood it).

My oldest daughter has Asperger's Syndrome and Connections Academy was the perfect learning environment for her. Before CA it was a struggle to get her to school by 8am and difficult to keep her motivated. When she started CA, she would get up and start school at 6am (on her own) and be done by early afternoon if not by noon. To me, this was proof that this we the best learning environment for her.

My daughters going to a virtual school also provided the ability for them to spend a considerable amount time with me. (As their mother and I have joint custody, but live 800 miles apart).
Granted this should not be a reason for sending children to virtual school, but in my personal situation it was a great bonus.

The reason I am writing this letter of recommendation, is that I believe Arkansas needs a public virtual school. Since I have personal experience with CA; therefore, I can whole heartily recommend them.

I would be happy to discuss CA with ADE if they would like more information.

Sincerely,
BRUCE SELVOG
Principal Infrastructure Architect

As our daughter stated, this was her first year in Connections Academy. We were very hesitant to make the change since she had always done well in school, even being elected to the National Junior Honors Society. Deanna had a few friends who went to Commonwealth Connections Academy, and after talking to their parents and a lot of pleading from Deanna, we made the change last year. Right after enrolling in school back in Pennsylvania, where we had lived our whole lives, my company made me an offer to relocate to Little Rock. So, we got back on the phone with Howard Evans at Connections, and he helped us out. It turned out Arkansas did not have an academy set up, but we were able to enroll her in the International Connections Academy. This change has provided all the positives of attending a quality school without any of the negatives.

Here a few things we enjoy about Connections.

- You have access to the staff. They are just a phone call or webmail away. At the beginning of the year, you are given each teacher's information, and encouraged to contact them when needed.
- Deanna, like many students, excel in some courses and struggles with others. So her curriculum is designed just for her. She is taking Honors English which she loves, but then there is Algebra. She has needed extra help from time to time. Unlike in a traditional classroom setting where you might miss a concept and get left behind, in Connections, it is much easier to get the one-on-one help you need. So you have the benefit of a classroom along with the one-on-one help you need.
- In Connections your student has a guidance counselor who the students and parents can contact when needed. I know we have used the term 'one-on-one' a lot. But that is the big positive of our experience. From our relationship manager, who answered all our questions, to Deanna's counselor, who keeps in contact with us throughout the year.

In the past year, we have gone from very hesitant, this will be a one year experiment! To, now we fully enjoy and recommend Connections Academy. We are confident in Deanna's future. Connections has a challenging curriculum, teachers who care about education, and Deanna is developing great self-discipline and motivation along with the computer skills of the future.

James and Brenda High ~ North Little Rock, Arkansas

To Whom it May Concern:

I am the parent of three children. My oldest attended and graduated from a brick and mortar public school. It was a good fit for her, she excelled socially and academically.

With my second child this was not the case. He started out advanced in math through Kindergarten and First grade, by the time second grade came around he was still doing ok, in third grade they let him pass without actually even knowing his times table and by fourth grade not only were his test scores declining but he had no idea what was going on in the classroom day to day. He had no serious behavior issues beyond being the class clown. His teacher enjoyed having him in class but he was so distracted by the other students that he was unable to focus on what was being taught. I worked as a substitute teacher at the school and was in close contact with his teacher. One day when discussing possible options to help him succeed, she suggested homeschooling. I was intrigued, and terrified.

I also was seeing when I was in the classrooms teaching, that there was a lot of overly "mature" behavior in the 5th and 6th grade classrooms that he would soon be moving in to that I did not want him to be exposed to. Some of it was shocking and went further than boyfriend/girlfriend. These things combined gave me the courage to take the leap in to homeschooling. We put in our intent forms and I began researching like crazy and trying to find a curriculum that would work for us. After several purchases and trying different things, I heard of the Arkansas Virtual Academy. We put our name in the hat and were selected by lottery to be enrolled. This was exciting because not only did it take the pressure off of me to be sure he was able to keep up if he ever decided to go back to public school but it was at no cost to us. We pay taxes and were very pleased to be able to use some of them through this program. Having a public school teacher available took the fear of not knowing what i was doing out of the equation.

When we got the program it was very overwhelming and took several weeks to quit banging my head on the table with frustration but finally we figured out the best way to use the program and were very successful for the next few years with ARVA. Unfortunately, at the time they only went through 8th grade and my son wanted to try to go back in to public somewhere in his 8th grade year to prepare for the leap in to a brick and mortar public high school.

If ARVA had went through high school at the time, I don't believe we would have tried going back. It did not go well as he did not like having to sit in a class for 8 hours doing class work and then come home and do home work for several hours. He came home and we tried to keep up with the high school requirements but did not find a program that worked for us. Currently, he is 16 and in a wonderful GED program. He should have his diploma by spring.

We also have a highly intelligent 4 year old. He is a bit anti-social, and was described as having autistic or perhaps asperger symptoms by his HIPPY teacher. We don't believe this about him but are looking in to it further through his pediatrician. We do feel that a classroom setting would not be a good fit for him. Having experienced such success with ARVA we will look to a virtual public school as an option.

We would love to see the addition of Connections Academy as a public school option. We feel there is a need for virtual schools and having more than one option to find the best fit for our child is very important. We are so happy to see this movement and feel it is past time for more families to have these options available.

Thank you,

Carla Hartwell
and kids! :)

COMMUNITY ENGAGEMENT:
TENTATIVE ARCA FIELD TRIPS
&
SAMPLE CONNECTIONS FIELD TRIP SCHEDULE

A sample field trip schedule was included in the ARCA original charter application. ARCA staff and Community Coordinators will work to supplement this sample schedule.

Figure 23. Sample Field Trip Schedule

Activity Date	Family Activity	City
September 2016	Back to School Picnics	TBD
October 2016	Meet and Greet – Skate Night	Springdale
October 2016	Meet and Greet – Skate Night	El Dorado
October 2016	Meet and Greet – Putt-Putt	Jonesboro
October 2016	Meet and Greet – Putt-Putt	Hot Springs
November 2016	Crater of Diamonds State Park	Murfreesboro
November 2016	Mount Magazine State Park	Paris
November 2016	Cane Creek State Park	Star City
November 2016	Village Creek State Park	Wynne
January 2017	William J. Clinton Presidential Library	Little Rock
January 2017	Crystal Bridges Museum	Bentonville
January 2017	Japanese Internment Museum	McGehee
January 2017	Wings of Honor Museum	Walnut Ridge
February 2017	Little Rock Central HS Historic Site	Little Rock
February 2017	Eddie Mae Herron Center	Pocahontas
February 2017	Arts and Science Center for SE Arkansas	Pine Bluff
February 2017	Arkansas Museum of Natural History	Hot Springs
March 2017	College/Career Visits	TBD
April 2017	J. Huckabee Arkansas River Valley Nature Center	Fort Smith
April 2017	Heifer Ranch	Perryville
April 2017	Pea Ridge National Military Park	Garfield
April 2017	Civil War Helena	Helena
May 2017	Spring Picnics	TBD

As stated during the hearing, ARCA will prioritize sending the teachers of attending students as chaperones, regardless of where in the state the field trip may occur.

The ARCA Board has also built a Student Activities Subsidy of over $10,000 in Year 1 and over $20,000 in Year 2 into its revised budget to ensure all ARCA students may access these opportunities, regardless of family income.

The Board of Arkansas Connections Academy (ARCA) requested a list of field trips from the principal of Maine Connections Academy (MCA) for an example of what a first-year school planned for students' community engagement. He shared that as the school grows, MCA expects to increase the opportunities students will have. Arkansas Connections Academy anticipates doing the same for ARCA students.

Maine Connections Academy Field Trips for the 2015-16 School Year (to date):

- **Bug Mania (Maine State Museum)** – live bugs to hold as well as preserved insects – hand's on learning about Maine's insect populations and their effect on the environment.
- **Common Ground Fair –** educational agricultural fair focused on farming, sustainable living, woodworking, and livestock care
- **Treworgy Farms** – farm life activities
- **Microscopic Marvels** at local wild-life preserve: gathered microscopic lifeforms from tidal pools and examined them in the lab
- **Fort Knox** – guided tour of historic fort; climbing the observatory to view the rocky coastline
- **Bradbury Mountain State Park** – 2-4 mile hike
- **8 Planets & Counting (Southworth Planetarium)** – interactive solar system show that took the audience to the sun and all the planets
- **Mars Talk (Malcolm Science Center)** – planetarium presentation emphasizing Mars
- **Festival of Fostering Trees** – decorated school-themed Xmas tree to add to 20 other themed trees being auctioned to benefit Maine's foster care system
- **Penobscot Theatre** – attended the play "It's a Wonderful Life" done as an old-fashioned radio show; students learned how sound effects were done, visited the costume rooms, met the cast, toured the refurbished theatre
- **Abbe Museum** – informative program on Native American issues with a gallery tour
- **Gunther von Hagen's Body Worlds (Portland Science Center)** – 3-D tour of how our bodies move in motion
- **Factory Tour – Haven's Candies** – the mechanics of a local factory

In addition to our field trips this year, one of our students spearheaded an effort to gather some of her classmates to participate in the annual **Barbara Bush Children's Hospital Halloween parade** through the halls of the hospital as an effort to provide cheer to the patients. We hope to have more of these **service projects**.

At state testing and SAT sites, brown bag lunches and outdoor games are a good way for families to meet and socialize on local university grounds.

Some of our "seasoned" students organized our **Welcome Wagon**, a great source for incoming students learning to adjust to the virtual world classroom. For students who prefer socializing virtually, this mentoring tool is a welcomed addition to our school.

I hope this information is of value to the Arkansas school.

UPDATE TO PEFORMANCE DATA:
CHARTER SCHOOLS OPERATED IN CONTIGUOUS STATES

LOUISIANA CONNECTIONS ACADEMY

2014-2015 • Louisiana Connections Academy • Grades K-12 • 345001

C

SPS = 82.0

1716 Enrolled • 9% Special Education • 63% Economically Disadvantaged

HOW DID STUDENTS PERFORM ON STATE ASSESSMENTS?

Students performing at Basic may need additional support to be fully prepared for the next level of studies. Students performing at Mastery and above have met or exceeded the expectations, and are well prepared for the next level of studies. By 2025, A-rated schools must have an average performance of Mastery.

SCORE	SCHOOL	DISTRICT	STATE
MASTERY +	27%	27%	27%
BASIC +	63%	63%	65%

NOTE: The table above includes students who take LAA 1. View how their performance is measured here.
Schools that are K-2 configurations have accountability data based on a paired school, designated by its district.

HOW DID DIFFERENT GROUPS OF STUDENTS PERFORM?

SCORE	MINORITY STUDENTS			STUDENTS WITH DISABILITIES			ECONOMICALLY DISADVANTAGED STUDENTS		
	SCHOOL	DISTRICT	STATE	SCHOOL	DISTRICT	STATE	SCHOOL	DISTRICT	STATE
MASTERY +	22%	22%	18%	18%	18%	10%	23%	23%	19%
BASIC +	56%	56%	55%	46%	46%	35%	56%	56%	57%

HOW MANY CREDITS DID STUDENTS EARN BY THE END OF FRESHMAN YEAR?

Schools with grade 8 are accountable for the number of credits earned and the number of students who dropout by the end of grade 9.

CREDITS	SCHOOL	DISTRICT	STATE
6 +	69%	69%	83%

DID THIS SCHOOL MAKE PROGRESS WITH STUDENTS WHO STRUGGLED ACADEMICALLY?

Schools earn a maximum of 10 progress points for students previously non-proficient but who exceeded expectations in the current year.

2013-2014		2014-2015		ADDITIONAL PERFORMANCE INFORMATION	DATA CENTER
C	SPS 74.3	C	SPS 82.0		

During transition years (2013-2016), expectations for all students have been raised by increasing the quality of ELA and math assessments and phasing out of the LAA 2 assessments. During this transitional learning year, a curve policy is in place to ensure that the distribution of letter grades remains stable. More information about transition policies is available here.

LOUISIANA CONNECTIONS ACADEMY

2014-2015 • Louisiana Connections Academy • Grades K-12 • 345001

C

SPS = 82.0

1716 Enrolled • 9% Special Education • 63% Economically Disadvantaged

HOW PREPARED ARE STUDENTS FOR COLLEGE & CAREER SUCCESS?

END-OF-COURSE EXAMS: PROFICIENT

Students are assessed on their performance towards meeting grade-level expectations.

SCHOOL 14/15 vs 13/14	DISTRICT	STATE	MINORITY STUDENTS 14/15 vs 13/14	STUDENTS WITH DISABILITIES 14/15 vs 13/14	ECONOMICALLY DISADVANTAGED STUDENTS 14/15 vs 13/14
54% IMPROVED	54%	62%	50% IMPROVED	32% IMPROVED	48% STEADY

ACT: COLLEGE-GOING SCORE OF 18

A score of 18 or above on the ACT indicates twelfth grade students have minimum proficiency for college & career success.

SCHOOL 14/15 vs 13/14	DISTRICT	STATE	MINORITY STUDENTS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED STUDENTS
61% STEADY	61%	62%	49%	N/A	57%

ACT: AVERAGE SCORE

Average score is based on all enrolled twelfth grade students.

AVERAGE SCORE	DISTRICT	STATE	NATIONAL
18.6	18.6	19.2	19.7

WHAT PERCENT OF STUDENTS ARE EARNING COLLEGE AND CAREER CREDIT?

Students have the opportunity to earn college & career credits prior to graduation.

GRADUATES SCORING 3+ ON ADVANCED PLACEMENT TEST

SCHOOL 13/14 vs 12/13	DISTRICT	STATE	NATIONAL
<5% STEADY	<5%	5.3%	21.6%

GRADUATES EARNING DUAL ENROLLMENT CREDIT

***Does not include students already represented as earning AP credit.**

SCHOOL 13/14 vs 12/13	DISTRICT	STATE
<5% DECLINING	<5%	28%

WHAT PERCENT OF STUDENTS GRADUATED IN FOUR YEARS WITH A DIPLOMA?

The cohort graduation rate is the percent of students who enter the ninth grade and successfully graduate within four years.

SCHOOL 13/14 vs 12/13	DISTRICT	STATE	NATIONAL 12/13	MINORITY STUDENTS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED STUDENTS
58% IMPROVED	58%	75%	81%	52%	N/A	51%

WHAT PERCENT OF STUDENTS ENROLLED IN COLLEGE AFTER GRADUATING?

Students enrolling in two- or four-year colleges within the 2nd Fall semester after high school graduation.

SCHOOL	DISTRICT	STATE
48%	48%	59%

DID THIS SCHOOL MAKE PROGRESS WITH STUDENTS WHO STRUGGLED ACADEMICALLY?

Schools earn a maximum of 10 progress points for students previously non-proficient but who exceeded expectations in the current year.

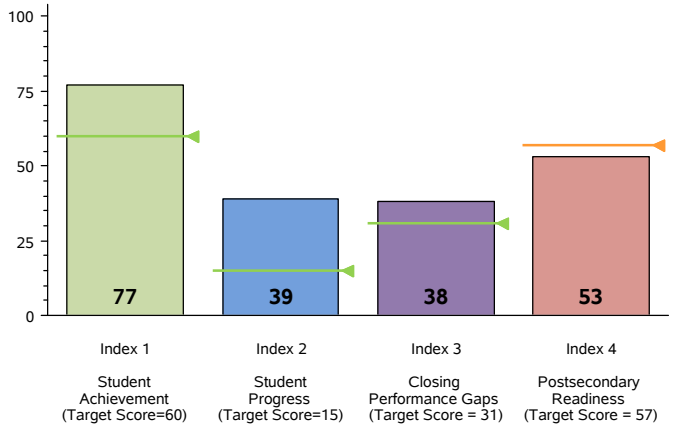
TOTAL POINTS EARNED	14/15 vs 13/14
10.0	IMPROVED

Texas Education Agency
2014-15 School Report Card
TEXAS CONNECTIONS ACADEMY AT HOUST (101912100)

District Name: **HOUSTON ISD** | Total Students: **4,443**
Campus Type: **Elementary/Secondary** | Grade Span: **03 - 12**

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2015 Accountability Rating

Improvement Required

For 2015 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Connections' Notes:
Index 1 up from 75 (+2)
Index 2 up from N/A
Index 3 up from 36 (+2)
Index 4 up from 42 (+11)

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2013-14)	100.0%	95.6%	95.9%
Enrollment by Race/Ethnicity			
African American	11.6%	24.9%	12.6%
Hispanic	26.1%	62.1%	52.0%
White	55.0%	8.3%	28.9%
American Indian	0.8%	0.2%	0.4%
Asian	2.9%	3.6%	3.9%
Pacific Islander	0.4%	0.1%	0.1%
Two or More Races	3.1%	0.9%	2.0%
Enrollment by Student Group			
Economically Disadvantaged	43.9%	75.6%	58.8%
English Language Learners	1.0%	30.1%	18.2%
Special Education	1.9%	7.4%	8.5%
Mobility Rate (2013-14)	59.2%	19.6%	16.9%

School Financial Information (2013-14)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see http://tea.texas.gov/financialstandardreports/.

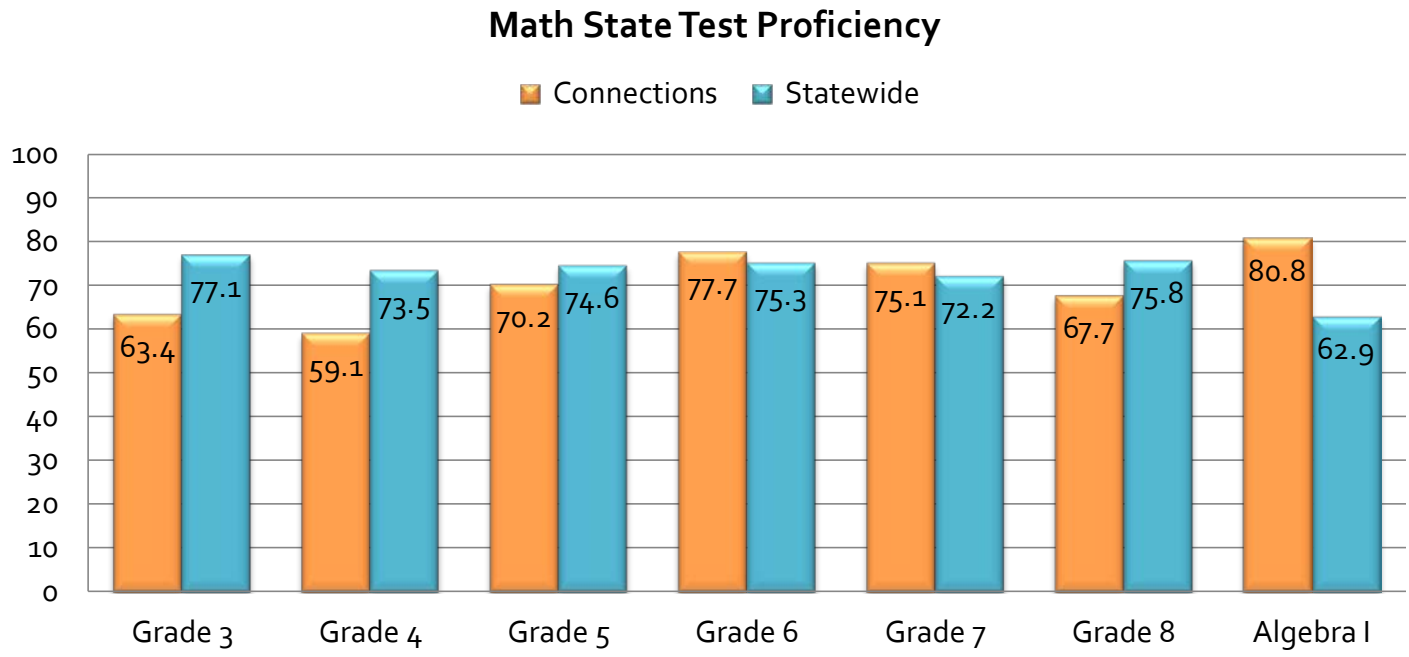
	Campus	District	State
Instructional Staff Percent	n/a	56.8%	64.6%
Instructional Expenditure Ratio	n/a	64.5%	63.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$3,604	$8,620	$8,692
Instruction	$3,569	$4,994	$4,956
Instructional Leadership	$2	$114	$129
School Leadership	$8	$590	$503

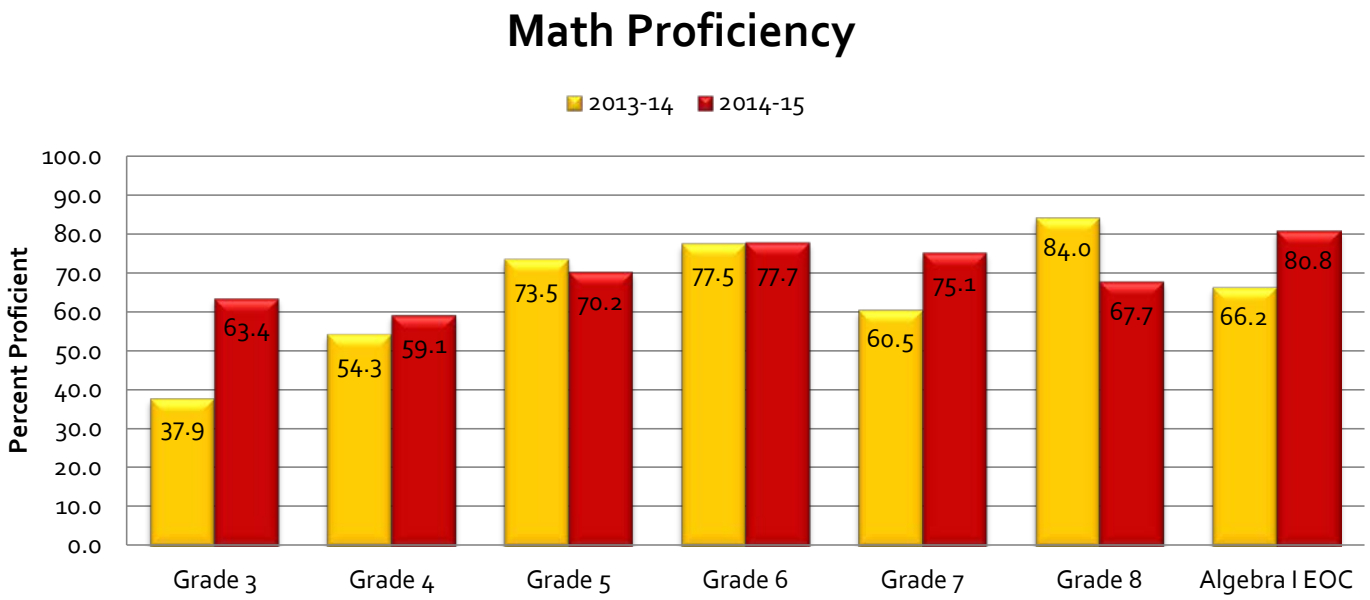
Texas Connections Academy @ Houston (2014-15)

MATH: Connections vs State

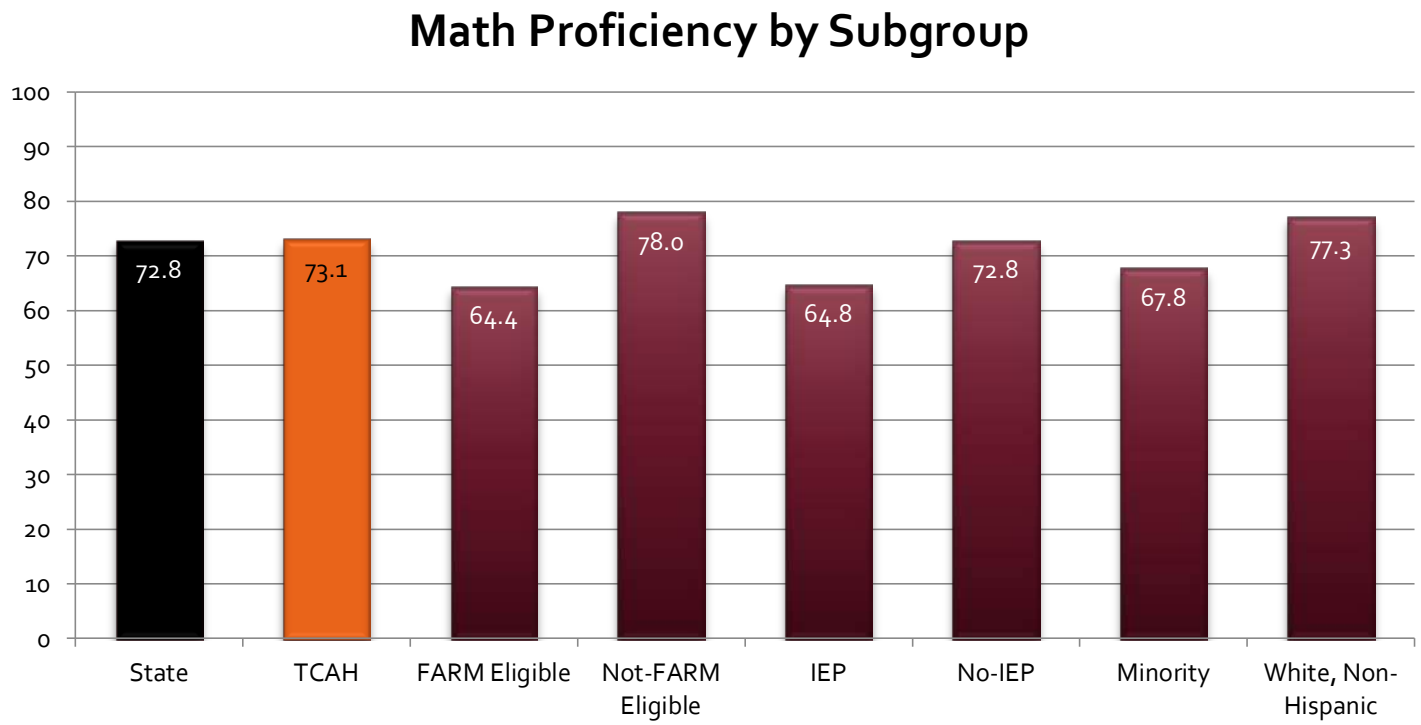
Overall Results



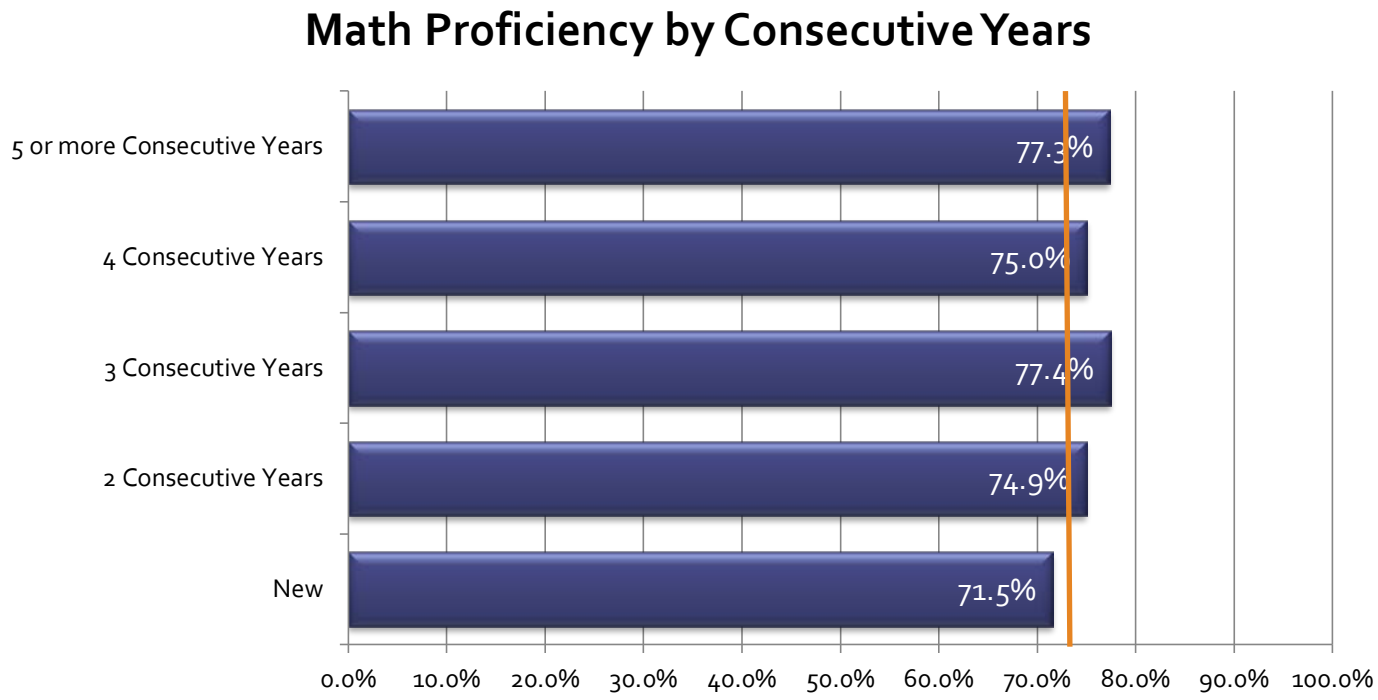
Two Year Comparison



By Subgroup

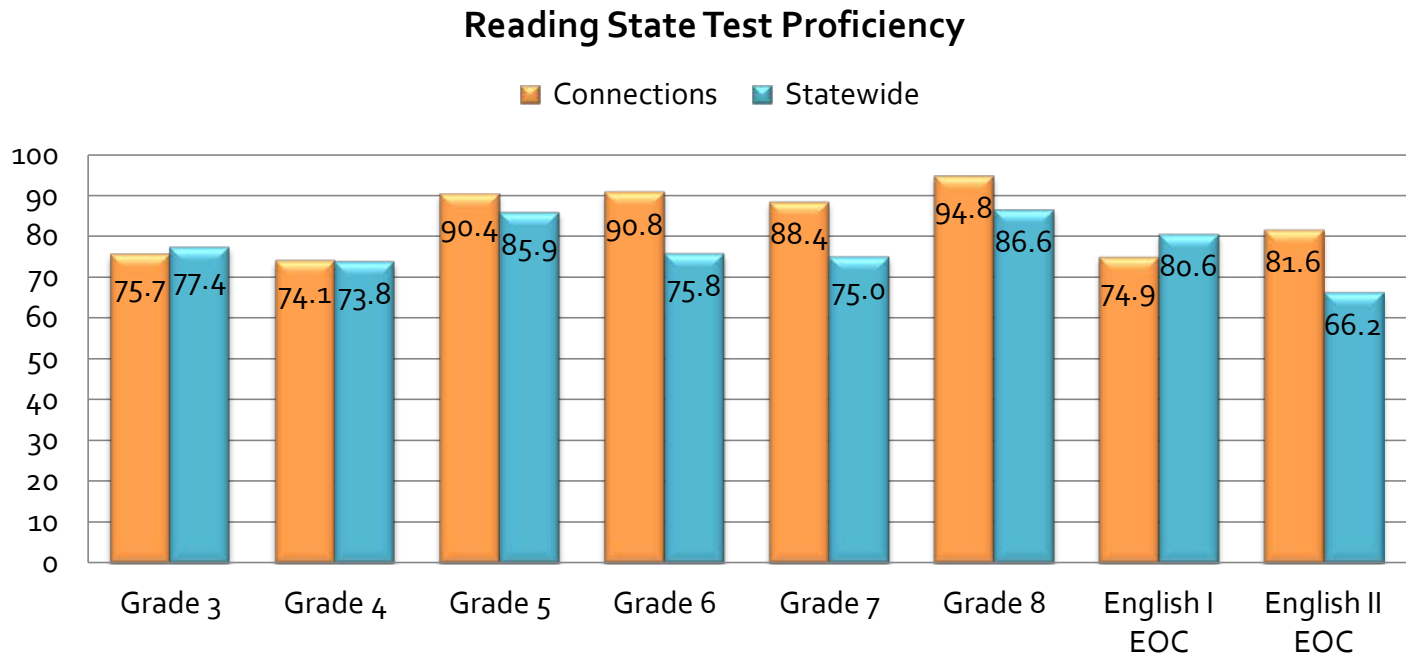


By Consecutive Years of Enrollment

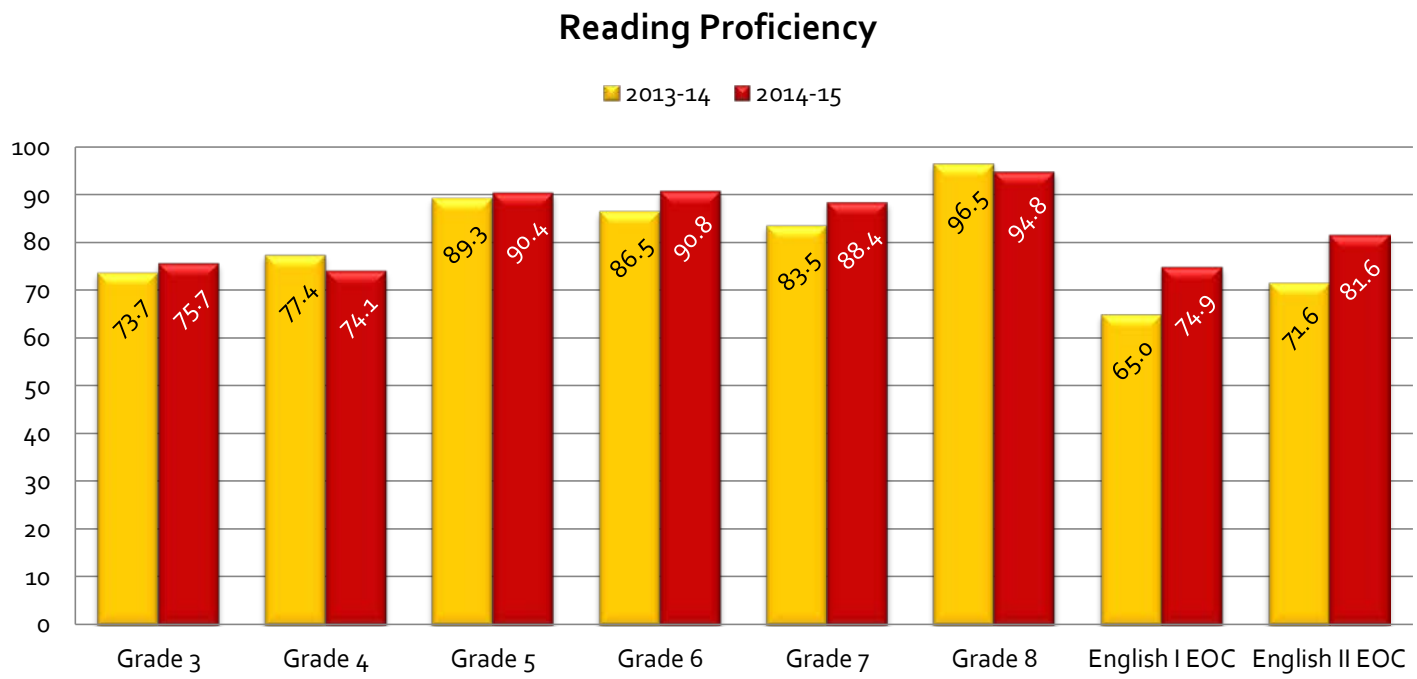


READING: Connections vs State

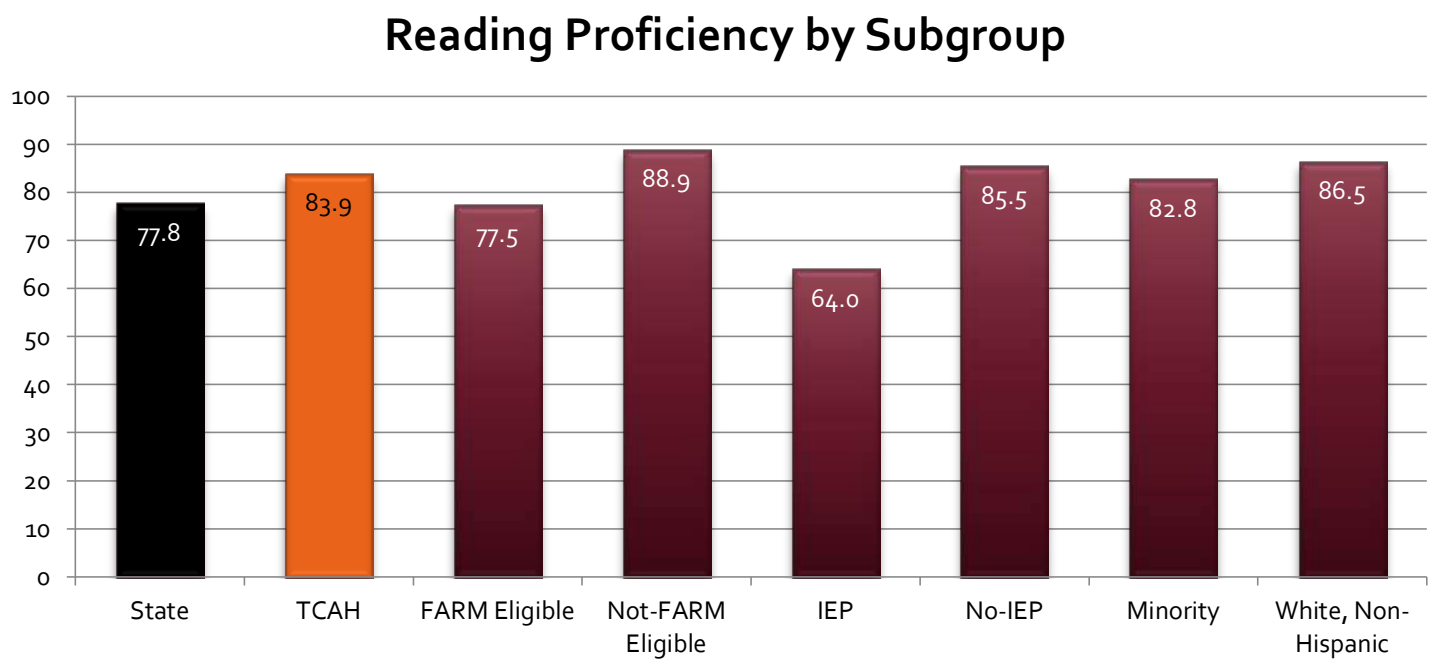
Overall Results



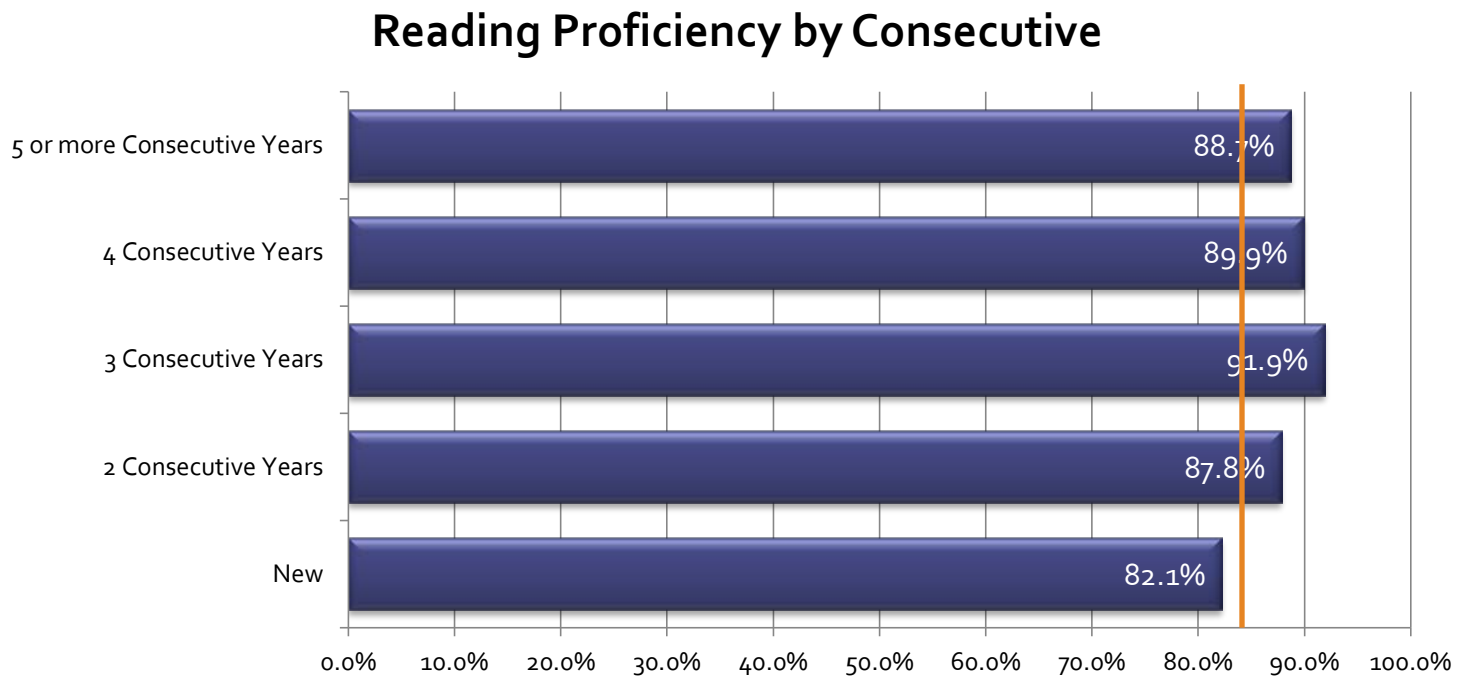
Two Year Comparison



By Subgroup



By Consecutive Years of Enrollment



ADVANCED ACCREDITATION RECOMMENDATION

Accreditation Recommendation

Index of Education Quality

The Index of Education Quality (IEQ™) provides a holistic measure of overall performance based on a comprehensive set of indicators and evaluative criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus.

The IEQ™ comprises three domains: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the use of resources and data to support and optimize learning.

The overall and domain scores can range from 100-400. The domain scores are derived from: the AdvancED Standards and indicators ratings; results of the Analysis of Student Performance; and data from Stakeholder Feedback Surveys (students, parents, and staff).

	External Review IEQ Score	AdvancED Network Average
Overall Score	340.00	282.79
Teaching and Learning Impact	341.18	274.14
Leadership Capacity	347.50	296.08
Resource Utilization	328.12	286.32

The IEQ™ results include information about how the institution is performing compared to expected criteria as well as to other institutions in the AdvancED Network. The institution should use the information in this report, including the corresponding performance rubrics, to identify specific areas of improvement.

Consequently, the External Review Team recommends to the AdvancED Accreditation Commission that the institution earn the distinction of accreditation for a five-year term. AdvancED will review the results of the External Review to make a final determination including the appropriate next steps for the institution in response to these findings.

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FINAL NOTES

ARCA FINAL NOTES

ARCA's Board Has Heard You:

- Submitted course alignments
- Increased Internet subsidy
- Added Student Activity Subsidy
- Rescinding licensure, professional development & bidding waiver requests

ARCA is Ready to Serve Students:

- Student need & family demand
- Community focus
- Unique program
- Experienced partner
- Proven student outcomes

NOTIFICATION OF PANEL ACTION

ARKANSAS DEPARTMENT OF EDUCATION

November 19, 2015

Johnny Key
Commissioner

State Board of Education

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Dr. Dennis Beck
Arkansas Connections Academy, Inc.
2224 East Tall Oaks
Fayetteville, Arkansas 72703

RE: Notice of State Board of Education Hearing
Arkansas Connections Academy

Dear Dr. Beck:

On November 17, 2015, the Charter Authorizing Panel met and approved the open-enrollment charter application for Arkansas Connections 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 4:00 p.m. on Wednesday, November 25, 2015, in order for the request to be included in the State Board of Education agenda materials for the meeting on Thursday, December 10, 2015.** 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 December 10th, and, at that time, the Board will determine whether or not to review the Panel's decision. If the Board decides to review the Panel's decision, the review will take place at a later meeting.

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,

Alexandra Boyd
Charter Schools, Program Coordinator

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

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ARKANSAS DEPARTMENT OF EDUCATION

2015 Application
Open-Enrollment Public Charter School

Responses to Questions from
Charter Authorizing Panel

November 4, 2015

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Introduction

The Board of Arkansas Connections Academy (ARCA) appreciates the opportunity to respond to the Charter Authorizing Panel's questions listed in the 10/16/15 letter from the Arkansas Department of Education (ADE). The ARCA Board wishes to serve public school students and families across Arkansas with an innovative and unique educational program. As an online public school, ARCA will meet the needs of those students for whom the traditional model of education is not the best fit.

The ADE's vision, which ARCA shares, is "to provide an innovative, comprehensive education system focused on outcomes that ensure every student in Arkansas is prepared for post-secondary education and careers."[1] Students will thrive academically and socially with ARCA's innovative high-tech, high-interaction and data-driven approach, with a comprehensive emphasis on parent and community engagement. Each student will have a Personalized Learning Plan (PLP) directed towards post-secondary readiness and tailored to his or her strengths, challenges, and aspirations. As a public school, ARCA will serve students across the state with Arkansas-licensed teachers, a curriculum that is fully aligned to state standards, and a provider in Connections with an established track record of success and innovation.

The ARCA Board has made the following important adjustments to its original application:

- The ARCA Board has detailed the many ways it will offer a school that is completely unique within Arkansas, providing students with a new, innovative, and essential program to meet their needs in ways current schools are not (Response to Question #10).
- Connections has provided performance data from across the country as compared to statewide averages (Response to Question #9) and other virtual schools (part 4 of Response to Question #10).
- In response to concerns about school access, the ARCA Board has adjusted the Internet subsidy available to student households eligible for free and reduced meals (Response to Question #7). The ARCA Board has also added a Student Activities Subsidy to ensure students can participate in field trips and enrichment activities (part 5 of Response to Question #10).
- The ARCA Board rescinds its request for a waiver from bidding requirements (Response to Question #17). ARCA will comply with state RFP requirements.
- The ARCA Board rescinds its request for waivers from licensure and professional development requirements. All teachers instructing ARCA students will be Arkansas-licensed, temporarily teaching a subject with an ALP, or licensed via the Standard License – Reciprocity process. As such, teachers will meet Arkansas requirements regarding professional development, background and ethics checks, and the Arkansas Code of Ethics (Response to Question #16).
- The ARCA Board is increasing its school goal from a 0.90 ratio of school-to-state performance on state assessments to a 1.00 ratio (Response to Question #18).

The ARCA Board looks forward to its continuation hearing with the Charter Authorizing Panel and the opportunity to continue describing the future ARCA program.

[1] http://www.arkansased.gov/about-ade

Responses to Questions

1) Methods to effectively remediate low-performing students, especially students in grades 6-8 and high school.

ARCA's expectation for all students who are struggling academically is that they will become proficient in the academic standards as presented in the Arkansas Curriculum Frameworks. ARCA recognizes such students may need more than one year to achieve proficiency if they enroll more than one year behind and that these students will need additional support to meet these high expectations. National evidence indicates the longer students are enrolled in schools supported by Connections, the better they fare academically (Figure 11 in Response to Question #9).

Additional support will be customized to individual students' needs and may include:

- Individual tutoring on standards that have not been mastered;
- Targeted synchronous instruction to individual or small groups of students with similar learning needs;
- Intervention programs with frequent progress monitoring by teachers; and
- Credit recovery options for students who have previously failed a high school course.

The core academic program has mechanisms in place to identify students who are performing below grade level. Students will take formative assessments throughout the school year, starting with the annual fall pre-test (LEAP for K-8 and Scantron for high school). These assessments, along with state test scores and the Connexus Grade Book, inform teachers whether the student is on track academically. If a student does not perform well on a formative benchmarking and/or summative assessments, the teacher will be notified via real-time data on his or her Teacher Home Page within Connexus. Visual icons, referred to as "intervention indicators," assist teachers in identifying students who need additional academic support. Teachers will make instructional decisions and monitor student progress based on ARCA's systematic multi-tiered instruction model (see Response to Intervention description herein). Additional academic supports may include:

- Delivering targeted individual or small group instruction via a synchronous LiveLesson® session;
- Modifying a lesson(s) or assessment(s) within a course;
- Calling a student to review course content and assess mastery of standards; and
- Assigning a supplemental program to support the development of foundational skills needed to be successful with grade level work.

Some of the interventions that teachers may choose to assign/monitor to support students' success include SuccessMaker Math, Math-Whizz, Math XL, SuccessMaker Reading, Reading Eggs, Reading Eggspress, HeadSprout, Raz-Kids, WriteToLearn, SkillsTutor, and Study Island.

Response to Intervention (RtI)

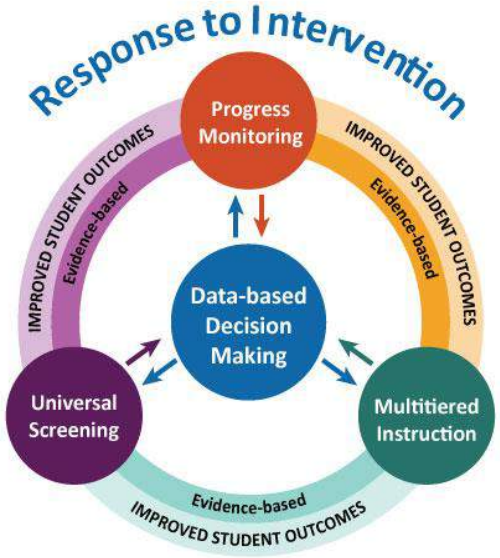
The ARCA Board believes that timely intervention is critical and that schools must implement a multi-tiered instruction and intervention model that is designed to address both academics and behavior

through a systematic problem-solving approach. Data provided via Connexus will be used by all teaching staff throughout the school year to implement a structured system of instructional supports as part of their Response to Intervention (RtI) model. These supports will include curriculum that is based on state and national standards, a high-quality core instructional program, use of universal screeners to identify at-risk students, data-based decisions, tiered supports and services, involvement and engagement of students and Learning Coaches, and ongoing professional learning for staff. Through early identification and implementation of a wide range of evidence-based instructional strategies and resources, ARCA will facilitate fluid movement between the tiers and levels of support. Teachers will increase the frequency and intensity of the intervention or instructional support based on students' responsiveness and learning/behavioral needs to reduce the number of students who are at risk for learning and behavioral challenges and to support high achievement for all.

Students who are struggling with the core curriculum (Tier I) will be identified by teachers as early as possible so that differentiated activities can be assigned and student progress can be closely monitored. For students demonstrating a more intensive need (Tiers II and III), the tiered approach will allow for more instructional support and increased progress monitoring. Decisions regarding students in Tiers II and III will be made in cooperation with the school's Student Support Team (SST). The SST will be part of the multi-tiered system of support, as illustrated in Figure 1, and will be composed of several general educators, an administrator, and may include special education teachers and/or intervention specialists. Teachers will have a great deal of formative data to help identify students' areas of instructional need and to monitor their response to intervention.

Based on early indicators, the Teacher Home Page will display an icon for each student indicating if a student is at risk of being below proficient at the conclusion of the school year and the level of tiered intervention that is being provided to the student (Tier I, Tier II, Tier III). The teacher may always use his or her professional judgment to override these indicators and document the rationale within the student's log in Connexus. In cooperation with the SST, performance data will be collected and reviewed at regular intervals to demonstrate that these student-level decisions are effective for each student. All efforts will be made to meet each student's needs within the general education program.

Figure 1. Response to Intervention (RtI)



Tier I

Tier I is the first level of a multi-tiered approach to a system of instructional and behavioral supports. The core curriculum refers to Connections' research-based core reading and math curriculum aligned with the Arkansas Curriculum Frameworks. In addition to core coursework, the core curriculum includes teachers' use of differentiated instruction that meets the needs of all students throughout the school year. All students have access to the core curriculum; work through their lessons; engage with interactive content such as Teachlet® tutorials, videos, virtual labs, and manipulatives; and demonstrate their understanding through formative assessments such as quizzes, curriculum based assessments (CBAs), portfolios, quick checks, and unit tests. All instructional resources are part of the first level of a multi-tiered approach to support (Tier I). Teachers will regularly use a variety of instructional resources and strategies to enhance and extend learning through differentiated and personalized instruction. These instructional tools will allow teachers to fill in skill gaps and extend learning while providing additional evaluative data on student achievement.

Differentiation allows teachers to respond to learner readiness, interest, and learning profile by accessing a variety of instructional strategies designed to meet the needs of all learners. In Connexus, teachers use a variety of instructional strategies and lesson modifications to help students with distinct learning needs or who temporarily need extra support to master a particular skill or concept. On a regular basis, teachers will plan and implement instruction that is differentiated and personalized. Through the use of varied instructional strategies and practices, teachers will engage all students while still holding them accountable for mastering the essential skills and standards.

Differentiation involves thoughtful planning for the following:

- Instructional design used to deliver content to students;
- Lesson content used to support and extend concepts and skills;
- Instructional practice used to provide targeted instruction and actively engage students;
- Assessment used to evaluate student learning;
- ; and
- Instructional activities to meet the needs of individual and small groups of students.

The goal of differentiation is always the same — making sure all students master essential skills and standards — but teachers may use different instructional methods to help students meet those expectations. Examples of differentiation may include a demonstration of learning in a different way than what is presented in a lesson (e.g., orally or with a presentation rather than written) and an extension of a discussion initiated on the discussion boards with an individual or small group live synchronous session. When Tier I differentiation strategies fail to produce progress, Tier II intervention will be considered.

Tier II

When students do not make progress despite differentiated instruction within the core curriculum used in Tier I instructional support, teachers will need to consider Tier II support. When considering Tier II support, teachers may consult with the school's SST for assistance in developing, monitoring, and evaluating the effectiveness of interventions for students who have not been responsive to Tier

Interventions. Areas where students struggle at the Tier I level and require Tier II support may include the following:

- Reading fluency
- Reading comprehension
- Math fluency
- Math computation and reasoning
- Behavior

Tier II will generally begin after a general education teacher has attempted a variety of instructional supports and differentiation strategies over a four-week time frame and has documentation showing that the student is not yet responding successfully with strong performance in the identified area of weakness.

Tier II instructional support can use many of the same instructional strategies and/or research-based programs that were used for differentiation as part of Tier I; however, it is the increase in the frequency and intensity of their use that defines the intervention as Tier II. Intervention will be explicit, systematic, and targeted to the greatest area of student learning needs. Frequent and formal logged progress monitoring noting student performance in Connexus will be a critical part of the implementation of this tier. Tier II intervention will focus on the greatest area of need. Data collection will be detailed, clear, and only regard one area from baseline (first probe of performance) to progress monitoring as targeting multiple areas in an intervention cycle would make it difficult to understand the source of learning challenges and collect precise data.

Tier II instructional support is typically provided two to three times a week for 20–30 minutes per session. The support will come from a research-based intervention that is explicit, systematic, and targeted to the student's greatest area of learning needs. Tier II behavior support (e.g., a positive reward system) to address behaviors that may interfere with student learning will be provided with the same frequency in cooperation with the Learning Coach.

Tier III

Tier III includes the most intensive and frequent level of instructional support and will be the next step in the multi-tiered approach for students who have not been successful in the core curriculum that includes differentiation activities and Tier II supplemental interventions. Tier III interventions will be facilitated and monitored by the general education teacher who will increase the occurrence of synchronous direct instruction through the extensive use of LiveLesson sessions as well as implement other instructional strategies and research-based programs that are explicit, systematic, and targeted to specific student learning needs.

Students enrolled in the Tier III level of intervention will receive at least two additional days of 20–30 minutes of instruction for a total of four to five days a week to focus more intensively on skill deficits and areas of concern. Through Tier III interventions, students may be assigned a personalized course of study that allows for increased learning time in their areas of academic need. Time spent on electives and other supplemental courses may be minimized to focus on basic skills. If appropriate, Tier III behavioral support will also be provided at increased frequency and intensity. As needed,

additional resources such as counseling staff will be engaged. Focused, specific data collection related to behavioral antecedents will be used to inform any referrals for behavioral evaluations.

In addition to an increased focus on core curricular content, Tier III teachers incorporate additional resources such as Compass Learning or additional reading or math intervention to assess and monitor student performance and address students' instructional needs. Tier III fosters a strong foundation in basic academic and behavioral skills and increases self-confidence as the student progresses through the program.

Figure 2 displays the Teacher Home Page where a teacher can monitor if students are on target. Figure 3 features how a teacher can see if students have overdue lessons or are falling behind. Figure 4 shows a specific student's Grade Book. Figure 5 shows the Response to Intervention escalation process.

This combination of teacher strategies and technological tools will ensure all low-performing students receive the attention they need to progress to grade level and beyond.

Figure 2. Teacher's Home Page

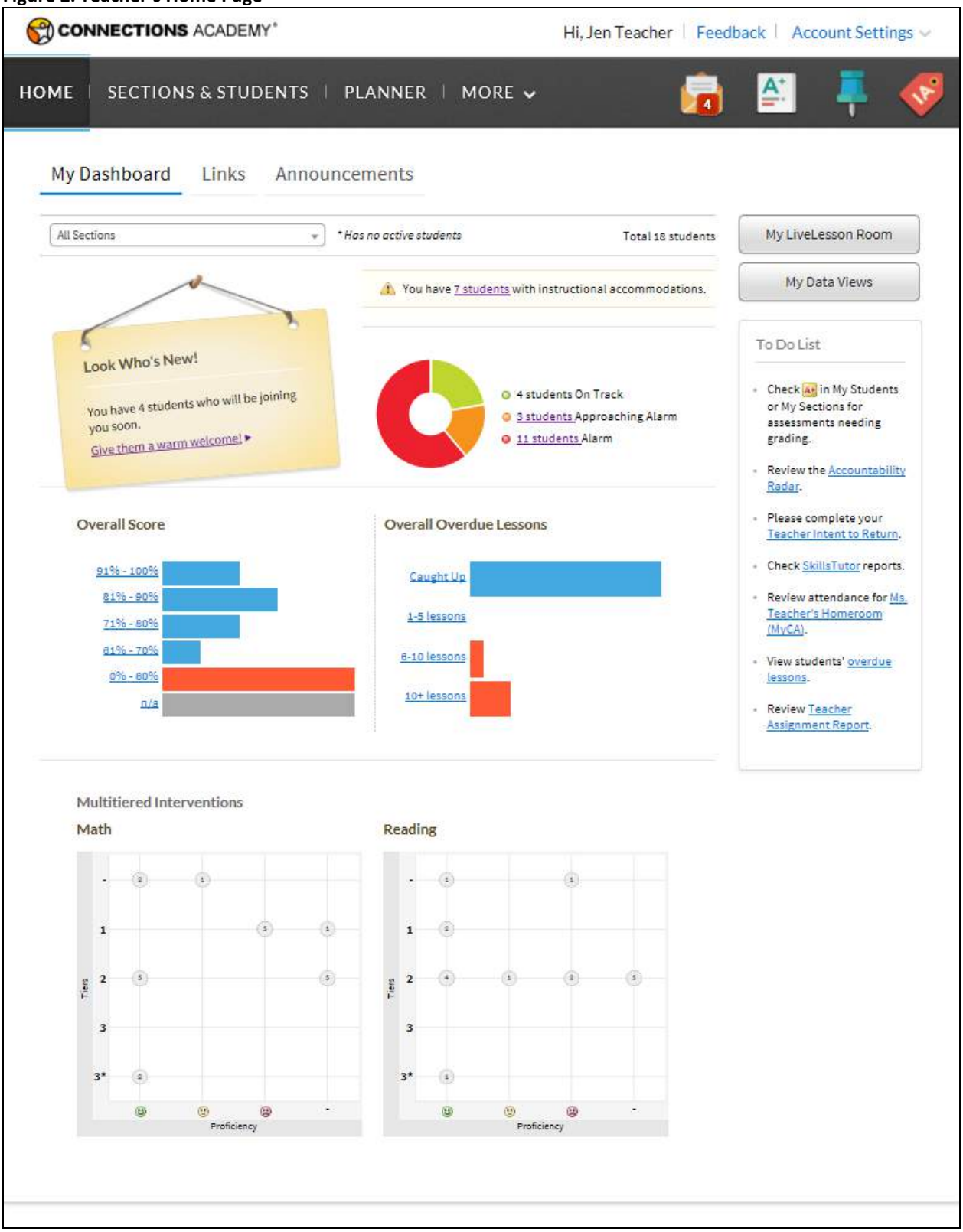


Figure 3. Students with Overdue Lessons

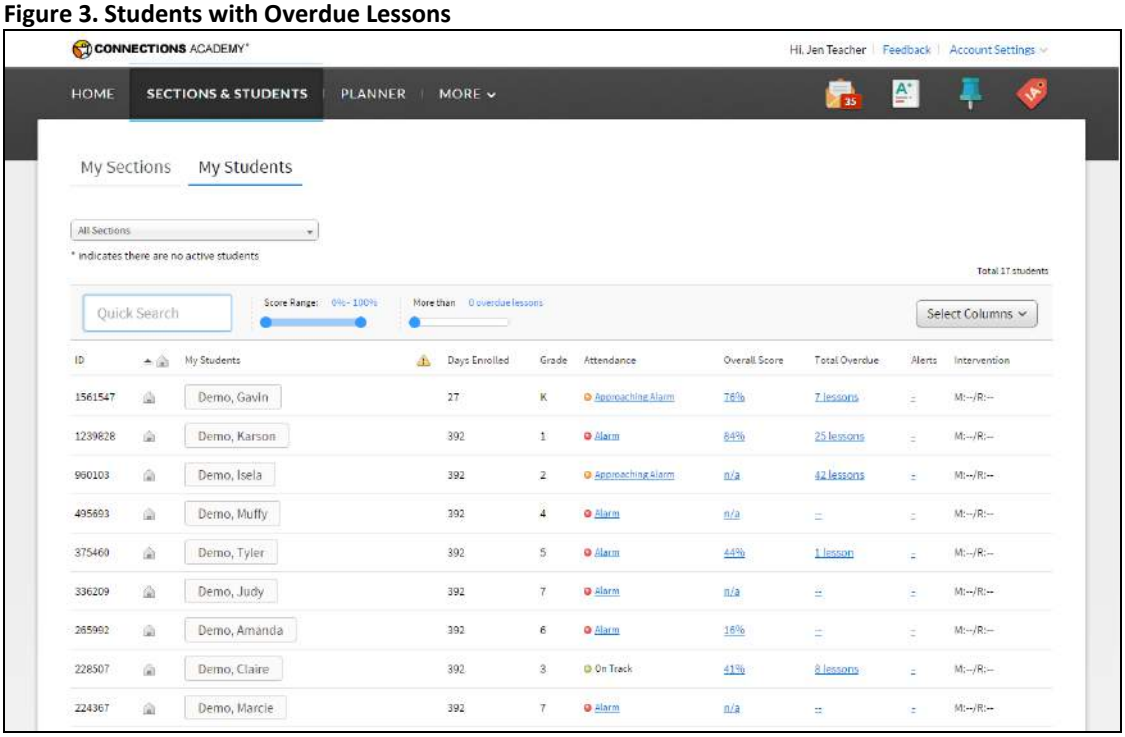


Figure 4. Specific Student Grade Book

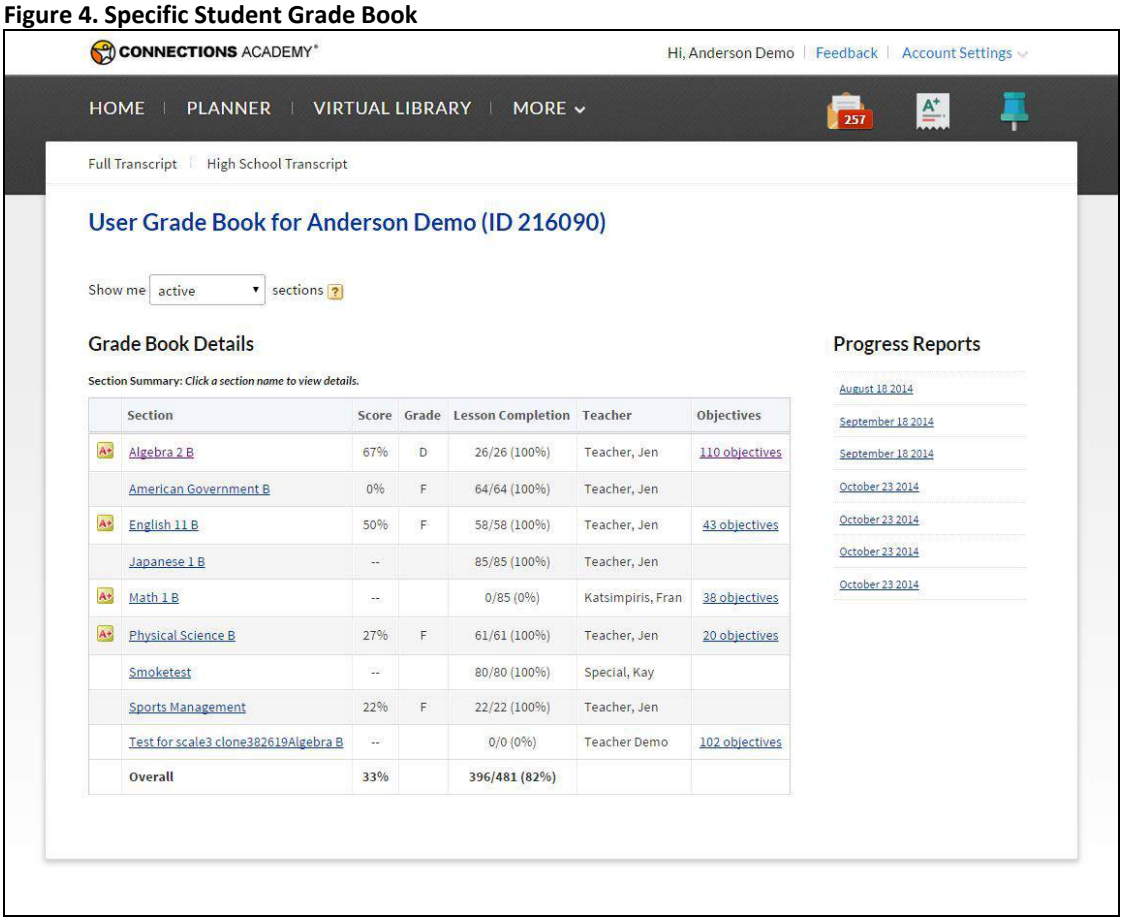
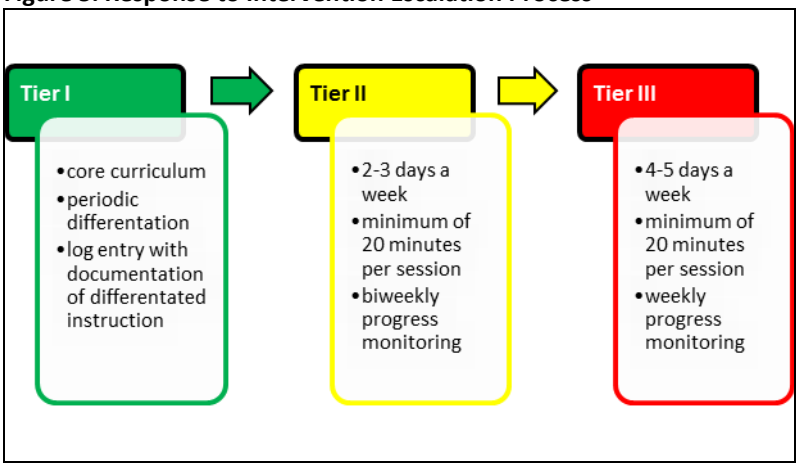


Figure 5. Response to Intervention Escalation Process



2) Methods to effectively accelerate high-performing students, especially students in grades 6-8 and high school

ARCA will meet the needs of all students who enroll, including those on an accelerated pathway. To ensure accelerated students will be served, ARCA will provide the opportunity for students to take above grade level courses, gifted and talented courses in grades 3-8, honors level courses in grades 9-12, and AP courses in grades 9-12. The Connections program is highly unique in that middle school students have previously been offered and successfully completed high school courses in all subject areas. Online students have these opportunities without the typical challenge of transportation to a high school campus and concern about the age gap among students.

ARCA is asking for a waiver from Standards for Accreditation 9.03.1.2 and 9.03.4 because the school will not initially serve all high school grades. However, as advanced high school courses already exist in Connexus and Connections' course catalog, they will be made available to students who qualify. Above grade level courses will be offered to accelerated students unless an accelerated student does not meet the prerequisites of the requested course, is doing poorly in any of their current courses, or is not meeting other requirements of the program (attendance, participation, or contacts with the teachers). These discussions and decisions will occur as part of the student's personalized learning planning and progression planning.

During enrollment, Academic Placement Advisors and School Counselors will review students' past records and performance to place them in appropriate courses. Once a student is enrolled, the Personalized Learning Plan (PLP) will be developed collaboratively by the teacher, Learning Coach, and student to tailor curriculum and instruction. Throughout the year, teachers will monitor students' progress and adjust their learning programs to identify areas where students need support, as well as areas in which they can build on their strengths and accelerate. If a student is excelling or finding courses too easy, the teacher will meet with the Learning Coach and student to discuss accelerated options. This could mean changing the current course, completing the current course in a faster timeframe, and/or placing the student into an extra course to earn additional credits. Before these significant changes are made to a student's schedule, the administrator or counselor will sign off on the schedule change.

Connexus allows for this type of scheduling flexibility. In grades K-8, courses are user-scheduled, meaning the Learning Coach has the ability to set the pacing (with the help of the teacher/counselor) for his or her child. For example, a student in grade 8 might start the year in Algebra 1. If the student is gifted at math, he or she could (after discussion with teachers and counselors) accelerate through the curriculum by completing two to three math lessons a day. This will enable the student to complete Algebra 1 in the first semester and start Geometry A in January. Although this type of accelerated programming would be challenging in a brick-and-mortar school, ARCA will not be limited by a master schedule or classroom space. In addition, an accelerated course could be offered to the student even if he or she is the only student needing to start Geometry in January.

Some of the accelerated courses may be taught as part of an agreement between ARCA and the International Connections Academy (iNaCA). iNaCA has examined the Arkansas licensure process and determined that it will be able to have the necessary teachers certified in Arkansas. The ARCA Board anticipates this will be a small number of iNaCA teachers teaching a small number of elective courses (for example Chinese, Japanese, and Music) and advanced core courses (such as Physics, Chemistry, or Pre-Calculus) and estimates over 90% of course enrollments will be taught by in-state Arkansas-certified teachers. The advantage for the accelerated student, beyond being able to take a course that may not have been able to be offered, is that the student will have the opportunity to engage with other high-achieving peers.

The cornerstone of ARCA will be personalized learning. The teachers and course offerings will meet the needs of the students whether students are behind their peers or ahead. For example, one student who attended Arizona Connections Academy and graduated from high school at age 11 is now taking classes from Harvard.[2] This school used the tools and courses Connections offers to make it possible to serve a profoundly gifted student. ARCA will do the same.

3) Methods to effectively meet the needs of Title I students and projected to be used to support them.

ARCA will apply for Title I, Part A funding which will be used to further ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Pending an allocation from ADE's Federal Grants Management Unit, Title I would fund the addition of interventionists, supplemental academic resources, and professional development to train staff on meeting the needs of low socio-economic students. The interventionists would be responsible for providing supplemental academic instruction and interventions based on the needs of the "at risk" student population.

Connections' Federal Programs Support team will be available to assist ARCA with application needs and compliance oversight, including parent involvement requirements. In the 2014-15 school year, 26 Connections schools (16 states) received Title I, Part A allocations totaling $9M.

[2] http://www.azcentral.com/story/news/local/gilbert/2015/06/05/gilbert-girl-valedictorian-high-school-harvard-cbt/28493711/

4) The process to be used by the charter to ensure equitable services to all students.

ARCA is committed to creating a culture of access for inclusive learning. Through the partnership with Connections, students will have access to programs, products, and services that ensure equitable services to all students. Connections continually develops solutions to remove barriers to a student's opportunities to learn.

Equitable Services for Low-SES Students

ARCA is committed to making sure all students can access the program regardless of socioeconomic status. In response to the Charter Authorizing Panel's concerns, the ARCA Board has adjusted its Internet subsidies (detailed in Response to Question #7) and added a Student Activities Subsidy (provided in the Revised Budget in Attachment 1 of this document). The Internet subsidy will ensure all students can access the educational program, while the Student Activities Subsidy will ensure all students can take advantage of ARCA's many field trip opportunities.

The ARA Board also believes that technological challenges should not be a barrier to learning. Through the agreement with Connections, ARCA will provide technical support through Online Help in Connexus as well as weekday 8 AM-8PM CST email and live toll-free phone support for parents, students, and teachers. This support will be on-call support all other times. Technical support from full-time and U.S.-based employees will address all hardware, software, networking, and connectivity issues.

Additionally, ARCA staff will refer families who qualify for free or reduced meals to local social service agencies for food assistance upon request.

Equitable Services for Disabled Students

Federal law requires all public schools to provide students, regardless of disability, with an equal opportunity to participate in and benefit from the school's education program. ARCA will provide students equal access to the education program. Students with disabilities will receive access through the delivery of resources and accommodations tailored to each student's individual abilities and needs, including assistive technologies and individualized support.

Connections will develop an accessible website for ARCA and other electronic information to the Technical Standards and principles set forth in Section 508 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act, and other laws and regulations.

Equitable Services for Rural Students

Many Arkansas students attend rural schools that are unable to offer advanced coursework and a full range of student activities. Some of these students spend hours on the bus to attend school, which reduces the option for the students to engage in other enrichment activities such as sports, academic extra-curricular activities, and internships. ARCA will ensure rural students receive equitable services by providing the same rigorous academic program, high-quality teaching, and enrichment activities to all Arkansas students, regardless of location. As a result, these students will have access to advanced courses (e.g., AP and career/technical courses) and the scheduling flexibility they need to participate in activities in and outside school.

Further, ARCA teachers will connect with their students through regular contact and in-person field trips. Teachers also encourage students to develop strong connections with their local communities. Because ARCA will schedule field trips across the state, these students will be able to attend enriching activities both near and far.

Many rural students will also be eligible for Internet subsidies, which the ARCA Board has increased in its revised budget (detailed in Response to Question #7). This subsidy may be used for wired or wireless Internet, data hotspots, or satellite, whichever option is best for the family's location.

5) Specific budget information for gifted and talented students, special education students, and English language learners.

Gifted and Talented

ARCA is applying for a waiver from §6-20-2208(c)(6) and §6-42-101 et seq. If this waiver is not approved, ARCA will administer a program complying with §6-42-101 et seq. and will expend revenues in accordance with §6-20-2208(c)(6).

Regardless of whether the waiver is approved, ARCA will provide services to address the needs of gifted and talented students. The gifted education program will operate on the premise that gifted students are a diverse subsection of the general student body and thereby require additional educational opportunities. Guided by this vision of the gifted child, ARCA will offer a comprehensive gifted education program that, in recognition of the gifted child's unique needs, will challenge the student, provide expanded learning opportunities, and support the student's affective needs.

Gifted students will receive direct instruction in shared inquiry in standalone literature study activities. In shared inquiry during real-time discussions, students will learn to collaborate and engage with their peers to seek a deep understanding of text. In Gifted and Talented Science, students will participate in project-based science activities involving real world applications, such as investigating local communities' power sources, recycling, and public green space or engineering an ergonomic device, piece of sports equipment, building, or highway.

Teachers of gifted students will participate in professional development specifically focused on gifted learners, including:

- Shared Inquiry
- Virtual Education and the Identification of Gifted Students
- Preparing Students for the AP Exams
- AP Social Studies - The Power of Feedback
- AP English - The Power of Feedback
- Addressing the Affective Needs of Gifted Students
- Creativity and the Gifted Student

LiveLesson sessions will be conducted to provide Learning Coaches of gifted students with support. Topics will include addressing perfectionism and underachievement, supporting the affective needs

of the gifted students, and identifying areas of giftedness. These training sessions will help equip Learning Coaches with the necessary tools to help their gifted students thrive.

Gifted students may choose to participate in a pilot academic challenge where students from other schools supported by Connections engage in a collaborative learning community. This community will foster the development of gifted students' independent learning abilities and metacognitive awareness. Through gamification of learning, students will be guided to independently explore areas of interest and develop growth mindset habits.

Gifted students will also have the opportunity to participate in the unique Connections Talent Networks. Through these networks, students who are gifted in STEM areas, the fine arts, and/or sports are afforded the opportunity to explore their creative giftedness.

This Gifted and Talented program will be contracted through the professional services agreement with Connections for elementary and middle school students and the Honors/Advanced Placement® (AP) program for high school students.

ARCA anticipates 7% of the student population will be classified as Gifted, matching the average of schools supported by Connections. Figure 6 lists the expenditures for Gifted & Talented that were incorporated in the budget.

Figure 6. Budget for Gifted & Talented Students

	2016-17	2017-18
G&T Curriculum + AP Courses	$ 54,715.50	$ 110,574.45
Gifted Program Support	33,360.00	66,720.00
	$ 88,075.50	**$ 177,294.45**

Special Education

ARCA anticipates 11% of the student population will receive special education services. Figure 7 lists the Special Education expenditures that were incorporated in the budget.

Figure 7. Budget for Special Education Students

	2016-17	2017-18
Special Education Teachers	$ 127,710.00	$ 290,250.00
Manager of Special Education	77,400.00	77,400.00
Special Ed Oversight & Support	52,422.86	104,845.71
	$ 257,532.86	**$ 472,495.71**

All Special Education funds will be 100% dedicated to Special Education services.

Special education support for ARCA will focus equally on instruction and compliance. A member of the Connections Special Education Team will support the ARCA Special Education Manager and teacher(s) by:

- Attending school-based special education team meetings and delivering professional development;
- Participating in and modeling virtual IEP team meetings;
- Monitoring key data (placement IEP teams for new students, annual review IEP team meetings, and evaluation/reevaluation timelines); and
- Monitoring delivery of special education and related services.

Connections Special Education staff will not deliver direct services to ARCA students but will collaborate with and support the ARCA Special Education Manager and Principal to plan professional development for all ARCA teachers to support the inclusion of students with IEPs in general education classes. Connections Special Education staff will also assist ARCA with identifying national and local related service providers to assure that IEP-related services (speech/language, OT, PT, counseling, social work, sign language interpreting, closed captioning, etc.) are in place to implement students' IEPs. Assistive technologies including speech-to-text and text-to-speech software will be provided for students as indicated on the IEP.

English Language Learners (ELL)

While no ELL funding was included in the budget, ARCA anticipates 3% of the student population will be classified as English Language Learners, matching the average of schools supported by Connections, and may be eligible for ELL funding. Figure 8 lists the expenditure for English Language Learners that has been incorporated in the budget.

Expenditures for ELLs include the following:

- Verbal translation during and post-enrollment with non-English parents and caretakers;
- Written document translation of school communications, ELL services notifications, and special education documentation when applicable;
- Expenses related to in-person language proficiency screening and annual language assessments;
- Professional development for all ARCA teachers on the Sheltered Instruction Observation Protocol (SIOP) framework for instruction, which is a well-researched framework that has been found to be effective for all learners; and
- Provision of supplementary instructional materials for ELLs.

Please see the attached "Planning Instruction and Services for ELL Students" (Attachment 5) and "SIOP Overview" (Attachment 6) for more specific information related to ELL services and the SIOP model.

Figure 8. Budget for English Language Learners

	2016-17	2017-18
ELL Support	$ 14,297.14	$ 28,594.29

6) A plan for the addition of high school courses and a confirmation that students will be allowed to take requested courses.

Plan for the Addition of High School Courses

High school courses will be added to ARCA's regular course catalog as the school adds grade levels. However, for those students who have accelerated or wish to accelerate, advanced high school courses already exist in Connexus and Connections' course catalog and can be made available to students (detailed in Response to Question #2). A list of Connections' courses is provided on their website.[3]

Confirmation that Students Will Be Allowed to Take Requested Courses

As stated during the 10/14/15 hearing, ninth grade students who meet the qualifications to take accelerated courses (have successfully completed the prerequisite courses; are passing all courses; and have on-track metrics in attendance, participation, and contacts with teachers) will be allowed to accelerate into courses that would not be typically offered to freshman students. The student would meet with their teacher, Learning Coach, and counselor to discuss his or her high school plan and whether acceleration is the best option.

The accelerated courses could include English 10, Geometry, Algebra 2, Pre-Calculus, Chemistry, Physics, World History, Spanish II or III, Chinese II or III, French II or III, and Japanese II or III based on student needs. Arkansas-certified teachers would teach these courses.

As previously stated in Response to Question #2, some of these courses would be taught as part of an agreement between ARCA and the International Connections Academy (iNaCA). iNaCA has examined the Arkansas licensure process and determined that it will be able to have the needed teachers certified in Arkansas. This would be a small number of teachers who would teach a small number of elective courses (Chinese, Japanese, Music) and advanced core courses (Physics, Chemistry, Pre-Calculus). The ARCA Board estimates over ninety percent of course enrollments would still be taught by in-state Arkansas-certified teachers. The advantage, beyond taking a course that would not typically be offered, is that the accelerated student will have other high-achieving peers in their courses.

7) A plan to make the educational option accessible to all that addresses issues with the adequacy of computer and internet subsidies for low-income families.

ARCA is committed to ensuring all students can access the program regardless of socioeconomic status. In response to the Charter Authorizing Panel's concerns, the ARCA Board has adjusted its Internet subsidies. The ARCA Board believes that widespread computer and Internet subsidy offering are warranted because of the state's rural areas and high percentage of students who qualify for free and reduced lunch. It is important to the ARCA Board that technology and Internet barriers do not prevent disadvantaged families from participating in this school.

[3] http://www.connectionsacademy.com/curriculum/online-high-school

ARCA's revised budget (Attachment 1) assumes that 61.83% of ARCA households will be eligible for free or reduced meals under the National School Lunch Program, matching the state average.[4] Each household that is eligible for free or reduced meals will be loaned, upon request and at no cost to the household, a desktop computer pre-imaged with the necessary software.

Based on Connections' research, across Arkansas the average monthly cost of a 5 Mbps Internet connection falls within the $25 to $45 range. For reference, 5 Mbps is 1,000 times faster than Arkansas' current school average of 5 kbps.[5] Considering the Charter Authorizing Panel's concern that the $17.50 Internet subsidy was not sufficient for low-income families, ARCA has increased the Internet subsidy as follows:

- All households that are eligible for free lunch under the National School Lunch Program will be eligible to receive a monthly subsidy of $26.25 (75% of the $35 average monthly cost).
- All households that are eligible for reduced-price lunches under the National School Lunch Program will be eligible to receive a monthly subsidy of $17.50 (50% of the $35 average monthly cost).

The budget assumes 53.03% of households will be eligible for free lunches and 8.80% will be eligible for reduced lunches under the National School Lunch Program, also matching the state averages.

Although the ARCA Board believes offering a computer and Internet subsidy will eliminate the barrier for low-income families, the school will address specific family situations which require additional subsidies and has budgeted accordingly. The ARCA Board believes this revised budget will ensure the school is available to all.

8) Anticipated numbers of students per grade level with a year 1 cap of 600.

The ARCA Board anticipates the school will serve 360 students in grades K-5 and 240 students in grades 6-9 for a total of 600 students in Year 1 (2016-17). In the 2017-18 school year, ARCA expects to serve 654 students in grades K-5 and 546 students in grades 6-10 for a total of 1,200 students. Figure 9 shows the estimated enrollment by grade level for the first two years.

Figure 9. Estimated Enrollment by Grade Level

Grade	SY 2016-17	SY 2017-18
K	60	109
1	60	109
2	60	109
3	60	109
4	60	109
5	60	109
6	60	109
7	60	109
8	60	109
9	60	109
10	-	110
Total	**600**	**1,200**

Please note these are enrollment projections.

[4] https://adedata.arkansas.gov/
[5] http://arkansasnews.com/news/arkansas/fort-smith-schools-first-connect-improved-broadband-system

9. Performance data for Connections Academy students from across the country including data on state assessments regarding proficiency in math and literacy and one composite score for all the Connections schools.

Data on State Assessments

In 2013-14, schools supported by Connections received state test results from 17 states in both Math and Reading/Language Arts. Not all states where Connections supports a school reported state test results that year (e.g., California), owing to state department of education decisions regarding piloting of Next Generation PARCC and Smarter Balanced assessments.

As noted during the 10/14/15 hearing, significant methodological differences existed across states in 2013-14 due to the fact that states were using their own individual statewide assessments. These assessments can be assumed to differ in important ways such as content and rigor. Any attempt to collapse performance measures (e.g., passing rates) across these various tests with different baseline levels of performance can lead to limitations in conclusions from summary values.

Nevertheless, it is possible to calculate these values for both schools supported by Connections within a state and the corresponding statewide passing rate within a state. A weighted average was calculated for all tested grades levels of schools supported by Connection in states that reported state assessments for 2013-14, taking into account the number of students tested at each grade level/school. In a similar manner, a weighted average was calculated for the overall statewide passing rates in these same states. The results are presented in Figure 10.

Figure 10. Comparison of Schools Supported by Connections to Statewide Rates

2013-14 State Assessment Results	Passing Rates for Schools Supported by Connections	Statewide Passing Rates
Reading/Language Arts	72.6%	71.3%
Math	53.9%	67.1%

In addition to this snapshot approach, it is also important to note that students often enroll in virtual schools after the first day of school and with a diverse set of challenges, which can put them at risk for adequate yearly growth. As a result, it is important to examine the annual growth to proficiency that students in schools supported by Connections are making. Data does indicate that the longer students are enrolled in schools supported by Connections, the better they fare academically. Figure 11 shows the percentage of students scoring proficient or better for the 2012-13 school year based on length of enrollment ARCA, like other schools supported by Connections, will make a difference for these late enrolling and at-risk students.

Figure 11. Performance Based on Length of Enrollment

Subject	3 Consecutive Years	2 Consecutive Years	First Year On-Time	First Year Late
Math	59%	57%	54%	45%
Reading	75%	73%	71%	63%
Science	72%	65%	61%	53%

Results for students who qualify for free and reduced lunch are particularly positive:

- 91% of students are on par in reading – In more than nine out of 10 state assessments, students who qualify for free and reduced meals at Connections-supported schools demonstrate reading achievement equivalent to or exceeding statewide averages for students who qualify for free and reduced meals.

- Of those students who qualify for free and reduced meals and have been enrolled in a school supported by Connections for three years:
    - 66% are proficient in reading
    - 65% are proficient in science
    - 49% are proficient in math
    - 48% are proficient in writing

While performance challenges are more likely to exist in math, a number of initiatives are ongoing at schools supported by Connections in 2015-16 that will lead to improved math proficiency for students. Attachment 4 includes a detailed description of Connections' initiatives to improve math performance.

Math Initiatives

A significant percentage of students (35%) who enroll in schools supported by Connections begin behind in math and need intensive learning supports to catch up to their grade level peers. In addition, 37% of students enrolling in a school supported by Connections start the school year at a traditional school and make the decision to enroll in an online school after the school year has already started. Data indicates that students who enroll late often struggle to maintain their grades, which is most evident in their math performance. To counteract this, schools supported by Connections are addressing math in a comprehensive manner, which includes:

- **Curriculum & Instruction:** Connections curriculum is aligned to the most current state standards; instructional activities and assessments align to how students are being asked to demonstrate their learning.
- **Data Analytics & Assessments:** Real-time data is being used to actively engage students in the learning process, ensuring students' current performance levels are monitored, and to identify student and teacher behaviors that support learning and mastery to improve practices.
- **Research and Support Programs:** Learning sciences, cognitive sciences, and research-based practices are being applied to the development of curriculum and instructional activities, as well as the development of support programs. Support programs include student engagement and learning techniques and resources, continuous teacher professional development, and instructionally focused parent support programs. Enhancements to Kindergarten – Algebra 2 courses for 2015-16 include:
    - Self-reflection components that require students to assess their mastery of prerequisite skills and additional targeted activities that provide opportunities to explain mathematical thinking;
    - Review and practice activities that target prerequisite skills and improve memory;
    - Expanded assessment question types such as practice interactives and widgets that require students to demonstrate learning in alignment with Next Generation Assessments;
    - Opportunities to evaluate student understanding of new concepts prior to taking an assessment; and

- A feature in the online practices and pre-tests that provides students with immediate feedback on incorrectly answered questions. Upon completion of practice assessments in most math courses, students will see a message following each question directing them to resources in the lesson associated with incorrectly answered questions. These Review Guidelines are provided in the Math 3- 7, Algebra Readiness, Algebra 1, Algebra 2, and Geometry courses.

- **Systematic Response to Intervention Program:** This program ensures all students are receiving timely and effective instructional support and that their performance is being actively monitored.

Performance Data from Other Sources

Accreditation

Connections Academy is a division of Connections Education LLC, which is accredited by AdvancED, a non-profit organization operating three regional accrediting agencies and trusted partner to 32,000 school and school systems across the United States and 70 countries.[6] In July of 2015, AdvancED re-accredited Connections Education LLC for another five-year term. Connections Education's AdvancED accreditation scores significantly exceeded AdvancEd's average scores for the 32,000+ schools and corporations they accredit. Connections Education received many commendations from the review committee. The following quotes are from the visiting team's exit report:

- "*A culture and commitment focused on student learning permeates throughout the Connections Education organization.*"
- "*The corporation embodies a culture of collaboration that exists throughout all aspects of the corporation and schools.*"
- *"Connections Education's quality assurance processes and data-driven culture leads to systemic, systematic, and sustainable continuous improvement."*

Connections is proud of the recognition of its focus on student learning and collaboration and that the AdvancED team found that Connections truly embodies a culture of continual improvement. This performance is consistent with accreditation review scores and feedback received by individual schools supported by Connections. For example, five schools supported by Connections participated in AdvancED review activities during the 2014-15 school year and received the scores listed in Figure 12. Figure 13 lists the noted Powerful Practices at schools supported by Connections.

[6] Accreditation agency serving 32,000 public and private schools and districts http://www.advanc-ed.org/

Figure 12. AdvancED Scores for 2014-15

School	IEQ (all)	Teaching and Learning Impact (St. 3, 5, Student Performance)	Leadership Capacity (St. 1, 2, Stakeholder Feedback)	Resource Utilization (St. 4)
2014 2015 mean score (all AdvancED schools and corporations)	282.79	274.14	296.08	286.32
South Carolina Connections Academy (SCCA)	331.71	328.57	342.31	321.43
Florida Connections Academy (FCA)	311.59	319.05	311.54	289.29
MTS Minnesota Connections Academy (MTSMCA)	309.76	308.33	317.31	300
Nexus Academy of Indianapolis	289.43	287.30	287.18	300
Ohio Connections Academy (OCA)	311.59	315.48	300.00	321.43

Figure 13. Noted Powerful Practices

Powerful Practices
Ohio Connections Academy (OCA)
The School excels at providing frequent and detailed communication to all stakeholders including student performance and progress, improvement goals, and organizational infrastructure. (Indicators 3.8, 5.5)
The School provides extensive support services to meet the unique needs of students.(Indicators 3.12, 4.7)
The school exhibited high levels of collaboration between and among the staff and leadership team, providing solid and supportive mentoring and professional growth for all constituencies. (Indicators 3.5, 3.7)
The school provides effective and seamless processes procedures for addressing technology issues for all stakeholders. (Indicators 3.6, 4.4, 4.6)
The School provides extensive support services to meet the unique needs of students.(Indicators 3.12, 4.7)
The school provides effective and seamless processes procedures for addressing technology issues for all stakeholders. (Indicators 3.6, 4.4, 4.6)
Florida Connections Academy (FCA)
Florida Connections Academy clearly embraces the belief that a challenging and authentic technological learning environment creates an opportunity for each student to stay on a pathway to success as lifelong learners prepared for the 21st Century. (Indicators 5.1)
The curriculum provides learning opportunities that promote critical thinking skills, time management skills, and prioritization of tasks within a dynamic digital environment that builds upon cross-curricular skill sets. (Indicators 3.1)
The school's intensive professional development and active professional learning communities support the success of each teacher and ultimately each student by providing mentoring and collaboration opportunities that stimulate alignment and rigor across all courses. (Indicators 3.5)
The teachers, support staff, and school leadership presented an atmosphere in which students are known by name, individualized success plans are developed and monitored, and expectations are clearly communicated at all levels. (Indicators 3.6)
MTS Minnesota Connections Academy (MTSMCA)
A strong advocacy program immersed in collaboration and accountability is in place to ensure student success in the digital learning experience. (Indicators 3.9)
The institution exhibits a strong collaborative learning environment where a caring, collegial staff improves teaching and learning to ensure student success.(Indicators 1.3, 3.5)

Powerful Practices
The institution exhibits a strong collaborative learning environment where a caring, collegial staff improves teaching and learning to ensure student success. (Indicators 1.3, 3.5)
South Carolina Connections Academy (SCCA)
The school has established effective and exemplary means by which to engage and challenge students and families, building and supporting a strong sense of shared purpose across the entire school community. (Indicators 3.3, 3.5)
The school has established highly effective processes and protocol for induction and mentoring new teachers, and provides strong, supportive, data-informed supervision for all faculty. (Indicators 2.6, 3.4, 3.7)
The school has implemented productive Professional Learning Communities and is fully committed to collaborative, rigorous review of student achievement toward its guaranteed, viable, articulated curriculum across all subject areas and grade levels.
The school systematically identifies and provides service for all individuals with unique learning needs through coordination of support and resources. (Indicators 3.12)
The governing authority operates within their defined roles and responsibilities, making clear distinctions between the role of the governing body and those of the school's leadership. (Indicators 2.2, 2.3)
The school has employed shared decision-making processes to establish clear and specific, valid and representative statements of its fundamental purpose, shared commitments, and vision that actively and organically guide the daily and long-term work of all members of the school community. (Indicators 1.2)
The school has established highly effective processes and protocol for induction and mentoring new teachers, and provides strong, supportive, data-informed supervision for all faculty. (Indicators 2.6, 3.4, 3.7)
The school leadership emphasizes and promotes a systematic, innovative approach for continuous improvement. (Indicators 1.3)
The technical infrastructure, scope and sequence of curriculum, the adaptability and responsiveness of the Learning Management System, the unrelenting pursuit of excellence of Connexus and Connections Education, combined with the expertise of the staff and faculty at South Carolina Connections Academy result in best practices in digital education. (Indicators 4.5, 4.6)
Nexus Academy of Indianapolis
The school adheres to policies and procedures established to validate the authenticity of student work on assignments and key assessments. (Indicators 2.7)
The school consistently demonstrates the use of truthful and ethical practices through multiple communication methods to ensure effective operating procedures. (Indicators 2.8)
The school is to be commended for identifying professional and support staffing which enable it to support its mission of high student success through the implementation of hiring protocols in filling well defined roles. (Indicators 4.1)

Additional performance data may be found in part 2 of the Response to Question #10 (student performance on college/career readiness assessments) and part 4 of the Response to Question #10 (student academic performance relative to other online schools).

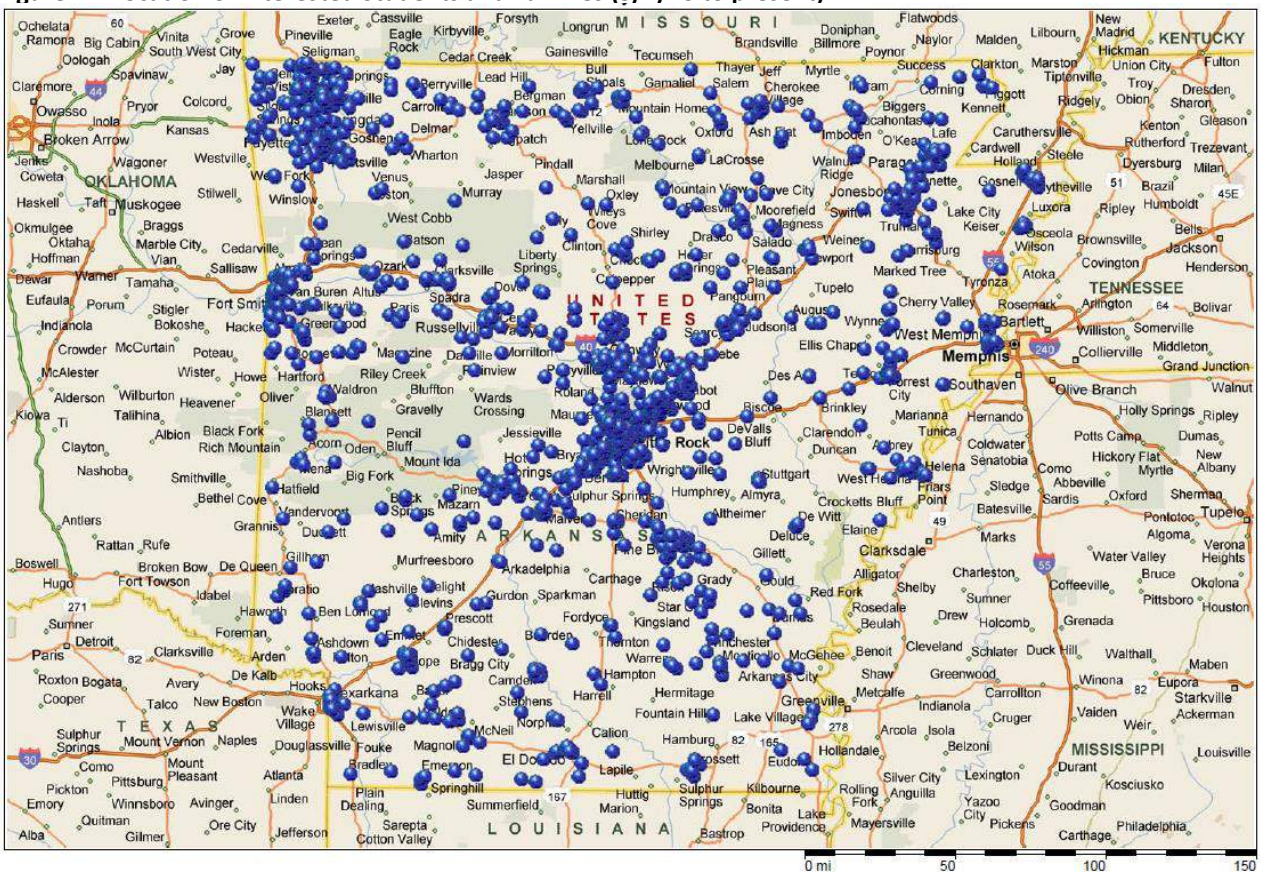
10) The unique services to be offered to Arkansas students.

The ARCA Board expects to establish a unique program to serve Arkansas students with a new high-tech, high-interaction model of education. ARCA is not interested in recreating existing programs. Arkansas students currently have the following options:

- **Traditional Brick & Mortar Schools** – With a fixed schedule and set attendance zones, traditional and charter brick-and-mortar schools meet the needs of many students. However, quality and course offering vary by location and some students (e.g., students who need flexibility, are ahead of/behind peers, have special learning needs, are bullied, etc.) do not thrive in these settings.
- **Virtual Arkansas** – While a great way for districts to supplement their course catalogs, Virtual Arkansas does not meet the needs of students who need a full-time online environment, personalization, and wrap-around online school services to thrive.
- **District-Led Online Learning** – Districts are starting to explore their ability to offer online learning. However, districts do not have expertise in sustaining online programs and lack the scale to provide the full range of courses, services, and supports available to ARCA. Further, programs will be restricted to in-district residents only, leaving out most students.
- **Arkansas Virtual Academy (ARVA)** – The state's sole online public school, ARVA is an adequate fit for some, but not all, students seeking a full-time online program. Nearly at its enrollment cap, students will soon be turned away. ARCA will differ from ARVA in many ways explored herein and the ARCA Board expects many students will find ARCA to be a better fit.

Arkansas families sense Connections' uniqueness. Even though students have these options, Arkansas families understand that virtual schools, like any schools, have different strengths. At the 10/14/15 hearing, the ARCA Board reported 3,200 Arkansas families had registered interest in Connections since 2011. ARVA was at its enrollment cap for part of this period, so the ARCA Board asked Connections to review the interest of families since May 2013, when the Legislature increased ARVA's enrollment cap. Over 1,700 families have expressed interest in learning more about Connections since May 2013 despite having these other options; demonstrating families are specifically interested in Connections' unique program. Figure 14 illustrates the location of the families who have contacted Connections since May 2013.

Figure 14. Location of Interested Students and Families (5/1/13 to present)

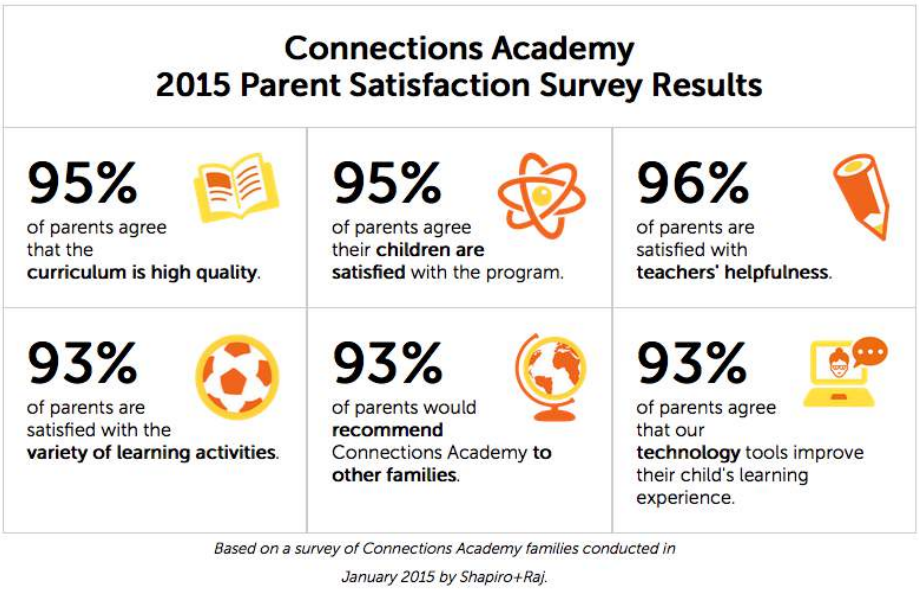


ARCA Board Secretary Carla Hartwell explains why she wanted the option of a school supported by Connections for her children even as they were enrolled in ARVA.

> *"I came across Connections years ago, when I began looking for a curriculum for my oldest son Zeke. I was greatly impressed by the quality of the award-winning curriculum. The ability to tailor the program to meet my son's unique educational needs was exactly what I needed.*
>
> *Connections gives Learning Coaches the tools they need to support their student. For example, there are weekly LiveLesson sessions for Learning Coaches. They not only teach the student but teach the Learning Coach how to best help their student. There is a book club for parents to help them learn about new math.*
>
> *I never felt so important to my child's education or as empowered to help him reach his goals.*
>
> *The Connections program had the technology, experience, and teachers I was looking for and what I knew would work best for my child. When I heard that a Connections-supported school could become a public school option in my state, I was VERY excited. My oldest son is now done with public school but I had a son that would be starting kindergarten soon. My opinion was still that Connections was THE BEST virtual school option available.*
>
> *I wanted to become involved. The more I learned about Connections Academy the better convinced I became that Arkansas students, my own included, deserved this top notch public school option. Connections doesn't just put out a product. They are truly committed to providing the very best for children. They are an organization that really puts what is best for the kids above all else."*

Parents sense a difference for a good reason - families enrolled in schools supported by Connections are overwhelmingly satisfied. As evidence of the high interaction model where feedback and input is integral to the program, in the 2014-15 school year, nearly a million lesson ratings were submitted by parents and students with an average rating of 4.21 out of five stars. Connections families also reported the following in an independent survey conducted in February 2015 (Figure 15):

Figure 15. 2014 Parent Satisfaction Survey Results



Based on a survey of Connections Academy families conducted in January 2015 by Shapiro+Raj.

Unique Services

Arkansas families are interested and Connections families are satisfied because of Connections' unique services. The ARCA Board hopes the Charter Authorizing Panel will consider the following services ARCA will offer to Arkansas students and their families:

(1) A high-tech, high-interaction program with a newly updated learning management system as well as focused socialization and connectedness initiatives that connects students, parents, the school, and the community;

(2) A clear and deliberate focus on personalization and college/career readiness for all students;

(3) Extensive support for Learning Coaches;

(4) Superior online student outcomes with a renewed focus on math achievement; and

(5) A focus on access for underserved communities.

1. High-Tech, High-Interaction Program

The ARCA Board will build a school that utilizes technology more effectively than the traditional model while providing more interaction than the typical online school.

ARCA will use a "high-tech, high-interaction" instructional model with a focus on student achievement. Students will master the core subjects through a challenging curriculum that meets Arkansas Curriculum Frameworks. Each Connections course includes active learning elements based on learning science, including online and offline activities that address diverse learning styles and

preferences, ranging from textual, visual, auditory, and/or hands-on. Connections' courses include 1,800 Teachlet® proprietary instructional movies and more than 1,000 primary source and instructional videos. Integrated "i-text" electronic textbooks are licensed from a variety of leading publishers including Pearson®, Perfection Learning, and others, while non-proprietary technology-based content is licensed from "best-of-breed" providers such as Grolier Online™, Houghton Mifflin Harcourt, and Discovery Education.® The instructional design includes interactive LiveLesson® sessions and threaded discussions to ensure high levels of student-to-teacher and student-to-student interaction.

ARCA's highly trained and experienced teachers will be integral to student and school success. Highly qualified, Arkansas-licensed teachers will be a key part of the program. With a mission-driven focus on student learning and strong student-teacher interactions, teachers will be in regular contact with students via WebMail (Connections' proprietary, closed-system email program), telephone, LiveLesson® sessions, discussion boards, message boards, and other channels. Teachers will instruct, motivate, monitor, and evaluate student progress; personalize the curriculum; intervene as needed to ensure student success; lead field trips; and clarify the curriculum for the students. ARCA will provide integral tools to help teachers ensure students are successful including ongoing and comprehensive professional development in online learning pedagogy, curriculum with a focus on instructional shifts and learning sciences, data-driven instructional decisions, student engagement, and Connections' own Core Competencies for Facilitating Student Learning. Additional Arkansas-focused professional learning events will also be offered throughout the year.

As a core component of the ARCA Learning Triad, (the Learning Triad consists of three elements: 1) highly qualified teachers, 2) supportive Learning Coaches, and 3) a high-quality, standards-aligned curriculum), ARCA Learning Coaches will work with their student and the school to ensure successful engagement in the program by providing motivation, collaboration, scheduling, and record keeping. To facilitate high and consistent interaction, other links between home, school, and the community will be created via both asynchronous and synchronous online activities. In addition, school staff and Community Coordinators will facilitate enriching in-person community activities and field trips to round out the comprehensive learning experience.

ARCA believes in supporting the whole child and providing an enriching educational experience for all students. In addition to the many elective course offerings, field trips, and college and career planning activities, students will also have access to more than 25 clubs and activities that encourage students to explore interests beyond the classroom, develop leadership skills, and make friends within their school and with students from other schools supported by Connections.

The students, Learning Coaches, and curriculum will be supported in the continuously improving Connexus learning management system. The latest enhancements emphasize data-driven decision making and facilitate the early identification of students' academic weaknesses. The functionality of Connexus is shown in Figures 2, 3, and 4 in Response to Question #1. This system and its services to students and families will be completely unique to ARCA.

2. Personalization and College/Career Readiness

Personalization

Each student deserves an instructional program that maximizes his or her potential, rather than a program that teaches to the middle. Personalized student programs are a unique feature of online learning because teachers have more one-on-one interaction with students. Students, Learning Coaches, and teachers will meet throughout the year to review progress, modify the student's program, and adjust goals as needed. Examples of differentiation include small group sessions, one-on-one instruction, SkillsTutor™ activities, practice items, additional activities using Teachlet tutorials, manipulatives, virtual labs and/or graphic organizers, and supplemental instructional resources.

- **Placement and Course Selection.** Information from the enrollment process will be used to select courses based on a student's individual learning needs.
- **Regular Communication**. At the start of school, Learning Coaches, students, and teachers will establish a regular communication schedule. Teachers review progress daily and will communicate with students and Learning Coaches frequently. In addition to regularly scheduled communications, students will be encouraged to contact their teachers as often as they wish or find necessary.
- **Review of Student Background and Learning Styles.** Teachers, Learning Coaches, and students will discuss student strengths, skill deficiencies, and previous school performance. Students will complete a questionnaire to identify their unique learning style to help inform and guide the best teaching and learning approach.
- **Formative Assessments**. Students in grades K-1 will take the DIBELS Next. Students in grades 2-8 will take LEAP pre-, mid-, and post-tests for both English Language Arts/Reading and Math. These assessments identify areas of strength and need in the student's learning profile and measure student growth during the school year to help formulate learning goals and monitor student progress. Students in grades 9-12 will take the Scantron Performance Series assessment.
- **Setting Goals.** Goal setting will be based on all of the information gathered in the initial process and some initial student work samples. Teachers, Learning Coaches, and students will work together to set goals to accomplish during the school year.
- **Schedule Modifications and Electives.** Teachers will inquire about students' daily routines and make adjustments to students' online learning schedules. Students in grades K-8 may add one or more elective courses to their schedule. Students in grades 9-12 will have a six-week add/drop period that can be used to adjust their schedule, as needed.
- **Differentiated Leveled Courses**. Teachers or Academic Placement Advisors may recommend placement into an essential, foundations, honors, or AP course. These courses provide students with scaffolded and/or enriched course content to meet their academic needs.

Teachers will have for each student all assessment data, participation and performance metrics, and any IEP information (as appropriate to protect student privacy). Teachers may create lesson modifications, custom assignments, and custom assessments to address students' learning deficiencies or provide additional challenges. The availability of data and ability of teachers, Learning Coaches, and students to customize the learning experience will be a unique feature of ARCA.

College and Career Readiness

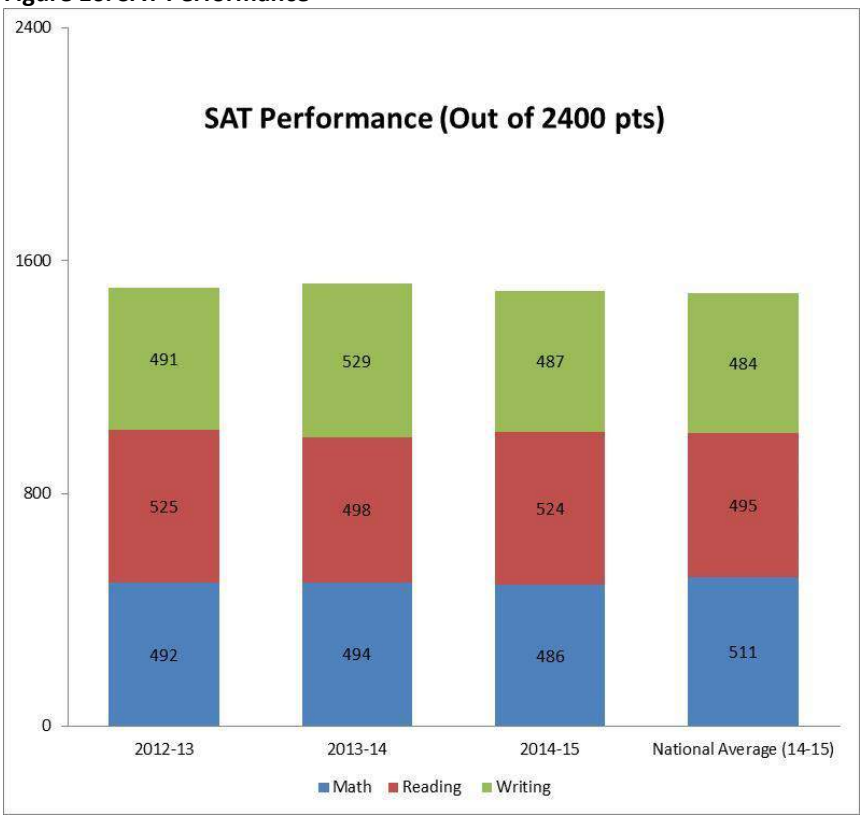
ARCA will focus on students' college and career readiness starting with the youngest students. Online learning is uniquely positioned to prepare students for the future. Colleges and universities continue to grow their online learning programs. A recent report by Babson (2014) documented there are approximately 3.75 million students enrolled in full-time online learning in public higher education institutions and that over 95% of public higher education institutions with 5,000 or more total students offer distance education programs.[7] In addition, 70.8% of higher education chief academic leaders report that online learning is critical to their long-term strategy.[8]

Additionally, should participating in NCAA competitions be part of a student's future goals, ARCA will be the only online school in Arkansas with NCAA-approved courses.

Students in schools supported by Connections have performed well on measures of college and career readiness. The Class of 2014-15 had a 91% acceptance rate among students who indicated interest in attending a four-year college, and a 58.5% college acceptance rate overall. A testament to the hard work of these students and Connections counselors, the Class was awarded nearly $22 million in scholarships, an average of $5,322 per graduate.

Students in 11th and 12th grade last school year surpassed the national average for SAT scores (Figure 16), met the national average for ACT scores (Figure 17), and nearly met the national AP score distribution while also demonstrating improvement (Figure 18).

Figure 16. SAT Performance



[7] http://www.onlinelearningsurvey.com/report/2014SurveyInfo.pdf
[8] http://onlinelearningconsortium.org/read/survey-reports-2014/

Figure 17. ACT Performance.

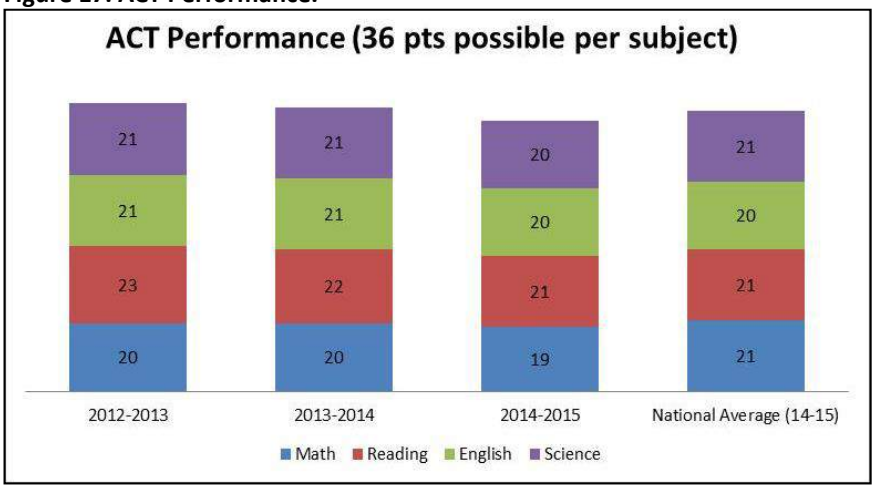


Figure 18. Advanced Placement Performance

Advanced Placement Score Distribution			
AP Exam Score	**Schools Supported by Connections Academy 2013 - 2014**	**Schools Supported by Connections Academy 2014-2015**	**National AP Average (2014-2015)**
5	9.7%	9.9%	13.3%
4	20.7%	19.0%	19.5%
3	23.4%	26.1%	25.1%
2	26.1%	27.7%	22.1%
1	20.3%	17.3%	19.9%

Online learning is critical in higher education and students who graduate from K-12 full-time virtual schools are accepted to colleges throughout the country. In addition, students who graduate from an online school may be better prepared for college coursework since their experience in online learning prepared them for setting goals, being independent, implementing organizational techniques, and working with others remotely using technology. Anna Marie is a recent graduate of a school supported by Connections who attends the College of Mount St. Joseph. Online high school helped prepare her for attending a brick-and-mortar university as evidenced by her own words:

http://www.connectionsacademy.com/online-high-school/student-life/student-videos/anna-marie-ridenour.aspx

The ARCA Board was impressed with Connections' college and career offerings, which start in the early grades, and its NCAA approval of courses. Students will have a wide range of course offerings to pursue their career and college plans including Advanced Placement® courses, career technical education (CTE) courses, and Technology & Engineering courses. The school hopes to partner with a higher education institution to offer dual credit opportunities.

Students also have the ability to participate in clubs such as First Generation College Club, Middle School Career Club, High School Career Club, and College Planning Club. In addition, there are additional supports and activities available to support a student's college and career goals including the following:

- Counseling LiveLesson sessions each Friday for high school students (including Career Fireside Chats on the fourth Friday of each month)
- College admissions LiveLesson sessions
- Career and vocational options LiveLesson sessions
- College newsletters sent to high school students each month
- Chat-with-a-Grad sessions
- Connexus tools such as the Progression Plan Manager and the College and Career Readiness Data View
    - For students in grades 9-12, counselors will begin using Progression Plans. A Progression Plan, automated in Connexus, will define and track requirements that must be accomplished to meet a goal. Teachers and counselors will use four-year academic progression plans for students to ensure they are on target for graduation and for meeting their college and career goals.
    - The college and career readiness data view (screen within Connexus providing snapshots and views of student data) focuses on steps needed for students to meet post-graduation goals.
- Career Explorations course for all students
- Career-related senior project and job shadow experience for all students

ARCA will also apply for a chapter of the National Honor Society. Of schools supported by Connections nationwide, 19 are members of the National Honor Society and 15 are members of the National Junior Honor Society.

3. Support for Learning Coaches

Learning Coaches will play a uniquely active role in the learning process, providing input and communicating regularly with teachers. ARCA will promote the significant role of parents by providing training for parents and multiple avenues for communication. Learning Coaches will be asked to complete an online training designed to familiarize them with the important role they play in supporting their student as a learner.

As part of a commitment to the entire family, Connections carefully researched the factors that contribute to success in virtual school. Based on this research, a three-part Family Support Program (FSP) was designed to make the learning experience more engaging and rewarding for students, parents, and Learning Coaches.

Each part of the FSP focuses on one key factor in online school success. **A) Get Started!** is geared toward helping families start strong and adjust smoothly to the online academic environment. **B) Get Coaching!** supports adults in learning how to be effective Learning Coaches. **C) Get Connected!** provides assistance for parents who wish to meet other enrolled families and get involved with the school community. These programs will continue to grow as new resources are developed and feedback is received from families.

A. Get Started!

Enrolling with a new school raises many questions — Get Started! offers both assistance and reassurance by providing extensive information about virtual education. The program helps families prepare for a successful school year through the Prepare for Success website, teacher welcome calls, orientation courses for both students and Learning Coaches, live webinar-style Parent-to-Parent Orientation Sessions, and in-person orientation gatherings.

B. Get Coaching!

Becoming a Learning Coach for the first time can initially feel overwhelming and occasionally, even an experienced Learning Coach needs support. The Get Coaching! program is dedicated to helping Learning Coaches understand their role, providing them with easy access to resources, and ensuring that they are equipped with the tools and strategies to motivate and assist their students.

The program includes:

- **Learning Coach Central** – A page accessed from the Learning Coach Home Page in Connexus that includes links to FAQs, social networking opportunities, and resources to assist Learning Coaches in their role and providing instructional support to their student.
- **Learning Coach Link** – An online monthly communication sent to Learning Coaches with articles on instructional best practices, Connexus updates, tips and strategies for motivating reluctant learners, and information about upcoming resource sessions.
- **Learning Coach Resource sessions** – These cyber sessions are designed to assist Learning Coaches with an understanding of their role and responsibilities and provide strategies for working with and supporting their student. Sample session topics include: Effective Questioning Techniques to Assess Learning, Improving Student Writing Skills, Providing Valuable Feedback, Nurturing Student Motivation and Engagement, and Unlocking Math in a Virtual World.
- **Parent-to-Parent Orientation** – Before the start of each school year, national Parent-to-Parent Orientations led by currently-enrolled parents help families prepare for their first days of school. In addition to open Q&A sessions each week, four different topics are addressed: Virtual School Basics, Understanding Roles and Routines, Getting Acquainted with Connexus, and Tips and Tricks for Success.

C. Get Connected!

The Get Connected! program was developed to assist students and parents who are interested in finding opportunities to connect with other school families. In addition to in-person field trips and online clubs and activities, this program offers socialization tips for virtual school families, increased opportunities for students to interact online with classmates and teachers, the Club ORANGE parent booster organization, and at some schools, private Facebook groups where parents and Learning Coaches can “meet” to arrange study groups and other informal gatherings.

4. Superior Online Student Outcomes & Focus on Math

Superior Online Student Outcomes

ARCA will offer a Connections program that has demonstrated uniquely strong student outcomes nationwide relative to those of other online schools. Connections analyzed its state assessment results of schools supported by Connections against other online schools and reported the following comparison. “Equivalent” is defined as within five percentage points of corresponding values for other online providers. This is the threshold used by Connections which typically corresponds to a statistically significant difference between performance of schools supported by Connections and a point of comparison.

Figure 19. Reading/Language Arts Performance

Reading/Language Arts				
	Number of Tested Grades	**% Grades Exceeding Other Schools**	**% Grades Equivalent Other Schools**	**% Grades Behind Other Schools**
2011-12	101	70 (69.3%)	24 (23.8%)	7 (6.9%)
2012-13	119	84 (70.6%)	28 (23.5%)	7 (5.9%)
2013-14	103	62 (60.2%)	34 (33%)	7 (6.8%)

Figure 20. Writing Performance

Writing				
	Number of Tested Grades	**% Grades Exceeding Other Schools**	**% Grades Equivalent Other Schools**	**% Grades Behind Other Schools**
2011-12	25	19 (76%)	4 (16%)	2 (8%)
2012-13	26	21 (80.8%)	6 (23.1%)	0 (0%)
2013-14	26	15 (57.7%)	10 (38.5%)	1 (3.8%)

Figure 21. Math Performance

Math				
	Number of Tested Grades	**% Grades Exceeding Other Schools**	**% Grades Equivalent Other Schools**	**% Grades Behind Other Schools**
2011-12	103	61 (59.2%)	32 (31.1%)	10 (9.7%)
2012-13	122	87 (71.3%)	26 (21.4%)	9 (7.3%)
2013-14	100	62 (62%)	29 (29%)	9 (9%)

Figure 22. Science Performance

Science				
	Number of Tested Grades	**% Grades Exceeding Other Schools**	**% Grades Equivalent Other Schools**	**% Grades Behind Other Schools**
2011-12	54	40 (74.1%)	11 (20.4%)	3 (5.5%)
2012-13	66	47 (71.1%)	15 (22.7%)	4 (6.1%)
2013-14	58	44 (75.9%)	11 (19%)	3 (5.2%)

Focus on Math

As previously stated in Response to Question #9, a significant percentage of students (35%) who enroll in schools supported by Connections enter the program behind in math and need intensive learning supports to catch up to their grade level peers. In addition, 37% of students enrolling in a school supported by Connections start the school year at a traditional school and make the decision to enroll in an online school after the school year has already started. Data indicates that students who enroll late often struggle to maintain their grades, which is most evident in their math performance. To counteract this, schools supported by Connections are addressing math in a comprehensive manner, which includes:

- **Curriculum & Instruction:** Connections curriculum is aligned to the most current state standards; instructional activities and assessments align to how students are being asked to demonstrate their learning.
- **Data Analytics & Assessments:** Real-time data is being used to actively engage students in the learning process, ensuring students' current performance levels are monitored, and to identify student and teacher behaviors that support learning and mastery to improve practices.
- **Research and Support Programs:** Learning sciences, cognitive sciences, and research-based practices are being applied to the development of curriculum and instructional activities, as well as the development of support programs. Support programs include student engagement and learning techniques and resources, continuous teacher professional development, and instructionally focused parent support programs. Enhancements to Kindergarten – Algebra 2 courses for 2015-16 include:
    - Self-reflection components that require students to assess their mastery of prerequisite skills and additional targeted activities that provide opportunities to explain mathematical thinking;
    - Review and practice activities that target prerequisite skills and improve memory;
    - Expanded assessment question types, such as practice interactives and widgets that require students to demonstrate learning in alignment with Next Generation Assessments;
    - Opportunities to evaluate student understanding of new concepts prior to taking an assessment; and
    - A feature in the online practices and pre-tests that provides students with immediate feedback on incorrectly answered questions. Upon completion of practice assessments in most math courses, students will see a message following each question directing them to resources in the lesson associated with incorrectly answered questions. These Review Guidelines are provided in the Math 3-7, Algebra Readiness, Algebra 1, Algebra 2, and Geometry courses.
- **Systematic Response to Intervention program** to ensure all students are receiving timely and effective instructional support and that their performance is being actively monitored.

5. Focus on Access for Underserved Communities

The ARCA Board will focus on student access. Widespread computer and Internet subsidy offerings are warranted because of the state's rural areas and high percentage of students who qualify for free and reduced lunch. It is important to the ARCA Board that technology and Internet barriers do not prevent disadvantaged families from participating in this school.

The ARCA Board hopes to serve students of all types across the state. As part of that effort, each household that is eligible for free or reduced meals will be loaned, upon request and at no cost to the household, a desktop computer pre-imaged with the necessary software. Subsidies for household Internet access are detailed in the Response to Question #7.

This will be a unique initiative in that subsidies will be provided monthly, rather than a pro-rated lump sum in the summer contingent upon the student completing the year as an enrolled student. The ARCA Board believes that this monthly approach will best serve families who may be living paycheck to paycheck and will allow greater student access to online learning.

A second unique initiative will be the Student Activities Subsidy, a fund to ensure all ARCA students are able to participate in a wide variety of field trips, regardless of family income. The ARCA Board has built a Student Activities Subsidy of over $10,000 in Year 1 and over $20,000 in Year 2 into its revised budget (Attachment 1).

Through these program features, ARCA will offer unique services to students that they currently are unable to access. The ARCA Board looks forward to this opportunity.

11) Specific plans to include the direct and substantial involvement of the broader community with the charter.

The ARCA Board believes that the involvement of the community in carrying out the mission of the charter is essential to building a successful and lasting program. Conversely, the school must facilitate opportunities for ARCA students to be involved in the community as well.

ARCA will pursue four major avenues to foster community involvement:

(1) Partnerships with local organizations;

(2) Field trips across the state;

(3) Volunteer Community Coordinators; and

(4) Club Orange.

1. Partnerships with Local Organizations

ARCA will partner with local organizations to provide opportunities that enrich student learning.

ARCA is particularly excited about a potential collaboration with the Crystal Bridges Museum of American Art. Crystal Bridges is currently piloting a fully-online art courses that incorporates U.S. history, the visual arts, and career education. The course was evaluated by Dr. Dennis Beck, the ARCA Board President and Assistant Professor of Educational Technology at the University of Arkansas, and should be available for the 2016-17 school year. Connections' curriculum department has begun

exploring whether it may be offered as part of the Connections program. Included in the ARCA Application was a Letter of Support from Anne Kraybill, Crystal Bridges' Director of Education and Research in Learning (Attachment 3).

Further, during the charter planning process over the last year and a half, ARCA has contacted the following organizations to introduce ARCA's unique school model and begin to look for opportunities to collaborate:

- Bentonville/Bella Vista Chamber of Commerce
- Northwest Arkansas Council
- William J Clinton Presidential Library
- Arkansas Hospitality Association
- Pea Ridge National Military Park
- Arkansas Studies Institute
- Janet Huckabee Arkansas River Valley Nature Center
- Fort Smith National Historic Site
- Little Rock Central High School National Historic Site

The ARCA Board believes collaborations such as these will connect the community with the students and vice-versa and plans to reach out to similar organizations in every Arkansas community.

2. Field Trips across the State

ARCA will emphasize field trips as a way to connect students with their communities. This was described in the ARCA Application, pages 61-62:

> *Families are encouraged to participate in various events such as picnics, educational field trips, and service opportunities offered throughout the year. These activities are organized through the school staff and Community Coordinators (volunteer parents) throughout the state. Families are notified through WebMail and the school newsletters. […]*
>
> *To keep families and community members informed and involved, ARCA will maintain a public website and social media pages (Facebook, Pinterest, Twitter, etc.) that contains all required and relevant information. ARCA will develop a student information and community education plan to inform potential students, their parents/guardians, and other interested parties about the education program.*

Because scheduling will be flexible, ARCA staff and Community Coordinators will organize a large number of academically enriching field trips that will also serve as a way for ARCA families to meet one another in person. ARCA field trips will be geographically dispersed so that all families may participate and will cover various academic topics. When possible, field trips will supplement students' current topics of study.

A sample field trip schedule was included in the ARCA original charter application. ARCA staff and Community Coordinators will work to supplement this sample schedule.

Figure 23. Sample Field Trip Schedule

Activity Date	Family Activity	City
September 2016	Back to School Picnics	TBD
October 2016	Meet and Greet – Skate Night	Springdale
October 2016	Meet and Greet – Skate Night	El Dorado
October 2016	Meet and Greet – Putt-Putt	Jonesboro
October 2016	Meet and Greet – Putt-Putt	Hot Springs
November 2016	Crater of Diamonds State Park	Murfreesboro
November 2016	Mount Magazine State Park	Paris
November 2016	Cane Creek State Park	Star City
November 2016	Village Creek State Park	Wynne
January 2017	William J. Clinton Presidential Library	Little Rock
January 2017	Crystal Bridges Museum	Bentonville
January 2017	Japanese Internment Museum	McGehee
January 2017	Wings of Honor Museum	Walnut Ridge
February 2017	Little Rock Central HS Historic Site	Little Rock
February 2017	Eddie Mae Herron Center	Pocahontas
February 2017	Arts and Science Center for SE Arkansas	Pine Bluff
February 2017	Arkansas Museum of Natural History	Hot Springs
March 2017	College/Career Visits	TBD
April 2017	J. Huckabee Arkansas River Valley Nature Center	Fort Smith
April 2017	Heifer Ranch	Perryville
April 2017	Pea Ridge National Military Park	Garfield
April 2017	Civil War Helena	Helena
May 2017	Spring Picnics	TBD

As stated during the hearing, ARCA will prioritize sending the teachers of attending students as chaperones, regardless of where in the state the field trip may occur. Additionally, the ARCA Board has also built a Student Activities Subsidy of over $10,000 in Year 1 and over $20,000 in Year 2 into its revised budget (Attachment 1) to ensure all ARCA students may access these opportunities, regardless of family income.

3. Volunteer Community Coordinators

Community Coordinators will also develop local partnerships, plan field trips, and ensure ongoing communication with the community. This role was described in the ARCA Application, pages 10-11:

> *Volunteer parents will serve as Community Coordinators and develop a vibrant and active school community. In addition to facilitating family get-togethers and formal field trips, Community Coordinators and ARCA staff will also reach out to community-based organizations and businesses to coordinate face-to-face community service opportunities. […]*
>
> *Community Coordinators provide an important communication link between families and the school, ensuring through phone conferences and news updates that school staff are attuned to*

needs of the parent community. Parental feedback is an important hallmark of the school's outreach and information sessions in the community. The school will take full advantage of this valuable communication with families to ensure that the school reflects their unique needs and creative ideas.

ARCA will actively recruit Community Coordinators to serve in this important role.

4. Club Orange

Parents will also have the opportunity to join Club Orange, a group specifically tasked with connecting the school and community. This club brings together ARCA parents who then reach out to their local communities to spread the word about ARCA to parents of prospective students. Club Orange members will:

- Support and grow ARCA
- Spread the word to other families who would benefit from an online education option
- Receive membership kits with tools and ideas to help promote ARCA

The ARCA Board will pursue these and other means of directly and substantially involving the broader community with the charter.

12) A well-defined plan to ensure adequate socialization of the students.

The ARCA Board believes that the school's job will be to educate the whole student, focusing on students' academic, social, and other needs. Healthy socialization must be part of a well-rounded education. ACRA will therefore work to ensure that students have many opportunities to interact with each other both online and offline. Sivin-Kachala and Bialo (2009) found that in most categories measured, social skills of students enrolled in full-time, online public schools were *either significantly higher or not significantly different* when compared to national norms.[9] It is important to note the many and diverse activities ARCA will plan to ensure students' social needs are met.

Field Trips

As described in part 2 of the Response to Question #11, ARCA and parent Community Coordinators will organize a large number of academically enriching field trips that will also serve as a way for ARCA families to meet one another in person. ARCA field trips will be geographically dispersed so that all families may participate and will cover various academic topics. ARCA will prioritize sending the teachers of attending students as chaperones, regardless of where in the state the field trip may occur.

The ARCA Board has also built a Student Activities Subsidy of over $10,000 in Year 1 and over $20,000 in Year 2 into its revised budget (Attachment 1) to ensure all ARCA students may access these opportunities, regardless of family income.

[9] Sivin-Kachala, J., & Bialo, E. (2009). Evaluation of the Social Skills of Full-time, Online Public School Students. New York, NY: Interactive Educational Systems Design, Inc.

Clubs and Activities

The ARCA Board described some of the clubs and activities that will be offered in the ARCA Application, pages 17-18. Additional clubs and activities are described herein. A video providing more detail regarding the clubs can be found at the following URL:

https://www.youtube.com/watch?v=yyXssTxWzCs

ARCA will offer students across the state more than 25 clubs and special events (e.g., talent shows, virtual art galleries, community service projects) that help foster connections among students and develop critical skills, including independent thinking and group problem solving. Students will collaborate with other students, their communities, and potentially people across the globe in safe, student-led but teacher-supervised environments.

ARCA students participating in virtual clubs will engage with other students through synchronous chat, virtual breakout rooms, and asynchronous message boards. Use of webcams is encouraged to help students feel connected to students who have similar interests.

Student activities will help students explore interests beyond the classroom, develop leadership skills, and make friends. For example, an online yearbook will allow each student to create a personal page including photos, videos, and autographs collected from friends. Students can also participate in special events such as Virtual Talent Shows, Design-A-Room Competition, Photography Contest, the Stellar Speller spelling bee, and Appetite for Geography which combines geography with world cuisine.

Some of the clubs include, but are not limited to, those listed in Figure 24.

Figure 24. List of Clubs

Clubs Offered Through Connections		
Art Club	Arts and Crafts Club	Book Club
Brainteasers Club	Broadcast and Theater Arts Club	Career Club
Chess Club: Introduction and Advanced	College Planning Club	Debate Club
Digital Storytelling Club	Environmental Club	First Generation Club
Gaming and Computer Technology	Leadership and Global Awareness Club	Math Club I
Math Club II	*The Monitor*: Student Newspaper	Movie Club
Music Club	Pen Pals	*Pens and Lens*
Poetry Corner	Quiz Bowl	Robotics Club
Science Club	Science in the Kitchen	Sports Club

Talent Networks

Students with outstanding talent in the performing arts, competitive sports, or STEM (science, technology, engineering, and math) will have the opportunity to join Talent Networks devoted to fostering focused growth. The Connections Academy Talent Networks will give students the opportunity to network with other students in their fields of interest.

These talent networks are virtually facilitated programs designed for students enrolled in grades 6-12. Students are provided the opportunity to network with other students in their fields of interest, meet engaging guest speakers, and take part in projects and competitions to help students excel in their areas of interest.

The Connections Academy Talent Networks are facilitated at a national level and include:

- Exploring college and career options;
- Specialized instruction through student-focused groups and activities;
- Networking and collaboration opportunities between like-minded students;
- Enrichment activities, including presentations by artists, athletes, professionals, and subject-matter experts; and
- Varsity lettering opportunities.

Student Group Work

Students will have multiple opportunities to work collaboratively with other students in courses on long range projects, portfolios, and discussions. These opportunities support student interaction. Additionally, section message boards will be utilized by teachers to group students, assign projects, and encourage conversation around course concepts.

Family-Directed Socialization

ARCA, as a fully online program, will allow a flexible schedule for students. Families often need this additional flexibility to participate more actively in the community with sports, community service, hobby groups, internships, etc. Some Arkansas families have reported the socialization experience in their local schools has not always been positive and that they would like to be more involved to ensure interactions remain healthy and safe. With ARCA, they can be.

Families will also be able to coordinate with other ARCA families they meet online or offline to plan play dates, study groups, and independent student activities. ARCA will encourage and support these connections when possible.

13) Staffing projections with an assurance that special education teachers will be licensed and all teachers in core subject areas will be highly qualified.

Staffing Projections

The ARCA Board projects the staffing model in Figure 25 for its first year of operation:

Figure 25. Sample Staffing of ARCA Year 1

Sample Staffing of ARCA for Year 1	
Elementary	
Teacher 1	30 K, 20 1st
Teacher 2	30 K, 20 1st
Teacher 3	20 1st, 30 2nd
Teacher 4	30 2nd, 20 3rd
Teacher 5	GT Lead, 40 3rd
Teacher 6	30 4th, 20 5th
Teacher 7	30 4th, 20 5th
Teacher 8 (Part-Time)	20 5th
Subtotal	*7.2 teachers*

Sample Staffing of ARCA for Year 1	
Secondary (core)	
MS Math	1.0
HS Math	0.5
MS ELA	1.0
HS ELA	0.5
MS Social Studies	1.0
HS SS	0.5
MS Science	1.0
HS Science	0.5
Subtotal	*6.0 teachers*
Secondary (non-core)	
Art	0.36
Educational Tech/Business	0.36
PE	0.36
Spanish	0.10
Music/other electives	0.12
Subtotal	*1.3 teachers*
Other Employees	
Principal/School Leader	1
Manager of Counseling	1
Advisory/Homeroom Teacher	0.8
Manager of Special Education	1
Special Education Teacher	2
Special Education Teacher	0.2
Total ALL Certificated Personnel	*20.5*
Non-certificated personnel	
Administrative Assistant	1
Administrative Assistant (Part-Time)	0.5
Total NON certificated personnel	1.5
Total ALL Personnel	***22***

Assurance that Special Education Teachers will be Licensed

ARCA confirms that Special Education teachers will be properly licensed in Arkansas for Special Education. This assurance was included in the Charter Internal Review Committee Review and Applicant Responses, pages 16-18:

> *Special Education Teachers (contracted position) - Minimum Qualifications*
>
> - *Degree in Special Education*
> - *Valid Special Education credential in Arkansas*
> - *Experience in policy (IDEA) and/or administration with Special Education*
> - *Strong technology skills*
> - *Excellent communication skills, oral and written*
> - *Ability to work well in fast paced environment*

Assurance that All Teachers in Core Subject Areas will be Highly Qualified (HQ)

ARCA will work to ensure that all teachers in core subject areas will be highly qualified (HQ). Each teacher will have at least a Bachelor's degree, an Arkansas state teaching license or ALP, and meet at least one of the following requirements:

- Demonstrated competency by passing a content exam in Arkansas or in another state (for example the Praxis);
- Undergraduate major in the subject area with at least 24 college credit hours;
- Graduate degree in the subject area;
- National Board certification in the subject area; and
- 100 points accumulated on ARHOUSSE as a veteran teacher.

ARCA staff will work closely with the Connections Human Resources team, which has experience monitoring highly qualified teachers in many states, to ensure hired staff meets these requirements. In the unlikely event that any teacher does not meet the Arkansas definition of highly qualified teacher, the school will notify parents of students being taught by the teacher who has not been designated "Highly Qualified," as required by federal and state law.

14) A plan for conducting background and ethics checks on out-of-state teachers that includes descriptions of –
a) How the results of the background checks will be compared to the statutory requirements for licensure and/or public school employment in Arkansas
b) How the results of those checks will impact the determination of whether or not an out-of-state teacher is qualified to teach Arkansas students

The ARCA Board rescinds its waiver requests for teacher licensure and professional development, which initially caused this concern. All teachers who teach courses to ARCA students will be certified in Arkansas. Teachers will be Arkansas-licensed, temporarily teaching a subject with an ALP, or licensed via the Standard License – Reciprocity process.

All teachers who work with students in Arkansas will be subject to the required Arkansas State police, FBI, and Child Maltreatment background checks. All employees are given a background check and fingerprint clearances as required. The standard background check conducted on employees includes county and/or statewide criminal checks for addresses in the previous seven years, social security number verification, and sex offender check or U.S. criminal indicator search. After hiring, employees are subjected to periodic background checks as well.

Teachers are not allowed to interact with students until they have cleared the background check process. If a teacher or other staff member's background check does not come back clean, Connections Human Resources would work with the school to determine next steps. If the employee has an offense that is listed as one of the disqualifying offenses according to Arkansas law,[10] the offer of employment would be rescinded.

[10] http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/HR_PLSB_Docs/Disqualifying_Offenses.pdf

Should this process conflict with any present or future state law or ADE policy, the ARCA Board will adopt changes to ensure compliance.

15) A plan for applying the Arkansas Code of Ethics to non-licensed teachers and teachers licensed in other states.

Plan for Applying the Arkansas Code of Ethics to Non-Licensed Teachers

All teachers who teach courses to ARCA students will be certified in Arkansas. Teachers will be Arkansas-licensed, temporarily teaching a subject with an ALP, or licensed via the Standard License – Reciprocity process.

Plan for Applying the Arkansas Code of Ethics to Teachers Licensed in Other States

The ARCA Board rescinds its waiver requests for teacher licensure and professional development, which initially caused this concern. All of the teachers who teach courses to ARCA students will be certified in Arkansas, including those teachers contracted through the agreement with iNACA, meaning all teachers will be required to follow the eight standards of the Arkansas Code of Ethics.[11] Teachers will also need to comply with the Connections Employee Handbook, which includes Professional Ethical Standards and Standards of Conduct, and take courses in:

- Internet Safety;
- Students in Distress (recognizing maltreatment of students and recognizing students who might have social and emotional issues);
- Accessibility for All (understanding students' special needs especially as it relates to online accessibility);
- Preventing Workplace Harassment; and
- Student Educational Data (complying with FERPA and the responsibilities of educational professionals in protecting personal student data).

Connections Professional Ethical Standards from the Connections Employee Handbook are listed below. Bolded parentheticals have been added to demonstrate the overlap with the Arkansas Code of Ethics, which staff will also be held to.

> *Employees must maintain high standards of personal, professional, and business conduct and behavior and realize that they have a moral responsibility to act in a professional manner not only to professional associates and fellow employees, but to customers, students and their family members or representatives.* ***(Arkansas Standard 1) (Arkansas Standard 3) (Arkansas Standard 4)***
>
> *Employees are also required to use sound professional judgment when communicating with students and parents and when handling any situations requiring sensitivity. Employees are to follow all school policies and protocols in regards to FERPA and other dealings with students,*

[11] http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/professional-licensure-standards-board/code-of-ethics-for-arkansas-educators

parents, learning coaches and any agencies which may be associated with a Connections family. ***(Arkansas Standard 6 – there is a separate Employee Handbook policy regarding state testing) (Arkansas Standard 7)***

Employees must display the highest integrity and the best judgment and ethics, and use their professional skills to the best interests of all. ***(Arkansas Standard 2) (Arkansas Standard 8****) Employees must use only legal and ethical means when seeking to influence governmental legislation or regulations.* ***(Arkansas Standard 5****) Lastly, employees must aid in the professional development of those who enter the educational services profession by assisting them to understand the functions, duties, and responsibilities of the profession; and, endeavor at all times to improve our company.*

In the unfortunate case that an educational professional violates the Arkansas Code of Ethics and/or the Connections Professional Ethical Standards, that person will be referred to Arkansas Department of Education, Connections Human Resources, and/or local law enforcement, as is appropriate and required by law.

16) Reasons the additional licensure plan (ALP) process is not appropriate for teachers without Arkansas licenses.

The ARCA Board agrees that the Additional Licensure Plan (ALP) process (as described in ADE Rules Governing Educator Licensure Chapter 4-4.02) and the licensure reciprocity process (as described in ADE Rules Governing Educator Licensure Chapter 2-1.02 Standard License – Reciprocity) are appropriate for teachers without Arkansas licenses.

The ARCA Board rescinds its waiver requests for teacher licensure and professional development. All ARCA teachers will be Arkansas-licensed, temporarily teaching a subject with an ALP, or licensed via the Standard License – Reciprocity process.

17) Reasons for the waiver requests of the requirements for –
a) Teaching load
b) Professional development
c) Bidding requirements

Reason for Teaching Load Waiver Request

The ARCA Board is requesting a waiver from Teaching Load requirements because the ratios required of brick-and-mortar schools are not necessarily appropriate for teaching and learning in an online environment.

ARCA teachers will have a different teaching experience than their peers in brick-and-mortar schools. For example, ARCA teachers will use Connections' curriculum and assessments rather than creating their own. Additionally, ARCA teachers will not face all of the classroom management challenges or have the extraneous duties (e.g., lunch, hall, and car line duties) of a traditional school setting. As such, ARCA teachers are able to focus on instruction, differentiation, and interventions to support student learning.

The ARCA Board would like to adopt its own teaching load requirements that are appropriate to an online setting to allow a more effective allocation of funds. ARCA proposes the following maximum student-to-teacher ratios:

- Grades K-5 – 50:1
- Grades 6-8 – 38:1
- Advisory Teachers – 300:1

The ARCA Board acknowledged that Special Education standards regarding class size and teaching load cannot be waived in the Legal Review of Waiver Requests and Responses, page 11, and adjusted its staffing model for Special Education students accordingly in the Charter Internal Review Committee Review and Applicant Responses, pages 18-19.

Teachers in grades K-5 would have 50 assigned students (Staffing Projections in Response to Question #13).

Elementary teachers are able to support 50 students for several reasons. First, they do not have all of the students at one time. For example a teacher may have a section of 30 Kindergartners and another section of 20 students in grade 1. During LiveLesson synchronous sessions, there would never be a time that 50 students would all attend at the same time. Second, an elementary teacher will teach all of the courses to their students (K Math, K Language Arts, K Science, K Social Studies, and K Education Technology). Since the curriculum is already created and is delivered via Connexus to the students (with the help of the Learning Coach), the teacher is focused on differentiation, monitoring outcomes, creating extension activities, re-teaching when a student does not attain mastery, and providing feedback to students and Learning Coaches.

In addition, whenever possible, Connections assigns teachers to the same students over several grades. This allows teachers to get to know the students, their strengths, and their areas of challenge, as well as the curriculum supporting that student in two or more grade levels.

The secondary ratio is more similar to a brick-and-mortar school environment. The number of students in secondary (240 for the first year) divided by the number of secondary teachers or FTE (7.3 for the first year) yields a student-to-teacher ratio of around 33:1.

The ARCA Board believes the listed ratios are appropriate for an online teaching environment. A teacher load ratio below that which is necessary for effective instruction will force the misallocation of school resources in a way that crowds out spending on more effective school strategies, such as additional intervention resources.

Reason for Professional Development Waiver Request

The ARCA Board rescinds its waiver requests for teacher licensure and professional development. All ARCA teachers will be Arkansas-licensed, temporarily teaching a subject with an ALP, or licensed via the Standard License – Reciprocity process. As such, all ARCA teachers will meet ongoing professional development requirements.

The ARCA Board considers ongoing professional development essential, particularly in an online teaching environment that may be new for some teachers. Connections will provide ARCA teachers with additional professional development beyond state requirements. This program was detailed in the Legal Review of Waiver Requests and Responses, pages 6-11.

Reason for Bidding Requirements Waiver Request

As stated during the 10/14/15 hearing, the ARCA Board rescinds this waiver request.

The ARCA Board originally requested this waiver because the educational products and services described in the charter application are unique to Connections and built around Connexus, the Connections proprietary education management system. This waiver, which was only for the contract with Connections, would have allowed the ARCA Board to more quickly contract with Connections and establish the ARCA program.

The ARCA Board will comply with the required RFP process in establishing the proposed school.

18) Reasons for goals set at a 0.90 ratio.

As stated during the 10/14/15 hearing, the ARCA Board is willing to increase the goals to a 1.00 ratio.

The ARCA Board originally set its goals at a 0.90 ratio to account for the fact that nationally, many students enrolling in full-time online public schools enroll late and below proficiency in state-assessed subjects. However, the ARCA Board agrees with the Charter Authorizing Panel that a 1.00 ratio for school goals is appropriate.

19) Reasons more than 50% of the annual budget is specified for one company.

The ARCA Board has rescinded its request for a waiver from bidding requirements and will choose its vendors through an RFP process. In the budget template, the ARCA Board has specified more than 50% of the annual budget for the full range of educational products and services offered by Connections to meet ARCA students' needs. The ARCA Board has thoroughly vetted Connections as well as other providers; the Board believes Connections has the experience and scale to provide the most effective online learning tools for students at the best price. This judgment will be confirmed or corrected during the RFP process.

A list of educational products and services to be provided by Connections was included in the Charter Internal Review Committee Review and Applicant Responses, pages 23-43, and a detailed description is included in this document as Attachment 2.

20) A list of Connections courses approved by the NCAA.

The ARCA Board is concerned that Arkansas families have no option for an online public school with NCAA-approved courses. During the public hearing in Little Rock, we met families who expressed this concern and feel this lack of options is hampering their students' athletic potential.

Connections has more than 80 NCAA approved courses. Approved courses that will be available to ARCA students are listed in Figure 26.

Figure 26. List of Connections Courses Approved by the NCCA for 2015-16 School Year

Connections Courses Approved by the NCAA		
English Courses		
English 9	Honors English 9	AP English Language & Composition
English 10	Honors English 10	AP English Literature & Composition
English 11	Honors English 11	
English 12	Honors English 12	
Speech and Debate		
Journalism		
Social Sciences Courses		
American Government	Honors American Government	AP Macroeconomics
US History	Honors US History	AP Microeconomics
World History	Honors World History	AP Psychology
Psychology		AP US Government
Geography and Society		AP US History
World Geography		AP Human Geography
Economics		
Available in Limited Locations		
Civics	Modern World History	
Mathematics Courses		
Algebra 1	Honors Algebra 1	AP Calculus AB
Algebra 2	Honors Algebra 2	AP Calculus BC
Calculus	Honors Geometry	AP Statistics
Geometry	Honors Precalculus	
Precalculus		
Statistics		
Available in Limited Locations		
Advanced Algebra with Financial Applications	Secondary Math I	Secondary Math III
Advanced Quantitative Reasoning	Secondary Math II	
Natural/Physical Science Courses		
An asterisk (*) denotes a course with a lab requirement.		
Biology*	Honors Biology*	AP Biology*
Chemistry*	Honors Chemistry*	AP Environmental Science*
Earth Science*	Honors Earth Science*	
Environmental Science*	Honors Physical Science*	
Physical Science*	Honors Earth Space Science	
Physics	Honors Marine Science	
Earth Space Science		
Marine Science		
Available in Limited Locations		
Integrated Chemistry and Physics*		
Additional Courses		
French I	Japanese I	Sign Language I
French II	Japanese II	Sign Language II
French III	Latin I	Spanish I
French IV	Latin II	Spanish II
German I	Latin III	Spanish III
German II	Chinese I	Spanish IV
German III	Chinese II	AP Spanish Language
	Chinese III	

Connections' list of courses approved by the NCAA will be communicated to families through the school website (once school is approved to open), in the Virtual Library, and on the main Connections High School Curriculum website.[12]

The NCAA Eligibility Center's high school portal (public website) also displays approved courses for each school supported by Connections that has approved courses.[13] Approved courses can be seen by selecting "Show All Approved Courses." The site also lists denied courses and shows a reason code. The denied courses on the Connections list were denied because they are either Foundations courses (NCAA only approves the Standard level and above for all schools and does not approve Foundations courses or courses that are not considered by the NCAA to be college-prep level or higher) or are not in areas considered NCAA-eligible, such as arts, computer science, etc. Students may still take denied courses, but need to ensure that they also take the NCAA's required 16 credits in the approved course categories. The ARCA counselor will help families navigate NCAA eligibility and ensure interested students are meeting NCAA requirements.

21) A list of Connections courses aligned with current Arkansas standards.

ARCA submitted 600 pages of Curriculum Framework alignments to the Arkansas Department of Education on 9/30/15 and these were included in the Charter Internal Review Committee Review and Applicant Responses, page 11. ADE has made these documents available at https://drive.google.com/file/d/0B4jUQm3oumJpa0lWaFRnNks2dkU/view?usp=sharing.

Connections courses already aligned with current Arkansas standards as presented in the Arkansas Curriculum Frameworks are listed in Figure 27.

Figure 27. List of Connections Courses Aligned with Current Arkansas Standards

Connections Courses Aligned with Current Arkansas Standards		
English Courses		
Language Arts K	Language Arts 5	English 9
Language Arts 1	Language Arts 6	English 10
Language Arts 2	Language Arts 7	English 11
Language Arts 3	Language Arts 8	English 12
Language Arts 4		Speech & Debate
Social Sciences Courses		
Social Studies K	Social Studies 5	US History
Social Studies 1	Social Studies 6	World History
Social Studies 2	Social Studies 7	US Government
Social Studies 3	Social Studies 8	Economics
Social Studies 4		
Mathematics Courses		
Math K	Math 5	Algebra I
Math 1	Math 6	Geometry
Math 2	Math 7	Algebra II
Math 3	Algebra Readiness	Statistics
Math 4		Advanced Algebra with Financial Applications

[12] http://www.connectionsacademy.com/curriculum/online-high-school (under "Online High School Courses")
[13] https://web3.ncaa.org/hsportal/exec/hsAction?hsActionSubmit=searchHighSchool (type "Connections" in the High School Name field)

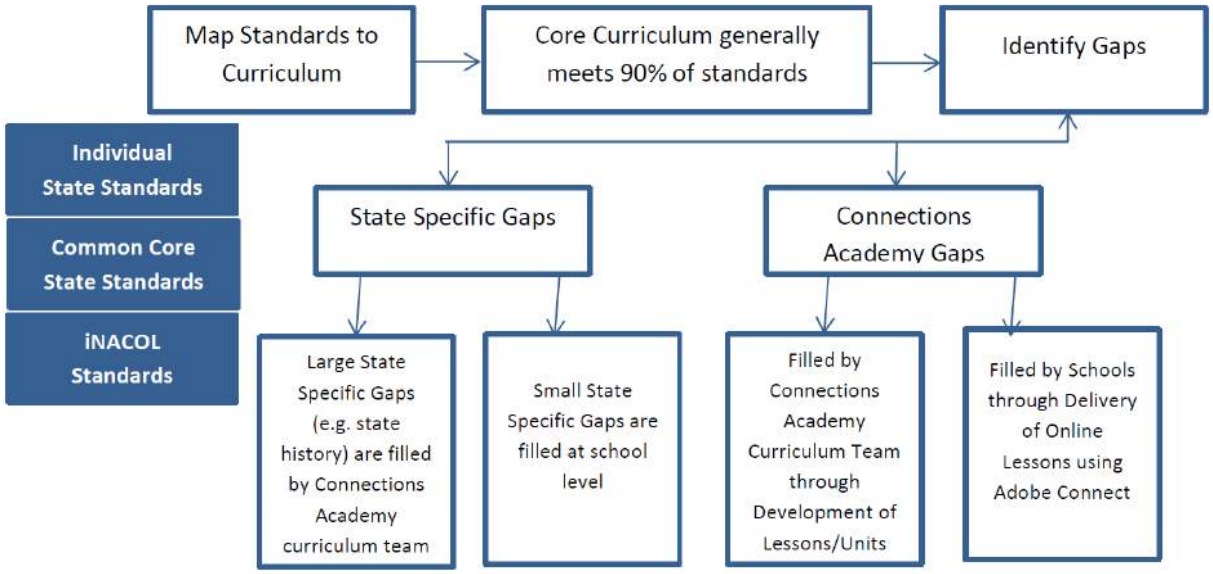
Connections Courses Aligned with Current Arkansas Standards		
Natural/Physical Science Courses		
Science K	Science 5	Biology
Science 1	Science 6	Physical Science
Science 2	Science 7	Physics
Science 3	Science 8	Chemistry
Science 4		
Additional Courses		
Java Programming I	Health/Physical Education K	Living Music I
Java Programming II	Health/Physical Education 1	Exploring Music I
Intro to Marketing	Health/Physical Education 2	Exploring Music II
Business Law	Health/Physical Education 3	Exploring Music III
Criminal Investigation	Health/Physical Education 4	
Spanish I		
Spanish II		

As stated during the 10/14/15 hearing, there is a multi-level effort to ensure alignment to current and future standards, and all ARCA courses will be fully aligned to Arkansas standards by the start of the 2016-17 school year. The method by which Connections will align additional courses to Arkansas standards was described in the Charter Internal Review Committee Review and Applicant Responses, page 7:

> *Connections supports schools in many states and has extensive experience aligning courses to state specific standards. In preparing to support ARCA, Connections mapped each course to the Arkansas Curriculum Frameworks. After an in-depth analysis of the alignments, any gaps between course content and state standards are addressed in one or more of the following ways: current courses are updated with units, lessons, activities, and/or assessments to meet the standards; a new course is built to meet the standards; and/or resources are shared with teachers to modify the existing courses to strengthen the alignments.*
>
> *If a new course must be built, Connections will use the Arkansas Curriculum Framework to employ a "backwards mapping" approach. After an in-depth analysis of standards, the team identifies the types of assessments necessary to allow students to showcase their new understanding and demonstrate growth on essential skills and standards. Once evidence of mastery is determined, an assessment map is created to indicate the types of assessments to be used to monitor and evaluate performance on each standard. Curriculum designers then work backwards to design curriculum maps comprised of learning objectives, lesson activities, and digital and interactive resources that will lead students to successful mastery of concepts. Any gaps between course content and state standards are addressed as described herein.*

Connections' alignment process is diagrammed in Figure 28.

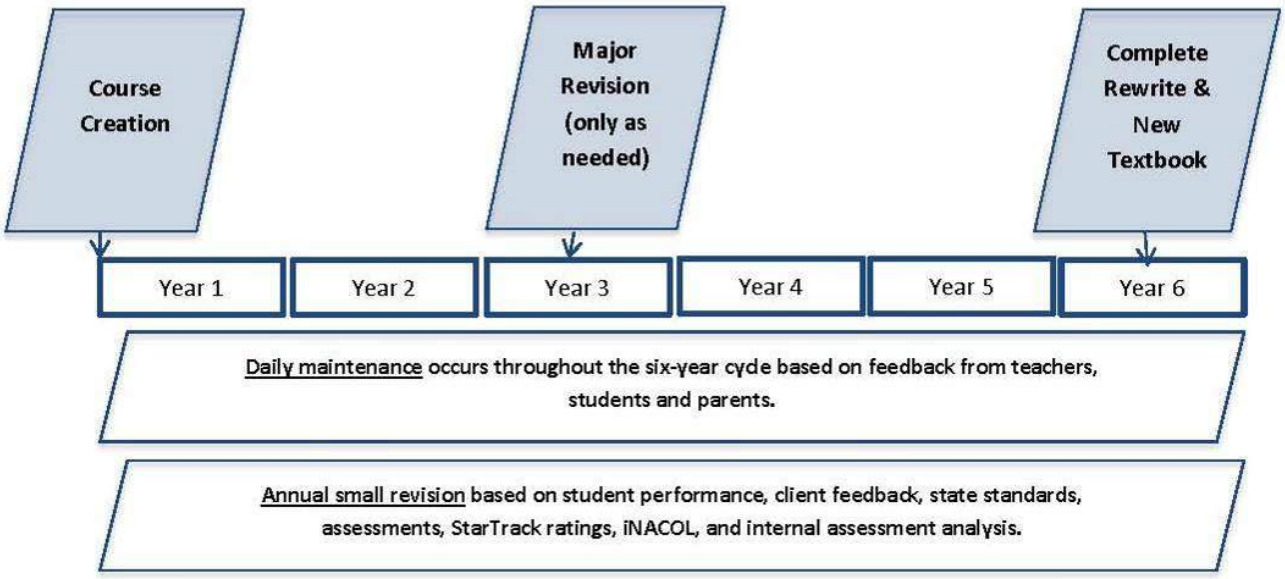
Figure 28. Alignment to Standards



Updating Courses to New State Standards

As shown in the Course Development and Revision Model in Figure 29, the instructional program and curriculum proposed will regularly undergo specific audit and revision by the Connections curriculum department. The curriculum is updated based on changing state standards, client feedback, and a rigorous national analysis of student performance on state testing results and school-based assessments, including individual course assessments for specific units and lessons. Additionally, Teacher Course Liaisons, who are experts in their curricular areas, will gather feedback from other teachers across all schools supported by Connections and work with Connections' curriculum department to make updates and revisions to the curriculum based on this input.

Figure 29. Course Development and Revision Model



Note: Major revisions only occur as needed.

22) An explanation of the comment that most students enroll in online programs to solve problems.

In Connections' experience serving students nationally, enrollment in a full-time online public school typically follows an academic or social challenge in a more traditional school setting. While there are some students who will start an online program in Kindergarten and continue through graduation, this is not typical. Schools supported by Connections provide a unique opportunity to solve a problem or challenge for a family. In some cases, the challenge is temporary and the student will stay for a short period of time; other times the challenge is more long term.

The ARCA Board describes the major groups of students who enroll in full-time online programs, all of which are facing a problem or challenge that can be solved by a more unique personalized opportunity, in the ARCA Application, pages 15-16:

- *Students not on pace with their peers in school, including students coping with social issues.*
- *High-achieving students who wish to take AP, language, and elective courses that may not be offered locally.*
- *Students who have been bullied or subjected to unwanted social pressures.*
- *Students with special learning needs. Arkansas reported in 2014 that 11% of students qualified to receive special education services.[14] As shown previously in the charts, these students significantly lag in proficiency rates.*
- *Students undergoing medical treatment or are homebound due to illness or physical/ emotional disability.*
- *Students in rural communities who may spend several hours on a school bus each day and lack access to public school options. According to the Rural School and Community Trust, 40% of Arkansas students are rural.[15]*
- *Students with family livelihood responsibilities. According to Kids Count, there were 288,969 students qualifying for free and reduced lunch in 2014, representing a large population that may need flexibility for the parents' or students' work.[16] Participation rates in the FRL program are higher in rural areas.*
- *Students who need a more flexible learning environment, including students pursuing artistic or athletic careers.*

Because some of these situations are not initially apparent, over 37% of students enrolling in schools supported by Connections in 2013-14 did so after the first day of school. Some of these students will enroll for a shorter period of time then return to their previous schools; others will choose to stay enrolled as long as is appropriate for their children. As stated during the hearing, families often see temporary academic and social challenges managed or solved during their time in an online school and choose to re-enroll in a traditional school. The ARCA Board will celebrate with these families and families with graduating students alike.

[14] https://adesrc.arkansas.gov/ReportCard/View?lea=AR&schoolYear=2014
[15] http://www.ruraledu.org/user_uploads/file/2013-14-Why-Rural-Matters.pdf)
[16] http://datacenter.kidscount.org/data/tables/256-number-of-students-receivingfree-and-reduced-school-lunch?loc=5#detailed/2/any/false/869,36,868,133/any/9778)

ATTACHMENT 1

REVISED BUDGET

2016-2017
Public Charter School Application
Personnel Salary Schedule

Administrative Positions:

Line#	List Positions	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
1	Principal	1	$92,000.00	1	$92,000.00
2	Assistant Principal	0	$68,250.00	1	$68,250.00
3	Administrative Assistant	1.5	$31,500.00	3	$31,500.00
4	Manager of Special Education	1	$66,000.00	1	$66,000.00
5					
6					
7	**Subtotal:**		$205,250.00		$320,750.00
8	Fringe Benefits (rate used 29%)		$59,522.50		$93,017.50
9	**Total Administration:**		$264,772.50		$413,767.50

Regular Classroom Instruction:

		2016-2017 No. FTEs		2017-2018 No. FTEs	
10	Teachers	15.3	$47,250.00	30.1	$47,250.00
11	Aides				
12	**Subtotal:**		$722,925.00		$1,422,225.00
13	Teacher Fringe Benefits (rate used 29%)		$209,648.25		$412,445.25
14	Aide Fringe Benefits (rate used)				
15	**Total Regular Classroom Instruction:**		$932,573.25		$1,834,670.25

Special Education:

		2016-2017 No. FTEs		2017-2018 No. FTEs	
16	Teachers	2.2	$47,250.00	5	$47,250.00
17	Aides				
18	**Subtotal:**		$103,950.00		$236,250.00
19	Teacher Fringe Benefits (rate used 29%)		$30,145.50		$68,512.50
20	Aide Fringe Benefits (rate used)				
21	**Total Special Education:**		$134,095.50		$304,762.50

Gifted and Talented Program:

		2016-2017 No. FTEs		2017-2018 No. FTEs	
22	Teachers				
23	Aides				
24	**Subtotal:**				
25	Teacher Fringe Benefits (rate used)				
26	Aide Fringe Benefits (rate used)				
27	**Total Gifted and Talented Program:**				

Alternative Education Program/ Alternative Learning Environments:

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
28 Teachers				
29 Aides				
30 **Subtotal:**				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 **Total Alternative Education Program/ Alternative Learning Environments:**				

English Language Learner Program:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
34				
35				
36				
37				
38				
39 **Subtotal:**				
40 Fringe Benefits (rate used _____)				
41 **Total English Language Learner Program:**				

Guidance Services:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
42 Manager of Counseling	1	$60,500.00	1	$60,500.00
43				
44				
45				
46				
47 **Subtotal:**		$60,500.00		$60,500.00
48 Fringe Benefits (rate used 29%)		$17,545.00		$17,545.00
49 **Total Guidance Services:**		$78,045.00		$78,045.00

Health Services:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
50				
51				
52				
53				
54				
55 **Subtotal:**				
56 Fringe Benefits (rate used _____)				
57 **Total Health Services:**				

Media Services:

	List Positions	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
58					
59					
60					
61					
62					
63	**Subtotal:**				
64	Fringe Benefits (rate used _____)				
65	**Total Media Services:**				

Fiscal Services:

	List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
66					
67					
68					
69					
70					
71	**Subtotal:**				
72	Fringe Benefits (rate used _____)				
73	**Total Fiscal Services:**				

Maintenance and Operation:

	List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
74					
75					
76					
77					
78					
79	**Subtotal:**				
80	Fringe Benefits (rate used _____)				
81	**Total Maintenance and Operation:**				

Pupil Transportation:

	List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
82					
83					
84					
85					
86					
87	**Subtotal:**				
88	Fringe Benefits (rate used _____)				
89	**Total Pupil Transportation:**				

	Food Services: List Positions	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
90					
91					
92					
93					
94					
95	**Subtotal:**				
96	Fringe Benefits (rate used _____)				
97	**Total Food Services:**				

	Data Processing: List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
98					
99					
100					
101					
102					
103	**Subtotal:**				
104	Fringe Benefits (rate used _____)				
105	**Total Data Processing:**				

	Substitute Personnel:	2016-2017 No. FTEs		2017-2018 No. FTEs	
106	Number of **Certified** Substitutes _____				
107	Number of **Classified** Substitutes _____				
108	**Subtotal:**				
109	Certified Fringe Benefits (rate used _____)				
110	Classified Fringe Benefits (rate used _____)				
111	**Total Substitute Personnel:**				

112	**TOTAL EXPENDITURES FOR SALARIES:**	$1,409,486.25	$2,631,245.25

Public Charter School Application
Estimated Budget Template

REVENUES

State Public Charter School Aid:

Line#						2016-2017 Amount:	2017-2018 Amount:
	2016-2017						
1	No. of Students	600	x	$6,646.00	State Foundation Funding	$3,987,600.00	
2	No. of Students	600	x	$26.00	Professional Development	$15,600.00	
3	No. of Students		x		eligible rate* NSL Funding		
4	No. of Students		x		Other: *Explain Below*		
5							
	2017-2018						
6	No. of Students	1200	x	$6,646.00	State Foundation Funding		$7,975,200.00
7	No. of Students	1200	x	$26.00	Professional Development		$31,200.00
8	No. of Students		x		eligible rate* NSL Funding		
9	No. of Students		x		Other: *Explain Below*		
10							
11	**Total State Charter School Aid:**					$4,003,200.00	$8,006,400.00

Other Sources of Revenues:

(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)

12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other *(Specifically Describe)*		
15			
16	**Total Other Sources of Revenues:**		
17	**TOTAL REVENUES:**	$4,003,200.00	$8,006,400.00

EXPENDITURES

Administration:

		2016-2017 Amount:	2017-2018 Amount:
18	Salaries and Benefits	$264,772.50	$413,767.50
	Purchased Services - List Vendors Below		
19	V - AD 1 Connections Academy of Arkansas, LLC	$435,740.00	$869,105.00
20	V - AD 2		
21	V - AD 3		
22	V - AD 4		
23	V - AD 5		
24	Supplies and Materials	$27,000.00	$54,000.00
25	Equipment		
	Other (List Below)		
26	Community Outreach		$200,000.00
27	Staff Recruiting	$5,000.00	$5,000.00
28	Board Related Expenses	$5,000.00	$5,000.00
29	Dues	$2,000.00	$2,500.00
30			
31	**Total Administration:**	$739,512.50	$1,549,372.50

			2016-2017 Amount:	2017-2018 Amount:
	Regular Classroom Instruction:			
32		Salaries and Benefits	$932,573.25	$1,834,670.25
		Purchased Services - List Vendors Below		
33	V - CI 1	Connections Academy of Arkansas, LLC	$1,313,375.75	$2,640,853.05
34	V - CI 2			
35	V - CI 3			
36	V - CI 4			
37	V - CI 5			
38		Supplies and Materials		
39		Equipment		
		Other (List Below)		
40		Student Testing & Assessment	$80,000.00	$150,000.00
41				
42				
43				
44				
45		**Total Regular Classroom Instruction:**	$2,325,949.00	$4,625,523.30
	Special Education:			
46		Salaries and Benefits	$134,095.50	$304,762.50
		Purchased Services - List Vendors Below		
47	V - SE1	Connections Academy of Arkansas, LLC	$52,422.86	$104,845.71
48	V - SE 2			
49	V - SE 3			
50	V - SE 4			
51	V - SE 5			
52		Supplies and Materials		
53		Equipment		
		Other (List Below)		
54				
55				
56				
57				
58				
59		**Total Special Education:**	$186,518.36	$409,608.21
	Gifted and Talented Program:			
60		Salaries and Benefits		
		Purchased Services - List Vendors Below		
61	V - GT1	Connections Academy of Arkansas, LLC	$88,075.50	$177,294.45
62	V - GT2			
63	V - GT3			
64	V - GT4			
65	V - GT5			
66		Supplies and Materials		
67		Equipment		
		Other (List Below)		
68		ARCA is applying for a waiver from		
69		6-20-2208(c)(6) and 6-42-109		
70				
71				
72				
73		**Total Gifted and Talented Program:**	$88,075.50	$177,294.45

			2016-2017 Amount:	2017-2018 Amount:
	Alternative Education Program/ Alternative Learning Environments:			
74		Salaries and Benefits		
		Purchased Services - List Vendors Below		
75	V - ALE1			
76	V - ALE2			
77	V - ALE3			
78	V - ALE4			
79	V - ALE5			
80		Supplies and Materials		
81		Equipment		
		Other (List Below)		
82		ARCA is applying for a waiver from		
83		6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and		
84		6-48-101 et seq.		
85				
86				
87		**Total Alternative Education Program/ Alternative Learning Environments:**		
	English Language Learner Program:			
88		Salaries and Benefits		
		Purchased Services - List Vendors Below		
89	V - ELL1	Connections Academy of Arkansas, LLC	$14,297.14	$28,594.29
90	V - ELL2			
91	V - ELL3			
92	V - ELL4			
93	V - ELL5			
94		Supplies and Materials		
95		Equipment		
		Other (List Below)		
96				
97				
98				
99				
100				
101		**Total English Language Learner Program:**	$14,297.14	$28,594.29
	Guidance Services:			
102		Salaries and Benefits	$78,045.00	$78,045.00
		Purchased Services - List Vendors Below		
103	V - GS1	Connections Academy of Arkansas, LLC		
104	V - GS2	Support is included in Line 47 above		
105	V - GS3			
106	V - GS4			
107	V - GS5			
108		Supplies and Materials		
109		Equipment		
		Other (List Below)		
110				
111				
112				
113				
114				
115		**Total Guidance Services:**	$78,045.00	$78,045.00

			2016-2017 Amount:	2017-2018 Amount:
	Health Services:			
116		Salaries and Benefits		
		Purchased Services - List Vendors Below		
117	V - HS1			
118	V - HS2			
119	V - HS3			
120	V - HS4			
121	V - HS5			
122		Supplies and Materials		
123		Equipment		
		Other (List Below)		
124		ARCA is applying for a waiver from		
125		6-18-706		
126				
127				
128				
129		**Total Health Services:**		
	Media Services:			
130		Salaries and Benefits		
		Purchased Services - List Vendors Below		
131	V - MS1			
132	V - MS2			
133	V - MS3			
134	V - MS4			
135	V - MS5			
136		Supplies and Materials		
137		Equipment		
		Other (List Below)		
138		ARCA is applying for a waiver from		
139		6-25-103 and 6-25-104		
140				
141				
142				
143		**Total Media Services:**		
	Fiscal Services:			
144		Salaries and Benefits		
		Purchased Services - List Vendors Below		
145	V - FS1	Connections Academy of Arkansas, LLC	$97,776.75	$195,553.50
146	V - FS2	Rasco Winter Abston Moore & Associates, LLP	$12,000.00	$12,000.00
147	V - FS3			
148	V - FS4			
149	V - FS5			
150		Supplies and Materials		
151		Equipment		
		Other (List Below)		
152		Banking fees	$1,000.00	$1,000.00
153				
154				
155				
156				
157		**Total Fiscal Services:**	$110,776.75	$208,553.50

			2016-2017 Amount:	2017-2018 Amount:
	Maintenance and Operation:			
158		Salaries and Benefits		
		Purchased Services - List Vendors Below INCLUDE UTILITIES		
159	V - MO1	Connections Academy of Arkansas, LLC	$105,000.00	$195,000.00
160	V - MO2			
161	V - MO3			
162	V - MO4			
163	V - MO5			
164		Supplies and Materials		
165		Equipment	$43,000.00	$43,000.00
		Other (List Below)		
166		Phone	$20,000.00	$35,000.00
167		High Speed Internet	$25,000.00	$40,000.00
168				
169				
170				
171		**Total Maintenance and Operation:**	$193,000.00	$313,000.00
	Pupil Transportation:			
172		Salaries and Benefits		
		Purchased Services - List Vendors Below		
173	V - PT1			
174	V - PT2			
175	V - PT3			
176	V - PT4			
177	V - PT5			
178		Supplies and Materials		
179		Equipment		
		Other (List Below)		
180		ARCA will not provide pupil transportation		
181				
182				
183				
184				
185		**Total Pupil Transportation:**		
	Food Services:			
186		Salaries and Benefits		
		Purchased Services - List Vendors Below		
187	V - FD1			
188	V - FD2			
189	V - FD3			
190	V - FD4			
191	V - FD5			
192		Supplies and Materials		
193		Equipment		
		Other (List Below)		
194		ARCA is applying for a waiver from		
195		6-18-705 and 6-20-701 et seq.		
196				
197				
198				
199		**Total Food Services:**		

			2016-2017 Amount:	2017-2018 Amount:
	Data Processing:			
200		Salaries and Benefits		
		Purchased Services - List Vendors Below		
201	V - DP1	Connections Academy of Arkansas, LLC		
202	V - DP2	Support is included in Line 145 above		
203	V - DP3			
204	V - DP4			
205	V - DP5			
206		Supplies and Materials		
207		Equipment		
		Other (List Below)		
208				
209				
210				
211				
212				
213		**Total Data Processing:**		
	Substitute Personnel:			
214		Salaries and Benefits		
		Purchased Services - List Vendors Below		
215	V - SB1	Usually not required in an online environment		
216	V - SB2	as school staff can typically cover when a		
217	V - SB3	colleague is absent		
218	V - SB4			
219	V - SB5			
220		**Total Substitute Personnel:**		
	Facilities:			
221		Lease/Purchase Contract for One Full Year	$128,000.00	$128,000.00
		Facility Upgrades - List Upgrades Below		
222				
223				
224				
225				
226				
227				
228				
229		Property Insurance for One Full Year		
230		Content Insurance for One Full Year		
231		**Total Facilities:**	$128,000.00	$128,000.00

			2016-2017 Amount:	2017-2018 Amount:
	Debt Expenditures:			
		List Debts Below		
232				
233				
234				
		Total Debts:		
	Other Expenditures:			
		List Other Expenditures Below		
235		Staff Training / Professional Development	$20,000.00	$40,000.00
236		Travel and Conferences	$19,800.00	$37,890.00
237		Internet Subsidy	$69,571.69	$139,143.38
238		Insurance - Directors & Officers	$12,500.00	$10,000.00
239		Legal	$1,500.00	$1,500.00
240		Student Activities Subsidy	$11,129.40	$22,258.80
241	**TOTAL EXPENDITURES:**		$3,998,675.34	$7,768,783.43
242	**Net Revenue over Expenditures:**		$4,524.66	$237,616.57

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

ATTACHMENT 2

DETAILED BREAKDOWN OF MONIES BUDGETED TO PAY TO CONNECTIONS ACADEMY OF ARKANSAS, LLC

Applicant Response:

Administration – See Budget Line see budget line 19 (V-AD 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is $435,740 and revised 2016-17 amount is $869,105.

Page 52 of the application lists (see bullets) the following areas covered under "Administration".

Figure 1. Breakdown of Administration Expenses

Administration	Description	Corresponding Fee Schedule Category
School Launch Support	• Oversee the launch of new school through initial phases of development • Facilitate Connections interdepartmental collaboration (i.e., regularly scheduled meetings, ongoing communications) to ensure thorough and timely task completion and risk mitigation • Provide auxiliary support to the school throughout the launch process and first year of operation with ongoing focus on high-quality outcomes • Maintain and store organized documentation of each school's launch process for future and/or colleague reference	School Administration
School Oversight	• Support the creation of school goals for Board approval and short- and long-term school-based planning and improvement based on those goals • Develop and help maintain, with the Principal, operational protocols, procedures, and services to support school operations and achievement of school goals • Ensure that the school provides the appropriate support, assistance, and direction to all students so they achieve academically • Monitor all school metrics including grading, teacher/family contacts, teacher workloads, parent satisfaction, student promotion and retention, escalation, state test results, graduation rates, teacher evaluations, count days and/or course completion where required, etc. and provide support to the school and Board, as appropriate	School Administration

Administration	Description	Corresponding Fee Schedule Category
School Leader Support and Development	• Provide communication, support, and professional growth through General Principal meetings, data meetings, SIP meetings, Winter Leadership Meetings, Summer Leadership Retreats, etc.	School Administration
Accreditation Support	• Assist school, with Board approval, on all aspects of the accreditation process, including understanding and explaining the process and philosophy of accreditation • Manage timelines • Review/revise narratives and ratings from school • Collate, protect, and provide evidence to evaluators • Host internal meetings • Attend site visits at school • Assist school with follow-up as needed • Collate "big takeaways for improvement" and provide to Leadership Team for consideration about overall program improvements	School Administration
Research and Analysis	• Conduct on-demand data analysis at the Board's direction for school level student performance, student demographics, student learning, and trends in all of the above • Prepare, conduct, analyze, and report results of the annual Parent Satisfaction Survey and Student Satisfaction Survey • Inform various groups within Connections on how to best serve ARCA families • Provide results to faculty and administration to undergo continuous school improvement and to focus on areas of improvement • Maintain marketing databases to ensure accurate and timely communication of information to families throughout the application, enrollment, and onboarding processes	School Administration
School Handbook Support	• Create, edit, revise, manage Board approval process for, and publish school handbooks • Coordinate review and approval with Board designee and/or Board Legal Counsel	School Administration

Administration	Description	Corresponding Fee Schedule Category
Outreach Support	• Create awareness of school, with Board approval, through a variety of media, including: television advertising, radio advertising, online advertising, events, direct mail, and media relations • Inform prospective families on how the program works and what to expect when attending ARCA through: information sessions, email communications, parent-led consultations, school-specific websites, catalog mailings, calls to families that provide phone number, and more • Provide discrete outreach activities including: creating and distributing collateral materials that describe the ARCA program, assisting ARCA in planning and implementation of information sessions, soliciting local media to cover ARCA and its students in news stories, creating and deploying advertising campaigns on television, radio, and print to increase awareness of the school, sending email communications to prospective families to inform them about the school and announcing activities or events, etc.	Marketing
Enrollment Services	• Support and communication with caretakers throughout the enrollment process • Review and verify enrollment document • Review and verify student eligibility • Manage caps, waitlists, and lotteries • Report on regulatory compliance assurance • Train and support school personnel	Enrollment & Records Management
Academic Placement Services	• Provide support and consultation for caretakers • Review academic documentation for completeness and regulatory compliance • Administer placement testing • Build course placement process on a sustainable algorithm using academic history data to produce readiness indicators • Place students in academic courses, clubs, and supplemental instructional support programs • Align with state compliance regulations for course offerings, progression plans, and high school graduation requirements	Enrollment & Records Management

Administration	Description	Corresponding Fee Schedule Category
Student Records Management	• Ensure student records are maintained in accordance with state, local, and federal requirements • Utilize Connexus for records management needs, including enrollment documentation, attendance data, lesson completion, assessment results, transcripts	Enrollment & Records Management
Professional Development and Training	• Coordinate, plan, deliver, and continuously support professional development initiatives through systematic and comprehensive multi-year professional development plan • Provide school staff with professional growth opportunities designed to increase student achievement, personalize learning for students preparing for college and careers, and increase teaching effectiveness. • Provide training on topics such as current trends in online learning as well as the Core Standards for Facilitating Student Learning • Manage Teacher Course Liaison program, which provides teachers with the opportunity to collaborate and share, via threaded discussions, with other teachers who teach the same courses at schools supported by Connections • Maintain Professional Learning Community resources (PLCr) section of Connexus which includes instructional tools and strategies, guidelines for accessing intervention resources for students, and professional learning research and resources	Educational Resource Center
External Reporting Support	• Maintain robust External Deadline Management system in Connexus • Work with all parties to ensure external reporting deadlines are identified, documented, and fulfilled	School Administration
State Testing Support	• Support school in all issues related to state testing • Ensure schools have necessary functionality in Connexus to track student registration and participation in state testing • Provide ARCA updates on student participation during state testing • Work with schools on importing and providing access to state test scores	School Administration

Administration	Description	Corresponding Fee Schedule Category

Accountability Support	• Support and oversee accountability processes and practices built around the development, implementation, and quarterly review/revision of data-driven school improvement plans
	• Support and oversee reporting of results as required by state and other stakeholders.
	  • Includes support for access and analysis of the wide variety of data sets generated by weekly, monthly, and periodic/annual continuous improvement processes to improve learner outcomes such as weekly school-based reviews, teacher Professional Learning Community (PLC) meetings, Welcome Calls, and regular Curriculum-Based Assessments (CBA).
	  • Includes monthly School Data Training sessions; periodic after-action reviews focused on outcomes and lessons learned from major initiatives; quarterly meetings with other schools to review Quarterly Metrics, progress toward School Focus Goals, and School Improvement Plans; and annual meetings with other schools to review continuous improvement efforts and share best practices.
		School Administration

Grant Identification, Writing, and Administration	• Assist in identifying grant opportunities • Present overview of grant to School Leadership Team and school leader to decide if school will pursue the opportunity • Coordinate the stakeholders and project manage the work needed • Draft and finalize grant with all the appropriate approvals needed	School Administration
General Board Support	• Support ARCA Board by drafting meeting agendas and minutes, preparing and disseminating Board packages, complying with all necessary legal posting requirements, corresponding with Board members, attending Board meetings, tracking deliverables and comments for meetings and maintaining minute books, and other Board records and documentation • Assist Board and school leader with compliance related matters requiring Board consideration in a timely manner • Act as a liaison with the school and Board as appropriate • Assist with all legal items and maintenance of the charter school entity (Articles, Bylaws, EIN, etc.) • Draft Board policies for review by Board Counsel and consideration by the Board	School Administration

Administration	Description	Corresponding Fee Schedule Category
Governance Training	• Develop, implement, and coordinate in person training programs offered by Connections and other partnering training professionals and authorizers • Identify and assist with the coordination of state and national training opportunities for Board members • Coordinate peer-to-peer networking opportunities.	School Administration
Authorizer Compliance and Reporting Support	• Track compliance requirements and deadlines within authorizer/sponsor compliance reporting systems • Ensure governance related items are completed and submitted in a timely manner	School Administration
Human Resources Support	• Provide employee relations and support, benefits administration and plan design negotiation, staff recruitment, employee/workplace training, payroll services, and other required human resources functions	Human Resources Support

Regular Classroom Instruction - see budget line 33 (V-CI 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is $1,313,375.75 and revised 2016-17 amount is $2,640,853.05

Pages 52-53 of the application list (see bullets) the following areas covered under "Regular Classroom Instruction".

Figure 2. Breakdown of Regular Classroom Instruction Expenses

Regular Classroom Instruction	Description	Corresponding Fee Schedule Category
Core and Elective Courses	**Kindergarten Curriculum:** Curriculum lessons and assessments aligned with state standards to include hands-on and virtual content covering the foundations of reading, writing, social studies, science, math, physical education, art, and educational technology and online learning. Curriculum supplements include digital and interactive resources, instructional tools, books, and learning supplies (e.g., manipulatives, art kit, science kit).	Tangible and Intangible Instructional Materials
	Grades 1-5 Core Curriculum: Curriculum lessons and assessments aligned with state standards that build on foundational skills and provide scaffolded support in reading, writing, social studies, science, math, physical education, art, and educational technology and online learning. Curriculum supplements include digital and interactive resources, instructional tools, books, and learning supplies (e.g., manipulatives, art kit, science kit, yoga DVD).	
	Grades 6-8 Core Curriculum: Curriculum lessons and assessments aligned with state standards to support students as they sharpen and strengthen their knowledge and skills in language arts, math, social studies, science, art, health, and physical education. Focus on the 4 Cs (communicating, collaborating, and critical and creative thinking) is embedded throughout the core and elective courses. Curriculum supplements include digital and interactive resources, texts, and instructional tools.	
	Grades 9-12 Core Courses: Curriculum lessons and assessments aligned with state standards to provide students a rigorous, flexible, and personalized learning experience in English, math, history, and science. Many core courses have both Honors and Foundations levels to provide scaffolding or enrichment to support student learning.	

Regular Classroom Instruction	Description	Corresponding Fee Schedule Category
	Grades K-5 Elective Courses: Curriculum lessons and assessments of elective courses for students in grades K-5. Electives may include Chinese, Spanish, music, home life, sign language, and Webquest (data collection in environmental science). Elective courses allow students to explore languages and music and engage in project- based learning.	
	Grades 6-8 Elective Courses: Curriculum lessons and assessments of elective courses for students in grades 6-8. Electives may include business keyboarding, introduction to entrepreneurship, music, Chinese, Spanish, home life, sign language, and Webquest (data collection in environmental science). Provides students with an introduction to business and entrepreneurship, as well as instruction in the humanities supports the efforts in making students college and career ready.	
	Grades 9-12 Elective Courses: Curriculum and assessments of elective courses for students in grades 9-12. Electives may be provided in business management, English, health and physical education, math and science, social studies, technology and engineering, visual and performing arts, world languages, and student development. Additionally, 35 Career Technology Education (CTE) courses may be offered to students, allowing them to take courses that align with national career clusters and pathways.	
Career Technology Education (CTE) Courses	Over 30 CTE courses may allow students the opportunity to take courses that fulfill pathway requirements in 11 out of 16 national career clusters. Interactive presentations, real-world activities and assignments, career connections, and an online study guide are the tools to help students prepare for college and beyond.	Tangible and Intangible Instructional Materials

Regular Classroom Instruction	Description	Corresponding Fee Schedule Category
Clubs and Activities	• Provide students with opportunity to gather with peers to discuss, investigate, and collaborate about topics of interest • Facilitate national clubs and special events each year, including student publications such as Pens and Lens, the Monitor Newspaper, and the Connections Cookbook • Publish and distribute the weekly Clubs and Activities E-Newsletter to students, Caretakers, teachers, and staff • Oversee and manage the Yearbook, which includes text, images, and videos submitted by students, staff, and yearbook representatives from ARCA. Submissions also include school field trips, events, and graduation ceremonies.	Tangible and Intangible Instructional Materials
Talent Networks	• Promote opportunities and create awareness of the Talent Networks for middle and high school students involved in competitive sports, visual and performing arts, and STEM courses • Oversee and manage the application process for Talent Networks including virtual open houses, school communications, and support for caretakers and students • Facilitate a vast number of special events, competitions, collaborative projects, and LiveLesson sessions for Talent Network students • Work closely with students as they network and communicate with peers and professionals in their fields of talent • Plan and manage enrichment activities include guest presentations, artists and athletes in residence, lettering in their Talent Network, and long-range collaborative projects designed to solve real-life problems or demonstrate areas of expertise	Tangible and Intangible Instructional Materials

Regular Classroom Instruction	Description	Corresponding Fee Schedule Category
Connexus Education Management System (EMS)	• Provide Connections' proprietary education management system, Connexus, which is a combination of a learning management system, student information system, and communication tool. Connexus creates a rich, vibrant virtual classroom experience that allows parents, teachers, and students to work together in a supportive environment. The comprehensive, reliable, and user-friendly system guides students through a rigorous curriculum in a way that also meets their individual learning needs. Students and parents are able to access the school 24/7/365 from any Internet connection. Connexus delivers every assignment and tracks every activity (whether conducted online or offline) while monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge, all under the watchful eye of administrators, teachers, and Learning Coaches. Connexus operates within a secure, robust technology infrastructure protecting data from loss and intrusion while maintaining a safe environment. Students and Learning Coaches will access Connexus to organize, document, and interact, ensuring an unprecedented level of time-on-task documentation. All new releases and updates of Connexus will be automatically provided.	Connexus Annual License
LiveLesson (Online Classroom)	• Provide LiveLesson sessions which are unique, interactive tools that allow teachers to create and lead the real-time, lively interactions of a traditional classroom, but in an online setting	Connexus Annual License
Staff Instructional Technology and Software	• Provide staff with use of computers and necessary software including shipping & handling, technical support, repairs, and replacement if necessary	Hardware/Software - Employees
Student Instructional Technology, and Software	• Provide for student use of a computer pre-imaged with necessary software including shipping & handling, technical support, repairs, and replacement if necessary	Student Technology Assistance - Desktop
Supplemental Instructional Support Programs	• Provide for tiered supplemental instructional support programs including: Study Island, SkillsTutor™, Raz-Kids™, Reading Eggs, Reading Eggspress, Headsprout, Math-Whizz®, SuccessMaker® Math, SuccessMaker® Reading, Algebra 1 Math XL®, Algebra 2 Math XL®, and Geometry Math XL®	Tangible and Intangible Instructional Materials

Special Education - see budget line 47 (V-SE 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is $52,422.86 and revised 2016-17 amount is $104,845.71

Page 53 of the application lists (see bullets) the following areas covered under "Special Education".

Figure 3. Breakdown of Special Education Expenses

Special Education	Description	Corresponding Fee Schedule Category
Special Education Protocol Development	• Provide support services to assist school with developing state-specific Special Education Protocols (policies, procedures and protocols that comply with state and federal law and provide guidance in provision of special education services) • Receive and review school's Special Education Protocols and any modifications and amendments to ensure compliance with state procedures • Assist school with holding IEP meetings to adopt or amend incoming students' IEPs, utilizing proper notice procedures within 30 days, or fewer according to state law, of enrollment • Provide guidance or assistance to school in determining appropriate Assistive Technology, special education, and related services – ARCA will conduct an annual review if date is pending or overdue and document all information in Connexus	Special Education Oversight and Support
Special Education Training and Professional Development	• Provide professional development related to: adherence with policies, procedures and protocols that comply with state and federal law and provide guidance in provision of FAPE in each student's LRE, documentation procedures in Connexus, and providing education suitable for student including direct instruction • Provide curriculum, including curriculum for alternatively assessed students • Train Manager of Special Education and teachers on recommended instructional model • Provide support with determining how to modify general education curriculum	Special Education Oversight and Support
Special Education Oversight and Compliance Support	• Monitor compliance including monthly reports and periodic onsite reviews • Provide training and compliance newsletter for ARCA Manager of Special Education	Special Education Oversight and Support

Special Education	Description	Corresponding Fee Schedule Category
IEP Management Software and Support	• Provide software used for creating and managing Individualized Education Plans (IEPs) and special education information • Assist school in maintaining compliance with both IDEA and state specific requirements for IEP documents	Special Education Oversight and Support
Assistive Technology Procurement	• Coordinate the purchase of assistive technology including: screen readers, text readers, dictation software, touch screens, large monitors, FM systems, physical mounts for technology, Braille and large print books.	Special Education Oversight and Support
Special Education Service Provider	• Coordinate vendor selection, contracting, invoice review, and payment.	Special Education Oversight and Support
Accessibility Support	• Provide equality of opportunity to the greatest number of people, including people with disabilities • Create a culture of access for inclusive learning • Provide programs, products, and services that are usable by persons with disabilities • Develop solutions to remove barriers to a student's opportunity to learn and ability to demonstrate that learning • Support school in the implementation of students' IEPs or Section 504 plans that call for assistive technology and accessibility supports • Maintain an Accessibility Hotline (888-639-5960) and Accessibility email box (accessibility@connectionseducation.com) for students and families to contact for immediate support. • Provide processes for providing Closed Captioning and ASL translation to students and families • Coordinate with local agencies for in-person assistive technology training	Special Education Oversight and Support

Special Education	Description	Corresponding Fee Schedule Category
504 Plan Guidance	• Provide guidance as needed • Review periodically Section 504 plans during school audit visits • Work with special education leaders to train special education teachers/Section 504 coordinators in developing Section 504 plans • Conduct a review of the Section 504 plan if student is not making progress towards IEP goals • Determine how to assist student to make progress • Seek guidance from Student Services representative as needed • Conduct assessments and testing necessary to assist in determining how to provide FAPE to student within state timelines	Special Education Oversight and Support
At-Risk Population Support Services	• Coordinate identification and tracking of At-Risk students based on specific criteria set by the school • Support intervention efforts. • Support ARCA with the three potential tiers of interventions available for At-Risk students. If Tier 1 intervention is insufficient to make progress, the student will be referred to the School Prevention, Review, and Intervention Team (SPRINT) composed of teachers and administrators for additional determination of need and intervention. Students will then be assigned to an intervention teacher who will provide additional interventions and monitor progress. The primary difference between Tier I, Tier II, and Tier III instruction is the frequency and intensity of the interventions and can include one-on-one lessons or more targeted lessons depending on the students' needs. Tier III interventions are designed to address instructional needs of students who required additional support mastering Essential Skills and Standards.	Special Education Oversight and Support
Homeless and Migrant Support	• Assist ARCA with enrolling, identifying, and supporting students who are eligible under the McKinney Vento Act • Facilitate enrollment through alternative proof of residency options	Special Education Oversight and Support
School Counseling Support	• Provide college counseling including Clubs and College Counseling Newsletter • Monitor child welfare and support critical tasks in the school counseling calendar	Special Education Oversight and Support

Gifted and Talented Program - see budget line 61 (V-GT 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is $88,075.50 and revised 2016-17 amount is $177,294.45

Pages 52-53 of the application list (see bullets) the following areas covered under "Regular Classroom Instruction" and "Special Education".

Figure 4. Breakdown of Gifted and Talented Program Expenses

Gifted and Talented	Description	Corresponding Fee Schedule Category
Gifted and Talented Curriculum	Curriculum lessons, assessments, and enrichment material that align with state standards and provide gifted students with compacted content, enrichment opportunities, project-based learning, and inquiry-based exploration. Curriculum supplements include digital and interactive resources, texts, and instructional tools.	Tangible and Intangible Instructional Materials
Advanced Placement® (AP) courses	AP courses approved by College Board that may include the arts, STEM, social sciences, and humanities. Courses include college-level resources, references, and research opportunities, as well as practice activities and tests to prepare students to take the AP tests in the spring.	Tangible and Intangible Instructional Materials
Gifted Program Support	• Support identification, placement and instructional strategies for gifted students • Provide professional development for cohorts of GT Leads, GT teachers, and AP teachers	Special Education Oversight and Support

English Language Learner Program - see budget line 89 (V-ELL 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is $14,297.14 and revised 2016-17 amount is $28,594.29

Page 53 of the application lists (see bullets) the following areas covered under "Special Education".

Figure 5. Breakdown of English Language Learner Program Expenses

English Language Learner	Description	Corresponding Fee Schedule Category
ELL Support (provided by ESOL/TESOL certified leaders and teachers)	• Provide oversight, training (Sheltered Instruction Observation Protocol), translation services for IEP and ELL documents, and translators at IEP meetings and parent contacts • Provide instructional materials for English Language Learners	Special Education Oversight and Support

Fiscal Services - see budget line 145 (V-FS 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is $97,776.75 and revised 2016-17 amount is $195,553.50.

Page 53 of the application lists (see bullets) the following areas covered under "Fiscal Services".

Figure 6. Breakdown of Fiscal Services Expenses

Fiscal Services	Description	Corresponding Fee Schedule Category
School Financial Services	• Provide school accounting and general ledger maintenance, annual budget development, bank reconciliations and cash management functions • Prepare monthly reforecast/financial statement deliverables • Monitor state funding and state fiscal reporting (annual financial reports, program specific reporting, etc.) • Monitor budget and prepare budget revisions • Develop and monitor fiscal policy • Support ARCA Board (monthly financial presentation, periodic treasurer training) • Support ARCA during audits (annual external audits, state programmatic audits, federal grant audits) • Monitor federal and state fiscal compliance • Support grant accounting/tracking • Assist with preparation of grant budgets • Prepare grant reimbursement requests • Manage tax and other financial filings • Provide ad hoc analysis to support legislative initiatives	Accounting and Regulatory Reporting

Fiscal Services	Description	Corresponding Fee Schedule Category
Federal Programs Support	• Ensure funding opportunities are maximized, awards are approved in a timely manner, and programmatic and fiscal requirements are met for Title 1, IIA, III and/or IDEA funding. • Apply for funds • Determine and ensure completion of all related requirements (time/effort, parent notifications, parent involvement policy/compact, fiscal policies and internal controls, homeless policies, procedures documents) • Provide oversight and technical assistance for external audits/monitoring visits • Identify students who can be serve • Ensure funds are allocated in an allowable manner both based on federal/state guidelines as well as Connections' requirements, tracking expenses, acquiring and renewing • Register for DUNS/SAM as required.	Accounting and Regulatory Reporting
Payroll	• Process payroll • Calculate teacher pro-rations based on school pay calendar for new hires, position changes, terminations and leaves of absence • Manage and track payroll adjustments from multiple systems, including: stipends, special payments, teacher summer hours, benefits and leave of absence adjustments • Manage pension reporting and funding • Administer 403b plan • Remit withholdings and process annual census • Register with state and local taxing authorities and research tax notices/inquiries • Provide support for workers compensation and other audits	Human Resources Support
Accounts Payable	• Establish expense reimbursement and disbursement policies that adhere to state specific guidelines • Maintain web-based expense reporting system and train and support school employees on its usage • Audit expense reports for compliance with established polices • Support school audits by providing invoice copies and other supporting data.	Treasury Services

Fiscal Services	Description	Corresponding Fee Schedule Category
Cash Flow Protection	• Protect the school from cash flow volatility by awaiting reimbursement of Connections charges until the school has the funds available to make payment and by allowing the school to pay in installments	Treasury Services
School Business Support	• Provide a broad range of school business needs such billing, reimbursement requests, and the management of third party providers (e.g., E-Rate and Medicaid reimbursement programs)	Accounting and Regulatory Reporting
Internet Subsidy Management and Payment Processing	• Provide subsidy to households for Internet service. Eligible households, actively enrolled at the time of disbursement, receive subsidies in the form of a pre-paid debit card • Make payments to households quarterly	Internet Subsidy Payment Processing

Maintenance and Operation - see budget line 159 (V-MO 1) - Connections Academy of Arkansas, LLC in Attachment 6 Revised 2015-16 amount is $105,000 and revised 2016-17 amount is $195,000.

Page 53 of the application lists (see bullets) the following areas covered under "Maintenance and Operations".

Figure 7. Breakdown of Maintenance and Operation Expenses

Maintenance and Operation	Description	Corresponding Fee Schedule Category
Systems Administration	• Configure and support SharePoint Site Configuration, Microsoft Active Directory Administration, Email Administration through Microsoft Exchange, Microsoft Lync hosting and support; scanner/copier installation, and other initiatives as requested.	Facilities Support Services
Telecommunications Support	• Plan and design new sites/relocation including requirements gathering, site surveys, vendor coordination, phone system, equipment ordering and installation, circuit ordering and coordination of installation, programming/testing, and training. • Provide ongoing support including moves/adds/changes, troubleshooting and repairs, system upgrades, maintenance of spare inventory, capacity planning and analysis/ordering of additional circuits/lines/equipment and vendor coordination.	Facilities Support Services
Networking & Internet Connectivity	• Design, procure, setup, and maintain Local Area Network, wireless connectivity, Internet service provider installation and maintenance, and firewall security services	Facilities Support Services
MIS Help Desk	• Provide ongoing technical support for all staff, students, and caretakers.	Technical Support and Repairs

Maintenance and Operation	Description	Corresponding Fee Schedule Category
Facilities Support Services	• Identify facility • Assist in the negotiation of a lease • Equip facility • Ensure facility has the necessary infrastructure to support the required computer network • Bring facility into compliance with all building, zoning, and health and safety requirements. Construction Phase: 1. Produce/revise test fits and floor plans 2. Manage resources, vendors, architects and contractors 3. Manage project cost and schedule 4. Manage inspection and variance environment, obtain occupancy certificates 5. Manage Landlord and Board Attorney communications and compliance Occupancy Phase: 1. Order supplemental equipment, furniture, and supplies as needed 2. Manage security, safety, and maintenance of vendors/contractors 3. Respond to and handle all emergency/disaster scenarios 4. Manage vendor/contractor invoices 5. Manage Landlord communications and compliance Shutdown Phase: 1. Manage personnel moves 2. Manage site shutdown activities 3. Manage project cost and schedule 4. Manage inspection and variance environment, obtain occupancy certificates 5. Manage Landlord communications and walk-throughs	Facilities Support Services
Insurance/Risk Management Support	• Ensure compliance with all state, local, and district insurance requirements • Maintain appropriate levels of property coverage in the event of a catastrophic loss to the school facility • Maintain adequate coverage for claims against school personnel and workers compensation policies	Facilities Support Services
Purchasing Support	• Support school purchasing needs related to supplies, technology, facilities, equipment, vendor contracts, and miscellaneous items	School Administration

Connections Standard Fee Schedule can be found in Attachment 16 of the original application.

Figure 8. Fee Schedule Categories aligned to Charter Application Budget Categories

Fee Schedule Category	Charter Application Budget Category
Educational Resource Center	Administration
Connexus Annual License (EMS)	Regular Classroom Instruction
Technical Support & Repairs	Maintenance and Operations
Accounting and Regulatory Reporting	Fiscal Services
Hardware/Software - Employees	Regular Classroom Instruction
Human Resources Support	Administration
School Curriculum Supplies	Regular Classroom Instruction
Facility Support Services	Maintenance and Operations
Student Technology Assistance - Desktop	Regular Classroom Instruction
Internet Subsidy Payment Processing	Fiscal Services
Enrollment and Records Management	Administration
Curriculum Postage	Regular Classroom Instruction
Tangible and Intangible Instructional Materials	Regular Classroom Instruction, Gifted and Talented
Treasury Services	Fiscal Services
Marketing Services	Administration
School Administration	Administration
Special Education Oversight and Support	Special Education, Gifted and Talented Program, English Language Learner Program

ATTACHMENT 3
LETTER FROM CRYSTAL BRIDGES

CRYSTAL BRIDGES
MUSEUM OF AMERICAN ART

July 20, 2015

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

To whom it may concern:

Crystal Bridges Museum of American Art supports fine arts education in Arkansas and beyond through its education outreach efforts.

As part of this mission, we have met with Arkansas Connections Academy and heard about their efforts to extend learning opportunities statewide through an online public charter school program. We see potential for innovative collaboration between our two programs, particularly as Crystal Bridges explores online education programs to reach all students, particularly those who are rural or disadvantaged.

Crystal Bridges is currently piloting a fully-online art course that incorporates U.S. history, the visual arts, and career education. This first-of-its-kind course can be delivered by online providers, possibly including Arkansas Connections Academy, to increase student learning and career exploration in these areas. The course should be available for the 2016-17 school year when Arkansas Connections Academy hopes to open and we have been in contact with their curriuculum department to explore whether the course will be compatible with their systems.

We would also be happy to work with Arkansas Connections Academy to plan fun and educational in-person field trips throughout the year. These field trips will be excellent opportunities to meet other parents, students, and teachers face-to-face, and to supplement learning presented in students' lessons.

Sincerely,

Anne Kraybill
Director of Education and Research in Learning
Crystal Bridges Museum of American Art

ATTACHMENT 4
MATH INITIATIVES

CONNECTIONS EDUCATION COMPREHENSIVE MATH INITIATIVE

CURRICULUM • INSTRUCTION • ASSESSMENT • RESEARCH • DATA ANALYTICS

Mission

The mission of Connections Education and the schools it supports is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program.

Virtual School Students and Math

Connections supported schools provide students and families with an alternative to traditional brick-and-mortar schooling when they are seeking a different type of learning environment. In addition to supporting students who may be looking for more challenge, students attend virtual school because they have struggled (for a variety of reasons) in their previous school. A significant percentage of students who enroll in Connections supported schools are behind in math and need intensive learning supports to catch up to their grade level peers. In addition, many students start the school year at a traditional school and make the decision to enroll in an online school after the school year has started. Our data indicates that students who enroll late often struggle to maintain their grades which is evident in math performance.

- 35% of new students who enrolled in a Connections supported school during the 2013-2014 school year were not proficient in math the previous year.
- 37.4% of students who enrolled in a Connections supported school during the 2013-2014 school year enrolled after the first day of school.

Supporting Increased Math Performance

Connections Education is addressing math in a comprehensive manner ensuring that all perspectives, from student, teacher, and parent, are included:

- Curriculum & Instruction: Connections Education curriculum is aligned to the most current state standards; instructional activities and assessments align to how students are being asked to demonstrate their learning.
- Data Analytics & Assessments: Real-time data is used to actively engage students in the learning process, ensuring students' current performance levels are monitored, and identifying student and teacher behaviors that support learning and mastery to improve practices.
- Research and Support Programs: Learning sciences, cognitive sciences and research based practices are applied to the development of curriculum and instructional activities, and to the development of support programs, which include student engagement and resources, continuous teacher professional development, and instructionally focused parent support programs.

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Recent Initiatives to Improve Math Performance

Systematic Response to Intervention Program

Connections Education recently implemented a systematic response to intervention program to ensure all students are receiving timely and effective instructional support, and that their performance is being actively monitored. Students who struggle with the core reading and math curriculum are assigned appropriate instructional interventions targeted to their greatest area of need.

Multi-Year Professional Development for Teachers

Research indicates that the single most important factor affecting student achievement is the teacher, and that sustained and professional learning for teachers is related to student-achievement gains. A systematic multi-year professional learning plan for teachers, initiated in 2013-2014, is aligned to learning science research, data–driven instructional practices, and the results of data analysis by Connections Education. Examples of professional learning session topics and student performance meetings include:

- Are My Students Learning? Knowing When and How to Intervene
- Unlocking Math in a Virtual World
- Teaching Children with Learning Differences
- Weekly Interdepartmental Math Student Performance Committee Meetings

New Algebra I Course & Enhancements to All K-12 Math Courses

During the 2014-2015 school year, an enhanced Algebra I course was piloted in several Connections supported schools; and was based on learning science research and student performance data analytics. All math courses through Algebra 2 have been updated to include these same enhancements for the school year. Enhancements include:

- self-reflection components that require students to assess their mastery of prerequisite skills and additional targeted activities that provide opportunities to explain mathematical thinking
- review and practice activities that target prerequisite skills and improve memory
- expanded assessment question types, such as practice interactives and widgets, that require students to demonstrate learning in alignment with Next Generation Assessments
- opportunities to evaluate student understanding of new concepts prior to taking an assessment

Math Efficacy Research

The results of Connections Education math research studies, in collaboration with Pearson, will inform additional curriculum enhancements, instructional resources, and teacher professional development. Areas of study include:

- The impact of working memory training on math performance
- The impact of increased teacher and student understanding and engagement in math metacognitive practices (thinking about math) on student math performance
- The impact of specific math interventions on student math performance
- The relationship between teacher feedback (type and quantity) on student math performance

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ATTACHMENT 5

PLANNING INSTRUCTION AND SERVICES FOR ELL STUDENTS

Arkansas Connections Academy (ARCA) Services for English Language Learners

Planning Instruction and Services for ELL Students						
	Level 1	Level 2	Level 3	Level 4	Level 5	Monitoring
ELPA Levels	Pre-functional	Beginning	Intermediate	Advanced	Fully English Proficient	
Gen Ed LL Attendance	ELLs must attend all English Language Arts LiveLesson® sessions					Consultation with student, family, and teachers four times per year
ELL Services Via LiveLesson® session	2x 60 or 4x30 minutes weekly	1x60 or 2x30 minutes weekly	Intervention to address target area(s) 1x30 minutes weekly	Intervention to Target Area(s) 1x30 minutes twice monthly	Intervention to Target Area(s) 1x30 minutes monthly	
	*** If additional intervention is assigned as well, coordinate to total 5 days per week (i.e., if Raz-Kids 2x per week, assign SuccessMaker 3x week).*					
SISP Enrollment for ELA (reading, writing, speaking listening	Interventions if appropriate (consider age and grade level): 1.) Reading Eggs 2.) Raz-Kids 3.) SkillsTutor 4.) Study Island 5.) SuccessMaker 6.) Write To Learn			<u>Reading</u> (consider age and grade level): 1.) Reading Eggs 2.) Raz-Kids 3.) SkillsTutor 4.) Study Island 5.) ESL ReadingMate/Smart 6.) SuccessMaker		

ATTACHMENT 6
SIOP OVERVIEW

THE SIOP® MODEL

Sheltered Instruction Observation Protocol
Professional Development

Eight Components

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review and Assessment

For more information, please visit the Pearson SIOP website.

ARKANSAS CONNECTIONS ACADEMY

SUMMARY

Arkansas Connections Academy

Sponsoring Entity: **Arkansas Connections Academy, Inc.**

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

Grade Levels: **K-12**

Grade Levels and Enrollment Cap:

School Year	Grade Levels	Maximum Enrollment
2016-2017	K-9	600
2017-2018	K-10	1,200
2018-2019	K-11	2,000
2019-2020	K-12	2,500
2020-2021	K-12	3,000

Address of Proposed Charter: **609 SW 8th Street**
Bentonville, AR 72712

Mission Statement:

Arkansas Connections Academy (ARCA) will offer families throughout the state access to a quality education by providing the personalized learning inherent in a high quality online school. ARCA will provide a complete public school experience for students in grades K-12 focusing on the students' academic growth, social and emotional needs, and post-secondary goals.

The school will embody multiple hallmarks of excellence: a rigorous curriculum aligned to the Arkansas Curriculum Frameworks; licensed teachers actively engaged with students and families; and an educational management system designed to provide accountability through data collection, analysis, and reporting.

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

Bentonville School District

26.09 % free and reduced-price lunch (2014-2015)

Needs Improvement District (ESEA 2014) - Literacy, Mathematics, and Graduation Rate

Documentation Provided in Support of the Charter

Letters of Support Included in Application

Samantha Lesher	Parent
Kristi Rhodes	Parent
Marsha McCarver	Parent
John F. Watson,	Evergreen Education Group
Michael B. Horn, and	Clayton Christensen Institute
Tom Vander Ark	Getting Smart

Additional Letters of Support on File in the Charter Office

Anne Kraybill	Crystal Bridges
Carla and Eric Hartwell	Parents
James and Brenda High	Parents
Deanna High	Student
Bruce Selvog	Parent
Emily Moore	Parent
Melinda M. Beers	Parent

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

C6: SCHEDULE OF COURSES OFFERED

It remains unclear what gifted and talented courses will be offered and who will teach them.

C8: CURRICULUM ALIGNMENT

The information does not provide assurance that courses/materials are completely aligned with the Arkansas Curriculum Frameworks.

CHARTER INTERNAL REVIEW COMMITTEE REVIEW AND APPLICANT RESPONSES

Arkansas Connections Academy

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

- Explain the discrepancies as the mission statement, key programmatic features, curriculum description, ALE and gifted discussion, and teacher staff qualifications sections of the application state that teachers will be licensed, but the applicant requests a waiver of teacher licensure requirements. Included in the explanation of the licensure waiver request is the statement, "ARCA estimates that over 90% of course enrollments will be taught by Arkansas-licensed staff, as this is a goal jointly shared by the Board and Connections."

Applicant Response:

ARCA teachers will all be licensed educators. ARCA is requesting waivers of teacher licensure requirements so that some classes that would otherwise not be able to be offered to ARCA students may be taught by teachers who are licensed in states other than Arkansas. All teachers will be subject to required background checks and the Code of Ethics for Arkansas Educators, regardless of state licensure.

This arrangement would allow ARCA to offer more courses from Connections' catalog while maintaining the teacher quality indicated by state licensure. There may be courses for which an Arkansas-licensed teacher cannot be identified or courses with lower student interest (e.g., AP courses and advanced and low incidence world languages, CTE courses, and electives). In such instances, ARCA could still offer these courses using the resources of Connections' private school (iNACA), which employs teachers who are licensed in the states they reside.

ARCA anticipates these instances would affect very few students and only for the better, as students could enroll in courses that would not otherwise be offered. ARCA estimates over 90% of course enrollments, or 9 out of 10 seats in courses, will be taught by a teacher licensed in Arkansas. For example, if 500 students enroll in six courses each (3,000 total course enrollments), no fewer than 2,700 of those course enrollments (90% of 3,000) would be taught by a teacher licensed in Arkansas.

If these teacher licensure waivers are not granted, all ARCA teachers will be Arkansas-licensed. This would not affect the viability of the ARCA program but would limit some of the courses available to students.

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

Concerns and Additional Questions

- Provide the number of attendants for the nine online and 12 in-person information sessions held in addition to the six discussed.

Applicant Response:

In addition to the six attendants at the Bentonville public hearing and three attendants at the North Little Rock public hearing, two people attended in-person information sessions and one attended an online information session. The recording of the online information session remains available for interested families.

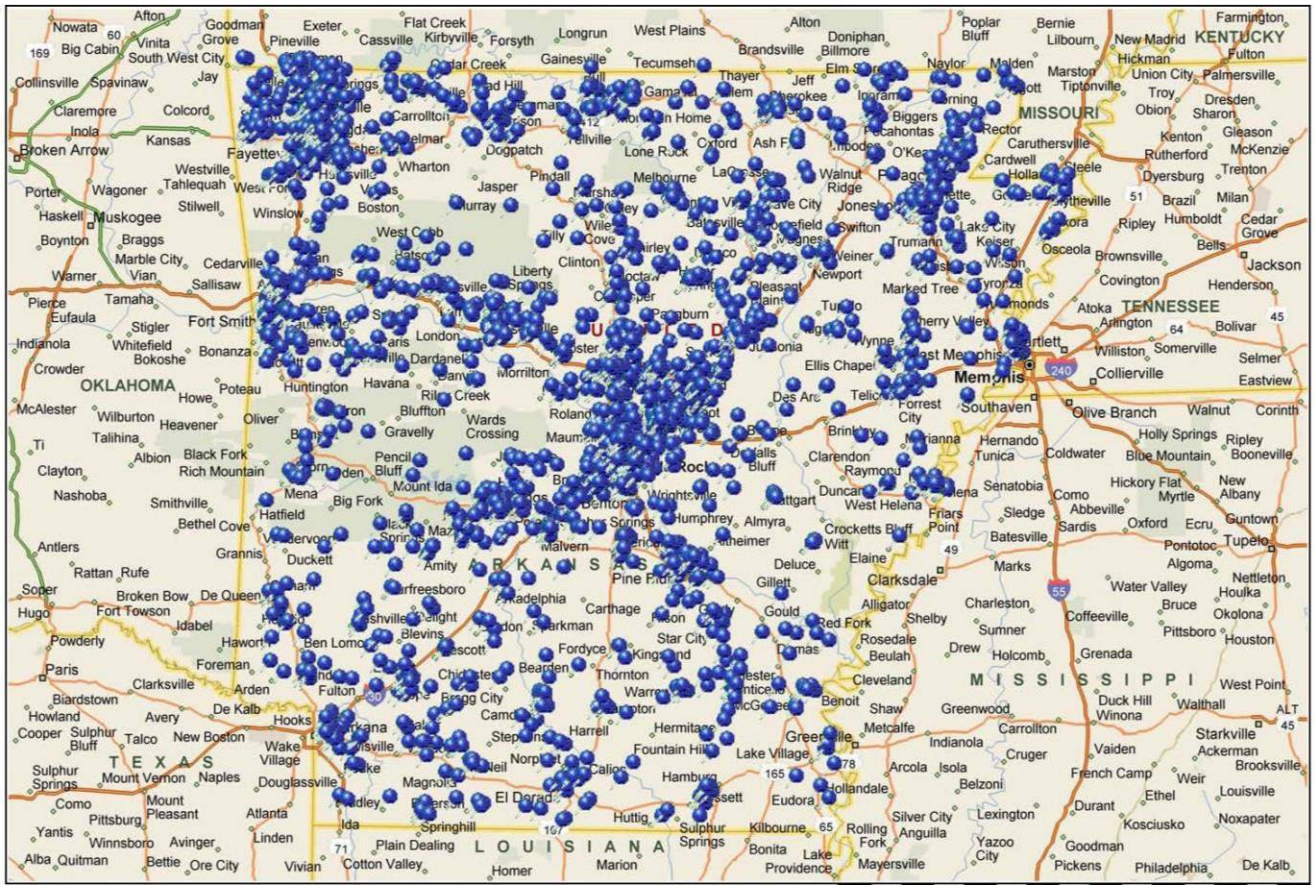
Connections' experience in other states is that information sessions, though initially attended sporadically, are vital to community outreach efforts. Attendance at information sessions typically increases once presenters are able to offer school enrollment, rather than the possibility of a school in the future. Word of mouth spreads quickly among parents seeking educational alternatives and a single attendee often leads to several other families who want to know more.

ARCA has provided information to families through various other channels as well. The ARCA

Facebook page has 111 followers and ARCA has received 11 letters of support, which are available upon request. Additionally, over 3,000 families across Arkansas have registered on Connections' website to learn more. Families who choose not to register on the website can still learn about Connections' curriculum, accreditation, and parent satisfaction through the website as well as use tools such as Contact a Parent, Contact a Teacher, and browse the Connections Program Guide.

A map of those families who have registered is included in Figure 1, demonstrating strong interest across Arkansas. ARCA will continue to offer online and in-person information sessions throughout the state to reach these and other families.

Figure 1. Locations of Interested Families


KENTUCKY
MISSOURI
TENNESSEE
MISSISSIPPI
OKLAHOMA
TEXAS
LOUISIANA
ARKANSAS
Memphis
Little Rock
Fort Smith
Jonesboro
Pine Bluff
Texarkana
Clarksdale
Southaven
Olive Branch
Collierville
Bartlett
Arlington
Atoka
Brownsville
Covington
Henderson
Jackson
Milan
Humboldt
Dyersburg
Rutherford
Kenton
Union City
Hickman
New Madrid
Fulton
Palmersville
Dresden
Sharon
Obion
Troy
Tiptonville
Marston
Malden
Naylor
Poplar Bluff
Bernie
Lilbourn
Farmington
Gleason
McKenzie
Trenton
Brazil
Ripley
Cedar Grove
Bells
Osceola
Lake City
Swifton
Jonesboro
Paragould
Walnut Ridge
Piggott
Corning
Rector
Caruthersville
Cardwell
Holland
Steele
Senath
Kennett
Hayti
Portageville
Marked Tree
Tyronza
Monette
Harrisburg
Lepanto
Trumann
Keiser
Wilson
Newport
Weiner
Wynne
Turrell
Earle
Marion
West Memphis
Ellis Chapel
Des Arc
Telico
Forrest City
Marianna
Hernando
Tunica
Coldwater
Holly Springs
Ripley
Booneville
Blue Mountain
Hickory Flat
New Albany
Myrtle
Como
Abbeville
Oxford
Ecru
Guntown
Tupelo
Pontotoc
Algoma
Nettleton
Houlka
Okolona
Houston
Pittsboro
Water Valley
Bruce
Coffeeville
Grenada
Holcomb
Drew
Sumner
Charleston
Alligator
Shelby
Rosedale
Beulah
Cleveland
Duck Hill
Winona
Walthall
West Point
Starkville
Ackerman
Brooksville
Weir
Louisville
Ethel
Durant
Kosciusko
Noxapater
Goodman
Pickens
Philadelphia
De Kalb
Lexington
Silver City
Anguilla
Rolling Fork
Yazoo City
Mayersville
Indianola
Cruger
Vaiden
French Camp
Arcola
Isola
Belzoni
Hollandale
Greenville
Metcalfe
Greenwood
Carrollton
Benoit
Shaw
Gunnison
Lake Village
Eudora
Kilbourne
Bonita
Lake Providence
Sulphur Springs
Huttig
Hamburg
Crossett
Fountain Hill
Hermitage
Harrell
Stephens
Camden
Chidester
Bearden
Thornton
Fordyce
Star City
Kingsland
Sparkman
Carthage
Gould
Red Fork
Deluce
Gillett
Elaine
Witt
Crocketts Bluff
Friars Point
Batesville
Sledge
Senatobia
Duncan
West Helena
Clarendon
Raymond
Brinkley
Wheatley
Ellington
Almyra
Humphrey
Wrightsville
Roland
Maumelle
Benton
Bryant
Malvern
Amity
Prescott
Nashville
Gurdon
Okolona
Blevins
Hope
Emmet
Ozan
Patmos
Washington
Hatfield
Mena
Big Fork
Mount Ida
Pencil Bluff
Gravelly
Wards Crossing
Bluffton
Rilla Creek
Havana
Morrilton
Dardanelle
Ola
Russellville
London
Paris
Ozark
Alma
Van Buren
Fort Smith
Greenwood
Mansfield
Waldron
Hartford
Huntington
Poteau
Howe
Heavener
Oliver
Wilburton
McAlester
Talihina
Albion
Black Fork
Rich Mountain
Smithville
Bethel Cove
Grannis
Duckett
Antlers
Rattan
Rufe
Soper
Broken Bow
De Queen
Fort Towson
Hugo
Idabel
Powderly
Hawori
Ben Lomond
Foreman
Paris
Clarksville
Arden
Fulton
Biardstown
Howland
Avery
De Kalb
Cooper
Sulphur Bluff
Talco
New Boston
Hooks
Wake Village
Douglassville
Sulphur Springs
Mount Vernon
Naples
Como
Mount Pleasant
Pittsburg
Yantis
Winnsboro
Avinger
Alba
Quitman
Bettie
Ore City
Linden
Atlanta
Vivian
Cotton Valley
Plain Dealing
Springhill
Ida
Ladelphia
Harrisburg
Tilly
Cove
Wiley
Marshall
Jasper
Murray
Boston
Winslow
Pindall
Dogpatch
Lone Rock
Oxford
Ash Flat
Melbourne
Calico Rock
Norfork
Norphlet
Neil
Magnolia
Hadley
El Dorado
Springhill
Huttig
Sulphur Springs
Kilbourne
Bonita
Lake Providence
Homer
Marion
Cotton Valley
Vivian
Plain Dealing
Springhill
Ida
Hadley
Magnolia
Norphlet
Calico Rock
Fountain Hill
Hamburg
Crossett
Eudora
Hollandale
Arcola
Isola
Belzoni
Indianola
Cruger
Vaiden
French Camp
Ethel
Durant
Kosciusko
Noxapater
Louisville
Weir
Brooksville
Starkville
Ackerman
Walthall
Duck Hill
Winona
West Point
Grenada
Holcomb
Drew
Sumner
Charleston
Alligator
Shelby
Rosedale
Beulah
Cleveland
Benoit
Shaw
Greenwood
Carrollton
Metcalfe
Greenville

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

Concerns and Additional Question

- Explain the discrepancies as the mission statement, key programmatic features, curriculum description, ALE and gifted discussion, and teacher staff qualifications sections of the application state that teachers will be licensed, but the applicant requests a waiver of teacher licensure requirements. Included in the explanation of the licensure waiver request is the statement, "ARCA estimates that over 90% of course enrollments will be taught by Arkansas-licensed staff, as this is a goal jointly shared by the Board and Connections."

Applicant Response:

Please see response to Part B Executive Summary.

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;
- 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

Concerns and Additional Questions

- Explain what is meant by "0.90 ratio of school results to state averages on the ACT Aspire."

Applicant Response:

The ratio of school proficiency rates to statewide proficiency rates on the ACT ASPIRE will be at least 0.90, signifying ARCA students are approaching a level of proficiency that is nearly equivalent to other Arkansas students.

Figure 2 highlights an example explaining the calculation of ratios of school proficiency versus state proficiency on state assessments. The example is based on actual data from Texas Connections Academy at Houston (TCAH) and the State of Texas for 2013-14 academic year state assessments in reading, math, and science.

Figure 2. Example of Calculating Ratios

Grade/Subject	TCAH # Tested	TCAH % Proficient	State % Proficient	Ratio
3rd grade Reading	95	73.7%	76.0%	0.97
4th grade Reading	137	77.4%	74.0%	1.05
5th grade Reading	225	89.3%	76.0%	1.18
6th grade Reading	245	86.5%	77.0%	1.12
7th grade Reading	334	83.5%	75.0%	1.11
8th grade Reading	374	96.5%	82.0%	1.18
English I	433	74.0%	72.0%	1.03
English II	476	75.0%	73.0%	1.03
Weighted Average for Reading – 2319 tested students				1.09
3rd grade Math	95	37.9%	70.0%	0.54
4th grade Math	138	54.3%	70.0%	0.78
5th grade Math	226	73.5%	79.0%	0.93
6th grade Math	244	77.5%	78.0%	0.99
7th grade Math	315	60.6%	67.0%	0.90
8th grade Math	331	84.0%	79.0%	1.06
Algebra I	420	72.0%	86.0%	0.84
Weighted Average for Math – 1,769 tested students				0.90
5th grade Science	220	65.0%	73.0%	0.89

8th grade Science	361	64.3%	70.0%	0.92
Biology	429	91.0%	93.0%	0.98
Weighted Average for Science – 1,010 tested students				0.94
Overall Weighted Average across all three subjects – 5,098 tested students				0.99

- Grade/Subject: Grade and subject area being tested
- TCAH # Tested: The number of students tested in this grade/subject area
- TCAH % Proficient: The percentage of TCAH students that scored proficient or higher.
- State % Proficient: The percentage of students statewide that scored proficient or higher.
- Ratio: Calculated by dividing TCAH % Proficient by State % Proficient
- Weighted Average: Average of all the individual tests, taking into the number of students tested. For example, English I has about three times the impact of 4th grade reading for the reading weighted average because there were about three times as many English I students tested compared to 4th grade reading students tested. Similarly, reading has more than twice the impact as Science in the overall weighted average because there are more than twice as many students testing in reading than in science.

- Discuss growth expectations for students performing below grade level who need accelerated growth to get on pace to graduate.

Applicant Response:

ARCA's expectations for students performing below grade level are the same as all other students, that they will become proficient in the academic standards. ARCA recognizes such students may need more than one year to achieve proficiency if they enroll more than one year behind and will also need additional support in order to meet these high expectations. This support may include individual tutoring on standards that have not been mastered, intervention programs with frequent process monitoring by teachers, or credit recovery options for students who may have previously failed a high school course.

The core academic program has mechanisms in place to identify students who are performing below grade level. Each student is given formative assessments throughout the school year. These assessments let the teachers know if the student is on track academically. If a student does not perform well on the pre-test, the teacher will be notified via real-time data on his or her teacher home page within Connexus showing that the student needs attention. (Intervention indicators are also triggered if the student does poorly on the state assessment. It will be important for the school to gather previous year's test scores and enter them into Connexus. The more data teachers have on previous performance, the better the decisions made for the students.) Teachers can assign interventions, set up tutoring, and create personalized plans to help their students achieve. Some of the interventions that teachers may choose to assign/monitor to increase students' success include SuccessMaker Math, Math-Whizz, Reading Eggs, Reading Eggspress, Think Through Math, SkillsTutor, Study Island, HeadSprout, Math XL, SuccessMaker Reading, and Raz-Kids.

- Confirm that alternative assessments will be used to assess students with disabilities, as outlined in Individualized Education Programs (IEPs).

Applicant Response: Alternative assessments will be used to assess students with disabilities, as outlined in Individualized Education Programs (IEPs). Examples of possible alternative assessments are the National Center and State Collaborative Alternate Assessment on Alternate Achievement Standards (NCSC (AA-AAS)) for students in grades 3-8 and 11 who meet the eligibility criteria and the Arkansas Alternate Portfolio Assessment in science for students in grades 5, 7, and 10.

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

- Explain when and how the curriculum will be modified to align with Arkansas Curriculum Frameworks.

Applicant Response:

English/Language Arts, math, science, and social studies courses for grades K-12 have already been aligned to the Arkansas Curriculum Frameworks. The alignments total hundreds of pages and therefore will be made available upon request. Alignments for electives will be completed by the end of 2015. All alignments will be completed well before the start of the inaugural school year.

Connections supports schools in many states and has extensive experience aligning courses to state-specific standards. In preparing to support ARCA, Connections mapped each course to the Arkansas Curriculum Frameworks. After an in-depth analysis of the alignments, any gaps between course content and state standards are addressed in one or more of the following ways: current courses are updated with units, lessons, activities, and/or assessments to meet the standards; a new course is built to meet the standards; and/or resources are shared with teachers to modify the existing courses to strengthen the alignments.

If a new course must be built, Connections will use the Arkansas Curriculum Framework to employ a "backwards mapping" approach. After an in-depth analysis of standards, the team identifies the types of assessments necessary to allow students to showcase their new understanding and demonstrate growth on essential skills and standards. Once evidence of mastery is determined, an assessment map is created to indicate the types of assessments to be used to monitor and evaluate performance on each standard. Curriculum designers then work backwards to design curriculum maps comprised of learning objectives, lesson activities, and digital and interactive resources that will lead students to successful mastery of concepts. Any gaps between course content and state standards are addressed

as described herein.

- Explain why all courses cannot be offered in first and second years of school operations given the online nature of the delivery.

Applicant Response:

ARCA will meet state requirements for courses offered at appropriate grade levels and will comply with Standards for Accreditation 9.03.2 (annual instruction content areas for grades K-4) and Standards for Accreditation 9.03.3 (annual instruction content areas for grades 5-8). ARCA is asking for a waiver from Standards for Accreditation 9.03.1.2 and 9.03.4 because the school will not initially serve all high school grades.

ARCA is impressed by Connections' catalog of courses but understands the exact courses offered at the school will depend on the number of students enrolled, the grade levels of enrolled students, and the number of staff hired as determined by mutual agreement of the Board, the Principal, and Connections.

Although these courses already exist in Connexus, courses require an assigned teacher in order to be offered at the school. Teachers are essential to high-quality online instruction and support students in the following ways:

- Communicate frequently with students and Learning Coaches; document and review all interactions.
- Modify lesson pacing, lesson content, and organizational routines to meet diverse instructional needs.
- Monitor and differentiate instruction based on student achievement, state requirements, and program expectations.
- Review, grade, and provide high-quality, personalized, and instructionally-focused feedback on student work.
- Provide immediate intervention to students who are struggling and adjust the intensity, frequency, and nature of interventions and enrichment based on student performance.
- Monitor student response to intervention regularly, document results, and follow the process for referring any students not making progress to the Student Support Team.

Therefore, due to staffing constraints, Connections' wide range of courses may not be fully offered during the first and second years of school operations. Granting ARCA's licensure and professional development waiver requests to allow teachers licensed in a state other than Arkansas to instruct ARCA students would help to alleviate this issue.

Regardless of the licensure and professional development waivers, ARCA’s initial high school cohort will have access to a full course load that will allow students to graduate on time under Smart Core requirements and by the start of this initial cohort’s 12th grade year, ARCA will offer all 38 required units, less any waived requirements.

- Explain what is offered in the first and second years to ensure that students on an accelerated pathway will be served.

Applicant Response:

ARCA intends to meet the needs of all students who enroll, including those on an accelerated pathway. To ensure accelerated students will be served, students will be able to take above grade level courses, gifted and talented course offerings (in grades 2-8), honors level courses (in grades 9-12), and AP courses (in grades 9-12). The Connections program is highly unique in that middle school students have previously been offered and completed courses as advanced as Algebra II. Online students have these opportunities without the typical challenge of transportation to a high school campus and concern about the age gap among students. Waiving teacher licensure and professional development requirements to allow instruction by teachers licensed in a state other than Arkansas will help ensure accelerated students have access to additional advanced courses.

ARCA is asking for a waiver from Standards for Accreditation 9.03.1.2 and 9.03.4 because the school will not initially serve all high school grades. However, advanced high school courses already exist in Connexus and may be made available to students. Should accelerated high school students wish to take above grade level courses, those courses will be offered pending ARCA Board and teacher approval.

Accelerated students will be identified during the formulation of their Personalized Learning Plans (PLP). During enrollment, Academic Placement Advisors and School Counselors will review students' past records and performance to place them in appropriate courses. The PLP will be developed collaboratively by the teacher, Learning Coach, and student to tailor curriculum and instruction. Throughout the year, teachers will monitor students' progress and adjust their learning programs to identify areas where students need to improve and areas in which they can build on their strengths.

Remaining issue: It remains unclear what gifted and talented courses will be offered and who will teach them.

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

- Explain which Connections courses have not been approved by the National Collegiate Athletic Association (NCAA) Eligibility Center and how this information is routinely conveyed to students, parents, and the community.

Applicant Response:

The NCAA Eligibility Center only approves courses in the areas of language arts, math, science, social studies, and world languages that are needed to meet NCAA graduation requirements (a total of 16 core courses). In addition, the NCAA does not approve courses taught "below the regular academic level" and therefore Connections' Foundations courses are not approved, as they are considered below Connections' regular (college-prep) academic level. Connections maintains a list of its 75 NCAA approved courses; all other Connections courses not on the list can be considered NCAA non-approved courses. Connections' 75 NCAA-approved courses are communicated to families in variety of formats such as the school website, the main Connections Curriculum website,[1] and in the school's Virtual Library.
Families can also check the NCAA's public website where submitted approved and non-approved courses are displayed. All submitted but non-approved courses show the reason for not being approved.

Because Arkansas requires more credits for graduation than the NCAA requires for eligibility, NCAA-interested students can take courses outside of the NCAA approved courses. The Manager of Counseling will be responsible for communicating the NCAA approved/non-approved courses to families and students. The Manager of Counseling will also help ensure students pursuing NCAA eligibility are placed in NCAA-approved courses to meet NCAA graduation requirements and placed in appropriate NCAA non-approved courses to meet state graduation requirements.

- Explain the discrepancies as the mission statement, key programmatic features, curriculum description, ALE and gifted discussion, and teacher staff qualifications sections of the application state that teachers will be licensed, but the applicant requests a waiver of teacher licensure requirements. Included in the explanation of the licensure waiver request is the statement, "ARCA estimates that over 90% of course enrollments will be taught by Arkansas- licensed staff, as this is a goal jointly shared by the Board and Connections."

Applicant Response:

Please see response to Part B Executive Summary.

- Confirm or correct the grade levels and maximum enrollment by year in the following table:

School Year	Grade Levels	Maximum Enrollment
2016-2017	K-9	600
2017-2018	K-10	1,200
2018-2019	K-11	2,000
2019-2020	K-12	2,500
2020-2021	K-12	3,000

Applicant Response:

ARCA confirms the grade levels and maximum enrollment by year in the above table are appropriate.

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

- Provide information on the way that each course, has been mapped to the Arkansas Curriculum Frameworks, other than the seven courses previously approved by the ADE to be offered digitally.

Applicant Response:

To ensure alignment to the Arkansas Curriculum Frameworks, the appropriate standards are first identified.[2] Connections' alignment specialists create templates that contain the standards and the course to be aligned. Working through the course, an alignment specialist reviews each lesson in the course, course materials, resources, multimedia, and assessments to notate where each standard is addressed. It is important to note that this is not simply a keyword search, but an in-depth analysis of the course content and a manual mapping of the standards to the course content. Once the alignment is completed, Connections conducts another review to ensure accuracy and, if necessary, adjustments are made as previously described in the response to C.6. Alignments are updated annually, or sooner if a change in standards necessitates. Completed alignments are housed in Connections' Virtual Library and are made available to teachers to guide their instruction.

As a result of the alignment process, lessons and/or units may be created to enhance an existing alignment or further support students' mastery of the content.

***Access the Curriculum Framework Alignment Documents for Arkansas Connections Academy Courses by using the following URL:**
https://drive.google.com/file/d/0B4jUQm3oumJpa0lWaFRnNks2dkU/view?usp=sharing

Remaining issue: The information does not provide assurance that courses/materials are completely aligned with the Arkansas Curriculum Frameworks.

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 the discrepancies as the mission statement, key programmatic features, curriculum description, ALE and gifted discussion, and teacher staff qualifications sections of the application state that teachers will be licensed, but the applicant requests a waiver of teacher licensure requirements. Included in the explanation of the licensure waiver request is the statement, "ARCA estimates that over 90% of course enrollments will be taught by Arkansas-licensed staff, as this is a goal jointly shared by the Board and Connections."

Applicant Response:

Please see response to Part B Executive Summary.

- Define the term "mentor" as used on page 37 of 77.

Applicant Response:

The mentor assigned to ARCA will be a Connections Special Education Senior Manager with experience implementing special education procedures and instruction in a virtual environment. The mentor will provide support, training, and modeling for the ARCA Special Education Manager. The mentor will not provide any direct service to students.

- Confirm that mentors providing direct service to special education students will have special education certification.

Applicant Response:

The mentor will not provide any direct service to students.

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:

- 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; and
- The method by which parents will be notified of each child's selection for the school or placement on the waiting list.

Fully Responsive

Concerns and Additional Questions

- Describe the timeline for enrolling, the date of the lottery, and the process for notifying parents about each child's selection or order on the waiting list.

Applicant Response:

The open enrollment period will begin on 3/1/16 and end on 4/1/16. If the school is oversubscribed, a lottery will be held on 4/11/16. The parents of selected students will receive an email confirmation within five business days after the lottery and must confirm student attendance within 10 business days of the receipt of the email. Students without confirmed attendance within 10 business days will forfeit their slots to the next eligible students on the waiting list. The parents of students who are not selected will be notified within five business days after the lottery that their students are on the waitlist. Movement from the waitlist is based on availability in a student's grade level and also allows for sibling enrollment preference. Because of this, parents will be notified when an opening is available based on the grade level opening or sibling preference.

If the school is not oversubscribed by the end of the open application period, no lottery will be held and ARCA will continue to accept applications and admit eligible students in the order in which they complete all enrollment tasks, based on availability in their respective grade clusters. Again, once the enrollment limit has been met, students will be placed on a waitlist and allowed to enroll if space becomes available in their grade cluster. Siblings of enrolled students will receive preference on the waitlist.

Should this arrangement conflict with any present or future state law or ADE policy, the ARCA Board will adopt changes to ensure compliance.

- Confirm that if a lottery is necessary, the names of all students who apply by deadline will be drawn, and once grade level capacity is reached, names will be placed on a waiting list in the order drawn.

Applicant Response:

ARCA confirms that if a lottery is necessary, the names of all students who apply by deadline will be drawn, and once grade level capacity is reached, names will be placed on a waiting list in the order drawn.

For each grade cluster, a computer program developed by Connections using Microsoft Excel will randomly select a student name from the pool of enrollment applicants for that grade cluster until the number of available slots is filled, or the pool of enrollment applications is exhausted. As each student in a grade cluster is selected, siblings of that student who have also completed the applicable enrollment steps, excluding course placement, will be accepted as long as a slot in their grade cluster is available. When all available slots in a grade level have been filled, students not selected will be placed on a waiting list in the order in which they were drawn in the random lottery. These students will have until a pre-determined date to complete the enrollment process or forfeit their space on the waitlist.

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 and will be released if not filled by a published date. 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. Waitlisted siblings of selected students will be offered enrollment after students on the Founder Preference List, as space becomes available. Again, students on this list with the lowest lottery number will be placed first. ARCA will then offer enrollment to all students on the waiting list in the order drawn.

Should this arrangement conflict with any present or future state law or ADE policy, the ARCA Board will adopt changes to ensure compliance.

- Explain how the charter will ensure the lottery is transparent to the public.

Applicant Response:

ARCA is committed to informing all interested parties of its open enrollment period and potential lottery dates through publication on the ARCA website. If a lottery is required at the conclusion of the open enrollment period, ARCA will provide lottery information on its website and the subsequent steps for enrollment.

Because ARCA would use a computer program developed by Connections for any lottery, Connections would make this program available to the ADE for inspection upon request.

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;
- 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

- Provide the minimum qualifications that will remain unchanged for the following positions:
  - Principal;
  - Assistant Principal;
  - Administrative Assistant;
  - Manager of Special Education;
  - Manager of Counseling;
  - Teachers;
  - Advisory Teacher/School Counselor; and
  - Special Education Teachers.
    - Remove "or related Education Field" given that Special Education teachers must be licensed in Special Education.

Applicant Response:

Principal (contracted position) - Minimum Qualifications

- Administrative credential strongly preferred
- Minimum of five years teaching experience and some administrative/management experience
- Online teaching experience is preferred
- Advanced degree is preferred
- Excellent communication skills, oral and written
- Ability to work well in fast paced environment
- Technologically proficient

Assistant Principal (contracted position) - Minimum Qualifications

- Administrative certification preferred
- Minimum of five years of relevant work experience
- Some operational/logistical experience and/or administrative/management experience
- Relevant advanced degree is preferred
- Education experience
- Excellent communication skills, oral and written
- Technologically proficient

Administrative Assistant (contracted position) - Minimum Qualifications

- Proficient with Microsoft tools and web-based applications
- Ability to multitask in a fast paced environment
- Good interpersonal skills and attention to detail
- Excellent communication skills, oral and written
- High degree of flexibility
- Ability to work well in fast-paced team environment

Manager of Special Education (contracted position) - Minimum Qualifications

- Masters' Degree in Special Education or related Education Field
- Valid Special Education credential in Arkansas
- Teaching experience in Special Education
- Expertise in special education law and compliance
- Experience in IDEA administration
- Excellent communication skills, oral and written
- Demonstrated ability to work well in fast paced environment
- Technologically proficient

Manager of Counseling (contracted position) - Minimum Qualifications

- Minimum of 5 years teaching experience, some counseling/management experience
- Arkansas Counseling Credential endorsement
- Advanced degree
- Technologically proficient
- Excellent communication skills, oral and written
- Ability to work well in fast paced environment

K-5 and 6-12 Teachers (contracted position) - Minimum Qualifications

- Licensed to teach (appropriate to grade and subject level responsibilities). If ARCA does not receive a waiver to licensure requirements, all teachers will be licensed in Arkansas. If ARCA does receive a waiver to licensure requirements, some classes that would otherwise not be able to be offered to ARCA students due to low student enrollment may be taught by teachers who are licensed in states other than Arkansas.
- Strong technology skills
- Excellent communication skills, oral and written
- Demonstrated ability to work well in fast paced environment
- Team player track record
- Ability to work some occasional evening hours, as needed to support some families

Advisory Teacher/School Counselor (contracted position) - Minimum Qualifications

- Arkansas teacher certification in a secondary content area or grade level or Arkansas Counseling certification
- Strong technology skills
- Excellent communication skills, oral and written
- Excellent attention to detail and organizational skills
- High degree of flexibility
- Team player with demonstrated leadership skills
- Ability to work well in fast-paced environment

Special Education Teachers (contracted position) - Minimum Qualifications

- Degree in Special Education
- Valid Special Education credential in Arkansas
- Experience in policy (IDEA) and/or administration with Special Education
- Strong technology skills
- Excellent communication skills, oral and written
- Ability to work well in fast paced environment

- Explain the discrepancies as the mission statement, key programmatic features, curriculum description, ALE and gifted discussion, and teacher staff qualifications section of the application state that teachers will be licensed, but the applicant requests a waiver of teacher licensure requirements. Included in the explanation of the licensure waiver request is the statement, "ARCA estimates that over 90% of course enrollments will be taught by Arkansas-licensed staff, as this is a goal jointly shared by the Board and Connections."

Applicant Response:

Please see response to Part B Executive Summary.

- Explain how 1.8 FTE's of a position can perform all special education services required for a charter with a student population of 600.

Applicant Response:

ARCA has revisited special education staffing assumptions and made adjustments. These adjustments are reflected in the new Budget Template, which has been submitted to the ADE.

ARCA projects that 11% of enrolling students will present with IEPs, matching the Arkansas 2013-14 State Report Card's statewide percentage of students eligible to receive special education. The adjustments to special education staffing assume that students with IEPs who enroll in ARCA will present a range of disability types and service needs. ARCA projects a breakout by disability similar to that of other school supported by Connections, as show in Figure 3.

Figure 3. Percentage of Students by Disability Type

Disability Type	Percent
Specific Learning Disability	44%
Other Health Impaired	15%
Autism	13%
Emotionally Impaired	11%
Speech language Impaired	10%
Cognitive Disability	5%
Multiple Disability	1%
All other disabilities	1%

ARCA expects that students' IEPs will identify a range of services that include speech language therapy, co-teaching, itinerant instruction, resource services, and special class services options. Special education teacher staffing will be reviewed weekly during each school year. ARCA will adjust staffing based on the number of students who enroll with IEPs and students who are evaluated by ARCA and determined to be eligible for special education and related services. This process of weekly staffing review and adjustment will ensure ARCA remains in compliance with ADE Rules regarding Special Education and Related Services, particularly Section 17.03 Maximum Teacher/Pupil Caseloads.

For the 2016-17 school year, ARCA anticipates 66 students with IEPs (11% of 600) will enroll. Special education staffing will include a Manager of Special Education and 2.2 FTE special education teachers. During 2016-17, the Manager of Special Education will have 0.4 FTE special education teaching responsibility that first year, for a total of 2.6 special education teacher FTE. The remaining 0.6 FTE for the Manager of Special Education will be dedicated to leading the school in special education compliance and providing instructional leadership for students with disabilities.

For the 2017-18 school year, ARCA will have a full-time Manager of Special Education as well as 5.1 FTE special education teachers. ARCA anticipates these five special education teachers will teach 132 students (11% of 1200).

- Explain how mentors, mentioned in the discussion of Special Education, fit in the staffing plan.

Applicant Response:

The mentors mentioned in the Special Education section do not factor into the ARCA staffing plan. They are not ARCA employees and do not provide any direct services to students. A mentor is a Connections Special Education Senior Manager with experience implementing special education procedures and instruction in a virtual environment. The mentors provide support, training, and modeling for ARCA's Manager of Special Education.

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; and
- Plans to pay for unexpected but necessary expenses

Fully Response

Concerns and Additional Questions

- Provide the minimum number of students required for financial viability and describe a contingency plan to provide the education program outlined in the application if fewer students than necessary for viability enroll and/or attend.

Applicant Response:

ARCA projects it will require a minimum of 50 students enrolled by June 2016 to be financially viable for the 2016-17 school year. In the unlikely scenario that fewer than 50 students are enrolled by June 2016, the ARCA Board will ask the ADE for permission to delay its opening by one school year. Connections' enrollment team will work with enrolled families to find the best available educational alternatives.

ARCA believes enrollment above this level will make the school financially viable. ARCA's budgeted expenses will be largely variable rather than fixed and thus able to flex up and down with enrollment. Further, Connections has pledged to protect ARCA from deficits by offering "service credits" (discounts on Connections products and services) as needed. A letter from the Connections CFO was provided in Attachment 12 of the submitted application.

ARCA is confident about student/family demand for online learning in Arkansas and in the schools outreach plan supported by Connections program to increase awareness statewide. In Connections' 13+ year history of supporting schools, there has never been a school that has closed its doors due to concerns about lower than expected enrollment.

- Given that Special Education funds can only be used to provide services to Special Education students, provide a detailed breakdown of the funds in the "Special Education Oversight and Support fee"; specifically, explain how the funds will be distributed for G/T, English Language Learners (ELL), and Special Education.

Applicant Response:

ARCA and Connections acknowledge that special education funds can only be used to provide services to special education students. In the Connections Standard Fee Schedule (Attachment 16), there are two fees related to Special Education:

- Special Education Oversight and Support - 2.5% of all revenue from governmental sources, excluding any special education revenue
- Special Education Direct Services - 100.0% of all special education revenue

Special education revenue supports the provision of special education services. The Special Education Oversight and Support fee specifically excludes special education revenue so that these funds may be used in other ways. Special Education Oversight and Support includes:

- 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
- Gifted Program Support
- At-Risk Population Support Services
- Homeless and Migrant Support
- ELL Support (provided by ESOL/TESOL certified leaders and teachers)
- School Counseling Support

This list of services funded by the Special Education Oversight and Support fee does include support for Special Education and other at-risk populations. This will supplement the 100% of special education funding that will be dedicated to special education services.

- Provide a detailed breakdown of the monies budgeted to pay to Connections Academy of Arkansas, LLC in the expenditures related to administration, regular classroom instruction, special education, and maintenance and operations.

Applicant Response:

Administration – See Budget Line see budget line 19 (V-AD 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is $435,740 and revised 2016-17 amount is $869,105.

Page 52 of the application lists (see bullets) the following areas covered under "Administration".

Figure 4. Breakdown of Administration Expenses

Administration	Description	Corresponding Fee Schedule Category
School Launch Support	• Oversee the launch of new school through initial phases of development • Facilitate Connections interdepartmental collaboration (i.e., regularly scheduled meetings, ongoing communications) to ensure thorough and timely task completion and risk mitigation • Provide auxiliary support to the school throughout the launch process and first year of operation with ongoing focus on high-quality outcomes • Maintain and store organized documentation of each school's launch process for future and/or colleague reference	School Administration

Administration	Description	Corresponding Fee Schedule Category
School Oversight	• Support the creation of school goals for Board approval and short- and long-term school-based planning and improvement based on those goals • Develop and help maintain, with the Principal, operational protocols, procedures, and services to support school operations and achievement of school goals • Ensure that the school provides the appropriate support, assistance, and direction to all students so they achieve academically • Monitor all school metrics including grading, teacher/family contacts, teacher workloads, parent satisfaction, student promotion and retention, escalation, state test results, graduation rates, teacher evaluations, count days and/or course completion where required, etc. and provide support to the school and Board, as appropriate	School Administration
School Leader Support and Development	• Provide communication, support, and professional growth through General Principal meetings, data meetings, SIP meetings, Winter Leadership Meetings, Summer Leadership Retreats, etc.	School Administration
Accreditation Support	• Assist school, with Board approval, on all aspects of the accreditation process, including understanding and explaining the process and philosophy of accreditation • Manage timelines • Review/revise narratives and ratings from school • Collate, protect, and provide evidence to evaluators • Host internal meetings • Attend site visits at school • Assist school with follow-up as needed • Collate "big takeaways for improvement" and provide to Leadership Team for consideration about overall program improvements	School Administration

Administration	Description	Corresponding Fee Schedule Category
Research and Analysis	• Conduct on-demand data analysis at the Board's direction for school level student performance, student demographics, student learning, and trends in all of the above • Prepare, conduct, analyze, and report results of the annual Parent Satisfaction Survey and Student Satisfaction Survey • Inform various groups within Connections on how to best serve ARCA families • Provide results to faculty and administration to undergo continuous school improvement and to focus on areas of improvement • Maintain marketing databases to ensure accurate and timely communication of information to families throughout the application, enrollment, and onboarding processes	School Administration
School Handbook Support	• Create, edit, revise, manage Board approval process for, and publish school handbooks • Coordinate review and approval with Board designee and/or Board Legal Counsel	School Administration
Outreach Support	• Create awareness of school, with Board approval, through a variety of media, including: television advertising, radio advertising, online advertising, events, direct mail, and media relations • Inform prospective families on how the program works and what to expect when attending ARCA through: information sessions, email communications, parent-led consultations, school-specific websites, catalog mailings, calls to families that provide phone number, and more • Provide discrete outreach activities including: creating and distributing collateral materials that describe the ARCA program, assisting ARCA in planning and implementation of information sessions, soliciting local media to cover ARCA and its students in news stories, creating and deploying advertising campaigns on television, radio, and print to increase awareness of the school, sending email communications to prospective families to inform them about the school and announcing activities or events, etc.	Marketing

Administration	Description	Corresponding Fee Schedule Category
Enrollment Services	• Support and communication with caretakers throughout the enrollment process • Review and verify enrollment document • Review and verify student eligibility • Manage caps, waitlists, and lotteries • Report on regulatory compliance assurance • Train and support school personnel	Enrollment & Records Management
Academic Placement Services	• Provide support and consultation for caretakers • Review academic documentation for completeness and regulatory compliance • Administer placement testing • Build course placement process on a sustainable algorithm using academic history data to produce readiness indicators • Place students in academic courses, clubs, and supplemental instructional support programs • Align with state compliance regulations for course offerings, progression plans, and high school graduation requirements	Enrollment & Records Management
Student Records Management	• Ensure student records are maintained in accordance with state, local, and federal requirements • Utilize Connexus for records management needs, including enrollment documentation, attendance data, lesson completion, assessment results, transcripts	Enrollment & Records Management

Administration	Description	Corresponding Fee Schedule Category
Professional Development and Training	• Coordinate, plan, deliver, and continuously support professional development initiatives through systematic and comprehensive multi-year professional development plan • Provide school staff with professional growth opportunities designed to increase student achievement, personalize learning for students preparing for college and careers, and increase teaching effectiveness. • Provide training on topics such as current trends in online learning as well as the Core Standards for Facilitating Student Learning • Manage Teacher Course Liaison program, which provides teachers with the opportunity to collaborate and share, via threaded discussions, with other teachers who teach the same courses at schools supported by Connections • Maintain Professional Learning Community resources (PLCr) section of Connexus which includes instructional tools and strategies, guidelines for accessing intervention resources for students, and professional learning research and resources	Educational Resource Center
External Reporting Support	• Maintain robust External Deadline Management system in Connexus • Work with all parties to ensure external reporting deadlines are identified, documented, and fulfilled	School Administration
State Testing Support	• Support school in all issues related to state testing • Ensure schools have necessary functionality in Connexus to track student registration and participation in state testing • Provide ARCA updates on student participation during state testing • Work with schools on importing and providing access to state test scores	School Administration

Administration	Description	Corresponding Fee Schedule Category

Accountability Support	• Support and oversee accountability processes and practices built around the development, implementation, and quarterly review/revision of data-driven school improvement plans
	• Support and oversee reporting of results as required by state and other stakeholders.
	  • Includes support for access and analysis of the wide variety of data sets generated by weekly, monthly, and periodic/annual continuous improvement processes to improve learner outcomes such as weekly school-based reviews, teacher Professional Learning Community (PLC) meetings, Welcome Calls, and regular Curriculum-Based Assessments (CBA).
	  • Includes monthly School Data Training sessions; periodic after-action reviews focused on outcomes and lessons learned from major initiatives; quarterly meetings with other schools to review Quarterly Metrics, progress toward School Focus Goals, and School Improvement Plans; and annual meetings with other schools to review continuous improvement efforts and share best practices.
		School Administration

Grant Identification, Writing, and Administration	• Assist in identifying grant opportunities • Present overview of grant to School Leadership Team and school leader to decide if school will pursue the opportunity • Coordinate the stakeholders and project manage the work needed • Draft and finalize grant with all the appropriate approvals needed	School Administration

Administration	Description	Corresponding Fee Schedule Category
General Board Support	• Support ARCA Board by drafting meeting agendas and minutes, preparing and disseminating Board packages, complying with all necessary legal posting requirements, corresponding with Board members, attending Board meetings, tracking deliverables and comments for meetings and maintaining minute books, and other Board records and documentation • Assist Board and school leader with compliance related matters requiring Board consideration in a timely manner • Act as a liaison with the school and Board as appropriate • Assist with all legal items and maintenance of the charter school entity (Articles, Bylaws, EIN, etc.) • Draft Board policies for review by Board Counsel and consideration by the Board	School Administration
Governance Training	• Develop, implement, and coordinate in person training programs offered by Connections and other partnering training professionals and authorizers • Identify and assist with the coordination of state and national training opportunities for Board members • Coordinate peer-to-peer networking opportunities.	School Administration
Authorizer Compliance and Reporting Support	• Track compliance requirements and deadlines within authorizer/sponsor compliance reporting systems • Ensure governance related items are completed and submitted in a timely manner	School Administration
Human Resources Support	• Provide employee relations and support, benefits administration and plan design negotiation, staff recruitment, employee/workplace training, payroll services, and other required human resources functions	Human Resources Support

Regular Classroom Instruction - see budget line 33 (V-CI 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is $1,384,392.50 and revised 2016-17 amount is $2,784,030.

Pages 52-53 of the application list (see bullets) the following areas covered under "Regular Classroom Instruction".

Figure 5. Breakdown of Regular Classroom Instruction Expenses

Regular Classroom Instruction	Description	Corresponding Fee Schedule Category
Core and Elective Courses	**Kindergarten Curriculum:** Curriculum lessons and assessments aligned with state standards to include hands-on and virtual content covering the foundations of reading, writing, social studies, science, math, physical education, art, and educational technology and online learning. Curriculum supplements include digital and interactive resources, instructional tools, books, and learning supplies (e.g., manipulatives, art kit, science kit).	Tangible and Intangible Instructional Materials
	Grades 1-5 Core Curriculum: Curriculum lessons and assessments aligned with state standards that build on foundational skills and provide scaffolded support in reading, writing, social studies, science, math, physical education, art, and educational technology and online learning. Curriculum supplements include digital and interactive resources, instructional tools, books, and learning supplies (e.g., manipulatives, art kit, science kit, yoga DVD).	
	Grades 6-8 Core Curriculum: Curriculum lessons and assessments aligned with state standards to support students as they sharpen and strengthen their knowledge and skills in language arts, math, social studies, science, art, health, and physical education. Focus on the 4 Cs (communicating, collaborating, and critical and creative thinking) is embedded throughout the core and elective courses. Curriculum supplements include digital and interactive resources, texts, and instructional tools.	
	Grades 9-12 Core Courses: Curriculum lessons and assessments aligned with state standards to provide students a rigorous, flexible, and personalized learning experience in English, math, history, and science. Many core courses have both Honors and Foundations levels to provide scaffolding or enrichment to support student learning.	

Regular Classroom Instruction	Description	Corresponding Fee Schedule Category
	Grades K-5 Elective Courses: Curriculum lessons and assessments of elective courses for students in grades K-5. Electives may include Chinese, Spanish, music, home life, sign language, and Webquest (data collection in environmental science). Elective courses allow students to explore languages and music and engage in project-based learning.	
	Grades 6-8 Elective Courses: Curriculum lessons and assessments of elective courses for students in grades 6-8. Electives may include business keyboarding, introduction to entrepreneurship, music, Chinese, Spanish, home life, sign language, and Webquest (data collection in environmental science). Provides students with an introduction to business and entrepreneurship, as well as instruction in the humanities supports the efforts in making students college and career ready.	
	Grades 9-12 Elective Courses: Curriculum and assessments of elective courses for students in grades 9-12. Electives may be provided in business management, English, health and physical education, math and science, social studies, technology and engineering, visual and performing arts, world languages, and student development. Additionally, 35 Career Technology Education (CTE) courses may be offered to students, allowing them to take courses that align with national career clusters and pathways.	
Gifted and Talented Curriculum	Curriculum lessons, assessments, and enrichment material that align with state standards and provide gifted students with compacted content, enrichment opportunities, project-based learning, and inquiry-based exploration. Curriculum supplements include digital and interactive resources, texts, and instructional tools.	Tangible and Intangible Instructional Materials
Advanced Placement® (AP) courses	AP courses approved by College Board that may include the arts, STEM, social sciences, and humanities. Courses include college-level resources, references, and research opportunities, as well as practice activities and tests to prepare students to take the AP tests in the spring.	Tangible and Intangible Instructional Materials

Regular Classroom Instruction	Description	Corresponding Fee Schedule Category
Career Technology Education (CTE) courses	Over 30 CTE courses may allow students the opportunity to take courses that fulfill pathway requirements in 11 out of 16 national career clusters. Interactive presentations, real-world activities and assignments, career connections, and an online study guide are the tools to help students prepare for college and beyond.	Tangible and Intangible Instructional Materials
Clubs and Activities	• Provide students with opportunity to gather with peers to discuss, investigate, and collaborate about topics of interest • Facilitate national clubs and special events each year, including student publications such as Pens and Lens, the Monitor Newspaper, and the Connections Cookbook • Publish and distribute the weekly Clubs and Activities E-Newsletter to students, Caretakers, teachers, and staff • Oversee and manage the Yearbook, which includes text, images, and videos submitted by students, staff, and yearbook representatives from ARCA. Submissions also include school field trips, events, and graduation ceremonies.	Tangible and Intangible Instructional Materials
Talent Networks	• Promote opportunities and create awareness of the Talent Networks for middle and high school students involved in competitive sports, visual and performing arts, and STEM courses • Oversee and manage the application process for Talent Networks including virtual open houses, school communications, and support for caretakers and students • Facilitate a vast number of special events, competitions, collaborative projects, and LiveLesson sessions for Talent Network students • Work closely with students as they network and communicate with peers and professionals in their fields of talent • Plan and manage enrichment activities include guest presentations, artists and athletes in residence, lettering in their Talent Network, and long-range collaborative projects designed to solve real-life problems or demonstrate areas of expertise	Tangible and Intangible Instructional Materials

Regular Classroom Instruction	Description	Corresponding Fee Schedule Category
Connexus Education Management System (EMS)	• Provide Connections' proprietary education management system, Connexus, which is a combination of a learning management system, student information system, and communication tool. Connexus creates a rich, vibrant virtual classroom experience that allows parents, teachers, and students to work together in a supportive environment. The comprehensive, reliable, and user-friendly system guides students through a rigorous curriculum in a way that also meets their individual learning needs. Students and parents are able to access the school 24/7/365 from any Internet connection. Connexus delivers every assignment and tracks every activity (whether conducted online or offline) while monitoring the completion of individual lessons as well as mastery of discrete skills and knowledge, all under the watchful eye of administrators, teachers, and Learning Coaches. Connexus operates within a secure, robust technology infrastructure protecting data from loss and intrusion while maintaining a safe environment. Students and Learning Coaches will access Connexus to organize, document, and interact, ensuring an unprecedented level of time-on-task documentation. All new releases and updates of Connexus will be automatically provided.	Connexus Annual License
LiveLesson (Online Classroom)	• Provide LiveLesson sessions which are unique, interactive tools that allow teachers to create and lead the real-time, lively interactions of a traditional classroom, but in an online setting	Connexus Annual License
Staff Instructional Technology and Software	• Provide staff with use of computers and necessary software including shipping & handling, technical support, repairs, and replacement if necessary	Hardware/Software - Employees
Student Instructional Technology, and Software	• Provide for student use of a computer pre-imaged with necessary software including shipping & handling, technical support, repairs, and replacement if necessary	Student Technology Assistance - Desktop
Supplemental Instructional Support Programs	• Provide for tiered supplemental instructional support programs including: Study Island, SkillsTutor™, Raz-Kids™, Reading Eggs, Reading Eggspress, Headsprout, Math-Whizz®, SuccessMaker® Math, SuccessMaker® Reading, Algebra 1 Math XL®, Algebra 2 Math XL®, and Geometry Math XL®	Tangible and Intangible Instructional Materials

Special Education - see budget line 47 (V-SE 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is $100,080 and revised 2016-17 amount is $200,160.

Page 53 of the application lists (see bullets) the following areas covered under "Special Education".

Figure 6. Breakdown of Special Education Expenses

Special Education	Description	Corresponding Fee Schedule Category
Special Education Protocol Development	• Provide support services to assist school with developing state-specific Special Education Protocols (policies, procedures and protocols that comply with state and federal law and provide guidance in provision of special education services) • Receive and review school's Special Education Protocols and any modifications and amendments to ensure compliance with state procedures • Assist school with holding IEP meetings to adopt or amend incoming students' IEPs, utilizing proper notice procedures within 30 days, or fewer according to state law, of enrollment • Provide guidance or assistance to school in determining appropriate Assistive Technology, special education, and related services – ARCA will conduct an annual review if date is pending or overdue and document all information in Connexus	Special Education Oversight and Support
Special Education Training and Professional Development	• Provide professional development related to: adherence with policies, procedures and protocols that comply with state and federal law and provide guidance in provision of FAPE in each student's LRE, documentation procedures in Connexus, and providing education suitable for student including direct instruction • Provide curriculum, including curriculum for alternatively assessed students • Train Manager of Special Education and teachers on recommended instructional model • Provide support with determining how to modify general education curriculum	Special Education Oversight and Support
Special Education Oversight and Compliance Support	• Monitor compliance including monthly reports and periodic onsite reviews • Provide training and compliance newsletter for ARCA Manager of Special Education	Special Education Oversight and Support

Special Education	Description	Corresponding Fee Schedule Category
IEP Management Software and Support	• Provide software used for creating and managing Individualized Education Plans (IEPs) and special education information • Assist school in maintaining compliance with both IDEA and state specific requirements for IEP documents	Special Education Oversight and Support
Assistive Technology Procurement	• Coordinate the purchase of assistive technology including: screen readers, text readers, dictation software, touch screens, large monitors, FM systems, physical mounts for technology, Braille and large print books.	Special Education Oversight and Support
Special Education Service Provider Coordination	• Coordinate vendor selection, contracting, invoice review, and payment.	Special Education Oversight and Support
Accessibility Support	• Provide equality of opportunity to the greatest number of people, including people with disabilities • Create a culture of access for inclusive learning • Provide programs, products, and services that are usable by persons with disabilities • Develop solutions to remove barriers to a student's opportunity to learn and ability to demonstrate that learning • Support school in the implementation of students' IEPs or Section 504 plans that call for assistive technology and accessibility supports • Maintain an Accessibility Hotline (888-639-5960) and Accessibility email box (accessibility@connectionseducation.com) for students and families to contact for immediate support. • Provide processes for providing Closed Captioning and ASL translation to students and families • Coordinate with local agencies for in-person assistive technology training	Special Education Oversight and Support

Special Education	Description	Corresponding Fee Schedule Category
504 Plan Guidance	• Provide guidance as needed • Review periodically Section 504 plans during school audit visits • Work with special education leaders to train special education teachers/Section 504 coordinators in developing Section 504 plans • Conduct a review of the Section 504 plan if student is not making progress towards IEP goals • Determine how to assist student to make progress • Seek guidance from Student Services representative as needed • Conduct assessments and testing necessary to assist in determining how to provide FAPE to student within state timelines	Special Education Oversight and Support
Gifted Program Support	• Support identification, placement and instructional strategies for gifted students • Provide professional development for cohorts of GT Leads, GT teachers, and AP teachers	Special Education Oversight and Support
At-Risk Population Support Services	• Coordinate identification and tracking of At-Risk students based on specific criteria set by the school • Support intervention efforts. • Support ARCA with the three potential tiers of interventions available for At-Risk students. If Tier 1 intervention is insufficient to make progress, the student will be referred to the School Prevention, Review, and Intervention Team (SPRINT) composed of teachers and administrators for additional determination of need and intervention. Students will then be assigned to an intervention teacher who will provide additional interventions and monitor progress. The primary difference between Tier I, Tier II, and Tier III instruction is the frequency and intensity of the interventions and can include one-on-one lessons or more targeted lessons depending on the students' needs. Tier III interventions are designed to address instructional needs of students who required additional support mastering Essential Skills and Standards.	Special Education Oversight and Support

Special Education	Description	Corresponding Fee Schedule Category
Homeless and Migrant Support	• Assist ARCA with enrolling, identifying, and supporting students who are eligible under the McKinney Vento Act • Facilitate enrollment through alternative proof of residency options	Special Education Oversight and Support
ELL Support (provided by ESOL/TESOL certified leaders and teachers)	• Provide oversight, training (Sheltered Instruction Observation Protocol), translation services for IEP and ELL documents, and translators at IEP meetings and parent contacts • Provide instructional materials for English Language Learners	Special Education Oversight and Support
School Counseling Support	• Provide college counseling including Clubs and College Counseling Newsletter • Monitor child welfare and support critical tasks in the school counseling calendar	Special Education Oversight and Support

Fiscal Services - see budget line 145 (V-FS 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is $98,485.50 and revised 2016-17 amount is $196,971.

Page 53 of the application lists (see bullets) the following areas covered under "Fiscal Services".

Figure 7. Breakdown of Fiscal Services Expenses

Fiscal Services	Description	Corresponding Fee Schedule Category
School Financial Services	• Provide school accounting and general ledger maintenance, annual budget development, bank reconciliations and cash management functions • Prepare monthly reforecast/financial statement deliverables • Monitor state funding and state fiscal reporting (annual financial reports, program specific reporting, etc.) • Monitor budget and prepare budget revisions • Develop and monitor fiscal policy • Support ARCA Board (monthly financial presentation, periodic treasurer training) • Support ARCA during audits (annual external audits, state programmatic audits, federal grant audits) • Monitor federal and state fiscal compliance • Support grant accounting/tracking • Assist with preparation of grant budgets • Prepare grant reimbursement requests • Manage tax and other financial filings • Provide ad hoc analysis to support legislative initiatives	Accounting and Regulatory Reporting

Fiscal Services	Description	Corresponding Fee Schedule Category
Federal Programs Support	• Ensure funding opportunities are maximized, awards are approved in a timely manner, and programmatic and fiscal requirements are met for Title 1, IIA, III and/or IDEA funding. • Apply for funds • Determine and ensure completion of all related requirements (time/effort, parent notifications, parent involvement policy/compact, fiscal policies and internal controls, homeless policies, procedures documents) • Provide oversight and technical assistance for external audits/monitoring visits • Identify students who can be serve • Ensure funds are allocated in an allowable manner both based on federal/state guidelines as well as Connections' requirements, tracking expenses, acquiring and renewing • Register for DUNS/SAM as required.	Accounting and Regulatory Reporting
Payroll	• Process payroll • Calculate teacher pro-rations based on school pay calendar for new hires, position changes, terminations and leaves of absence • Manage and track payroll adjustments from multiple systems, including: stipends, special payments, teacher summer hours, benefits and leave of absence adjustments • Manage pension reporting and funding • Administer 403b plan • Remit withholdings and process annual census • Register with state and local taxing authorities and research tax notices/inquiries • Provide support for workers compensation and other audits	Human Resources Support
Accounts Payable	• Establish expense reimbursement and disbursement policies that adhere to state specific guidelines • Maintain web-based expense reporting system and train and support school employees on its usage • Audit expense reports for compliance with established polices • Support school audits by providing invoice copies and other supporting data.	Treasury Services

Fiscal Services	Description	Corresponding Fee Schedule Category
Cash Flow Protection	• Protect the school from cash flow volatility by awaiting reimbursement of Connections charges until the school has the funds available to make payment and by allowing the school to pay in installments	Treasury Services
School Business Support	• Provide a broad range of school business needs such billing, reimbursement requests, and the management of third party providers (e.g., E-Rate and Medicaid reimbursement programs)	Accounting and Regulatory Reporting
Internet Subsidy Management and Payment Processing	• Provide subsidy to households for Internet service. Eligible households, actively enrolled at the time of disbursement, receive subsidies in the form of a pre-paid debit card • Make payments to households quarterly	Internet Subsidy Payment Processing

Maintenance and Operation - see budget line 159 (V-MO 1) - Connections Academy of Arkansas, LLC in Attachment 6

Revised 2015-16 amount is $105,000 and revised 2016-17 amount is $195,000.

Page 53 of the application lists (see bullets) the following areas covered under "Maintenance and Operations".

Figure 8. Breakdown of Maintenance and Operation Expenses

Maintenance and Operation	Description	Corresponding Fee Schedule Category
Systems Administration	• Configure and support SharePoint Site Configuration, Microsoft Active Directory Administration, Email Administration through Microsoft Exchange, Microsoft Lync hosting and support; scanner/copier installation, and other initiatives as requested.	Facilities Support Services
Telecommunications Support	• Plan and design new sites/relocation including requirements gathering, site surveys, vendor coordination, phone system, equipment ordering and installation, circuit ordering and coordination of installation, programming/testing, and training. • Provide ongoing support including moves/adds/changes, troubleshooting and repairs, system upgrades, maintenance of spare inventory, capacity planning and analysis/ordering of additional circuits/lines/equipment and vendor coordination.	Facilities Support Services
Networking & Internet Connectivity	• Design, procure, setup, and maintain Local Area Network, wireless connectivity, Internet service provider installation and maintenance, and firewall security services	Facilities Support Services
MIS Help Desk	• Provide ongoing technical support for all staff, students, and caretakers.	Technical Support and Repairs

Maintenance and Operation	Description	Corresponding Fee Schedule Category
Facilities Support Services	• Identify facility • Assist in the negotiation of a lease • Equip facility • Ensure facility has the necessary infrastructure to support the required computer network • Bring facility into compliance with all building, zoning, and health and safety requirements. Construction Phase: 1. Produce/revise test fits and floor plans 2. Manage resources, vendors, architects and contractors 3. Manage project cost and schedule 4. Manage inspection and variance environment, obtain occupancy certificates 5. Manage Landlord and Board Attorney communications and compliance Occupancy Phase: 1. Order supplemental equipment, furniture, and supplies as needed 2. Manage security, safety, and maintenance of vendors/contractors 3. Respond to and handle all emergency/disaster scenarios 4. Manage vendor/contractor invoices 5. Manage Landlord communications and compliance Shutdown Phase: 1. Manage personnel moves 2. Manage site shutdown activities 3. Manage project cost and schedule 4. Manage inspection and variance environment, obtain occupancy certificates 5. Manage Landlord communications and walk-throughs	Facilities Support Services

Maintenance and Operation	Description	Corresponding Fee Schedule Category
Insurance/Risk Management Support	• Ensure compliance with all state, local, and district insurance requirements • Maintain appropriate levels of property coverage in the event of a catastrophic loss to the school facility • Maintain adequate coverage for claims against school personnel and workers compensation policies	Facilities Support Services
Purchasing Support	• Support school purchasing needs related to supplies, technology, facilities, equipment, vendor contracts, and miscellaneous items	School Administration

Connections Standard Fee Schedule can be found in Attachment 16.

Figure 9. Fee Schedule Categories aligned to Charter Application Budget Categories

Fee Schedule Category	Charter Application Budget Category
Educational Resource Center	Administration
Connexus Annual License (EMS)	Regular Classroom Instruction
Technical Support & Repairs	Maintenance and Operations
Accounting and Regulatory Reporting	Fiscal Services
Hardware/Software - Employees	Regular Classroom Instruction
Human Resources Support	Administration
School Curriculum Supplies	Regular Classroom Instruction
Facility Support Services	Maintenance and Operations
Student Technology Assistance - Desktop	Regular Classroom Instruction
Internet Subsidy Payment Processing	Fiscal Services
Enrollment and Records Management	Administration
Curriculum Postage	Regular Classroom Instruction
Tangible and Intangible Instructional Materials	Regular Classroom Instruction
Treasury Services	Fiscal Services
Marketing Services	Administration
School Administration	Administration
Special Education Oversight and Support	Special Education

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

Concerns and Additional Questions

- Explain how and where students will be accommodated to take the state assessments.

Applicant Response:

ARCA students will participate in state proficiency tests depending upon grade level. The school will set up in-person, proctored locations throughout the state based on the geographic locations of the student population. While the teaching/learning center in Bentonville may potentially be enlisted as a testing site, most testing will occur at other locations. Testing sites may include locations such as hotel conference rooms, public library meeting rooms, local schools if available, private tutoring and learning centers, and local colleges. Test sites will be easy for families to find, safe, secure, and ideally will provide free parking. Geographic population maps will be created to identify areas where testing sites are needed based on student population. Sites will be reviewed annually to adjust for an increase in student population. Students will be assigned to a testing center. If a family has transportation issues and is not able to make it to a testing site, ARCA will work with the family to make accommodations and may help them travel (via public transport).

Through the Educational Products and Services Agreement, Connections will provide testing support. Connections currently provides services to approximately 33 virtual and blended public schools, some of which have successfully administered state tests for over 10 years. Connections maintains and distributes a National State Testing Best Practices Manual to help facilitate the testing process. In addition, ARCA will create a State Testing Master Plan each year. The testing plan will address the tests, testing schedule, testing sites, student registration, test security, site security, and Special Education accommodations.

All staff that proctor tests will be trained on the specific state rules and requirements for testing. This training will be conducted synchronously by the school's Testing Coordinator with staff members at least two to three weeks before testing commences. Each staff member will acknowledge via a data view in Connexus that they have been trained and understand the importance of maintaining test security.

Tests will be kept secure in the teaching/learning center. Paper and pencil tests, when transported to students throughout the state, will be moved in locked cases (like a locked suitcase or other device). Teachers will be trained to stay with their tests throughout the testing process.

The ARCA Special Education Manager will implement students' IEP/504 accommodations at the testing site. The Special Education Manager will ensure the testing site can meet the accommodations and that there are enough staff scheduled to provide the accommodations. Any test administrator who proctors state assessments to Special Education/504 students will be trained in how to administer the test and provide accommodations.

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
- 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: 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

C23: 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

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 that explains how the waiver will increase student achievement and how the increase in achievement will be measured; and
- The level of achievement that will indicate a positive result

Fully Responsive **Partially Responsive** **Not Responsive**

Concerns and Additional Questions

See Legal Comments.

2016-2017
Public Charter School Application
Personnel Salary Schedule

Administrative Positions:

Line#	List Positions	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
1	Principal	1	$92,000.00	1	$92,000.00
2	Assistant Principal	0	$68,250.00	1	$68,250.00
3	Administrative Assistant	1.5	$31,500.00	3	$31,500.00
4	Manager of Special Education	1	$66,000.00	1	$66,000.00
5					
6					
7	**Subtotal:**		$205,250.00		$320,750.00
8	Fringe Benefits (rate used 29%)		$59,522.50		$93,017.50
9	**Total Administration:**		$264,772.50		$413,767.50

Regular Classroom Instruction:

		2016-2017 No. FTEs		2017-2018 No. FTEs	
10	Teachers	15.3	$47,250.00	30.1	$47,250.00
11	Aides				
12	**Subtotal:**		$722,925.00		$1,422,225.00
13	Teacher Fringe Benefits (rate used 29%)		$209,648.25		$412,445.25
14	Aide Fringe Benefits (rate used)				
15	**Total Regular Classroom Instruction:**		$932,573.25		$1,834,670.25

Special Education:

		2016-2017 No. FTEs		2017-2018 No. FTEs	
16	Teachers	2.2	$47,250.00	5	$47,250.00
17	Aides				
18	**Subtotal:**		$103,950.00		$236,250.00
19	Teacher Fringe Benefits (rate used 29%)		$30,145.50		$68,512.50
20	Aide Fringe Benefits (rate used)				
21	**Total Special Education:**		$134,095.50		$304,762.50

Gifted and Talented Program:

		2016-2017 No. FTEs		2017-2018 No. FTEs	
22	Teachers				
23	Aides				
24	**Subtotal:**				
25	Teacher Fringe Benefits (rate used)				
26	Aide Fringe Benefits (rate used)				
27	**Total Gifted and Talented Program:**				

Alternative Education Program/ Alternative Learning Environments:

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
28 Teachers				
29 Aides				
30 **Subtotal:**				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 **Total Alternative Education Program/ Alternative Learning Environments:**				

English Language Learner Program:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
34				
35				
36				
37				
38				
39 **Subtotal:**				
40 Fringe Benefits (rate used _____)				
41 **Total English Language Learner Program:**				

Guidance Services:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
42 Manager of Counseling	1	$60,500.00	1	$60,500.00
43				
44				
45				
46				
47 **Subtotal:**		$60,500.00		$60,500.00
48 Fringe Benefits (rate used 29%)		$17,545.00		$17,545.00
49 **Total Guidance Services:**		$78,045.00		$78,045.00

Health Services:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
50				
51				
52				
53				
54				
55 **Subtotal:**				
56 Fringe Benefits (rate used _____)				
57 **Total Health Services:**				

Media Services:

	List Positions	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
58					
59					
60					
61					
62					
63	**Subtotal:**				
64	Fringe Benefits (rate used _____)				
65	**Total Media Services:**				

Fiscal Services:

	List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
66					
67					
68					
69					
70					
71	**Subtotal:**				
72	Fringe Benefits (rate used _____)				
73	**Total Fiscal Services:**				

Maintenance and Operation:

	List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
74					
75					
76					
77					
78					
79	**Subtotal:**				
80	Fringe Benefits (rate used _____)				
81	**Total Maintenance and Operation:**				

Pupil Transportation:

	List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
82					
83					
84					
85					
86					
87	**Subtotal:**				
88	Fringe Benefits (rate used _____)				
89	**Total Pupil Transportation:**				

	Food Services: List Positions	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
90					
91					
92					
93					
94					
95	**Subtotal:**				
96	Fringe Benefits (rate used _____)				
97	**Total Food Services:**				

	Data Processing: List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
98					
99					
100					
101					
102					
103	**Subtotal:**				
104	Fringe Benefits (rate used _____)				
105	**Total Data Processing:**				

	Substitute Personnel:	2016-2017 No. FTEs		2017-2018 No. FTEs	
106	Number of **Certified** Substitutes _____				
107	Number of **Classified** Substitutes _____				
108	**Subtotal:**				
109	Certified Fringe Benefits (rate used _____)				
110	Classified Fringe Benefits (rate used _____)				
111	**Total Substitute Personnel:**				

112	**TOTAL EXPENDITURES FOR SALARIES:**	$1,409,486.25	$2,631,245.25

Public Charter School Application
Estimated Budget Template

REVENUES

State Public Charter School Aid:

Line#			2016-2017 Amount:	2017-2018 Amount:
	2016-2017			
1	No. of Students 600 x $6,646.00	State Foundation Funding	$3,987,600.00	
2	No. of Students 600 x $26.00	Professional Development	$15,600.00	
3	No. of Students ____ x ____	eligible rate* NSL Funding		
4	No. of Students ____ x ____	Other: *Explain Below*		
5				
	2017-2018			
6	No. of Students 1200 x $6,646.00	State Foundation Funding		$7,975,200.00
7	No. of Students 1200 x $26.00	Professional Development		$31,200.00
8	No. of Students ____ x ____	eligible rate* NSL Funding		
9	No. of Students ____ x ____	Other: *Explain Below*		
10				
11	**Total State Charter School Aid:**		$4,003,200.00	$8,006,400.00

Other Sources of Revenues:

(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)

12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other *(Specifically Describe)*		
15			
16	**Total Other Sources of Revenues:**		
17	**TOTAL REVENUES:**	$4,003,200.00	$8,006,400.00

EXPENDITURES

Administration:

		2016-2017 Amount:	2017-2018 Amount:
18	Salaries and Benefits	$264,772.50	$413,767.50
	Purchased Services - List Vendors Below		
19	V - AD 1 Connections Academy of Arkansas, LLC	$435,740.00	$869,105.00
20	V - AD 2		
21	V - AD 3		
22	V - AD 4		
23	V - AD 5		
24	Supplies and Materials	$27,000.00	$54,000.00
25	Equipment		
	Other (List Below)		
26	Community Outreach		$200,000.00
27	Staff Recruiting	$5,000.00	$5,000.00
28	Board Related Expenses	$5,000.00	$5,000.00
29	Dues	$2,000.00	$2,500.00
30			
31	**Total Administration:**	$739,512.50	$1,549,372.50

			2016-2017 Amount:	2017-2018 Amount:
	Regular Classroom Instruction:			
32		Salaries and Benefits	$932,573.25	$1,834,670.25
		Purchased Services - List Vendors Below		
33	V - CI 1	Connections Academy of Arkansas, LLC	$1,384,392.50	$2,784,030.00
34	V - CI 2			
35	V - CI 3			
36	V - CI 4			
37	V - CI 5			
38		Supplies and Materials		
39		Equipment		
		Other (List Below)		
40		Student Testing & Assessment	$80,000.00	$150,000.00
41				
42				
43				
44				
45		**Total Regular Classroom Instruction:**	$2,396,965.75	$4,768,700.25
	Special Education:			
46		Salaries and Benefits	$134,095.50	$304,762.50
		Purchased Services - List Vendors Below		
47	V - SE1	Connections Academy of Arkansas, LLC	$100,080.00	$200,160.00
48	V - SE 2			
49	V - SE 3			
50	V - SE 4			
51	V - SE 5			
52		Supplies and Materials		
53		Equipment		
		Other (List Below)		
54				
55				
56				
57				
58				
59		**Total Special Education:**	$234,175.50	$504,922.50
	Gifted and Talented Program:			
60		Salaries and Benefits		
		Purchased Services - List Vendors Below		
61	V - GT1	Connections Academy of Arkansas, LLC		
62	V - GT2	Support is included in Line 47 above		
63	V - GT3			
64	V - GT4			
65	V - GT5			
66		Supplies and Materials		
67		Equipment		
		Other (List Below)		
68		ARCA is applying for a waiver from		
69		6-20-2208(c)(6) and 6-42-109		
70				
71				
72				
73		**Total Gifted and Talented Program:**		

			2016-2017 Amount:	2017-2018 Amount:
	Alternative Education Program/ Alternative Learning Environments:			
74		Salaries and Benefits		
		Purchased Services - List Vendors Below		
75	V - ALE1			
76	V - ALE2			
77	V - ALE3			
78	V - ALE4			
79	V - ALE5			
80		Supplies and Materials		
81		Equipment		
		Other (List Below)		
82		ARCA is applying for a waiver from		
83		6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and		
84		6-48-101 et seq.		
85				
86				
87		**Total Alternative Education Program/ Alternative Learning Environments:**		
	English Language Learner Program:			
88		Salaries and Benefits		
		Purchased Services - List Vendors Below		
89	V - ELL1	Connections Academy of Arkansas, LLC		
90	V - ELL2	Support is included in Line 47 above		
91	V - ELL3			
92	V - ELL4			
93	V - ELL5			
94		Supplies and Materials		
95		Equipment		
		Other (List Below)		
96				
97				
98				
99				
100				
101		**Total English Language Learner Program:**		
	Guidance Services:			
102		Salaries and Benefits	$78,045.00	$78,045.00
		Purchased Services - List Vendors Below		
103	V - GS1	Connections Academy of Arkansas, LLC		
104	V - GS2	Support is included in Line 47 above		
105	V - GS3			
106	V - GS4			
107	V - GS5			
108		Supplies and Materials		
109		Equipment		
		Other (List Below)		
110				
111				
112				
113				
114				
115		**Total Guidance Services:**	$78,045.00	$78,045.00

			2016-2017 Amount:	2017-2018 Amount:
	Health Services:			
116		Salaries and Benefits		
		Purchased Services - List Vendors Below		
117	V - HS1			
118	V - HS2			
119	V - HS3			
120	V - HS4			
121	V - HS5			
122		Supplies and Materials		
123		Equipment		
		Other (List Below)		
124		ARCA is applying for a waiver from		
125		6-18-706		
126				
127				
128				
129		**Total Health Services:**		
	Media Services:			
130		Salaries and Benefits		
		Purchased Services - List Vendors Below		
131	V - MS1			
132	V - MS2			
133	V - MS3			
134	V - MS4			
135	V - MS5			
136		Supplies and Materials		
137		Equipment		
		Other (List Below)		
138		ARCA is applying for a waiver from		
139		6-25-103 and 6-25-104		
140				
141				
142				
143		**Total Media Services:**		
	Fiscal Services:			
144		Salaries and Benefits		
		Purchased Services - List Vendors Below		
145	V - FS1	Connections Academy of Arkansas, LLC	$98,485.50	$196,971.00
146	V - FS2	Rasco Winter Abston Moore & Associates, LLP	$12,000.00	$12,000.00
147	V - FS3			
148	V - FS4			
149	V - FS5			
150		Supplies and Materials		
151		Equipment		
		Other (List Below)		
152		Banking fees	$1,000.00	$1,000.00
153				
154				
155				
156				
157		**Total Fiscal Services:**	$111,485.50	$209,971.00

			2016-2017 Amount:	2017-2018 Amount:
	Maintenance and Operation:			
158		Salaries and Benefits		
		Purchased Services - List Vendors Below INCLUDE UTILITIES		
159	V - MO1	Connections Academy of Arkansas, LLC	$105,000.00	$195,000.00
160	V - MO2			
161	V - MO3			
162	V - MO4			
163	V - MO5			
164		Supplies and Materials		
165		Equipment	$43,000.00	$43,000.00
		Other (List Below)		
166		Phone	$20,000.00	$35,000.00
167		High Speed Internet	$25,000.00	$40,000.00
168				
169				
170				
171		**Total Maintenance and Operation:**	$193,000.00	$313,000.00
	Pupil Transportation:			
172		Salaries and Benefits		
		Purchased Services - List Vendors Below		
173	V - PT1			
174	V - PT2			
175	V - PT3			
176	V - PT4			
177	V - PT5			
178		Supplies and Materials		
179		Equipment		
		Other (List Below)		
180		ARCA will not provide pupil transportation		
181				
182				
183				
184				
185		**Total Pupil Transportation:**		
	Food Services:			
186		Salaries and Benefits		
		Purchased Services - List Vendors Below		
187	V - FD1			
188	V - FD2			
189	V - FD3			
190	V - FD4			
191	V - FD5			
192		Supplies and Materials		
193		Equipment		
		Other (List Below)		
194		ARCA is applying for a waiver from		
195		6-18-705 and 6-20-701 et seq.		
196				
197				
198				
199		**Total Food Services:**		

			2016-2017 Amount:	2017-2018 Amount:
	Data Processing:			
200		Salaries and Benefits		
		Purchased Services - List Vendors Below		
201	V - DP1	Connections Academy of Arkansas, LLC		
202	V - DP2	Support is included in Line 145 above		
203	V - DP3			
204	V - DP4			
205	V - DP5			
206		Supplies and Materials		
207		Equipment		
		Other (List Below)		
208				
209				
210				
211				
212				
213		**Total Data Processing:**		
	Substitute Personnel:			
214		Salaries and Benefits		
		Purchased Services - List Vendors Below		
215	V - SB1	Usually not required in an online environment		
216	V - SB2	as school staff can typically cover when a		
217	V - SB3	colleague is absent		
218	V - SB4			
219	V - SB5			
220		**Total Substitute Personnel:**		
	Facilities:			
221		Lease/Purchase Contract for One Full Year	$128,000.00	$128,000.00
		Facility Upgrades - List Upgrades Below		
222				
223				
224				
225				
226				
227				
228				
229		Property Insurance for One Full Year		
230		Content Insurance for One Full Year		
231		**Total Facilities:**	$128,000.00	$128,000.00

			2016-2017 Amount:	2017-2018 Amount:
	Debt Expenditures:			
		List Debts Below		
232				
233				
234				
		Total Debts:		
	Other Expenditures:			
		List Other Expenditures Below		
235		Staff Training / Professional Development	$20,000.00	$40,000.00
236		Travel and Conferences	$19,800.00	$37,890.00
237		Internet Subsidy	$51,637.50	$103,275.00
238		Legal	$25,000.00	$10,000.00
239		Insurance - Directors & Officers	$1,500.00	$1,500.00
240				
241	**TOTAL EXPENDITURES:**		$3,999,121.75	$7,744,676.25
242	**Net Revenue over Expenditures:**		$4,078.25	$261,723.75

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

LEGAL REVIEW OF WAIVER REQUESTS AND RESPONSES

Red=Waivers not previously requested, need additional discussion, or have remaining issues
Green=Waivers previously granted, no remaining issues
Information provided by Applicant is in italics.

Connections Academy Waivers Requested in Original Application
2015 Open-Enrollment Application

1. School Year/School Day

ARK. CODE ANN. §6-10-106 Uniform dates for beginning and end of school year

ARK. CODE ANN. §6-16-102 School day

ARK. CODE ANN. §6-18-211 Mandatory attendance for students in grades nine through twelve

ARK. CODE ANN. §6-18-213(a)(2) Attendance records and reports generally

ADE Rules - Mandatory Attendance Requirements for Students in Grades Nine through 12

Standards for Accreditation 10.01.4 Required Time for Instruction

Standards for Accreditation 14.03

Students in an online school are able to work on their own schedules. ARCA will track student attendance electronically based on student engagement and completed work rather than physical attendance and seat-time. Planned instruction time will not average less than 30 hours per week. Students are able to work across the entire week rather than five days, so instructional time may average less than six hours per day over a seven-day week. Learning coaches will record school day attendance and ARCA staff will ensure those records match completed work.

Legal Comments: None

Remaining Issues: None

2. Safety

ARK. CODE ANN. §6-10-122 Automated external defibrillators required

ARK. CODE ANN. §6-15-1302 Emergency plans for terrorist attacks

ARK. CODE ANN. §6-17-102 Emergency first aid personnel

ARK. CODE ANN. §6-21-106 Fire hazards inspection prior to closing for breaks

ADE Rules - Automated External Defibrillator (AED) Devices and Cardiopulmonary Resuscitation (CPR)

ADE Rules - Automated External Defibrillators, Requirement of Schools to Have

ADE Rules - School Fire Marshal

Students will not be physically present at the ARCA teaching/learning center. ARCA will ensure a safe working environment for its staff. The Board will adopt its own student discipline, school safety, and transportation

Legal Comments: None

Remaining Issues: None

3. CPR Instruction

ARK. CODE ANN. §6-16-143 Cardiopulmonary resuscitation instruction

Students will receive instruction in cardiopulmonary resuscitation but since instruction will be online, there will not be a psychomotor ("hands-on") component.

Legal Comments: None

Remaining Issues: None

4. ALE

ARK. CODE ANN. §6-15-1005(b)(5)(A) Safe, equitable, and accountable public schools

ARK. CODE ANN. §6-18-503(a)(1)(C)(i) Written student discipline policies required

ARK. CODE ANN. §6-48-101 et seq. Alternative Learning Environments

ADE Rules – Student Discipline and School Safety Policies 4.10

ADE Rules Governing the Distribution of Student Special Needs Funding 4.00

Standards for Accreditation 19.03

Students will not be physically present at the ARCA teaching/learning center and therefore will not need a separate ALE program. Students, their families, and their Learning Coaches choose the environment in which the student learns online. ARCA will provide appropriate discipline and intervention responses for students with disciplinary, socially dysfunctional, or behavioral problems, but will not provide a physical ALE center.

Legal Comments: None

Remaining Issues: None

5. Licensure-Teacher, Administrator, Superintendent

ARK. CODE ANN. § 6-13-109 School Superintendent

ARK. CODE ANN. §6-15-1004 Qualified teachers in every public school classroom

ARK. CODE ANN. §6-17-302 Public school principals - Qualifications and responsibilities

ARK. CODE ANN. §6-17-309 Licensure – Waiver

ARK. CODE ANN. §6-17-401 Teacher's license requirement

ARK. CODE ANN. §6-17-427 Superintendent license - Superintendent mentoring program required

ARK. CODE ANN. §6-17-802 Twelve-month contracts for vocational agriculture teachers

ARK. CODE ANN. §6-17-902 Definitions [Arkansas Teachers' Salary Law]

ARK. CODE ANN. §6-17-919 Warrants void without valid certificate and contract

ADE Rules - Licensure - Educator Licensure

Standards for Accreditation 15.01 School District Superintendent

Standards for Accreditation 15.02 Principals

Standards for Accreditation 15.03 Licensure and Renewal

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 Board will contract with Connections Education for and Connections Education will employ effective administration, licensed teachers, and support staff. All staff will be subject to background checks and the Code of Ethics for Arkansas Educators. Teachers will be licensed in Arkansas except for those situations where an in-state teacher cannot be identified or for classes with low student interest (e.g. foreign language & AP courses). In those circumstances, ARCA intends to utilize the resources of Connections' private school, which employs teachers who are licensed in the states they reside. This will enable ARCA to offer the full Connections' catalogue of courses to its students. ARCA estimates that over 90% of course enrollments will be taught by Arkansas-licensed staff, as this is a goal jointly shared by the Board and Connections. While certified 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: Other sections of the application indicate that teachers will be licensed.

Applicant Response: *ARCA teachers will all be licensed educators. ARCA is requesting waivers of teacher licensure requirements so that some classes that would otherwise not be able to be offered to ARCA students may be taught by teachers who are licensed in states other than Arkansas. All teachers will be subject to required background checks and the Code of Ethics for Arkansas Educators, regardless of state licensure.*

This arrangement would allow ARCA to offer more courses from Connections' catalog while maintaining the teacher quality indicated by state licensure. There may be courses for which an Arkansas-licensed teacher cannot be identified or courses with lower student interest (e.g., AP courses and advanced and low incidence world languages, CTE courses, and electives). In such instances, ARCA could still offer these courses using the resources of Connections' private school (iNACA), which employs teachers who are licensed in the states they reside.

ARCA anticipates these instances would affect very few students and only for the better, as students could enroll in courses that would not otherwise be offered. ARCA estimates over 90% of course enrollments, or 9 out of 10 seats in courses, will be taught by a teacher licensed in Arkansas. For example, if 500 students enroll in six courses each (3,000 total course enrollments), no fewer than 2,700 of those course enrollments (90% of 3,000) would be taught by a teacher licensed in Arkansas.

If these teacher licensure waivers are not granted, all ARCA teachers will be Arkansas-licensed. This would not affect the viability of the ARCA program but would limit some of the courses available to students.

Remaining Issues: None

6. Business Manager Qualifications

ARK. CODE ANN. §6-15-2302 General Business Manager

ADE Rules - Business Manager Qualifications
ARCA anticipates contracting with Connections for financial management services, which will include a business manager responsible for the fiscal operations of the public charter school. The Connections financial services team maintains a sterling record with charter finance experience in 17 states and will support ARCA under the direction of its Board-designated treasurer through its team of professional staff, many of whom possess CPA and/or CFE designations. Contracting with Connections for a business manager will avoid potential duplication of effort, enabling the school to direct resources to its educational program.

Legal Comments: None

Remaining Issues: None

7. Personnel Policies/Salary Schedules

ARK. CODE ANN. §6-17-201 et seq. Personnel Policies

ARK. CODE ANN. §6-17-913 Audit of Accounts

ARK. CODE ANN. §6-17-1201 et seq. The Teachers' Minimum Sick Leave Law

ARK. CODE ANN. §6-17-1301 et seq. The School Employees' Minimum Sick Leave Law

ARK. CODE ANN. §6-17-1501 et seq. Teacher Fair Dismissal Act

ARK. CODE ANN. §6-17-1701 et seq. Public School Employee Fair Hearing Act

ARK. CODE ANN. §6-17-2201 et seq. Classified School Employee Minimum Salary Act

ARK. CODE ANN. §6-17-2301 et seq. Personnel Policy Law for Classified Employees

ARK. CODE ANN. §6-17-2401 et seq. Teacher Compensation Program of 2003

ARK. CODE ANN. §6-20-2208(c)(1) Monitoring of expenditures

ADE Rules - Personnel Policies and Salary Schedules

ARCA intends to contract with Connections for its administrators and teachers and wishes to use the performance-based compensation model Connections has successfully pioneered in the schools it supports. This model which consists of competitive salary, incentive compensation based on school outcomes, responsibility-driven stipends, a rich benefit plan, and a flexible paid time off program, is tailored to the unique aspects of a virtual school setting and will enable ARCA to attract, retain, and promote staff who share our vision of a focus on student outcomes.

Legal Comments: None

Remaining Issues: None

8. Insurance

ARK. CODE ANN. §6-17-1111 Life and disability insurance - Employee eligibility - A llocation of costs

ARK. CODE ANN. §6-17-1117 Health insurance

ARCA staff will be eligible for benefits through Connections' plans, including health, life, disability, vision, dental insurances and other benefits/programs. As a nationwide educational services provider, Connections is able to pool risk to offer a competitive benefits package and

recruit and retain effective administrators and teachers.

Legal Comments: None

Remaining Issues: None

9. Professional Development

ARK. CODE ANN. §6-17-701 et seq. Professional development

ADE Rules - Professional Development Emergency Rule Effective July 1, 2014

ADE Rules – Advanced Placement and International Baccalaureate Diploma Incentive Program 4.00

Standards for Accreditation 10.01.3 Required Time for Instruction and School Calendar

Standards for Accreditation 15.04 Professional Development and In-Service Training

ARCA's teachers who are not licensed in Arkansas will complete required professional development as a condition for maintaining their state licenses. Teachers licensed in other states and providing instruction in an area where a state-based teacher could not be found or in courts with low student interest (e.g. foreign language and AP courses) will receive professional development in their own home states. This will increase student achievement by providing students with most effective teachers and a robust catalogue of courses.

Legal Comments: Rationale should be provided to explain how these waivers will help the Applicant achieve its goals. The Applicant should describe the training and professional development it will offer its staff.

Applicant Response: *ARCA teachers who are licensed in Arkansas will meet all ongoing continuing education requirements to maintain their licensure. If the licensure waiver is approved, teachers who are licensed in a state other than Arkansas will meet continuing education requirements in their state(s) of licensure. These waivers to Arkansas professional development requirements for those teachers licensed in a state other than Arkansas will help ARCA meet its goals by allowing students to enroll in courses that would not otherwise be offered.*

In addition to state requirements, Connections will provide additional training and professional development to ARCA teachers. These training and professional development sessions will include best practices in education as well as training specific to teaching in an online environment and supporting at-risk student populations.

Research on effective professional development indicates that professional development must be intensive, ongoing, and connected to practice. Connections provides a systematic approach to professional learning for all teachers. ARCA staff will participate in Connections'

Foundations for Teaching program to make a transition from teaching in a brick-and-mortar school to teaching online. This professional development will help ARCA teachers learn about the school year cycle and associated tasks and become familiar with instructional tools and resources that are used to engage learners.

The following training modules must be completed by new teachers in Connexus within the first 30 days of employment:

- *Teacher Orientation*
- *Accessibility for All – a module focusing on Exceptional Children and their needs, including 504 and IDEA compliance*
- *Internet Safety Training*
- *Students in Distress – a module focusing on the wellbeing of students including recognizing and responding to physical, emotional, and sexual abuse, child neglect, depression, suicide, and cyberbullying*

Special Education, English Language Learner (ELL), and Gifted/Talented teachers will receive additional training and professional development related to serving their respective student populations in an online environment.

Designated professional development days will have a specific focus and additional professional learning support will be available on a daily basis. Teachers will have multiple opportunities for seeking assistance and support with instructional strategies for engaging students and families, making decisions based on data, and completing school year cycle tasks in a timely and efficient manner. ARCA will have multiple levels of ongoing support from the Connections' Instructional Services Department. Listed in Figure 1 are the training and professional development programs and initiatives that may be facilitated throughout the school year following the time table and topics noted in each section. Topics covered in School Support training correspond with specific times of the school year. Each session is one hour in length.

Figure 1. School Support – Instructional Services Department

Month and Session	***Topics and Descriptions***
September	***Introduction to the School Year Cycle*** • *Monitoring Formative Assessments and Encouraging Student Participation* • *Welcome Calls, Curriculum-Based Assessments (CBAs), and Escalation* • *Monitoring and assisting homeroom students with attendance, participation, and contacts* • *Using the School Year Cycle Radar Report to monitor escalation* • *Intervention Indicators: How to review, identify, and implement interventions*

October	***Using the Section Performance Report*** • *Accessing and using the report to monitor student participation and performance* • *School Year Cycle Radar report - Accessing and using the report to monitor homeroom students' attendance, contacts, and participation.* • *Using LiveLesson® Session Tools to Engage Students*
December	***Setting Section Stages Complete*** • *Reviewing student grade books to determine when they are ready to have Section Stages set to Complete* • *Completing the process of setting Section Stages to Complete* • *Making changes after Section Stages have been set to Complete* ***Marking Lessons at Midyear*** • *Fall Preliminary Retention Data View* • *Identifying the purpose of this Data View* • *Completing the Fall Preliminary Retention Data View*
January	***Setting Section Stages Review*** • *Identifying promotion criteria* • *Using the School Year Cycle Radar to identify a student's recommendation status* • *Reviewing Connexus suggestions and inputting recommendations* • *Conducting follow-up phone contacts and WebMail messages* • *Pulling individual teacher radar data for review* • *Formative Assessment Mid-Test* • *Motivating students to participate* • *Encouraging Learning Coach training and participation*
February	***Helping Homeroom Students*** • *Reviewing best practices for intervening with students in Approaching Alarm or Alarm status* • *Reviewing best practices for ensuring high levels of student engagement*

Figure 2 is a sample of the types of professional development and instructional support that will occur during the school year. These will be presented in conjunction with other members of the Connections' Instructional Services Department. Each session is one hour in length.

Figure 2. Professional Development – Instructional Services Department

Topic	*Activity*
Week 1 • *How is teaching online different from teaching in brick-and-mortar?* • *Office Hours with Professional Development*	• *Learning about the role of a facilitator of learning and analyzing data (not re-teaching curriculum in Connexus®)* • *Using the ARCA Teacher ePortfolio to capture attendance and participation in all training and professional learning* • *Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.*
Weeks 2 through 6 • *Office Hours with Professional Development*	• *Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.*
Week 7 • *Adobe Connect, Foundations Part 2 (continued from First 8 Days)* • *Office Hours with Professional Development*	• *Polls, Applets, Pods – keeping sessions engaging – "how to" tutorials as recordings – course content is about why/when you use them to engage students* • *Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.*
Weeks 8 and 9 • *Office Hours with Professional Development*	• *Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.*
Week 10 • *Revisiting CBAs and Higher-level Questioning* • *Data-driven Decisions* • *Office Hours with Professional Development*	• *How are you doing with CBAs? What are the different levels of questioning?* • *Looking at data and making instructional decisions for personalizing instruction* • *Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.*

Week 11 • *Adobe Connect, Foundations Part 3: Targeted LiveLesson Sessions* • *Office Hours with Professional Development*	• *Strategies for asking higher level questions in LiveLesson sessions* • *Working with targeted groups of students* • *Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.*
Through end of December • *Office Hours with Professional Development*	• *Open office hours for assistance with instructional strategies, planning and teaching, identifying student needs, personalizing instruction, using Adobe Connect, etc.*
January • *Next Generation Assessments and High Stakes Assessments, Part 1*	• *Sample questions, student expectations, and preparing students for next generation assessments*
February • *Next Generation Assessments and High Stakes Assessments, Part 2* • *Using the AOPR*	• *Sample questions, student expectations, and preparing students for next generation assessments* • *AOPR for academic progress and data analysis* • *Instructional Support Database for Resources*
March • *Engaging Students in Learning*	• *Developing grit and persistence, maintaining engagement, and understanding learning styles*
April • *Helping Students Succeed*	• *Review and analyze data from the approved Supplemental Instructional Support Programs*
May • *Closing Out the Year*	• *Developing professional learning goals for the next school year* • *Introduction to the Professional Learning 100 Series Overview*

In addition to required training and professional development, Connections maintains a multitude of optional professional learning sessions that may be offered during the school year. These are open to all teachers who are looking to expand their skill sets. Sessions are designed for specific content areas, grade level teams, or experience levels. The optional learning experiences are designed as multi-part series or stand-alone sessions, depending on their content. Examples of optional trainings, many of which have monthly sessions, include:

- *1, 2, 3: Developing Number Sense (K-2)*

- *½, ⅓, ¼: Developing Number Sense (3–5)*
- *Building Blocks to Teaching Reading: The Five Components of Literacy Instruction for K–5 Teachers*
- *Developing Empowered Writers*
- *LiveLesson® Foundations*
- *Topics in Gifted Education*
- *Advancing Your Practice: Time Management, Data Analysis, and Synchronous Instruction*
- *Collective Approach to Teaching Students with Learning Differences*
- *Introduction to Response to Intervention (RTI)*
- *Partnering with Learning Coaches*
- *Using Formative Assessment Data to Make Instructional Decisions*

Remaining Issues: None

10. Class Size and Teaching Load

Standards for Accreditation 10.02 Class Size and Teaching Load

ARCA educators utilize Connections' curriculum and assessments rather than preparing their own and will not face the typical challenges of classroom management, as instruction is delivered online. The Board will adopt class size and teaching load requirements that are more appropriate for an online setting to allow for a more effective allocation of school funds. ARCA proposes the following specific alternative maximum student-to-teacher ratios:

- *Teachers (K-5) – 50:1*
- *• Teachers (6-8) – 38:1*
- *Advisory Teachers – 300:1*
- *Special Education Teachers – 35:1*

Legal Comments: Special Education standards regarding class size and teaching load cannot be waived.

Applicant Response:
The ARCA Board acknowledges that Special Education standards regarding class size and teaching load cannot be waived and withdraws that portion of the waiver request.

ARCA proposes the following specific alternative maximum student-to-teacher ratios:

- *Teachers (K-5) – 50:1*
- *Teachers (6-8) – 38:1*
- *Advisory Teachers – 300:1*

ARCA will comply with Special Education class size and teaching load requirements authorized by A.C.A. §6-41-309 and specified in ADE Rules – Special Education and Related Services 17.00 Program Standards, specifically Section 17.03.1.2.

Please see ARCA's response to C.14 Staffing Plan for additional details on how ARCA will comply with Special Education standards regarding class size and teaching load.

Remaining Issues: None

11. Food Services

ARK. CODE ANN. §6-18-705 Breakfast program

ARK. CODE ANN. §6-20-701 et seq. School Lunch Program

As an online school, ARCA will not serve meals.

Legal Comments: None

Remaining Issues: None

12. Gifted and Talented

ARK. CODE ANN. §6-20-2208(c)(6) Monitoring of expenditures

ARK. CODE ANN. §6-42-109 Reports by school districts

ADE Rules - Gifted And Talented Program Approval Standards

Standards for Accreditation 18.00 Gifted and Talented Education

The Board will contract with Connections Education to offer a gifted and talented program as described in this application, though not as prescribed by ACA and ADE Rules. The Connections program, described above, is designed to increase student achievement for gifted and talented students.

Legal Comments: None

Remaining Issues: None

13. School Nurse/Media Services

ARK. CODE ANN. §6-18-706 School nurse

ARK. CODE ANN. §6-25-103 and §6-25-104 Library media services program defined and Library media specialist – qualifications

ADE Rules Governing Public School Student Services 3.01.6

Standards for Accreditation 16.02 Media Services

Standards for Accreditation 16.03 Health and Safety Services

As an online school, ARCA will not need a school nurse or library media specialist. Teachers will work to ensure students understand research and technology.

Legal Comments: None

Remaining Issues: None

14. Guidance Counseling Services

ARK. CODE ANN. §6-18-1001 et seq. Public School Student Services Act

ADE Rules Governing Public School Student Services 3.01.1

Standards for Accreditation 16.01.03 Guidance and Counseling

ARCA will provide its own set of student services programs that will be possible and appropriate in a full-time online charter school setting. The ratio required for brick-and-mortar schools in which counselors and students must meet face-to-face is not necessarily appropriate for a full-time online program. The Board believes in the importance of guidance and counseling services and will ensure appropriate staffing levels are maintained. One or more properly certified guidance counselors will be on staff, but the services provided to students can be distributed differently among staff. Advisory teachers (estimated 300:1 ratio) will handle most course scheduling and post-graduation planning support.

Legal Comments: None

Remaining Issues: None

15. School Boards

ARK. CODE ANN. §6-13-608 Length of directors' terms

ARK. CODE ANN. §6-13-611(b) and (c) Vacancies generally

ARK. CODE ANN. §6-13-612(c) Vacancy – Conviction of a Felony

ARK. CODE ANN. §6-13-613 Temporary vacancies – Vacancies created by failure to participate

ARK. CODE ANN. §6-13-619(c)(1)(A) and (d)(2) Meetings

ARK. CODE ANN. §6-13-620(5)(A) Powers and Duties

ARK. CODE ANN. §6-13-630 Election by zone and at large

ARK. CODE ANN. §6-13-631 Effect of minority population on election

ARK. CODE ANN. §6-13-1301 et seq. Site-Based Decision Making

ARK. CODE ANN. §6-14-101 et seq. School elections

ARCA'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 or Connections Education. The Board will provide for its own site-based decision making committee and school board member training. The ARCA Board will allow board members to call in to a pubic conference line for quorum and/or voting to ensure statewide representation on the board. Connections 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 Issues: None

16. Commodity Bidding

ARK. CODE ANN. §6-21-301 et seq. Acquisition of Commodities Generally

ARCA intends to contract with Connections for provision of its education program. Connections' education program integrates technology, curriculum, instructional materials and tools, staff, and support services into a single education services offering. The Connections program is proprietary and Connections is the only source from which ARCA can obtain access to the Connections education program. ARCA believes that this service offering falls within the single source exemption of ACA § 6-21-05. Because of the unique nature of the Connections education program, the Board would prefer RFP requirements be waived only for its contract with Connections. This will increase student achievement as ARCA will have more time to establish its program. All other purchases will be subject to ACA § 6-21-01 et seq. Should this waiver not be granted, ARCA will follow the required RFP process for a contract with an educational service provider.

Legal Comments: None

Remaining Issues: None

17. Instructional Materials

ARK. CODE ANN. §6-21-406 Conditions for offering textbooks for adoption, sale, or exchange

ADE Rules Governing Instructional Materials 6.02

Connections maintains a national array of instructional material/book depositories across the

country linked by an efficient logistics network. Any new depository would be redundant and the expenses passed onto the school would be better spent serving ARCA students.

Legal Comments: The Applicant should explain why these waivers are necessary and how they will help the Applicant meets its goals.

Applicant Response: *A.C.A. §6-21-406(b) and ADE Rules Governing Instructional Materials Section 6.02 require that publishers doing business in the State of Arkansas maintain at least one book depository in Arkansas. ARCA anticipates contracting with Connections which already maintains a national array of depositories linked by an efficient logistics network.*

A waiver is necessary because maintaining a book depository in Arkansas would be redundant to Connections' operations. Connections is already able to store and ship instructional materials for ARCA students with its existing depositories. As such, requiring a redundant depository would increase costs to Connections and ARCA without any benefit to students.

If this waiver is granted, ARCA would allocate those school funds that would have funded a depository to other services that the ARCA Board decides will best support students. This financial flexibility will help ARCA meet its goals for student academic success.

If this waiver is not granted, ARCA and Connections agree to comply with A.C.A. §6-21-406(b) and ADE Rules Governing Instructional Materials Section 6.02 and will take the steps necessary to do so.

Remaining Issues: None

18. Annual Progress Report Publication

ARK. CODE ANN. §6-15-2006(b) Annual Report

Standards for Accreditation 7.02.2 School District Goals

ARCA will operate as a statewide school making it cost-prohibitive to publish a report in newspapers with general circulation in all served districts. ARCA will report to parents online and to the State Board of Education in writing which will be more effective in engaging parents.

Legal Comments: None

Remaining Issues: None

19. Flags/Period of Silence/Pledge of Allegiance

ARK. CODE ANN. §6-10-115 Period of Silence

ARK. CODE ANN. §6-16-105 United States flag

ARK. CODE ANN. §6-16-106 Arkansas flag

ARK. CODE ANN. §6-16-108 Recitation of the Pledge of Allegiance

ARCA will display the U.S. and Arkansas flags, though not as prescribed by A.C.A. The online nature of ARCA does not lend itself to a group Period of Silence or recitation of the Pledge of Allegiance. Time is available for students to do so individually.

Legal Comments: None

Remaining Issues: None

20. Adult Education

Standards of Accreditation 19.04

ARCA may make a summer school available depending on student need and demand but will not offer an adult education program. The ARCA Board prefers to focus on serving students in grades K-12, from which an adult education program may distract.

Legal Comments: None

Remaining Issues: None

21. Material Allotment to Teachers

ARK. CODE ANN. §6-21-303(b)(1)(A) Rules [Acquisition of Commodities Generally]

ARCA teachers will not have traditional classrooms and will be provided with the materials necessary for class activities.

Legal Comments: Applicant should provide rationale of why this waiver is necessary and how it will help the Applicant achieve its goals.

Applicant Response: *A.C.A. §6-21-303(b)(1)(A) requires a school district to provide to each PK-6th grade teacher for use in his or her classroom or for class activities the greater of $500 or $20 per student enrolled in a teacher's class for more than 50% of the school day at the end of the first three months of the school year.*

A waiver is necessary because ARCA teachers, who will teach in a fully-online environment, will not need to spend out-of-pocket on their virtual classrooms or class activities. ARCA anticipates contracting with Connections for instructional materials, which includes materials for class activities (e.g., science kits, math manipulatives, and art supplies).

If this waiver is granted, ARCA would allocate a portion of those school funds that would have been provided for teachers' classrooms and class activities to other services that the ARCA

Board decides will best support students. This financial flexibility will help ARCA meet its goals for student academic success.

ARCA may implement procedures akin to those required by A.C.A. §6-21-303(b)(1)(B), whereby teachers may draw from or be reimbursed from a discretionary fund. These procedures would be set by the ARCA Board and may target core subject teachers or teachers serving high- need students.

If this waiver is not granted, ARCA agrees to comply with A.C.A. §6-21-303(b)(1)(A) and will adopt the procedures necessary to do so.

Remaining Issues: None

22. Eye and Vision Screening

ARK. CODE ANN. §6-18-1501 et seq. Mandated Eye and Vision Screening Procedures and Tests for Children

ADE Rules - Eye and Vision Screening Report in Arkansas Public Schools

ARCA students will not be physically present at the teaching/learning center to receive eye and vision screening exams. Should these waivers be denied, ARCA will comply with state law and ADE rules in one or more of the following ways: contracting with screening providers in students' local areas, subsidizing households to provide for screening, proving for screening at sites where students will be present (e.g. state assessments, field trips). Transportation may be provided for those families who require it in a similar fashion to state assessments procedure.

Legal Comments: None

Remaining Issues: None

21. Secondary Units Offered

Standards for Accreditation 9.03.1.2 and 9.03.4

ARCA will not initially serve all secondary grades. ARCA's initial high school cohort will have access to a full court load that will allow students to graduate on time under Smart Core requirements. By the start of this initial cohort's 12th grade year, ARCA will offer all 38 required units, less any waived requirements.

Legal Comments: None

Remaining Issues: None

22. Secondary Units Offered – Instrumental and Vocal Music

Standards for Accreditation 9.03.4.5

ARCA will not offer a unit of instrumental music or a unit of vocal music. ARCA will offer at least 3 ½ fine arts units better suited to an online environment, which will benefit student achievement. Connections has music theory, music appreciation, digital arts, and art history course in its catalogue.

Legal Comments: None

Remaining Issues: None

Desegregation Analysis: Fully Responsive

ADE LEGAL DESEGREGATION ANALYSIS

ARKANSAS DEPARTMENT OF EDUCATION

MEMORANDUM

To: ADE Charter Authorizing Panel

From: ADE Staff

Re: Desegregation Analysis of Open-Enrollment Public Charter School Application for Arkansas Connections Academy

Date: September 30, 2015

I. INTRODUCTION

Arkansas Connections Academy, Inc. submitted an application for an open-enrollment public charter school, Arkansas Connections Academy. The proposed charter school would be virtual with its offices located in the Bentonville School District. The proposed charter school would provide instruction in grades kindergarten through twelve (K-12) and possess a student enrollment cap of 3,000. Because of its virtual nature, the proposed school could draw students from throughout the state.

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 charter 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 62 and 63 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, 2014, enrollment for the Bentonville School District is as follows:

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
Affected School Districts							
Bentonville	570	878	468	1,663	253	11,665	15,497
School District	3.68%	5.67%	3.02%	10.73%	1.63%	75.27%	--

"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 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)). ADE is aware of various desegregation orders affecting districts throughout the state.

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). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

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

It is difficult to conclude, from data currently available, that the proposed charter school is motivated by an impermissible intent to segregate schools. Although ADE is aware of various

desegregation orders affecting districts throughout the state, we have no reason to believe that the number of students who will attend ARCA will be significant enough to impact any district's desegregation obligations. 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.

the Getting Started onboarding program, the Get Coaching Learning Coach support program, and the Get Connected socialization and connectedness program.

During the enrollment process, Learning Coaches will be provided with the School Handbook, which clearly outlines the role of and expectations for the Learning Coaches. Learning Coaches will also be provided an online orientation course detailing how the program works, how to use Connexus, and particulars about their specific role. Homeroom teachers provide ongoing support to Learning Coaches and ARCA will provide support for Learning Coaches throughout the year with modules on participation, motivation, assessments, and summer learning.

If a student is not having attendance taken, is not completing work, or is not succeeding in the school, the student's teachers will intervene and conference with the Learning Coach. If it is determined this stems from a Learning Coach issue (rather than from academic difficulties), the staff would take action such as creating an action plan or contract with the Learning Coach that further specifies expectations and tasks. The school will conduct check-in meetings with the Learning Coach, student, teacher, and administrator throughout the process.

Involve the Parents, Employees, and Broader Community in Carrying Out the Terms of the Charter
Active involvement of all stakeholders will ensure the success of ARCA 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 virtually periodically throughout the year.

Connections will contract with a third party to survey parents and employees annually to evaluate ARCA on several criteria including student progress, teacher support, and quality of the curriculum. Parents and employees will be surveyed to get their feedback on the program to help identify what the school is doing well and how it can improve.

To keep families and community members informed and involved, ARCA will maintain a public website and social media pages (Facebook, Pinterest, Twitter, etc.) that contains all required and relevant information. ARCA will develop a student information and community education plan to inform potential students, their parents/ guardians, and other interested parties about the education program.

22. 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 ARCA's charter approval will not negatively impact the desegregation efforts of any public school district in the state. ARCA will operate as an online school; since all learning and assignments are delivered to students online, ARCA may attract and enroll students across the entire state. ARCA 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, ARCA will use a random, anonymous lottery for admissions.

Since ARCA will draw students statewide, 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 ARCA 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 ARCA do come from public school districts, this is a small fraction of the approximately 460,000 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 2,000- 3,000 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. (ARCA is seeking an enrollment cap of 2,000 students for the first 3 years of operation, and a cap of 3,000 students for years 4 and 5.)

ARCA plans to operate a teaching/learning center in Bentonville within the boundaries of the Bentonville School District. Even assuming that the majority of the 2,000- 3,000 students who may enroll in ARCA come from the Bentonville School District and its six contiguous districts, which again is not likely, it's hard to imagine that 2,000- 3,000 students could affect the racial makeup of the over 57,000 students enrolled in the seven school districts in question. The Bentonville, Pea Ridge, Gentry, and Gravette School Districts all currently have a student body of over 65% white students with Hispanic students being the highest minority concentration. The Rogers and Decatur School Districts both have a student body of approximately 50% white students, again with Hispanic students making up the highest minority concentration at 44% and 33% respectively. The only school district with less than a 50% white student body is Springdale. The Springdale School District has a student body of just under 40% white students. 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 ARCA could negatively impact any desegregation efforts currently in place.

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

23. 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 Connexus 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 Connections' Compliance Team to ensure all state laws are met.

ARCA will ensure everyone has access to the education program, including providing a computer and Internet subsidy. ARCA 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:

- 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).
- Curriculum Alignment: The content is aligned to the Arkansas Curriculum Frameworks. If the state standards change, the curriculum can also change to maintain alignment.

APPLICATION

2015 Application
Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday July 28, 2015, 4:00 p.m.
Applications will not be accepted after this time.

Name of Proposed Charter School:

Arkansas Connections 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
2015 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION

Name of Proposed Charter School: Arkansas Connections Academy (ARCA)

Grade Level(s) for the School: K-12 Student Enrollment Cap: 3,000

Name of Sponsoring Entity: Arkansas Connections Academy, Inc.

Other Charter Schools Sponsored by this Entity (Name and Location):
Not Applicable

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 the proper documentation will not be reviewed.

Name of Contact Person: Dennis Beck

Address: 2224 East Tall Oaks City: Fayetteville

ZIP: 72703 Daytime Phone Number: (479) 422-9365 FAX: (479) 510-1454

Email: ArkansasConnectionsAcademy@gmail.com

Charter Site
Address: 609 SW 8th Street City: Bentonville

ZIP: 72712 Date of Proposed Opening: August 22, 2016

Chief Operating Officer
of Proposed Charter (if known): Virginia Walden Ford Title: Board Treasurer

Address: 2206 S. Park Street City: Little Rock

ZIP: 72202 Daytime Phone Number: (202) 297-8738

The proposed charter will be located in the Bentonville 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: Dennis Beck Position: Board President State of Residence: AR

Name: Virginia Walden Ford Position: Board Treasurer State of Residence: AR

Name: Carla Hartwell Position: Board Secretary State of Residence: AR

Name: Melissa Nelson Position: Connections VP State of Residence: MN

Name: Bryce Adams Position: Connections Exec Dir State of Residence: TX

Name: Lyn McCullen Position: Connections Sr Dir State of Residence: PA

Name: Position: State of Residence:

Name: Position: State of Residence:

Name: Position: State of Residence:

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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.

15, 081 (Total District Enrollment)

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

See Attachment 13 for full list

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

Arkansas Connections Academy (ARCA) will offer families throughout the state access to a quality education by providing the personalized learning inherent in a high quality online school. ARCA will provide a complete public school experience for students in grades K-12 focusing on the students' academic growth, social and emotional needs, and post-secondary goals.

The school will embody multiple hallmarks of excellence: a rigorous curriculum aligned to the Arkansas Curriculum Frameworks; licensed teachers actively engaged with students and families; and an educational management system designed to provide accountability through data collection, analysis, and reporting.

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

Applicant Response:

In “The Rise of Online Education” Clayton Christensen and Michael Horn observed, “…[T]he rise of online learning carries with it an unprecedented opportunity to transform the schooling system into a student-centric one that can affordably customize for different student needs by allowing all students to learn at their appropriate pace and path, thereby allowing each student to realize her fullest potential.” (Clayton Christensen and Michael Horn. “The Rise of Online Education”. Washington Post, 11 October 2011. Available at <http://www.washingtonpost.com/national/on-innovations/the-rise-of-online-education/2011/09/14/gIQA8e2AdL_story.html>)

ARCA will provide students with a student-centric, whole-school experience with academic, behavioral, emotional, and post-secondary supports. The personalized approach to learning will benefit each and every student, including those who struggle academically as well as high achievers. The placement process will ensure that each learner is provided with the most appropriate curriculum, pacing, teaching approach, and support from the first day.

ARCA's full-time public school experience will include licensed teachers, award-winning curriculum aligned to the Arkansas Curriculum Frameworks, and personalized learning plans for each student. ARCA will promote academic and emotional success for all learners by combining the best in online education with real and engaging connections among students, families, teachers, and the community. Students at all grade levels participate in clubs, activities, field trips, and electives. In addition, high school students will have individualized and supported progression plans focused on college and career readiness in order to realize their full potential after graduation.

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 ARCA Board hosted three public hearings to assess support for its charter application:

- July 17, 2015 at 6:00 PM
  Holiday Inn Express & Suites Bentonville
  2205 S.E. Walton Blvd
  Bentonville, AR 72712

- July 18, 2015 at 2:00 PM
  Hilton Garden Inn North Little Rock
  4100 Glover Lane
  North Little Rock, AR 72117

- July 27, 2015 at 9:00 AM
  Holiday Inn Express & Suites Bentonville
  2205 S.E. Walton Blvd
  Bentonville, AR 72712

The July 17th public hearing in Bentonville was attended by six people. Board President Dennis Beck spoke about the effectiveness of online learning. The audience discussed the flexibility available to students in an online school, particularly in pursuing extracurricular activities, and the differences between a public online school and homeschooling. It was made clear to the audience that while there is flexibility in scheduling coursework, ARCA will have required state assessments, certified teachers, and a curriculum aligned to state standards.

The July 18th public hearing in North Little Rock was attended by three people. The audience had some prior knowledge of online schools from speaking with parents of student-athletes in other states and previous enrollment with other providers (both private and public). The response to the presentation was overwhelmingly positive, with interest in the personalized instruction, IEP services, and connections with other students.

The July 27th public hearing in Bentonville received two RSVPs but was unattended.

Evidence of Public Support Exhibited at the Hearing
There were nine attendees at the hearings. Response at the hearings was positive and participants made the following comments:

- “I've heard great things about Connections from [Oklahoma, Louisiana, and Texas] parents at gymnastics meets. I wish Arkansas had this option too.”
- “We need the flexibility but I don't want to homeschool. I really like that you have certified teachers and NCAA accreditation.”
- “I think my son would learn better with the one-on-one attention.”
- “My son wants to be an FBI agent and was told he needs to study Chinese, Arabic, and computer programming. It's great you can offer those across the state.”
- “There are so many parents out there who don't even know about this option who are going to love it.”

Documentation of Required Notices Published to Garner Public Attention
Copies of the notices are provided in Attachment 2.

The notice for the first and second public hearings ran in the Arkansas Democrat Gazette (statewide edition) on 6/21/15, 6/28/15, and 7/5/15. It was not placed in the Legal Notices or Classifieds section. The hearings were held on 7/17/15 and 7/18/15. The notice was posted for three consecutive weeks with the last notice being not less than seven days before the first hearing. Superintendents throughout the state were notified via email.

The first notice stated, “Notice of Public Hearings: Arkansas Connections Academy announces two public hearings on the creation of a new statewide online open-enrollment charter school. Arkansas Connections Academy will serve students in grades K-12 with quality curriculum and personalized instruction. Please attend to learn more.

Friday, July 17, 2015 - 6:00 PM
Holiday Inn Express & Suites Bentonville, 2205 S.E. Walton Blvd, Bentonville, AR 72712

Saturday, July 18, 2015 - 2:00 p.m.
Hilton Garden Inn North Little Rock, 4100 Glover Lane, North Little Rock, AR 72117”

The notice for the third public hearing ran in the Arkansas Democrat Gazette (statewide edition) on 7/9/15, 7/15/15, and 7/20/15. It was not placed in the Legal Notices or Classifieds section. The hearing was held on 7/27/15. The notice was posted for three consecutive weeks with the last notice being not less than seven days before the first hearing. Superintendents throughout the state were notified via email.

The second notice stated, “Notice of Public Hearings: Arkansas Connections Academy announces a public hearing on the creation of a new statewide online open-enrollment charter school. Arkansas Connections Academy will serve students in grades K-12 with quality curriculum and personalized instruction. Please attend to learn more.

Monday, July 27, 2015 - 9:00 AM
Holiday Inn Express & Suites Bentonville, 2205 S.E. Walton Blvd, Bentonville, AR 72712”

In addition to the three public hearings, nine online and twelve in-person information sessions were conducted to ensure information regarding the school reached as many students and families throughout the state as possible. In-person sessions were offered:

- 5/27/15 at 10:00 AM - The Perfect Cup in Camden
- 6/8/15 at 6:00 PM - Mylo Coffee Co. in Little Rock
- 6/10/15 at 10:00 AM - Community Bakery in Little Rock
- 7/19/15 at 7:00 PM - Old Sawmill Cafe in Forrest City
- 7/20/15 at 9:00 AM - Howard's Donuts in West Memphis
- 7/20/15 at 12:00 PM - Shipley's Do-Nuts in Blytheville
- 7/20/15 at 7:00 PM - Starbucks in Jonesboro
- 7/21/15 at 9:00 AM - Midnight Oil Coffee House in Searcy
- 7/21/15 at 12:00 PM - Starbucks in Conway
- 7/21/15 at 7:00 PM - Anne's Country Cafe in Pine Bluff
- 7/22/15 at 9:00 AM - Shipley's Do-Nuts in Monticello
- 7/22/15 at 11:00 AM - Community Bakery in Little Rock

Documentation of Required Notices of the Public Hearing to Superintendents
On 7/6/15, Dennis Beck, ARCA Board President, sent an email to superintendents throughout the state notifying them of the first two public hearings with an additional email sent on 7/9/15 notifying superintendents of the third public hearing. Email addresses were gathered from the Arkansas Department of Education and district websites. Several email addresses were returned as not having been delivered. New email addresses were located for those recipients and new emails were sent to ensure that the superintendents received notice of the public hearings. Copies of the emails are provided in Attachment 2.

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:

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

ARCA 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 Connections Academy (a division of Connections Education, collectively referred to as Connections throughout this application), the proposed educational services provider for the school.

ARCA received non-profit 501(c)(3) status in January 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.

Dennis Beck, Board President, is currently an Assistant Professor at the University of Arkansas, where he has taught Theoretical Foundations of Educational Technology and Grant Writing in Instructional Technology and has maintained an active research agenda in the areas of K-12 virtual school leadership, virtual schooling and special education students, and social studies technology integration. He received the 2013 Southeastern Conference Visiting Faculty Travel Grant and the 2011 New Faculty Teaching Excellence Award from the University of Arkansas. He earned his Ph.D. in Curriculum and Instruction, Educational Technology from the University of Florida and a B.S. in Economics from Pennsylvania State University.

Virginia Walden Ford, Board Treasurer, is Executive Director of the Arkansas Parent Network, working to make more educational choices available to Arkansas parents. Virginia was the recipient of the Heritage Foundation's prestigious 2004 Salvatori Prize for American Citizenship, the Black Alliance for Educational Options' (BAEO) 2004 Vision Award, the National Catholic Education Agency's (NCEA) 2005 Leonard F. DeFiore Parental Choice Advocate Award, and the 2008 John T. Walton Champions for School Choice Award from the Alliance for School Choice.

Carla Hartwell, Board Secretary, is a parent of three children, former substitute teacher, and homeschooler of her second child. Carla has experience as a Learning Coach with her middle child, who was previously enrolled in Arkansas Virtual Academy with much success. She strongly believes in providing online learning options for all Arkansas children and expects to enroll her youngest child in Arkansas Connections Academy.

Relationship between Board of School and Board of the Sponsoring Entity
The Board of the school (ARCA) is the same as the Board of the sponsoring entity (Arkansas Connections Academy, Inc.). ARCA 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 ARCA 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.

Board of Directors Roles and Responsibilities
The Board will have all the powers and duties permitted by law to manage the business, property, and affairs of the school and to adopt policies by which the school will be governed. The Board will be responsible for assuring that the school operates according to its charter and applicable law.

ARCA will be a fully autonomous, fully accountable public charter school. The Board will have the tools and resources necessary to ensure a combination of autonomy and accountability. The Board will oversee the charter and use appropriate access to student performance data (abiding by student data privacy laws and regulations) as well as frequent reporting on school operations and finance to carry out its tasks. The Board will monitor such data closely to ensure that the school is meeting its academic performance goals and remaining operationally effective and fiscally sound. The entire Board will have academic performance as its purview; the Treasurer will serve as first reviewer of fiscal data; and the Board will appoint members to monitor operations issues such as staffing and facilities during both the start-up and implementation phases. The Board will hold its partners and vendors accountable for performance, and will in turn be accountable to the ADE.

The operating structure of ARCA will be similar to that of a traditional educational environment. The Board will oversee and support the Principal and administrative team, who while implementing the policies and procedures of the Board, will in turn supervise and support the teaching staff. The Board will oversee the management of the charter school and be legally accountable for its operations. The Board will set policy and select contractors, including those providing the school's day-to-day operations, curriculum, technology, and instructional services. ARCA anticipates contracting with Connections for educational and operational support, with the approval and oversight of the Board. Working with the Principal and School Leadership Team, Connections will hire and employ the instructional staff with Board approval. The Board will be responsible for ensuring that all aspects of the financial and programmatic accountability systems fulfill the school's obligations to the ADE and to stakeholders. The Board will meet approximately ten times per year in open session to fulfill its duties and may create subcommittees or task forces to carry out special tasks.

ARCA's instructional leader will be the Principal, who will be selected by the Board and serve at its pleasure but will be employed and supervised by Connections under the guidance of the Board. The Principal will build

consensus as well as inspire teachers to teach, students to learn, and parents to engage in their children's learning. The Principal is responsible for overall school operation, working with parents, students, support staff, and teachers. The Board evaluates the Principal annually and, based on that evaluation, approves the Principal's compensation. The Board is supported in the evaluation process by Connections. Since the Board selects, evaluates, approves compensation for, and retains the power to fire the Principal, the Board has influence over the Principal.

Policies and Procedures for Board Operation

Board Composition

The Board will consist of parents, educators, and business and community leaders who are committed to bringing a high-quality, highly accountable online public school to Arkansas. The founding members may recruit additional members to form a diverse and well-balanced Board. The Board will be deemed public agents authorized by the State Board of Education to supervise and control the charter school.

The Board will be comprised of no fewer than three and no more than seven voting members. No member of the Board will be an employee or independent contractor or otherwise be compensated by ARCA or its partner, Connections. The Board intends to recruit at least one parent of an enrolled student to serve as a member.

Each Board member brings unique skills and expertise to support ARCA and to make decisions regarding operations of the school, including budgeting and curriculum. ARCA will be a statewide school and as such, the Board members have community ties across the state. The wide range of expertise on the Board demonstrates the capacity for initial start-up operations and the successful launch of the school for fall 2016.

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 greater Arkansas community may seek election to the Board of Directors, with the exception of employees of ARCA, employees of Connections, 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.

Roles and Responsibilities

The Board sets policy and selects contractors, including those providing management, curriculum, technology, personnel, and instructional services. The Board will be responsible for assuring that all aspects of the financial and programmatic accountability systems fulfill the charter agreement. The Board will:

- Create and monitor the vision/mission of the school
- Set Board and school policy
- Govern the operations of the school
- Practice strategic planning
- Select contractors, negotiate service agreements, and hold contactors accountable for performance under such agreements
- Assess the school's performance
- Exercise sound legal and ethical practices and policies
- Ensure that the school adheres to the same safety, civil rights, data privacy, and disability rights requirements as are applied to all public schools operating in Arkansas
- Comply with state and federal reporting requirements
- Manage assets, revenue, and liabilities wisely and in compliance with applicable state and federal laws
- Ensure adequate resources for administration, teachers, and students and manage them effectively
- Oversee, protect, and defend the legal interests of the school

- Advocate good external relations with the ADE and its Charter Office in the Division of Learning Services, the State Board of Education, school districts, parents, students, media, and the wider community

Once the charter is approved, the Board expects to attend trainings and meetings as may be appropriate to governing the school. Members will have the opportunity to attend national conferences such as the annual International Association for K-12 Online Learning's (iNACOL) Virtual School Symposium on Blended and Online Learning and the National Charter School Conference, as well as training sessions conducted by groups such as Greater Capacity Consortium and Above Board Training. Training topics will include charter school governance, non-profit management, conflicts of interest, budgeting and financial oversight, effective meetings, policy development, and human resources oversight. Board members will participate in national conferences to network with other charter school board members and further their development as effective board members.

School administrators and staff will also support the school. School administrators and staff will be employed by Connections through a professional services agreement, but will serve at the pleasure of the Board. The employee wages related to these positions, which are 100% dedicated to ARCA, will be reimbursed to Connections at cost. The school will be staffed with the following positions:
- Principal
- Assistant Principal(s)
- Administrative Assistant(s)
- Manager of Special Education
- Manager of Counseling
- Qualified Teachers
- Advisory Teachers/School Counselor(s)
- Special Education Teachers

Involving Parents, Staff, Students and Community
Administrators, faculty, parents, students, and community members will provide leadership and input in school decision-making. The Board will meet approximately ten times per year in open, public session to ensure transparency in operation.

Administrators lead the school, direct the goal setting and improvement planning process, and create a positive education environment conducive to student academic success and teacher professional growth. Administrators ensure compliance with applicable state and federal law and regulations.

Faculty members participate in the leadership of the school through professional learning communities (PLCs) and provide direct feedback and guidance to administrators. Extensive professional development ensures faculty members are familiar with best practices for online instruction and also provides an opportunity for instructors to provide input to the school. Faculty members will be responsible for serving Special Education and English Language Learner (ELL) students. Teachers also influence the curriculum and instruction of the school by:
- Collaborating with the Curriculum team to review planning documents
- Reviewing and providing feedback on unit and lesson content
- Evaluating lesson/assessment alignment
- Providing suggestions for Curriculum Based Assessments and LiveLesson session content

Parents actively participate in the school and with the Board. The Board may create ad hoc parent/Learning Coach advisory groups to provide guidance on particular subjects such as community partnerships and neighborhood outreach. Parents are also encouraged to be involved with the Board's activities. The schedule and agenda for all Board meetings will be posted to the school website. ARCA will make all Board minutes available to families on request and will report on Board activities in the newsletter. The Board will aim to have at least one parent of an ARCA student on the Board. The Board will also have a public comment policy to support parent interaction.

Volunteer parents will serve as Community Coordinators and develop a vibrant and active school community. In addition to facilitating family get-togethers and formal field trips, Community Coordinators and ARCA staff will also reach out to community-based organizations and businesses to coordinate face-to-face community service opportunities. Students and families will have the opportunity to participate in regular field trips and outings throughout the state, so that all students may join. Once students have enrolled, administrators will select field trip locations based on the location of students throughout the state. Field trips may include visits to the

Arkansas Arts Center in Little Rock, the Arkansas River Valley Nature Center in Fort Smith, the Garvan Woodland Gardens in Hot Springs, the Heifer Ranch & International Learning Center in Perryville, and the University of Central Arkansas Archives in Conway. (http://www.arkansas.com/kids/parents-teachers/field-trips.aspx)

Community Coordinators provide an important communication link between families and the school, ensuring through phone conferences and news updates that school staff are attuned to needs of the parent community. Parental feedback is an important hallmark of the school's outreach and information sessions in the community. The school will take full advantage of this valuable communication with families to ensure that the school reflects their unique needs and creative ideas.

Parent satisfaction will be a main focus of the Board. ARCA families will be given an annual opportunity to participate in a thorough parent satisfaction survey, conducted by an independent market research firm. 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.

The independent evaluation results are used to ensure effective parent satisfaction with the program. Faculty and administration use these results to undertake continuous school improvement and focus on areas where improvement is needed. Parent satisfaction is key to monitoring the success of the program.

An independent February 2015 survey of families with students enrolled in schools supported by Connections found the following:
- 95% of parents agree that the curriculum is high quality
- 95% of parents agree that their children are satisfied with the program
- 96% of parents are satisfied with their teachers' helpfulness
- 93% of parents are satisfied with the variety of learning activities
- 93% of parents would recommend Connections Academy to other families
- 93% of parents agree that our technology tools improve their child's learning experience

Students provide feedback on courses and teachers. Input will be gathered on an ongoing basis via StarTrack. A StarTrack box requesting text feedback and ratings on a five-star scale is embedded in virtually every lesson in the curriculum and on the home page for each Learning Coach. Data gathered from this feedback is examined carefully and acted upon by school staff and Connections. As of March 2015, 736,049 lesson ratings have been submitted during the 2014-15 school year in schools supported by Connections, with an average rating of 4.20 out of five stars.

Community members are crucial to the planning process of the school, as well as its operation. The Board has actively solicited feedback from the community. The school will continue to take full advantage of valuable community partnerships to ensure that the school reflects the needs and wishes of the wider Arkansas community.

The school will actively seek out community organizations to partner with and provide real connections among students and the community. As part of the planning process for the school, the following community organizations were contacted to see if they would be interested in collaborating:
- Arkansas Hospitality Association
- Northwest Arkansas Council
- William J. Clinton Presidential Library
- Pea Ridge National Military Park
- Arkansas Studies Institute
- Janet Huckabee Arkansas River Valley Nature Center
- Fort Smith National Historic Site
- Little Rock Central High School National Historic Site

Information was provided to educate and inform these organizations about ARCA's unique school model and to find opportunities to work together. The Board plans to continue these discussions after the school has been approved and identify specific activities in which students may participate.

A. (1) The Board will have final decision-making authority for the school in the areas of finance, and purchasing.

(2) and (3) The Principal will have final decision-making authority in the areas of student discipline and hiring and firing of staff, with the advice, recommendation, and approval of the Board.
(4) The Board will have final decision-making authority in the hiring and firing of a school Principal.

The Board will govern ARCA and maintain responsibility for ensuring that the charter school program meets all of the educational, fiscal, and programmatic goals outlined in the charter. The Board, with input and guidance from school leadership, will decide matters related to the operation of the school, including budgeting, curriculum, and operating procedures. The Principal will run the day-to-day operations of the school.

The Principal, in consultation with the Board and following the Board-approved Employee Handbook, will be the final decision-maker in employment matters. Connections will ensure that all personnel undergo required background checks before they are employed in the school. The Board will approve pay scales, performance criteria, a performance appraisal system, and disciplinary policies for all employees.

The Board will ensure that the school adheres to the same safety, civil rights, data privacy, and disability rights requirements as are applied to all public schools operating in Arkansas. The Board will also be responsible for ensuring that the public as well as students, parents, and employees have the ability to communicate appropriately with the Board in keeping with state law and regulation.

New policies may be suggested by parents, school staff, or others, but the development of those policies will be the responsibility of the Board with advice from its independent legal counsel. The Board will be well-informed regarding Charter School Law, ADE Policy, and operating policies established by the Charter Office in the Division of Learning Services. Such knowledge is imperative for the Board to make appropriate policy decisions that will affect the operation of the school and the work environment for students and staff.

The Board is a non-profit entity with 501(c)(3) status. By conferring this status to the Board, the IRS validates the independence of the school's corporation. ARCA is not related to nor is it a part of a holding company system and the Board does not include, and will never include, an employee or former employee of Connections.

B. The Board plans to contract with Connections to recruit the Principal (the final decision-maker identified in A(3)) and provide human resource services, including recruiting, to ensure ARCA is staffed by well-trained and effective online learning professionals. Daily management of the school will be the Principal's responsibility, while overall governance is the responsibility of the Board. The Board will annually evaluate the Principal's performance. Annual performance will be based upon meeting school goals, staff evaluations, and input from Connections based upon their experience interacting with Principals and supporting successful online school programs nationwide. The Board will adopt pay scales, performance criteria, a performance appraisal system, and disciplinary policies for the Principal.

C. ARCA's leadership will also be accountable to the parents. The parents will participate annually in a survey to provide feedback and input to the school.

The Board will also institute a parent grievance resolution process to ensure parent needs are met and issues are addressed.

3. Give the mission statement for the proposed charter school.

Applicant Response:

Arkansas Connections Academy (ARCA) will offer families throughout the state access to a quality education by providing the personalized learning inherent in a high quality online school. ARCA will provide a complete public school experience for students in grades K-12 focusing on the students' academic growth, social and emotional needs, and post-secondary goals.

The school will embody multiple hallmarks of excellence: a rigorous curriculum aligned to the Arkansas Curriculum Frameworks; licensed teachers actively engaged with students and families; and an educational management system designed to provide accountability through data collection, analysis, and reporting.

4. Describe the educational need for the school by responding to the following prompts.

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates 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	Bentonville Public School District		
District Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	88.59	87.08	85.92
Targeted Achievement Gap Group	74.14	74.55	77.90
African American	82.64	79.73	75.00
Hispanic	83.85	79.31	83.90
White/Caucasian	89.17	88.00	86.76
Economically Disadvantaged	78.91	77.26	75.80
English Language Learners/ Limited English Proficient	77.52	76.80	92.11
Students with Disabilities	45.34	53.99	76.32

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Bentonville Public School District	
Campus Name	RE Baker	
Grade Levels	Grades K-4	
Campus Status	Needs Improvement	
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	84.88	91.22
Targeted Achievement Gap Group	58.97	74.36
African American	n < 10	n < 10
Hispanic	n < 10	n < 10
White/Caucasian	85.03	91.44
Economically Disadvantaged	68.18	86.36
English Language Learners/ Limited English Proficient	n < 10	n < 10
Students with Disabilities	43.48	60.87

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Bentonville Public School District	
Campus Name	Old High Middle School	
Grade Levels	Grades 5 and 6	
Campus Status	Needs Improvement School	
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	85.53	77.84
Targeted Achievement Gap Group	70.10	64.71
African American	66.67	66.67
Hispanic	78.13	65.63
White/Caucasian	86.32	78.95
Economically Disadvantaged	76.65	67.07
English Language Learners/ Limited English Proficient	72.73	63.64
Students with Disabilities	33.87	37.10

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Bentonville Public School District		
Campus Name	Bentonville High School		
Grade Levels	Grades 9-12		
Campus Status	Needs Improvement School		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	91.52	88.98	85.92
Targeted Achievement Gap Group	74.22	80.42	77.90
African American	86.21	85.90	75.00
Hispanic	84.54	80.43	83.90
White/Caucasian	93.17	90.39	86.76
Economically Disadvantaged	83.23	84.59	75.80
English Language Learners/ Limited English Proficient	73.91	79.05	92.11
Students with Disabilities	40.51	67.72	76.32

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:

Valid, Reliable, and Verifiable Data Substantiate an Educational Need for the Charter

Per the ADE's guidance, we are providing two sets of data for comparison in this application. The first set, provided in the tables herein, pertains to the Bentonville Public School District where the physical teaching/ learning center will be located. In the second, provided in Attachment 14, we provide data for statewide averages.

ARCA will operate as a K-12 statewide online public school, meaning its positive impact will not be constrained to the Bentonville Public School District. As such, in this section of our application, we address the statewide data provided in Attachment 14. We also address the specific benefits for those students in school districts statewide, including Bentonville, in need of a flexible and personalized online public school option. In the subsequent section, which asks for a demonstration of need in districts not represented in the previous charts, we consider the statewide benefits provided by ARCA.

The school will address an unmet need for students to be educated outside of traditional brick-and-mortar schools, substantiated by the dramatic growth of online public schools across the country. According to the 2014 Keeping Pace Report, 30 states plus Washington DC have fully online schools operating statewide in 2014-15. Statewide virtual schools had about 740,000 course enrollments in 2013-14. About 315,000 students took all of their courses online in 2013-14, growing 6.2% from 2012-13. (http://www.kpk12.com/states/)

ARCA will serve students who want or need a full-time online educational environment for a variety of reasons, including:

- Students not on pace with their peers in school, including students coping with social issues.
- High-achieving students who wish to take AP, language, and elective courses that may not be offered locally
- Students who have been bullied or subjected to unwanted social pressures.
- Students with special learning needs. Arkansas reported in 2014 that 11% of students qualified to receive

special education services. (https://adesrc.arkansas.gov/ReportCard/View?lea=AR&schoolYear=2014) As shown previously in the charts, these students significantly lag in proficiency rates.
- Students undergoing medical treatment or are homebound due to illness or physical/emotional disability.
- Students in rural communities who may spend several hours on a school bus each day and lack access to public school options. According to the Rural School and Community Trust, 40% of Arkansas students are rural (http://www.ruraledu.org/user_uploads/file/2013-14-Why-Rural-Matters.pdf)
- Students with family livelihood responsibilities. According to Kids Count, there were 288,969 students qualifying for free and reduced lunch in 2014, representing a large population that may need flexibility for the parents' or students' work. (http://datacenter.kidscount.org/data/tables/256-number-of-students-receiving-free-and-reduced-school-lunch?loc=5#detailed/2/any/false/869,36,868,133/any/9778) Participation rates in the FRL program are higher in rural areas.
- Students who need a more flexible learning environment, including students pursuing artistic or athletic careers.

Some of these students will enroll for a shorter period of time then return to their previous schools; others will choose to stay enrolled as long as is appropriate for their child.

In the 2014-15 school year, there were 476,083 public school students across Arkansas. (http://www.arkansased.org/about-ade/fast-facts) In the majority of districts, families are assigned to their closest school, regardless of fit, and homeschooling is the only alternative. Families in some districts have limited choices based on local charter school availability. As of now, only 2,000 Arkansas students are able to enroll in the state's sole full-time online public school option (an average of 165/grade for the whole state). The choice of a second online public school will encourage online schools, as well as traditional schools, to innovate.

There is strong demand in Arkansas for alternatives and in particular for online education. Since January 2011, without any marketing or parental outreach efforts, over 4,000 Arkansas families have expressed interest in learning more about a Connections program once available. The Board anticipates that a broad range of students from across the state will enroll once information about the school is widely available. ARCA's student population may have an over-representation of students who are struggling academically or credit deficient and would benefit from an individualized program.

As indicated in the statewide data provided in Attachment 14, economically disadvantaged students and Students with Disabilities do not perform as well as their peers. Schools supported by Connections have performed particularly well with these underserved populations. Among all schools supported by Connections, low-income students in nearly 80% of school grades outpace the statewide reading performance for low-income students. Schools supported by Connections also have substantial experience serving students with disabilities. Nationally, these schools serve an average of 9.8% of students with IEPs, with percentages as high as 18%. Schools supported by Connections have also demonstrated their high quality in surrounding states and are the top-performing online schools in neighboring Texas and Louisiana. (http://ritter.tea.state.tx.us/perfreport/account/2013/statelist.pdf) (http://www.louisianabelieves.com/data/reportcards/2013/)

ARCA will provide opportunities for students who may have otherwise been unsuccessful in their educational and non-academic goals. Supporting the academic and non-academic goals of students will ultimately have a positive impact on individual student's lives and the state's economic future.

View the videos at the following URLs for personal stories from online school students attesting to how online schooling helped them succeed:
- Tori is a cancer survivor and high school student who has aspirations to become a speech pathologist. (http:www.connectionsacademy.com/our-program/students/tori-hornick.aspx)
- Beau is a high school student who chose to attend an online school to avoid the bullying he experienced in his brick-and-mortar school. (http://www.connectionsacademy.com/our-program/students/beau-patterson.aspx)

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, ARCA will also meet the needs of students and families statewide, bringing new courses, particularly college-level and career/technology electives, to students who previously lacked access to these courses. A high-quality statewide online school leverages excellent teachers and curriculum to meet the needs of students who need this option.

ARCA will bring opportunities similar to what is currently provided at Louisiana Connections Academy (LACA), a school supported by Connections in Louisiana. LACA students have access to:

- 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, 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

In addition to these courses, ARCA can offer students anywhere in the state dozens of clubs and activities as well as resources that will help prepare them for the global economy. The personalized approach at ARCA will help students develop critical skills, including independent thinking and problem solving. Students are also able to collaborate with people in their community and potentially across the globe.

Students will have access to more than 27 clubs and 14 special events (e.g., talent shows, virtual art galleries, cards for hospitalized children) through which they can explore interests beyond the classroom, develop leadership skills, and make friends within the school. An online yearbook allows each student to create a personal page including photos, videos, responses to poll questions, and autographs collected from friends. Clubs and activities include online and in-person meetings. Some of the online clubs and activities include:

- **Art Club:** The Art Club sparks students' creativity by exploring art, photography, and graphic design. Students explore the nuances of each medium and have opportunities to create and share their own creative designs. Optional LiveLesson sessions let students interact with art experts. This club is available to students in grades 6-12.
- **Broadcast and Theater Arts Club**: Students in grades 6-12 learn about choreography, set design, and tech crew for on- and off-Broadway productions. Working both individually and collaboratively, students are encouraged to write their own plays and musical scores. Students also learn about the history of and trends in broadcast media, exploring print, audio, and video mediums. LiveLesson sessions provide opportunities for students to share their theatrical talents as well as segments similar to those on television news magazines.
- **Career Club:** The Career club encourages students to learn about potential careers and explore fields that interest them. The club enables middle school students to enter high school with a direction in mind, making them more likely to embrace and succeed in a high school program that prepares them to pursue their career interests. At the high school level, this club facilitates the identification of a career goal and guides students to the postsecondary education needed to achieve it.
- **Chess Club:** Club members learn, socialize, and play in an atmosphere of friendly competition. After completing an online tutorial for either beginner or advanced players, students are matched with competitors of the same skill level and the games begin. Students can even play in a national tournament on an exclusive Connections site.
- **College Planning Club:** Designed for students in grades 9-12, this club helps those students who plan to attend college develop a portfolio that focuses on elements sought by college admissions committees.
- **First Generation Student Club:** Exclusively for high-achieving students who aspire to be the first in their families to graduate from college, this club provides high school students mentoring, advice, and personal development activities to help them prepare for a challenging and successful future.
- **Leadership and Global Awareness Club:** Students in middle and high school who are natural leaders in their communities are challenged to take on a leadership role at the state, national, and international levels. Students meet regularly to discuss, plan, and share service learning projects and outcomes. Additionally, students learn about various global cultures historically and presently in an effort to better prepare themselves for careers and lives in our global economy.

In addition to clubs and activities, ARCA will produce monthly newsletters that celebrate student and school successes, showcase student work, provide tips from teachers, and highlight upcoming events. ARCA will apply for a chapter of the National Honor Society. Of schools supported by Connections nationwide, 19 are members of the National Honor Society and 15 are members of the National Junior Honor Society.

Students who have demonstrated outstanding talent in the performing arts, competitive sports, or math and science will have the opportunity to flourish in the school's proposed Talent Networks devoted to fostering focused growth. The Talent Networks will give exceptional students the opportunity to network with other students in their areas of interest. The programs will also provide guest speakers, collaborative projects, activities, and competitions to help students excel in their fields.

ARCA will focus on post-secondary plans for high school students. Graduates of schools supported by Connections have been accepted at Hendrix College, the University of Central Arkansas, University of Alabama, Savannah College of Art and Design, Louisiana State University, Southern Methodist University, University of California, Berkeley, Yale University, Tulane University, University of North Carolina at Chapel Hill, and hundreds of other colleges. The counselor(s) will work with post-secondary institutions to arrange college explorations for ARCA students.

All of these features will help students statewide and ensure ARCA does its part to improve student outcomes.

Describe three (3) innovations that will distinguish the charter from other schools.

Applicant Response:

ARCA's instructional methods, educational philosophy, and program include many unique elements. ARCA anticipates contracting with Connections for educational and operational support, with the approval and oversight of the Board. Connections' program includes:

Education Management System

- **Connexus® Education Management System (EMS)**: Connexus will be the platform for organizing and supporting the school's entire educational environment. This proprietary, web-based software delivers assignments and tracks activity (whether on or offline) while monitoring the completion of individual lessons as well as the mastery of discrete skills and knowledge. This all occurs under the watchful eye of administrators, teachers, and Learning Coaches. Data-driven homepages provide teachers and administrators real time data to facilitate personalized instructional programming. Connexus operates within a secure technology infrastructure, protecting data from loss and intrusion while maintaining a safe environment. Students and Learning Coaches will access Connexus to organize, document, and interact, ensuring an unprecedented level of time-on-task documentation. New releases and updates are automatically provided.
- **StarTrack™:** This integrated rating system allows every student, Learning Coach, and teacher to rate each lesson in which they engage from one to five stars and to give detailed feedback.
- **Progression Plan:** A Progression Plan, automated in Connexus, will define and track requirements that must be accomplished to meet a goal. Teachers and counselors will use four-year academic progression plans for students to ensure they are on target for graduation and for meeting their college and career goals. In the future, progression plans will also be used to track speech therapy goals and completion of middle school courses.
- **WebMail:** This proprietary email system is securely located within Connexus. Students, Learning Coaches, and teachers may only use it to communicate with each other, protecting them from spam, contact from strangers, and other mainstream email issues.

Student Performance Data

- **Student Status/Escalation Process**: The school will track and report ongoing student progress based on objective data generated by Connexus. Staff will analyze attendance, participation, performance, assessments, and teacher contact. The student status is displayed on the home page for instant identification of potential problem areas. The Escalation Process goes into effect when students are in

statuses other than “On-Track” in order to ensure students are effectively participating and learning.

- **Intervention Indicators:** Intervention Indicators will be displayed on the teacher home page in Connexus to facilitate teachers' ability to identify students who may be in need of an instructional intervention. These indicators are data-driven codes and are the first phase of a multi-phase initiative to facilitate teachers' ability to ensure that all students learn at high levels of achievement. These codes will be used to identify at-risk students, determine and implement appropriate instructional interventions, and monitor the effectiveness of interventions.
- **Assessment Objective Performance Reports (AOPR):** These reports will provide real-time student performance data on essential skills and standards based upon individual math, language arts, and science assessment items. These reports identify the objectives students should master by the end of a grade level based upon the Arkansas Curriculum Frameworks and display students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives.
- **Curriculum-Based Assessments**: The program will use eight curriculum-based assessments (CBA) via telephone conversation per year as a quick and effective way to gather additional information on students' understanding of concepts. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts and verification curriculum-based assessments (VCBA) gauge authentic student learning of concepts previously graded as successfully completed.
- **Longitudinal Evaluation of Academic Progress (LEAP)**: LEAP is a technology-facilitated pre-, mid-, and post-test that will be used for students in grades K-8. LEAP will provide essential diagnostic information for developing and planning instruction. It will provide an early read on a student's performance on state-mandated tests, and report key accountability data on student progress.

Instructional Model

- **Personalized Performance Learning™ (PPL):** This instructional process creates a unique learning experience for each student. During enrollment, Academic Placement Advisors and School Counselors will review students' past records and performance to place them in appropriate courses. A Personalized Learning Plan (PLP) will then be developed collaboratively by the teacher, Learning Coach, and student to tailor curriculum and instruction. Throughout the year, teachers will monitor students' progress and adjust their learning programs to identify areas where students need to improve and areas in which they can build on their strengths.
- **SSTAIR™:** This instructional model links curriculum, standards, assessments, and interventions that have a direct impact on student mastery and resulting assessment performance. The SSTAIR program targets Essential Skills/Standards by subject/grade level, uses specified assessments within the curriculum to measure student mastery of these skills and standards, provides tiered interventions for non-mastered skills and standards, and tracks students' response to the implemented interventions by skill/standard. SSTAIR is an acronym for Skills, Standards, Assessments, Intervention, and Response.
- **Multi-tiered Intervention:** The school will employ a multi-tiered intervention model so that every student has access to the resources they need to be successful: Tier 1 - Core Instructional Program; Tier 2 - Supplemental Programs and Supports; Tier 3 - Alternative Support Programs. Student Support Teams will meet regularly to develop an intervention plan and strategies for improvement for students who are struggling.
- **Learning Coach:** A parent, extended family member, or similarly qualified adult designated by the parent/guardian selected during the enrollment process who will work in person with the student under the guidance of the certified teacher. The Learning Coach and student will interact with the teacher via telephone, WebMail message, LiveLesson sessions, and in-person meetings. The school will provide a unique login and ongoing training to help the Learning Coach carry out this important role while making optimal use of the available technology tools and professional teacher support. Connections' “Get Coaching” program provides direct support to Learning Coaches through its three program components: Learning Coach Resources (synchronous and asynchronous), Learning Coach Link (monthly newsletter), and Learning Coach Central (web-based site for connecting Learning Coaches to one another and essential resources).
- **LiveLesson® Session**: A real-time, interactive web conferencing tool, LiveLesson sessions allow teachers to work synchronously and directly with individual or groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing based on Adobe® Connect™.
- **Teachlet® Tutorials:** Teachlet tutorials are proprietary, interactive, asynchronous graphic/video/audio tutorials, incorporated into most lessons to provide students a dynamic, fun, and engaging way to learn the concepts they need to master learning objectives and standards.

Students learn best in a safe and positive environment in which they are respected, accepted, valued, and

nurtured as unique individuals and challenged to achieve their full potential. Students succeed academically when instruction is tailored to their unique needs and when they are supported by adults who are committed to their success. The centerpiece of instruction at ARCA will be the Personalized Learning Plan (PLP), which provides for individualized instruction tailored to the learning needs of each student. Supported by Connexus and student performance data, the school will use the PLP and a variety of interventions to ensure students are on track and thriving academically.

5. On the following table, list the specific measurable goals in reading, reading comprehension, 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
1) Proficiency 3-5: Official published state test proficiency rates for school grades 3-5 will meet	ACT Aspire	0.90 ratio of school results to state averages on ACT Aspire. Ratio calculated for each grade, and overall	End of School Years 2-5
or exceed state averages		average weighted by number of each test taken by ARCA students	
2) Proficiency 6-8: Same goal as above for grades 6-8	ACT Aspire	Same performance level as above for grades 6-8	End of School Years 2-5
3) Proficiency HS: Same goal as above for high school grades	ACT Aspire and ACT	Same performance level as above for high school grades	End of School Years 2-5
4) Growth 4-5: Students returning in grades 4-5 will demonstrate proficiency or improvement from the lowest	ACT Aspire	70% of reading and math tests taken by students returning in grades 4-5 result in passing scores or in	End of School Years 2-5
score level or range of scores to the next higher level or range of scores in reading and math		improvement from the lowest score level or range of scores to the next higher level or range of scores	
5) Growth 6-8: Same goal as above for grades 6-8	ACT Aspire	Same performance level as above for grades 6-8	End of School Years 2-5
6) Growth HS: Same goal as above for high school grades	ACT Aspire and ACT	Same performance level as above for high school grades	End of School Years 2-5

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:

ARCA 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.

Attaining Goals Demonstrates that ARCA is Meeting Educational Need and Fulfilling its Mission
By attaining these goals, the school will fulfill its mission of offering students access to a quality education. ARCA will support a complete public school experience for students by focusing on students' academic growth,

social and emotional needs, and post-secondary goals.

ARCA administration will use Connexus, the EMS provided by Connections, to closely monitor the school's overall success and ensure students are on track for success on state assessments and the ACT. The Principal, in collaboration with school staff and the Connections administrative support team, will develop a list of measurable annual school goals that are designed to ensure continuous improvement. The Board will approve these goals and the performance of the Principal and staff will be measured in part against them.

As a public school, ARCA will measure and annually report the academic achievement of all students, as well as the ongoing progress and performance of cohorts and the school as a whole. ARCA students will participate in state proficiency tests depending upon grade level. The school will set up in-person, proctored locations for state testing. State assessment data will be reported through the ADE and logged in Connexus to complete a data snapshot of student academic performance.

The school will periodically account for its progress against its student performance goals to all stakeholders, including parents/guardians, the ADE, and community. In addition, the Board may contract with an outside evaluator (such as a university) to assess the school's overall performance against its mission on a longer-term basis**.** In addition, in an effort to ensure transferability of credits, ARCA will apply for accreditation through the Southern Association of Colleges and School Council on Accreditation and School Improvement (SACS CAS) within the first three years of operation. This accreditation is similar to those received by other schools supported by Connections.

Responsibility for monitoring, evaluating, 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, its charter, and Board-approved school policy.

Valid and Reliable Assessment Approach to Measure Progress Toward Goals
Each student will be assigned an Advisory Teacher/School Counselor who, in collaboration with the Learning Coach, develops a Personalized Learning Plan for each student and closely tracks their overall academic progress. Student academic progress will be tracked on a daily basis via online discussions, quizzes, tests, science labs, and portfolio items to ascertain mastery of the material. They will also track other parameters of student success, such as attendance and participation.

In keeping with the school's mission and overall educational priorities, ARCA will utilize ongoing online and offline assessments to measure student progress and a technology-based assessment tool to measure student gains over the school year. The Board understands and will ensure the school will comply with the statewide system of assessment and accountability applicable to all Arkansas public schools.

The following paragraphs describe the assessments ARCA will use to evaluate the progress of students and cohorts toward school goals.

State Testing: ARCA will meet all requirements for state-mandated assessments. In keeping with the school's mission and overall educational priorities, ARCA will utilize ongoing online and offline assessments to measure student progress and a technology-based assessment tool to measure student gains over the school year. The Board of Directors will ensure the school complies with the statewide system of assessment and accountability applicable to all Arkansas public schools.

Whenever possible, state standardized test results will be integrated into an incoming student's basic information in Connexus. Likewise, results for state standardized tests that students take while enrolled at ARCA, which are proctored face-to-face at a physical location, will be included in Connexus, along with internal pre-, mid-, and post-test data. This data will be used to track student progress from year to year and within the year, and to inform the course placement and instructional needs of students.

Assessment Objective Performance Reports (AOPR): This report provides real-time student performance data on essential skills and standards based upon individual math, language arts, and science assessment

items. The report will identify the objectives students should master by the end of that grade level based upon the Arkansas Curriculum Frameworks and display students' performance against the objectives. Data can be sorted to identify students who have or have not mastered specific objectives.

Teachers can run this report as frequently as they like to see exactly how students are progressing with regard to each of the skills and standards for that subject and grade. This method:

- Enhances the multi-tiered instruction model
- Identifies essential skills and standards by subject/grade level
- Identifies how and where these essential skills and standards are assessed within the program
- Supports a Response to Intervention model
- Provides access to and analysis of real-time data to determine mastery/proficiency
- Incorporates data-driven decisions throughout instruction
- Maximizes use of the instructional support programs, resources, and data; identifies tiered interventions for non-mastered/proficient skills and standards, and identifies students' response to the implemented interventions

LEAP: LEAP provides essential yearly progress diagnostic information for developing the PLP and planning instruction. It provides an early predictor of performance on state-mandated tests and reports key accountability data on progress throughout the academic year. This assessment tool, updated annually based on a review of student performance on specific questions, is a web-based criterion-referenced test which gives teachers diagnostic results on reading and math. LEAP was updated for content in 2013-14 and aligns with state standards and required state tests. At ARCA, it will be used for students in grades K-8. It includes a technology-facilitated pre-, mid-, and post-test.

The assessment systems are designed based on a pre-test and post-test to ensure that:

- The pre-test and post-test assess the same objectives
- Ample opportunity is given to students to demonstrate mastery in each sub-category
- The pre-, mid-, and the post-tests are at the same difficulty level

To ensure content validity, items are selected from a larger databank of test questions previously tested for grade appropriateness, readability, and item difficulty. Each item is also evaluated to be included based on specific criteria such as clearly assessed content standards and that it contained a set of alternatives that were plausible.

Teachers monitor the results of the LEAP through Connexus. Results from the LEAP are included in the data (a combination of prior year test scores and current and prior LEAP and the Scantron® Performance Series scores) used to assign student intervention indicators on a teacher's home page.

Teachers then take action and modify instruction based on the intervention indicators. Students assigned a red indicator require intervention. Students assigned a yellow indicator may require an intervention in math and reading. Students assigned a green indicator will be monitored for changes but will not require additional assistance at that time.

ARCA administrators and teachers may assess high school students with the Scantron® Performance Series, a web-based, computer-adaptive, norm-referenced test. It is a valid, reliable, current test that measures student proficiency in reading and mathematics. It provides a scaled score that can be used to measure academic growth, and therefore serves as a useful tool in assessing student curricular needs. The online test is a computer-adaptive assessment which automatically adjusts to each student's ability level, generating more difficult questions if the student is answering correctly and easier ones if the student is answering incorrectly. It provides a valid and reliable scale score in math and reading so that student learning growth can be tracked over time. The version that ARCA will use provides teachers with reports and information to address individual student needs.

The Scantron® Performance Series gives the teachers' diagnostic results in English Language Arts, reading, and mathematics. It provides a large pool of items to pull from in order to create test session for students. The Scantron® Performance Series provides a wide variety of normative scores, as well as sub-test scores. The Scantron® Performance Series uses standards from the National Council of Teachers of Mathematics (NCTM), the National Council of Teachers of English (NCTE), and the National Assessment of Educational Progress

(NAEP).

Ongoing Informal Assessments: In all courses, students will engage in formative assessments that tap into all levels of student learning such as scored daily assignments, daily checks for understanding requiring students to apply and integrate new skills in a thoughtful manner, and regular online quizzes and tests to measure understanding of newly presented material.

Unit Assessments and Offline and Online Portfolio Assignments: Throughout each logical unit of study, students are required to complete series of offline and online assessments. Offline assessments include written compositions, science lab reports, short-answer questions and essays, book responses, and a variety of work samples. These assessments require direct teacher evaluation. Online assessments include quizzes and a unit test. While the quizzes are brief and frequent, the more comprehensive unit tests occur at the end of an entire unit. Online assessments provide students and families with immediate objective feedback, while offline assessments provide valuable reflection, feedback, and expertise from certified teachers. Student progress reports and grades will include a combination of quizzes, tests, work samples, and teacher feedback.

Curriculum-Based Assessments: The school will use curriculum-based assessments (CBA) as a quick and effective way to gather additional information on students' understanding of concepts, through telephone conversation. Diagnostic curriculum-based assessments (DCBA) pinpoint strengths and weaknesses in student mastery of concepts. Verification curriculum-based assessments (VCBA) authenticate student learning of concepts previously graded as completed with scores of B or higher.

Response to Intervention: Data is used throughout the school year to implement a Response to Intervention model for all students. Students who are struggling with the curriculum are identified by teachers and assigned Tier 1 (adaptations) and Tier 2 (supplements) interventions. This process is facilitated by Connexus which uses data to help identify students' intervention needs. A teacher's home page displays a student performance dashboard and shows, for each student, an icon indicating if interventions have been identified and if they have been assigned. The teacher can use his or her professional judgment to override these indicators and log the decision and rationale within Connexus. Also, the school has a Student Support Team (SST) and an on-going process of identifying student intervention needs, assigning those interventions, tracking their success, communicating with parents, and escalating, if necessary, from Tier 1 to Tier 2 and ultimately Tier 3 (alternative placement, most of which involve an IEP). All efforts are made to meet each student's needs within the general education program.

Tracking Student Work Online: Connexus captures all necessary data about students, their attendance, and their performance. This data will be accessible to school administrators, teachers, and Learning Coaches on a moment-by-moment, day-by-day basis. The school will track and report ongoing student progress based on the objective, quantitative data generated by Connexus.

Staff members will analyze attendance, participation, performance, assessment submissions, lesson completion, and teacher contact. The student status will be displayed to parents, Learning Coaches, and students on the home page for instant identification of potential problem areas. The Escalation Process will go into effect when students are in statuses other than “On-Track” to ensure students being educated appropriately and receiving any appropriate interventions.

Both Learning Coaches and teachers will have access to an electronic grade book that tracks all results and serves as the basis of changes in the student's learning plan. ARCA will also use a variety of advanced data visualization tools that provide students, parents, teachers, school administrators, institutional education partners, regulators, and researchers with views of how students are performing.

Tracking Student Work Offline: Teachers will track students work offline through multiple avenues, including communications with students and Learning Coaches to monitor the student's progress. Scheduled phone calls, WebMail, LiveLesson sessions, and face-to-face meetings will all be used to help teachers gauge student's mastery of concepts and to determine appropriate instructional recommendations. Communications that take place offline are documented in each student's log in Connexus; the data can be accessed by teachers and school administrators through a variety of reports.

Throughout each unit of study, students may be required to complete offline or phone-based assessments when

the format requires, including submitting certain kinds of work samples.

Training Teachers to Monitor Student Work: Teachers will receive intensive professional development both prior to and throughout the school year. Training for teachers at a new virtual school includes a combination on in-person and online training. Professional development throughout the school year will focus on monitoring student performance both online and offline based on available data. The school will use the National Standards for Quality Online Teaching published by the International Association for K-12 Online Learning (iNACOL) (**available at http://www.inacol.org/resources/nationalstandards/NACOL%20Standards%20Quality%20Online%20Teaching.pdf**) and the Connections Core Standards for Facilitating Student Learning as guides for pinpointing necessary teacher skills and professional development requirements.

The Principal and all teachers will complete the Teacher Orientation Course, which is delivered through Connexus and contains lessons, assessments, and links to online tutorials. This course focuses on preparing teachers to teach through the Connexus platform. It covers curriculum, assessment, personalizing instruction, school year events, grading and the Grade Book, communication, and essential Connexus tools. This course also covers how to monitor student progress, assign tiered-supplemental instructional support programs based on that data, and how to log offline communications within Connexus.

In April 2015, Connections was recognized with a Silver Award for Best Practices for Distance Learning Programming by the United States Distance Learning Association (USDLA) for its Professional Learning Model. This prestigious award recognizes organizations that have designed and delivered outstanding and comprehensive best practices in distance learning programming, including program content and delivery, integration of technology, presentation, and impact on participant learning. The USDLA International Distance Learning Awards are presented to five major sectors of distance education and training and include the PK-12, Higher Education, Corporate, Government, and Telehealth markets.

Ongoing Communication with Learning Coaches: At ARCA, communication with parents and Learning Coaches will be frequent and purposeful throughout the school year and will communicate formative and summative progress. Communication will serve three main objectives: to help the teacher monitor the student's progress, to keep parents “in the loop” with current school happenings, and to help ARCA grow and improve from parent feedback. Scheduled phone calls, LiveLesson sessions, progress within the curriculum including frequent and substantive feedback from the teacher, and optional face-to-face meetings will all be used to help teachers gauge students' mastery of concepts and to determine appropriate instructional recommendations. A student's teacher will conduct follow-up conversations by parent-teacher/teacher-student conferences at least on a weekly basis using WebMail messages, LiveLesson sessions, feedback when grading, Message Board postings, phone conversations, and/or face-to-face interactions.

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.

Applicant Response:

Typical Student Day

The instructional time commitment required by ARCA's online program is comparable to that of a traditional school day. Because online learners do not face the distractions and interruptions of a typical school setting, students often use their learning time much more efficiently. The in-depth application of concepts that is often relegated to homework in a conventional school setting will be an integral part of the learning day; the application of discrete skills, extended projects, and remedial and enrichment activities will be part of the daily routine for students and their Learning Coaches. The program provides for and offers more than the minimum requirements for instructional time for every grade.

Activities vary based upon student needs, coursework, and personal schedules. Learning is integrated within

individual activities as well as LiveLesson sessions and phone calls with teachers. Learning can occur when students learn best - not just between 9 a.m. and 3 p.m. Students create daily checklists to ensure they are staying on-task. The daily routine may include checking WebMail, looking at the To Do List on their Connexus home page, reviewing the daily planner in Connexus, attending scheduled synchronous sessions, and completing lessons listed in the planner. Students see which lessons are due in bolded text and as lessons are completed, they change from bold to regular text. Students can access lessons directly from their daily planners. In addition, students can access any notes or tips provided by their teachers and view important course-related information like LiveLesson schedules, recordings, and supplemental materials. Students in grades 3-12 can track their progress and grades at any time in the Grade Book. Learning Coaches can view their students' Grade Book at all grade levels.

For example, a school day for first grade student might consist of the following:

Morning
- Learning Coach logs on, reads Webmail messages, and reviews lessons the student is expected to complete.
- Student reads and responds to WebMail messages from teacher about student progress (with the help of the Learning Coach depending upon reading level).
- Student participates in a LiveLesson session for math with teacher and classmates.
- Student completes a math lesson. Learning Coach monitors and facilitates learning as necessary.
- Student completes a Language Arts lesson, including reading, writing, and discussing the lesson activities and text. Student takes a quiz online.
- Student goes outside for a playground activity with Learning Coach.

Afternoon
- Student makes sandwich for lunch, as part of the Practical Living Skills activity.
- Student completes a science lesson and finishes reading a non-fiction reading selection (with the help of the Learning Coach depending upon reading level).
- Student does hands-on science experiment outside with Learning Coach.
- Student goes to soccer practice and the local library.
- After returning, student completes art lesson and then participates in Book Club.
- Learning Coach confirms completed lessons and records student attendance.
- Learning Coach and student review next day's schedule and prepare accordingly.
- Learning Coach and student review next day's schedule and prepare accordingly.

Elementary Schedule for All Grade Levels
ARCA will meet state requirements of courses offered at appropriate grade levels and will comply with Standards for Accreditation 9.03.2 (annual instruction content areas for Grades K-4) and Standards for Accreditation 9.03.3 (annual instruction content areas for Grades 5-8).

Although students in a full-time online school have flexibility in their daily schedules, the following lessons will be scheduled on a weekly basis for students in elementary grade levels, K-8:

Kindergarten-4th Grade:
- Language Arts, 5 lessons per week
- Mathematics, 5 lessons per week
- Social Studies, 3-4 lessons per week
- Science, 3 lessons per week
- Fine Arts, 1-2 lessons per week
- Educational Technology, 1 lesson per week, which introduces Tools for Learning
- Physical Education & Health, 1 lesson per week, which includes safety content

Practical Living Skills/Career Exploration are integrated in all courses with real world connections through portfolio activities and career exploration connected to student's learning in content areas.

5th-8th Grades:
- Language Arts, 5 lessons per week
- Mathematics, 5 lessons per week
- Social Studies, 3-5 lessons per week

- Science, 4-5 lessons per week
- Fine Arts, 1-2 lessons per week
- Educational Technology, 1 lesson per week, which introduces Tools for Learning
- Physical Education & Health, 1 lesson per week, which includes safety content

Career and Technical Education are integrated into all courses and career education is woven throughout the content areas so that students can see the connections between the content they are learning and associated careers.

Social Studies in each elementary grade level will include units on the history and culture of Arkansas, with an emphasis on Arkansas history and culture in Grades 4 and 5. Social Studies lessons at all grade levels will include foreign language experiences.

Secondary Grade Level Expansion
To accommodate a phasing in of secondary grade levels, ARCA is requesting an initial but expiring waiver from the Standards for Accreditation 9.03.1.2 and 9.03.4 requirements that 38 units be taught annually in secondary schools.

ARCA anticipates serving Grades K-9 in Year 1 (2016-17), Grades K-10 in Year 2 (2017-18), Grades K-11 in Year 3 (2018-19), and Grades K-12 in Year 4 (2019-20) and beyond. The required 38 units, less any waived unit requirements, will be available and taught annually, except as otherwise allowed by §6-15-213 and §6-15-214, by the 12th grade year of ARCA's first graduating class.

Secondary Required and Elective Courses
ARCA will offer all required courses, less any initially or permanently waived unit requirements or as otherwise allowed by §6-15-213 and §6-15-214.

To ensure all ARCA students can graduate under the Smart Core curriculum, or the Core curriculum if a parent or guardian waives the student's right to participate in Smart Core, ARCA will offer a full course load to its first 9th grade cohort. These students will be offered and directed toward course units that are required to graduate on time. Please see Attachment 5 for ARCA's suggested course progression.

Students who elect to graduate under the Smart Core curriculum will be expected to complete the required and elective courses to ensure they meet the Smart Core requirements for graduation:

- English - 4 units
- Mathematics - 4 units (or 3 units of math and 1 unit of Computer Science)
- Science - 3 units with lab experience (or 2 units with lab experience and 1 unit of Computer Science)
- Social Studies - 3 units
- Oral Communications - ½ unit
- Physical Education - ½ unit
- Health and Safety - ½ unit
- Economics - ½ unit which may count towards Social Studies or Career Focus
- Fine Arts - ½ unit
- Career Focus - 6 units
- Computer Science - optional

Descriptions of the Connections curriculum, which can be modified to align with Arkansas Curriculum Frameworks, are provided at the following URL. If the licensure waiver is approved, ARCA students will have access to most of these elective and foreign language courses. (http://www.connectionsacademy.com/curriculum/online-high-school)

Length of School Day and School Year
ARCA will follow a traditional school year calendar that includes 180 school days during which instruction is provided by school staff, with 200 work days for teachers. The Board will approve the school calendar annually. ARCA will abide by observance days as required by state law. To support the mission of an online school, the school calendar may be extended to allow families more flexibility in completing work or to provide extra learning time for students who are at risk, though generally not by more than two weeks. Although there is flexibility in an

online school program regarding when instruction occurs, students are still held fully accountable for meeting all state-mandated attendance requirements.

Because students will not physically attend the teaching/learning center, ARCA is requesting a waiver to state seat-time requirements. Attendance hours recorded by the Learning Coach in Connexus and verified by the student's teacher will be the legal record of school attendance. These records will ensure ARCA is properly calculating and adequately monitoring that students complete 30 instructional hours per week and 180 instructional days per school year. Students are able to work across the entire week rather than five days, so instructional time may average less than six hours per day.

The calendar includes days when teachers will not be available due to professional development (all other Support Services are available during these days), and days when the school is completely closed (no Support Services are available during these days, summer break, and any holidays). During the school year, student learning may continue during any days when the school is closed, as students still have access to their online courses, learning content, and personalized learning plans.

For teachers, the school day is not limited to certain hours for start and end times. However, the teaching staff will be available during the school's hours of operation, typically 8:00 a.m. - 4:00 p.m. Teachers will work primarily from the teaching/learning center in Bentonville. Teachers collaborate to share ideas, information, and teaching techniques among the full staff both vertically (same subject across grade levels) and horizontally (different subjects in the same grade level). Families are always welcome to visit the teaching/learning center.

Calculating Instructional Days
While students will have a great deal of flexibility regarding when and where they complete their coursework, they will nevertheless be held fully accountable for meeting all state-mandated attendance requirements. Attendance recorded by the Learning Coach and verified by teachers will ensure ARCA is properly calculating and adequately monitoring that students complete 30 instructional hours per week and 180 instructional days per school year.

Entering attendance is expected to be taken seriously as a regular part of the school day for the Learning Coach. ARCA will verify that the attendance records are accurate, which includes not only the attendance hours recorded by the Learning Coach, but also the lesson and assignment completion rates and the amount of communication the student has with the teacher. During course design and alignment, lesson and assignment completion times are estimated, thus student lesson and assignment completion can be used to estimate amount of student time spent on learning.

If a teacher has concerns about the validity of a student's attendance records, he or she may revise the student's recorded hours of attendance based work completion rates and/or contact the school's Attendance Coordinator for further assistance. A Learning Coach will be notified if attendance records are changed. Therefore, even if a Learning Coach records a high number of instructional hours in the attendance records, if a student's work completion rates are not on track and/or if he or she fails to communicate on a regular basis with the teacher, he or she will be flagged for review. This Approaching Alarm or Alarm status is displayed in Connexus and will require follow-up action from the school to ensure that the student completes his or her lessons, assessments, and required weekly hours of attendance.

ARCA's administration will monitor and review attendance records on a weekly basis. After a predetermined amount of time (usually 10 days) or as of a specific date (per state regulations), Connexus will no longer allow a teacher or Learning Coach to edit past attendance records. Any requests for adjustments to the “locked” records must first go to the Homeroom Teacher (in writing via WebMail or email) for review and approval and then to the Attendance Coordinator for adjustment.

Students may record attendance hours on Saturday and/or Sunday to meet their weekly requirements. However, if a student does not participate in school activities on any day Monday - Friday, his or her Learning Coach MUST enter 0 hours on this day.

These expectations and procedures for attendance will be documented in the School Handbook, alongside the state requirements for weekly and annual hours of instruction. Parents must agree to the policies in the Handbook when completing enrollment. Attendance procedures will be addressed in trainings for all

stakeholders (Learning Coaches, students, teachers, and administrators). If a student accrues too many unexcused absences, ARCA will follow state law in reporting non-attendance and truancy.

Unexcused Absences and Truancy
Regular attendance is imperative to maximize student learning. ARCA will offer flexibility regarding how many hours each day students spend on school work and which days of the week they complete that work. Due to this flexibility, ARCA will have a zero tolerance policy for truancy. Parents will be held legally responsible for ensuring that their students are fully participating in school, even if they have designated another adult as their student's Learning Coach.

In order to avoid truancy, the parent must ensure that the following activities take place:
- Learning Coach enters attendance hours each day of school
- Student completes all assigned lessons and assessments
- Student participates in educational activities for an appropriate number of hours, as outlined in the school handbook
- Student is available for regularly scheduled telephone calls with teachers
- Student attends all assigned LiveLesson® sessions
- Student demonstrates that he/she is doing his/her own schoolwork
- Student attends mandatory state testing
- Learning Coach communicates with the homeroom teacher in advance if student needs to deviate from the regular school calendar (for example, switching a vacation and school day)

If a student's teachers become aware that the student is not fully participating in school as required by state law and Board policy, the student may be marked with an unexcused absence at the teacher's discretion. In addition, the Attendance Coordinator may override the number of attendance hours previously entered by a Learning Coach by entering the code for an unexcused absence (U) if the student's teachers believe the student has not participated as required. The final decision about whether an absence is considered unexcused will be made by the Principal.

Missing a day of school will be defined as missing a day's worth of hours in one week.

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:

Grade Levels and Maximum Enrollment by Year
The ARCA Board is requesting a cap of 2,000 students over the first three years of the school's operation and a cap of 3,000 for years four and five. The Board anticipates the following enrollment levels in the specified grade ranges. The ARCA Board will approve enrollment levels annually.

Year 1 - Grades K-9; Projected Enrollment - 600; Enrollment Cap - 2,000
Year 2 - Grades K-10; Projected Enrollment - 1,200; Enrollment Cap - 2,000
Year 3 - Grades K-11; Projected Enrollment - 2,000; Enrollment Cap - 2,000
Year 4 - Grades K-12; Projected Enrollment - 2,500; Enrollment Cap - 3,000
Year 5 - Grades K-12; Projected Enrollment - 3,000; Enrollment Cap - 3,000

Foundational Educational Philosophy
ARCA will reach students who need a flexible schedule and for whom a cutting-edge virtual approach provides the best pathway to successful completion of their educational program. ARCA will provide a full-time school experience with clubs, activities, and electives. ARCA will promote academic and emotional success for every learner through an individualized learning program combining the best in virtual education with real and engaging connections among students, families, teachers, and the community. Beginning in 9th grade, guidance counselors work with each student individually on graduation plans with a focus on courses, credits, and post-secondary planning.

Educational Program

Curriculum
The developmentally appropriate curriculum increases its integration of technology as students advance through the grades. Each Connections course is designed to promote student learning and includes active learning elements (including online and offline interaction) that address diverse learning styles and preferences, including textual, visual, auditory, and/or hands-on. Connections' courses include 1,800 Teachlet® proprietary instructional movies and more than 1,000 primary source and instructional videos. Integrated “i-text” electronic textbooks are licensed from a variety of leading publishers including Pearson, Perfection Learning and others, while non-proprietary technology-based content is licensed from “best of breed” providers such as Grolier Online™, Houghton Mifflin Harcourt, and Discovery Education. The instructional design includes interactive LiveLesson® sessions and threaded discussions.

Clubs and Activities

As an integral part of the academic program, students will also be offered access to 27 clubs, 14 special events, and an online yearbook. Through each of these, students can explore interests beyond the classroom, develop leadership skills, and make friends within ARCA and other schools supported by Connections. The online yearbook allows each student to create their own personal page including photos, videos, and autographs collected from friends.

Talent Networks

Connections offers three different Talent Networks with a focus on sports, the visual and performing arts, and science and technology. These Talent Networks are virtually facilitated programs designed for enrolled middle and high school students who are actively involved at a high level in competitive sports, the visual and performing arts, or advanced STEM coursework. These programs provide exceptional students in grades 6-12 the opportunity to network with other students with similar talents, hear from engaging guest speakers, and participate in collaborative projects and competitions.

Instructional Methods used to Support Core Classes
Personalized Performance Learning (PPL)
Students learn best when lessons match their interests and abilities. Studies have shown that in conventional classrooms, many instructional tasks are not matched to students' skill levels. Through its personalized educational program, the school's proposed placement process will align with the needs of the students. ARCA will help each student maximize his or her potential and meet the highest performance standards through a uniquely personalized learning program. Through the placement process and the school's pre-, mid-, and post-test assessments, students will be provided with curriculum materials and instructional resources appropriate to their achievement level, with the goal of attaining at least one year's academic progress within the school year.

The Personalized Performance Learning process is an academic road map for each student that provides differentiated instruction in a unique, tailored way. Students, Learning Coaches, and teachers meet throughout the year to review progress, modify the student's program, and adjust goals as needed. A parent or other caring adult will serve as a Learning Coach and play an active role in the learning process by supporting students and communicating regularly with teachers.

- **Review of Student Background and Learning Styles.** Teachers, Learning Coaches, and students will discuss student strengths, skill deficiencies, and previous school performance. Students will complete a questionnaire to identify their unique learning style to help inform and guide the best teaching and learning approach.
- **Performance Testing.** In grades K-8, students will take the LEAP test at the beginning, middle, and end of the year. The LEAP test identifies areas of strength and need in the student's learning profile and measures student growth during the school year to help formulate learning goals and monitor student progress. Students in grades 9-10 may take the Scantron® Performance Series.
- **Schedule Modifications and Electives.** Once the school year gets started, teachers will help personalize the learning schedule. For students in grades K-8, teachers will inquire about the student's daily routines and make adjustments to the student's online learning schedule. They will also add an elective course when students are ready to handle the additional challenge. At the high school level, students are able to add electives during the initial placement and course selection.

The PLP displays a comprehensive number of data points, and allows for teachers to document notes and use the information to personalize instruction for each student. Teachers regularly review the student's PLP Data View (a screen within Connexus providing snapshots and views of student data) and document any change in

instructional interventions, goals, or student performance. Progress Notes in the PLP Data View are visible to Learning Coaches and students in grades 3-12 and summarize the student's overall progress, and intervention plans (if applicable).

Learning needs that go beyond the purely academic (such as study habits and interpersonal skills) will be addressed in the PLP as well. The PLP will then guide the student's course through the Connections curriculum that supports the Arkansas Curriculum Frameworks. All lessons will be provided to students and families online directing them step-by-step through the instructional sequence and use of the comprehensive set of instructional resources such as textbooks, trade books, simulations, interactives, manipulatives, and consumables.

The PLP tool will place at each teacher's fingertips all of the assessment data available for students (e.g. state test scores, LEAP and the Scantron® Performance Series pre-, mid-, and post-test assessment data, participation and performance metrics, and any IEP information). Teachers will also be trained to use the Accountability Radar report. The report can be updated daily and has several metrics that show which students' PLPs have been recently updated. The report also contains data elements for tracking completion of LEAP, LEAP results, and intervention indicators based in part on those results.

High-quality Teaching
ARCA will employ licensed teachers trained in online delivery and individualized instruction. Depending on the needs of the learner, teacher contact with the student varies and may be as frequent as several times a day.

In April 2009, John Watson and Butch Gemin on behalf of the International Association for K-12 Online Learning (iNACOL) published the *Management and Operations of Online Programs* as part of the series Promising Practices in Online Learning. The authors noted, “Most programs agree that new online teachers must 1) put their role as a facilitator of student learning above other aspects of teaching, 2) have the ability to adapt and manage change, 3) have a high level of content mastery, and 4) be ready to make the shift to online instruction.” (Watson, J. and Gemin, B., (April 2009) Promising Practices in Online Learning: Management and Operations of Online Programs: Ensuring Quality and Accountability. Evergreen Consulting Associates, iNACOL http://www.inacol.org/research/promisingpractices/iNACOL_PP_MgmntOp_042309.pdf) For example, 2005's *A Synthesis of New Research on K-12 Online Learning* shows that the unique ability of an online teacher to communicate one-on-one with students and offer personalized feedback is key to student success in virtual learning environments. (NCREL Synthesis of New Research on K-12 Online Learning, 2005, North Central Regional Education Laboratory/Learning Point Associates. www.ncrel.org/tech/synthesis)

LiveLesson Sessions and Teachlet Tutorials
LiveLesson sessions allow teachers and students to interact with one another in real time in an online classroom. Teachers will use the LiveLesson session tool as needed to convene groups of students together to focus on particular learning topics, and may also use LiveLesson sessions for independent student work groups to collaborate on activities via voice-over IP, chat, electronic whiteboard, and shared web surfing. Threaded discussions on course-based message boards are also used as appropriate by grade level to provide important opportunities for collaboration and interaction among students.

Teachlet tutorials increase the effectiveness of the instructional model. Teachlets, highly interactive asynchronous tutorials, are incorporated into most lessons and provide students a dynamic, fun, and engaging way to learn. They incorporate graphics, video, and audio to show students the concepts and ideas they will need to complete the lessons. In addition, the high school courses will incorporate graded asynchronous online discussions, which are required for all students. These discussions provide important opportunities for collaboration and interaction among students, increase writing skills, and provide opportunities for a “real-world” audience.

Focus on Literacy in the Elementary Curriculum and Program
Literacy skills become more complex as students gain mastery. The five main components shift from Kindergarten to Grade 3 in Connections' language arts courses. **Phonemic awareness**, the awareness of discrete sounds or phonemes is present at the earliest stages of literacy growth. As students master the recognition and production of individual sounds, the need for targeted phonemic awareness instruction declines. **Phonics instruction** capitalizes on phonemic awareness and focuses on the relationship between written letters, their names, and their sounds. Instruction progresses from letter sounds and small combinations to syllabic awareness. **Fluency**, the ability to read quickly and accurately, improves as the other components of

literacy also improve. In the early years, **vocabulary and text comprehension** instruction is primarily listening-focused. As students improve in their ability to decode, vocabulary and comprehension instruction shifts to involve more reading. Direct instruction in fluency, vocabulary, and comprehension continues throughout elementary school. In the earliest years, literacy instruction is largely a collaborative process as students interact regularly with their teachers and Learning Coaches to build the foundations for success in reading and writing. As students grow in their literacy skills and enter into upper elementary courses, they assume more independence.

Parent Involvement: A parent or another adult will play an active role in the learning process as a Learning Coach by supporting the student and communicating regularly with teachers. Surveys and the StarTrack rating system allow Learning Coaches to provide feedback about the curriculum, learning process, and overall academic program. Training will be provided to ensure Learning Coaches have the necessary tools and supports to be successful in their role.

Decades of research show that parent participation in education is closely related to student achievement. (Fan, X., & Chen, M. Parental involvement and students' academic achievement: A meta -analysis. Educational Psychology Review, 13, 1, 1-22.,2001) In a 2010 article titled “Parent Involvement and Student Academic Performance: A Multiple Mediational Analysis,” in the *Journal of Prevention & Intervention in the Community*, authors David R. Topor , Susan P. Keane, Terri L. Shelton, and Susan D. Calkins noted that, “Parent involvement in a child's education is consistently found to be positively associated with a child's academic performance. Results indicated a statistically significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence.” (Topor, David R., Keane, Susan P., Shelton, Terri L., & Calkins, Susan D. 2010). Parent Involvement and Student Academic Performance: A Multiple Mediational Analysis, Journal of Prevention & Intervention in the Community, 38:3, 183-197 http://dx.doi.org/10.1080/10852352.2010.486297)

Carrie A. Semke and Susan M. Sheridan researched the effects of parental involvement on student academic achievement in their working paper published in 2011, *Family-School Connections in Rural Educational Settings: A Systematic Review of the Empirical Literature*, and found, “Parental participation and cooperation in their child's educational affairs is related to several outcomes deemed important in educational arenas: increased student achievement and academic performance, stronger self-regulatory skills, fewer discipline problems, better study habits, more positive attitudes toward school, improved homework habits and work orientation, and higher educational aspirations…” (Semke, C. A., & Sheridan, S. M. (2011). *Family-School Connections in Rural Educational Settings: A Systematic Review of the Empirical Literature* (R2Ed Working Paper No. 2011-1). Retrieved from the National Center for Research on Rural Education website: http://r2ed.unl.edu)

The Learning Coach Instructional Support Team will offer supports for Learning Coaches through Connections' Get Coaching program including:

- Learning Coach Central - accessed from the Learning Coach Home Page in Connexus and includes FAQs, social networking opportunities, and resources to assist in providing instructional support to their students.
- Learning Coach Link - a monthly communication with articles on instructional best practices, Connexus updates, tips and strategies for motivating reluctant learners, and information about upcoming Learning Coach Resource sessions.
- National Learning Coach Resource sessions -virtual sessions designed to provide Learning Coaches with strategies for working with and supporting their student. Sample session topics include: Effective Questioning Techniques to Assess Learning, Improving Student Writing Skills, Providing Valuable Feedback, and Unlocking Math in a Virtual World.

Ample Resources to Ensure that Students Achieve Academic Goals and Excel
Accreditation
Connections Academy is a division of Connections Education LLC, which is accredited by AdvancED. (an Accreditation agency serving 27,000 public and private schools and districts (http://www.advanc-ed.org/)) AdvancED recently recommended Connections Education LLC for accreditation in April 2015 with an overall score exceeding AdvancEd's average score for the 32,000+ schools and corporations they accredit. Connections Education received many commendations from the review committee. The following quotes are from the visiting team's exit report (the full report still going through the review and final approval process at AdvancED):

- "*A culture and commitment focused on student learning permeates throughout the Connections Education organization.*"
- "*The corporation embodies a culture of collaboration that exists throughout all aspects of the corporation and schools.*"

In addition, in an effort to ensure transferability of credits, ARCA will, within the first three years of operation, apply for accreditation through the Southern Association of Colleges and School Council on Accreditation and School Improvement (SACS CAS). This is similar to the accreditation of schools supported by Connections in South Carolina, Georgia, Louisiana, Oklahoma, Texas, and Florida. High school AP courses are approved by the College Board and many high school core and elective courses are approved for use towards initial eligibility by the National Collegiate Athletic Association (NCAA) Eligibility Center. (http://www.connectionsacademy.com/Libraries/PDFs/NCAA_Approved_Course_List.pdf**)**

Revenue to Pay for all Curriculum Expenses as Outlined in the Budget
As demonstrated in the budget, ARCA has sufficient revenue to pay for all curriculum expenses outlined in the budget included in Attachment 6. In addition, we have included a letter from Connections in Attachment 12 assuring that the school will have sufficient funds to launch and start operations before beginning to receive per-student funding and will maintain a balanced budget thereafter.

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:

In March 2015, Connections was approved as a Digital Learning Provider and its math and English courses will be available through Virtual Arkansas starting 2015-16.

Through Connections' curriculum and instructional design, ARCA will be aligned with Arkansas Curriculum Frameworks and leading standards for effective online course development and instruction. Alignment details and documents are easily accessible to teachers within Connexus. Research underscores the importance of integrating tools for student-to-teacher and student-to-student interaction and the central role of licensed, specially trained professional teachers. (Smith, Rosina, Clark, Tom, and Blomeyer, Rober, A Synthesis of new Research on K-12 Online Learning, Learning Point Associates/North Central Regional Educational Laboratory; Naperville, IL; 2005.)

In addition, the school will follow the National Standards for Quality Online Teaching which focus on teacher use of assessments, data, and ongoing communication to bring out the best in each unique online learner. (The National Standards for Quality Online teaching, International Association for K-12 Online Learning (iNACOL), http://www.inacol.org/cms/wp-content/uploads/2013/02/iNACOL_TeachingStandardsv2.pdf, 2011) The proposed curriculum and instructional design accommodate the range of learning styles and is designed for individualized pacing, balanced with optimal interaction. The rigorous program includes both fundamental skills and higher-order thinking, which together prepare students for further education as well as lifelong, independent learning.

Curriculum Development Approach
Each course is mapped to the Arkansas Curriculum Frameworks. With these standards in mind, the Connections curriculum development team employs a "backwards mapping" approach. After an in-depth analysis of standards, the team identifies the types of assessments necessary to allow students to showcase their new understanding and demonstrate their growth on essential skills and standards. Once evidence of mastery is determined, an assessment map is created to indicate the types of assessments to be used to monitor and evaluate performance on each standard. Curriculum designers then work backwards to design curriculum maps comprised of learning objectives, lesson activities, and digital and interactive resources that will lead students to successful mastery of concepts.

Connections utilizes ADDIE, a five-phase curriculum development framework consisting of Analysis, Design, Development, Implementation, and Evaluation, to guide and inform curriculum development and maintenance.

Each step has an outcome that feeds into the next step in the sequence.

- *Analysis* - During analysis, the curriculum team identifies the goals and objectives, the audience's needs, existing knowledge, and any other relevant characteristics. This step also considers the learning environment, any constraints, the delivery options, and the timeline for the project.
- *Design* - During this systematic process of specifying learning objectives, detailed storyboards and prototypes are often made. The look and feel, graphic design, user-interface, and content are determined.
- *Development* - In this step, production and actual creation of the content, assessments, and learning materials based on the Design phase occurs.
- *Implementation* - During implementation, the plan is put into action and a procedure for training the learner and teacher is developed. Materials are delivered or distributed to the student group. After delivery, the effectiveness of the training materials is evaluated.
- *Evaluation* - This phase consists of formative and summative evaluation. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for criterion-related referenced items and providing opportunities for feedback from the users. Revisions are made as necessary.

These key principles are reflected in a consistent instructional design for all courses, allowing ease of use by students and Learning Coaches.

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 guidance program will serve all students and will be delivered by certified school counselors with the support of the Connections Director of Counseling. The program will offer individual and group counseling as needed and will focus on academic development, personal and social growth, and college and career readiness activities through a variety of communication tools (LiveLesson sessions, phone calls, message boards, Virtual Library, newsletters, and/or face-to-face events). The counseling team will work to engage students and support both their academic and emotional growth. The team will communicate with students and parents to ensure post-secondary plans are established and students are following through on actions to realize their post-graduation goals. Technology in Connexus supports this effort with the Progression Plan Manager and the College and Career Readiness Data View.

With specialized training, counselors will be skilled at helping students address the personal, social, and academic issues that can affect their success in school and life. Counselors will have appropriate certification. The program will be built on relationships, so counselors will be readily accessible to students and families online, in person, and by phone. Counselors are at the heart of fostering students' engagement, safety, and wellness. As they become aware of issues concerning students' school participation, mental and emotional health, or overall well-being, the counselor will collaborate with school staff to ensure the student is supported by teachers and the family is connected with resources, as needed. With the additional support from Connections and its collaborative network of school counselors, ARCA will bring both individual attention and extensive expertise to students and families.

Counselors will review each student's transcripts to determine when an Honors or AP course is appropriate. Counselors will help high school students prepare for college and career with:

- The College and Career Readiness Data View, which focuses on tasks that will prepare students to meet their post-graduation goals
- Interactive LiveLesson sessions connecting families with real-time information on financial aid and scholarships, college application processes, entrance requirements, and more
- College test preparation courses for the SAT/ACT
- 1-to-1 counseling with seniors to provide resources and assistance with post-secondary planning, including career options, vocational training, and selecting the right college

High school students will have access to the national counseling LiveLesson session program, which delivers weekly guidance curriculum lessons and national college admissions sessions throughout the school year. The

sessions include the Career Fireside Chats on the fourth Friday of each month. Previous sessions have covered such topics as Teen Dating Violence Awareness, Educational/Training Opportunities After High School, Why School Matters: Navigating Your Educational Development Plan, How to Develop a Growth Mindset, Aligning Individual Goals & Abilities, and ACT & SAT Overview. A college newsletter is sent to high school students each month.

In addition, students will be encouraged to enroll in clubs such as College Planning (grades 9-12) and Career Explorations (grades 6-12), which include regular LiveLesson sessions with a college counselor. ARCA will also offer Student Development courses (for example: Career Exploration, College Prep with SAT/ACT, and Life Management Skills). There are several clubs focused on post-secondary planning including:

- College Planning Club (grades 9-12)
- First Generation Club (grades 9-12)
- High School Career Club (grades 9-12)
- Middle School Career Club (grades 6-8)

The counselor will also plan additional sessions for students which will address specific student needs. The counselor will be a resource to students, families, and staff in order to ensure that all students are safe and will confirm all staff members are trained on student distress protocols. The counselor will actively seek resources in the communities in case families need to address the personal and social needs of the child. The counseling program will be based on the American School Counselor Association framework, encouraging membership for all professional school counselors, and abiding by their legal and ethical standards of practice.

B) Health services;

Applicant Response:

The health services program will serve all students.

Nurse

ARCA is requesting a waiver from §6-18-706 since students will not be on-site to receive services.

Should the waiver not be approved, ARCA will comply with state laws and ADE rules regarding school nurses. Connections would either employ or contract with an agency or individual(s) to provide one licensed nurse per 750 students or the proportionate ratio thereof, or at a higher rate if designated as a district with a high concentration of children with disabling conditions. Nurses would be available via Internet and phone. Since nurses would see students in-person, they would not administer medication or treatment but may inform and advise.

ARCA is requesting a waiver from §6-18-1501 et seq. for mandated eye and vision tests. If required, ARCA would contract with local providers for screenings and services at reduced or no cost to the families.

Physical Education

This program will be contracted through the professional services agreement with Connections. ARCA will ensure students participate in a planned physical education program designed to optimize their physical, mental, emotional, and social development. Teachers will encourage students to engage in a variety of physical activities and sports they enjoy and could pursue throughout their lives. The physical education program supports state standards and aims to accomplish the following goals:

- Maintain physical, social, and emotional health in students by practicing healthy behaviors and goal setting
- Engage students in a physically active lifestyle
- Focus on the acquisition of important personal, interpersonal, and life skills
- Engage parents and community members
- Be periodically reviewed, evaluated, updated, and improved

Physical education is a core course and will be implemented as such. Students will complete assignments and will be graded to measure their progress in the course. Teachers may use synchronous instruction and/or CBAs to differentiate instruction, demonstrate techniques, ascertain student knowledge, grade class participation, and/or evaluate demonstration of knowledge, skills, and concepts. Teachers also monitor students' participation and

progress through the Activity Tracker and periodic performance tests.

Throughout ARCA's physical education program, students will document goals and activities in an online Activity Tracker. This tracker includes activities that align to curriculum goals and state-specific standards. Students choose an exercise that aligns with the activity and indicate the frequency, intensity, time, and type (FITT). As students engage in the physical activities, they input data to track their progress. Students then export their tracked activity into an Excel file and send this to their teachers in an online dropbox. Teachers access the students' files to grade and provide feedback to the students on their FITT goals. These activity assessment portfolios are incorporated throughout each physical education course in grades K-12. Learning Coaches mark lessons complete for students and teachers monitor the completion of assessments and grade students based on participation and success in meeting their physical education goals. Additionally, to ensure reliability and accountability, teachers may conduct CBAs to verify completion of physical activities, discuss their progress, give fitness tips and feedback, and differentiate instruction to meet students' needs.

To ensure students utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle and apply health-related and skill-related fitness concepts and skills, students will be enrolled in a comprehensive, sequential physical education program that includes:

- The Presidential Fitness Challenge.
- Health, safety, and physical education in all grades (unless otherwise specified by state requirements and/or students' educational plans).
- Grade K-8 physical education courses integrating: Connections' Physical Fitness Program, Personal Fitness Program, and Yoga. The courses provide students the option to start with one program and choose another as they proceed through the course or to participate in the same program throughout the course. Course content generally includes nutrition guidelines and tips for leading a healthy lifestyle. Teachers monitor students' activity thought the submission of activity logs which are reviewed by Learning Coaches and submitted for a grade.
- High School core and elective courses in physical education, personal fitness, and health fitness and nutrition, plus an optional yoga component. Students' activities are monitored and assessed by teachers who grade activity logs submitted online.

C) Media center;

Applicant Response:

ARCA is applying for a waiver from §6-25-103 and §6-25-104. Should the waiver not be approved, ARCA 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.

Regardless of waiver status, media resources and support will be available through the professional services agreement with Connections. Extensive educational media resources will be available online via the Internet to online school students, including the Connections' Virtual Library. While some hard copy resource materials will be housed at the teaching/learning center, the school will not provide a traditional brick-and-mortar library or media center for students. All resources will be provided online with guidance on how to utilize online resources provided by teachers.

D) Special education;

Applicant Response:

The Board anticipates contracting this program to Connections. ARCA will comply with all applicable requirements of IDEA, 20 U.S.C. 1400 et seq. and implementing regulations, including Section 300.209 of Title 34 of the Code of Federal Regulations and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794. ARCA will also comply with Arkansas Procedural Requirements and Program Standards and state caseload maximums. ARCA will provide a free appropriate public education (FAPE) to children with disabilities, including identifying, evaluating, and planning educational programs and placement in accordance with state and federal regulations.

After submitting an application, all families will be asked if their child has had an IEP within the last three years

and if that IEP is currently active. The Manager of Special Education will review the student's special education documentation (IEP and Evaluation Report) and recommend course placement. Upon enrollment, ARCA will convene an IEP meeting to adopt or amend the student's IEP and will provide services comparable to those of the previous district. Special education staff will work closely with the general education teachers to ensure that every student receives accommodations, modifications, and all needed services to access and progress in the general education curriculum in the Least Restrictive Environment.

To support students with IEPs, ARCA will:

- Conduct IEP team meetings, including the parents, for all new students to adopt or amend the IEP. Prior Written Notice detailing the decisions of the IEP team will be provided to parents along with Parental Rights.
- Hold annual reviews of the IEP, including reviewing progress within the existing IEP, reevaluating whether the student is benefitting from the program and creating new IEP goals. A full continuum of special education and related services will be provided, including but not limited to assistive technology and accessibility tools. Program adjustments will be made based on student performance.
- Provide required services including but not limited to speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, social works services, and transportation. Services may be provided in-person or in the virtual classroom, as determined by the IEP team. ARCA will contract with quality providers across the state and proximate to students' homes for face-to-face related services. These services and any necessary transportation will be provided to students for free.
- Conduct triennial evaluations, or more frequently as appropriate, or, if no new data is needed, conduct a review of the records.
- Ensure student participation in state-mandated assessments.

Training is provided throughout the year for the Manager of Special Education and special education teachers. A Connections mentor with experience in online implementation of special education and corresponding state regulations will be assigned to ARCA. Connections will provide extensive training for the entire school leadership team regarding the identification of students suspected of having a disability and types of services available for all students with disabilities. To identify students entering without prior special education identification, the Principal and general and special education staff will conduct Child Find exercises including regular review of teacher observations, assessment results, and other data to identify any possible special education needs among students. Parents will provide input and may initiate a Child Find request.

Section 504 Eligible Students:
Section 504 of the Rehabilitation Act of 1973 is a statute designed to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those of non-disabled students. An eligible student under §504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having a physical or mental impairment that substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks. §504 plans are typically written for students who are not receiving services under IDEA but who require accommodations and modification to their instructional program. §504 plans may also be written for students who need modified instructional materials or assistive technology due to their disability. Preexisting §504 plans will remain in place for new students, and potentially revised for the virtual environment, and will be updated periodically. ARCA personnel will be alert for and will identify §504-eligible students and will complete a §504 plan for each identified eligible student.

E) Transportation;

Applicant Response:

As ARCA will be an online school serving students throughout Arkansas, routine transportation will not be necessary. Students will not require transportation services for regular school activities which will occur primarily in their homes and immediate vicinities. The only mandatory school events that may require students to report somewhere other than their home or immediate neighborhood will be special orientation sessions and state standardized tests, which students will take at proctored locations.

As a statewide online school, ARCA's obligation to provide transportation services will be limited to those students whose IEP and/or 504 Plan requires services to be provided outside the home. ARCA will utilize three options for providing students with access to these services.
1. ARCA will compensate a service provider to provide services in the student's home whenever possible.

2. For parents who prefer students to receive services outside the home, or when a service provider is not available to provide services inside the home, ARCA will provide mileage reimbursement to parents who are available to transport the student.
3. In all other circumstances, ARCA will contract with one or more third-party transportation providers, at no cost to the student or caretaker, to transport the student to the service provider location.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

ARCA is applying for a waiver from §6-48-101 et seq.

ARCA will provide 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. ARCA 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, ARCA 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. ARCA will assess student learning with continuous assessments and will use data to address students' specific needs. Furthermore, ARCA will strive to eliminate barriers for students and will provide interlocking structured academic and behavioral Response to Intervention (RTI) supports. Moreover, ARCA will provide performance-based education for students to move at their own paces.

Should a student need a more restrictive placement, ARCA will work with the student's local zoned district to find an appropriate alternative placement.

G) English Language Learner (ELL) instruction

Applicant Response:

ARCA will follow state procedures to identify English Language Learners (ELLs). ARCA will designate an ELL Lead Teacher, who will work with content teachers, Learning Coaches, and students to ensure material is adapted and accessible for all ELL students. ARCA will aim to hire an ELL Lead Teacher with TESOL certification. The ELL Lead Teacher will maintain student files, consult with Learning Coaches, provide direct instruction to ELL students via LiveLesson sessions and telephone calls, conduct progress monitoring throughout he school year, create and implement targeted interventions based on the data from progress monitoring, monitor exited ELL students for academic progress using state-specific criteria for two years, and comply with state and federal law pertaining to ELL students.

In hiring staff, consideration will be given to selecting an ELL-certified leader/teacher; ELL roles will be distributed to those staff with proper certification. Staff will have access to Connections' ELL experts who will support the school and its efforts to identify and educate ELL students.

Incoming families will fill out a Home Language Survey (HLS) which will be retained in the student's record. If the HLS indicates any responses other than English, students will be flagged as a potential ELL student. The student's records will be reviewed to determine the need for possible further language testing to identify the specific level of English proficiency. If an enrolled student has transferred from another Arkansas district or a state that uses English Language Proficiency Assessment for the 21st Century (ELPA21), he or she may have already participated in the yearly language proficiency assessment. If administered within the last calendar year, the ELL Lead Teacher will use those test results to determine the student's English language proficiency. If none of the student's records indicate former language testing, a trained test administrator will administer the screener assessment and the results determine whether the student will or will not be identified as an ELL student.

ARCA will notify parents/guardians of the initial screening results and program placement decisions within 30 days of the beginning of the school year or within two weeks if the student enrolls during the school year. ARCA will provide these parent notifications both in English and in the parent's language, to the extent feasible.

Once identified as an ELL, a student will receive support based on English proficiency via LiveLesson sessions

by a certified ELL teacher. Instruction will be aligned to standards based on scientific research for English acquisition in reading, writing, listening, and speaking.

The ELL Lead Teacher will use the Sheltered Instruction Observation Protocol (SIOP) framework to help students attain English and will participate in monthly professional development sessions. ELL teachers will work with content teachers to ensure that grade level content is accessible for ELL students and the development of academic language skills are promoted in content classes. ELL students at ARCA will fully participate in the core curriculum and will be provided with additional supplementary instructional support software and progress monitoring throughout the school year. In addition, all teachers will consult with Learning Coaches to guide instructional support and will modify content lessons and/or assessments as needed.

When a student demonstrates proficiency, a school-based team consisting of the ELL Lead Teacher, student's content teachers, and the parent/guardian will decide whether the student continues to require ELL instruction. They will use the English language proficiency scores, class performance, academic grades, and teacher recommendations to determine the student's language classification. If the team determines that the student is English proficient and can successfully perform in classes without significant language support, he or she will be reclassified and moved to the monitoring stage. ARCA will monitor ELL students for academic progress using state-specific criteria for two years after exiting the program.

ARCA will also inform parents of the rights to opt out of ELL services. Although parents may choose not to participate in the language programs, ARCA will still be required to ensure that the students' language and academic needs are being met. Students who opt out of services must continue to participate in the state's annual language proficiency assessment until they meet the state exit requirements. ARCA will continue to notify parents/guardians of the assessment results annually and continued participation in or exit from the ELL prog

H) Gifted and Talented Program.

Applicant Response:

ARCA is applying for a waiver from §6-20-2208(c)(6) and §6-42-101 et seq. If the waiver is not approved, ARCA will administer a program complying with §6-42-101 et seq. and will expend revenues in accordance with §6-20-2208(c)(6).

Regardless of whether the waiver is approved, ARCA will provide services to address the needs of gifted and talented students. This program will be contracted through the professional services agreement with Connections via the Gifted and Talented program for elementary and middle school students and the Honors/ Advanced Placement® (AP) program for high school students. Both programs have a history of success, as demonstrated by a national survey of families with students enrolled in gifted or AP classes at a school supported by Connections. In the survey conducted in February 2015 by Shapiro (an independent market research company), 94.2% of parents stated they were satisfied with the courses and instruction and 93% said the courses are high quality.

The placement process will ensure gifted students are provided with the most appropriate curriculum, pacing, and teaching approaches from day one. Founded on ADE Gifted and Talented Program Approval Standards, the identification process will make use of a multi-criterion approach for identifying gifted students from school entry through grade 12. An identification team of five members, chaired by a gifted education specialist, will identify gifted students by using objective and subjective measures. At no point will a cut-off score be used to include or exclude a student from the program.

Students may be placed in different curriculum levels for different subjects, thus allowing them to specialize in their areas of strength. Students will be able to work significantly above grade level without fear of ostracism or other negative social repercussions that gifted students may encounter in a brick-and-mortar setting.

ARCA will also offer a focused gifted program for selected grades that will include specially designed gifted courses in language arts, mathematics, and science which will be taught by licensed teachers. Grouped together with other gifted learners, students in these courses will cover the same educational standards as they would in the standard offerings, but with more challenging assignments covered at an accelerated pace. These courses will offer additional activities that will build upon lesson topics by promoting higher-level thinking and understanding. These students will also be provided with opportunities to work collaboratively and to interact

with other gifted learners, particularly through LiveLesson sessions.

ARCA will also offer an exclusive online version of Junior Great Books®. Gifted students will enjoy age-appropriate works and participate in online literary inquiry and discussions together with other high-ability students.

The gifted math program allows a student to accelerate their learning with the potential of working two years above his/her peers.

As the school grows to add all grades the full high school program will offer a rigorous college preparatory curriculum through the provision of dozens of Honors courses and up to 16 AP courses. Students with special interests will also be able to design their own focused course of study through an “Independent Study” course. These courses will provide advanced students with opportunities to participate in extension projects, investigations, and activities centered on integrated skills application and higher-level thinking and understanding. Placement within these courses will be made through careful review by school counselors and in close consultation with students, parents, and the assigned teacher of the course.

In addition to providing specialized education to students on the basis of general intellectual ability and specific academic aptitude, ARCA will also provide programs for those who excel with regards to artistic ability. Through student portfolios, self-referrals, or referral by parents, peers, or members of the community, gifted students may be placed in the Visual and Performing Arts Academy. A student may be referred to a club or activity within their field of interest and/or giftedness.

Gifted program availability and enrollment information will be communicated to families and the ARCA community through website postings and school wide communications. Opportunities for community involvement in the gifted and talented program, including but not limited to annual committee meetings, will also be communicated through these mediums.

All staff will be provided with opportunities to attend monthly gifted and talented professional development sessions in order to further their own practice and understanding of gifted educ

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:

Specific Geographical Area Served by ARCA

ARCA will be open to all students statewide. As requested by the Charter School Program Advisor, we provided a list of school districts in Attachment 13. ARCA will actively recruit students across the state through extensive community outreach and full disclosure about the school's program and expects to attract those students and families who are most committed to student success in a virtual school setting. ARCA will utilize a broad-reaching student recruitment effort, thereby ensuring outreach to families with a wide variety of racial, ethnic, and socioeconomic backgrounds. In addition, ARCA may focus on certain subgroups for extra recruitment efforts in order to achieve a pool of potential students that reflects a balanced student population. Partnerships and outreach efforts using a variety of community and youth organizations may aid in this process.

There is strong demand for online schooling throughout Arkansas. Without any marketing efforts, over 4,000 families have expressed interest in learning more about a statewide, online school supported by Connections. In addition, three public hearings were held on 7/17/15, 7/18/15, and 7/27/15 and nine online and twelve in-person information sessions were held in May, June, and July 2015, during which information was shared about the proposed public charter school. The Board anticipates that a broad range of students from across the state will enroll once information about the school is widely available.

Information on the School Districts likely to be Affected by ARCA, including Data onthe Expected Number of Students to Transfer to ARCA

While ARCA will enroll students statewide, Connections' experience in other states where they support schools indicates that no single district will be severely impacted. For example:

- In Georgia, 5,472 students from 170 of the 180 school districts in the state have enrolled in the school, representing 0.32% of statewide public school enrollment.
- In Louisiana, 2,358 students from 76 of the 76 school districts in the state have enrolled in the school, representing 0.35% of statewide public school enrollment.
- In Oklahoma, 1,551 students from 255 of the 517 school districts in the state have enrolled in the school, representing 0.23% of the statewide public school enrollment.

ARCA requests an initial enrollment cap of 2,000 students for Years 1, 2, and 3 and a cap of 3,000 students in Years 4 and 5. ARCA anticipates enrolling 600 students in Year 1; 1,200 students in Year 2; and 2,000 students in Year 3.

Students whose academic and social needs will be effectively met by ARCA include:
- Students who are far ahead of or far behind their peers in school, including students at risk of academic failure and those coping with social or bullying issues
- Students who are homebound due to illness or disability
- Students with special learning needs
- Rural students with limited curricular options
- Students pursuing artistic or athletic careers or career development opportunities requiring a flexible schedule

As a public school, ARCA will not charge tuition. Outreach communications will inform families that the school is tuition-free. ARCA is committed to making sure all students can access the program regardless of socio-economic status and will ensure everyone has access to the education program. This will include providing a computer and Internet subsidy to enrolled families who require these to access the school. Computers shall remain the school's property and must be returned upon graduation or dis-enrolling.

As a public school, ARCA will be non-sectarian in its programs, admission policies, employment practices, and all other operations. Admission to the school will not be determined according to the place of residence of any pupil or his/her parent or guardian within Arkansas.

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:

ARCA 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) ARCA will maintain reports and records necessary for effective planning, operation, and education. ARCA will submit timely and accurate reports appraising student performance to the ADE.

Timeline for Data Compilation
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.

Disseminating Annual Report to Stakeholders
- ARCA 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. ARCA will file the plan with the ADE.
- ARCA 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, ARCA will notify parents of the report via email.
- ARCA 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.

Measuring, Analyzing, and Reporting Academic Progress
As described previously, ARCA 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 Connexus to watch each of these variables closely to monitor the school's overall success. The Principal, in collaboration with the staff and with the Connections 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 school, ARCA 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. ARCA students will participate in state proficiency tests depending upon grade level. The school will set up in-person, proctored locations for state testing. Results of these assessments will be reported through the ADE. In addition, state assessment data is logged in Connexus 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.

12. 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 - Eligible students must reside in Arkansas and submit a valid proof of residency such as a recent mortgage statement, current lease, or utility bill (gas, electric, or water) showing service or property address. ARCA has an expected enrollment of 600 students for the 2016-2017 school year. The school will obtain from the state data system or incoming students a most recent report card, unofficial transcript, or prior academic history to verify prior schooling. Students must meet minimum/maximum age requirements or qualify for an exception as noted in state regulations. Kindergarten students must turn five on or before August 1 of the year in which they are seeking initial enrollment. First grade students, initially enrolling, must be six on or before October 1. The maximum age of a student to enroll is 21. Prior to completing enrollment, a birth certificate, a statement by the local registrar or a county recorder certifying the child's date of birth, passport, or United States military identification must be provided. Prior to admission, a copy of the student's up-to-date immunization record or the appropriate and current exemption form must be provided**.** ARCA has the right to not enroll any student that is currently expelled.

Equal Opportunity Student Recruitment Plan - Student recruitment and enrollment policies need to be balanced with the mutual goals of ensuring that families are aware of their choices with the Board's need to be fiscally conservative. Enrollment will generally begin in March for the school year starting in August, with reasonable public notice given at least 30 days before the open enrollment deadline and according to all Arkansas rules and regulations. Upon approval of the charter, ARCA will actively recruit families that represent the full cultural, demographic, and socioeconomic range of Arkansas. ARCA will use a variety of means to inform families about its services and provide them an opportunity to enroll, including:

- **Direct Mail:** ARCA will conduct direct mail campaigns announcing the school to families.
- **Information Sessions:** ARCA will conduct multiple information sessions across the state to assure that families from a variety of communities are able to attend. Information sessions may also be online and families may attend from home via their computers.

- **Website:** Connections will create and maintain a website specific to ARCA. The website will include enrollment and school information and also create opportunities for parent-to-parent communication through Contact-A-Parent (an opportunity provided through the Connections website to χοννεχτ ωιτη α παρεντ of a student enrolled in a school supported by Connections).
- **Telephone/email information service:** ARCA will launch and maintain a toll-free information line and an email information service to answer parents' questions.
- **Community and youth services partnerships**: ARCA will provide information about the charter school to the community that may include youth-serving organizations.
- **Media Outreach:** ARCA will make use of paid advertisements in local media outlets.
- **Search Engines and Social Media:** ARCA will be linked to leading Internet search engines with local reference capability to help Arkansas families looking for an online school option find this high-quality charter school (Facebook, Twitter, and other social media sites).

Open and Fair Admissions Process - ARCA will be open to all students statewide on a space available basis and will not discriminate in its admission policies or practices. ARCA admissions procedures will comply with IDEA 2004 and Civil Rights protections. ARCA will comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act and will comply with the same Federal and State audit requirements as do other public schools in Arkansas. The school will comply with the McKinney-Vento Act regarding homeless students. Students who meet the definition of homeless shall not be barred from enrolling due to lack of required documents. All students who enroll in ARCA will be full-time public school students. As a public school, ARCA will not charge tuition.

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.

- [x] 1. Children of founding members of the charter
- [x] 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).

- [x] 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:

Tentative Open Enrollment and Lottery Dates (Subject to Change)
Open Enrollment begins: Tuesday 3/1/ 2016
Lottery Determination Date/Close of Open Enrollment: Friday 4/1/2016
Lottery If Needed: Monday 4/11/2016

Random and Anonymous Lottery - As an online school, ARCA will not be subject to the same facility space restrictions a brick-and-mortar school might face in accommodating as many students as may wish to attend. Each year the school will conduct an open application period. If it becomes necessary, ARCA will conduct a random selection process that is in keeping with state and federal guidelines.

No applicants will be enrolled during the open application period. During this period, applicants who are interested in enrolling must begin and proceed through the enrollment process with the exception of course placement. If a random lottery is needed, ARCA will post the date and time of the lottery on its website enrollment page. Attendance is not required. Following the first year of operation, returning students and siblings will be accounted for when determining the need for a random lottery.

Lottery selection allows for fair and equitable selection of students in the event more students apply than can be accommodated. Sibling preference in the lottery process helps committed families handle the logistics of successful participation in the online school. The random selection process provides all applicants who have completed all enrollment tasks by a specified, publicly-announced deadline an equal chance of being admitted. ARCA will notify students with preferences of their right to enroll and then shall conduct a random selection process to fill remaining openings. ARCA will give preference to students who were enrolled in the school in the prior year (once enrolled, students will not be required to reapply) and siblings of students presently enrolled.

ARCA will post the date and time of the lottery on its website Enrollment page. The lottery will be conducted in three clusters: Grades K-5, 6-8, and 9. The school will open with grades K-9 but will eventually serve grades K-12. As high school grades are added, they will be clustered together. The order in which those clusters are drawn and the total number of students selected for each cluster may vary each year in consideration of the school's overall enrollment limit, the expected number of returning students and any of their siblings who complete an enrollment application during the open application period, and/or other operational factors. This allows for as many students who are interested in enrolling the opportunity to enroll up to the overall enrollment limit each year. If the number of applicants exceeds the overall allowed amount, then the school will determine which grade cluster has exceeded its limit and conduct a lottery accordingly for the oversubscribed grade clusters.

For each grade cluster, a computer program will randomly select a student name from the pool of enrollment applicants for that grade cluster until the number of available slots is filled, or the pool of enrollment applications is exhausted. As each student in a grade cluster is selected, siblings of that student who have also completed the applicable enrollment steps, excluding course placement, will be accepted as long as a slot in their grade cluster is available. When all available slots have been filled, students not selected will be placed on a waiting list in the order in which they completed enrollment tasks based on the automated Connexus waitlist time/date stamp. Waitlisted siblings of selected students will be given the first priority to enroll. The parents of selected students will receive an email confirmation within five business days after the lottery and must confirm student attendance within 10 business days. Students without confirmed attendance within 10 business days will forfeit their slots to the next eligible students on the waiting list.

ARCA will continue to accept applications after the open application period. If the school is oversubscribed these students will be placed on the waiting list in order they complete the applicable enrollment process steps, including course placement. These students will be allowed to enroll based on the availability of space in their

grade cluster and their place on the waiting list. Students who complete the entire process first will be offered the space first, after siblings.

If the school is not oversubscribed by the end of the open application period, no lottery will be held and ARCA will continue to accept applications and admit eligible students in the order they completed all enrollment tasks, based on availability in their respective grade clusters. Again, once the enrollment limit has been met, students will be placed on a waitlist and allowed to enroll if space becomes available in their grade cluster. Siblings of enrolled students will receive preference on the waitlist.

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:

ARCA will not use a weighted lottery, as the conditions required by §6-23-306(14)(c) in order to use a weighted lottery do not exist. ARCA and Connections have no history of discriminatory practices and the lotteries, if necessary, are public and monitored for fairness. The current racial/ethnic demographics of students attending the 29 schools supported by Connections nationwide are representative of similar demographics to the 26 states in which the schools are located. Currently schools supported by Connections serve students of the following races/ethnic groups, as reported by families during the enrollment process: 67% White, 10% Black/African American, 2% Asian, and 1% American Indian or Alaskan Native. Additionally, 13% of families identified their ethnicity as Hispanic/Latino and 87% Non-Hispanic/Latino. Based on these figures, it is evident that schools supported by Connections do not include discriminatory practices in the enrollment process and furthermore encourage families regardless of their socio-economic circumstances to enroll. ARCA will continue this in adherence with state and federal regulation and anticipates enrolling students of similar demographics to the public school population in Arkansas.

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:

We have provided prior charter involvement forms for the Board of Directors (Dennis Beck, Virginia Walden Ford, and Carla Hartwell) and for members of the team from our proposed partner, Connections (Melissa Nelson, Bryce Adams and Lyn McCullen) in Attachment 9.

Dennis Beck has previous involvement with Pennsylvania Leadership Charter School (West Chester, PA).

Virginia Walden Ford has previous involvement with Premier Public Charter School (Little Rock, AR) and Booker T. Washington Public Charter School (Washington DC).

Carl Hartwell has no previous involvement with charter schools.

Melissa Nelson has previous involvement with the following schools supported by Connections:
- MTS Minnesota Connections Academy (MTSMCA)

- Georgia Connections Academy (GACA)
- Kansas Connections Academy (KCA)
- Iowa Connections Academy (IACA)
- Oklahoma Connections Academy (OKCA)
- New Mexico Connections Academy (NMCA)
- Texas Connections Academy at Houston (TCAH)
- Wisconsin Connections Academy (WCA)
- Colorado Connections Academy (COLOCA)
- North Carolina Connections Academy (NCCA)

Bryce Adams has previous involvement with the following schools supported by Connections:
- Texas Connections Academy @ Houston (TCAH)
- Oklahoma Connections Academy (OKCA)
- Louisiana Connections Academy (LACA)
- Utah Connections Academy (UCA)

Lyn McCullen has no previous involvement with charter schools.

14. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

Staffing levels are described in full-time equivalent units (FTE). FTE represents the total hours worked divided by the maximum number of hours in a full-time schedule for that position, allowing for fractional representation of some positions.

FTE Staffing for 2016-2017 (360 students in grades K-5/240 students in grades 6-9/total of 600 students)
1 Principal
1.5 Administrative Assistants
1 Manager of Special Education
1 Manager of Counseling
7.2 Teachers (K-5)*
7.3 Teachers (6-9)*
0.8 Advisory Teachers/School Counselors
1.8 Special Education Teachers
21.6 TOTAL STAFF
35:1 Student-to-teacher ratio

FTE Staffing for 2017-2018 (654 students in grades K-5/546 students in grades 6-10/total of 1,200 students)
1 Principal
1 Assistant Principal
3 Administrative Assistants
1 Manager of Special Education
1 Manager of Counseling
13 Teachers (K-5)*
15.3 Teachers (6-10)*
1.8 Advisory Teachers/School Counselors
3.7 Special Education Teachers
40.8 TOTAL STAFF
35.5:1 Student-to-teacher ratio

*A licensed, qualified, and trained teacher will also perform the role of ELL Lead Teacher.

Salary Scales
The Board anticipates hiring staff at the following base salary ranges and also intends to offer incentive compensation for eligible staff. The Board reserves the right to alter the scales accordingly.
Principal: $70,000 - $85,000/year
Assistant Principal: $58,000 - $65,000/year
Administrative Assistants: $25,000 - $35,000/year
Manager of Special Education: $53,000 - $65,000/per year
Manager of Counseling: $50,000 - $60,000/per year
Teachers (K-5 and 6-12): $40,000 - $52,750/per year
Advisory Teachers/School Counselors: $40,000 - $52,750/per year
Special Education Teachers: $40,000 - $52,750/per year

Job Descriptions
Ideally, candidates will meet the listed requirements; however, requirements may change based on potential candidates' strengths.

Principal/School Director/Operations Director (contracted position)
The Principal will manage teachers as they teach students and consult regularly with Learning Coaches, ensuring that each student successfully completes his/her instructional program. The Principal is responsible for overall school operation working with parents, students, staff and teachers.
- Administrative credential required
- Minimum of five years teaching experience and some administrative/management experience
- Online teaching experience is preferred.
- Advanced degree is preferred
- Excellent communication skills, oral and written
- Demonstrated ability to work well in fast paced environment
- Technologically proficient

Assistant Principal (contracted position)
The Assistant Principal will work collaboratively with the Principal. He/she will manage all of the site-based, non-academic school operations. Additionally, he/she will work closely with the enrollment, technical support, materials management, fulfillment, finance, human resources, payroll, and facilities management functions. He/she will manage a range of special projects.
- Administrative certification
- Minimum of five years of relevant work experience
- Some operational/logistical experience and/or administrative/management experience
- Relevant advanced degree is preferred
- Education experience
- Excellent communication skills, oral and written
- Technologically proficient

Administrative Assistant (contracted position)
The Administrative Assistant will be responsible for daily administrative tasks of the school such as answering phones and email, receiving visitors, assisting the Principal and teachers with administrative tasks, filing and other duties as assigned.
- Proficient with Microsoft tools and web-based applications
- Ability to multi-task in a fast paced environment
- Good interpersonal skills and attention to detail
- Excellent communication skills, oral and written
- High degree of flexibility
- Ability to work well in fast-paced team environment

Manager of Special Education (contracted position)
The Manager of Special Education will oversee all aspects of educational service delivery for students with special education needs. The Manager will ensure that the school operates in compliance with all state and federal regulations, and data is being collected, stored, and updated in a manner that meets all compliance expectations.

The Manager will ensure that the school is providing appropriate programs in the least restrictive environment for all students with special needs. This will include managing the pre-referral and IEP processes, maintaining student data, communicating with parents, locating and contracting with service providers, and ensuring that the school operates in compliance with special education law and procedures at all times. The Manager may also have a reduced teaching load.

- Masters' Degree in Special Education or related Education Field
- Valid Special Education credential in Arkansas
- Teaching experience in Special Education
- Expertise in special education law and compliance
- Experience in IDEA administration
- Excellent communication skills, oral and written
- Ability to work well in fast paced environment
- Technologically proficient

Manager of Counseling (contracted position)

The Manager of Counseling will work with the leadership team to ensure that each student successfully completes his/her instructional program. The Manager will provide direction to staff and will assist students and parents in understanding and meeting graduation requirements, course selection and scheduling, post-secondary school planning, and crisis intervention.

- Minimum of 5 years teaching experience, some counseling/management experience
- Arkansas Counseling Credential endorsement
- Advanced degree
- Technologically proficient
- Excellent communication skills, oral and written
- Ability to work well in fast paced environment

K-5 and 6-12 Teachers (contracted position)

Certified teachers will teach students and support the instructional programs. They will consult regularly with Learning Coaches to ensure that each student successfully completes his/her instructional program. In hiring the staff, consideration will be given to selecting ESOL/TESOL certified leaders and teachers and ELL roles will be distributed to those staff with proper certification.

- Licensed to teach (appropriate to grade and subject level responsibilities)
- Strong technology skills
- Excellent communication skills, oral and written
- Demonstrated ability to work well in fast paced environment
- Team player track record
- Ability to work some occasional evening hours, as needed to support some families

Advisory Teacher/School Counselor (contracted position)

The Advisory Teacher/School Counselor will assist students and Learning Coaches with course selection, scheduling and will be the initial point of contact for student concerns that span multiple subject areas as well as non-academic issues. The Advisory Teacher/School Counselor will become an expert on course and credit requirements to establish counseling processes. The Advisory Teacher/School Counselor may also carry a teaching load in addition to advisory duties.

- Arkansas teacher certification in a secondary content area or grade level or Arkansas Counseling certification
- Strong technology skills
- Excellent communication skills, oral and written
- Excellent attention to detail and organizational skills
- High degree of flexibility
- Team player with demonstrated leadership skills
- Ability to work well in fast-paced environment

Special Education Teachers (contracted position)

The Special Education Teacher will teach students with special needs and manage instructional programs for students with special needs. They will consult regularly with Learning Coaches and students to ensure that each student successfully completes his/her instructional program. Special Education Teachers will participate in all steps of the IEP process. They will work closely with other teachers and district/state professionals to ensure that the school's special education program is successful and operating in compliance with federal and state

regulations. The Special Education Teacher will utilize technology to deliver online instruction and teach students.
- Degree in Special Education or related Education Field
- Valid Special Education credential in Arkansas
- Experience in policy (IDEA) and/or administration with Special Education
- Strong technology skills
- Excellent communication skills, oral and written
- Ability to work well in fast paced environment

Connections Support Services
Connections will provide the following support products and services as described in the agreement.
- Aligned Curriculum
- Connexus Access
- Enrollment Processing
- Course Placement
- Recruitment and Community Education
- Management of Instructional Materials
- Professional Development
- Special Education Support
- Student Records Support
- Professional and Technical Support Services (including Help Desk for staff and families)
- Human Resources
- Facilities and Finance Support
- Training on Connexus and Connections products

Finance Support (contracted position)
The school will contract with Connections for finance support. The school will follow a financial and accounting plan compliant with generally accepted accounting principles (GAAP) and will provide an accurate accounting of all of its finances, ensure sufficient information for audit purposes, and provide data in the format needed for accurate and timely annual financial reports. ARCA will comply with Federal monitoring requirements for any Federal funds it receives. Each month, the Board will receive a set of detailed financial statements that will include a revenue and expense statement, a balance sheet, invoice detail (vendor, amount, date, purpose), any grant fund expenditures, cash receipts from all sources, and a transaction listing of all activity in the school's bank account.

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. ARCA will use the chart of accounts outlined in the Arkansas Financial Accounting Handbook, as reported via APSCN.

The Board designated Virginia Walden Ford, 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.

ARCA will use industry-standard accounting software to ensure proper bookkeeping. ARCA will also establish policies and procedures and will institute rigorous financial controls including the following:

ARCA 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.

ARCA 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, ARCA 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
ARCA is requesting a waiver from §6-21-301 et seq. to contract with Connections for Connections' education 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, ARCA will follow the required process for a contract with an education services provider.

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
ARCA intends to contract with Connections for business support and assistance with performing various financial functions. Connections 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 at Connections currently performs this similar function for 28 other charter schools in 17 other states and has 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.

Connections 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, ARCA 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 ARCA'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 reforecast 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.

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 online school. In order to achieve its mission, the school must remain fiscally sound.

The completed budget template, provided in Attachment 6, 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 other online schools and according to best practices in teaching in an online environment. The budget provides for a student-to-teacher ratio (on an FTE basis) of approximately 35:1 in Year 1 and 35.5:1 in Year 2. Substitute teachers are usually not required in an online environment, as the staff of the school can typically cover when a colleague is absent. ARCA does intend, however, to identify some substitute teaching resources to address longer-term absences if needed.

School administrators and staff will be employed by Connections through the professional services agreement, but serve at the pleasure of the Board of Directors. The positions reflected in the budget are 100% dedicated to ARCA. Wages will be reimbursed to Connections at cost.

For expenditures other than personnel, the budget assumes that expenses will be consistent with the full-time online schools supported by ARCA's proposed partner, Connections. Unless specifically itemized in the budget template, it was assumed that products and services will be provided by Connections under their Standard Fee Schedule (included as Attachment 16 of this application). In the completed budget template, the anticipated expenses can be found under the following expenditure types:
- Administration
- Regular Classroom Instruction
- Special Education
- Fiscal Services
- Maintenance and Operations

For Administration, the budgeted Connections expenditure covers expenses such as:
- School Launch Support
- School Oversight
- School Leader Support and Development
- Legislative, Policies, Rules and Regulations Monitoring
- Accreditation Support
- Research and Analysis
- School Handbook Support
- Outreach Support
- Enrollment Services
- Academic Placement Services
- Student Records Management
- Professional Development and Training
- External Reporting Support
- State Testing Support
- Accountability Support
- Grant Identification, Writing, and Administration
- General Board Support
- Governance Training
- Authorizer Compliance and Reporting Support
- Human Resources Support

For Regular Classroom Instruction, the budgeted Connections expenditure covers expenses such as:
- Core and Elective courses
- Gifted and Talented Curriculum
- Advanced Placement (AP) courses
- Career Technology Education (CTE) courses
- Clubs and Activities

- Specialty Academies
- Connexus Education Management System (EMS)
- LiveLesson (Online Classroom)
- Staff Instructional Technology, and Software
- Student Instructional Technology, and Software
- Supplemental Instructional Support Programs

Connections' courses include 1,800 Teachlet proprietary instructional movies and more than 1,000 primary source and instructional videos. Integrated “e-text” electronic textbooks are licensed from a variety of leading publishers including Pearson, Perfection Learning, and others, while non-proprietary technology-based content is licensed from “best of breed” providers such as Grolier Online®™ Houghton Mifflin Harcourt, and Discovery Education™. In addition, the instructional design includes interactive LiveLesson sessions and threaded discussions.

The Board understands that Gifted and Talented, 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 Connections 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
- Gifted Program Support
- At-Risk Population Support Services
- Homeless and Migrant Support
- ELL Support (provided by ESOL/TESOL certified leaders and teachers)
- School Counseling Support

For Fiscal Services, the budgeted Connections 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 Connections expenditure covers expenses related to:
- Systems Administration
- Telecommunications Support
- Networking & Internet Connectivity
- MIS Help Desk
- Facilities Support Services
- Insurance/Risk Management Support
- Purchasing Support

Minimum Number of Students Required for Financial Viability
Although ARCA 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. Therefore, unlike a brick-and-mortar charter school, there is no minimum number of students required for financial viability.

Contingency Plan to Provide the Education Program outlined in the program if fewer students than Necessary for Viability Enroll and/or Attend
As stated, most expenses of the school are anticipated to be variable instead of fixed. As an added measure Connections has pledged to protect ARCA from deficits by offering “service credits” (discounts on Connections-provided products and services) as needed. A letter from the Connections' CFO is provided in Attachment 12. These factors ensure that the school would remain financially viable and that the model would remain consistent with the adopted budget.

Plans to Pay for Unexpected but Necessary Expenses
The budget includes a contingency fund balance which should allow for unexpected but necessary expenses. Connections Education is ARCA's proposed partner and will, as part of its Educational Products and Services Agreement, protect the school from cash flow volatility by awaiting reimbursement of charges until the school has the funds available to make payment and by allowing the school to pay in installments.

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:

Annually, the Board will arrange for an audit of ARCA's financial statements in accordance with Government Auditing Standards and the OMB Circular A-133. The financial statements will be presented using a fund basis format which will include, at a minimum, the general fund and the special revenue fund presented separately and all other funds presented in the aggregate. These statements will be prepared in accordance with Generally Accepted Accounting Principles and applicable ADE requirements.

ARCA requests the first year financial statement audit to be performed by a licensed Certified Public Accountant in good standing with the Arkansas Division of Legislative Audit. If approved, Rasco Winter Abston Moore & Associates, LLP in Little Rock is the preferred CPA firm.

Alan Abston, CPA
Partner
Rasco Winter Abston Moore & Associates, LLP
Little Rock, AR 72201
501-375-8500

The audit will be completed and filed with the ADE and the Arkansas Division of Legislative Audit within nine months as in required by §6-20-1801.

The Board will review the results of the audit and all comments provided by the auditor in accordance with requirements specified under §6-1-101 and, if needed, develop a corrective action plan to amend any material weakness noted by the auditor.

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.**

- [x] 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:

Identified Facility
ARCA will lease permanent space for administrative and teaching staff in Bentonville to serve as the teaching/ learning center where administrative and teaching staff will work. Currently, the Board has an agreement in place with Regus to lease office space at 609 SW 8th Street in Bentonville. (http://www.regus.com/locations/business-centre/arkansas-bentonville-bentonville-plaza). The teaching/learning center will include at least one conference room with doors for use in IEP conferences and other special education related activities. In addition, the Board has discussed potentially securing an additional satellite office after the charter is approved to serve as a resource center for students.

Having the teachers located in physical centers allows for expanded professional development opportunities, ensures quality control and visibility into the teaching process by school administration, and promotes collaboration amongst teachers to excel student achievement. The teaching/learning centers can also host parent teacher conferences as needed.

ARCA students will participate in state proficiency tests depending upon grade level. The school will set up in-person, proctored locations for state testing throughout the state based on the geographic location of the student population.

As the school grows, the Board may explore additional satellite teaching/learning centers throughout the state that are allowed under current rules and regulations. This would allow regional teaching/learning centers where families may visit and teachers could be involved in local school field trips and state testing.

Remodeling or Adapting Facility
The facility will be appropriate and adequate for the school's program, the targeted population, and the public.

Online education requires minimal build out and can be accomplished in the timeframe needed. Criteria used to analyze facilities include:

- Central location - easy access from major roadways, allowing students and staff from various areas to reach the facilities easily. The facilities will have adequate space for teacher cubicles, a Principal's office, a conference room, and a break room/kitchenette.
- A certificate of occupancy, air-conditioning, heating and illuminated fluorescent lights, male and female bathrooms, parking, handicapped accessible, and fully equipped with sprinklers and other fire safety equipment.
- Necessary infrastructure to support the computer network and phone system.
- In compliance with or capable of modification to bring them into compliance with all local building, zoning and health and safety requirements.
- Meet all local minimum Americans with Disabilities Act (ADA) standards.
- Ample parking accommodations.
- Comprised of approximately 20% office space and 80% open area for cubicles.
- Secure location for storing testing materials and protected student data.

ARCA has Access to the Necessary Resources to Fund the Facility Plan
The facility has been accounted for in the budgeting process.

Lease Terms
While the lease has not yet been negotiated with Regus or approved by the Commissioner of Education, the Board anticipates doing so once the charter is approved. Certain key terms will likely be included in the lease. These include, but are not limited to:
- Early termination provision in the event of charter revocation or non-renewal
- Turnkey demo and build-out of space by landlord at landlord's expense
- Options for renewal
- Rights of First Offer or First Refusal, when possible, on contiguous space
- Inability of landlord to re-locate the premises
- Rent abatement in the event of diminution of space
- Insurance terms consistent with ARCA's policies
- Pre-approval for tenant's improvements (voice/data/electric)

ARCA's demos and build-outs will encompass setting up a typical office environment. The landlord will provide turnkey solutions with standard building finishes, pursuant to a Computer Aided Design (CAD) test fit provided to landlords by ARCA. Given this method of securing space, ARCA plans to primarily provide the space layout and understand the landlord's amortization schedule for tenant improvements.

Continued Operation, Maintenance, and Repair of Facility
ARCA will take the necessary steps to secure the Certificate of Occupancy for the teaching/learning center.

The lease for the selected teaching/learning center provides for necessary repairs and for janitorial service.

The facilities will comply with all applicable state and local health and safety requirements. ARCA will follow applicable city planning review procedures.

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:

Regus is publicly traded on the London Stock Exchange. To the best of their management's knowledge, they do not have any ties to members of the Bentonville Public School District board, employees of Bentonville Public School District, Arkansas Connections Academy, Inc., or employees/directors/administrators of Arkansas Connections Academy, Inc.

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.

- [x] 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 facility will meet all Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) requirements. The property is zoned C-2 (General Commercial) which permits standard office use as well as multiple other uses specified in the attached statement of permissible uses for the facility (Attachment 15). There are no alcohol sales within 1,000 feet 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:

The following Board Members, who are volunteers and not receiving any pay for being on the Board or working on this application, were identified in Section A of the application:
- Dennis Beck, Board President
- Virginia Walden Ford, Board Treasurer
- Carla Hartwell, Board Secretary

The following people work for and are paid by the Board's support partner, Connections, and were identified in Section A of the application:
- Melissa Nelson, Connections Education, Vice President
- Bryce Adams, Connections Education, Executive Director
- Lyn McCullen, Connections Education, Senior Director

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 Arkansas Connections Academy, Inc. or ARCA have contracted, or intends to contract, to provide any services or products for ARCA; or Regus, the owner of the facilities to be used.

None of the Board Members receive compensation either as an employee or independent contractor, from Arkansas Connections Academy, Inc., ARCA, or Connections. 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.

The Connections staff support team, Melissa Nelson, Bryce Adams, and Lyn McCullen do receive compensation from Connections. These individuals were involved in the application process at the behest of the Board.

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 ARCA 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 Rebuttable 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 ARCA'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 ARCA 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 ARCA 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 ARCA 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 ARCA's charitable purposes, and do not result in inurement or impermissible private benefit.
- Whether agreements with employees and third-party payers further the ARCA's charitable purposes and do not result in inurnment or impermissible private benefit.

In conducting the periodic reviews provided for above, ARCA 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:

ARCA is requesting a waiver from the Food Services requirement, including the School Breakfast Program in

§6-8-705. Since ARCA serves students statewide primarily out of their homes, the school will not be offering a food service program. Parents will be fully informed of this fact prior to their students' enrollment so that they may make the best school choice for their family. The school does not intend to participate in the National School Lunch program.

For purposes of demographic documentation, ARCA will request during the enrollment process that families who qualify for Free or Reduced Price Meals, based on past eligibility for these services or current family income, to identify themselves. The purpose of collecting this information is to ensure that the school will be prepared to arrange supplemental educational resources with income-based eligibility requirements for students and the school. Parents will be fully informed that volunteering this information will not entitle their family to food service. ARCA staff will refer families who qualify for Free or Reduced Price Meals to local social service agencies for food assistance upon request. In the event that the federally funded lunch program is changed to permit the distribution of direct assistance to families, ARCA will be prepared to seek funds to provide this service.

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:

Plan for Involving Parents and Guardians in ARCA's Education Programs
ARCA understands parental engagement is vital to student success. Parents may serve as Learning Coaches and play an active role in the learning process, providing input and communicating regularly with teachers. ARCA will promote the significant role of parents by providing training for parents and multiple avenues for communication. Regular feedback through surveys and the StarTrack system encourages involvement in the learning process.

Frequent and purposeful communication with parents and Learning Coaches help the teacher monitor the student's progress, keep parents informed of current school happenings, and help the school grow and improve. Scheduled phone calls, LiveLesson sessions, WebMail messages, and face-to-face meetings will all be used to help conduct parent-teacher conferences. ARCA will regularly distribute important information in collaboration with the Principal through school newsletters, the school's website, and must-read WebMail messages. Teachers will document all communication with parents and/or students in the log section of Connexus, which allows for detailed tracking of interactions as well as seamless support for students and their families from multiple individuals.

Families are encouraged to participate in various events such as picnics, educational field trips, and service opportunities offered throughout the year. These activities are organized through the school staff and Community Coordinators (volunteer parents) throughout the state. Families are notified through WebMail and the school newsletters.

Parents can also join Club Orange. This exciting club brings together currently-enrolled parents and parents of prospective students. Parents in Club Orange reach out to their local communities to spread the word about ARCA.

Engaging Learning Coaches
Although ARCA teachers will ultimately be responsible for delivering instruction, checking for student understanding, and administering any necessary interventions, Learning Coaches have an important role to play in conferencing with teachers and recording student attendance. ARCA will work with Learning Coaches to help them become effective educational partners and will encourage them to engage in all support activities including

the Getting Started onboarding program, the Get Coaching Learning Coach support program, and the Get Connected socialization and connectedness program.

During the enrollment process, Learning Coaches will be provided with the School Handbook, which clearly outlines the role of and expectations for the Learning Coaches. Learning Coaches will also be provided an online orientation course detailing how the program works, how to use Connexus, and particulars about their specific role. Homeroom teachers provide ongoing support to Learning Coaches and ARCA will provide support for Learning Coaches throughout the year with modules on participation, motivation, assessments, and summer learning.

If a student is not having attendance taken, is not completing work, or is not succeeding in the school, the student's teachers will intervene and conference with the Learning Coach. If it is determined this stems from a Learning Coach issue (rather than from academic difficulties), the staff would take action such as creating an action plan or contract with the Learning Coach that further specifies expectations and tasks. The school will conduct check-in meetings with the Learning Coach, student, teacher, and administrator throughout the process.

Involve the Parents, Employees, and Broader Community in Carrying Out the Terms of the Charter
Active involvement of all stakeholders will ensure the success of ARCA 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 virtually periodically throughout the year.

Connections will contract with a third party to survey parents and employees annually to evaluate ARCA on several criteria including student progress, teacher support, and quality of the curriculum. Parents and employees will be surveyed to get their feedback on the program to help identify what the school is doing well and how it can improve.

To keep families and community members informed and involved, ARCA will maintain a public website and social media pages (Facebook, Pinterest, Twitter, etc.) that contains all required and relevant information. ARCA will develop a student information and community education plan to inform potential students, their parents/ guardians, and other interested parties about the education program.

22. 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 ARCA's charter approval will not negatively impact the desegregation efforts of any public school district in the state. ARCA will operate as an online school; since all learning and assignments are delivered to students online, ARCA may attract and enroll students across the entire state. ARCA 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, ARCA will use a random, anonymous lottery for admissions.

Since ARCA will draw students statewide, 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 ARCA 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 ARCA do come from public school districts, this is a small fraction of the approximately 460,000 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 2,000- 3,000 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. (ARCA is seeking an enrollment cap of 2,000 students for the first 3 years of operation, and a cap of 3,000 students for years 4 and 5.)

ARCA plans to operate a teaching/learning center in Bentonville within the boundaries of the Bentonville School District. Even assuming that the majority of the 2,000- 3,000 students who may enroll in ARCA come from the Bentonville School District and its six contiguous districts, which again is not likely, it's hard to imagine that 2,000- 3,000 students could affect the racial makeup of the over 57,000 students enrolled in the seven school districts in question. The Bentonville, Pea Ridge, Gentry, and Gravette School Districts all currently have a student body of over 65% white students with Hispanic students being the highest minority concentration. The Rogers and Decatur School Districts both have a student body of approximately 50% white students, again with Hispanic students making up the highest minority concentration at 44% and 33% respectively. The only school district with less than a 50% white student body is Springdale. The Springdale School District has a student body of just under 40% white students. 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 ARCA could negatively impact any desegregation efforts currently in place.

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

23. 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 Connexus 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 Connections' Compliance Team to ensure all state laws are met.

ARCA will ensure everyone has access to the education program, including providing a computer and Internet subsidy. ARCA 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:

- 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).
- Curriculum Alignment: The content is aligned to the Arkansas Curriculum Frameworks. If the state standards change, the curriculum can also change to maintain alignment.

- 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 StarTrack. 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 StarTrack 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.
- Parent satisfaction: The Board is focused on parent satisfaction. Parents enroll students in online schools for a variety of reasons. ARCA will measure parental satisfaction and use the data to improve the school. ARCA 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.
- School growth: ARCA 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 ARCA for future success. The school hopes to responsibly grow from 600 students (Year 1) to up to 2,000 (Year 3) through a combination of parent outreach, high student retention rates, and word-of-mouth recommendations and referrals by current ARCA families.
- 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.
- 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.

ARCA is partnering with an experienced organization, Connections, which will help ensure that the school can 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.

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.**

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
School Year/Day	ACA §6-10-106 Uniform dates for beginning and end of school year 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 ADE Rules - Mandatory Attendance Requirements for Students in Grades Nine through 12 Standards for Accreditation 10.01.4 Standards for Accreditation 14.03	Students in an online school are able to work on their own schedules. ARCA will track student attendance electronically based on student engagement and work rather than physical attendance and seat-time. Planned instruction time will not average less than 30 hours per week. Students are able to work across the entire week rather than five days, so instructional time may average less than six hours per day over a seven-day week. Learning coaches will record school day attendance and ARCA staff will ensure those records match completed student work.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Student Safety	ACA §6-10-122 Automated external defibrillators required ACA §6-15-1302 Emergency plans for terrorist attacks ACA §6-17-102 Emergency first aid personnel ACA §6-21-106 Fire hazards inspection prior to closing for breaks ADE Rules - Automated External Defibrillator (AED) Devices and Cardiopulmonary Resuscitation (CPR) ADE Rules - Automated External Defibrillators, Requirement of Schools to Have ADE Rules - School Fire Marshal	Students will not be physically present at the ARCA teaching/learning center. ARCA will ensure a safe working environment for its staff. The Board will adopt its own student discipline, school safety, and transportation policies in consultation with Connections Education and independent Board counsel.	N/A	N/A
CPR Instruction	ACA §6-16-143 Cardiopulmonary resuscitation instruction	Students will receive CPR instruction but since instruction will be online, instruction will not include a psychomotor ("hands-on") component.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Alternative Learning Environment	ACA §6-15-1005(b)(5) Safe, equitable, and accountable public schools ACA §6-18-503(a)(1)(C)(i) Written student discipline policies required ACA §6-48-101 et seq. Alternative Learning Environments ADE Rules – Student Discipline and School Safety Policies 4.10 ADE Rules – Student Special Needs Funding 4.00 Standards for Accreditation 19.03	Students will not be physically present at the ARCA teaching/learning center and therefore will not need a separate ALE program. Students, their families, and their Learning Coaches choose the environment in which the student learns online. ARCA will provide appropriate discipline and intervention responses for students with disciplinary, socially dysfunctional, or behavioral problems, but will not provide a physical ALE center.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Licensure	ACA §6-13-109 School Superintendent ACA §6-15-1004 Qualified teachers in every public school classroom ACA §6-17-302 Public school principals - Qualifications and responsibilities ACA §6-17-309 Licensure – Waiver ACA §6-17-401 Teacher's license requirement ACA §6-17-427 Superintendent license - Superintendent mentoring program required ACA §6-17-802 Twelve-month contracts for vocational agriculture teachers ACA §6-17-902 Definitions [Arkansas Teachers' Salary Law] ACA §6-17-919 Warrants void without valid certificate and contract ADE Rules – Licensure - Educator Licensure ADE Rules – Superintendent Mentoring Program Standards for Accreditation 15.01 through 15.03 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 Board will contract with Connections Education for and Connections Education will employ effective administration, licensed teachers, and support staff. All staff will be subject to background checks and the Code of Ethics for Arkansas Educators. Teachers will be licensed in Arkansas except for those situations where an in-state teacher cannot be identified or for classes with low student interest (eg foreign language & AP courses). In those circumstances, ARCA intends to utilize the resources of Connections' private school, which employs teachers who are licensed in the states they reside. This will enable ARCA to offer the full Connections' catalogue of courses to its students. ARCA estimates that over 90% of course enrollments will be taught by Arkansas-licensed staff, as this is a goal jointly shared by the Board and Connections. While certified 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.	See Section C.5 Goals	See Section C.5 Goals

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Professional Development & AP/IB Training	ACA §6-17-701 et seq. Professional development ADE Rules - Professional Development Emergency Rule Effective July 1, 2014 ADE Rules – Advanced Placement and International Baccalaureate Diploma Incentive Program 4.00 Standards for Accreditation 10.01.3 Required Time for Instruction and School Calendar Standards for Accreditation 15.04 Professional Development and In-Service Training	ARCA's teachers who are licensed in Arkansas will complete required professional development as a condition for maintaining their state licenses. Teachers licensed in other states and providing instruction in an area where a state-based teacher could not be found or in courses with low student interest (e.g. foreign language & AP courses) will receive professional development in their own home states. This will increase student achievement by providing students with the most effective teachers and a robust catalogue of courses.	See Section C.5 Goals	See Section C.5 Goals
Business Manager Qualifications	ACA §6-15-2302 General Business Manager ADE Rules - Business Manager Qualifications	ARCA anticipates contracting with Connections for financial management services, which will include a business manager responsible for the fiscal operations of the public charter school. The Connections financial services team maintains a sterling record with charter finance experience in 17 states and will support ARCA under the direction of its Board-designated treasurer through its team of professional staff, many of whom possess CPA and/or CFE designations. Contracting with Connections for a business manager will avoid potential duplication of effort, enabling the school to direct resources to its educational program.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Personnel Policies & Salary Schedules	ACA §6-17-201 et seq. Personnel Policies ACA §6-17-913 Audit of Accounts ACA §6-17-1201 et seq. The Teachers' Minimum Sick Leave Law ACA §6-17-1301 et seq. The School Employees' Minimum Sick Leave Law ACA §6-17-1501 et seq. Teacher Fair Dismissal Act ACA §6-17-1701 et seq. Public School Employee Fair Hearing Act ACA §6-17-2201 et seq. Classified School Employee Minimum Salary Act ACA §6-17-2301 et seq. Personnel Policy Law for Classified Employees ACA §6-17-2401 et seq. Teacher Compensation Program of 2003 ACA §6-20-2208(c)(1) Monitoring of expenditures ADE Rules - Personnel Policies and Salary Schedules	ARCA intends to contract with Connections for its administrators and teachers and wishes to use the performance-based compensation model Connections has successfully pioneered in the schools it supports. This model, which consists of competitive salary, incentive compensation based on school outcomes, responsibility-driven stipends, a rich benefit plan, and a flexible paid time off program, is tailored to the unique aspects of a virtual school setting and will enable ARCA to attract, retain, and promote staff who share our vision of a focus on student outcomes.	See Section C.5 Goals	See Section C.5 Goals

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Insurance	ACA §6-17-1111 Life and disability insurance - Employee eligibility - Allocation of costs ACA §6-17-1117 Health insurance	ARCA staff will be eligible for benefits through Connections' plans, including health, life, disability, vision, dental insurances and other benefits/programs. As a nationwide educational services provider, Connections is able to pool risk to offer a competitive benefits package and recruit and retain effective administrators and teachers.	N/A	N/A
Class Size & Teaching Load	Standards for Accreditation 10.02	ARCA educators utilize Connections' curriculum and assessments rather than preparing their own and will not face the typical challenges of classroom management, as instruction is delivered online. The Board will adopt class size and teaching load requirements that are more appropriate for an online setting to allow for a more effective allocation of school funds. ARCA proposes the following specific alternative maximum student-to-teacher ratios: Teachers (K-5) 50:1 Teachers (6-8) 38:1 Advisory Teachers 300:1 Special Education Teachers 35:1	See Section C.5 Goals	See Section C.5 Goals
Food Services	ACA §6-18-705 Breakfast program ACA §6-20-701 et seq. School Lunch Program	As an online school, ARCA will not serve meals.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Gifted & Talented	ACA §6-20-2208(c)(6) Monitoring of expenditures ACA §6-42-109 Reports by school districts ADE Rules - Gifted And Talented Program Approval Standards Standards for Accreditation 18.0	The Board will contract with Connections Education to offer a gifted and talented program as described in this application, though not as prescribed by ACA and ADE Rules. The Connections program, described above, is designed to increase student achievement for gifted & talented students.	N/A	N/A
School Nurse & Media Services	ACA §6-18-706 School nurse ACA §6-25-103 & 104 Public School Library Media and Technology Act ADE Rules – Public School Student Services 3.01.6 Standards for Accreditation 16.02 and 16.03	As an online school, ARCA will not need a school nurse or library media specialist. Teachers will work to ensure students understand research and technology.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Guidance Counseling Services	ACA §6-18-1001 et seq. Public School Student Services Act ADE Rules – Public School Student Services 3.01.1 Standards for Accreditation 16.01.3	ARCA will provide its own set of student services programs that will be possible and appropriate in a full-time online charter school setting. The ratio required for brick-and-mortar schools in which counselors and students must meet face-to-face is not necessarily appropriate for a full-time online program. The Board believes in the importance of guidance and counseling services and will ensure appropriate staffing levels are maintained. One or more properly certified guidance counselors will be on staff, but the services provided to students can be distributed differently among staff. Advisory teachers (estimated 300:1 ratio) will handle most course scheduling and post-graduation planning support.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
School Boards	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	ARCA'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 or Connections Education. The Board will provide for its own site-based decision making committee and school board member training. The ARCA 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. Connections 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.	N/A	N/A
Instructional Materials	ACA §6-21-406(b) Conditions for offering textbooks for adoption, sale, or exchange ADE Rules - Instructional Materials 6.02	Connections maintains a national array of instructional material/book depositories across the country linked by an efficient logistics network. Any new depository would be redundant and the expenses passed onto the school would be better spent serving ARCA students.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Annual Progress Report Reporting	ACA §6-15-2006(b) Annual report Standards for Accreditation 7.02.2 School District Goals	ARCA will operate as a statewide school making it cost-prohibitive to publish a report in newspapers with general circulation in all served districts. ARCA will report to parents online and to the State Board of Education in writing, which will be more effective in engaging parents.	N/A	N/A
Flags/Period of Silence/ Pledge of Allegiance	ACA §6-10-115 Period of Silence ACA §6-16-105 United States flag ACA §6-16-106 Arkansas flag ACA §6-16-108 Recitation of the Pledge of Allegiance	ARCA will display the U.S. and Arkansas flags, though not as prescribed by the ACA. The online nature of ARCA does not lend itself to a group Period of Silence or recitation of the Pledge of Allegiance. Time is available for students to do so individually.	N/A	N/A
Adult Education	Standards of Accreditation 19.04	ARCA may make summer school available depending on student need and demand but will not offer an adult education program. The ARCA Board prefers to focus on serving students in grades K-12, from which an adult education program may distract.	N/A	N/A
Materials Allotment to Teachers	ACA §6-21-303(b)(1)(A) Rules [Acquisition of Commodities Generally]	ARCA teachers will not have traditional classrooms and will be provided with all materials necessary for class activities.	N/A	N/A

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Eye & Vision Screening	ACA §6-18-1501 et seq. Mandated Eye and Vision Screening Procedures and Tests for Children ADE Rules - Eye and Vision Screening Report in Arkansas Public Schools	ARCA students will not be physically present at the teaching/learning center to receive eye and vision screening exams. Should these waivers be denied, ARCA will comply with state law and ADE rules in one or more of the following ways: contracting with screening providers in students' local areas, subsidizing households to provide for screening, providing for screening at sites where students will be present (eg state assessments, field trips). Transportation may be provided for those families who require it in a similar fashion to state assessments procedure.	N/A	N/A
Secondary Units Offered	Standards for Accreditation 9.03.1.2 and 9.03.4	ARCA will not initially serve all secondary grades. ARCA's initial high school cohort will have access to a full course load that will allow students to graduate on time under Smart Core requirements. By the start of this initial cohort's 12th grade year, ARCA will offer all 38 required units, less any waived requirements.	Number of secondary units offered in ARCA's first year of operation Number of secondary units offered in ARCA's fourth year of operation	Full course load leading to Smart Core graduation offered to initial 9th grade class All 38 required units, less waived requirements, offered by initial 12th grade class
Secondary Units Offered – Instrumental and Vocal Music	Standards for Accreditation 9.03.4.5	ARCA will not offer a unit of instrumental music or a unit of vocal music. ARCA will offer at least 3 ½ fine arts units better suited to an online environment, which will benefit student achievement. Connections has music theory, music appreciation, digital arts, and art history courses in its catalogue.	Number of fine arts secondary units offered annually	3 ½ fine arts units offered by initial 12th grade class

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Commodity Bidding	ACA §6-21-301 et seq. Acquisition of Commodities Generally	ARCA intends to contract with Connections for provision of its education program. Connections' education program integrates technology, curriculum, instructional materials and tools, staff, and support services into a single education services offering. The Connections program is proprietary and Connections is the only source from which ARCA can obtain access to the Connections education program. ARCA believes that this service offering falls within the single source exemption of ACA §6-21-305. Because of the unique nature of the Connections education program, the Board would prefer RFP requirements be waived only for its contract with Connections. This will increase student achievement as ARCA will have more time to establish its program. All other purchases will be subject to ACA §6-21-301 et seq. Should this waiver not be granted, ARCA will follow the required RFP process for a contract with an educational services provider.	N/A	N/A

Attachment 1 – Arkansas Connections Academy 501(c)(3) Application

- 501(c)(3) Determination Letter
- Articles of Incorporation
- Employer Identification Number

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

DEPARTMENT OF THE TREASURY

Date: JAN 08 2015

ARKANSAS CONNECTIONS ACADEMY INC
C/O PROCOPIO CORY HARGREAVES & SAVITCH
KEVIN M DAVIS
525 B ST STE 2200
SAN DIEGO, CA 92101

Employer Identification Number:
46-5766559
DLN:
17053153307004
Contact Person:
SHERRY Q WAN ID# 31052
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170 (b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
May 30, 2014
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.

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

Sincerely,

Tamera Ripperda

Director, Exempt Organizations

Letter 947

STATE OF ARKANSAS

SECRETARY OF STATE

Mark Martin
ARKANSAS SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

I, Mark Martin, Arkansas Secretary of State of Arkansas, do hereby certify that the following and hereto attached instrument of writing is a true and perfect copy of

Articles of Incorporation

of

ARKANSAS CONNECTIONS ACADEMY, INC.

filed in this office May 30, 2014 in compliance with the provisions of the law and are hereby declared a body politic and corporate, by the name and style aforesaid, with all the powers, privileges and immunities granted in the law thereunto appertaining.

SEAL OF THE SECRETARY OF STATE ARKANSAS

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 May, 2014.

Mark Martin

Arkansas Secretary of State

FILED - Arkansas Secretary of State - Mark Martin - Doc#: 4712541001 - Filing#: 811054630 - Filed On: 5/30/2014 1:57:00 PM - Page(s): 4

We, the undersigned, acting as incorporators of a corporation under the Arkansas Non profit Act (Act 1147 of 1993), adopt the following Articles of Incorporation of such corporation.

1: **The name of the corporation is:**

ARKANSAS CONNECTIONS ACADEMY, INC.

2: **The corporation is:** PUBLIC - BENEFIT CORPORATION

3: **Will this corporation have members:** NO

4: **Power of the corporation:**

A. IRS (501)(C)(3) SUGGESTED LANGUAGE: 10/29/2007:
 NO PART OF THE NET EARNINGS OF THE CORPORATION SHALL INURE TO THE BENEFIT, OR BE DISTRIBUTABLE TO ITS MEMBERS, TRUSTEES, OFFICERS, OR OTHER PRIVATE PERSONS, EXCEPT THAT THE CORPORATION SHALL BE AUTHORIZED AND EMPOWERED TO PAY REASONABLE COMPENSATION FOR SERVICES RENDERED AND TO MAKE PAYMENTS AND DISTRIBUTIONS IN FURTHERANCE OF THE PURPOSES SET FORTH IN PREVIOUS ARTICLES HEREOF. NO SUBSTANTIAL PART OF THE ACTIVITIES OF THE CORPORATION SHALL BE THE CARRYING ON OF PROPAGANDA, OR OTHERWISE ATTEMPTING TO INFLUENCE LEGISLATION, AND THE CORPORATION SHALL NOT PARTICIPATE IN, OR INTERVENE IN (INCLUDING THE PUBLISHING OR DISTRIBUTION OF STATEMENTS) ANY POLITICAL CAMPAIGN ON BEHALF OR IN OPPOSITION TO ANY CANDIDATE FOR PUBLIC OFFICE. NOTWITHSTANDING ANY OTHER PROVISION OF THESE ARTICLES, THE CORPORATION SHALL NOT CARRY ON ANY OTHER ACTIVITIES NOT PERMITTED TO BE CARRIED ON (A) BY A CORPORATION EXEMPT FROM FEDERAL INCOME TAX UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, OR THE

CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE, OR (B) BY A CORPORATION, CONTRIBUTIONS TO WHICH ARE DEDUCTIBLE UNDER SECTION 170(C)(2) OF THE INTERNAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE.

5: The purpose for which this corporation is organized:

A. IRS (501)(C)(3) SUGGESTED LANGUAGE: 10/29/2007:
 SAID CORPORATION IS ORGANIZED EXCLUSIVELY FOR CHARITABLE, RELIGIOUS, EDUCATIONAL, AND SCIENTIFIC PURPOSES, INCLUDING, FOR SUCH PURPOSES, THE MAKING OF DISTRIBUTIONS TO ORGANIZATIONS THAT QUALIFY AS EXEMPT ORGANIZATIONS UNDER 501(C)(3) OF THE INTERNAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE.)

6: Distribution of assets on dissolution:

A. IRS (501)(C)(3) SUGGESTED LANGUAGE: 10/29/2007:
 UPON THE DISSOLUTION OF THE CORPORATION, ASSETS SHALL BE DISTRIBUTED FOR ONE OR MORE EXEMPT PURPOSES WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, OR CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE, OR SHALL BE DISTRIBUTED TO THE FEDERAL GOVERNMENT, OR TO A STATE OR LOCAL GOVERNMENT, FOR A PUBLIC PURPOSE. ANY SUCH ASSETS NOT SO DISPOSED OF SHALL BE DISPOSED OF BY A COURT OF COMPETENT JURISDICTION OF THE COUNTY IN WHICH THE PRINCIPAL OFFICE OF THE CORPORATION IS THEN LOCATED, EXCLUSIVELY FOR SUCH PURPOSES OR TO SUCH ORGANIZATION OR ORGANIZATIONS AS SAID COURT SHALL DETERMINE WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH PURPOSES.

7: Corporation's initial registered agent:

Name	CORPORATION SERVICE COMPANY
Street Address	300 SPRING BUILDING, SUITE 900, 300 S. SPRING ST.
City:	LITTLE ROCK
State:	AR
ZIP:	72201-

8: The name and address of each incorporator is as follows:

Name 1	JENNIFER FLINN
Address 1	124 W. CAPITOL AVE., SUITE 1500, LITTLE ROCK, AR 72203
Name 2	
Address 2	
Name 3	
Address 3	
Name 4	
Address 4	
Name 5	
Address 5	
Name 6	
Address 6	
Name 7	
Address 7	
Name 8	
Address 8	
Name 9	
Address 9	
Name 10	
Address	

10

Optional Info:

Signature of an Incorporator:

JENNIFER FLINN

IRS DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 05-28-2014

Employer Identification Number:
46-5766559

Form: SS-4

Number of this notice: CP 575 A

ARKANSAS CONNECTIONS ACADEMY INC
% ASHLI GOBLE
1001 FLEET ST FL 5
BALTIMORE, MD 21202

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 46-5766559. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 1120 09/15/2014

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

IMPORTANT INFORMATION FOR S CORPORATION ELECTION:

If you intend to elect to file your return as a small business corporation, an election to file a Form 1120-S must be made within certain timeframes and the corporation must meet certain tests. All of this information is included in the instructions for Form 2553, *Election by a Small Business Corporation*.

(IRS USE ONLY) 575A 05-28-2014 ARKA B 9999999999 SS-4

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

* Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.

* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.

* Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return the stub.

Your name control associated with this EIN is ARKA. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.

(IRS USE ONLY) 575A 05-28-2014 ARKA B 9999999999 SS-4

Keep this part for your records. CP 575 A (Rev. 7-2007)

Return this part with any correspondence
so we may identify your account. Please
correct any errors in your name or address.

CP 575 A

9999999999

Your Telephone Number
( ) -
_____

Best Time to Call
_____

DATE OF THIS NOTICE: 05-28-2014
EMPLOYER IDENTIFICATION NUMBER: 46-5766559
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

ARKANSAS CONNECTIONS ACADEMY INC
% ASHLI GOBLE
1001 FLEET ST FL 5
BALTIMORE, MD 21202

Attachment 2 – Public Hearing Documentation

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.

As evidence of meeting this requirement we are including:

- **Copies of the notices posted on 6/21/15, 6/28/15, 7/5/15, 7/9/15, 7/14/15, and 7/20/15 in the Arkansas Democrat Gazette, a newspaper with statewide circulation**
- **Copies of the notices as provided by the Arkansas Democrat Gazette**
- **A copy of the flyer distributed by Board Members**

B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.

As evidenced by the notices, they were 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.

The last publication date for the public hearings held on 7/17/15 and 7/18/15 was 7/5/15, which was not less than seven days prior to the public hearings. The last publication date for public hearing held on 7/27/15 was 7/20/15, which was not less than seven days prior to the public hearing.

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

As evidence of meeting this requirement we are attaching:

- **A copy of the email that was sent by Dennis Beck, Board President, to Superintendents on 7/6/15 and 7/9/15.**
- **Copies of the subsequent emails that were sent to the email addresses that had been returned as undeliverable in the previous email.**

Notice of Public Hearing Published 6/21/15

Arkansas Democrat-Gazette International • • SUNDAY, JUNE 21, 2015 • 5A

ARIS MESSINIS/AFP/GETTY IMAGES

People use the ATMs on Friday at a bank in Athens, Greece. Uncertainty about the country's future with the euro currency has led Greeks to withdraw $34 billion from banks since December.

Edgy Greeks take $34B out of banks

Country no stranger to economic woes

MERIEL SRIVASTAVA AND MARIA PETRAKIS
BLOOMBERG NEWS

ATHENS, Greece — Dorothea Lambros stood outside an HSBC branch in central Athens on Friday afternoon, an envelope stuffed with cash in one hand and a $43,000 cashier's check in the other.

She was a few minutes too late to make her deposit at the London-based bank. She was too scared to take her life savings back to her Greek bank.

She worried it wouldn't survive the weekend.

"I don't know what happens on Monday," said Lambros, a 58-year-old government employee.

Nobody does. Every shifting deadline, every last-gasp effort has built up to this: a nation that went to sleep Friday not knowing what Monday will bring. A deal, or more brinkmanship? Shuttered banks and empty cash machines, or a few more days of euros in their pockets and drachmas in their past?

On a street corner, a performance artist burned what he said were his last euros. Nearby, an Afghan beggar joked about how he should have gone to Sweden instead. A mother grabbed her toddler's hand as a dozen police officers rode by on motorcycles, heading to a rally outside Parliament.

In his neighborhood restaurant, Panagis Vouloumis — a 78-year-old ex-chief executive officer, current investment banker, and survivor of coups, dictators and communists — leaned forward and laid his worries on the table.

"We thought we had escaped the past, that we were a normal country now," he said. "But instead, we are living day to day.

"This, today now, is the worst I have ever seen."

For Greeks, the fear is that Monday will be deja vu, a return to a past not that distant. Before the euro replaced the drachma in 2002, the Greeks were already a European bete noire, their currency mostly trapped inside their nation, where cash was king and checks a novelty.

Since December, Greeks have been preparing for a weekend such as this, pulling more than $34 billion out of banks.

Week after week, the Bank of Greece borrowed banknotes from the rest of the continent to replenish this hoarding of the one asset Greeks still trust — cold, hard cash.

Its liabilities to the rest of the euro area for the excess physical cash it has to put into circulation quadrupled between December and April, the last month for which there's available data.

Without access to capital markets, Greek lenders have to rely on almost $98 billion of Emergency Liquidity Assistance to stay afloat, subject to weekly boosts by the European Central Bank.

This time, it didn't last a week. On Friday, the ceiling of the assistance was raised by $2.04 billion, just a couple of days after a $1.25 billion injection. On Monday, the banks will be back, asking for more.

Everything comes together Monday. Greek Prime Minister Alexis Tsipras, back from a visit with Vladimir Putin in St. Petersburg, Russia, will spend his weekend coming up with a proposal to take to a Monday showdown with euro-area leaders.

A deal Monday is key. The bailout agreement that's kept Greece from defaulting expires June 30. That's the day Greece owes about $1.7 billion to the International Monetary Fund.

Without at least an understanding among the political chiefs, Greek banks will reach the limits of their available collateral for more central bank aid.

The country then may have to impose capital controls to stem the withdrawals, said David Mackie, an analyst at JPMorgan Chase Bank in London.

Before the European project, Greece had spent decades in turmoil.

Since the Nazi occupation during World War II — still an irritant during 21st century bailout talks — it has seen a civil war, a military junta, a tussle between Communists and anti-communists, and in the 1980s, an inflation rate over 20 percent.

A member of NATO since 1952, the 11-million strong nation joined a precursor to what became the European Union in 1981, allowing it, finally, full access to international debt markets.

Those very markets, coupled with an embrace of Europe, kick-started two decades of increased public spending on pensions and government jobs, and private investment in shipping and infrastructure.

"There was a general sense of euphoria — you could get a job with the government, real estate prices kept going up," said Vouloumis, who has run banks and telecommunications companies and battled unions along the way. "And then, with the European debt crisis, the whole thing was revealed — our economy was built on protectionism, on borrowed money."

"Monday will be difficult," said Lambros, the worried woman with the bundles of cash in Athens.

She planned to spend the weekend watching television news and worrying about the future.

If the country left the euro, she asked, "What am I supposed to buy food with?"

Information for this article was contributed by Nikos Chrysoloras and Theophilos Argitis of Bloomberg News.

No weekend off for Greece talks

Nation, EU leaders set up for crucial week of negotiations

IAN WISHART, REBECCA CHRISTIE AND THEOPHILOS ARGITIS
BLOOMBERG NEWS

LUXEMBOURG — European Union leaders and Greece's creditors headed into a flurry of behind-the-scenes weekend diplomacy before high-level meetings to unlock aid for the nation flirting with default.

With markets closed, the weekend gave negotiators trying to avert a Greek exit from the euro some room to lay out a road map for what will be a high-stakes week with an emergency summit of EU chiefs Monday. The clock is running down on a June 30 deadline to make payments and work out a new deal amid disagreements on pensions, sales tax and a deficit target.

German Chancellor Angela Merkel and her French counterpart, Francois Hollande, spoke by phone Friday. As leaders of the two biggest economies in the 19-nation euro bloc, they've presented a united front against Greek Prime Minister Alexis Tsipras, who has spent his five months in power trying to roll back the austerity policies underpinning the country's bailout.

"I want to say very clearly on expectations, that the summit meeting on Monday can only be a decision-making summit if a basis for making decisions is there," Merkel said at a Christian Democratic party event in Berlin.

The euro-area bailout of Greece expires at the end of the month and that's when about $1.7 billion is owed to the International Monetary Fund.

Greece's negotiating team met on Saturday to discuss the bailout talks and the country's Cabinet will gather in the prime minister's residence this morning. Tsipras on Saturday canceled a planned trip to Strasbourg on Tuesday, the day after the summit. No reason was given.

Minister of State Nikos Pappas told Ethnos newspaper that the government "was working toward a solution." He said Greece's so called red lines include no cuts to pension plans or wages, an end to austerity and a "comprehensive" response to the onerous debt load.

European Union President Donald Tusk discussed what awaits Greece with European Central Bank chief Mario Draghi, IMF head Christine Lagarde and EU Commission President Jean-Claude Juncker. Those institutions control the purse strings.

Flying back from a visit to Russian President Vladimir Putin, Tsipras will bunker down in Athens with his closest advisers to come up with a game plan. His country was given a few more days of financial breathing space from the European Central Bank, which Friday increased again the maximum amount of emergency funding Greek banks can access.

On Monday, the central bank will revisit that emergency funding as deposits continue to flee Greek banks at dizzying rates. About $2.1 billion was withdrawn in the past two days alone, according to a person familiar with the matter.

The 40-year-old Tsipras, contending with hard-liners in his Syriza party who don't want him to capitulate to creditors' demands, has escalated the rhetoric in search of a better deal. He is expected to speak by phone with Juncker.

After their meeting Thursday ended in frustration, European finance ministers will convene again Monday, before the summit of leaders that could determine the future of the eurozone and Greece's place in it.

U.S. Treasury Secretary Jacob Lew said in an interview on CNN's *Fareed Zakaria GPS* that will air today a Greek exit from the euro would have a major impact on the country's citizens and economy.

"Within Greece, the consequence of a failure here would mean a terrible, terrible decline in their economic performance," Lew said. "They will bear the first brunt of a failure."

While all parties in the negotiations must be flexible, "the burden is on Greece," Lew said, according to a copy of the transcript of the interview provided Saturday. "The best solution is for Greece to make some tough decisions."

Greek Finance Minister Yanis Varoufakis, in an opinion piece published Saturday by *The Irish Times*, blamed his European counterparts for showing no willingness Thursday to consider his "well thought-out" proposals.

"Regrettably, my presentation was met with deafening silence," Varoufakis wrote.

In an interview published in Brussels-based *L'Echo* newspaper, Varoufakis said he doesn't want Greece to abandon the euro and is optimistic differences will be overcome.

He also warned that the ruling Syriza party would be replaced by neo-Nazis if Greece ends up defaulting and leaving the euro.

It's not yet clear if Tsipras will come to Brussels armed with a new plan, a Greek government official said. Near the end of the week, the same leaders will reconvene again for a scheduled two-day summit.

Information for this article was contributed by Rainer Buergin, Richard Bravo, Kevin Costelloe, Mark Deen, Jonathon Shazzo, Corina Rahe, Stephanie Bodoni, Karl Stagno Navarra, Scott Lanman, Andrew Mayeda, Hans Nichols, David Tweed, Nikos Chrysoloras, Marcus Bensasson, Alessandro Speciale, Elian Cinepa and Elizabeth Dexheimer of Bloomberg News.

Budget-cut plans protested in U.K.

BLOOMBERG NEWS

LONDON — Thousands of people from across the U.K. marched from the Bank of England to Westminster on Saturday to protest planned government spending cuts.

The organizers said 250,000 people attended the events in central London, the Press Association reported. A Metropolitan Police spokesman declined to give an estimate. No incidents were reported during the demonstrations, he said.

The People's Assembly Against Austerity, which organized the rally, says the new Conservative government will deliver "nasty, destructive cuts" to the National Health Service, welfare, education and public services. It staged the march "right on the doorstep of the very people who created the crisis in the first place, and marching to the doorstep of Parliament," according to a statement on its website.

The Conservatives' outright victory in last month's election means they can implement their manifesto without having to offer concessions to coalition partners.

Chancellor George Osborne, who will announce a budget next month, is seeking $48 billion in spending cuts by 2018, including $10 billion in welfare savings, to help return Britain to a surplus.

"There's no need for austerity," said Ray Hutchinson, a pensions administrator at the National Health Service. "We should be investing in infrastructure, getting more jobs, which will then pay taxes and then pay off the debt."

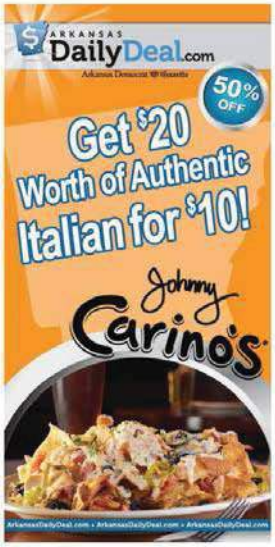
For Catorings or Group Reservations CALL 663-7224
www.catfishcityandbbqgrill.com

-NOTICE OF PUBLIC HEARINGS-

Arkansas Connections Academy announces two public hearings on the creation of a new statewide online open-enrollment charter school. Arkansas Connections Academy will serve students in grades K-12 with quality curriculum and personalized instruction.

Please attend to learn more.

FRIDAY, JULY 17	SATURDAY, JULY 18
6:30 P.M.	2:00 P.M.
Holiday Inn Express	Hilton Garden Inn
2206 SE Walton Blvd	4100 Glover Ln
Bentonville, AR 72712	N. Little Rock, AR 72117



Notice of Public Hearing Published 6/28/15

Arkansas Democrat Gazette • • SUNDAY, JUNE 28, 2015 • 3A

Border rules cut off jobs, homes

Dominicans' door closing to Haitians

JOSHUA PARTLOW
THE WASHINGTON POST

OUANAMINTHE, Haiti — Several mornings a week for the past five years, Smith Lafhur has left his one-room cinder-block shack, walked past the stray goats and the sour-cherry tree, down the quiet dirt lanes and out into the shouts and motorcycle roar of the clamoring border town of Ouanaminthe.

He has stepped around the smoldering trash piles and the clothes drying on the bank of the Massacre River, which separates Haiti from the Dominican Republic, and hopped up onto the border bridge on his way to another day's work. At the metal gate, he hasn't showed a passport — or papers of any kind — but mentioned his boss, a customs official who owns several houses, and with that he has crossed into Dajabon.

Over the years, Lafhur has built a swimming pool, erected concrete walls, fixed toilets and swept the patio at the Drink Bar — the type of manual labor that feeds his five children and that is far harder to find in his native Haiti. But his daily routine, and the livelihoods for hundreds of thousands of Haitians, has been put at risk by new immigration rules that intend to oust Haitians who don't have documentation to stay in the Dominican Republic, even those who were born there.

"Everything we can get is here," Lafhur said at one of the Drink Bar's wooden tables. "I don't know how to find work in Haiti."

In the days before the June 17 deadline for foreigners to register for residency permits — if they could prove they lived in the Dominican Republic before 2011 — many predicted police roundups and waves of deportations. So far, what has happened instead is voluntary departure by more than 12,000 Haitians who fear that such a crackdown could turn violent.

Ouanaminthe is now the scene of returning Haitian families packed into trucks lashed high with suitcases and burlap sacks. In their rush to leave, they abandoned furniture and appliances; some said immigration agents stole money or threatened harm if they didn't flee. Smith Blanco, a 23-year-old who worked as a cook in Santo Domingo, stood in a dirt lot with his belongings, not sure where to go next.

"I didn't want to come here, but I was worried," he said. "Their president wants all the Haitians to leave. So we're leaving."

The Dominican government has encouraged these departures, with free bus rides to the border.

"The government of the Dominican Republic has not expelled one person as of this hour," Roberto Rodriguez Marchena, the president's spokesman, said in an interview. "We didn't create this. We didn't invent this to mistreat people or expel people. What we want — and the international community has to understand this — we want to order our country. Please, let us bring order to our country."

The roots of the immigration policies date from a 2004 law that was challenged in court and not implemented until last year, during the presidency of Danilo Medina. The law calls for registering the estimated 400,000 people — Haitians or people of Haitian descent — living without the proper documentation in the country. Rodriguez, the spokesman, said a quarter of the country's health budget is consumed by Haitians living in the country illegally and not paying taxes, and more than 40 percent of the births along the border are to Haitian women.

The government has described its new program as measured — and with an eye to avoiding disruptions to industries relying on manual labor and to the human rights of Haitians. There are exceptions for retirees and university students. So far, 288,000 people have begun the registration process. The remainder, roughly the same number, are subject to deportations if the government chooses.

"These people," Rodriguez said, "that are in our territory should go to Haiti and look for their documents, and then request to come to our country with a student visa, or a work visa.

"What we can do is apply [the law] with humanity, and this is what we're going to do. In our government, we're not going to abuse a single person."

The country's far northern border has seen some of the worst moments in the troubled relationship between these island-locked neighbors. When sugar prices fell in the 1930s, the Dominican government sought to drive out Haitian cane cutters. Dominican dictator Rafael Trujillo ordered a bloody military campaign that became known as "The Harvest," with soldiers slaughtering more than 10,000 Haitians along the Massacre River using machetes and shovels.

Leonilda Jun moved with her aunt to the Dominican Republic decades after that, in 1974, but the jobs available were the same. She grew up cutting sugar cane, picking tomatoes, digging onions. She gave birth to 12 children there, nine of whom survived, and eventually moved from the outskirts of the capital to the northern city of Santiago. The sugar cane industry has shriveled, but her sons found jobs in construction and on farms.

On a recent day, two of them, Thony Dume, 29, and Felix Mondesir, 24, worked on an addition to the rented shack in Ouanaminthe where they had moved four days before, to make room for more relatives returning from the Dominican Republic.

"It wasn't a problem living there before. The police and many others knew me," Dume said. "But now things are too hot."

On March 2, before deciding to move, Dume stood in line at one of the government's immigration offices to register himself. That gave him 45 days to prove he had the right to live in the Dominican Republic, even though he was born there.

During that time, he needed to get written documentation from seven neighbors to vouch for his existence, plus testimony from a corner store where he shopped, and proof of residency from his landlord, in addition to a birth certificate or other government papers, none of which he had. To hire a lawyer to complete the process would cost up to $900, he said, equal to what he could earn in five months at his job milking cows in Santiago.

Instead, he got on a bus and headed for Dajabon.

Over the years, the Dominican border town has grown into a bustling commercial center, with vendors from around the country selling their wares at the market to Haitian customers. The shoppers crowd the border bridge with goods stacked on their heads, loaded into wheelbarrows and motorcycle carts.

"They make our economy dynamic," said Ana Carrasco, 53, who retired from local government to run a restaurant in Dajabon. "People come to buy eggs, chicken, spaghetti. If they don't buy it in this market, they don't eat. Hunger doesn't have a flag, nor a border, nor a color, nor politics. It's hunger. It's necessity."

Until June 17, when they couldn't cross the border, Carrasco used Haitian laborers to work in her restaurant and clean her home. She said she supported the registration effort, but she worried about the harm the policy might cause to the economy. Dominicans in town have come to rely on the shadow services offered by Haitians. All day at her restaurant, Haitians drop by with their offers and wares: shoeshine boys, girls selling baby clothes, a woman who sells brand-name tampons at half the price offered in the stores.

"This issue affects my business, because my employees can't come to work," she said. "But we have to resolve this — the country should be able to know who they are. You have to do it, for everyone's sanity. No matter what the cost, it needs to happen."

Other Dajabon business owners have more to lose. On the 1,700 acres of Hiroshi Rodriguez's rice farms, the manual labor is done by trucked-in Haitian workers because, as he said, "Dominicans don't want to work."

On separate occasions over the past two months, soldiers and immigration officials have arrived and taken them away. He finds it particularly frustrating because soldiers, he said, take bribes from the farmers to let the day laborers pass the highway checkpoints.

"This makes me enraged. They don't let me work, but they're trafficking Haitians."

"The government is going to have to recognize that all the companies need them," he added. "Pretty soon this is going to explode."

On June 20, Smith Lafhur headed for the bridge. It was his son's third birthday, and if he was going to afford a present, he needed to get to the Drink Bar. He pushed through the crowd to the border gate. He told the guard who he was, and his boss's name, but this time the guard shook his head.

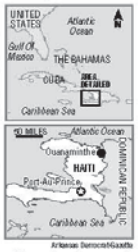
"Not today," he said. "Things aren't good right now."

Lafhur argued for a while, then turned away and sat on the railing over the river. In the past, he'd considered trying to get to the United States, but he was afraid of the open ocean. He didn't have the money to apply for a Haitian passport, and his boss in the Dominican Republic had never helped him with a work permit. He was tired of sneaking around.

"I want to arrive in a country with my own papers," he said. "I want to be able to walk as a free man."

JAYNE BECCA BLACKWELL

Haitians just deported from the Dominican Republic stand on the Haitian side of the border June 17 in Malpasse, unsure of what to do next.



Arkansas Democrat-Gazette

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Notice of Public Hearing Published 7/5/15

Arkansas Democrat-Gazette • • SUNDAY, JULY 5, 2015 • 5A

Anime Expo

APRICHARD VOGEL

Anime fans in costumes pose for photos Friday at the 24th annual Anime Expo held at the Los Angeles Convention Center.

State's 'pot' tax revenue soars

Washington tweaks laws after retailers, farmers complain

GENE JOHNSON
THE ASSOCIATED PRESS

SEATTLE — Washington state opened its second-in-the-nation legal marijuana market July 8, 2014, with just a handful of stores selling high-priced marijuana to long lines of customers. A year later, the state has about 160 shops open, tax revenue has soared past expectations and sales top $1.4 million per day.

Washington marijuana farmers, processors and retailers have complained all year that heavy state and federal tax burdens, along with competition from an unregulated medical marijuana market, have made it difficult for them to do business.

But at least some relief is here: This month, two new laws take effect, one to regulate and tax medical marijuana, and one to cut Washington's three-level excise tax on marijuana to a single, 37 percent tax.

Despite some industry gripes and those tweaks to Washington's legal marijuana law, which voters passed in 2012 to legalize marijuana for adults over 21, officials and legalization backers say the state's slow and deliberate effort to regulate marijuana has been a success.

Washington has racked up more than $250 million in marijuana sales in the past year — roughly $62 million of which constitute marijuana excise taxes. That's beyond the state's original forecast of $36 million. And when state and local sales and other taxes are included, the total payday for the state and local governments tops $70 million.

That's real money, if only a drop in Washington's $38 billion two-year budget. Colorado's recreational sales began Jan. 1, 2014, and brought in taxes of $44 million in the first year.

The tax revenue could continue to climb.

And as other states watch Washington and Colorado, the only other state with legal marijuana sales, bring in more money, they're ever more seriously considering following suit, as Oregon and Alaska have already.

"Nobody's counting on the revenue from cannabis sales to save us, but it has an impact," David Zuckerman, a Vermont state senator and legalization advocate, said during a recent visit to Seattle. "The more important thing is that the sky didn't fall in Colorado. The tidal wave hasn't hit Seattle. They're showing us that this can be done."

The flip side has been the burden of the taxes on marijuana businesses, with marijuana taxed 25 percent each time it moves from the growers to the producers to the retailers. That's been especially tough on retailers, who must pay federal income tax on the marijuana tax they turn over to the state.

APAELAINE THOMPSON

Cannabis City employee Will Bibbs (left) helps a customer looking over a display case of marijuana products at the Seattle shop in this file photo.

James Lathrop, who owns Seattle's first legal marijuana shop, Cannabis City, said that through the end of 2014, his estimated federal tax liability was $510,000, on top of the $778,000 he owed the state on $3.1 million in sales.

"I'm basically doing this for free," Lathrop said. "Nobody's gone out of business, but I'm not driving a new truck either."

It hasn't been much easier on the growers.

"Looking back now, it's amazing we could be so successful and unsuccessful at the same time," said Jeremy Moberg, a longtime black-market grower who went legal and now runs CannaSol Farms in north-central Washington. "We're the No. 9 grower in the state, and my bank account just seems to stagnate."

The new tax law makes clear that the 37 percent tax is the responsibility of the customer — not the retailer. That means stores won't have to claim that money as income on their federal filings.

With few growers harvesting by the time the first stores opened, the average price of a gram of legal marijuana spiked to nearly $30 last summer — about three times the cost in medical marijuana shops. But prices have been dropping as more marijuana gets harvested. In fact, Washington has harvested 13.5 tons of marijuana flower intended to be sold as bud, but stores have only sold about 10 tons.

Some of the excess can be turned into marijuana extracts, such as oil, but the harvest has helped drive down the prices to an average of about $11.50 per gram.

Nevertheless, Lathrop said that in addition to tourists eager to visit the city's historic first legal marijuana shop, his clientele primarily consists of customers in the 25-and-older range.

"It's a more of an adult demographic, but that's OK," he said. "They have jobs and they can afford to buy the product."

Rick Garza, director of Washington's Liquor Control Board — soon to be renamed the Liquor and Cannabis Board — said he's most proud of Washington's efforts at meeting the top priorities the Justice Department laid out when it announced it would allow Washington, Colorado and other states to regulate marijuana: keeping criminal organizations out of the industry, keeping the marijuana in-state and keeping marijuana away from kids.

While public health advocates say they wish the state had done more to stress the potential harms of marijuana to teens, the state requires strict packaging and labeling requirements to keep children from getting into marijuana. Products that appeal to kids also remain banned — no marijuana cotton candy or gummy bears.

Those will remain priorities as the state moves forward with the big task of merging the recreational and medical markets, Garza said.

N.C. looking for patterns in string of shark attacks

JULIET EILPERIN
AND ROBERT GEBELHOFF
THE WASHINGTON POST

This is becoming another summer of the shark. The last one was in 2001, when a series of shark attacks on the East Coast combined with a period of generally slow news to whip up a spasm of shark mania.

This time, the fears are most acute in North Carolina, where there have been seven recent shark attacks — including one Wednesday on a former *Boston Herald* editor-in-chief — that caught the attention of government officials and raised the question of what might be luring the usually shy sharks so close to shore and among the swimmers they usually avoid.

There's no obvious explanation for the uptick in attacks. The sharks have ranged from 5 to 8 feet, according to victims' estimates. That suggests that different sharks — possibly from different species — were responsible, scientists say.

There is also no evidence that people are staying out of the water during this long holiday weekend. Tim Holloman, town manager for Oak Island, N.C., where two teenagers lost limbs in separate attacks June 14, said hotels and restaurants are full and that there are no plans to close the beach.

But the town is handing out pamphlets to raise awareness of sharks in the water. And the sheriff's office is flying a helicopter along the shore throughout the weekend. The National Park Service, which oversees beaches in the Outer Banks, has asked swimmers to be aware that there have been attacks, and two ambulances with paramedics are standing ready.

"We can never guarantee anyone's safety when they enter the water," David Hallac, the park service's superintendent of parks on the Outer Banks, said in a statement. "The only way to be sure you do not encounter sharks or other marine wildlife that may be harmful to humans is to stay out of the water."

North Carolina's seven shark attacks is an unusual number for a state that recorded 25 attacks between 2005 and 2014, according to the International Shark Attack File. North Carolina Gov. Pat McCrory said Thursday that state officials are looking for patterns.

George Burgess, director of the International Shark Attack File at the University of Florida's Florida Museum of Natural History, said it would be a mistake to start rounding up sharks. A better solution, he said, would be for beachgoers to stay on dry land or for the government to close any beach where there has been multiple shark attacks — at least for a few days.

"It would be my recommendation that closing a beach for a day or two is a good way to stop a snowball that's rolling downhill," Burgess said.

Even with the recent attacks, researchers emphasize that sharks are a very low-level threat to humans, compared with other forms of wildlife. Bees, for example, are much more dangerous. And swimming is hazardous even without sharks around.

"Any injury or death is a tragedy, but the chances of being bitten by a shark is still a rare occurrence," said David Shiffman, a doctoral candidate at the University of Miami's R.J. Dunlap Marine Conservation Program. "Thousands of Americans drown when they're vacationing by the beach. Only one dies a year due to a shark."

The scientific consensus is that there are too few sharks these days. Many large species off the East Coast have been devastated by decades of overfishing, with populations falling by as much as 90 percent. Sharks are targeted directly — their fins are used in soup — and are collateral casualties from efforts to harvest tuna and swordfish.

Although stricter federal and state management has led to population gains among some faster-reproducing species, such as blacktip and sharpnose sharks, Burgess and Shiffman said it will take many decades for sharks to fully recover. According to the International Union for Conservation of Nature, 24 percent of shark species worldwide are threatened or endangered.

"Any idea that sharks have come back in large numbers in a few years is patently false," Burgess said, adding: "We are better off with healthy shark populations off our coasts than without them."

Burgess speculated that several environmental factors could have pushed sharks to congregate in the Outer Banks. It is a warm year, and the water has a higher level of salinity because of a low-level drought in the area, he said. Also, a common species of forage fish — menhaden — has been abundant this year and might have attracted more sharks to the area. Burgess also said some fishermen put bait in the water near piers, which could lure the predators closer to shore; two of the encounters took place within 100 yards of a pier.

"That's a formula for shark attacks," Burgess said of these conditions, taken together. "Now, does that explain seven attacks in three weeks? No, it doesn't."

Information for this article was contributed by Joel Achenbach of The Washington Post

Leaping sturgeon kills Florida girl, 5

THE ASSOCIATED PRESS

LAKE CITY, Fla. — A 5-year-old Florida girl riding in a boat has died after a sturgeon leaped from the Suwannee River and struck her.

Wildlife officials said Jaylon Rippy died after being struck Thursday night. Her mother and 9-year-old brother were also injured and taken to a Gainesville hospital. Their condition was not known.

Florida Fish and Wildlife Conservation Commission said this is the first fatality recorded from a sturgeon strike on the Suwannee River. Four people have been injured by jumping sturgeon this year.

The fish are known for leaping more than 7 feet above the water. They can grow up to 8 feet long and weigh up to 200 pounds and can cause serious injuries.

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Notice of Public Hearing Published 7/9/15

Arkansas Democrat Gazette • THURSDAY, JULY 9, 2015 • 3A

Medicare

• Continued from Page 1A

making Medicare the largest insurer at the end of life, according to the Kaiser Family Foundation.

"As a practicing physician, and a son, and someone who has dealt with this in his own family, I would say these are discussions ... that are critical to high-quality care," said Patrick Conway, Medicare's chief medical officer. "I would want any American who wanted to have this conversation with their clinician to have the opportunity to do so."

Medicare is using a relatively new term for end-of-life counseling: advance care planning. That's meant to reflect expert advice that people should make their wishes known about end-of-life care at different stages of their lives, as early as when they get a driver's license.

The counseling aims to discern the type of treatment patients want in their last days, with options ranging from care that's more focused on comfort than extending life to all-out medical efforts to resuscitate a dying patient.

"This is a patient-centered policy intended to support a careful planning process that is assisted by a physician or other qualified health care professional," Andrew Gurman, president-elect of the American Medical Association, said in a statement. "This issue has been mischaracterized in the past and it is time to facilitate patient choices about advance care planning decisions."

Before former Alaska Gov. Sarah Palin ignited the "death panels" outcry, there was long-standing bipartisan consensus about helping people to better understand their end-of-life choices and decisions.

A 1992 law passed under Republican President George H.W. Bush required hospitals and nursing homes to help patients who want to prepare living wills and advance directives for their care.

Similar efforts gained resonance after the 2005 death of Terri Schiavo, a brain-damaged Florida woman whose family fought for years over whether she would want to be kept alive in a vegetative state.

Then-Florida Gov. Jeb Bush got embroiled in the family's ordeal, ordering feeding tubes reinserted for Schiavo against her husband's wishes. The husband ultimately prevailed in a legal battle with Schiavo's parents, who wanted her kept alive.

In 2008, a year before debate over the federal Patient Protection and Affordable Care Act spiraled into Tea Party protests, Congress overwhelmingly passed legislation requiring doctors to discuss matters like living wills with new Medicare enrollees.

And, just months before being tapped as running mate for GOP presidential nominee John McCain, Palin herself signed a proclamation recognizing Healthcare Decision Day in Alaska, with the goal of a statewide effort of spreading the word about the importance of advance-care directives.

That history dissipated almost instantly when Palin said the provision on end-of-life conversations in Obama's health care legislation would create "death panels" in which bureaucrats could force the elderly and the sick into accepting minimal care at the end of their lives.

Palin and other opponents argued such legislation would put too much emphasis on the cost of caring for the elderly and the very ill, leading to rationing of care.

After Palin's attack on the language in the health care measure, the language, modeled after a bill by Rep. Earl Blumenauer, D-Ore., was ultimately removed.

Since the health law's passage, claims of "death panels" have quieted as physicians and policy experts have stepped in.

Blumenauer said Wednesday that the nation now seems to have come to a consensus that Americans need access to information about their end-of-life options.

"There was a time when the federal government could have been a leader on this, but now it's basically responding to where the rest of America is going," he said.

Nothing in the discussions approved by Medicare will be focused on cost, officials said. But many experts believe that if patients truly understood their alternatives, and doctors listened to them, bills would inherently go down.

The National Academy of Medicine said in a 2014 report that end-of-life planning has an important role. Such plans can help patients and doctors figure out the right balance between quality of life and pursuing intensive treatments, said the academy, then called the Institute of Medicine.

The report said few people make their wishes known, resulting in many deaths that are filled with breathing machines, feeding tubes, powerful drugs and other treatments that fail to extend life, and make its final chapter more painful and unpleasant.

"Because most people who participate in effective advance care planning choose maximizing independence and quality of life over living longer, advance care planning can potentially save health care costs," the academy said in the report. "The misrepresentation of the [Affordable Care Act] provisions for advance care planning as 'death panels' confused many Americans about the benefits and goals."

Supporters have said counseling would give patients more control and would free families from painful decisions or conflicts, such as in the Schiavo case.

After the report, Medicare said it would consider a change in policy for 2016.

"End-of-life discussions should be part of the life cycle," said Dr. Philip Pizzo, former dean of Stanford University medical school and the report's co-chairman. "Beginning Medicare is one of those times, since it can be a point of awareness and reflection."

Information for this article was contributed by Matt Sedensky and Ricardo Alonso-Zaldivar of The Associated Press; by Zachary Tracer of Bloomberg News; by Pam Belluck of The New York Times; and by Noam N. Levey of Tribune News Service.

More information on the Web

Health care law extras
arkansasonline.com/healthcare

U.S. Supreme Court
arkansasonline.com/scotus

Exchange

• Continued from Page 1A

board plans to set up the exchanges with money from a $999 million federal grant.

Enrollment in the small-business exchange, which is being built by Reston, Va.-based hCentive, is likely to start Nov. 1 for coverage that would begin in December.

The exchange for individual consumers is likely to begin accepting sign-ups in October 2016 for coverage that would start in 2017.

The board had initially planned to solicit bids in May for a contract to build the technology for the individual market insurance exchange.

Under that plan, the state insurance marketplace would have linked to a state Department of Human Services computer system to determine applicants' eligibility for federal tax-credit subsidies.

But Human Services Department officials have said the department's system, which has been under construction since April 2013, has flaws that have caused delays in processing Medicaid applications and conducting annual eligibility checks of those already enrolled.

The state Department of Information Systems has hired Gartner Inc. of Stamford, Conn., to assess the eligibility system, including whether the state should continue building it using IBM's Curam software, which has been blamed for some of the flaws in Arkansas' system as well as in systems in other states.

If Arkansas uses computer code from another state, that code could include software for verifying eligibility for tax credits, Arkansas Health Insurance Marketplace Director Cheryl Smith Gardner has said.

Compared with starting from scratch, using another state's technology also would be quicker and cheaper, in part because, among the expenses, the code would be supplied to Arkansas at no cost, she said.

For instance, Maryland last year spent about $50 million to replace its glitch-plagued software with software code from Connecticut, Gardner said.

By contrast, most states that built their own exchanges paid $55 million to $130 million, she said.

Because of Maryland's success, as well as the successful transfer of eligibility system technology from Kentucky to Oregon, Gardner said, an official with the federal Centers for Medicare and Medicaid Services told her that the agency would be "very unlikely to approve costs for anything that wasn't a transfer solution."

To help the board decide which state to copy, the board's consultant, Boston-based Public Consulting Group, plans to compile information about the computer systems used by the seven state-based exchanges that Arkansas marketplace officials have labeled as having "proven functionality." Those states are California, Colorado, Connecticut, Kentucky, New York, Rhode Island and Washington.

The marketplace also plans to solicit information from companies on the potential costs of copying and customizing the software code.

The board's vote on the name and the logo followed the recommendation of its outreach and marketing committee.

Gary Heathcott, senior client strategist for the Cranford Johnson Robinson Woods advertising firm in Little Rock, told the committee last month that the firm came up with the name and the logo after testing more than 225 combinations of names, slogans and logos with potential consumers.

Also on Wednesday, the board recognized the service of former state Sen. Steve Faris of Malvern, who said he resigned from the board about two weeks ago.

Faris, who was appointed to an eight-year term on the marketplace board by then-Senate President Pro Tempore Michael Lamoureux in 2013, cited his appointment by Gov. Asa Hutchinson in April to the board of visitors for the Arkansas School for Mathematics, Sciences and the Arts.

He said he didn't have enough time to serve on both boards. While he enjoyed his time on the marketplace board, he said, he wanted to give someone else a chance to serve on it.

"There's very few things that I've been involved in in my life that I think have touched people as much as this," he said.

The current president pro tempore, Jonathan Dismang, R-Searcy, will name Faris' replacement.

Also, marketplace spokesman Heather Haywood said Wednesday that the agency will move this month into larger offices at Pyramid Place at 221 W. Second St. in Little Rock.

Since February 2014, the Arkansas marketplace has rented office space in the Prospect Building at 1501 N. University Ave.

The marketplace had earlier planned to move to the Riverdale Plaza Building at 1 Allied Drive but was notified last month that a tenant, Arkansas Blue Cross and Blue Shield, had claimed the space.

Established under the 2010 federal Patient Protection and Affordable Care Act, health insurance exchanges allow consumers to shop for coverage and apply for subsidies to help pay for it.

The tax-credit subsidies are available to many people with household incomes of less than 400 percent of the federal poverty level: $46,680 for an individual, for instance, or $95,400 for a family of four.

Under the so-called private option, Arkansas also uses federal Medicaid funds to buy coverage on the exchange for Arkansans with incomes of up to 138 percent of the poverty level: $16,242 for an individual or $33,465 for a family of four.

Arkansas is among more than 30 states with federally operated health insurance exchanges.

Proponents of establishing state-based exchanges say that they could be tailored to suit Arkansas' needs. That includes potentially providing an enrollment portal for the program that will replace the private option after the federal waiver authorizing the program expires at the end of 2016.

Senators pitch tax shift to fund roads

THE WASHINGTON POST

WASHINGTON — Two top tax writers on the Senate Finance Committee on Wednesday released a proposal that includes an option to use revenue generated by overhauling parts of the corporate tax code to help pay for transportation projects, despite warnings from Finance Committee Chairman Orrin Hatch that he does not want to raise taxes to pay for a highway bill.

The international tax overhaul framework released by Sens. Charles Schumer, D-N.Y., and Rob Portman, R-Ohio, does not specify how much money it would raise or how much could be applied to the Highway Trust Fund, which needs to be reauthorized by the end of the month. Instead Schumer and Portman write that their outline builds on two earlier proposals from President Barack Obama and former House Ways and Means Chairman Dave Camp, R-Mich., both of whom proposed using revenue from international revamp to pay for long-term highway funding.

Camp and Obama both released proposals that would rewrite tax rules for international corporations, shift to a territorial system of taxation, cut tax rates for all businesses and use one-time revenue raised in the transition to pay for transportation investment. The broader business tax overhaul outline included in Obama's fiscal 2016 budget was projected to raise about $238 billion for the program.

Schumer and Portman stop short of specifying what tax rate companies would pay or how to implement the new system, but it could provide a starting point for the kind of limited business tax change that House Ways and Means Committee Chairman Paul Ryan, R-Wis., has discussed in recent months.

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The nation in brief

QUOTE OF THE DAY

"We're flying into the unknown. This is the risk we take with all kinds of exploration."

Alan Stern, principal scientist for NASA's New Horizons spacecraft, on waiting to celebrate the probe's mission as it neared a historic flyby of the dwarf planet Pluto
Article, this page

NYC to pay $5.9M to Garner's family

NEW YORK — New York City reached a settlement Monday with the family of Eric Garner, agreeing to pay $5.9 million to resolve the claim over his killing by the police last July on Staten Island, according to Jonathan Moore, a lawyer representing the family.

The agreement, made days before the deadline to file suit in the death, was reached by the city comptroller, Scott Stringer, who has sought to settle major civil-rights claims even before a lawsuit is filed. Stringer has said the aim is to save taxpayers the expense of a drawn-out trial and to give those bringing the suits and their families a measure of closure.

Last year, Garner's relatives, including his widow, Esaw Garner, and his mother, Gwen Carr, filed a notice of claim seeking damages. Garner died July 17, 2014, after a police officer, Daniel Pantaleo, placed him in a chokehold during an arrest as other officers wrestled him to the ground. The confrontation was captured in a cellphone video taken by a bystander.

The medical examiner ruled the death a homicide, citing the chokehold and compression of Garner's chest by police. In December, a Staten Island grand jury declined to indict Pantaleo.

Military to review transgender ban

WASHINGTON — Defense Secretary Ash Carter on Monday said the Pentagon's current regulations banning transgender individuals from the military are outdated, and anyone willing to serve the country should be able to do so.

Carter is creating a working group to do a six-month study on the impact of lifting the ban. Carter said the group will begin with the presumption that transgender people should be able to serve openly.

The plan, which was first reported by The Associated Press, gives the services time to work through questions about health care, housing, physical standards, uniforms and costs associated with the change.

Pier victim's kin back prison plan

SAN FRANCISCO — The parents of a woman fatally shot on a San Francisco pier said Monday in an interview that they support a proposal to give mandatory prison time to deported people who return to the U.S. illegally.

Kathryn Steinle, 32, was shot by a gun allegedly fired by Juan Francisco Lopez-Sanchez, 45, a Mexican national who was in the country illegally. Lopez-Sanchez, who has pleaded innocent, had been released from jail months before the shooting, despite a federal immigration order asking local authorities to hold him.

Jim Steinle and Liz Sullivan of Pleasanton, Calif., were interviewed by Bill O'Reilly on Fox News' *The O'Reilly Factor*.

Steinle and Sullivan said the proposed "Kate's Law" would be a good way to keep her memory alive. O'Reilly is collecting signatures for a petition supporting the proposal, which would impose a mandatory five years in federal prison for people who are deported and return and 10 years for people caught a second time.

— COMPILED BY DEMOCRAT-GAZETTE STAFF FROM WIRE REPORTS

Obama cuts sentences of 46 drug offenders

JULIE HIRSCHFELD DAVIS
THE NEW YORK TIMES

WASHINGTON — President Barack Obama announced Monday that he was commuting the sentences of 46 federal drug offenders, more than doubling the number of nonviolent criminals to whom he has granted clemency since taking office.

"These men and women were not violent criminals, but the overwhelming majority had been sentenced to at least 20 years; 14 of them had been sentenced to life for nonviolent drug offenses, so their punishments didn't fit the crime," Obama said in a video released on the White House Facebook page, in which he is shown signing the commutation letters. "I believe that America, at its heart, is a nation of second chances, and I believe these folks deserve their second chance."

Obama's action Monday brought the total number of commutations he has issued to 89, exceeding that of any president since Lyndon Johnson, who commuted 226 sentences during his tenure. It also meant that he has commuted more sentences than the last four presidents combined.

ADRIAN WOOD

President Barack Obama speaks Monday in the East Room of the White House.

In a letter written to each of the inmates in which he notifies them that their sentences have been commuted, Obama says he has chosen them out of the thousands who apply for clemency because "you have demonstrated the potential to turn your life around."

"I believe in your ability to prove the doubters wrong, and change your life for the better," Obama wrote. "So good luck, and God speed."

The commutations are part of a second-term push by Obama to use clemency to correct what he sees as the excesses of the past, when politicians eager to be tough on crime threw away the key even for minor criminals. As a result, black and Hispanic men were disproportionately affected.

Obama had already commuted the sentences of 43 prisoners as part of an initiative began last year by James Cole, the deputy attorney general at the time, who set criteria for who might qualify: generally nonviolent inmates who have served more than 10 years in prison, have behaved well while incarcerated, and who would not have received as lengthy a sentence under today's revised sentencing rules.

Obama plans to spend much of the week talking about a criminal justice overhaul that would include changes to sentencing guidelines, lessening penalties for drug offenders. The president plans to introduce his proposals today in Philadelphia before the NAACP's annual convention.

Under the Constitution, the president has the power to grant "pardons for offenses against the United States" or to commute federal sentences. A pardon is an act of presidential forgiveness and wipes away any remaining legal liabilities from a conviction. A commutation reduces a sentence but does not eliminate a conviction or restore civil rights lost as a result of the conviction.

Pluto's size provides surprise

Probe measures diameter 50 miles wider than estimated

MARCIA DUNN
THE ASSOCIATED PRESS

CAPE CANAVERAL, Fla. — Little Pluto is a little bigger than anyone imagined.

On the eve of NASA's historic flyby of Pluto, scientists announced Monday that the New Horizons spacecraft has nailed the size of the faraway icy world.

Measurements by the spacecraft set to sweep past Pluto today indicate the diameter of the dwarf planet is 1,473 miles, plus or minus 12 miles. That's about 50 miles bigger than previous estimates in the low range.

Principal scientist Alan Stern said this means Pluto has a lower density than thought, which could mean an icier and less rocky interior.

New Horizons' 3 billion-mile, 9½-year journey from Cape Canaveral culminates this morning when the spacecraft zooms within 7,767 miles of Pluto at 31,000 mph.

Mission managers said there's only one chance in 10,000 something could go wrong like a debilitating debris strike this late in the game. But Stern cautioned: "We're flying into the unknown. This is the risk we take with all kinds of exploration."

"It sounds like science fiction, but it's not," Stern said as he opened a Monday news conference at mission headquarters in Maryland. "Tomorrow morning, a United States spacecraft will fly by the Pluto system and make history."

More information on the Web
Pluto
arkansasonline.com/pluto

Discovered in 1930, Pluto was a full-fledged planet when New Horizons rocketed away in 2006, only to become demoted to dwarf status later that year.

New Horizons has already beamed back the best-ever images of Pluto and big moon Charon on the far fringes of the solar system.

"The Pluto system is enchanting in its strangeness, its alien beauty," said Stern, a planetary scientist at Southwest Research Institute in Boulder, Colo.

With the encounter finally at hand, it all seems surreal for the New Horizons team gathered at Johns Hopkins University's Applied Physics Laboratory.

Project manager Glen Fountain said New Horizons, at long last, is like a freight train barreling down the track, "and you're seeing the light coming at you and you know it's not going to stop, you can't slow it down."

"Of course, the light is Pluto, and we're all excited," Fountain said.

Besides the revised size of Pluto — still a solar system runt, not even one-fifth the size of Earth — scientists have confirmed that Pluto's north pole is indeed icy as had been suspected. It's packed with methane and nitrogen ice.

And traces of Pluto's nitrogen-rich atmosphere have been found farther from the dwarf planet than anticipated. New Horizons detected lost nitrogen nearly a week ago.

The New Horizons spacecraft was set to fly closest to Pluto at 8:49 a.m. Central time today. But it will be 13 hours later, around 10 p.m. Central time, that flight controllers will learn if everything went well. The spacecraft will have sent the confirmation signal 4½ hours earlier; that's the one-way, speed-of-light, data-transit time between New Horizons and Earth.

Stern expects "a little bit of drama" during closest approach, when the spacecraft is out of touch with ground controllers. New Horizons cannot make observations and send back data at the same time, so scientists opted for maximum science during those most critical hours.

Pluto is the largest object in the Kuiper Belt, considered the third zone of the solar system after the inner rocky planets and outer gaseous ones.

An extension of the $720 million mission, not yet approved, could have New Horizons bring its gear another, much smaller Kuiper Belt object before departing the solar system.

Mexico told escape plots afoot

ALICIA A. CALDWELL
THE ASSOCIATED PRESS

WASHINGTON — U.S. drug authorities knew Mexican drug kingpin Joaquin "El Chapo" Guzman and his associates had developed several escape plans starting almost immediately after his arrest last year, according to internal Drug Enforcement Administration documents obtained by The Associated Press.

The internal DEA documents reveal that drug agents first got information on escape plans in March 2014, about a month after Guzman was captured in the Mexican seaside resort city of Mazatlan. Various Guzman family members and drug-world associates were considering "potential operations to free Guzman," the documents show.

Mexico's Interior Secretary Miguel Angel Osorio Chong said late Monday that authorities were never informed "in that respect," referring to previous escape plans. He added that U.S. counterparts also said they didn't know where the escape information came from.

But a U.S. official briefed on the investigation confirmed to The Associated Press that the Mexican authorities were alerted about the plots. The official spoke on condition of anonymity because he was not authorized to disclose details.

Since the 1990s, Guzman's violent and powerful cartel has been known for digging sophisticated smuggling tunnels under the U.S. border with Mexico. Guzman was first arrested in 1993 but escaped from one of Mexico's top-security prisons, in Jalisco, in January 2001, allegedly by hiding in a laundry basket. He evaded capture in early February 2014 through an elaborate network of tunnels that connected multiple safe houses in Culiacan, in his home state of Sinaloa, and was arrested again two weeks later.

Jim Dinkins, the former head of Immigration and Customs Enforcement's Homeland Security Investigations unit, said that Guzman's history of tunneling makes Saturday's escape "really ingenious." The sophisticated tunnel described by Mexican authorities would usually take about a year and half to two years to complete, Dinkins said, suggesting it was started almost immediately after Guzman's arrest in 2014.

The DEA documents do not include details of how the previous escape plots would be carried out. In them, Guzman is identified as Guzman-Loera.

DEA agents did not have information about the plan that was carried out Saturday night, when Guzman escaped through an underground tunnel in his prison cell's shower area, allegedly built without the detection of authorities.

Guzman slipped down a shaft from his prison cell's shower area late Saturday and disappeared into a sophisticated mile-long tunnel with ventilation, lighting and a motorcycle apparently used to move dirt.

A widespread manhunt that included highway checkpoints, stepped up border security and closure of an international airport failed to turn up any trace of Guzman by Monday, more than 24 hours after he got away.

The White House said Monday that U.S. Attorney General Loretta Lynch spoke with Mexico's attorney general the day after the escape was discovered. White House spokesman Josh Earnest said the U.S. government has offered its full support to Mexico. He pointed out that Guzman has also been charged with serious crimes in the U.S.

The documents revealed that in March 2014 agents in Los Angeles reported a possible escape operation funded by Rafael Caro-Quintero, who helped orchestrate the 1985 kidnapping and murder of DEA agent Enrique "Kiki" Camarena. That plot involved threatening or bribing prison officials. The same investigation revealed four months later that Guzman's son had sent a team of lawyers and military counterintelligence personnel to design a break-out plan.

In December of that year, agents in the DEA's Houston Field Division reported that a Mexican army general stated "that a deal was in place to release both Guzman-Loera and imprisoned Los Zetas Cartel leader Miguel Angel 'Z-40' Trevino-Morales."

Information for this article was contributed by Mark Stevenson of The Associated Press.

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Arkansas Democrat Gazette — National — MONDAY, JULY 20, 2015 • 3A

The nation in brief

QUOTE OF THE DAY

"We don't want to leave our folks out there as targets when we've had such a horrible event happen just three days ago."

Bill Haslam — the governor of Tennessee, calling for a review of security policies at National Guard armories and other military installations after shootings in Chattanooga that killed four Marines and a sailor

Article, 1A

Japanese apologize to American POW

LOS ANGELES — A Japanese corporation gave an unprecedented apology Sunday to a 94-year-old U.S. prisoner of war for using American POWs for forced labor during World War II.

At the solemn ceremony hosted by the Museum of Tolerance at the Simon Wiesenthal Center in Los Angeles, James Murphy of Santa Maria accepted the apology from executives of Mitsubishi Materials in front of a projected image of the U.S. and Japanese flags.

Murphy, who was forced to work in Mitsubishi copper mines, called the apology sincere and remorseful.

"This is a glorious day," Murphy said. "For 70 years we wanted this."

Japan's government issued a formal apology to American POWs in 2009 and again in 2010. But the dwindling ranks of POWs used as slaves at mines and industrial plants have so far had little luck in getting apologies from the corporations who used them.

Some 12,000 American prisoners were shipped to Japan and forced to work at more than 50 sites to support imperial Japan's war effort, and about 10 percent died, according to Kinue Tokudome, director of the U.S.-Japan Dialogue on POWs.

Police arrest man in deaths of five

MODESTO, Calif. — A man was arrested Sunday in the deaths of his daughter, two other girls and two women whose bodies were found Saturday in a California home, police said.

Modesto police spokesman Heather Graves said Martin Martinez, 30, of Modesto was detained in San Jose early Sunday and booked into a Santa Clara County jail on suspicion of murder.

Martinez had a past relationship with one of the women, who was also the mother of his daughter, police said. All the victims are related, and the children's ages range from 6 months to 6 years old, Graves said.

Police aren't releasing information about a motive, cause of death or how long the three girls and two women had been dead when they were found, she said.

Officers in Modesto, part of California's Central Valley, discovered the bodies Saturday afternoon while responding to a request to check on the home, Graves said.

Bridge collapses on California's I-10

LOS ANGELES — An elevated section of Interstate 10 collapsed Sunday during heavy rains in a remote desert area of California, cutting off traffic between the state and Arizona and leaving a driver injured.

A bridge on eastbound I-10 across a normally dry desert wash about 50 miles west of the Arizona state line was swept away, the California Highway Patrol said, and all traffic headed toward Arizona was blocked.

The westbound section of the freeway remained intact, but traffic was being stopped while it was inspected.

The Riverside County Fire Department said it had to extract a driver who crashed in the collapse. The person was taken to a hospital with moderate injuries.

— COMPILED BY DEMOCRAT-GAZETTE STAFF FROM WIRE REPORTS

Carter to pitch nuke deal in Mideast trip

COMPILED BY DEMOCRAT-GAZETTE STAFF FROM WIRE REPORTS

WASHINGTON — U.S. Defense Secretary Ashton Carter arrived in Israel on Sunday on a mission to reassure allies and Arab partners about American resolve after agreeing to a nuclear deal with Iran.

Carter said his trip to Israel, Saudi Arabia and Jordan "comes at a very important moment because of the Iran deal," which Israeli Prime Minister Benjamin Netanyahu has condemned as a threat to Israel.

Carter is scheduled to meet with Israeli Defense Minister Moshe Yaalon today and with Netanyahu on Tuesday before traveling to Saudi Arabia and Jordan.

The Pentagon chief said he will use the visit to discuss ways to improve military cooperation without trying to persuade Israeli leaders to support the deal, which barters an easing of economic sanctions on Iran for curbs on the Islamic Republic's nuclear program.

"I'm not going to change anybody's mind in Israel," Carter told reporters aboard his plane en route to Tel Aviv. "Friends can disagree. We can agree to disagree about the deal."

While a U.S. defense official said no new weapons deals for Israel or Arab allies are planned during the trip, Carter said he will discuss ways to bolster Israel's ballistic missile defense and counterterrorism capabilities, while protecting the country's "qualitative military edge" in the region.

In the interview, Carter previewed the message he will convey to Israel, Jordan and Saudi Arabia on behalf of President Barack Obama, who already has called a number of Mideast leaders to reaffirm U.S. support and to explain the Iran deal.

AP/CAROLYN KASTER

U.S. Defense Secretary Ashton Carter (center) and U.S. Department of Defense press secretary Peter Cook (left) listen to a question during a news conference aboard a military aircraft en route to Israel on Sunday.

Carter said the agreement made with Iran by the U.S. and five other world powers last week is "a good deal" that "removes a critical element of danger, threat and uncertainty from the region."

The deal "places no limitations on the United States or the Department of Defense" to carry out its strategy in the region, which includes countering the "malign influence" of Iran, he said. The U.S. retains all military options, he added.

Netanyahu, in an interview Sunday on ABC's *This Week* with George Stephanopoulos, reiterated his opposition to the deal, saying it will pave the way for Iran to develop nuclear weapons and give Tehran billions of dollars to spend on a "war machine."

"Everybody talks about compensating Israel," Netanyahu said. "I guess the question you have to ask yourself is, if this deal is supposed to make Israel and our Arab neighbors safer, why should we be compensated with anything?"

Persian Gulf allies, led by Saudi Arabia, have questioned whether Iran can be trusted to honor the accord and how it may use its newfound clout and billions of dollars in revenue in a region ripped apart by sectarian conflicts.

Carter said he plans to meet with King Salman of Saudi Arabia to discuss ways to counter Iranian aggression and combat Islamic State forces.

When asked if he has plans to increase U.S. presence in the Persian Gulf region, Carter said, "We're always looking for ways to strengthen our posture."

For Saudi Arabia, the U.S. will work to improve counterterrorism activities, maritime security, special operations, integrated air and missile defenses, and cybersecurity, he said.

Calling Israel "a critical friend, a critical ally," Carter said he plans to travel with Yaalon to the country's northern border with Jordan and Syria. The visit will help Carter assess the threat posed by Iran-backed Hezbollah, which the U.S. considers a terrorist organization.

When asked if he was concerned that Israel could take pre-emptive military action against Iran because of the nuclear deal, Carter said only that military options have been discussed with Israeli officials and that the U.S. military option is preserved.

The U.S. has invested hundreds of millions in an Israeli air defense system known as Iron Dome, designed to shoot down short-range rockets, and mortar and artillery shells fired into northern Israel from southern Lebanon and into Israel's south from the Gaza Strip.

Two months ago, Washington announced a $1.9 billion arms sale to Israel for a range of missiles and bombs, including bunker busters that can penetrate reinforced defenses to reach underground targets.

The trip also includes a stop in Jordan that will focus on the U.S.-led coalition campaign to defeat the Islamic State, which declared a self-styled caliphate, or state under Islamic law, in parts of Iraq and Syria.

The visit will include a meeting with the squadron of a Jordanian pilot who was burned alive by Islamic State extremists, said the U.S. defense official, who briefed reporters Friday on condition of anonymity to discuss unannounced plans.

Information for this article was contributed by David Lerman and Silla Brush of Bloomberg News and by Robert Burns and Josef Federman of The Associated Press.

State budgeters worry over Medicaid expansion

CHRISTINA A. CASSIDY
THE ASSOCIATED PRESS

ATLANTA — More than a dozen states that opted to expand Medicaid under the Patient Protection and Affordable Care Act have seen enrollments surge way beyond projections, raising concerns that the added costs will strain their budgets when federal aid is scaled back starting in two years.

Some lawmakers warn that the price of expanding the health care program for poor and lower-income Americans could mean less money available for other state services, including education.

In Kentucky, for example, enrollments during the 2014 fiscal year were more than double the number projected, with almost 311,000 newly eligible residents signing up. That's greater than what was initially predicted through 2021. As a result, the state revised its Medicaid cost estimate from $33 million to $74 million for the 2017 fiscal year. By 2021, those costs could climb to a projected $363 million.

"That is a monstrous hole that we have got to figure out how to plug, and we don't know how to do it," said Kentucky state Sen. Chris McDaniel, a Republican who leads the Senate budget committee and who opposed expansion. "The two biggest things that keep me up at night are state pensions and the cost of expanded Medicaid."

Several expansion states have already revised their budget estimates because of the larger-than-expected enrollments, according to an Associated Press review.

McDaniel said the added Medicaid costs will reduce the pool of money that can be invested in higher education, pension plans or other services.

Supporters of the expansion, including Kentucky Gov. Steve Beshear, predict their states will save money in the long run because Medicaid will allow some state-run services to be eliminated and will stimulate the economy through new revenue and job creation. Beshear, a Democrat, released a study earlier this year touting the creation of 12,000 jobs and nearly $1.2 billion in new revenue to health care providers as a result of expansion.

More Information on the Web

Health care law extras
arkansasonline.com/healthcare

Thirty states and the District of Columbia have expanded Medicaid, or plan to do so, to include all adults with incomes at or below 138 percent of the federal poverty level, currently $16,243 for an individual.

The federal government agreed to pay all costs for the new enrollees through 2016, but it will begin lowering its share in 2017. States will pay 10 percent of the costs by 2020.

At least 14 states have seen new enrollments exceed their original projections, causing at least seven to increase their cost estimates for 2017, according to an Associated Press analysis of state budget projections, Medicaid enrollments and cost details in the expansion states. A few states said they could not provide original projections.

California has enrolled nearly 2.3 million people so far — almost three times more than the 800,257 the state had anticipated. Enrollment in Washington state more than doubled.

Oregon originally estimated 222,700 newly eligible Medicaid recipients would sign up by the end of June, but that number ballooned to 386,000.

Paying for the new enrollees isn't the only Medicaid cost troubling Oregon lawmakers. Starting in 2017, the state loses $1.9 billion in federal aid that has propped up the Medicaid program since 2012 under a special deal with the government.

Between the Medicaid expansion, the lost federal aid and normal growth, Oregon's Medicaid budget is expected to need $800 million between 2017 and 2019, said Democratic state Sen. Richard Devlin, one of two lawmakers who oversee the budget.

The best solution, he said, is to make sure people are working and don't need the government health care program.

"I think, really, the only way to keep this manageable is to keep those costs under control, get people off Medicaid," he said.

In Arkansas, Medicaid expansion operates differently than in most states. Under what it calls a "private option," the state uses federal money to buy private insurance for low-income residents. It was crafted as an alternative to the Medicaid expansion envisioned under the federal health law.

Citing a concern about the eventual cost to Arkansas, Gov. Asa Hutchinson earlier this year called on the Arkansas Legislature to create a task force, which expects to recommend a program that would replace the private option starting in 2017. More than 218,000 low-income Arkansans would be affected.

Meanwhile, Arkansas officials are monitoring the numbers closely.

In May, the state released figures showing that the number of people approved for coverage under Arkansas' expanded Medicaid program in April reached 250,799, surpassing the 250,000 whom state officials estimated to be eligible. The numbers released by the state Department of Human Services also showed the average per-person payment to insurance companies offering private-option plans, which cover most of the newly eligible Medicaid enrollees, rose by 8 cents, to $481.61.

Enrollees who had been approved as of April 30 include 209,998 who were enrolled in the private option and 24,293 who were assigned to the traditional Medicaid program because they were considered to have exceptional health needs. An additional 16,008 applicants had been approved for coverage but had not yet completed enrollment.

State Sen. Jim Hendren, R-Sulphur Springs, chairman of the state's task force researching alternatives to the private option, said last spring that a higher-than-expected enrollment raises the question of whether the cost of insuring the expanded Medicaid population also will exceed expectations.

As long as Arkansas' per-enrollee cost stays below a limit set in a waiver authorizing the private option, the federal government will pay the full cost of covering the newly eligible enrollees until 2017, when Arkansas will be responsible for 5 percent of the cost.

Information for this article was contributed by Adam Beam, Jonathan J. Cooper, Gosia Wozniacka and staff members of The Associated Press and by staff members of the Arkansas Democrat-Gazette.

Man kills himself in motel standoff

THE ASSOCIATED PRESS

MORGAN, Pa. — Authorities said a man killed himself in western Pennsylvania after a standoff at a motel involving a teenage girl reported missing in Oklahoma.

Police in Allegheny County said officers were called to the South Fayette Township motel about 3 p.m. Saturday after being told that a man was there with a 15-year-old girl he had apparently met online.

Police Chief Danny Ford of Duncan, Okla., told the *Pittsburgh Post-Gazette* that investigators believe the man went to Oklahoma to get the girl and took her back to Pittsburgh. After being informed of her disappearance Friday morning, investigators the following day traced her phone to Ohio and contacted the FBI. They later called a number on her phone records that turned out to be the man's, and were able to trace his phone to the Pittsburgh area, Ford said.

Police at the scene were joined by the county bomb squad and SWAT teams, and officials said they knew the man was armed. For hours, they tried to get him to surrender, officials said.

"We thought he was going to come out to negotiate — he said numerous times he was going to come out," said Jim Morton, assistant superintendent of county police.

Officials said a gunshot was heard just before 9:20 p.m. Saturday, after which officers entered the room.

Walter Morris, 46, of Pittsburgh died of a self-inflicted gunshot wound, the county medical examiner's office said Sunday. No one else was injured.

Officials said the girl was taken to Children's Hospital of Pittsburgh for examination.

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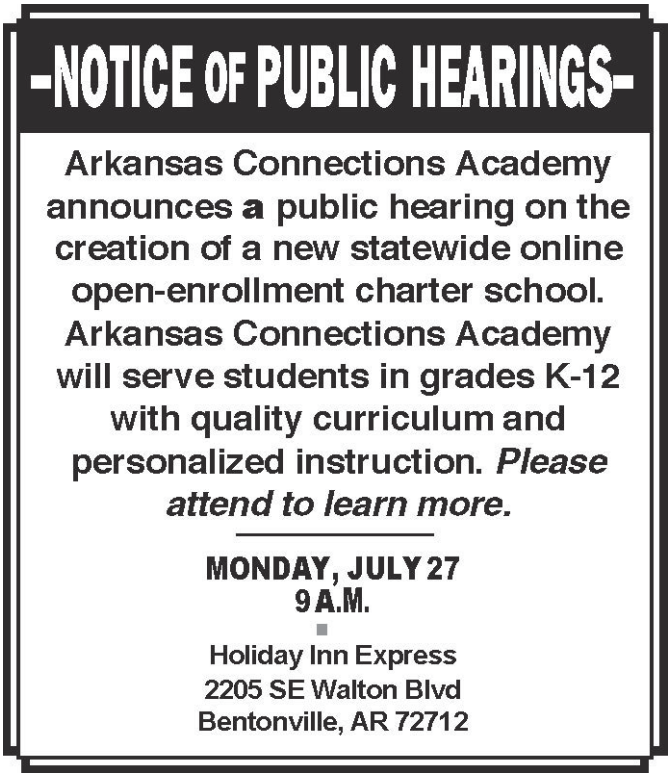

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Email from Board President Dennis Beck to Superintendents on 7/6/15

From: Arkansas Connections Academy [mailto:arkansasconnectionsacademy@gmail.com]
Sent: Monday, July 06, 2015 1:47 PM
To: ldardenne@dewitt.k12.ar.us; jcouch@bergman.k12.ar.us; bradfordr@quitman.k12.ar.us; David Woolly; Scott Spainhour; newton.jerry@poyenschool.com; gerald.cooper@melbourneschools.org; Fred Walker; Larry Bennett; cshannon@bulldogs.k12.ar.us; backlin@dollarwayschools.org; linda.watson@pbsd.k12.ar.us; hazelwd@WCMAIL.K12.AR.US; lesmith@whitehallsd.org; pnicholsanderson@lighthouse-academies.org; ccook@responsiveed.com; Roy Hester; brendahaynes@sheridanschools.org; tgardner@msd.gaggle.net; lovethesixtiesman yeah; dsmith@paragouldschools.net; blee@blevins.swsc.k12.ar.us; Bobby Hart; Angie Raney; susan.stewart@bsd-lions.net; ngills@grbeavers.org; mcclurg@magnetcove.k12.ar.us; bgolden@malvernleopards.org; kissirer@osd.k12.ar.us; ddavis@outlaw.dmsc.k12.ar.us; turnerc@mssd2.k12.ar.us; doug.graham@nashvillesd.com; Randy Willison; roger.rich@southsideschools.org; dstanley@midlandschools.org; Ann Webb; skid@calico.k12.ar.us; David.Hopkins@csdar.org; willie.murdock@lcsd.grsc.k12.ar.us; suzanne.bailey@lonokeschools.org; becky.kesler@tasd7.net; arthur.tucker@brinkleyschools.com; terry.belcher@bobcats.k12.ar.us; jwarren@iacs.k12.ar.us; mwalker@ashdownschools.org; John K. Parrish; sbeck@mag.wsc.k12.ar.us; Wayne Fawcett; tony.thurman@cps.k12.ar.us; Dale Query; Larry.Ivens@yellvillesummitschools.com; rwaters@dragons.k12.ar.us; ratwill@blythevilleschools.net; bmace@gosnellschool.net; castorp@mps.crsc.k12.ar.us; ksay@jasper.k12.ar.us; drozenberg@beardenschools.org; Walton Pigott; phughey@stephens.k12.ar.us; mcox@osd1.org; ventl@lions.grsc.k12.ar.us; wkey@caddohills.org; dennistonr@deer.k12.ar.us; rdavis@cfsd.k12.ar.us; ESAUNDERS@BIGELOW.K12.AR.US; ron.wilson@perryvilleschool.org; twilson@blsd.grsc.k12.ar.us; smc@griver.grsc.k12.ar.us; rdenson@marvell.grsc.k12.ar.us; scott.shirey@kippdelta.org; butchera@ck.k12.ar.us; jeffalex123@yahoo.com; feather@mboro.k12.ar.us; thompsona@mtree.k12.ar.us; Myra Graham; mpierce@mail.epc.k12.ar.us; benny.weston@menaschools.org; Danny Sample; scrumpler@orsd.k12.ar.us; lamartin@cossatot.k12.ar.us; Mark Gotcher; jerry.owens@doverschools.net; walt.davis@hector.k12.ar.us; Larry Dugger; Randall Williams; burnsr@desarc.wmsc.k12.ar.us; mdonaghy@hazen.k12.ar.us; dexter.suggs@lrsd.org; Kelly Rodgers; jguess@pcssd.org; rob.mcgill@academicsplus.org; ekin@lisaacademy.org; ssides@arva.org; valerie.tatum@arkansas.gov; jbacon@estemlr.net; Fatih Bogrek; blindquist@lrprep.org; Katie Tatum; jim.hill@asb.k12.ar.us; mikep@asd.k12.ar.us; brett.smith@arkansas.gov; Larry Sullinger; Daryl Blaxton; joye.hughes@fcsd.grsc.k12.ar.us; sowens@hsd4.org; jestes@pwsd.k12.ar.us; williams@bauxiteminers.org; jcollum@bentonschools.org; tkimbrell@bryantschools.org; dhenley@cardinals.dsc.k12.ar.us; wayman.gary@waldronsd.org; jhulsey@omsd.k12.ar.us; john.ciesla@greenwoodk12.com; Teresa Ragsdale; Andrew Vining; bgooden@fortsmithschools.org; bill.pittman@hacketthornets.org; steve.rose@lavacaschools.com; rross@mansfieldtigers.org; Bruce Hill; Lee Smith; sgreen@cavecity.ncsc.k12.ar.us; Tracy Webb; rowdyr@mvdistrict.k12.ar.us; lvoris@esd-15.org; lower@jcdragons.k12.ar.us; asnow@norphlet.k12.ar.us; lusks@strong.scsc.k12.ar.us; jones@clinton.k12.ar.us; Vicki Thomas; allen.williams@pgtigers.org; Michael White; dave.wilcox@smackover.net; Betty McGruder; Billy Jackson; jordan@elkinsdistrict.org; BLAW@FARMCARDS.ORG; ccudney@greenlandsd.com; Mary Ann Spears; missy.hixson@pgtigers.org; Vol Woods; jrollins@sdale.org; John Karnes; MartinSchoppmeyer@haashall.org; Sheila Whitlow; cspann@rbsd.k12.ar.us; dbarrett@searcyschools.org; kieth.williams@baldknobschools.org; Belinda Shook; adunn@bradford.k12.ar.us; Delena Gammill; kathy.berryhill@pangburnschools.org; Ray Nassar; scottb@mccrory.k12.ar.us; JOHN.THOMPSON@DARDANELLE.K12.AR.US; clevelandl@wolverines.k12.ar.us; loydj@trgators.org; mbryant@sps.k12.ar.us; bwood@csd.k12.ar.us; mdyson@hsdlions.org; Don Sharp; Lonnie Myers; mike.seay@norfork.k12.ar.us; mpoore@bentonvillek12.org; lben@decatursd.com; Randy Barrett; richard.page@gravetteschools.net; jdarr@rps.k12.ar.us; ken.ramey@sssd.k12.ar.us; rneal@prs.k12.ar.us; phines@bcsa.k12.ar.us; amartin@alpena.k12.ar.us; jholland@westsiderebels.net; hal.landrith@mountida.k12.ar.us; rpoole@prescott.k12.ar.us; rick mcafee; Melinda Moss; jerry.parrett@omaha.k12.ar.us;

ctrammell@valley.k12.ar.us; JDAVIDSON@LEADHILLSCHOOLS.NET; Richard Rankin; Marilyn Johnson; jcunningham@hampton.k12.ar.us; RByrd@bobcat.k12.ar.us; dkellogg@es.k12.ar.us; Matt Summers; jvaught@lakeside.sesc.k12.ar.us; Donnie Whitten; Allen Blackwell; kellee.smith@corning.k12.ar.us; charlie.powell@piggottschools.net; jfowler@rector.k12.ar.us; michael.davidson@concord.k12.ar.us; Russell Hester; Sally Bennett; gary.masters@smccolts.com; Andy Chisum; Dudley Hume; Johnnie Johnson; John Moore; hinesg@emerson.k12.ar.us; cbeene@nemo.k12.ar.us; J. Carroll Purtle; Shawn Halbrook; Chip Layne; Bryan Duffie; Kevin McGaughey; gtaylor@buffaloislandcentral.com; kim.wilbanks@jonesboroschools.net; James Dunivan; radius.baker@valleyviewschools.net; Tommy Knight; eddie.johnson@england.k12.ar.us; jclark@carlisle.k12.ar.us; rallen@1hsd.org; Forrest Mulkey; dforeman@cedarvilleschools.org; Dennis Copeland; dhigdon@mpvschools.com; mdickerson@vbsd.us; rnicks5701; collins@wmsd.net; djohnston@msd3.org; Carolyn Wilson; Carl Easley; collinsd@fordyceschools.org; david.rainey@dumas.k12.ar.us; Thomas Gathen; billy.williams@drewcentral.org; Bobby Harper; murryg@conwayschools.net; richard.montgomery@scmail.k12.ar.us; jsanders@foremanschools.org; Jim Bridges; cosseyb@guy.afsc.k12.ar.us; jgray@mayflowerschools.org; lwalters@faculty.mve.k12.ar.us; Frank Mitchell; jstubblefield@tigersmail.org; Joan Jones; Jim Ford; david.turnbough@mammothspringschools.com; Ken Rich; John May; nancya@cms.dsc.k12.ar.us; dbeckwith@flcobras.com; Joyce Craft; andy.curry@jsdlions.net; Steve Anderson; shawn_cook@lakesidesd.org; grayr@mpsd.k12.ar.us; keithm@lcscougars.org; Radius.Baker@hoxie.nesc.k12.ar.us; mwalton@sloan-hendrix.com; grantg@dps-littlejohns.net
Cc: ADE Charter Schools
Subject: Public Hearing Notice for Arkansas Connections Academy

Arkansas Superintendents:

Please find an attached PDF of Arkansas Connection Academy's Notice of Public Hearings for the creation of a public charter school. These hearings will take place:

FRIDAY, JULY 17 - 6 pm
Holiday Inn Express, 2205 SE Walton Blvd, Bentonville, AR 72712

SATURDAY, JULY 18 - 2 pm
Hilton Garden Inn, 4100 Glover Ln, N. Little Rock, AR 72117

Dennis Beck
Board President
Arkansas Connections Academy

Email from Board President Dennis Beck to Superintendents on 7/9/15

From: Arkansas Connections Academy [mailto:arkansasconnectionsacademy@gmail.com]
Sent: Thursday, July 09, 2015 1:59 PM
To: ldardenne@dewitt.k12.ar.us; jcouch@bergman.k12.ar.us; bradfordr@quitman.k12.ar.us; David Woolly; Scott Spainhour; newton.jerry@poyenschool.com; gerald.cooper@melbourneschools.org; Fred Walker; Larry Bennett; cshannon@bulldogs.k12.ar.us; backlin@dollarwayschools.org; linda.watson@pbsd.k12.ar.us; hazelwd@WCMAIL.K12.AR.US; lesmith@whitehallsd.org; pnicholsanderson@lighthouse-academies.org; ccook@responsiveed.com; Roy Hester; tgardner@msd.gaggle.net; lovethesixtiesman yeah; dsmith@paragouldschools.net; blee@blevins.swsc.k12.ar.us; Bobby Hart; Angie Raney; susan.stewart@bsd-lions.net; bgolden@malvernleopards.org; kissirer@osd.k12.ar.us; turnerc@mssd2.k12.ar.us; doug.graham@nashvillesd.com; Randy Willison; roger.rich@southsideschools.org; dstanley@midlandschools.org; Ann Webb; skid@calico.k12.ar.us; David.Hopkins@csdar.org; willie.murdock@lcsd.grsc.k12.ar.us; suzanne.bailey@lonokeschools.org; becky.kesler@tasd7.net; arthur.tucker@brinkleyschools.com; terry.belcher@bobcats.k12.ar.us; jwarren@iacs.k12.ar.us; mwalker@ashdownschools.org; John K. Parrish; sbeck@mag.wsc.k12.ar.us; Wayne Fawcett; tony.thurman@cps.k12.ar.us; Dale Query; Larry.Ivens@yellvillesummitschools.com; rwaters@dragons.k12.ar.us; ratwill@blythevilleschools.net; bmace@gosnellschool.net; castorp@mps.crsc.k12.ar.us; drozenberg@beardenschools.org; Walton Pigott; phughey@stephens.k12.ar.us; mcox@osd1.org; ventl@lions.grsc.k12.ar.us; wkey@caddohills.org; dennistonr@deer.k12.ar.us; rdavis@cfsd.k12.ar.us; ron.wilson@perryvilleschool.org; twilson@blsd.grsc.k12.ar.us; smc@griver.grsc.k12.ar.us; rdenson@marvell.grsc.k12.ar.us; scott.shirey@kippdelta.org; jeffalex123@yahoo.com; feather@mboro.k12.ar.us; thompsona@mtree.k12.ar.us; Myra Graham; mpierce@mail.epc.k12.ar.us; benny.weston@menaschools.org; Danny Sample; scrumpler@orsd.k12.ar.us; lamartin@cossatot.k12.ar.us; Mark Gotcher; jerry.owens@doverschools.net; walt.davis@hector.k12.ar.us; Larry Dugger; Randall Williams; burnsr@desarc.wmsc.k12.ar.us; dexter.suggs@lrsd.org; Kelly Rodgers; jguess@pcssd.org; rob.mcgill@academicsplus.org; ekin@lisaacademy.org; ssides@arva.org; valerie.tatum@arkansas.gov; jbacon@estemlr.net; Fatih Bogrek; blindquist@lrprep.org; Katie Tatum; jim.hill@asb.k12.ar.us; mikep@asd.k12.ar.us; brett.smith@arkansas.gov; Larry Sullinger; Daryl Blaxton; joye.hughes@fcsd.grsc.k12.ar.us; jestes@pwsd.k12.ar.us; williams@bauxiteminers.org; jcollum@bentonschools.org; tkimbrell@bryantschools.org; wayman.gary@waldronsd.org; john.ciesla@greenwoodk12.com; Teresa Ragsdale; Andrew Vining; bgooden@fortsmithschools.org; bill.pittman@hacketthornets.org; steve.rose@lavacaschools.com; rross@mansfieldtigers.org; Bruce Hill; Lee Smith; sgreen@cavecity.ncsc.k12.ar.us; Tracy Webb; rowdyr@mvdistrict.k12.ar.us; lvoris@esd-15.org; lower@jcdragons.k12.ar.us; asnow@norphlet.k12.ar.us; lusks@strong.scsc.k12.ar.us; jones@clinton.k12.ar.us; allen.williams@pgtigers.org; Michael White; dave.wilcox@smackover.net; Betty McGruder; Billy Jackson; jordan@elkinsdistrict.org; BLAW@FARMCARDS.ORG; ccudney@greenlandsd.com; Mary Ann Spears; missy.hixson@pgtigers.org; Vol Woods; jrollins@sdale.org; John Karnes; MartinSchoppmeyer@haashall.org; Sheila Whitlow; cspann@rbsd.k12.ar.us; dbarrett@searcyschools.org; Belinda Shook; adunn@bradford.k12.ar.us; Delena Gammill; kathy.berryhill@pangburnschools.org; Ray Nassar; scottb@mccrory.k12.ar.us; JOHN.THOMPSON@DARDANELLE.K12.AR.US; clevelandl@wolverines.k12.ar.us; loydj@trgators.org; bwood@csd.k12.ar.us; mdyson@hsdlions.org; Don Sharp; Lonnie Myers; mike.seay@norfork.k12.ar.us; mpoore@bentonvillek12.org; Randy Barrett; richard.page@gravetteschools.net; jdarr@rps.k12.ar.us; ken.ramey@sssd.k12.ar.us; rneal@prs.k12.ar.us; amartin@alpena.k12.ar.us; jholland@westsiderebels.net; hal.landrith@mountida.k12.ar.us; rpoole@prescott.k12.ar.us; rick mcafee; Melinda Moss; jerry.parrett@omaha.k12.ar.us; ctrammell@valley.k12.ar.us; JDAVIDSON@LEADHILLSCHOOLS.NET; Richard Rankin; Marilyn Johnson; jcunningham@hampton.k12.ar.us; dkellogg@es.k12.ar.us; Matt Summers; kelvin.gragg@dermott.k12.ar.us; Donnie Whitten; Allen Blackwell; kellee.smith@corning.k12.ar.us; charlie.powell@piggottschools.net; jfowler@rector.k12.ar.us; michael.davidson@concord.k12.ar.us;

Russell Hester; Sally Bennett; Andy Chisum; Dudley Hume; Johnnie Johnson; John Moore; hinesg@emerson.k12.ar.us; cbeene@nemo.k12.ar.us; J. Carroll Purtle; Shawn Halbrook; Chip Layne; Bryan Duffie; Kevin McGaughey; gtaylor@buffaloislandcentral.com; kim.wilbanks@jonesboroschools.net; James Dunivan; Tommy Knight; eddie.johnson@england.k12.ar.us; jclark@carlisle.k12.ar.us; Forrest Mulkey; dforeman@cedarvilleschools.org; Dennis Copeland; dhigdon@mpvschools.com; mdickerson@vbsd.us; rnicks5701; collins@wmsd.net; djohnston@msd3.org; Carolyn Wilson; Carl Easley; collinsd@fordyceschools.org; Thomas Gathen; billy.williams@drewcentral.org; Bobby Harper; murryg@conwayschools.net; richard.montgomery@scmail.k12.ar.us; jsanders@foremanschools.org; Jim Bridges; jgray@mayflowerschools.org; lwalters@faculty.mve.k12.ar.us; Frank Mitchell; jstubblefield@tigersmail.org; Joan Jones; Jim Ford; david.turnbough@mammothspringschools.com; Ken Rich; John May; nancya@cms.dsc.k12.ar.us; dbeckwith@flcobras.com; Joyce Craft; Steve Anderson; shawn_cook@lakesidesd.org; keithm@lcscougars.org; Radius.Baker@hoxie.nesc.k12.ar.us; mwalton@sloan-hendrix.com; Greg Crabtree; collinsd@bigelow.k12.ar.us; ron.looper@jsdlions.net; jerrodwilliams@sheridanschools.org; Brad Roberts; cjones@1hsd.org; Nanette Belford; Jayme Jones; ngills@sps.k12.ar.us; bryan.russell@valleyviewschools.net; Danny Thomas; dclark@bobcat.k12.ar.us; jcantre@jasper.k12.ar.us; breshearsd@ck.k12.ar.us; tholicer@grbeavers.org; paul.hewitt@fayar.net; mike.smith@smccolts.com; Jeff Gravette; kelvin.gragg@dumas.k12.ar.us; mley@arkansasartsacademy.org; Brian Cossey; grantg@dps-littlejohns.net; holly.cothren@dierksschools.org; robert.gray@mpsdrd.com
Cc: ADE Charter Schools
Subject: Public Hearing Notice for Arkansas Connections Academy

Arkansas Superintendents:

Please find an attached PDF of Arkansas Connection Academy's Notice of Public Hearing for the creation of a public charter school. This hearing will take place:

MONDAY, JULY 27 - 9 AM
Holiday Inn Express, 2205 SE Walton Blvd, Bentonville, AR 72712

Dennis Beck
Board President
Arkansas Connections Academy

Subsequent emails that sent to the email addresses that had been returned as undeliverable in the previous email:

- **July 6, 2015 at 2:54 PM**
- **July 6, 2015 at 9:43 PM**
- **July 7, 2015 at 8:51 PM**
- **July 14, 2015 at 9:33 AM**

From: Arkansas Connections Academy [mailto:arkansasconnectionsacademy@gmail.com]
Sent: Monday, July 06, 2015 2:54 PM
To: collinsd@bigelow.k12.ar.us; ron.looper@jsdlions.net; jerrodwilliams@sheridanschools.org; Brad Roberts; cjones@1hsd.org; Nanette Belford; jjones@omsd.k12.ar.us; ngills@sps.k12.ar.us; bryan.russell@valleyviewschools.net; Danny Thomas; dclark@bobcat.k12.ar.us; jcantre@jasper.k12.ar.us; breshearsd@ck.k12.ar.us; tholicer@grbeavers.org; paul.hewitt@fayar.net; mike.smith@smccolts.com; Jeff Gravette; kelvin.gragg@dumas.k12.ar.us; mley@arkansasartsacademy.org
Cc: ADE Charter Schools
Subject: Arkansas Connections Academy Public Hearing Notice

Arkansas Superintendents:

Please find an attached PDF of Arkansas Connection Academy's Notice of Public Hearings for the creation of a public charter school. These hearings will take place:

FRIDAY, JULY 17 - 6 pm
Holiday Inn Express, 2205 SE Walton Blvd, Bentonville, AR 72712

SATURDAY, JULY 18 - 2 pm
Hilton Garden Inn, 4100 Glover Ln, N. Little Rock, AR 72117

Dennis Beck
Board President
Arkansas Connections Academy

From: Arkansas Connections Academy [mailto:arkansasconnectionsacademy@gmail.com]
Sent: Monday, July 06, 2015 9:43 PM
To: brian.cossey@gptbirds.org
Cc: ADE Charter Schools
Subject: Public Hearing Notice for Arkansas Connections Academy

Arkansas Superintendents:

Please find an attached PDF of Arkansas Connection Academy's Notice of Public Hearings for the creation of a public charter school. These hearings will take place:

FRIDAY, JULY 17 - 6 pm
Holiday Inn Express, 2205 SE Walton Blvd, Bentonville, AR 72712

SATURDAY, JULY 18 - 2 pm
Hilton Garden Inn, 4100 Glover Ln, N. Little Rock, AR 72117

Dennis Beck
Board President
Arkansas Connections Academy

From: Arkansas Connections Academy [mailto:arkansasconnectionsacademy@gmail.com]
Sent: Tuesday, July 07, 2015 8:51 PM
To: holly.cothren@dierksschools.org; robert.gray@mpsdrd.com
Cc: ADE Charter Schools
Subject: Public Hearing Notice for Arkansas Connections Academy

Arkansas Superintendents:

Please find an attached PDF of Arkansas Connection Academy's Notice of Public Hearings for the creation of a public charter school. These hearings will take place:

FRIDAY, JULY 17 - 6 pm
Holiday Inn Express, 2205 SE Walton Blvd, Bentonville, AR 72712

SATURDAY, JULY 18 - 2 pm
Hilton Garden Inn, 4100 Glover Ln, N. Little Rock, AR 72117

Dennis Beck
Board President
Arkansas Connections Academy

From: Arkansas Connections Academy [mailto:arkansasconnectionsacademy@gmail.com]
Sent: Tuesday, July 14, 2015 9:33 AM
To: david.wyatt@yellvillesummitschools.com; thomas.gathen@mcgeheeschools.org; phughey@dollarwayschools.org; Walton Pigott; shawn_cook@lakesidesd.org; collins@wmsd.net; kristi.ridgell@dermott.k12.ar.us; dtollett@blsd.grsc.k12.ar.us
Cc: ADE Charter Schools
Subject: Public Hearing Notice for Arkansas Connections Academy

Arkansas Superintendents,

Please find an attached two PDFs of Arkansas Connection Academy's Notices of Public Hearings for the creation of a public charter school. These hearings will take place:

FRIDAY, JULY 17- 6 PM
Holiday Inn Express, 2205 SE Walton Blvd, Bentonville, AR 72712

SATURDAY, JULY 18 - 2 PM
Hilton Garden Inn, 4100 Glover Ln, North Little Rock, AR 72117

MONDAY, JULY 27 - 9 AM
Holiday Inn Express, 2205 SE Walton Blvd, Bentonville, AR 72712

Dennis Beck
Board President
Arkansas Connections Academy

Attachment 3 – Evidence of Parental and Community Support

- Parent Support Letter from Samantha Lesher
- Parent Support Letter from Kristi Rohodes
- Parent Support Letter from Marsha McCarver
- Specialist Support Letter from John F. Watson (Founder, Evergreen Education Group), Michael B. Horn (Co-founder & Executive Director, Education, Clayton Christensen Institute), and Tom VanderArk (CEO, Getting Smart)
- List of Additional Letters of Support for ARCA

Parent Support Letter from Samantha Lesher

From: samantha lesher <samilesher@gmail.com>
Sent: Tuesday, May 5, 2015 at 1:20 PM
To: ArkansasConnectionsAcademy@gmail.com
Subject: Support for Arkansas Connections Academy

To whom it may concern:

I'd like to see Arkansas Connections Academy offered as a charter school for Arkansas kids. I have an elementary aged child and I want more options for his education. Many students and families can benefit from flexible schedules and the ability to learn at a students unique pace. Virtual schools offer families who choose to home school, support and structure. They help encourage a high standard. They also offer students who's parents don't feel comfortable homeschooling on their own, or who couldn't otherwise afford home schooling materials, the chance to try a flexible, home-learning environment.
Having more than one virtual school option in Arkansas gives families greater choice. Introducing a second virtual charter school option helps ensure that healthy competition will keep each virtual academy striving to provide a high-quality education to Arkansas families.

Children are so unique--their learning style varies. It is in the best interest of our children and our future to offer a diverse collection of educational choices for Arkansas families. As an Arkansan, I want my tax dollars spent to fund a variety of education options. And as a parent, I want my family to have a variety of options for my son and his peers.
Thank you for working to make education for Arkansas kids the best it can be.

Sincerely,
Samantha Lesher

Parent Support Letter from Kristi Rhodes

Gmail by Google

Arkansas Connections Academy <arkansasconnectionsacademy@gmail.com>

Support for the Charter for Arkansas Connections Academy

Kristi Rhodes <trixie_0924@yahoo.com> Wed, Jul 8, 2015 at 3:12 PM
Reply-To: Kristi Rhodes <trixie_0924@yahoo.com>
To: "ArkansasConnectionsAcademy@gmail.com" <ArkansasConnectionsAcademy@gmail.com>

To whom it may concern about the Arkansas Connections Academy:

We live about 4 hours from Little Rock and will be unable to attend the meeting on July 17th and 18th. We are very interested in this subject. We have been homeschooling for 2 years now, and have friends that use the Connections Academy in Texas and know how great the school is. Not only will this open the doors for a great accredited program available from home, but it will also open the doors to available jobs for Arkansas. Please accept this letter as support of consideration of a Connections Academy charter in the great state of Arkansas. Thank you in advance for your consideration of our support.

Sincerely,
Kristi Rhodes

Parent Support Letter from Marsha McCarver

Dear Arkansas Department of Education,

My name is Marsha McCarver and I would like to share with you why I think you need to approve a second on-line public school program. My youngest son, Enoch, decided he wanted to home school this year as a 6th grader. He has been in private Christian schools up until this year. We began to do research last July and found the current on line public school that Arkansas offers. We made inquiries and began the application process. We were told we would be on a waiting list because our son was coming from a private school and not a public school. There was a great deal of paper work to send in, and some of it was rejected for unknown reasons. We became frustrated with the process and knew we had to make a decision and find home school curriculum or an on line school before time for school to start....August 18th. So we gave up on the on line public school and went with an on line private school, Keystone, out of Pennsylvania.

However, after talking to a representative from Connections Academy in person twice since then, I am convinced that Connections Academy would provide a very good well-rounded education for my son two years from now as an 8th grader. He would have the benefits of a public school without the negative influences of one. My son has a quiet and sensitive personality and is a grade ahead for his age since he started school early. We don't want him exposed to the roughness of a traditional public school. We also like the idea of him taking classes that our local public school doesn't offer, like Chinese.

I also like the idea of clubs he can join with other on line public schoolers. Another advantage is that it will be an Arkansas school with Arkansas certified teachers free to us as Arkansas property taxpayers instead of one out of Pennsylvania that we have to pay for. I also like that there is some flexibility in the schedule when it comes to hours of the day and vacation days.

Finally, I just want to say that I believe that this program is one that many people in Arkansas will want to take advantage of if they know about it. It is a progressive program with several other states already setting the example of its benefits. I am disappointed that this new school wasn't approved for the coming school year. Please, please consider this and make it a new charter on line school in Arkansas for the 2016-17 school year. If Arkansas goes to more of these type of schools, think of the money being saved... less building upkeep, utilities, and school bus drivers. Put that money into good teacher training and salaries for teachers of online public schools.

Thank you for your generous consideration.

Sincerely,
Marsha Rowe McCarver

404 Ouachita 16
Chidester, AR 71726 870-685-2605 marsha@chidester.info

Specialist Support Letter from John F. Watson (Founder, Evergreen Education Group), Michael B. Horn (Co-founder & Executive Director, Education, Clayton Christensen Institute), and Tom VanderArk (CEO, Getting Smart)

July 20, 2015

To the Arkansas Charter Authorization Panel and State Board of Education:

Nationwide, families are finding success with online school. In the 2013–14 school year, an estimated 315,000 students in 30 states received their educations from full-time online schools according *to Keeping Pace with K-12 Digital Learning*, a recently released national report.[1]

One size does not fit all. This is a key principle in American K-12 public education reform and why charter schools – with their innovative approach to decision-making, scheduling, staffing, and curriculum – have grown so quickly around the country. Nationally, our education system is also being revolutionized by technology. Online programs are utilizing technology to transform and personalize learning.

There are many students for whom the traditional classroom setting may not be the best fit. Some of these students may be better served in an online environment, which, when successfully implemented, can provide students with personalized instruction; flexibility in the time, place, and pace at which learning occurs; and a sense of investment in their education.

This is the paramount goal of online learning. We believe, as Clayton Christensen and Michael Horn explained, that "the rise of online learning carries with it an unprecedented opportunity to transform the schooling system into a student-centric one that can affordably customize for different student needs by allowing all students to learn at their appropriate pace and path, thereby allowing each student to realize her fullest potential."[2]

We hope Arkansas will help foster high-quality online learning opportunities for students across the state.

John F. Watson
Founder
Evergreen Education Group

Michael B. Horn
Co-founder & Executive Director, Education
Clayton Christensen Institute

Tom Vander Ark
CEO
Getting Smart

[1] Available at <http://www.kpk12.com/wp-content/uploads/EEG_KP2014-fnl-lr.pdf>
[2] Clayton Christensen and Michael Horn. "The Rise of Online Education". Washington Post, 11 October 2011. Available at <http://www.washingtonpost.com/national/on-innovations/the-rise-of-online-education/2011/09/14/gIQA8e2AdL_story.html>

List of Additional Letters (name, title, and affiliation of others who wrote letters of support for ARCA)

- Anne Kraybill, Director of Education and Research in Learning, Crystal Bridges Museum
- Carla and Eric Hartwell, Parent
- James and Brenda High, Parent
- Deanna High, Student
- Bruce Selvog, Parent
- Emily Moore, Parent
- Melinda M. Beers, Parent

Attachment 4 – 2016-2017 Calendar

- 2016-2017 Student and Teacher Calendar
- Sample Field Trip Schedule

2016-2017 Student and Teacher Calendar

Event	Date
First Day of School (Teachers)	August 9, 2016
First Day of School (Students)	August 22, 2016
Labor Day (No School in Session)	September 5, 2016
Columbus Day (No School in Session)	October 10, 2016
Parent Conference Day (No School for Students)	October 21, 2016
Thanksgiving Break (No School in Session)	November 23 – 25, 2016
Winter Break (No School in Session)	December 19, 2016 – January 2, 2017
First Semester End Date	January 13, 2017
Martin Luther King, Jr. Day (No School in Session)	January 16, 2017
Parent Conference Day (No School for Students)	February 20, 2017
Spring Break (No School in Session)	March 20 – 24, 2017
Memorial Day (No School in Session)	May 29, 2017
Last Day of School (Students)	June 1, 2017
Last Day of School (Teachers)	June 15, 2017

Sample Field Trip Schedule

ARCA and parent Community Coordinators will organize a number of academically enriching field trips that will also serve as a way for ARCA families to meet one another in person. ARCA field trips will be geographically dispersed so that all families may participate and will cover various academic topics. When possible, field trips will supplement students' current topics of study.

Activity Date	Family Activity	City
September 2016	Back to School Picnics	TBD
October 2016	Meet and Greet – Skate Night	Springdale
October 2016	Meet and Greet – Skate Night	El Dorado
October 2016	Meet and Greet – Putt-Putt	Jonesboro
October 2016	Meet and Greet – Putt-Putt	Hot Springs
November 2016	Crater of Diamonds State Park	Murfreesboro
November 2016	Mount Magazine State Park	Paris
November 2016	Cane Creek State Park	Star City
November 2016	Village Creek State Park	Wynne
January 2017	William J. Clinton Presidential Library	Little Rock
January 2017	Crystal Bridges Museum	Bentonville
January 2017	Japanese Internment Museum	McGehee
January 2017	Wings of Honor Museum	Walnut Ridge
February 2017	Little Rock Central HS Historic Site	Little Rock
February 2017	Eddie Mae Herron Center	Pocahontas
February 2017	Arts and Science Center for SE Arkansas	Pine Bluff
February 2017	Arkansas Museum of Natural History	Hot Springs
March 2017	College/Career Visits	TBD
April 2017	J. Huckabee Arkansas River Valley Nature Center	Fort Smith
April 2017	Heifer Ranch	Perryville
April 2017	Pea Ridge National Military Park	Garfield
April 2017	Civil War Helena	Helena
May 2017	Spring Picnics	TBD

Attachment 5 – 2016-2017 Daily Schedule

Typical Student Day

The instructional time commitment required by students in ARCA's online program is comparable to that of a traditional school day. Because online learners do not face the distractions and interruptions of a typical school setting, students often use their learning time much more efficiently. The in-depth application of concepts that is often relegated to homework in a conventional school setting will be an integral part of the learning day; the application of discrete skills, extended projects, and remedial and enrichment activities will be part of the daily routine for students and their Learning Coaches.

Figure 5-1 represents an example of a student school day. Activities vary based upon student needs, coursework, and personal schedules. Learning is integrated within individual activities as well as LiveLesson sessions and phone calls with teachers. Learning can occur when students learn best – not just between 8 a.m. and 3 p.m. Students will create daily checklists to ensure they are staying on-task. The daily routine includes checking WebMail, looking at the to-do list on Connexus, reviewing the daily planner in Connexus, and completing lessons listed in the planner. Students will easily see which lessons are due as they are in bolded text. As lessons are completed they will change from bold to regular text. Students can access the lessons directly from their daily planners. In addition, students can access any notes or tips provided by the teacher and view important course-related information like LiveLesson session schedules, recordings, and supplemental materials. Students can track their progress and grades at any time in the Grade Book.

Figure 5-1. A Day in the Life of a Student

SAMPLE STUDENT "DAY IN THE LIFE"	
Morning	Learning Coach logs on, reads messages, and reviews lessons.
	Student reads and responds to WebMail messages from teacher(s) about progress.
	Student participates in a math LiveLesson session with teacher and classmates.
	Student completes a math lesson. Learning Coach monitors and facilitates learning as necessary.
	Student completes a Language Arts lesson, including reading, writing, and discussing the lesson activities and text. Student completes a spelling lesson and takes a quiz online.
	Student goes outside for half- mile run.
Afternoon	Student completes a science lesson and finishes reading a non-fiction reading selection.
	Student does hands-on science experiment outside and begins a rough draft of science report.
	Student completes art lesson and begins art project, and then participates in club/activity.
	Learning Coach records attendance.
	Student reviews next day's schedule and prepares accordingly.

Figure 5-2. Sample Daily Calendar View for a Student in Connexus

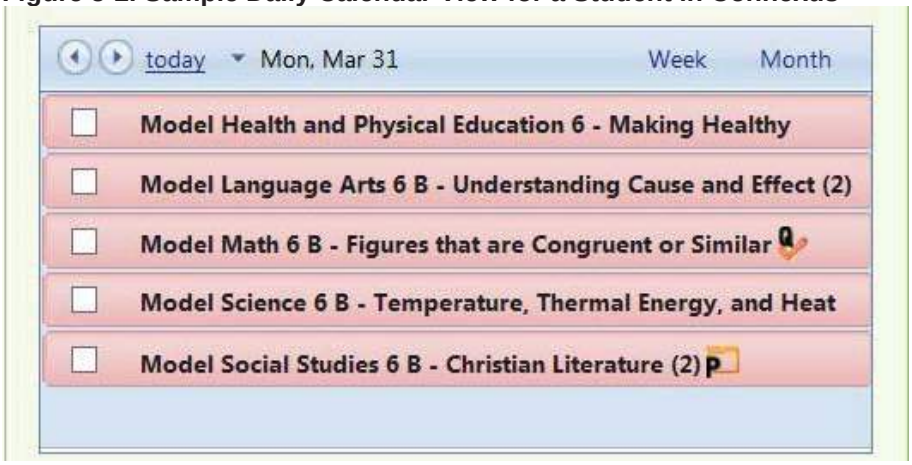
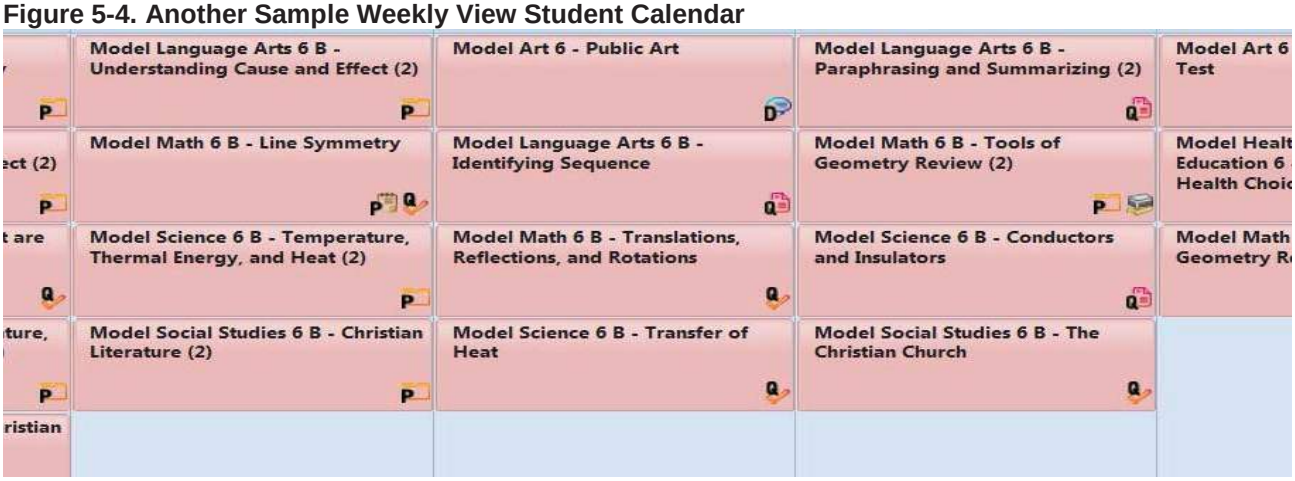


Figure 5-3. Sample Weekly View Student Calendar

Figure 5-4. Another Sample Weekly View Student Calendar



Typical Teacher Day

The school day is not limited to certain hours for start and end times; however, the teaching staff is available during the hours of operation, typically 8 a.m.–4 p.m. Teachers work primarily from a teaching center. Teachers collaborate to share ideas, information, and teaching techniques with the families, who are always welcome to visit.

Figure 5-2. A Day in the Life of a Teacher

SAMPLE TEACHER "DAY IN THE LIFE"	
Morning	Teacher logs on, reads messages, and reviews individual student attendance, participation and performance.
	Teacher sends a WebMail message to a student answering a question; teacher responds to Learning Coaches' questions/feedback.
	Teacher holds a science LiveLesson session with a group of students and notes who is struggling to follow up with those students with after the lesson.
	Teacher grades student portfolio assignments.
	Teacher has a 1:1 session with a student who had questions on a lesson.
	Teacher meets with other staff for a brown bag professional development lunch to discuss the Assessment Performance Objective Report
Afternoon	Teacher checks WebMail and grades assignments that have been submitted
	Teacher calls five students to do a Curriculum Based Assessment (CBA)
	Teacher confers with the Principal

Figure 5-3.Typical Course Progression Grades 9-12

CONNECTIONS ACADEMY

TYPICAL COURSE PROGRESSION

Grades 9-12

Subject	1st	2nd	3rd	4th
English	English 9	English 10	English 11	English 12
Mathematics	Algebra I	Geometry	Algebra II	Advanced Math
Science	Physical Science	Biology	Chemistry	Physics
Social Studies	World History	US History	American Government & Economics	Career Focus
Elective Option 1	Health, Fitness & Nutrition (required) & PE (required)	Oral Communication (required) & Fine Art (required)	College Prep with ACT or SAT (recommended)	Career Focus
Elective Option 2	Career Focus	Career Focus or World Language (recommended)	Career Focus or World Language (recommended)	Career Focus
Total Number of Required Credits				22 Credits

Possible Electives Offerings				
General Electives	Fine Arts Electives	CTE: Family and Consumer Sciences	CTE: Business and Marketing Technology	CTE: Health Sciences
Health, Fitness & Nutrition (required)	Living Music I, II	Personal Finance	Business Communications	Anatomy and Physiology
Physical Education (required)	Digital Arts I	Introduction to Early Childhood Education	Introduction to Law/Business Law	Introduction to Medical Assisting
Oral Communications (required)	3D Art I Modeling	Health, Safety and Nutrition	Business Keyboarding	Medical Terminology
Journalism	Art History		Introduction to Finance	
Elective Science Courses (i.e., Environmental Science, Earth Science,Earth/Space Science			Introduction to Marketing I/Principles of Marketing	
Elective Social Studies courses (i.e, Psychology, Introductory Sociology)			Entreneurship I	
World Languages (Spanish, French, Chinese, Japanese, German, Latin, Sign Language)			Introduction to Computers and Information Technology	

General Reminders
1.) ARCA does not offer Pre-Algebra. Any student not ready for Algebra 1 will need to take Algebra 1 Foundations.
2.) College Prep-ACT and SAT will be available at this school. Students will need to choose which one they want to take.
3.) Computer Science can be substituted for the 4th Math or the 3rd Science, but not both.
4.) AP course options will also be available to meet graduation requirements.

World Language Notes
1.) Students who did not take (or took and did not pass) a World Language course in the Fall should not be placed in a World Language class in the spring.

Attachment 6 – Salary Schedule and Budget Template

2016-2017
Public Charter School Application
Personnel Salary Schedule

Administrative Positions:

Line#	List Positions	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
1	Principal	1	$92,000.00	1	$92,000.00
2	Assistant Principal	0	$68,250.00	1	$68,250.00
3	Administrative Assistant	1.5	$31,500.00	3	$31,500.00
4	Manager of Special Education	1	$66,000.00	1	$66,000.00
5					
6					
7	**Subtotal:**		$205,250.00		$320,750.00
8	Fringe Benefits (rate used 29%)		$59,522.50		$93,017.50
9	**Total Administration:**		$264,772.50		$413,767.50

Regular Classroom Instruction:

		2016-2017 No. FTEs		2017-2018 No. FTEs	
10	Teachers	15.3	$47,250.00	30.1	$47,250.00
11	Aides				
12	**Subtotal:**		$722,925.00		$1,422,225.00
13	Teacher Fringe Benefits (rate used 29%)		$209,648.25		$412,445.25
14	Aide Fringe Benefits (rate used)				
15	**Total Regular Classroom Instruction:**		$932,573.25		$1,834,670.25

Special Education:

		2016-2017 No. FTEs		2017-2018 No. FTEs	
16	Teachers	1.8	$47,250.00	3.7	$47,250.00
17	Aides				
18	**Subtotal:**		$85,050.00		$174,825.00
19	Teacher Fringe Benefits (rate used 29%)		$24,664.50		$50,699.25
20	Aide Fringe Benefits (rate used)				
21	**Total Special Education:**		$109,714.50		$225,524.25

Gifted and Talented Program:

		2016-2017 No. FTEs		2017-2018 No. FTEs	
22	Teachers				
23	Aides				
24	**Subtotal:**				
25	Teacher Fringe Benefits (rate used)				
26	Aide Fringe Benefits (rate used)				
27	**Total Gifted and Talented Program:**				

Alternative Education Program/ Alternative Learning Environments:

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
Teachers				
Aides				
Subtotal:				
Teacher Fringe Benefits (rate used _____)				
Aide Fringe Benefits (rate used _____)				
Total Alternative Education Program/ Alternative Learning Environments:				

English Language Learner Program:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
Subtotal:				
Fringe Benefits (rate used _____)				
Total English Language Learner Program:				

Guidance Services:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
Manager of Counseling	1	$60,500.00	1	$60,500.00
Subtotal:		$60,500.00		$60,500.00
Fringe Benefits (rate used 29%)		$17,545.00		$17,545.00
Total Guidance Services:		$78,045.00		$78,045.00

Health Services:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
Subtotal:				
Fringe Benefits (rate used _____)				
Total Health Services:				

Media Services:

	List Positions	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
58					
59					
60					
61					
62					
63	**Subtotal:**				
64	Fringe Benefits (rate used _____)				
65	**Total Media Services:**				

Fiscal Services:

	List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
66					
67					
68					
69					
70					
71	**Subtotal:**				
72	Fringe Benefits (rate used _____)				
73	**Total Fiscal Services:**				

Maintenance and Operation:

	List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
74					
75					
76					
77					
78					
79	**Subtotal:**				
80	Fringe Benefits (rate used _____)				
81	**Total Maintenance and Operation:**				

Pupil Transportation:

	List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
82					
83					
84					
85					
86					
87	**Subtotal:**				
88	Fringe Benefits (rate used _____)				
89	**Total Pupil Transportation:**				

	Food Services: List Positions	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
90					
91					
92					
93					
94					
95	**Subtotal:**				
96	Fringe Benefits (rate used _____)				
97	**Total Food Services:**				

	Data Processing: List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
98					
99					
100					
101					
102					
103	**Subtotal:**				
104	Fringe Benefits (rate used _____)				
105	**Total Data Processing:**				

	Substitute Personnel:	2016-2017 No. FTEs		2017-2018 No. FTEs	
106	Number of **Certified** Substitutes _____				
107	Number of **Classified** Substitutes _____				
108	**Subtotal:**				
109	Certified Fringe Benefits (rate used _____)				
110	Classified Fringe Benefits (rate used _____)				
111	**Total Substitute Personnel:**				

112	**TOTAL EXPENDITURES FOR SALARIES:**	$1,385,105.25	$2,552,007.00

Public Charter School Application
Estimated Budget Template

REVENUES

State Public Charter School Aid:

Line#					2016-2017 Amount:	2017-2018 Amount:
	2016-2017					
1	No. of Students	600	x $6,646.00	State Foundation Funding	$3,987,600.00	
2	No. of Students	600	x $26.00	Professional Development	$15,600.00	
3	No. of Students		x	eligible rate* NSL Funding		
4	No. of Students		x	Other: *Explain Below*		
5						
	2017-2018					
6	No. of Students	1200	x $6,646.00	State Foundation Funding		$7,975,200.00
7	No. of Students	1200	x $26.00	Professional Development		$31,200.00
8	No. of Students		x	eligible rate* NSL Funding		
9	No. of Students		x	Other: *Explain Below*		
10						
11	**Total State Charter School Aid:**				$4,003,200.00	$8,006,400.00

Other Sources of Revenues:

(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)

12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other *(Specifically Describe)*		
15			
16	**Total Other Sources of Revenues:**		
17	**TOTAL REVENUES:**	$4,003,200.00	$8,006,400.00

EXPENDITURES

Administration:

		2016-2017 Amount:	2017-2018 Amount:
18	Salaries and Benefits	$264,772.50	$413,767.50
	Purchased Services - List Vendors Below		
19	V - AD 1 Connections Academy of Arkansas, LLC	$435,240.00	$867,480.00
20	V - AD 2		
21	V - AD 3		
22	V - AD 4		
23	V - AD 5		
24	Supplies and Materials	$27,000.00	$54,000.00
25	Equipment		
	Other (List Below)		
26	Community Outreach		$200,000.00
27	Staff Recruiting	$5,000.00	$5,000.00
28	Board Related Expenses	$5,000.00	$5,000.00
29	Dues	$2,000.00	$2,500.00
30			
31	**Total Administration:**	$739,012.50	$1,547,747.50

			2016-2017 Amount:	2017-2018 Amount:
	Regular Classroom Instruction:			
32		Salaries and Benefits	$932,573.25	$1,834,670.25
		Purchased Services - List Vendors Below		
33	V - CI 1	Connections Academy of Arkansas, LLC	$1,383,952.50	$2,782,600.00
34	V - CI 2			
35	V - CI 3			
36	V - CI 4			
37	V - CI 5			
38		Supplies and Materials		
39		Equipment		
		Other (List Below)		
40		Student Testing & Assessment	$80,000.00	$150,000.00
41				
42				
43				
44				
45		**Total Regular Classroom Instruction:**	$2,396,525.75	$4,767,270.25
	Special Education:			
46		Salaries and Benefits	$109,714.50	$225,524.25
		Purchased Services - List Vendors Below		
47	V - SE1	Connections Academy of Arkansas, LLC	$100,080.00	$200,160.00
48	V - SE 2			
49	V - SE 3			
50	V - SE 4			
51	V - SE 5			
52		Supplies and Materials		
53		Equipment		
		Other (List Below)		
54				
55				
56				
57				
58				
59		**Total Special Education:**	$209,794.50	$425,684.25
	Gifted and Talented Program:			
60		Salaries and Benefits		
		Purchased Services - List Vendors Below		
61	V - GT1	Connections Academy of Arkansas, LLC		
62	V - GT2	Support is included in Line 47 above		
63	V - GT3			
64	V - GT4			
65	V - GT5			
66		Supplies and Materials		
67		Equipment		
		Other (List Below)		
68		ARCA is applying for a waiver from		
69		6-20-2208(c)(6) and 6-42-109		
70				
71				
72				
73		**Total Gifted and Talented Program:**		

			2016-2017 Amount:	2017-2018 Amount:
	Alternative Education Program/ Alternative Learning Environments:			
74		Salaries and Benefits		
		Purchased Services - List Vendors Below		
75	V - ALE1			
76	V - ALE2			
77	V - ALE3			
78	V - ALE4			
79	V - ALE5			
80		Supplies and Materials		
81		Equipment		
		Other (List Below)		
82		ARCA is applying for a waiver from		
83		6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and		
84		6-48-101 et seq.		
85				
86				
87		**Total Alternative Education Program/ Alternative Learning Environments:**		
	English Language Learner Program:			
88		Salaries and Benefits		
		Purchased Services - List Vendors Below		
89	V - ELL1	Connections Academy of Arkansas, LLC		
90	V - ELL2	Support is included in Line 47 above		
91	V - ELL3			
92	V - ELL4			
93	V - ELL5			
94		Supplies and Materials		
95		Equipment		
		Other (List Below)		
96				
97				
98				
99				
100				
101		**Total English Language Learner Program:**		
	Guidance Services:			
102		Salaries and Benefits	$78,045.00	$78,045.00
		Purchased Services - List Vendors Below		
103	V - GS1	Connections Academy of Arkansas, LLC		
104	V - GS2	Support is included in Line 47 above		
105	V - GS3			
106	V - GS4			
107	V - GS5			
108		Supplies and Materials		
109		Equipment		
		Other (List Below)		
110				
111				
112				
113				
114				
115		**Total Guidance Services:**	$78,045.00	$78,045.00

			2016-2017 Amount:	2017-2018 Amount:
	Health Services:			
116		Salaries and Benefits		
		Purchased Services - List Vendors Below		
117	V - HS1			
118	V - HS2			
119	V - HS3			
120	V - HS4			
121	V - HS5			
122		Supplies and Materials		
123		Equipment		
		Other (List Below)		
124		ARCA is applying for a waiver from		
125		6-18-706		
126				
127				
128				
129		**Total Health Services:**		
	Media Services:			
130		Salaries and Benefits		
		Purchased Services - List Vendors Below		
131	V - MS1			
132	V - MS2			
133	V - MS3			
134	V - MS4			
135	V - MS5			
136		Supplies and Materials		
137		Equipment		
		Other (List Below)		
138		ARCA is applying for a waiver from		
139		6-25-103 and 6-25-104		
140				
141				
142				
143		**Total Media Services:**		
	Fiscal Services:			
144		Salaries and Benefits		
		Purchased Services - List Vendors Below		
145	V - FS1	Connections Academy of Arkansas, LLC	$98,485.50	$196,971.00
146	V - FS2	Rasco Winter Abston Moore & Associates, LLP	$12,000.00	$12,000.00
147	V - FS3			
148	V - FS4			
149	V - FS5			
150		Supplies and Materials		
151		Equipment		
		Other (List Below)		
152		Banking fees	$1,000.00	$1,000.00
153				
154				
155				
156				
157		**Total Fiscal Services:**	$111,485.50	$209,971.00

			2016-2017 Amount:	2017-2018 Amount:
	Maintenance and Operation:			
158		Salaries and Benefits		
		Purchased Services - List Vendors Below INCLUDE UTILITIES		
159	V - MO1	Connections Academy of Arkansas, LLC	$105,000.00	$195,000.00
160	V - MO2			
161	V - MO3			
162	V - MO4			
163	V - MO5			
164		Supplies and Materials		
165		Equipment	$43,000.00	$43,000.00
		Other (List Below)		
166		Phone	$20,000.00	$35,000.00
167		High Speed Internet	$25,000.00	$40,000.00
168				
169				
170				
171		**Total Maintenance and Operation:**	$193,000.00	$313,000.00
	Pupil Transportation:			
172		Salaries and Benefits		
		Purchased Services - List Vendors Below		
173	V - PT1			
174	V - PT2			
175	V - PT3			
176	V - PT4			
177	V - PT5			
178		Supplies and Materials		
179		Equipment		
		Other (List Below)		
180		ARCA will not provide pupil transportation		
181				
182				
183				
184				
185		**Total Pupil Transportation:**		
	Food Services:			
186		Salaries and Benefits		
		Purchased Services - List Vendors Below		
187	V - FD1			
188	V - FD2			
189	V - FD3			
190	V - FD4			
191	V - FD5			
192		Supplies and Materials		
193		Equipment		
		Other (List Below)		
194		ARCA is applying for a waiver from		
195		6-18-705 and 6-20-701 et seq.		
196				
197				
198				
199		**Total Food Services:**		

			2016-2017 Amount:	2017-2018 Amount:
	Data Processing:			
200		Salaries and Benefits		
		Purchased Services - List Vendors Below		
201	V - DP1	Connections Academy of Arkansas, LLC		
202	V - DP2	Support is included in Line 145 above		
203	V - DP3			
204	V - DP4			
205	V - DP5			
206		Supplies and Materials		
207		Equipment		
		Other (List Below)		
208				
209				
210				
211				
212				
213		**Total Data Processing:**		
	Substitute Personnel:			
214		Salaries and Benefits		
		Purchased Services - List Vendors Below		
215	V - SB1	Usually not required in an online environment		
216	V - SB2	as school staff can typically cover when a		
217	V - SB3	colleague is absent		
218	V - SB4			
219	V - SB5			
220		**Total Substitute Personnel:**		
	Facilities:			
221		Lease/Purchase Contract for One Full Year	$128,000.00	$128,000.00
		Facility Upgrades - List Upgrades Below		
222				
223				
224				
225				
226				
227				
228				
229		Property Insurance for One Full Year		
230		Content Insurance for One Full Year		
231		**Total Facilities:**	$128,000.00	$128,000.00

		2016-2017 Amount:	2017-2018 Amount:
	Debt Expenditures:		
	List Debts Below		
232			
233			
234			
	Total Debts:		
	Other Expenditures:		
	List Other Expenditures Below		
235	Staff Training / Professional Development	$20,000.00	$40,000.00
236	Travel and Conferences	$19,440.00	$36,720.00
237	Internet Subsidy	$51,637.50	$103,275.00
238	Legal	$25,000.00	$10,000.00
239	Insurance - Directors & Officers	$1,500.00	$1,500.00
240			
241	**TOTAL EXPENDITURES:**	$3,973,440.75	$7,661,213.00
242	**Net Revenue over Expenditures:**	$29,759.25	$345,187.00

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

Attachment 7 – Facilities Utilization Agreement

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT

Lessor(Owner): Regus

Lessee(Tenant): Arkansas Connections Academy (ARCA)

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:

The facility is currently used as an office center which provides flexible work spaces for a variety of different business owners and users

Address of Premises: 609 SW 8th Street, Bentonville, AR 72712

Square Footage: 150 to 4,000

Terms of Lease: 1 year with annual renewal options

Rental Amount: $4,800 to $128,000 (annually)

Contingency: The terms of this agreement are contingent upon

Arkansas Connections Academy
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: Arkansas Connections Academy (ARCA)

By: [signature] Date 6-26-15

Lessor: Regus

By: [signature] - General Mgr. Date 06-18-15

Attachment 8 – Statement of Assurances

2015 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.

Dennis Bock — *Signature of President of the Sponsoring Entity Board of Directors*

7-8-15 — *Date*

Dennis Bock — *Printed Name*

Attachment 9 – Prior Charter Involvement

In this attachment, we provide prior charter involvement forms for the following:

- Dennis Beck, Board President
- Virginia Walden Ford, Board Treasurer
- Carla Hartwell, Board Secretary
- Melissa Nelson, Vice President, Connections Academy
- Bryce Adams, Executive Director, Connections Academy
- Lyn McCullen, Senior Director, Connections Academy

Name of Individual with Prior Charter Experience Dennis Beck

Position with Proposed Charter Board President

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
Pennsylvania Leadership Charter School	Educational Technology Consultant	Operating	1332 Enterprise Drive West Chester, PA 19380	http://paayp.emetric.net/CharterSchools

Name of Individual with Prior Charter Experience Virginia Walden Ford

Position with Proposed Charter Board Treasurer

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
Premier Pubic Charter School	Board Member	Operating	1621 Martin Luther King, Jr. Drive Little Rock, Arkansas 72206	https://adedata.arkansas.gov/arc/
Booker T. Washington Public Charter School	Board Member	Voluntarily Closed	1346 Florida Ave., NW Washington, DC 20009	http://osse.dc.gov/publication/dc-cas-results-sy-2012-2013

Name of Individual with Prior Charter Experience Carla Hartwell

Position with Proposed Charter Board Secretary

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
Not Applicable - No Previous Charter Experience				

Name of Individual with Prior Charter Experience Melissa Nelson, Vice President, Connections Academy

Position with Proposed Charter School Operations Support

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
Georgia Connections Academy	School Operations Support	Operating	2763 Meadow Church Road Suite 208 Duluth, GA 30097	https://usg.gosa.ga.gov/analytics/saw.dll?Dashboard
MTS Minnesota Connections Academy	School Leader School Operations Support	Operating	1336 Energy Park Drive Suite 100 St. Paul, MN 55108	http://rc.education.state.mn.us/testResults
Kansas Connections Academy	School Operations Support	Operating	150 Wildcat Ave. PO Box 999 Elkhart, KS 67950	http://online.ksde.org/rcard/building.aspx?org_no=D0218&bldg_no=0523&rpt_type=1
Iowa Connections Academy	School Operations Support	Operating	807 3rd Street Anita, IA 50020	http://reports.educateiowa.gov/report/
Oklahoma Connections Academy	School Operations Support	Operating	2425 Nowata Place Suite 202 Bartlesville,OK 74006	OKCA was part of Copan School District until July 2014 and has not receive its own disaggregated results.
New Mexico Connections Academy	School Operations Support	Operating	4001 Office Court Dr, Santa Fe, NM 87507	http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx
Texas Connections Academy @ Houston	School Operations Support	Operating	10550 Richmond Avenue Suite 140 Houston, TX 77042	http://ritter.tea.state.tx.us/perfreport/src/2014/static/campus/c101912100.pdf

Name of Individual with Prior Charter Experience Melissa Nelson, Vice President, Connections Academy

Position with Proposed Charter School Operations Support

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
Wisconsin Connections Academy	School Operations Support	Operating	120 East Harris, Room 213, Appleton, WI 54911	https://apps2.dpi.wi.gov/reportcards/
Colorado Connections Academy	School Operations Support	Operating	8 Inverness Drive East, Suite 240, Englewood, CO 80112	https://cedar2.cde.state.co.us/documents/SPF2014/0010%20-%201796%20-%201%20Year.pdf
North Carolina Connections Academy	School Operations Support	Operating	Opening 2015-16	Opening 2015-16

Name of Individual with Prior Charter Experience Bryce Adams, Executive Director Connections Academy

Position with Proposed Charter Support and Guidance

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
Texas Connections Academy @ Houston	Support and Guidance	Operating	10550 Richmond Avenue Suite 140 Houston, TX 77042	http://ritter.tea.state.tx.us/perfreport/src/2014/static/campus/c101912100.pdf
Oklahoma Connections Academy	Support and Guidance	Operating	2425 Nowata Place Suite 202 Bartlesville,OK 74006	OKCA was part of Copan School District until July 2014 and has not receive its own disaggregated results.
Louisiana Connections Academy	Support and Guidance	Operating	4664 Jamestown Avenue Baton Rouge, LA 70808	http://www.louisianabelieves.com/resources/library/test-results
Utah Connections Academy	Support and Guidance	Operating	687 West 700 South Woods Cross, UT 84087	https://psdreports.schools.utah.gov/Gateway

Name of Individual with Prior Charter Experience Lyn McCullen

Position with Proposed Charter Support and Guidance

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
Not Applicable - No Previous Charter Experience				

Attachment 10 – Facility Lease

ARCA will lease permanent space for administrative and teaching staff in Bentonville to serve as the teaching/learning center where administrative and teaching staff will work. Currently, the Board has an agreement in place with Regus to lease office space at 609 SW 8th Street in Bentonville.[1] In addition, the Board has discussed potentially securing an additional satellite office after the charter is approved to serve as a resource center for students.

While the lease has not yet been negotiated with Regus, the Board anticipates doing so once the charter is approved. Certain key terms will likely be included in the lease. These include, but are not limited to:

- Early termination provision in the event of charter revocation or non-renewal
- Turnkey demo and build-out of space by landlord at landlord's expense
- Options for renewal
- Rights of First Offer or First Refusal, when possible, on contiguous space
- Inability of landlord to re-locate the premises
- Rent abatement in the event of diminution of space
- Insurance terms consistent with ARCA's policies
- Pre-approval for tenant's improvements (voice/data/electric)

ARCA's demos and build-outs will encompass setting up a typical office environment. The landlord will provide turnkey solutions with standard building finishes, pursuant to a CAD test fit provided to landlords by ARCA. Given this method of securing space, ARCA plans to primarily provide the space layout and understand the landlord's amortization schedule for tenant improvements.

[1] http://www.regus.com/locations/business-centre/arkansas-bentonville-bentonville-plaza

Attachment 11 – Weighted Lottery

ARCA will not use a weighted lottery, as the conditions required by §6-23-306(14)(c) in order to use a weighted lottery do not exist. ARCA and Connections have no history of discriminatory practices and the lotteries, if necessary, are public and monitored for fairness. The current racial/ethnic demographics of students attending the 29 schools supported by Connections nationwide are representative of similar demographics to the 26 states in which the schools are located. Currently schools supported by Connections serve students of the following races/ethnic groups, as reported by families during the enrollment process: 67% White, 10% Black/African American, 2% Asian, and 1% American Indian or Alaskan Native. Additionally, 13% of families identified their ethnicity as Hispanic/Latino and 87% Non-Hispanic/Latino. Based on these figures, it is evident that schools supported by Connections do not include discriminatory practices in the enrollment process and furthermore encourage families regardless of their socio-economic circumstances to enroll. ARCA will continue this in adherence with state and federal regulation and anticipates enrolling students of similar demographics to the public school population in Arkansas.

Attachment 12 – Other Sources of Revenue

CONNECTIONS EDUCATION

June 18, 2015

Dear Arkansas Connections Academy Board of Directors:

Assuming that your charter is granted and that our partnership is formalized, please consider this letter a commitment from Connections Education on behalf of its subsidiary, Connections Academy of Arkansas, LLC, to perform the following functions:

- Provide technical assistance, including grant-writing support to pursue and secure Federal Charter School Grant Funds and other grant support to cover the Academy's start-up and early implementation costs.

- Deliver an interest-free advance to the school for any start-up and early implementation expenses not covered by grant funds. The Academy will repay these funds when it has the resources to do so, ideally within the first five years of operation.

- Offer "service credits" as needed (discounts on Connections'-provided products and services) once the school has launched as an in-kind contribution to protect the school against deficits. The school may be required to repay these service credits if adequate funds become available to do so.

We assure you and your authorizer that the school will have sufficient funds to launch and start operations before beginning to receive per-student funding and will maintain a balanced budget thereafter.

To the extent that the foregoing constitutes a lease, loan, and/or credit agreement under the laws of Arkansas, Connections Education, on behalf of its subsidiary, Connections Academy of Arkansas, LLC, acknowledges that Arkansas law pursuant to Arkansas Code Ann. § 6-23-503 (b)(1) provides that "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." Accordingly, the promises and obligations set forth in this letter shall be read to be consistent with Arkansas Code Ann. § 6-23-503 (b)(1).

Sincerely,

Ted Ochs
COO and CFO

Attachment 13 – List of School Districts

This attachment provides a list of school districts as required in Section A General Information and Section C.9.

Specific Geographical Area Served by ARCA
ARCA will be open to all students statewide. As requested by the Charter School Program Advisor, we have provided a list of school districts in this attachment. ARCA will actively recruit students to reflect the statewide racial and ethnic balance. Through extensive community outreach and full disclosure about the school's program, ARCA will attract those students and families who are most committed to student success in a virtual school setting. ARCA will utilize a broad-reaching student recruitment effort, thereby ensuring outreach to families with a wide variety of racial, ethnic, and socioeconomic backgrounds. In addition, ARCA may focus on certain subgroups for extra recruitment efforts in order to achieve a pool of potential students that reflects a balanced student population. Partnerships and outreach efforts using a variety of community and youth organizations may aid in this process.

District LEA	District Name
0101000	Dewitt School District
0406000	Siloam Springs School District
0802000	Eureka Springs School District
1304000	Woodlawn School District
1612000	Valley View School District
2104000	Dumas School District
2404000	Ozark School District
2501000	Mammoth Spring School District
2502000	Salem School District
2503000	Viola School District
2601000	Cutter-morning Star School District
2602000	Fountain Lake School District
2606000	Lakeside School Dist(garland)
2903000	Hope School District
2906000	Spring Hill School District
2105000	Mcgehee School District
2202000	Drew Central School District
2203000	Monticello School District
2301000	Conway School District
2303000	Greenbrier School District
2304000	Guy-perkins School District
2305000	Mayflower School District
2306000	Mt. Vernon/enola School District
2307000	Vilonia School District
2402000	Charleston School District
2403000	County Line School District

District LEA	District Name
3001000	Bismarck School District
3301000	Calico Rock School District
3606000	Westside School Dist(johnson)
4603000	Fouke School District
2603000	Hot Springs School District
4605000	Texarkana School District
5403000	Helena/ West Helena School District
7208000	West Fork School District
7240700	Haas Hall Academy
7301000	Bald Knob School District
7302000	Beebe School District
7303000	Bradford School District
7307000	Riverview School District
7309000	Pangburn School District
7401000	Augusta School District
7403000	Mccrory School District
2604000	Jessieville School District
2605000	Lake Hamilton School District
2607000	Mountain Pine School District
2703000	Poyen School District
2705000	Sheridan School District
2803000	Marmaduke School District
2807000	Greene County Tech School District
2808000	Paragould School District
2901000	Blevins School District
3002000	Glen Rose School District

District LEA	District Name
3004000	Malvern School District
5440700	Kipp Delta Public Schools
5604000	Marked Tree School District
5608000	East Poinsett Co. School Dist.
5803000	Hector School District
3102000	Dierks School District
3104000	Mineral Springs School District
3105000	Nashville School District
3201000	Batesville School District
3209000	Southside School District (independence)
3212000	Cedar Ridge School District
3302000	Melbourne School District
3306000	Izard County Consolidated School District
3403000	Newport School District
3405000	Jackson Co. School District
3502000	Dollarway School District
6001000	Little Rock School District
6041700	Lisa Academy
6043700	Arkansas Virtual Academy
6047700	Estem Public Charter School
3509000	Watson Chapel School District
3541700	Pine Bluff Lighthouse Academy
3542700	Responsive Ed Solutions Quest Middle School Of Pine Bluff
3601000	Clarksville School District
3704000	Lafayette County School District
3804000	Hoxie School District

District LEA	District Name
3806000	Sloan-hendrix School District
3809000	Hillcrest School District
3810000	Lawrence County School District
3840700	Imboden Charter School District
3904000	Lee County School District
4901000	Caddo Hills School District
5006000	Prescott School District
5008000	Nevada School District
4003000	Star City School District
4101000	Ashdown School District
4102000	Foreman School District
4201000	Booneville School District
4202000	Magazine School District
4203000	Paris School District
4204000	Scranton School District
4302000	England School District
4304000	Cabot School District
4401000	Huntsville School District
4501000	Flippin School District
6202000	Hughes School District
6205000	Palestine-wheatley Sch. Dist.
6302000	Benton School District
6304000	Harmony Grove Sch Dist(saline)
4502000	Yellville-summit School Dist.
4602000	Genoa Central School District
4701000	Armorel School District

District LEA	District Name
4702000	Blytheville School District
4706000	Rivercrest School District 57
4708000	Gosnell School District
4712000	Manila School District
4713000	Osceola School District
4801000	Brinkley School District
4802000	Clarendon School District
4902000	Mount Ida School District
7503000	Danville School District
7504000	Dardanelle School District
7509000	Western Yell Co. School Dist.
7510000	Two Rivers School District
5102000	Jasper School District
5106000	Deer/mt. Judea School District
5201000	Bearden School District
5204000	Camden Fairview School District
5205000	Harmony Grove School District (ouachita)
5301000	East End School District
5303000	Perryville School District
5401000	Barton-lexa School District
5404000	Marvell-elaine School District
5502000	Centerpoint School District
5503000	Kirby School District
5504000	South Pike County School District
5602000	Harrisburg School District
5605000	Trumann School District

District LEA	District Name
5703000	Mena School District
5706000	Ouachita River School District
5707000	Cossatot River School District
5801000	Atkins School District
5802000	Dover School District
5804000	Pottsville School District
5805000	Russellville School District
5901000	Des Arc School District
5903000	Hazen School District
6002000	N. Little Rock School District
6003000	Pulaski County Special School District
6040700	Academics Plus School District
6044700	Covenantkeepers Charter School
6049700	Little Rock Preparatory Academy
6050700	Jacksonville Lighthouse Charter
6052700	Siatech Little Rock Charter
6053700	Responsive Ed Solutions Premier High School Of Little Rock
6054700	Responsive Education Solutions Quest Middle School Of Little Rock
6055700	Exalt Academy Of Southwest Little Rock
6091000	Ark. School For The Blind
6092000	Ark. School For The Deaf
6094000	Division Of Youth Services School System
6102000	Maynard School District
6103000	Pocahontas School District
6201000	Forrest City School District
6301000	Bauxite School District

District LEA	District Name
6303000	Bryant School District
6401000	Waldron School District
6502000	Searcy County School District
6505000	Ozark Mountain School District
6601000	Fort Smith School District
6602000	Greenwood School District
6603000	Hackett School District
6604000	Hartford School District
6605000	Lavaca School District
6606000	Mansfield School District
6802000	Cave City School District
6804000	Highland School District
6901000	Mountain View School District
7003000	Junction City School District
7007000	Parkers Chapel School Dist.
0104000	Stuttgart School District
0201000	Crossett School District
0203000	Hamburg School District
0302000	Cotter School District
0303000	Mountain Home School District
0304000	Norfork School District
0401000	Bentonville School District
0402000	Decatur School District
0403000	Gentry School District
0404000	Gravette School District
0405000	Rogers School District

District LEA	District Name
6701000	Dequeen School District
6703000	Horatio School District
7001000	El Dorado School District
7009000	Strong-huttig School District
7008000	Smackover-norphlet School District
7102000	Clinton School District
7104000	Shirley School District
7105000	South Side Sch Dist(vanburen)
7201000	Elkins School District
7202000	Farmington School District
7203000	Fayetteville School District
7204000	Greenland School District
7205000	Lincoln School District
7206000	Prairie Grove School District
7207000	Springdale School District
0407000	Pea Ridge School District
0440700	Arkansas Arts Academy
0442700	Responsive Ed Solutions Northwest Ark Classical Academy
0501000	Alpena School District
0502000	Bergman School District
0503000	Harrison School District
0504000	Omaha School District
0505000	Valley Springs School District
0506000	Lead Hill School District
0601000	Hermitage School District
0602000	Warren School District

District LEA	District Name
0701000	Hampton School District
0801000	Berryville School District
4301000	Lonoke School District
4303000	Carlisle School District
0803000	Green Forest School District
0901000	Dermott School District
0903000	Lakeside School Dist(chicot)
1002000	Arkadelphia School District
1003000	Gurdon School District
1101000	Corning School District
1104000	Piggott School District
1106000	Rector School District
1201000	Concord School District
1202000	Heber Springs School District
1203000	Quitman School District
1204000	West Side School Dist(cleburne
7304000	White Co. Central School Dist.
7310000	Rose Bud School District
7311000	Searcy School District
1305000	Cleveland County School District
1402000	Magnolia School District
1408000	Emerson-taylor-bradley School District
1503000	Nemo Vista School District
1505000	Wonderview School District
1507000	South Conway County School District
1601000	Bay School District

District LEA	District Name
1602000	Westside Cons. Sch Dist(craigh
1603000	Brookland School District
1605000	Buffalo Is. Central Sch. Dist.
1608000	Jonesboro School District
1611000	Nettleton School District
3505000	Pine Bluff School District
3510000	White Hall School District
3604000	Lamar School District
1613000	Riverside School District
1701000	Alma School District
1702000	Cedarville School District
1703000	Mountainburg School District
1704000	Mulberry School District
1705000	Van Buren School District
1802000	Earle School District
1803000	West Memphis School District
1804000	Marion School District
1901000	Cross County School District
1905000	Wynne School District
2002000	Fordyce School District
3003000	Magnet Cove School Dist.
3005000	Ouachita School District
3211000	Midland School District

Attachment 14 – Statewide Data

Per the ADE's guidance, we are providing two sets of data for comparison in this application. The first set, provided in the tables in the application narrative, pertains to the Bentonville Public School District where the physical teaching/learning center building will be located. In the second set of data, included in this attachment, we provide data for the statewide averages.

Statewide Arkansas Data			
District Name	Arkansas Statewide		
District Status	NA		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	76.59	72.74	86.9
Targeted Achievement Gap Group	68.53	64.44	82.9
African American	61.51	52.59	81.0
Hispanic	73.70	70.33	84.5
White/Caucasian	80.31	80.99	89.3
Economically Disadvantaged	69.63	64.93	82.7
English Language Learners/ Limited English Proficient	65.16	63.15	84.1
Students with Disabilities	32.26	40.76	83.1

Attachment 15 – Statement of Permissible Uses

July 7, 2015

Kyle Bell
Connections Education

RE: Zoning Certification for 609 Southwest 8th Street

To Whom It May Concern,

The property located at 609 Southwest 8th Street, Bentonville, Arkansas is zoned C-2, General Commercial. The C-2 zoning designation allows for a variety of Commercial uses and does specifically allow for office and retail as a use by right.

For additional information regarding the specifics of the C-2, General Commercial zoning district, contact the City of Bentonville Planning Department at (479) 271-3126.

Respectfully,

Beau Thompson
City Planner

Attachment 16 – Connections Standard Fee Schedule

Connections Academy

Standard Fee Schedule

Fee	Factor	Description
Educational Resource Center	$126.00	per each enrolled student, calculated as an average over the school year
Connexus™ Annual License (EMS)	$600.00	per each enrolled student, calculated as an average over the school year
Technical Support and Repairs	$150.00	per each enrolled student, calculated as an average over the school year
Accounting and Regulatory Reporting	$50.00	per each enrolled student, calculated as an average over the school year
Direct Course Instruction Support	$1.53	per student day; based on enrollment at a point in time each month in a NaCA supported course
Short Term Substitute Teaching Services	$300.00	per day, if service is provided by a teacher employed by the EMO Partner
Hardware/Software - Employees	$600.00	per each staff member employed at the end of the year
Human Resources Support	$1,250.00	per each staff member employed at the end of the year
School Curriculum Supplies	$500.00	per each teacher employed at the end of the school year
Facility Support Services	$15,000.00	per each school office location
Student Technology Assistance - Desktop*	$525.00	per each household enrolled at any time during the school year
Student Technology Assistance - Laptop*	$725.00	per each household enrolled at any time during the school year
Internet Subsidy Payment Processing	$25.00	per each household enrolled at any time during the school year
Enrollment and Records Management	$40.00	per each student enrolled at any time during the school year
Curriculum Postage	$33.00	per each student enrolled at any time during the school year
Tangible and Intangible Instructional Materials - Kindergarten*	$600.00	per each Kindergarten student enrolled at any time during the school year
Tangible and Intangible Instructional Materials - 1st-5th Grade*	$950.00	per each 1st - 5th grade student enrolled at any time during the school yea
Tangible and Intangible Instructional Materials - 6th-12th Grade*	$1,075.00	per each 6th - 12th grade student enrolled at any time during the school year
Treasury Services	1.5%	of all revenue from governmental sources, excluding any special education revenue
Marketing Services	1.0%	of all revenue from governmental sources, excluding any special education revenue
School Administration	6.5%	of all revenue from governmental sources, excluding any special education revenue
Special Education Oversight and Support	2.5%	of all revenue from governmental sources, excluding any special education revenue
Special Education Direct Services	100.0%	of all special education revenue
Employee Benefits	20.0%	per actual gross wages and bonus accrual for administration and teachers employed by EMO partner
Employee Taxes	9.0%	per actual gross wages and bonus accrual for administration and teachers employed by EMO partner
Community Outreach	TBD	Board to approve budget for school's contribution toward outreach effort

Expenses Reimbursed to Connections Academy at Cost	Expenses Paid by the School by Contractual Obligation
Employee Wages	Banking fees
Office Supplies	Bookkeeping and Audit
Copiers/Reproduction	Dues
Office Postage	Accreditation
ISP Payment Reimbursement	Workers Compensation Insurance
Student Testing and Assessment	Directors and Officers Insurance
Staff Recruiting	Legal
Staff Training/Professional Development	Board-Related Expenses
Travel and Conferences	Other Curriculum
Team Building	Special Education Related Services
Maintenance and Repair	Summer School
High Speed Internet	Graduation Expense
Phone	Student Activities
Office Rent	Relocation Expense
Rent Operating Expense	Sponsor Fee
Building Safety Program	Any other expenses for services not contracted to Connections Academy of State, LLC
M&T Credit Card Suspense	
Utilities	
Contract School Staff	
Employee Pension (if applicable)	

*** Items under Student Technology Assistance and Tangible and Intangible Instructional Materials are provided to the school and its students for use during the school year. They remain the property of Connections Academy of State and/or its vendors.**

PERFORMANCE DATA FROM CHARTER SCHOOLS OPERATED IN CONTIGUOUS STATES BY SAME SPONSORING ENTITY (operates in many other states)

LOUISIANA CONNECTIONS ACADEMY

2013-2014 • Louisiana Connections Academy • Grades K-12

C

SPS = 74.3

1200 Enrolled · 7% Special Education · 52% Free & Reduced Lunch · Site Code: 345001

HOW DID STUDENTS PERFORM IN GRADES 3-8?

Students are assessed on their performance towards meeting grade-level expectations.

LEVEL	SCHOOL	DISTRICT	STATE	ABOVE Grade Level	AT Grade Level
Above Grade Level	23%	23%	24%	↑	↑
At Grade Level	48%	48%	45%		
Below Grade Level	29%	29%	32%	IMPROVED	IMPROVED

HOW DID STUDENTS PERFORM ON HIGH SCHOOL EXAMS?

Students are assessed on their performance towards meeting grade-level expectations.

LEVEL	SCHOOL	DISTRICT	STATE	ABOVE Grade Level	AT Grade Level
Above Grade Level	18%	18%	22%	↓	↓
At Grade Level	34%	34%	40%		
Below Grade Level	47%	47%	39%	DECLINING	DECLINING

NOTE: The two tables above include students who take LAA 1 and LAA 2. View how their performance is measured here. Schools that are K-2 configurations have accountability data based on a paired school, designated by its district.

HOW MANY CREDITS DID STUDENTS EARN BY THE END OF FRESHMAN YEAR?

Schools with grade 8 are accountable for the number of credits earned and the number of students who dropout by the end of grade 9.

CREDITS	SCHOOL	DISTRICT	STATE
6+	72%	66%	81%
5-5.5	6%	5%	<5%
3.5-4.5	8%	8%	<5%
3 or Less OR Dropout	14%	22%	11%

WHAT PERCENT OF STUDENTS GRADUATED?

The cohort graduation rate is the percent of students who enter the ninth grade and successfully graduate four years later.

	SCHOOL	DISTRICT	STATE	12/13 vs 11/12
4 year diploma	51%	51%	74%	N/A

ARE STUDENTS PREPARED FOR COLLEGE & CAREER SUCCESS?

A score of 18 or above on the ACT indicates students have minimum proficiency for college & career success.

	SCHOOL	DISTRICT	STATE	SCORE OF 18+ 13/14 vs 12/13
TOPS Honors Score of 27+	12%	12%	8%	↑
TOPS Performance Score of 23+	31%	31%	22%	
TOPS Opportunity Score of 20+	44%	45%	42%	
ACT Score of 18+	61%	61%	59%	IMPROVED

WHAT KIND OF DIPLOMAS & CREDITS DID STUDENTS EARN?

The graduation index measures the strength of a diploma and credits that a high school graduate earned.

DIPLOMA + CREDITS	SCHOOL	DISTRICT	STATE
High School Diploma + passing score on college credit exam*	<5%	<5%	<5%
High School Diploma + passing score on college credit course*	8%	8%	34%
High School Diploma	43%	43%	36%
Nongraduates	49%	49%	23%

DID THIS SCHOOL MAKE PROGRESS WITH STUDENTS WHO STRUGGLED ACADEMICALLY?

Schools earn progress points for students who were below grade level but who exceeded expectations in the current year.

	# STUDENTS Below Grade Level	% EXCEEDING EXPECTATIONS	% DISTRICT	% STATE
ELA (K-8)	92	53%	N/A	56%
Math (K-8)	116	41%	N/A	53%
ELA (9-12)	24	13%	13%	15%
Math (9-12)	50	14%	14%	17%

HOW DID DIFFERENT GROUPS OF STUDENTS PERFORM?

ALL STUDENTS:		STUDENTS WITH DISABILITIES:		STUDENTS ELIGIBLE FOR FREE & REDUCED LUNCH:	
66% on or above grade level	13/14 vs 12/13 → STEADY	43% on or above grade level	13/14 vs 12/13 ↓ DECLINING	60% on or above grade level	13/14 vs 12/13 → STEADY

2012-2013	2013-2014
C SPS 72.5	C SPS 74.3

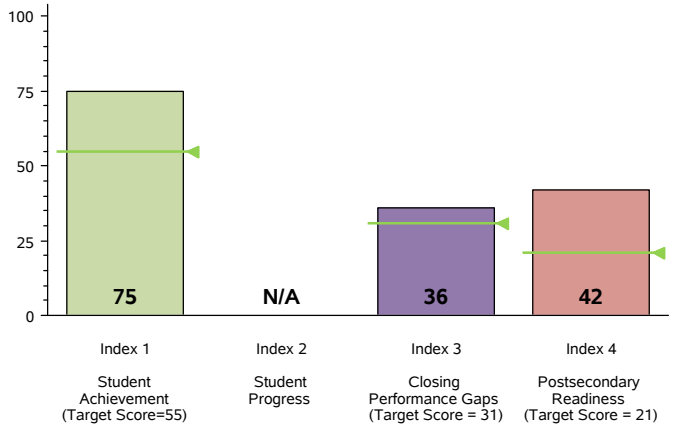
As Louisiana transitions to higher standards and new assessments, the State Board of Education and the Louisiana Department of Education are committed to ensuring that educators and students have time to learn and adjust to the new expectations. To understand Louisiana's transition policies during this time to learn, click here.

Texas Education Agency
2013-14 School Report Card
TEXAS CONNECTIONS ACADEMY AT HOUST (101912100)

District Name: **HOUSTON ISD** | Total Students: **3,887**
Campus Type: **Elementary/Secondary** | Grade Span: **03 - 12**

2014 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores (ranging from 0 to 100) for this campus for a given index. The *Target Score* -- the score required to meet each index's standard -- is indicated below the index description and as a line on each bar. In order to receive the **Met Standard** accountability rating, the campus must have met or exceeded the target score on each index evaluated.



2014 Accountability Rating

Met Standard

For 2014 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2012-13)	100.0%	95.8%	95.8%
Enrollment by Race/Ethnicity			
African American	11.4%	25.2%	12.7%
Hispanic	26.6%	62.0%	51.8%
White	53.7%	8.2%	29.4%
American Indian	0.8%	0.2%	0.4%
Asian	3.1%	3.5%	3.7%
Pacific Islander	0.4%	0.1%	0.1%
Two or More Races	4.0%	0.9%	1.9%
Enrollment by Student Group			
Economically Disadvantaged	42.6%	80.6%	60.2%
English Language Learners	0.8%	29.6%	17.5%
Special Education	1.9%	7.5%	8.5%
Mobility Rate (2012-13)	22.0%	18.7%	17.1%

School Financial Information (2012-13)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	57.4%	64.4%
Instructional Expenditure Ratio	n/a	65.0%	63.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$3,413	$8,211	$8,327
Instruction	$3,352	$4,772	$4,759
Instructional Leadership	$3	$110	$123
School Leadership	$40	$575	$484

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-in Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2014	77%	71%	**75%**	64%	71%	78%	86%	93%	93%	82%	67%
	2013	77%	71%	**75%**	62%	69%	79%	85%	91%	84%	78%	66%
Reading	2014	76%	69%	**81%**	73%	77%	83%	88%	96%	100%	86%	79%
	2013	80%	74%	**85%**	74%	81%	88%	88%	94%	100%	90%	78%
Mathematics	2014	78%	72%	**69%**	54%	64%	74%	78%	89%	90%	76%	60%
	2013	79%	74%	**71%**	53%	67%	76%	79%	97%	77%	73%	61%
Writing	2014	72%	70%	**72%**	69%	73%	68%	*	96%	*	74%	59%
	2013	63%	58%	**64%**	58%	58%	67%	78%	84%	*	60%	54%
Science	2014	78%	72%	**75%**	58%	68%	81%	*	91%	*	81%	63%
	2013	82%	75%	**76%**	65%	66%	82%	92%	89%	*	76%	67%
Social Studies	2014	76%	70%	**73%**	64%	68%	75%	*	89%	*	96%	59%
	2013	76%	70%	**73%**	55%	64%	78%	83%	84%	*	81%	64%
STAAR Percent at Postsecondary Readiness Standard(Sum of All Grades Tested)												
Two or More Subjects	2014	41%	35%	**38%**	28%	31%	42%	*	70%	55%	45%	26%
Reading	2014	45%	39%	**54%**	41%	48%	57%	55%	80%	80%	66%	41%
Mathematics	2014	39%	36%	**28%**	16%	23%	31%	*	53%	50%	38%	16%
Writing	2014	35%	34%	**28%**	26%	26%	26%	*	68%	*	42%	17%
Science	2014	43%	36%	**34%**	22%	22%	39%	*	60%	*	63%	22%
Social Studies	2014	39%	33%	**34%**	23%	28%	37%	*	56%	*	60%	23%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2014	15%	14%	**12%**	6%	9%	13%	*	26%	23%	23%	6%
Reading	2014	15%	14%	**18%**	10%	14%	20%	*	39%	*	29%	10%
Mathematics	2014	17%	17%	**8%**	2%	5%	10%	*	25%	*	17%	3%
Writing	2014	8%	9%	**5%**	*	*	4%	*	*	*	*	*
Science	2014	14%	11%	**8%**	*	7%	8%	*	16%	*	19%	3%
Social Studies	2014	15%	12%	**10%**	*	6%	11%	*	*	*	24%	4%
STAAR Percent Met or Exceeded Progress												
Reading	2014	61%	60%	**62%**	60%	55%	63%	*	72%	*	81%	59%
	2013	62%	61%	**59%**	56%	60%	60%	55%	62%	50%	53%	n/a
Mathematics	2014	60%	60%	**48%**	47%	40%	51%	*	64%	*	58%	44%
	2013	59%	57%	**45%**	45%	43%	46%	*	64%	*	37%	n/a
STAAR Percent Exceeded Progress												
Reading	2014	17%	18%	**17%**	14%	16%	18%	*	20%	*	17%	13%
	2013	15%	16%	**16%**	17%	17%	16%	0%	19%	30%	13%	n/a
Mathematics	2014	18%	21%	**9%**	9%	9%	8%	*	18%	*	11%	7%
	2013	16%	17%	**8%**	11%	6%	7%	*	28%	*	7%	n/a
Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)												
Reading	2014	45%	41%	**45%**	31%	39%	55%	*	*	-	*	46%
	2013	43%	40%	**41%**	43%	37%	42%	-	*	-	40%	37%
Mathematics	2014	46%	43%	**32%**	20%	28%	39%	*	*	*	*	28%
	2013	46%	41%	**32%**	26%	33%	32%	-	*	-	38%	25%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'-' Indicates zero observations reported for this group.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'n/a' Indicates data reporting is not applicable for this group.

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Students Success Initiative												
Grade 5												
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration												
Reading	2014	77%	69%	**81%**	61%	85%	82%	-	100%	*	100%	70%
Mathematics	2014	79%	76%	**63%**	39%	51%	74%	-	100%	*	*	50%
Students Requiring Accelerated Instruction												
Reading	2014	23%	31%	**19%**	39%	15%	18%	-	*	50%	*	30%
Mathematics	2014	21%	24%	**37%**	61%	49%	26%	-	*	*	83%	50%
STAAR Cumulative Met Standard												
Reading	2014	86%	79%	**90%**	75%	90%	92%	*	100%	*	100%	89%
Mathematics	2014	88%	85%	**73%**	54%	66%	81%	*	100%	*	*	60%
STAAR Failers Promoted by Grade Placement Committee												
Mathematics	2013	89%	93%	*	*	*	-	-	-	-	-	*
STAAR Met Standard (Failed in Previous Year) Retained in Grade 5												
Reading	2014	58%	53%	*	-	-	*	-	-	-	-	*
Mathematics	2014	66%	62%	*	-	-	*	-	-	-	-	*
Grade 8												
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration												
Reading	2014	83%	76%	**92%**	82%	92%	93%	*	100%	*	100%	86%
Mathematics	2014	80%	72%	**80%**	59%	78%	85%	*	100%	*	87%	73%
Students Requiring Accelerated Instruction												
Reading	2014	17%	24%	**8%**	18%	8%	7%	*	*	*	*	14%
Mathematics	2014	20%	28%	**20%**	41%	22%	15%	*	*	*	*	27%
STAAR Cumulative Met Standard												
Reading	2014	89%	83%	**97%**	95%	96%	97%	*	100%	*	100%	95%
Mathematics	2014	87%	81%	**87%**	67%	84%	90%	*	100%	*	100%	79%
STAAR Failers Promoted by Grade Placement Committee												
Reading	2013	95%	97%	*	-	*	*	-	-	-	-	*
Mathematics	2013	95%	94%	*	*	*	*	*	*	-	*	*

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'-' Indicates zero observations reported for this group.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'n/a' Indicates data reporting is not applicable for this group.

TEXAS CONNECTIONS ACADEMY AT HOUST
(101912100)
HOUSTON ISD

	State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2012-13	2.2%	3.1%	**4.9%**	4.8%	8.4%	3.5%	10.0%	0.0%	*	8.0%	0.7%
2011-12	2.4%	3.9%	**1.5%**	0.0%	2.6%	1.6%	*	0.0%	*	0.0%	0.0%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'-' Indicates zero observations reported for this group.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'n/a' Indicates data reporting is not applicable for this group.

2014 ESEA DATA

District: BENTONVILLE SCHOOL DISTRICT
LEA: 0401000
Address: 500 TIGER BLVD
Address: BENTONVILLE, AR 72712
Phone: 479-254-5000

Superintendent: MICHAEL POORE
Enrollment: 15081
Attendance: 95.87
Poverty Rate: 27.17

Report created on: 10/29/2014

% Prof/Adv.	
2014 Math + Literacy	87.8
2013 Math + Literacy	89.3
2012 Math + Literacy	91.6

OVERALL DISTRICT STATUS:	NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	8058	8080	99.73	9367	9401	99.64
Targeted Achievement Gap Group	2886	2900	99.52	3363	3382	99.44
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	264	265	99.62	324	327	99.08
Hispanic	813	816	99.63	969	975	99.38
White	6290	6307	99.73	7254	7276	99.70
Economically Disadvantaged	2265	2278	99.43	2655	2673	99.33
English Language Learners	365	366	99.73	444	445	99.78
Students with Disabilities	917	921	99.57	1003	1007	99.60

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT

	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	6761	7632	88.59	90.05	91.00	4495	5233	85.90	90.84	93.00
Targeted Achievement Gap Group	1984	2676	74.14	80.33	91.00	1365	1856	73.55	85.23	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	20368	22724	89.63	90.05	91.00	13661	15326	89.14	90.84	93.00
Targeted Achievement Gap Group	6381	8249	77.35	80.33	91.00	4427	5560	79.62	85.23	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	200	242	82.64	85.28		130	159	81.76	89.91	
Hispanic	628	749	83.85	84.65		415	506	82.02	89.94	
White	5343	5992	89.17	90.78		3537	4115	85.95	90.81	
Economically Disadvantaged	1624	2058	78.91	82.43		1129	1456	77.54	86.87	
English Language Learners	300	387	77.52	77.22		214	239	89.54	87.71	
Students with Disabilities	389	858	45.34	64.69		270	553	48.82	73.05	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT

	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	7746	8895	87.08	94.56	92.00	3727	5471	68.12	90.24	81.00
Targeted Achievement Gap Group	2344	3144	74.55	89.09	92.00	1058	1937	54.62	84.82	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	23227	25963	89.46	94.56	92.00	11650	15568	74.83	90.24	81.00
Targeted Achievement Gap Group	7365	9328	78.96	89.09	92.00	3628	5643	64.29	84.82	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	236	296	79.73	90.76		103	172	59.88	88.47	
Hispanic	713	899	79.31	90.92		326	535	60.93	86.37	
White	6095	6926	88.00	95.23		2936	4282	68.57	90.54	
Economically Disadvantaged	1875	2427	77.26	90.24		857	1513	56.64	86.10	
English Language Learners	374	487	76.80	86.86		170	301	56.48	87.39	
Students with Disabilities	507	939	53.99	64.69		203	571	35.55	72.31	

2013 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT

ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	763	888	85.92	87.00	94.00
Targeted Achievement Gap Group	208	267	77.90	75.00	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	2165	2512	86.19	87.00	94.00
Targeted Achievement Gap Group	546	724	75.41	75.00	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	21	28	75.00	77.94	
Hispanic	99	118	83.90	85.94	
White	583	672	86.76	87.16	
Economically Disadvantaged	166	219	75.80	74.40	
English Language Learners	35	38	92.11	76.00	
Students with Disabilities	58	76	76.32	72.02	

DOCUMENTATION OF CHARTER AUTHORIZING PANEL ACTION

Arkansas Connections Academy Application

Arkansas Connections Academy application for an open-enrollment charter

Motion

To approve the application

Barnes-**2**	Lester	Rogers
Gotcher-**M**	Liwo	Saunders
Jones	Pfeffer	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			I am much more comfortable with this school's vision and the goals it has set. I feel they have some additional challenges, but at this time they are no greater than others and, therefore, the opportunities exist for students to exceed expectations.
Gotcher	X			I feel the applicant adequately satisfied the requests of the panel and they further demonstrated that poverty would not be a barrier to participate in this academy.
Jones		X		The applicant has not provided evidence that they will create a system where students will achieve even at state levels. Their current national statistics indicate their students are performing at low levels in math. The special education populations, and ELL populations are evidenced to perform much lower with online learning, and the applicant offered insufficient assistance to support these students.
Lester				Absent
Liwo	X			The charter will add options for non-traditional students, potentially provide additional

				professional opportunities, and provide expanded choices.
Pfeffer		X		While I support personalized learning, I believe that support is critical for students. I am concerned about the lack of human capital support for students outside of the northwest Arkansas area. There has been no outreach for support in other parts of the state and students will have limited career preparation opportunities with the “carefully selected” curriculum which does not promote hands-on learning. I am also concerned about the quality of teachers available for special needs students due to large numbers of ALPs in the northwest Arkansas area.
Rogers	X			I have concerns about the math scores for all online schools, but currently there is only one other online provider in the state. This will offer an additional choice to those Arkansas families looking for the virtual school path.
Saunders	X			This is an opportunity for choice with online providers.
Coffman				Chair

Submitted by: Alexandra Boyd
Date: November 20, 2015

The American Sign Language Proficiency Interview (ASLPI)

Information for Arkansas Department of Education (ADE)

About the American Sign Language Proficiency Interview (ASLPI)

The Praxis program has made arrangements for candidates who plan to teach ASL as a language other than English or candidates who plan to teach deaf or hard-of-hearing students to take the American Sign Language Proficiency Interview (ASLPI) delivered and evaluated by ASL Diagnostic and Evaluation Services of Gallaudet University (ASL-DES). The ASLPI is a holistic language evaluation used to determine global ASL proficiency. The basic precept in this type of evaluation is to find out through an interview what an individual can do with the target language at a given point in time.

The ASLPI is conducted as a 20-25 minute video recorded interactive dialogue between the examinee and the interviewer. Outside of the Washington, D.C. area, where Gallaudet is located, the interview is conducted remotely by videophone. More information can be found at http://www.gallaudet.edu/asldes/aslpi.html.

How do Arkansas candidates register for the ASLPI?

The first step in registering is the same as for the current Assessment of Signed Communication. Information about registration will be posted to a separate section of Arkansas's Praxis pages following adoption. The candidate is instructed to fill out a registration form and send it to ETS along with the test fee ($146 – same as for the current Assessment of Signed Communication). Once the registration is processed, the candidate will be sent an authorization letter via e-mail along with instructions on scheduling the ASLPI evaluation through Gallaudet University.

Gallaudet will work with the candidate to identify a testing location with a videophone and a proctor. In some cases, the candidate will be required to pay a $20 proctor fee directly to the proctor on the day of the evaluation.

What is the test fee?

Candidates pay a test fee of $146 directly to ETS. Depending on where the candidate is testing, there may be a $20 proctor fee that the candidate will need to pay directly to the proctor on the day of the evaluation.

How is the evaluation conducted?

Remote evaluations are conducted at a site equipped with a videophone that meets Gallaudet's requirements. A proctor is also required for all remote ASLPI evaluations. The proctor must be an employee of the place of business, institution, or agency where the evaluation is to take place. Students at educational institutions may not serve as ASLPI proctors, nor can the proctor be personally affiliated (i.e., friend or relative) with the candidate. The proctor must have some signing skills; however, high level proficiency is not required. The proctor is not involved with the evaluation. The proctor assures ASL-DES that the evaluation will take place in accordance with the system processes and protocol. The proctor also ensures the evaluation is not recorded in any fashion at the test site.

How is the ASLPI scored?

The interview is rated by a team of evaluators, and examinees are awarded an overall proficiency level on a 0-5 rating scale. Except for LEVEL 5, the ASLPI proficiency level received may include the assignment of a plus value (+). **This does not represent a midway point between two levels**, but may be inferred to indicate that the examinee exceeds the requirements for a particular level but does not satisfy in all

respects the requirements of the next higher level. Descriptions of the performance expectations for each of the proficiency levels may be found at http://www.gallaudet.edu/asldes/aslpi/aslpi-proficiency-levels.html, and video samples for proficiency levels 0-5 may be found at http://www.gallaudet.edu/asldes/aslpi/aslpi-video-samples-level-0-5.html.

Is there a recommended passing score?

The American Sign Language Teachers Association (ASLTA) provides three levels of certification for its member teachers — Provisional, Qualified, and Professional. One of the components of the ASLTA certification process is demonstrated ASL proficiency on a standardized measure. One of the two measures cited in the ASLTA guidelines is the ASLPI. The ASLPI passing (or cut) score for the provisional certification is **3+**. States adopting the ASLPI as part of the licensure process for teachers of ASL and teachers of deaf and hard-of-hearing students can also adopt the ASLTA passing score of 3+. ETS is serving only a facilitation role for our Praxis client states and does not have development, administration, or scoring responsibilities for the ASLPI. It is appropriate for states to make a policy decision regarding a passing score on the ASLPI guided by the existing requirements of a national organization. States may want to treat this passing score recommendation in the same way as the recommended study value from a standard setting and conduct a score setting with the assistance of their CRD. Kathy Pruner can assist in scheduling and conducting such a test review and score setting. ADE may wish to review the video samples from the ASLPI website (http://www.gallaudet.edu/asldes/aslpi/aslpi-video-samples-level-0-5.html) as part of the score setting process.

How are scores reported?

ETS will send score recipients an official Evaluation Report from ASL-DES which includes the proficiency level from the candidate's evaluation. This report will be provided as a secured PDF via e-mail; a sample report is available upon request.

In order to translate the ASLPI proficiency levels to a purely numeric scale for reporting through the ETS Data Manager (**test code 0634**) and to provide a Passed/Not Passed status, the following conversion is applied:

ASLPI	0	0+	1	1+	2	2+	3	3+	4	4+	5
0634	100	110	120	130	140	150	160	170	180	190	200

When users go into EDM and search for the American Sign Language Proficiency Interview, the scores they will see are the numeric scores, not the ASLPI proficiency levels, along with a Passed/Not Passed status. As in the case of the ASLPI proficiency levels, the numeric scores for test 0634 should **not** be interpreted as indicating that a score of 150, for example, is halfway between a score of 140 and 160, but rather that the examinee exceeds the requirements for a particular level (140) but does not satisfy in all respects the requirements of the next higher level (160).

How long does it take to receive results?

Test taking volume fluctuates throughout the year. At peak testing times, it can take up to six (6) weeks to receive the ASLPI results report. Candidates are advised to allow for sufficient scheduling time if they need their results reported more quickly. To check on current testing volume, candidates may contact ASL-DES at Gallaudet.

Can candidates request rescoring of their interview?

Candidates may find that their ASLPI result exceeds their expectations, or they may find it is lower than expected. The evaluation result is based only on the candidate's interview performance. The goal of the

ASLPI is to give a fair and accurate evaluation of the candidate's functional language skills at a given point in time. If candidates have a concern or grievance pertaining to the testing procedures, examination content, and/or results, they are instructed to send an email to ASLPI@Gallaudet.edu clearly outlining their concerns. Each situation is reviewed and an appropriate course of action taken. The grievance must be made in writing within 20 days of the exam administration. For more information, please consult the section on "Grievances" at http://www.gallaudet.edu/asldes/aslpi/aslpi-post-interview.html.

Can candidates who do not pass repeat the test?

It will not benefit candidates who do not meet the passing requirement to schedule another ASLPI immediately. If their language skills have not improved, a higher proficiency level will not be awarded. Candidates should consider seeking out both formal instruction and interactive opportunities. Both are typically needed to improve language skills. If a candidate decides to schedule again, each evaluation costs the same. There are no reduced rates.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING PROFESSIONAL DEVELOPMENT

~~September 6, 2014~~_____

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1.0 Regulatory Authority

1.01 These Rules shall be known as the Arkansas Department of Education Rules Governing Professional Development.

1.02 Arkansas law requires the following professional development be provided for educators:

1.02.1 School districts shall provide ~~ten (10)~~ no less than six (6) professional development days in the basic contract for educators under Ark. Code Ann. § 6-17-2402;

1.02.2 Higher education shall provide professional development within teacher preparation programs on:

1.02.2.1 Child maltreatment, under Ark. Code Ann. § 6-61-133; and

1.02.2.2 Dyslexia, under Ark. Code Ann. § 6-41-609.

1.03 The State Board of Education (SBE) enacts these Rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-10-122, 6-10-123, 6-11-105, 6-15-1004, 6-15-1703, 6-17-701 et seq., 6-17-402, 6-20-2204, 6-20-2305, 6-41-609, 6-61-133, 25-

15-201 et seq., and ~~Act 2 of the First Extraordinary Session of 2013~~ Act*s* 44 and *1090* of 2015.

2.0 Purposes

2.01 It is the purpose of these Rules to develop a high quality professional development system for all educators.

2.02 The purpose of professional development is to improve knowledge and skills in order to facilitate individual, team, school-wide, and district-wide improvement designed to ensure that all students demonstrate proficiency on the state academic standards.

3.0 Definitions

3.01 **ADE** – means the Arkansas Department of Education.

3.02 **Approved Professional Development Provider** - means any organization or individual that provides content for professional development credit, whether delivered in a face-to-face or electronic mode of delivery, whose content has been approved by the ADE to meet the annual professional development credit requirements imposed upon educators by Arkansas Statutes and ADE Rules.

3.02.1 The following entities and agencies are not required to obtain approval as an Approved Professional Development Provider:

3.02.1.1 An Arkansas public school district that provides a professional development program solely to its own personnel;

3.02.1.2 An Education Cooperative that provides professional development to districts/schools;

3.02.1.3 The Arkansas Department of Education;

3.02.1.4 The Arkansas Department of Career Education; and

3.02.1.5 The Arkansas Department of Human Services Division of Child Care and Early Childhood Education.

3.03 **ArkansasIDEAS** — is Internet Delivered Education for Arkansas Schools, a partnership between the ADE and the Arkansas Educational Television Network (AETN) to provide through the AETN access to high-quality, online professional development for Arkansas licensed educators.

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3.04 **Arkansas Comprehensive School Improvement Plan (ACSIP)**—a plan developed by a local school team based on an analysis of student performance data and other relevant data that provides a plan of action to address deficiencies in student performance and any academic achievement gap as evidenced in the Arkansas Comprehensive Assessment Program as defined in ADE rules.

3.05 **Educator** – any individual holding a license issued by the State Board of Education, specifically including without limitation teachers, administrators, library media specialists, and counselors.

3.06 **Illness** – means disorder of health of an educator or an educator's immediate family.

3.07 **Immediate family** - means the educator's:

3.07.1 Spouse;

3.07.2 Child;

3.07.3 Parent; or

3.07.4 Any other relative if the other relative lives in the same household as the educator;

3.08 **LEADS** – the Leader Excellence and Development System.

3.09 **Learning Teams**—a group of educators who meet regularly as a team to identify essential and valued student learning, develop common formative assessments, analyze current levels of achievement, set achievement goals, share strategies, and then create lessons to improve upon those levels.

3.10 **Mentoring/coaching** – actions of support and focused feedback designed to increase the capacity for growth of instructional skills and effectiveness of colleagues.

3.11 **Professional Development Day** – six (6) hours of professional development equals one (1) professional development day.

3.12 **Professional Development Plan** - outlines the professional development program of activities for a district, school, or educator that is based on student data and is aligned to the ACSIP, and incorporates an educator's professional growth plan.

3.13 **Professional Development Program ("Program")** - means a course of instruction intended to provide content that fulfills the requirement for professional development credit for educators.

3.14 **Professional Growth Plan** – is an educator's plan for professional growth that:

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3.14.1 Identifies professional learning outcomes to advance the educator's professional skills; and

3.14.2 Clearly links professional development activities and the educator's individual professional learning needs identified through TESS or LEADS.

3.15 **Study Groups** - a group of educators who meet to learn, implement, and reflect on research-based techniques in a focus area(s). Members read and discuss current research, examine and reflect on effective instruction, or examine student work.

3.16 **TESS** – the Teacher Excellence and Support System.

4.0 Professional Development Generally

4.01 Professional development is a set of coordinated planned learning activities for educators that:

4.01.1 Improves the knowledge, skills, and effectiveness of teachers, including the ability to apply what is learned;

4.01.2 Improves the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies, methods, and skills, including the ability to apply what is learned;

4.01.3 Leads to improved student academic achievement;

4.01.4 Is research-based and standards-based;

4.01.5 May incorporate educational technology as a component of the professional development, including without limitation taking or teaching an online or blended course; and

4.01.6 May provide educators with knowledge and skills needed to teach:

4.01.6.1 Students with intellectual disabilities, including without limitation Autism Spectrum Disorder;

4.01.6.2 Students with specific learning disorders, including without limitation dyslexia;

4.01.6.3 Culturally and linguistically diverse students; and

4.01.6.4 Gifted students.

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4.02 The annual professional development requirement must be fulfilled between July 1 and June 30 unless the employing school district approves and documents the professional development year as between June 1 and May 31.

4.03 Approved professional development activities that occur during the instructional day or outside the educator's annual contract days may apply toward the annual minimum professional development requirement.

4.04 Any educator who misses any part of regularly scheduled professional development activities for any reason (such as illness) must make up that time in other approved professional development activities so that the hours of professional development required annually are earned during the approved time frame required under Section 4.02 of these Rules, except as provided below:

4.04.1 If the educator is absent because of illness of the educator or the educator's immediate family, the educator shall be allowed to make up the hours missed during the remainder of the current school year or succeeding school year.

4.04.2 An educator shall complete any missed hours of professional development through professional development that is:

4.04.2.1 Substantially similar to the professional development missed and approved by the person responsible for the educator's summative evaluation; and

4.04.2.2 Delivered by any method, online or otherwise, approved by ADE under these Rules.

4.05 Any educator who provides approved professional development may count two (2) hours professional development credit for each one (1) hour of time spent in presenting professional development content.

4.06 College Courses

4.06.1 ~~A three-hour undergraduate or graduate-level college credit course from an accredited college or university counts as fifteen (15) hours of professional development~~ *Five (5) hours of credit for professional development shall be given for each one (1) hour of college credit for a graduate-level course*, if the college credit:

4.06.1.1 Is related to and enhances the educator's knowledge of the subject area in which the educator is currently employed and is related to the educator's professional growth plan;

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4.06.1.2 Is part of the requirement for the educator to obtain additional certification in a subject matter that has been designated by the ADE as having a critical shortage of educators; or

4.06.1.3 Is otherwise approved by the ADE as a *graduate level* course eligible for professional development credit.

4.06.~~1~~*2* ~~No more than half of the hours of professional development required annually for licensure may be met through college credit hours.~~ *Professional development obtained under Section 4.06.1 may be allocated as follows:*

4.06.2.1 Up to fifteen (15) hours may be credited to the professional development requirements for licensure; and

4.06.2.2 Hours obtained in excess of fifteen (15) may be credited to any remaining requirements for professional development generally, if approved by the school district in a professional development plan.

4.06.~~1~~*3* *The allocation of professional development credit obtained under Section 4.06.1 shall be approved by the:*

4.06.3.1 School district or public charter school employing the teacher; or

4.06.3.2 Department, if the educator is not employed by a school district or public charter school.

4.06.~~2~~*4* Graduate level courses in educational leadership are eligible for professional development credit based on approval by the ADE. The focus of the course must specifically relate to the job assignment as approved by the employing educational agency.

4.07 An educator may earn up to twelve (12) hours of professional development credit approved by the school or school district, which may be applied toward the professional development requirement for the time period at the beginning of each school year that is used to plan and prepare curriculum or develop other instructional material. Educators shall be entitled to one (1) hour of professional development credit for each hour of approved preparation under this section, provided the educator spends the time:

4.07.1 In his/her instructional classroom, office or media center at the public school;

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4.07.2 Prior to the first student teacher interaction day of the school year; and

4.07.3 In the focus areas listed in Section 8.02 of these Rules, and may include but is not limited to time spent in the following areas:

4.07.3.1 Grade level and/or vertical team planning to integrate subject areas;

4.07.3.2 Team work to analyze student data;

4.07.3.3 Team work to develop academic improvement plans (AIP) or individual educational programs (IEP);

4.07.3.4 Developing and/or revising curriculum, including student-centered units and assessments aligned to state curriculum frameworks;

4.07.3.5 Professional book studies;

4.07.3.6 Developing intervention strategies to support remediation and/or acceleration;

4.07.3.7 Developing and/or revising the Arkansas Comprehensive School Improvement Plan (ACSIP);

4.07.3.8 Pursuing study as noted in an educator's professional growth plan;

4.07.3.9 ArkansasIDEAS on-line professional development related to ACSIP or the educator's professional growth plan.

4.07.3.9.1 An educator who obtains professional development from ArkansasIDEAS for the purpose of this subsection 4.07.3.9 may also use ArkansasIDEAS to obtain other professional development under these Rules.

4.07.8 No professional development credit shall be given for activities under Section 4.07 of these Rules unless those activities meet the criteria and standard requirements under Sections 8.01 and 8.02 of these Rules. Specific activities which do not qualify include without limitation:

4.07.8.1 Making and putting up bulletin boards;

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4.07.8.2 Clerical work associated with documents such as ACSIP, AIP and IEPs; and

4.07.8.3 Administrative faculty or team administrative meetings.

~~4.07.9 Educators shall be entitled to earn one (1) hour of professional development credit for each hour of approved preparation under this Section 4.07, not to exceed twelve (12) hours.~~

4.08 Educators may count up to two (2) professional development days for attendance at instructional professional development sessions conducted by bona fide professional organizations and approved by ADE ~~(~~under A.C.A. § 6-17-702.

4.09 Nothing in this Section 4 shall prevent or restrict a school district from requiring additional in-service training.

5.0 Minimum Annual Requirements

5.01 Each educator shall obtain thirty-six (36) hours of professional development annually for renewal of an educator's license.

~~5.01.1 Of the sixty (60) hours of professional development required by law or by contract annually for an educator employed with a school district, thirty-six (36) of those hours shall be credited toward renewal of the educator's license.~~

5.02 The thirty-six (36) professional development hours under this section shall include, at a minimum:

5.02.1 The professional development required in the educator's professional growth plan under the requirements of TESS or LEADS; and

5.02.2 Professional development required by law or by rule.

6.0 Scheduled Professional Development

6.01 The professional development required under this Section 6 shall include content that is provided by:

6.01.1 ADE, including ArkansasIDEAS;

6.01.2 An institution of higher education;

6.01.3 A provider approved by ADE; or

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6.01.4 An education service cooperative.

6.02 The two (2) hours in each area of professional development required under this Section 6 shall be counted in the school year in which the professional development is taken toward the minimum number of hours of professional development required for educators for that school year.

6.03 If an educator obtains additional hours above the minimum requirements of this Section 6, the educator may count those additional hours toward the total minimum hours of professional development required for educators for that school year.

6.04 As part of the minimum annual requirement under these Rules, a public school or school district shall make available to the appropriate educator, or an educator not employed by a public school or school district shall obtain, professional development on the following schedule:

6.04.1 Child Maltreatment Mandated Reporter

6.04.1.1 In the 2013-2014 school year and every fourth year thereafter, all educators shall obtain two (2) hours of professional development in:

6.04.4.1.1 Recognizing the signs and symptoms of child maltreatment;

6.04.4.1.2 The legal requirements of the Child Maltreatment Act, Ark. Code Ann. § 12-18-101 et seq., and the duties of mandated reporters under the Act;

6.04.4.1.3 Methods for managing disclosures regarding child victims; and

6.04.4.1.4 Methods for connecting a victim of child maltreatment to appropriate in-school services and other agencies, programs, and services needed to provide the child with the emotional and educational support the child needs to continue to be successful in school.

6.04.1.2 The child maltreatment professional development required under this section shall be based on curriculum approved by the Arkansas Child Abuse/Rape/Domestic

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Violence Commission and may be obtained in-person or online.

6.04.2 Parent Involvement

6.04.2.1 In the 2014-2015 school year and every fourth school year thereafter, each educator shall be required to have two (2) hours of professional development designed to enhance understanding of effective parent involvement strategies.

6.04.2.2 In the 2014-2015 school year and every fourth school year thereafter, each administrator shall be required to have two (2) hours of professional development designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parent participation.

6.04.3 Teen Suicide Awareness and Prevention

6.04.3.1 In the 2015-2016 school year and every fourth school year thereafter, all educators shall obtain two (2) hours of professional development in teen suicide awareness and prevention.

6.04.3.2 The required professional development under this section may be accomplished by self-review of suitable suicide prevention materials approved by ADE.

6.04.4 Arkansas History

6.04.4.1 In the 2016-2017 school year and every fourth school year thereafter, each educator who provides instruction in Arkansas history shall obtain two (2) hours of professional development in Arkansas history.

7.0 Requirements for Specific Licensure Areas

7.01 Administrator

7.01.1 For each administrator, the annual professional development requirement shall include training in data disaggregation, instructional leadership, and fiscal management.

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7.01.2 This training may include without limitation the Initial, Tier 1, ~~(twelve (12) hours)~~ and Tier 2 ~~(four (4) hours)~~ training required for superintendents and district designees by the Arkansas Department of Education Rules Governing the Arkansas Financial Accounting and Reporting System and Annual Training Requirements.

7.01.3 An applicant for a building-level administrator license shall successfully complete the teacher evaluation professional development program.

7.01.3.1 An educator who receives an initial building level administrator's license shall complete the credentialing assessment for the teacher evaluation professional development program either before or after receiving the initial building level administrator's license.

7.02 Athletic Coaches

At least once every three (3) years, each person employed as an athletic coach shall obtain training in recognition and management regarding each of the following events or conditions that may be encountered by a student during athletic training and physical activities:

7.02.1 A concussion, dehydration, or other health emergency;

7.02.2 An environmental issue that threatens the health or safety of students; and

7.02.3 A communicable disease.

7.02.4 The training may include a component on best practices for a coach to educate parents of students involved in athletics on sports safety.

7.03 Advanced Placement

Each hour of approved training received by educators related to teaching an advance placement class for a subject covered by the College Board and Educational Testing Service shall count as professional development up to a maximum of thirty (30) hours annually.

7.04 Adult Education

Educators working solely part time in one of the following settings shall obtain ~~thirty (30)~~ one-half (1/2) of the required hours of professional development annually for licensure.

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7.04.1 Adult basic education;

7.04.2 General adult education;

7.04.3 English as a second language for adults; and

7.04.4 General Educational Development Test examiners.

8.0 Professional Development Criteria

8.01 All approved professional development shall be aligned to the standards developed by the State Board of Education.

8.02 Approved professional development activities shall relate to the following Focus Areas:

8.02.1 Content (K-12);

8.02.2 Instructional strategies;

8.02.3 Assessment/data-driven decision making;

8.02.4 Advocacy/leadership/fiscal management;

8.02.5 Systemic change process;

8.02.6 Standards, frameworks, and curriculum alignment;

8.02.7 Supervision;

8.02.8 Mentoring/peer coaching;

8.02.9 Next generation learning/integrated technology;

8.02.10 Principles of learning/developmental stages/diverse learners;

8.02.11 Cognitive research;

8.02.12 Parent involvement/academic planning and scholarship;

8.02.13 Collaborative learning community;

8.02.14 Student health and wellness, which may include but is not limited to:

8.02.14.1 Antibullying policies;

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8.02.14.2 Appropriate training for anticipated rescuers in the use of automated external defibrillator or cardiopulmonary resuscitation; and

8.02.15 The Code of Ethics for Arkansas Educators.

8.03 Approved professional development takes on many forms and may be earned in the following ways:

8.03.1 Conferences/workshops/institutes

8.03.2 Mentoring/peer coaching;

8.03.3 Study groups/learning teams;

8.03.4 National Board for Professional Teaching Standards Certification;

8.03.5 Distance and online learning, to include ArkansasIDEAS;

8.03.6 Internships;

8.03.7 State/district/school programs;

8.03.8 College/university course work;

8.03.9 Action research; or

8.03.10 Individually-guided, as noted in an educator's individual professional development plan.

8.04 Requirements for ArkansasIDEAS include:

8.04.1 The ADE shall determine the content and approve all professional development delivered through the Arkansas On-line Professional Development Initiative that counts toward the annual professional development required under these Rules.

8.04.2 The ADE shall select courses/products, which are research-based and are available from sources, with expertise in technology delivered professional development courses.

8.04.3 Online professional development courses shall include online registration, assessment, course evaluation, and attendance and completion documents.

9.0 School and School District Professional Development Plans

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9.01 Each school district and school shall develop and implement a professional development plan.

9.01.1 Teachers, administrators, and paraprofessionals shall be involved in the design, implementation and evaluation of their respective professional development offerings under the school and school district professional development plan.

9.01.2 An educator may count toward the annual minimum professional development required under these rules each hour of training included in the professional development plan that is mandated by law or by rule, including without limitation in the following areas:

9.01.2.1 School Fire Marshal Program under A.C.A. § 6-10-110;

9.01.2.2 Tornado safety under A.C.A. § 6-10-121;

9.01.2.3 Literacy assessment and/or mathematics assessment under A.C.A. § 6-15-420;

9.01.2.4 Test security and confidentiality under A.C.A. § 6-15-438;

9.01.2.5 Emergency plans ~~for terrorist attacks~~ *and Panic Button Alert System* under A.C.A. § 6-15-1302;

9.01.2.6 Anti-bullying policies under A.C.A. § 6-18-514;

9.01.2.7 Teacher Excellence and Support System under A.C.A. § 6-17-2804;

9.01.2.8 Student discipline training under A.C.A. § 6-18-502;

9.01.2.9 Student Services Program under A.C.A. § 6-18-1004;

9.01.2.10 Training required by ADE under academic, fiscal, and facilities distress laws and rules; and

9.01.2.11 Annual active shooter drills under ~~Act 484 of 2013~~ A.C.A. § 6-15-1303.

9.02 School Improvement and ACSIP

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9.02.1 School and district professional development plans shall be included in the Arkansas *Comprehensive* School Improvement Plan (ACSIP) and shall be reviewed annually by the school/district and the ADE.

9.02.2 The ACSIP will include an assurance statement that each educator in the school/district shall have an individual professional development plan that has been developed in cooperation and collaboration with the educator and the school and/or district consistent with the Teacher Effectiveness and Support System.

9.02.3 ADE may require specific professional development programs for the district or the school designated in school improvement or academic distress.

9.02.4 These requirements may become part of the school district or school improvement plan.

10.0 Provider and Program Approval Process

10.01 All professional development providers and programs must be approved by the ADE in order to provide credit toward the annual professional development required under these Rules.

10.01.1 A person whose license has been revoked by the State Board is not eligible to be an approved provider of professional development.

10.02 At least thirty (30) days before a program is offered to educators, the professional development provider shall provide a detailed description of the entire program including staff qualifications to the ADE in an electronic format prescribed by ADE.

10.03 The ADE shall promptly review the content of the program for compliance with all applicable statutes and ADE rules to determine if any or all of the program content shall be deemed to provide professional development credit and shall establish the time period the professional development provider is approved to offer the program.

10.04 Upon notification by the ADE of approval of the program (or a part or parts thereof) for professional development credit, the professional development provider may enroll participants in the program and offer the program for professional development credit for the set time period.

10.05 The program provider shall be responsible for the preparation and dissemination of proof of completion of the program (or parts thereof) to all attendees. All such proofs, or copies thereof, shall be submitted by the attendees who are employed by an Arkansas school district to the superintendent of the district.

MARK-UP

11.00 Funding

11.01 Professional Development Funding provided under Ark. Code Ann. § 6-20-2305 must be directed to activities that meet the conditions described in these Rules and shall not be used for any other purpose unless otherwise allowed by law or rule.

12.00 Reporting, Monitoring, and Evaluation

12.01 Each school district shall maintain all documents for its employees that reflect completion of professional development programs, whether such programs were provided by an outside organization or by the district itself.

12.02 Each school district shall report the amount of all professional development programs completed by its employees to the ADE at the time and in the manner specified by the ADE.

12.03 The ADE may monitor all school districts, and all educators to whom these Rules apply, for compliance with these requirements, and may administer appropriate sanctions specified in statute and Rule, including the Arkansas Department of Education Rules Governing the Code of Ethics for Arkansas Educators, to any district or educator whom it finds to be in noncompliance or for dishonesty in reporting under these Rules.

12.03.1 Regular monitoring activities of the professional development requirements within these Rules shall occur when the superintendent of the school district provides written assurance to the Commissioner of Education as required by law. However, the ADE may directly monitor the professional development activities of any school or school district to determine compliance with the professional development requirements.

12.04 The criteria for evaluating the impact of professional development in a public school or school district ACSIP plan shall be the improvement of student achievement on state-mandated assessments, other related indicators as defined by ACTAAP and next generation assessments, and the evaluations of the professional development offerings. These data shall be used to revise ACSIP and the district, school and individual professional development plans associated with the local improvement plan.

12.05 All institutions of higher education shall maintain documentation for employees who wish to meet the professional development hours to maintain a license under these rules.

MARK-UP

Public Comments – Rules Governing Professional Development

FIRST PUBLIC COMMENT PERIOD

Date	Respondent	Comment	ADE Response
08/24/2015	Lucas Harder, ASBA	4.06.1: Section 1 of Act 1090 changed the amount of PD received for college courses to be five (5) hours for each one (1) hour of college credit.	Comment considered. Changes from Act 1090 incorporated into Section 4.06.1, 4.062, and 4.06.3 and the rules went through a second public comment period due to the substantive changes made.
		9.01.2.5: This was changed by Act 950 to read "Emergency plans and Panic Button Alert System".	Comment considered and change made.
		9.02.1: The word "Comprehensive" is missing.	Comment considered and change made.

SECOND PUBLIC COMMENT PERIOD

Date	Respondent	Comment	ADE Response
11/18/2015	Lucas Harder, ASBA	My only question on the rules is in 9.02.2, when it requires an assurance statement that each educator has a Professional Development Plan. Was this supposed to be Professional Development Plan or was it actually supposed to be Professional Growth Plan. If it was meant to be Professional Development Plan then each educator will have a Professional Development Plan and a Professional Growth Plan.	Comment considered. No changes made as Section 9.02.2 correctly refers to the Professional Development Plan which is a sub-part of the educator's overall Professional Growth Plan.

Arkansas Computer Science Standards for Grades K-8

(K-4 Document)

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2016

Arkansas Computer Science Standards for Grades K-8

Introduction

The Arkansas Computer Science Standards for Grades K-8 provide an introduction to computing concepts that are to be embedded across other content areas and are intended to support what is already being done in the classroom. The standards support critical thinking through the essential skills of computational thinking and algorithmic problem solving. The course strands, content clusters, and content standards are to be taught in an integrated manner, not in isolation. Integration of basic computer science skills and knowledge through practical classroom experiences promote connections to all subject areas and to the real world. Formal assessment of these standards is not required; teachers may monitor and measure student learning through normal classroom activities and interactions.

Implementation of the Arkansas Computer Science Standards for Grades K-8 begins during the 2017-2018 school year.

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Computer Science Practices

Students will exhibit proficiency in computer science through:

Perseverance - Students expect and persist in overcoming the challenges that occur when completing tasks. They recognize that making and correcting mistakes will take place during the learning process and problem solving.

Collaboration - Students effectively work and communicate with others ensuring multiple voices are heard and considered. They understand that diverse thoughts may lead to creative solutions and that some problems may be best solved collaboratively.

Patterns - Students understand and utilize the logical structure of information through identifying patterns and creating conceptual models. They decompose complex problems into simpler modules and patterns.

Tools - Students evaluate and select tools to be used when completing tasks and solving problems. They understand that appropriate tools may include, but are not limited to, their mind, pencil and paper, manipulatives, software application programs, programming languages, or appropriate computing devices.

Communication - Students effectively communicate, using accurate and appropriate terminology, when explaining the task completion or problem solving strategies that were used. They recognize that good documentation is an ongoing part of the process, and when appropriate, provide accurate documentation of their work in a manner that is understandable to others.

Ethics and Impact - Students comprehend the ramifications of actions prior to taking them. They are aware of their own digital and cyber presence and its impact on other individuals and society.

Problem Solving - Students exhibit proficiency in Computer Science through identifying and systematically solving problems (e.g., engineering design process). They recognize problem solving as an ongoing process.

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Arkansas Computer Science Standards for Grades K-8
(K-4 Document)

Strand	Content Cluster
Computational Thinking and Problem Solving	
	1. Students will analyze problem-solving strategies.
	2. Students will analyze connections between elements of mathematics and computer science.
	3. Students will solve problems cooperatively and collaboratively.
Data and Information	
	4. Students will analyze various ways in which data is represented.
	5. Students will collect, arrange, and represent data.
	6. Students will interpret and analyze data and information.
Algorithms and Programs	
	7. Students will create, evaluate, and modify algorithms.
	8. Students will create programs to solve problems.
Computers and Communications	
	9. Students will analyze the utilization of computers.
	10. Students will utilize appropriate digital tools for various applications.
	11. Students will analyze various components and functions of computers.
Community, Global, and Ethical Impacts	
	12. Students will analyze appropriate uses of technology.

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Notes for the K-4 Computer Science Standards document:

1. The examples given (e.g.,) are suggestions to guide the instructor.
2. The course strands, content clusters, and the content standards are to be taught in an integrated manner, not in isolation.
3. The Practices are intended to be habits of mind for all students and were written broadly in order to apply to all grades. The Practices are not content standards and are not intended to be formally assessed but may be assessed formatively.
4. This Arkansas Department of Education curriculum standards document is intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction.
5. Notes found within the document are not approved by the Arkansas State Board of Education, but are provided for clarification of the standards by the Arkansas Department of Education and/or the standards drafting committee. The notes are subject to change as understandings of the standards evolve.

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Strand: Computational Thinking and Problem Solving

Content Cluster 1: Students will analyze problem-solving strategies.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
CT.1.K.1 Discuss the following basic steps when problem solving: ● understanding the problem ● considering various strategies	CT.1.1.1 Demonstrate the following basic steps when problem solving: ● understanding the problem ● considering various strategies	CT.1.2.1 Demonstrate the following basic steps when problem solving: ● understanding the problem ● considering and examining the efficiency of various strategies	CT.1.3.1 Solve problems using a defined process	CT.1.4.1 Examine the process of problem solving and how it applies to algorithmic problem solving
NOTE for CT.1.K.1 through CT.1.4.1 Problems within these standards can be, but are not limited to, real world problems or problems encountered in the student's daily-life. Examples include, but are not limited to, tying shoes and how to get from a classroom to the cafeteria.				
CT.1.K.2 Begins in Grade 7	CT.1.1.2 Begins in Grade 7	CT.1.2.2 Begins in Grade 7	CT.1.3.2 Begins in Grade 7	CT.1.4.2 Begins in Grade 7

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Strand: Computational Thinking and Problem Solving

Content Cluster 2: Students will analyze connections between elements of mathematics and computer science.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
CT.2.K.1 Discuss the relative positions of objects within a program (e.g., up, down, left, right, over, under, on top of, behind, in front of, to the left, to the right)	CT.2.1.1 Demonstrate understanding of the relative positions of objects within a program (e.g., up, down, left, right, over, under, on top of, behind, in front of, to the left, to the right)	CT.2.2.1 Demonstrate understanding of the relative positions of objects within a program (e.g., up, down, left, right, diagonal)	CT.2.3.1 Apply fractional rotations within a program (e.g., quarter turns and half turns)	CT.2.4.1 Examine the relative position of objects using angles within a program (e.g., 30 degree turn)
Note for CT.2.K.1 through CT.2.4.1 These standards require the use of a computer program or mobile device application (e.g., Blockly, Scratch, Code.org). However, students may be taught the standards in a group with the teacher manipulating the computer program while students direct the teacher's movements, or individually as district technology permits. This Content Cluster may also be taught in conjunction with Content Cluster 8, at the teacher's and district's discretion.				
CT.2.K.2 Begins in Grade 6	CT.2.1.2 Begins in Grade 6	CT.2.2.2 Begins in Grade 6	CT.2.3.2 Begins in Grade 6	CT.2.4.2 Begins in Grade 6
CT.2.K.3 Begins in Grade 6	CT.2.1.3 Begins in Grade 6	CT.2.2.3 Begins in Grade 6	CT.2.3.3 Begins in Grade 6	CT.2.4.3 Begins in Grade 6
CT.2.K.4 Begins in Grade 6	CT.2.1.4 Begins in Grade 6	CT.2.2.4 Begins in Grade 6	CT.2.3.4 Begins in Grade 6	CT.2.4.4 Begins in Grade 6

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Strand: Computational Thinking and Problem Solving

Content Cluster 3: Students will solve problems cooperatively and collaboratively.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
CT.3.K.1 Solve problems cooperatively	CT.3.1.1 Solve problems of increasing complexity cooperatively	CT.3.2.1 Solve problems of increasing complexity collaboratively	CT.3.3.1 Construct innovative solutions to problems collaboratively	CT.3.4.1 Construct innovative solutions to problems of increasing complexity collaboratively

Note for CT.3.K.1 through CT.3.4.1

This standard does not require the use of a computer-based program. Students will problem solve cooperatively. The educator will determine the preferred student grouping (e.g., whole group, small group, pairs). The problems students are expected to solve may be related to real-life, age appropriate situations.

Here are some grade specific problems that a teacher may use; however, these are provided only as examples. Students should face a much wider variety of problems at each grade level and in various subject areas.

- Kindergarten - Teacher read-aloud an appropriate book about proper characters (e.g., kindness, helping others, not bullying others) and have the class discuss solutions or recommendations for appropriate actions that the characters in the book should take to overcome their problem(s).
- First Grade - Have each small group “plant” a seed in a re-sealable zipper storage bag or container, utilizing different amounts/types of light, water, seeds, planting material, to discover and document the patterns of what plants need to survive. (Arkansas K-12 Science Standard K-LS1-1)
- Second Grade - Have each small group measure the length of various objects using different measuring tools (e.g., rulers, yardsticks, measuring tapes) and then discuss and report to the class the benefits and obstacles of each tool. (AR.Math.2.MD.A.1)
- Third Grade - Work as a group to properly fold the United States Flag (D2.Civ.7.K-2)
- Fourth Grade – As a group, develop strategies to defend space, display readiness, and cover areas utilizing motor skills. (Arkansas Physical Education and Health Standard PEL.2.4.3)

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Strand: Data and Information

Content Cluster 4: Students will analyze various ways in which data is represented.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
D.4.K.1 Define data and provide examples	D.4.1.1 Describe how and why data is used	D.4.2.1 Compare types of data and how it is used	D.4.3.1 Describe how representation of data can exist in multiple formats	D.4.4.1 Compare the representation of existing data in multiple formats
Note for D.4.K.1 through D.4.4.1 Data within these standards may be very simple measuring points (e.g., number of students with a particular hair or eye color, number of male/female students, number of students that enjoy playing sports). These activities may be completed with guidance or within groups.				
D.4.K.2 Recognize ways that people represent data differently (e.g., thumbs up for yes; thumbs down for no)	D.4.1.2 Describe how numbers can be used to represent data (e.g., color by number, secret codes)	D.4.2.2 Use numbers to represent data (e.g., encode and decode a word with numbers)	D.4.3.2 Describe how 0's and 1's can be used to represent data	D.4.4.2 Use 0's and 1's to represent data (e.g., encode and decode a word with 0's and 1's)
Note for D.4.K.2 through D.4.4.2 These standards are intended to introduce students to the concept that data can be represented in a variety of ways. ● Third Grade - Within a spreadsheet application, a student may label bus riders with a '1' and all other students with a '0'; the column containing the labels can be summed to determine the number of bus riders. ● Fourth Grade - Each student can encode information in a series of 0's and 1's. For example, if '0' represents "no" and '1' represents "yes," and the students are asked to answer four yes or no questions about their personal life and code their answer using 1's and 0's, another student could then take their coded answer and decode that information about the original student.				

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Strand: Data and Information

Content Cluster 5: Students will collect, arrange, and represent data.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
D.5.K.1 Identify the purpose for data collection	D.5.1.1 Recognize various tools for data collection as a class	D.5.2.1 Select and use various tools to collect data as a class and in teams	D.5.3.1 Select and use appropriate tools to collect data in teams and individually	D.5.4.1 Compare and use appropriate tools to collect data
Note for D.5.K.1 through D.5.4.1 The progression of the standards may include transitioning from collecting data in teams to individual work. The tools may become more and more sophisticated every year (e.g., paper pencil, sticky notes, raise hands, computer generated graphs) By 3rd grade students should be choosing the appropriate tools for collecting data.				
D.5.K.2 Collect and arrange data based on a characteristic (e.g., size, color, shape, alphabetic) as a class	D.5.1.2 Collect and arrange data based on a characteristic (e.g., size, color, shape, alphabetic) in teams	D.5.2.2 Collect and arrange data based on multiple characteristics (e.g., both size & color, alphabetic & phonemic patterns) as a class and in teams	D.5.3.2 Collect and arrange data logically based on multiple characteristics as a class and in teams	D.5.4.2 Collect and arrange data logically based on multiple characteristics in teams and individually
D.5.K.3 Represent data visually as a whole class	D.5.1.3 Organize and visually represent data as a whole class and in teams	D.5.2.3 Organize and visually represent data with pictographs and bar graphs	D.5.3.3 Organize and draw visual representations of data with pictographs and bar graphs	D.5.4.3 Compare different ways to visually represent data with pictographs, bar graphs, and line plots

Notes for Content Cluster 5

- Though it is suggested when appropriate, there is no requirement for any standards within Content Cluster 5 to be taught using a computing device.
- Efforts were made to align these standards with other subject areas including mathematics; however, they are cross-curricular standards and may not align perfectly with any other particular set of standards.

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Strand: Data and Information

Content Cluster 6: Students will interpret and analyze data and information.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
D.6.K.1 Interpret and analyze concrete and pictorial graphs as a whole class	D.6.1.1 Interpret and analyze concrete and pictorial graphs as a class and in teams	D.6.2.1 Interpret and analyze graphs in teams and individually	D.6.3.1 Interpret and analyze graphs individually	D.6.4.1 Explore graphs as models for data analysis
D.6.K.2 Begins in Grade 7	D.6.1.2 Begins in Grade 7	D.6.2.2 Begins in Grade 7	D.6.3.2 Begins in Grade 7	D.6.4.2 Begins in Grade 7

Note for Content Cluster 6

These standards align closely with standards within other content areas; however, the ability to analyze data and information is essential to the field of computer science. At these grade levels, the foundation is being laid for more in-depth work in later grades.

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Strand: Algorithms and Programs

Content Cluster 7: Students will create, evaluate, and modify algorithms.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
A.7.K.1 Identify and follow an algorithm to accomplish a simple task	A.7.1.1 Choose an algorithm to accomplish a specific task	A.7.2.1 Determine which steps will complete an algorithm to accomplish a task	A.7.3.1 Create and follow algorithms to accomplish a simple task or solve a simple problem	A.7.4.1 Create and follow algorithms to accomplish a task or solve a problem
A.7.K.2 Compare and contrast algorithms of appropriate complexity as a class	A.7.1.2 Compare and contrast algorithms of appropriate complexity	A.7.2.2 Compare and contrast algorithms of appropriate complexity	A.7.3.2 Compare and contrast algorithms of appropriate complexity	A.7.4.2 Compare and contrast algorithms of appropriate complexity
A.7.K.3 Demonstrate how to correct errors within an algorithm that accomplishes a simple task	A.7.1.3 Identify and correct errors within an algorithm that accomplishes a specific task	A.7.2.3 Identify and correct errors within an algorithm that accomplishes a task	A.7.3.3 Identify and correct multiple errors within an algorithm that accomplishes a simple task or solves a simple problem	A.7.4.3 Identify and correct multiple errors within an algorithm that accomplishes a task or solves a problem
A.7.K.4 Design algorithms of appropriate complexity as a group to show a simple process	A.7.1.4 Design and test algorithms of appropriate complexity collaboratively	A.7.2.4 Design and test algorithms of appropriate complexity collaboratively	A.7.3.4 Design and test algorithms of appropriate complexity collaboratively using technology	A.7.4.4 Design and test algorithms of appropriate complexity collaboratively using technology

Note for Content Cluster 7

The use of the word algorithm within these standards is applicable to all content areas, not just mathematics. Algorithm within these standards implies a sequence of steps followed when completing a particular task. The steps followed to make a peanut butter and jelly sandwich form an algorithm. These standards may be completed using a computing device but do not require the use of one. Students should be encouraged to find their own solutions in many instances; notwithstanding, the standards do require students to demonstrate the ability to follow and/or correct a specified series of steps when necessary. For instance, students may be asked to indicate whether shoes should be put on before socks, or whether socks should be put on before shoes. For a video explanation of algorithm please visit http://goo.gl/87ghV9.

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Strand: Algorithms and Programs

Content Cluster 8: Students will create programs to solve problems.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
A.8.K.1 Use a visual block-based programming language individually and collaboratively to solve problems	A.8.1.1 Use a visual block-based programming language individually and collaboratively to solve problems of increasing complexity	A.8.2.1 Use a visual block-based programming language individually and collaboratively to solve problems of increasing complexity	A.8.3.1 Use a visual block-based programming language individually and collaboratively to solve problems of increasing complexity	A.8.4.1 Use a visual block-based programming language individually and collaboratively to solve problems of increasing complexity

Note for Content Cluster 8

These standards can be met by using free online programming environments such as Blockly, Scratch Jr., or Code.org. While the expectation is that students will utilize computers to solve problems with increasing regularity, students may be able to meet these requirements through a program as simple as Code.org's *Hour of Code*.

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Strand: Computers and Communications

Content Cluster 9: Students will analyze the utilization of computers.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
CC.9.K.1 Explore uses of computing and technology	CC.9.1.1 Identify uses of computing and technology	CC.9.2.1 Examine uses of computing and technology	CC.9.3.1 Discuss a variety of careers that require computing and technology	CC.9.4.1 Identify a variety of careers that require computing and technology
CC.9.K.2 Begins in Grade 3	CC.9.1.2 Begins in Grade 3	CC.9.2.2 Begins in Grade 3	CC.9.3.2 Discuss as a class that computers perform actions or outputs based on inputs by humans (e.g., using a video game controller, typing and using a mouse)	CC.9.4.2 Recognize that computers perform actions or outputs based on input by humans (e.g., using a video game controller, typing and using a mouse)

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Strand: Computers and Communications

Content Cluster 10: Students will utilize appropriate digital tools for various applications.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
CC.10.K.1 Use various input/output devices	CC.10.1.1 Demonstrate an appropriate level of proficiency with various input/output devices	CC.10.2.1 Demonstrate an appropriate level of proficiency with various input/output devices including keyboarding - can be a touchscreen keyboard.	CC.10.3.1 Demonstrate an appropriate level of proficiency with keyboards and other input/output devices.	CC.10.4.1 Demonstrate an appropriate level of proficiency with keyboards and other input/output devices
Note for CC.10.K.1 though CC.10.4.1 Examples for input/output devices include, but are not limited to, touch screens, mice, touchpads, trackballs, and interactive boards.				
CC.10.K.2 Demonstrate proper care of computer equipment	CC.10.1.2 Demonstrate proper care of computer equipment	CC.10.2.2 Recognize the expense of the equipment and how care and protection of the computers can prolong use and save the cost of purchasing new equipment, therefore benefiting all students	CC.10.3.2 Recognize the expense of the equipment and how care and protection of the computers can prolong use and save the cost of purchasing new equipment, therefore benefiting all students	CC.10.4.2 Recognize the expense of the equipment and how care and protection of the computers can prolong use and save the cost of purchasing new equipment, therefore benefiting all students
Note for CC.10.K.2 through CC.10.4.2 Examples include but are not limited to using clean hands and keeping food, drink, and magnets away from computers.				
CC.10.K.3 Practice locating: ● letter and number keys ● enter key ● space bar with thumb Using visual representation of keyboard when physical keyboard is not available	CC.10.1.3 Practice locating: ● letter and number keys ● enter key ● space bar with thumb Using visual representation of keyboard when physical keyboard is not available	CC.10.2.3 Introduce proper keyboard positions including: ● fingers on home row keys ● space bar with thumb ● use enter key	CC.10.3.3 Use correctly on the keyboard: ● fingers on home row keys ● thumb on space bar ● enter key ● shift key for capital letters ● punctuation appropriate to writing level	CC.10.4.3 Demonstrate touch typing techniques, not looking at fingers, while increasing speed and maintaining accuracy

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Strand: Computers and Communications

Content Cluster 10: Students will utilize appropriate digital tools for various applications.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
CC.10.K.4 Learn proper seat posture	CC.10.1.4 Demonstrate proper seat posture	CC.10.2.4 Recognize proper keyboarding technique: ● posture ● elbows down ● body centered in front of keyboard	CC.10.3.4 Demonstrate proper keyboarding technique: ● posture ● elbows down ● body centered in front of keyboard	CC.10.4.4 Practice proper keyboarding technique: ● posture ● elbows down ● body centered in front of keyboard

Note for Content Cluster 10

These standards are intended to support student familiarization with different input devices, and introduce students to correct techniques that will continue to be refined. Meeting these standards does not require a dedicated keyboarding program.

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Strand: Computers and Communications

Content Cluster 11: Students will analyze various components and functions of computers.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
CC.11.K.1 Discuss as a class how information can be communicated electronically	CC.11.1.1 Discuss as a class how information can be communicated electronically	CC.11.2.1 Discuss as a class how information can be communicated electronically.	CC.11.3.1 Identify and use productivity technology tools for writing, communicating, and publishing activities	CC.11.4.1 Use productivity technology tools for writing, communicating, and publishing activities
Notes for CC.11.K.1 through CC.11.4.1 Examples could include but are not limited to email, texting, video conferencing, file sharing, word processing, spreadsheet, and presentation software.				
CC.11.K.2 Begins in Grade 3	CC.11.1.2 Begins in Grade 3	CC.11.2.2 Begins in Grade 3	CC.11.3.2 Identify as a class that information can be transmitted using computing devices via a network	CC.11.4.2 Identify that information can be transmitted using computing devices via a network
Note for CC. 11.3.2 and 11.4.2 Examples could include wired devices, wifi devices, and cellular devices.				
CC.11.K.3 Recognize that computing devices execute programs	CC.11.1.3 Identify a variety of computing devices	CC.11.2.3 Describe the unique features of a variety of computing devices (e.g., processors, displays, storage types, input formats)	CC.11.3.3 Recognize that computing devices execute programs using processors	CC.11.4.3 Identify a variety of computing devices that execute programs using processors (e.g., digital watch, home appliances, vehicles)
CC.11.K.4 Identify simple hardware and software problems that may occur during use	CC.11.1.4 Identify simple hardware and software problems that may occur during use	CC.11.2.4 Identify simple hardware and software problems that may occur during use	CC.11.3.4 Apply strategies for solving simple hardware and software problems that may occur during use	CC.11.4.4 Apply strategies for solving simple hardware and software problems that may occur during use
Notes for CC.11.K.4 through CC11.4.4 Examples of these may be simple problems, such as dead batteries that need to be replaced, the computer is locked up and needs to be reset, the monitor or CPU is not turned on, the website is not responding and needs to be refreshed, or the device is locked up and needs to be restarted.				

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Strand: Community, Global, and Ethical Impacts

Content Cluster 12: Students will analyze appropriate uses of technology.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
CGE.12.K.1 Begins in Grade 3	CGE.12.1.1 Begins in Grade 3	CGE.12.2.1 Begins in Grade 3	CGE.12.3.1 Identify and discuss positive and negative impacts of technology on the daily life of individuals and society	CGE.12.4.1 Identify and discuss positive and negative impacts of technology on the daily life of individuals and society
Note for CGE.12.3.1 and 12.4.1 Examples include but not limited to mobile computing and communication, web technologies, digital security, and virtualization.				
CGE.12.K.2 Recognize positive and negative behaviors for using computing devices	CGE.12.1.2 Recognize positive and negative behaviors for using computing devices	CGE.12.2.2 Identify positive and negative behaviors for using computing devices	CGE.12.3.2 Identify and discuss positive and negative uses of technology and information and their impact	CGE.12.4.2 Discuss basic issues related to the appropriate use of technology and information, and the consequences of inappropriate use
Note for CGE.12.K.2 through 12.4.2 Examples include but are not limited to cyber bullying, protecting personal information, cyber presence, and Internet safety.				
CGE.12.K.3 Recognize various electronic information sources	CGE.12.1.3 Recognize various electronic information sources	CGE.12.2.3 Recognize various electronic information sources	CGE.12.3.3 Identify attributes of credible electronic information sources	CGE.12.4.3 Identify and discuss attributes of credible, unbiased, electronic information sources
CGE.12.K.4 Recognize copyright, in various media	CGE.12.1.4 Discuss copyright, in various media	CGE.12.2.4 Identify and name resources used in the process of gathering information.	CGE.12.3.4 Identify and name resources used in the process of gathering information.	CGE.12.4.4 Demonstrate an understanding of ethical issues in copyright, fair use, and intellectual property in various media
CGE.12.K.5 Begins in Grade 5	CGE.12.1.5 Begins in Grade 5	CGE.12.2.5 Begins in Grade 5	CGE.12.3.5 Begins in Grade 5	CGE.12.4.5 Begins in Grade 5

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Arkansas Computer Science Standards for Grades K-8

(5-8 Document)

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2016

Arkansas Computer Science Standards for Grades K-8

Introduction

The Arkansas Computer Science Standards for Grades K-8 provide an introduction to computing concepts that are to be embedded across other content areas and are intended to support what is already being done in the classroom. The standards support critical thinking through the essential skills of computational thinking and algorithmic problem solving. The course strands, content clusters, and content standards are to be taught in an integrated manner, not in isolation. Integration of basic computer science skills and knowledge through practical classroom experiences promote connections to all subject areas and to the real world. Formal assessment of these standards is not required; teachers may monitor and measure student learning through normal classroom activities and interactions.

Implementation of the Arkansas Computer Science Standards for Grades K-8 begins during the 2017-2018 school year.

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Computer Science Practices

Students will exhibit proficiency in computer science through:

Perseverance - Students expect and persist in overcoming the challenges that occur when completing tasks. They recognize that making and correcting mistakes will take place during the learning process and problem solving.

Collaboration - Students effectively work and communicate with others ensuring multiple voices are heard and considered. They understand that diverse thoughts may lead to creative solutions and that some problems may be best solved collaboratively.

Patterns - Students understand and utilize the logical structure of information through identifying patterns and creating conceptual models. They decompose complex problems into simpler modules and patterns.

Tools - Students evaluate and select tools to be used when completing tasks and solving problems. They understand that appropriate tools may include, but are not limited to, their mind, pencil and paper, manipulatives, software application programs, programming languages, or appropriate computing devices.

Communication - Students effectively communicate, using accurate and appropriate terminology, when explaining the task completion or problem solving strategies that were used. They recognize that good documentation is an ongoing part of the process, and when appropriate, provide accurate documentation of their work in a manner that is understandable to others.

Ethics and Impact - Students comprehend the ramifications of actions prior to taking them. They are aware of their own digital and cyber presence and its impact on other individuals and society.

Problem Solving - Students exhibit proficiency in Computer Science through identifying and systematically solving problems (e.g., engineering design process). They recognize problem solving as an ongoing process.

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Arkansas Computer Science Standards for Grades K-8
(5-8 Document)

Strand	Content Cluster
Computational Thinking and Problem Solving	
	1. Students will analyze problem-solving strategies.
	2. Students will analyze connections between elements of mathematics and computer science.
	3. Students will solve problems cooperatively and collaboratively.
Data and Information	
	4. Students will analyze various ways in which data is represented.
	5. Students will collect, arrange, and represent data.
	6. Students will interpret and analyze data and information.
Algorithms and Programs	
	7. Students will create, evaluate, and modify algorithms.
	8. Students will create programs to solve problems.
Computers and Communications	
	9. Students will analyze the utilization of computers.
	10. Students will utilize appropriate digital tools for various applications.
	11. Students will analyze various components and functions of computers.
Community, Global, and Ethical Impacts	
	12. Students will analyze appropriate uses of technology.

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Notes for the 5-8 Computer Science Standards document:

1. The examples given (e.g.,) are suggestions to guide the instructor.
2. The course strands, content clusters, and the content standards are to be taught in an integrated manner, not in isolation.
3. The Practices are intended to be habits of mind for all students and were written broadly in order to apply to all grades. The Practices are not content standards and are not intended to be formally assessed but may be assessed formatively.
4. This Arkansas Department of Education curriculum standards document is intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction.
5. Notes found within the document are not approved by the Arkansas State Board of Education, but are provided for clarification of the standards by the Arkansas Department of Education and/or the standards drafting committee. The notes are subject to change as understandings of the standards evolve.

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Strand: Computational Thinking and Problem Solving

Content Cluster 1: Students will analyze problem-solving strategies.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
Grade 5	Grade 6	Grade 7	Grade 8
CT.1.5.1 Demonstrate basic steps of algorithmic problem solving with or without a computer	CT.1.6.1 Select basic steps to solve algorithmic problems	CT.1.7.1 Evaluate basic steps of algorithmic problem solving to design solutions	CT.1.8.1 Solve algorithmic problems of increasing complexity
Note for CT.1.5.1 through CT.1.8.1 Problems within these standards can be, but are not limited to, real world problems or problems encountered in the student's daily-life. The use of the word algorithm within these standards is applicable to all content areas, not just mathematics. Algorithm within these standards implies a sequence of steps followed when completing a particular task. The steps followed to make a peanut butter and jelly sandwich is an algorithm. Problem solving steps may include, but are not limited to, identifying, stating, and exploring the problem; decomposing a problem into sub problems; examination of sample instances; and solution design, implementation, and testing.			
CT.1.5.2 Begins in Grade 7	CT.1.6.2 Begins in Grade 7	CT.1.7.2 Compare and contrast examples of high level and low level programming languages	CT.1.8.2 Investigate the notion of hierarchy in computing including high level languages, translations, instruction sets, and logic circuits
Note for CT.1.7.2 This intent of this standard is for the student to be provided an introduction to differences between high and low level computer programming languages. The student is not required to write a computer program in high-level and low-level programming languages to meet this standard. Low-level language typically refers to machine code or assembly language, which computers can use without translation. Programs written using high-level languages, such as Java and C++, are closer to human language and must be translated to machine code before a computer can use them.			

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Strand: Computational Thinking and Problem Solving

Content Cluster 2: Students will analyze connections between elements of mathematics and computer science.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
Grade 5	Grade 6	Grade 7	Grade 8
CT.2.5.1 Compare and contrast the relative positions of objects using ordered pairs within a program (e.g., battleships, block-based programming, treasure maps)	CT.2.6.1 Ends in Grade 5	CT.2.7.1 Ends in Grade 5	CT.2.8.1 Ends in Grade 5
CT.2.5.2 Begins in Grade 6	CT.2.6.2 Discuss binary numbers, logic, sets, and functions and their application to computer science	CT.2.7.2 Examine binary numbers, logic, sets, and functions and their application to computer science	CT.2.8.2 Evaluate the relationship between binary and hexadecimal representations
CT.2.5.3 Begins in Grade 6	CT.2.6.3 Describe events as subsets of a sample set identifying unions, intersections, and complements (e.g., describing information sorted with a Venn diagram)	CT.2.7.3 Create compound statements that represent unions, intersections, and complements using OR, AND, and NOT (e.g., writing statements from information sorted with a Venn diagram)	CT.2.8.3 Create events as subsets of a sample set using logic (e.g., OR, AND, NOT, NOR, XOR)
CT.2.5.4 Begins in Grade 6	CT.2.6.4 Select variables that appropriately represent data	CT.2.7.4 Construct expressions and equations	CT.2.8.4 Create a function, method, or similar construct with given parameters to be used within a computer program
Note for CT.2.8.4 Any computing device including but not limited to a computer, tablet, or graphing calculator, may be used to meet this standard.			

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Strand: Computational Thinking and Problem Solving

Content Cluster 3: Students will solve problems cooperatively and collaboratively.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
Grade 5	Grade 6	Grade 7	Grade 8
CT.3.5.1 Evaluate effective ways that collaboration can support problem solving and innovation	CT.3.6.1 Analyze appropriate collaborative behaviors (e.g., providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, using socialization) to solve problems	CT.3.7.1 Demonstrate appropriate collaborative behaviors (e.g., providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, using socialization) to solve problems	CT.3.8.1 Demonstrate appropriate collaborative behaviors (e.g., providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, using socialization) to solve problems of increasing complexity
Note for CT.3.5.1 through CT.3.8.1 The purpose of this standard is to develop problem solving abilities through collaboration skills, which are necessary within computer science and many other technical fields. The standard does not require the use of a computer program. The educator will determine the preferred student grouping (e.g., whole group, small group, pairs). The problems students are expected to solve may be related to real-life, age appropriate situations they encounter daily.			

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Strand: Data and Information

Content Cluster 4: Students will analyze various ways in which data is represented.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
Grade 5	Grade 6	Grade 7	Grade 8
D.4.5.1 Illustrate how different kinds of data can be represented	D.4.6.1 Represent a variety of data in multiple formats	D.4.7.1 Evaluate the effectiveness of visual representations of data	D.4.8.1 Create and analyze data representations of various artifacts
Note for D.4.5.1 through D.4.8.1 Data within these standards may be simple measuring points (e.g., text, sounds, pictures, numbers). These activities may be completed with guidance or within groups.			
D.4.5.2 Recognize that binary is a way of representing data using only two options (e.g., on/off)	D.4.6.2 Discuss how and why binary is used to represent data in a computer	D.4.7.2 Discuss how American Standard Code for Information Interchange (ASCII) codes represent data in a computer	D.4.8.2 Discuss how and why hexadecimal codes are used to represent data in a computer
Note for D.4.5.2 through D.4.8.2 These standards do not require students to understand the machine level language of computers. For example, at Grade 7, a computer does not understand the concept of an upper versus lower-case letter 'F'. A computer distinguishes between the two only because they each have a different ASCII numeral value of 70_{10} and $102_{10,}$ respectively.			

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Strand: Data and Information

Content Cluster 5: Students will collect, arrange, and represent data.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
Grade 5	Grade 6	Grade 7	Grade 8
D.5.5.1 Evaluate, select, and use appropriate tools to collect data	D.5.6.1 Collect data using a variety of tools (e.g., analog, digital)	D.5.7.1 Collect data from multiple sources using a variety of tools (e.g., analog, digital)	D.5.8.1 Critique data collected from multiple sources using a variety of tools (e.g., analog, digital)
D.5.5.2 Identify the characteristics (e.g., collection environment, units of measure, input method) of the collected data	D.5.6.2 Describe the characteristics (e.g., collection environment, units of measure, input method) of the collected data	D.5.7.2 Analyze the quality of collected data, based on its characteristics (e.g., temperatures gathered at different scale) to determine the value provided to the user	D.5.8.2 Collect data to be used for quality analysis
D.5.5.3 Evaluate the most effective ways to collect, arrange, and visually represent data	D.5.6.3 Evaluate the most effective ways to collect, arrange, and visually represent data	D.5.7.3 Evaluate the most effective ways to collect, arrange, and visually represent data	D.5.8.3 Evaluate the most effective ways to collect, arrange, and visually represent data

Notes for Content Cluster 5

- Though it is suggested when appropriate, there is no requirement for any of the standards within Content Cluster 5 to be taught using a computing device.
- Efforts were made to align these standards with other subject areas including mathematics; however, they are cross-curricular standards and may not align perfectly with any other particular set of standards.

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Strand: Data and Information

Content Cluster 6: Students will interpret and analyze data and information.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
Grade 5	Grade 6	Grade 7	Grade 8
D.6.5.1 Explore various models and simulations (e.g., ecosystems, epidemics, molecular dynamics) to support learning and research	D.6.6.1 Compare various problems that can be solved using modeling and simulation	D.6.7.1 Evaluate the effectiveness of a model/simulation with a peer	D.6.8.1 Analyze the degree to which a computer model accurately represents an actual situation
D.6.5.2 Begins in Grade 7	D.6.6.2 Begins in Grade 7	D.6.7.2 Examine techniques for creating models and simulations to be used for data analysis	D.6.8.2 Create a model and/or simulation to be used for data analysis

Note for Content Cluster 6

These standards align closely with standards within other content areas; however, the ability to analyze data and information is essential to the field of computer science. The content within these standards is very similar to content found within the science and math standards at the given grade level, and could easily be integrated into those classes. However, the computer science standards can be integrated into any content area.

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Strand: Algorithms and Programs

Content Cluster 7: Students will create, evaluate, and modify algorithms.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
Grade 5	Grade 6	Grade 7	Grade 8
A.7.5.1 Create algorithms to solve a problem	A.7.6.1 Create algorithms to solve problems and evaluate their effectiveness	A.7.7.1 Create algorithms to solve problems and evaluate their effectiveness using constraints (e.g., solution time, maximum number of steps)	A.7.8.1 Create algorithms to solve problems of increasing complexity and evaluate their effectiveness using constraints (e.g., solution time, maximum number of steps)
A.7.5.2 Compare and contrast algorithms of appropriate complexity	A.7.6.2 Compare and contrast algorithms of appropriate complexity	A.7.7.2 Compare and contrast algorithms of appropriate complexity	A.7.8.2 Compare and contrast algorithms of appropriate complexity
A.7.5.3 Identify and correct multiple errors within an algorithm that solves a problem	A.7.6.3 Identify and correct errors within multiple algorithms	A.7.7.3 Identify and correct multiple errors within a program	A.7.8.3 Identify and correct multiple errors within multiple programs
A.7.5.4 Design and test algorithms of appropriate complexity collaboratively	A.7.6.4 Design and test algorithms of appropriate complexity collaboratively	A.7.7.4 Design and test algorithms of appropriate complexity collaboratively	A.7.8.4 Design and test algorithms of appropriate complexity collaboratively using technology

Note for Content Cluster 7

The use of the word algorithm within these standards is applicable to all content areas, not just mathematics. Algorithm within these standards implies a sequence of steps followed when completing a particular task. The steps followed to make a peanut butter and jelly sandwich form an algorithm. These standards may be completed using a computing device but do not require the use of one. Students should be encouraged to find their own solutions in many instances; notwithstanding, the standards do require students to demonstrate the ability to follow and/or correct a specified series of steps when necessary. For instance, students may be asked to indicate whether shoes should be put on before socks, or whether socks should be put on before shoes. For a video explanation of algorithm please visit http://goo.gl/87ghV9.

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Strand: Algorithms and Programs

Content Cluster 8: Students will create programs to solve problems.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
Grade 5	Grade 6	Grade 7	Grade 8
A.8.5.1 Use a visual block-based and/or text-based programming language programming language individually and collaboratively to solve problems of increasing complexity	A.8.6.1 Use a visual block-based and/or text-based programming language individually and collaboratively to solve problems of increasing complexity	A.8.7.1 Use a visual block-based and/or text-based programming language individually and collaboratively to solve problems of increasing complexity	A.8.8.1 Create a program individually and collaboratively using a text-based programming language

Note for A.8.5.1 through A.8.7.1

These standards may be met by using free online programming environments such as Blockly, Scratch Jr., or Code.org. While the expectation is that students will utilize computers to solve problems with increasing regularity, students may be able to meet these requirements through a program as simple as Code.org's *Hour of Code*.

Note for A.8.8.1

This standard may be met by using a free integrated development environment or other programming environment. This standard can not be met by using a visual block-based programming environment. Nothing within this standard should be taken as a mandate to purchase a particular programming solution.

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Strand: Computers and Communications

Content Cluster 9: Students will analyze the utilization of computers.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
Grade 5	Grade 6	Grade 7	Grade 8
CC.9.5.1 Examine the range and types of careers that require computing and technology	CC.9.6.1 Investigate a career that requires computing and technology	CC.9.7.1 Describe how computer science enhances other career fields	CC.9.8.1 Predict the role of computer science in future careers
CC.9.5.2 Discuss ways that a human creates input for a desired output through a device (e.g., texting, changing device settings)	CC.9.6.2 Identify what distinguishes humans from machines focusing on human intelligence versus machine intelligence (e.g., robot motion, speech and language understanding, and computer vision)	CC.9.7.2 Describe ways in which computers use models of intelligent behavior (e.g., robot motion, speech and language understanding, and computer vision)	CC.9.8.2 Compare and contrast human intelligence and computer intelligence (e.g., emotional decision making versus logical decisions, common sense, literal versus abstract)

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Strand: Computers and Communications

Content Cluster 10: Students will utilize appropriate digital tools for various applications.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
Grade 5	Grade 6	Grade 7	Grade 8
CC.10.5.1 Demonstrate an appropriate level of proficiency with keyboards and other input/output devices (e.g., printer, student response systems, texting/instant messaging, voice assist)	CC.10.6.1 Demonstrate an appropriate level of proficiency with keyboards and other input/output devices. (e.g., printer, student response systems, texting/instant messaging, voice assist)	CC.10.7.1 Demonstrate an appropriate level of proficiency with keyboards and other input/output devices. (e.g., printer, student response systems, texting/instant messaging, voice assist)	CC.10.8.1 Demonstrate an appropriate level of proficiency with keyboards and other input/output devices. (e.g., printer, student response systems, texting/instant messaging, voice assist)
CC.10.5.2 Recognize the expense of the equipment, how care and protection of the computers can prolong use and save the cost of purchasing new equipment, therefore benefiting all students	CC.10.6.2 Recognize the expense of the equipment, how care and protection of the computers can prolong use and save the cost of purchasing new equipment, therefore benefiting all students	CC.10.7.2 Recognize the expense of the equipment, how care and protection of the computers can prolong use and save the cost of purchasing new equipment, therefore benefiting all students	CC.10.8.2 Recognize the expense of the equipment, how care and protection of the computers can prolong use and save the cost of purchasing new equipment, therefore benefiting all students
CC.10.5.3 Demonstrate touch typing techniques, not looking at keyboard, while increasing speed and maintaining accuracy	CC.10.6.3 Demonstrate touch typing techniques while increasing speed and maintaining accuracy	CC.10.7.3 Demonstrate touch typing techniques while increasing speed and maintaining accuracy	CC.10.8.3 Demonstrate touch typing techniques while increasing speed and maintaining accuracy
CC.10.5.4 Practice proper keyboarding technique: ● posture ● elbows down ● body centered in front of keyboard	CC.10.6.4 Practice proper keyboarding technique ● posture ● elbows down ● body centered in front of keyboard	CC.10.7.4 Practice proper keyboarding technique ● posture ● elbows down ● body centered in front of keyboard	CC.10.8.4 Practice proper keyboarding technique ● posture ● elbows down ● body centered in front of keyboard

Note for Content Cluster 10

Keyboarding is seen as a foundational skill for success in computing and can be taught throughout the curriculum at all grade-levels, through regular classroom projects, with the idea that students will have time to master the skills that they need. The wording of these standards is intentionally flexible in order to allow teachers and districts the ability to differentiate based on student and district needs.

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Strand: Computers and Communications

Content Cluster 11: Students will analyze various components and functions of computers.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
Grade 5	Grade 6	Grade 7	Grade 8
CC.11.5.1 Use and evaluate productivity technology tools (e.g., word processing, spreadsheet, presentation software) for effectiveness in writing, communication, and publishing activities	CC.11.6.1 Apply productivity/multimedia tools to support communication throughout the curriculum	CC.11.7.1 Apply productivity/multimedia tools to support communication throughout the curriculum	CC.11.8.1 Design, develop, and publish/present products (e.g., videos, podcasts, websites) using technology resources that demonstrate and communicate curriculum concepts
CC.11.5.2 Identify that information can be transmitted using many computing devices via a network	CC.11.6.2 Describe how information can be transmitted by many computing devices via a network	CC.11.7.2 Identify major components and functions of computer systems and networks	CC.11.8.2 Describe major components and functions of computer systems and networks
CC.11.5.3 Describe the unique features of a variety of computing devices that execute programs using processors (e.g., mobile devices, automobiles, airplanes)	CC.11.6.3 Ends in Grade 5	CC.11.7.3 Ends in Grade 5	CC.11.8.3 Ends in Grade 5
CC.11.5.4 Apply strategies for solving simple hardware and software problems that may occur during use. (e.g., refresh the webpage, restart the device)	CC.11.6.4 Apply strategies for solving simple hardware and software problems that may occur during use	CC.11.7.4 Apply strategies for identifying and solving routine hardware and software problems that occur during everyday computer use	CC.11.8.4 Apply strategies for identifying and solving routine hardware and software problems that occur in everyday computer use

Note for Content Cluster 11

These standards are designed to be met by students using computer programs to complete regular classroom activities such as research projects or typing papers.

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Strand: Community, Global, and Ethical Impacts

Content Cluster 12: Students will analyze appropriate uses of technology.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
Grade 5	Grade 6	Grade 7	Grade 8
CGE.12.5.1 Explain positive and negative impact of technology (e.g., mobile computing and communication, web technologies, digital security, virtualization) on the daily life of individuals and society	CGE.12.6.1 Demonstrate an understanding of positive and negative impact of technology (e.g., mobile computing and communication, web technologies, digital security, virtualization) on the daily life of individuals and society	CGE.12.7.1 Analyze changes in technology over time and the effects those changes have on the daily life of individuals and society	CGE.12.8.1 Analyze positive and negative impacts (e.g., workforce, economy, education, culture, environment) of technology on the world
CGE.12.5.2 Demonstrate an understanding of the appropriate use of technology and information and the consequences of inappropriate use	CGE.12.6.2 Discuss the difference between appropriate, legal, and ethical uses of technology	CGE.12.7.2 Demonstrate an understanding between appropriate, legal, and ethical uses of technology	CGE.12.8.2 Analyze the difference between appropriate, legal, and ethical uses of technology
CGE.12.5.3 Compare the credibility, bias, accuracy, and relevance of electronic information sources	CGE.12.6.3 Demonstrate an understanding of the credibility, bias, accuracy, relevance, age appropriateness, and comprehensiveness of electronic information sources	CGE.12.7.3 Evaluate and discuss the credibility, bias, accuracy, relevance, age appropriateness, comprehensiveness, of electronic information sources concerning real-world problems	CGE.12.8.3 Apply strategies for determining the reliability of information found on the Internet
GCE.12.5.4 Demonstrate an understanding of ethical issues in copyright, fair use, and intellectual property in various media (e.g., music, graphics, video, etc.)	GCE.12.6.4 Demonstrate ethical uses in copyright, fair use, and intellectual property in various media (e.g., music, graphics, video, etc.)	GCE.12.7.4 Demonstrate ethical uses in copyright, fair use and intellectual property in various media (e.g., music, graphics, video, etc.)	GCE.12.8.4 Analyze ethical issues that relate to copyright, fair use and intellectual property in various media (e.g., music, graphics, video, etc.)
GCE.12.5.5 Discuss the impact of access to computing resources	GCE.12.6.5 Demonstrate an understanding of the impact of access to computing resources	GCE.12.7.5 Demonstrate an understanding of the impact of access to computing resources on a global economy	GCE.12.8.5 Analyze the impact of the availability to computing resources on accessing critical information

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Arkansas Computer Science Standards

Coding Block for Grades 7 or 8

2016

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Arkansas Computer Science Standards
Coding Block for Grades 7 or 8

Introduction

The computer science 7-8 coding block is designed to be taught during a standalone block of time over a minimum of four to five weeks. As part of this block, students will examine how to formulate algorithms as well as create, analyze, test and debug computer programs in order to solve real-world problems. Students will be required to use a text-based programming language to accomplish these tasks. These standards are not intended to be embedded in activities spread out over multiple courses.

Schools are to ensure that every student receives instruction necessary to meet these standards in either their 7th or 8th grade year. Schools may choose the implementation mechanism that works best for their school and students. Options for implementation include but are not limited to:

- The standards within this block taught as a 4-5 week module within Keyboarding, business elective, or Career Development during the student's 7th or 8th grade year
- The standards within this block taught as a 4-5 week module within another course or specified period of time during the student's 7th or 8th grade year
- The standards within this block taught as part of a high school level programming course for which the school has received approval to offer to 7th or 8th graders

The teacher of record for the Coding Block for Grades 7 or 8 must hold an Arkansas Educator's License in any content area, which allows them to instruct students of the grade level who are taking the block. Though the licensure is open to any content area, it is the responsibility of the school and teacher of record to ensure that the individual providing the instruction has the requisite knowledge needed to teach the block.

Implementation of the Arkansas Computer Science Standards Coding Block for Grades 7 or 8 begins during the 2017-2018 school year.

DRAFT

Computer Science Practices

Students will exhibit proficiency in computer science through:

Perseverance - Students expect and persist in overcoming the challenges that occur when completing tasks. They recognize that making and correcting mistakes will take place during the learning process and problem solving.

Collaboration - Students effectively work and communicate with others ensuring multiple voices are heard and considered. They understand that diverse thoughts may lead to creative solutions and that some problems may be best solved collaboratively.

Patterns - Students understand and utilize the logical structure of information through identifying patterns and creating conceptual models. They decompose complex problems into simpler modules and patterns.

Tools - Students evaluate and select tools to be used when completing tasks and solving problems. They understand that appropriate tools may include, but are not limited to, their mind, pencil and paper, manipulatives, software application programs, programming languages, or appropriate computing devices.

Communication - Students effectively communicate, using accurate and appropriate terminology, when explaining the task completion or problem solving strategies that were used. They recognize that good documentation is an ongoing part of the process, and when appropriate provide accurate documentation of their work in a manner that is understandable to others.

Ethics and Impact - Students comprehend the ramifications of actions prior to taking them. They are aware of their own digital and cyber presence and its impact on other individuals and society.

Problem Solving - Students exhibit proficiency in Computer Science through identifying and systematically solving problems (e.g., engineering design process). They recognize problem solving as an ongoing process.

DRAFT

Arkansas Computer Science Standards
Coding Block for Grades 7 or 8

Strand	Content Cluster
Computational Thinking and Problem Solving	
	1. Students will examine and formulate algorithms that solve specific problems.
Algorithms and Programs	
	2. Students will create programs that solve problems.
	3. Students will analyze, test, and debug computer programs.

DRAFT

Notes for the Computer Science Standards document:

1. The examples given (e.g.,) are suggestions to guide the instructor.
2. The Practices are intended to be habits of mind for all students and were written broadly in order to apply to all grades. The Practices are not content standards and are not intended to be formally assessed but may be assessed formatively.
3. This Arkansas Department of Education curriculum standards document is intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction.
4. Notes found within the document are not approved by the Arkansas State Board of Education, but are provided for clarification of the standards by the Arkansas Department of Education and/or the standards drafting committee. The notes are subject to change as understandings of the standards evolve.

DRAFT

Strand: Computational Thinking and Problem Solving
Content Cluster 1: Students will examine and formulate algorithms that solve specific problems.

CT.1.B.1	Examine traditional programming algorithms, including searches and sorts
CT.1.B.2	Describe the steps needed to efficiently solve a problem
CT.1.B.3	Manually test algorithms with sample data to observe accuracy of anticipated output

Strand: Algorithms and Programs
Content Cluster 2: Students will create programs that solve problems.

A.2.B.1	Implement the following programming concepts: • data types • variable declaration and initialization • assignment statements • conditional branching (e.g., if, if-else, multi-branch) • iteration (e.g., while, do-while, for)
A.2.B.2	Create a program using a text-based programming language

Strand: Algorithms and Programs
Content Cluster 3: Students will analyze, test, and debug computer programs.

A.3.B.1	Explain the logic involved in how a computer program executes
A.3.B.2	Utilize basic documentation/comments (e.g., program headers, pseudocode)
A.3.B.3	Test a computer program with data and evaluate output for accuracy
A.3.B.4	Find and debug errors in a computer program

DRAFT

Contributors

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DRAFT

Copy of K-4 Feedback Provided

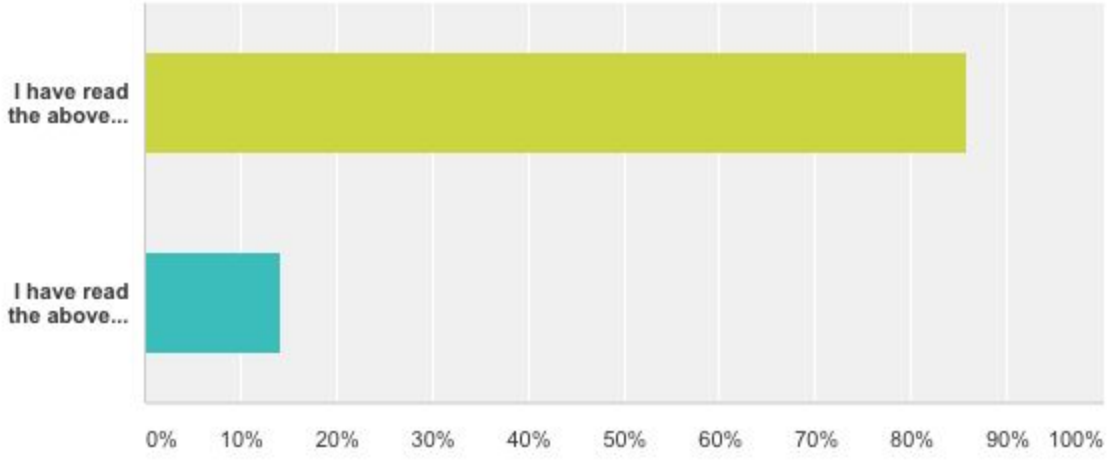
Note: Comments in black typeface are comments made by survey respondents. Comments in blue or red are response comments added by the standards writing committee.

Strand: Computational Thinking and Problem Solving
Content Standard 1: Students will analyze problem-solving strategies.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
CT.1.K.1 Discuss the following basic steps when problem solving: • understanding the problem • considering various strategies *problems include but are not limited to different strategies to tying shoes, ...	CT.1.1.1 Demonstrate the following basic steps when problem solving: • understanding the problem • considering various strategies	CT.1.2.1 Demonstrate the following basic steps when problem solving: • understanding the problem • considering and examining the efficiency of various strategies	CT.1.3.1 Solve problems using a defined process	CT.1.4.1 Examine the process of problem solving and how it applies to algorithmic problem solving
CT.1.K.2 Begins in Grade 7	CT.1.1.2 Begins in Grade 7	CT.1.2.2 Begins in Grade 7	CT.1.3.2 Begins in Grade 7	CT.1.4.2 Begins in Grade 7

K-4 Content Standard 1: Students will analyze problem-solving strategies.

Answered: 112 Skipped: 221



Answer Choices	Responses
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	85.71% 96
I have read the above standards and have concerns that I have addressed below.	14.29% 16
Total	112

Comments (19)

Additional examples in each grade level would be helpful.
Defined / give more detail

Example? Clarify please.
Grade 2 is considering the efficiency of strategies however Grade 3 is solving problems with a defined process. This appears to be backward. I would think that at first you would solve problems by following a defined process and then begin to solve problems with various strategies. And finally begin to consider the efficiency of various strategies.
CT.1.3.1 Solve problems using an efficient process Example: Students are encouraged to find multiple ways to solve problems while looking for an efficient solution.
I think the Big Six should be incorporated somehow. It gets the students thinking about their thinking. The library would be a good place for this to be introduced.
Schools will have the flexibility to cover these standards in the way they see fit. Several of the standards could be covered in library, but not all of them.
These are easily embedded into our curriculum.
These standard need to be more specific. When teachers read this standard, they will ask, "Problem solving for what?". Adding examples would be beneficial for better understanding
This is already addressed in our standards and we do this in our classroom.
This is currently part of kindergarten curriculum. Why add another standard and additional work for the classroom teacher to document? I feel it is inappropriate to have computer science standards in the elementary school. K-4 is building foundation skills that many other things are built upon. Many children are coming to school with little letter, book knowledge, counting skills, and cannot write their name. Why would we further thin the curriculum by adding additional frameworks? If frameworks are taught, shouldn't they be assessed? If they are assessed, what do we give up? These standards are intended to support what is already being done in the classroom. In today's world, computational thinking is an essential skill, just as literacy and numeracy continue to be essential skills. These standards can be combined with what is already being done in the classroom to help our students succeed. Formal assessment of these standards is not necessary; teachers will be able to monitor and assess their students through normal classroom activities that they are already doing.
This standard could be taught through math.
We already do this...why would we have another set of standards repeating itself...it's like double duty
The intention of these standards is to be embedded within other content areas. We want students to recognize computer science concepts throughout subjects and daily life.
What does examine look like in a classroom?
Without the example (tying shoes), it would be too general. I do not think teachers will have a good understanding of what is expected.
Would like examples included for each grade level https://www.bee-bot.us/ Awesome tool to use for the early grades There are many resources available; the state does not recommend specific products
These standards are already covered elsewhere in the curriculum. See Library media standards

General Comments from the Subcommittee:
We think a general clarifying statement would be beneficial. Such as The problems that students may solve can be real world problems, problems encountered in their daily-life. Tying shoes, ways to get from the classroom to the cafeteria..

Feedback: 12/14-12/20

CT.1.3.1 and CT.1.4.1 could be clarified for teachers new to CS with some (e.g.) sections giving examples of defined problem solving processes.
What is the specific defined process?

I am not sure how this would look in a 4th grade classroom? What exactly is supposed to be taught with this standard?

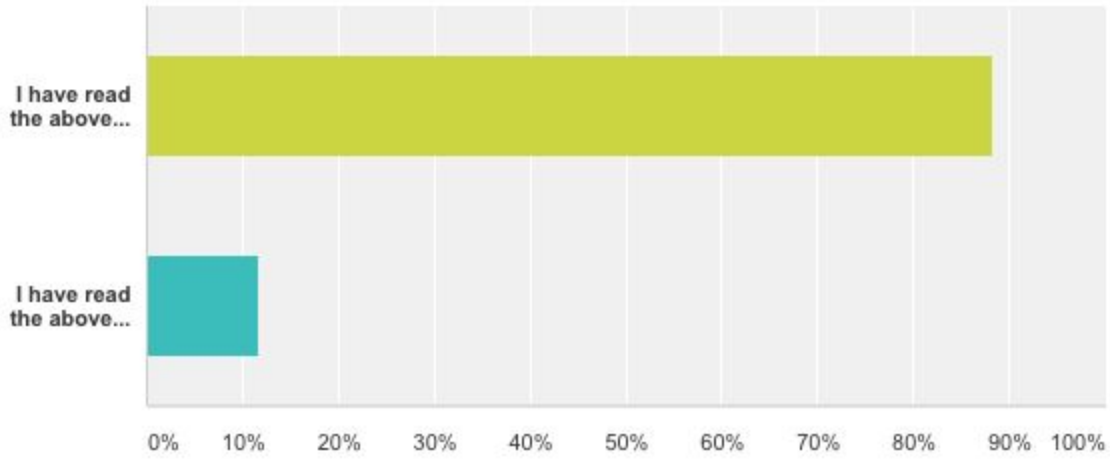
Strand: Computational Thinking and Problem Solving
Content Standard 2: Students will analyze connections between elements of mathematics and computer science.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
CT.2.K.1 Discuss the relative positions of objects within a program (e.g., over, under, on top of, behind, in front of, to the left, to the right)	CT.2.1.1 Demonstrate understanding of the relative positions of objects within a program (e.g., up, down, left, right)	CT.2.2.1 Demonstrate understanding of the relative positions of objects within a program (e.g., up, down, left, right, diagonal)	CT.2.3.1 Apply fractional rotations within a program (e.g., quarter turns and half turns)	CT.2.4.1 Examine the relative position of objects using angles within a program (e.g., 30 degree turn)
CT.2.K.2 Begins in Grade 6	CT.2.1.2 Begins in Grade 6	CT.2.2.2 Begins in Grade 6	CT.2.3.2 Begins in Grade 6	CT.2.4.2 Begins in Grade 6
CT.2.K.3 Begins in Grade 6	CT.2.1.3 Begins in Grade 6	CT.2.2.3 Begins in Grade 6	CT.2.3.3 Begins in Grade 6	CT.2.4.3 Begins in Grade 6

*Note: CT.2.K.1, CT.2.1.1, CT.2.2.1, CT.2.3.1, CT.2.4.1 - These SLEs require the use of a computer program (eg., Blockly, Scratch, etc.). However, students may be taught the SLE in a group with the teacher manipulating the computer program with students directing the teacher's movements, or individually as district technology permits. This content standard may also be taught in conjunction with content standard 8, at the teacher and district's discretion.

K-4 Content Standard 2: Students will analyze connections between elements of mathematics and computer science.

Answered: 112 Skipped: 221



Answer Choices	Responses
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	88.39% 99
I have read the above standards and have concerns that I have addressed below.	11.61% 13
Total	112

Comments (17)

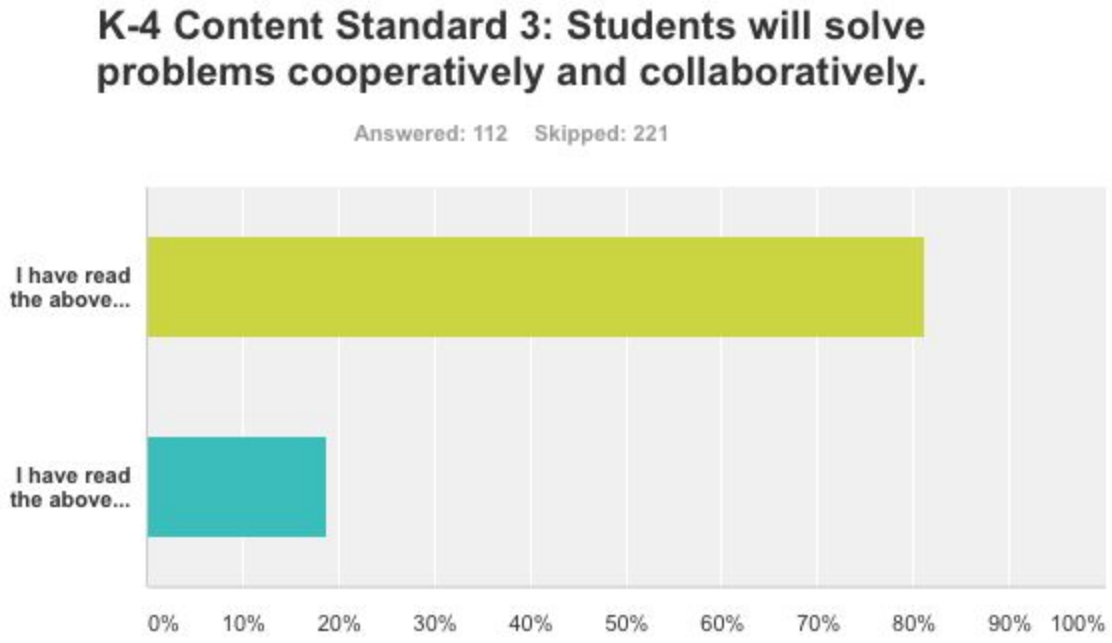
"Within a program"? Meaning a computer program? Teachers will want this clear.
Give examples
I am assuming these standards align with the mathematics standards at the same grade level.
I do not believe these are directly correlated with the math standards. It would be more effective if they were.
The computer science standards may not directly correlate with other content standards, however they are intended to be embedded within other content areas when possible.
It is odd to me that there are more directional words in the examples for Kindergarten than for first grade.
My concern is which area of the curriculum are you going to remove from the classroom teachers already OVERLOADED curriculum to replace these with. I am teaching coding to K -4 whole group classes once a month in my G. T. enrichment classes, but I know not many elementary schools have this capability. The standards are intended to dovetail with existing standards, so that they can be accomplished by classroom teachers and other educators.
My one suggestion would be to also connect the mathematical standard to these since they are to be embedded into instruction. If there the mathematical skill which is expected to meet the computer science standard is not taught at the grade level; perhaps it is not developmentally appropriate for the grade. In looking at the math standards I am not locating a similar grade skills for 3rd & 4th grade. This concerns me.
3.G.A.2; 4.MD.C.5; 4.MD.C.6; 4.MD.C.7
Relates well to math standards! No conflicts....thank you :)
Same comment.
Students in kindergarten and first grade have a difficult time with the concept of left and right. It is particularly difficult if students are programming a character on the screen and have to think of the character's left and right versus their own left and right. It may be easier to have students think of North, South, East and West and provide a compass rose as a guide for young students.
This standard is not necessarily tied to a computer based program. It can be related to real-life situations, or characters in a computer program. Also, the SLEs only provide examples, not specific requirements of which directions must be learned at what grade level. Providing a compass rose and using N, S, E, W, would accomplish the task if that is how the teacher chooses to do it.
This is already addressed in our standards and this is done in our classroom.
This is currently part of kindergarten curriculum. Why add another standard and additional work for the classroom teacher to document? I feel it is inappropriate to have computer science standards in the elementary school. K-4 is building foundation skills that many other things are built upon. Many children are coming to school with little letter, book knowledge, counting skills, and cannot write their name. Why would we further thin the curriculum by adding additional frameworks? If frameworks are taught, shouldn't they be assessed? If they are assessed, what do we give up?
This standard could be taught through math.
We already do this...why would we have another set of standards repeating itself...it's like double duty
We do this already with our math standards
What does it mean "within a program"?
https://www.bee-bot.us/ Awesome tool to use for the early grades

General Comments from the Subcommittee:

- We think the phrase “within a program” should be stricken from each grade level - This recommendation was rejected by the full committee (AO)
- We recommend combining the examples in CT.2.K.1 and CT.2.1.1, and listing combined examples in both K and 1.

Strand: Computational Thinking and Problem Solving
Content Standard 3: Students will solve problems cooperatively and collaboratively.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
CT.3.K.1 Solve problems cooperatively	CT.3.1.1 Solve problems of increasing complexity cooperatively	CT.3.2.1 Solve problems of increasing complexity collaboratively	CT.3.3.1 Construct innovative solutions to problems collaboratively	CT.3.4.1 Construct innovative solutions to problems of increasing complexity collaboratively



Answer Choices	Responses
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	81.25% 91
I have read the above standards and have concerns that I have addressed below.	18.75% 21
Total	112

Comments (23)

Cooperating is difficult in Kinder/1st grade.
CT.3.K.1 I feel an example(s) should be given followed by the words....., but not limited to...
Define - give more detail in complexity collaboratively
Due to ego centric thinking, which is developmentally typical for a Kindergarten student, cooperative learning and problem solving are very difficult concepts for students to grasp. This is espcially true of students that have had no previous exposure to school culture. Teachers will need to devote a great deal of time during the day or year to help students master this standard.
Example?
Examples needed--too general
For 3rd and 4th I would like to see Construct & solve…

“Construct innovative solutions” suggests that students will be constructing and solving problems.
I believe this is too general. Please give examples of each level of complexity.
Integrates well with Next Generation Science and math practice standards. My only concern is from K-2 being more specific with regards to what "increasing complexity" looks like....or put it in writing that teachers should increase complexity based on developmental appropriateness.
Mastery of cooperative problem solving could be quite a challenge for kindergarteners given their developmental immaturity!
Not being a classroom teacher I'm not sure of what the students currently work on in computer lab - can the above standards be addressed in the lab? We use Lexia
This standard is not necessarily tied to a computer based program. It can be related to real-life situations, or characters in a computer program.
Once again, this standard can be addressed in different areas of the curriculum.
Once again, too broad.
This is already addressed in our standards and we do this in our classroom.
This is currently part of kindergarten curriculum. Why add another standard and additional work for the classroom teacher to document? I feel it is inappropriate to have computer science standards in the elementary school. K-4 is building foundation skills that many other things are built upon. Many children are coming to school with little letter, book knowledge, counting skills, and cannot write their name. Why would we further thin the curriculum by adding additional frameworks? If frameworks are taught, shouldn't they be assessed? If they are assessed, what do we give up?
Vague-what does that mean? What would that look like in the classroom?
We already do this...why would we have another set of standards repeating itself...it's like double duty
We do this already with speaking/listening standard
What kind of problems?
already covered in other standards in other subjects CT.3.K.1 is too broad and vague. It needs clarification, possibly with examples given on what is considered appropriate for this standard.
I need an explanation of the expectations pertaining to the words cooperatively and collaboratively.

Students will problem solve cooperatively. Grouping will be determined by the teacher such as whole group, small group or pairs. The problems students are expected to solve may be related to real-life, age appropriate situations they encountered in their daily routine.

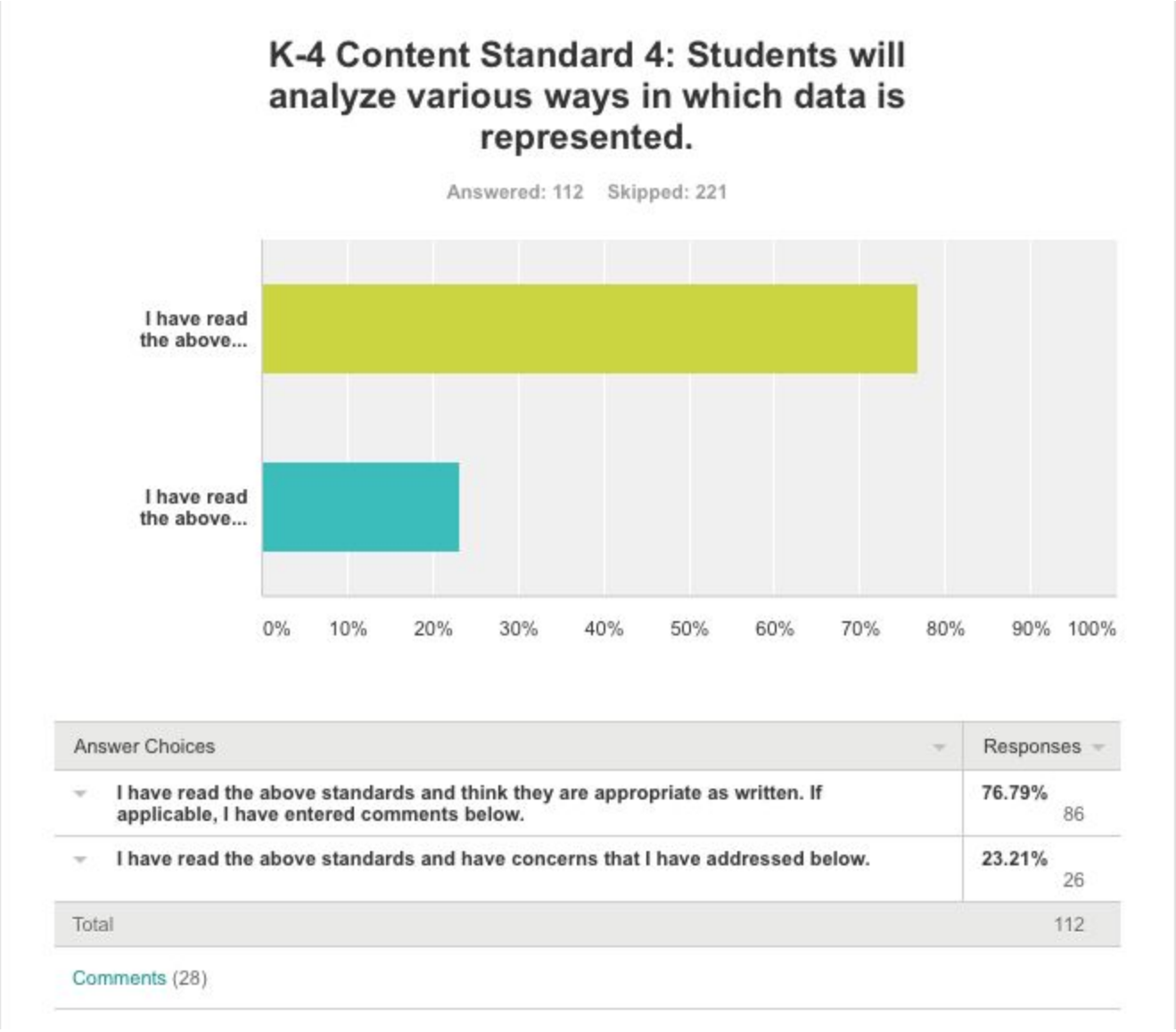
Examples needed for clarity.

Feedback: 12/14-12/20
"solve problems of increasing complexity" in terms of harder than last year's problems or harder than the problems we solved earlier this year?

Strand: Data and Information
Content Standard 4: Students will analyze various ways in which data is represented.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
D.4.K.1 Define data and provide examples	D.4.1.1 Describe how and why people and computers use data	D.4.2.1 Compare types of data and how it is used	D.4.3.1 Describe how representation of data can exist in multiple formats	D.4.4.1 Compare the representation of existing data in multiple formats
D.4.K.2 Recognize ways that people represent data differently (e.g., thumbs up for yes; thumbs down for no)	D.4.1.2 Describe how numbers can be used to represent data (e.g., color by number, secret codes)	D.4.2.2 Use numbers to represent data (e.g., have students encode and decode a word with numbers)	D.4.3.2 Describe how 0's and 1's can be used to represent data	D.4.4.2 Use 0's and 1's to represent data (e.g., have students encode and decode a word with 0's and 1's)

Change D.4.1.1 Describe how and why data is used



"Data" is not a tangible object. Kindergartners cannot understand that.

For all D. 4. K. 1. comments: Data can be on very simple things in kids' daily life. We are just trying to introduce the concept at this stage. e.g., how many kids in your class have brown eyes? How many kids in your class like playing soccer?

Are students ready developmentally for this abstract thinking at the 2nd grade level? What would Piaget say about this?

D.4.1.1 I do not feel that this is an age appropriate standard, because of the word computer.
Again, we are just trying to introduce the concept of “how computers use data” at this stage. e.g., Computers can store lots of things (data), You can save photos, music, videos, games and lots of other things on a computer. Computers store data in bits and bytes. Big files, small files. (source: http://www.bbc.co.uk/guides/z82v34j)

D.4.3.2 - I would move this to fourth grade as I think that this is still a bit abstract for third grade students.
Again, we are just trying to introduce the concept of "0"s and "1"s. e.g., “1”s for students had lunch at the cafeteria, “0”s for students who did not have lunch at the cafeteria.

D.4.K.1 needs clarification
D.4.K.1 should be as a group. I don't feel students at the Kindergarten level can define data and provide examples individually.
Yes, this can be done in groups and as classroom observation. At this age level, it does not have to be very accurate understanding for each student individually.

Examples? Training?
For 4th Grade consider replacing with: Create data using 0's and 1's to encode and decode words
This might be too advanced for most 4th graders. :)

Grades 3-4 teachers need some support on this. I have no idea off hand what this standard will look like.
What formats are appropriate for this age?
I do not feel that 1st graders need to know how and why computers use data. (D.4.1.1)
I feel that we are bombarded with standards and things we must do. I am concerned as to how we will find time to meet this standard.
I have read the above standards and offer the following comments. (Please reference specific standards where appropriate.)
I'm not sure that 3rd & 4th grades are ready to understand 0 and 1 representing data. They are still trying to understand numeracy.
Include definition of data appropriate for K student. Again, examples needed!
More details needed
No time to address these.
Not age appropriate for first graders D.4.K.1
Regular classroom teachers may not understand depending upon their training as it relates to CGI.
That is not an age-appropriate standard for first grade D.4.1.1
The D.2 strand is confusing and needs to be clarified with better examples.
This is a math standard
This is currently part of kindergarten curriculum. Why add another standard and additional work for the classroom teacher to document? I feel it is inappropriate to have computer science standards in the elementary school. K-4 is building foundation skills that many other things are built upon. Many children are coming to school with little letter, book knowledge, counting skills, and cannot write their name. Why would we further thin the curriculum by adding additional frameworks? If frameworks are taught, shouldn't they be assessed? If they are assessed, what do we give up?

The Computer Science standards are intended to be embedded within other subject content standards so that the teachers can design and teach lessons covering several set of standards together.

this standard is too vaque. Data seems like a pretty heavy term for kids who can't read or tie their own shoes.
We already do this...why would we have another set of standards repeating itself...it's like double duty
We do this multiple times a day and it's already addressed in our standards.
We do this with our math standard
What? Who will be responsible for teaching these standards? If classroom teachers are going to be teaching this, we need examples and training.
D.4.2.2 – D.4.4.2 I hope you are planning helping elementary teachers understand this concept because I'm not sure that they will be able to teach students without some training. I took programming back in the Apple IIe days and I still don't get it.
Will need better examples to show teachers how we can make this binary data concept less complex for Grade 2-4, e.g., Counting the dots, Source: http://csunplugged.org/wp-content/uploads/2014/12/unplugged-01-binary_numbers.pdf, https://code.org/files/CSEDbinary.pdf, First part of the "Binary Baubles"lesson.

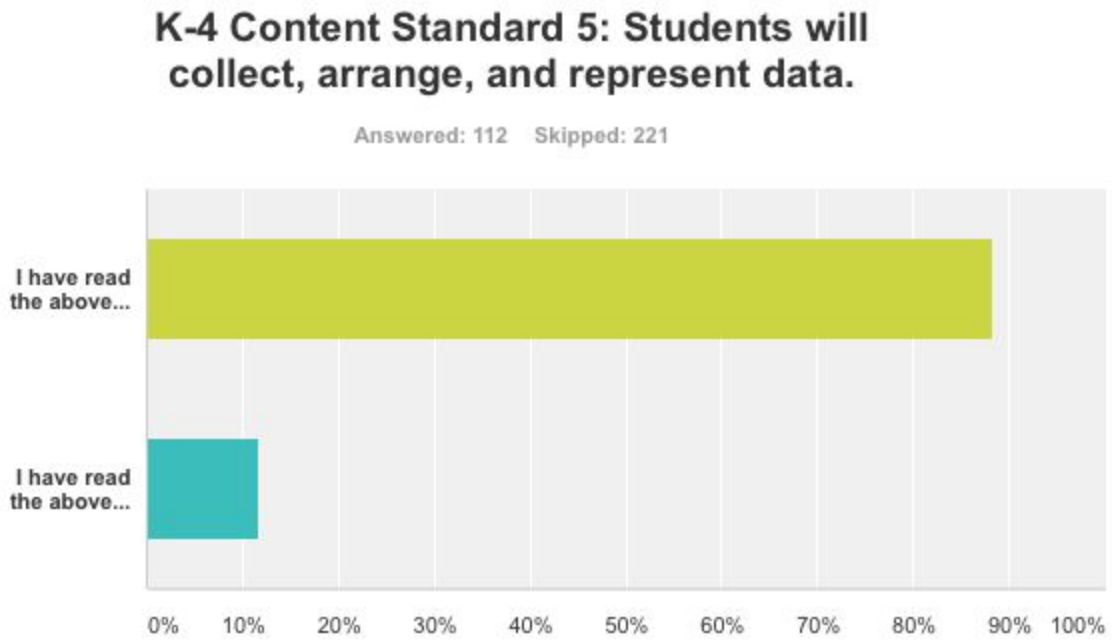
General Comments:

D.4.3.2 Describe how 0's and 1's can be used to represent data. Such as either-or statements, where 0's represent no and 1's represent yes.

Feedback: 12/14-12/20
I don't understand encoding and deciding with 1's and 0's???
I think standard D.4.2.2 is not developmentally appropriate from 2nd grade on.

Strand: Data and Information
Content Standard 5: Students will collect, arrange, and represent data.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
D.5.K.1 Identify the purpose for data collection	D.5.1.1 Recognize various tools for data collection as a class	D.5.2.1 Select and use various tools to collect data as a class and in teams	D.5.3.1 Select and use appropriate tools to collect data in teams and individually	D.5.4.1 Compare and use appropriate tools to collect data
D.5.K.2 Collect and arrange data based on a characteristic (e.g., size, color, shape, alphabetic) as a class	D.5.1.2 Collect and arrange data based on a characteristic (e.g., size, color, shape, alphabetic) in teams	D.5.2.2 Collect and arrange data based on multiple characteristics (e.g., both size & color, alphabetic & phonemic patterns) as a class and in teams	D.5.3.2 Collect and arrange data logically based on multiple characteristics as a class and in teams	D.5.4.2 Collect and arrange data logically based on multiple characteristics in teams and individually
D.5.K.3 Represent data visually as a whole class	D.5.1.3 Organize and visually represent data as a whole class and in teams	D.5.2.3 Organize and visually represent data with pictographs and bar graphs	D.5.3.3 Organize and draw visual representations of data with pictographs and bar graphs	D.5.4.3 Compare different ways to visually represent data with pictographs, bar graphs, and line plots



Answer Choices	Responses
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	88.39% 99
I have read the above standards and have concerns that I have addressed below.	11.61% 13
Total	112

Comments (14)

Again....integrates well with other subjects! Thank you!
D.5.2.1 - Will teachers know which tools to teach? Need specific examples. How will this change and grow from grade 2 to grade 4? What is the difference between D5.2.3 and D.5.3.3? Shouldn't the standards move up in level of difficulty as the grades progress?

Tools, e.g., Paper and pencil, their ipads, rulers, etc. It goes from collecting data in teams to individually, and the tools can get more and more sophisticated every year, e.g., paper pencil, sticky notes, raise hands, and then they can generate graphs using computers, ipads, etc. By 4th grade, students are supposed to be able to choose the appropriate tools to collect data.
D.5.K.3: I feel an example(s) should be given followed by the words....., but not limited to…
e.g., a bar chart, a line chart, etc.
I am assuming these standards align with the mathematics standards at the same grade level.
I have read the above standards and offer the following comments. (Please reference specific standards where appropriate.)
Much of this is already covered in math standards
These don't correlate effectively with current standards.
This is addressed through math and science.
This is currently part of kindergarten curriculum. Why add another standard and additional work for the classroom teacher to document? I feel it is inappropriate to have computer science standards in the elementary school. K-4 is building foundation skills that many other things are built upon. Many children are coming to school with little letter, book knowledge, counting skills, and cannot write their name. Why would we further thin the curriculum by adding additional frameworks? If frameworks are taught, shouldn't they be assessed? If they are assessed, what do we give up?
We already do this...why would we have another set of standards repeating itself...it's like double duty
We do this multiple times a day and it's already addressed in our standards.
We do this with writing and math
Will teachers need examples of learning and discussion points?
Will these need to be done on a computer?
Not necessarily. We are just introducing the concepts, can be taught without computers.

General Comments from the Subcommittee:

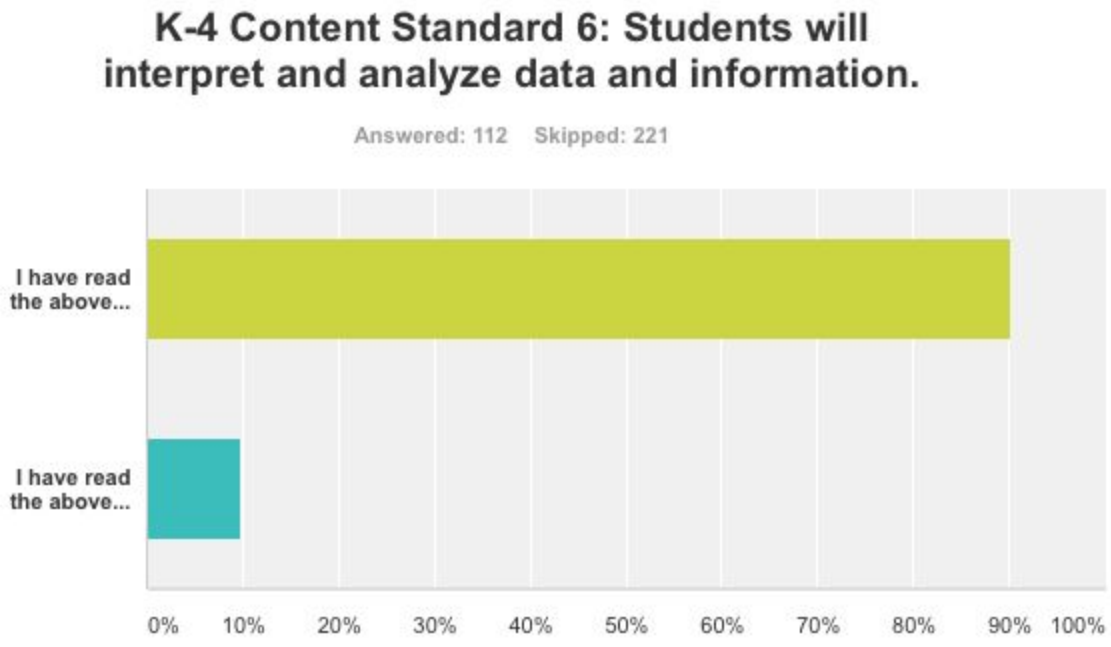
- Many respondents asked questions about how these align to math standards. We believe that a general statement should be made at the beginning of the document to explain that while efforts were made to align with other subject areas, they will not always perfectly align with all standards in all ways.

Feedback: 12/14-12/20

I am concerned about D.5.3.2 being appropriate.

Strand: Data and Information
Content Standard 6: Students will interpret and analyze data and information.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
D.6.K.1 Interpret and analyze concrete and pictorial graphs as a whole class	D.6.1.1 Interpret and analyze concrete and pictorial graphs as a class and in teams	D.6.2.1 Interpret and analyze graphs in teams and individually	D.6.3.1 Interpret and analyze graphs over time individually	D.6.4.1 Explore graphs as models for data analysis
D.6.K.2 Begins in Grade 7	D.6.1.2 Begins in Grade 7	D.6.2.2 Begins in Grade 7	D.6.3.2 Begins in Grade 7	D.6.4.2 Begins in Grade 7



Answer Choices	Responses
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	90.18% 101
I have read the above standards and have concerns that I have addressed below.	9.82% 11
Total	112

Comments (13)

again, repetitive of other standards in other subjects.
Already doing this
Can we have exact graphs listed like the previous standard? I think it helps quite a bit with vertical alignment and statewide communication consistency. Specific types of graphs are not listed because this can be accomplished in many different ways.
Give examples
I am concerned that interpreting and analyzing graphs in second grade unless this is second semester. Graphs can take many forms; this can be as simple as counting how many students have red hair, how many have blonde, and so forth, and then indicating that on a simple bar graph.
I don't see what this has to do with computer science. The content standard states, “Students will interpret and analyze data and information.” The ability to analyze data and information is essential to the field of computer science. At these grade levels, the foundation is being laid for more in-depth work in later grades.

I have read the above standards and offer the following comments. (Please reference specific standards where appropriate.)
N/A
seems to align nicely with math and science standards
This is a math standard.
This is covered several times a day and is already in our standards.
This is currently part of kindergarten curriculum. Why add another standard and additional work for the classroom teacher to document? I feel it is inappropriate to have computer science standards in the elementary school. K-4 is building foundation skills that many other things are built upon. Many children are coming to school with little letter, book knowledge, counting skills, and cannot write their name. Why would we further thin the curriculum by adding additional frameworks? If frameworks are taught, shouldn't they be assessed? If they are assessed, what do we give up?
We do these standards in Math but not on a computer. It is not necessary to complete all of the computer science standards on a computer; the purpose of the standards is to help students learn to think computationally, and that can often be accomplished without using a computer. The hope is that most of the standards can be accomplished while working on other subject areas, such as math.
We do this in math with various graphs

General Comments from the Subcommittee:

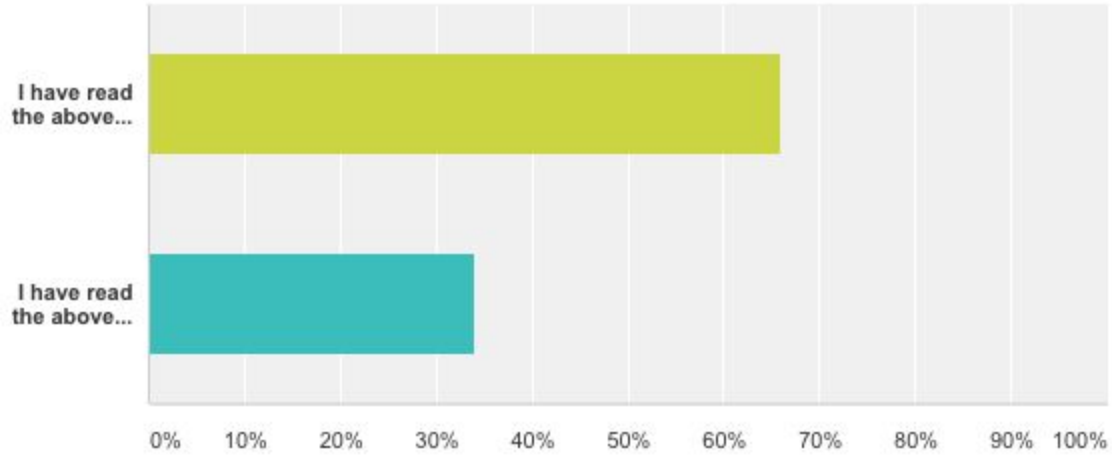
- Several respondents mentioned that these standards are already being met in other subject areas; that is exactly the expectation behind the standards. We want the computer science standards to be incorporated into what is already being done in the classroom, and therefore, the standards often dovetail nicely with standards in other content areas. This means that students and teachers will be able to kill two birds with one stone.

Strand: Algorithms and Programs
Content Standard 7: Students will create, evaluate, and modify algorithms.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
A.7.K.1 Identify and follow an algorithm, a defined sequence of steps, to accomplish a simple task	A.7.1.1 Choose an algorithm, a defined sequence of steps, from a provided list to accomplish a specific task	A.7.2.1 Determine which steps will complete an algorithm, a defined sequence of steps, to accomplish a task	A.7.3.1 Create and follow algorithms, defined sequences of steps, to accomplish a simple task or solve a simple problem	A.7.4.1 Create and follow algorithms, defined sequences of steps, to accomplish a task or solve a problem
A.7.K.2 Compare and contrast algorithms of appropriate complexity as a class	A.7.1.2 Compare and contrast algorithms of appropriate complexity	A.7.2.2 Compare and contrast algorithms of appropriate complexity	A.7.3.2 Compare and contrast algorithms of appropriate complexity	A.7.4.2 Compare and contrast algorithms of appropriate complexity
A.7.K.3 Demonstrate how to correct errors within an algorithm that accomplishes a simple task	A.7.1.3 Identify and correct errors within an algorithm that accomplishes a specific task	A.7.2.3 Identify and correct errors within an algorithm that accomplishes a task	A.7.3.3 Identify and correct multiple errors within an algorithm that accomplishes a simple task or solves a simple problem	A.7.4.3 Identify and correct multiple errors within an algorithm that accomplishes a task or solves a problem
A.7.K.4 Design algorithms of appropriate complexity as a group to show a simple process	A.7.1.4 Design and test algorithms of appropriate complexity collaboratively	A.7.2.4 Design and test algorithms of appropriate complexity collaboratively	A.7.3.4 Design and test algorithms of appropriate complexity collaboratively using technology	A.7.4.4 Design and test algorithms of appropriate complexity collaboratively using technology

K-4 Content Standard 7: Students will create, evaluate, and modify algorithms.

Answered: 112 Skipped: 221



Answer Choices	Responses
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	66.07% 74
I have read the above standards and have concerns that I have addressed below.	33.93% 38
Total	112

Comments (40)

A.7.1.1 I believe this standard goes against research based cognitively guided instruction. We allow students to solve problems in ways that come naturally to them as opposed to giving them specific steps or algorithms. This standard does not preclude students from finding their own solutions in many instances; however, it does acknowledge that sometimes a specified series of steps is necessary. For instance, students may be asked to indicate whether shoes should be put on before socks, or whether socks should be put on before shoes.
A.7.K.1-4 An example(s) definitely should be given in order to connect the standard to grade level expectations for kindergarten.
again examples
All 4 of these standards are not developmentally appropriate for kindergarten. With further training and explanation, we believe that teachers and parents will come to see that these standards are not as complex as they seem at first glance. A sequence of steps can be as simple as cutting out a groundhog before pasting it to a new page, rather than pasting it first and then trying to cut it out.
Be VERY clear that an "algorithm" is simply a series of steps. Many people are going to automatically think math number sentences (16 x 4; 38-22; etc.) after reading that word.
Concerns with standard A.7.1.1. It goes against CGI based instruction. We allow the student to make sense of the problem and solve it how they choose.
Content standard 7 conflicts with common core mathematics. Algorithms are not introduced or encouraged until after 4th grade. The goals for CS 7 specifically asks students to be able to analyze, compare, and correct algorithms in problem solving. It is unlikely that they will be able to accomplish these goals. In the computer science standards, *algorithm* is defined to mean "a defined sequence of steps." This should not be confused with the term *algorithm* as defined by the math standards.
Define algorithm
Define appropriate complexity. Circumstances will vary from student to student and school to school; therefore, teachers are given flexibility to determine what is "appropriate complexity" for their students.
Educators may need some examples.
Examples
For k and 1, the standards go against the research-based cognitively guided instruction. We allow the students to explore their own ways to solve and understand problems.
For the younger grades (particularly Kindergarten and 1st grade), the standard seems to go against research-based Cognitively Guided Instruction. We allow the students to make sense of the problem and solve it in a way that comes naturally to them as opposed to giving them a defined sequence of steps.
Fourth graders are just learning the addition and subtraction algorithm. For the computer science standards, an algorithm is defined as "a defined sequence of steps," not to be confused with mathematical algorithms.
Grade 1 - A.7.1.1. It says at the top of the page that students will create, evaluate, and modify algorithms. Under first grade it says to choose an algorithm from a list to accomplish a specific task. These should be provided by the State Dept. (That way, you can be more specific in what you want first graders to accomplish)
I agree with these standards as long as the algorithms are open-ended enough to be relevant to kindergarteners.
I don't think teachers will know exactly what to do in this set of standards without specific examples.
I feel at the Kindergarten level students will have a very difficult time doing these tasks. Coding can be complicated for 5-6 year old students. This standard does not need to involve coding; working with algorithms means finding ways to give and follow multi-step instructions.
I guess I would need more clarification on algorithms because formal mathematical algorithms are not introduced until 4th grade yet appear in the K standards. According to CGI math we are to allow students time to develop their own understanding and ways to solve problems before introducing standard algorithms.
I have read the above standards and offer the following comments. (Please reference specific standards where appropriate.)

I truly think this asking way too much of the classroom teacher - the training alone I'm afraid would take teachers out of their classroom.
It would be very helpful to include some examples of clarification statements as in the Science Standards. Teachers can easily make sense of the skill you are expecting when they have something as a guide.
Kindergartners are learning to count on their fingers. Why would you assume algorithms where appropriate?
More details needed
My only questions is can each student reach proficiency?
My second and third grade students completed a 40 minute Angry Bird coding class last year. With my allotted special class time, that was all that could be completed in one session. Yet, they really enjoyed the experience and were able to complete a number of levels independently. I am excited to try the new additions, MineCraft and Star Wars, this year. However, for my kindergartners and first graders I chose to use Turtle Pond (http://illuminations.nctm.org/Activity.aspx?id=3534) as a whole group coding introduction. Lack of reading skills was my main concern for not using the www.code.org options.
Need more information on this
No time to address these.
on A.7.K-4.2 Who defines appropriate complexity?
On the computer? Examples of tasks? While these standards could be accomplished on the computer, it is not necessary for students to do so.
Problems posed and then solved through the use of an algorithm will need to be relevant to students. This standard could be used to solve a problem occurring in the classroom (i.e. lining up), the simple algorithm the students create would then become a classroom procedure. I would like the language of the standard to reflect the open ended applications of the standard.
Provide examples
sequencing is already taught in K-2, and algorithm? really, these are 5 year olds! As used in these standards, an algorithm refers to “a defined sequence of steps.” Five year-olds are capable of following steps to accomplish a task.
Standard 7 for kindergarten is not developmentally appropriate for a kindergartner. Most children who enter kindergarten are just learning to follow multi-step directions. Therefore, requiring a 5 year old to "create, evaluate, and modify algorithms" is not appropriate for kindergarten. Following multi-step directions is the goal. The standard about creating, evaluating, and modifying algorithms can be done as a class. This can be as simple as the class deciding whether you have to climb up the ladder before going down the slide, or whether you go down the slide and then climb up the ladder.
This is currently part of kindergarten curriculum. Why add another standard and additional work for the classroom teacher to document? I feel it is inappropriate to have computer science standards in the elementary school. K-4 is building foundation skills that many other things are built upon. Many children are coming to school with little letter, book knowledge, counting skills, and cannot write their name. Why would we further thin the curriculum by adding additional frameworks? If frameworks are taught, shouldn't they be assessed? If they are assessed, what do we give up?
This is ridiculous. This needs to written in simple english and have a point.
We do this multiple times a day and it's already addressed in our standards.
What exactly do you mean by algorithms? Can you give examples?
What kind of algorithms? Are we making a web page? Are we teaching coding? We will need much more training to be able to teach these.
While I understand what an algorithm means, I believe there is going to need to be a great deal of professional development available to support teachers in understanding these documents.

General Comments from the Subcommittee:

- Many respondents are concerned that algorithms are too sophisticated a concept for young students. Although each column starts by defining an algorithm as “a defined sequence of steps,” it may be necessary to add a note to the bottom of the page that specifically states that meaning of algorithm, as well as the fact that it is not being used to mean mathematical algorithms or number sequences.
- Several respondents are concerned that a focus on defined steps goes against cognitively-guided instruction, which stipulates that students should be allowed to explore and choose their own solutions. However, student exploration and choice are built into this standard (see A.7.1.1: choose an algorithm…)
- In addition to clearly defining algorithms, it will be very beneficial to provide clear examples of how students can accomplish this standard.

For PD - Good Link to video answering the question - “What is an Algorithm” https://t.co/7kynODWJUN

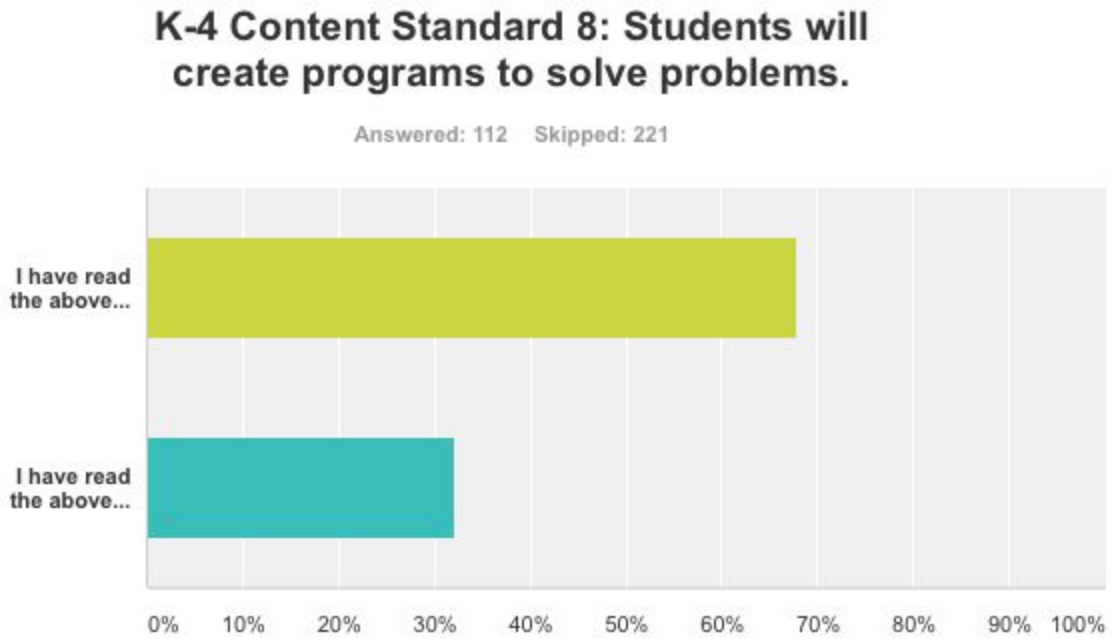
Feedback: 12/14-12/20

Standard A.7.3.2 is very complex. I think comparing and contrasting is a lot harder for 3rd graders than most think. It is hard for them to find deep similarities and differences.

Strand: Algorithms and Programs
Content Standard 8: Students will create programs to solve problems.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
A.8.K.1 Use a visual block-based programming language (e.g., Blockly, Scratch Jr.) to solve problems	A.8.1.1 Use a visual block-based programming language (e.g., Blockly, Scratch Jr.) to solve problems of increasing complexity	A.8.2.1 Use a visual block-based programming language (e.g., Blockly, Scratch Jr.) to solve problems of increasing complexity	A.8.3.1 Use a visual block-based programming language (e.g., Blockly, Scratch Jr.) to solve problems of increasing complexity	A.8.4.1 Use a visual block-based programming language (e.g., Blockly, Scratch Jr.) to solve problems of increasing complexity
A.8.K.2 Use a visual block-based programming language as a group to solve problems	A.8.1.2 Use a visual block-based programming language collaboratively to solve problems of increasing complexity	A.8.2.2 Use a visual block-based programming language collaboratively to solve problems of increasing complexity	A.8.3.2 Use a visual block-based programming language collaboratively to solve problems of increasing complexity	A.8.4.2 Use a visual block-based programming language collaboratively to solve problems of increasing complexity

Combine two SLE's and use "and" across.



Answer Choices	Responses
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	67.86% 76
I have read the above standards and have concerns that I have addressed below.	32.14% 36
Total	112

Comments (43)

A.8.3.1 - Please add Hopscotch as an example of visual block-based programming language. A.8.4.1 - Please add Tynker as an example of visual block-based programming languages.
We can't add examples to provide teachers a larger variety of resources if there is a cost involved.

Absolutely not. I feel like this is not something that should be implemented due to time constraints on everybody.
Additional appropriate programs will be helpful. Are grants available for purchasing curriculum, programs and/or computer hardware?
Define "increasing complexity." It is a relative term and without being more specific or giving examples, the "increasing complexity" will not happen.
Define "visual block-based programming language". Although two examples are listed, there are additional resources for teachers.
Define the programming language at each grade level to solve problems
Details and or examples needed
Don't understand this one
I am concerned about the technology that would be needed to implement this. We do not have enough computers or devices for each student so this would be a problem. Would schools be receiving money from the state to purchase the technology needed?
I do not understand Grade 1 - A.8.1.1????????? (visual block-based programming language????) Examples and how to attain this information would be a great help.
I don't know enough about the programs to evaluate whether I think they are appropriate or not.
I feel that this standard would require more time that is allowed or given for teachers and students.
I have no idea what this standard is saying. I will need training to do this.
I have read the above standards and offer the following comments. (Please reference specific standards where appropriate.)
I think that by third grade, students could use Scratch instead of Scratch Jr.
I truly think this asking way too much of the classroom teacher - the training alone I'm afraid would take teachers out of their classroom.
I would really like to try Scratch Jr this year.
If it is grade-level appropriate, meaning that it is not too hard advanced for the grade level using the program.
If this was an enrichment standard for those students that were interested, this standard may be okay.
In order to implement this standard, valuable time would be lost that could be better spent on other areas of the curriculum. Our students are exposed to these programs through our Gifted and Talented Program.
Is there a state-supported program that the state will supply to meet this standard?
Is this to be done in a computer block of time?
Standards can be taught and integrated during CPU lab time, regular classroom instruction, or LMS or GT times as schedule permits at local school level.
Kindergarten students can barely type their first and last name along with a password by Christmas. They are actively trying to learn to read and write. Adding standards such as these will only burden the classroom teacher more and the students by trying to add additional things in an already busy school year.
Need more information on this
NO
No time to address these.
Please remember Scratch Jr. is iPad only there is Scratch, Tynker and others that can be used on other devices.
Regular classroom teachers will not be accustomed to teaching these standards.
Standard 8 for K is highly in appropriate for kindergarten. Many students entering kindergarten are just learning their letters and numbers. It is difficult enough for a k student to learn to log-in his username and password.
teachers could use a list of problems listed in order of complexity
Teachers will need to be educated on what this block-based programming language is....I'm not for sure if this standard is appropriate due to the fact that I am not familiar with either of these programs mentioned. Feeling somewhat uniformed....I am always ready to learn.

These standards would require much more time during the school day for teachers and students.
This definitely sounds technology based. Will there be additional technology funds to address this requirement? I don't see this happening in a once-a-week computer lab time, but embedded within a curriculum in the classroom which would require classroom devices.
The standards are meant to be integrated within the curriculum standards already being taught.
This is not appropriate for kindergartners.
this time could be spent reading, or developing social relationships instead of on a computer, too much screen time is not a good thing.
To early, need to stick with basics.
Training?
What is this? I am not sure this is appropriate for kindergarten.
What is this? The two standards look very similar and I don't know the programs you are speaking of.
What is this? Training?
What is this? Training?
Will teachers get professional development on visual block-based programming languages? I don't think anyone will know what this means.
Professional Development will be provided with guidance from ADE, STEM institutes, and local Co-ops.
Will there be a glossary/ grade level list of vocabulary developed?
A.8.K.1 – A.A.1.1 I can see kindergarteners and 1st graders using Scratch as a group but not individually. The way this is written, it implies individually. Also, I think that Blockly is too hard. Did you have kindergarten and first grade teachers working on this? I'm not sure this is developmentally appropriate.
Looking at the examples given and professional development should give insight about visual block-based programming.

General Comments from the Subcommittee:

- We are not sure why there are two separate SLEs for each grade level when they are essentially identical. We recommend consolidating these to a single row of SLEs and inserting "individually and collaboratively" into each.
- Why can Scratch be specifically listed in the e.g.'s when other sites such as code.org cannot?

Feedback: 12/14-12/20

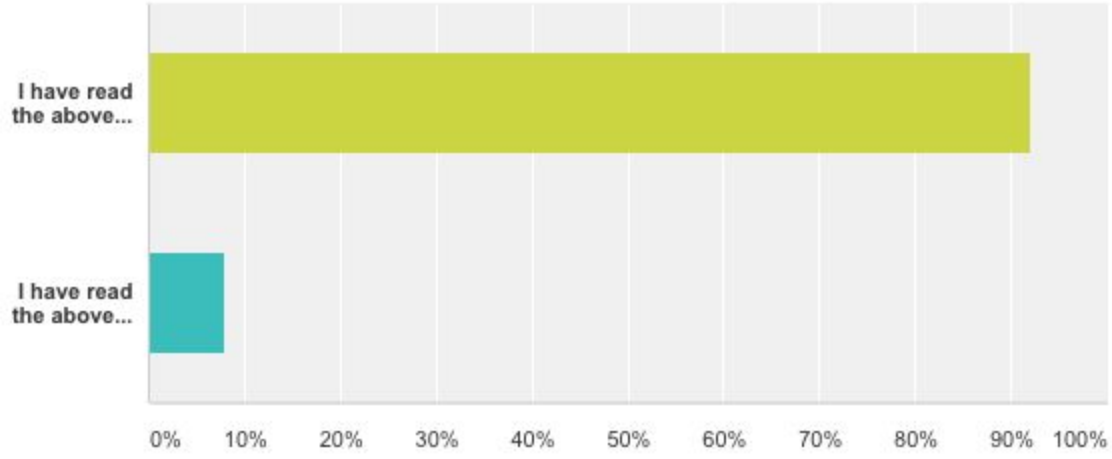
Don't mandate a visual block-based programming language. Allow it, sure, suggest it even, but let students and teachers who are ready to move to text-based programming languages use those to fulfill the standards at any grade level. Kindergarten might be too young to get kids to use these tools. They could more easily do programming where they are instructing teachers or other students to move according to a set of instructions.

Strand: Computers and Communications
Content Standard 9: Students will analyze the utilization of computers.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
CC.9.K.1 Explore uses of computing and technology	CC.9.1.1 Identify uses of computing and technology	CC.9.2.1 Examine uses of computing and technology	CC.9.3.1 Discuss a variety of careers that require computing and technology	CC.9.4.1 Identify a variety of careers that require computing and technology
CC.9.K.2 Begins in Grade 3	CC.9.1.2 Begins in Grade 3	CC.9.2.2 Begins in Grade 3	CC.9.3.2 Discuss as a class that computers perform actions or outputs based on inputs by humans (e.g., using a video game controller, typing and using a mouse)	CC.9.4.2 Identify that computers perform actions or outputs based on input by humans (e.g., using a video game controller, typing and using a mouse)

K-4 Content Standard 9: Students will analyze the utilization of computers.

Answered: 112 Skipped: 221



Answer Choices	Responses
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	91.96% 103
I have read the above standards and have concerns that I have addressed below.	8.04% 9
Total	112

Comments (12)

Already doing this
Appropriate
Are grants available for purchasing curriculum, programs and/or computer hardware?
Examples!!
Examples?
Grade 1 - CC.9.1.1 - Identify uses of computing and technology???? Please be more specific in what you are expecting. Examples would be nice.
Great time to integrate Rasberry Pi, Arduino and so many other tools!

These are additional resources, but it appears that we would have to purchase items in order to utilize most of these resources. Schools can choose to purchase additional programs, but the State can not add programs to standards that would put a financial obligation on school districts.
I find that 3rd and 4th standards should be switched identifying is an easier task than discussing. Need to be able to identify before able to discuss.
I have read the above standards and offer the following comments. (Please reference specific standards where appropriate.)
Kindergarten students can barely type their first and last name along with a password by Christmas. They are actively trying to learn to read and write. Adding standards such as these will only burden the classroom teacher more and the students by trying to add additional things in an already busy school year.
This is not appropriate for kindergartners.
Too vague
We do this already in our classroom, and going to computer lab
This strand aligns to allow for implementation across varied times throughout the instructional day.

Do we know of resources that could provide assistance to local schools to obtain grants and funding?

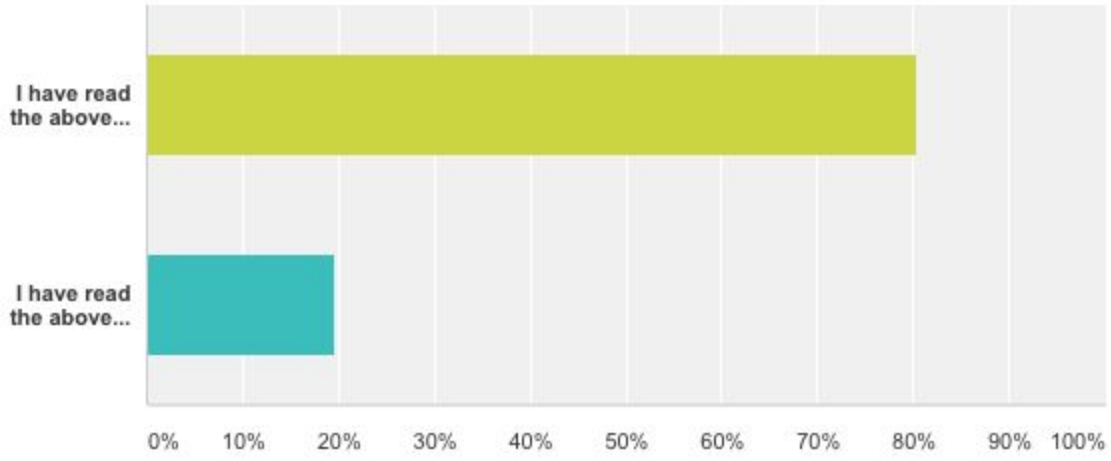
Strand: Computers and Communications

Content Standard 10: Students will utilize appropriate digital tools for various applications.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
CC.10.K.1 Use various input/output devices (e.g. touch screen, mouse, touch-pad, trackball, interactive board)	CC.10.1.1 Demonstrate an appropriate level of proficiency with various input/output devices (e.g., touch screen, mouse, touch-pad, trackball, interactive board)	CC.10.2.1 Demonstrate an appropriate level of proficiency with various input/output devices including keyboarding - can be a touchscreen keyboard.	CC.10.3.1 Demonstrate an appropriate level of proficiency with keyboards and other input/output devices.	CC.10.4.1 Demonstrate an appropriate level of proficiency with keyboards and other input/output devices
CC.10.K.2 Demonstrate proper care of computer equipment (e.g., clean hands, keep food/drink away from computers, keep magnets away)	CC.10.1.2 Demonstrate proper care of computer equipment (e.g., clean hands, keep food/drink away from computers, keep magnets away)	CC.10.2.2 Recognize the expense of the equipment and how care and protection of the computers can prolong its use and save the cost of purchasing new equipment, therefore benefiting all students	CC.10.3.2 Recognize the expense of the equipment and how care and protection of the computers can prolong its use and save the cost of purchasing new equipment, therefore benefiting all students	CC.10.4.2 Recognize the expense of the equipment and how care and protection of the computers can prolong its use and save the cost of purchasing new equipment, therefore benefiting all students
CC.10.K.3 Practice locating: • letter and number keys • enter key • space bar with thumb Using visual representation of keyboard when physical keyboard is not available	CC.10.1.3 Practice locating: • letter and number keys • enter key • space bar with thumb Using visual representation of keyboard when physical keyboard is not available	CC.10.2.3 Introduce proper keyboard positions including: • fingers on home row keys • space bar with thumb • use enter key	CC.10.3.3 Use correctly on the keyboard: • fingers on home row keys • thumb on space bar • enter key • shift key for capital letters • punctuation marks as appropriate to writing level	CC.10.4.3 Demonstrate touch typing techniques, not looking at fingers, while increasing speed and maintaining accuracy
CC.10.K.4 Learn proper seat posture	CC.10.1.4 Demonstrate proper seat posture	CC.10.2.4 Recognize proper keyboarding technique: • posture • elbows down • body centered in front of keyboard	CC.10.3.4 Demonstrate proper keyboarding technique: • posture • elbows down • body centered in front of keyboard	CC.10.4.4 Practice proper keyboarding technique: • posture • elbows down • body centered in front of keyboard

K-4 Content Standard 10: Students will utilize appropriate digital tools for various applications.

Answered: 112 Skipped: 221



Answer Choices	Responses
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	80.36% 90
I have read the above standards and have concerns that I have addressed below.	19.64% 22
Total	112

Comments (26)

1. Are grants available for purchasing curriculum, programs and/or computer hardware? 2. How do you measure "recognition of expense and care prolonging use"?

Already doing this
CC.10.1.3 There is not adequate time to cover keyboarding skills.
CC.10.1.3 I do not feel this should be implemented unless a keyboarding teacher is provided.
CC.10.1.3 I do not feel this standard should be implemented, unless a program or computer/keyboarding teacher is provided.
CC.10.K-4 Is not appropriate. School furniture and technology are not compatible with allowing Kindergarteners to master this standard.
CC.10.K.1 is not achievable unless every student has access to the required technology in the standards. Again, will the state be supplying each classroom with this technology?
CC.10.K.4 is moot. School furniture and technology availability does not allow mastery and application of the standard. Students would learn the information, but not be able to apply new learning due to the limitations of devices and furnishings.
Great time to build their own computer.

I have read the above standards and offer the following comments. (Please reference specific standards where appropriate.)
I like that we begin keyboarding skills in kindergarten.
If a keyboarding teacher was hired at all elementary schools, this would be appropriate. However, without one, this would not be appropriate.
In kindergarten they have difficult time using the computers, mouse, and touch screens. That alphabet's are different on the computer keyboard compared to the alphabet that is on the tablets. This causes a lot of confusion for them. They have a difficult time logging in to the programs which end up taking up the majority of their time.
Kindergarten students can barely type their first and last name along with a password by Christmas. They are actively trying to learn to read and write. Adding standards such as these will only burden the classroom teacher more and the students by trying to add additional things in an already busy school year. Kindergarten students are hunting and pecking on keyboards. It is slow because they barely know their letters. Keyboards very in size and the letters are in uppercase on some and lowercase (Chromebooks) on others.
much of this is already covered in other subjects including LIbrary media standards, and are schools going to be given money to purchase computers, equipment, accessories that are made for little hands? What about certified staff to teach computer tech?
My only concern is that recent research shows that students brains are less active when using technology.
Our third graders are currently doing all this and are doing great. Some do have motor skill problems that only maturation will cure, but great gains are happening.
The amount of additional PD in order for teachers to effectively communicate some of these additional standards will increase teacher anxiety.
These are really more general ed tech rather than CS. The standards are intentionally more broad than a strict focus on computer science.
This is appropriate but teachers still have concerns about addressing these embedded skills within their core curriculum and sacrificing instructional minutes on core content area. If implemented appropriately, these standards should not cause teachers to sacrifice minutes on core content, because they can be used to better reach the goals of the core content standards.
We are using the PLTW Launch curriculum. In one of their elementary computer science modules, they note a misconception that many students have regarding computer science: "Computer science means using computer technology such as word processing and image editing tools." In actuality, PLTW suggests that "People who use computers, even in very sophisticated ways, do not need to know how to create the tools they use. Computer scientists are capable of applying their knowledge of computer hardware and software to develop new technology that solves unique problems." I think that teachers, who might not have much of a computer science or technology background, might continue this misconception if these standards are placed in a computer science standards document. While I think the standards in the content standard 10 are very important, I question them being utilized in a computer science standards document as opposed to a keyboarding standards document.
We do this at the beginning of the year before using chromebooks, ipads, etc.
We had a keyboarding program several years ago. It is not developmentally appropriate for 2nd grade and was a stressful and overall poor use of instructional time. Meeting this standard does not have to be as in-depth as a dedicated keyboarding program. The goal at this point is to familiarize students with different input devices and introduce them to correct techniques that they can continue to refine in the coming years.
What are appropriate levels for each grade? Individual teachers and schools are best equipped to determine what is an appropriate level for their students.
What is an appropriate level of proficiency? When will classroom teachers find time to teach another set of standards?
What is the appropriate level of proficiency with keyboards across the grade levels? Who decides this?

CC.10.K.3 – CC.10.4.3 Again, I am not sure this is developmentally appropriate, especially 3rd and 4th graders. Are their hands even big enough?

General Comments from the Subcommittee:

- Most of the comments revolve around whether students are capable of accomplishing these standards, or whether there is enough time in the day to accomplish them. We may need to find some way to stress that the standards do not mandate mastery, but rather familiarity.
- The content standard states, “Students will utilize appropriate digital tools for various applications,” but the SLEs do not seem to directly correlate to that; rather, they focus on correct use and care of equipment.

Feedback: 12/14-12/20

Do keyboarding standards belong in this document?

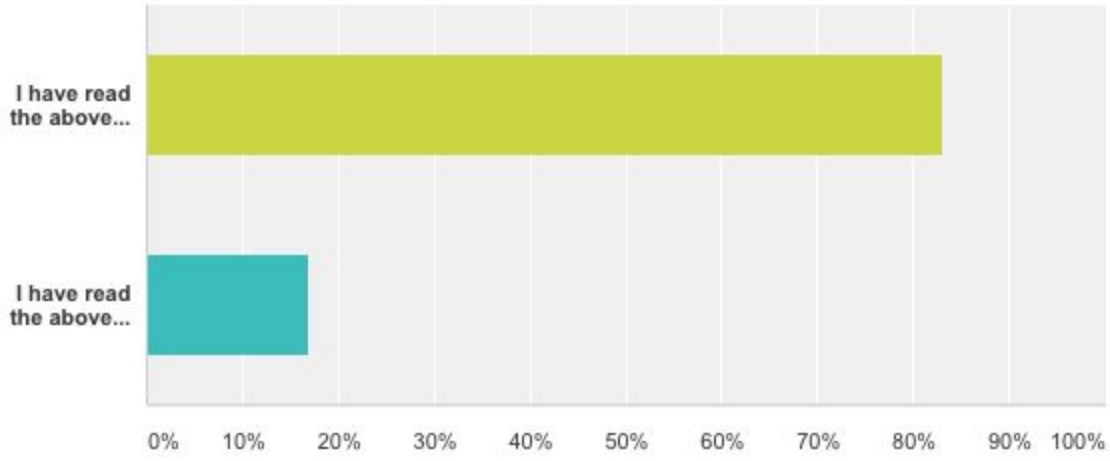
Strand: Computers and Communications

Content Standard 11: Students will analyze various components and functions of computers.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
CC.11.K.1 Discuss as a class how information can be communicated electronically (e.g., email, texting, video conferencing, file sharing)	CC.11.1.1 Discuss as a class how information can be communicated electronically (e.g., email, texting, video conferencing, file sharing)	CC.11.2.1 Discuss as a class how information can be communicated electronically. (e.g., email, texting, video conferencing, file sharing)	CC.11.3.1 Identify and use productivity technology tools (e.g.,word processing, spreadsheet, presentation software) for writing, communication, and publishing activities	CC.11.4.1 Use productivity technology tools (e.g.,word processing, spreadsheet, presentation software) for writing, communication, and publishing activities
CC.11.K.2 Begins in Grade 3	CC.11.1.2 Begins in Grade 3	CC.11.2.2 Begins in Grade 3	CC.11.3.2 Identify as a class that information can be transmitted by computing devices via a network (e.g., wired devices, wifi devices, cellular devices)	CC.11.4.2 Identify that information can be transmitted by computing devices via a network (e.g., wired devices, wifi devices, cellular devices)
CC.11.K.3 Recognize that computing devices execute programs	CC.11.1.3 Identify a variety of computing devices	CC.11.2.3 Describe the unique features of a variety of computing devices-(e.g., processors, screen/display, internal/external storage, mouse/touchpad/touchscreen)	CC.11.3.3 Recognize that computing devices execute programs using processors	CC.11.4.3 Identify a variety of computing devices that execute programs using processors (e.g., digital watch, home appliances, vehicles)
CC.11.K.4 Identify simple hardware and software problems that may occur during use	CC.11.1.4 Identify simple hardware and software problems that may occur during use	CC.11.2.4 Identify simple hardware and software problems that may occur during use	CC.11.3.4 Apply strategies for solving simple hardware and software problems that may occur during use (e.g., refresh the webpage, restart the device)	CC.11.4.4 Apply strategies for solving simple hardware and software problems that may occur during use (e.g., refresh the webpage, restart the device)

K-4 Content Standard 11: Students will analyze various components and functions of computers.

Answered: 112 Skipped: 221



Answer Choices	Responses
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	83.04% 93
I have read the above standards and have concerns that I have addressed below.	16.96% 19
Total	112

Comments (20)

Again, when we begin talking about productivity tools are we really talking about CS?
CC.11.1.4 It is not developmentally appropriate for first grade.
CC.11.1.4 I do not feel this standard is age appropriate.
CC.11.1.4 not age appropriate.
Example: These may be simple problems, such as the batteries need to be replaced, the screen is frozen, or the monitor is off.
CC.11.3.2 and CC.11.4.2 - These need to be made stronger. What exactly are you identifying? If you are just telling students that information can be transmitted by computing devices via a network, why does this need to wait to grade 3. This doesn't seem very rigorous. CC.11.3.3 seems easier than CC.11.2.3 CC.11.K.4, CC.11.1.4, and CC.11.2.4 need examples
CC.11.K.4 needs clarification and/or examples given.
Concerns are: Enough time on computers to accomplish all this. We have two computer labs and it is still hard to find a block of time to take my kids for instruction, especially when you are asking for students to make presentations. Kids can certainly make presentations....time, time, time
This can be incorporated with other standards such as science, social studies or literacy.
Grade 1 - CC.11.1.3 Identify a variety of computing devices. Please give examples as our school is limited in technology resources. Please give examples of what you are expecting first graders to know. Grade 1 -

Examples could include discussing phones and tablets, laptop and desktop computers, etc. It is not necessary for a class or school to have all of these items; a discussion about them can still take place.
CC.11.K.4 - Identify simple hardware and software problems that may occur during use. Please give examples of what you are expecting first graders to know. **NOT CLEAR - are standards under grade 1 - cc.11.1.2, cc.11.1.3, and cc.11.1.4 covered in third or first???????
Grades 3 and 4 appear to be a greater level of expectation than "embedding" into the current curriculum.
I feel this is too challenging and not developmentally appropriate.
Many CS standards can be embedded into the curriculum, however there are some that may need to be specifically taught. It will be up to the school to determine how these standards are addressed.
I have read the above standards and offer the following comments. (Please reference specific standards where appropriate.)
In kindergarten, they have difficult time using the computers, mouse, and touch screens. That alphabet's are different on the computer keyboard compared to the alphabet that is on the tablets. This causes a lot of confusion for them. They have a difficult time logging in to the programs which end up taking up the majority of their time.
Kindergarten students can barely type their first and last name along with a password by Christmas. They are actively trying to learn to read and write. Adding standards such as these will only burden the classroom teacher more and the students by trying to add additional things in an already busy school year. Students are not expected to master all aspects of typing; the goal of the standards is to help them increase their skill level throughout the years.

Feedback: 12/14-12/20
I think CC.11.3.1 is not appropriate for 3rd grade. The students are NOT familiar with ALL of the terminology that it takes to fully understand when publishing items.

Strand: Community, Global, and Ethical Impacts

Content Standard 12: Students will analyze appropriate uses of technology.

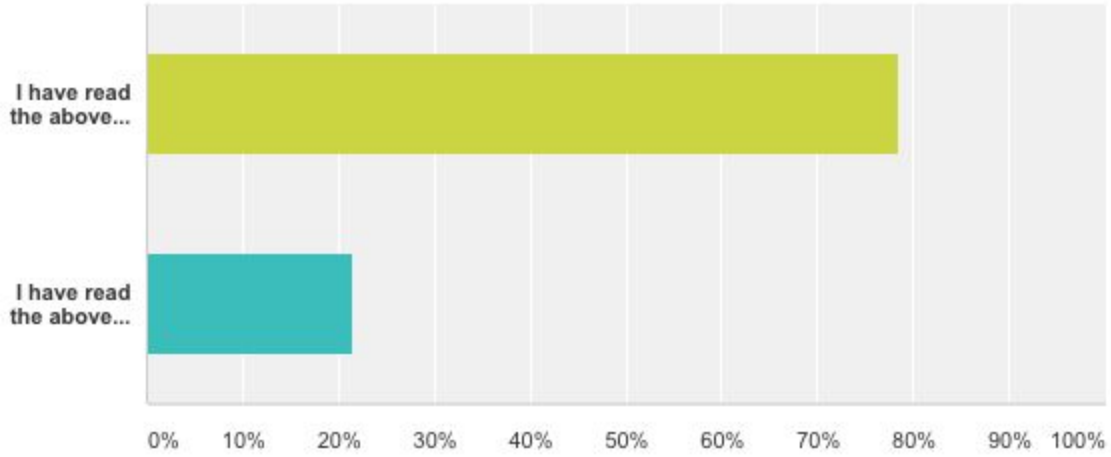
THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
CGE.12.K.1 Begins in Grade 3	CGE.12.1.1 Begins in Grade 3	CGE.12.2.1 Begins in Grade 3	CGE.12.3.1 Identify and discuss the positive and negative impact of technology on the daily life of individuals and society (e.g., mobile computing and communication, web technologies, digital security, and virtualization)	CGE.12.4.1 Identify and discuss the positive and negative impact of technology on the daily life of individuals and society (e.g., mobile computing and communication, web technologies, digital security, and virtualization).
CGE.12.K.2 Recognize positive and negative behaviors for using computing devices (e.g., cyberbullying, protecting personal information, Internet safety)	CGE.12.1.2 Recognize positive and negative behaviors for using computing devices (e.g., cyberbullying, protecting personal information, Internet safety)	CGE.12.2.2 Identify positive and negative behaviors for using computing devices (e.g., cyberbullying, protecting personal information, Internet safety)	CGE.12.3.2 Identify and discuss positive and negative uses of technology and information and their impact	CGE.12.4.2 Discuss basic issues related to the appropriate use of technology and information and the consequences of inappropriate use
CGE.12.K.3 Recognize various electronic information sources	CGE.12.1.3 Recognize various electronic information sources	CGE.12.2.3 Identify attributes of credible electronic information sources	CGE.12.3.3 Identify and discuss attributes of credible, unbiased, electronic information sources	CGE.12.4.3 Compare the credibility, bias, accuracy, and relevance of electronic information sources
CC.12.K.4 Discuss copyright, fair use, and intellectual property in various media	CC.12.1.4 Discuss copyright, fair use, and intellectual property in various media	CC.12.2.4 Identify ethical issues in copyright, fair use, and intellectual property in various media	CC.12.3.4 Identify and discuss ethical issues in copyright, fair use, and intellectual property in various media	CC.12.4.4 Demonstrate an understanding of ethical issues in copyright, fair use, and intellectual property in various media
CC.12.K.5 Begins in Grade 5	CC.12.1.5 Begins in Grade 5	CC.12.2.5 Begins in Grade 5	CC.12.3.5 Begins in Grade 5	CC.12.4.5 Begins in Grade 5

CGE. 12.K.4-12.1.4 Change the word discuss to recognize, remove fair use and intellectual property K-3.
CGE.12.2.4 -12.3.4 Identify and name resources used in the process of gathering information.
CGE.12.4.4 Cite with guidance resources used in the process of gathering information, which demonstrates abiding copyright laws and respecting intellectual property of others. (e.g. author, title, copyright date)

CGE. 12.K.3 - change e.g to a note and add a statement within note that it can be discussion based
CGE 12.2.3 Recognize various electronic information sources. (will move up one grade level)
CGE 12.3.3 Recognize attributes of various credible electronic information sources with guidance. (will move up one grade level)
CGE 12.4.3 Identify and discuss attributes of credible, unbiased, electronic information sources.
(The original CGE 12.4.3 will become the SLE for 5th Grade)

K-4 Content Standard 12: Students will analyze appropriate uses of technology.

Answered: 112 Skipped: 221



Answer Choices	Responses
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	78.57% 88
I have read the above standards and have concerns that I have addressed below.	21.43% 24
Total	112

Comments (22)

All of these should not begin until at least 3rd or 4th grade.
Are all the standards listed under Standard 12 not covered in first grade?? Please be more specific. This is not clear as in some other standards listed above. Some start in a certain grade but more are listed underneath which is not clear if it is to be covered in first grade or another grade.
CC.12.K.3 is wildly out of the realm of developmental appropriateness for kindergarten. This standard should be omitted. Discussing copyright and fair use in kindergarten is outrageous. .
CC.12.K.4 - I feel fair use and intellectual property are too advanced for Kindergarten level (Intellectual Property is not even introduced in Library Media Standards until 4th grade SR.4.4.3) This is addressed at the bottom of this document
CC.12.K.5 - kindergarten and first grade students will not understand intellectual property. This is addressed at the bottom of this document
CC.12.4.4 - how do students demonstrate this? Students will demonstrate this skill in citing with guidance sources that he/she uses in gathering information.
CGE.12.1.2-4 I think these standards should not be introduced until at least third or fourth grade. Begin in Grade 3.
CGE.12.3 - these standards (K-3) need to align with literacy standards by grade level. CC.12.4 - these standards (K-3) need to align with literacy standards by grade level.
Explain / details and examples

Hopefully most of these are covered with the media specialist curriculum. Schools will have the flexibility to cover these standards in the way they see fit. Several of the standards could be covered in library, but not all of them.
I am fine with CGE 12.2.2 and 12.2.3 but I think 12.2.5 is not developmentally appropriate. This is addressed at the bottom of this document
I have read the above standards and offer the following comments. (Please reference specific standards where appropriate.)
In kindergarten, they have difficult time using the computers, mouse, and touch screens. That alphabet's are different on the computer keyboard compared to the alphabet that is on the tablets. This causes a lot of confusion for them. They have a difficult time logging in to the programs which end up taking up the majority of their time.
Intellectual property may not be appropriate for K-2. This is addressed at the bottom of this document
kids this young haven't learned much about positive social interactions, so how are they going to learn about online interactions? Especially if they don't interact online, as they are too young. Shouldn't we focus on teaching them to be good people face to face first?
Kindergarten students can barely type their first and last name along with a password by Christmas. They are actively trying to learn to read and write. Adding standards such as these will only burden the classroom teacher more and the students by trying to add additional things in an already busy school year.
Need more information on this
None of these standards are appropriate for first grade. This is addressed at the bottom of this document
Not for the classroom teacher - I know our media specialist covers much of this, maybe the counselor could work on the section concerning cyberbullying. Schools will have the flexibility to cover these standards in the way they see fit. Several of the standards could be covered in library, but not all of them.
See above
Several course in iTunes U that can be used to assist with teaching and facilitating these standards. https://itunes.apple.com/WebObjects/MZStore.woa/wa/search?mt=10&submit=edit&term=common%20sense#iTunesUPodcast
These all should not start until at least 3rd grade.
These standards are too much for kindergarten. They won't even understand cyberbullying or intellectual property. Maybe start with safety, but the rest is over the top. This is addressed at the bottom of this document
While I think the productivity technology standards in the content standard 12 are very important, I question them being utilized in a computer science standards document as opposed to a keyboarding standards document. However, I do believe the standards related to copyright, fair use, protecting data, etc. are appropriate to a computer science standards document.

CC.12.K.4 – CC.12.2.4 The idea of fair use and intellectual property is not developmentally appropriate until third grade and even then it should only be conversations. In Kindergarten through 2nd grade just getting across the idea that you don't copy someone else's work without giving credit is difficult enough. As for fair use, I can't even get teacher's to understand the very complex issue of fair use much less elementary students.
Recommended changes:
Need more information on this
Not age-appropriate.
primary grades are too young to use email, social media. Are parents going to be aware of this? I have an issue with it as a parent. My kids aren't allowed on social media.
The additional PD required for these standards are a big concern to me. It seems as if we barely have enough time to cover other PD.

This could be a game-changer for traditional business education coursework with ACE and will require major adjustments and cooperation of ACE to communicate with their teachers. What enhanced coursework is now available in the business education ladder for grades 5-12 (ie. Database design and analysis, Advanced spreadsheets, etc.) How does ACE build capacity among existing ACE teachers.
When will the time come from to teach all of these?
While I think the productivity technology standards in the content standard 11 are very important, I question them being utilized in a computer science standards document as opposed to a keyboarding standards document.
CC.12.K.4 – CC.12.2.4 The idea of fair use and intellectual property is not developmentally appropriate until third grade and even then it should only be conversations. In Kindergarten through 2nd grade just getting across the idea that you don't copy someone else's work without giving credit is difficult enough. As for fair use, I can't even get teacher's to understand the very complex issue of fair use much less elementary students.

Standards 4 and 5 are named incorrectly (CC should be CGE).

K-4 Computer Science Standards Comments - Please provide any general comments about this set of standards.

Answered: 42 Skipped: 291

As a Kindergarten Teacher i feel this age they should be introduced to typing, communication through technology, and different keys. I don't feel this age group would be ready for coding. They have a difficult time understanding.

Biggest concerns- Licensure requirements? Implementation-difficult to jump in at grade 4 without having had k-3 Scheduling/staffing

Great job! I'm pleased overall with the standards. It seems less overwhelming now that I see how integrated they are into other subjects.

I agree that it is important for young students to know how to properly use the computer. However, it seems to me that if the state is requiring the schools teach this type of material they need to require schools to have a keyboarding/computer lab teacher. Classroom teachers should not have to teach this on top of core curriculum that is tested on.

I am a certified teacher who teaches technology in a special class time schedule, grades K-3rd. Per your video, you want the technology experience to be "open to every student" or "considered by every student." I share the same sentiment. I am pleased a set of standards beyond ISTE/NETS is being considered. Exposure to technology is essential for 21st century learners.

I believe the computer standards are appropriate. I feel these standards should be required for the computer classroom. These should not be a requirement for the general education classroom. The general education classroom teacher should implement these in the classroom.

I don't believe this is a good measure. Students are learning about computers through GT and computer lab time.

I feel that we do not have enough time in the day to teach these standards ALONG with the other standards that we are required to teach. Our district will not hire a computer science teacher to help our students understand coding & computer science. A GT teacher taking on these standards will not be able to finish their lessons and then do these standards.

I think these are very important.

I think they are fine, but if we really want them taught well, examples are needed to clarify for teachers exactly what they need to be doing with kids

I will need to take a pd class this Summer to become familiar with the new standards and vocabulary.

I'm excited about seeing these standards integrated into our core areas. I do think we will need examples of these standards to know how to utilize some of these standards in the lower levels.

In general, the computer science standards appear to be appropriate for the grade levels and easy to understand.

It seems repetitive of things we are already doing! Not sure why we would need another set of standards to tell us to do the same thing...doesn't make a lot of sense

It seems that so much of this is completely developmentally appropriate for such young children. Most kids aren't reading independently until 1st grade yet you want them to learn about texting and email? The term intellectual property is used in a kindergarten standard? What about parents who don't allow kids to text or use social media at this age? Do parents not have a say in when there kids get involved in that? I don't think k-2 should even have "computer standards". They have enough time sitting in desks as it is. They need more time

to play and be active and be creative and learn to interact with other children. We need to quit pushing standards down to lower grades and really look at what is important for each developmental stage.
Keyboarding is currently being taught in 5th grade but based on Content Standard 10 and introduction to chromebooks in 3rd grade I would suggest moving keyboarding to 3rd.
Libraries and Computer labs need to be joined in schools. In many Arkansas schools, the computer lab is separate from the library. This set-up is counter intuitive. Information and digital literacy is the provence of the school librarian. She is more than a curator of books. The computer lab paraprofessional should work in close proximity to the media specialist and the two should collaborate since many of their frameworks overlap.
Most of the standards appear to be appropriate. I am concerned about the expense to provide software and hardware.
My only concern is that it is even more added to this grade level. I know it was stated that these standards are already being taught and should be more deliberate in embedding them across the curriculum on the webinar. However, more and more expectations are put on the classroom teacher and the student WITHOUT taking anything away. In other words, nothing is ever replaced it is just added onto an already overly packed instructional day for the young children.
Open-Ended Response
Overall I believe this looks very doable. As I stated above it would be nice to have the department have the other content areas do the integration connections for teachers.
Please be more explicit in the language
Professional development for teachers will be the key to successful implementation on the elementary computer science framework. While I think it would be difficult to hire a computer science specialist at every educational cooperative to support the use of these standards, it might be a very helpful for the state to provide funding to have a computer science specialist at each of the area STEM centers.
Several of these are not age appropriate at all. Some, however are being done anyway and could be added.
Several of these skills are already addressed in our standards and already taught in this grade level. The actual use of computers and tablets can be very frustrating to these kiddos due to differences in the devices that they are using. They also have a hard time logging in due to the multiple log ins they have to go through to get to the actual program. With only one teacher in the classroom with them it's impossible to help everyone and they don't understand why they have to wait.
Some are appropriate for first graders while some are totally not age appropriate.
Some are very appropriate and are already being implemented. Some would be easy to add to our existing curriculum. Others, as noted above, are not appropriate for this age of students.
Some of these are stand alone standards and what I read before said that they are not meant to be stand alone standards but to be embedded into what we already do. I will need some additional training to be an effective computer science kindergarten teacher.
Some of these need examples added and some like the standard CC.12.K.4 should be omitted due to lack of developmental appropriateness.
Some standards are very appropriate and are already being implemented. However, I do feel some are not developmentally appropriate and would require more training and would take away from valuable time in the classroom.
Stick with keyboarding and publishing in the elementary.
Thanks You, Thank You for K-8. I am so ready to start working with facilitators and tech integration specialist to make this happen in Arkansas. hdickens@compasslearing.com
The standards are worded very well. I would like, however, maybe some visual images displaying the meaning on some of them.
The standards need many more examples in order for them to be clear for teachers (and parents).
These need to be reviewed with more detail and or examples being given in order for teachers to be able to teach them

These standards will place a needless burden on elementary teachers. If students arrive on the secondary level with a solid foundation of literacy and math skills, they can learn computer science information quickly and easily. Adding additional standards in computer science will detrimentally affect elementary instruction.
What are you getting rid of? We all ready can barely keep our heads above water. Something is going to have to go because I already can't get everything accomplished.
While some of these standards are easy to embed into our already taught curriculum this poses even more stress to me as an educator. Our instructional day is only 6 hours and the rigor of standards already create stress for our students. I'd be curious to see how many of these standards are already covered within our standards versus how many of these must stand alone.
Who will be responsible for teaching these standards? Will we receive training for these? Will we have programs and resources to teach these standards?
Who will be responsible for teaching these standards? Will we receive training if expected to teach these standards? Will materials - programs, resources, etc be provided? What will the accountability look like?
Who will be responsible for these standards? Will there be training on how to teach these standards? Will there be programs and funding to support the teaching of these standards?
Will each school have a computer science educator? If regular ed teachers are going to be successful at teaching these, we will have to find the time and we will have to have considerable training to teach these well.

Feedback 12/14-12/20

I am only concerned because there really isn't a ton of time to teach this in our classes on top of all the other content standards that need to be taught. It is very hard to fit in all subjects. I don't know how anything else can fit in.

Copy of 5-8 CS Standards Feedback Provided

Note: Comments in black typeface are comments made by survey respondents. Comments in blue or red are response comments added by the standards writing committee.

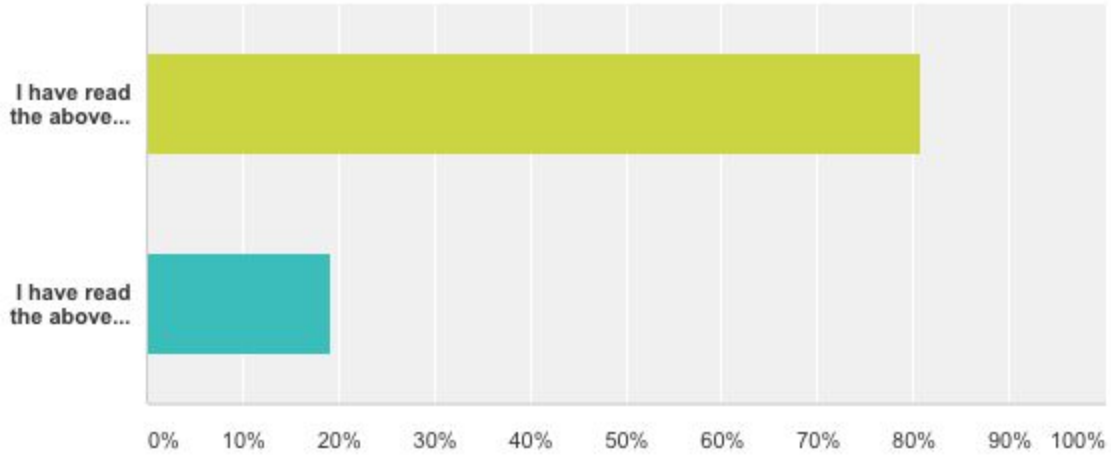
Strand: Computational Thinking and Problem Solving
Content Standard 1: Students will analyze problem-solving strategies.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
Grade 5	Grade 6	Grade 7	Grade 8
CT.1.5.1 Demonstrate basic steps of algorithmic problem solving with or without a computer	CT.1.6.1 Select basic steps to solve algorithmic problems (e.g., problem statement and exploration, decomposition of a problem into sub problems, examination of sample instances, design, implementation, and testing)	CT.1.7.1 Evaluate basic steps in algorithmic problem solving to design solutions (e.g., problem statement and exploration, decomposition of a problem into sub problems, examination of sample instances, design, implementation, and testing)	CT.1.8.1 Solve algorithmic problems of increasing complexity
CT.1.5.2 Begins in Grade 7	CT.1.6.2 Begins in Grade 7	CT.1.7.2 Compare and contrast examples of high level and low level programming languages	CT.1.8.2 Investigate the notion of hierarchy in computing including high level languages, translations, instruction sets, and logic circuits

*Note: Algorithms are a step-by-step process. Algorithmic problem solving is using a step-by-step process to solve a problem.
*Note: CT.1.7.2 is meant to be an introduction to the differences between high and low level computer programming languages. Students are not required to write a computer program in high and low level programming languages to meet this SLE. Low level languages are machine language and assembly language. Machine language and assembly language talk directly to the computer. High level languages, such as Java and C++, are closer to human language and are translated to low level language so the computer can understand it.

5-8 Content Standard 1: Students will analyze problem-solving strategies.

Answered: 52 Skipped: 281



Answer Choices	Responses
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	80.77% 42
I have read the above standards and have concerns that I have addressed below.	19.23% 10
Total	52

Comments (9)

Can you clarify this standard? Are these aligned with math? Some are and that was intentional to help integrate them more easily in the classroom, but the standards are also not restricted to the math classroom to where they can be brought into other subjects. What kind of algorithm are you asking for? There is no specific algorithm. It's the understanding of what an algorithm is at its core (a step by step process) and how algorithms are used to solve problems. Why would you not use a computer for computer science standards? We are trying to be flexible with districts and limited resources. Additionally, examples without using a computer provide students with a tangible and visual connection to the concepts. Computer Science is not just about computers it is about the science behind computing.

For the average classroom teacher I feel like these standards are going to increase their stress levels. Could they possibly be written in simpler terms?

I do not know if students by grade 7th will have put the amount of hours needed to distinguish among various coding language to have a sufficient grasp and form cogent comparisons and contrasts among these languages. I have little objection to the Grade 8 standards requiring instructions, logic sets, and translations. This is more of an introduction to programming languages. Students are not being asked to show proficiency in specific languages.

These types of thinking skills can be evinced in the Lightbot game, which is readily available to younger students. I think we might want to consider whether 7th graders being able to articulate and differentiate such

differences is a developmentally appropriate task. Working in and creating with these languages is different altogether than forming comparative structures in one's schema. This is more of an introduction to programming languages. Students are not being asked to show proficiency in specific languages.
I have read the above standards and offer the following comments and/or concerns. (Please reference specific standards where appropriate.)
I would have the most concern with the interpretation of increasing complexity and how this might be demonstrated in the form of a standardized test. I think it is feasible for many 8th graders to work towards solving algorithmic problems, but this could easily become a very complex task. There is no standardized test for these standards.
Only math teachers would understand these PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.
Standards are too vague. Examples are needed.
The wording in these standards is both complex and yet imprecise. What do you actually want a teacher to do? Your examples included in parentheses are unhelpful. I've watched the video, too. You suggest that we go to a website to work through a sample, free curriculum to help us understand the standards. If I have to go work through some companies website to understand the standards, then these are not well-written standards. They should be able to independently stand alone on their own merit and meaning. That said, I do support the introduction of standards to support students learning computer technology skills at a younger age, and I greatly support the increased rigor. We do want a generation of students that can do more than use a program - but instead eventually alter and/or create their own. Exposure to the ideas of computer programming is crucial for the modern student. I do not, however, support these standards. They need seriously revamped if you expect them to somehow be integrated into all subject areas. Either alter these standards to ease integration, or mandate a separate computer science class at all grade levels. Even just once a week would help the students get these skills so it could THEN be applied in all other classes. It is completely unrealistic to expect that teachers will implement these skills in all classes if they're not taught elsewhere first. It simply won't happen. Either alter the skills, or alter how you expect them to be taught. PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.

Comments on edits to the standards:

The ones marked in yellow highlights are one that are asking for clarifying the standards. The question of clarification can be helped with pd and adequate time will be provided before implementation.

Feedback: 12/14-12/20
Because this process is so new, it would be helpful to have examples to assist with issues of interpretation.

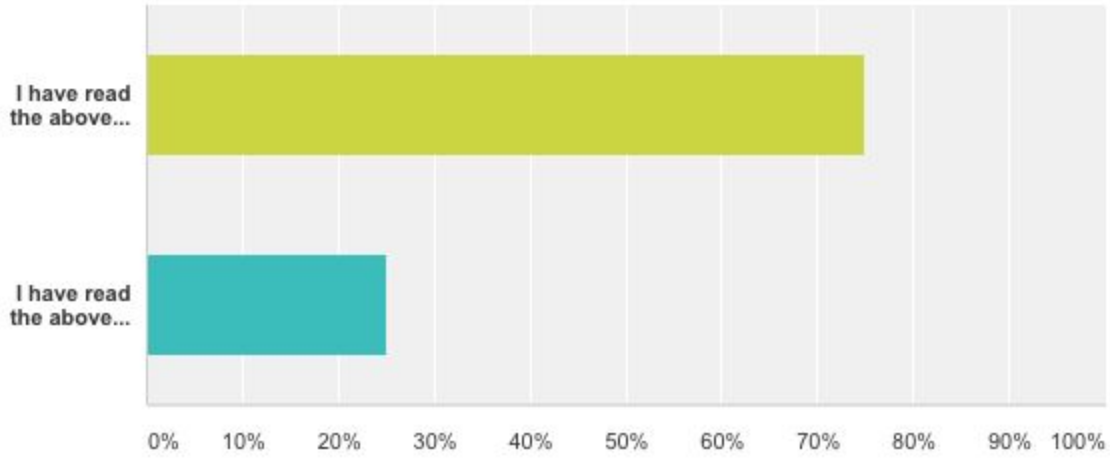
Strand: Computational Thinking and Problem Solving
Content Standard 2: Students will analyze connections between elements of mathematics and computer science.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
Grade 5	Grade 6	Grade 7	Grade 8
CT.2.5.1 Compare and contrast the relative positions of objects using ordered pairs within a program	CT.2.6.1 Ends in Grade 5	CT.2.7.1 Ends in Grade 5	CT.2.8.1 Ends in Grade 5
CT.2.5.2 Begins in Grade 6	CT.2.6.2 Discuss binary numbers, logic, sets, and functions and their application to computer science	CT.2.7.2 Examine binary numbers, logic, sets, and functions and their application to computer science	CT.2.8.2 Evaluate the relationship between binary and hexadecimal representations
CT.2.5.3 Begins in Grade 6	CT.2.6.3 Describe events as subsets of a sample set identifying unions, intersections, and complements.	CT.2.7.3 Create compound statements that represent unions, intersections, and complements using OR, AND, and NOT	CT.2.8.3 Create events as subsets of a sample set using logic (e.g., OR, AND, NOT, NOR, XOR)
CT.2.5.4 Begins in Grade 6	CT.2.6.4 Select variables that appropriately represent data	CT.2.7.4 Construct expressions and equations	CT.2.8.4 Create a function, method, or similar construct with given parameters to be used in the main program

* Note: CT.2.5.1 (e.g., battleships, block based programming, treasure map)
* Note: CT.2.6.3 (e.g., Talking about information sorted with a Venn diagram)
* Note: CT.2.7.3 (e.g., Writing statements from information sorted with a Venn diagram)
* Note: CT.2.8.3 (e.g., Writing events and sorting them with a Venn diagram)
* Note: CT.2.8.4 could be taught as part of the coding block. The standard refers to a main computer program (CHANGE STANDARD TO REFLECT).

5-8 Content Standard 2: Students will analyze connections between elements of mathematics and computer science.

Answered: 52 Skipped: 281



Answer Choices	Responses
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	75.00% 39
I have read the above standards and have concerns that I have addressed below.	25.00% 13
Total	52

Comments (13)

Grade 8 has some standards that are written in such a way as to be unclear such as 2.8.4 **Look at CT.2.8.4, and add that it is "a main COMPUTER program"**

I don't know anything about these things, so I don't know how I would be expected to put that into my subject area as well. I barely have time to cover the standards I have. PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.

I have read the above standards and offer the following comments and/or concerns. (Please reference specific standards where appropriate.)

I think the biggest reservation I have with these standards is in the lower level expectations; it is my experience that students will create such compound events/actions before they can articulate fully the nature of the relationships. Much of the work that can be done in these fields is available in experiential learning, and I have concerns that if we turn computer science into a field in which students must document their thinking step by step, we will turn away students from programming and computer science who enjoy an intuitive grasp and who will spend more time mastering pleasing the teacher than they will achieving programming excellence. Documentation is a part of the computer programming and software development process. Documentation helps show that the students understand what they have done and helps others understand what has been done. The importance of this can be easily demonstrated by having students participate in peer reviews.

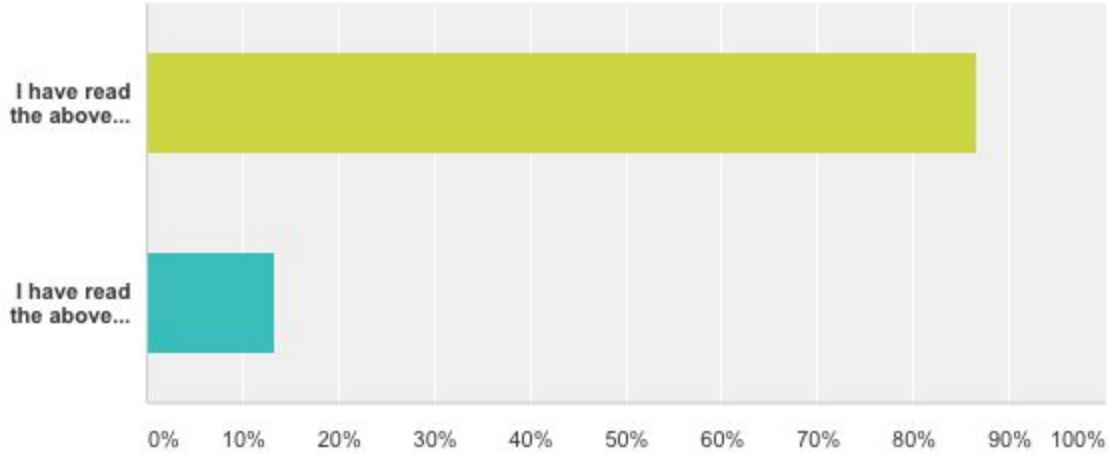
I think the standards are great; I just have concerns about fitting this into an already-full curriculum as well as major concerns about teacher knowledge of content ...PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.
I'm not as comfortable judging that these are appropriate standards for the grade levels.
Math PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.
My concern is with having the time/ability to integrate these standards within content areas. PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.
Our district has a very rigorous math curriculum and I do not see time within my day to add to the current curriculum. PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.
Provide examples of each one.
Same concerns as voiced for question 1.
Standards are too vague. Need examples
What is a "program"? Can you give an example? Would this be on a graphing calculator? Technically, a graphing calculator could be used to meet this standard. It is intended for any device that can be used to write a computer program.
Feedback: 12/14-12/20

Strand: Computational Thinking and Problem Solving
Content Standard 3: Students will solve problems cooperatively and collaboratively.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
Grade 5	Grade 6	Grade 7	Grade 8
CT.3.5.1 Evaluate effective ways that collaboration can support problem solving and innovation	CT.3.6.1 Analyze appropriate collaboration behaviors (e.g., providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, using socialization) to solve problems	CT.3.7.1 Select appropriate collaboration behaviors (e.g., providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, using socialization) to solve problems	CT.3.8.1 Select appropriate collaboration behaviors (e.g., providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, using socialization) to solve problems of increasing complexity

5-8 Content Standard 3: Students will solve problems cooperatively and collaboratively.

Answered: 52 Skipped: 281



Answer Choices	Responses	
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	86.54%	45
I have read the above standards and have concerns that I have addressed below.	13.46%	7
Total		52

Comments (6)

I think these standards would work well in any class and would especially compliment science or social studies. Thanks!
Standards are too vague...standards are to be spelled out
We problem solve in math and science. Are there going to be resources provided for us that correlate to our current standards? Are teachers just required to go out and figure this out without resources? PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.

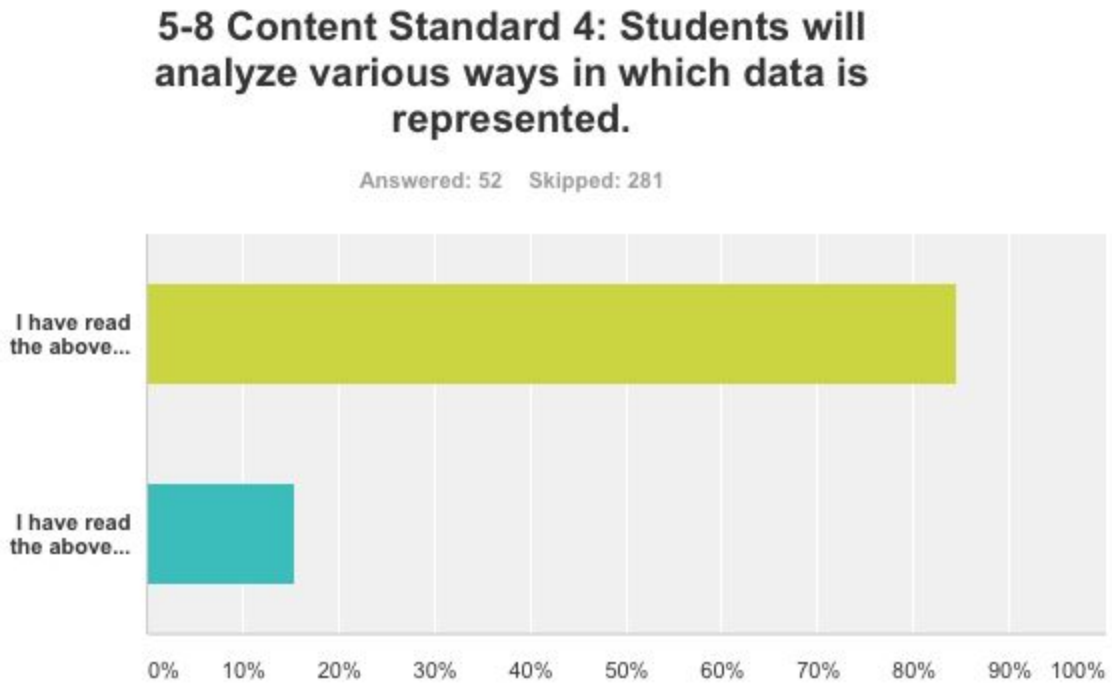
What is the purpose of this standard? The purpose of this standard is for students to realize that computer science requires collaboration and problem solving.

Feedback: 12/14-12/20

This is full of "applause light" words, but really doesn't do anything. It's also not related to Computer Science. Can you be a little more concrete here about what you are expecting students to do that they aren't already doing every time they work in groups? I would recommend cutting this part out so that educators can focus on the important parts of the standards here.

Strand: Data and Information
Content Standard 4: Students will analyze various ways in which data is represented.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
Grade 5	Grade 6	Grade 7	Grade 8
D.4.5.1 Illustrate how different kinds of data (e.g., text, sounds, pictures, numbers) are represented	D.4.6.1 Represent a variety of data in multiple formats	D.4.7.1 Evaluate the effectiveness of visual representation of data	D.4.8.1 Create and analyze the data representation of various artifacts (e.g., text, sounds, pictures, numbers)
D.4.5.2 Recognize that binary is a way of representing data using only two options (e.g., on/off)	D.4.6.2 Discuss how and why binary is used to represent data in a computer	D.4.7.2 Discuss how American Standard Code for Information Interchange (ASCII) codes represent data in a computer	D.4.8.2 Discuss how and why hexadecimal codes are used to represent data in a computer



Answer Choices	Responses
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	84.62% 44
I have read the above standards and have concerns that I have addressed below.	15.38% 8
Total	52

Comments (7)

Again, my background is not in computer science. Will there be training and resources? At what point in my already packed day am I supposed to cram this in? Should I take time away from math or literacy? PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.
I think the standards are great; I just have concerns about fitting this into an already-full curriculum as well as major concerns about teacher knowledge of content ...

If I am supposed to teach this, I would need training and materials.PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.
This one concerns me because I am NOT a computer science teacher and should not be expected to be an expert in this area. I think this is too specific to for core classes. PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.
Too vague These are intentionally broad so that they can fit into any subject area and so schools with varying resources can implement them. PD will be provided and should make this less vague.

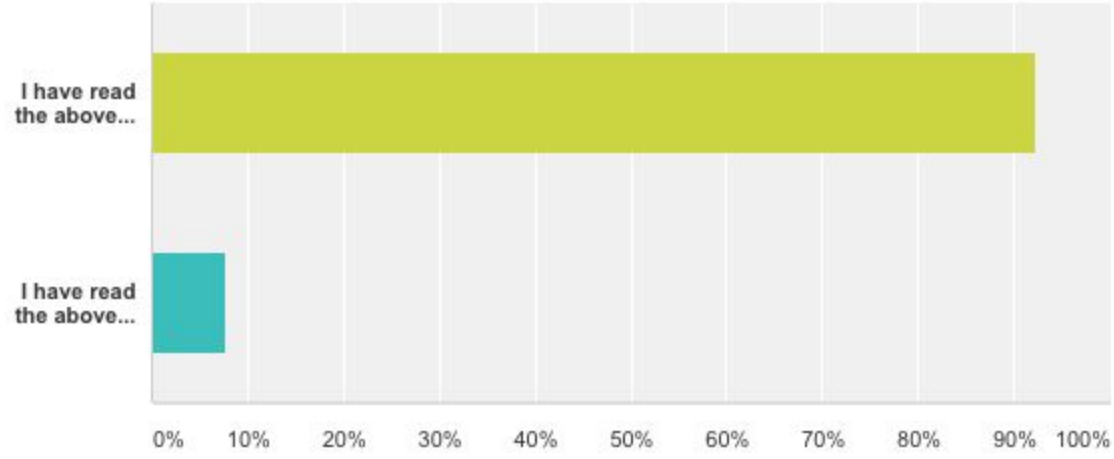
Feedback: 12/14-12/20
Nice!

Strand: Data and Information
Content Standard 5: Students will collect, arrange, and represent data.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
Grade 5	Grade 6	Grade 7	Grade 8
D.5.5.1 Evaluate, select, and use appropriate tools to collect data	D.5.6.1 Collect data using a variety of tools (e.g., analog, digital)	D.5.7.1 Collect data from multiple sources using a variety of tools (e.g., analog, digital)	D.5.8.1 Critique data collected from multiple sources using a variety of tools (e.g., analog, digital)
D.5.5.2 Identify the characteristics (e.g., collection environment, units of measure, input method) of the collected data	D.5.6.2 Describe the characteristics (e.g., collection environment, units of measure, input method) of the collected data	D.5.7.2 Analyze the quality of collected data, based on its characteristics (e.g., temperatures gathered at different scale) to determine the value provided to the user	D.5.8.2 Collect data to be used for quality analysis
D.5.5.3 Evaluate the most effective ways to collect, arrange, and visually represent data	D.5.6.3 Ends in Grade 5	D.5.7.3 Ends in Grade 5	D.5.8.3 Ends in Grade 5

5-8 Content Standard 5: Students will collect, arrange, and represent data.

Answered: 52 Skipped: 281



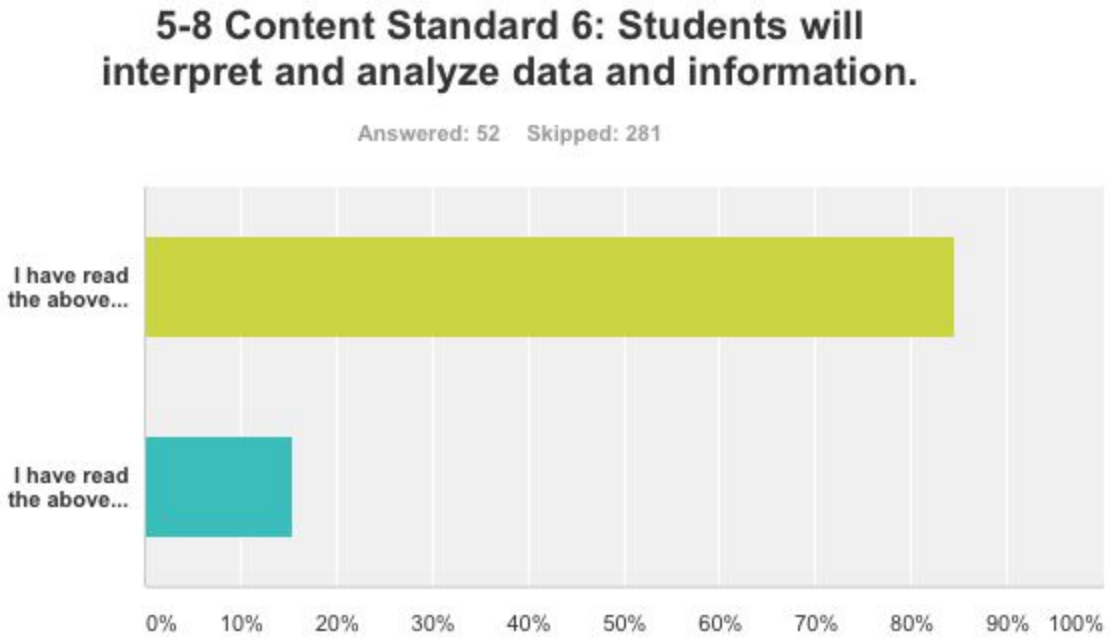
Answer Choices	Responses
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	92.31% 48
I have read the above standards and have concerns that I have addressed below.	7.69% 4
Total	52

Comments (3)

I think these all need to be pushed up one grade level. The standards writing team considered these standards to be grade-level appropriate for implementation in 2017-18. Additionally, these standards are aligned to existing math and science data standards. PD will be provided.
Same concerns mentioned previously. Will there be adequate training and resources that fit within our current standards. Currently there is not any spare time within our day.
Too vague These are intentionally broad so that they can fit into any subject area and so schools with varying resources can implement them. PD will be provided and should make this less vague.
D.5.5.3 – D.5.8.3 Students should continue to evaluate the most effective ways to collect, arrange and visually represent data. There will always be new methods and tools to deal with data, and besides, students will still need the practice. Once the students reach the level of competency in D.5.5.3, then they will continue to apply the evaluation throughout. It's embedded in the other standards in subsequent grade levels.

Strand: Data and Information
Content Standard 6: Students will interpret and analyze data and information.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
Grade 5	Grade 6	Grade 7	Grade 8
D.6.5.1 Explore various models and simulations (e.g., ecosystems, epidemics, molecular dynamics) to support learning and research	D.6.6.1 Compare various problems that can be solved using modeling and simulation	D.6.7.1 Evaluate the effectiveness of a model/simulation with a peer	D.6.8.1 Analyze the degree to which a computer model accurately represents an actual situation
D.6.5.2 Begins in Grade 7	D.6.6.2 Begins in Grade 7	D.6.7.2 Examine techniques for creating models and simulations to be used for data analysis	D.6.8.2 Create a model and/or simulation to be used for data analysis



Answer Choices	Responses
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	84.62% 44
I have read the above standards and have concerns that I have addressed below.	15.38% 8
Total	52

Comments (5)

I think the standards are great; I just have concerns about fitting this into an already-full curriculum as well as major concerns about teacher knowledge of content ...PD and adequate time will be provided before implementation.

Move all up one grade level. The Standards are very similar to the science and math standards at the given grade level and the thought process is that these could be easily integrated in those subject areas, but these standards are not limited to being taught in math or science classes.

My concern is with having the time/ability to integrate these standards within content areas.

PD and adequate time will be provided before implementation. Suggestions will be made in what content areas the standards will belong as well as content alignment. Not every class has to meet every standard. They will

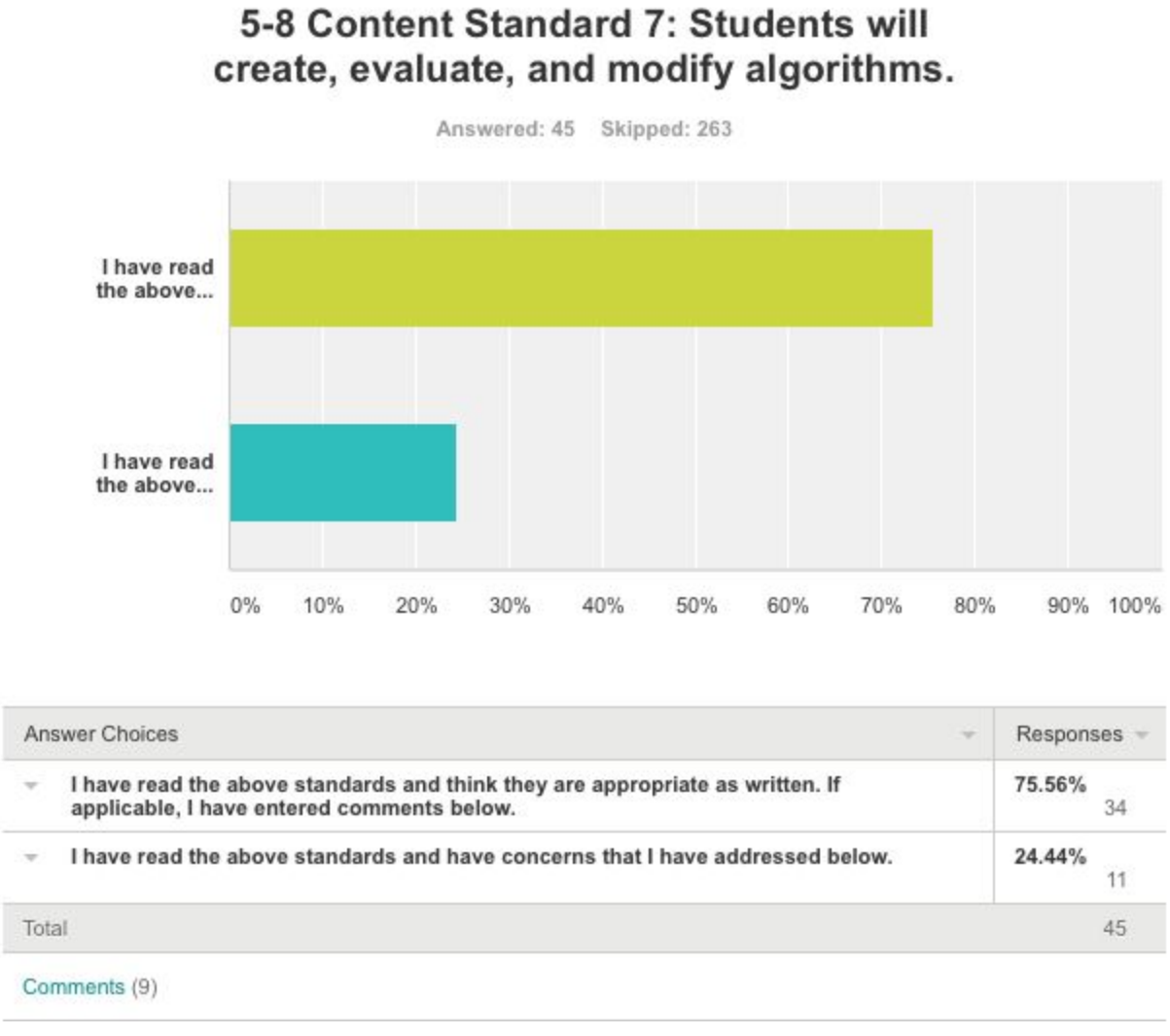
be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.

Using the word various leads to confusion. Should be more specific. The use of the word various is intentional to not limit the number of models that can be explored.

Will resources be provided? Have they been located? Are teachers required to go search for resources? Resources will be suggested during the professional development opportunities. For Standard 6, many of the strategies are included in the mathematics and science standards, which will make integrating this standard easier for teachers. Additionally, implementation will not occur until 2017/18.

Strand: Algorithms and Programs
Content Standard 7: Students will create, evaluate, and modify algorithms.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
Grade 5	Grade 6	Grade 7	Grade 8
A.7.5.1 Create algorithms to solve a problem	A.7.6.1 Create algorithms to solve problems and evaluate their effectiveness	A.7.7.1 Create algorithms to solve problems and evaluate their effectiveness using constraints (e.g., solution time, maximum number of steps)	A.7.8.1 Create algorithms to solve problems of increasing complexity and evaluate their effectiveness using constraints (e.g., solution time, maximum number of steps)
A.7.5.2 Compare and contrast algorithms of appropriate complexity	A.7.6.2 Compare and contrast algorithms of appropriate complexity	A.7.7.2 Compare and contrast algorithms of appropriate complexity	A.7.8.2 Compare and contrast algorithms of appropriate complexity
A.7.5.3 Identify and correct multiple errors within an algorithm that solves a problem	A.7.6.3 Identify and correct errors within multiple algorithms	A.7.7.3 Identify and correct multiple errors within a program	A.7.8.3 Identify and correct multiple errors within multiple programs
A.7.5.4 Design and test algorithms of appropriate complexity collaboratively	A.7.6.4 Design and test algorithms of appropriate complexity collaboratively	A.7.7.4 Design and test algorithms of appropriate complexity collaboratively	A.7.8.4 Design and test algorithms of appropriate complexity collaboratively using technology



Answer Choices	Responses
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	75.56% 34
I have read the above standards and have concerns that I have addressed below.	24.44% 11
Total	45

Comments (9)

A.7.5.2, A.7.6.2, A.7.7.2 need clarification on what is considered "appropriate complexity." This standard is focused on appropriate grade level complexity such as the directions to and from school to directions to solving

an equation. It is up to teachers and districts to determine what the appropriate complexity is so that they can differentiate based on student and district needs.

A.7.5.4 Design and test might be more responsibility than a fifth grader can handle. I would alter this standard by eliminating the "test" of algorithms. The term test means to check to see if the given procedure works for all cases. Such as checking to see if the created equation correctly models the given problem as well as gives the correct solution.

Move all up one grade level. Algorithmic discussion shouldn't begin before 6th grade. Algorithm means steps to solve a problem. Students actually start working with some algorithms at kindergarten.(Make a peanut butter sandwich)

My concern is with having the time/ability to integrate these standards within content areas. PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.

Only math teachers would understand. PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.

Same concerns as above.

Terminology will be stressful for regular classroom teachers. PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.

There would need to be A LOT of professional development for this standard to be taught effectively in all subject areas/grade levels. This refers to all of standard 7. PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.

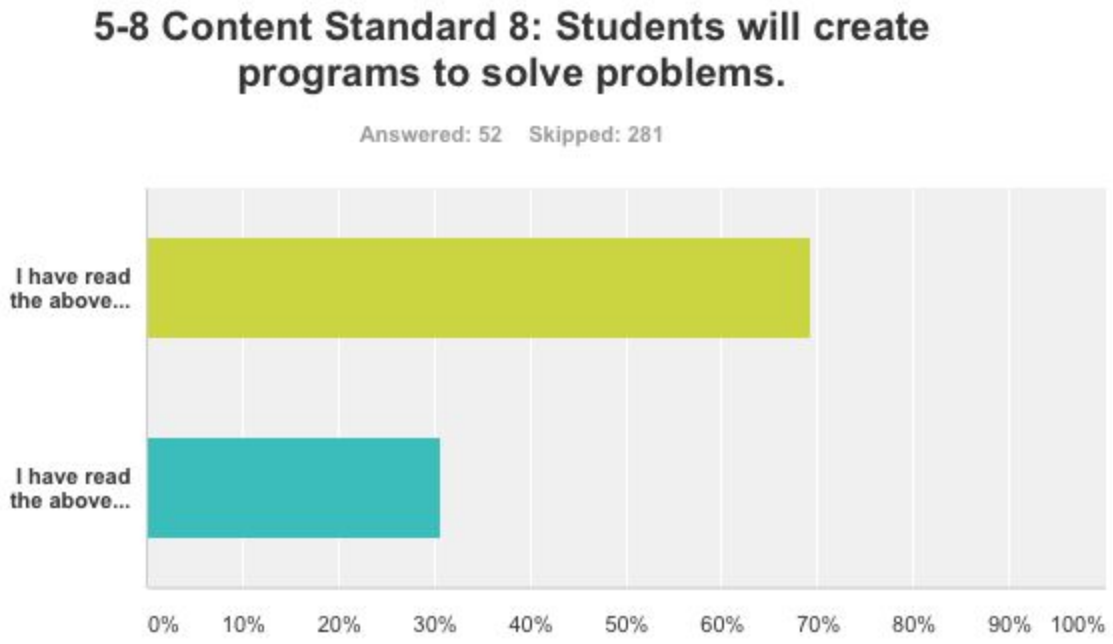
Too vague...need examples

PD and adequate time will be provided before implementation. Suggestions will be made in what content areas the standards will belong as well as content alignment.

Strand: Algorithms and Programs
Content Standard 8: Students will create programs to solve problems.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
Grade 5	Grade 6	Grade 7	Grade 8
A.8.5.1 Use a visual block-based programming language (e.g., Blockly, Scratch) to solve problems of increasing complexity	A.8.6.1 Use a visual block-based and/or text-based programming language (e.g., Blockly, Scratch) to solve problems of increasing complexity	A.8.7.1 Use a visual block-based and/or text-based programming language (e.g., Blockly, Scratch) to solve problems of increasing complexity	A.8.8.1 Create a program using a text-based programming language; students cannot meet this SLE by using a visual block-based programming environment
A.8.5.2 Use a visual block-based programming language collaboratively to solve problems of increasing complexity	A.8.6.2 Use a visual block-based and/or text-based programming language collaboratively to solve problems of increasing complexity	A.8.7.2 Use a visual block-based and/or text-based programming language collaboratively to solve problems of increasing complexity	A.8.8.2 Create a program using a text-based programming language to solve problems collaboratively; students cannot meet this SLE by using a visual block-based programming environment

Combine two SLE's and use "and" across.



Answer Choices	Responses
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	69.23% 36
I have read the above standards and have concerns that I have addressed below.	30.77% 16
Total	52

Comments (14)

A.8.5.1 - Please add Tynker as an example of a visual block-based programming language. Tynker is a paid product; we only listed products and websites that are free to use.

A.8.5.2, A.8.6.2, A.8.7.2 need clarification on what "increasing complexity" means at each level. This was intentional to allow teachers and districts to differentiate based on student and district needs.
Don't understand terminology .
I don't even know what those things are.
I think the standards are great; I just have concerns about fitting this into an already-full curriculum as well as major concerns about teacher knowledge of content …
I'm not sure that our current technology / bandwidth will support wide use of technology needed to create program.
My concern is with having the time/ability to integrate these standards within content areas.
Realistically, how is this going to be effective accomplished when core classes are already stretched to the limit to meet so many standards and now we need to incorporate "programming language" into our already vast array of content area language? Be realistic!!!
Same concerns as voiced for question 1.
Same concerns of above.
Terminology will be scary at first. Once teachers are familiar with the Blocky, etc...I think they will be fine.
Too vague
What is this?

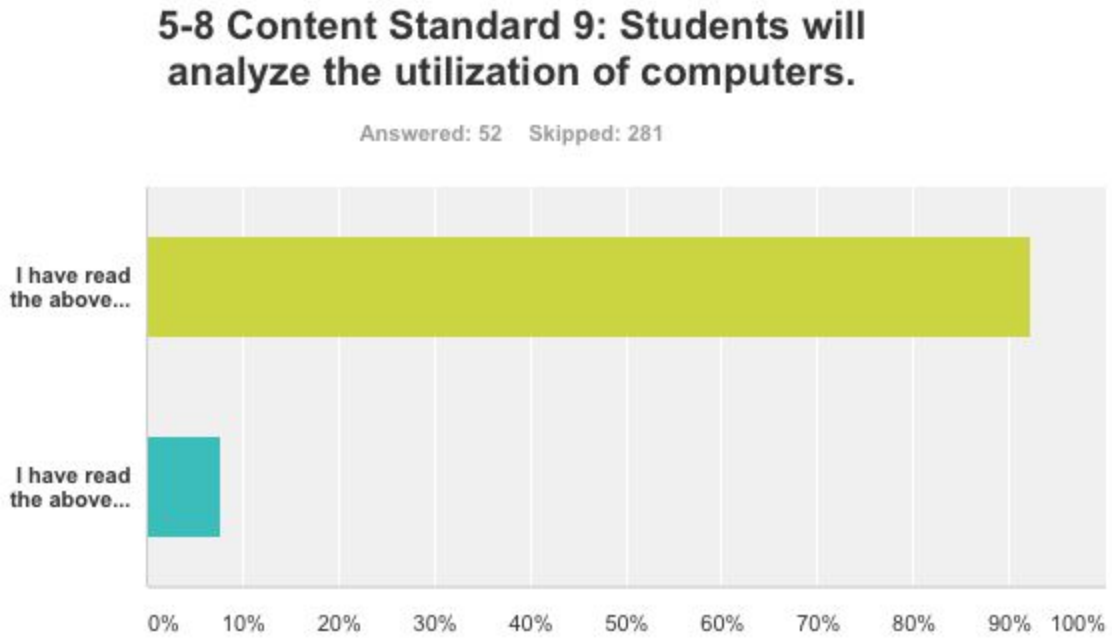
Responses to all above questions for this standard:
PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level. Suggestions will be made in what content areas the standards will belong as well as content alignment. Implementation will not occur until 2017-2018.

Feedback: 12/14-12/20

Students shouldn't be using block-based programming languages past the point where they can do very basic typing (often 3rd-4th grade). This would be like using training wheels on your bike for the first three years. No one wants to admit it, but transferring from block-based programming to real, text-based programming languages is often the one moment where students "learn" that computer science isn't for them–they get super frustrated all of a sudden when they realize that there are all these super basic skills of real programming that they don't have. The longer you keep the training wheels on, the worse that is going to be. I'm not saying to give them a text editor or IDE first thing, but you can introduce 5th-graders to text-based programming and have them learn a lot faster if you use appropriately friendly text-based programming software like CodeCombat, CodeMonkey, or Khan Academy. At least don't mandate the training wheels in the standard in 5th grade, and don't let students use them in 7th grade when they have their standalone Computer Science time.

Strand: Computers and Communications
Content Standard 9: Students will analyze the utilization of computers.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
Grade 5	Grade 6	Grade 7	Grade 8
CC.9.5.1 Examine the range and types of careers that require computing and technology	CC.9.6.1 Investigate a career that requires computing and technology	CC.9.7.1 Describe how computer science enhances other career fields	CC.9.8.1 Predict the role of computer science in future careers
CC.9.5.2 Discuss ways that a human creates input for a desired output through a device (e.g., texting, changing device settings)	CC.9.6.2 Identify what distinguishes humans from machines focusing on human intelligence versus machine intelligence (e.g., robot motion, speech and language understanding, and computer vision)	CC.9.7.2 Describe ways in which computers use models of intelligent behavior (e.g., robot motion, speech and language understanding, and computer vision)	CC.8.8.2 Compare and contrast human intelligence and computer intelligence (e.g., emotional decision making vs logical decisions, common sense, literal vs abstract)



Answer Choices	Responses
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	92.31% 48
I have read the above standards and have concerns that I have addressed below.	7.69% 4
Total	52

Comments (5)

CC.9.6.2 and CC.8.8.2 **CC.8.8.2 needs changing TYPO Change to CC.9.8.2** are very similar in actions required by the student. One must be able to compare and contrast human intelligence and computer intelligence in order to identify what distinguishes humans from machines. An example to allow for differentiation between the two grade level strands would be to list differences on CC.9.6.2 and compare/contrast in graphic form on CC.8.8.2.
http://www.sphero.com/education

We agree that these two standards are similar. Interpreting ‘describe’ as ‘listing’, then increasing the complexity in eighth grade to compare and contrast will show a deeper level of understanding.

I am not sure that these are developmentally appropriate. My inclination would be to slide each standard up one grade, examine in 6th, investigate 7th, describe in 8th, predict in 9th. I don't know that the schema is there by grade 7 to adequately connect knowledge of careers and the world to description and prediction in 8th.
This would be similar to a cursory survey of how the field of computer science has impacted other career fields such as computer models to forecast weather (In architecture the use of software to design buildings, Autopilot in planes electronic gradebooks for teachers, etc.).
Same concerns from above
Feedback: 12/14-12/20

Really good!

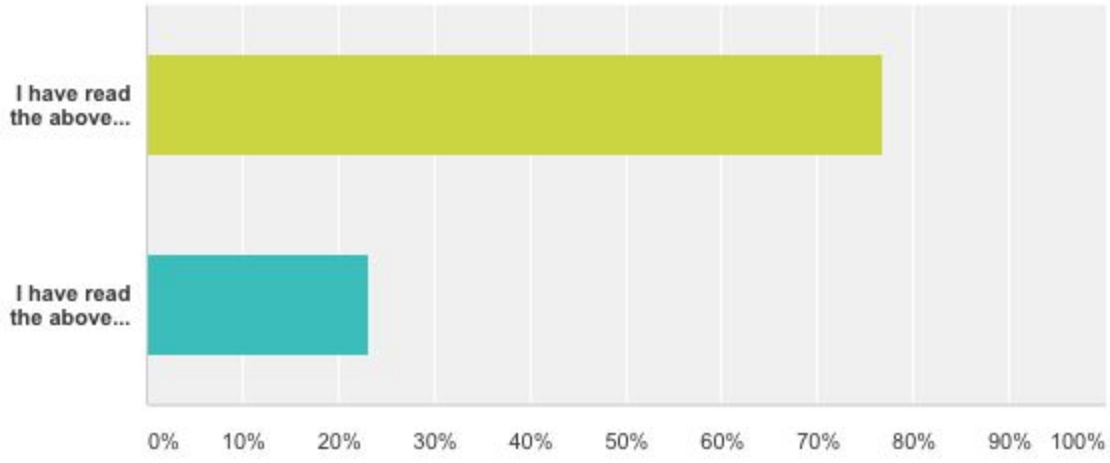
Strand: Computers and Communications

Content Standard 10: Students will utilize appropriate digital tools for various applications.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
Grade 5	Grade 6	Grade 7	Grade 8
CC.10.5.1 Demonstrate an appropriate level of proficiency with keyboards and other input/output devices (e.g., printer, student response systems, texting/instant messaging, voice assist)	CC.10.6.1 Demonstrate an appropriate level of proficiency with keyboards and other input/output devices. (e.g., printer, student response systems, texting/instant messaging, voice assist)	CC.10.7.1 Demonstrate an appropriate level of proficiency with keyboards and other input/output devices. (e.g., printer, student response systems, texting/instant messaging, voice assist)	CC.10.8.1 Demonstrate an appropriate level of proficiency with keyboards and other input/output devices. (e.g., printer, student response systems, texting/instant messaging, voice assist)
CC.10.5.2 Recognize the expense of the equipment and how care and protection of the computers can prolong its use and, save the cost of purchasing new equipment, therefore benefiting all students	CC.10.6.2 Recognize the expense of the equipment and how care and protection of the computers can prolong its use and save the cost of purchasing new equipment, therefore benefiting all students	CC.10.7.2 Recognize the expense of the equipment and how care and protection of the computers can prolong its use and save the cost of purchasing new equipment, therefore benefiting all students	CC.10.8.2 Recognize the expense of the equipment and how care and protection of the computers can prolong its use and save the cost of purchasing new equipment, therefore benefiting all students
CC.10.5.3 Demonstrate touch typing techniques, not looking at keyboard, while increasing speed and maintaining accuracy	CC.10.6.3 Demonstrate touch typing techniques while increasing speed and maintaining accuracy	CC.10.7.3 Demonstrate touch typing techniques while increasing speed and maintaining accuracy	CC.10.8.3 Demonstrate touch typing techniques while increasing speed and maintaining accuracy
CC.10.5.4 Practice proper keyboarding technique: • posture • elbows down • body centered in front of keyboard	CC.10.6.4 Practice proper keyboarding technique • posture • elbows down • body centered in front of keyboard	CC.10.7.4 Practice proper keyboarding technique • posture • elbows down • body centered in front of keyboard	CC.10.8.4 Practice proper keyboarding technique • posture • elbows down • body centered in front of keyboard

5-8 Content Standard 10: Students will utilize appropriate digital tools for various applications.

Answered: 52 Skipped: 281



Answer Choices	Responses
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	76.92% 40
I have read the above standards and have concerns that I have addressed below.	23.08% 12
Total	52

Comments (12)

Again...general ed tech, not CS.
CC.10.5.1 Clarification of " appropriate" level of proficiency.
Content Standard CC10.5.1 - CC10.8.1 does not state what is considered appropriate proficiency at each level. This was intentional to allow teachers and districts to differentiate based on student and district needs. Keyboarding is taught throughout the curriculum at all grade-levels with the idea that students will have time to master the skills that they need.
Currently, our school does not provide keyboarding as a class for our students Keyboarding is taught throughout the curriculum at all grade-levels with the idea that students will have time to master the skills that they need.
How will schools provide touch typing devices for each student? The standards were written with the varying levels of technology that schools have access to in mind.
I believe these standards are more appropriate for a keyboarding standards document than a computer science document so that we do not confuse students about the role of a computer scientist. Keyboarding is seen as a foundational skill for success in computing. Other standards more clearly articulate what computer scientists do.
Same concerns as above

There is no differentiation between grade level. Keyboarding is taught throughout the curriculum at all grade-levels with the idea that students will have time to master the skills that they need.

This is something they learn in keyboarding class. If you want them to know it at a younger age, make keyboarding a class in younger grades. I don't feel like I need to teach kids the value of a computer and how all of a computer's things work. Again, that is a job for a teacher specifically for computer science. Keyboarding is seen as a foundational skill for success in computing. Keyboarding is taught throughout the curriculum at all grade-levels with the idea that students will have time to master the skills that they need. This can be done through regular classroom projects.
What is an appropriate level of proficiency? Who defines it? Need specifics here. what possible difference does it make how fast they are at it, if the goal is that they get to the end - causing programs to function as intended. Not all students will demonstrate proficiency, does that mean they cannot work with programs?
What is the appropriate level of proficiency? Will we have a typing teacher and program to help with this?
This wording of these standards was intentionally flexible to allow teachers and districts to differentiate based on student and district needs. Keyboarding is taught throughout the curriculum at all grade-levels with the idea that students will have time to master the skills that they need. This can be done through regular classroom projects. PD will also be provided for teachers, and the implementation of these standards will not occur until the 2017/18 school year.

Feedback: 12/14-12/20

CC.10.5.3 and CC.10.5.4 Who will be responsible for this instruction at the elementary level?

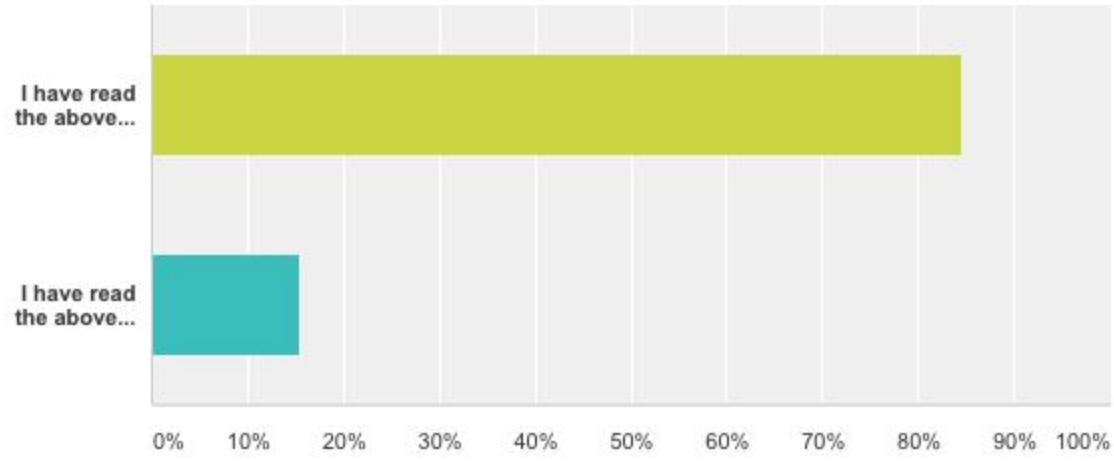
Strand: Computers and Communications

Content Standard 11: Students will analyze various components and functions of computers.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
Grade 5	Grade 6	Grade 7	Grade 8
CC.11.5.1 Use and evaluate productivity technology tools (e.g., word processing, spreadsheet, presentation software) for effectiveness in writing, communication, and publishing activities	CC.11.6.1 Apply productivity/multimedia tools to support communication throughout the curriculum	CC.11.7.1 Apply productivity/multimedia tools to support communication throughout the curriculum	CC.11.8.1 Design, develop, and publish/present products (e.g., videos, podcasts, websites) using technology resources that demonstrate and communicate curriculum concepts
CC.11.5.2 Identify that information can be transmitted by many computing devices via a network	CC.11.6.2 Describe that information can be transmitted by many computing devices via a network	CC.11.7.2 Identify the major components and functions of computer systems and networks	CC.11.8.2 Describe the major components and functions of computer systems and networks
CC.11.5.3 Describe the unique features of a variety of computing devices that execute programs using processors (e.g., mobile devices, automobiles, airplanes)	CC.11.6.3 Ends in Grade 5	CC.11.7.3 Ends in Grade 5	CC.11.8.3 Ends in Grade 5
CC.11.5.4 Apply strategies for solving simple hardware and software problems that may occur during use. (e.g., refresh the webpage, restart the device)	CC.11.6.4 Apply strategies for solving simple hardware and software problems that may occur during use	CC.11.7.4 Apply strategies for identifying and solving routine hardware and software problems that occur during everyday computer use	CC.11.8.4 Apply strategies for identifying and solving routine hardware and software problems that occur in everyday computer use

5-8 Content Standard 11: Students will analyze various components and functions of computers.

Answered: 52 Skipped: 281



Answer Choices	Responses
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	84.62% 44
I have read the above standards and have concerns that I have addressed below.	15.38% 8
Total	52

Comments (6)

CC.11.8.1 belongs at 6th grade level, but when did you teach proper use of these programs? Grade five seems overloaded. If keyboarding is taught in 4th grade, spreadsheets should be in 5th and putting it all together belongs after that with increasing levels of complexity each year. We cannot get students to write coherently in grade five, much less have them using programs to solve problems by then. Good luck with that. These standards are designed so that students will be using computer programs as they do research projects or type papers for their classes. The proper use of these programs is taught, much as it is already, while students work on their projects. Keyboarding is taught throughout the curriculum at all grade-levels with the idea that students will have time to master the skills that they need. The only problem that students are asked to solve in 5th grade are simple hardware and software problems. Examples of this would be refreshing the browser window when the webpage is not working, etc. Additionally, PD will be provided.
I believe the productivity standards are more appropriate for a keyboarding standards document than a computer science document so that we do not confuse students about the role of a computer scientist. Keyboarding is seen as a foundational skill for success in computing. Other standards more clearly articulate what computer scientists do.
Same as above.
Same concerns as above
Some word changes but essentially the same standard b This was intentional to allow teachers and districts to differentiate based on student and district needs.
This is beginning to sound like a burgeoning new curriculum. Utilization of these 4 standards, for example, will require practice and repetition. Consider time constraints. PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level. Keyboarding is taught throughout the curriculum at all grade-levels with the idea that students will have time to master the skills that they need.

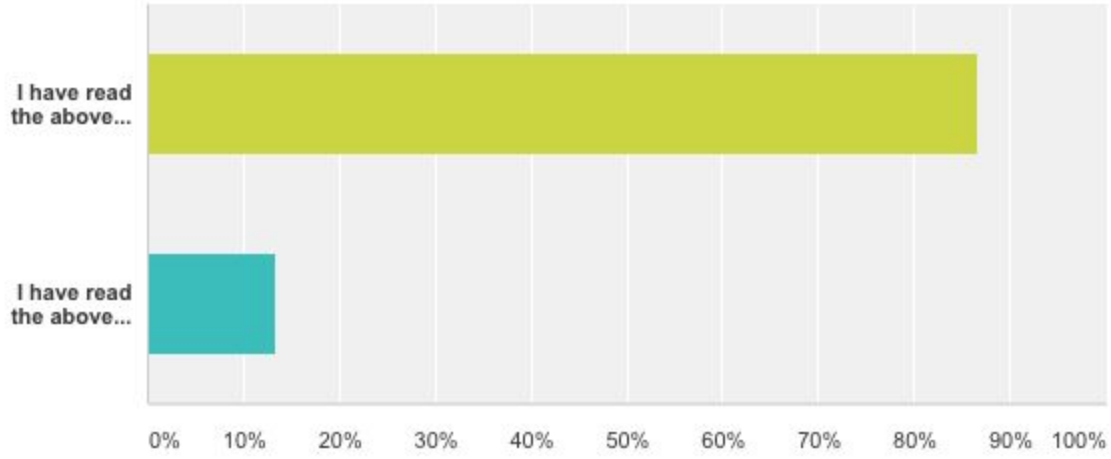
Strand: Community, Global, and Ethical Impacts
Content Standard 12: Students will analyze appropriate uses of technology.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
Grade 5	Grade 6	Grade 7	Grade 8
CGE.12.5.1 Explain the positive and negative impact of technology on the daily life of individuals and society (e.g., mobile computing and communication web technologies, digital security, and virtualization)	CGE.12.6.1 Demonstrate an understanding of the positive and negative impact of technology on the daily life of individuals and society (e.g., mobile computing and communication, web technologies, digital security, and virtualization	CGE.12.7.1 Analyze the changes in technology over time and the effects those changes have on the daily life of individuals and society	CGE.12.8.1 Analyze the positive and negative impacts of technology on the world (e.g., workforce, economy, education, culture, environment)
CGE.12.5.2 Demonstrate an understanding of the appropriate use of technology and information and the consequences of inappropriate use	CGE.12.6.2 Discuss the difference between appropriate, legal, and ethical uses of technology	CGE.12.7.2 Demonstrate an understanding between appropriate, legal, and ethical uses of technology	CGE.12.8.2 Analyze the difference between appropriate, legal, and ethical uses of technology
CGE.12.5.3 Evaluate the credibility, bias, accuracy, relevance, age appropriateness, and comprehensiveness of electronic information sources	CGE.12.6.3 Demonstrate an understanding of the credibility, bias, accuracy, relevance, age appropriateness, and comprehensiveness of electronic information sources	CGE.12.7.3 Evaluate and discuss the credibility, bias, accuracy, relevance, age appropriateness, comprehensiveness, of electronic information sources concerning real-world problems	CGE.12.8.3 Apply strategies for determining the reliability of information found on the Internet
GCE.12.5.4 Demonstrate an understanding of ethical issues in copyright, fair use, and intellectual property in various media (e.g., music, graphics, video, etc.)	GCE.12.6.4 Demonstrate ethical uses in copyright, fair use, and intellectual property in various media (e.g., music, graphics, video, etc.)	GCE.12.7.4 Demonstrate ethical uses in copyright, fair use and intellectual property in various media (e.g., music, graphics, video, etc.)	GCE.12.8.4 Analyze ethical issues that relate to copyright, fair use and intellectual property in various media (e.g., music, graphics, video, etc.)
GCE.12.5.5 Discuss the impact of access to computing resources	GCE.12.6.5 Demonstrate an understanding of the impact of access to computing resources	GCE.12.7.5 Demonstrate an understanding of the impact of access to computing resources on a global economy	GCE.12.8.5 Analyze the impact of the availability to computing resources on accessing critical information

Replace CGE.12.5.3 with CGE.12.4.3.

5-8 Content Standard 12: Students will analyze appropriate uses of technology.

Answered: 52 Skipped: 281



Answer Choices	Responses
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	86.54% 45
I have read the above standards and have concerns that I have addressed below.	13.46% 7
Total	52

Comments (5)

I believe the productivity standards are more appropriate for a keyboarding standards document than a computer science document so that we do not confuse students about the role of a computer scientist. Keyboarding is seen as a foundational skill for success in computing. Other standards more clearly articulate what computer scientists do. The standards related to ethical issues are relevant.

Same concerns as above

Ummm .. ok for grade 8, maybe, but 5th?? 10 year-olds?? Even 10 year-olds need to understand the impact of computers in their lives. This is essentially good digital citizenship.

What is GCE.12? What is that supposed to look like? Will society suddenly open up so that everybody has access? The poverty stricken areas will still not have access and demonstrating an understanding of it will only heighten the understanding of unfairness in society. Students need to understand the impact of computers in their lives and the result of inequitable access.

Why would we push computers and then talk about their negative effects. Again, this sounds like a project for a stand alone class, not something I should make them research in my subject area. This is essentially good digital citizenship. They need to understand the positive and the negative.

CGE.12.5.3 – CGE.12.8.3 We start evaluating sources of information including electronic in 3rd grade. This should probably be added to the K-4 document. See Standard 3 of the Library Media Information Literacy Framework. **Refer to K-4 document to answer this.**

Feedback: 12/14-12/20

5-8 Computer Science Standards Comments - Please provide any general comments about this set of standards.

Answered: 16 Skipped: 317

A computer science specialist at every STEM center around the state to provide professional development would be extremely useful. ???

All appear appropriate but have general concern about how some being embedded into regular classes. PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.

Being quite honest and blunt, I find this very frustrating that teachers will now have ONE MORE set of standards that we have to ensure are being taught and documented within our lesson plans. Regardless if these things "should come naturally" in our lessons, we have to document and look up another set of standards. We are already overloaded as it is. When will the madness stop? PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.

Grade 5-8 would be a great opportunity to introduce the computer science aspects, especially if they are taught using algebraic standards. This will help the upper grades in Math content.

I am not opposed to the standards as written. Biggest concern is staffing/scheduling. PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.

I have concerns about fitting this into an already-full curriculum as well as major concerns about teacher knowledge of content … PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.

I love the standards that relate to careers, technology impact, computer proficiency and algorithms. However, the standard 2 and 4 may be too advanced for the majority of students this young, The standards writing team considered these standards to be grade-level appropriate for implementation in 2017-18. Additionally, these standards are aligned to existing math and science data standards. PD will be provided.

I think the standards are overall well written, and contain good skills for students to master in this grade range. However, my concern with the standards is that much of our teaching block is full to overflowing. I'm not sure that we will be able to adequately integrate these concepts into core subjects. I feel that having these standards as a part of a computer lab would be beneficial. PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.

Many of the standards are repeated for several grade levels with no differentiation at the higher levels. This was intentional to accommodate schools with different technology levels and to allow teachers and districts to differentiate based on student and district needs.
My concerns for every standard is more implementation: Resources, training, technology available, how to even fit it into our packed schedules, etc. PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.
Need more training. PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.
The general problem solving and collaboration and data collection standards are great for the classroom, but I don't believe I should be forced to teach computer science along with what we already have. This isn't a necessity. Not all kids need to know how to code and speak binary language. Instead of making this required in their main classes this could be a great stand-alone along with P.E. and art and classes like that. I don't know what any of this is. I don't know computer science. I did not go to school to teach computer science. We use technology in the classroom, but I don't think it should be our job to teach them how the computers work. We already have enough to teach without you throwing these on us as well. PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.
The SLE's as stated are appropriate grade level expectations. It seems important students learn not only how to use electronic devices, but they must also learn the ethical use of electronics. Thanks!
Who will be responsible for teaching these standards? Will they go to library/media specialists? Will there be training, examples and materials available for use in teaching these standards? I am concerned about the amount of time some of these standards may take away from our other subject areas. PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.
Will ADE provide "training" with different tools and samples on embedding these standards into course work? PD opportunities will be provided and not every class has to meet every standard. They will be embedded within existing courses. The district will be required to make sure that all standards will be taught at the end of each grade level.

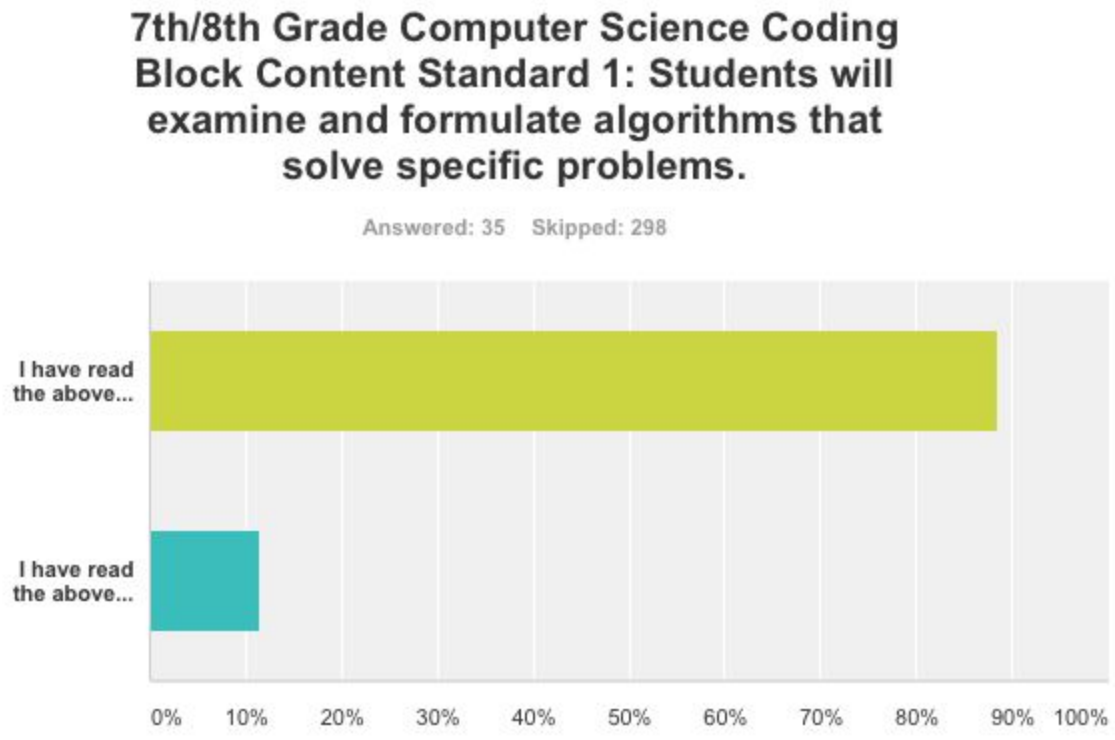
There's nothing in here about privacy, information security, or the basics of cryptography. Students need to learn how to keep their sensitive information and passwords safe and secure, and to understand how their activities are tracked and analyzed online, and the basics of how encryption works.

Copy of 7th 8th Coding Block Feedback Provided

Note: Comments in black typeface are comments made by survey respondents. Comments in blue or red and comments that are highlighted are response comments added by the standards writing committee.

Strand: Computational Thinking and Problem Solving
Content Standard 1: Students will examine and formulate algorithms that solve specific problems.

CT.1.B.1	Examine traditional programming algorithms, including searches and sorts
CT.1.B.2	Describe the steps needed to efficiently solve a problem
CT.1.B.3	Manually test algorithms with sample data to observe accuracy of anticipated output



Answer Choices	Responses	
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	88.57%	31
I have read the above standards and have concerns that I have addressed below.	11.43%	4
Total		35

Comments (9)

As a high school, my group wishes for these standards to be taught in a year-long course to all students. The wheel aspect of teaching for only nine weeks will not adequately prepare these students for a high school coding environment. This block can be taught with a minimum of 5 weeks. School/districts can teach this block

over an extended time period including over an entire year. Schools/districts will receive further clarification from Ark. Department of Career Education. The committee recommends that ACE and ADE identify implementation options.

Examples would be useful to teachers and admin.
The committee recommends extensive professional development offered through ADE and ACE.

I am concerned with the scheduling side. We are a very small school with limited certified staff members. Having to schedule a certified teacher to teach this course we put great strain on our district. Also, if this is a required course that every 7th/8th grader take, I am not sure how we will make that work in our small school district. This block can be taught with a minimum of 5 weeks. School/districts can teach this block over an extended time period including over an entire year. Schools/districts will receive further clarification from Ark. Department of Career Education. ACE and ADE are working together to identify implementation options.

It is difficult to give feedback when I am not sure what these standards really require students to do. Or, what we would have to provide for students to accomplish them. I am concerned about devices, programs needed, software, etc.
The committee recommends extensive professional development offered through ADE and ACE.

Question- How will this effect Introduction To Mobile Applications Course? These frameworks are currently in the iMad Frameworks. The Intro to Mobile Apps Course may meet some of requirements of the coding block. Courses taught at the 7th and 8th grade level are appropriate as long as all standards are addressed during this class. However, ALL students are required to have this coding block, so each student must either take the mobile app course or the coding block that is integrated into a course that all 7th / 8th grade students complete.

The primary issue is going to be finding someone to teach these courses and the curricular materials to use Training of teachers is primary concern. There will be no special certification needed to teach this coding block. This block can be taught by any current 7/8 classroom teacher or business ed teacher. No course code or endorsement will be required to teach this block. The committee recommends extensive professional development offered through ADE and ACE.

what kind of algorithms and problems?
The committee recommends extensive professional development offered through ADE and ACE.

While I do respect the purpose of the vagueness in the language, I do have reservations about whether students in 7/8 will be prepared for algorithims. It might be more realistic to look at students developing a working knowledge of functions in a means of education that will be more spatial-temporal in its orientation to learning, such as Blockly, which is high visual and allows dragging and dropping with verbal and video lessons and instructions along the way. I think I'd prefer my foundational standards to be : CT.1.B.1 Examine foundational commands, including some such as searches, sorts, and other algorithims. No changes to standards CT.1.B.2. CT1.B.3. Manually test commands to observe accuracy of desired output. The concept of algorithms will be addressed across all standards (K-8). In the early years (K-5) students will be introduced and taught algorithms through Blockly based instruction. The goal of the 7/8 coding block is to up the rigor and begin to get students exposed to specific coding language.

Feedback: 12/14-12/20

Strand: Algorithms and Programs
Content Standard 2: Students will create programs that solve problems.

A.2.B.1	Implement the following programming concepts: • data types • variable declaration and initialization • assignment statements • conditional branching (e.g., if, if-else, multi-branch) • iteration (e.g., while, do-while, for)
A.2.B.2	Create a program using a text-based programming language

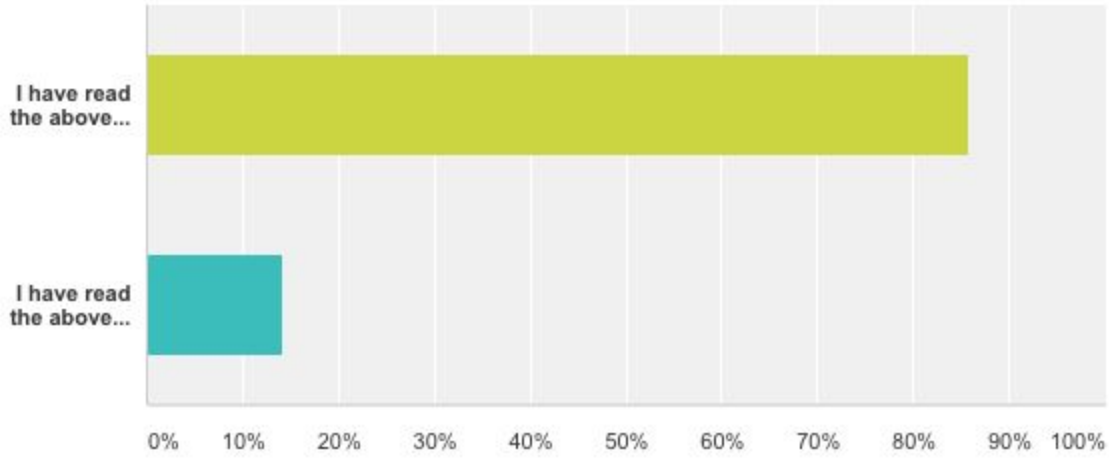
This committee recommends the following change to the standards (place after "assignment statements") to add clarification . . .

Add a bullet to A.2.B.1

- **sequencing of instructions**

7th/8th Grade Computer Science Coding Block Content Standard 2: Students will create programs that solve problems.

Answered: 35 Skipped: 298



Answer Choices	Responses	
I have read the above standards and think they are appropriate as written. If applicable, I have entered comments below.	85.71%	30
I have read the above standards and have concerns that I have addressed below.	14.29%	5
Total		35

Comments (7)

Again, I'd prefer that we address foundational command structures before braching into two step Booleans such as If...then..., or If...then...else... I think there's a sound reason behind the introduction of coding on many sites such as Codecademy, Code.org, etc. using foundational commands then progressing to loops then progressing to more complicated structures. My concern is the appropriateness of such complex commands in an environment with little foundation, such as one in which students who have completed Algebra classes go into Calculus with no foundation in Trig. Based on this comment, we recommend adding “sequencing of instructions” to the standard A.2.B.1 to clarify foundational command structures.

I also wish the standards or ADE would give more guidance on how much time is best needed for this stand alone class, to truly accomplish these standards. It seems like A2B2 is going to be quite time demanding for students. This block can be taught with a minimum of 5 weeks. School/districts can teach this block over an extended time period including over an entire year. Schools/districts will receive further clarification from the Arkansas Department of Career Education. The committee recommends that ACE and ADE identify implementation options.

I am concerned with the scheduling side. We are a very small school with limited certified staff members. Having to schedule a certified teacher to teach this course we put great strain on our district. Also, if this is a required course that every 7th/8th grader take, I am not sure how we will make that work in our small school

district. This block can be taught with a minimum of 5 weeks. School/districts can teach this block over an extended time period including over an entire year. Schools/districts will receive further clarification from the Arkansas Department of Career Education. The committee recommends that ACE and ADE identify implementation options.

Teacher training is a concern.
The committee recommends extensive professional development offered through ADE and ACE.

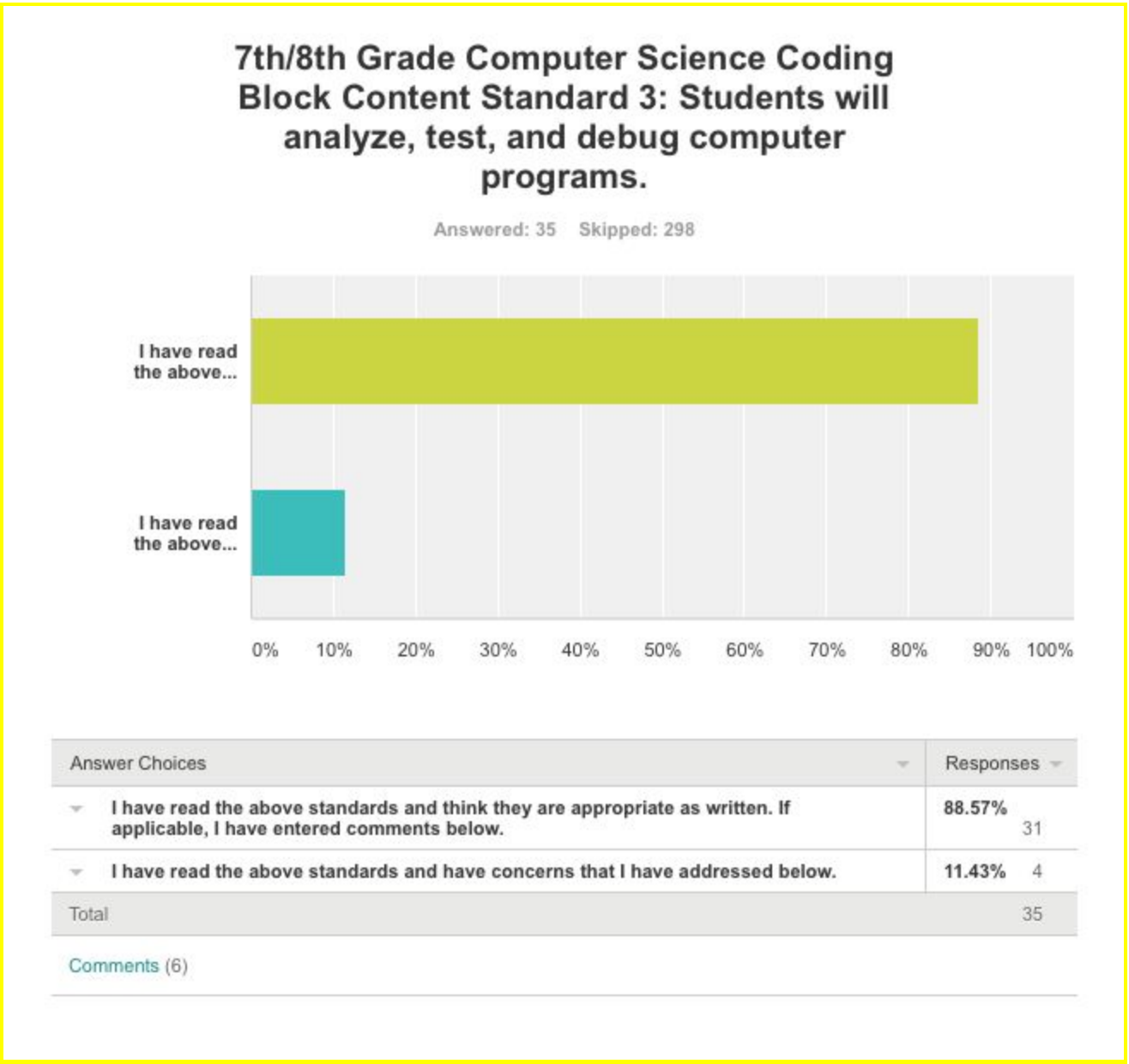
The primary issue is going to be finding someone to teach these courses and the curricular materials to use
There will be no special certification needed to teach this coding block. This block can be taught by any current 7/8 classroom teacher or business ed teacher. No course code or endorsement will be required to teach this block. The committee recommends extensive professional development offered through ADE and ACE.

Feedback: 12/14-12/20

Same as above.
Are the programming concepts in A.2.B.1 intended to be implemented in a text-based programming language? It seems a bit unclear whether they can do those in a visual programming language and then do a text-based program that just prints "Hello World", or whether they need to learn how to use those programming concepts in a text-based language (which is important, since using the concepts in a non-textual language is not going to transfer well to doing it for real). Missing from this list is the use of functions. Students should really be able to organize their code into multiple functions. They should also be able to use arguments passed into their functions and to write functions that use arguments. For example, students might have a simple assignment to print the distances between every school in their district from a given point. In Python, you might give them a list of points representing schools and a target point wrapped in a function: def printSchoolDistances(schoolPoints, here): for point in schoolPoints: distance = distance(point, here) print(distance) def distance(point1, point2): distanceX = point2.x - point1.x distanceY = point2.y - point1.y distanceSquared = distanceX * distanceX + distanceY * distanceY return math.sqrt(distanceSquared) Other super basic concepts that should be covered include strings, arithmetic, arrays, and boolean logic. More advanced concepts that could easily fit into a more ambitious curriculum: continue and break statements, classes, graphics and drawing, input handling, math operations like sine and cosine, and recursion.

Strand: Algorithms and Programs
Content Standard 3: Students will analyze, test, and debug computer programs.

A.3.B.1	Explain the logic involved in how a computer program executes
A.3.B.2	Utilize basic documentation/comments (e.g., program headers, pseudocode)
A.3.B.3	Test a computer program with data and evaluate output for accuracy
A.3.B.4	Find and debug errors in a computer program



Again, teacher training is a concern.
The committee recommends extensive professional development offered through ADE and ACE.

I am concerned with the scheduling side. We are a very small school with limited certified staff members. Having to schedule a certified teacher to teach this course we put great strain on our district. Also, if this is a required course that every 7th/8th grader take, I am not sure how we will make that work in our small school district. This block can be taught with a minimum of 5 weeks. School/districts can teach this block over an

extended time period including over an entire year. Schools/districts will receive further clarification from the Arkansas Department of Career Education. The committee recommends that ACE and ADE identify implementation options.

The primary issue is going to be finding someone to teach these courses and the curricular materials to use We have students currently who cannot type in 7th or 8th grade. They can text but cannot properly type. And, now we are expecting ALL students to analyze, test, and debug a computer program!? This seems very idealistic and unreasonable. There will be no special certification needed to teach this coding block. This block can be taught by any current 7/8 classroom teacher or business ed teacher. No course code or endorsement will be required to teach this block. The committee recommends that ACE and ADE identify implementation options.

Who is going to provide the teachers, computers, and software necessary to complete this standard? There will be no special certification needed to teach this coding block. This block can be taught by any current 7/8 classroom teacher or business ed teacher. No course code or endorsement will be required to teach this block. The committee recommends that ACE and ADE identify implementation options.

Feedback: 12/14-12/20

I would also add "Understand the difference between run-time and compile-time errors".

7th/8th Grade Computer Science Coding Block Comments - Please provide any general comments about this set of standards.

Answered: 9 Skipped: 324

I am concerned with the scheduling side. We are a very small school with limited certified staff members. Having to schedule a certified teacher to teach this course we put GREAT strain on our district. Also, if this is a required course that every 7th/8th grader take, I am not sure how we will make that work in our small school district. This block can be taught with a minimum of 5 weeks. School/districts can teach this block over an extended time period including over an entire year. Schools/districts will receive further clarification from the Arkansas Department of Career Education. The committee recommends that ACE and ADE identify implementation options.

I feel these performance tasks are appropriate for a 7-8 class. These standards are specific enough but yet flexible enough a paced course is possible to develop. Each district has the options to use our current resources and add resources which will match the standards.

I think they are good- I do not think every student will have the ability to understand the critical thinking component.

My questions are regarding certification. Who is going to teach this class? Current certified business educators? There will be no special certification needed to teach this coding block. This block can be taught by any current 7/8 classroom teacher or business ed teacher. No course code or endorsement will be required to teach this block. The committee recommends extensive professional development offered through ADE and ACE.

Overall, I think this is a need for students, especially those who are interested or technology savvy. It makes more sense to me, to have students in 7th or 8th grade, CHOOSE which 2 electives to pursue and really get a good experience in both, rather than forcing all students to take art, music, PE, and coding. And career development. A little bit of everything, done poorly, is not going to entice students to go more in depth later; it is going to make them say " this was awful and confusing and fast; I do not want to pursue this for a whole year!" Let's trust them to choose the elective that best suits their needs and interests.
There will be no special certification needed to teach this coding block. This block can be taught by any current 7/8 classroom teacher or business ed teacher. No course code or endorsement will be required to teach this block. The committee strongly believes that all students need to be exposed to this coding block. In addition, the committee recommends extensive professional development offered through ADE and ACE.

The content is very different from what Computer Science teachers at the 7th and 8th grade level are familiar with. There will need to be intensive training for this course for teachers not only for content but for problem based learning as well.
The committee recommends extensive professional development offered through ADE and ACE.

These standards are quite high. I would suggest these be rudimentary for the first couple of years. Students will not be prepared to execute at the level these seem to be written. The standards are not written to be high-level; they are purposely written to be vague enough to be covered at an introductory level but teachers may go much more in depth if they choose.

These standards should be taught in-depth. a year long course is required. Our data from industry places 80% of the jobs available in the next ten years will require some computer coding. This block can be taught with a minimum of 5 weeks. School/districts can teach this block over an extended time period including over an entire year. Schools/districts will receive further clarification from the Arkansas Department of Career Education. The committee recommends that ACE and ADE identify implementation options.

Who is going to provide the teachers, computers, and software necessary to complete these standards? This block of instruction has been designed to be added to existing course offerings. Teachers will be able to implement the curriculum utilizing the existing computers in the school. All schools have either a computer lab designated for testing, a computer lab for keyboarding, other business education courses, or a career development course so additional computers will not be needed. There are many software options available online that are free; therefore, software purchases will not be a burden for districts.

Feedback: 12/14-12/20

Copy of Practice Standards Feedback Provided

Note: Comments in black typeface are comments made by survey respondents. Comments in blue or red and comments that are highlighted are response comments added by the standards writing committee.

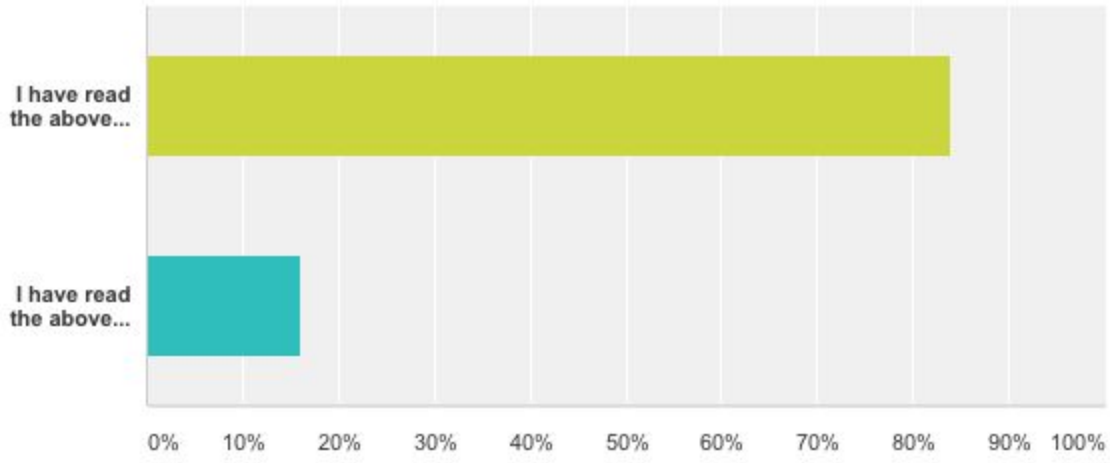
General Notes:

- **-Would the steps for problem solving be better placed in an appendix and use as an anchor chart or would that decrease the chance teachers would actually use the process? These steps are in the Content Standards.**
- **link to math practice standards: http://www.corestandards.org/Math/Practice/**
- **link to science/engineering standards: http://www.nextgenscience.org/next-generation-science-standards**

The Standards for Computer Science Practice describe habits that educators at all levels should seek to develop in their students. These habits of mind apply to students with teachers responsible for facilitating and/or modeling these behaviors. ***Practice Standards lend themselves to informal assessment. (e.g., observations, performance rubrics, etc.)***

Perseverance - Students need to experience the challenges that can occur and the rewards of staying on task through to the end. Students will recognize that errors occur as a result of effort and should be expected and welcomed. They need to exhibit resilience and adopt the mindset of, “Don’t panic....stay calm.”

Answered: 31 Skipped: 277



Answer Choices	Responses	
I have read the above practice standard and think it is appropriate as written. If applicable, I have entered comments below.	83.87%	26
I have read the above practice standard and have concerns that I have addressed below.	16.13%	5
Total		31

"errors occur as a result of effort"? Students encounter challenges sometimes because it's a new experience, not necessarily a lack of effort. Errors occur when effort is put forth. “The only folks that don’t make mistakes are the ones who don’t try.” JK Rowling quote: "It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all – in which case, you fail by default."
"rewards of staying on task through to the end" is very cumbersome to read. Do errors occur as a result of effort? **Agree...this could be reworded** and yes, errors do occur as a result of effort
Are we to set up errors, or simply allow them to occur? That also brings up the concern of addressing this issue repeatedly due to the variance of errors experienced and an exorbitant amount of time to do so. Errors will occur naturally. The teacher's role will be to facilitate/encourage productive struggle when errors are foreseen.
How will this be tested? Practice standards are “habits of mind”. *Practice Standards lend themselves to informal assessment. (e.g., observations, performance rubrics, etc.)*

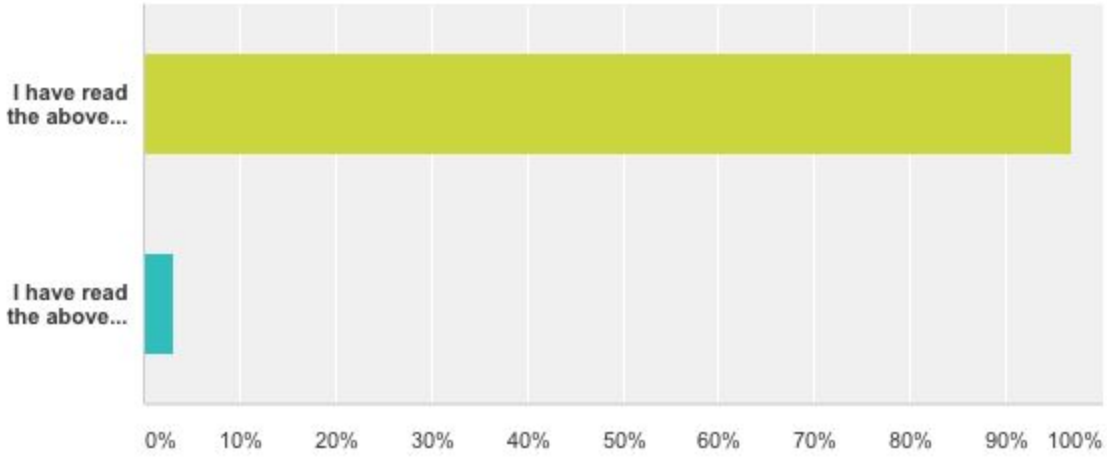
If these are to be specific to Computer Science, I think there should be some explicit mention or relation made to computer science. These standards are related to Computer Science, but they will be embedded into various content areas.

Feedback 12/14-12/20

Nit sure, as worded, how this would be implemented in a lesson

Collaboration - Students will effectively work and communicate with others ensuring all voices are heard and considered. They will understand that diverse thoughts may lead to creative solutions and that interesting problems may be best solved collaboratively

Answered: 31 Skipped: 277



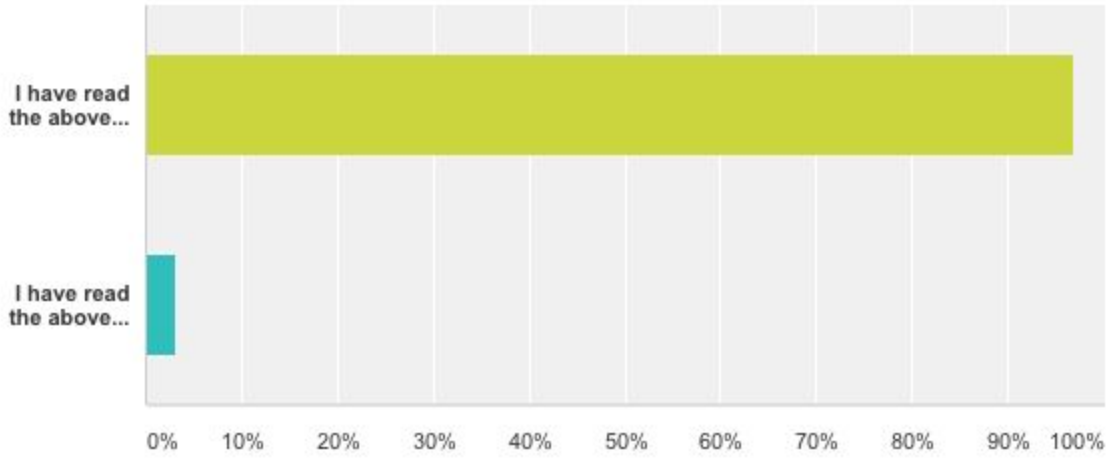
Answer Choices	Responses	
I have read the above practice standard and think it is appropriate as written. If applicable, I have entered comments below.	96.77%	30
I have read the above practice standard and have concerns that I have addressed below.	3.23%	1
Total		31

Comments (3)

A period should be at the end of the sentence.
Same as above.
Students ensuring all voices are heard? Rubrics on steroids in order to account for this interaction? OR is this a participation moment with no point system attatched? See TESS Domain 3, Component B:“Students themselves ensure that all voices are heard in the discussion. (Distinguished)” As a “habit of mind” teachers/students may or may not always use a rubric for every time they collaborate.

Patterns - Students will understand and utilize the logical structure of information through identifying patterns and creating conceptual models. They will decompose complex problems into simpler modules and patterns. The infinite number of possible problems typically can be decomposed into one of a few reoccurring patterns and modules common to Computer Science.

Answered: 31 Skipped: 277



Answer Choices	Responses	
I have read the above practice standard and think it is appropriate as written. If applicable, I have entered comments below.	96.77%	30
I have read the above practice standard and have concerns that I have addressed below.	3.23%	1
Total		31

Comments (1)

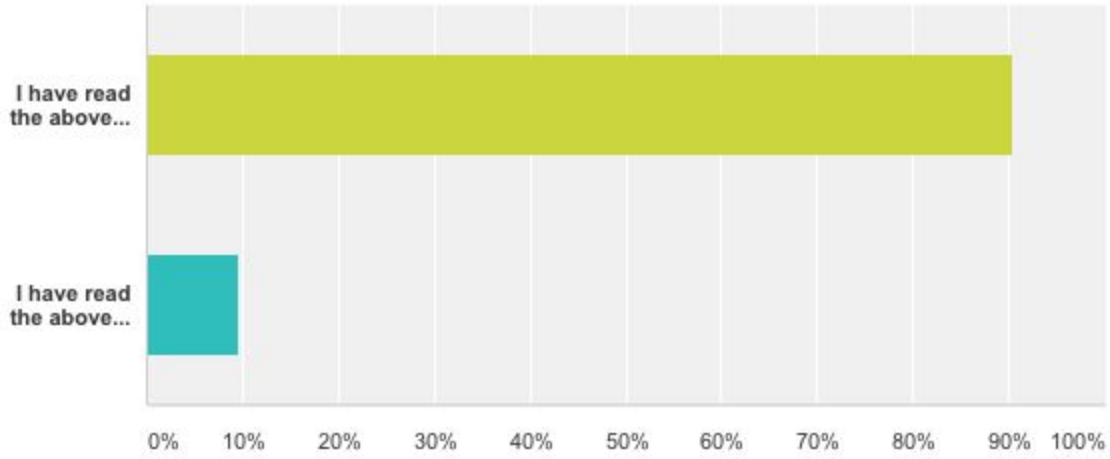
This is very broad and unspecific. What defines complex, simple, etc.?
It was purposely left flexible and up to teacher judgment because complex is a moving target depending on grade level.

Feedback 12/14-12/20

As a teacher, I'm not sure what this is asking me to teach

Tools - Students will select the appropriate tool for developing a solution to a problem. The appropriate tool may be their mind, a pencil and paper, a set of objects to manipulate, a software application program, a programming language, or the appropriate computing device.

Answered: 31 Skipped: 277



Answer Choices	Responses	
I have read the above practice standard and think it is appropriate as written. If applicable, I have entered comments below.	90.32%	28
I have read the above practice standard and have concerns that I have addressed below.	9.68%	3
Total		31

Comments (4)

How will districts address concerns of lack of technology to incorporate this? Technology is ever-changing. Is this an endless cycle of budgeted money to technology at the down fall of building up keep etc. That's why the word 'may' was included. This is not a specific nor all-inclusive list...just a few examples not meant to limit a teacher or student.

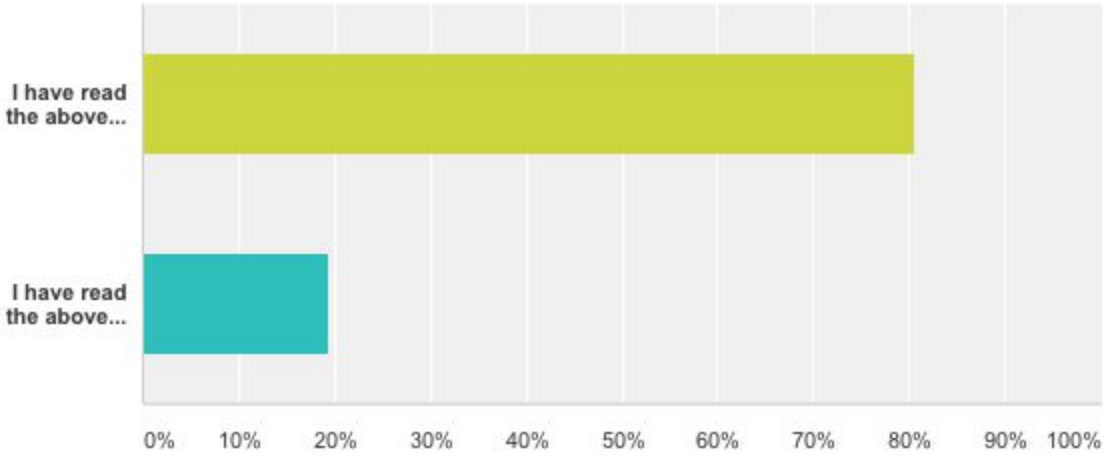
Is the list of tools all-inclusive? If not, the standard should be revised to show these are just examples of appropriate tools. That's why the word 'may' was included. This is not a specific nor all-inclusive list...just a few examples not meant to limit a teacher or student.

The tools listed are appropriate, but students should not be limited to these tools. I would reword the statement to say: Examples of appropriate tools may include, but are not limited to, their mind, …
Thank you for the suggestion, the committee is taking it under advisement.

This is appropriate if all schools have the appropriate materials needed within the schools. Agreed, schools may tailor their programs based on available materials.

Documentation and Communication - Students will provide accurate documentation of their work in a manner that is understandable to others. They will use accurate terminology when communicating about technology. They document procedures used to solve a problem and explain and defend their thinking. They will that recognize that good documentation is an ongoing part of the process.

Answered: 31 Skipped: 277



Answer Choices	Responses	
I have read the above practice standard and think it is appropriate as written. If applicable, I have entered comments below.	80.65%	25
I have read the above practice standard and have concerns that I have addressed below.	19.35%	6
Total		31

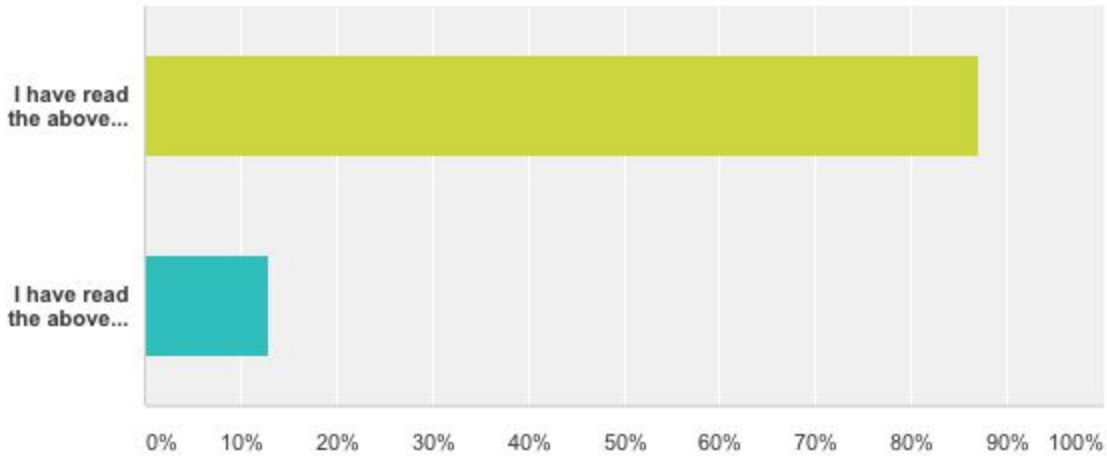
Comments (7)

"They will that recognize"???? Nice catch!
Documentation and Communication - Students will provide accurate documentation of their work in a manner that is understandable to others. They will use accurate terminology when communicating about technology. They will document procedures used to solve a problem and explain and defend their thinking. They will recognize that good documentation is an ongoing part of the process. They will become proficient in using the appropriate tool(s) for the documentation task. This was discussed at length during committee work. In an effort to ensure brevity, we think this is captured in the “Tools” Practice Standard. The focus of this Practice Standard is on the process of documentation so that others can follow a line of reasoning as opposed to the actual tool used to document.

Last sentence: They will that recognize that??? Nice catch!
Once again, very broad. It was intentionally left broad so that it applies to various grade levels.
This would be great as well, if every school had a computer teacher. The effort here is on the student not the teacher. This idea does not only apply to computer science but to any problem solving situation a student is in.
Typo in the last sentence: "They will that recognize..." Nice catch!
Will standards be set for "good documentation"? There will be no official documentation standards. Good documentation can mean many different things and will be up to the teacher to specify and model. This is a “habit of mind” and not a directly assessable standard.

Ethics and Impact - Students will comprehend the outcomes of actions prior to taking them. They are aware of their own digital and cyber presences and its impact on other individuals and society.

Answered: 31 Skipped: 277



Answer Choices	Responses	
I have read the above practice standard and think it is appropriate as written. If applicable, I have entered comments below.	87.10%	27
I have read the above practice standard and have concerns that I have addressed below.	12.90%	4
Total		31

Comments (3)

digital and cyber presence and its impact or digital and cyber presences and their impact Nice catch! will change to presence

Students will become familiar with a particular code of ethics (e.g., IEEE, ACM). Students will comprehend the outcomes of actions prior to taking them. They will be exposed to a small set of case studies that exemplify the ramifications of poor cyber/ethical conduct. They are aware of their own digital and cyber presences and its impact on other individuals and society. This would be a good idea for curriculum or a content standard. We tried to keep it very broad and general to keep it timeless and to allow it to apply to all grade levels. We are trying to state what a good “habit of mind” is and not how to create that “habit of mind”.

What will the guidelines for "ethics" be for schools? Variances for elementary versus secondary?? This should be clarified in content standards. Many of the guidelines will be based off of school usage policies that are already put in place.

Problem Solving - Students will exhibit proficiency in Computer Science through identifying and systematically solving problems. (e.g., engineering design process) They will recognize problem solving as an ongoing process.

Problem Identification, Brainstorming and Researching, Choosing a Solution, Implementing a Solution, Testing and Evaluation, Improve and Redesign. (Is there a graphic for this?)

7.0 Problem Identification - Students will recognize that many times real world problems are not fully defined. Students will define problems prior to developing a solution. Students will be able to answer the question, "What problem needs to be solved?"

7.1 Brainstorming and Researching - Following problem identification students explore approaches to the problem. Creativity **and out of the box thinking** is encouraged. However, creativity should include evaluating and expanding existing and accepted approaches to the problem.

7.2 Choose Solution - Based on the brainstorming, students pick a target solution to implement. Students should not get stuck on picking the perfect solution or going with the first solution.They should understand that a working "okay" solution is better than a "perfect" solution that hasn't been implemented. The first solution may not be the final solution.

7.3 Implement Solution (Prototyping) - After a solution has been selected, students incrementally implement the solution. Students should recognize that it is **incredibly** helpful to break large tasks into smaller testable tasks. They should recognize that it is nearly impossible to get many moving parts to work together without **independently** testing each part by itself.

Younger students may need scaffolding to decompose **large** tasks. Older students will complete more complex tasks with increasing independence. **.**

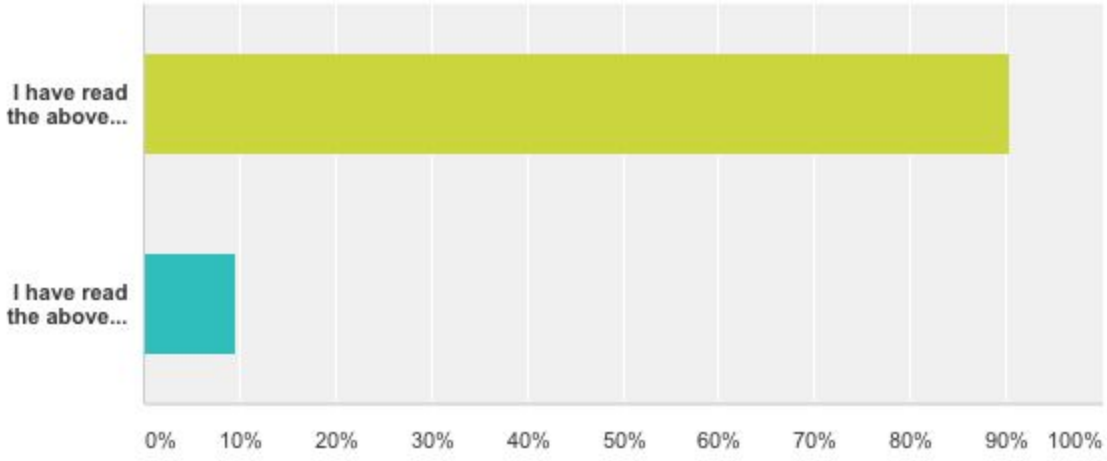
7.4 Testing and Evaluation - Students understand that testing is done as the solution is being developed and that the two are inseparable.

They will add the smallest testable component to the solution,test and refine that component until it is fully functional. In some cases, testing may expose a problem with the chosen solution and may require the target solution to be modified. They must recognize that the majority of the time there will be problems within the implemented solution. Students will understand that a good computer scientist will encounter many problems while implementing a solution and will systematically identify and address each problem.

7.5 Improve and Redesign - Students understand that identifying issues and potential improvements is essential to the design process and that change in the target solution or problem definition may be necessary.

necessary.

Answered: 31 Skipped: 277



Answer Choices	Responses	
I have read the above practice standard and think it is appropriate as written. If applicable, I have entered comments below.	90.32%	28
I have read the above practice standard and have concerns that I have addressed below.	9.68%	3
Total		31

Comments (3)

out-of-the-box Problem Solving could be simplified by eliminating adjectives and adverbs. The intent would still be there and the message might be clearer. We worked extensively to streamline this Practice standard.

Should be tied to computer science. Problem solving is general and applies to computer science and other field alike. This practice standard was written with programming in mind with an understanding that the problem solving model is very similar in engineering and many other areas.

You can teach problem solving. You can't mold a problem solver from more guidelines..... Thank you for your suggestion. The committee changed the standard to be open ended in which problem solving process the students can follow.

Computer Science Practice Standards Comments - Please provide any general comments about this set of standards.

Answered: 10 Skipped: 298

All 7 could be simplified for clarity. Parallel language would be nice!
#7 seems to break the parallel language. We are contemplating simplifying that section.

Computer Science is NOT needed by ALL students. I don't understand WHY this has been a push in Arkansas at ALL! I am a certified business education teacher who has taught over 10 years including AP Computer Science I, Computer Programming (BASIC, C, C++, HTML and Pascual), and AP Computer Science II. All students should receive Application instruction (Word, etc.) as required. I wonder if this line of reasoning is common among educators that confine Computer Science to coding and programming? Also, there does seem to be a lot of research that indicates quite a few “jobs of the future” require thought patterns captured by these standards. According to the US Dept of Ed, by 2020 50% of jobs will need IT and computational thinking experience.
I am all for implementation of CS Standards. As a teacher I have a huge concern of wording and the accountability that is very likely to follow. The committee discussed at length to retain the use of terms consistent with the field of Computer Science.The practices are considered foundational in standards and as such are more difficult to measure as most content standards. The intent is that these practices will be reflected in the outcomes of the Computer Science standards.
I feel these practices are excellent. This ties directly to the way we use mathematical practices. Nicely done! Thank you!

I think that computer science is wonderful and every school needs to teach this within the schools, however, teachers do not have enough time as it is to do what districts are expecting them to do. So, if there is a computer teacher and computer science teacher then it would be wonderful! It was the belief of the committee that many teachers already cover a good portion of the standards. It is a matter of formalizing the connection between the standards and what teachers already do.

I would like to see more specific standards, not just a set of standards to "meet the mail". We will continue the work and hope to include some examples/opportunities for implementation as we move forward.

In general, I feel that this standard is more about the practice of software engineering. If one consults https://www.acm.org/education/CS2013-final-report.pdf they will see there are 18 Knowledge Areas (KAs). These standards are mostly about SE.

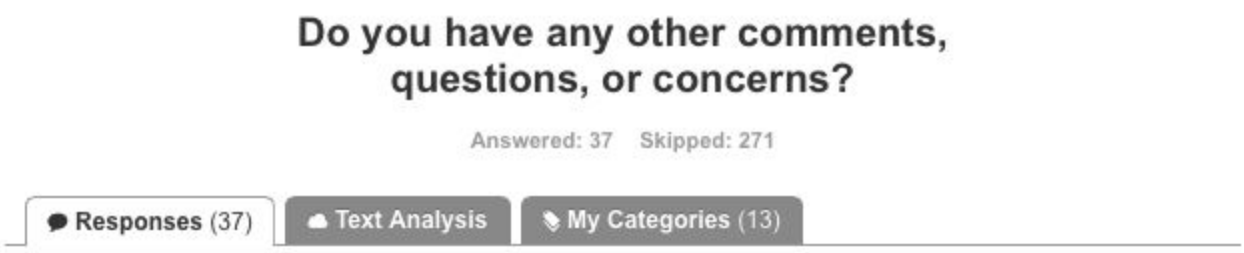
Several of these seem to be too general, in that they can apply to any area of study/learning. Teachers may feel that these are "already implemented" without actually planning for them. Many should be “already implemented”. The value added will be attained by pointing out to students that they are doing things applicable to computer science. Computer Science is linked to all the other content areas. (We all accept that literacy, math, and science are very closely linked. Computer Science is no different.)

These standards are very wordy. Could they be rewritten in a more clean manner which would be more accessible to teachers and students? We are reading comments very closely and wordsmithing for clarity and brevity where possible.

You have developed a good task list but how will you measure attainment of those. They are not standards standards are what to compare to or measure ask any engineer. These Practice Standards are considered to be “habits of mind” and as such, are inherently difficult to measure on standardized assessments. However, these practices can be measured by observation.

Copy of Other Feedback Provided

Note: Comments in black typeface are comments made by survey respondents. Comments in blue or red and comments that are highlighted are response comments added by the standards writing committee.



7-8 standards should allow the use visual programming such as blockly. A totally text-based approach at that level may make it difficult to engage these students especially in the first classes to take this who have no programming background. Is this 7th-8th course meant to be a semester or year-long? It may have been stated, but I didn't see it. What will be the certification requirements for a teacher instructing this class? The standards do not specify the language used. Blockly may be used to introduce the concepts. There is a standard that requires a typed text based language be used to write a program. This does not mean that you cannot utilize blockly for other standards. The 7th-8th grade requirement is a programming block. This would be a block of at least five weeks, but could be extended to be as long as the district chooses. Any Arkansas teacher licensure would be all the certification that would be required. There will be Professional Development opportunities to assist in preparing teachers.

Again, I feel computer science standards at the kindergarten level will be detrimental to the instruction at that level. Computer science teaches kids to think logically, be creative, and exposes them early to the technology that will drive their future. There are numerous resources available and numerous schools are already doing this in kindergarten.

Any additional standard for K-4 should be easily integrated with, or a logical extension of standards already in place. If the standards seem to be a separate entity from the current Common Core standards the state will need to provide additional funding to schools for certified instructors. These standards are meant to be taught through integration into the current curriculum, not as a stand alone class.

As a fifth grade literacy teacher, my concerns are how will these standards be incorporated into our current curriculum? We barely have time in the day to cover all of the literacy, math, science, and social studies standards. We don't offer keyboarding classes until 7th grade. I feel these standards encompass a lot of information that will require extensive class time to teach. I would like to know how that responsibility will be divided. We rotate classes for core subjects. I know none of us have any extra class time to devote to these skills. Especially with core instruction, RTI, and enrichment activities.

Concerns- Progression of implementation; cannot jump in at upper levels without pre requisite instruction in lower grades Staffing/Licensure requirements/training Scheduling These standards are embedded without required areas of concentration. Ideally teachers will make small adjustments where needed in their methods and curriculum.

Due to the fact that new Science standards will be applied to Arkansas public schools in force next school year, I would be interested to know (or be reminded of) the intended design of the science program as a whole. This would include class time, lab time, materials, remediation and acceleration. Dr. Peters

First grade is a very difficult year to teach many new concepts. I think there should be few science standards and very basic at that. First grade learns math, language, handwriting, reading, spelling, and now science and social studies. Literacy and Math are the main subjects to be taught, and it takes all the time in a day to do this with recess, lunch, and special areas such as art, library, etc.

Great work AO.

How much of these standards are in library/media standards and how much will fall into the hands of the regular classroom teacher? We need specific examples and training.
This can be a collaborative effort; standards can be taught in a specific area or across multiple classes. For standards review, schools should be able to identify where standards are being taught.

I am concerned that adequate training and/or funding will not be available for districts to implement these with fidelity.
This Committee recommends that extensive professional development be offered prior to the 2017-18 implementation year.

I am very concerned about Kindergartener's having to meet these skills!! They are not developmentally appropriate for them. Their hands aren't even large enough to complete some of the log ins just to get the computer or tablet operational. Then it takes them forever to type in their log info.
Many of the skills are currently being taught in the K-4 classrooms without the use of a computer; these skills simply need to be identified.

I do. I am concerned about the time requirement, the personnel required to teach this, getting this on student schedules for all students, devices needed, and money required to implement this. It very much sounds like a unfunded mandate. It would be very useful and practical if the ADE departments would get together and really look at how much you are requiring district and schools and grades to implement every year, with no guidance on HOW to do it. MOney for PD for teachers is great, but we first have to have a teacher who can fit yet another prep into their schedule. I seriously doubt many are going to volunteer because it's just something else to do without taking anything else away. If this becomes a requirement, please either give us money to get a teacher, equipment, etc. OR take another requirement away. . And, thank you to Anthony Owen for answering questions and being available for discussion. He is very helpful.

I feel computer science skills will benefit our students, and I am thankful we have added this to our curriculum.

I fully support incorporating computer science standards into all classes. When will reading and literacy standards be fully integrated into all classes?

I have the following concerns and questions: * How do we fit computer coding into an already packed day, especially in grades K-8? * There are so many state mandated time requirements for various subjects such as art, music, PE, math, science, social studies, literacy, etc. * How do we add in additional minutes to this schedule? * Could the department give some sample master schedules with all the mandated required classes as examples? * Could there be more guidance on what teachers will teach coding since there are none trained for that? * Is this going to be an unfunded mandate to hire additional personnel? I am in

support of teaching computer science, coding and other 21st century essential skills. I simply need direction on how to add additional coursework K-8 in a timeframe of 8:00 am to 3:15pm. These standards are meant to be taught through integration into the current curriculum, not as a stand alone class. The intent of the committee is to incorporate computer science standards into what is already being taught in the classroom. If these skills are appropriate for a technology class, then these standards can be taught during that time.

I see duplication in the iMad frameworks and these frameworks (7th & 8th grade blocking). I also think there could be a broader class at this level (a semester using scratch- not scratch jr.) as well as Alice or even app inventor. Existing courses may meet all or some of requirements of the coding block. Courses taught at the 7th and 8th grade level are appropriate as long as all standards are addressed during the course in question. This coding block was designed to be taught for a minimum 5 weeks but can be expanded to a semester or even a year long course. Keep in mind that ALL students are required to have this coding block, however a school chooses to offer it.

I think this is feasible in a 9 weeks or semester course. There is too much here to imbed within existing math classes. This coding block was designed to be taught for a minimum 5 weeks but can be expanded to a semester or even a year-long course if the school district wants to do that.

It is important for the ADE to review the current standards required of all public schools in order to implement these very important Computer Science Standards. There are subjects now that could be integrated into other areas that will allow schools to have time in our day to properly implement Computer Science into our daily operations.

It would be beneficial for policy makers to spend a day in an elementary classroom and attempt to teach the required standards that are expected of us without adding additional standards. While I think Computer Science is important, we have had many additional tasks already added to our plates over the past several years. The turnover data published by ADE clearly shows that more and more teachers are leaving the field of education. Our committee is comprised of educators across all grade levels, K-12. Many of these standards are currently being addressed in other subject areas and these standards were meant to mirror those standards to show the correlation between the standards being taught and computer science.

Money for computers at the elementary level and personnel; as well as the time. These standards are meant to be taught through integration into the current curriculum, not as a stand-alone class. The intent of the committee is to incorporate computer science standards into what is already being taught in the classroom.

My concern relates to the K-4 document and your statement of "embedding..the introduction skills into other classes." Technology should be integrated, and as a special class technology teacher I feel I am in the best situation to accomplish that ideal. I collaborate with classroom teachers for research purposes and curriculum related projects. Students are exposed to technology and skills in my lab that are not standard procedure for the classroom. Classroom teachers alone cannot shoulder the burden of technology foundation skills. These standards are meant to be taught through integration into the current curriculum, not as a stand alone class. The intent of the committee is to incorporate computer science standards into what is already being taught in the classroom. If these skills are appropriate for a technology class, then these standards can be taught during that time.

NA
No

No
No

Placement of the coding block for 7th/8th grade is of concern to me as I am unsure of where and how it would be implemented if it is not to become part of a current course. Thank you.
Existing courses may meet all or some of requirements of the coding block. Courses taught at the 7th and 8th grade level are appropriate as long as all standards are addressed during the course in question. This coding block was designed to be taught for a minimum 5 weeks but can be expanded to a semester or even a year long course. Keep in mind that ALL students are required to have this coding block, however a school chooses to offer it.

Please be considerate of valuable time being taken from the classroom. Also, some things are not appropriate for some students depending on their age and cognitive development.

Please be considerate of time limitations in the classroom. This was first and foremost in the discussions by this committee. As a result the intent is to not place burdens on teachers but to give them concepts to incorporate into what they are already doing. In most cases it would be a tweak at most and additional concept.

Please help us out by taking something off our plates before you add more. Teachers are so burned out, and this is one more thing to add to an unending list that grows every year.
Many of these standards are currently being addressed in several subject areas and these standards are meant to mirror those standards to show the correlation between the standards being taught and computer science

Please seek input from those of us who have been actively trying to teach/encourage coding in the classroom.3
Question: Will we be properly equipped with all tools to successfully meet these standards even if we belong to a small rural district? The committee recommends that ADE and ACE work together to provide relevant and rigorous professional development.

Some of the standards might need to be worded in a way that are more achievable for special needs students. The expectations for teachers in the classroom has increased drastically. The implementation of Common Core was intended to have fewer standards thus allowing for deeper understanding of content. While I feel that my students are, in fact, learning at a deeper level, the pace at which we have to move is not appropriate. There seems to be more questions than answers here. I do not mind students learning how to think critically and fix problems systematically, but I do that already in my classroom. What block of time do you propose this coarse replace? Are you proposing that we extend the school day an extra hour? Will there be certified personnel? Will those certified persons also be trained in teaching pedagogy, or Bloom's Taxonomy? Or will this be just one more thing forced upon overworked and underpaid teachers? I just think that this faces way too many logistical challenges. Who will tutor struggling students? Who will help students with their homework? Last time i checked, none of my students' parents have a degree in computer coding. Who is going to fund the billions of dollars across the state to purchase computers, software, teachers, to implement this program? Where is all this extra money going to come from? Taxpayers? Do they know this? What is your plan to deal with students who do not even have computers at home to practice on? Students need practice. What is your differentiation plan for students with special needs? Do they get left out? What about gifted and talented students? Will the school day be extended? If so, will teachers receive an increase in pay across the board?

Who pays for that? Will every school in the state receive money to hire additional tech staff to handle the increase in tech requirements? Who pays for that? What are the consequences for students who fail? How are you going to handle parents who believe that computer coding is "stupid" and shouldn't be forced upon their child? Where shall I direct those complaints? But even beyond the logistical concerns, I have a major philosophical problem with placing computer coding on the same level with core classes such as reading, math, or science. To those who argue programming is an essential skill we should be teaching our children, right up there with reading, writing, and arithmetic: can you explain to me how Barack Obama would be better at his day to day job of leading the largest military power in the World if he woke up one morning as a crack Java coder? It is obvious to me how being a skilled reader, a skilled writer, and at least high school level math are fundamental to performing the job of a politician. Or at any job, for that matter. But understanding variables and functions, pointers and recursion? I can't see it. Look, I love programming. I also believe programming is important … in the right context, for some people. But so are a lot of skills. I would no more urge everyone to learn programming than I would urge everyone to learn plumbing. That'd be ridiculous, right? It assumes that more code in the world is an inherently desirable thing. It assumes that coding is the goal. Don't celebrate the creation of code, celebrate the creation of solutions. It puts the method before the problem. Before you go rushing out to learn to code, figure out what your problem actually is. Do you even have a problem? Can you explain it to others in a way they can understand? Have you researched the problem, and its possible solutions, deeply? Does coding solve that problem? Are you sure? It assumes that adding naive, novice, not-even-sure-they-like-this-whole-programming-thing coders to the workforce is a net positive for the world. I guess that's true if you consider that one bad programmer can easily create two new jobs a year. And for that matter, most people who already call themselves programmers can't even code, so please pardon my skepticism of the sentiment that "everyone can learn to code". I suppose I can support learning a tiny bit about programming just so you can recognize what code is, and when code might be an appropriate way to approach a problem you have. But I can also recognize plumbing problems when I see them without any particular training in the area. The general populace (and its political leadership) could probably benefit most of all from a basic understanding of how computers, and the Internet, work. Being able to get around on the Internet is becoming a basic life skill, and we should be worried about fixing that first and most of all, before we start jumping all the way into code. Please don't advocate learning to code just for the sake of learning how to code. Or worse, because of the fat paychecks. Instead, I humbly suggest that we spend our time learning how to … 1. Research voraciously, and understand how the things around us work at a basic level. 2. Communicate effectively with other human beings. These are skills that extend far beyond mere coding and will help you in every aspect of your life. I understand the notion that coding teaches students how to think critically and solve problems. But this should be the underlying goal of every teacher in every subject no matter the area of expertise. I don't think that coding solves our gaping problems in education, to the contrary, I think they introduce much much more. Signed My 2 cents

Coding is one part of computer science. Many of the skills outlined in these standards are not about the skill of writing code but the thought process involved in problem solving that do not require technology to implement.

We hope that you will please be considerate of teachers and our thoughts.

What will the certification requirements be for the Coding Teacher? Will there be additional summer professional development?

If the comment refers to the 7 / 8 block, there will be no special certification needed to teach this coding block. This block can be taught by any current 7/8 classroom teacher or business ed teacher. The committee recommends extensive professional development be offered through ADE and ACE over a wide variety curriculum that can be used. No course code or endorsement will be required to teach this block.

While I realize the importance of using technology in education, I do not believe it needs to be mandated in kindergarten. My district requires that I take 40 minutes out of my week to teach computer skills. I do not feel qualified to teach computer skills. in addition, beginning kindergarteners do not have the appropriate fine motor or academic skills to manipulate a laptop computer. Many students who enter K have been in a quality preschool, while many more have not. For those who lack the basic kindergarten readiness skills, it is overwhelming to ask them to type on a computer keyboard when they don't even know the difference between a letter and a number. These standards are meant to be taught through integration into the current curriculum, not as a stand alone class. These standards could be taught during that 40 minute computer block. The committee recommends extensive professional development offered through ADE and ACE.

Recommendations:

- **The committee recommends extensive professional development be offered through ADE and ACE**

Feedback 12/14-12/20

I applaud Arkansas on leading the way in terms of public Computer Science education–nice work! I urge you to consider moving faster on introducing more text-based programming earlier in the curriculum. Students using text-based programming languages are capable of much more than we are giving them credit for, and the strong emphasis on block-based visual programming tools in these proposed standards seems to be an artifact of the current times where Code.org's introductory tutorials and related tools are hot. But those are only intended to be introductory tutorials, not something you use after your first year of exposure to programming and algorithmic thinking. There are good options now for getting students into text-based (real) programming, and there will be many more going forward. (I am biased, since I work at an edtech company that makes one such tool.)

I just want to make sure these standards are end of the year goals. I also want to make sure that they have been piloted before being implemented into classrooms. I feel you will get real, honest, and better feedback rather than others that have not implemented them.